Cultural participation and the development of generic competencies

Bachelor thesis

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Prologue

Dear reader,

In the year 2012, I started the bachelor programme 'Vitality Management & Tourism' at the HZ University of Applied Sciences. It did not take long before I heard of HZ Cult and all the cultural activities they offered to students. I was immediately enthusiastic and went to films, music activities, theatre performances and one of my highlights on a city trip to Amsterdam. The second year, I was a member of the student committee where I assisted during the activities and gave my opinion about the next years' programme. By participating, I got to know other people, gained knowledge and went to performances I would not chose myself.

I am convinced that my participation of HZ Cult was a good addition to my study and it truly helped me to develop my competencies. However, do the other students of the HZ University of Applied Sciences also think that they have gained knowledge, developed their skills and think that their attitude has changed due to their participation in one or more cultural activities? In this thesis you, you can read about the development of generic competencies among students and their motivations to participate in cultural activities.

At first, I would like to thank all the students that filled in my online survey. Next to this, I would like to thank HZ Cult and all the employees that helped me along the way and my supervisory teacher Ingrid Snijders and my second supervisory teacher Margot Tempelman for their time and feedback. In addition, I would like to thank the HZ University of Applied Sciences and other staff members for sharing their knowledge, expertise and personal attention.

Enjoy reading my thesis.

Kind regards,

Lise Temmink

Summary

It is discussed that the cultural sector provides opportunities to develop key competencies, also referred as generic competencies. Competencies are described as skills, knowledge and attitudes that profession practisers needs to apply in a professional practise, besides job-specific competencies. A variety of competencies do exist. However, the following competencies are argued to occur the most at bachelor degree: communication skills, creativity, critical reflection, thinking skills information processing, leadership, lifelong learning, problem solving, social responsibility and teamwork.

It is argued that competency development is mostly focussed on study programmes and courses. However, universities also provide possibilities to focus on learning in an informal setting. For instance, the HZ University of Applied Sciences launched the 'Personality' programme where students are encouraged to carry out activities with the aim to develop generic competencies. For example, students can participate in cultural activities offered by HZ Cult. However, it is unknown why students of the HZ University of Applied Sciences participate and if their generic competencies are developed by the participation of cultural activities. In order to find out, a qualitative and explorative research was carried out. An online survey was sent to students of the HZ University of Applied Sciences. Positive as well as negative critical incidents are collected as well as the perceptions of students in respect of competency development. Thematic and inductive coding was used in order to analyse the data.

The study showed that the majority of the students gave multiple reasons to participate in cultural activities. Earning study credits was the most common reason. Most students argued to have learned something and developed their skills by their participation in one or more activities. Cultural skills were mentioned the most, followed by social skills, communication skills, creative thinking, working together, critical reflecting, life-long learning, solving problems and to undertake activities independently. However, the majority of students mentioned that their attitude was not changed. To conclude, this study shows that the participation in cultural activities provides opportunities to gain knowledge and acquire skills. However, only a few respondents mentioned that their attitude in respect of themselves, other or the society has changed.

One of the main implication of this study is that competencies are subjective and not easy to measure. This study gives therefore more insight in students' perception in respect of their knowledge, skills and attitudes as well as the positive and negative aspects of the cultural programme that is offered by the organisation HZ Cult.

It is advisable to carry out research in order to further explore the skills that were mentioned mostly such as cultural and social skills. Next to this, research regarding participation in other extra-curricular activities as part of the Personality programme could give a better understanding about the effects of the overall programme.

Content page

List of abbreviations

CIT   Critical Incident Technique
ETCS   European Credit Transfer System
SDT   Self-Determination Theory

1. Introduction

This chapter contains information about the research topic as well as the research objective, the research questions and the structure of the research report.

1.1 Generic competencies and cultural participation

The cultural sector may provide opportunities for learning key competencies (Varbanova , 2011), also known as generic competencies (Young & Chapman, 2010). Generic competencies are defined as skills, knowledge and attitudes that profession practisers need to apply in a professional practise, besides job-specific competencies (Ledoux, et al., 2013, p. 12). But why are these generic competencies required? Firstly, employers which operate in the global market, are looking for employees with job-specific competencies and generic competencies (Young & Chapman, 2010). Lung and Alexandra (2012) stated that it is the ambition of the European Union to become a world leader in the knowledge-economy and that there is a need for more highly skilled higher educational graduates, with not only specific subject knowledge, but also with other 'cross-cutting skills', such as communication, flexibility and entrepreneurial spirit. According to them plays higher education a role in order to achieve the aim of Europe to become a world-leader in the knowledge economy.

It is discussed by Barth, Godemann, Rieckmann and Stoltenberg (2007) that development of competencies is mostly focussed on study programmes and courses. They argue that is it focussed on formal learning settings, whereas universities have the opportunity to target on learning in informal settings.

At the HZ University of Applied Sciences in the Netherlands are students recently expected to participate in the Personality programme, that encourages students to carry out extra-curricular activities in order to develop generic competencies in a cultural and societal context. For example, students can choose to become a member of the schoolboard, to perform promotional activities, to participate within the peer-project or participate in the HZ Cult programme. Besides carrying out activities, it is expected that students write a Personal Development Plan and perform a self-assessment, where the STARRT-method is used as a tool that enables students to reflect upon their learning objectives (Reijnierse, van Glabbeek, & van der Valk, 2015).

The HZ Cult programme is one of the possibilities to obtain study credits for the Personality programme (Reijnierse, van Glabbeek, & van der Valk, 2015). Annually, a student of the HZ University of Applied Sciences can earn 1,25 ETCS by participating in several cultural activities, which should be selected from the following subgroups: films, music, theatre and specials such as city trips. By participating in the HZ Cult programme, students can experience culture with the objective of stimulating reflection, discussion and broaden their views (HZ University of Applied Sciences, 2014e).

As stated earlier, it is claimed that the cultural sector provides opportunities for learning key competencies (Varbanova , 2011), also known as generic competencies (Young & Chapman, 2010). However, it is unknown if students that participated in the HZ Cult activities developed their generic competencies and why students choose to participate in one or more cultural activities.

1.2 Research objective

The objective of this study was to investigate if cultural participation, more specifically the HZ Cult programme, has an influence on the development of generic competencies of students of the HZ University of Applied Sciences. Additionally, it was aimed to get a better understanding about students' motives to participate in the programme and to define success factors of the HZ Cult programme and to give HZ Cult recommendations.

1.3 Research questions

The following main question was designed in order to find out if the HZ Cult programme has an influence on the development of generic competencies:

"What influence does cultural participation has on the development of generic competencies of students of the HZ University of Applied Sciences?"

In order to answer the main question, several sub-questions were defined:

- Did the participation of the HZ Cult programme contributed to the development of generic competencies according to students?
- What motivates students to choose the HZ Cult programme as part of their study programme?
- What are positive aspects and negative aspects of the programme according to the students?

1.4 Bachelor thesis structure

The thesis consists of seven chapters. Chapter 1 represents the introduction. In chapter 2, information is given about the HZ University of Applied Sciences and about HZ Cult. Chapter 3 covers the theoretical framework and contains information about existing theories and information in respect of the development of generic competencies, cultural participation and motivation. The methodology is discussed in chapter 4 and the results are presented in chapter 5, followed by the discussion in chapter 6 and the conclusion and recommendations in chapter 7. In the appendixes, additional information can be found about the HZ University of Applied Sciences, HZ Cult and the methodology.

2. Organisation profile

The HZ University of Applied Sciences and HZ Cult are shortly described in this chapter because they represent an important part of this research work. The contact details and the organisational charts of the HZ University of Applied Sciences and HZ Cult can be found in appendix 1.

2.1 HZ University of Applied Sciences

The HZ University of Applied Sciences is an educational institute located in Vlissingen, the Netherlands. The student population accounts for 4,500. The slogan of the University of Applied Sciences is 'where students matter'. The main values are quality, personal development, mutual respect and professional orientation. It is the aim of the HZ University of Applied Sciences to develop each student, and enable them to deal effectively with life in a multicultural society (HZ University of Applied Sciences, 2014a).

2.2 HZ Cult

The HZ Cult is a cultural organisation which offers a variety of activities for students and employees of the HZ University of Applied Sciences. Moreover, HZ Cult offers activities for other educational institutes in the Province of Zeeland, such as University College Roosevelt, Scalda, Scheldemond College, Pontes Pieter Zeeman, De Rede, Reynaert College, Zwincollege, Nehalennia and Pontes Goese Lyceum. Also, externals are welcome to participate. HZ Cult offers about 60 activities in the categories theatre, music, film and special. Every year a new theme is chosen. For example, in the year of 2015/2016 the theme was 'imagine'. About 60 activities were offered this year. In respect of the category special, city trips were offered to Mechelen, Berlin and Barcelona. Moreover, students could participate in workshops or attend a music lecture (HZ University of Applied Science, 2014c).

Students are considered as the main focus group of HZ cult. Not only from the HZ University of Applied Sciences, but also from other educational institutions as mentioned before. Besides students, employees are seen as a customer group . Important stakeholders are: Rabobank, Province of Zeeland and the HZ University of Applied Sciences (HZ University of Applied Sciences, 2014c).

3. Theoretical framework

Topics such as generic competencies, the measurement of generic competencies and cultural participation are explored. Existing theories and research findings are discussed within this chapter.

3.1 Generic competencies

Young and Chapman (2010) argue that key competencies are labelled within the literature as generic competencies, but also as core skills, employability skills, life skills, soft skills, transferable skills and workplace competencies. Ledoux et al. (2013) also point out that there are different labels such as applicable skills, non-job specific competencies, key competencies, soft skills, advanced skills or 21st century skills. However, in the current report the term generic competencies is used, which is described as skills, knowledge and attitudes that profession practisers need to apply in a professional practise, besides job-specific competencies (Ledoux, et al., 2013, p. 12). Ten Dam and Volman (2007) are agreeing in their paper that the aspects knowledge, skills and attitudes should be integrated with each other.

Young and Chapman (2010) examined generic competencies from twelve generic competence frameworks from Australia, New Zealand, USA, Canada, UK and other European countries. While looking at Europe, they mentioned the following generic competencies: communication in the mother tongue; communication in foreign languages**;** numeracy and competencies in mathematics; science and technology**;** information and communications technology (ICT); learning to learn; interpersonal and civic competencies; entrepreneurship; general cultural/cultural awareness (Young & Chapman, 2010). Based on the work of Young and Chapman (2010), a review study was carried out by Strijbos, Engels and Struyven (2015). They examined the criteria and standards in respect of generic competence at bachelor degree in the European Higher Education Area (EHEA). The most occurred competencies according to them were: communication skills, creativity, critical reflection (and self-management), thinking skills (and reasoning), information processing, leadership, lifelong learning, problem solving, social responsibility (ethics and responsibility) and teamwork. These competencies are quite similar than the competencies as discussed in the literature study of Voogt and Pareja Roblin (2010) in respect 21st century skills models. In fact, they argue that creativity, critical thinking, solving problems, communicating, working together, digital literacy, social and cultural skills and self-regulation were mentioned in all models.

3.2 Measurement of generic competencies

Ledoux et al. (2013) perceive competencies as a combination of not only knowledge, attitude and skills, but also reflection. They pointed out that measurement-instruments of the combination of these components are hardly available and that the measurement of a certain competency is only observable in a real-life observation where that specific competency needs to be applied. The measurements are considered by them as complex, due to the application of the different components, such as knowledge, attitude, skills and reflection.

Additionally, Fung, Lee and Wong (n.d.) state that a few generic competencies, such as cultural appreciation, are effective in nature and cannot directly be measured by performance. However, they claim that validated self-assessment inventories can be taken into account as a helpful

representative for achievement. According to Mulder, Gulikers, Wesselink, and Biemans (2008) there are different assessment methods for self-assessment, such as the assessment by independent assessors or by 360-degrees feedback, whereas, Ledoux, et al. (2013) claim that a self-assessment inquire form can be used in order to measure attitudes that are not directly verifiable. However they also argue that self-assessment reports are not per se subjective, since respondents make judgements about themselves and do not measure actual behaviour. They stated that respondents might not be aware of their own behaviour or opinions, or are not able to present it. Mulder et al. (2008) argue that a Personal Development Plan can be used to measure attitudes, since it can provides students with information about the competences in the curriculum and their mastery . Next to this, it is argued by Ledoux, et al. (2013) that a portfolio assessment is a frequently used method within the higher education. However, they argue that it is difficult to include information about the development of social competencies in a portfolio.

3.3 Competency development and cultural participation

It is argued by Barth, Godemann, Rieckmann and Stoltenberg (2007) that competency development is in many cases focused on study programmes and courses. In order words , it is focused on formal learning settings , whereas universities also have the possibility to focus on learning in informal settings (Barth, Godemann, Rieckmann, & Stoltenberg, 2007). However, specifically looking at the HZ University of Applied Sciences, it can be stated that students are encouraged to carry out extra-curricular activities, in order to develop their generic competencies. Students can for instance participate in cultural activities (Reijnierse, van Glabbeek, & van der Valk, 2015).

The participation in cultural activities, in order words cultural participation is described by the UNESCO institute for statistics as follows :

> Cultural participation includes cultural practices that may involve consumption as well as activities that are undertaken within the community, reflecting quality of life, traditions and beliefs. It includes attendance at formal and for-fee events, such as going to a movie or to a concert, as well as informal cultural action, such as participating in community cultural activities and amateur artistic productions or everyday activities like reading a book. (UNESCO Institute for Statistics , 2009, p. 45).

It is argued by Morrone (2006) that various types of behaviour participation can be identified, such as attending/receiving, performance/productions by amateurs and interaction. Also, the distinction highbrow culture and popular culture can be made (DiMaggio, 1987).

It is claimed by Varbanova (2011) that the cultural sector provides opportunities for learning key competencies, such as cultural awareness. However, it is discussed that activities created by the cultural sector with no formal relation to education are often considered as leisure or craftsmanship and are not seriously taken into account by decision-makers and funders (Varbanova , 2011).

Nevertheless, it is argued by Brajša-Žganec, Merkaš and Šverko (2011) that people do benefit from the participation of leisure. They state that "It enables people to build up social relationships, feel positive emotions, acquire additional skills and knowledge, resulting into an improved quality of life" (p.83). Also, it is claimed that participating at a meeting or training in an organisational club and visiting a sport event is positively related to good health, more specifically better self-perceived

health, higher life-satisfaction, higher self-esteem, less anxiety and less depressions (Hansen, Sund, Knudtsen, Krokstad, & Holmen, 2015).

Additionally, Fredricks and Eccles (2008) claim that "School and community-based organized activities provide a context for middle school youth to use their leisure time in productive ways, connect with supportive adults and prosocial peers, and learn competencies and skills" (p. 1042). Moreover, it is discussed by Fredricks & Eccles (2008) that the participation in extracurricular activities has an effect on the adolescents selection of friends and set of values and norms they are effected by.

3.4 Decisions regarding leisure and cultural participation

The decision regarding a particular leisure context depends on education, gender, year of birth, age and time pressure (van Ingen & Dekker, 2011). Padhy, Valli, Pienyu, Padiri and Chelli (2015) studied the leisure motivation among adolescents and young adults. Their research results indicate that adolescents scored higher on a-motivation compared to young adults, which might be due to the phase of identity formation adolescents go through. Ingen and Dekker (2011) argue that higher educated people participate more often in social activities (associational + informal context) than lower educated people whereas, Nagel (2010) argues that family and education are considered important factors of cultural participation of people from 14 to 24 years old.

It is discussed by Ryan and Deci (2000) that motivation cannot be considered as a unitary event. They argue that people have different amounts and different kind of motivation. It is claimed that motivation can be categorised as intrinsic motivation or extrinsic motivation. Intrinsic motivation is defined as *"doing something because it is inherently interesting or enjoyable",* whereas extrinsic motivation is defined as *"doing something because it leads to a separable outcome"* (Ryan & Deci, 2000, p. 55)*.* The Self-Determination Theory states that extrinsic motivation may vary in the degree in which it is autonomous (Ryan & Deci, 2000)*.* Different categories can be identified concerning extrinsic motivation, such as external regulation, introjected regulation, identified regulation and integrated regulation (Ryan & Deci, 2000, p. 55)*.* Support is found for the Self-Determination Theory concerning the fact that the prototype of autonomy is intrinsic motivation. In fact, regarding to the research outcome, intrinsic motivation is considered to be the most important in terms of academic achievement (Taylor, et al., 2014). Autonomy is within the self-determination theory is defined as: "*feeling of volition that can accompany any act, whether dependent or independent, collectivist or individualist*" (Deci & Ryan, 2000, p. 74). Besides autonomy, competence and relatedness psychosocial needs that enhances self-motivation and mental health when they are satisfied, according to the self-determination theory (Deci & Ryan, 2000). Competence, or more specifically competence motivation is defined as: "*a desire to be competent in one's actions, skills, and abilities*'' (Deci & Ryan, 2002, p. 365), whereas relatedness is described as: "*the need to feel belongingness and connected-ness with others*" (Deci & Ryan, 2000, p. 73).

Leversen, Danielsen, Birkeland and Samdal (2012) argue that psychological need satisfaction experienced in the leisure activity domain is associated positively with adolescents increased life satisfaction. It is discussed by them that particularly the satisfaction of competence and relatedness seems to benefit the general life satisfaction of boys and girls.

To conclude, the term generic competencies is a broad concept, in which there is a wide diversity and a lot of overlap (Ledoux, et al., 2013). In fact, there are a lot of labels for generic competencies, such as core skills, employability skills, life skills, soft skills, transferable skills and workplace competencies (Young & Chapman, 2010), but also advanced skills or the term 21st century skills is used (Ledoux, et al., 2013). Competencies are described as skills, knowledge and attitudes that profession practisers needs to apply in a professional practise, besides job-specific competencies (Ledoux, et al., 2013). A variety of generic competencies are mentioned earlier. However, generic competencies such as communication in the mother tongue; communication in foreign languages**;** numeracy; competencies in mathematics; science and technology**;** information and communications technology (ICT), as well as the digital literacy are less relevant for the current research since they are more likely to be covered by the regular bachelor study programme.

It is argued by Barth, Godemann, Rieckmann and Stoltenberg (2007) that competency development focuses in many cases on study programmes and courses, in order words on formal learning settings, despite the possibilities of learning in informal settings. The HZ University of Applied Sciences however, introduced recently the Personality programme. The programme is encouraging students to take part in extra-curricular activities, and is thus focused on a more informal setting. To give an example, students participate in cultural activities offered by HZ Cult (Reijnierse, van Glabbeek, & van der Valk, 2015), with the aim of developing key competencies, or the so called generic competencies.

It is claimed that cultural sector, provides opportunities for learning key competencies, for instance cultural awareness (Varbanova , 2011). However, it is also discussed that a few generic competencies, such as cultural appreciation, are effective in nature and cannot directly be measured by performance (Fung, Lee, & Wong, n.d.). Next to that, it is claimed that the cultural sector and the activities that are offered with no direct relation to education are often considered as leisure (Varbanova , 2011). Nevertheless, it is claimed that people benefit from the participation of leisure. In fact, Leversen, Danielsen, Birkeland and Samdal (2012) argue that:

> Leisure activities that provide adolescents with opportunities for skill development, allow them to feel that they are good at something, give them an active contributory role, and focus on social relations and positive interactions between participants, may promote growth, development, and an increased subjective well-being in the lives of adolescents. (p.1596)

4. Methodology

Within this chapter, information is provided regarding the research topic, the type of research and the research instruments. Furthermore, the chapter captures the research population, sampling, the research method, the online survey design, the approach and the data analysis.

4.1 Outline of the research

The objective of this study was to find out why students participate in cultural activities and if the HZ Cult programme has an influence on the development of generic competencies among students of the HZ University of Applied Sciences. For that reason was the research exploratory. It was aimed to get a better understanding about students' motivations, underlying opinions and the effects of the HZ Cult programme on the development of generic competencies.

In order to do so, the following main question was designed:

"What influence does cultural participation has on the development of generic competencies of students of the HZ University of Applied Sciences?"

Qualitative research was carried out in order to answer the main question. This type of research was chosen since it is argued that a qualitative research is most suitable in terms of an open research question (Baarda, 2014). Besides, Baarda (2014) claims that gaining insight in a topic, is an objective that suits within a qualitative research design. This is also an objective of this particular research. Next to this, it is argued that central questions about the way people experiencing things under certain circumstances and their inherent motives and arguments are suitable for a qualitative research (Verhoeven, 2015). Looking at the main question, and subsidiary question (table 1) it can be argued that this research was focussed on the way people experienced their participation, but also about the motives for participating in cultural activities.

Table 1. Investigation overview

Subsidiary questions	Research type	Research instruments
1. Did the participation of the HZ Cult programme contributed to the development of generic competencies, according to students?	Qualitative	Online Survey
2. What motivates students to choose the HZ Cult programme as part of their study programme?	Qualitative	Online Survey
3. What are positive aspects and negative aspects of the programme according to the students?	Qualitative	Critical Incident Technique (online)

As mentioned in the theoretical framework, generic competencies are referred to skills, knowledge and attitudes that profession practisers needs to be apply in a professional practise, besides job-specific competencies (Ledoux, et al., 2013, p. 12). It is argued that a few generic competencies, such as cultural appreciation, are effective in nature and cannot directly be measured by performance (Fung, Lee, & Wong, n.d.). Nevertheless, it is argued that self-assessment inventories can be taken into account as a helpful representative for achievement (Fung, Lee, & Wong, n.d.) For instance, a self-assessment inquiry form can be useful in order to measure attitudes that are not directly verifiable or observable (Ledoux, et al., 2013). To find out if students developed their generic competencies by participation in cultural activities (sub-question one) students were asked to assess themselves. In fact, students were asked to answer questions related to the three elements of generic competencies, namely skills, knowledge and attitudes. Besides, students were asked what their motives were for participating (sub-question two). Also, students underlying opinions, behaviour and experiences were assessed by asking students to describe positive and negative incidents, which led to an answer on sub-question three. The operationalisation overview can be found in appendix 3.

4.2 Research population

Students of the HZ University of Applied Sciences are considered as the main target population. About 4800 students are studying at the HZ University of Applied Sciences (HZ University of Applied Sciences, 2014b). It was chosen to focus on this particular group since students of the HZ University of Applied Sciences are considered as the main target group of HZ Cult. Besides, the recently introduces Personality programme also focusses on these students. Not all of the 4800 students took part in one or more cultural activities offered by HZ Cult. In fact, on the 28th of April 2016, 808 HZ students participated in one or more cultural activities during study year 2015/2016, whereas the amount of students in study year 2014/2015 accounted for 1121 students (HZ University of Applied Sciences, 2016). 164 of these 1121 students took part in the HZ Cult programme for a study credit, accounted for 1,25 ECTS and thus participated in 10 activities. 11 percent of them were male and 89 percent female (HZ University of Applied Sciences, 2016).

4.3 Sampling

Purposive sampling was used in order to get a better understanding in real-life experiences from HZ students. For this reason, it was aimed to attract only HZ students whom already participated in one or more HZ cult activities. An e-mail was sent to those (appendix 4) who were registered for the HZ Cult newsletter reaching 1966 persons. A reminder was sent to a group of 730 persons that did not open the first e-mail (appendix 5) . In the e-mail it was stated that only HZ students or former HZ students should fill in the online survey if they participated in at least one cultural activity. Students were expected to fill in a positive and negative incident. In total 47 reactions were received. Not all the reactions were in line with the pre-set quality criteria (chapter 4.8). In fact, one online survey was filled in by a student of another education institute. Next to that, seven respondents did not tick of the approval box of the survey in order to agree that the questions were understood and answered truly. Due to this, 36 reaction remained to use for analysis. While looking specifically at the Critical Incidents, 34 usable positive incidents and 19 usable negative incidents met the pre-set quality criteria.

The other 11 respondents either did not explain any negative incidents or mentioned no negative experiences. Moreover, six persons emphasised to have not really had a negative experience.

Since a qualitative research is carried out, saturation is taken into consideration. This means that the data collection will stop when no new information is presented (Baarda, 2014).

Gremler (2004) analysed 115 CIT studies and found out that the number of respondents within these analysed CIT studies varied from 9 to 3852, also the amount of usable incident showed a great variety, ranging from 22 to 2505.

4.4 Research method

In the current research it was chosen to do an online survey including Critical Incident Technique (CIT) questions as well as questions about the development of generic competencies and the students motivation regarding the HZ Cult programme. In this way, students were able to write down real-life experiences in their own words and were less influenced by the researcher.

The CIT has been used quite often within the area of service marketing. Research topics that are investigated by the CIT studies include: customer evaluations of service, service failure, recovery and service employees (Gremler, 2004). It is claimed by Gremler (2004) that service researchers considered the CIT as a valuable tool, because the analysis resulted often in rigorously defined information compared to various other qualitative approaches. It enables researchers to focus on a particular phenomenal (Gremler, 2004). For instance, the research of Bitner, Booms and Tetrealt's (1990) is considered as an example whereby the value of the CIT method in respect of service research is shown. In fact, the CIT method provided them with concrete details and let them come up with themes that with literature research, quantitative or in-depth interviews would not have shown (Gremler, 2004). Additionally, it is argued the CIT provides information about specific behaviours that are observed and evaluated by those in the best position. The assembly of these observation and information can result in requirements of an activity (Flanagan, 1954). This is in line with one of the main aims of this study to state the success factors of the cultural programme provided by HZ Cult.

The CIT is described by its' founder as "*a set of procedures for collecting direct observations of human behaviour in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles*" (Flanagan, 1954, p. 237)*,* whereas an incident is defined as *"any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act"* (Flanagan, 1954, p. 237)*.* It is pointed out by Flanagan (1954) that an incident should happen in a situation where the aim of the act is perceived by the observer as clear and the effects are consequentially well-defined with a limited scope for doubt concerning its consequences. The critical incident therefore gives the opportunity to get a better understanding about human activities in real life and in respect of this research about the participation of cultural activities among students. As stated earlier, the CIT enables researchers to explore why people engage in an activity (Hughes, Williamson, & Lloyd, 2007). This is in line with sub question two, which is designed with the aim of finding out the motives and the positive and negative experiences of students. Besides, the CIT enables students to analyse their own behaviour.

Several steps are taken into account in respect of the CIT. The steps which are introduced by the founder of the Critical Incident Technique can be found in appendix 6.

4.5 Online Survey design

The online survey consist of a variety of question designed in Dutch, covering the following four aspects: demographical information (question 1 until 6), motivation (question 7), Critical Incidents (question 8 until 16) and generic competencies (question 17 until 20). A schematic overview of the questions in English can be found in appendix 7.

4.6 Approach

Different approaches were used in order to attract HZ students to take part in the research (appendix 8). First of all, an announcement was published in the online newspaper of HZ Cult. Secondly, an e-mail and a reminder was sent to students of the HZ University of Applied Sciences. Thirdly, a message was placed on the HZ Cult Facebook page. Fourthly, leaflets were handed out during several HZ Cult activities where students were asked to fill in the online questions. Lastly, students were asked to take part in the research by an oral announcement by several cultural activities. Two tickets of the festival VESTROCK were given away to obtain a high response rate. The data was collected digitally and thus less likely to be unreadable.

4.7 Data analysis

Edvardsson (1992) stated that the analysis of critical incidents and its interpretation is a continuing process. He argues that incidents are at first classified before patterns and classification schemes come into existence. The analysis of critical incidents is claimed to be inductive and partially subjective as in qualitative researches (Edvardsson, 1992). Thematic and inductive coding was used in order to analyse the data. This means that in forehand, no predetermined framework was used in order to structure the information. The incidents were acquired to meet the following criteria and standards:

1. The incident should be remembered properly. According to Flanagan (1954) the incident is not remembered properly if unclear information is given
2. The respondent should be either sharing a very positive and/or a very negative experience.
3. The questions are answered only by students of the HZ University of Applied Sciences.

It is argued by Hughes, Williamson and Lloyd (2007) that the founder of the CIT Flanagan recommended several data analysis steps such as: developing a frame of reference; formulating categories and specifying. These data-analyses steps are kept in mind while analysing the data. At first a general frame of reference was created. In other words, broad categories were defined. After that, temporary headings were formulated and the incidents were sorted into categories and sub-categories. The categories and sub categories were re-examined and redefined throughout the process. In order to define the categories, similar approach as discussed by Hughes, Williamson and Lloyd (2007) were used such as colour coding, notes and spreadsheets.

5. Results

Within this chapter the results are presented. The result regarding the development of generic competencies can be found in chapter 5.1 followed by students motivation in chapter 5.2 and the positive aspects in chapter 5.3 and the and negative aspects in chapter 5.4.

As stated before, a qualitative research is carried out in order to find out why students are participating in the cultural programme and to explore if the cultural programme has an effect of the development of generic competencies according to students. In total 47 online survey reactions were received. Students of the HZ University of Applied Sciences answered question in respect of the development of generic competencies, their motivation to participate as well as their positive and negative experiences. However, not all respondents managed to fill in the entire survey. In addition to this, one respondent did not study at the HZ University of Applied Sciences and is for that reason excluded. This resulted in a total of 36 reactions. The respondents were asked to fill in both a very positive incident and a very negative incident which they remembered properly. In total 34 positive incidents and, 19 negative incidents were analysed. Thematic and inductive coding was used in order to analyse the data. At first, the themes were divined by the researcher. After that, a colleague researcher examined the results. The quotes that are listed are translated from Dutch to English and are checked by another colleague-researcher (appendix 9).

5.1 Generic competencies

In order to deepen the understanding of the development of generic competencies, students were asked to give an example what they have learned, which skills they have developed and if their attitude has changed in respect of themselves, others or the society. Chapter 5.1.1 contains information about knowledge related aspects, chapter 5.1.2 about skills and chapter 5.1.3 about attitude.

5.1.1 Knowledge

When students were asked to name an example of something that they have learned during their participation of HZ Cult, several skills were already mentioned such as social skills, communication skills, creative thinking, cultural skills, working together, critical thinking and organising. It can be argued that social skills were mentioned the most from the above mentioned skills. For instance, one student said*: "I got to know other people that I usually not hang out with"*. Another student said to have learned to adapt to others due to the fact that group-based activities were offered as well as a fixed programme. After social skills, communication skills, creative thinking and critical thinking were mentioned the most. Followed by working together, cultural skills and organising.

Next to skills, students claimed to have increase their knowledge in respect of topics such as the society, history or people. Moreover, students convinced that they could use or apply their knowledge during their study. For example, one student explained: "*You get the opportunity to watch movies about rather special topics which you normally would not directly choose yourself. You will learn a lot of new things, for instance about illnesses or addictions". Another student explains: "I have gained more information about the first world war"*.

Another student claims: *"Visiting Ieper impressed me, I think I can use the information gained during the activity, and use it while I give history classes"*.

To do things or go to certain places that I would not do usually do, was mentioned as well. For instance, one persons explained: *"I learned to try out things first, before I argue that I don't like it"*.

Besides trying out new things, it got students thinking about the world and about life. For instance, a student said: *"It got me thinking about war and the good life we are having here"*. Other answers were given by students regarding their learning experiences. To give an example, one person said: *"Culture is really important, and you can learn from it"*, whereas another person mentioned: *"I have learned that music and culture contributes to your happiness and to your personal development"*.

Besides, one respondent mentioned that everything is expensive as a student, but HZ Cult is definitely worth it. *"It is important to enjoy during your studies"* was mentioned by one of the student. Another student said: *"Relaxation is important while working hard for your studies"*

Almost 22 percent of the students claimed that they did not have learned anything. Additionally, two students said to have not really learned anything, however both further explained their reaction. Like one student explained: *"Having learned something is not the correct wording for this experience. I would rather say that I gained a wider understanding of culture".* Another respondent mentioned: *"Not really. What I did learn is not to spend money before you really know whether it is worth spending"*.

5.1.2 Skills

As mentioned before, students argued to have gained skills when they were asked to explain what they have learnt. Next to this, students were specifically asked whether their skills have been developed. In many cases more answers were given. In total 83 different reactions were given. Students were allowed to give more than one answer.

Several answer options were given such as: cultural, social, communication skills. But also, creative thinking, working together, reflecting critically, life-long learning, solving problems, leadership and none. Also, students could give an example of other skills they have developed. As a result, one stated: 'To independently visit activities'. In order to gain a better understanding, students were asked to further explain their answers by giving an example. Figure 1 indicates how many percent of the students argued to have developed a particular skill.
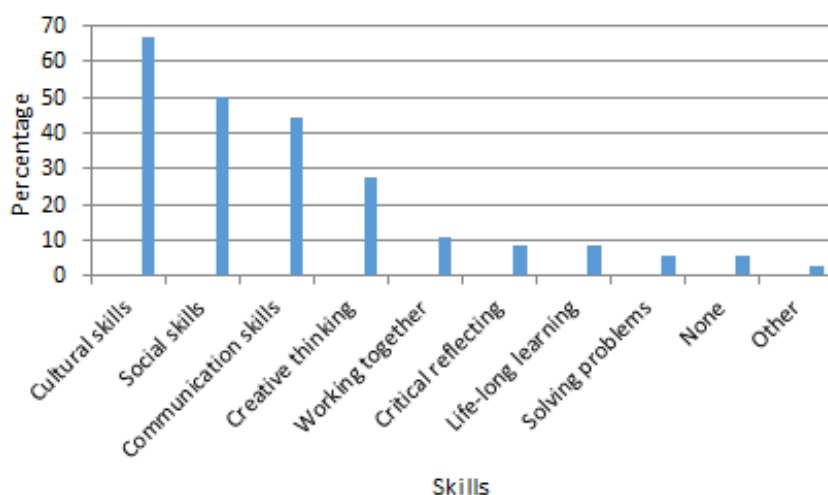

Figure 1. Skills that students argued to have developed

As shown in figure 1, cultural skills were mentioned mostly. Several examples in respect of the development of cultural skills were given by students. For instance, one student mentioned: "*I am more aware of the importance of cultural activities. I realise that it contributes to personal development"*. Another student argued: *"I have gained more insight in the way Jewish people live and more understanding and respect of people with a kosher lifestyle"*. One student explained that by taking part in cultural activities, you can develop yourself culturally, whereas, another student explained to have develop cultural skills by watching films, performances and (cabaret) acts. Another student claimed to have gained knowledge and appreciation for culture by visiting museums. Also, one student clarified: *"You get in touch with subjects where you would not directly have to deal with"*.

Next to cultural skills, social skills were developed according to students. One student explained: *"My communication and social skills are improved by talking with strangers. As an example, I was sat next to a guy were I talked to after the show of Pieter Derks. Almost an entire new group of friends was created during Groove to chill"*. Another student said: *"Because we went with a big group of strangers to Amsterdam, I developed some social skills"*. Also, students claimed to get to know other people. For instance, a student mentioned that you will get to know other people by participation in the HZ Cult programme and that it is also really nice to participate together with classmates. Other examples were given. In fact, a student explained that he went to an unknown or less known place and got in touch with and got to know strangers, whereas someone else explained: *"During the activities I came in touch with other students and visitors"*.

The respondents said to have developed communication skills. For instance, one student explained: *"At first, we could not join the activity for a cheaper price since we were students and it was actually for secondary school students. We had to communicate clearly with the staff members of the HZ Cult office in order to join!"*. Also, a student argued to have developed communication skills, by having contact with strangers. This was in line with something another student said, which was talking to other students. Moreover, one student explained that during a city tour she had to find their way together with other HZ Cult participants and had to ask others for help.

Students mentioned creative thinking as skills that they have developed. One student further explained their answer:*" I have gained creative thinking skills from the HZ Cult experience. This is mainly since we got the opportunity to see the examples of the different themes of the activities and we saw the different point of views from which the people have been acting. Based on this, that had created a final product/show. As a result, we got the chance to enjoy this final product which created a complete experience"*. Another student explained *"I have a better understanding about the way an event comes into existence and the effort it takes to come up with an attractive programme for most students"*.Working together and critical reflecting were also mentioned. One student said: *"I have learnt a lot during my participation of the HZ Cult activities. We mainly have learned a lot by working together. Almost everything was group-based. You need also communication skills for this"*. Another student explained that she needed to work together with others during a workshop, and was creative. In respect of critical reflecting, not all student gave an example. However, one student explained that the skill critical reflecting is developed after films such as Alice and asked hereby the question *"how do we interact with others and how important is it to never forgot who the person was before he or she is getting sick"*.

The respondents also mentioned life-long learning. To give an example, one student mentioned: *"Soldaat van Oranje made me realise that war is useless and it only results in grief and loss. The world would be a nice place if the rest of the world also pays attention to this!".* Another student claims to have learnt a lot of the city and the people during the Barcelona trip, whereas another student said: *"Visiting cultural activities next to put a lot of effort to learning leads to a good balance between effort and relaxation and results in new energy"*

Solving problems was mentioned by students, however not quite a lot. For instance, one student explained that by participating in the activities of the HZ Cult, it was possible to step back from all the school work when I got stuck. By participating in these activities, it was easier to finish the assignments, reports and other schoolwork.

Only one student gave an example of another skill that she had developed, namely to visit activities independently. Moreover, students claimed to have not developed any skills, in this research 6 percent of the students said so. The above mentioned skills can be grouped in several main categories such as societal skills, people skills, personal skills, conception skills (figure 2) underneath. Socials skills and cultural skills are subdivided in the category societal skills, whereas communication, working together and leadership can be divided in the category people skills. Critical reflection, life-long learning, visiting activities independently are subdivided in the category personal skills. The other skills such as solving problems and creative thinking in the category conceptual skills. As stated before, cultural skills and social skills, both societal skills were mentioned mostly.
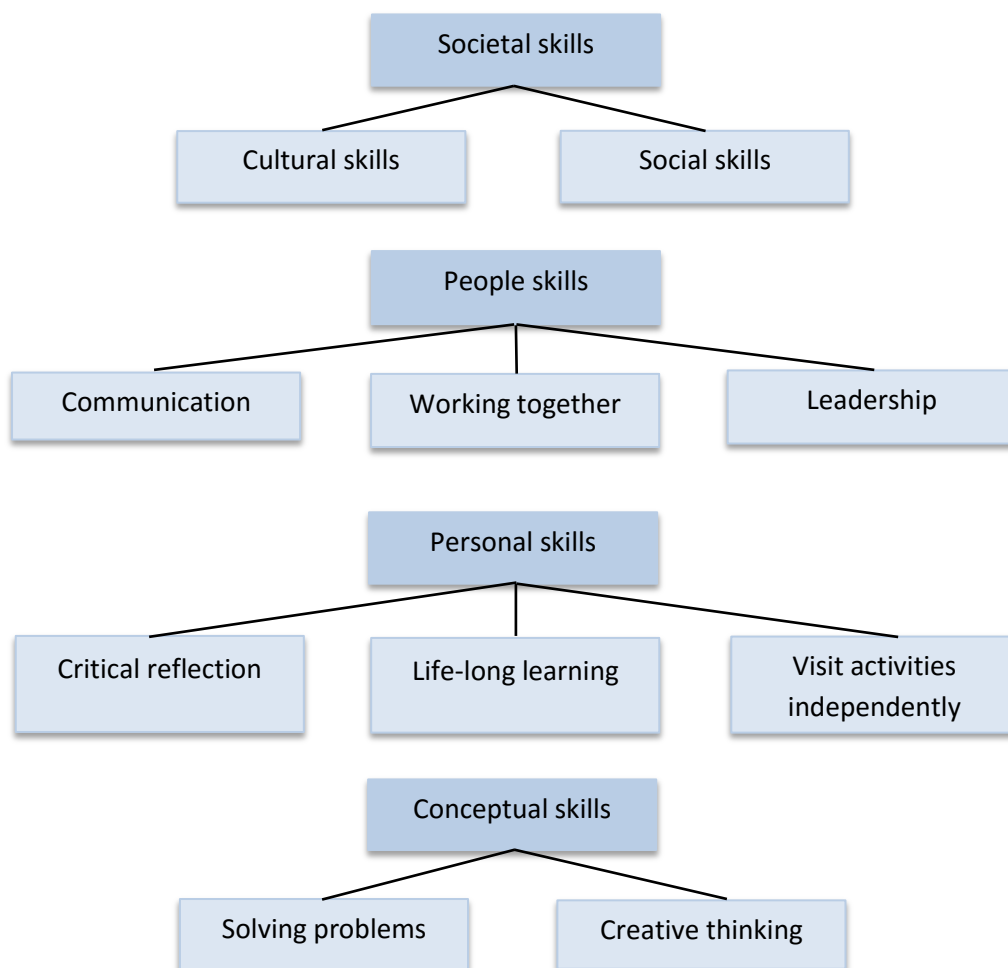

Figure 2. Societal, people, personal and conceptual skills

5.1.3 Attitude

50 percent of the students said that that their attitude in respect of themselves, others or the society was not changed by their participation in one or more HZ Cult activities. Moreover, 11 percent of the students claimed that their attitude hasn't really changed. As an example, one student further explained his answer: *"My attitude hasn't really changed. I am always open for al kind of living and cultural backgrounds".* One student stated: "Not *really I think, however I undertook more action myself. I went on daytrips and looked for highlights within a city. I liked this during HZ Cult"*. Another student mentioned: "*I do not think I can really tell that I have changed. I already went to a lot of cultural activities besides the activities that are offered by HZ Cult".* Also, one student claimed: *"Regarding this aspect I am not changed per se, however it got me thinking"*. This is in line with a perception of a student that did agree upon the fact that his behaviour is changed. In fact, the person claimed to be more broad-minded. Next to that, a change of though and a change of view was also an effect that was mentioned by students. As an example, one student claimed to look at things differently, whereas one student said to look differently in respect of other people. Also one student explained that her view among life has changed, in specifically in respect of the 'achievement culture'. Also, one student that saw the film 'the Theory of Everything' and claimed that you are capable of a lot, if you really want to*.* Moreover, one student claimed to be more positive and one student argued to think more positive about cultural activities.

Students thought to be more social. Students claimed to contact other people more easily or quicker. For instance, one student explained: *"I find it easier to contact people that I don't know. To make contact is quite easy if you have a common interest. I will definitely keep this experience in mind as a social worker".* Besides one student claimed to be easier to get along with.

Other changes in respect of attitude were given. One student claimed to check out more cultural activities. Another one explained *"I think that people are more open for new experiences during their free time".* To act more flexible was another effect that was given by one of the students. As well as to communicate better and clearer. One person mentioned awareness and personal growth, whereas another person claimed to be improve the quality of the educational with the discussions that were hold.

5.2 Motivation

In total 71 different reasons were given in respect of students' motivation. The following themes (listed from most common to least common) arose: study credits, to earn credits in a nice way, social reasons, nice activities, suits interests, price, mandatory, offer, relaxation, cultural development, to explore nice things, educative and bus transportation.

In total, 30 percent of all the different given reasons were in line with either the theme 'study-credits' or the theme 'earning study-credits in a nice way'. As an example one student mentioned: *"In my free time I like to visit similar activities, by also earning credits at the same time is perfect!"*. Another person not only mentioned that is a nice way to earn credits but also a creative way.

The social reasons were mentioned the most frequent besides earning study-credits (in a nice way) In fact, 18 percent of total amount of different reasons were related to this theme, which covers aspects such as the HZ Cult team, friendships, friends, classmates, social interaction and the fact that group-based activities are offered. As an example student quoted: *"After my first trip, I found out that the HZ Cult team was really nice so I explored other activities offered by HZ Cult. Meanwhile, I went to many different activities".* In respect of friends or friendships, a student had the opinion that friendships could be improved. Also one student stated to have a nice evening out together with friends. Also a student quoted: *"To get in contact with classmates in a different way".* Another student explained: "*The previous years I took part in different activities because I wanted to have a couple of nice evening together with classmates"*. Social interaction as a new student was a mentioned reason for choosing to participate. Also it was mentioned that often group-based activities are offered.

Besides social reasons and study-credits, it was mentioned that nice activities were offered. And that the activities were in line with students' interests. In fact, 17 percent of all the different given reasons were in line with theme 'nice activities' whereas, 8 percent were in line with the fact that the activities were in line with the interest of students. One student explained: *" I really wanted to go to this musical, I thought it was nice to arrange this via HZ Cult".* Another student mentioned: *" The activities were in line with my interests. For instance, I went to Kensington and to Lebbis. These were both shows/performances that I wanted to see".*

Moreover, the price of the activities was mentioned as a motive. More specifically, one persons stated that it was affordable, whereas another person said that it is relatively cheap if you look at the things you get in return. Next to that, one person explained: *"I saw a couple of awesome activity whereby a discount was offered".* In total 7 percent in respect of the total amount of different reactions covered this theme. Next to these money reasons, some of the students mentioned that the participation in the activity was mandatory. As an example one student mentioned that the arena discussion was part of the educational programme commercial economy.

What was mentioned in respect of the HZ Cult offer was the following: *"You offer something for everyone".* One person also explained that he chooses to participate due to the trips he could make and the fact that these are completely composed.

Another student explained: "*It was a concert of Kensington, I really like this band. It was convenient that HZ Cult offered these tickets It was a perfect evening*". In total, 4 percent of the total amount of reactions in respect of students' motivation were about the offer of HZ Cult.

Next to that, students mentioned that it is relaxing to visit activities. As an example one student mentioned that is relaxing to visit activities together with friends, whereas another student mentioned that she chooses to participate due to relaxation purposes next to working and studying.

One student mentioned that she chooses to participate in one or more HZ Cult activities due to the fact that she find cultural development quite a lot important. Another student mentioned that her curiosity to visit new locations and artists was the reason for choosing to participate in one or more cultural activities offered by HZ Cult. Another student explained that she finds it educative.

HZ Cult offered bus transportation was another reason that was mentioned. In fact, one respondent argued: *"Nice activities, in most cases bus transportation is arranged when it is further way, well done!".*

Underneath are the themes visually presented (figure 3 and 4). A distinction is made between intrinsic and extrinsic motivation. The themes: nice activities; suits interest; to explore nice things and offer are categorized as intrinsic motivation, since these themes are related to enjoyment and interests. The other themes are categorized as extrinsic motives.
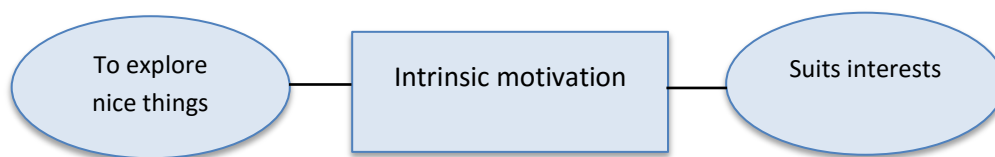
Figure 3. Intrinsic motivation
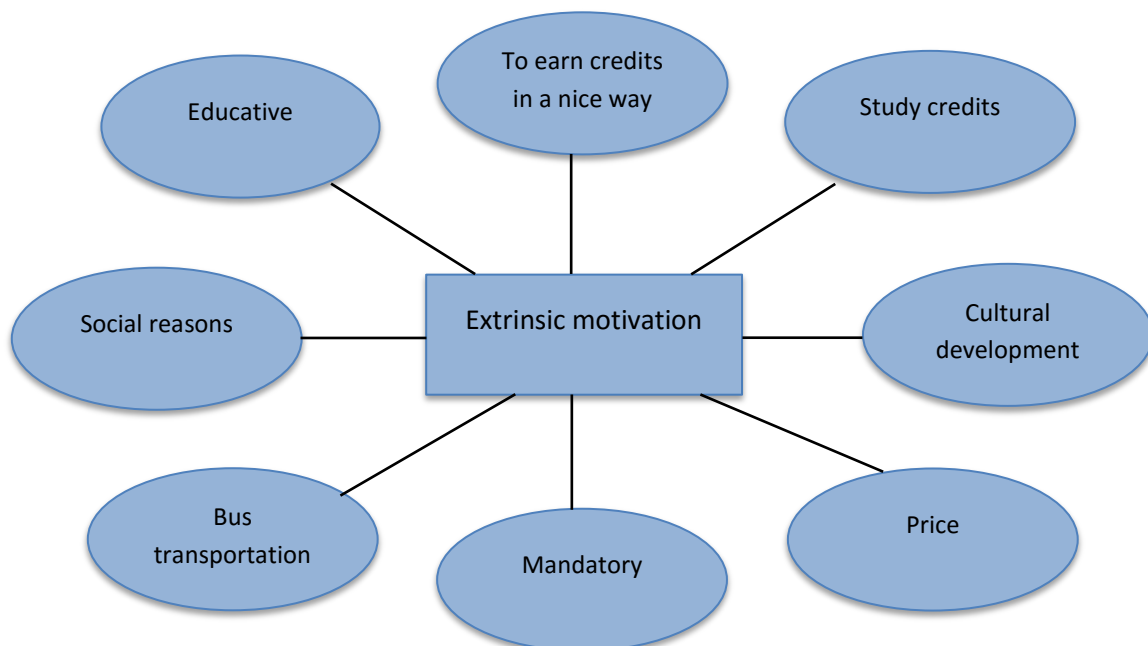
Figure 4. Extrinsic motivation

Table 1 present all the themes that came into existence after the data-analysis. The most common themes are shown first, followed by the least common themes. The percentages are calculated, and present how often the different themes occurred in comparison to the total analysed reasons for participating in the HZ Cult programme.

Table 1. An overview of students motives

Motives	Motivation type	Percentage
Study-credits/ Study-credits in a nice way	Extrinsic	30
Social reasons	Extrinsic	18
Nice activities	Intrinsic	17
Suits interest	Intrinsic	8
Price	Extrinsic	7
Mandatory	Extrinsic	7
Offer	Extrinsic	4
Relaxation	Extrinsic	3
Cultural development	Extrinsic	1
Transportation	Extrinsic	1
To explore new things	Intrinsic	1
Educative	Extrinsic	1

5.3 Positive aspects

Besides, students' motivation, the positive and negative aspects of the programme according to students were analysed. Critical incidents were collected. In total 34 positive incidents were evaluated. An amount of 103 different reactions were given and placed in the following categories (categorised from most common to leas common): the activities; organisation; social aspects; positive expression (cosy, laughter, nice); atmosphere; educative; renewing; staff; suits interest; personal; interactive; location and other.

At first, the activities it selves were perceived as positive. In fact, 29 percent of the different occurred positive aspects were about this aspect, when students were asked to verify what they have experienced as very positive. For instance, one student went to London in 2014 and explained: *"I spend a couple of days in this metropolitan city, but also the World Championships was at that moment. I watched every evening soccer in the pub and explored the city during the day".* Also, one student mentioned *"I experienced Kosher dinning as a whole as a very positive event".* Another student said: *"Via HZ Cult I went to the Gentleman's rule. It was really nice and I enjoyed the performance".*

The organisation, more specifically the way the activities are organised was mentioned the most often after the activities it selves. 14 percent of the different occurred positive aspects were about this topic. For instance, one student claims: *"HZ Cult arranged and prepared everything. I find that really pleasant. In this way, I can really enjoy the performance of that day. I liked the fact that a bus was arranged".* Another student clarifies: *"The trip was arranged very well, and the things that occurred to be different than expected, were solved flexible by the organisation".*

Thirdly, social aspects were mentioned and positive expressions such as cosy, laughter and nice were shared. In fact, both 11 percent of the total defined themes were in line with those two themes. For instance, students claimed that the other people that were involved in the activity, made the experience very positive. Also, students mentioned that getting to know others was a reason why they perceived the activity as positive. As mentioned before positive expressions were shared. For instance, when a student was asked why she experienced the incident as positive, the following was expressed: *"Because we laughed a lot that evening".* Another student said the following when she described a positive incident: *"The pop quiz was really convivial. It's a pity that the pop quiz is not offered any more. I do think that a lot of people were interested".*

8 percent of the total defined positive aspects were about the atmosphere. One student explains: *"I felt that I was truly part of the group. This was shown in the fact that nobody formed sub groups within the main group. Instead, we hung out altogether".*

Next to that, the positive incidents that were described by students were in line with the theme 'educative'. The activities were described as informative. For example, one student explained: "*We did get know a lot about the first World War and the role of Ieper played".* Also, one student mentioned about the theatre performance of Javier Guzman the following: *"I have laughed a lot but at the same time he talked about the current events".*

Also, the positive incidents were described as renewing. In fact, in total percentage accounted for 5 percent. To give an example, one student explained: "*To see new things by participating in different activities. For example, the trip to Rome was a once in a lifetime experience which I will not easily experience in the same way again. I look forward to Barcelona. I have seen musicals. But also films which I would not pick in the first place, but turn out to be extremely positive. The specials that are offered are in line with the education such as Paul van Loon or Mirjam Oldenhave".* Also, the staff members of the HZ Cult team were mentioned when the student were asked to describe positive incidents, this accounted in total for 4 percent while looking at the total defined aspects. As an example it was expressed by a student that the staffmembers were very involved whereas another student mentioned that the staffmember of HZ Cult was very kind.

Student also mentioned that the activity that was offered was in line with their interest. As an example one student explained that he is a fan of cabaret. Another student explained: *"Within four days, I have visited musea and experienced history, the nightlife and the culture of Berlin. Everything that I demand while going on a citytrip".*

The location but also the interaction and the personal touch during the activities was mentioned by some of the students. All of these themes were accounted individually by 2 percent of the total defined aspects regarding the positive experiences. At last other reasons were given by students such as the combination of all different events, the weather, the reasonable price but also the fact to be creative and to do something else next to studying. However, each of the stated reason accounted for 1 percent.

The successful aspects are visually presented on the next page and are grouped together. At first the internal environmental factors are listed together with the elements such as location, organisation, staff and the sub-group HZ Cult offer with the students perceptions' about the programme such as the activities it selves, educative, renewing, suits interests, personal, interactive and positive expressions. Social aspects and the atmosphere are considered as external environment factors.
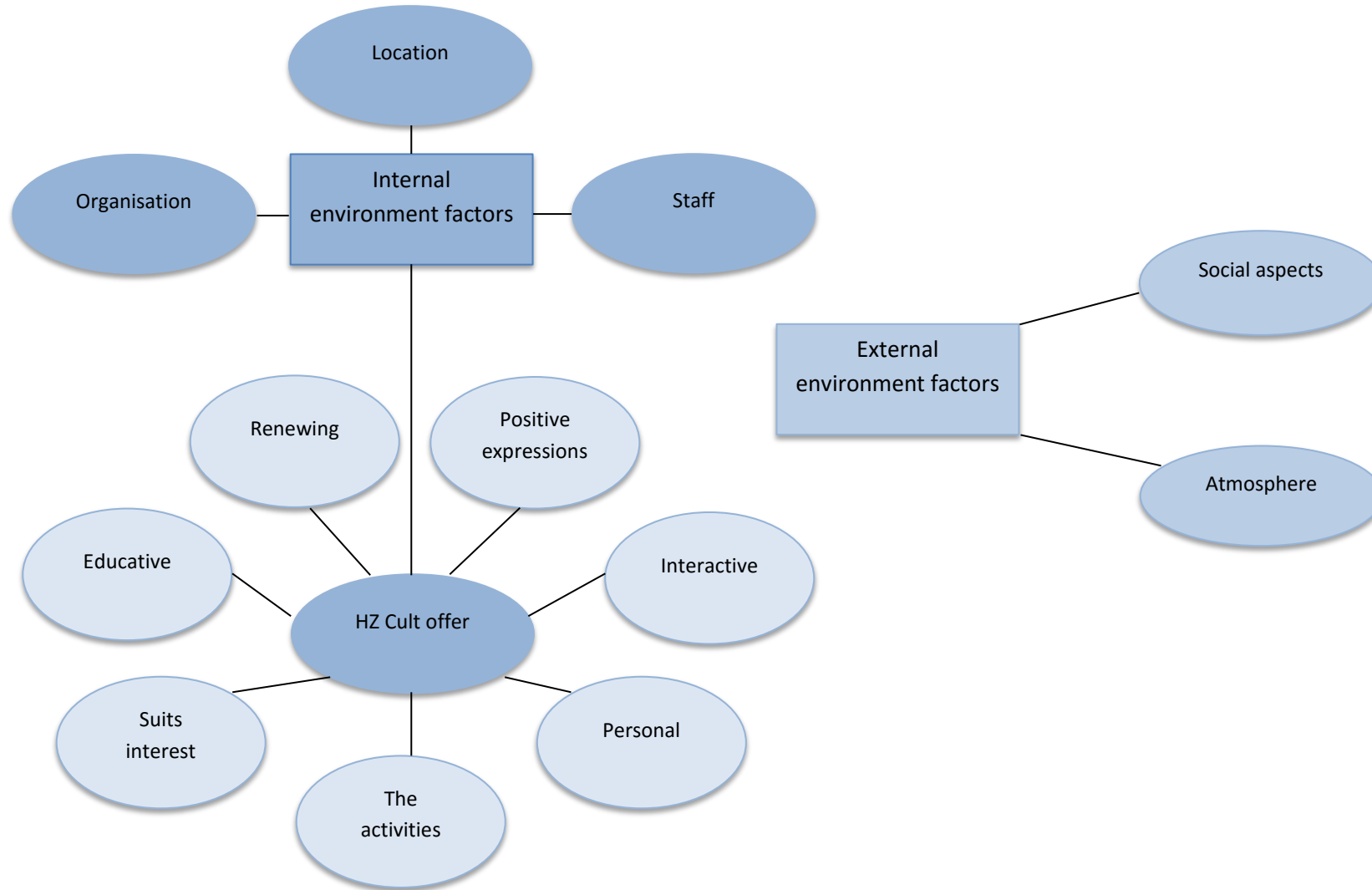
Figure 4. Internal and external environment factors

5.4 Negative aspects

Besides the positive incidents, 19 negative incidents were examined. A total of 39 different reasons were categorized into the following themes (categorised from most common to less common): money issues; did not suit me; the activity; the content of the programme; information provision; other expectations; lengthy; waiting too long during an activity; service; other participants; time; study-credits; non-educational; cancelled activities and revised activities.

The respondents were asked to describe a very negative incident and explain why they perceived it as very negative. The most common reactions were related to money. In fact, 18 percent of the total defined aspects were related to this theme. As an example a student claimed that the price of the activity increased. Another student explained: "*I had to pay for the tickets, but the festival was for everyone accessible freely*".

Secondly, students had the opinion that the activity did not suit them. 13 percent of the total defined aspects were in line with this theme. Two students mentioned that the show was too childish. Another student explains: "*I took part in a workshop about photography. It lasted too long and it was really aimed at professional photographers. I did not fit in since I am not a professional photographer*".

After this theme, the student mentioned the activity itself as a negative incident. For instance, one student mentioned that the music activity whereby several artists perform within the city of Middelburg was boring compared to the other HZ Cult activities. Also, the boot tour was perceived as negative just as the lightshow in Eindhoven and a theatre show. In fact, 10 percent of the different occurred negative aspects were about this topic.

The content of the programme, Information provision, other expectation prior the activity and lengthy were themes that arose during the analysis. In fact, 8 percent of the different occurred negative aspects were related to each of these themes. Concerning the content of the programme, one student specifically mentioned that he/she did not like the performance. Another student further explained the negative experience and stated the following: "*We quickly got through everything. We only had 15 minutes during a visit of a big cemetery. That was a pity. I would have liked to gain more information*". To further expand on the theme 'information provision', one student mentioned the information provision concerning the amount of study-credits that could be earn. Unclear information was given according to this student. Another student explained: "*The date of Stukafest was not mentioned correctly in the HZ Cult leaflet. The new date was within a reasonable time-frame shared, however not soon enough since I already booked a trip to Prague*". As mentioned before, respondents claimed to have other expectations. The boat trip, the city trip to The Hague and the show of Paul van Loon were mentioned concerning this theme, whereas the theme 'lengthy' covers reactions such as: "*The film was lengthy*" and "*It was boring since we had to stand a long time*" and "*the photography workshop was too long according to me*".

Other themes that occurred during the data-analysis were: waiting too long during an activity; service, other participants and waste of time. For instance one respondent stated to barely know anyone whereas one respondent stated that the target group was not paying attention during a film and an introductory talk of the philosopher Bas Haring. Also, it was discussed by one respondent that time could have been invested otherwise. Another respondent shared the opinion that the festival took longer than expected, missed the registration and spend an entire evening. In respect of the theme 'waiting too long during an activity, one respondent explained the following: *"Last year we went to a performance. One of the crewmembers of the performance was stuck in a traffic jam, so had to wait a long time. However, HZ Cult was not responsible for this".*

Themes that occurred the least were: study-credits, non-educational, cancelled activities and revised activities. For instance, one student mentioned: *"During the activity 'Night of the Night' I missed the registration and did not earn a study-credit for as a result"*. Another student mentioned that an activity was non-educational. Also, one student said that it was a shame that a couple of activities did not took place or were revised. Also waiting too long during an activity was a theme that was not mentioned quite often as a negative event.

The themes are visual presented whereby a distinction is made between internal environmental factors and external environmental factors. In respect of the internal environmental factors, sub-categories are created, namely 'HZ Cult service' and the 'HZ Cult offer'. As shown, the following themes are categorised under the theme 'HZ Cult Service' such as information provision; cancelled activities; revised activities; study-credits; money issues**;** waiting too long during an activity. The themes that are related to the service within the organisation of HZ Cult are categorised within this category. In respect of the 'HZ Cult offer' the following themes are categorised: the activity; did not suit me**;** content of the programme; other expectations; lengthy**;** non-educational and time. All these themes are directly related to the activities that are offered by HZ Cult and the students perceptions regarding this. Lastly, the theme 'other participants' is categorised by external environmental factors since the organisation HZ Cult does not has a direct influence on this aspect.
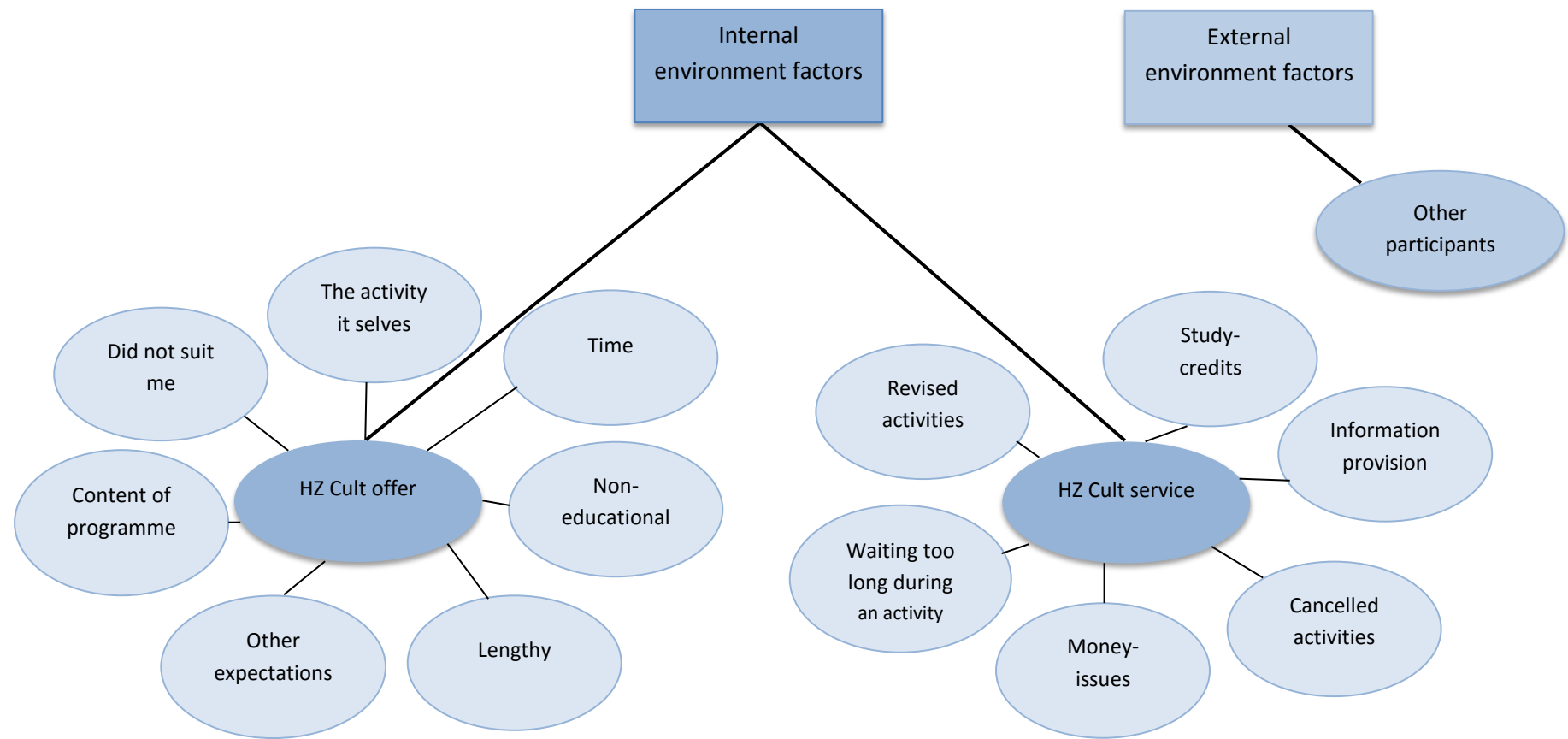
Figure 5. Internal and external environment factors

6. Discussion

Within this chapter, the research results are compared with earlier research findings. Next to this, the limitation of the research are stated as well as the reliability and validity. At last, recommendations for further research as well as policy development and improvements are discussed.

6.1 Research findings

As mentioned before, the term generic competencies is a wide concept. In fact, it is discussed that there is a wide diversity and overlap (Ledoux, et al., 2013). Moreover, it is argued by Barth, Godemann, Rieckmann and Stoltenberg (2007) that the development of competencies is mostly focused on formal learning settings, such as on study programmes and courses. However, at the HZ University of Applied Sciences the focus also lies on informal settings. Students are encouraged to take part in extra-curricular activities and participate for instance in the cultural activities offered by the organisation HZ Cult (Reijnierse, van Glabbeek, & van der Valk, 2015). An earlier research by Fredricks and Eccles (2008) suggested that the participation in extracurricular activities has an effect on the adolescents' selection of friends and set of values and norms they are effected by. They claim that the participation of recreation activities predicts prosocial peers, at 8th grades females.

In the current study, students stated that getting to know others was a reason why they perceived the activity as positive. Also, students claimed that the other people that were involved in the activity resulted in a positive experience. Also the atmosphere was perceived as an aspect that resulted in a positive experience. One student explained: *"I felt that I was truly part of the group. This was shown in the fact that nobody formed sub groups within the main group. Instead, we hung out altogether"*. Regarding the selection of friends one student explained: *"Almost an entire new group of friends was created during Groove to chill"*.

Similar results in respect of leisure participation are found concerning social benefits. In fact, it is argued by Brajša-Žganec, Merkaš and Šverko (2011) that the participation of leisure enables people to build up social relationships. Next to that, they argue that it enables people to acquire additional skills and knowledge, resulting into an improved quality of life. If the quality of life of students is improved by the participation of cultural activities is not measured in this current study. However, students were asked if they acquired skills and knowledge by the participation in one or more cultural activities. When students were asked to name an example of something that they have learned during their participation of HZ Cult several skills were already mentioned, such as social skills, communication skills, creative thinking, cultural skills, working together, critical thinking and organising. Also, students claimed to have increased their knowledge, in respect of the society, history or people. Next to these topics, students were convinced that they could apply the knowledge during their study. As an example one student stated: *"Visiting Ieper impressed me, I think I can use the information gained during the activity, and use it while I give history classes"*. As Next to this question related to knowledge another question was asked to get a broader understanding about the skills the students have acquired according to themselves. Most students shared the opinion to have acquired additional skills.

Cultural skills were mentioned the most, followed by social skills, communication skills, creative thinking, working together, critical reflecting, life-long learning, solving problems and to undertake activities independently.

According to theory people have different amounts and different kind of motivation (Ryan & Deci, 2000). This was also shown in the results of the current study. Most of the people gave more than one reason for participating in the cultural activities. The most common reasons were related to earning study-credits or earning study-credits in a nice way. The motive 'to earn credits in a nice way' can be considered both as intrinsic and extrinsic type of motivation. Intrinsic because the motive is related to interests and enjoyment and extrinsic since the participation lead to a separable outcome namely study-credits. Other intrinsic types of motivations were mentioned such as; nice activities; suits interests; offer and to explore nice things. And extrinsic motivation types such as: social reasons; study credits; to earn credits in a nice way; social reasons; price; mandatory; relaxation; cultural development; educative and bus transportation. As shown in the results, family is not named as a motive to participate in cultural activities. However, according to Nagel (2010) family and education are considered to be important determinants of cultural participation of people from 14 to 24 years old. On the other hand, social reasons were mentioned the most frequent besides the topic 'study-credits' and 'earning study-credits in a nice way'. In fact, 19 percent of total amount of reaction were related to this topic which covers aspects such as the HZ Cult team, friendships, friends, classmates, social interaction and the fact that group-based activities are offered. The fact that social reasons were given can be related to the Self-Determination Theory, in which it is suggested that 'relatedness' that is known as "*the need to feel belongingness and connected-ness with others*" (Deci & Ryan, 2000, p. 73) is considered to be one of the psychosocial needs besides autonomy and competence, that enhance self-motivation and mental health when they are satisfied (Deci & Ryan, 2000). As shown in the results of the current research, cultural development and the educative aspect were mentioned as reason for participating. This can be related to the other psychosocial needs competence or more specifically competence motivation which is defines as: "*a desire to be competent in one's actions, skills, and abilities*'' (Deci & Ryan, 2002, p. 365). However, cultural development and the educational aspect were mentioned the least of all themes. The last psychosocial need, autonomy is described as ""*feeling of volition that can accompany any act, whether dependent or independent, collectivist or individualist*" (Deci & Ryan, 2000, p. 74). In order words, the perception of a person to determine their own attitude, can be related to the research results of this study. In fact, it was mentioned by students that nice activities are offered, this was the most common reason after earning study-credits (in a nice way) and social reasons.

6.2 Limits of this study

A few implication regarding competencies can be identified. At first, it is suggested that people interpret competencies in different ways, which can result into variability in performance. Also, the link between the achievement of competencies and jobs might not be identified by people. At last, competencies are subjective and not easy to measure and not be observed directly in day to day performance (Teodorescu, 2006).

The fact that the Personality programme was recently launched (2015) can be seen as a limited condition. It minimised the chance to analyse the students who participated in the HZ Cult programme as part of the Personality programme. The participants are expected to write a Personal Development Programme and complete a self-assessment, whereas former students who are not expected to take part in the Personality Programme do not have to do this. However, for this research it was not realistic to analyse the Personal Development Plans and the self-assessments, because it was the first year since the personality programme was introduced and therefore no prior data was available in respect of the Personality programme. To gain deeper understanding , it was therefore chosen to include questions regarding the development of generic competencies. Students were invited to share what they have learnt, which generic competencies they have developed and whether their attitude has changes. However, Ledoux et al. (2013) argue that self-assessment inquiry forms, can be used in order to measure attitudes that not directly verifiable or observable. They also argue that self-assessment reports are not per se subjective, since respondents make judgements about themselves and measure not actual attitudes and that it might be possible that respondents are not aware of their own behaviour or opinions, or are not able to present it. The current research gives therefore more insight in students perception regarding their knowledge, skills and attitudes as well as the positive and negative aspects and motives for participating in the HZ Cult programme.

Another implication of the study is that the data is collected in Dutch and translated in English. However in order to prevent mistakes, a colleague-researchers checked the translation of the quotes.

Moreover, quantitative research was not possible due to the low sample size.

6.3 Evaluation

The research was explorative and qualitative and gives therefor insight in students' motivation and their views in respect of the development of generic competencies. The research focusses on students of the HZ University of Applied Sciences and the outcome of the research might not apply to other students that participated in other cultural programmes similar than the HZ Cult.
As mentioned before, the results are reviewed by a peer in order to increase the reliability. Besides, a logbook is kept in order to increase reliability and validity (appendix 10).

7. Conclusion and recommendations

The conclusion of the research as well as the recommendations for further research, policy development and the improvement regarding the HZ Cult programme are stated in this chapter.

7.1 Conclusion

The objective of the research was to find out whether cultural participation has an influence on the development of generic competencies of students of the HZ University of Applied Sciences. Moreover, it was the aim to find out why students participated in the programme, as well as the come up with the success factors of the programme. The students that participated in one or more cultural activities were asked to describe positive as well as negative incidents. The following main question is answered in this chapter:

"What influence does cultural participation has on the development of generic competencies of students of the HZ University of Applied Sciences?".

In order to answer the main question, the following sub-questions were designed:

- Did the participation of the HZ Cult programme contributed to the development of generic competencies according to students?
- What motivates students to choose the HZ Cult programme as part of their study programme?
- What are positive aspects and negative aspects of the programme according to the students?

Qualitative research was carried out in order to gain a better understanding regarding the development of generic competencies and cultural participation. This research was explorative, since not much is known regarding the development of generic competencies in combination with cultural participation. The research was focussed on students of the HZ University of Applied Sciences that took part in one or more cultural activities provided by the organisation HZ Cult.
The student of this higher educational institute are encouraged to carry out extra-curricular activities that are in line with the Personality programme, which is launched recently with the aim of stimulating students to develop generic competencies in a cultural and societal context. Participating in the cultural programme offered by HZ Cult is one way to earn additional credits (Reijnierse, van Glabbeek, & van der Valk, 2015).

To expand on the topic generic competencies, most students argued to have learned something by the participation in one or more cultural activities. Also, the majority mentioned to have developed their skills. Cultural skills were mentioned mostly, followed by social skills, communication skills, creative thinking, working together, critical reflecting, life-long learning, solving problems and to undertake activities independently. However, the majority of students mentioned that their attitude was not changed. To conclude, the results of this research are in line with the argument stated earlier regarding the fact that leisure participation enables people to acquire additional skills and knowledge (Brajša-Žganec, Merkaš, & Šverko, 2011). However, concerning the term generic competencies, it is argued that the three aspects such as knowledge, skills and attitudes should be integrated with one and another (Ten Dam & Volman, 2007).

While looking specifically at the motivation of students concerning cultural participation, it can be concluded earning study-credits (in a nice way) was mentioned mostly. However, in many cases, more than one reason was given. It cannot be argued if the majority is either more extrinsically or intrinsically motivated. This is in line with earlier research. In fact, it is argued that people have different amounts and different kind of motivations (Ryan & Deci, 2000) . Nevertheless, it can be said that not many students argue to participate in the programme for educational purposes.

However, students argued to have gained knowledge, and developed their skills. Also, a few respondents mentioned that their attitude in respect of themselves, other or the society has changed. In order words, there seems to be a gap between students desire to be competent and the effects of the participation on the development of generic competencies. This is remarkable since one of the three psychosocial needs of the Self Determination Theory namely competence seems not to apply. In fact, only one student mentioned cultural development as a reason to participate whereas another student mentioned the educational aspect as a reason to participate in one or more cultural activities. On the other hand, social reasons were mentioned the most frequent besides the topic earning study-credits (in a nice way). In fact, 18 percent of total amount of reaction were related to this topic which covers aspects such as the HZ Cult team, friendships, friends, classmates, social interaction and the fact that group-based activities are offered. After social reasons, the fact that nice activities occurred the most. This can be related to the other psychosocial need which is autonomy.

This study resulted in several success factors of the HZ Cult programme as well as the points of improvements of the programme. In fact, several positive aspects came into existence. The success factors are presented in table 2 and the critical factors in table 3. The percentages are calculated, and indicate how often the different themes occurred in comparison to the total analysed positive and negative aspects of the HZ Cult programme. While looking at the success factors it can be concluded that the activities that are organised and the way the activities are organised occurred the mostly. Both are known as internal factors since the organisation has an influence on both two aspects. The social aspects are the third most common aspect that was mentioned, however this aspect is known as an external factor since the HZ Cult does not has a direct influence.

Looking specifically at the critical factors, it can be stated that money issues occurred the most. For instance it was claimed that price of the activity increased. Another aspect that scored high was the fact that the activity was perceived as not suitable. In order words, student argued that the activities were not in line with their interests. Another internal factor that was mentioned as a negative aspects was the content of the programme.

Table 2. Success factors

Success factors	Percentage[1]
Activities	29
Organisation	14
Social aspects	11
Positive expressions	11
Atmosphere	8
Educative	5
Renewing	5
Staff	4
In line with interest	4
Personal	2
Interactive	2
Location	2
Other:	5

Legend

	Internal factors
	External factors
	Personal factors

Table 3. Critical factors

Critical factors	Percentage
Money issues	18
Did not suit me	13
The activity	10
Content of the programme	8
Information provision	8
Other expectations	8
Lengthy	8
Waiting too long during an activity	5
Service	5
Other participants	5
Time	5
Study-credits	3
Non-educational	3
Cancelled activities	3
Revised activities	3

Legend

	Internal factors
	External factors
	Personal factors

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[1] The percentages have been rounded up.

7.2 Recommendations

7.2.1 Reflection as part of the existing survey

Students that participated in the HZ Cult programme don not have to write a reflection. However, each student that earned a study credit is expected to fill in a survey about their participation. It is discussed that the term competencies is not only perceived as a combination of knowledge, behaviour and skills, but also includes reflection (Ledoux, et al., 2013). It is recommended to stimulate students to reflect upon themselves. This can be realised by asking students via the existing survey to reflect upon themselves. The STARRT method form can be inserted in the existing survey format, to encourage students to reflect upon their behaviour by the five STARRT elements namely Situation, Task, Action, Result, Reflection and Transfer. This method is already used within the HZ University of Applied Sciences. The advantage is that most of the students are familiar with the method or are going to use the method in the future. Additionally, the STARRT method focusses on students behaviour. According to the research results, the majority of students argued that their behaviour was not changed due to their participation. It is argued by Ledoux et al. (2013) that it might be possible that persons are not aware of their own behaviour or opinions, or are not able to present it. The STARRT method can be used as an additional stimulus to trigger students to reflect upon themselves, and gain a better understanding of their behaviour.

7.2.2 Group/friend discount

Social aspects were mentioned quite a lot when students were asked why they have participated in one or more cultural activities. In fact, it was the third most common theme. Also, in respect of the positive aspects of the programme, social aspects were mentioned. More specifically, it was the second most common theme that occurred. According to theory relatedness is known as a psychosocial need that enhances self-motivation and is defines as the "*the need to feel belongingness and connected-ness with others*" (Deci & Ryan, 2000, p. 73). In order to stimulate persons to participate and to respond on this need, it is advisable to trigger students to not only stimulate to participate but also to respond on the need of relatedness. It is recommended to offer 'friends/group discounts' also because money related issues were mentioned mostly when students were asked to share their negative experiences.

7.2.3 Combining the HZ Cult and the Personality programme

The research results indicates that earning credits was mentioned mostly as a reason to participate in the programme. However, mostly a combination of reasons was given by students. Nevertheless, it can be argued that earning study-credits (in a nice way) is perceived as an important factor. The link to the personality programme and the role of earning additional credits could be made more clear. The Personality programme is recently introduced to new students, so the rules do not apply to all students. However, by using the Personality programme within the communication messages of HZ Cult, more attention could be drawn to the possibilities of the HZ Cult programme as part of the Personality Programme. This can be done by existing channel of HZ Cult, for instance via the HZ Cult booklet.

7.2.4 The HZ Cult 'Talent Team'

The theme 'talent' is a central topic during the opening of the new school year of the HZ University of Applied Sciences and is in line with the overall aim of the Personality programme. In order to respond on this theme and encourage student to develop their talents and their generic competencies, it is advisable to give students via the HZ Cult programme the opportunity to carry out additional tasks. For instance, students can be challenged to blog or vlog while keeping the HZ Cult theme 'change' in mind. Students can not only develop themselves personally but can also earn credits. HZ Cult can benefit from the video/blog material and use it in the promotion of the HZ programme. Student of the academy of economy and management can be approached or other interested parties via the HZ Cult Facebook Page or during the opening event of the HZ University of Applied Sciences.

7.2.5 Additional research

As shown in the research results of the bachelor thesis, cultural and social skills were mentioned mostly by students. Students were asked to give an example in order to verify their answer. However, not all students gave an additional explanation. For further research it is therefore wise to further investigate how students define cultural and social skills. This can be realized by holding additional face-to-face interviews. An advantage of additional interviews is the possibility to ask follow-up questions and the ability to gain in-depth information. A disadvantage of this method is that it is time-consuming and that the respondents might be influenced by the researcher.

To gain a better understanding in the Personality programme it recommended to do research in order to verify if the effects of other extra-curricular activities and its' effect. Personal development plans and self-assessments can be analysed of the students that have carried out extra-curricular activities. An advantage is that the data is available, since it is mandatory for the new students to write a personal development plan and a self-assessment as part of the Personality programme. Social desirability is an effect that might occur since students are aiming at to receive their additional credits.

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Appendices

Appendix 1: *Company details*

1.1 Contact details

Company	HZ Cult
Visitors address	Edisonweg 4, F.006 4382 NW Vlissingen
Post address	Postbus 364 4380 AJ Vlissingen Post box 231
Phone number	0118 - 489 242

1.2 Organisational chart HZ University of Applied Sciences

In figure 6, the organisational chart of the HZ University of Applied Sciences is displayed. As shown in the organisation chart, the executive board consist of two members: Adri de Buck and John Dane, and is supported by Rien de Klerk, Cees van Belsen and Jacco Jasperse.

The HZ University of Applied Sciences consists of the following academies: the academy of technology and innovation, the Ruyter academy, Delta academy, Care and Wellbeing, Education and Pedagogy and the academy of Business Administration, whereby the responsible persons are assigned. HZ Cult makes yearly a programme for HZ students of the different academies. If desired tailor made packages are composed. For example, the study trip to Barcelona which is organised for students of the so called academy Educatie & Pedagogiek (Education & Pedagogy).

Other services such as campus facilities, finances, personal and organisational development, IT, education and quality and marketing, communication and internationalisation are part of the organisational chart (HZ University of Applied Sciences, 2014d).
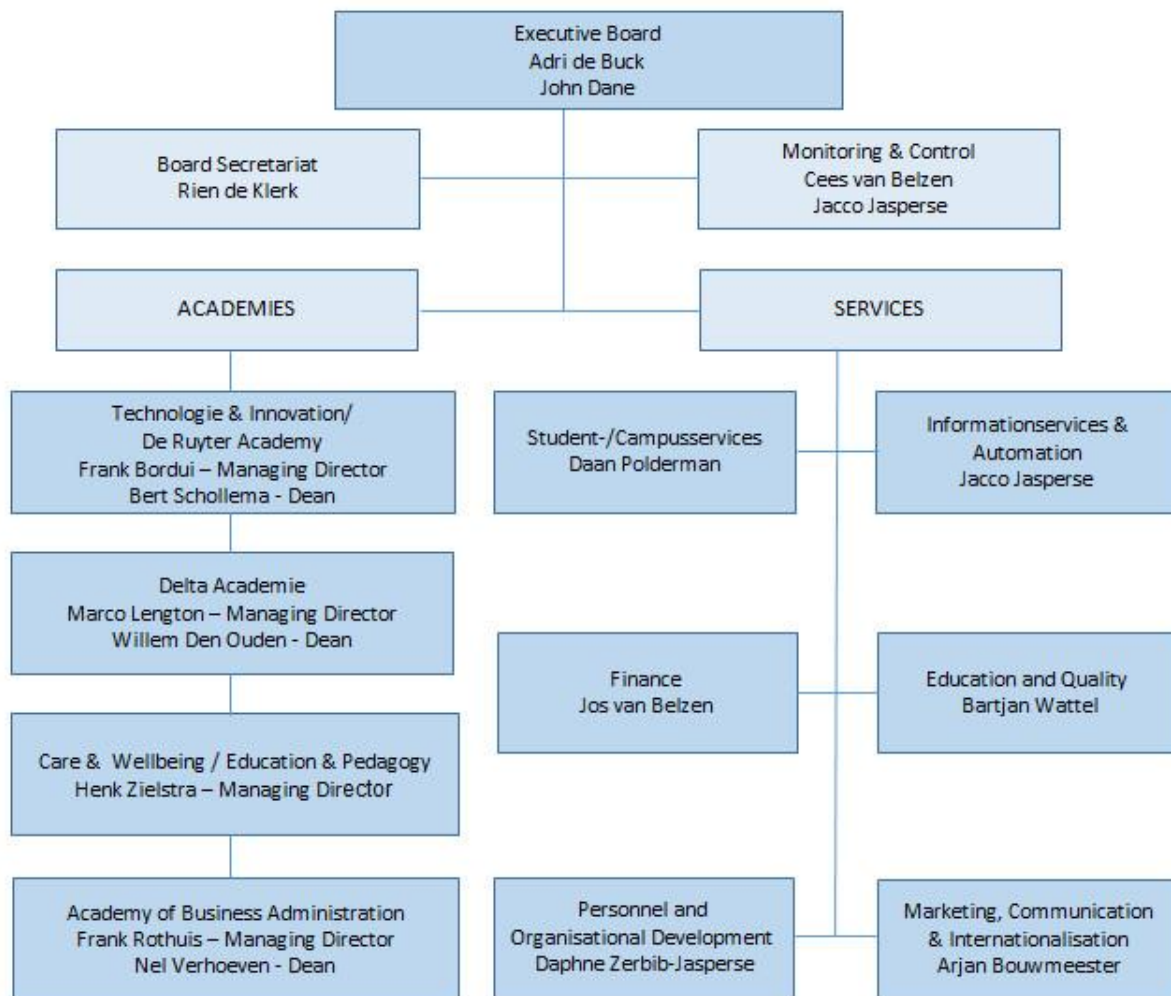
Figure 6. Organisational chart HZ University of Applied Sciences . Adapted from *hz.nl*, by HZ University of Applied Sciences , 2014 Retrieved from http://hz.nl/nl/over-de-hz/organisatie/Pages/Organogram.aspx

1.3 Organisational chart HZ Cult

Hans Reijnierse is the managing director of HZ Cult (figure 7). Six other members of the team are part of the organisational chart. Moreover, HZ Cult has a student committee in which students of the HZ University of Applies Sciences are part of.

Figure 7. Organisational chart HZ Cult

Appendix 2: *Online survey*

Programma & tickets | Studiepunten (HZ) | Voor Scalda / VO

De online enquête

Deze online enquête is opgesteld voor studenten die studeren of gestudeerd hebben aan de HZ University of Applied Sciences. Alléén studenten die deelgenomen hebben aan ten minste één HZ Cult activiteit kunnen de vragenlijst invullen.

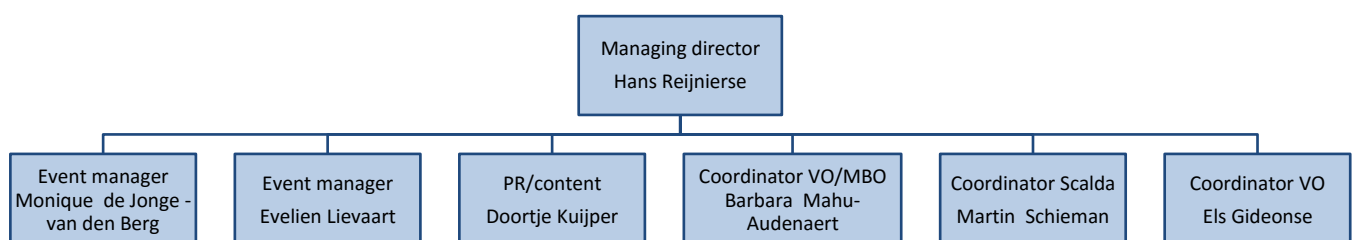De vragenlijst is onderdeel van een onderzoek dat wordt uitgevoerd, met als doel om inzicht te krijgen waarom jij gekozen hebt om deel te nemen aan HZ Cult.

Door de vragenlijst in te vullen, kun jij ons niet alleen helpen om beter inzicht te krijgen in onze services, maar ook om verbeteringen door te voeren in de toekomst. Daarnaast kun jij **2 tickets winnen** voor het festival **VESTROCK** op vrijdag 3 juni met optredens van o.a. Kensington, Broederliefde en My Baby!

Het duurt ongeveer 5 à 10 minuten om de vragenlijst in te vullen. De resultaten van de online vragenlijst worden anoniem verwerkt en worden gebruikt voor een afstudeeronderzoek.

Alvast bedankt voor je medewerking! En hopelijk zien wij jou tijdens VESTROCK of bij één van de andere HZ Cult activiteiten.

HZ Cult

Opleiding *	[▼]
Studiejaar *	○ 1
	○ 2
	○ 3
	○ 4
	○ 4+
	○ Anders, namelijk: [_____]
Geslacht *	○ Man
	○ Vrouw
Leeftijd *	[_____]
E-mailadres *	[_____]

Gebruik bij voorkeur jouw HZ e-mail adres.

Hoe vaak heb jij tijdens jouw studie deelgenomen aan een HZ Cult activiteit? *	○ 1 keer
	○ 2 tot 6 keer
	○ 6 tot 10 keer
	○ 10 tot 14 keer
	○ 14 keer of meer
Waarom heb jij gekozen om deel te nemen aan één of meerdere HZ Cult activiteiten? *	[_____]

Je mag meerdere redenen opgeven. Probeer jouw reden/redenen zo goed mogelijk te onderbouwen.

Voordat je verder gaat met het invullen van de enquête wil ik jou vragen om terug te denken aan één zeer positieve gebeurtenis en één zeer negatieve gebeurtenis binnen het HZ Cult programma. De vragen met het rode sterretje zijn verplicht.

De eerste 4 vragen gaan over een zeer positieve gebeurtenis die jij je nog goed kunt herinneren.

Beschrijf in een paar zinnen wat deze zeer positieve gebeurtenis inhield. *

Beschrijf waar (plaats & locatie), wanneer (datum & tijdstip) en tijdens welke HZ Cult activiteit deze zeer positieve gebeurtenis plaatsvond? *

Wat zorgde ervoor dat je deze gebeurtenis als zeer positief ervaren hebt? *

Vertel in een aantal zinnen jouw ervaring(en) zo gedetailleerd mogelijk.

Hoe had jouw ervaring verbeterd kunnen worden?

Vul niet van toepassing in als je denkt dat jouw ervaring niet verbeterd had kunnen worden.

Volgende

Ontdek meer:

De volgende 4 vragen gaan over een zeer negatieve gebeurtenis binnen het HZ Cult programma.

Beschrijf in een paar zinnen wat deze zeer negatieve gebeurtenis inhield. *

Beschrijf waar (plaats & locatie), wanneer (datum & tijdstip) en tijdens welke HZ Cult activiteit deze zeer negatieve gebeurtenis plaatsvond? *

Wat zorgde ervoor dat je deze gebeurtenis als zeer negatief ervaren hebt? *

Vertel in een aantal zinnen jouw ervaring(en) zo gedetailleerd mogelijk.

Hoe had jouw ervaring verbeterd kunnen worden? *

Vul niet van toepassing in als je denkt dat jouw ervaring niet verbeterd had kunnen worden.

Wat heeft deelname aan HZ Cult jouw gebracht? Maak indien mogelijk gebruik van één of meerdere voorbeelden om je antwoord te verduidelijken. *

[Vorige]   [Volgende]

Ontdek meer:

De volgende 4 vragen gaan over de ontwikkeling van competenties tijdens jouw deelname aan HZ Cult .

Kun je een voorbeeld noemen van iets dat je geleerd hebt tijdens jouw deelname aan HZ Cult? *

Vul niet van toepassing in, als jij denkt dat jij niets hebt geleerd.

Welke vaardigheid/vaardigheden heb jij tijdens jouw deelname aan HZ Cult ontwikkeld? *

- ☐ Communicatieve vaardigheden
- ☐ Samenwerken
- ☐ Leidinggeven
- ☐ Kritisch reflecteren
- ☐ Sociale vaardigheden
- ☐ Culturele vaardigheden
- ☐ Life-long learning
- ☐ Het oplossen van problemen
- ☐ Creatief denken
- ☐ Geen
- ☐ Anders, namelijk:

Licht jouw antwoord op de bovenstaande vraag toe met behulp van een voorbeeld, waaruit blijkt dat jij deze vaardigheid/vaardigheden ontwikkeld hebt. *

Heb jij meerdere vaardigheden ontwikkeld? Licht ze dan allemaal toe met behulp van een voorbeeld.

In hoeverre ben jij je anders gaan gedragen of is je houding ten opzichte van jezelf, anderen of de maatschappij veranderd? *

hebt m.b.t. de online enquête of het HZ Cult programma, vul ze dan hier in.

Hierbij verklaar ik dat ik instructie-teksten en de vragen begrepen heb en naar waarheid ingevuld heb. *

- ☐ Klik hier voor akkoord

Dit is het einde van de vragenlijst. Klik op verzenden om de vragenlijst te versturen.

Vorige   Verzenden

HZ DE PERSOONLIJKE HOGESCHOOL

Appendix 3: *Operationalisation overview*

Construct	Dimensions	Indicators	Survey item
Generic competencies *Skills, knowledge and attitudes that profession practisers needs to be apply in a professional practise, besides job-specific competencies* (Ledoux, et al., 2013, p. 12)*.*	Skills Knowledge Attitudes	Social skills Cultural skills Communication Working together Leadership Critical reflection Lifelong-learning Solving problems Creative thinking Digital literacy Self-regulation	*Skills* - Which skills did you developed according to you by the participation of HZ Cult? - Please clarify your answer with the use of an example. *Knowlegde* - Could you name an example from what you have learnt during your participation of HZ Cult? *Attitude* - To which extend is your attitude changed in respect of yourself, others or the society?
Motivation *"To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated"* (Ryan & Deci, 2000, p. 54)*.*	Intrinsic *"Doing something because it is inherently interesting or enjoyable"* (Ryan & Deci, 2000, p. 55)*.* Extrinsic *"doing something because it leads to a separable outcome"* (Ryan & Deci, 2000, p. 55)*.*	Interests Enjoyable Separable outcome	- Why did you choose to take part in one or more HZ Cult activities?

Construct	Dimensions	Indicators	Survey item
Cultural participation "*Cultural participation includes cultural practices that may involve consumption as well as activities that are undertaken within the community, reflecting quality of life, traditions and beliefs. It includes attendance at formal and for-fee events, such as going to a movie or to a concert, as well as informal cultural action, such as participating in community cultural activities and amateur artistic productions or everyday activities like reading a book*". (UNESCO Institute for Statistics , 2009, p. 45)	Attending/receiving Performance/productions by amateurs Interaction	Participation in one or more activities offered by HZ Cult	- How many times did you participated in one or more cultural activities offered by HZ Cult?

Appendix 4: *E-mail*

Onderzoek HZ Cult

Ontdek meer:

Programma & tickets | Studiepunten (HZ) | Voor Scalda / VO

Praat mee!

Ieder jaar stelt HZ Cult een programma samen met diverse activiteiten.

Voor het lopende programma kun jij **2 gratis kaarten winnen** voor het festival **VESTROCK** met optredens van o.a. Kensington, Broederliefde en My Baby. Vul de online enquête in en wie weet ga jij op 4 juni gratis naar VESTROCK! Het duurt 5 à 10 minuten om de enquête in te vullen.
Let op: je kunt alleen de enquête invullen als jij al eens hebt deelgenomen aan HZ Cult.

Door het geven van jouw mening en door het delen van jouw ervaringen, kun jij ons niet alleen helpen om beter inzicht te krijgen in de manier waarop jij HZ Cult ervaart, maar ook om verbeteringen door te voeren in de toekomst, zodat jij en vele andere studenten een leuke tijd hebben tijdens één of meerdere HZ Cult activiteiten.

Klik op 'geef je mening' om naar de vragenlijst te gaan.

Alvast bedankt!

HZ Cult

Geef je mening

DE PERSOONLIJKE HOGESCHOOL

Website | Contact | Mijn gegevens | Afmelden

Appendix 5: *E-mail reminder*

Onderzoek HZ Cult

Ontdek meer:

Programma & tickets | Studiepunten (HZ) | Voor Scalda / VO

Help mee!

Nog 78 dagen voordat het muziekfestival VESTROCK van start gaat en mijn afstudeerstage bij HZ Cult ten einde loopt.

Voor mijn afstudeeronderzoek bij HZ Cult ben ik nog steeds op zoek naar mensen die mijn enquête willen invullen. Het duurt 5 à 10 minuten. Met het invullen van de enquête help je niet alleen HZ Cult en mij bij het onderzoek, maar kun jij ook nog eens **2 kaarten winnen** voor VESTROCK op vrijdag 4 juni met optredens van o.a. Kensington, Broederliefde en My Baby.

Let op: je kunt de enquête alleen invullen als jij al eens hebt deelgenomen aan HZ Cult.

Klik op 'geef je mening' om naar de vragenlijst te gaan, en wie weet zien wij jou tijdens VESTROCK of bij één van de andere HZ Cult activiteiten.

Alvast bedankt!

Lise Temmink
HZ Cult

Geef je mening

Appendix 6: *Critical Incident Technique (CIT) steps*

Introduction

The critical incident technique is used to collect facts that are perceived as important, in terms of attitude, during a HZ Cult activity. The Critical Incident Technique is described by its' founder as *"a set of procedures for collecting direct observations of human behaviour in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles"* (Flanagan, 1954, p. 237) whereas an incident is defined as *"any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act"* (Flanagan, 1954, p. 237)*.

Five steps are discussed by Flanagan (1954) and are as follows:
Step 1: Establish the general aims
Step 2: Establish plans and specifications
Step 3: Collecting the data
Step 4: Analysing data
Step 5: Interpreting and reporting

Step 1: Establish general aim

The first step, is to define the activity and the aim of the activity.
In the case of my research, the activity is defined as a cultural activity that is provided by HZ Cult, which belongs to one of the following categories: film, theatre, music or special.

The aim of the activity/activities provided by HZ Cult, is to stimulate cultural participation among youth, and the development of generic competencies, which are defined as" skills and attributes that are helpful within various job and life contexts (Young & Chapman, 2010), such as communication in the mother tongue, communication in foreign languages, numeracy and competencies in mathematics, science and technology, information and communications technology (ICT), learning to learn interpersonal and civic competencies; entrepreneurship and general cultural/cultural awareness (Young & Chapman, 2010).

Step 2: Establish plans and specifications

In forehand, the specification such as the situation, the relevance to the general aim, the extend of the effect on the general aim and the persons to make the observations, should be established in forehand. For that reason, the specifications are listed which apply for my research.

a. The situations observed
Who: students of the HZ University of Applied Sciences, who participated in a HZ Cult activity.
Where: the situation can take place at a variety of settings, depending on the category film, theatre, music or special.
What: participating in a HZ Cult activity

b. Relevance to the general aim

The general aim as described earlier, such as stimulate cultural participation and the development of generic competencies, is the expected behaviour outcome.

c. Extent of effect on the general aim

All aspects of the experience by students are considered as significant, and contribute either positively or negatively to the general aim.

d. Persons to make the observations

The observations are made by the consumers, or in this case the students which carry out the activity.

Step 3: Collecting the data

It is assumed that full and specific data as provided by the observer, represents accurate data. In case unclear information, it is suggested that the incident is not remembered properly and for that reason incorrect (Flanagan, 1954). According to Flanagan (1954), there are no specific rules in respect of the sample size.

Step 4: Analysing data

Step 4 represents the analysis of data, and aims to classify critical incidents and identify the critical behaviours. Broad categories should be defined, and should be in line with the aim of the activity (Hughes, Williamson, & Lloyd, Critical incident technique, 2007). After the frame of reference, in other words, the classification of the broad categories, the critical incidents and behaviours should be sorted into categories and sub-categories. No clear rules are available in respect of the category formulation. Insight, experience and judgement is required (Flanagan, 1954). Moreover, the (sub) categories can differ and be modified during the analysis process until all the incidents have been classified (Flanagan, 1954).

Step 5: Interpreting and reporting

As mentioned before, the four steps should be carried out, and should be studied in order to find out if any biases have been introduced Flanagan (1954). It should be pointed out in the report in case any differences occurred. Next to that, the limitations should be presented in the report.

The questions

It is aimed to receive full and accurate responses by asking participants to zoom in on incidents in which they participated in recently or observed. It is stated that Critical Incident Technique questions are of a binary positive/negative pattern. Moreover, participant will be encourage to focus on facts instead of their own interpretation (Hughes, Williamson, & Lloyd, Critical incident technique, 2007).

Appendix 7: *Questions online survey*

Subsidiary questions	Research type	Research instruments	The questions
Background information			
	-	Online survey	1. Education 2. Study year 3. Gender 4. Age 5. E-mail 6. How often did you took part in a HZ Cult activity?
Motivation			
What motivates students to choose the HZ Cult programme as part of their study programme?	Qualitative	Online survey	7. Why did you choose to take part in one or more HZ Cult activities?
CIT			
What are positive and negative aspects of the programme according to the students? *(success factors)*	Qualitative	Critical Incident Technique (online)	8. Describe in a few sentences were this extremely positive incident was about according to you? 9. Describe where (place & location), when and during which HZ Cult activity this extremely positive incident took place 10. Why did you perceive this experience as extremely positive? 11. How could your experience have been improved? 12. Describe in a few sentences were this extremely negative incident was about according to you? 13. Describe where (place & location), when and during which HZ Cult activity this extremely negative incident took place 14. Why did you perceive this experience as extremely negative?

			15. How could your experience have been improved?
			16. What was the effect of your participation of HZ Cult? Make use of one of more examples to clarify your answer.
Generic competencies			
Did the participation of the HZ Cult programme contributed to the development of generic competencies, according to students?	Qualitative	Online survey	17. Could you name an example from what you have learnt during your participation of HZ Cult?
			18. Which skills did you developed according to you by the participation of HZ Cult?
			19. Please clarify your answer with the use of an example.
			20. To which extend is your behaviour changed in respect of yourself, others or the society?

Appendix 8: *Data collection*

Several communications means are chosen in order to aim for a high response. More information is given in table underneath about when and how the different communication means were used.

Communication mean	Who	When	How
Promotion during HZ Cult activities	Students of HZ University of Applied Sciences	15-03-2016 17-03-2016 25-03-2016 28-03-2016	By stimulating students to fill in the CIT survey online, by handing out a flyer with information.
Newsletter HZ Cult	Students of HZ University of Applied Sciences	Newsletter in March	By stimulating students to fill in the CIT survey, by publishing a short text in the monthly newsletter
E-mail	Students of HZ University of Applied Sciences Total reach: 1966	09-03-2016	By sending an e-mail to HZ Students with the question whether they would like to fill in the CIT survey (see appendix
E-mail reminder	Students of the HZ University of Applied Sciences Total reach: 730	17-03-2016	By sending an reminder e-mail to HZ Students
Facebook	Students of HZ University of Applied Sciences	10-03-2016	By writing a Facebook message in order to stimulate students to fill in the CIT survey.

Appendix 9: *Translation of the quotes*

Quotes in English	Quotes in Dutch
Generic competencies	
I got to know other people that I usually not hang out with	Mensen leren kennen die je anders niet leert kennen
You get the opportunity to watch movies about rather special topics which you normally would not directly choose yourself. You will learn a lot of new things, for instance about illnesses or addictions	Je ziet bijvoorbeeld films over speciale onderwerpen waar je normaal niet snel naar kijkt en zo leer je veel nieuwe dingen. Bijvoorbeeld over bepaalde ziektes en verslavingen.
I have gained more information about the first world war.	Meer informatie over de eerste wereld oorlog.
Visiting Ieper impressed me, I think I can use the information gained during the activity, and use it while I give history classes.	Het bezoeken van Ieper heeft indruk gemaakt op me, ik denk dat ik informatie uit deze activiteit kan gebruikten tijdens het geven van geschiedenislessen.
I learned to try out things first, before I argue that I don't like it.	Ik heb geleerd dat ik dingen moet uitproberen voordat ik gelijk zeg dat ik iets niet leuk vind.
It got me thinking about war and the good life we are having here	Zoals in de vorige vraag gezegd ben ik meer gaan nadenken over oorlog en het goede leven dat wij hier hebben!
Culture is really important, and you can learn from it.	Dat cultuur erg belangrijk is, dat je ervan kunt leren
I have learned that music and culture contributes to your happiness and to your personal development.	Hoe belangrijk muziek en cultuur is voor je geluksgevoel.
It is important to enjoy during your studies.	Dat het belangrijk is tijdens je studietijd ook te genieten!
Relaxation is important while working hard for your studies	Het is belangrijk dat je ontspanning vindt naast het harde werken voor je opleiding.
Having learned something is not the correct wording for this experience. I would rather say that I gained a wider understanding of culture.	Geleerd vind ik niet het juiste woord. Maar meer kennismaken met een breder beeld van cultuur.
Not really. What I did learn is not to spend money before you really know whether it is worth spending.	Niet echt. Wel dat je niet zo maar ergens geld uit moet gaan geven, zonder zeker van te zijn dat het ook je geld waard is.
I am more aware of the importance of cultural activities. I realise that it contributes to personal development.	Bij culturele vaardigheden: dat ik meer gespitst ben in het belang van culturele activiteiten. Besef dat het bijdraagt aan persoonlijke ontwikkeling.
I have gained more insight in the way Jewish people live and more understanding and respect of people with a kosher lifestyle.	Door meer inzicht te hebben in de levenswijze van Joodse mensen meer begrip en nog meer respect gekregen voor mensen die koosjer leven.
You get in touch with subjects where you would not directly have to deal with.	Je komt in contact met onderwerpen waar je anders niets mee te maken hebt.

My communication and social skills are improved by talking with strangers. As an example, I was sat next to a guy were I talked to after the show of Pieter Derks. Almost an entire new group of friends was created during Groove to chill.	Mijn communicatieve en sociale vaardigheden zijn verbeterd door het praten met vreemden. Zo zat ik bij Pieter Derks naast een jongen waar ik daarna nog gezellig mee heb staan praten en heb ik bij Groove to Chill bijna een hele nieuwe vriendengroep opgedaan.
Because we went with a big group of strangers to Amsterdam, I did developed some social skills.	Doordat we met een grote groep onbekenden naar Amsterdam gingen, heb ik wel wat sociale vaardigheden ontwikkeld.
During the activities I came in touch with other students and visitors.	Bij de activiteiten ben ik in contact gekomen met andere studenten en andere bezoekers.
At first, we could not join the activity for a cheaper price since we were students and it was actually for secondary school students. We had to communicate clearly with the staff members of the HZ Cult office in order to join!	Communicatieve vaardigheden: omdat we eigenlijk niet meekonden voor een goedkope prijs omdat we al student waren, en het eigenlijk voor middelbare scholieren was hebben we goed en duidelijk moeten communiceren met medewerkers van het HZ cult bureau om toch mee te kunnen!
I have gained creative thinking skills from the HZ Cult experience. This is mainly since we got the opportunity to see the examples of the different themes of the activities and we saw the different point of views from which the people have been acting. Based on this, that had created a final product/show. As a result, we got the chance to enjoy this final product which created a complete experience.	Bij creatief denken aan de voorbeelden die ik heb gezien in de thema's van de activiteiten, verschillende opzichten waaruit mensen hebben gedacht en hiernaar hebben gehandeld, waaruit uiteindelijk een product/voorstelling etc. is gekomen en dat wij hiervan mogen 'profiteren' om dit te zien/belevingswereld te voelen.
I have a better understanding about the way an event comes into existence and the effort it takes to come up with an attractive programme for most students.	Ik heb nu een beter inzicht hoe een event tot stand komt en wat voor moeite het kost om aantrekkelijk programma te maken voor de meeste studenten.
I have learnt a lot during my participation of the HZ Cult activities. We mainly have learned a lot by working together. Almost everything was group-based. You need also communication skills for this.	Ik heb een hoop geleerd tijdens mijn HZ Cult activiteiten. Veel hebben we geleerd door middel van samenwerken. Bijna alles werd met een groep gedaan. Hier heb je ook je communicatieve vaardigheden voor nodig.
How do we interact with others and how important is it to never forgot who the person was before he or she is getting sick.	Kritisch reflecteren- na de films zoals Alice. Hoe gaan we met anderen om en hoe belangrijk is het om nooit te vergeten wie de persoon was voor hij / zij ziek werd.
Soldaat van Oranje made me realise that war is useless and it only results in grief and loss. The world would be a nice place if the rest of the world also pays attention to this!	Soldaat van Oranje heeft mij in ieder geval duidelijk gemaakt dat oorlog zinloos is en alleen maar voor verdriet en verliezen zorgt. Als de rest van de wereld daar ook bij stil zou staan dan zag het er nu waarschijnlijk een stuk mooier uit! ;)

Visiting cultural activities next to put a lot of effort to learning leads to a good balance between effort and relaxation and results in new energy.	Het bezoeken van culturele activiteiten naast hard leren zorgt voor een goede balans tussen in-en ontspanning en geeft nieuwe energie.
My attitude hasn't really changed. I am always open for al kind of living and cultural backgrounds.	Mijn houding is niet echt veranderd, ik sta altijd open voor alle vormen van leven en culturele achtergronden
Not really I think, however I undertook more action myself. Daytrips, where I looked for highlights within a city. I liked this during HZ Cult.	Niet echt denk ik, ik ben wel vaker iets gaan ondernemen.. Dagjes weg en dan ook opzoeken wat er in een stad te bezichtigen is. Vond het tijdens HZ cult zo leuk.
I do not think I can really tell that I have changed. I already went to a lot of cultural activities besides the activities that are offered by HZ Cult.	ik denk dat het niet echt te zeggen is dat ik ben verandert ik ging al naar veel culturele activiteiten buiten HZ cult om
Regarding this aspect I am not changed per se, however it got me thinking.	Hierin ben ik op zich niet veranderd, maar voor mezelf zijn er wel dingen die me aan het denken hebben gezet!
I find it easier to contact people that I don't know. To make contact is quite easy if you have a common interest. I will definitely keep this experience in mind as a social worker.	Ik vind het makkelijker om mensen die ik niet ken aan te spreken. Contact maken is vrij eenvoudig als je een gemeenschappelijke interesse hebt. Die ervaring neem ik zeker mee als social worker.
I think that people are more open for new experiences during their free time.	Mensen zijn in hun vrije tijd ook meer open nieuwe ervaringen op te doen
Motivation	
In my free time I like to visit similar activities, by also earning credits at the same time is perfect!	In mijn vrije tijd vind ik het leuk om soortgelijke activiteiten te bezoeken, dus om er tegelijkertijd ook studiepunten mee te behalen.. is perfect!
After my first trip, I found out that the HZ Cult team was really nice so I explored other activities offered by HZ Cult. Meanwhile, I went to many different activities.	Na mijn eerste reis bleek het team achter HZ Cult zo leuk te zijn dat ik verder ging kijken. Inmiddels ben ik al naar veel verschillende activiteiten geweest.
To get in contact with classmates in a different way.	In contact met klasgenoten op een andere manier.
The previous years I took part in different activities because I wanted to have a couple of nice evening together with classmates.	Voorgaande jaren heb aan verschillende activiteiten mee gedaan omdat ik zin had in een paar leuke avondjes uit met klasgenoten".
I really wanted to go to this musical, I thought it was nice to arrange this via HZ Cult.	Ik wilde graag naar deze musical en het leek me fijn dit via HZ cult te regelen.

The activities were in line with my interests. For instance, I went to Kensington and to Lebbis. These were both shows/performances that I wanted to see.	Omdat het activiteiten waren die voldeden aan mijn interesses. Ik ben bijvoorbeeld naar Kensington en naar Lebbis geweest. Dit waren beide voorstelling/optredens die ik graag wilde zien.
You offer something for everyone.	Jullie hebben namelijk altijd voor ieder wat wils.
It was a concert of Kensington, I really like this band. It was convenient that HZ Cult offered these tickets It was a perfect evening.	Het was een concert van Kensington, dat vind ik een erg leuke band. Dat HZ Cult daar kaartjes voor aanbood kwam dus erg goed uit. Het was een top avond!
Nice activities, in most cases bus transportation is arranged when it is further way, well done!	Leuke activiteiten, wanneer het verder weg is meestal vervoer met bussen, super!
Positive aspects	
I spend a couple of days in this metropolitan city, but also the World Championships was at that moment. I watched every evening soccer in the pub and explored the city during the day.	London 2014. Niet alleen een paar dagen weg naar deze wereldstad, maar ook het WK dat op dat moment viel. Iedere avond in de pub voetbal kijken en overdag de stad verkennen.
I experienced Kosher dinning as a whole as a very positive event.	Het koosjer eten in Antwerpen vond ik in zijn geheel een hele positieve gebeurtenis.
Via HZ Cult I went to the Gentleman's rule. It was really nice and I enjoyed the performance.	Voor HZ cult ging ik naar Gentleman's rule. Dit was erg leuk en ik heb genoten van het optreden.
HZ Cult arranged and prepared everything. I find that really pleasant. In this way, I can really enjoy the performance of that day. I liked the fact that a bus was arranged.	HZ cult heeft alles tot in de puntjes geregeld en voorbereid en dat vind ik heel prettig. Zo kan ik optimaal genieten van de voorstelling van die dag en vond het fijn dat hierbij ook een bus was geregeld.
The trip was arranged very well, and the things that occurred to be different than expected, were solved flexible by the organisation.	De reis was goed geregeld en dingen die net iets anders liepen werden dan heel flexibel opgelost door de organisatie.
Because we laughed a lot that evening.	Omdat we deze avond veel gelachen hebben.
The pop quiz was really convivial. It's a pity that the pop quiz is not offered any more. I do think that a lot of people were interested.	Ik vond de popquiz echt supergezellig. Jammer dat die er niet meer is. Volgens mij was er ook altijd veel belangstelling voor!
I felt that I was truly part of the group. This was shown in the fact that nobody formed sub groups within the main group. Instead, we hung out altogether.	Je voelde je 1 met de groep. Niemand negeerde je of er vormde groepjes.
We did get know a lot about the first World War and the role of Ieper played.	We zijn veel te weten gekomen over de Eerste Wereldoorlog en welke rol Ieper hierin gespeeld heeft

I have laughed a lot but at the same time he talked about the current events.	Ik heb er erg om moeten lachen en tegelijkertijd werd er ook inhoudelijk veel verteld over actualiteiten.
To see new things by participating in different activities. For example, the trip to Rome was a once in a lifetime experience which I will not easily experience in the same way again. I look forward to Barcelona. I have seen musicals. But also films which I would not pick in the first place, but turn out to be extremely positive. The specials that are offered are in line with the education such as Paul van Loon or Mirjam Oldenhave.	Hele nieuwe dingen gezien door verschillende activiteiten. Zoals een reis naar Rome op deze manier maak ik die niet meer mee. Ik kijk daarom al uit naar Barcelona! Musicals gezien. Films die ik op het eerste gezicht niet zelf zou kiezen, maar toch super mooi blijken te zijn. Specials die te maken hebben met je opleiding. Zoals Paul van Loon of Mirjam Oldenhave.
Within four days, I have visited musea and experienced history, the nightlife and the culture of Berlin. Everything that I demand while going on a citytrip.	Ik heb in 4 dagen musea, geschiedenis, de uitgaanleven en cultuur van Berlijn kunnen ervaren. Alles wat ik eis in een citytrip.
Negative aspects	
I had to pay for the tickets, but the festival was for everyone accessible freely.	Voor de kaartjes moest ik betalen, terwijl dit festival voor iedereen vrij toegankelijk was.
I took part in a workshop about photography. It lasted too long and it was really aimed at professional photographers. I did not fit in since I am not a professional photographer.	Ik heb een fotografie workshop gedaan. Deze duurde met te lang en was echt gericht op professionele fotografen. Omdat ik geen professionele fotograaf was, stond ik buiten de groep.
We quickly got through everything. We only had 15 minutes during a visit of a big cemetery. That was a pity. I would have liked to gain more information.	We gingen overal erg snel doorheen. Zo hadden we bijvoorbeeld maar een kwartier de tijd bij een grote begraafplaats. Dit vond ik erg jammer. Ik had daar ook graag wat meer uitleg bij willen krijgen.
The date of Stukafest was not mentioned correctly in the HZ Cult leaflet. The new date was within a reasonable time-frame shared, however not soon enough since I already booked a trip to Prague.	De datum van Stukafest is onjuist in de HZ Cult gids vermeld. De nieuwe datum werd redelijk op tijd door gegeven, maar voor mij toch te laat omdat ik op die datum al een reis naar Praag had geboekt.
The film was lengthy.	Film was langdradig.
It was boring since we had to stand a long time.	Omdat we zolang moesten staan werd het al snel erg langdradig.
The photography workshop was too long according to me.	Ik heb een fotografie workshop gedaan. Deze duurde met te lang.
During the activity 'Night of the Night' I missed the registration and did not earn a study-credit for as a result.	N8t van de N8t heb ik niet kunnen inzetten voor een studiepunt omdat ik het uitchecken heb gemist.

Last year we went to a performance. One of the crewmember of the performance was stuck in a traffic jam, so had to wait a long time. However, HZ Cult was not responsible for this.	Vorig jaar zijn we naar een voorstelling geweest. De crew van de voorstelling stond in de file, dus we hebben toen best lang moeten wachten. Maar hier kan de HZ Cult zelf niks aan doen.

Appendix 10*: Logbook*

Decisions regarding main questions

Orientation phase

The first main question was designed as follows*:*
"Which influence has the HZ cult program on the development of generic competencies of HZ student"

The main question was altered. As a result the main question was described as:
"Does the HZ-cult program has a positive effect on the development of generic competencies of students of the University of Applied Sciences?"

However, the above main question was perceived as too specific. Besides an assumption is made since 'positive effect' is included. It resulted in the following question:

"What influence does cultural participation, more specifically the HZ Cult program, has on the development of generic competencies of students of the HZ University of Applied Sciences?"

Execution phase

Cultural participation is included in the main question in order to make the question more specific, and to include it in the operationalisation. However, this main question was changed after discussion with a peer researcher.

"*What influence does cultural participation has on the development of generic competencies of students of the HZ University of Applied Sciences?".*

Decision regarding the method

Orientation phase

Method

At first, both qualitative and quantitative research was concerning in order to increase the reliability. However, the main question is more an open research question that could be answered via a qualitative research design. Moreover, not much is known about the topic. Also, no validated (quantitative) research tool was found. Also, it was concerned that mathematical data is less relevant for this research.

Several methods considered such as a focus group meeting. However, this research is considered as time-consuming and is mostly performed next to another data collection method.
Also, interviews were discussed to dive into the topic more deeply for instance regarding one specific competency. For that reason, it was decided to perform additional interviews or a focusgroup meeting as a side-method if additional information was needed besides the main method, namely the Critical Incident Technique. The Critical Incident Technique is chosen since it quick method to gain data. Moreover, the advantage is that the data can also be collected online. Also, it enables students to write down their experiences in their own words.

Execution phase:

During the execution phase, it was at first planned to organise a focus group meeting, since it was perceived as less time-consuming than interviews.

However, The analysis method took longer than planned. Besides, already valuable insights were gained. For that reason it was decided not to do additional interviews.

Decisions regarding the analysis

Execution phase:

Both content and thematic analysis were concerned. Content analysis since this type of analysis is mostly used within Critical Incident Techniques. I found out that there are no big differences exists between these two methods. However, thematic is used to identify patterns and different themes. It is the aim to understand the meaning of the themes and interpret them. It focusses on qualitative aspect, whereas content analysis is partly quantitative, whereby categories are formed and counting the numbers of instances (Marks & Yardley, 2004).

Execution phase:

Inductive or deductive coding was considered. However, inductive coding is claimed to be used for Critical Incident Technique and is chosen for this research (Edvardsson, 1992).

Overall process

In the orientation phase a planning was created. School-holidays were kept in mind as well as project weeks and exam weeks. The first deadline of the research proposal was achieved. Feedback was received later than expected. This resulted into a delay. Moreover, I presented my research proposal to the employees of the department of Educational Services of the HZ University of Applied Sciences. This helped me to reflect upon my (research) work and about questions that I designed in order to collect the data. After that, extra time was spend on the methodology as well as survey questions. In order to improve my survey, I asked my colleagues, supervisory teacher and peers for feedback. Due to this, the online survey was altered a few times. More time than expected was spend on designing the questions. Nevertheless, I do not regret this since valuable feedback was received. Not only about the structure and grammar but also about the content and the time spend on the survey. In fact, one student that filled in the actual survey argued that this was one of the surveys that did not include any spelling mistakes.