

EVENTS MANAGEMENT

IE University

Professor: **AMANDA KELLY**

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Academic year: 22-23

Degree course: SECOND

Semester: 1^o

Category: COMPULSORY

Number of credits: 3.0

Language: English

PREREQUISITES

Students should have general knowledge of communications and event management, as well as advanced writing and research skills.

Please note:

The following source will be used as a textbook for the class. Please be sure to acquire it before the first week of classes begins:

Special Events: Creating and Sustaining a New World for Celebration, by Joe Goldblatt (2014), Wiley: ISBN-13: 978-1118626771 / ISBN-10: 111862677X

SUBJECT DESCRIPTION

WELCOME TO EVENTS MANAGEMENT!

How do you plan a press preview? A conference? An awards night? A formal ceremonial event? A vernissage? How do you anticipate social behavior and follow correct protocol at events? How do you organize a ceremonial function with high ranking officials from various different cultures? What about risk? How do assess and plan for it? And last but not least – what about the budget! What if the budget is small but a client's expectations are huge?

Designed to build an understanding of the processes involved in the conceptualization, development, communication and execution of a variety of different events, while encouraging students' creativity and problem-solving skills, this Events Management course reviews the steps necessary to plan an event from developing an idea through to its execution, bringing together the theoretical and practical applications of communications, planning and event management.

It provides an introduction to the basic aspects of the general management of events and places a strong emphasis on applying knowledge to the real challenges faced when working in event and project management. Students should come prepared to actively engage in class discussions and projects.

OBJECTIVES AND SKILLS

The Events Management course is designed to build an understanding of the processes involved in the conceptualization, development, communication and execution of a variety of different events, while encouraging your **creativity** and **problem-solving** skills.

It provides an introduction to the basic aspects of the general management of events and places a strong emphasis on applying knowledge to the real challenges faced by professionals working in communications and event and project management.

Come prepared to actively engage in class discussions and projects!

During the course, you will:

- Build the skills necessary to successfully plan, promote and execute a variety of events as part of a team
- Create budgets to ensure the efficient operation of an event
- Prepare communications tools that can be adapted and used for in a variety of contexts
- Imagine and plan for contingencies, evaluate and assess risk
- Develop conflict resolution, decision-making and problem-solving skills
- Discuss implications and importance of protocol and planning
- Plan mock and real events, putting theory into practice and obtaining practical experience

METHODOLOGY

Methodology includes:

- lectures
- group activities
- discussions
- videos
- experiential learning with case studies
- weekly projects readings and assignments

Please note: The success of the class relies on active participation. Students are required to read course materials prior to attending class and to take part in discussions and activities.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	15 hours
Discussions	20.0 %	15 hours
Exercises	20.0 %	15 hours
Group work	20.0 %	15 hours
Other individual studying	20.0 %	15 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Introduction to event management

OBJECTIVE: REVIEW THE COURSE OUTLINE AND EVALUATION

In this class, we will:

- Introduce the course, review expectations and go over assessment, evaluation, assignments, readings and projects

Pre-work

•Readings (90 min)

•Assignment (30 min): *Turn an everyday gathering into a transformative experience*: How can you transform our Event Management class into a transformative experience? Think of two ideas to share.

Readings (to be done in advance):

1. "Artichoke's Helen Marriage: how to make people say 'yes'", by Isabel Berwick, 3 June 2018 in *The Financial Times*

2. "Here come the groom and the groom", by Emma Jacobs, 2 April 2013 in *The Financial Times*

Note: *The Financial Times* can be accessed via [IE Library - Premium Press section](#).

Watch:

1. "3 steps to turn everyday get-togethers into transformative gatherings", by Priya Parker, April 2019, [TED Talk](#)

Activities

10' introductions + 15' review of course content, participation styles, assignments and evaluation + 10' team creation + 10' Q+A on course review + 5' quick review of readings through live discussion + 15' discussion of main ideas from pre-work in teams (breakout rooms) + 10' share conclusions with the class + 5' wrap-up

Post-work

Blackboard: Review class outline and assignments, make a note of deadlines.

Article: "Artichoke's Helen Marriage: how to make people say 'yes'", by Isabel Berwick, 3 June 2018 (Financial Times) (ce)

Article: "Here come the groom and the groom". by Emma Jacobs, 2 April 2013 (Financial Times) (ce)

Video: 3 steps to turn everyday get-togethers into transformative gatherings

SESSION 2 (LIVE IN-PERSON)

What is Events Management? Exploring the anatomy of an event

OBJECTIVE: UNDERSTAND THE ROLE AND SCOPE OF EVENT MANAGEMENT

In this class, we will:

- Review the "anatomy of an event" and the various models for preparing for an event
- Develop an understanding of event planning in different contexts
- Create an event plan

Pre-work

•Readings (60 min)

•Research on event planning models (30 min)

•Share research for forum input and discussion (Blackboard)

Readings (to be done in advance):

1. *Special Events: Creating and Sustaining a New World for Celebration*. Chapter 3: Composing the Event Plan, pp. 77–114

Activities

20' introduce main ideas + 15' students present research on various planning models + 10' explain team work assignment + 30' teams work on assignment together with professor support (breakout rooms) + 5' wrap-up

Post-work

Blackboard Assignment: *Team work assignment #1:* Create an event plan and presentation (in assigned groups) to be submitted for class and professor review.

Book Chapters: Special Events: Creating and Sustaining a New World for Celebration. Chapter 3: Composing the Event Plan, pp. 77–114 (See Bibliography)

The team work assignment must be submitted via Blackboard and can be accessed via the "Assignment" section.

SESSION 3 (LIVE IN-PERSON)

Create and critically evaluate event plans

OBJECTIVE: CRITICALLY REVIEW EVENT PLANS

In this class, we will:

- Critically review and evaluate event plans submitted by peers
- Examine the various models and tools

Activities

Each team presents submitted event plan presentations + class provides feedback

Post-work

Blackboard Assignment: *Individual assignment #1: Complete evaluation of event plan review*

Book Chapters: Special Events: Creating and Sustaining a New World for Celebration. Chapter 5: Sustainable Financial Leadership, pp. 139–170 (See Bibliography)

The Individual work assignment must be submitted via Blackboard and can be accessed via the "Assignment" section.

SESSION 4 (LIVE IN-PERSON)

Event budgets

OBJECTIVE: UNDERSTAND HOW TO DEVELOP AN EVENT BUDGET

In this class, we will:

- Look at how to carefully estimate and create a budget for an event
- Determine what needs to be included in an event budget
- Explore how to research and estimate costs
- Examine the various models and tools for budgeting for an event
- Review how to discuss a budget and finances with a client
- Prepare an event budget

Pre-work

- Readings (60 min)

•Assignment (30 min): *How much wine?* A client has asked you to provide a budget for how much wine they need to purchase for a wine and cheese event with 30 people. Come to class with an estimate to share.

Readings (to be done in advance):

1. *Special Events: Creating and Sustaining a New World for Celebration. Chapter 5: Sustainable Financial Leadership, pp. 139–170*

Activities

20' introduce main ideas + 15' students present wine budgets + 10' explain team work assignment + 30' teams work on assignment together with professor support (breakout rooms) + 5' wrap-up

Post-work

Blackboard Assignment: *Team work assignment #2: Create an event budget with a presentation to be submitted for class and professor review*

Book Chapters: Special Events: Creating and Sustaining a New World for Celebration. Chapter 5: Sustainable Financial Leadership, pp. 139–170 (See Bibliography)

The team work assignment must be submitted via Blackboard and can be accessed via the "Assignment" section.

SESSION 5 (ASYNCHRONOUS)

Present an event budget to a client

OBJECTIVE: UNDERSTAND AND CRITICALLY REVIEW EVENT BUDGETS

In this class, we will:

- Share event budgets
- Critically review and evaluate event plans submitted by peers
- Confirm what needs to be included in an event budget
- Critically review different ways to research and estimate costs, as well as the various models and tools for budgeting for an event

Activities

Blackboard Assignment: Review Non-Class Learning Outline

Post-work

Blackboard assignment: *Individual assignment #2: Complete evaluation of event plan review*

Blackboard Discussion Board: *Event plan and budget review*

The individual work assignment must be submitted via Blackboard and can be accessed via the "Assignment" section.

SESSION 6 (LIVE IN-PERSON)

NEGOTIATING CONTRACTS

OBJECTIVE: REVIEW KEY ELEMENTS OF CONTRACTS AND PRACTICE THE "ART OF NEGOTIATION"

In this class, we will:

- Explore the strategy and tactics of successful negotiation techniques
- Review the key elements to consider when arranging events contracts

Pre-work

Readings (60 min)

Readings

• Special Events: *Creating and Sustaining a New World for Celebration*, Chapter 6: Vendor Partners, Contracts, and On-Site Production, pp. 171–216

Activities

20' introduce main ideas + 20' students partner up to do negotiation simulation activity + 15' discussion about activity + 15' students read article about activity ["Emotion and the Art of Negotiation," Alison Wood Brooks. Harvard Business Review. December 2015] + 10' wrap-up

Book Chapters: Special Events: Creating and Sustaining a New World for Celebration, Chapter 6: Vendor Partners, Contracts, and On-Site Production, pp. 171–216 (See Bibliography)

SESSION 7 (ASYNCHRONOUS)

Article: I've Planned The Met Gala For The Last 8 Years. Here's What I've Learned (Fast Company. Lydia Dishman. 5 January 2017)

Video: *The First Monday in May*. Andrew Rossi. 2016

Article: *7 Met Gala Party-Planning Tips From The First Monday in May* (Vogue. Brooke Bobb. 15 April 2016)

Article: *The business of experience and why it's overrated* (Financial Times) (ce)

DESIGNING EVENT EXPERIENCES

OBJECTIVE: EXPLORE HOW EVENT EXPERIENCES ARE CREATED

In this class, we will:

- Explore the challenges of planning an event
- Look at what are the key ingredients necessary to create a memorable experience

Pre-work

- Readings (60 min)

Readings

1. "I've Planned The Met Gala For The Last 8 Years. Here's What I've Learned", *Fast Company* . . 5 January 2017.
2. "7 Met Gala Party-Planning Tips From The First Monday in May", *Vogue*. Brooke Bobb. 15 April 2016.
3. News article: "The business of experience and why it's overrated," by Jo Ellison, 7 June 2018 in *The Financial Times*.

Note: *The Financial Times* can be accessed via IE Library - Premium Press section.

Watch

1. Film Documentary: *The First Monday in May*. Andrew Rossi. 2016.

Activities

Blackboard Assignment: Review Non-Class Learning Outline

Post-work

Blackboard Assignment: *Individual assignment #3:* Submit presentation of critical review of documentary and how it applies to event management (planning challenges, aims, notes, etc.)

Blackboard Forum Discussion: *First Monday in May*

SESSION 8 (LIVE IN-PERSON)

EVENTS AND EXPERIENCES

OBJECTIVE: EXPLORE THE DIFFERENCE BETWEEN AN EVENT AND AN EXPERIENCE

In this class, we will:

- Discuss the differences between planning an event and an experience
- Look at what are the key ingredients necessary to create a memorable experience
- **Review collaborative group project outline, assessment, deadlines**

Pre-work

- Readings (60 min)
- Submit two questions (one per reading) designed to encourage class discussion, debate and dialogue (30 min)
- Review case study (30 min)

Readings

1. "The Marketplace Management of Illicit Pleasure," by Christina Goulding, Avi Shankar, Richard Elliott, Robin Canniford in *Journal of Consumer Research* (2009) 35 (5), pp. 759–771

2. "Don't Confuse Engagement with User Experience," Michael Schrage, 5 December 2012 in Harvard Business Review
3. Case study: Cirque du Soleil: Cultivating Creativity and Designing to Delight. Stanford Business School.

Activities

10' introduce main ideas + 20' discuss selected questions related to readings + 10' explain case study review + 15' break out groups to discuss case study + 20' review collaborative group project outline, deadlines and assessment and assign groups + 5' wrap-up

Article: The Marketplace Management of Illicit Pleasure (by Christina Goulding, Avi Shankar, Richard Elliott, Robin Canniford in Journal of Consumer Research (2009) 35 (5), pp. 759–771) (ce)

Article: "Don't Confuse Engagement with User Experience," Michael Schrage, 5 December 2012 (Harvard Business Review) (ce)

Article: Priya Parker: Don't Skip Over Purpose (Priya Parker. 31 October 2018. PCMA.)

Article: The business of experience and why it's overrated (by Jo Ellison, 7 June 2018 in the Financial Times) (ce)

Practical Case: Cirque du Soleil: Cultivating Creativity and Designing to Delight. (Stanford Business School) (M353)

Students can watch the movie together in partners and groups.

The individual assignment must be submitted via Blackboard and can be accessed via the "Assignment" section.

SESSION 9 (ASYNCHRONOUS)

Why do we gather?

OBJECTIVE: EXPLORE WHY WE CRAVE EXPERIENCES

In this class, we will:

- Explore how and why cultural events are so important to society
- Develop ideas about how to have a long-lasting impact with an event

Pre-work

Readings (90 mins)

Readings:

1. "Is Happiness Shared Doubled and Sadness Shared Halved? Social Influence on Enjoyment of Hedonic Experiences," Rajagopal Raghunathan and Kim Corfman in *Journal of Marketing Research*: August 2006, Vol. 43, No. 3, pp. 386-394.
2. "Riga, Bangkok, São Paulo—every modern city wants a biennial. But is this good for contemporary art? Leading curators join the hot debate," *The Art Newspaper*. Jane Morris. 12 June 2018
3. Case study: Jaipur Literature Festival—Beyond the Festival Template. *Harvard Business School*.

Watch:

1. Video: Jaipur Literature Festival, 2021

Activities

Blackboard Assignment: Review Non-Class Learning Outline

Post-work

Blackboard Assignment: *Individual assignment #4:* Short essay

Blackboard Forum Discussion: *Why do we crave experiences?*

Article: Is Happiness Shared Doubled and Sadness Shared Halved? Social Influence on Enjoyment of Hedonic Experiences (Rajagopal Raghunathan and Kim Corfman in Journal of Marketing Research: August 2006, Vol. 43, No. 3, pp. 386-394) (ce)

Article: Riga, Bangkok, São Paulo—every modern city wants a biennial. But is this good for contemporary art? Leading curators join the hot debate

Video: Jaipur Literature Festival

Practical Case: Jaipur Literature Festival—Beyond the Festival Template. (HBS 712401-PDF-ENG)
The individual assignment must be submitted via Blackboard and can be accessed via the "Assignment" section.

SESSION 10 (LIVE IN-PERSON)

What can go wrong?

OBJECTIVE: EVALUATE AND PLAN FOR RISK

In this class, we will:

- Look at how to conduct a risk assessment analysis, reviewing potential health and safety factors, protocol breaches and security threats
- Develop an event check list that includes protocol and health and safety assessments, as well as legal, ethical and risk management factors
- Create a risk management plan for an event
- **Review collaborative group project outline, assessment, deadlines**

Pre-work

- Readings (60 min)

Readings

1. "Having More Options Can Make Us Evaluate Risk Differently," Uzma Khan, Daniella Kupor in Harvard Business Review, 9 February 2017
2. Feeling the Heat: A decade as a foreign correspondent in Spain by Raphael Minder (2021), Sussex Academic Press: pp. 187-194

Activities

10' introduce main ideas + 10' review risk matrix and plan elements + 15' break away groups to prepare risk management plan + 30' mini presentations and discussion + 10' overview of group project outline, assessment and deadlines + 5' wrap-up

Article: Having More Options Can Make Us Evaluate Risk Differently (HBR H03FR8-PDF-ENG)

Book Chapters: Feeling the Heat: A decade as a foreign correspondent in Spain (by Raphael Minder (2021), Sussex Academic Press: pp. 187-194) (Book) (See Bibliography)

SESSION 11 (ASYNCHRONOUS)

Plan for a pandemic

Objective: Apply risk management assessment to event plan

In this class, we will:

- Explore how to apply a risk assessment analysis to an event plan

Pre-work

- Readings (60 min)

Readings

1. "How to Host a Successful Virtual Event: Tips and Best Practices," *Hootsuite*. Katie Sehl. 26 March 2020.
2. Case study: "Here's (exactly) how we organized one of the largest virtual U.S. journalism events to date", *Nieman Lab*. Stefanie Murray and Joe Amditis. 21 May 2020.

Activities

Blackboard Assignment: Review Non-Class Learning Outline

Post-work

Blackboard Forum Discussion: Plan for a pandemic!

Article: How to Host a Successful Virtual Event: Tips and Best Practices

Article: Here's (exactly) how we organized one of the largest virtual U.S. journalism events to date

SESSION 12 (LIVE IN-PERSON)

Communicating an event

Objective: Understand how to achieve maximum exposure for an event

In this class, we will:

- Examine the various tools for marketing for an event
- Review how demonstrating respect for protocol could affect promotion and communications of different events
- Prepare an event marketing plan for presentation to class

Pre-work

- Review the communications for an event and prepare an outline of tools and timeline

Activities

10' introduce main ideas + 10' present event communications tools and timelines + 20' break away groups to prepare communications plan for event + 35' mini presentations + 5' wrap-up

SESSIONS 13 - 14 (LIVE IN-PERSON)

Presentations

OBJECTIVE: PRESENT COLLABORATIVE PROJECTS

In this class, we will:

- Present our Collaborative Event Planning and Communication Projects
- Critically evaluate each presentation
- Provide positive and constructive feedback

Pre-work

- Groups prepare presentations

Activities

Groups each have 20' to present. Students conduct online peer evaluation of each presentation.

Post-work

Prepare notes on presentation for evaluation and feedback (Session 15).

Peer evaluations will be conducted online. A link will be shared with students at the start of class.

SESSION 15 (LIVE IN-PERSON)

Evaluation and reflection

Objective: Reflect and evaluate impact of event and contributions to class

In this class, we will:

- Critically discuss with our groups whether event would have a long-lasting impact
- Review together how to monitor and manage performance quality
- Implement any end-of-event protocol (thank yous, follow ups, feedback, etc.)

Pre-work

- Ensure you have access to evaluation forms

Activities

Blackboard Assignments: Review Non-Class Learning Outline

Blackboard Assignments: Complete self, peer, group and professor evaluations.

Self, peer and group evaluations will be shared on Blackboard via the "Assignment" section.

BIBLIOGRAPHY

Compulsory

- Joe Goldblatt. (2020). *Special Events: Creating and Sustaining a New World for Celebration*. 8th edition. Wiley. ISBN 9781119345732 (Printed)

- Raphael Minder. (2021). *Feeling the Heat: A decade as a foreign correspondent in Spain*. Sussex Academic Press. ISBN 9781782847533 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	30 %	Readings, class discussions and self-evaluation
Workgroups	15 %	Assignments and team evaluation
Event planning and communication	35 %	Based on planning, communication, execution and peer evaluation
Individual work	20 %	Four assignments

EVALUATION METHODS & RUBRICS

Continuous assessment is used to evaluate students' work, including class participation, both online and offline, individual and group assignments which will be presented in class and submitted.

Evaluation will be based on the following:

- Active class and discussion participation 30%
- Individual work 20%
- Team work 15%
- Collaborative project 35%

Events management assessment outline

Evaluation Section	Total % of grade	Type of assessment	Points*
CLASS PARTICIPATION	30%	Professor and self-evaluation of participation in class and completion of readings	30
TEAM WORK	15%	Professor and peer evaluation of group assignments	15
COLLABORATIVE PROJECT	35%	Professor and peer evaluation of collaborative event planning and communication project and presentation	35
INDIVIDUAL WORK	20%	Professor evaluation of individual assignments	20
TOTAL			100

* A full breakdown of points and assessment will be provided.

Self and peer evaluation

Reflection and evaluation are important in determining the effectiveness of group work and as self-evaluation plays an important role in the overall development of an individual, helping students to recognize their own strengths and weaknesses. Students will be asked to complete a self-evaluation of their participation in class and while working on group assignments and in group discussions. This will be complemented by a peer evaluation of the actions and contributions of fellow group members during the preparation and presentation of projects, as well as a peer evaluation of group presentations. The rubrics for the evaluation of these different elements are provided below. Students will complete these and submit them via Blackboard. Both self and peer evaluations contribute to the final overall grade.

Attendance

Students must attend at least 70% of the course in order not to fail due to poor attendance. In this class, 4 or more absences is a fail.

Attendance criteria - 15 session course

Grade	Absences
5	4 absences, the maximum allowed before a student automatically fails the class
6	3.5 absences
7	3 absences
8	2 absences
9	1 absence
10	0 absences

Participation

Beyond simply showing up, participation in class discussions, activities and assignments is an important component of this course. Recall that listening carefully is as important a component of participation as speaking. Please be aware of your own style of participation: if you find it difficult to speak up in class, push yourself to do so. If you realize you tend to dominate discussions, make a point of listening to others.

Your participation grade at the end of the semester will be based cumulatively on your contributions over the course of the semester. Participation is graded using the criteria below, which are adapted from: http://trc.virginia.edu/Publications/Teaching_Concerns/Spring_1996/TC_Spring_1996_Maznevski.htm . The average level of participation usually satisfies the criteria for a "7", which would correspond to a "B".

Failure of a class: Retake exam

If a student fails a class due to poor attendance, he or she must retake the course the following academic year.

If a student has a grade below 5, he/she is entitled to a second opportunity to attempt to pass the class and has the right to do a retake exam.

Students who have failed the class due to attendance may not take the retake exam.

The retake exam will be in the form of a written submission, answering a series of short-answer questions based on material covered in the class.

Important note: The retake exam can only result in a maximum grade of 8 out of 10.

PROFESSOR BIO

Professor: **AMANDA KELLY**

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AMANDA KELLY

Currently a consultant for the arts consultancy Pickles PR and an adjunct professor with IE University, Amanda is an experienced writer, editor and digital media specialist, working for over 15 years in arts, communication and media. She began her career in journalism in London, with the Guardian Unlimited website while studying History of Art at Cambridge University. She has worked with national news publications around the world, including El Pais in Spain, Global News in Canada and The Guardian and Observer in Britain, as well as with arts institutions and projects including the National Gallery of Canada, numerous pavilions at the Venice Biennale, the biennial osloBIENNALEN in Norway and the art fair Art Cologne, among many others. She speaks English, as well as some French and Spanish.

OTHER INFORMATION**ADDITIONAL MATERIALS****FURTHER READINGS**

JOURNAL ARTICLE: Jim Kling. Tension in Teams: How to minimize the bad and maximize the good. Harvard Management.

JOURNAL ARTICLE: "Emotion and the Art of Negotiation," Alison Wood Brooks. Harvard Business Review. December 2015.

MANUAL: The Project Management Manual. Harvard Business School.

BOOK CHAPTER: Roger Martin. "World-Class Explorers: Leading the Design-Thinking Organization" (excerpt from The Design of Business: Why Design Thinking Is the Next Competitive Advantage). Harvard Business Press.