

## **Quotes (5-10) with brief description of students**

March 2007

Post-event responses from second-year undergraduate Queen Margaret University School of Business, Enterprise and Management, Events Management students, who participated in the Principles and Practices of Events Management module and the live events assessment.

- It's a really good idea because, with events, a practical aspect is a good way to learn it. You learn a lot more from it than sitting and writing about it.
- It's a good way to know if you're ready and cut out for this kind of work. You find out if you're ready to do certain kinds of events or if you're better off going to do another sort of event.
- It's a good way to meet other people in the class by doing an event and going to other people's events. Especially as a direct entrant into second year, running an event helped me find my feet here and get to know people.
- It helps us make good contacts. It also gets the Queen Margaret name out there, so if we're trying to find a job, a lot of people have heard about the events.
- How to run an event – you can't just get that from theory. Having people not get back to you, looking for sponsorship, handling things that go wrong, it prepares you for all that later on.
- In the long term, events managers out there can see what we've done. If we get experience now, it'll be easier for us to into that field.

**Write a literature review that underpins your assessment  
(500-1000 words)**

This assessment is situated within the broader context of events management literature. During the lectures of the module, students are able to analyse the key principles of events management, including operations management, marketing, risk assessment, health and safety issues, customer care, human resources management and events evaluation. These themes are reinforced by guest lectures from industry professionals, who also highlight issues concerning the media, employability, entrepreneurship and corporate hospitality. This classroom activity is supported by pertinent reading from current literature examining these contemporary topics. The main texts introducing the key concepts of events management are Bowdin, et al (2001), Getz (1997) and Goldblatt (2002). Shone and Parry (2002) and Catherwood and Van Kirk (1992) also address organisation and planning procedures and provides a firm foundation in understanding the events project management life cycle. In terms of contextualising operations management which can be applied to this integrative assessment, Tum, et al (2005) and Clark and Johnston (2005) provide appropriate guidance. Although there is a broad literature on marketing in and of itself from which relevant information can be drawn, it is suggested for this university level and to support this kind of specific events management assessment that marketing practices focusing in detail on the events arena is utilised. Hoyle (2002), Watt (1998) and Masterman and Wood (2005) discuss the in-depth elements of marketing skills for a live events scenario. Watt (1998) also examines issues concerning customer care and the service concept. Risk assessment and health and safety issues are becoming ever more important in events management in light of current world events and are analysed effectively in Tarlow (2002),

Hannan (1998) and Health and Safety Executive (1999). Post-event evaluation procedures and approaches along with successful ways to complete the customer feedback loop are explained in Watt (1998) and O'Toole and Mikolaitis (2002), which also delves into the principle concepts needed to support developing initial project management objectives and provides useful feasibility examples. Steps towards critically analysing the live event scenario as well as engaging in personal and group reflective activity in order to better inform not only personal experience, but also the final written assessment is supported by literature in Silvers and Goldblatt (2003).

As teamwork is an important aspect of events management, and students are responsible for assigning their own roles within the team and supporting one another in those roles, the delegation of and taking on responsibility for the various aspects of the project is an important learning outcome of this assessment. This can be supported by human resources management literature. A useful text on human resources management tailored to the events management field is Van Der Wagen (2006). Contemporary issues in events management, which is important for illustrating the environment in which events exist today, can be found in journal articles in such international publications as *Events Management*, *Journal of Convention and Event Tourism*, *International Journal of Events Management*, *Managing Leisure*. These issues also are covered in such books as Van Der Wagen (2002) and Yeoman, et al (2003). The holistic approach to knowledge transfer in this course, which involves problem-based and student-centred learning, supports students when they embark on fulfilling the criteria and aims for this assessment.

## References

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Getz, D (1997) *Event Management and Event Tourism* New York: Cognizant Communications Corporation.

Goldblatt, J J (2002) *Special Events – Global Event Management in the 21<sup>st</sup> Century* New York: Wiley.

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O'Toole, W & Mikolaitis, P (2002) *Corporate Event Project Management* New York: Wiley.

Shone, A & Parry, B (2001) *Successful Event Management* London: Continuum.

Silvers, J R & Goldblatt, J J (2003) *Professional Event Coordination* New York: Wiley.

Tarlow, P (2002) *Event Risk Management and Safety* New York: Wiley.

Tum, J, Norton, P & Wright, N (2005) *Management of Events Operations* Oxford: Butterworth-Heinemann.

Van Der Wagen, L (2002) *Event Management: For Tourism, Cultural, Business and Sporting Events* Melbourne: Hospitality Press.

Van Der Wagen, L (2006) *Human Resource Management for Events: Managing the Event Workforce* Oxford: Butterworth-Heinemann.

Watt, D (1998) *Event Management in Leisure and Tourism* Harlow: Addison Wesley Longman.

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**Pictures/video to be forwarded**