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EVENTS MANAGEMENT

An International Approach

Instructors Manual

Introduction

Welcome to the instructor's manual for *Event Management: An International Approach* (Second Edition). We hope you find the text useful in your teaching of events management, whether as a required text for undergraduate students or as helpful background or supplementary reading for masters' students. In the book we have sought to provide a comprehensive overview of the challenges and realities of events management in an international context. This has been achieved by assembling a team of high profile, international authors, all expert in their particular fields. They also boast an impressive 11 nationalities combined.

This text, like the previous edition has been divided into distinct sections – Part 1: Introducing an International Approach to Events Management; Part 2: International Events Management in Practice; Part 3: Contemporary Issues in International Event Management. Each section has a distinct focus to facilitate teaching on specific courses/modules in events management. The first section examines global issues impacting the events industry as well as the specific local factors, which account for the differences in how events are staged from country to country. It is meant to provide an overview of contemporary international events and international events management for students doing introductory courses/modules/units. The second section focuses on the core competencies of events management. It seeks to concretize international events management and its application in a variety of contexts. This section is meant for students focusing on the practice and implementation of events management, which would normally take place in their second year of study. In response to feedback a new chapter on Event Sponsorship has been added to this section in this edition of the text which complements the chapters on Event Marketing

and Event Financing. The third section highlights emerging issues in events management practice, which are typically the focus of academic research. Tutors will find this section helpful in the teaching of final year undergraduate or post-graduate programmes. It is meant to introduce students to current academic debates in events management and hopefully provide some inspiration for students that need to select topics for research projects. This section has been significantly updated and includes three new chapters which tackle areas which are attracting increasing attention in events management research – event tourism, social media and futures studies.

This manual seeks to help instructors make the most of the materials, provided in each section of the text. It provides an overview of Parts 1 through 3 and highlights the specific pedagogical features provided in each of these sections. The manual gives specific guidance on how these features can be used, whether as discussion materials during workshop or seminar- styled sessions or to provoke participation during lectures. For each section we have also included some bonus features which will be especially useful for testing students' knowledge – they can be used as self-test materials, for in-class interaction or teaching in flipped lecture mode (i.e. students would have prepared by reading the text beforehand so that classroom time is used for interaction and discussion). Our bonus features were created using Xerte Toolkits. Among the benefits of the specially designed Xerte Interactive Resources that come with each chapter, are: they are built for accessibility and offer a number of options to further enhance the experience for all learners; they can be accessed by your students on-the-go on their mobile devices and they allow for instant updating if you should suggest any changes.

If you see either of us at a conference and want to discuss the book further – please introduce yourself as we would love to hear your views on how we could improve the content and/or pedagogical features for future editions. It is our sincere wish that you enjoy working with this text and that it enhances your students' learning experiences.

With best wishes,
Nicole and Paul

Guide to Using Part 1: Introducing an International Approach to Events Management

Overview

This first section of *Events Management: An International Approach* (Second Edition), examines the dual-tensions at work in international events management – an engagement with the global issues impacting the events industry and an understanding of the specific local factors, which account for the differences in how events are staged from country to country. The chapters in this section of the text seek to provide the background for the approach taken throughout by introducing the issues and challenges that characterize the contemporary events landscape.

Pedagogical Features in this Section

In this section we include two types of case studies – short cases without any questions which are meant to highlight one or two specific issues within a chapter and longer closing case studies, which have three to five test questions at the end. The longer closing case studies attempt to provide students with the opportunity to test their understanding of the chapter as a whole. The shorter case studies can be used to add interest and encourage participation in a lecture by asking students to quickly read the short case (if they have not read the chapter beforehand) and then challenging them with one or two quick questions. Alternatively, if students have done the required reading, instructors can bring these case studies to life by showing the students short video clips which reflect their content.

YouTube in the Classroom

The following videos and questions can be used alongside the short cases in Chapters 1 and 2.

WaterFire Providence

<https://www.youtube.com/watch?v=z1Z4l-RR3q0>

Questions:

- 1 What benefits for city of Providence as the destination for WaterFire are apparent in the video?
- 2 From the scenes in the video, devise lists of the economic, social and environmental impacts for WaterFire.

Buzz BU News - Chinese Winter Wonderland

https://www.youtube.com/watch?v=_FSh_AwSlpQ

Question:

- 1 Based on the information provided in the video, list the key local factors which the organizers of the Chinese Winter Wonderland should pay attention to.

These short cases may also be used if you have a workshop or seminar session, which lasts just 45 minutes to one hour, as there will be enough time for students to read the case and discuss questions you have set for them. Longer case studies are best used when students have been assigned the reading of the chapter and/or the case study beforehand. They then can be assigned the questions to be discussed in small groups. When the students have finished working through the questions they can compare their responses with the entire class. The longer case studies are best used in workshop, seminar or tutorial sessions in which there are 12–25 students.

Bonus Features

This section also comes with two sets of tasks which can be use as self-tests or active in-class learning. They are useful for testing students' overall knowledge of a topic. In events management, like other disciplines, there are some fundamental definitions, principles and theories that all students should know. Completing the tasks in this first section of the text will allow students to test themselves and internalize the basics of their field. These tasks are included in the Xerte Interactive Resources designed for Chapters 1 and 2.

Chapter 1 Tasks

Task 1: Describing International Events

Describe international events using the key characteristics identified in Chapter 1.

Feedback:

- Explicit focus on attracting international audiences
- Large-scale events which have a significant impact on their host communities
- Attract international or global media attention
- Specific economic imperatives such as increasing tourism visitors, job creation and providing new business opportunities

Task 2: Destination Development Roles for International Events

Place the following explanations under the destination development role which they best describe (only ONE explanation should be placed under each heading)

- Attracting a range of tourists who may otherwise have never come to a destination. In the case of an annual event it may be the main reason why tourists return year after year.
- Defining a destination's image or the re-branding of a destination.
- Generating excitement, attracting visitors, encouraging the development of new infrastructure and amenities and making the destinations in which they are staged better places to live, work and play.

- Providing reasons for both locals and tourists to visit large venues which may otherwise go unused and spreading tourist demand throughout the year by providing a reason for tourists to come to a destination when the peak tourist season is over.
- Bringing about a range of impacts which can potentially lead to the total transformation of a destination.

Tourist attraction	Destination imaging/ branding	Place marketing	Animator	Development catalyst

Task 3: International Events Research

Fill the blanks in the statements below.

Much of the research on events that has been created or developed for international audiences, focuses on [event/festival tourism], a term, which as observed by O’Sullivan and Jackson (2002: 326), has been used as a [‘catch-all’] term which includes ‘special event tourism and festivals of any size or organizational persuasion’.

Destination studies examine the use of international events in [marketing] and [developing] a destination for tourist visitors.

Traditional notions of authenticity, as the term relates to cultural products such as festivals, seem to be linked to the concept of an [‘object authenticity’] which can normally be determined by objective criteria, such as [scientific] fact, or a known [location] or a [historical] figure (Wang, 2000).

The bias towards [economic] evaluation has been noted within academic literature, along with the urgent need to also take the [social] impacts of all types of events into account (Reid, 2007).

Task 4: Event Evaluation Tools

Fill in the blanks in the statement below.

SIP scales are used to evaluate the **s**ocial **i**mpacts of events, the P in SIP stands for [perception]

In Finland a FEET was devised as a method of holistic **e**vent **e**valuation, the T in FEET stands for [tool]

EI scales are used to evaluate the effect an event has on how a destination is seen by visitors, the I in EI stands for [image]

TBL is an approach to evaluation that goes beyond looking at an event's bottom-line or profitability, the T in TBL stands for [triple]

Task 5: Event Impacts

Balancing the positive and negative consequences of international events involves balancing the needs of a range of stakeholders. Give examples of these different groups of stakeholders described in Chapter 1.

Feedback:

- International tourists
- New residents
- Local community

Chapter 2 Tasks

Task 1: What is Globalization?

Please define the term globalization used in Chapter 2.

Feedback:

In Chapter 2 globalization is defined as: a term which refers to a number of processes which have enabled companies, products, people, money and information to move more freely and quickly around the world (Morrison, 2006).

Task 2: Key Reasons for an International Approach to Events

Why is it increasingly important for event managers to take an international approach to events management? Please give at least two reasons why an international approach is becoming more important.

Feedback:

Globalization has facilitated the growth of events and for event organization, it is increasingly important to take an international approach because:

- The increase in air travel and the cultural tourist market for events: Reductions in the cost of air travel resulted in a growth of the international tourism industry; in particular cultural tourism has increased. Cultural tourists, i.e. travellers going to a country for the specific purpose of attending cultural events, have become an important source of income for cultural facilities, festival and event organizers.

- The increase in international organizations and the demand for international meetings, incentive travel, conferences and exhibitions (MICE): The increase in the numbers of international organizations throughout the world has led to a dramatic increase in the demand for events which cater to providing opportunities for organizations to bring colleagues scattered across globe to meet to exchange ideas and information.
- The increase in market access facilitated by the formation of regional trading blocs and associations: The formation of trading blocs, geographical areas or zones of cross border trade cooperation, has made it easier for event organizers to host events which target audiences across national borders.

Task 3: What are PESTs?

In PEST analysis, 'P' stands for |Political| changes.

In PEST analysis, 'E' stands for |Economic| conditions.

In PEST analysis, 'S' stands for |Socio-cultural| trends.

In PEST analysis, 'T' stands for |Technological| innovations.

In PESTEL analysis, the last 'E' stands for |Environmental| concerns.

In PESTEL analysis, the 'L' stands for |Legal| changes.

Task 4: Distinguishing Global PESTs

Classify the factors that follow to find out if you can distinguish between the different factors in a global PEST analysis. Please select one option per factor described.

- The terrorist attacks in Paris in November 2015 which took place outside the Stad de France and inside the music concert venue Bataclan are recent examples highlighting why terrorism threats are a continuing cause for concern for the organizers of events.
- On average a 3.3% growth has been forecasted for the world's key economies. In the Eurozone growth will be supported by private sector confidence and credit markets but declining growth of China and other emerging markets also means reduced demands for European exports (Euromonitor International, 2015a).
- As a result of globalization, many Western countries are becoming more diverse. This will create stronger demand for culturally appropriate weddings and other religious/cultural events, providing a host of opportunities for event organizers and related service providers (Euromonitor, 2015c).
- Not surprisingly, social media has emerged as a key channel for event goers to get information and updates. Music tourists for example, are especially active on social media channels and use them to find out about events, blog and use forums. Music concert and festival organizers have responded to this trend by

developing their own social media channels to provide their customers with artist information, schedules and other information, much of which is delivered months in advance (Mintel, 2013).

Choices are: Political, Economic, Social and Technological

Task 5: Classifying Local PESTELs

Place the individual factors under their matching PESTEL heading.

- Presence of political unrests
- Changes in political administrations
- Cost of labour
- Currency exchange rates
- Wage levels
- Dominance of cultural practices
- Ethnic make-up of local populations
- Openness to outside influences
- Availability of tele-communications infrastructure
- Availability of electricity and indoor plumbing
- Level of internet penetration amongst local populations
- Environmental consciousness among local population
- Local weather patterns
- Visa and work permit requirements
- Health and safety laws
- Labour laws
- Regulations governing alcohol, cigarette and drug consumption

Political	Economic	Social	Technological	Environmental	Legal

Task 6: Key Questions Used in a PEST or PESTEL Analysis

Fill the blanks in the questions below.

Have there been any recent |changes| in global politics that can impact events?

What new international |laws| and |regulations| have recently been introduced that event managers should be aware of?

What are current |economic| conditions like?

Have there been any critical events affecting global |financial| markets?

What are the key global |sociodemographic| trends impacting event audiences?

Are there any other trends that event managers can take advantage of when designing event activities (for example, popular |music| trends and |sporting| activities)?

What new |technological| developments can event managers take advantage of to improve the quality, efficiency and/or lower the costs of their events?

Guide to Using Part 2: International Events Management in Practice

Overview

Part 2 by focusing on the core competencies of events management and providing a range of examples from Africa, the Americas, Asia, Australia and Europe, concretizes international events management and its application in a variety of contexts. It demonstrates the relevance of an international approach for not only event managers working on high-profile events such as the Olympic Games, the Sydney Mardi Gras and the St. Lucia Jazz Festival but also for those managing national, local and community events such as local cultural events, fundraisers and corporate events.

Pedagogical Features in this Section

In addition to the short and longer case studies which are also featured in the first section, Part 2 includes a 'Diary of an Event Manager' for each chapter. These diaries are meant to illustrate how the theory covered in these chapters can apply in real-world situations. They can be used to engage students during lectures or large-group teaching situations. Students can be challenged to interrogate their own experience and compare their response to that of the event manager highlighted in the chapter. Instructors can ask "What would you have done if you were faced with such a situation?" Alternatively, they may wish to ask students to comment on the appropriateness of the event managers' actions if the event manager were operating in the students' home countries.

Real Life Event Management Stories

For more real life stories of event managers, instructors will find icould.com useful. This website gives students the inside story of how careers work. The icould storytellers relate, in their own words, their real life career journeys. There are over a thousand easy to search, varied and unique career videos as well as hundreds of written articles. The following links provide an interesting mix of career videos from individuals working in the events industry:

<http://icould.com/videos/posy-d/>
<http://icould.com/videos/rachael-bee/>
<http://icould.com/videos/marian-k/>
<http://icould.com/videos/margo-w/>
<http://icould.com/videos/pippa-r/>
<http://icould.com/videos/gail-d/>

Bonus Features

In addition to the tasks which can be use for self-tests or active in-class learning (these are available on the Xerte Interactive Resources), there are 'theory-into-practice' tasks on each topic.

Chapter 3

Cultural Sensitivity and Diversity in Event Design

Events are international in form and content and bring people and populations of different cultures together. The advantage event managers having knowledge of international cultures is that it allows them to give an event theme a positive image and a competitive and creative edge in the global events market.

Instructions

Watch the video 'Fusion Fashion Show' and consider the following questions:

- 1 How did the organizers address cultural sensitivity and diversity at their event?
- 2 What additional steps might they have taken?

Chapter 4

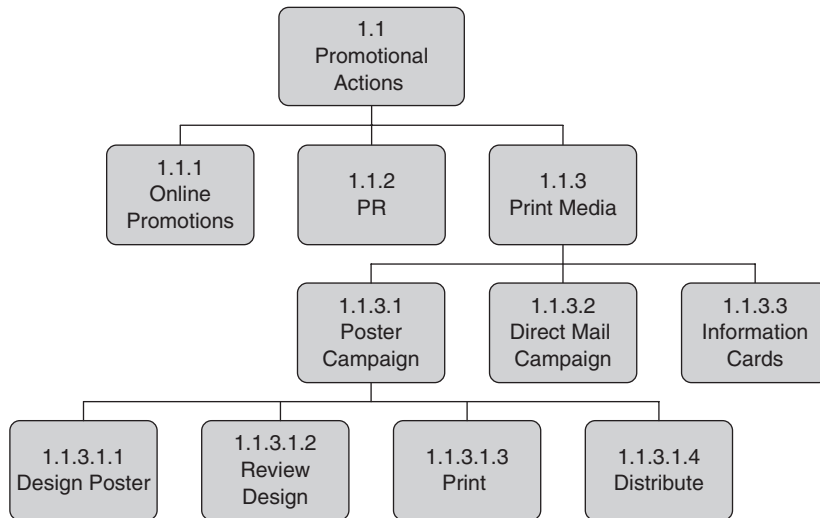


Figure 4.4 WBS Segment for Holi Festival, Rural India

Work Breakdown Structure

A Work Breakdown Structure or WBS identifies the activities required to deliver event components. Figure 4.4 in Chapter 4 shows an expanded branch of the promotion element of the WBS for the Holi Festival in Rural India organised by Banglanatak dot com.

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Instructions

- 1 Using Print Media as a guide, complete three levels of the WBS for Online Promotions.
- 2 Draft your WBS using, Microsoft PowerPoint, Word or any other suitable software.

Chapter 5

Job Descriptions

Good job descriptions are an important aspect of an event organization's recruitment. Draft a job description for two types of volunteers who would be required to work at an international recruitment fair at a university.

Instructions

- 1 First conduct a job analysis to identify the jobs, the principle duties and/or tasks to be performed by volunteers.
- 2 Draft two job descriptions which include: job title; position; whether the job is full-time or part-time, permanent, temporary or casual; summary of job's main purpose; reporting lines; a list of main tasks and reference to any other relevant documents, such as training manuals or procedures.

Chapter 6

8Ps of Event Marketing

Using Getz's (2007) 8Ps of event marketing (product, place, programming, people, promotions, partnerships, packaging and price) describe the event marketing strategy of the organizers in Case Study 6.2 - The 'Made in Bulgaria' National Trade Exhibition of Producers from Bulgaria.

Instructions

For each of the 8Ps write brief notes about the strategy using evidence from the case study.

Chapter 7

Suggestions to Event Organizers

Case study 7.2 in Chapter 7 detailed the use of media exposure to evaluate event sponsorship. What other traditional or emergent evaluations methods could be suggested to the event organizers?

Instructions

- 1 List the event sponsorship evaluation methods you would suggest.
- 2 Write brief notes detailing how each event sponsorship evaluation method would be used.

Chapter 8

Discriminatory Pricing

In Chapter 8 discriminatory pricing is discussed as an option for event managers pricing their events. How would you explain to someone without a finance background the justification for both event managers working in the charity sector AND organizing exclusive corporate meetings to use this pricing method?

Instructions

- 1 Write brief notes which makes a case for discriminatory pricing for event managers working on charitable events and then for those organizing exclusive corporate events.
- 2 Compare and contrast the differences in justification.

Chapter 9

Risk Assessment Exercise

Risk management assists event organizers in devising and conducting events in the safest possible manner, whilst mitigating losses and it is essential that event organizations formally plan for and develop strategies to deal with the possible consequences of unplanned events. With this in mind, select an outdoor and indoor event. Identify and contrast the likely risks and possible treatment actions for both of these events.

Instructions

- 1 List the risk types and risks applicable to your selected outdoor and indoor events and note the differences.
- 2 Write brief notes on how each of the risks are to be treated and note any differences.

Chapter 10

Strengths and Weaknesses of Evaluation Methods

Evaluation models and methods can have their strengths and limitations and should therefore be carefully reviewed for suitability and practicality in relation to the event to be evaluated.

Instructions

- 1 Consider the Diary of the Event Manager in Chapter 10 and write brief notes on the strengths and weaknesses of the evaluation methods used by Roberta.
- 2 In the second year of organizing the event Roberta will have more time to spend on evaluating her event, write brief notes on the methods you think Roberta should use and how they will overcome the weaknesses of the methods used in the previous year.

Guide to Using Part 3: Contemporary Issues in International Events Management

Overview

The third section of *Events Management: An International Approach* (Second Edition) builds upon the initial, functional contributions of the previous sections and examines applied and emerging issues in events management practice. This section gets to grips with issues of growing concern in events management, such as the growing ubiquity of social media, concerns about sustainability, the growth of event tourism and the increasing uncertainty of the future.

Pedagogical Features in this Section

In this section, “Critical Thinking Exercises” are used to encourage students to think critically about contemporary issues in events management. These exercises can be used in lectures to encourage participation or set before hand as questions to be discussed during a seminar or tutorial session.

Bonus Features

We have selected four journal papers which highlight the concerns explored in this section. These articles are available free for download from SAGE to students who

have purchased the text. We provide students with links to these articles and critical thinking questions so that they can begin to engage with events management research in a way that is not intimidating and hopefully encourages their academic curiosity. There are also some simple questions to reinforce core concepts covered in the chapters. These are available on the Xerte Interactive Resources.

Chapter 11

Critical Thinking on Social Media use During Sporting Events

This task requires you to complete critical thinking exercises on Xiao Wang's paper in *Mobile Media & Communication* entitled 'Using attitude functions, self-efficacy, and norms to predict attitudes and intentions to use mobile devices to access social media during sporting event attendance' examines why sports spectators use social media (e.g., Facebook and Twitter) while attending sporting events. It was based on a cross-sectional survey of 466 participants who generally attended games with friends or family.

Exercise 1

Based on what you have read in Chapter 11 write brief notes on why you think people would use mobile devices to access social media during a sporting event. How do you think being with family and friends would affect this usage?

Exercise 2

Table 1 shows the popularity of the four types of reasons which were proposed by Wang (2015) in his study for attendees' usage of social media at sporting events. The higher the decimal in the table, the more popular the reason would have been among participants in the study. The highest ranked reasons are in the red circle.

- 1 How do the results in Table 1 compare with what you proposed were the reasons that attendees used social media at sporting events?
- 2 Which of the four types of reasons proposed by Wang (2015) did you suggest?

Table 1 Confirmatory factor analysis of functions served by social media use during a sporting event attendance (*N* = 466)

Function and item	Standardized Factor loading
Utilitarian (information and use)	
is convenient	.83
allows me to use the phone/data service I already paid for	.72
allows me to keep track of the scores	.52
Utilitarian (game-related sensation and pleasure)	
allows me to cheer on my team	.87
allows me to bash the opponents	.70
allows me to post live comments	.87
allows me to get pumped up	.68
Ego-defensive	
helps keep social attention on me	.88
will make me appear more popular	.89
will tell others I'm a walking "encyclopedia" of sports knowledge	.74
Value-expressive	
shows I'm interested in sports	.85
shows my group affiliations	.83
provides me with a sense of belonging	.81

Source: Wang (2015: 18)

Exercise 3

- 3 Read the full paper, paying special attention to the research questions, methodology and results sections.
- 4 Consider the methodology used and compare it to the methodology used in case study 11.2. Would analysing the tweets and Facebook posts of attendees been able to provide the types of results revealed in Wang's (2015) paper?

Chapter 12

Critical Thinking on Sustainability in the Sochi Olympics

Realizing sustainability goals in international events has proved challenging for event organizers. This critical thinking task requires you to complete critical thinking exercises on Muller's (2015) paper, '(Im-)mobile policies: Why sustainability went wrong in the 2014 Olympics in Sochi'. It attempts to shed light on why the Olympics in Sochi failed to meet many of its sustainability ambitions.

Exercise 1

- 5 Read the paper and summarize the key sustainability goals of the Olympics in Sochi.
- 6 List the area(s) of the triple bottom line these goals target.

Exercise 2

According to Muller (2015) transportation, transformation and translation are processes that take place in the formulation and execution of sustainability goals. Explain how these processes impeded the achievement Sochi's sustainability plans laid out in the bid book.

Exercise 3

Referring to the case studies in Chapter 12, suggest what Sochi's local organizing team could have done differently to realize their sustainability goals.

Chapter 13

Critical Thinking on Sports Tourism

This critical thinking task requires you to complete critical thinking exercises on Delphy's (1998) paper, 'An overview of sport tourism: Building towards a dimensional framework'. It outlines the benefits and reasons for the growth of sport tourism and suggests ways to maximize its potential by understanding the elements integral to sport.

Exercise 1

Read the paper and summarize what the benefits of sport tourism are and compare them to the benefits of event tourism highlighted in Chapter 13.

Exercise 2

Consider Delphy's (1998) model of sport tourism elements. How do these elements compare to the issues that countries should consider when developing event tourism put forward in Chapter 13?

Sport tourism

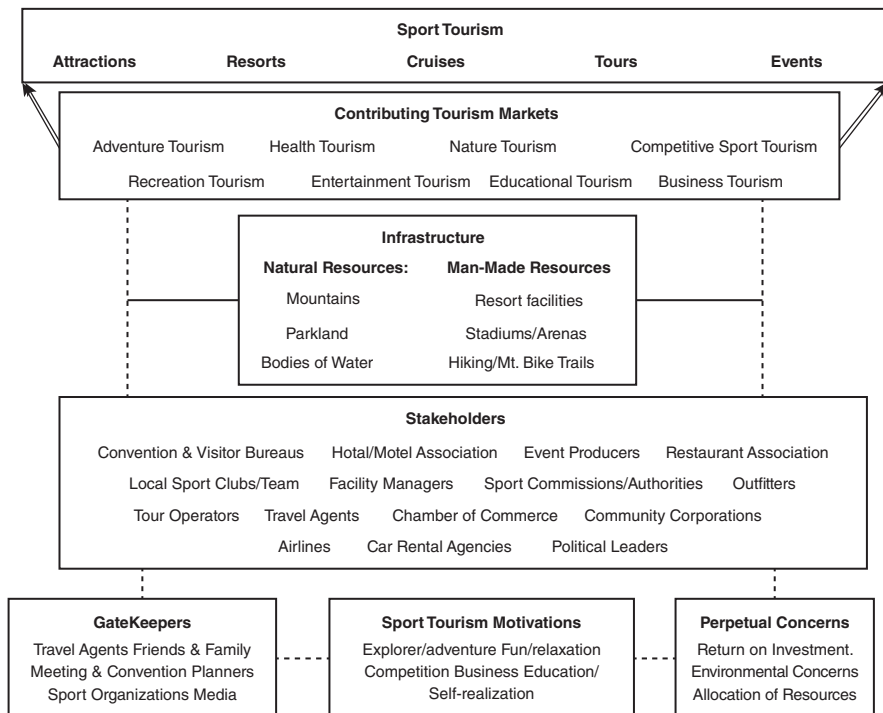


Figure 1

Source: Delphy (1998: 35)

Chapter 14

Critical Thinking on Environmental Scanning & Analysis

International events play an important role in destination and tourism development. This critical thinking task requires you to complete critical thinking exercises on Formica and Kothari's (2008) paper, 'Strategic destination planning: Analyzing the future of tourism'. It brings together perspectives from a range of stakeholders, including: representatives from transportation companies, suppliers, attractions, lodging, special events, cultural historical organizations, government, and destination management organizations, to consider future trends affecting tourism in the tristate area of Pennsylvania, New Jersey, and Delaware in the United States from 2006 to 2010.

Exercise 1

Look through the future trends identified by the experts.

- 1 Write brief notes on any trends identified that will not be as relevant today as they were in 2010.
- 2 Highlight any trends that have not been identified that have come up more recently as particularly pertinent, as we look forward to 2020.

Table 2 Results of Future Forces in the Economic Environment

Force	Impact	Votes N = 25	Groups ^a N = 5
Funding for tourism			
Importance of tourism as a revenue generator industry will continue to be underestimated by local government	CVBs will operate with less public capital	22	3
	Increased competition for public funding		
Tourism taxes could be used to fund education and other unrelated sectors	More taxation for visitors		
	Decrease in quality of services at destination		
Potential decrease in public funding for tourism.	New sources to fund destination projects		
Strategic partnerships			
From business oriented to destination and community oriented	Increased importance to branding. From both the consumer and supply side	19	2
	More cross marketing		

Force	Impact	Votes N = 25	Groups^a N = 5
Include other sectors, such as infrastructure and transportation	Distribution of wealth: collaboration generates more evenly distributed levels of wealth Development of new and more differentiated products and services		
Changes in national and global economies	Increasing opportunities for new market segments (India/China) As demand changes organizations will become more flexible Increasing competition for domestic and international tourism Better understanding of international markets More difficult to recruit qualified employees More outsourcing Increase in oil prices continues to weaken the dollar.	12	3

a. Number of groups that have independently identified that force.

Formica and Kothari (2008: 360)

Exercise 2

Table 2 above shows economic forces identified by experts that will affect tourism in the future. Write brief notes on the extent to which you think these forces are specific to the tristate area of Pennsylvania, New Jersey, and Delaware in the United States.

Exercise 3

Re-read Case Study 14.1 carefully and consider the data on future trends available in the paper. List a series of steps the authors of the paper would need to undertake to create four future scenarios (such as those shown image) for tourism in the in the tristate area of Pennsylvania, New Jersey, and Delaware in the United States.

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Source: Postma, Ferdinand and Gouthro (2014: 28)