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An Introduction to Meeting and Event Management Course

Diana Spina
University of Nevada, Las Vegas

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An Introduction to Meeting and Event Management Course

By

Dianna Spina, CMP

Bachelor of Science in Hospitality Management
University of Kentucky
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PART ONE

Introduction

One of the goals of a university is to provide relevant curriculum that will adequately prepare students to obtain entry-level positions related to a particular field of study. To develop the knowledge base and skill set necessary to master a subject, the student must have an understanding of the basic terms and how to apply those terms to a real-life situation. Once the basic elements related to the subject matter are mastered, the student will be prepared to study upper-level, more strategically focused course material.

This paper focuses on the development of an undergraduate introductory course in meeting and event management and the rational for inclusion of this particular course in the curriculum at a university that offers a degree in Hospitality Management. The literature review explores the anticipated demand related to the field of meeting and event management, course offerings of some of the top ranked universities with Hospitality Management programs, and different teaching methodologies. The last part of the paper encompasses the actual course material for a meeting and event management course; including the syllabus and teaching methodology.

Purpose

This paper encompasses a glossary of terms, teaching methodology, learning outcomes, assessment descriptions, and the syllabus for an undergraduate introductory course in meeting and event management that will expand the knowledge base and skill set of the students in preparation for a career in this field. Inclusion of this course in the curriculum at a university that offers a Bachelor of Science in Hospitality Management, or similar hospitality related

degree, will help the university achieve its organizational objectives related to enrollment growth and competent graduates.

Statement of Problem

The University of Kentucky does not currently offer an introductory course in meeting and event management in the curriculum for its Bachelor of Science in Hospitality Management. The lack of a course that teaches the basic skills and knowledge related to the growing field of meeting and event management is remiss on the part of the university and shortchanging of the students who lack the basic skills to master the related upper-level course; as is indicated below.

Justification

It is anticipated that the growth rate for meeting and event planners will increase by approximately 44% in the next eight years (Bureau of Labor Statistics, 2012). As the field of meeting and event planning continues to grow and become more complex, employers are carefully evaluating the skill set and knowledge base of each potential applicant to attain the highest qualified candidate. Many employers desire candidates with a bachelor's degree (Bureau of Labor Statistics, 2012). Students with a bachelor degree in Hospitality Management with an emphasis in meeting and event management will be able to speak the language of meetings and events when interviewing. Being able to speak the language and understanding how to plan a basic meeting or event is crucial; not only for meeting and event managers, but also for numerous other professions in the hospitality industry. Regardless of whether a person ever directly plans a meeting or event; there is a connection, in some capacity, of every individual who works in the hospitality industry to a meeting manager. The language of meetings and events is spoken by catering/convention services managers, hotel sales managers, convention and

visitors' bureau sales managers, destination management company personnel, speaker representatives, and many other employees of this industry.

Competition is becoming fiercer for universities that offer hospitality related degrees to increase the number of students in their programs. The University of Kentucky currently has approximately 100 students in the Bachelor of Science in Hospitality Management program. The university desires to increase the enrollment numbers and ultimately the number of degrees conferred in the discipline of Hospitality Management. One of the objectives for the Department of Dietetics and Human Nutrition, the department that houses the Hospitality Management program, is to "Ensure graduates at all levels are able to demonstrate expertise in their disciplines and are prepared to succeed in professional and community settings" (Department of Dietetics, p.2, 2009). In order to achieve that objective, the university needs to ensure that relevant and timely curriculum is available to the students. The university offers an advanced course in Event Planning and Coordination. It would be beneficial for the university to require a prerequisite introductory course prior to the upper-level, more strategically focused course. Having knowledge of the basics related to meeting and event management prior to gaining strategic knowledge (in the upper level course) will help the students develop the foundational base that is necessary to succeed in this field of study. Also, more adequately prepared students will lead to better credibility within the community (academic and state/local), which will ultimately lead to higher enrollment numbers.

Constraints

This is an introductory course in meeting and event management. Therefore, it will not cover topics related to strategic or advanced elements of meeting or event management; such as budgeting, negotiation, speakers, entertainment or transportation. A syllabus is included with the

intention that it may be adjusted dependent on industry expert scheduling constraints, field trip venue confirmations and the speed at which the students are grasping the information. Also, to allow each professor the opportunity to enhance the class with personal industry experiences, the lectures are created in a manner that encourages creativity.

Glossary

Banquet Event Order (BEO)--A standardized form created by the venue or catering company that details all aspects of a food and/or beverage function. These details include, but are not limited to, room set-up, food item types and quantities, types of beverages, service times, cost of items, and service charge percentages.

Banquet Round--Round tables, typically 60" or 72" in diameter, are used for seating at a meal service or for specific types of meetings. Most venues will place 8-10 chairs around a 60" round table and 10-12 chairs around a 72" table.

Break--A short period of time when the attendees are not actively participating in a meeting session. Refreshments, such as light snacks, candy, coffee and/or soft drinks, are typically placed on a table for the attendees to consume as a method of re-invigoration to enhance focusing ability for the remainder of the meeting time frame. This is also referred to as a coffee break or refreshment break.

Butler Service--An upscale service style that entails the banquet server approaching individuals (or small groups of attendees) and presenting a platter that has pre-determined, individual-size portions of hot or cold hors d' oeuvres.

Chevron Setup--"Rows of chairs or tables slanted in a V-shape facing a head table, stage or speaker" (Krug, 2000). This is also referred to as herringbone setup.

Classroom Setup--Rectangular tables (typically 6'or 8' in length by 18" wide) which are placed together (on the width side) in straight rows. Subsequent rows of tables are positioned behind the first row. All chairs are placed in one direction facing the stage or speaker. This is also referred to as schoolroom setup.

Cocktail Table--Small, typically 30" or 36" diameter round table, which is used for seating at a reception or for brief one-on-one interactions between meeting attendees.

Conference Style Setup--Tables arranged in the shape of an oval or rectangle. Chairs are placed on all sides of the conference style table. This is also referred to as boardroom setup.

Concurrent Sessions--Meeting sessions with different topics (or different attendees) that occur at the same physical time.

Cordless Microphone--Batteries serve as the source of power for this microphone that does not have a cord. This type of microphone is also referred to as a wireless microphone.

Crescent Round Setup--A seating style that is preferred by meeting attendees for speaker presentations. A half moon table or a round table (typically 60" or 72" in diameter) is used for

this seating style. All chairs are placed around the table in a manner that ensures that every attendee is facing the speaker.

Family-Style Service--Although sometimes used at a formal banquet or professional meal function, family-style service is generally considered an informal method of food service. Large bowls or platters of different types of food (I.e. meat, entrée, vegetable) are placed in the middle of the table by the banquet servers. Guests serve themselves and then pass the bowl to the next person at the table.

Flipchart--A form of audio-visual equipment that consists of a very large pad of paper attached to a stand which is used to enhance a speaker's presentation or as a record of the brainstorming results from a discussion group.

Floor Setup Diagram--A diagram (drawn to scale) that is created by the venue representative or by the meeting manager that shows the complete setup requirements for a certain area of space. This diagram will include tables, exit doors, staging, chairs, pillars, electrical outlets, and other items specific to the space or the meeting requirements.

Guarantee--A number provided in advance (usually 48 or 72 hours) by the meeting manager to the venue catering representative that reflects how many attendees will be at the meal function. If the number of actual attendees is lower, the organization is still responsible for paying for the number that was agreed to by the meeting manager.

Hollow Square Setup--Tables arranged in the shape of a square (or rectangle) that is hollow in the middle. Chairs are placed around all four sides of the table.

Lavaliere Microphone--A small, portable (wired or wireless) microphone attached to the presenter's clothing below the neck. This is also referred to as a lapel microphone.

LCD Projector--A commonly used piece of audio-visual equipment for a presentation that projects images from a laptop computer, digital HDTV signal, DVD or satellite to a screen.

Leko--A specialized type of audio-visual lighting that is used to highlight a particular area in the room; such as a speaker standing at a lectern or a company logo through a gobo. Also referred to as an ellipsoidal spotlight, this piece of equipment is unique in its ability to project such a "focused pool of light" (Krug, 2000).

Plenary Session--A general session that is open to all attendees of a meeting. There is typically a key note speaker or other high ranking organizational representative that presents at this session.

Pre-Function Space--Commonly used for a reception, refreshment break or for registration; this is the area that is located directly in front of the main function space. It is sometimes referred to as the foyer.

Refresh--A task performed during a meeting break that entails the banquet staff entering the function space to straighten-up the area. This includes replenishing water glasses and pitchers, cleaning up trash, and emptying recycle bins, amongst other duties.

Request for Proposal (RFP)--A written document, created by a meeting manager, that outlines all of the specifications for a meeting or event that will occur in the future. This document is sent to potential venues or destinations (CVBs) when the meeting manager desires to receive information pertaining to cost and availability.

Resume--A comprehensive document that details all of the information related to a specific meeting or event; including, but not limited to, audio-visual, decorations, food, beverage, guestroom accommodations, valet services, authorized signatures, security, and billing arrangements

Serpentine--Connecting tables arranged in a curving (but not circular) shape, often resembling a snake.

Site Inspection--Conducted by a meeting manager, this is an on-site, in-depth critique of a hotel, convention center, or other property for a meeting or event.

Specifications--A comprehensive list (or description) of all of the requirements related to a meeting or event.

Standing Microphone--Commonly used for the Q & A portion of a session, this type of (wired or wireless) microphone is placed on a stand that sits directly on the floor. This is also referred to as a floor microphone.

Tabletop Display--Portable exhibit display that can be physically arranged in the area that is available on the top of a table.

Table Microphone--Commonly used for a panel, this type of microphone is placed on a stand that sits on a table in front of between 1-3 panelists.

T-Shape Setup--A setup that consists of tables being arranged in a manner that results in the alphabetical letter T. Chairs are placed around the table on all sides except the top of the T.

Theater Style Setup--A setup that consists of just chairs (no tables). The chairs are arranged in rows that face the speaker or stage. This setup is also referred to as auditorium seating.

U-Shape Setup--A setup that consists of tables being arranged in the shape of the alphabetical letter U. Chairs are placed around the three outside edges of the U.

The terms and definitions were derived from *The Convention Industry Council 7th Edition* (2000) by Susan Krug.

PART TWO

LITERATURE REVIEW

Introduction

Prior to developing new curriculum at a university, an assessment must be made that a need exists. The information presented in part one shows that the University of Kentucky can benefit from the addition of an introductory meeting and event management course. Once the basic need is established, it is important to delve deeper to gain a greater understanding of the meeting and event industry, the course offerings at successful competitor universities, and the methods of teaching that will lead to the desired results.

The beginning of this literature review briefly touches upon specifics related to the field of meeting and event management. A general explanation of the meeting and event industry will be followed by a more in-depth description of the role a meeting and event manager plays in this industry. Last, it is important to assess demand for a particular field prior to adding curriculum. On that note, demand for the field of meeting and event management will be explored.

Equally important, knowledge of the course offerings related to this field at universities with renowned hospitality management programs is crucial. Does this specialty area of curriculum enhance the program at these universities to the extent that is it beneficial to the strategic goal of increasing student enrollment? After course offerings are explored, the last part of the literature review will focus on the specific types of teaching methods that will be used in the introductory meeting and event management course.

The Field of Meeting and Event Management

Meeting and Event Industry

The meeting and event industry is multi-faceted. It encompasses meeting managers on the one hand and suppliers on the other hand. Both of these entities partner to negotiate, plan, coordinate, and execute every aspect of a particular meeting or event. According to the *Economic Significance of Meetings to the US Economy* study that was published by the Convention Industry Council in February 2011, the direct spend contribution of the meeting and event industry is 263 billion. When ancillary spend is incorporated, that number jumps to 907 billion (PricewaterhouseCoopers, 2011). To fully understand the magnitude of this industry, it is important to realize all of the different players that touch a meeting or event. The typical primary players are hoteliers; meeting and event managers; convention center personnel; audio-visual technicians and sales representatives; catering company representatives; and convention and visitors bureau personnel. The secondary players are also an important part of this industry, but their services are not utilized as often (due to lack of necessity) as the services of the primary players. Secondary players include transportation company representatives; off-site or free-standing venue personnel; destination management companies; drayage providers; trade show and event decorators; ice sculpture carvers; internet providers; travel agents; waste disposal companies; graphic designers; entertainment providers; photographers; security personnel; signage companies; utility company workers; and even honor guards that present the flag and singers that belt out the National Anthem. When secondary players are included, the meeting and event industry provides employment hours for a staggering 6.3 million workers. (PricewaterhouseCoopers, 2011) Of that number, 71,600 were employed in meeting and event planning positions in 2010 (Bureau of Labor Statistics, chart 1, 2012). It is important to also understand the nature of the expansive role that meeting and event managers play in this industry.

Role of Meeting and Event Managers

For the purpose of this paper, the focus is on meeting and event managers. "Meeting, convention, and event planners coordinate all aspects of professional meetings and events. They choose meeting locations, arrange transportation, and coordinate other details" (Bureau of Labor Statistics, paragraph 1, 2012). Meeting and event managers handle meetings as small as a 10-person Board of Directors Meeting, as large as a 15,000 attendee conference, and as elaborate as a $100,000 wedding; and everything in between. The skill set of a meeting and event manager is extensive. Strong negotiation skills and budgeting knowledge are crucial. A meeting and event manager is responsible for negotiating guestroom rates, catering food and beverage minimums, reasonable attrition percentages, speaker fees, drayage rates, decorator services, audio-visual costs, transportation costs, complimentary amenities, complimentary guestrooms, and other items that are specific to the particular meeting or event. Before negotiations can occur, a budget of all potential costs and expenses must be drafted. This helps to ensure that the meeting or event is profitable or, at least, financially within the realm of what the organization or company has budgeted in their strategic business plan. At the onset, when planning a meeting or event, the manager will do a site search. The first step in the site selection is to determine exactly what the client is seeking. This step requires effective listening skills and the ability to pay attention to details. Once the client's need is determined, the meeting and event manager will created a document called a request for proposal (RFP) that details all aspects of the meeting or event; including number and pattern of potential guestrooms; set-up and number of attendees for each function room; catering requirements; audio-visual requirements; and other specific requirements as determined by the nature of the particular meeting or event. The RFP is then distributed to applicable suppliers. The meeting and event manager reviews all supplier proposals and chooses

a site. Site selection can encompass a visit to the potential destination. Once a site is chosen and contract negotiations are finalized, the meeting and event manager starts the process of detailing the meeting or event. It is important that the manager handling the details is knowledgeable about room dimensions, types of banquet tables, types of napkin folds, different function room set-ups, food and beverage items, different types of guestrooms, safety requirements, types of audio-visual, rooming lists; to name a few. The meeting and event manager will, often times, also handle the on-site component. Duties related to on-site responsibilities include checking room set-ups (including site lines), overseeing registration, coordinating transportation, checking food items, ensuring all safety procedures are followed, speaker maintenance, trouble-shooting, reviewing and signing banquet checks, signage placement, and many other duties. At the conclusion of the meeting or event, the manager is responsible for packing and shipping all applicable items; closing registration; participating in the post-convention meeting; reviewing and paying all applicable invoices, and any other responsibilities necessary to ensure a successful meeting or event.

Demand for the Field of Meeting and Event Management

According to the United States Bureau of Labor Statistics, the career field of Meeting, Convention and Event Planners is anticipated to grow by approximately 44% by the calendar year 2020. In comparison, the overall growth rate for all occupations, in general, is anticipated to be approximately 14% (Bureau of Labor Statistics, Tab 1, Chart 1, 2012). Globalization and the realization that meetings planned by competent meeting professionals increase the value of the outcomes for the organization are contributing to the growth in this field (Bureau of Labor Statistics, Tab 6, Paragraph 1, 2012).

<p align="center">**Course Offerings of Top Hospitality Management Programs**</p>

Many of the universities with the top ranked hospitality management programs offer courses in meeting and event management. There are over 69 universities in the United States that enhance their course offerings with a component related to this field of study (Goldblatt, 2012). University of Las Vegas-Nevada and the University of Central Florida are well-known and well-respected for producing high caliber graduates from their hospitality management programs. In addition, both of these universities have a large number of students; 2,800 at UNLV (Making an Impact, n.d.) and 3,500 at the University of Central Florida (Rosen College, 2012). Some universities offer a few token courses, but these two universities offer a concentration in meeting and event management.

University of Nevada-Las Vegas (UNLV)

In 1967, with a meager sixteen students, the University of Nevada-Las Vegas' hotel program was officially born. Two years later, the program, which had transitioned into a department in 1968, officially became the College of Hotel Administration; eventually being renamed the William F. Harrah College of Hotel Administration after the university received a generous donation of 5 million (UNLV History, n.d.). Over the years, this program has grown to a current number of undergraduate, master and doctorate students that exceeds 2,800 (Making an Impact, n.d.). In addition, "the William F. Harrah College of Hotel Administration is consistently ranked as one of the country's top two college hospitality programs" (Making an Impact, paragraph 1, n.d.)". UNLV offers a concentration in meetings and events management to their undergraduate students. This particular concentration, which consists of fifteen credit hours, begins with a course that provides the students with an introduction to the convention industry. TCA 110, Introduction to the Convention Industry, provides a general summary that covers conferences, meetings, trade shows, conventions and incentive travel. Part of the course

will also touch upon the dynamics of the supplier in this industry (UNLV Course Catalog, 2012). After completing the introductory 100-level course, the students take a minimum of four, more in-depth courses at the 300-400 level to fulfill the requirements of the concentration. The upper level courses include TCA 488 Special Events Management; TCA 383 Meeting Planning; TCA 490 Festival; and a TCA general elective (University of Nevada, 2012).

University of Central Florida

Although the Rosen College of Hospitality Management at the University of Central Florida did not officially start a hospitality management program until 1983, remarkably their enrollment consists of approximately 3,500 students (Rosen College, 2012). This highly ranked and well-respected college currently holds the title of being the "largest hospitality management college in North America (Rosen College, 2012)". Similar to UNLV, the Rosen College offers a specialization in event management; their concentration, though, leads to a Bachelor of Science in Event Management. Although called a degree in event management, the focus also encompasses courses in meeting management and advanced trade show management; to name a few. During an event management student's sophomore year, an overview course focusing on special events, meetings, conventions and exhibitions entitled HFT 2750 The Event Industry is completed. The students also gain an understanding of the roles that meeting managers and suppliers play in this industry while taking this course (University of Central Florida Course Catalog, 2012). In addition to HFT 2750, The Event Industry Course, the students also complete 39 hours of mandatory and elective event related courses (University of Central Florida, 2012). Some of the required core courses are HFT 3373 Event Design, Production and Technology; HFT 3670 Hospitality and Event Risk Management; HFT 3519 Event Services; and HFT 3512 Event Promotion. The university also requires a minimum of 18 credit hours of elective courses

that focus on event management. The students can choose from electives such as HFT 4375 Advanced Trade Show Management; HFT 3741 Meeting Management; HFT 4795 Entertainment Arts and Events; HFT 4796 International Events; HFT 3798 Fairs and Festivals; and HFT 4754 Exhibit and Trade Show Operations; to name a few (University of Central Florida, 2012). To fully understand the material presented in the core and elective classes, the information should be presented to the students using various teaching methodologies.

Teaching Methodologies

Success of a student is dependent upon a professor's ability to engage the student in a manner that facilitates effective learning. Part of the challenge to capturing the student's attention is determining teaching methods that foster an atmosphere that helps the student to grasp and retain the information that is presented. Due to different backgrounds and learning styles it is important for the professor to utilize more than one teaching method. Effective educators are constantly evaluating and updating their teaching methods to ensure that the students have an adequate knowledge base and skill set for competency in the field of study.

Lecture

Lecture is the most common teaching method utilized in the undergraduate academic arena. This method consists of a professor (or lecturer) typically standing at the front of the room and presenting subject material to the students by speaking; often times, the speech is enhanced with visual cues, such as a PowerPoint presentation. When the professor fails to enhance the speech with visual aids, the level of student retention is typically low. Students retain approximately 30% of information that is strictly disseminated by speech. When the speech is enhanced with a visual aid, student retention of material heightens to a level of 50% (Wolfe, 2006). Due to time constraints of a 15-week semester coupled with the sheer magnitude

of information that is being disseminated, lectures are a preferred teaching method (Phelan, Kavanaugh, Mills & Jang, 2009). Many times, lectures are supplemented by course specific case studies.

Case Study

A case study is usually a real-life scenario of a situation. For the purpose of this paper, a case study is an analysis of a real-life example related to meeting and event management, such as analysis of a V.I.P dinner at a conference. One example of a case study involves a national association which, for the purposes of this paper, will be called National Association of Crayon Artists (NACA). The National Association of Crayon Artists (herein referred to as NACA) hold an annual conference each year. At the onset of the conference, a business meeting is held that involves all members. The business meeting is followed by educational break-out sessions. After the educational sessions, the attendees return to the main function room. This particular group requires a space intensive set-up consisting of a double U-shape. The bottom U-shape of tables is placed directly on the floor. The second U-shape is placed on a riser that has a height of 18". Due to the fact that a representative from each of the 50 states attends this meeting, the bottom U-shape (which provides seating for one member from each state) is sizeable. On the closing night of the conference, the venue has to flip the room from the existing double U-shape set-up to an elegant banquet set-up with space for the entertainment, host bars, seating and a butler-passed hors' oeuvre reception within a 90 minute time frame. Most hotels, with careful planning and adequate staffing, can handle the function room flip. During a pre-planning visit to the hotel, the meeting manager for NACA notices that the entire convention services' staff, including the manager, are lacking in experience; to the extent that a pre-arranged function room set-up is not complete. The meeting manager realizes that the hotel staff is not capable of

turning the function room from a U-shape meeting set-up to the V.I.P. dinner banquet set-up within the time frame provided. The closing dinner is a very important, upscale event for this association. This event must be flawless in respect to service, time constraints, food quality, décor, and ambience. The association's leadership must never realize that a problem ever existed with the facility. Proactively uncovering and handling potential problems discreetly is essential for success of a meeting and event manager. How will the student's deal with a hotel's lack of competency? The students are presented with the facts, excluding the solution that was taken by the meeting and event manager, to assess the situation and provide possible, viable solutions. After the students provide their recommendations, the professor explains the rational related to the solution that was enacted by the professional meeting and event manager. Case studies "are considered particularly valuable for students because they provide real-life business "problems" to which students may apply relevant concepts" (Phelan et al, 2009). Next, an active learning technique will be explored.

Problem Based Learning

Problem based learning is one example of an active learning technique. "Active learning means students learn by doing something (Wolfe, 2006)." The theory behind the success of this learning method is derived from the philosophy behind an old Chinese proverb. "I hear and I forget. I see and I remember. I do and I understand" by Confucius (Wolfe, 2006). Information retention jumps to 90% instead of 50% when students are actively participating while speaking about the subject matter; as opposed to just listening and viewing during a standard lecture. Problem based learning builds upon the concept of case study usage by adding two important steps. The students are divided into teams. Each team has the task of analyzing a real-life situation and providing solutions (Phelan et al., 2009).

Professional Industry Guest Speakers

Guest speakers are an invaluable source of knowledge for students. Most of the time guest speakers are professionals who are excelling in their area of expertise (Phelan et al., 2009). One advantage of guest speakers is that typically the speaker reinforces some of the information that has been presented by the professor. The extra reinforcement adds credibility and also helps with knowledge retention. The students also gain a different perspective on the subject material from an expert who is currently working in the field. In addition, many guest speakers will help open doors for students who choose to initiate communication and that appear to be competent.

Experiential Exercises-Field Trips

Field trips help the student apply the concepts and terms learned in the classroom to a real-life environment (Phelan et al., 2009). One example of a potential field trip location is the Lexington Convention Center. If planned effectively by the professor, the students will be able to view numerous actual meeting and event set-ups. Since, a convention center is a multi-use facility, depending on the group that is in-house at the time of the visit, the students might have the opportunity to view exhibit booths in a trade show set-up; numerous break-out rooms; a large banquet set-up; a registration area; table-top displays; different audio-visual sets; and the ADA configuration of a room that is set for a group with a handicapped person; and other standard and non-standard room set-ups. Seeing the connection between the terms and pictures on a PowerPoint and actually viewing comparable room set-ups helps the student to grasp the information. Time and transportation constraints, pertaining to the students limit the number of field trips a professor can plan during a given semester. To keep the class interesting, the professor can develop different collaborative learning methods.

Group Quizzes

Group quizzes are one example of a teaching style called collaborative learning. The class is divided into groups of 3-4 students. Each person in the group is given a copy of the quiz questions and the group as a whole is given a scratch-off sheet. The group members discuss each question until a consensus is reached on an answer. The letter that corresponds to the chosen answer is scratched-off. If the answer is correct, the students move to the next question. If the answer is not correct, the students collaborate again until a consensus is reached on a second possible answer; and so on. Each question is worth one point. Each additional attempt to scratch-off the correct answer causes a .25 reduction in score. There are only four possible answer choices for each question. Students learn from one another through discussion during a group quiz. When students perform work in small groups, the level of subject matter knowledge retention increases in comparison to all other learning methods (Hassanien, 2006).

Group Project

A group project is an experiential, collaborative method for learning. Ideally, the group project will entail the planning, coordination and execution of an actual small event at the university. Working together as a team will enable the students to gain valuable skills; not only related to meeting and event management, but also related to the basics of collaboration and decision making in a group. The process of planning and executing the event helps the students "achieve higher levels of thought and retain knowledge longer than individual learners (Robertson, Junek, & Lockstone-Binney, 2012)". In addition, employers prefer candidates that have previous experience in meeting or event planning (Bureau of Labor Statistics, Paragraph 6, 2012). This form of active learning leads to a more developed knowledge base and also provides valuable experience for the students.

TED-Ed

TED-Ed is a unique learning tool created by Ted, a non-profit entity that seeks to disseminate "Ideas Worth Spreading (Ted, 2012)". The TED-Ed component of this entity strives to educate individuals in an attention capturing manner through customized videos. An instructor can search for a previously created video on specific subject matter and modify it to fit the needs of the students in a particular class or find a video from another source, such as YouTube, and use the tools on the TED-Ed website to customize the video. Another nice function of TED-Ed is the ability to hold the students' accountable by utilizing the tracking feature to determine if a student has even accessed and attempted to complete the assignment (Ted, 2012). TED-Ed, an active learning method, helps the students absorb more subject matter information (Wolfe, 2006). Students have a short attention span and utilizing attention capturing methods of teaching helps to ensure success.

Conclusion

From research, it is evident that the field of meeting and event management is growing substantially. With the positive anticipated growth numbers in this field coupled with the growing complexity of the job requirements, the need for formalized, meeting and event management focused courses is increasing. By reviewing two highly ranked universities that have large enrollment numbers and their course offerings, it can be concluded that a concentration in meeting and event management is strategically beneficial when seeking to achieve growth goals related to undergraduate student numbers, in general, and specifically related to student competency in this field of study. Competency in subject matter requires an initial understanding of the basic elements pertaining to the subject. Part three details an introductory course in meeting and event management that will serve as a springboard for mastery of the upper-level related courses.

Based on the results of research, active learning methods are preferred for optimal understanding and retention. The course described in the next section will utilize active, experiential learning methods consisting of case studies, problem based learning, field trips, group quizzes, group projects, and TED-Ed. Depending on the particular speaker, the guest speaker component of the course can be classified as one of the active learning methods or one of the passive learning methods. Some guest speakers will interact with the students and compel them to participate in small group activities during the presentation. Other guest speakers will provide a strictly lecture type of presentation. The course will be rounded out with passive learning lecture presentation components to ensure that all applicable material can be disseminated in the timeframe provided.

PART THREE

Introduction

The Introduction to Meeting and Event Management course at the University of Kentucky is a crucial component of the curriculum for any student who intends to pursue a career in the field of meeting and event management. Upon completion of this course, the student will possess the knowledge and preparation to successfully embark on more strategic focused higher level courses in this field of study. At the onset, part three will provide general information related to course particulars and the required textbook. Next, an extensive syllabus detailing all aspects of the course will be presented. A complete sample group quiz will be provided along with an example of the answer sheet.

Course Particulars

Introduction to Meeting and Event Management is a 100-level course that will typically be taken during the second semester of a student's freshman year of college. Prior to beginning HMT 160-Introduction to Meeting and Event Management, the student will have successfully completed the two required pre-requisites. The two required pre-requisites are HES 100- An Introduction to Professions in Human Environmental Sciences (1 credit hour) and HMT 120- Introduction to Hospitality Management and Tourism (3 credit hours).

Field trips are an important component of this course. Visual, real-world knowledge is essential to understanding concepts taught in the classroom. Therefore, attendance at field trips is mandatory. A student should not schedule another course within 30 minutes prior to or after HMT 160 to ensure that sufficient time is available to arrive at the field trip location on time. Equally important, the student should also allow sufficient time to return to the university to attend any courses that immediately follow HMT 160.

Textbook

The required textbook for this course is entitled *The Convention Industry Manual, 8th Edition.* "The CIC Manual is a valuable tool for industry professionals and is widely recognized as the most comprehensive resource available for managing the basic components of a successful meeting." (Convention Industry Council, 2012)   In addition, this book is designated as the official guide for studying for the Certified Meeting Professional (CMP) exam. Studying the material that is present in *The Convention Industry Manual, 8th Edition,* published in 2008, will enable the students to speak the language of meetings and events. As an added bonus, the information that is derived from this book coupled with the knowledge that is gained from the different teaching methods utilized in the course will provide a stepping stone for students that are interested in eventually obtaining their CMP certification.

"The Convention Industry Manual, 8th edition"; by Professional Convention Management; Kendall Hunt Publishing Company

ISBN: 0-9706923-0-7

$65.95-Retail price on the Convention Industry Council website that is listed below:

http://www.conventionindustry.org/marketplace/publications.aspx

Course Syllabus

This syllabus is designed in a manner that will allow the instructor flexibility to incorporate or change components to meet the needs of the students or to expand upon the expertise of the instructor. In an effort to obtain experts in the field of meeting and event management as guest speakers, the instructor must be willing to alter the course agenda.

UK

UNIVERSITY OF KENTUCKY

College of Agriculture

School of Human Environmental Sciences

HMT 160 Introduction to Meeting and Event Management

TR 3:30-4:45 pm

Erikson Hall 202

COURSE SYLLABUS – Spring 2013

Instructor: Dianna Spina, MHA, CMP

Email: dspina01@email.uky.edu

Office: 210 C Funkhouser Bldg.

Phone: 859-257-5555

Office Hours: 4:45-5:45 p.m. Tuesday or by appointment

Pre-requisites: HMT 120, HES 100

<u>**Course Description:**</u>

This is an introductory course that will provide basic knowledge related to the meeting and event industry. At the conclusion of the course, the student will be able to professionally speak the language of meetings and events. In addition, the student will gain the knowledge base and skill set to effectively plan, coordinate and manage a basic meeting and a basic event.

<u>**Learning Objectives:**</u>

Upon completion of this course, students are expected to be proficient in the following areas:

1. Differentiate between different types of meeting and event room set-ups; including familiarity with the standard types of tables.

2. Understand basic meeting and event terminology.

3. Understand different catering service styles.

4. Compare and contrast different types of food functions.

5. Acquire basic knowledge of catering.

6. Effectively negotiate with vendors.

7. Ability to differentiate between ethical and unethical business practices.

8. Creatively implement a meeting or event.

9. Analyze the different types of audio-visual equipment.

10. Comprehend the differences between suppliers and planners and the roles that each play in

    this industry.

11. Create an RFP.

Required Text:

"The Convention Industry Manual, 8th edition"; by Professional Convention

Management; Kendall Hunt Publishing Company

ISBN: 0-9706923-0-7

In addition to the course textbook, students will also be required to access Blackboard to

participate in discussion sessions. During the semester, pertinent additional reading material

may be added to Blackboard. If additional reading material is added, I will provide instructions

at the beginning of the applicable class period pertaining to when the information should be read.

Also, an email with the same information will be send from my UK email address.

Methods of Presentation:

Instructional methods will include, but not be limited to lectures, videos, PowerPoint, group

discussions, group project, on-line discussion boards, guest speakers and field trips. Students are

expected to participate in all classroom activities, field trips and on-line discussions. In addition, textbook reading will be assigned prior to the information being presented in class. Students are required to read the assignments prior to arriving in class.

Requirements, Evaluation System and Policies

Grading Scale:

90%-100%	A	765-850 points
80%-89%	B	680-764 points
70%-79%	C	595-679 points
60%-69%	D	510-594 points
Below 60%	E	509 and below

"I" and "W" grades: Please see policy in the UK Catalog, UK Spring Schedule of Classes, and the Student Rights and Responsibilities (Part II, Section 1.3.4)

Evaluation System:

Exams: 200 points (100 points each X 2)

Cumulative Final Exam: 150 points

Group Project: 250 points

Quizzes = 50 points (10 points x 5)

On-line Discussion Assignments = 100 (10 points x 10)

Attendance = 100 points (see attendance section)

TOTAL   **850 points**

Exams (350 points)

The exam grades will be comprised of two semester exams and a final exam. The final exam will be comprehensive. Exams consist of multiple choices, true/false, short answer, and/or essays. Exam questions will be derived from lecture material, textbook reading assignments, guest speaker information, TED-Ed videos, and field trip observations.

****Please note: Lecture material, pertaining to the exam, can include **anything** that is visually seen or heard in the classroom.

A student must achieve a minimum of a "C" average on the two semester exams to obtain an "A" in the class. If a student is aspiring for an "A" and an exam grade below a "C" is achieved, the student can retake an exam covering the same course material (but not the same exact exam questions) during my next office hours. The two grades will be averaged together to determine the grade for that particular exam. The highest grade that a student can achieve with an exam average that is less than 70% is a grade of 89% (or a "B") in the class.

No make-up exams will be given unless, I am notified 24 hours in advance and the reason for the absence is an approved reason according to university policies. Documentation for the absence may be required before the make-up exam can be taken. Notification from the student pertaining to the requested, excused absence must be sent to my UK email address from the student's UK email address. This is a **mandatory** requirement. If I do not receive the notification via email, or if the reason is not a university approved reason for an exam absence, or required documentation is not presented when the student returns to class, the exam grade will be a "0". Approved make-up exams will be taken during my next office hours. If approved, you will report to my office to take the exam. The exam will **not** be the same exam that was given to the class.

On-line Discussion Assignments (100 points)

Assignments will be given to assess your knowledge of the course material and your ability to apply that knowledge in an effective manner to a real-world situation. Ten assignments will be given during the semester. Each discussion assignment will be posted on Blackboard by Monday evening at 6:00pm. Each student is expected to initially post their own response to the

assignment. In addition, each student is required to post a response to statements made by two other classmates. In order to receive full credit, the original post much sufficiently answer the question and the two response posts much provide information that builds upon what the original student stated. Credit will not be given for responses of the following nature: I like your post. Additional, informative material must be posted. The original post must be completed by Wednesday evening at 11:59pm. The response posts must be completed by Sunday evening at 11:59pm.

Group Project (250 points)

For the final assessment for this course, students will be divided into groups to complete a project that entails every aspect of planning an event. Event Planning is a collaborative effort. Oftentimes, planners will work with individuals who do not have the same knowledge or experience base as the planner. It is important to understand how to effectively communicate and "work" with all individuals to ensure that the event is successful. A more detailed description of this project and group assignments will be provided later in the semester. Class time will be provided to discuss different aspects of this project with your group. During class discussion time periods, I will be available to answer questions about concerns that you have pertaining to the structure of the assignment. If a question pertains to project actual content, I will provide a "hint", but I will not provide the answer. It is important to "think outside of the box" to effectively plan meetings.

Part of this assignment will require you to obtain information and/or materials from outside of the university. Keep in mind; I know most of the individuals who are involved in this industry in Lexington. You will be required to provide a list of individuals you conferred with while completing this project. I will ask them if they spoke to you. I'm very aware of how easy it is to

"google" information. Yes—Google can be a great resource, but it is still important and mandatory to confer with actual human beings. This industry is still very relationship focused. One of my goals for this course it to provide you with the tools to effectively interview to obtain a job related to event and meeting planning if that is your career choice.

Field Trips

We will take three field trips this semester to visit meeting and event venues. Attendance at the field trips is mandatory. The field trip dates that are currently scheduled on the syllabus are **tentative**. We will travel in our own cars to the site and I will encourage students to share rides. It is important to arrive on time. This industry is extremely interconnected and a great deal of importance is placed on timeliness. It is in your best interest to put your best foot forward when meeting with industry associates. The meeting contact could be the best friend of the person that you are interviewing with for your first job. A business suit is not required, but dress appropriately to visit a business.

Students will be responsible for any information that is presented during a field trip. Assessment of the knowledge gained during a field trip will take place in three forms. Each exam will include questions that apply the material that is learned during a field trip. If the field trip occurs prior to a quiz, information gained during the field trip will be utilized to answer some of the quiz questions. Lastly, some of the discussion topics will relate information attained during the field trip to a possible meeting or event scenario.

Class Attendance

Attendance will be taken during each class and field trip. Since you cannot participate if you are not present, attendance is the main factor in this portion of your grade. Each class period (26

classes) will carry a weight of 2 points and each field trip (3 field trips) will carry a weight of 16 points each for a total of 100 points.

<u>NO CELL PHONE USE IN CLASS OR DURING FIELD TRIPS</u>

Cell phones must be turned completely off and placed in a pocket, backpack or other area that is not visible during regular class periods and while on-site for a field trip.

    **Please note: "Turned completely off" does not mean placed on the vibration setting. If a phone is "on" or accessed during a regular class period, the student will sign a form acknowledging that 10 points will be deducted from their total points accumulated for their semester grade for each infraction. On exam days, cell phones will be placed in a closed (zipped) backpack prior to the exam start time. If you don't have a backpack, the cell phone will be placed on a table at the front of the room until the exam is completed.

Additional Course Policies

1. The <u>student</u> is ultimately responsible for his or her learning experience in this course.

2. All readings are due as indicated on the course schedule. Complete readings prior to class and **be prepared to discuss the material.**

3. All assignments must reflect the standards of a university (i.e. accurate spelling, correct grammar, good sentence structure, etc.).

4. Assignments can be made up with an excused absence according to university guidelines only and must be made up within one week of the assigned due date. Assignments turned in late will lose 1/10th of their value per day including weekends. If an assignment is turned in late, the student will be required to sign and date the late assignment prior to submission.

5. Academic dishonesty, such as cheating and plagiarism, will be dealt with according to guidelines stated in the latest edition of the *Student Rights and Responsibilities* Handbook.

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructor on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

***The guidelines state that the minimum punishment for cheating or plagiarism is an "E" in the course.

6. Effective time management is crucial for success in event and meeting planning. Class will start promptly at 3:30pm.

7. Office Hours will be cancelled on Tuesday afternoons on the days of scheduled field trips. During those weeks, office hours will be scheduled by appointment only.

8. Successful individuals are not afraid to seek out an explanation for any concepts or ideas that are not understood. Your success is important. Ask a question in class, if you don't understand the information. Most likely, another student has the same question.

9. The easiest way to contact me is via email. **Always** use your UK email address. I will not respond to emails that are sent from a non-UK email address. Emails will be responded to within 24 hours. If a 24 hour response is not feasible, an auto-generated return message will provide information as to when a response will be sent. If you do not receive a response within 24 hours (or by the written alternate time frame), resend the email message. Also, always write HMT 160 in the subject line followed by a dash and the topic of the email correspondence. Example: HMT 160-Project Questions

10. Any class information changes will be expressed at the beginning of class. This can include, but is not limited to, topic changes and field trip date changes. In addition, an email specifying the change will be sent to each student's UK email address.

Special Accommodations:

If you have a documented individual learning requirement which requires academic accommodations, please contact your instructor as soon as possible. In order to receive accommodations in a Distance Learning course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus accommodation services available to students with disabilities.

Course Agenda:

****Please note: This below mentioned schedule for the class is tentative based on confirmation of field trip sites, confirmation of guest speakers and rate at which the students are grasping the information.

COURSE AGENDA

Date	Topic	Notes
1/10	Syllabus Review and Course Introduction	
1/15	What is a Meeting? What is an Event? *Discussion One: What do you consider an event (an example of an event)? Why?* *Your response posts should explain whether or not you agree that the example is an event and why.*	
1/17	Types of Meetings and Events	
1/22	Room Set-ups and Table Types *Read Chapter 25*	
1/24	Field Trip	
1/29	Fun with Food *Read Chapter 30* *Discussion Two: Plan a menu for the event that you mentioned in discussion one and explain why the particular food items were chosen.* *Your response posts should expand upon the other student's menu. Also, provide an explanation as to why the additional food items should be added. On the flipside, if you feel that some items should be deleted from the other student's menu, list the items and why these items are not appropriate for this type of event.*	
1/31	Fun with Napkins (and other decorating basics) *Discussion Three: Your client wants a "champagne" event, but the budget you are given is more consistent with a "domestic beer" event. How would you handle this challenge?* *Evaluate and respond as to whether or not you agree with the handling of the "challenge" that was presented from at least two other students.*	
2/5	Field Trip	
2/7	Exam 1	
2/12	Suppliers and Planners *Read Chapter 17*	

2/14	Audio-Visual Technology *Read Chapter 31*	
2/19	Site and Facility Selection *Read Chapters 13 & 14*	
2/21	CVB's, Third Party Planners and Destination Management Companies-Friend or Foe?	
2/26	The Art of the RFP	
2/28	Creating and RFP and Review	
3/5	The Art of Negotiating	
3/7	Exam 2	
3/12 & 3/14	**Spring Break**	
3/19	Ethics in Meeting Planning-Guest Speaker *Read Chapter 19*	
3/21	Exhibits *Read Chapter 26*	
3/26	Weddings and Special Events *Read Chapter 32*	
3/28	Registration & Signage *Read Chapter 24*	
4/2	Reservations and Housing *Read Chapter 21*	
4/4	Field Trip	
4/9	Project Collaboration Time	
4/11	Supplemental Course Topic Time and Project Collaboration Time	
4/16	Supplemental Course Topic Time and Project Collaboration Time	
4/18	Group Project Presentations	
4/23	Group Project Presentations	
4/25	Group Project Presentations/ Final Review	
	Final (to be arranged)	

Group Quiz Format

The format of the course quizzes is not specified on the syllabus. When students are aware that the quiz assessments are in a small group setting, some students choose to rely on the knowledge of their fellow classmates. It is advantageous for the professor to keep the students in the dark pertaining to quiz assessment format to encourage the students to focus on learning the presented material in a timely manner. The group quiz utilizes a system called the Immediate Feedback Assessment Technique (IF-AT) from Epstein Educational Enterprises. This innovative assessment system uses a sheet that is similar to a scratch-off lottery ticket. (Epstein Educational, 2012) Each question has four possible answer choices (A, B, C, D). The students are divided into groups of four. One question sheet and one answer sheet are handed to the individual that is designated as the team leader. The team leader reads the questions one by one to the other students. After each question is read, the students collaborate until they reach an agreement to scratch-off the thin opaque covering that represents the chosen answer. If the answer is correct, the leader writes a "1" on the corresponding score line and then reads the next question. If the answer is not correct, the group collaborates again until a consensus is reached for another answer. The process is repeated until the correct answer is revealed. The score is reduced by .25 for each incorrect answer. Basically, if the students scratched-off three answer coverings, the score for the applicable question will be a .25. With this system, the students learn from each other during their discussion. The immediate feedback that is provided during this active participation activity results in students correctly answering a comparable question (related to the question that was missed on the initial IF-AT quiz) 60% of the time on the follow-up exam. (Epstein Educational, 2012) The "game-like" (Epstein Educational, 2012) format of the Immediate Feedback Assessment Technique is also appealing to the students, resulting in a

captive audience for the professor. Two pictures representing actual, partial Immediate

Feedback Assessment Technique answer sheets are found in Figure 1. Below Figure 1, a

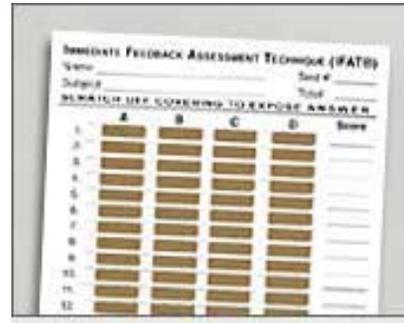complete user-ready sample quiz is provided in Figure 2.

Figure 1. Pictures representing actual answer sheets for the Immediate Feedback Assessment

Technique. This is an example of the type of sheets that will be used for the group quizzes.

Adapted from Epstein Educational Enterprises, 2012, *What is the IF-AT?* Retrieved from

http://www.epsteineducation.com/home/about/default.aspx

1. What type of table is used at a sit-down food function?

   A. Serpentine   B. Half Moon   C. Banquet Round   D. 8' Classroom

2. What is the best seating style for an educational training session that includes a small group discussion component?

   A. Theatre Style Seating

   B. Reception Seating

   C. Chevron Classroom Style Seating

   D. Crescent Round Style Seating

3. Which of the following meeting room configurations is not feasible for a Board of Director's meeting?

   A. Theatre Style Seating

   B. U-Shape

   C. Conference

   D. Hollow Square

4. Which of the following type of function can use the table set-up that is pictured below?

   A. VIP Reception

   B. Sales Training

   C. Poster board session

   D. Medical Exam
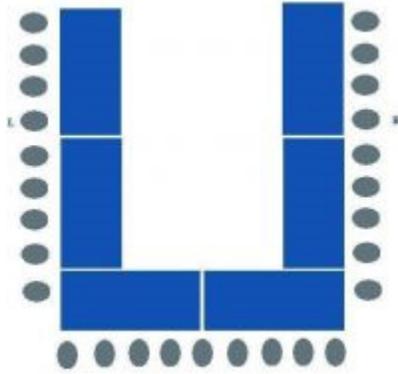
5. A herringbone room set-up resembles a square that has a hollowed out center?

A. True

B. False

6. All of the following are examples of tables that are used in a classroom set-up, except?

A. 6' X 18" table

B. 6' X 30" table

C. 36" Tallboy table

D. 8" X 18" table

7. What is the ideal number of people that can **comfortably** sit around a 72" banquet round for a sit-down food function?

A. 10

B. 12

C. 6

D. 14

8. What type of table is typically used at a reception that is located in the pre-function space adjacent to the main meal function room?

A. Serpentine

B. 60" Round Table

C. Cabaret Table

D. Crescent Round Table

9. A meeting room set-up that only utilizes chairs for the attendees is called?

   A. Single chair style set-up

   B. Theater style set-up

   C. Classroom style set-up

   D. Horseshoe style set-up

10. A large head table for a wedding reception is frequently set-up in the following manner?

   A. Double-tier set-up on a riser

   B. Double-tier crescent rounds on a lectern

   C. U-Shape on a riser

   D. Cocktail Rounds on a Dais

Figure 2. Sample Group Quiz

Conclusion

The Introduction to Meeting and Event Management course will help the students attain the basic skills and knowledge necessary to enroll in an upper-level, strategic focused course. Skills and knowledge will be imparted on the students by the professor through multiple different learning techniques; such as lectures, case studies, field trips, and guest speakers. Once the subject matter is mastered after completing the upper-level courses, the students will be adequately prepared to become functioning members of society by obtaining an entry-level position in the field of meeting and event management. This, in turn, will help the Department of Dietetics and Nutrition to become one step closer to realizing their goal of increasing student enrollment by building credibility in the academic and local community when competent graduates succeed in this field of study.

Recommendations

The University of Kentucky should offer the Introduction to Meeting and Event Management course to the students that are pursuing a degree in the Hospitality Management program. With the adoption of the class syllabus, teaching methods and assessment techniques, the university will be able to educate students in this growing field of study. Due to differing degrees of actual industry related experience, the course was designed in a manner that encourages the professor to streamline the course based on their own skill level. Upon completion of this course, the students will be prepared to speak the language of meeting and events when conversing with professionals in this industry.

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