



UNIVERSITY OF  
OREGON

School of Planning, Public  
Policy and Management

**PPPM 4/510 Event Management – Winter 2023**  
**Tuesdays, 5:30-8:20 p.m.**  
**Gerlinger 246**

**Instructor:** Katie Gatlin, MPA

**E-mail:** [kgatlin3@uoregon.edu](mailto:kgatlin3@uoregon.edu)

**Office Hours:** by appointment via zoom

### **Course Description**

This course presents the fundamentals of Events Management for nonprofit organizations and public entities. The class encompasses events management from a holistic perspective, including: defining an event, finance, marketing, operations, volunteer management, risk management, sponsorships, impact and evaluation. A graduate from this course should be well prepared to support a successful event.

### **Learning Outcomes**

Upon completion of this course, students will be able to:

- 1) Explain the management functions used to create and implement events
- 2) Analyze the meanings and values of events for the community
- 3) Articulate professional standards
- 4) Perform professional habits

### **Course Website**

The course website is located on the University of Oregon's Canvas system ([Canvas.uoregon.edu](https://Canvas.uoregon.edu)). The class syllabus, announcements, and other materials will be posted on the PPPM410/510 Canvas site (not the individual PPPM410 or PPPM510 courses). Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. This will be the address used for course communication.

### **Professional Practice**

This course is an elective course in the PPPM undergraduate and graduate professional degree programs. As such, students are expected to behave in a professional matter at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in the workplace.
- All communication relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.

- The classroom is a place focused on learning. This requires that students arrive on time, stay until the end of the class period, and refrain from non-learning activities (phones, email, etc.).

## UNIVERSITY-SPECIFIC INFORMATION

### **Classroom Environment**

A variety of opinions and ideas are encouraged and appreciated. In order to create a classroom in which students are comfortable expressing their opinions and perspectives, all students shall please approach the readings and others' contributions with both an open mind and willingness to question one's own assumptions and biases. In this course, the privacy and property of all participants will be respected.

In this course, we expect and respect diversity. All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

### **Accessible Education**

UO Standard Syllabus Statement: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### **Technical Requirements**

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

### **Your Well-Being**

Life can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor, if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](https://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

### **Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.”

### **Inclusion Statement**

The School of Public Policy Planning and Management is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at [bias.uoregon.edu/index.html](https://bias.uoregon.edu/index.html) or by phoning 541-346-2037.

### **School of PPPM Diversity Statement** *(provided by PPPM Equity Initiative, used with permission)*

PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups. If you feel excluded or threatened, please contact your instructor and/or school head.

The University of Oregon takes responding to acts of bias seriously and wants to ensure you have the resources available to you. If you believe you’ve been a victim of an act of bias, please [submit a report](#) to the Office of Investigations and Civil Rights Compliance. Students seeking additional support can contact the Assistant Dean of Students and Director of Multicultural and Identity-Based Support Services at 541-346-3216 or [uodos@uoregon.edu](mailto:uodos@uoregon.edu).

### **Support for All Students**

I support all students regardless of their identity, immigration status, or country of origin. As a trained UO Dreamer ally, I support Dreamer students and promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources please visit our [UO Dreamers](#) page and the [Dreamers Working Group](#) blog. Remember, when interacting with faculty, staff, and offices around campus you are never required to reveal your status. Please note: Email cannot be considered a confidential method of communication.

### **Center for Multicultural Academic Excellence**

The CMAE is a place where students are empowered, engaged, and nurtured for success. Our vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. CMAE's mission is to promote student retention and persistence for historically underrepresented and underserved populations. We develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. Call 541.346.3479, email [cmae@uoregon.edu](mailto:cmae@uoregon.edu), or visit Suite 135 in Oregon Hall.

### **Sexual Violence, Harassment and Survivor Support** *(provided by UO Faculty Senate, used with permission)*

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

### **Reporting Obligations**

I am an Assisting Employee under the University's Prohibited Discrimination and Retaliation Policy. As an Assisting Employee, I will direct students who disclose prohibited discrimination and harassment, including sexual harassment or violence, to resources that can help and will only report the information shared to the university administration if the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor).

### **Prohibited Discrimination and Harassment Reporting**

Students who have experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, students may also call either the non-confidential Title IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office 24-hour hotline at 541-346-SAFE [7244].

Students experiencing all forms of prohibited discrimination or harassment may find information and resources at [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title

IX Coordinator/OICRC at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. Specific details about confidentiality of information and reporting obligations of employees can be found at [investigations.uoregon.edu/employee-responsibilities](https://investigations.uoregon.edu/employee-responsibilities).

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>.

### **Academic Honesty—Avoiding Plagiarism**

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and will be referred to the Office of the Dean of Student Services.

- The [University Student Conduct Code](#) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that's just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we're working on into action in response to the exam prompts.

## COURSE-SPECIFIC INFORMATION

### **Instructor Communication**

Talking with my students about our course material is a true pleasure—confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also feel free to let me know how you are doing — are you having trouble with some aspect of the course? I would like to strategize with you. It has been a rough few years for us all, and I will do everything I can to help you succeed.

Canvas is the preferred method of communication via the PPPM410/510 page used for the course. Please allow 72 hours for response time. Be sure to review all files on Canvas and the syllabus prior to sending a note about course logistics.

Office hours may be made available via appointment. I will have a running discussion forum on our Canvas called "Class Questions and Answers" for the entire group to ask and answer.

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications.

I will be utilizing Modules in Canvas, which will be published Tuesday after class for the following week.

### **Missed Class Policy**

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have guest speakers, discussions, small-group activities, and other work during class that will be richer for your presence and that you won't be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. While there is not an automatic grade deduction for missing classes, it is unlikely that students who miss three or more classes will be able to pass this course. If absences are taken only when necessary, when they are necessary, your prior attendance will have positioned you for success. There is not a virtual component to this class, so please ask for notes from a classmate to help with your journal entry or other homework assignments for your missed class.

*A reminder that absences are necessary when you are sick. We know our UO community will still be navigating COVID-19, and some students will need to isolate and rest if they get COVID.*

### **Academic Disruption Due to Campus Emergency or Unexpected Instructor Unavailability**

In the event that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access

alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course is ill or has to quarantine, this course may be taught online during that time. An announcement will be posted on Canvas as soon as possible. Please be sure your alerts are enabled.

### **Late Assignment Policy**

Assignments should be submitted to the instructor via Canvas by the due date. The universal deadline for assignments, with the exception of the final exam, are Sundays at 12 p.m. noon. Late assignments will have 5% deducted immediately after the due date passes and 5% additional deduction after 12 p.m. noon each day the assignment is late until one week has passed, at which point late assignments will no longer be accepted. *For example, an assignment due Sunday at noon on January 15<sup>th</sup> will be accepted with a late penalty until Sunday at noon one week later on January 22<sup>nd</sup>.* Tests must be taken on the day they are administered.

Students may contact me in advance to arrange an alternate due date if assignment deadlines overlap with religious festivals that are not also university holidays (e.g., Yom Kippur, Eid, Diwali) or if accommodations are needed in class on a festival day (e.g., if you are fasting). In the event of sudden emergency, students should contact me as soon as possible to make arrangements for catching up missed work or late assignments.

### **Incomplete Policy**

A grade of "I" (Incomplete) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (end of Week 7);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline.

NEW: Read the university's full Incomplete Policy [here](#).

Requests for an Incomplete must be submitted to my email at [kgatlin3@uoregon.edu](mailto:kgatlin3@uoregon.edu) by Friday, March 24<sup>th</sup> at 5 p.m.

### **Required Reading**



There is one required textbook for this class, available at the UO Bookstore. This is also available on audiobook.

- Diess, Darren, and Michelle Gilmore. *Eventology: the Science behind Nonprofit Fundraising*. Merack Publishing, 2019.
  - Also available on audiobook. Read time: 4 hrs 36 min

There is one option textbook for this class, available at the UO Bookstore.

- Rosen, Rudolph A. *Money for the Cause: A Complete Guide to Event Fundraising*. Texas A&M University Press. 2012.

Students will select one of the following books to read for the term, available at the UO Bookstore.

- Heath, Chip & Heath, Dan. *The Power of Moments*. Simon & Schuster, 2017.
  - Also available on audiobook. Read time: 6 hrs 24 min.
- Parker, Priya. *The Art of Gathering*. Riverhead Books, 2018.
  - Also available on audiobook. Read time: 9 hrs 22 min.
- Simon, Nina. *The Art of Relevance*. Museum 2.0. 2016.
  - Also available on audiobook. Read time: 4 hrs 49 min.
  - You can also read Nina Simon’s book for free online [here](http://artofrelevance.org/read-online) (artofrelevance.org/read-online)

Other articles will be available via Canvas and will be assigned at least one week ahead of the class in which the reading will be required.

**Grade Composition – Undergraduate (410)**

The course grade will be based on the following components.

Homework	Two Assignments (1) Event Timeline (2) Event Sponsorships	20%
Journal	Eight Journal Entries	20%
Book Club	Five Minute Group Presentation and One-Sheet	15%
Interview Report	Three Minute In-Class Presentation	20%
Final Paper	Case Study Report	20%
Participation	Including: in-class participation, professionalism	5%

**Grade Composition – Graduate (510)**

The course grade will be based on the following components.

Homework	Two Assignments (1) Event Timeline (2) Event Sponsorships	20%
Journals	Eight Journal Entries	20%

Book Club Report	Five Minute Group Presentation and One-Sheet	10%
Interview Report	Three Minute In-Class Presentation	10%
Research Paper	Current Event Trend	20%
Final Paper	Case Study Report	15%
Participation	Including: in-class participation, professionalism	5%

**Grade Distribution**

A+	96-100%	C+	76-79.99%
A	94-95.99%	C	74-75.99%
A-	90-93.99%	C-	70-73.99%
B+	86-89.99%	D+	66-69.99%
B	84-85.99%	D	64-65.99%
B-	80-83.99%	D-	60-63.99%
		F	under 60%

**Readings**

All reading should be complete prior to class for the week they are assigned.

**Case Study**

Each student will select a nonprofit or public event to reference over the course of the class. The event does not have to be local. You will use this event to show that you understand best practices of event management. You will make comparisons and use examples from your case study in class discussions.

*I highly recommend you do not select an incredibly large event (NCAA Championship, The Met Gala, etc.) If something like this is a strong area of interest, you can select one, but please note that students in the past have found this to be a challenge. You cannot change your event once we have gotten into the content of the course.*

Submit your event via the discussion board posted in the Week 1 Module by Sunday, January 15<sup>th</sup> by noon.

**Journal Assignments**

Journal assignments are to be posted to Canvas in the appropriate module by Sundays at 12 p.m. noon for weeks 3-10 (reflecting on weeks 2-9).

Journals should not be written as a cohesive paper but rather organized in concise thoughts in separate bullet points that address the following questions:

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
(1) Three take-aways from the lecture. The answer shall consist of three bullet points containing one sentence each.	(1) Three take-aways from the lecture. The answer shall consist of three bullet points containing one sentence each.

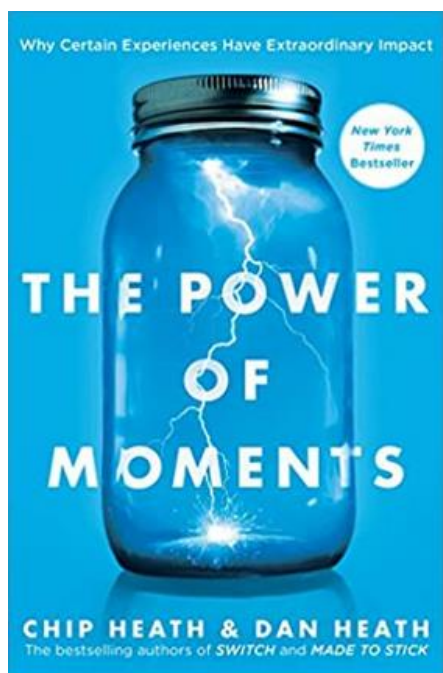
<p>(2) How is this topic reflected in your case study? What did you learn regarding or from your case study? (3-5 sentences)</p> <p>(3) What follow-up or remaining questions to you have following the lecture? (Required – “None” will not count as a response.)</p>	<p>(2) How is this topic reflected in your case study? What did you learn regarding or from your case study? (3-5 sentences)</p> <p>(3) What follow-up or remaining questions to you have following the lecture? (Required – “None” will not count as a response.)</p> <p>(4) Name question(s) or area(s) of interest in which you may pursue additional research or information based on this topic.</p>
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### Book Club Reports

Each student will select a book from the list below that appeals most to them. Much like a book club, students will read and meet to discuss the book with their group. The group will then produce a one-sheet with the most relevant information for their classmates. The group will give a brief 3-minute review, highlighting the most impactful parts of the book for their group and share who they recommend should read it.

Grades for this assignment will be based both on the one-sheet, presentation, and group participation. Discuss what format works best for your group for division of work. You can all do the presentation or you can appoint a specific member(s). Members of the group will complete an assessment of their fellow group members, which will be taken into consideration for participation points. The brief assessment will be via a link on your group’s page and need to be completed by Tuesday, March 21<sup>st</sup> at 7:25 p.m.

Select your book from the following options and list your selection on Canvas under the Week 1 Module by Sunday, January 15<sup>th</sup> at 12 p.m. noon.



### The Magic of Moments (Chip Heath & Dan Heath)

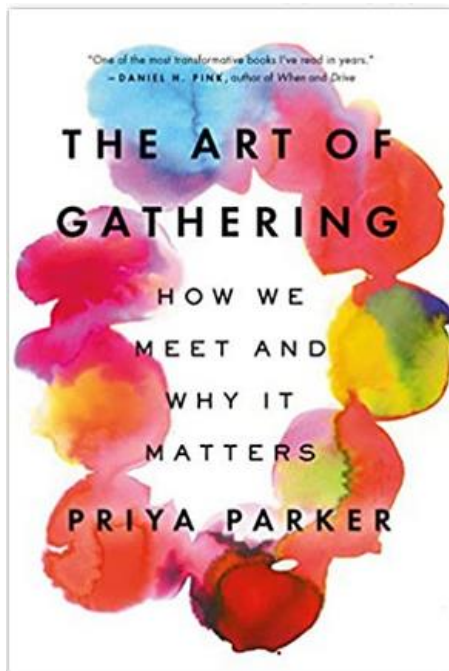
In this latest bestseller by the authors of *Switch* and *Made to Stick*, Chip and Dan Heath explore why certain brief experiences can jolt, elevate and change us - and how we can learn to create such extraordinary moments in our own life and work.

Many of the defining moments in our lives are the result of accident or luck - but why leave our most meaningful, memorable moments to chance when we can create them?

In *The Power of Moments*, Chip and Dan Heath explore the stories of people who have created standout

moments, from the owners who transformed an utterly mediocre hotel into one of the best-loved properties in Los Angeles by conjuring moments of magic for guests, to the scrappy team that turned around one of the worst elementary schools in the country by embracing an intervention that lasts less than an hour.

Filled with remarkable tales and practical insights, *The Power of Moments* proves we all have the power to transform ordinary experiences into unforgettable ones.



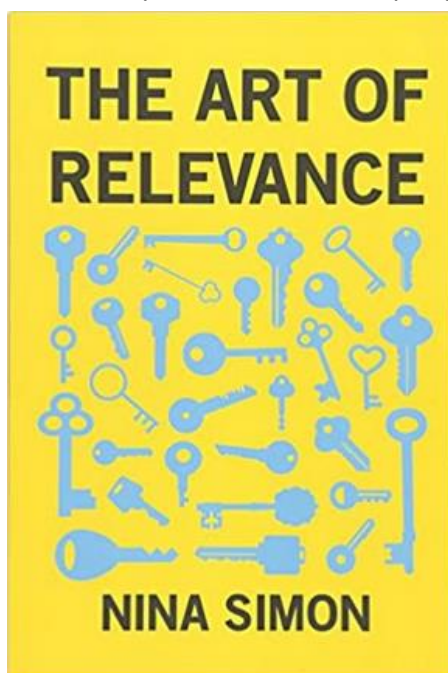
### The Art of Gathering (Priya Parker)

In *The Art of Gathering*, Priya Parker argues that the gatherings in our lives are lackluster and unproductive--which they don't have to be. We rely too much on routine and the conventions of gatherings when we should focus on distinctiveness and the people involved. At a time when coming together is more important than ever, Parker sets forth a human-centered approach to gathering that will help everyone create meaningful, memorable experiences, large and small, for work and for play.

Drawing on her expertise as a facilitator of high-powered gatherings around the world, Parker takes us inside events of all kinds to show what works, what doesn't, and why. She investigates a wide array of gatherings--conferences, meetings, a courtroom, a flash-mob party, an Arab-Israeli summer camp--and explains how simple,

specific changes can invigorate any group experience.

The result is a book that's both journey and guide, full of exciting ideas with real-world applications. *The Art of Gathering* will forever alter the way you look at your next meeting, industry conference, dinner party, and backyard barbecue--and how you host and attend them.



### The Art of Relevance (Nina Simon)

What do the London Science Museum, New World Symphony, and the National Park Service have in common? They are all fighting for relevance in an often indifferent world.

*The Art of Relevance* explores how mission-driven organizations can matter more to more people. The book is packed with dozens of inspiring examples, rags-to-relevance case studies, research-based frameworks, and practical advice on how your work can be more vital to your community.

*The Art of Relevance* was written by best-selling author Nina Simon, rooted in her experience as a museum director and activist for more open, inclusive, effective cultural institutions.

GROUP PRESENTATIONS will be during the last class in Week 10. Do not create a PowerPoint for the presentation, the class will have access to your one-page report. The presentation is not a time for a deep-dive into your feelings about the book. After your presentation, we will take a moment to have a casual discussion about your personal thoughts on your selection (loved it, hated it, glad you read it, etc.)

The ONE-PAGE REPORT should be one front page only. Develop your own format so that it's readable and easy to digest for your fellow classmates. It should include: book title, group members, top take-aways, who you recommend read this book. If you find the book has some limitations, you may add them to the one-sheet as well. A member of your group should submit your one-page report by to Canvas by Sunday, March 12<sup>th</sup> at noon.

### **Interview Report**

Students will prepare a report of an interview with an event manager in the form of a 4-slide presentation, to be approximately 3 minutes. Please practice to ensure you are close to the time structure below. The slides shall be organized as followed:

- (1) Education and professional background of the manager (15 sec);
- (2) Brief overview of the event they manage (15 seconds);
- (3) Skills necessary to work in the field (60 seconds); and
- (4) Your topic / question of choice (90 seconds).

Slides should be easy to read, concise, and should visually emphasize the points in the presentation. The instructor does not need a copy of the report, it will simply be presented in class. Presentation due Sunday March 5<sup>th</sup> by noon via Canvas or you may bring it with you on a flash drive to class.

*Note: People are happy to take time out of their day and chat with PPPM students. Do not wait until the end of term and ask them to meet with you on short notice. Please also note their event(s) and make sure you're not reaching out during the busiest time.*

### **Homework Assignments**

Your case study event will be the basis for your homework assignments. This is to allow you to do a deep dive into a specific event of interest to you and apply the concepts we are learning in class. You are not expected to know everything about this event – in these homework assignments, you will be creating content, not necessarily researching how the actual organizations run the event.

#### **Homework #1: Event Timeline**

Two pages (1 page, front/back), single spaced (or in a spreadsheet format). This is not meant to be in paragraph format. Due Sunday, January 29<sup>th</sup> via Canvas.

*\*be sure to work on it the week it's assigned so you can bring any questions to class on January 24<sup>th</sup>*

The timeline should begin at least one year in advance. On your timeline, include the name of your event and important components such as: budget, date, venue, marketing, vendors, day-of, and post-event. The size of your event will dictate how macro or micro you are with this timeline.

### **Homework #2: Event Sponsorships**

Two pages (1 page, front/back). This is not meant to be in paragraph format. You may use a grid style or tiers with bullet points. Due Sunday, February 19<sup>th</sup> at noon via Canvas.

*\*be sure to work on it the week it's assigned so you can bring any questions to class on February 14<sup>th</sup>*

Create sponsorship benefits for your case study event. The purpose of this paper is not for you to research what sponsorship opportunities exist for your event. The purpose is to create your own based on readings and class discussions.

Include the name of your event and its total revenue goal (or best guess). Sponsorship opportunities should:

- have appropriate sponsorship levels to hit your revenue goal from sponsors,
- have appropriate dollar amounts with appropriately scaled benefits,
- have tier names, and
- include how you use sponsors to get people to your event.

*If your event does not have revenue from sponsorships, create some! Imagine what the event could look like if it did draw revenue from sponsors.*

### **Research Paper (graduate level only)**

Complete a 4-page, single-spaced research paper on a current event trend of your choice. One section should include how this trend is likely to impact future events. Due Sunday, February 26<sup>th</sup> at noon via Canvas.

### **Case Study Report**

In lieu of a final exam, a 3-page, single spaced paper shall be submitted reviewing relevant information learned about your in-class case study. Title each section and organize in the order below. Due Tuesday, March 21<sup>st</sup> by 7:15 p.m. via Canvas. Because of final grade submission deadline, Case Study Reports (in lieu of final exam) will not be accepted.

The final paper should answer the following questions in relation to the student's case study:

- EVENT OVERVIEW: Brief overview of your event. 5 pts
- Risks: What risks need to be mitigated? How would you do that? What expertise would you need? 15 pts
- TEAM: What would an ideal team look like? 10 pts

- SUCCESS: How do you know if your event is successful? What measurements would you need? 15 pts
- AUDIENCE: Who is your audience? How do you reach them? Does that need to evolve for future events? 15 pts
- EVENT MANAGEMENT: What's the most interesting thing(s) you learned about event management this term and how does it apply to your event? 20 pts
- PROFESSIONAL DEVELOPMENT: What role would you like to play in your event? Why? What talents would you use and what skills would you need to develop? 20 pts

*Please note that the content of your paper should follow the point value assigned to each bullet point. For example, do not take the first page giving the overview of your event (5 points) and try to squeeze in the rest of the paper (95 points) into the next two pages. Plan accordingly and scale as needed.*

### **Participation**

A portion of your grade will be determined by your participation in lecture conversations and with our guest speakers. Although attendance is not a part of this participation grade, per se, it will be hard to earn full credit if you are not in attendance to participate.