THE EVENT PLANNER

INTO ACTION

PLANNING & MANAGEMENT

LEARNING GOALS

- DEFINE GOALS
- PLAN AND ORGANIZE
- DEVELOP SUSTAINABLE PLANS
- DEFINE PRIORITIES
- MONITOR YOUR PROGRESS
- BE FLEXIBLE AND ADAPT TO CHANGES

OTHER RELEVANT COMPETENCES

- TAKING THE INITIATIVE
- WORKING WITH OTHERS
- LEARING THROUGH EXPERIENCE
- SPOTTING OPPORTUNITIES
- MOBILISING RESOURCES

PIETE Teaching Compendium

1. The Event Planner

1.1. Overview

This module helps students to define their goals for a simple value-creating activity. Learners can create an *action plan* - which identifies the priorities and milestones to achieve their *goals* - and refine *priorities* as well as plans to (re-)adjust to changing circumstances. In general, entrepreneurial behavior is much about planning and organizing. However, it is not just about how one's work life, business life or student life is worked out, it may also become relevant when thinking about one´s private life. With the help of different tools and methods the students shall organize an event at their university. While doing so, students get the opportunity to improve their planning and management competences and – at a later stage – will be able to transfer their gained knowledge into their personal life, where appropriate.

1.2. EntreComp Competence – Planning & Management

According to *EntreComp* the competence *'Planning and Management'* is about prioritizing, organizing and following-up certain plans and projects in the future. The overall learning goals are defined as follows:

- *Set long-, medium- and short-term goals.*
- *Define priorities and action plans.*
- *Adapt to unforeseen changes.*

Other relevant competences include *'Working with others', 'Mobilising resources', 'Taking the initiative',* and *'Learning through experience'.*

1.3. Learning Goals

1. **Define Goals:** Students should be able to clarify what their *goals* are in a simple value-creating activity, identify alternative *goals* to create value in a simple context as well as to describe their *goals* for the future in line with their strengths, ambitions, interests and achievements. They should set short-term *goals* that they can act on, define long-term goals arising from the vision for their (or their team's) value-creating activity. Additionally, they should match short-term, mid-term and long-term *goals* to the vision for their (or their team's) *value-creating activity*. Furthermore, they should be able to design a *strategy* to achieve *goals* in line with their (or their team's) vision. To add, they should be able to manage the balance between the need for creativity and for control so that their organization's capacity to achieve its *goals* is protected and nurtured.

2. **Plan and organize:** Students should be able to carry out a simple plan for *value-creating activities*, deal with a range of simple but simultaneous tasks without feeling

uncomfortable and create an *action plan* which identifies the necessary steps to achieve their goals as well as allow for the possibility of changes to their plans. They should summaries the basics of project management, apply the basics of project management in managing a value-creating activity, develop and stick to a detailed project management plan, adjusting to changing circumstances to make sure goals are reached and design managerial procedures to effectively deliver value in challenging circumstances.

3. **Develop sustainable implementation plans:** Students should be able to develop an implementation model for their idea and define the key elements that make up the implementation model and are necessary to deliver the value they have identified. To add, they should also be able to adapt their *value-creating activity's* implementation model to face new or unforeseen challenges. → The Business Model Canvas could act as a helpful tool.

4. **Define priorities:** Students should be able to recall the order of steps that was needed in a simple *value-creating activity* they took part in and identify and prioritize the basic steps that are needed in a *value-creating activity.* They can set their own *priorities* and act on them, *define the priorities* to meet their (or the team's) vision, stay focused on the priorities set (e.g. despite changing circumstances) and *define priorities in uncertain circumstances*, with partial or ambiguous information.

5. **Monitor your progress:** Students should be able to recognize how much *progress* they have made on a task and whether a task is going to plan. They can identify different types of data that are necessary for *monitoring the progress* of a simple *value-creating activity* and set basic *milestones* and observation indicators to monitor the progress of their value-creating activity. Furthermore, they should be able to describe different methods for performance and impact *monitoring*, define what data is needed to monitor how effective their *value-creating activities* are and think of appropriate ways to collect this data. To add, they should be able to develop the performance indicators 'I' (or 'my' team) need to *monitor progress* towards a successful outcome in changing circumstances. They should develop the competence to design and put in place a data-collection plan to monitor whether their venture is achieving its aims.

6. **Be flexible and adapt to changes:** Students should be able to be open to and feel comfortable with *changes* in a constructive way, outside of their control or based on the needs of the team. They can anticipate and include change along the *value-creating activity*, use the results of monitoring to adjust *vision, aims, priorities, resource planning, action steps* or any other aspect of the *value- creating process* as well as communicate effectively to the organization (or their team) the reason for changes and adjustments.

1.4. Teaching / Learning Methods

Organize Event - Drive Change inside your HEI

- Create new initiative at your university or attach to existing networks (e.g. TEDx, Toastmaster)
- Organize Regional Innovation Camp
    - ➔ e.g. EU Innovations Camp Methodology (see source link for handbook in references below)
- Organize Promotion Campaign for specific topic inside you HEI
    - ➔ e.g. Promotion Campaign Guide of the project Embedding Entrepreneurship Education (EEE) project ➔ See source link for Promo Camp Guide in references below

Educators should choose those learning and teaching methods, which best suit their given learning and teaching settings as well as the terms in place and with respect to the resources available. Methods can also be combined with each other.

1.5. Activity

For this module, the following main topics/tasks for students to work on their competences *'planning and management'* are proposed:

For this module, working in groups and *teamwork* is seen as crucial either case. Students should be able to present their results in front of a wider audience e.g. peers, educators, mentors, external experts etc. (also repeatedly) to get feedback and to elaborate on their ideas/projects.

The module suggests a *kick-off event* at the beginning, where aims, task, subgroups and milestones are drawn out in a project, finance and milestone plan. During this *kick-off event* the different approaches on how to organize and plan an event should be introduced. Further, students should be informed how and when they can access premises and relevant tools. A short introduction what the module *'planning and management'* is about should be given. Afterwards, students work on their tasks in groups and sub-groups. On a regular basis, meetings are scheduled with peers and educators, if possible, also with external experts to gather feedback. The outcome of this module is the event in front of a selected/invited audience.

1.6. Role of the Educator

The role of the educator in this module will be the role of a mentor. Thus, the educators' role at the beginning of the process will be central. However, this relevance will decrease in the course of the process as to create space for the learner's evolvement. At the beginning, the educator is responsible for triggering the initiation of the project (e.g. organization of a kick-off event, proposing topics etc.) Over time, the educator will increasingly stay in the background, functioning rather as a guide throughout the process, remaining available for

questions and to check backs with students on peculiar questions. Furthermore, educators may bring together students with experts, fostering exchange and networking.

Finally, the educator is responsible for the organization of the final feedback session. Rules, requirements and examination modalities must be communicated to students at the beginning, together with the *learning goals.*

Educators, who facilitate this module, should have made experiences with similar teaching and learning methods before. For junior educators it is recommended to work in tandems with more experienced (senior) educators when the course/workshop etc. is organized and held for the first time.

1.7. Contents

Definition Planning and Management:

"Planning is usually interpreted as a process to develop a strategy to achieve desired [...] objectives, to solve problems, and to facilitate action" (Mitchell 2002, 6).The role of the planner is thus to identify a desirable future and to prepare a course of action to achieve this *goal* (Mitchell 2002). He/she captures this in a plan. In the course of this module students will learn how planning can be carried out.

Management refers to the controlling and planning of details (Bauer 1998). By judicious use of available means the actual decisions are made and actions are carried out to achieve the objectives (Storey 1960). Management thus requires both plans and objectives (Storey 1960).
Students therefore have to control, handle and direct the decision-making and the course of action. He/she has the responsibility and the authority to allocate the capital, technology and human resources to achieve the desired end (Mitchell 2002; Ratter 2002).

How to plan events:

- Sit down with your team members and consider what your *goals* and the target groups of the event are.
- Discuss the conception and planning at regular intervals.
- Create a milestone plan and a work breakdown structure.
- Record the most important parameters (name, location, time) in writing.
- What can be achieved with the available resources and in the given time.
- Write an event concept and a schedule for the event as well as a financial plan.
- Develop a detailed project plan as a team.
- Most important content: objective, event concept, tasks, schedule, task distribution.
- Communication both, outside of and inside the team are essential.
- Process and adhere to the project plans and possible checklists.

- Make changes if necessary!

The following phases can also serve as the basis for a schedule (Holzbauer, et al., 2010):

Phase/ Milestone	Content
M0: Idea	Idea of the event is born, vision and und framework are yet unsure Using the Business Model Canvas as a tool could be helpful
Initiation	Initiation: definition and objectives of the event set responsibilities and sub-groups → decide on project lead
M1: No/no go	Decision that event is going to take place
Start	planning phase: task allocation, process planning, rough planning of the event
M2: Go on/stop	Decisions for preparations, going public: announcement of the event, social media, press
Preparations	detailed planning: preparations and organisation of the event, make orders, invitations, Social Media, Marketing
M3: Point of no return	Start of the start-up phase: activation and recall of the project plan
Start-up	Run-up of the event: activities on-site, set-up, deliveries
M4: Doors open	Start of the event, official opening
Active	Course of the event: from opening to closing, Continuous supervision of the event
M5: Event-End	End of the event, official end, farewell
Follow-Up	Ending of the event: activities on-site, deconstruction
M6: completion	End of activities, closing of books
Post-processing	Final organizational jobs/work: Evaluation, Feedback, balance of accounts
M7: End of the project	Project finalized

Figure 1: Phases/Milestones serving as the basis for a schedule, according to Holzbauer, et al. (2010).

An event is usually divided into the following 7 milestones (Holzbauer, et al., 2010):

Milestone	Phase	Deadline
M0: idea	Initiation	
M1: go/no go	Start	
M2: go on/stop	Preparations	
M3: point of no return	Start-up	
M4: doors open	Active	
M5: end of the event	Follow-up	
M6: Completion	Post-processing	
M7: End of the project		

Figure 2: Seven milestones in which an event can be divided, according to Holzbauer, et al. (2010).

Helpful tools for planning and management as well as group work could be the following: Miro, MS Project, Slack, Trello, MS Teams, Business Model Canvas

Further links:

- Embedding Entrepreneurship Promotion Campaign.
- The Business Model Canvas
- Entrepreneurship is about planning and management
- Organize a local TEDx event
- Toastmaster International
- Miro whiteboard tool
- Slack
- Trello
- Microsoft Project
- Microsoft Teams

1.8. Implementation/Integration, Extent, ECTS

The format of this course should be held in group meetings and sub-group meetings, which may stretch along 2 semesters. The outcome of this module is the event in front of an audience. For this module, a maximum of 3 ECTS can be accredited.

The following formats of integration are recommended to reach the stated learning objectives are:

- Across institution & established standards
- Extra-curricular and over-curricular course/event (up to 5 ECTS)

1.9. Relevance and transferability to school context

The learned competences from the module 'planning and management' could easily be transferred by the student to the school system after the graduation. An idea could be to organize a school event with one´s class. This way the competences will be shared and passed on to the next generation.

1.10. Evaluation

The output of this module is an event in front of an audience - organized by the students - as well as a short-written event summary of 5-10 pages.

The timeframe is flexible and depends on the chosen event type. There should be a final evaluation and feedback session with all students of the course, the educators and mentors that participated in the event and project. Possible evaluation criteria are listed below.

Evaluation Criteria	Weight in %
Overall appearance of the event	20
Organization of the event	20
Event summary	20
Teamwork	20
Adherence of project plan and milestones	20

Figure 3: Criteria for the evaluation of students completing "The Event Planner" module.

1.11.   References

Bauer, H. (1998), What is meant by Planning and Management. (22. July 2020) Retrieved from https://www.geo.fu-berlin.de/en/v/geolearning/watershed_management/introduction_wm/natural_resource_management_planning/definitions_planning_management/index.html

Holzbauer, U. et al. (2010). Eventmanagement: Veranstaltungen professionell zum Erfolg führen (4. Aufl.). Heidelberg, Deutschland: Springer.

Mitchell, D. (2002), What is meant by Planning and Management. (22. July 2020) Retrieved from https://www.geo.fu-berlin.de/en/v/geolearning/watershed_management/introduction_wm/natural_resource_management_planning/definitions_planning_management/index.html

Ratter, B. (2002), What is meant by Planning and Management. (22. July 2020) Retrieved from https://www.geo.fu-berlin.de/en/v/geolearning/watershed_management/introduction_wm/natural_resource_management_planning/definitions_planning_management/index.html

Rissola G., Kune H. and Martinez P. (2017). Innovation Camp Methodology Handbook: Realising the potential of the Entrepreneurial Discovery Process for Territorial Innovation and Development, EUR 28842 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-74613-0, doi:10.2760/924090, JRC102130.Innovation Camp Handbook

Storey, J. (1960), What is meant by Planning and Management. (22. July 2020) Retrieved from https://www.geo.fu-berlin.de/en/v/geolearning/watershed_management/introduction_wm/natural_resource_management_planning/definitions_planning_management/index.html