Teacher Guide

Event Management – HOW EVENTive!
Series 8 Flexible Learning Toolbox

Supporting the Diploma of Event Management from the Tourism Training Package THT02

06/12/2005: Version 1.0
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Introducing HOW EVENTive!

This Toolbox contains learning resources for self-guided study and group learning. It may be used in online or blended delivery settings.

HOW EVENTive! is based on a scenario approach to learning. The learner interacts with departmental managers from the fictitious events management company called HOW EVENTive! The departmental managers guide the learner through a series of tasks so that the learners can complete jobs for a nominated event. Managers are from the departments of design, sponsorship and marketing, finance, logistics, and contractors and onsite event services.

Introducing the Teacher Guide

This Teacher Guide has been developed to support you in delivering eight core competencies from the Diploma of Event Management. It explains all the activities the Toolbox contains and offers suggested customisation and delivery strategies that will provide you with the opportunity to maximise the learning experience for your online group. You can then take full advantage of the collaborative learning environment that can be achieved through facilitated discussions and information sharing amongst the group of learners.

Purpose of the Toolbox

This Toolbox supports an emerging Event Management industry. This resource will enable teachers to deliver using either an online environment or blended delivery approach. As each unit stands alone, teachers may select individual units, groups of competencies or specific topics to support delivery.

Dynamic, just in time and just enough content will enable users to gain skills and knowledge that are transferable into a broad range of industries including tourism, entertainment, sport and recreation.

- The Event Management Toolbox supports the Diploma of Event Management qualification from the Tourism Training Package THT02. Competencies from this training package are also contained within the Entertainment Training Package CUE03 and all four packages in the Sport and Recreation suite of Training Packages SRC04, SRF04, SRO03 and SRS03.
- There are eight core units of competency covered in this Toolbox. These have been selected to provide the learner with a complete package of knowledge and generic skills required for the planning, development, implementation and evaluation of a diverse range of events.
  - THTFME04A Develop an event concept
  - THTPPD10B Develop and implement sponsorship plans
  - THHBCS07B Coordinate marketing activities
  - THHGLE22A Manage risk
  - THTFME06A Manage event contractors
  - THTFME02B Provide on-site events management services
  - THHGLE13B Manage finances in a budget
  - THHGLE14B Prepare and monitor budgets

This Toolbox has been designed to service the needs of the event industry. Learners will gain experience in managing events that range from small to medium in scale. It is unlikely that learners exiting from this course will be required to embark on large
scale event management (e.g. international sports and expos). Therefore the types of
events covered in this Toolbox focus on those that learners will most likely
experience as someone new to the industry.

The design of the Toolbox gives flexibility for the teacher by enabling the event
management company website (HOW EVENTive!) to be replaced with another event
company website. This is also the same for the client website (Town of Bunjerinni).
Learners who want choose an event from their workplace can replace this website
with their respective client website.

**Target audiences**
The Toolbox is designed so that it can be utilised by a broad range of learners with
diverse needs. The flexibility of the product will assist learners who have traditionally
been least likely to participate in skills development to engage in learning. These
include individuals who have left school early, those who are jobless, part-time,
casual and short-term contract workers, older workers affected by structural change,
those working at lower skill levels, those working in small firms and those working in
the private sector.

**Learners/students**
Learners are likely to be:
- full or part-time students
- working in a variety of industry sectors and looking to up-skill or specialise
- working on personal development linked to their job function.

**Teachers / trainers / facilitators**
Trainers are likely to be:
- vocational trainers in an educational setting who deliver training, conduct
  assessments and issue qualifications
- workplace trainers working in a one-to-one or group training situation.

**Underpinning ideas**
Within each task students are provided with a scenario (or project) which requires
them to take action and develop their own project.

Learning activities align with key competencies identified in each Training Package
unit. For example, the learning activities for THTFME04A Develop an event concept
include:
- Completing and reporting on research to determine key factors affecting an
  event.
- Developing concept, theme and format proposals for presentation to an event
  organising committee.
- Developing an event concept within a time frame.
- Working with a variety of stakeholders.
- Co-ordinating a brainstorming session to develop the creative elements of an
  event.
- Estimating costs for particular concepts and formats.
- Solving problems to match client needs.
- Using computer software to develop an animated presentation of an event
  concept.
Preparing learners to use the material

It is important to include ways of preparing learners to use the materials. The following tips for trainers and learners highlight important information you should consider when introducing the use of Toolboxes into your curriculum.

- As a workplace trainer or supervisor, it is important to set aside adequate time to familiarise yourself with the Toolbox and its resources, so you can properly support your learners. Teachers have reported the greatest successes when they had familiarised themselves with the Toolbox, integrated it with their course, developed student activities and additional material and thus guided the learners through using the Toolbox.

- It is also important to plan ahead and obtain management support, set realistic timeframes for implementation and gain support from the learner’s employer before introducing the Toolbox.

- Make sure that you are aware of legislation which may impact on flexible delivery of the Toolbox. For example, learners working at home, traineeship agreements, apprenticeship agreements and enterprise-based arrangements.

- It is recommended that you make an effort to integrate the Toolbox into your teaching delivery, just as you would when building any new teaching resource. Flexible delivery is not about leaving learners alone to learn for themselves, but about using a new medium as a part of an overall teaching delivery structure that is well defined.

- Providing orientation to the Toolbox in a practical, face-to-face session with learners actually using the Toolbox is useful. It provides a mixture of technical and pedagogical assistance that aligns the Toolbox with the curriculum and the course.

- At enrolment time, well before classes begin, ask learners to work through this website: www.tafe.qld.gov.au/rsg - Ready Set Go, a student guide to Online Learning. This website explains the language of the Internet, and has guides for using email, sending and receiving attachments, using web browsers, and using web forums and chat systems.

- Strongly encourage learners to work through the orientation before they begin working on the Toolbox, so they can familiarise themselves with the resources used in the activities.

- If you choose to have learner participate in collaborative activities using the discussion forum, you will need to set up discussion threads prior to commencing the activity. Learners will need to be advised of these requirements if you have not included instructions in the Toolbox content.

- If you are delivering the program online, email will be the primary method of communication with your learners, so ensure that you have a clear system of email folders for managing the traffic. You should also encourage learners to use the discussion board to ask for assistance if they are unsure of where to find a resource. You may need to provide instructions to the learners on how to use communication tools such as e-mail, discussion board or chat.

- Send a weekly email to all learners with reminders of the tasks that should be completed, the tasks in progress with reminders for times of chats or forums during that week. Alerting learners to activities for which they should be undertaking individual learning (eg in learning tasks and learning packs) prior to a group activity in the week to come can also be helpful. You might comment on the quality of work in the preceding week and provide tips and encouragement for the task at hand.
• Be clear about timeframes by setting targets for learning. These can help you with your ‘online lesson’ planning. You will need to set frameworks so that learners know what to do, and when to do it.

• If you manage a very large group of learners, create a sense of community online by setting up study groups of 4 – 8 students, all of whom begin the Unit at more or less the same time. This makes it easier for learners to gain the benefits of social learning and to form networks as they study.

• Once you have set up the study group, facilitate an online ‘icebreaker’ activity when learners start the Unit. You could include ideas for facilitating this activity within the Teacher Guide.

• Plan ahead and be clear to your learners about which group work activities that you expect them to complete.

• When learners are about to start an online group activity, send them an email with instructions on what teams they will be in or whose job it is to start a round robin activity. Do not presume learners will work it out.

• Establish whether your learners have completed any previous units online. This way you can gauge how much support you will need to provide to coach learners to develop online learning skills, as well as the content in the units. You will probably find learners require different levels of support. In the first few weeks get a clear picture of how each learner is coping to enable early intervention.

Organising structure and key features

The context
To provide a relevant and realistic learning environment the Toolbox has been designed around a virtual events management company, HOW EVENTive! Learners interact with departmental managers who guide the learners through a series of virtual events for the Century Celebrations of the Town of Bunjerinni. Provision has been made for learners to select an event from their workplace if this is preferable. Learners access resources from the company website and the town website to complete tasks. These websites contain all the background information, with the HOW EVENTive! website having a staff only section (intranet site) housing all resources.
Key features

The home page links through to the following areas of the Toolbox:

- **Orientation section** – provides the learner with information about the company and staff members, navigating through the Toolbox, working through a task, finding resources, keeping evidence of their learning, and technical requirements.

- **Departmental managers** – managers from the virtual company HOW EVENTive! Each manager is linked to specific competencies.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renata di Stefano</td>
<td>Creative Director</td>
<td>Develop an event concept</td>
</tr>
<tr>
<td>Monica Caines</td>
<td>Sponsorship and Marketing Manager</td>
<td>Develop and implement sponsorship plans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinate marketing activities</td>
</tr>
<tr>
<td>Roger Walker</td>
<td>Finance Manager</td>
<td>Manage finances in a budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare and monitor budgets</td>
</tr>
<tr>
<td>Nicholas Cullen</td>
<td>Logistics Manager</td>
<td>Manage Risk</td>
</tr>
<tr>
<td>Paula Manning</td>
<td>Events Coordinator</td>
<td>Manage event contractors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide on-site events management services</td>
</tr>
</tbody>
</table>

- **Competency titles** – links through to tasks.
### Units of Competency

The Toolbox is made up of tasks, where each task relates to an element within a unit of competency. Within each task the learner is guided through individual and group learning activities to prepare and support them to undertake the assessment.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Element</th>
<th>HOW EVENTive! Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTFME04B</td>
<td>Identify overall event objectives and scope</td>
<td>Develop an event concept</td>
</tr>
<tr>
<td></td>
<td>Establish event concept theme and format</td>
<td></td>
</tr>
<tr>
<td>THTPPD10B</td>
<td>Identify sponsorship opportunities</td>
<td>Identify sponsorship opportunities</td>
</tr>
<tr>
<td></td>
<td>Create and promote a sponsorship plan</td>
<td>Create and promote a sponsorship plan</td>
</tr>
<tr>
<td></td>
<td>Implement sponsorship activities</td>
<td>Implement sponsorship activities and follow up with sponsors</td>
</tr>
<tr>
<td></td>
<td>Follow up with sponsors</td>
<td></td>
</tr>
<tr>
<td>THHGCS07B</td>
<td>Plan and organise marketing and promotional activities</td>
<td>Develop a promotional plan</td>
</tr>
<tr>
<td></td>
<td>Undertake a general public relations role</td>
<td>Develop a media kit</td>
</tr>
<tr>
<td></td>
<td>Review and report on promotional activities</td>
<td>Review and report on promotional activities</td>
</tr>
<tr>
<td>THHGLE14B</td>
<td>Prepare budget information</td>
<td>Develop a budget for your event</td>
</tr>
<tr>
<td></td>
<td>Prepare budget</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor and review budget</td>
<td>Monitor and review your event budget</td>
</tr>
<tr>
<td>THHGLE13B</td>
<td>Allocate budget resources</td>
<td>Develop a budget for your event</td>
</tr>
<tr>
<td></td>
<td>Monitor financial activities against budget</td>
<td>Monitor and review your event budget</td>
</tr>
<tr>
<td></td>
<td>Identify and evaluate options for</td>
<td></td>
</tr>
<tr>
<td>HOW EVENTive! Teacher Guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>improved budget performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete financial / statistical reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **THHGLE22A**  
Manage risk                                                                                   |
| Develop risk management strategies                                                          |
| Develop risk management strategies                                                          |
| Implement risk management strategies                                                        |
| Implement risk management strategies                                                        |
| Monitor risk management strategies                                                          |
| Monitor and review risk management strategies                                                |
| **THTFME06A**  
Manage event contractors                                                                 |
| Identify event operational requirements                                                     |
| Identify and prepare event operational requirements                                          |
| Source contractors                                                                          |
| Source and engage contractors                                                               |
| Monitor contractors                                                                         |
| Manage on-site staff and volunteers                                                         |
| **THTFME02B**  
Provide on-site events management services                                                  |
| Prepare for on-site management                                                              |
| Identify and prepare event operational requirements                                          |
| Oversee meeting / event set up                                                               |
| Manage on-site staff and volunteers                                                         |
| Monitor meeting / event operation                                                            |
| Monitor event contractors and event operations                                               |
| Oversee meeting / event breakdown                                                            |
**Description of any special tools / documents provided**

It is recommended that first time users work through the Orientation, accessed by clicking on the Managing Director on the Toolbox Home Page. New users will learn about the company **HOW EVENTive!**, navigating through the Toolbox, working through a task, finding and using resources, keeping evidence of learning and technical requirements.

Learners will need:

- A standard web browser like Internet Explorer (version 5.5 and above) or Netscape Navigator 6 or higher.
- A monitor where you can set the display size to 800 x 600 or 1024 x 768
- Flash Player version 6 or higher. This can be downloaded free from the Macromedia website www.macromedia.com.
HOW EVENTive! Teacher Guide

- Microsoft Word 97 or a similar word processing program to open and use downloadable forms, checklists, worksheets and templates.

Project checklists, workbooks and project templates have been included in this Toolbox.

- Project checklists provide a guide for the learner to assess their final project for a task against a marking criterion. Project checklists can be accessed through a link on the Project page.

- Workbooks, in the form of Word documents, are available for each task. Learners can record notes about their learning from the ‘Prepare’ and ‘Collaborate’ sections. Learners are given instructions to save their work to either their hard drive, or removable storage device such as a floppy disk or USB drive. Teachers will need to inform learners if these Workbooks are required as evidence of learning.

- Project templates are provided for the learner to use if they so desire. All templates are either in Word, Excel or PowerPoint. These templates can then be saved in the same way as Workbooks.

Description of available customisation methods
This Toolbox uses HTML, Cascading Style Sheets (CSS), Flash and Microsoft® Word and Excel documents which can be customised depending on the level of development skills. Please refer to the Technical Guide for further information on customisation methods.

To customise most resources in this Toolbox, you will need to edit the HTML files using an HTML editor such as:

- Macromedia Dreamweaver
- Microsoft FrontPage
- Macromedia HomeSite
- Microsoft WordPad

Some interactions and navigations have been built in Macromedia Shockwave and Macromedia Flash. These interactions can be customised only by someone with knowledge of these applications and have therefore been kept to a minimum. However, they can be deleted or completely replaced if they do not suit your targeted audience.

Text-only navigation (HTML) has been included in situations where Flash is used to navigate the various parts of the Toolbox (e.g. Toolbox Home Page and Welcome Pages).

Resource files
HOW EVENTive resources are available to help the learner understand the different aspects of event management.

Specific resources are available to the learner for each task they undertake. These are accessed from within the task ‘Prepare’ pages. These resources, along with all resources for other tasks, can also be accessed from the ‘Company’ button which is located at the top of each content page. The learner can choose to use some or all of this information when completing a task.

All resources are relevant to the fictitious company HOW EVENTive! and include EVENTive! elements (the company’s newsletter), memos, company procedures, company documents and examples of work / research undertaken by company staff members.
The client website (Town of Bunjerinni) is also included as a resource and can be accessed by clicking the 'Client' button which is located at the top of each content page. The client website includes information about the Town of Bunjerinni including history, council, attractions, and community groups. Learners will use information in the client website to assist them in planning their events.

The following table gives a brief description of the type of resources available to the learner.
<table>
<thead>
<tr>
<th>Task 1: Develop a Promotional Plan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Marketing?</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>Monica Caines, Sponsorship and Marketing Manager, answers the question and introduces issues relating to event marketing.</td>
<td></td>
</tr>
<tr>
<td>Customer Decision Making Process</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>Includes guidelines for event marketing decision making.</td>
<td></td>
</tr>
<tr>
<td>Marketing Process</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>Identifies the need to communicate with interested participants and includes a graphic presentation of the marketing process.</td>
<td></td>
</tr>
<tr>
<td>Marketing Mix</td>
<td>Company Document</td>
</tr>
<tr>
<td>Pro-forma to aid in the identification of the marketing mix.</td>
<td></td>
</tr>
<tr>
<td>Lot's of P's</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>Monica Caines, Sponsorship and Marketing Manager, shares insights on the role of Product Marketing in the event building process and identifies elements in the 'marketing mix'</td>
<td></td>
</tr>
<tr>
<td>Market Segmentation</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>Monica Caines, Sponsorship and Marketing Manager, looks market segmentation and how marketing activities can be tailored to fit a specific target market.</td>
<td></td>
</tr>
<tr>
<td>Market Segmentation Information</td>
<td>Company Example</td>
</tr>
<tr>
<td>Example of market segmentation information for a previous event managed by HOW EVENTive!</td>
<td></td>
</tr>
<tr>
<td>SWOT Analysis</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>Identifies the need to analyse the strengths, weaknesses, opportunities and threats associated with event marketing and provides support for conducting a SWOT analysis.</td>
<td></td>
</tr>
<tr>
<td>SWOT Analysis Case Study</td>
<td>Company Example</td>
</tr>
<tr>
<td>Example of a SWOT analysis for the Bindarwinda Rodeo.</td>
<td></td>
</tr>
<tr>
<td>Promotional Activities</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>Identifies a variety of promotional activities and shows an example of internet marketing.</td>
<td></td>
</tr>
</tbody>
</table>
### Task 2: Develop a Media Kit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Eventive! elements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Public Relations?</td>
<td>Eventive! elements</td>
<td>Defines and describes public relations. Identifies PR activity categories and looks at the importance of PR.</td>
</tr>
<tr>
<td>Types of Public Relations Activities</td>
<td>Eventive! elements</td>
<td>Identifies a range of PR activities. Provides examples of activities including internal and external event public relations.</td>
</tr>
<tr>
<td>Public Relations Networks</td>
<td>Eventive! elements</td>
<td>Discusses networking and its role in public relations</td>
</tr>
<tr>
<td>Social Network Diagram</td>
<td>Graphic</td>
<td>This diagram supports an activity in which learners create their own social networks list.</td>
</tr>
<tr>
<td>Tips for Writing a Press Release</td>
<td>Eventive! elements</td>
<td>Stephen Thorpe, Managing Director, provides seven tips for writing a press release, each supported with explanations.</td>
</tr>
<tr>
<td>Writing Media Releases</td>
<td>Company Procedure</td>
<td>This Company Procedure encourages consistency in the press releases written by staff at <strong>HOW EVENTive!</strong> and provides guidelines for learners.</td>
</tr>
<tr>
<td>Building a Media Kit</td>
<td>Company Procedure</td>
<td>Identifies the suggested content of a media kit. Includes checklist.</td>
</tr>
<tr>
<td>Media Release</td>
<td>Company Example</td>
<td>Example of a media release for a previous event managed by <strong>HOW EVENTive!</strong></td>
</tr>
</tbody>
</table>

### Task 3: Review and Report on Promotional Activities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Eventive! elements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Event Evaluation and How do We Measure it?</td>
<td>Eventive! elements</td>
<td>Monica Caines, Sponsorship and Marketing Manager, answers these two questions and provides a list of measurement methods and examples of evaluation activities.</td>
</tr>
</tbody>
</table>

**Monica Caines, Sponsorship and Marketing Manager, notes the essential criteria for event advertising. Event organisers should be able to select appropriate forms of advertising from the extensive list of forms provided.**

**Muldanny Region Tourism Marketing Plan**

**Company Example**

Example of a marketing action plan.
### Types of Surveys

<table>
<thead>
<tr>
<th>Event Participant Survey</th>
<th>Company example</th>
<th>Highlights survey design factors and provides examples of survey questions as well as tips on the order of questions.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Writing Reports</th>
<th>EVENTive! elements</th>
<th>Includes an overview of report writing as a communication tool and provides recommendations on structure, layout and writing styles.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How to Determine Future Events</th>
<th>EVENTive! elements</th>
<th>Looks at an evidence-based approach to planning future events. Fads, trends and statistics are identified and an example is provided.</th>
</tr>
</thead>
</table>

### Develop and Implement Sponsorship Plans

#### Task 1: Identify Sponsorship Opportunities

<table>
<thead>
<tr>
<th>Steps in the Sponsorship Process</th>
<th>Company Procedure</th>
<th>Identifies three steps - planning, selling and servicing, as well as the activities within each step.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Steps in the Sponsorship Process (flowchart)</th>
<th>Flowchart</th>
<th>Compacted version of the above flowchart for easy printing.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Motives for Sponsorship</th>
<th>EVENTive! elements</th>
<th>Monica Caines, Sponsorship and Marketing Manager, reports on a recent interview with a major sponsor - Tony Palace of Palace Sports Stores.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Achieving Financial Targets through Sponsorship</th>
<th>Company Memo</th>
<th>Memo to Monica Caines, Sponsorship and Marketing Manager, from Roger Walker, Finance Manager, on the relationship between event sponsorship and achieving financial targets.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Types of Sponsorship</th>
<th>EVENTive! elements</th>
<th>Examines cash and in-kind sponsorship.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sponsorship Opportunities</th>
<th>Company Memo</th>
<th>Memo from Monica Caines, Sponsorship and Marketing Manager, with suggestions and examples of sponsorship opportunities.</th>
</tr>
</thead>
</table>
## Attracting Sponsors

Monica Caines, Sponsorship and Marketing Manager, identifies six ways to make your event attractive to sponsors and highlights the preparation required for the sponsorship of high profile events.

### Matching Sponsorship Opportunities with Sponsors

Company Example

Example of sponsors and sponsorship opportunities for a previous event managed by **HOW EVENTive!**

---

### Task 2: Create and Promote a Sponsorship Plan

<table>
<thead>
<tr>
<th>Content of a Sponsorship Plan</th>
<th>Company Memo</th>
<th>Monica Caines, Sponsorship and Marketing Manager, outlines the content of a sponsorship plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th Biennial Conference of the Film and History Association</td>
<td>Industry Example</td>
<td>Sponsorship plan in brochure form.</td>
</tr>
<tr>
<td>Gala Export Awards Dinner</td>
<td>Industry Example</td>
<td>Sponsorship plan in brochure form.</td>
</tr>
<tr>
<td>Levels of Sponsorship</td>
<td><strong>EVENTive! elements</strong></td>
<td>Monica Caines, Sponsorship and Marketing Manager, identifies levels of sponsorship and takes a look at contemporary sponsorship packages.</td>
</tr>
<tr>
<td>Golden Rules for Selling Sponsorship</td>
<td><strong>EVENTive! elements</strong></td>
<td>Looks at ‘Six Golden Rules’ for selling sponsorship and includes an interactive drag and drop activity.</td>
</tr>
<tr>
<td>Sponsorship Call Register</td>
<td>Company Example</td>
<td>Example of a sponsorship call register for a previous event managed by <strong>HOW EVENTive!</strong></td>
</tr>
<tr>
<td>Sponsorship Agreement</td>
<td>Company Example</td>
<td>Example of a sponsorship agreement used by <strong>HOW EVENTive!</strong></td>
</tr>
</tbody>
</table>

### Task 3: Implement Sponsorship Activities and Follow-up with Sponsors

<table>
<thead>
<tr>
<th>Tips for the Sponsorship</th>
<th><strong>EVENTive! elements</strong></th>
<th>Includes a case study and a dot point list of ways to keep sponsors happy pre-event, during the event and post-event.</th>
</tr>
</thead>
</table>
### Professional

<table>
<thead>
<tr>
<th>Topic</th>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Evaluation and How do we Measure it?</td>
<td>EVENTive! elements</td>
<td>Monica Caines, Sponsorship and Marketing Manager, answers these two questions and provides a list of measurement methods and examples of evaluation activities.</td>
</tr>
<tr>
<td>Types of Surveys</td>
<td>EVENTive! elements</td>
<td>Highlights survey design factors and provides examples of survey questions as well as tips on the order of questions.</td>
</tr>
<tr>
<td>Evaluating Sponsorship</td>
<td>EVENTive! elements</td>
<td>Identifies reasons for evaluating sponsorship after an event and useful methods of evaluating the success of sponsorship.</td>
</tr>
<tr>
<td>After the Event</td>
<td>Company Memo</td>
<td>Monica Caines, Sponsorship and Marketing Manager, outlines five key actions for maintaining relationships with sponsors and ways of recognising a sponsor’s contribution.</td>
</tr>
<tr>
<td>Letter of Appreciation</td>
<td>Company Example</td>
<td>Example of a ‘Letter of Appreciation’ for a previous event managed by HOW EVENTive!</td>
</tr>
</tbody>
</table>

#### Manage Finances in a Budget/Prepare and Monitor Budgets

**Task 1: Develop a Budget for your Event**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Budgets</td>
<td>EVENTive! elements</td>
<td>Roger Walker, Finance Manager, provides an overview of the need for an event budget and gives advice on developing the budget which includes identifying budget items and understanding fixed and variable costs.</td>
</tr>
<tr>
<td>Identifying Income and Expenditure</td>
<td>EVENTive! elements</td>
<td>Identifies typical income and expenditure items and includes an interactive drag and drop activity.</td>
</tr>
<tr>
<td>Developing a Budget</td>
<td>Company Procedure</td>
<td>Outlines seven steps involved in developing a budget for an event.</td>
</tr>
<tr>
<td>Valley Golf Club Budget</td>
<td>Company Example</td>
<td>Example of an event budget for a previous event managed by HOW EVENTive!</td>
</tr>
</tbody>
</table>

**Task 2: Monitor and Review your Event Budget**
<table>
<thead>
<tr>
<th><strong>Budget Control Guidelines</strong></th>
<th><strong>Company Procedure</strong></th>
<th><strong>Identifies daily, weekly and monthly activities required to effectively control the budget.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improving Budget Performance</strong></td>
<td><strong>EVENTive! elements</strong></td>
<td><strong>Work experience student Gina Ferris interviews Roger Walker, Finance Manager, on the subject of improving budget performance.</strong></td>
</tr>
<tr>
<td><strong>Monthly Budget Report</strong></td>
<td><strong>Company Document</strong></td>
<td><strong>Budget Report for the month of August prepared for the monthly budget meeting of the Nicholas Harbour Art Exhibition &amp; Prize.</strong></td>
</tr>
</tbody>
</table>

**Manage Risk**

**Task 1: Develop Risk Management Strategies**

<table>
<thead>
<tr>
<th><strong>Risk Identification Techniques</strong></th>
<th><strong>EVENTive! elements</strong></th>
<th><strong>Nicholas Cullen, Logistics Manager, examines and explains techniques for identifying risks and provides a step by step guide.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using Experience to Help You Identify Risks</strong></td>
<td><strong>EVENTive! elements</strong></td>
<td><strong>Includes a discussion on risk analysis, identifies personnel who may be at risk before or during an event and links to Fishbone and Fault Tree analysis techniques.</strong></td>
</tr>
<tr>
<td><strong>Contingency Plans</strong></td>
<td><strong>EVENTive! elements</strong></td>
<td><strong>Nicholas Cullen, Logistics Manager, outlines the need for contingency plans and communicating during a crisis. The newsletter looks a potential risks associated with the audience and the venue and details the documentation which may be required.</strong></td>
</tr>
<tr>
<td><strong>Contingency Plan Template</strong></td>
<td><strong>Company Document</strong></td>
<td><strong>Pro-forma</strong></td>
</tr>
<tr>
<td><strong>Graduate Exhibition Fundraiser Contingency Plan</strong></td>
<td><strong>Company Document</strong></td>
<td><strong>Example of a contingency plan for a previous event managed by <strong>HOW EVENTive!</strong></strong></td>
</tr>
<tr>
<td><strong>Risk Control Strategies</strong></td>
<td><strong>EVENTive! elements</strong></td>
<td><strong>Nicholas Cullen, Logistics Manager, reviews two types of risk control strategies - pre-planned and situational.</strong></td>
</tr>
<tr>
<td><strong>Reporting Procedures</strong></td>
<td><strong>Company</strong></td>
<td><strong>Memo from Steven Thorpe, Managing Director, advising the company’s expectations on reporting in relation to risk management.</strong></td>
</tr>
</tbody>
</table>
### Incident Report Form

<table>
<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company</td>
<td>Incident Report</td>
<td>Sample Reporting Hierarchy</td>
</tr>
<tr>
<td>Company Document</td>
<td>Incident Report pro-forma used by HOW EVENTive!</td>
<td>Sample Reporting Hierarchy</td>
</tr>
<tr>
<td>The Evolution of Volunteers at the Olympic Games</td>
<td>Industry Report</td>
<td>The Evolution of Volunteers at the Olympic Games</td>
</tr>
<tr>
<td>Training and Assessment Strategies for Volunteers</td>
<td>Industry Report</td>
<td>Training and Assessment Strategies for Volunteers</td>
</tr>
<tr>
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</tbody>
</table>

### Sample Reporting Hierarchy

<table>
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<tr>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Company Document</td>
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<td>Sample Reporting Hierarchy</td>
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</tr>
</tbody>
</table>

### Task 2: Implement Risk Management Strategies

<table>
<thead>
<tr>
<th>Description</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Analysis</td>
<td>EVENTive! elements</td>
<td>Discusses Risk Analysis and Assessment. Provides three grids: Measures of Consequences (Impact) Measures of Likelihood Rating the Level of Risk</td>
</tr>
<tr>
<td>Risk Analysis Template</td>
<td>Company Document</td>
<td>Pro-forma</td>
</tr>
<tr>
<td>Eclipse in the</td>
<td>Industry Example</td>
<td>Completed risk analyses for the Ceduna’s Solar Eclipse covering fire, public, safety, health, transport,</td>
</tr>
</tbody>
</table>
### Outback Risk Analysis

| Environment, utilities and infrastructure. |

### Evaluating and Prioritising Risks

| Company Memo |
| Memo from Stephen Thorpe, Managing Director, detailing a risk matrix which identifies risk levels, priorities and actions. |

### Risk Treatment Schedule Template

| Company Document |
| Pro-forma |

### Task 3: Monitor and Review Risks

| Monitor and Review Risks | EVENTive! elements |
| Nicholas Cullen, Logistics Manager, discusses factors which impact on risk management activities and provides a case study titled Near Miss Case Study. |

| Centenary of Federation Risk Management |
| Company Example |
| Case Study for a major event |

| Communicate and Consult | EVENTive! elements |
| Looks at the communication and consultation process in relation to risk management as well as the need to document the process and the training of staff and volunteers. |

### Provide On-site Event Management Services/Manage Event Contractors

### Task1: Identify and Prepare Event Operational Requirements

| Endless Summer Case Study | Case Study |
| This case study describes the management of an offshore product launch by **HOW EVENTive!** |

| Logistics | EVENTive! elements |
| Provides a list of logistical considerations and a diagram on the approach to a logistical conclusion. |

| Bunjerinni Belle’s Staging Requirements | Company Example |
| Example of staging requirements for a previous event managed by **HOW EVENTive!** |

<p>| Staging Requirements Checklist | Company Document |
| Pro-forma |</p>
<table>
<thead>
<tr>
<th>Risk Identification Techniques</th>
<th>EVENTive! elements</th>
<th>Nicholas Cullen, Logistics Manager, examines and explains techniques for identifying risks and provides a step by step guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of Risk Management</td>
<td>Company Memo</td>
<td>Paula Manning, Events Coordinator, highlights the importance of managing risk.</td>
</tr>
</tbody>
</table>

**Task 2: Source and Engage Contractors**

<table>
<thead>
<tr>
<th>What is a Contractor?</th>
<th>EVENTive! elements</th>
<th>Paula Manning, Events Coordinator, describes the contracting process and provides advice on sourcing appropriate contractors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sourcing Appropriate Contractors</td>
<td>Company Memo</td>
<td>Memo from Paula Manning, Events Coordinator, outlining steps involved in sourcing contractors.</td>
</tr>
<tr>
<td>Obtaining Quotes</td>
<td>Company Procedure</td>
<td>Includes procedures for assessment of requirements, contractor profiles, selection of contractors, engaging a contractor, and complaint resolution.</td>
</tr>
<tr>
<td>Selecting Contractors</td>
<td>EVENTive! elements</td>
<td>Paula Manning, Events Coordinator, provides guidelines to help with the selection of contractors particularly in the areas of catering, sound, equipment, lighting, staging, and production crew.</td>
</tr>
<tr>
<td>Contractors Expression of Interest Form</td>
<td>Company Document</td>
<td>Pro-forma</td>
</tr>
<tr>
<td>Gum Nut Park Sporting Venue Contract</td>
<td>Industry Example</td>
<td>Venue contract between Gum Nut Park and the Muldanny Soccer Club.</td>
</tr>
<tr>
<td>General Purpose Contract</td>
<td>Company Document</td>
<td>Company pro-forma, useful for a range of contractors.</td>
</tr>
<tr>
<td>Gum Nut Party in the Park Festival Application and Contract</td>
<td>Company Example</td>
<td>Application form provided to contractors wishing to participate in the Festival includes information for contractors.</td>
</tr>
</tbody>
</table>
### Task 3: Manage On-site Staff and Volunteers

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing Requirements for the Valley Golf Club Christmas Party</td>
<td>Company Example Example of staffing requirements for a previous event managed by <strong>HOW EVENTive!</strong></td>
</tr>
<tr>
<td>Paid Employees vs. Volunteers</td>
<td><strong>EVENTive! elements</strong> Paula Manning, Events Coordinator, shares her experience in organising event staff. Topics include paid employees vs. volunteers, identifying staffing requirements and using volunteers.</td>
</tr>
<tr>
<td>Sample Job Descriptions</td>
<td>Company Example Job Descriptions are provided for: Casual Event Waiter, Event Marketing Assistant, Functions Coordinator, Volunteer Coordinator, and Logistics Coordinator.</td>
</tr>
<tr>
<td>Why Train?</td>
<td><strong>EVENTive! elements</strong> Stephen Thorpe, Managing Director, highlights the need to train staff and volunteers and the benefits of training.</td>
</tr>
<tr>
<td>Staff/Volunteer Induction Training Register</td>
<td>Company Document Pro-forma</td>
</tr>
<tr>
<td>Induction Training Checklist</td>
<td>Company Procedure Training checklist.</td>
</tr>
</tbody>
</table>

### Task 4: Monitor Event Contractors and Operators of the Event

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth Operator - running events effectively</td>
<td>Company Document Paula Manning, Events Coordinator, outlines the issues which contribute to the smooth running of events.</td>
</tr>
<tr>
<td>Grand Final Day Running Sheet</td>
<td>Company Example Example of a running sheet for a previous event managed by <strong>HOW EVENTive!</strong></td>
</tr>
<tr>
<td>Project Management</td>
<td><strong>EVENTive! elements</strong> Stephen Thorpe, Managing Director, talks about events as ‘projects’ and the use of project management tools in event production and implementation.</td>
</tr>
<tr>
<td>Topic</td>
<td>Type</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Gantt Charts</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>Critical Path Analysis</td>
<td>EVENTive! elements</td>
</tr>
<tr>
<td>3-Day Weekend Folk Festival</td>
<td>Company Example</td>
</tr>
<tr>
<td>Bump-out Checklist</td>
<td>Company Memo</td>
</tr>
</tbody>
</table>
Approach to competency assessment
A Workbook is attached to each unit of competency. Students will use the Workbook to demonstrate the progress of their learning. Teachers will be able to review and provide feedback to the learner.

At the end of each unit students will be required to complete an assessment in the form of a project. Typical projects include the development of the following:

- Event concept
- Promotional plan
- Media kit
- Report documenting promotional activities
- Sponsorship database
- Sponsorship plan
- Report documenting strategies for keeping sponsors happy
- Draft budget
- Report documenting strategies for monitoring and reviewing event budgets
- Risk management strategy
- Risk analysis
- Report documenting processes for communicating risk management strategies
- Staging requirements
- Contractor database
- Staff training requirements
- Flowchart to monitor operational tasks

Overview of the materials provided to support each competency unit and / or learning object
This section is important to understand as it explains how each task or activity sequence links into the relevant unit of competency and addresses the related performance criteria.

Develop an Event Concept
Renata di Stefano
Creative Director

Task 1: Develop an Event Concept
This task relates to the unit of competency: Develop an Event Concept (THTFME04A)

Elements:
Identify overall event objectives and scope (THTFME04A/01)

Performance criteria
1.1 Clarify and agree on the key objectives of the event in consultation with stakeholders.
1.2 Analyse key information and consult with stakeholders to determine the broad scope of the event including indicators for:
   - size and numbers of guests / delegates
   - audience / participant needs
   - location (s)
   - duration
   - financial investment and other resourcing issues.
1.3 Identify and analyse internal and external factors which may impact on the event.

Establish event concept theme and format (THTFME04A/02)

Performance criteria
2.1 Develop an overall event concept, theme and format which reflect key objectives and meets the needs of the potential audience.
2.2 Incorporate creative elements into the event concept and theme.
2.3 Verify the operational practicality and cohesiveness of the concept, theme and format through consultation and analysis.
2.4 Develop a summary of key logistical requirements based on the overall concept, theme and format.
2.5 Provide accurate and complete information on the concept, theme and format to all relevant stakeholders to facilitate timely and effective planning and implementation.
2.6 Obtain approval from relevant stakeholders prior to implementation.

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to develop an event concept. Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from their workplace.

Renato di Stefano, the Creative Director, introduces the learner to the task and the five steps the learner needs to undertake to complete the task. These steps are:

1. Find out about your new client
2. Prepare for the client interview
3. Conduct a client briefing
4. Familiarise yourself with the key stakeholders
5. Develop and present the concept design.
Supporting Resources (see ‘Resource files’ above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Interactive flash activities
- Company examples
- Company documents
- Audio interview

Additional Features

Interactive activities have been provided to engage the learner. Helpful hints and a multiple choice quiz have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Templates have been included for the learners. Learners should not be limited to those provided but should be encouraged to expand and develop their own style. Each template is provided as a Word document so they can be changed easily.

Collaborative activities and self check exercises are included to ensure the learner is ready to proceed to the final assessment.

A workbook is provided for the learner to record notes from the resources and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions

The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerini or an event from their workplace.

There are two parts to this project:

- Developing an event concept
- Presenting the concept

Learners are provided with templates to use or they can design their own documents. A checklist is provided for each part giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

Coordinate Marketing Activities

Monica Caines
Sponsorship and Marketing Manager

Task 1: Develop a Promotional Plan

This task relates to the unit of competency: Coordinate Marketing Activities (THHGCS07B)
Elements:

Plan and organise marketing and promotional activities (THHGCS07B/01)

Performance criteria
1.1 Plan and schedule promotional activities in accordance with the marketing plan or other enterprise systems.
1.2 Identify, analyse and incorporate relevant market information into short term planning.
1.3 Assess invitations to participate in activities based on current marketing focus and other relevant information.
1.4 Develop and implement detailed action plans for promotional activities at the appropriate time to address all operational details.

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinini.

Learners are required to select an event and develop a promotional marketing strategy for it. Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from their workplace.

Monica Caines, the Sponsorship and Marketing Manager, introduces the learner to the task and the five steps the learner needs to undertake to complete the task. These steps are:

1. Understand the importance of marketing
2. Examine the marketing mix
3. Identify the audience
4. Conduct a SWOT analysis
5. Prepare a 'promotional strategy'.

Supporting Resources (see 'Resource files' above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company examples and case studies

Additional Features
Activities have been provided to engage the learner. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Templates have been included for the learners. Learners should not be limited to those provided but should be encouraged to expand and develop their own style. Each template is provided as a Word document so they can be changed easily.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.
A workbook is provided for the learner to record notes from the resources and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to prepare a promotional plan for an event. Learners are provided with a template or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

Task 2: Develop a Media Kit

This activity relates to the unit of competency: Coordinate Marketing Activities (THHGCS07B)

Elements:
Undertake a general public relations role (THHGCS07B/02)

Performance criteria

2.1 Establish and conduct relationships with industry and media colleagues in a manner that enhances the positive image of the organisation.

2.2 Use networks to assist in the implementation of promotional activities.

2.3 Develop public relations resources where appropriate including media releases and industry / media support materials.

Purpose of Activity
This task revisits the scenario, the Centenary Celebrations for the Town of Bunjerinni. Learners are required to select an event and develop a media kit for it. Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from their workplace.

Monica Caines, the Sponsorship and Marketing Manager introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:

1. Understand the role of ‘public relations’
2. Identify key contacts and construct a database
3. Promote your event.

Supporting Resources (see ‘Resource files’ above for detailed information)
Additional Features
Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support. Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed to the final assessment.

A workbook is provided for the learner to record notes from the resources and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to prepare a media kit for an event including a media release.

Learners are provided with a template or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

Task 3: Review and report on promotional activities

This task relates to the unit of competency: Coordinate Marketing Activities (TTHGCS07B)

Elements:

Review and report on promotional activities (TTHGCS07B/03)

Performance criteria
3.1 Review all activities in accordance with agreed evaluation methods and incorporate the results into future planning.
3.2 Prepare reports in accordance with enterprise policy and required timeframes.
3.3 Present current market intelligence in a manner, which provides clear and concise information to those responsible for sales and marketing planning.
3.4 Make informal reports to relevant colleagues to maximise opportunity to meet team targets.

Purpose of Activity
This task revisits the scenario, the Centenary Celebrations for the Town of Bunjerinni. Learners are required to review a case study and report on the promotional activities of an event.

Monica Caines, the Sponsorship and Marketing Manager introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:

1. Decide on what to evaluate
2. Investigate evaluation options
3. Investigate report writing methods.

Supporting Resources (see ‘Resource files’ above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company examples

Additional Features

Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support. Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the resources and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions

The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to review a case study and report on the promotional activities of an event.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

Develop and Implement Sponsorship Plans

Monica Caines
Sponsorship and Marketing Manager

Task 1: Identify Sponsorship Opportunities

This task relates to the unit of competency: Develop and Implement Sponsorship Plans (THTPPD10B)
Elements:
Identify sponsorship opportunities (THTPPD10B/01)

Performance criteria

1.1 Identify items, activities or projects to be sponsored based on potential appeal to sponsors and the needs of the organisation.
1.2 Identify potential sponsors based on audience reach and previous sponsors.
1.3 Develop financial targets for sponsorship.
1.4 Agree sponsorship activities and targets with the meeting / event principal or relevant management.

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to identify sponsorship opportunities for an event. Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from their workplace.

Monica Caines, the Sponsorship & Marketing Manager, introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:

1. Understand the role of the sponsor
2. Identify sponsorship opportunities
3. Match the potential sponsor to the opportunity.

Supporting Resources (see ‘Resource files’ above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company examples
- Company procedures
- Company memos

Additional Features
Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the resources and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.
Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to prepare a sponsorship database for an event.

Learners are provided with templates (Word or Excel) or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

Task 2: Create and Promote a Sponsorship Plan

This task relates to the unit of competency: Develop and Implement Sponsorship Plans (THTPPD10B)

Elements:
Create and promote a sponsorship package (THTPPD10B/02)

Performance criteria
2.1 Develop sponsorship packages to include a full breakdown of costs and benefits and other relevant sponsor information.
2.2 Produce information regarding sponsorship opportunities in a professional format and distribute to potential sponsors.
2.3 Seek approval for the sponsorship package prior to promotion where appropriate.
2.4 Undertake follow up promotion and negotiation with potential sponsors.
2.5 Discuss and negotiate additional opportunities with the sponsor where appropriate.

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to identify sponsorship opportunities for an event. Learners can either:
- select an event from the Centenary Celebrations, or
- select a current event from their workplace.

Monica Caines, the Sponsorship & Marketing Manager, introduces the learner to the task and the four steps the learner needs to undertake to complete the task. These steps are:

1. Find out about the sponsorship plans
2. Decide on the levels of sponsorship
3. Develop a sponsorship contract
4. Produce the sponsorship plan and contract.

Supporting Resources (see ‘Resource files’ above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Interactive flash activity
- Company examples
- Company memos

Additional Features

Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support. Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the resources and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions

The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to prepare a sponsorship plan for an event in a 4-page A4 brochure.

Learners are provided with hints on the production of their brochure.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to discuss the project presentation with their teacher.

Task 3: Implement Sponsorship Activities and Follow Up with Sponsors

This task relates to the unit of competency: Develop and Implement Sponsorship Plans (THTPPD10B)

Elements:

Implement sponsorship activities (THTPPD10B/03)

**Performance criteria**

3.1 Brief colleagues on details of sponsorship arrangements.

3.2 Organise activities in accordance with sponsorship agreement ensuring all agreements made are honoured.

3.3 Monitor and evaluate activities and evaluated and make adjustments accordingly.

3.4 Provide and request feedback to and from the sponsor.
3.5 Take opportunities to enhance value of involvement for sponsors and benefits for the host organisation.

3.6 Monitor sponsor payments and other contract formalities throughout the project.

Follow up with sponsors (THTPPD10B/04)

Performance criteria
4.1 Undertake follow up liaison with the sponsor immediately after the activity, meeting or event.
4.2 Record and provide reports and results to the sponsor.
4.3 Initiate and make preparations for future joint activities with the sponsor through effective use of interpersonal communication skills

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to identify sponsorship opportunities for an event. Learners can either:
- select an event from the Centenary Celebrations, or
- select a current event from their workplace.

Monica Caines, the Sponsorship & Marketing Manager, introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:
1. Find ways to keep the sponsor happy and up-to-date
2. Monitor and evaluate sponsorship activities
3. Liaise with sponsors after the event.

Supporting Resources (see ‘Resource files’ above for detailed information)
- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company examples
- Company memos

Additional Features
Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the resources and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to prepare information detailing their strategies on how to keep sponsors happy.

Learners are provided with templates (Word or Excel) or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

**Manage Finances within a Budget & Prepare and Monitor Budgets**

Roger Walker  
Finance Manager

**Task 1: Develop a Budget for an Event**

This task relates to the combination of two units of competency: Manage Finances within a Budget (THHGLE13B) and Prepare and Monitor Budgets (THHGLE14B).

**Elements:**

**Prepare budget information ((THHGLE14B/01)**

**Performance criteria**

1.1 Identify and interpret data and data sources required for budget preparation in a given context correctly.

1.2 Review and analyse data for applicability in readiness for budget preparation.

1.3 Where appropriate, follow directives from senior management or organising committees.

1.4 Analyse internal and external environments to identify potential impacts on budget.

1.5 Provide relevant colleagues with the opportunity to contribute to the budget planning process with adequate notice.

**Allocate budget resources (THHGLE13B/01)**

**Performance criteria**

1.1 Allocate funds according to agreed priorities.

1.2 Discuss changes in income and expenditure priorities with appropriate colleagues prior to implementation.

1.3 Consult and inform all relevant personnel in relation to resource decisions.

1.4 Promote awareness of the importance of budget control.

1.5 Maintain detailed records of resource allocation in accordance with enterprise control systems.

**Prepare budget (THHGLE14B/02)**
Performance criteria
2.1 Draft budget, based on analysis of all available information and in accordance with enterprise policy.
2.2 Estimate income and expenditure and support with valid, reliable and relevant information, including income and expenditure for previous time periods.
2.3 Assess and present alternative approaches where appropriate.
2.4 Present recommendations clearly, concisely and in an appropriate format.
2.5 Reflect enterprise objectives appropriately within the draft budget.
2.6 Circulate the draft budget to appropriate individuals for comment.
2.7 Negotiate budget in accordance with enterprise policy and procedures.
2.8 Agree and incorporate modifications accurately and in consultation with colleagues.
2.9 Complete the final budget in required format within designated timelines.
2.10 Inform colleagues of final budget decisions and ramifications in a timely manner

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to develop a draft budget for an event as part of the assessment requirements. Learners either:

- select an event from the Centenary Celebrations, or
- select a current event from your workplace.

Roger Walker, the Finance Manager, introduces the learner to the task and the two steps the learner needs to undertake to complete the task. These steps are:

1. Examine budget structure and terminology
2. Identify and estimate the income and expenditure.

Supporting Resources (see ‘Resource files’ above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Interactive flash activities
- Company examples
- Company documents
- Company procedures

Additional Features
Interactive activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.
A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

**Project Suggestions**

The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to develop a draft budget for just one event.

Learners are provided with a template or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

**Task 2: Monitor and Review an Event Budget**

This task relates to the combination of two units of competency: Manage Finances within a Budget (THHGLE13B) and Prepare and Monitor Budgets (THHGLE14B).

**Elements:**

**Monitor financial activities against budget ((THHGLE13B/02)**

**Performance criteria**

2.1 Check actual income and expenditure against budgets accurately and at regular intervals.

2.2 Include financial commitments in all documentation to ensure accurate monitoring.

2.3 Identify and report deviations according to enterprise policy and significance of deviation.

2.4 Investigate appropriate options for more effective management of deviations.

2.5 Advise appropriate colleagues of budget status in relation to targets within agreed timeframes.

**Identify and evaluate options for improved budget performance (THHGLE13B/03)**

**Performance criteria**

3.1 Assess existing costs and resources and identify areas for improvement.

3.2 Discuss desired outcomes with relevant colleagues.

3.3 Undertake appropriate research to investigate new approaches.

3.4 Define and communicate clearly the benefits and disadvantages of new approaches.

3.5 Take account of impacts on customer service levels and colleagues in developing new approaches.

3.6 Present recommendations clearly and logically to the appropriate person/department.

**Complete financial/statistical reports (THHGLE13B/04)**
Performance criteria
4.1 Complete all required financial and statistical reports accurately and within designated timelines.
4.2 Produce clear and concise information to enable informed decision-making.
4.3 Forward reports promptly to the appropriate person/department

Monitor and review budget (THHGLE14B/03)

Performance Criteria
3.1 Review budget regularly to assess actual performance against estimated performance and prepare accurate financial reports.
3.2 Incorporate all financial commitments promptly and accurately into budget and all budget reports.
3.3 Investigate and take appropriate action on significant deviations.
3.4 Analyse changes in the internal and external environment during budget review, and make adjustments accordingly.
3.5 Collect and record relevant information to assist in future budget preparation.

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to monitor and review the budget for their selected event.

Roger Walker, the Finance Manager, introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:
1. Conduct weekly budget updates
2. Identify and evaluate options for improved budget performance
3. Produce complete and accurate reports.

Supporting Resources (see ‘Resource files’ above for detailed information)
- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company documents
- Company procedures

Additional Features
Interactive activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.
Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to document ways in which they will monitor and review their event budget.

Learners are provided with a template or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

Manage Risk
Nicholas Cullen
Logistics Manager

Task 1: Develop Risk Management Strategies

This task relates to the unit of competency: Manage Risk (THHGLE22A)

Elements:
Develop risk management strategies (THHGLE22A/01)

Performance criteria
1.1 Identify and document risks for a specific environment to include levels of probability and likely impacts.
1.2 Integrate the perspective of all stakeholders when identifying risks.
1.3 Develop and document contingency plans and procedures for risk elimination, minimisation and monitoring in consultation with colleagues and other stakeholders.
1.4 Develop and document communication and reporting mechanisms in relation to identified risks including accountability and incident reporting.
1.5 Establish mechanisms for the training and education of relevant colleagues and stakeholders.
1.6 Establish procedures for ongoing identification of risks.

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to select an event and develop risk management strategies for it. Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from their workplace.
Nicolaus Cullen, the Logistics Manager introduces the learner to the task and the five steps the learner needs to undertake to complete the task. These steps are:

1. Identify and document the risks associated with the event
2. Analyse the risks associated with the event
3. Categorise the risks associated with the event
4. Establish reporting procedures
5. Identify training and education opportunities.

Supporting Resources (see ‘Resource files’ above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company examples
- Company documents
- Company memo
- Industry examples

Additional Features

Interactive activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Templates have been included for the learners. Each template is provided as a Word document so they can be changed easily.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions

The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to develop a Risk Management Strategy for just one event.

Learners are provided with a template to use or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

Task 2: Implement Risk Management Strategies

This task relates to the unit of competency: Manage Risk (THHGLE22A)

Elements:
Implement risk management strategies (THHGLE22A/02)

Performance criteria
2.1 Monitor activities to identify potential risk on a continuous basis.
2.2 Eliminate unacceptable risks wherever practicable in accordance with agreed strategies.
2.3 Minimise risks that cannot be eliminated in accordance with agreed strategies.
2.4 Monitor risks classified as low in accordance with agreed strategies.

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.
Learners are required to select an event and implement risk management strategies for it. Learners can either:
- select an event from the Centenary Celebrations, or
- select a current event from their workplace.

Nicholas Cullen, the Logistics Manager introduces the learner to the task and the two steps the learner needs to undertake to complete the task. These steps are:
1. Conduct a risk analysis
2. Select an appropriate action for the level of risk.

Supporting Resources (see ‘Resource files’ above for detailed information)
- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company documents
- Company memo
- Industry case study

Additional Features
Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Templates have been included for the learners. Each template is provided as a Word document so they can be changed easily.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.
The project requires learners to develop a Risk Management Strategy for just one event.

Learners are provided with templates to use or they can design their own documents. A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

**Task 3: Monitor and Review Risk Management Strategies**

This task relates to the unit of competency: Manage Risk (THHGLE22A)

**Elements:**

Monitor risk management strategies (THHGLE22A/03)

**Performance criteria**

3.1 Make evaluation of risk management a key component of all projects/activities.

3.2 Analyse incidents that indicate a near miss and review strategies on each occasion.

3.3 Feed information on risk management into the organisation's overall health, safety and security planning processes at timely intervals.

**Purpose of Activity**

This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to select an event and document a process to communicate risk management to your stakeholders and employees. Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from their workplace.

Nicholas Cullen, the Logistics Manager introduces the learner to the task and the two steps the learner needs to undertake to complete the task. These steps are:

1. Monitor, review and update the 'Risk Management Strategy'
2. Communicate and consult with staff.

**Supporting Resources (see ‘Resource files’ above for detailed information)**

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company Examples

**Additional Features**
Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support. Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to document a process to communicate risk management to your stakeholders and employees.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

Manage Event Contractors & Provide On-site Event Management Services
Paula Manning
Events Coordinator

Task 1: Identify and Prepare Event Operational Requirements

This task relates to the combination of two units of competency: Manage Event Contractors (THTFME06A) and Provide On-site Event Management Services (THTFME02B).

Elements:
Identify event operational requirements (THTFME06A/01)

Performance criteria
1.1 Analyse event staging requirements based on detailed review of all aspects of the proposed event.
1.2 Develop an accurate summary of staging requirements for each event component in consultation with key stakeholders.
1.3 Incorporate safety and risk management issues into all planning documentation and processes.

Prepare for on-site management (THTFME02B/01)

Performance criteria
1.1 Develop plans for on-site management in accordance with agreed procedures for the meeting or event.
1.2 Check final arrangements for all aspects of the meeting or event and attend to any discrepancies.
1.3 Create and collate materials to facilitate effective on-site management.

1.4 Provide an accurate briefing to operational staff and contractors prior to the meeting or event in an appropriate format including clarification of roles and responsibilities.

**Oversee meeting/event set up (THTFME02B/02)**

**Performance criteria**

2.1 Establish contact with the nominated contractor personnel at the appropriate time and reconfirm and agree to all requirements.

2.2 Make and agree to any necessary adjustments with the contractor.

2.3 Check all aspects of the event or meeting set up against the pre-arranged agreements including:

- availability of all materials and equipment
- room set ups
- staging
- technical equipment
- display and signage
- food and beverage arrangements
- registration areas.

2.4 Check that all aspects of the venue space used and any equipment has been set up to allow for easy access, especially for those with disabilities, and to avoid risk of injury to guests, delegates and colleagues.

2.5 Identify any deficiencies and discrepancies and take prompt action to rectify the situation.

2.6 Brief any additional on-site staff on the full details of the meeting or event operation including communication and control mechanisms.

**Purpose of Activity**

This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to select an event and develop a summary of the staging requirements for it.

Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from your workplace.

Paula Manning, the Events Coordinator, introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:

1. Identify the staging requirements
2. Develop a staging requirements checklist
3. Incorporate risk management and safety considerations.

**Supporting Resources (see ‘Resource files’ above for detailed information)**
Additional Features
Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support. Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.
A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.
The project requires learners to summary of the staging requirements for just one event.
Learners are provided with an Excel template or they can design their own documents.
A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.
Learners will need to negotiate with their teacher to decide on the project presentation.

Task 2: Source and Engage Contractors

This task relates to the unit of competency: Manage Event Contractors (THTFME06A)

Elements:
Source contractors (THTFME06A/02)

Performance criteria
2.1 Identify and source appropriate contractors to provide services for the event.
2.2 Provide accurate briefings or specifications on precise staging requirements to contractors.
2.3 Obtain complete and timely quotations for the provision of services.
2.4 Analyse quotations and select contractors in consultation with key stakeholders.
2.5 Confirm agreements with contractors in writing to include details and costs of all services.

Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to select an event, prepare a summary of selected contractors and develop contract between the events management company and one contractor.

Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from your workplace.

Paula Manning, the Events Co-ordinator, introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:

1. Source appropriate contractors
2. Obtain quotes and select contractors
3. Develop a contract.

Supporting Resources (see ‘Resource files’ above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company examples
- Company documents
- Company memo
- Company procedures

Additional Features

Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions

The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to provide a summary of your selected contractors and develop a contract between the events management company and one contractor.

Learners are provided with a template or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.

**Task 3: Manage On-site Staff and Volunteers**
This task relates to the combination of two units of competency: Manage Event Contractors (THTFME06A) and Provide On-site Event Management Services (THTFME02B).

Elements:

Monitor contractors ((THTHTFME06A/03)

**Performance criteria**

3.1 Monitor progress, including safety issues, at regular intervals through ongoing liaison with contractors and other stakeholders.

3.2 Identify the need for adjustments and organise appropriate changes with confirmation in writing.

3.3 Negotiate adjustments to maintain the integrity and quality of the event.

3.4 Evaluate work completed against event requirements and time schedules, and take appropriate action to address delays.

Monitor meeting/event operation (THTFME02B/03)

**Performance criteria**

3.1 Monitor sessions and activities throughout the meeting or event through observation and appropriate reporting processes.

3.2 Identify any problems as they arise and take prompt action to resolve the situation.

3.3 Identify any additional requirements and promptly organise them.

3.4 Liaise with the customer throughout the meeting or event to ensure it is progressing to his/her satisfaction.

3.5 Liaise with all contractors on an ongoing basis to ensure effective delivery of services.

Purpose of Activity

This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni.

Learners are required to select an event and select an event and identify staff training requirements for it.

Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from your workplace.

Paula Manning, the Events Co-ordinator, introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:

1. Determine staff requirements
2. Specify roles and responsibilities / job descriptions
3. Manage staff.

Supporting Resources (see ‘Resource files’ above for detailed information)
Additional Features
Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support. Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.
A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.
Learners are provided with a Word template or they can design their own documents.
The project requires learners to identify staff training requirements for just one event.
A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.
Learners will need to negotiate with their teacher to decide on the project presentation.

Task 4: Monitor Event Contractors and Event Operations
This task relates to the unit of competency: Provide On-site Events Management Services (THTFME02B).

Elements:

Oversee meeting/event breakdown (THTFME02B/04)

Performance criteria
4.1 Oversee the break down of the meeting or event to ensure it is completed in accordance with agreements.
4.2 Coordinate the packing and removal of all materials and equipment in accordance with pre-arranged details.
4.3 Check the venue to ensure items and belongings are not left behind.
4.4 Debrief with contractors if it is necessary to discuss any difficulties or suggestions for future improvements.
4.5 Check and sign accounts in accordance with contractor agreements.
4.6 Note any outstanding items requiring post-event action.
Purpose of Activity
This task introduces the learner to the scenario, the Centenary Celebrations for the Town of Bunjerinni. Learners are required to develop a simple flowchart to monitor the operational tasks for just one event.
Learners can either:

- select an event from the Centenary Celebrations, or
- select a current event from your workplace.

Paula Manning, the Events Co-ordinator, introduces the learner to the task and the three steps the learner needs to undertake to complete the task. These steps are:

1. Develop running sheets for the contractors
2. Develop a project management flowchart
3. Establish 'bump-out' procedures.

Supporting Resources (see ‘Resource files’ above for detailed information)

- EVENTive! elements
- Glossary
- Company Website
- Client Website
- Company examples
- Company memo
- Company discussion paper

Additional Features
Activities have been provided to engage the learners. Helpful hints have been included to reinforce the learning and to provide the learner with ongoing guidance and support.

Collaborative activities and a self check exercise are included to ensure the learner is ready to proceed on to the final assessment.

A workbook is provided for the learner to record notes from the readings and collaborative activities. Learners will need to check with their teacher if this will be included as part of the evidence of learning.

Project Suggestions
The project can be completed using either an event from the Centenary Celebrations for the Town of Bunjerinni or an event from their workplace.

The project requires learners to develop a simple flowchart to monitor the operational tasks for it.

Learners are provided with a template or they can design their own documents.

A checklist is provided giving the learner guidelines on what to consider in the submission of their final project.

Learners will need to negotiate with their teacher to decide on the project presentation.
Collaboration and interaction

Teaching in an online environment focuses on facilitating and guiding the learner’s progress. Learners have significant learning resources available to them in the Toolbox, in the workplace, and on the Internet. Helping learners navigate this information and pinpoint the relevant materials to meet performance criteria is the central role. It requires clear statement of learning objectives and regular feedback on learner progress. Email and bulletin boards are powerful communication tools when applied in this context.

Toolboxes are designed to encourage learner collaboration through communication tools. It is the teachers decision as to how to get feedback about this collaboration. The activities are customisable depending on requirements. For example, a teacher might set up a bulletin board discussion around how to save energy in the home. A start and finish date might be set for the discussion, and a proportion of final assessment weighted to participation. Learners may be notified of these requirements by email, as well as through an initial posting on the bulletin board. The bulletin board is a useful record of learner contributions for assessment purposes, (along with other tools).

Communication activities

A communication link is provided on each page. This allows learners to communicate with their teacher online and other learners via the organisation’s email, discussion boards or chat. You will need to set up discussion threads prior to commencing an activity. Instructions have not been included in this Toolbox.

Within each task of the Toolbox there is a Collaborate section. This section provides discussion items that can be use for either individual or group work.

A group could:

- work together to discuss and/or solve collaborative questions and later report back to the larger group as part of their own review process, or
- work together to identify a similar problem/issue/opportunity in the events management industry and then work on it as a team.

Some advantages of this approach are:

- it can facilitate social learning, especially useful if students are geographically dispersed or isolated
- learners gain practice using online communication tools in a practical task-focused way
- it can allow students to practise skills of planning, collaboration, consultation and networking required of an events manager
- it can be integrated with assessment of underpinning skills such as communication skills, and of the Key Competencies

Here are some practical suggestions for implementing group projects:

- limit groups to no more than 3 or 4 students
- set a date for completion of the group project
- consider asking students to write a self assessment and peer assessment of their contribution to the group process – this will encourage students to reflect on their collaborative skills, as well as providing you with more information if you are considering using the group work as an assessment item
• provide guidelines as to how you expect your students to collaborate, e.g. entirely online, or through a mix of face-to-face meetings and online communication.

Here are some other types of group activity that you may like to create activities around:

• Focusing on a particular topic, students tell each other about their own experiences within the events management industry. It’s usually easy for most people to talk about their own experiences. The questions you set for the group should also encourage some critical reflection, eg ‘What would you do differently?’

• WebQuest – students find good websites on a particular topic, containing useful tools etc. Each group is responsible for preparing a report to the larger group of websites with a brief review of each. A good way to develop web research skills and collaboration skills at the same time.

• Workplace research – use team research to get students to look at a particular issue/problem/process in their workplace(s). Put learners in ‘mini-groups’ then get them to report back to the larger group.

• Peer review – learners team up with a study buddy and give structured feedback on each other’s work on the task. Useful to encourage group collaboration and support, and to practise the important skill of giving and receiving feedback.

• Role play – use this where practising an interpersonal skill is relevant. Use role plays carefully – they require some skill on the part of the facilitator.
Toolbox contact details

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