

**Competence assessment toolbox for event industry
professionals**

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Bachelor's Thesis
Degree Programme in Experience
and Wellness Management
3rd December 2012





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Title of thesis Competence assessment toolbox for event industry professionals	Number of pages and appendices 57 + 40
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<p>The purpose of this project based thesis is to design an effective competence assessment tool for event management industry professionals. The writer noticed the lack of competence tools for the event management industry and therefore wanted to follow the topic through a project thesis. The competence assessment tools will be designed through a portfolio of competence related instruments.</p> <p>The design of the assessment tools based on a careful literature review about the event management, project management, hospitality management, marketing management and general management. Competence frameworks and maps from different specialty areas were reviewed in order to create a competence framework for the event management industry professionals.</p> <p>The project resulted in a five-step competence assessment. The tools enable the managers to identify the most relevant competences for the project, team or individual, to reveal the gaps in the current and ideal level of competence, to identify the priorities of competence development, provide training solutions and to measure the effectiveness of the training and the increase in competence.</p> <p>Finally, the project was tested using a project assessment tool that included four (4) interviews with event industry professionals. The results of the interviews revealed that there is a need for such tools specifically designed for the event industry. However, the respondents had different views of the appropriate extent and applicability of the tools.</p>	
Keywords Competences, Competence Framework, Event management, Management Development, Training Development	

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1 Introduction

1.1 Background of the project topic

The background of this thesis topic rose when the writer attended a semester in the United Kingdom 2011 in an Event Management Degree Programme. During the semester the differences between Finnish and British event sector as well as availability and quality of education came to the writer's attention. An event is an occurrence at a given place and time, that is unique given the variances in time, content and people. Cultural and personal events have been part of people's lives thousands of years (Bowdin, Allen, O'Toole, Harris and McDonnell 2011). People have celebrated different benchmarks of their lives such as weddings, birthdays, seasonal changes, cultural celebrations and folk festivals that gave a break from the routine.

The events industry as a whole has a significant value for the global economy. For example Britain's event sector is estimated to be worth of 36.1 billion pounds (Britain for Events 2010). According to Britain for Events report there are over 25,000 companies in the industry that employ 530,000 full-time workers. Furthermore, the sector uses many temporary and voluntary staff that adds up to the number of workers involved in the industry even higher. The event industry consists of event organizers, event management companies, event industry suppliers, venues, industry associations and external regulatory bodies.

It's inevitable that there is a high demand for specialists in the event industry, but what kind of educational background one must have in order to become an event professional? Over the globe there are many organizations offering education in event management. In Finland there is no comparable opportunity to gain education in this field other than "on the job". This thesis discusses the event industry in Finland and the competencies required from a person working in an event management position.

1.2 Aim of the project and justification of the project

The aim of the project is to design an effective competence assessment tool for event management industry professionals. The project will be handled through project thesis. The competence assessment tools will be designed through a portfolio of competence related instruments. The writer has acknowledged the lack of competence tools for the event management industry. Without defining the skills, knowledge and abilities needed to perform the task successfully, the manager could result to various problems: without knowledge in marketing and advertising, the event might not be able to meet their ticket sale target and end up having operating lost, without project management skills, the event might not be able to meet deadlines and result into delays in the process, which might event result to cancellation of the event.

The writer saw the opportunity of studying the competences of event managers in Finland after realizing the lack of education in the field. For example, in the United Kingdom and the USA there are many institutions and organizations offering education and training in event management. In Finland there aren't any specialized educational programmes for event management or event marketing as only the degree programmes in Experience and Wellness Management and Cultural Management degree programmes have some similarities to the industry.

As having skilled workforce is crucial for the success of the company, the management should be able to pinpoint the core competences of the employees in order to perform their work successfully (Pickett 1998). Furthermore, the writer saw that by defining the key competences of event manager, this project could benefit the future development of degree programmes, the industry and its players as well as the persons wanting to gain managerial positions in the field.

1.3 Methodology in brief

As mentioned before the research problem will be accomplished by a through a project thesis. The methodology will consist mostly of the practical design of a portfolio of competence related tools that are ready to be used by the industry professionals. However, the academic element has not been sacrificed. The competences have all been

selected from literature sources and properly defined. Additionally the relevant concepts handled through the tools have been all properly documented in the literature review section.

Summarizing, the writer states that the methodology is a practical competence instrument design full-grounded on theoretical bases. Finally, there will be small scale empirical test of the applicability of the tools. However, this will be carried out for exploratory purposes and will be an industry based feedback for the tools themselves. The guidelines for the survey design will respond more to practical criteria rather than to rigorous research guidelines. The questionnaire itself is another tool of the project and not a research instrument of the thesis.

1.4 Definitions

In this section definitions will be provided to give an understanding to the reader of the key elements of the project. Definitions for event, event management, EMBOK project management and competence will be presented. An event can be described as an occurrence at a given place and time, that is unique given the variances in time, content and people (Getz 2010). However, must be acknowledged that authors use different names for event types and categories: Getz writes about planned events, whereas Shone and Parry as well as Bowdin et al. (2011) about special events. Events can be categorised by their size or form/ content. Bowdin et al. (2011). Getz (2010) categorizes event functions as follows: hall mark and iconic events, premier or prestige events, mega event, media event, cause-related event, corporate event, publicity, special event, spectator and interactive event and participant event. Whereas, Shone and Parry categorise leisure events, cultural events, personal events and organizational events under special events.

Event management can be described as a process by which event is planned, prepared and produced. It includes careful assessment, definition, acquisition, direction, control and analysis of time, finances, people, products, services and other resources to reach the objectives set for the event. (Silvers 2012).

The events management body of knowledge (EMBOK) has been developed in the beginning of 21st century in order to create a framework of the knowledge and processes used in event management, that could be customised to meet the needs of various cultures, organisation, governments and educational programmes (Bowdin et al. 2011). EMBOK is a three dimensional description of the knowledge and skills essential to create, develop and execute an event. In addition, it illustrates the core values of event management. (EMBOK 2012).

As planned events are unique occasions that require actions over a certain period of time from the planning phase to the execution of the event and the post-event activities, the event can be seen as a project. Therefore definition of what is meant by a project will be issued next. Project can be defined as a unique multitask job that has performance, time, cost and scope requirements. Project management is facilitating the planning, scheduling and controlling of all activities that must be done to achieve project objectives. (Lewis 2002, 2).

2 Literature review

2.1 Event Management sector

This section begins with the description of the history and current state of event management in Finland. In addition, associations linked to the event industry professionals are issued to give a thorough picture of the Finnish event industry. Around the world the event sector has been recognised as an industry. Goldblatt (2002 cited in Mair 2009) states that the event industry is ready to be accepted as a profession, hence it fulfils the three main characteristics: the profession must have a unique body of knowledge, the profession typically has voluntary standards that often result in certification and the profession has an accepted code of conduct or ethics.

Nevertheless, not all professionals agree with Goldblatt. Getz (2007 cited in Mair 2009) considers events management as a “quasi-profession” but in the absence of government licensing the industry cannot obtain full professional status. He considers that the acceptance of event management as a profession is related to the increasing numbers of graduates from different educational programmes and certifying professional associations.

Also Shone and Barry don't refer to the events business as “an industry”. They consider that because of the fragmented nature of activities that make up the huge breadth and range of the event business. Every event being unique, there is no one single major supply elements to events. They consider that the event business cannot be seen as a cohesive industry for example banking despite the fact that events are a major economic activity. (Shone & Parry 2010.)

Should one consider the definition of the event industry by Getz or Goldblatt, one can soon realise that the characteristics are not fulfilled in Finland. The event sector is less acknowledged than other industries hence there is a lack of educational and certification programmes as well as the code of conduct. There are some associations and educational programmes working independently, but the coordination is poor between different players.

2.1.1 Event Management in Finland

The event industry in Finland has developed over the past 30 years. Before the 1980's event marketing wasn't even a known term. In the 1980's there wasn't a great demand nor the supply for event organizers outside the companies and if one was used it was usually a travel or marketing agency. Events were usually parties with food and beverages organized for partners, customers and employees. They were seen as part of public relations and didn't have a significant role or mission. Their purpose was to catch up and network with attendees. (Vallo & Häyrinen 2008, 23.)

In the 1990's event marketing started to grow to a large marketing area. The growth has been seen as result of the development of the IT-business. The most popular events during that time were extreme and theme events, which were organized by specialized event companies. As the industry grew towards the late 90's, target groups became more popular. As a result, in the beginning of 2000 events became more and more focused for different segments. Nowadays, the competition between different events, participants' time and resources has made the 5W's of event organizing - who, what, when, where and why - highly important when considering organizing an event (Goldblatt 2005). The event must fulfill the needs and expectations of the target group in order to gain wanted participation figures. (Vallo & Häyrinen 2010, 23-24.)

In Finland the event sector is rather smaller and it's less researched than e.g. in the United Kingdom. The industry is mainly focused to the capital area of Finland, where the most events are also organized. The size of the event marketing branch is hard to measure as many of the companies are listed to different fields of business in the Finnish Trade Register (Markkinointiviestinnän toimistojen liitto 2012a). The players vary from one-man companies to multinational corporations. There are 223 companies listed with connection to the event branch (Suomen yrittäjät 2012a) including venues, catering, event management and marketing companies etc.

Heidi Ekholm-Talas states that the event marketing industry is dominated by roughly major 20 players (MTL 2010a). It's easy to access the branch but it's hard to maintain competitiveness against multiple players. In 2010 the largest revenue was made by an

event company in Finland, Management Events International with 20.9 million euro. In total the Top 20 event companies listed by the MTL made 76.5 million euro of revenue (MTL 2012b).

At the moment, as the economy is slowly rising, the future of the event companies also looks brighter. In the capital area few companies have even grown to one of the dominating companies of the industry and elsewhere in Finland e.g. in other large cities companies offering specialized event services can be found. After the millennium also virtual events have become more popular. In addition to the growth in the industry, some universities of applied sciences as well as universities have started to offer courses in event production and event organizing as part of the studies. (Vallo & Häyrynen 2010, 24 -25.) Furthermore, there are two associations concerning event professionals in Finland – one, Markkinointiviestinnän toimistojen liitto, which consists of event marketing companies and the other, MPI Finland, which offers membership for suppliers and planners, students and representatives of educational establishments. (See Appendix 3: Event education and associations in Finland)

2.2 Key concepts

The second part of the chapter defines key concepts used in this paper. The writer discusses the usage of the word competence in different contexts as well as defines the meaning of the word in this project thesis.

2.2.1 Competence

Competence can be referred as competence, competency, behaviour, skill, ability or knowledge. This chapter discusses the definition of various forms of competence in the literature. Collins Dictionary (2011) defines competence as ability to do something well or effectively, a sufficient income to live on, the state of being legally competent and qualified.

Some dictionaries may present competency and competence interchangeably. However, according to Sanghi (2004) distinction must be made between competence and competency. Sanghi states that competence is a skill and the standard of performance

reached as competency refers to the behavior by which it is accomplished. In addition the plural versions of the words are also used interchangeably and must be distinguished that competences refers to range of skills which are satisfactorily performed while competencies refers to the behavior adopted in competent performance. (Sanghi 2004, 2).

There are also authors that support the argument that competence is a capability or ability (Boyatzis 1982; 2006). In the Finnish Generic competences of polytechnic graduates description competence is defined as a wide-ranging combination of know-how – composites of knowledge, skills and attitudes possessed by an individual (Arene, 2006).

Competences can be divided into three different categories: technical, behavioral and contextual. Within those categories competences can be either “common” which are general to all or “specific” which are related to specific task, job or industry. According to May (1999) some technical competences are unique to a business or sector whereas other can be common to all managers irrespective of discipline or organization.

On the one hand, there are authors that define competence through specific measures. It is suggested that competence is the ability to create, gain access to, and coordinate tangible and non-tangible assets (Sanchez, Heene, Thomas 1996 in Koch 1997, 123) or the ability use knowledge and skills effectively in the performance of a specific task (Gilmore & Carson 1996). On the other hand, some authors suggest that competences can also be seen as the result of life-long learning (Pickett 1998). Furthermore, competences can also refer to behavioral traits. Bennis (1999) suggests that traits are characteristic feature or quality of a person or thing.

Key competences should be related to realistic workplace practices, expressed as an outcome, capable of demonstration, observation and assessment, complimentary to its performance criteria, sensible to trainees, supervisors and potential employees as well as concerned with the ability to transfer – with personal effectiveness and specific occupational skills (Pickett 1998).

To sum up, competence is a capability that can be learned and developed. It, however, can be referred as a trait, skill, ability or capability. Competences can be divided into technical, behavioural or contextual dimensions and they can be described as common to all or specific to certain job or task. This paper focuses on competences that are not behavioral.

2.2.2 Competence framework

A competency model is a descriptive tool that identifies the knowledge, skills, abilities and behaviour needed to perform effectively in an organisation (Lucia and Lepsinger 1999 cited in Chung-Herrera, Enz & Lankau 2003). Collins (2004) suggests that it's simply a comprehensive description of the key behaviours that lead to success and distinguish the outstanding performers from the good ones. Literature also suggests that competency models can be created from two perspectives: micro competency models focus on the job and macro on the person (Cheng, Dainty & Moore 2005).

Competence frameworks can also be referred as competency maps or competency models in the literature. Competence maps is a document that groups competences that identify the specific skills, knowledge, abilities, and behaviours required to operate effectively and efficiently in a specific trade, profession, or job position (Competency Group 2012, Kotwal 2012).

The benefit of using a competency model is that they direct the employee and the company towards common culture and enables the organisation to develop its skills, knowledge and abilities in the different positions (Pickett 1998). By mapping out the specific competences needed to perform the task successfully, the right resources can be devoted to right projects (Derven 2008). Furthermore, competency models helps the recruitment and selection as wells as training and development, performance appraisals, coaching, counselling and mentoring, reward systems, career development, succession planning and change management (Chung-Herrera et al. 2005, May 1999, Pickett 1998). In addition to that May (1999) states competence frameworks support detailing the technical and behavioural competences required.

When the company has defined the key competences for specific job, it can identify the gaps, which occur in the employee's current competence level and the ideal competence level. A competency gap poses business risk but, importantly for the future, it limits the flexibility for introducing rapid change in the organization (May 1999).

To conclude, competence framework illustrates a selection of competences that describe the skills, knowledge and abilities needed to perform successfully in that certain position. Competence frameworks can be used in various ways. On the one hand, on individual level, they can be used to reveal potential competence gaps in the individual's skills, help to support in the training and development of the individual and guide the individual to certain behavior. On the other hand, competence frameworks can be utilized in training, recruitment and development processes in the organizational level.

2.3 Key competences

In this chapter the writer will point out some general managerial competences as well as key competences related to project and event management. While pointing out the most relevant competences in the managerial field, the writer will discuss the issue of defining the difference between competence, knowledge, skill and ability in different contexts.

2.3.1 Competences of a hospitality manager

Chung-Herrera et al. (2003) conducted a research within the international lodging industry to reveal the future competences of a manager working in the lodging industry. They created a competency model consisting of eight overarching factors, 28 dimensions and list of 99 specific competences. They revealed eight most important competences which were self-management, strategic positioning, implementation, critical thinking, communication, interpersonal, leadership and industry knowledge.

In addition, in service marketing environment it is suggested that in addition to general management competences one should also have creativity, motivation, vision, adaptability, communication skills, coordination, leadership and analytical skills (Gilmore & Carson 1996).

2.3.2 Key competences in general management

Key competences of management in different industry sectors tend to follow the same pattern. Many authors list competences such as communication (Bowdin et al. 2011; Collins 2004; Chung-Herrera et al. 2003; Formándi & Raffai 2009; Gilmore and Carson 1996; IPMA 2006; May 1999; PMI 2008; Watt 1998) or financial management (Bowdin et al 2001; EMBOK 2012; Garman, Burkhart & Strong 2006; IMPA 2006; May 1999) as key competences of management.

May (1999) states that there are 16 dimensions that are relevant to all managers with responsibility for organisational resource. He suggests that operations management and managing time effectively, planning and decision making, managing change, quality management, people management, team leadership, performance measurement, influencing others, legal issues of employment, financial management, financial control, financial planning, information management, communications, marketing and behavioural competences are crucial for all managers.

Yuksel (2011) states a slightly different 11 generic dimensional competences: will power to exceed, ability to manage change as a change agent, high drive for learning, facilitating others to succeed, team builder, trustworthiness, values others, networker, customer management, creative and visionary leadership as well as challenging/ risk taking. In each category he states more technical and behavioural skills that fall under the certain category. The most crucial non-behavioural competences, that the writer considers are applicable in this context are as follows: information management, implementation management, ability to give constructive feedback, coaching, management and development of self-development processes, team building, ability to manage diverse teams, networking, customer relationship management, organisational skills and risk management.

Collins (2004) suggests that there are 12 key competences for future CEO's which are broad focus, business acumen, commitment to cooperative values, communication, developing and leading others, impact and industry leadership, integrity and courage,

member and community focus, problem solving, relationship building, teamwork and cooperation, results orientation and vision/strategic orientation.

Garman, Burkhart and Strong (2006) found 10 most relevant general areas for the business knowledge and skills competences, which were project management, organizational business and personal ethics, facilities planning, purchasing procurement, evidence-based practice, inventory control systems, proposal analysis and contract negotiation, critical thinking and analysis, need analysis for and/or desirability of outsourcing and outcomes management implementation. Furthermore, they discovered eight subdomains that were particularly important. The subdomains are financial management, human resources, organizational dynamics and governance, strategic planning and marketing, information management, risk management, quality improvement and systems thinking.

2.3.3 Key competences in project management

Project Management body of knowledge recognises nine areas of knowledge for traditional project management, which include integration, scope, time, cost, quality, human resources, communication, risk and procurement (PMI 2008 cited in Bodwin et al. 2011). Furthermore, The International Project Management Association states that in order to manage projects successfully a manager needs a mix of contextual, technical and behavioural competences (IPMA in Alam, Gale, Brown & Khan 2010). In their framework, the ICB eye of competence IPMA, 20 technical, 15 behavioural and 11 contextual core competences are listed that are seen as the ideal competences of a project manager in specific situation. Cheng et al. (2005) revealed in their research 14 job-focused and 12 person-focused competences that distinguish an average project manager from a superior manager. Their job-focused competences are comparable to the ones presented in the ICB eye of competence IPMA.

The contextual competences of the ICB eye of IPMA are project orientation, programme orientation, project programme and portfolio implementation, permanent organisation, business, systems, products and technology, personnel management, health, security, safety and environment, finance and legal. In the technical competences are

project management success, interested parties, project requirements and objectives, risk and opportunity, quality, project organisation, teamwork, problem resolution, project structures, scope and deliverables, time and project phases, resources, cost and finance, procurement and contract, changes, control and reports, information and documentation, communication, start-up and close-out. Whereas, the behavioural competences entail leadership, engagement and motivation, self-control, assertiveness, relaxation, openness, creativity, results orientation, efficiency, consultation, negotiation, conflict and crisis, reliability, values appreciation and ethics. (Cheng et al 2005, 387; IPMA 2006, 498.)

2.3.4 Key competences in event management

EMBOK (Event Management Body of Knowledge 2012) suggests that event management knowledge is divided in to five domains: administration, design, marketing, operations and risk. All of these domains consist of seven functional units. Administration consists of financial, human resources, information, procurement, stakeholders, systems and time. Design consists of catering, content, entertainment, environment, production, programme and theme. Marketing consists of marketing plan, materials, merchandize, promotion, public relations, sales and sponsorship. Operations entail attendees, communications, infrastructure, logistics, participants, site and technical. Risk entails compliance, emergency, health and safety, insurance, legal and ethics, decision analysis and security. (EMBOK 2012.)

Bowdin et al. (2011) divide event project management knowledge to scope, marketing, finance, time management, design, risk management, procurement, human resources, stakeholder management and communication. They (ibid) name the key competences of an event manager as follows: team management, leadership, job analysis, quality management, project management, time management, marketing management, strategic management, risk management according to the standards of the industry, financial management and reporting, procurement, communication, public speaking skills, negotiations skills, stakeholder management, reporting, ability to utilize project software and management systems. (Bowdin et al. 2011, 267.)

Whereas Bowdin et al. define the event management competency through knowledge and the process, Formándi and Raffai (2009) list key competences of an event manager as skills and abilities. They (ibid) name problem-solving ability, conflict-resolution skills, team spirit and ability to work with different people, good communication skills, self-management skills, time management and flexibility, creativity, networking and human capital, decision-making ability, IT-skills and adaptability as key competences of an event manager.

2.4 Competences gained from educational programmes

When talking about competences in the management field one must contextualise management education, associated with qualifications and institutions and management development, associated with companies and training (Ruth 2006). Ruth states that distinction also must be made between management development as learning and as performance. It has been discussed whether management competences set by the educational institutes and scientist meet the needs of the industry.

The purpose of this chapter is to present and compare the competences gained from Finnish polytechnic graduates to competences gained from Event Management Honours degree students in the United Kingdom. In Finland the competences of graduates are categorised into six dimensions: learning, ethical, communicative and social, development, organisational and societal and internationalisation competences (Arene 2006).

Where as in the United Kingdom, the educational programmes follow the benchmarks set by The Quality Assurance Agency for Higher Education. The following categories have been set for the graduates of the event management programmes:

- ability to analyze and evaluate the concepts and defining characteristics of events as an area of academic and applied study
- ability to demonstrate a range of professional event planning and management knowledge and skills
- ability to recognize and value centrality of the attendee and/or client and meet and respond to their needs and expectations

- ability to utilize, and understand the impact of, rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in an event context. (The QQA for Higher education 2008, 17-18.)

Understandably, the specific event management competences are more relevant when considering the scope of this project. However, both competence categories as well as more detailed subcategories (See Appendix 1: Competences of graduates in Finland and in the UK) were taking into account when building the competence framework.

2.5 Theoretical framework

The research revealed over 250 contextual, technical and behavioral competences from the areas of project, event, marketing, hospitality and general management as well as competences gained from educational institutes. As Pickett (1998) suggests, it is crucial to scale down the amount of key competences in order to gain results. The bigger the list, the less likely the competence framework is to be executed and achieve significant performance improvement. In order to pinpoint the key competences of the event manager the project needs to focus on narrowing down the amount of competences and categorization of the competences.

Having to scale down the amount of competences the following categories rose to the importance after several rounds of evaluation: administration, interpersonal communications, financial management, leadership, marketing and sales and operational management. Considering the scope of the thesis stakeholder relations, operational reporting and corporate governance were chosen under the category of administration. These competences were chosen as they were suggested in the event literature by Bowdin et al. (2011) and EMBOK (2012).

Communications is a crucial part of performing managerial tasks. Most of the literature used referred to the importance of communication and in order to illustrate the true form of the category interpersonal communications was chosen. In this category oral communication skills, public speaking skills, negotiation skills, persuasion skills, behav-

ior/ non-verbal interpretation skills and working with diverse teams and environments were included.

Financial management is also a vital part of the event manager's competences. Under financial management the writer narrowed the competences to the following subcategories: cost monitoring, profitability analysis, financial statement analysis, budgeting and financial planning, financial control, investment valuation and appraisal as well as IT-financial systems integration.

Human resources and personnel management was chosen as a category because of the labor-intensiveness of the industry as well as the importance of acknowledging the rules and regulations, which relate to employment. Recruitment, contractual and legal personnel issues, job description and analysis, compensation systems, organizational design, reporting and delegation systems, conflict management, counseling and competence development were chosen under this category.

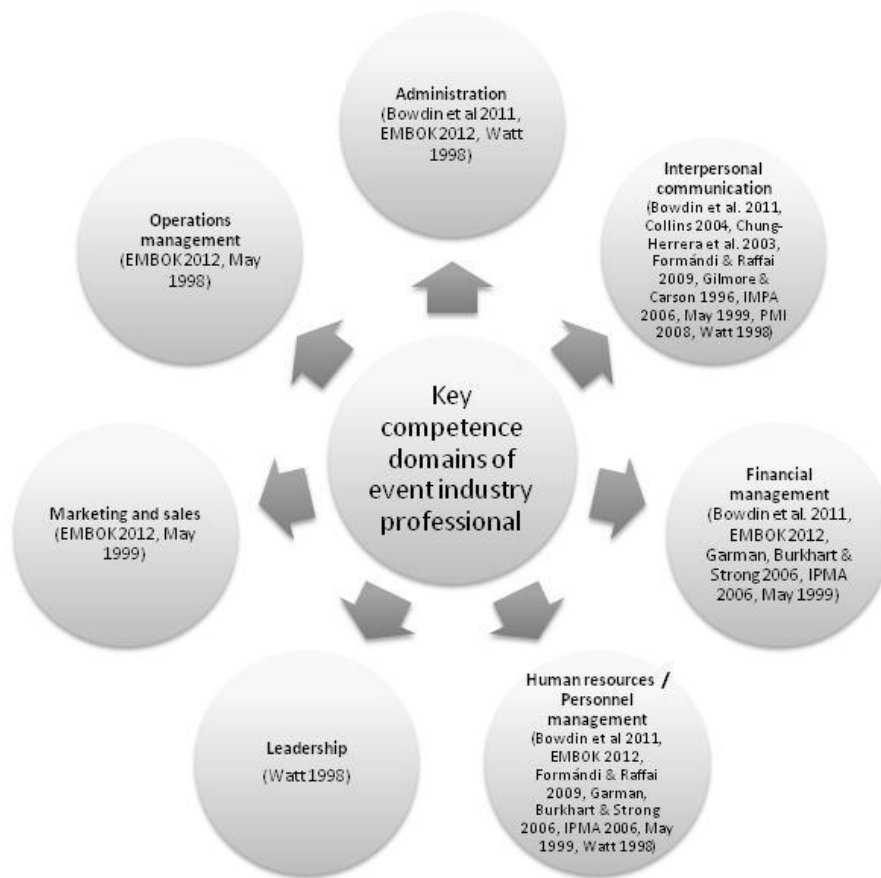
Leadership is part of everyday management. Therefore team building skills, team management, goal setting skills, delegation, decision-making skills, managing change and inspiring and motivational skills were chosen to demonstrate this category.

Marketing and sales category was also widely mentioned in the literature and a relevant part of the event business as companies use increasing amounts of their marketing budget to events. Market segmentation skills, marketing planning, marketing strategies design, customer relationship management, key account management, selling skills, Internet and social media marketing, advertising and promotion, PR and networking were chosen under the marketing and sales category.

Operations management competences differentiate the industry from the others. Even though the headlines of the competences are generic, the knowledge, skills and abilities needed to master these competences are unique. The following competences were chosen under this category in order to link the project with the event industry: project portfolio management, project management, process design, operational risk manage-

ment, problem resolution, procurement, logistics, time management, quality management as well as health and safety management.

Figure 1: Key competence domains of event industry professional developed by the writer



3 Project Process

3.1 Concept and definition stage

The project faced many time management issues as the writer was working full-time on the event sector. The project started in August 2011 when the writer came up with idea of building a competence based framework and started to collect data concerning the project topic. Due to time issues the writer was not able to forward with the project until January 2012 when a meeting with the thesis supervisor took place. Again during the spring the working in the industry took most of the writer's time and the project slowed down. The project was stagnated between May 2012 and October 2012. After the decision was made that the project needed to be finished, the writer quit working in the industry and focused on the project. For more detailed description of the timeline of the project please see Appendix 2: Project schedule.

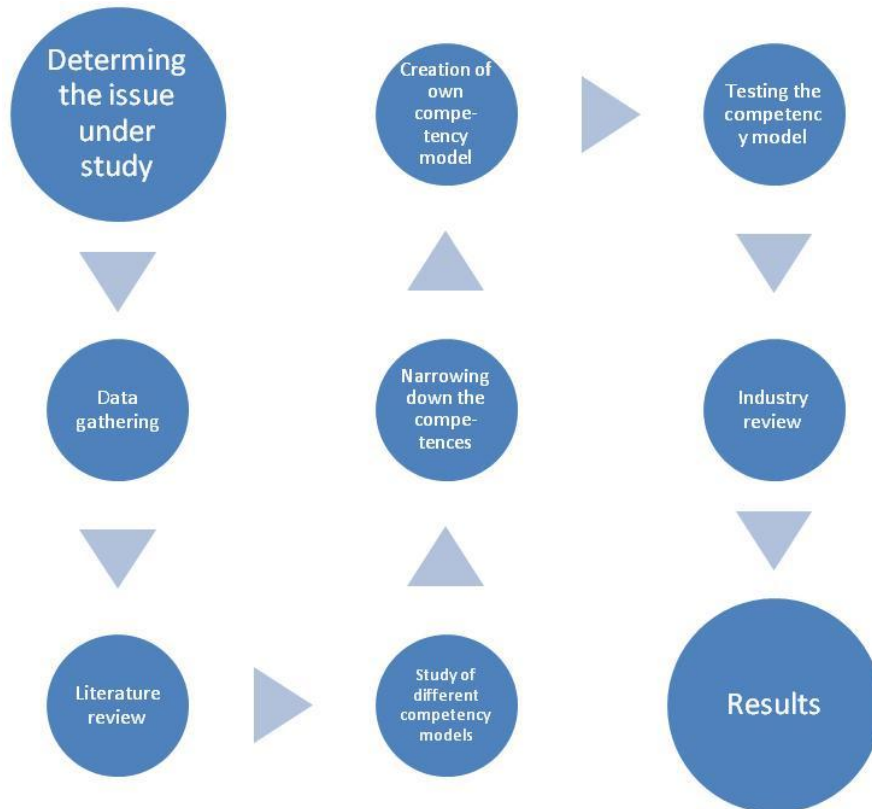
Having restarted the project an idea of redefining the project came to a discussion. The writer saw the opportunity to develop the project into more practical direction by building a competence assessment tools based on the competence framework. Acknowledging the need of having user-friendly and quickly comprehensible for the use of the event industry professionals working in Finland, the writer started reviewing different assessment tools and models.

The secondary data was collected from various literature sources including articles, books and Internet sources. The data collection period lasted between August 2011 and November 2012. The research focused on the professional competences of general competences, as well as event and project management competences. The research revealed over 250 contextual, technical and behavioral competences. In order to meet the needs of the industry the competences needed to be narrowed down, because companies are looking for quick solutions and user-friendly models to be implemented in their operations.

Having reviewed the literature the writer came to the conclusion to keep the most relevant competences meaning those that were mentioned by most authors as well as those

which were linked to the industry. Considering the scale of the thesis behavioral competences were left out since it is hard to take measures of behavior rather than results of actions.

Figure 2: Project process developed by writer



3.2 Planning stage

When building a competence framework the process usually starts with either collecting the data from various sources such as primary and secondary data or by defining the tasks that needs to be done in order to perform a certain job successfully.

In hospitality management Chung-Herrera et al. (2003) started building their model by reviewing competency studies, reviewing the most important dimensions of leaders through hospitality perspective, conducted a pilot survey during which respondents could add competences, reviewed the results and made the final survey based on the pilot.. In comparison to the hospitality management, the ICB eye of competence IP-MA (IPMA 2006) was based upon latest project management theory combined with

modern practices and demands from some 40 project management member associations all over the world.

Acknowledging the time constraint and scope of this project the writer decided to rely on her own experience and knowledge in the event industry as well as the literature. Having to scale down the amount of competences the following categories rose to the importance after several rounds of evaluation: administration, interpersonal communications, financial management, leadership, marketing and sales and operational management.

Having revealed the most critical competence for event manager supported by many authors, the project preceded to the phase during which the competence based assessment tools were designed. The writer considered the processes of development of other competence based frameworks and as well as training development and performance management systems. Wanting to create a competence development process for event management professionals, the writer considered that the best way to do it would be a step by step evaluation and training. In addition, the writer decided to transform the theoretical framework into a table format in order to implement the tools efficiently and review the results quickly.

To begin with, the writer acknowledged that the theoretical framework was too vast and it would become too heavy to follow-up all the categories. Therefore the writer came up with the idea of valuing the relevance of the competences in order to find focus for the competence development. The writer considered different scaling opportunities such as Likert-scale, scales illustrating the performance from outstanding to unsatisfactory and scale from 4-10 as used widely in the Finnish school system. However, the writer came to a solution of choosing a scale from one to six in order to be able to give ranks from low to high to each scale value.

It resulted that the values 1 and 2 would be ranked as low relevance (L), values 3 and 4 medium relevance (M) and values 5 and 6 high relevance (H) competences. Letters were used in order to separate these two measurements from each other. Consequent-

ly, in this way the most important competences could be revealed and emphasis could be concentrated to those competence areas.

The next step was to plan a competence gap assessment tool which enabled to reveal the gaps between current level and ideal level of competence. As the tools were planned to be used sequentially, the selected competences of tool 1 would be used as the evaluation points of tool 2. Having set the base of the measurement instrument in the first tool the writer decided to stick to the same scale values. Nonetheless, the severity of the gap needed to be ranked and a measurement scale was designed for that purpose. Again a measurement scale of letters was designed to illustrate the severity of the gap. Different letters needed to be chosen in order to separate them from the letter scale used in tool 1 and therefore values A, B and C were chosen.

In order to review the results of the past two tools tool 3 was created. The purpose of this tool was to combine the results of the tool 1 and 2 and creating a value combination of the letters that would illustrate the relation between the relevance of the competence and the severity of the competence gap. This way each competence that was assessed would receive an evaluation of the competence level. Acknowledging that the tool needed to be taken to the next level, tool 4 was designed in order to give direction to the competence development. Having reviewed Marchington & Wilkinson's category of training and learning methods (2005, 248) and Ivancevich's (2007, 408-418) training and development instructional methods, the writer came to the solution of creating own training solutions methods that would give direction to the competence development without giving too specific solutions leaving rooms for the opportunity to tailor the solutions for each respondent's own learning and development needs. Again six different types of learning solutions were designed varying from intense training solutions to self-guided on the job learning. However, also suggestions were made how to issue different types of competence gaps that were discovered with the tool 3.

The writer considered that a training period would take place after the user would have received some guidance in the methods from the tool 4. As the earlier set of tools were developed the writer came to a decision to add a tool to review the results of the training and the efficiency of the training methods used. For that reason tool 5 was devel-

oped to serve that need and measure the learning and development process. The writer considered that it would be easiest to transfer the data from the starting point meaning first evaluation of the competence and compare it to the competence level after the training. Nevertheless, the training method used should also be evaluated in order to benchmark best practices for such competence development process. Consequently the tool measured two areas: the competence increase and the efficiency of the used training method. In order to emphasize best practices in the used training methods the writer designed a letter based scale for the evaluation.

As a result of the planning process a five step assessment process was created during which relevance of the needed competences, competence gap, training solutions for certain competence gaps and the evaluations of used training methods as well as the efficiency of the training were evaluated. The tools were named simply that the user would be quickly able to understand the purpose of the tool. Finally a project feedback tool was designed to test the project with the industry professionals. The purpose of the feedback tool was to direct the conversation between the event industry professional and the writer while going through the different tools.

3.3 Execution stage

The project culminated to the industry reviews utilizing the project feedback tool. The feedback tool was based on a structured interview type discussion during which the tools and their usability were discussed with the respondents. During the project test four event industry professionals were interviewed on 21st and 22nd November 2012. Structured interview based discussions took 30 to 60 minutes depending on the interest and availability of time of the respondent.

The group of respondents was quite homogenous as all of the respondents had different educational background and work history. Three of the four respondents were female. The age of the respondents varied between 21 and 37 setting the mean average age of the respondents to 28 years. On average the respondents had 3,5 years of experience in the event industry.

Figure 3: Gender of the respondent

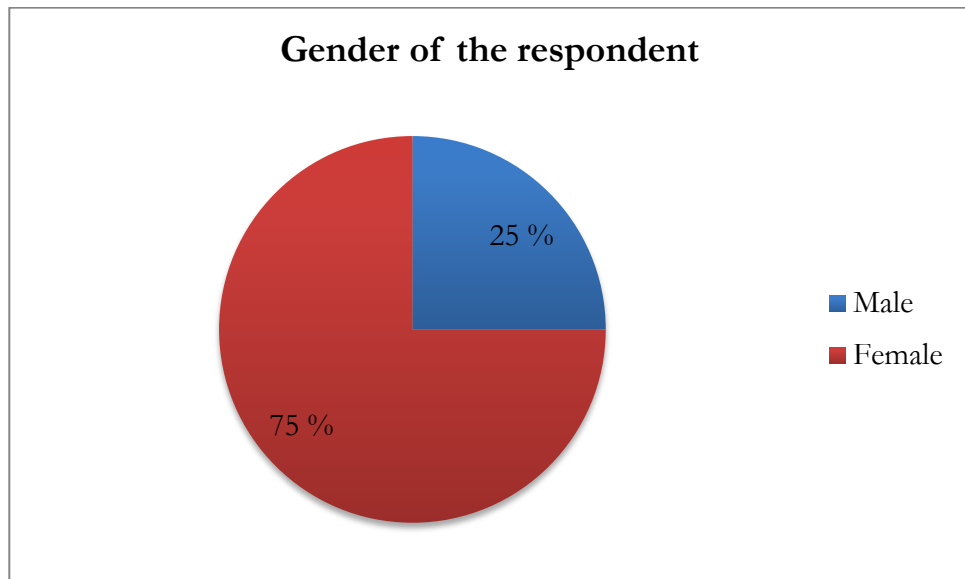


Figure 4: Age of the respondent

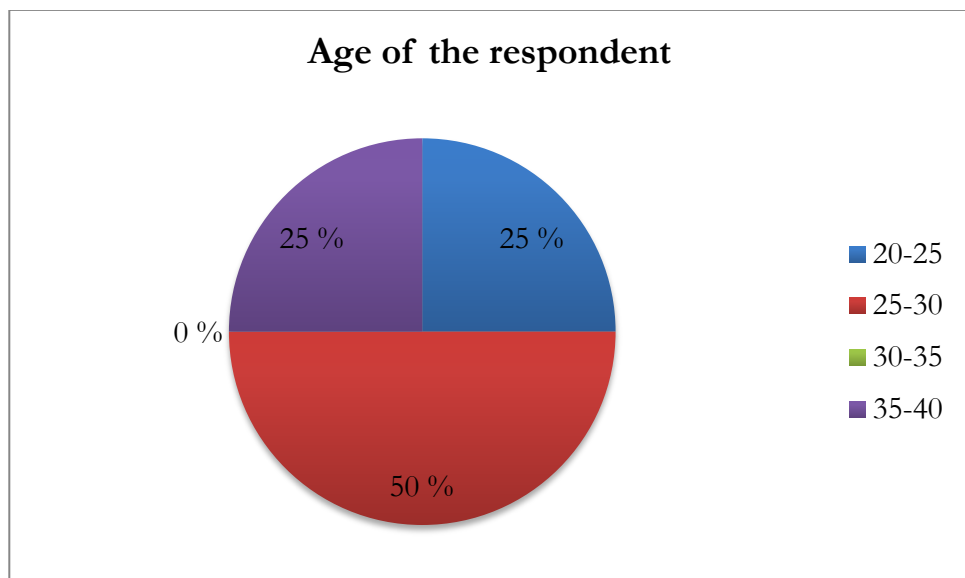


Figure 6: Experience of the respondents

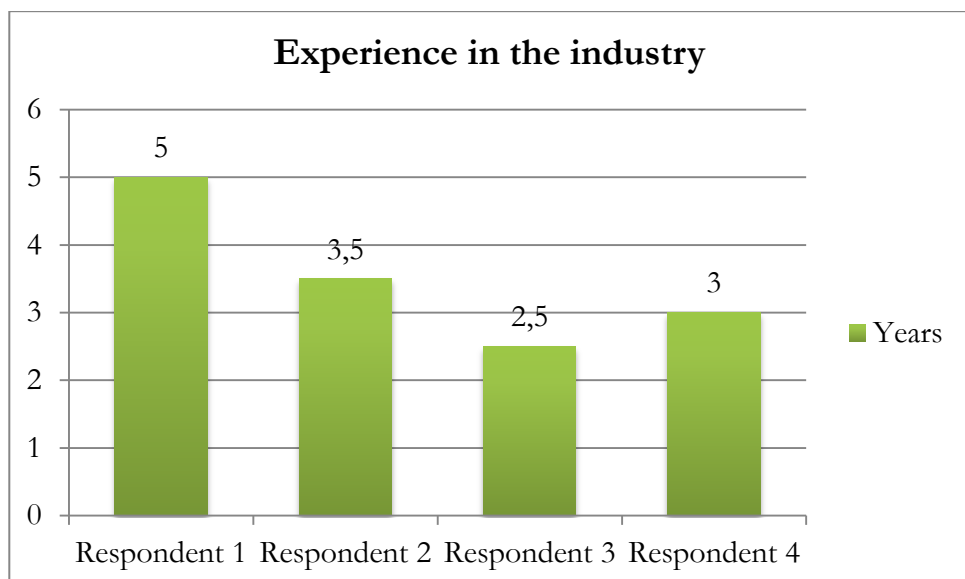
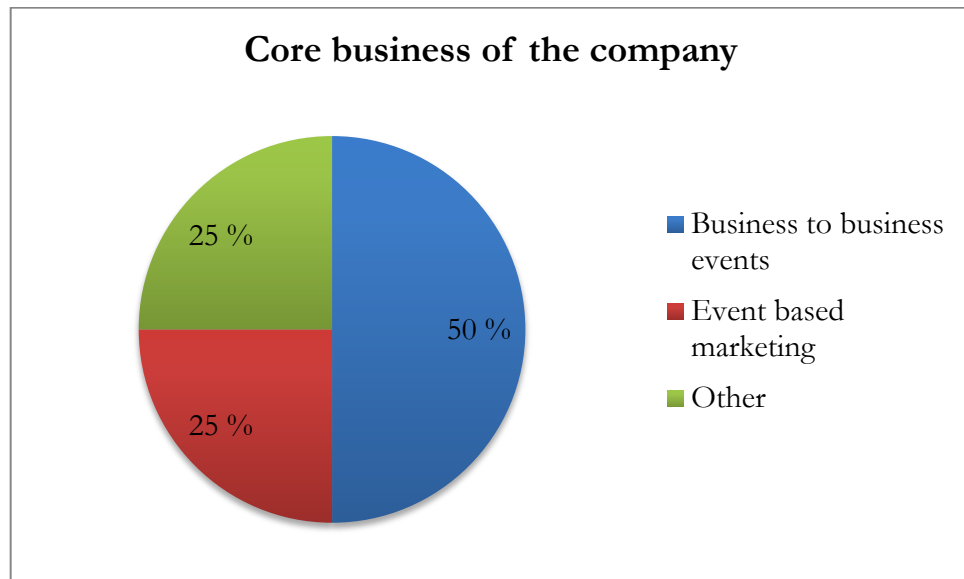


Figure 7: The core business of the companies the respondents were working for



To begin with, all of the respondents considered that the list competence framework was wide-enough and had captured the skills needed in event management. Respondents 1 and 2 considered that when issuing a certain job, the competences need to be more specific. However, respondents 3 and 4 also understood that the list can be modified to meet the needs of the user, but also considered that few competences could be added. Respondent 3 named event industry knowledge, continuous search for development and staying on the edge of the development e.g. benefiting social media and new technology in the events as competences that should be added to the list. Respondent 4 considered that internal marketing should be included in the marketing and sales section.

In general the respondents considered that the scale of measurements in different tools was understandable. Nevertheless, some of the respondents would have preferred a scale from 1-5 or 4-10, since they are more used in Finnish culture.

All respondents found the tool 1: competence relevance assessment tool useful and usable. Nonetheless, it was argued whether giving values from low to high diminishes the value differences that were given earlier.

Tool 2: Competence gap analysis tool was valued and the benefit of measuring the current and ideal competence level got was appreciated. Respondent 2 pointed out that this evaluation is based strictly on cold numbers and doesn't take into account the so-

cial and human factors, which are also important. The evaluation is also dependent on the social skills, which also effect on the overall performance of the individual. Furthermore, the respondent added that the evaluation is also subjective.

Tool 3: Competence development priorities tool was also considered understandable and easy to use. Respondent 2 pointed out that in this level the competence values should be described in more detail to avoid getting skewed results within the organization. Evaluation is subjective and dependent on the person's view who is giving the evaluation. The writer concurs with the respondent's view of describing in detail what the different levels of competence means e.g. in communications and suggests that this should be done in the corporate level in order to receive a common understanding in the organizational level.

Tool 4: training solutions and competence priority matching was also valued and considered as understandable among the respondents. All of the respondents found the tool directive and leaving room for finding the most suitable solutions within those training solution categories for individual learners. Respondent 3 found the layout of the tool quite stiff and would have preferred more flexible graph.

Tool 5: the impact of the training solutions and impact level of skill increase was considered useful as it measures the skill level before and after training as well as evaluates the successfulness of the used training method. Respondent 3 considered that this tool encourages the user to discuss with the company about the development possibilities as well as the resources and intensity of training. Respondent 4 pointed out that management level must be highly committed to the development process in order to be able to reach the set targets. Most of the respondents considered that it takes time in order to get a clear understanding of the tool and its usability, but once efforts have been made to familiarize with the measurement scales and the purpose of the tool, the usability is good quality.

All in all, the feedback of the project was positive among the respondents. When asked of the overall experience of the tools, $\frac{3}{4}$ respondents found the process quite heavy in all of its extent. However, the respondents considered that the competence framework

can be scaled down in order to meet the needs of the individual, team or project. Respondent 3 suggested that the tools would be either utilized electronically or Internet-based solution that would improve the usability and speed up the process.

All the respondents considered that the tools could be somehow utilized in their company either on individual, project or team level. In addition, they had a conception of the benefits of using a competence framework in clarifying responsibilities of certain positions, recruitment, and internal development of processes as well as personal and organizational development. In order to view the responses of each respondent see Appendix 5: Detailed answers of the industry feedback interviews.

3.4 Closeout stage

As in any project the closeout stage included writing the report (in this context the thesis) and reviewing the lessons learned from the project. The closeout stage took place in an intensive one week period in the end of November. The writer spent time reviewing and analyzing the results of the industry feedback interviews as well as the final design and instructions of the tools. Shortly before the project was ready to be presented the writer met with her supervisors and final directions were given. In addition to minor changes the supervisors suggested adding a chapter of project simulation implemented by the writer. This chapter was to emphasize the actual use and purpose of the tools as well as review perspective of the end-user.

4 Project simulation

The purpose of this chapter is to introduce the end-user experience of the tools designed by the writer. The simulation is conducted by the writer and the evaluations are done reflecting her former position as an event manager. During this chapter the usage of the first four tools are implemented and the scales introduced in the project part of the thesis are utilized. However, due to time constraint the training period cannot take place and therefore the tool 5: Impact of the training solutions and impact level of skill increase cannot be implemented.

To begin with competence relevance assessment was filled. The respondent had difficulties in valuing the different competences with the scale from one to six as all of the competences seemed important. Having gone through the list through the eyes of the event manager the respondent had to consider what was to be measured in the competence. On the one hand it was easy to evaluate the relevance of certain categories such as interpersonal communication and operations management. On the other hand it was challenging to narrow it down what should be considered as relevant in that position. For instance in the category of financial management the writer consider that the cost monitoring was the primary task of the event manager in this category as others members of the organization were responsible for the overall profitability of the company and the budgeting of the events. In the human resources and personnel management category none of the competences received high value as they did not fall under the respondent's responsibilities. Also in the marketing and sales category only networking received a high value as the respondent was not responsible for the marketing strategies of the events.

As the respondent was not in a team manager position but responsible for managing her own resources and delegating tasks to other employees the delegation, decision making skills and inspiring and motivational skills rose to importance. In operations management, which was the most important category considering the respondent's position, none of the competences received a low relevance value. As a result of the evaluation 17 competences were considered as high relevance, 25 competences medium relevance and 10 low relevance competences.

Table X: Tool 1: Competence relevance assessment utilized by the writer

General competences by dimension	Value 1-6	Importance (Low = L, Medium = M, High = H)
Administration		
Stakeholder relations	5	H
Operational reporting	4	M
Corporate governance	3	M
Interpersonal communications		
Oral communication skills	5	H
Public speaking skills	5	H
Negotiation skills	5	H
Persuasion skills	4	M
Behavior/ non-verbal interpretation skills	4	M
Working with diverse teams and environments	6	H
Financial management		
Cost monitoring	6	H
Profitability analysis	3	M
Financial statement analysis	1	L
Budgeting and financial planning	3	M
Financial control	1	L
Investment valuation and appraisal	1	L
IT-financial systems integration	4	M
Human Resources/ Personnel management		
Recruitment	1	L
Contractual and legal personnel issues	1	L
Job description and analysis	3	M
Compensation systems	1	L
Organisational design	1	L
Reporting and delegation systems	4	M
Conflict management	4	M
Counseling	2	L
Competence development	4	M
Leadership		
Team building skills	4	M
Team management	4	M
Goal setting skills	4	M
Delegation	5	H
Decision-making skills	5	H
Managing change	3	M
Inspiring and motivational skills	5	H

Marketing and sales		
Market segmentation skills	3	M
Marketing planning	4	M
Marketing strategies design	3	M
Customer relationship management	4	M
Key account management	2	L
Selling skills	4	M
Internet and social media marketing	5	H
Advertising and promotion	2	L
PR	3	M
Networking	5	H
Operations management		
Project portfolio management	6	H
Project management	6	H
Process design	3	M
Operational risk management	4	M
Problem resolution	6	H
Procurement	5	H
Logistics	3	M
Time management	6	H
Quality management	6	H
Health & safety management	4	M

Proceeding to the tool 2: competence gap analysis, the writer decided to focus on the competences that had received a high relevance value in the tool 1: competence relevance assessment. Therefore stakeholder relations, oral communication skills, public speaking skills, negotiation skills, working with diverse teams and environments, cost monitoring, decision-making skills, inspiring and motivational skills, delegation, Internet and social media marketing, networking, project portfolio management, project management, problem resolution, procurement, time management and quality management were transferred into this tool for competence gap analysis. Again the respondent considered it difficult to conduct self-evaluation in these categories. Out of the 17 competences eight competences were in adequate level and received the value A meaning the difference between ideal and current level of competence was between 0 and one. Consequently nine competences received the value B meaning the difference between ideal and current level of competence was between two and three illustrating small or moderate competence gap.

Table X: Tool 2: Competence gap analysis utilized by the writer

General competences by dimension	Current (1-6)	Ideal (1-6)	Competence gap (A-C)
Administration			
Stakeholder relations	3	5	B
Interpersonal communications			
Oral communication skills	4	5	A
Public speaking skills	5	6	A
Negotiation skills	4	6	B
Working with diverse teams and environments	5	6	A
Financial management			
Cost monitoring	5	6	A
Leadership			
Delegation	4	6	B
Decision-making skills	4	5	A
Inspiring and motivational skills	4	6	B
Marketing and sales			
Internet and social media marketing	2	5	B
Networking	3	6	B
Operations management			
Project portfolio management	4	5	A
Project management	4	6	B
Problem resolution	5	5	A
Procurement	3	5	B
Time management	3	5	B
Quality management	4	5	A

Having chosen only high relevance competences from the tool 1: competence relevance assessment, the implementation of tool 3: competence development priorities tool was rather easy. All of the above mentioned competences received either value HA meaning the relevance of the competence is high and the manager has equal or above required competence level or HB meaning the relevance of the competence is high and the manager has small or medium competence gap.

Resulting to the tool 4 training solutions and competence priority matching, the respondent needed to consider the focus areas for the future training period. Selecting sales and marketing focused training period became a priority for the respondent. The following competences were chosen for the future training period: public speaking skills, negotiation skills, cost monitoring, Internet and social media marketing and networking. The respondent decided to choose two “HA” competences and three “HB”

competences for the future training period of three months in order to balance the training period between intense and maintaining methods. The respondent decided to take proactive action in developing her skills in the Internet and social media marketing by attending a course relating to the subject, joining to professional discussion forums and obtaining literature and latest news of the subject. Furthermore, the training period would entail improving networking and negotiation skills by taking advantage of the writer's current network in the work search and enlarge the network with new connections.

To conclude, the writer considered the project simulation process useful for personal development purposes. During the process the writer needed to consider carefully the position through which the framework was viewed and consider the key competences needed in that position. The end-user experience was positive and motivating though time-consuming and required careful self-reflection. Through the process the writer was able to map the development priorities and conduct a base for the self-development plan. In the future the writer will return to the model in order to utilize the final step, tool 5: impact of the training solutions and impact level of skill increase, to evaluate the increase in the competence level and the efficiency of the training methods.

5 Project evaluation and conclusions

The project faced challenges in the following areas: vast amount of literature on competences, various definitions of the subject concerned, linking real life with the academic literature. To begin with, the writer faced the vast amount of secondary that was available over the Internet, book and articles. As the meaning of the word competence as be used and defined in multiple ways, the challenge was to find relevant sources from the vast amount of literature that would meet the needs of the research problem. When the list of competences was established, the writer needed to scale down the amount of competences. Reflecting on her own experience on the industry and relying on the literature sources, the writer was able to overcome this particular problem.

Having to build tools for the use of industry, the scales needed to be evaluated carefully. The industry is in the need for user-friendly tools that would quickly and efficiently reveal the results. Therefore, the writer had to consider the use of terminology of scaling as well as the quick guides for using the tools and explanations of the competences.

During this project the writer had the opportunity to learn various skills. To begin with, the writer had the opportunity to design a measurement instrument, which she had not before conducted. During the planning process the writer had to consider wording and scales of measurements in different context in order to meet the needs of the end user. The writer learned to articulate sophisticated competences into concepts that managers can use. Acknowledging the intensity of the event industry, the writer had to consider how to design a user-friendly tool, which would accurately measure the competence level of the individual, team or project. Furthermore, the writer learned how to design a portfolio of tools that are measurable, coherent and sequential. All in all, the outcome received a positive review from the industry professionals, who were able to give arguments to support the tools as well as development suggestions.

The project started with a literature review of different competence literature available in event management, project management, marketing management, hospitality management and general management areas. The research resulted in 250 contextual, technical and behavioral competences. In order to find the most suitable competences for the Finnish event management industry professionals, several rounds of selection took place.

Having revealed the most critical competence for event manager supported by many authors, the project proceeded to the phase during which the competence based assessment tools were designed. The writer considered the processes of development of other competence based frameworks and as well as training development. It resulted to five step assessment during which relevance of the needed competences, competence gap, training solutions for certain competence gaps and the evaluation of used training methods as well as the efficiency of the training. Being able to leave enough room for development of the tools on the organizational level the writer decided to retain the competence framework throughout the assessment process. This decision was also supported by the event industry professionals, with whom the tools were tested in the finalizing phase of the project.

The interviews with the event industry professionals revealed some key findings. Firstly, there is a need for industry based competence framework as the level of competence varies vastly within the industry. Secondly, by using this type of evaluation method the companies are able to disclose the needed skills in certain positions and therefore develop training and improve recruitment activities. Thirdly, the need for defining the key competencies in event management positions is in high demand because there is a lack of educational support for the industry e.g. event management degree programme. In addition, the interviews revealed that it is crucially important that the management level also has an understanding of the industry and the processes of the production team. Having simulated the use of the tools herself, the writer became more convinced of the benefits and the usability of the tools within the event industry professionals.

To conclude, despite the time management challenges the project was able to meet its objective and to create a competence assessment toolkit for the event management industry professionals. The tool kit was tested with the event industry professionals, who valued the toolkit and perceived that it could be somehow implemented in their companies. The writer wishes that this tool kit will be also acknowledged and utilized in the Finnish event management industry.

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Appendixs

Appendix 1: Competences of graduates in Finland and in the UK

Key competences of Finnish polytechnic graduates

As there isn't any degree programme offering event management education in the tertiary education level, generic competences of Finnish polytechnic graduates are used in the research. In Finland the generic competences of polytechnic graduates (Arene 2006) are categorised into six dimensions: learning, ethical, communicative and social, development, organisational and societal and internationalisation competences. Each of these key competences is described in more detail as follows.

The graduate will be able to meet the learning competences (Arene 2006), including:

- is able to self-evaluate one's competences and define his/her development and learning needs
- recognises one's learning style orientation and is able to conduct studies independently and develop one's learning strategies
- is capable of collaborative learning and sharing knowledge in teams and working communities
- is able to operate in changing environments and to recognise and utilise available learning opportunities and scopes for action
- Is able to plan, organise and develop one's own actions

The graduate will be able to gain ethical competences (Arene 2006), including:

- is able to apply the value systems and ethical principles of the subject field in one's conduct and tasks
- takes responsibility of one's own actions and works according to the jointly agreed principles and measures
- is able to apply the principles of sustainable development in one's actions
- is able to take other people into account in one's actions

The graduate will be able to have communicative and social competences (Arene 2006), including:

- is capable of listening to others and communicating in writing, speech and visually using different communicative styles
- is able to function in the communicative and interactive situations typical of the field
- understands the principles of group and teamwork and is able to work together with others in multidisciplinary teams
- is able to utilise information and communications technology at one's work

The graduate will have development competences (Arene 2006), including:

- is able to retrieve and analyse information of one's subject field, to critically evaluate it and to perceive entities in a holistic way
- knows the basic principles and methods of research and development work and is able to conduct small-scale research and development projects applying the existing knowledge of the field
- knows the principles of project work and is able to work in projects
- adopts an initiative and proactive approach to work and is capable of problem solving and decision making at one's work
- understands the principles of profitable and customer-focused operations and possesses entrepreneurial skills

The graduate will have an understanding of the organisational and societal competences (Arene 2006), including:

- knows the socio-economic interdependence of the organisations in one's subject field
- knows the possibilities of societal influencing for the development of one's field
- knows the basic principles of organisational management and leadership and has abilities for supervision tasks
- knows the methods of working life and is able to operate in work communities
- is able to plan and organise activities

The graduate will gain competences in internationalisation (Arene 2006), including

- is able to use international sources of information of his/her own field
- possesses spoken and written communicative competence at least in one foreign language necessary for one's work and for professional development
- understands cultural differences and is able to work together with people coming from different cultural backgrounds
- understands the effects and opportunities of internationalisation in one's own field

Competences of event management honours degree students in the United Kingdom

In the United Kingdom educational programmes follow the benchmarks set by The Quality Assurance Agency for Higher Education. The Quality Assurance Agency (2008) has listed general competences gained by higher educational students and well as subject-specific benchmark standards. In events management programmes the honours graduate should meet four main competence categories that are introduced above.

The graduates will be able to analyse and evaluate the concepts and defining characteristics of events as an area of academic and applied study (The QQA for Higher education 2008, 17-18), including being able to:

- explain, interpret and challenge theories and concepts, which are used to understand the origin, purpose, meanings and development of events from a range of critical perspectives
- display an insight into the structure of event providers and their sectors, and analyse the political, technological, social, environmental, and economic factors which affect, or impact upon, the supply of, and demand of, events
- analyse and reflect the different cultural and business concepts, intercultural and international dimensions of events
- demonstrate a critical awareness and understanding of how core values, for example ethics, integration, sustainability, creativity, strategy and continuous improvement, relate to, and are reflected in, events

In addition they will be able to demonstrate a range of professional event planning and management knowledge and skills (The QQA for Higher education 2008, 17-18), including being able to:

- demonstrate a critical awareness and understanding of appropriate domains including administration, design, operations, marketing and risk, and how they apply to the phases of events, such as initiation, planning, implementation, event and closure
- operate and effectively manage resources, including human (paid or volunteer), financial, venue, and subcontracted and technical resources
- display critical knowledge, understanding and application of risk management and the legal, ethical and regulatory frameworks that affect event management
- plan, control, analyse and evaluate events, support service provision and their logistics
- design events, including the programming of spectacle, exhibition, ritual, performance and hospitality
- engage with, contribute to and produce events, based on an acquisition and understanding of appropriate vocabularies, skills, working methods and professional business communications

The graduate will be able to recognize and value centrality of the attendee and/or client and meet and respond to their needs and expectations (The QQA for Higher education 2008, 17-18), including being able to:

- analyse the nature, characteristics, needs and expectations of different consumers through applying consumer behavior theories and concepts
- generate creative ideas/concepts, proposals, pitches and solutions to meet different needs
- analyse and evaluate the quality of the event experience and its impact on the event consumer and/or client and the wider organization
- evaluate the importance of cultural and other diversities in developing access to, and participation in, events by specific target groups
- demonstrate an understanding of the ways in which attendees behave at events and within the venue and surrounding destination

Furthermore, the graduate will be able to utilize, and understand the impact of, rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in an event context (The QQA for Higher education 2008, 17-18), including being able to:

- evaluate the contribution and impacts of events in social, economic, environmental, political, cultural, technological and other terms
- appreciate the ethical and sustainability issues associated with the operation and development of events
- write and critique event plans, event strategies and to recognize and meet the needs of specific stakeholders
- critically reflect upon the role of those organizations and structures charged with a responsibility for the promotion of, or the training of practitioners in events
- demonstrate a critical awareness and appreciation of existing and emerging standards, policies, initiatives, frameworks and contemporary issues.

Appendix 2: Project schedule

Task	8/2011	9/2011-12/2011	1/2012	2/2012	3/2012	4/2012	5/2012 - 10/2012	11/2012	12/2012
Defining the research problem	■						■		
Meeting with thesis supervisor			■				■		
Planning the project			■				■		
Collecting data	■	■	■	■	■	■	■	■	
Research			■	■	■	■	■	■	
Meeting with thesis supervisor						■	■		
Meeting with thesis supervisor							■	■	
Redefining the research problem							■	■	
Study of different competence models							■	■	
Combining data							■	■	
Applying secondary data to models and tools							■	■	
Narrowing down the competences							■	■	
Creation of own competence model							■	■	
Creation of competence relevance assessment tool							■	■	
Creation of competence gap analysis tool							■	■	
Creation of competence development priorities tool							■	■	
Defining training solutions							■	■	
Creation of tool for measuring the impact of the training solutions and impact level of skill increase							■	■	
Creation of training policy design							■	■	
Testing the models with the industry representatives							■	■	
Presentation of results							■	■	
Meeting with thesis supervisor							■	■	
Final adjustments							■	■	
Presentation of project							■		■
Project ready							■		■

Appendix 3: Event education and associations in Finland

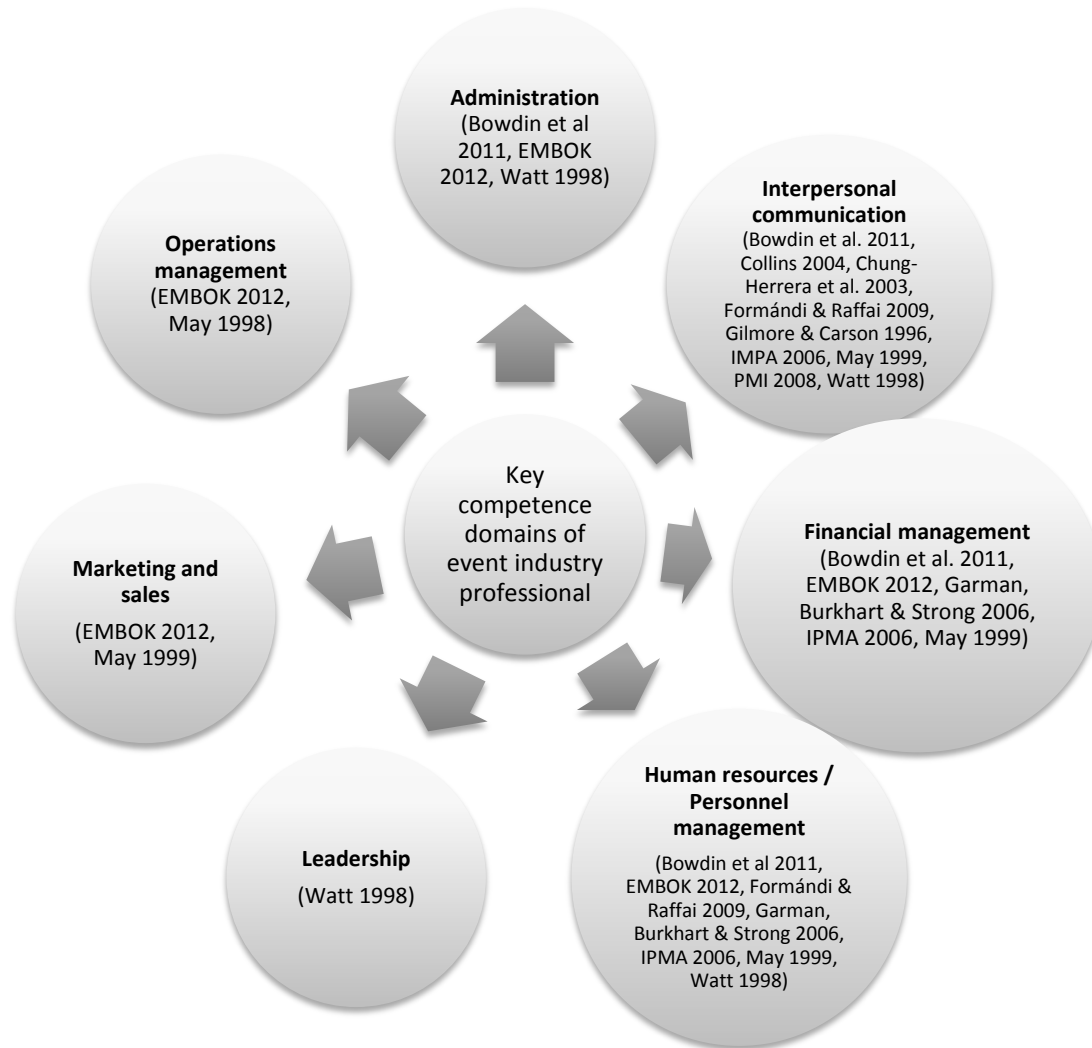
In 2006 the Finnish National Board of Education started a project that mapped out the educational criteria for event production to be part of travel services (Vainio 2012). Currently there are some secondary level educational institutes that provide event production classes among travel studies (FNBE 2012). Also in the higher level the need of educational support for event professionals and creative managers has been recognized. A project called JOHDE is the creation of Helsinki and Seinäjoki units of Sibelius Academy, Aalto University School of Economics Small Business Center and Turku School of Economics, which strives to support networking between the creative sector and other sectors. The educational themes are supported by real-life cases as they deal with the challenges of the creative managers, the building of unite brand and brand management, company cooperation within the creative sector, security management, network management, good practices in event cities, redesigning outside areas for event purposes and project incubators. (Vainio 2012.)

In 2000 the Finnish Event Marketing Association (Suomen Tapahtumarkkinointiyhdistys STAY ry) was founded (BSG-Marketing 2012). In March 2010 the association joined under the union of marketing communications offices (Markkinointiviestinnän toimistojen liitto 2012a). The reason for the fusion was to develop the industry and know-how as well as increase awareness of considering event marketing activities as part of marketing communications. There are only nine companies listed as members of this union's member register.

Another association concerning the industry is the Meeting Professionals International (MPI), which is the world's largest cooperative non-profit association for meeting and event organizers (MPI Finland 2011). MPI Finland is a sub-branch of the global association. MPI was founded in 1972 in the USA. The association has currently circa 24 000 members world-wide and 120 in Finland. According to the association the member figures are growing. The members represent different sectors and vary from personal memberships to small companies and large corporations.

To conclude, there are two associations concerning event professionals in Finland – one which consists of event marketing companies and the other which offers membership for suppliers and planners, students and representatives of educational establishments.

Appendix 4: Full-size version of the Figure 1: Key competence domains of event industry professional



Appendix 5: Detailed answers of the industry feedback interviews

Firstly the needed competences of event manager will be discussed based on the competence framework. The following questions will be issued:

1. Do you consider this list of competences sufficient?

Respondent 1: Yes, at least nothing major comes to my mind that would be missing.

Respondent 2: Yes, the list is long but I understand that it can be tailored to the needs of the user and can be specified for the position in question.

Respondent 3: Yes, with time I might come up with different perspective to the tool and create connections between different competences.

Respondent 4: Yes, this seems to be all-inclusive. If more detailed list would be provided it would be too much.

2. Would you add some competences or categories?

Respondent 1: Not at the moment. When issuing a certain job, the competences need to be more specific.

Respondent 2: I consider the listing quite good. When issuing a certain job, the competences need to be more specific.

Respondent 3: I would add the following skills: 1. Event industry knowledge, which is crucially important for the manager in order to be on the edge of the business and operational processes. 2. Continuous search for development 3. staying on the edge of the development e.g. benefiting social media and new technology in the events.

Respondent 4: I would add internal marketing, because it's crucially important for all the employees to have same image of the processes and event portfolio of the company.

3. Would you remove some competences or categories?

Respondent 1: No. It's good that the list is vast and it's possible to scale it down to match the wanted profile.

Respondent 2: No. Look the previous answer.

Respondent 3: Not at the moment.

Respondent 4: No, of course when designing an evaluation for a specific event the focus might vary.

Secondly the relevance of the competences will be evaluated on the scale of 1-6 and competences will be given evaluation of high to low depending on their relevance to the event manager's position. The following questions will be issued:

4. Do you consider that the scale of 1-6 measuring relevance is adequate?

Respondent 1: Yes, it is clear.

Respondent 2: Yes.

Respondent 3: No, I would prefer a scale of 4-10 since it's more common in the Finnish society. I understand the benefit of using this scale but I would prefer using another scale.

Respondent 4: No, I would prefer a scale from 1-5, since I consider that it's better if the scale has equal amount of values on both sides of the neutral value.

5. Do you consider that the scale of importance from low to high is relevant in this context?

Respondent 1: Yes, the letters make sense in this context.

Respondent 2: Yes, it's clear but not unequivocal. Depending on the event that is being planned and executed different set of competences might be needed. Those competences that might be relevant in one event might not be relevant in the other.

Respondent 3: Yes, it's clear and reveals focus areas.

Respondent 4: Yes, because it explains more than a number. Nevertheless, it also simplifies the evaluation and the difference in evaluation narrows.

6. Do you consider that the tool can be quickly understood and used?

Respondent 1: Yes, I believe so. It has clear structure and the values are explicit.

Respondent 2: Yes.

Respondent 3: Yes, quite easy to understand.

Respondent 4: No, it takes time and knowledge of management to initialize the tool. Not all managers working in the event industry have enough knowhow

to use this tool independently. I consider that if this tool would be used in evaluation of a project, team members, who are responsible for certain area of the event would fill in the evaluation from their own behalf and the sections of evaluation would accumulate into one assessment. In addition, I consider that this takes careful planning of the measurable areas in order to gain reliable results.

Thirdly, the respondent will be asked to give his evaluation for the competence gap analysis tool. The following questions will be issued:

1. Do you consider that the scale of 1-6 measuring the skill level is adequate?

Respondent 1: Yes.

Respondent 2: Yes. However, this evaluation is based straightly on cold numbers that doesn't take into account the social and human skills, which are also important. The evaluation is also dependent on the social skills which are dependent on the overall performance of the individual. To conclude, this evaluation gives direction of the level of competence but doesn't tell the whole picture. In addition, the evaluation is subjective.

Respondent 3: Yes, I'm getting used to it.

Respondent 4: No, I would still prefer scale from 1 to 5.

2. Do you consider that categorization of the competence gaps from A to C is relevant and easily comprehended in this context?

Respondent 1: Yes, it's clear.

Respondent 2: Yes, it's clear.

Respondent 3: Yes, it's clear.

Respondent 4: Yes, it's clear and appropriate.

Fourthly, the respondent will be asked to evaluate the provided training solutions.

3. Do you consider that the training solutions for each competence gap are comprehensible?

Respondent 1: Yes.

Respondent 2: Yes in theory. In practice there should be definitions for each competence level eg. Value 1 in public speaking skill means this, value 2 this,

value 3 that and so on. Again this evaluation is subjective and dependent on the person who is doing the evaluation. For example a person who is a extrovert person, who doesn't perform perfectly might get better evaluation than that one who is more introvert, but does his job outstandingly well.

Respondent 3: Yes.

Respondent 4: Yes.

4. Do you consider that the tool can be quickly understood and used?

Respondent 1: Yes.

Respondent 2: It can be easily understood but using it properly takes time.

Respondent 3: Yes, the colors help to understand the importance. This also illustrates how different competences are linked to each other e.g. you could not have good evaluation in negotiation skills if you would have poor public speaking skills since they are interconnected. The tool also brings forth your strengths.

Respondent 4: -

Fifthly, the respondent will get specific training solutions by transferring the data from the previous tool to tool 4. The following questions will be issued:

5. Do you consider that the solutions give direction to which actions to take in order to develop the competence?

Respondent 1: Yes, this way directs you to search for right kind of solutions e.g. education.

Respondent 2: Yes.

Respondent 3: Yes. Nonetheless, I would prefer visually more flexible solution. For instance the gap would be presented and an arrow would lead to the solutions that would illustrate the solutions in detail.

Respondent 4: Yes. It directs without giving too specific instructions.

Sixthly, the respondent will be asked to give his evaluation for tool measuring the impact of the training solutions and impact level of skill increase. The following questions will be issued:

6. Do you consider that the tool gives a clear image of the development of the user?

Respondent 1: Yes.

Respondent 2: -

Respondent 3: Yes. It also encourages the user to discuss with the company about the development possibilities, resources and intensity. You could also consider using examples in the tool. On the other hand, that might direct the user too much to some solutions.

Respondent 4: Yes. In order to reach the set targets takes effort and commitment. I consider that measuring many skill areas at once is beneficial.

7. Do you consider that the tool can be quickly understood and used?

Respondent 1: Yes.

Respondent 2: It's interesting and easily comprehensible. It has a lot of stages but it takes time to go through. Having a follow-up period after the training is a huge plus.

Respondent 3: Yes, after a bit of time. I consider that the scale of the usefulness of the training method could be presented from the worst to best (R, M, K) rather than best to worst. I also consider that in this section it's important to get a second opinion (manager, peer) when the evaluation is not based on numerical increase in the competence rather than the overall experience.

Respondent 4: No. It takes time to familiarize yourself with the tool, but once you have got the hang of it, it's quite easy.

Finally the respondent will be asked to evaluate the overall experience of the tools and applicability to the industry.

1. How would you describe the overall user experience?

Respondent 1: "Positive, I've seen many types of development tools and this seems to support both the needs of the individual as well as the needs of the company. Advantages:

+ it's clear and easy to understand.

+ it is applicable for many needs: for company's recruitment, when testing own capabilities and strengths, applicable for bigger companies that have their own HR department"

Respondent 2: Yes, considering the development points I named earlier.

Respondent 3: It's quite heavy on a paper when you need to transfer results to different tools. An Excel-tool or Internet based solution, that would give the suggestions without having to go look for the letter combinations, would be preferred.

Respondent 4: If you do it for yourself, it's quite heavy. If you're using it to evaluate a project, I find it useful. I consider that it's more appropriate for the management level who wants to evaluate the project entity rather than for an individual's use.

2. Do you consider that these tools could be utilized in your company?

Respondent 1: Yes. This set of tools be utilized in the employee's development programme as a development tool.

Respondent 2: Yes in theory. The current evaluation system doesn't take into account the level of competence prior to the evaluation or the results of the last evaluation. In addition, our current system lacks development suggestions. In all of its extent it is heavy but having scaling it down, it could be used.

Respondent 3: Yes, in some extent. In our company everyone does a little bit of everything and this could help to identify the responsibilities of different positions. This would also help to bring forth the strengths of the team. In addition, usage of the tools could help to put emphasis on some competences and in relation the educations and effort in that area.

Respondent 4: Yes, in project level as well as on individual level. This would also be a useful tool to forward development and to break away from old routines and procedures. The benefit of using the set of tools is to get clear and measurable results.

3. Do you consider that these tools could bring added-value to the industry?

Respondent 1: Yes. Please look my previous answer.

Respondent 2: Yes. Evaluation forwards development. In my current job it could be utilized in some extent but wouldn't work alone as development tool.

Respondent 3: Yes. The tools are useful and help to bring forth the needs as well as skill areas that need support.

Respondent 4: Yes, when the management team is committed to the process and reserves time and resources for it. There is always a conflict between the what is needed and the resources and time.

4. Additional comments

Respondent 1: There is a need for this kind of tool, since there is no education programme directed straightly to the event management sector.

Respondent 2: It seems to be quite time-consuming. However, having a follow-up period is a plus. I consider that it would be worth trying.

Respondent 3: I think that this tool can help an individual to do self evaluation and development. Secondly, I consider that this could be a good tool to go through when you're changing a position. Thirdly, I consider that the company gets a clear picture of the employees' skill areas. Fourthly, I consider that by identifying the core competences of the position, it will help the recruitment process.

**Competence assessment toolbox for event industry
professionals**

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Bachelor's Thesis
Degree Programme in Experience
and Wellness Management
3rd December 2012



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1 Project Introduction

This project will issue competence development tools for the event management sector in Finland. The purpose of the project is to provide tools for the event management industry professionals. The tools will be easily applicable and modifiable for different corporate users and will help to identify the core competences needed in the organization. By defining the needed skills, the company can utilize them in their recruitment processes, competence, training and personal development planning and actions, performance appraisals, coaching, counselling and mentoring, reward systems, succession planning and change management.

Each chapter will be based on the same basic of structure. Firstly, objectives of the tool will be presented in order to illustrate the goals that will be met by using this. Secondly, the benefits of the tool are presented. In this way the users can quickly see the advantages of using that particular tool. Thirdly, instructions for usage are represented in order to give clear understanding of how the tool should be used in order to gain truthful and applicable results to the following tools. Fourthly, the instructions how to interpret the tool are presented.

1.1 Competence framework

This chapter summarizes the core competence on the base of the literature review. The writer tried to combine the relevance for the event management industry as well as the research groundings. The final set of competences is a result of several rounds of selection. In this way the writer has blended the most beneficial set of skills customized for this industry. Users of this tool should still review the list expressed through these tools and tailor it to their own circumstances. The writer has over expanded the list of competences to maximize its applicability. However, that might result in the lost of focus. That is why the writer strongly recommends to reduce the listed skills to the most critical ones.

Table 1: Competence framework

General competences by dimension	Source
Administration	Bowdin et al (2011), EMBOK (2012), Watt (1998)
Stakeholder relations	EMBOK (2012), Bowdin et al. (2011), Watt (1998)
Operational reporting	Bowdin et al. (2011)
Corporate governance	Garman, Burkhart & Strong (2006)
Interpersonal communications	Bowdin et al. (2011), Collins (2004), Chung-Herrera et al.(2003), Formándi & Raffai (2009), Gilmore & Carson (1996), IMPA (2006), May (1999), PMI (2008), Watt (1998)
Oral communication skills	Formándi & Raffai (2009), Watt (1998)
Public speaking skills	May (1999), Watt (1998)
Negotiation skills	IPMA (2006), May (1999)
Persuasion skills	May (1999)
Behavior/ non-verbal interpretation skills	May (1999)
Working with diverse teams and environments	Formándi & Raffai (2009)
Financial management	Bowdin et al. (2011), EMBOK (2012), Garman, Burkhart & Strong (2006), IPMA (2006), May (1999)
Cost monitoring	May (1999)
Profitability analysis	
Financial statement analysis	May (1999)
Budgeting and financial planning	May (1999)
Financial control	May (1999), Watt (1998)
Investment valuation and appraisal	May (1999)
IT-financial systems integration	May (1999)
Human Resources/ Personnel management	Bowdin et al (2011), EMBOK (2012), Formándi & Raffai (2009), Garman, Burkhart & Strong (2006), IPMA (2006), May (1999), Watt (1998)
Recruitment	May (1999)
Contractual and legal personnel issues	EMBOK (2012), IPMA (2006), May (1999)
Job description and analysis	Watt (1998)

General competences by dimension	Source
Compensation systems	
Organisational design	Garman, Burkhart & Strong (2006), IPMA (2010), Watt (1998)
Reporting and delegation systems	Bowdin et al. (2011), IPMA (2006)
Conflict management	Formándi & Raffai (2009), IPMA (2006), Watt (1998)
Counseling	May (1999)
Competence development	Watt (1998)
Leadership	Watt (1998), Chung-Herrera et al. (2003)
Team building skills	May (1999), Watt (1998)
Team management	Bowdin et al. (2011), Cheng et al. (2005), Chung-Herrera et al. (2003), Collins (2004), Gilmore & Carson (1996), IPMA (2006), May (1999), Yuksel (2011)
Goal setting skills	Watt (1998)
Delegation	May (1999), Watt (1998)
Decision-making skills	Formándi & Raffai (2009), Watt (1998)
Managing change	May (1999)
Inspiring and motivational skills	Gilmore & Carson (1996), IPMA (2006), Watt (1998)
Marketing and sales	
Market segmentation skills	
Marketing planning	EMBOK (2012)
Marketing strategies design	May (1999)
Customer relationship management	Yuksel (2011)
Key account management	
Selling skills	EMBOK (2012), May (1999)
Internet and social media marketing	
Advertising and promotion	EMBOK (2012), Watt (1998)
PR	EMBOK (2012)
Networking	Formándi & Raffai (2009), Yuksel (2011)

General competences by dimension	Source
Operations management	EMBOK (2012), May (1999)
Project portfolio management	IPMA (2006)
Project management	Bowdin et al. (2011), EMBOK (2012), IPMA (2006), PMI (2008)
Process design	May (1999)
Operational risk management	Bowdin et al (2011), EMBOK (2012), Garman, Burkhart & Strong (2006), IPMA (2006), PMI (2008)
Problem resolution	Collins (2004), Formáandi & Raffai (2009), IPMA (2006), Watt (1998)
Procurement	Bowdin et al. (2011), EMBOK (2012), Garman, Burkhart & Strong (2006), IPMA (2006), PMI (2008),
Logistics	EMBOK (2012)
Time management	EMBOK (2012), IPMA (2006), May (1999), PMI (2008), Watt (1998)
Quality management	Bowdin et al. (2011), Cheng et al. (2005), Garman, Burkhart & Strong (2006), May (1999)
Health & safety management	Cheng et al. (2005), EMBOK (2012), IPMA, (2006), May (1999)

1.2 Competence descriptions for event management professionals

This chapter provides the event industry professionals descriptions of each competence. The purpose of providing non-academic competence descriptions is to set the grounds for common understanding of the content of each competence for the use of event management professionals.

Competence

Competence refers to a skill, ability or knowledge to perform a specific task successfully.

Administration

Stakeholder relations

This competence refers to creating and maintaining the relations with different stakeholders (clients, subcontractors, sponsors, organizations, city councils etc).

Operational reporting

This competence refers to the ability to use various IT-systems and reporting tools successfully which are beneficial to the project considering the size and scope of the event.

Corporate governance

Corporate governance means a governance system which defines the corporate executive what is the role of the board of directors and hired directors, their duties and relations to the shareholders. In other words, the corporate governance helps to manage and control the company.

Interpersonal communications

Oral communication skills

This competence refers to clear and understandable oral communication skills. The manager is able to communicate with different stakeholders clearly and professionally.

Public speaking skills

This competence refers to clear, confident public speaking skills.

Negotiation skills

This competence refers to the manager's ability to skillfully negotiate beneficial contracts.

Persuasion skills

This competence refers to the manager's ability to convince employees, clients and subcontractors to the direction they want to lead them.

Behavior/ non-verbal interpretation skills

This competence refers to emotional intelligence and situational awareness. The manager is able to work with different people and understand their behavior in different contexts.

Working with diverse teams and environments

This competence refers to the ability to work with diverse teams regardless of their sex, religion, race or political affiliation. The manager is able to work in various locations and changing environments.

Financial management

Cost monitoring

This competence refers to the ability to monitor the costs of the event in order to avoid operational loss or exceeding the budget.

Profitability analysis

This competence refers to the ability to make successful profitability analysis's of events meaning to make the decision based on the numbers should the project proceed or not.

Financial statement analysis

This competence refers to the manager's ability of analyzing the company's financial statements and therefore profitability of the business.

Budgeting and financial planning

This competence refers to the managers ability of doing not only event based budget but also budgets for the whole company in order to do financial planning for different events as well as the whole company.

Financial control

This competence refers to ability to follow the budgeted hours, costs and subcontractor contracts in order to stay in the budget.

Investment valuation and appraisal

This competence refers to the manager's ability to evaluate the potential needs for investment, scanning the suitable solutions and their profitability.

IT-financial systems integration

This competence refers to the manager's knowledge to integrate IT-financial systems to support the business and suit the company's needs.

Human Resources/ Personnel management

Recruitment

This competence refers to the ability to do successful recruitment considering the need of the company and its projects.

Contractual and legal personnel issues

This competence refers to the knowledge and knowhow of the manager in contractual and legal issues concerning the workforce. The manager is aware of the legal and contractual issues concerning the event workforce and contracts.

Job description and analysis

This competence refers to the manager's ability to design job descriptions that suit the need of the company and its projects. The manager is able to analyze and revise the descriptions when needed.

Compensation systems

This competence refers to designing rewarding compensation systems that empower the employees to better results.

Organizational design

This competence refers to skills, knowledge and abilities of how the organization should be built, how tasks should be allocated, coordinated and supervised.

Reporting and delegation systems

This competence refers to managing different reporting and delegations systems such as project management tools and internal guidelines of delegation.

Conflict management

This competence refers to the ability to be proactive in conflict situations and work towards solving the situation quickly.

Counseling

This competence refers to the manager's ability to give guidance to his employees and enabling them to reach the goals they want to achieve. This entails career counseling which takes into consideration the employee's interest, skill and development areas.

Competence development

This competence refers to the manager's ability to develop the competences of his employees. The manager takes into consideration the development of his employee's skills, abilities and knowledge by planning of competence development plan for his employees or finding solutions outside the organization.

Leadership

Team building skills

This competence refers to the manager's ability to build up the team spirit and take proactive actions to build and maintain a cohesive team that works well together.

Team management

This competence refers to the manager's ability to manage his team and its resources successfully taking into consideration each team members strengths and success factors.

Goal setting skills

This competence refers to the manager's ability to set reasonable goals both for himself and his employees and take proactive actions in order to reach them.

Delegation

This competence refers to manager's ability to delegate tasks to employees with adequate competence level in performing the task successfully. In other words, the manager knows what tasks to delegate and to whom.

Decision-making skills

This competence refers to the ability to make decisions in various situations. The manager is able to do quick but considered decisions also in ad hoc situations.

Managing change

This competence refers to the ability to lead and manage change. For instance could refer to the changes in organization, work force and projects.

Inspiring and motivational skills

This competence refers to the manager's ability to inspire and motivate its full-time and temporary employees in changing working environments.

Marketing and sales

Market segmentation skills

This competence refers to the manager's skill to define, describe and measure different market groups in order to plan and execute specific marketing actions for specific target groups.

Marketing planning

This competence refers to the manager's ability to design suitable marketing plans and actions to meet the needs and objectives of the event.

Marketing strategies design

This competence refers to the manager's knowledge and skills in designing a marketing strategy for a specific event or the company. The strategy will entail also short and long-term activities that will provide the company/ event competitive advantage over competitors or competitive events.

Customer relationship management

This competence refers to the manager's ability utilize technology in the managing the interaction with clients. The manager uses CRM to coordinate its sales, key clients and prospect clients in order to deliver right operations timely.

Key account management

This competence refers to the manager's ability to create and negotiate successful client relations that will generate frequent sales for the company. The manager is able to identify the client's needs on a long-term basis and will be able to design specific plans to meet the requirements of the client.

Selling skills

This competence refers to the manager's ability to identify the needs of the clients and provide a suitable event proposal for the client. The manager knows its event portfolio and is able to design a sales package that can be produced by the event management team.

Internet and social media marketing

This competence refers to the manager's ability to define, design and plan Internet and social media based marketing activities.

Advertising and promotion

This competence refers to the manager's ability to design advertising and promotion actions to meet the needs of the event and execute them timely.

Public Relations

This competence refers to the manager's knowledge and skills to manage the interaction and communication between the event and the public (company, community, individual, investor, organization..).

Networking

This competence refers to manager's skill to recognize and create business connections that could result to actions such as trade, sales or cooperation. The manager is able to maintain as well as create new connections in order to improve his company's relations with other companies.

Operations management

Project portfolio management

This competence refers to manager's ability use centralized management of processes, methods, and technologies to analyze and collectively manage a group of current or proposed projects that are based on numerous key characteristics.

Project management

This competence refers to the manager's skills and knowledge to lead projects that meet the time, cost, performance and scope requirements as well as the objectives of the project.

Process design

This competence refers to the manager's skills to create processes to support the event process. This could include developing blueprints, project and project schedules for different types of events and so forth.

Operational risk management

This competence refers to manager's skills and knowledge to systematically identify, analyze and response to the risks related to the event in question. This entails also pre-event, on-site and post-event risk mapping and prevention.

Problem resolution

This competence refers to the manager's skills to solve problems quickly and efficiently based on the relevant facts.

Procurement

This competence refers to the manager's ability and knowledge to obtain necessary goods and services for the event including deciding what must be procured, requesting offers and organizing bidding, selection of suppliers, administrating contracts and closing them when the event is over.

Logistics

This competence refers to managing the logistics of the products and services needed in the event.

Time management

This competence refers to the manager's ability to run the event process successfully in the given time period. The manager is able to keep the schedule and make sure that his employees and stakeholders are able to meet the set deadlines.

Quality management

This competence refers to quality assurance meaning that the planning to meets the quality requirements and quality control that requires the actions to monitor the results whether they match the requirements.

Health and safety management

This competence refers to the manager's knowledge and experience in health and safety rules and regulations. The manager has obtained knowledge and skills of the different health and safety measures that need to be taken care of considering the size and scope of the event.

2 Tool 1: Competences relevance assessment

The objectives of competence relevance assessment are to:

- pin point the relevance of the competences supported by the literature
- test the relevance of the competences in the event industry
- reveal the limitations of literature in comparison to the working life
- rank the most important competences of an event manager
- reveal the focus areas for future study and development of event management education in Finland

The benefits of the tool are to:

- provide the event industry a competence framework for organizational development purposes
- set the base standards for the industry
- provide the company and manager the same standards for discussion
- help the manager to understand the competences needed to perform the job successfully

Tool usage instructions

In each category the respondent is asked to evaluate the relevance of the competence to the event manager. The respondent will be asked to give values from one to six to the competences. The scale presented below, having one the least relevant and six being the most relevant to the event manager, will be used as scale of measurement.

Table 2: Scale of relevancy measurements

Value	Explanation
1	Not at all relevant
2	Somewhat relevant
3	Relevant
4	Fairly relevant
5	Very relevant
6	Crucially relevant

Tool interpretation

After having ranked the competences from 1-6 the conclusions will be drawn whether the competence was relevant or not. The competences, which receive a value of 1 or 2, will be categorized as low relevance (L) as they are not considered to be important for person working in the event management position. The competences that receive the value of 3 or 4 will be considered as moderately important for the event manager. Finally those competences that receive an evaluation of 5-6 will be considered as the key competencies for a person working in the event management position.

This way the user can easily define the least and most critical competences quickly. By categorizing the competences the user can easily define set of preferred skills the on the company level.

Table 3: Scale of relevance from low to high

Value	Relevance	Explanation
Values 1-2	Low relevance (L)	Little or no relevance to the event manager
Values 3-4	Medium relevance (M)	Some relevance to the event manager
Values 5-6	High relevance (H)	Very relevant to the event manager, key competences

Table 4: Tool 1: Competence relevance assessment

General competences by dimension	Value 1-6	Importance (Low = L, Medium = M, High = H)
Administration		
Stakeholder relations		
Operational reporting		
Corporate governance		
Interpersonal communications		
Oral communication skills		
Public speaking skills		
Negotiation skills		
Persuasion skills		
Behavior/ non-verbal interpretation skills		
Working with diverse teams and environments		
Financial management		
Cost monitoring		
Profitability analysis		
Financial statement analysis		
Budgeting and financial planning		
Financial control		
Investment valuation and appraisal		
IT-financial systems integration		
Human Resources/ Personnel management		
Recruitment		
Contractual and legal personnel issues		
Job description and analysis		
Compensation systems		
Organisational design		
Reporting and delegation systems		
Conflict management		
Counseling		
Competence development		
Leadership		
Team building skills		
Team management		
Goal setting skills		
Delegation		
Decision-making skills		
Managing change		
Inspiring and motivational skills		

Marketing and sales		
Market segmentation skills		
Marketing planning		
Marketing strategies design		
Customer relationship management		
Key account management		
Selling skills		
Internet and social media marketing		
Advertising and promotion		
PR		
Networking		
Operations management		
Project portfolio management		
Project management		
Process design		
Operational risk management		
Problem resolution		
Procurement		
Logistics		
Time management		
Quality management		
Health & safety management		

3 Tool 2: Competence gap analysis

After having evaluated the importance of each competence, the respondent is asked to evaluate their current and the ideal level of competence. The purpose of this is to reveal the potential gaps in the level of competence needed in order to manage the tasks successfully.

The objectives of competence gap analysis are:

- to evaluate the current and ideal competence level of the manager
- to reveal the potential competence gaps of the manager

The benefits of the tool are:

- to evaluate the manager's competence level
- to recognize manager's strengths and development points
- help the company on the organizational level to target what is needed in order to possess the right sets of skills

Tool usage instructions

The respondent will be asked to evaluate his current and the ideal skill level. The respondent will use a scale from 1-6 for evaluating his skill level. Meanings of each scale value are explained below.

Table 5: Scale of competency

Value	Explanation
1	Has no level of competence in the area
2	Has somewhat competence in the area
3	Has general competence in the area
4	Competence level meets the requirements
5	Has above average competence in the area
6	Has extraordinary talent in this competence

Having evaluated the current and ideal level of competence the gap in competence level will be revealed. For evaluating the competence gap letters from A to C will illustrate the size of the gap. The difference between the ideal and the current level of

competence will present the severity of the competence gap. The meanings of each letter are as follows:

Table 6: Severity of the competence gap

Letter	Difference between ideal and current value	Explanation
A	0-1	Equal or above requirements
B	2-3	Small or moderate gap
C	4 or more	Significant competence gap

Tool interpretation

The competences rated with value A demonstrate equal or above required level of competence and will not need intense actions in competence development.

The competences rated with value B and C illustrate areas in which there is a serious risk of poor performance during the event. However this tool alone will not be sufficient for making a decision about implementing a competence development action.

The writer needs to put together the results of tool1 and tool 2 and that will be the main purpose of the next tool.

Table 7: Tool 2: Competence gap analysis

General competences by dimension	Current (1-6)	Ideal (1-6)	Competence gap (A-C)
Administration			
Stakeholder relations			
Operational reporting			
Corporate governance			
Interpersonal communications			
Oral communication skills			
Public speaking skills			
Negotiation skills			
Persuasion skills			
Behavior/ non-verbal interpretation skills			
Working with diverse teams and environments			
Financial management			
Cost monitoring			
Profitability analysis			
Financial statement analysis			
Budgeting and financial planning			
Financial control			
Investment valuation and appraisal			
IT-financial systems integration			
Human Resources/ Personnel management			
Recruitment			
Contractual and legal personnel issues			
Job description and analysis			
Compensation systems			
Organisational design			
Reporting and delegation systems			
Conflict management			
Counseling			
Competence development			
Leadership			
Team building skills			
Team management			
Goal setting skills			
Delegation			
Decision-making skills			
Managing change			
Inspiring and motivational skills			

Marketing and sales			
Market segmentation skills			
Marketing planning			
Marketing strategies design			
Customer relationship management			
Key account management			
Selling skills			
Internet and social media marketing			
Advertising and promotion			
PR			
Networking			
Operations management			
Project portfolio management			
Project management			
Process design			
Operational risk management			
Problem resolution			
Procurement			
Logistics			
Time management			
Quality management			
Health & safety management			

4 Tool 3: Competence development priorities tool

In order to take the results of the two previous models the manager needs to combine the results of both tools. The manager will apply the results of the competences relevance assessment and the competence gap analysis by adding the letters of relevance (L, M, H) and competence gap (A, B, C) to the competence development priorities tool.

The objectives of competence development priorities tool are to:

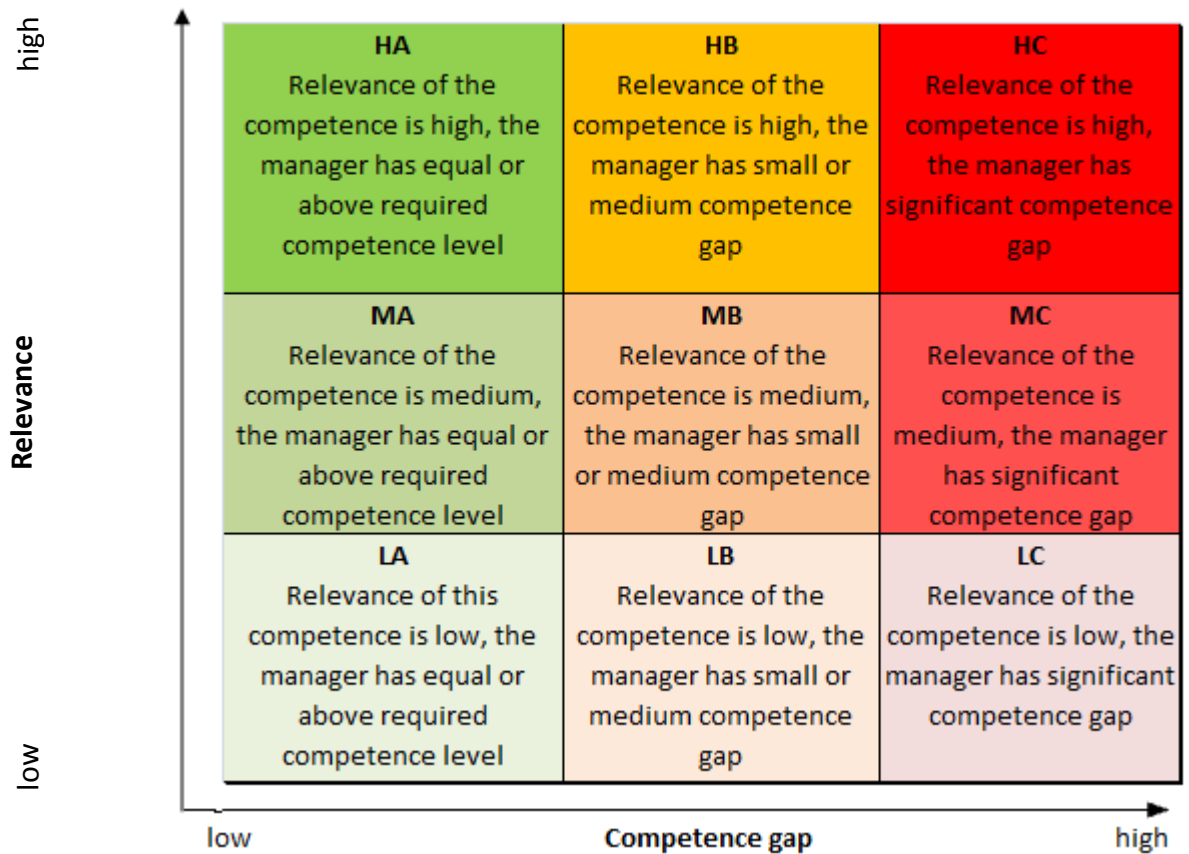
- evaluate the competence gap of the manager in relation to the relevance of the competence
- reveal the competence development priorities
- be able to name most important development priorities for the future training period

The benefits of the tool are to:

- evaluate the manager's competence level in relation to the relevance of the competence
- reveal the most urgent competence development areas of the manager
- understand the priorities of competence development

Tool usage instructions

As a combination of the two previous tools there will a combination of dimensions expressed through different letter. The writer strongly recommends that the corporate users adopt letter based terminology as a standard internal language for assessing the competence relevance and criteria. The writer has indicated below a well-structured table where the different possible combinations are labeled and debriefed through a very practical language. Adding more dimensions or scale values will unnecessarily complicate the analysis with low or no value-added.



Tool interpretation

As a result the respondent will receive a color-coded letter combination for each competence that will illustrate the importance of the competence in relation to the competence gap between current and ideal level of competence. The writer acknowledges that by labeling the competences is not enough and further development to serve the needs of the industry will be needed. For that reason a tool that gives solutions for these specific competence gaps will be developed in the following tool.

Table 8: Tool 3: Competence development priorities tool

General competences by dimension	Relevance (L-H)	Gap (A-C)	Letter combination (Relevance + Gap)
Administration			
Stakeholder relations			
Operational reporting			
Corporate governance			
Interpersonal communications			
Oral communication skills			
Public speaking skills			
Negotiation skills			
Persuasion skills			
Behavior/ non-verbal interpretation skills			
Working with diverse teams and environments			
Financial management			
Cost monitoring			
Profitability analysis			
Financial statement analysis			
Budgeting and financial planning			
Financial control			
Investment valuation and appraisal			
IT-financial systems integration			
Human Resources/ Personnel management			
Recruitment			
Contractual and legal personnel issues			
Job description and analysis			
Compensation systems			
Organisational design			
Reporting and delegation systems			
Conflict management			
Counseling			
Competence development			
Leadership			
Team building skills			
Team management			
Goal setting skills			
Delegation			
Decision-making skills			
Managing change			
Inspiring and motivational skills			

Marketing and sales			
Market segmentation skills			
Marketing planning			
Marketing strategies design			
Customer relationship management			
Key account management			
Selling skills			
Internet and social media marketing			
Advertising and promotion			
PR			
Networking			
Operations management			
Project portfolio management			
Project management			
Process design			
Operational risk management			
Problem resolution			
Procurement			
Logistics			
Time management			
Quality management			
Health & safety management			

5 Tool 4: Training solutions and competence priority matching

The objectives of training solutions and competence priority matching tool are:

- to provide solutions for the competence gaps
- to help management team in their planning

The benefits of the tool are:

- to illustrate the solutions in a clear and sound way
- to provide ready training intensity solutions for the base of competence development and training

Tool usage instructions

The applicability of the tool is automatic by delivering the results of the previous tool.

The tool already preselects the type of learning solutions most suited to develop the specific competence. However, the tool doesn't indicate how should the learning solutions be developed but it frames clearly its scope and extend.

The following training methods were chosen to help the planning of the training solutions:

1. Intense training solutions
2. Medium intensity training solutions
3. Guided self-learning
4. Self-monitored learning
5. Occasionally mentored on the job learning
6. Self-guided on the job learning

Intense training solutions entail thorough training to diminish the competence gap.

This training solution could entail mentoring, attending to courses and seminars, simulations, case examples and tutoring on the job.

Medium intensity training solutions will include the same components as the intense training solutions but the intensity of the raining will be reduced.

Guided self-learning means that the manager has the opportunity to receive occasionally help from the organization or third party mentor. The manager and the organization design together the training process and name certain milestones for evaluation and development discussions.

Self-monitored learning suggests that the manager takes responsibility of the learning and the development of the competence without support from the organization or third party mentors. In this learning category the manager has the opportunity to design the training process himself and choose learning methods that will help him to reach his goals.

Occasionally mentored on the job learning entails some training activities that will take place while performing the everyday work. This could involve some training days, tutoring on the job and unplanned training activities once the need occurs.

The last training solution is self-guided on the job learning. It means that the manager improves his competence, while performing his tasks. He will learn how to improve the competence by performing the tasks and following manuals.

Tool interpretation

The training solutions for each competence gap can be quite self-explanatorily comprehended from the tool. The used can directly identify the specific learning solutions that are linked into the company's assessment results from the previous two tools. A proper usage of this tool assumes high quality inputs from the previous two tools. This tool will enable the manager and the company to draw up a training plan according to the results of the competence development priorities tool.

Figure 3: Tool 4: Training solutions and competence priority matching

<p style="text-align: center;">HA</p> <p>Relevance of the competence is high, the manager has equal or above required competence level</p>	<p style="text-align: center;">HB</p> <p>Relevance of the competence is high, the manager has small or medium competence gap</p>	<p style="text-align: center;">HC</p> <p>Relevance of the competence is high, the manager has significant competence gap</p>
<p>Training solution: 4. Self-monitored learning 5. Occasionally mentored on the job learning</p>	<p>Training solution: 1. Intense training solutions 2. Medium intensity training solutions</p>	<p>Training solution: 1. Intense training solutions</p>
<p style="text-align: center;">MA</p> <p>Relevance of the competence is medium, the manager has equal or above required competence level</p>	<p style="text-align: center;">MB</p> <p>Relevance of the competence is medium, the manager has small or medium competence gap</p>	<p style="text-align: center;">MC</p> <p>Relevance of the competence is medium, the manager has significant competence gap</p>
<p>Training solution: 5. Occasionally mentored on the job learning 6. Self-guided on the job learning</p>	<p>Training solution: 2. Medium intensity training solutions 3. Guided self-learning</p>	<p>Training solution: 1. Intense training solutions</p>
<p style="text-align: center;">LA</p> <p>Relevance of this competence is low, the manager has equal or above required competence level</p>	<p style="text-align: center;">LB</p> <p>Relevance of the competence is low, the manager has small or medium competence gap</p>	<p style="text-align: center;">LC</p> <p>Relevance of the competence is low, the manager has significant competence gap</p>
<p>Training solution: 6. Self-guided on the job learning</p>	<p>Training solution: 4. Self-monitored learning 5. Occasionally mentored on the job learning</p>	<p>Training solution: 4. Self-monitored learning 5. Occasionally mentored on the job learning</p>

6 Tool 5: Impact of the training solutions and impact level of skill increase

With the purpose of taking the training to the next level an evaluation point will be agreed on and the training methods and level of skill increase will be reassessed.

Firstly the manager will add the results of his last competence evaluation to the column called competence evaluation before training. Then he will evaluate the current competence level after training to the third column. Having done the evaluation the manager can see whether the training has been effective and increased the skill level or not.

The objectives of the impact of the training solutions and impact level of skill increase tool are:

- to evaluate the skill increase of the manager
- to evaluate the effectiveness and success of the training methods
- to provide quick and user-friendly training evaluation tool for the use of the industry

The benefits of the tool are:

- to illustrate the benefits of using certain training methods
- to evaluate the used methods with the same metrics throughout the company
- to reveal best practices and benchmark used training methods for the future

Tool usage instructions

To find out which training methods were most useful the manager will transfer the results from the tool 2, where the current competence level was evaluated. After that the respondent will evaluate his current level of skills after the training and write out used training methods to the fourth column. Those training methods that had been most successful and led to positive skill increase can be noted as methods that are beneficial for future use. Those methods will be marked with the letter K (keep) which means that the training method used is worth keeping. Those methods that have been somewhat beneficial but did not meet the return on expectations will be marked with the letter M (modify). Finally, those methods that were not beneficial at all and didn't lead to skill increase will be marked with the letter R, which stands for redesign. In

other words, redesign of the training means finding out more beneficial training methods for this particular competence.

Tool interpretation

By using this tool the user will be able to benchmark successful training methods for future use. However, the writer acknowledges that there are many types of learners that respond differently to methods and training solutions that worked for one might not result to same outcome with the other.

Table 9: Tool 5: Impact of the training solutions and impact level of skill increase

General competences by dimension	Competence level before training (1-6)	Competence level after training (1-6)	Training method used (Training method 1-6)	Impact of the training method (K, M, R)
Administration				
Stakeholder relations				
Operational reporting				
Corporate governance				
Interpersonal communications				
Oral communication skills				
Public speaking skills				
Negotiation skills				
Persuasion skills				
Behavior/ non-verbal interpretation skills				
Working with diverse teams and environments				
Financial management				
Cost monitoring				
Profitability analysis				
Financial statement analysis				
Budgeting and financial planning				
Financial control				
Investment valuation and appraisal				
IT-financial systems integration				

General competences by dimension	Competence level before training (1-6)	Competence level after training (1-6)	Training method used (Training method 1-6)	Impact of the training method (K, M, R)
Human Resources/ Personnel management				
Recruitment				
Contractual and legal personnel issues				
Job description and analysis				
Compensation systems				
Organisational design				
Reporting and delegation systems				
Conflict management				
Counseling				
Competence development				
Leadership				
Team building skills				
Team management				
Goal setting skills				
Delegation				
Decision-making skills				
Managing change				
Inspiring and motivational skills				

General competences by dimension	Competence level before training (1-6)	Competence level after training (1-6)	Training method used (Training method 1-6)	Impact of the training method (K, M, R)
Marketing and sales				
Market segmentation skills				
Marketing planning				
Marketing strategies design				
Customer relationship management				
Key account management				
Selling skills				
Internet and social media marketing				
Advertising and promotion				
PR				
Networking				
Operations management				
Project portfolio management				
Project management				
Process design				
Operational risk management				
Problem resolution				
Procurement				
Logistics				
Time management				
Quality management				
Health & safety management				

7 Project feedback tool

The purpose of this interview is to map whether the used literature has been able to define the key competences needed by the event manager working in Finland and whether the tools are applicable to used by the event companies.

The objectives of the tool are:

- to test the relation between literature and real-life
- to test the tools with the industry professionals
- to gain industry based feedback and development suggestions

The benefits of the tool are:

- to open discussion with the industry professionals about the competence level needed to work in the industry
- to make the manager consider their own evaluation and development methods
- to courage the industry to develop their competence level

Tool usage instructions

The user can follow the base of the interview step by step. Before each category a short explanation of what will be discussed next will be presented. The user should give the respondent a copy of each tool and the explanations of each evaluation scale.

Tool interpretation

The results of the project feedback tool are quite self-explanatory. Having gone through the steps, the user will receive feedback on the tools and can develop the tools to match the needs of the respondent.

Project feedback tool

Firstly the needed competences of event manager will be discussed based on the competence framework. The following questions will be issued:

1. Do you consider this list of competences sufficient?
2. Would you add some competences or categories?

- a. if yes, which ones and why?
3. Would you remove some competences or categories?
 - a. if yes, which ones and why?

Secondly the relevance of the competences will be evaluated on the scale of 1-6 and competences will be given evaluation of high to low depending on their relevance to the event manager's position. The following questions will be issued:

1. Do you consider that the scale of 1-6 measuring relevance is adequate?
 - a. if yes, why?
 - b. if not, what kind of scale had you preferred?
2. Do you consider that the scale of importance from low to high is relevant in this context?
 - a. if yes, and why?
 - b. if not, what kind of scale would you prefer using?
3. Do you consider that the tool can be quickly understood and used?
 - a. if yes, why?
 - b. if not, what kind of development suggestions would you make?

Thirdly, the respondent will be asked to give his evaluation for the competence gap analysis tool. The following questions will be issued:

8. Do you consider that the scale of 1-6 measuring the skill level is adequate?
 - a. if yes, why?
 - b. if not, what kind of scale had you preferred?
9. Do you consider that categorization of the competence gaps from A to C is relevant and easily comprehended in this context?
 - a. if yes, and why?
 - b. if not, what kind of scale would you prefer using?

Fourthly, the respondent will be asked to evaluate the provided training solutions.

10. Do you consider that the training solutions for each competence gap are comprehensible?
11. Do you consider that the tool can be quickly understood and used?
 - a. if yes, why?
 - b. if not, what kind of development suggestions would you make?

Fifthly, the respondent will get specific training solutions by transferring the data from the previous tool to tool 4. The following questions will be issued:

1. Do you consider that the solutions give direction to which actions to take in order to develop the competence?

- a. if yes, why?
- b. if not, what kind of development suggestion would you make?

Sixthly, the respondent will be asked to give his evaluation for tool measuring the impact of the training solutions and impact level of skill increase. The following questions will be issued:

1. Do you consider that the tool gives a clear image of the development of the user?
 - a. if yes, and why?
 - b. if not, what kind of development suggestions would you make?
2. Do you consider that the tool can be quickly understood and used?
 - a. if yes, why?
 - b. if not, what kind of development suggestions would you make?

Finally the respondent will be asked to evaluate the overall experience of the tools and applicability to the industry.

1. How would you describe the overall user experience?
 - a. positive
 - i. can you name advantages of using this of methods?
 - b. negative or no opinion
 - i. can you name development suggestions?
2. Do you consider that these tools could be utilized in your company?
 - a. if yes, why?
 - b. if not, why?
3. Do you consider that these tools could bring added-value to the industry?
4. Additional comments

Background information of the respondent for statistical reasons:

Age:

Gender: Female

Experience in the event industry: years

Position:

Core business of the company:

8 Project findings

The project culminated to the industry reviews utilizing the project feedback tool. During the project test four event industry professionals were interviewed on 21st and 22nd November 2012. Structured interview based discussions took 30 to 60 minutes depending on the interest and availability of time of the respondent. All in all, the feedback to the tools was positive and the respondents found the project useful to the Finnish event management industry (See Appendix 1: Summary of the interviews).

The interviews revealed some key findings. Firstly, there is a need for industry based competence framework as the level of competence varies vastly within the industry. Secondly, by using this type of evaluation method the companies are able to disclose the needed skills in certain positions and therefore develop training and improve recruitment activities. Thirdly, the need for defining the key competencies in event management positions is high because there is a lack of educational support for the industry e.g. event management degree programme. In addition, the interviews revealed that it is crucially important that the management level also has an understanding of the industry and the processes of the production team.

However, the feedback revealed some development suggestions for the tools and their assessment criteria. In order to view the demographics of the respondents, please view Appendix 2: Demographics of the respondents. In order to view the responses of each respondent see Appendix 5: Detailed answers of the industry feedback interviews.

9 Project conclusions

The project started with a literature review of different competence literature available in event management, project management, marketing management, hospitality management and general management areas. The research resulted in 250 contextual, technical and behavioral competences. In order to find the most suitable competences for the Finnish event management industry professionals, several rounds of selection took place.

Having revealed the most critical competence for event manager supported by many authors, the project preceded to the phase during which the competence based assessment tools were designed. The writer considered the processes of development of other competence based frameworks and as well as training development. It resulted to five step assessment during which relevance of the needed competences, competence gap, training solutions for certain competence gaps and the evaluation of used training methods as well as the efficiency of the training. Being able to leave enough room for development of the tools on the organizational level the writer decided to retain the competence framework throughout the assessment process. This decision was also supported by the industry professionals, when the tools were tested in the finalizing phase of the project.

