

Event Evaluation

Instructor's Manual

1: Basic Concepts and Definitions

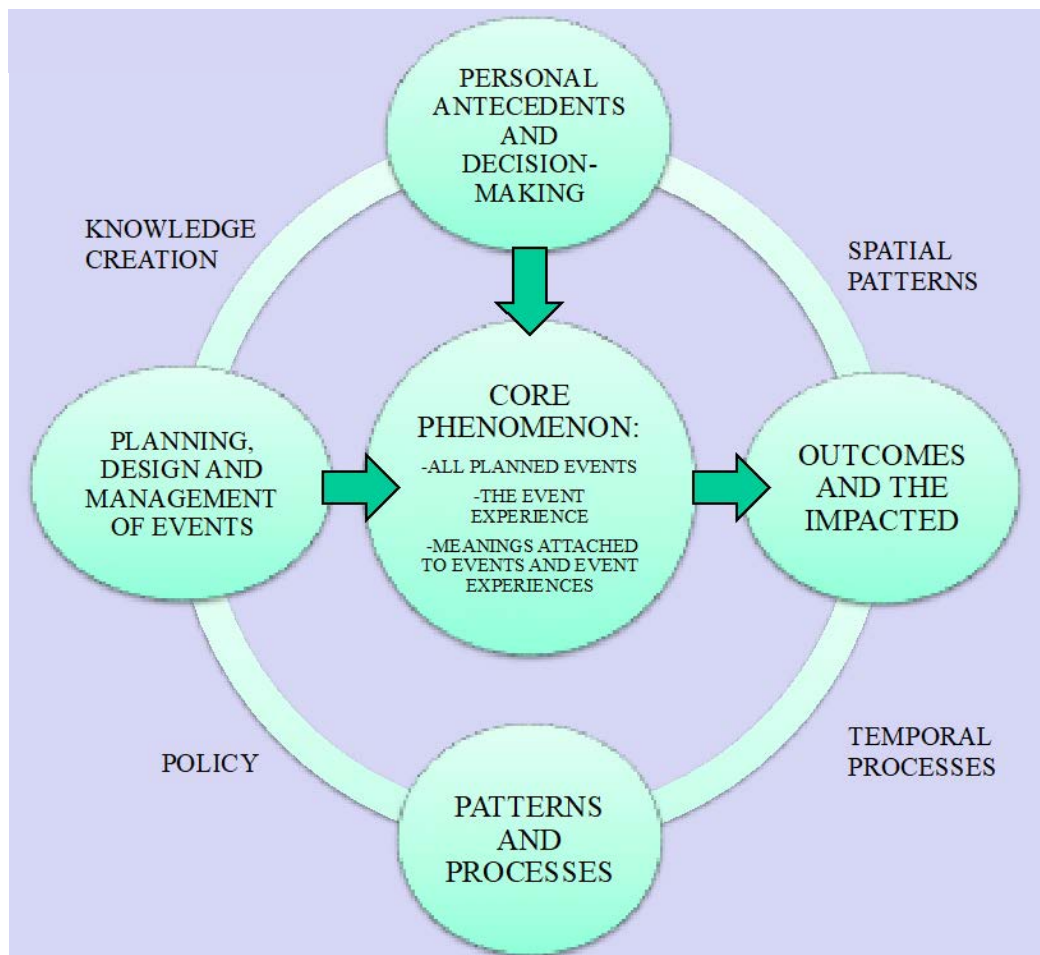
This is the instructor's manual produced to accompany the book *Event Evaluation: Theory and Methods for Events and Tourism*, by Donald Getz, 2018, published by Goodfellow Publishers Ltd.

This manual and the accompanying illustrations are provided by Prof. Getz for the private use of instructors. All the diagrams are copyright protected and should not be circulated beyond the classroom. The figures from the text are available for downloading as a PowerPoint file, but not the additional ones in this manual as they come from other published sources or are the personal works of the author.

Overview

One approach to an introductory lecture is to get right into a discussion of substance, such as “what are the big evaluation questions facing event and tourism managers”, or “what in your experience has gone wrong at festivals and events?” You might have examples at hand, or even a guest lecturer to cover the state of the art. Films about problems and disasters at events could be used. On the other hand, you might want to focus on what is great about events and tourism, the benefits and the wonderful experiences, then talk about “how do we know when we are successful?” or “what should our goals be”. Then evaluation comes into the picture.

I also think it is wise to connect a specialist course like this to the broader curriculum, and the model below is useful in that regard. It is from Event Studies and has also been modified for inclusion in Event Tourism. Where exactly evaluation fits into this framework is a question for discussion (Hint: in all the elements).



A framework for understanding and creating knowledge about planned events

Lecture 1

1.1 Introduction (p.1)

To start learners thinking about evaluation I present four scenarios, based on general experience and reading, that cover the major aspects of evaluation, primarily from the perspective of event management. You will see that these reflect the more technical, less complex challenges as illustrated in my complexity model, and this also conceptually separates the evaluation and impact assessment books. If you can find appropriate local cases and issues, use them as introductory scenarios. They can also form the basis of essay questions or term papers.

Exercise:

As a discussion, or assignment, ask students to reflect on good and bad event experiences, as workers/volunteers and/or attendees, as appropriate. From these experiences, have them suggest evaluation implications. At this early stage, not too much can be expected on methods, but some ideas on learning and improving should be forthcoming.

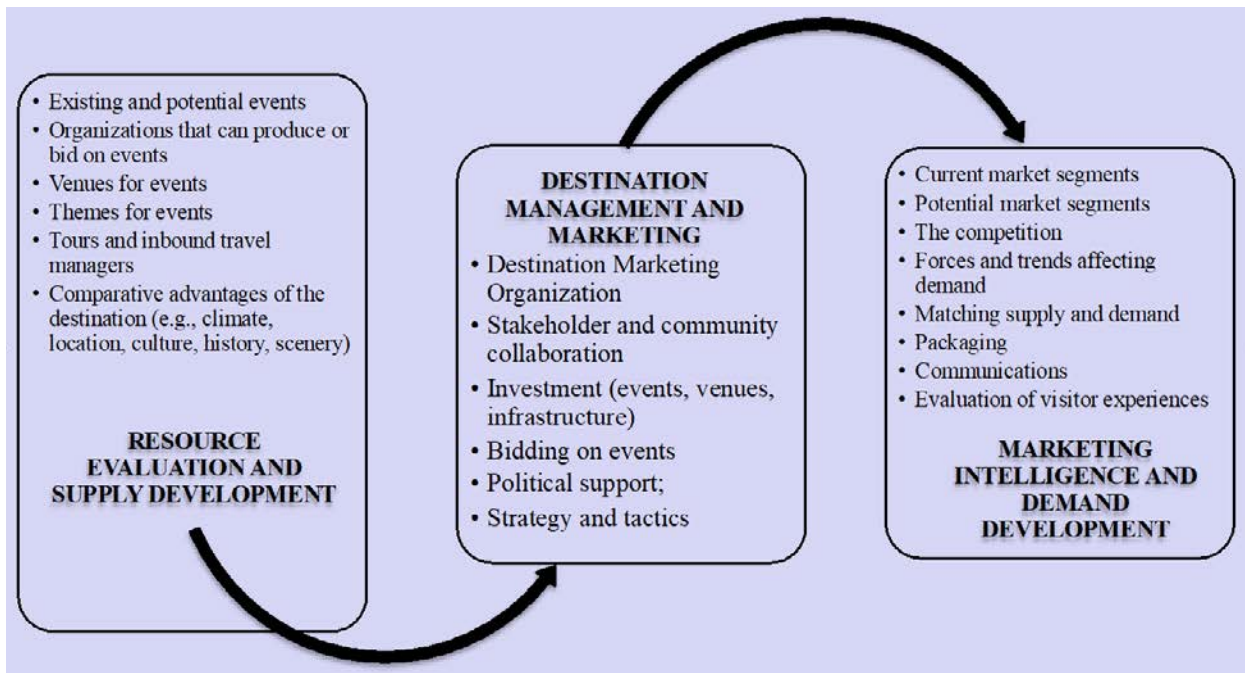
1.2 Unique aspects of planned events and event tourism (p.3)

Evaluation is different in the fields of event and tourism management, and one reason for this book is that mainstream evaluation is dominated by education, health and other government programme evaluation where the primary concern is to prove cause and effect, or at least to demonstrate that programmes and policies are working and efficient. Experimental and quasi-experimental methods are often employed in other fields, but are not generally relevant or practical for tourism and events.

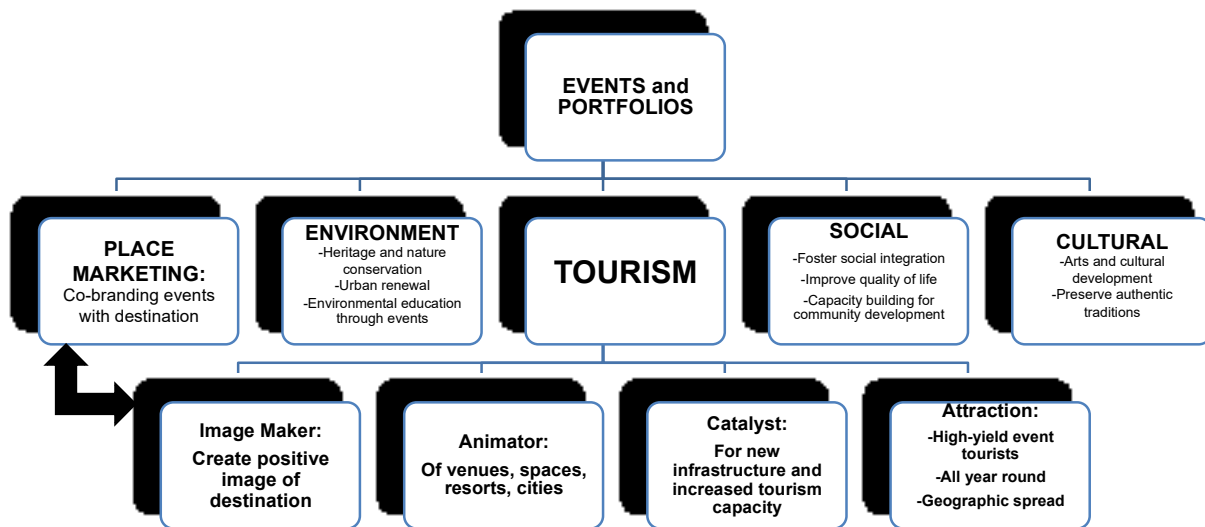
Event management students should understand the tourism perspective, especially as it relates to economics, but tourism students and practitioners also need to understand the basics of evaluation and the context-specific challenges they face. A larger tourism orientation will emerge in the companion book on impact assessment.

Below are two extra diagrams, the first illustrating an event-tourism planning and development process (discussed in my book *Event Tourism*) and the second (from *Event Tourism*) showing the main roles of events within a tourism and place-marketing context, alongside other key “event portfolio” policy fields.

There is a whole series of figures (words in boxes, not line diagrams) starting with Figure 1.1 that summarize the many value perspectives taken on events and tourism. These reflect the interests of different stakeholder groups, although overlapping interests is normal. It is essential that evaluators understand how placing value on something always reflects underlying values and beliefs, or at least should reflect an understanding of what people and groups say they want from events and tourism (the benefits mainly, but also what they do not want).



Planning and Developing Event Tourism



Integrating Event Tourism with Other Policy Domains

The Value of Events (Lundberg et al., 2017) is recommended reading. As one of its editors and contributors, I can say that it provides a full discussion of value perspectives within its chapters, but I have made the value-perspective figures specifically for this book. Each of these figures and their sub-sections can introduce a discussion on benefits, costs, and general evaluation issues. For example, in Figure 1.1 Economic and Tourism Value are presented. These have dominated the discourse and the literature on impact assessment, but are not the main concerns of most event managers who probably care much more about financial challenges. Note that each perspective is accompanied by a list of challenges, and these can be expanded and elaborated upon if you can find local examples.

Exercise:

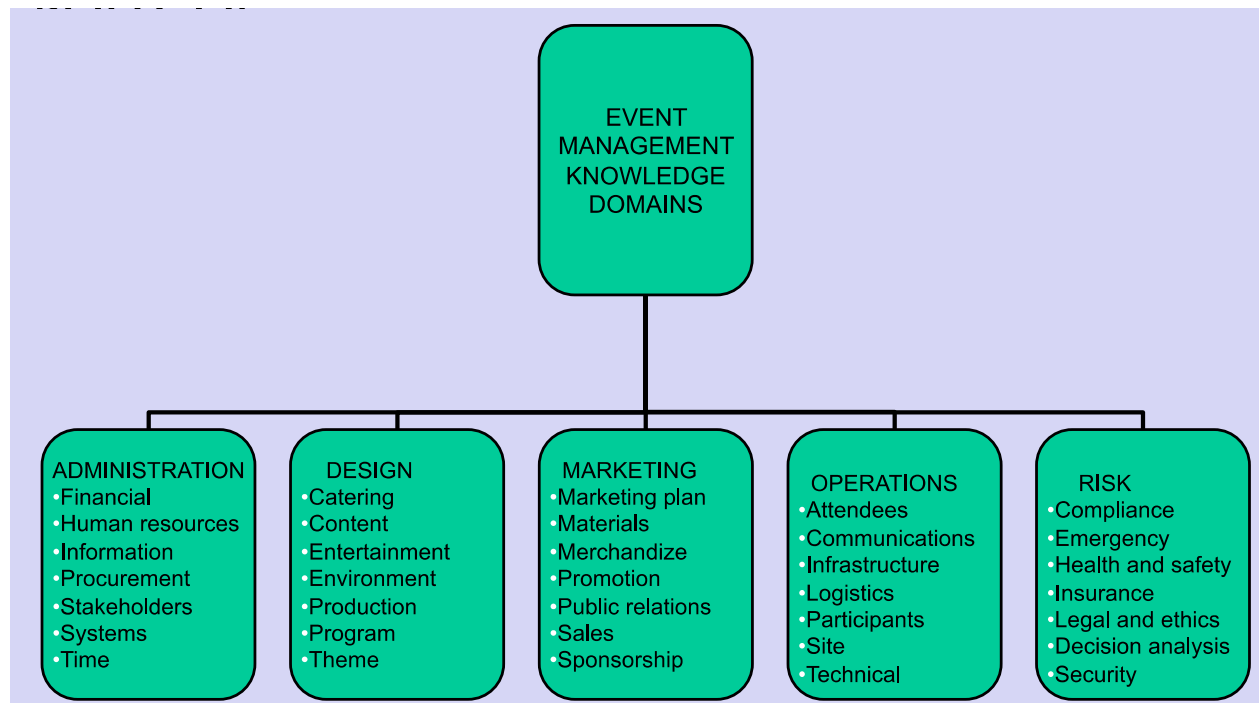
Why do you personally value events? Putting that question to learners should encourage reflection on underlying values, assumptions or perhaps biases. This discussion can lead to more precise consideration of value, values and intrinsic versus extrinsic valuation approaches.

Lecture 2

1.3 Professional practice (p.5)

In this section it will be advantageous to discuss the local situation, as professional practice varies a great deal around the world. Some countries have sophisticated educational programmes, support from associations and skilled professionals, other do not. Brining a practitioner into the classroom will be a useful way to shed light on the state of art for planning and evaluation.

EMBOK and MBECs might have previously been introduced to students in other courses, and to practitioners through associations. It is noteworthy that EMBOK does not explicitly mention evaluation as core knowledge (see the diagram), whereas MBECs covers it in several areas. You cannot really talk about planning and management without specifying the need for evaluation and feedback, but why has it been a largely neglected theme by academics, and in preparing professionals for events and tourism?



EMBOK: The Event Management Body of Knowledge. Source: Silvers, J., Bowdin, G., O'Toole, W. and Nelson, K. (2005). Towards an international event management body of knowledge (EMBOK). *Event Management*, **9**, 185-198.

I have been advocating a designation and certification process for professional event (or tourism) evaluators - in other words, a specialization. To start, evaluators need to learn about mainstream evaluation as covered by Stufflebeam and Coryn (2014) who consider evaluators to be professionals; there exist a number of professional associations such as the American Evaluation Association (AEA) to provide support. The Principles for professional evaluators can be found online, I only list headings.

What is good or bad evaluation? This is covered by the standards presented in this section. Note the existence of *pseudo evaluations* and how evaluation in general can be perverted to serve political interests (within organisations, and by governments).

Action research is mentioned here, and many evaluations can take this approach - but those getting directly involved should first consider the paradigms, or underlying philosophy behind intervention.

Exercise:

Dig deeper into the AEA website, especially to elaborate upon the Principles and Standards. A discussion on professionalism should follow, including the notion of Professional Event (or Tourism) Evaluator. Does that specialisation make sense in the context of the degree programme or professional practice in your country?

Short Answer Questions

One common test or quiz question is to require definitions of key terms or concepts. For this chapter they include the following, all of which can be found in the index under these names and under “definitions”:

- ◆ *Evaluation*: a better definition will be possible after the next chapter, but the key point here is that it is not ordinary research, it is applied with a purpose - to solve problems, aid decision-making, place a value on something.
- ◆ *Impact Assessment*: can be an input to evaluation; aims to determine the results or outcomes of actions; often looks to demonstrate cause and effect; IA can provide evidence that goals are attained.
- ◆ *Value Perspective*: a fuller understanding will accompany reading Chapter 2, but students should be able to note that different people and stakeholders apply different value systems or beliefs to their evaluation of events and tourism, and to give examples of what they want to achieve (or the key desired benefits; goals).
- ◆ *Professional Practice (or praxis)*: Standards have to be cited, both for professional evaluators and professional evaluations, for a complete answer.
- ◆ *Standards*: The answer should state that standards are required for professional qualifications. They apply to the practitioners and to specific evaluations.

Re-phrasing the learning objectives as test questions is appropriate. Mostly these require only short, factual answers that directly reflect chapter contents. Suggestions for good answers are provided.

Q: Why is evaluation essential in professional event management/tourism practice?

A: Mention that evaluation and feedback are essential elements in standard planning models, with emphasis on continuous improvement or adapting to changing environmental conditions. Later on in the course students should be able to include the basic principles needed for creating a “learning organisation”. A good answer might also refer to the need for accountability to stakeholders.

Q: Why is impact assessment (IA) not the same as evaluation and why are impacts not the same as benefits?

A: IA sometimes stands alone, reflecting a real bias to monetary value, but generally impact assessment should be one input to establishing worth or merit. An economic impact cannot be said to be a benefit without specifying to whom, and at what cost.

Q: Give examples of unique evaluation challenges for events and event tourism.

A: This combines two learning objectives. There are multiple figures throughout the book that provide specific challenges.

Q: Where does evaluation fit in EMBOK (the Event Management Body of Knowledge and in MBECS - the Meeting and Business Events Competency Standards?

A: The answers are on p.8, but a really good answer would discuss how evaluation is a body of knowledge (theory plus methods) necessary for good management.

Q: Describe the principles for professional evaluators and standards for competent evaluations as specified by the AEA.

A: See Principles (pp. 8-9) and Standards (pp. 10-11). Students need to have more fully discussed professionalism to give answers beyond repeating the material on these pages.

Essay-Style Questions

In an essay the student has to develop a theme or argument, provide an introduction and conclusion, and use full sentences and paragraphs. Terms should be defined or explained in context. Instead of merely repeating factual material from the book, an integration of material from different sources, plus personal analysis or opinion, adds to quality.

Q: Discuss the nature and need for professionalism in event management and event-tourism evaluation, with reference to standards. Describe the knowledge and skills required.

A: The same material as found on pp. 8-9 and 10-11 applies here, plus demonstration of what professionalism means in the context of events and tourism. Ideas from the Chapter 1 discussion of professional practice are needed for this answer.

Q: Why is event and event-tourism evaluation unique? Discuss some unique challenges for a particular type of event.

A: Some ideas are provided in the first chapter, but Chapter 13 adds much more. The answer should draw upon student's own experiences or interests in one type of event.