



Topics in Event Planning: Experiential and Public Relations Events

EVNT: EVNT:3185:0EX4

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Professor Name: Tracy Hufford

Professor Email: tracy-hufford@uiowa.edu

Course Description

Events, marketing, communications, and product branding have undergone dramatic changes in recent years. We know that our audiences want us to create meaningful experiences for them. In this course we will examine and practice how we can create and market attendee engagements, interactions, and deeper conversations. We will learn about creating relationships with our target markets in new and tangible ways. Students will complete individual and team assignments.

Course Objectives

The following learning goals and objectives will be reinforced in this course.

1. Law & Ethics Learning Goal

Understand and apply the principles and laws of freedom of speech and press in real space and cyberspace, and demonstrate an understanding of professional ethical principles and their historical development.

Learning Objective 3. Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.

Learning Objective 4. Students will demonstrate an ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

2. Media Literacy Learning Goal

Understand the principles of media literacy and develop the skills necessary to access, analyze, evaluate, and create media messages across multiple media domains.

Learning Objective 2. Students will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.

Learning Objective 3. Students will learn how to create and disseminate media messages in various forms.

3. Writing and Storytelling Learning Goal

Understand that clear, concise, correct writing is at the heart of journalistic expression and that reporting and communicating it effectively requires a knowledge and achievement of the highest, professionally-accepted standards in all work.

Learning Objective 2. Students will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.

Learning Objective 4. Students will demonstrate the ability to apply above concepts in a manner that is sensitive to audiences across all media.

4. **Multiculturalism Learning Goal**

To demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

Learning Objective 1: Students will demonstrate an ability to produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.

Learning Objective 2: Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

Learning Objective 3: Students will demonstrate an ability to work with members of diverse groups to engage publicly over issues of community interest.

Attendance Policy

Attendance at all classes and CIMBA sanctioned activities is MANDATORY. All unexcused absences will have the following consequences:

- a. 1st absence will result in a loss of a 1/3 of a letter grade in that class (1/2 in the summer program)
- b. 2nd (cumulative) absence will result in a loss of an entire letter grade in that class
- c. 3rd (cumulative) absence will result in a dismissal from the program.

Absences due to illness require a note from the CIMBA Office Staff. If a student is sick and cannot attend class, he/she must inform the CIMBA Staff immediately. Failure to do so will result in an unexcused absence.

Grievance Policy

Student concerns regarding this course should first be discussed with me, the faculty member teaching this course. If we can't resolve the complaint, you may contact the CIMBA Interim Director, Stephanie Schnicker (319-335-1041, stephanie-schnicker@uiowa.edu). The Director will review the details of the complaint and involve the Associate Dean of the Undergraduate Programs, as needed.

Academic Misconduct

The Tippie College of Business at the University of Iowa follows an honor code regarding academic misconduct. That code can be found at <http://tippie.uiowa.edu/honorcode.cfm> and includes cheating, plagiarism, unauthorized collaboration, obtaining an unfair advantage, forgery, facilitating academic dishonesty, and misrepresentation. Be sure you are familiar with this code. Students who exhibit academic dishonesty will receive a zero (0) for the assignment or examination involved and may receive an "F" for the class. All incidents of cheating will be reported to the CIMBA staff, as well as to the Senior Associate Dean of the Tippie College of Business. The decision of the professor may be appealed to a Judicial Board. The Honor Code for the Tippie College of Business will determine the appropriate appeal process.

Accommodating Students with Disabilities/Academic Accommodations

A student seeking academic accommodations such as a modification of seating, testing, timing, etc. should first register with Student Disability Services, then contact the CIMBA Italy Office (cimba-italy@uiowa.edu) to make further arrangements. See <http://sds.studentlife.uiowa.edu> for more information.

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University website, www.sexualharassment.uiowa.edu/index.php, and to seek assistance from the CIMBA Interim Director, Stephanie Schnicker, at 319-335-1041 or stephanie-schnicker@uiowa.edu

Course Materials & Resources

We will not use a required textbook. References will be posted to our course ICON site.

Grading

A+: 101+	B+: 88-89	C+: 78-79	D+: 68-69
A: 94-100	B: 84-87	C: 74-77	D: 64-67
A-:90-93	B-80-83	C-: 70-73	D-:60-63

You will receive grades for quizzes, in-class presentations, including one that is the result of a month-long collaborative project with a group of your classmates. Please see complete assignment details and points breakdowns later in the syllabus.

Class Schedule

Pre-travel: Complete the introductory assignment.

Week 1

Tuesday: Course and classmate introductions. Students present their introductory assignments and divide into study cohorts.

Wednesday: History and rise of Experiential Marketing. Students research products and companies and claim their research topics. Due: Read pages 3-15

Thursday: Relationship marketing, brand drivers and developing a product activation and experiential strategy. Students research their products & company's brand drivers and a strategy to drive relationship strategy to their market. Due: Read pages 19-24 and 25-42

Friday: Presentations: Student teams present their products and relationship marketing strategies. Due: Read pages 42-62

Week 2

*Monday: Defining experiential product activations: 11 Pillars: Remarkable, Shareable, & Memorable
Due: Read pages 63-74*

*Tuesday: Product activations: Measurable, relatable, personal and targetable
Due: Individual Assignment 2 and presentations Read pages 75-85*

*Wednesday: Product activations: Connectable, flexible, engageable, and believable
Due: Read pages 85-98*

Thursday: Presentations: Student teams present the anatomy of their product's activation campaign

Week 3

*Monday: Experience design
Due: Read pages 117-131*

Tuesday: Building your product's story- vehicles to deliver experiences

*Wednesday: Habits of highly experiential brands
Due: Read pages 155-171*

Thursday: Presentations: Student teams present their product's "story"

Week 4

Monday: The DNA of Experiences

Tuesday: DNA of Experiences cont.

Wednesday: Pulling your experiential strategy together

Thursday: Cohort work day

Friday: Presentations: Product Activations

<<Please note: It's important to be flexible. We may stray from this schedule due to unforeseen circumstances or opportunities.>>

Assignment Details

INDIVIDUAL ASSIGNMENT: Introductory Presentation

Due: Tuesday, Week 1

Points: 20

It's time to get to know each other and break the ice on course content. Please share the event activation that you reported on in the Introductory assignment. Tell us about the event, what event activity was meaningful to you or the other attendees, and along with that give us a brief personal introduction.

In a visually-appealing presentation that includes several photos, please include:

- ✓ Your name
- ✓ Your home school & major
- ✓ The Event Name
- ✓ Location
- ✓ Features (activities, size, etc.)
- ✓ Event organizer
- ✓ When you attended and why
- ✓ What activity or was meaningful to you?

You should be able to present this to the class in approximately 5 minutes. As is the case for all work for this class, it should be thorough, error-free, and should highlight your creativity.

GROUP ASSIGNMENT: Presentation of your product and relationship marketing strategies

Due: Friday, Week 1

Points: 60 total (40 presentation document, 10 live presentation, 10 teamwork)

As we discussed in class, effective event activations Working in their cohorts, students will select feature their products and strategies to leverage marketing relationships in a 10-minute visually-appealing presentation to the class on Friday of Week 1.

Presentations will define the products:

- ✓ Company and Product Name
- ✓ Event Location(s)
- ✓ Marketing Strategy
- ✓ Features
- ✓ Activation details
- ✓ Volunteer details—management system, opportunities, communication

Collaboration and teamwork are critical in putting on a successful event activation as well as in being successful in our course. Students should take equal part in the information gathering, presentation building, and presentation giving, or should work positively with their team to divide tasks evenly. Failure to do so could result in a lowered grade for individual students. Teamwork grades will be based on my observations in the classroom, your individual reflection as well as teammates' feedback.

Please note that the majority of your grade will be based on your document(s), not your presentation, so be sure to include everything you want me to consider via your ICON submission. You are invited to submit a notes file/use the notes feature on PowerPoint.

Project 1 Reflection

Due: Friday, Week 1

Points: 5

No one can plan and implement an event activation as an individual, so your ability to work as a team in our course is critical. In this brief reflection (one page or less), please describe your team contributions on this project, any challenges your team faced, and the grade you would give yourself and each of your teammates. (“We all deserve an A+!” is not a realistic or helpful response.) Your reflections will be anonymous, but I may share trends with individuals to help them understand their strengths and challenges and grow as event professionals.

INDIVIDUAL ASSIGNMENT: Discuss an event activation that reflects the first 3 pillars of experiential marketing: Remarkable, Shareable, and Memorable

Due: Tuesday, Week 2

Points: 50

As with a great recipe, in which flavors are blended together to create a unique flavor, these 3 pillars (Remarkable, Shareable, and Memorable) work together to maximize engagement to brand build, and create value. Choose a product and experiential marketing campaign or event and explore how these 3 pillars are utilized to create that winning recipe. Working as an individual, but within your cohort for support and feedback, please select one product campaign to feature in a visually-appealing presentation. We will present some of our work in class, as time allows.

Your presentation will include the event activation’s:

- | | |
|------------------------|--|
| ✓ Name | ✓ Audience demographics |
| ✓ Location(s) | ✓ Funding streams |
| ✓ History & milestones | ✓ Financial impact |
| ✓ Features | ✓ Talent, vendors, and programming details |

Please note that the majority of your grade will be based on your document(s), not your presentation, so be sure to include everything you want me to consider via your ICON submission. You are invited to submit a notes file/use the notes feature on PowerPoint.

INDIVIDUAL ASSIGNMENT:

Due: Tuesday, Week 3

Points: 50

Major festivals draw significant crowds of people who are willing to travel to attend, garner significant national media attention, and have the potential to make a sizeable financial impact on the community in which they are held. Working as an individual, but within your cohort for support and feedback, please select one Major festival to feature in a 5-minute presentation.

Your presentation will define the festival's:

- ✓ Name
- ✓ Location(s)
- ✓ History & milestones
- ✓ Features
- ✓ Marketing examples and strategies
- ✓ Space planning and mapping
- ✓ Ticketing system
- ✓ Event technology

Please note that the majority of your grade will be based on your document(s), not your presentation, so be sure to include everything you want me to consider via your ICON submission. You are invited to submit a notes file/use the notes feature on PowerPoint.

GROUP ASSIGNMENT: Product Event Activation and Experiential Marketing Campaign

Due Friday, Week 4

Total Points: 150

(100 presentation document, 10 live presentation, 40 teamwork)

Local festivals are those that highlight a particular community or interest and bring members of that local community or interest group together for a public gathering. Their attendance, media coverage, and economic impact can be quite small, but their planning still requires significant thought and creativity. Throughout our course we have studied existing festivals of varying size and focused in on particular features and processes. In this project, you and your team will imagine a local festival incorporating all of the course content in one place.

You will share your imagined campaigns in a visually-appealing 10-minute presentation that includes:

- ✓ Festival Name
- ✓ Location(s)
- ✓ Elevator Pitch
- ✓ Features
- ✓ Staffing details
- ✓ Volunteer details—management system, opportunities, communication
- ✓ Target audience demographics
- ✓ Funding streams
- ✓ Anticipated financial impact
- ✓ Talent, vendors, and programming details
- ✓ Marketing examples and strategies
- ✓ Space planning and mapping
- ✓ Ticketing system
- ✓ Event technology
- ✓ Sustainability
- ✓ Crisis management plan

Collaboration and teamwork are critical in putting on a successful festival as well as in being successful in our course. Students should take equal part in the information gathering, presentation building, and presentation giving, or should work positively with their team to divide tasks evenly. Failure to do so could result in a lowered grade for individual students. Teamwork grades will be based on my observations in the classroom, your individual reflection as well as teammates' feedback.

Please note that the majority of your grade will be based on your document(s), not your presentation, so be sure to include everything you want me to consider via your ICON submission. You are invited to submit a notes file/use the notes feature on PowerPoint.

Final Project Reflection

Due: Friday, Week 4

Points: 5

No one can plan and implement an event activation as an individual, so your ability to work as a team in our course is of critical importance. In this brief reflection (two pages or less), please describe your team contributions on this project, any challenges your team faced, and the grade you would give yourself and each of your teammates and why. (“We all deserve an A+!” is not a realistic or helpful response.) Your reflections will be anonymous, but I may share trends with individuals to help them understand their strengths and challenges and grow as event professionals.

Introductory Assignment:

Events bring people together for a joint cause or celebration. From the beginning of time, there has been a need to

gather to share stories. Today that need has not changed and in fact, is still present and strong. The ways and means we use to tell those stories, however, has greatly evolved.

To get you in the practice of understanding how we effectively tell our stories, share our brand message, or just engage or incite feelings from our target audience, you will write a brief report on an event experience that was meaningful to you. There is no wrong choice.

An event experience can be any type of activity that you engaged in while you were at any kind of event:

Concert or music event

Sporting event

Marketing or promotional event for a certain product

Educational event (seminar, conferences, meetings etc.)

Fundraiser (5k's, "Walks", Benefits, student organization or Greek events etc.)

Pop-up event (campus, store, sporting event, concert, educational event etc.)

You will write a 1 page report that includes this information:

- 1) Describe the event (who, what, where and when)
- 2) What the purpose or goal of the event?
- 3) Who were the attendees
- 4) What was the event activity that was memorable or meaningful to you? Detail what took place at the activation.
- 5) Why was that event experience remarkable to you or other attendees?

This assignment is asking you to reflect and deconstruct the event activation to explore why this particular activity was memorable and effective at its goal- exciting, entertaining, or reaching our target audience in the way we designed it.