COMPARING PERCEPTIONS OF EVENT MANAGEMENT CURRICULUM: A FACTOR-CORRESPONDENCE ANALYSIS

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This study aims to provide some insights into the current status of event management curriculum in Korea as perceived by major stakeholders in event management higher education: industry professionals, students, and educators. Responses to 408 questionnaires were analyzed using factor-correspondence analysis. The factor analysis finds three most important dimensions of event management curriculum: Event Planning & Operations, Event Sponsorship and Marketing, and Field Experiences. A correspondence analysis further exhibits the relationship between major stakeholders and the curriculum factors. The implications for event management higher education are also presented.

Key words: Event management curriculum; Factor-correspondence analysis

Introduction

The event, festival, convention, and exhibition industry (hereafter, event industry) has received growing attention because this dynamic sector generates significant social, cultural, and economic benefits for host regions. According to Mistilis and Dwyer (1999), special events and conventions can result in associated social and cultural benefits to destinations: (1) enhance the exchange of ideas and information, (2) foster business connection, (3) provide forums and seminars for continuing education and training, and (4) facilitate technology transfer. In addition, hosting mega-events provides a unique opportunity for the host destinations to build and showcase their skills and their capabilities and to create a sense of excitement, community, pride, and cohesiveness (Lee & Taylor, 2005). Most of all,

however, mega-events and festivals are major contributors to regional and national economies (Rutherford & Kreck, 1994). Due to such positive benefits, national and many local governments in Korea hold more than 1,000 events annually as a way to promote the tourism industry in various destinations (Seo & Choi, 2006).

As the event industry has grown rapidly, the need for an educated labor forces has become evident. Consensus among stakeholders in the event industry is that higher education in event management is vital to the industry in terms of providing a foundation of knowledge for those who wish to pursue a career in the event industry and continuing professional development to those who are already employed in the industry. Not surprisingly, the initiative of developing event management programs in Korea was undertaken by the established hospitality and tourism institutions. They first introduced the event

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management program as a submajor or specialization program under the roof of hospitality and tourism management degrees. Notably, in the 1990s, hospitality and tourism higher education witnessed the inception of the first 4-year baccalaureate program in event management in the College of Tourism Science at Kyonggi University in 1998. Since then, event management programs in Korea have proliferated. Four-year baccalaureate degrees and 2-year diplomas in event management are offered to approximately 1,500 students at four 4-year universities and six 2-year colleges as of 2006. Also, graduate programs in event management are currently open at two universities, offering both master and doctoral degrees in event management. As more traditional hospitality and tourism programs seriously consider offering event management programs, it is expected that the numbers will increase substantially in the future.

A review of extant research on event management revealed that the research has been focused on three areas: 1) the economic impact of various events and festivals (Burgan & Mules, 1992; Della Bitta, Loudon, Booth, & Weeks, 1977; Gazel & Schwer, 1997; Gelan, 2003; Jones, 2001; Kang & Perdue, 1994; Lee & Taylor, 2005; Long & Perdue, 1990; Madden, 2002; Murphy & Carmichael, 1991; Pyo, Cook, & Howell, 1988; Tang & Turco, 2001), 2) sponsorship of events (Cunningham & Taylor, 1995; Kim, 2006; Mount & Niro, 1995; Park, Seo, & Jung, 2005; Peterson & Crayton, 1995; Seong, 2005), and 3) event market segmentation (Espelt & Benito, 2004; Formica & Uysal, 1998; Seo & Choi, 2006). Few, if any, studies have seriously addressed the issue of event management curriculum related to the comparative perspectives of all stakeholders (students, industry professionals, and educators). This significant research gap offered the opportunity for this study to examine three stakeholders' perceptions of the current event management curriculum. The goal of event management education is to educate and train future generations of industry professionals. In order to achieve this goal, attention should be placed on the development of event management curriculum that not only meets the desire of potential students, but also satisfies the needs of the event industry. In that regard, the purpose of this study is to examine and compare all stakeholders' (students, educators, and industry) perceptions on the current event management curriculum, using a factor-correspondence approach. Specifically, this study identifies the similarities and differences of three stakeholders'

perceptions on the importance of each events management course through a correspondence analysis.

Stakeholders in the Event Education

Today's hospitality and tourism programs have the utmost pressure to develop a curriculum that satisfies all major stakeholders (industry, students, and educators). Stakeholders in events management education are all customers in their way. Their interests must be precariously reconciled (Johns & Teare, 1995). For example, students expect an events management curriculum that helps them prepare efficiently for employment, while the industry requires individuals with appropriate skills. On the other hand, institutions and educators must address the issues derived from the students and the industry, while maintaining the traditional academic structure of college curriculum (Johns & Teare, 1995). Under these circumstances, it becomes more obvious that there is a need to update and reshape the current event management curriculum, ensuring that it reflects industry needs, job prospects for students, and the integrity of higher education.

Industry Perspective

As the event industry has become complicated and globalized through international events and festivals, the industry gives increasing importance to the academic education and career training for tomorrow's workforce. In this context, developing sector-specific curriculum that involves the industry in the curriculum design has become critical. Event management curriculum intended to serve the industry must mirror the environmental trends within the industry and must provide a balance of technical and professional skills to equip students with a detailed understanding of day-to-day operations. It must also offer a broader strategic outlook, dealing with every facet of event activities. The majority of the industry involvement in the hospitality tourism education involves a seat on the validation or revalidation board and the occasional guest lecture arranged by individual educators on an ad hoc basis, which are regarded as one-off insights into industry practice rather than a valuable contribution to the overall education package (Stuart, 2002). There should be an attempt to foster links between event management academics and the event industry because strong industry and academic ties, particularly in curriculum development, will ensure the outcome that the graduates of event management

programs will be qualified for professional jobs in the event industry. Thus, it has become critical that educators and industry professionals sit together and evaluate the whole event management curriculum in relation to the industry skills and knowledge required for various positions in the industry.

Student Perspective

Today's hospitality and tourism curriculum is based on the learning needs of students. Likewise, event management curriculum for students serves as a better preparation for employment in the event industry. In that regard, students are clearly another key stakeholder who can provide valuable data and information that affects educators' decision making in the curriculum development. Students' perceptions on the current event management curriculum can enable institutions and educators to fine-tune various aspects of policies, procedures, and practices of event management education and thereby enhance the quality of the curriculum. Today, it is not unusual that students are fully involved in the educational process, particularly in the curriculum development in various disciplines (Smith & Cooper, 2000). There is strong supports for the use of students' perception on curriculum for quality assurance purposes (Brookes, 2003; Kang, Wu, & Gould, 2005; Knutson, Schmidgall, & Sciarini, 1997; Mount & Sciarini, 1999; Murray, 1997; Oldfield & Baron, 2000). Wilson (1997) stated that student feedback can be used as a mechanism for quality assurance and, thus, student evaluation of entire courses is critical in facilitating a more comprehensive assessment of hospitality and tourism education.

Educator Perspective

Another major player in the event management higher education is institutions or educators supplying event education. Their individual expectations, personal goals, and values have been critical in shaping the curriculum (Stuart, 2002; Trowler, 1997). General hospitality and tourism educators have been inclined to exert some level of ownership over their courses and to ensure the appropriate content of the curriculum. Thus, traditional hospitality and tourism curriculum is teacher-led curriculum where the teacher decides on the objectives and content to be taught (Smith & Cooper, 2000; Stuart, 2002). Today, however, it is required that educators, particularly in hospitality and tourism edu-

cation, should take a step back from their teaching and consider the wider implications for the curriculum as a whole of amending the contents of core courses. Also, hospitality and tourism education should strive for the blending of theory and practice in the preparation of a workforce seeking careers in the hospitality and tourism industry (Marshall, 1995). Well-blended composition of both theory and practice in hospitality and tourism curriculum will enable the programs to be more competitive and better serve their stakeholders (Hengst, 2004; Kang et al., 2005; Moreo, 2004). The mission of the event management academia is to develop highly skilled and competent future industry professionals. In order to achieve this mission, educators and institutions must continually adapt to changes in the needs of both students and industry partners. Particularly, it is highly encouraged for the event management academia and educators to actively work to reduce the gap in the practical side of courses by incorporating opinions of industry professionals into the curriculum (Kang et al., 2005).

Method

Events Curriculum Selection

The selection of event management curriculum involved several interrelated steps. There has been a significant increase in the number and the type of event-related courses offered in both the university and college level. A total of 152 event-related courses offered at four 4-year universities and five 2-year colleges in Korea were initially collected through the Internet home pages and school catalogs. Because many courses contained same contents and course objectives under various course titles, these similar courses were combined into the most common course name. Another selection criterion was the generalizability of course offerings. Courses that were offered by multiple institutions were chosen for the analysis to secure the general acceptance of the course and to avoid too area-specific courses offered by a particular institution. As a result of such screening process, 43 event-related courses were selected for the main survey. After consulting with instructors teaching particular courses, brief course descriptions were included in the survey instrument in order to help prospective respondents (students, industry professionals, and educators) understand the contents and objectives of each course (Table 1). The final questionnaire that included 43 event manage-

Table 1

Event Management Courses and Descriptions

Course Title	Course Description
Domain 1: Event Coordination & Logistics	
Venue Management	The practical knowledge on choosing and management of the venue of various events.
Event Logistics	Acquiring practical knowledge and techniques required for various facilities and the management of equipments for operating an event.
Managing Event Ceremonies	Understanding and practicing the procedures & protocols required for executing various ceremonies and its practical method.
On-Premise Catering	Understanding the types of catering that is utilized when holding an event and acquiring practical knowledge and techniques for its planning and operation.
Event Innovations: Audio Visual & Event Production	Acquiring practical knowledge and techniques required for various special effects and understanding tools, hardware systems, and special effects.
Arts & Science of Contract Negotiation	The lobby & negotiation needed to make a contract for the event execution as well as techniques, method, and things to consider.
Event Volunteering	Planning, motivating, educating & training and evaluating event volunteers.
Domain 2: Private & Political Events	
Wedding Planning & Consulting	Understanding the concept, plan, organization, and management of wedding event and acquiring the related skills and techniques.
Entertainment & Party Planning	Understanding the concept, plan, organization, and management of a personal event including anniversary ceremony, banquet, and party and acquiring the related skills and techniques.
On-line Event Management	Understanding the concept, plan, organization, and management of an event in the cyberspace, and acquiring the related knowledge and techniques.
Government & Political Event Planning	Understanding the concept, plan, organization, and management of a government related event and political event with related knowledge and techniques.
Domain 3: Major Event Areas	
Exhibition & Trade Show Management	Understanding the concept, plan, organization, and management of a trade exhibition and acquiring the knowledge and techniques for operation.
Meetings & Conventions Management	Understanding the concept, plan, organization, and management of a conference of an association, enterprise, and governmental organization and acquiring the knowledge and techniques for operation.
Sport Event Management & Marketing	Understanding the concept, plan, organization, and management of a sports event with various scales and acquiring the knowledge and techniques for operation.
Corporate Event Management	Understanding the concept, plan, organization, and management of an event organized by an enterprise with an internal or external purpose and acquiring the knowledge and techniques for operation.
Festival Management	Understanding the concept, plan, organization, and management of a local festival and acquiring the knowledge and techniques for operation.
Sales & Promotion Events	Understanding the concept, plan, organization, and management of an event utilized in sales promotion and acquiring the knowledge and techniques for operation.
Domain 4: Hospitality & Tourism Industry	
Hotel & Lodging Management	Understanding the hotel business related to various events of individual and businesses as an event place and studying its business characteristics.
Travel & Tourism Industry	Understanding tourism phenomenon that occurs in relation to a festival, conference, concert and other special event areas, and acquiring necessary knowledge when designing travel and tourist programs.
Introduction to Hospitality Industry	Understanding the hospitality industry with its activities related to event industry and studying industry characteristics.

ment courses and course descriptions was designed to measure respondents' perceptions on the importance of each course using a 5-point Likert-scale of 1 = Very Unimportant to 5 = Very Important. In addition, questions asking respondents' demographic information, such as age, gender, and school year, were included in the questionnaire in order to examine demographic composition of sample.

Data Collection

The target subjects in this study were industry professionals, students, and educators in event management. A common approach was sought for each of the target groups but the varied nature of the sample required some modification to the way in which the survey was eventually carried out. For the survey of industry

Table 1 continued

Course Title	Course Description
Domain 5: Support Areas	
Management Information System (MIS)	Acquiring knowledge and techniques required for the designing and application of the internal and external information system that is necessary for the planning and administration of an event.
Economics	Acquiring knowledge to analyze and understand the economic environment when planning an event, and its influence on the other industries.
Laws and Ethics	Understanding and acquiring the knowledge related laws and regulations required for the planning, management, and operation of an event and studying the ethics for the ethical administration.
Understanding of Arts & Culture	Acquiring basic knowledge in the field of international arts and culture required for the planning and management of a cultural event.
Domain 6: Event Planning & Operations	
Event Initiation: Bid & Proposal	Practicing the skills and techniques for preparing a proposal and presentation.
Event Planning	Studying on the creation of ideas necessary for the planning and designing of program, human resources, marketing, administration and financial matters of an event.
Event Operations	Understanding and practicing the work required for the event production and operation as well as acquiring knowledge and techniques.
Domain 7: Field Experiences	
Work-Based Professional Practicum	Practicing the related skills and techniques at the temporary position of on-the-job or internship in event industry for a certain period.
Event Site Inspection	Participating in an event as a temporary operational staff through on-site education.
Project & Research Methodology	Acquiring necessary knowledge required for performing market research and statistic analysis of event related market segments.
Domain 8: Sponsorship & Marketing	
Event Sponsorship	Studying the process of sponsorship including the concept, analysis on benefits, proposal and contract of sponsorship.
Advertising & Public Relations	Creating various advertisements for the promotion of an event and understanding the effect of advertising promotion.
Project Management	Systematic designing and management of a project business with its planning and management.
Event Marketing	Studying the event marketing including research method, the segmentation & target market, positioning, marketing mix, consumer behavior.
Domain 9: Business Administration	
Communications	Understanding and practicing the communication related to promotion and utilizing an event as a communication tool.
Managing Event Services	The overall service management required for providing satisfaction to the participants and visitors in various event areas.
Budgeting & Financial Management	Studying the method and techniques on planning budget for various event, management of cash flow, analysis on profit and loss, accounting and settlement of an account.
Human Resources Management	Studying the policy and process of human resources management with job analysis, recruiting, education & training and evaluation in the event industry.
Domain 10: Event Basics & Concepts	
Strategic Event Management	Studying strategic approach of an event, its business and industry including various business strategies and event business environment analysis.
Introduction to the Event Industry; Concepts & Contexts	General understanding on the concept of various event, its business and industry.

professionals, 22 event-planning companies and their full-time employees including managers, directors, and junior staff members were contacted through the mail and on-site surveys. A total of 167 usable responses including 100 from the manager/director group were collected from the industry side. For the survey of students majoring in events management, six institu-tions offering an event management degree or diploma participated in the survey. Instructors at those participat-ing institutions distributed and collected questionnaires in their classrooms. Each institution contributed 30 to 45 student responses to the survey. As a result, a total of 223 usable student responses were counted for the data analysis. For the survey of educators, a total of 36

educators at eight different institutions were contacted through the mail survey. Among them, 18 educators returned the survey for the study. Overall, a total of 408 usable responses were collected from three target groups through a combination of mail and on-site survey (Table 2).

Data Analysis

The collected data were analyzed in two stages. First, 43 curriculum items were factor-analyzed using principal components analysis to delineate the underlying dimensions of event management curriculum. The factor analysis was carried out with a varimax rotation to make the factor structure more interpretable (Nicholson & Pearce, 2001). The reliability coefficients for each dimension were then calculated. In the second stage, a correspondence analysis was conducted to examine three different stakeholders' (students, industry professionals, and educators) perceptions on the current event management curriculum. A correspondence analysis has been employed in social science research because it transforms a table of numerical information in a contingency table into a graphical display to facilitate the interpretation of the information (Chen, 2001; Greenacre, 2000; Shanka, Quintal, & Tayloy, 2005). The primary merit of a correspondence analysis is the portrayal of categorical data in a joint plot so that both row and column relationships are comparable in terms of a squared distance model (Bowden, 2002; Hair, Anderson, Tatham, & Black, 1998; Shanka et al., 2005). In this study, the composite means of curriculum factors were calculated to examine the relative importance of each curriculum factor. Because correspondence analysis requires categorical data, the importance of 10 curriculum factors and five groups were transformed into a contingency table. Thus, correspondence analysis produced a visual representation of the relationships about the perceived importance of event management curriculum among different stakeholders in the same space. In order to provide more specific implications, industry and students groups were divided into two subgroups, respectively, making a five-group comparison.

Results

Profile of Respondents

A total of 408 usable responses were collected. Table 2 depicts the demographic information about the respondents. Females accounted for most respondents in the students groups (university students: 59%, college students: 74%, overall: 66%), showing the popularity of events management among female students. On the other hand, more than half of the respondents in the industry side were males (managers/directors: 70%, junior staff members: 52%, overall: 63%). Instructors are almost evenly split. Overall, 53% of respondents were females. With regard to the age of the respondents, the majority (74%) in the industry managers group were between 30 and 39, and 17% indicated they were between 20 and 29. For the industry junior staff group, the majority (73%) were between 20 and 29, and 27% indicated they were older than 30. Not surprisingly, most of student respondents (99%) were between 20 and 29.

Table 2
Demographic Profile of the Samples

	Industry Professionals		Students			
	Managers/ Directors (%)	Junior Staff Members (%)	University (%)	College (%)	Educators (%)	Cumulative (%)
Gender						
Male	70 (70)	35 (52)	52 (41)	25 (26)	10 (56)	192 (47)
Female	30 (30)	32 (48)	76 (74)	70 (74)	8 (44)	216 (53)
Total	100 (100)	67 (100)	128 (100)	95 (100)	18 (100)	408 (100)
Age						
<19	0 (0)	0 (0)	0 (0)	1 (1)	0 (0)	1 (0)
20–29	17 (17)	49 (73)	127 (99)	94 (99)	0 (0)	287 (70)
30–39	74 (74)	18 (27)	0 (0)	0 (0)	8 (44)	100 (25)
40–49	9 (9)	0 (0)	0 (0)	0 (0)	8 (44)	17 (4)
+50	0 (0)	0 (0)	1 (1)	0 (0)	2 (12)	3 (1)
Total	100 (100)	67 (100)	128 (100)	95 (100)	18 (100)	408 (100)

Results of Factor Analysis

Principal components analysis of the 43 curriculum items was used to delineate the underlying dimensions of event management curriculum. After initial principal components analysis, three curriculum items (Risk management, Event programming & design, and Event information system) were deleted from further analysis due to the low communality (<0.50). Principal components analysis was then rerun with 40 curriculum items and generated 10 curriculum factors. Table 3 presents the results of the factor analysis. The delineated factor groupings had a reasonable size of variance of components (eigenvalue>1.0) and acceptable range of reliability (Cronbach's alpha>0.60 for exploratory study).

Besides, most of factor loadings were greater than 0.50, implying a reasonable correlation between the delineated factors and their individual items. Curriculum factors were labeled based on the appropriateness and relatedness of the individual items under each factor grouping generated. The 10 dimensions were labeled as follows: (1) *Event Coordination & Logistics* (9.09% of the total variance), (2) *Private & Political Events* (7.56%), (3) *Major Event Areas* (7.15%), (4) *Hospitality and Tourism Industry* (7.04%), (5) *Supporting Areas* (6.34%), (6) *Event Planning & Operations* (6.0%), (7) *Field Experiences* (5.53%), (8) *Sponsorship & Marketing* (5.11%), (9) *Business Administration* (5.10%), and (10) *Event Basics and Concepts* (4.29%). Combined, the 10 factor groupings accounted for 63.21% of variance.

Table 3

Factor Analysis of Event Management Courses

Event Courses	Factor Loadings	Communalities	Means (Comp.)	SD
Domain 1: Event Coordination & Logistics (Eigenvalue=3.36; Variance=9.09; Reliability Alpha=0.822)				
Venue Management	0.738	0.651	3.98	0.740
Event Logistics	0.693	0.741	3.65	0.923
Managing Event Ceremonies	0.656	0.547	3.71	0.789
On-Premise Catering	0.625	0.620	3.32	0.803
Event Innovations: Audio Visual & Event Production	0.596	0.636	3.56	0.865
Arts & Science of Contract Negotiation	0.585	0.582	3.94	0.856
Event Volunteering	0.506	0.657	3.49	0.856
			(3.22)	
Domain 2: Private & Political Events (Eigenvalue=2.80; Variance=7.56; Reliability alpha=0.787)				
Wedding Planning & Consulting	0.765	0.738	3.10	1.02
Entertainment and Party Planning	0.698	0.645	3.14	0.963
On-line Event Management	0.694	0.569	3.46	0.585
Government & Political Event Planning	0.629	0.578	3.16	0.974
			(3.22)	
Domain 3: Major Event Areas (Eigenvalue=2.65; Variance=7.15; Reliability alpha=0.772)				
Exhibition & Trade Show Management	0.690	0.569	3.87	0.766
Meetings and Conventions Management	0.660	0.597	3.99	0.740
Sport Event Management & Marketing	0.653	0.587	3.84	0.765
Corporate Event Management	0.601	0.649	4.04	0.786
Festival Management	0.542	0.583	4.01	0.752
Sales & Promotion Events	0.492	0.553	4.02	0.780
			(3.96)	
Domain 4: Hospitality & Tourism Industry (Eigenvalue=2.60; Variance=7.04; Reliability alpha=0.857)				
Hotel & Lodging Management	0.806	0.753	3.54	0.869
Travel & Tourism Industry	0.787	0.774	3.62	0.867
Introduction to Hospitality Industry	0.781	0.716	3.66	0.799
			(3.61)	
Domain 5: Support Areas (Eigenvalue=2.35; Variance=6.34; Reliability alpha=0.749)				
Management Information System (MIS)	0.750	0.688	3.51	0.838
Economics	0.692	0.617	3.50	0.853
Laws and Ethics	0.657	0.612	3.42	0.838
Understanding of Arts and Culture	0.607	0.505	4.01	0.766
			(3.60)	

Table 3 continued

Event Courses	Factor Loadings	Communalities	Means (Comp.)	SD
Domain 6: Event Planning & Operations (Eigenvalue=2.22; Variance=6.00; Reliability alpha=0.676)				
Event Initiation: Bid & Proposal	0.732	0.619	4.46	0.714
Event Planning	0.667	0.671	4.59	0.629
Event Operations	0.608	0.604	4.33	0.695
			(4.46)	
Domain 7: Field Experiences (Eigenvalue=2.05; Variance=5.53; Reliability alpha=0.666)				
Work-based Professional Practicum	0.698	0.691	4.02	0.852
Event Site Inspection	0.696	0.679	4.21	0.815
Project & Research Methodology	0.501	0.507	4.17	0.723
			(4.13)	
Domain 8: Sponsorship & Marketing (Eigenvalue=1.89; Variance=5.11; Reliability alpha=0.640)				
Event Sponsorship	0.782	0.715	3.99	0.796
Advertising & Public Relations	0.635	0.543	4.26	0.726
Project Management	0.582	0.613	4.21	0.745
Event Marketing	0.576	0.580	4.44	0.628
			(4.23)	
Domain 9: Business Administration (Eigenvalue=1.88; Variance=5.10; Reliability alpha=0.631)				
Communications	0.727	0.593	4.18	0.758
Managing Event Services	0.721	0.668	4.13	0.770
Budgeting and Financial Management	0.506	0.612	3.94	0.865
Human Resources Management	0.485	0.516	3.66	0.837
			(3.98)	
Domain 10: Event Basics & Concepts (Eigenvalue=1.59; Variance=4.29; Reliability alpha=0.607)				
Strategic Event Management	0.668	0.650	4.02	0.750
Introduction to the Event Industry; Concepts & Contexts	0.660	0.591	3.92	0.744
			(3.97)	

Note: 5-point Likert-type scales were used with the following corresponding values: 1=Very Unimportant, 3=Neutral, 5=Very Important.

Results of Correspondence Analysis

To interpret the relationship between the perceived importance of event management curriculum among the stakeholders in event management education, a correspondence analysis was conducted. Table 4 shows the count of respondents' perceived importance of each curriculum factor. Two most important event management areas perceived by most industry professionals (managers/directors) were *Event Planning & Operations* (44) and *Business Administration* (21). Also, another industry group (junior staff members) indicated that event courses in the area of *Event Planning & Operations* (37) are most important, followed by *Field Experiences* (9) and *Sponsorship & Marketing* (7). The above descriptive results imply that the event industry, particularly managers and directors, needs event management curriculum that can provide students with competencies in event planning as well as in general business administration, such as financial

management, human resource management, and communications. On the other hand, students' perceptions on the importance of event management curriculum spread out across all 10 study areas. Students tended to place more importance on *Event Planning & Operations*, *Field Experiences*, and *Sponsorship & Marketing*. Specifically, 4-year university students perceived that understanding the *Hospitality and Tourism Industry* (24) is an important component in event management curriculum. Compared with university students, 2-year college students specializing in event management chose *Field Experiences* (28) as the most important component of the curriculum.

The correspondence analysis on the perception on the importance of event curriculum among five different groups revealed a two-dimensional solution. Table 5 depicts the correspondence analysis summary. As presented in Table 5, the first two dimensions were chosen as optimal number of solutions (singular value >0.20). Because the third and fourth dimension had un-

Table 4

Count of Respondents' Perceived Importance

Job	Most Important Study Area										Active Margin
	1	2	3	4	5	6	7	8	9	10	
Industry: managers/directors	1	1	6	2	2	44	7	9	21	7	100
Industry: junior staff members	1	1	3	2	2	37	9	7	4	1	67
Students: 4-year university	5	2	6	24	2	31	29	15	5	9	128
Students: 2-year college	1	2	6	3	2	25	28	14	6	8	95
Instructors	0	0	1	0	0	6	8	2	1	0	18
Active Margin	8	5	21	31	8	141	86	48	32	28	408

Study areas: 1=Event Coordination & Logistics, 2=Private & Political Events, 3=Major Event Areas, 4=Hospitality & Tourism, 5=Supporting Areas, 6=Event Planning & Operations, 7=Field Experiences, 8=Sponsorship & Marketing, 9=Business Administration, 10=Event Basics & Concepts.

acceptable singular values (<0.20) and a small explained variance, the result concludes that the relationship about the perceptions of important event curriculum among five different stakeholders can be best represented by a two-dimensional solution. The first dimension explained 70% of variance uniquely, while the second dimension accounted for 19% of the total variance. Combined, these two dimensions explained 89% of the total variance. With two optimal dimensions, a correspondence analysis was rerun.

Table 6 shows the contributing groups and curriculum factors to each dimension. For the relative contribution of five different groups to dimensions, the first three groups (industry managers/directors, industry junior staff members, and university students) were loaded in the first dimension, while the two other groups (college students and instructors) were loaded in the second dimension. For the relative contribution of curriculum factors, four curriculum factors shared a commonality in the first dimension, while two curriculum factors had a common trait in the second dimension.

In the joint plot (Fig. 1), the relationships between the column variables (respondents' perceived importance of curriculum factors) and the row variables (five stakeholders) were revealed. As discovered in descriptive count of respondents' perceived importance of event management curriculum (Table 4), industry professionals (managers/directors) tended to agree that general *Business Administration* courses are critical to the success in the event industry. Another part of industry group (junior staff members) tended to agree that courses in *Event Planning & Operations* are more important in event management curriculum. The correspondence analysis also revealed the inter-relationship between *Event Planning & Operations* and *Business Administration*. The distance between two curriculum factors in Figure 1 was relatively close, constituting a distinct cluster appealing to the two industry groups. On the other hand, *Sponsorship & Marketing* was the most important component of event management curriculum for university students. College students tended to place more importance on the courses providing them with *Field Experiences*, such as professional practicum and site inspection. As for the similarity of curriculum importance among five stakeholders, *Event Basics & Concepts*, which as not identified as a unique curriculum factor, constitutes the similarity among five groups.

Table 5

Correspondence Analysis on Event Curriculum

Dimension	Singular Value	Inertia	Chi-Square	Sig.	Inertia	Proportion of Inertia	
						Proportion Explained	Cumulative Proportion
1	0.451	0.203			0.203	0.700	0.700
2	0.234	0.055			0.055	0.188	0.889
3	0.161	0.026			0.026	0.090	0.979
4	0.079	0.006			0.006	0.021	1.000
Total		0.290	118.307	0.000	0.290	1.000	1.000

Table 6

Relative Contribution to Dimensions

	Dimension 1	Dimension 2	Total
Group			
Industry: Managers/directors	0.768	0.211	0.979
Industry: Junior staff members	0.784	0.127	0.911
Students: University	0.888	0.106	0.994
Students: College	0.007	0.542	0.549
Instructors	0.000	0.871	0.871
Event curriculum			
Event Coordination & Logistics	0.702	0.239	0.941
Private & Political Events	0.230	0.012	0.241
Major Event Areas	0.033	0.000	0.034
Hospitality & Tourism Industry	0.783	0.195	0.979
Support Areas	0.192	0.001	0.192
Event Planning & Operations	0.730	0.006	0.736
Field Experiences	0.306	0.684	0.990
Sponsorship & Marketing	0.171	0.276	0.447
Business Administration	0.713	0.181	0.894
Event Basics & Concepts	0.011	0.534	0.545

Discussion

The factor-correspondence analysis employed in this study was an appropriate methodological approach to analyzing the underlying dimensions of event management curriculum and positioning identified dimensions on the merits of their appeal to various stakeholders in event management education. A few observations in the results of factor-correspondence analysis are worth discussion. First, composite means of curriculum factors in Table 3 showed that *Event Planning & Operations*, *Sponsorship & Marketing*, and *Field Experiences* were the three most important curriculum dimensions perceived by all stakeholders. This result indicates that industry-oriented courses are the focal point of event management curriculum and that strong industry and academic ties for the curriculum development are required to ensure the outcome that graduates of event management programs will be qualified for professional jobs in the event industry. It should be noted, however, that as stated by Riegel and Dallas (2004), hospitality and tourism education is not vocational in the sense of providing students only with the narrow skills needed to function on a particular job within the industry. Rather, the purpose of hospitality and tourism education is to produce educated and knowledgeable future industry professionals who are capable of growing and maturing in the chosen field. Thus, future event management curriculum should be constructed to meet the challenges and rapid responses in human resources

required in training and developing future workforce in the event industry.

The joint plot of correspondence analysis highlighted a two-dimension solution portraying the relationship between curriculum factors and stakeholders. The joint plot in Figure 1 showed interesting differences in the perceptions of event management curriculum among stakeholders. Industry managers and directors would more likely place importance on the courses in general business administration, such as financial management, budgeting, human resource management, and communications. Also, industry professionals tended to agree that courses in event planning and operations are critical for students jumping into the event industry. These results indicate that the industry feels the need of new courses that combine general management concepts and specific event functions, such as event budget planning and event promotion planning. On the other hand, university students would more likely think that event sponsorship and marketing is the important study area in event management education. This result reflects that current 4-year event management curriculum offers various courses in marketing and sponsorship as core courses; students also showed their interest in sponsorship and marketing courses. This trend can be understood from the viewpoint that the major sources of industry revenue in Korea derive from sales and promotion events. Another player in the students' side, college students specializing in event management, tended to place more importance on the courses providing various
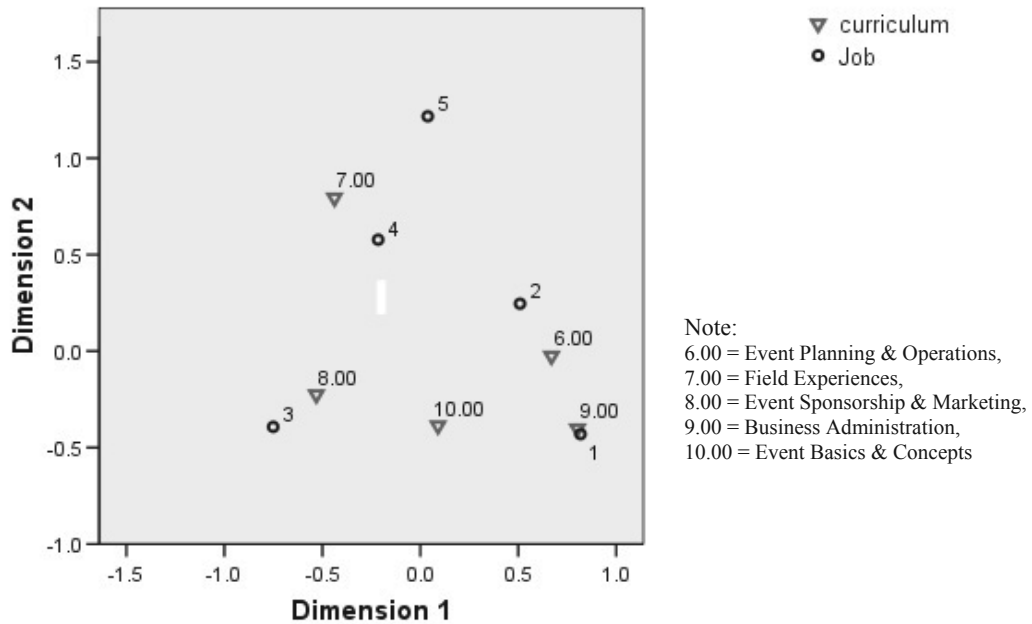
Figure 1. A joint plot of event curriculum and relevant stakeholders.

field experiences, such as site inspection, professional practicum, and special project. This result indicates that in a relatively short span of education, college students are more eager to experience real industry practices. Overall, to meet the needs of students, the curriculum should focus on the convergence of marketing and field experience, such as event market research, consumer behavior, and promotion strategy in which filed study should be incorporated.

Limitations and Future Research

Although it has achieved its objectives, this study has some limitations, which indicate future research areas. The first limitation is the lack of representation of the student sample. This study targeted the students who major in event management at eight different institutions. This sampling method resulted in excluding students who specialize in event management as a submajor or concentration area under the traditional hospitality and tourism major. Most major hospitality and tourism programs in Korea offer various event-related courses and, therefore, many students in those programs study event management and seek their professional careers in the event industry. For that reason, the chosen student sample of this study may not be

necessarily representative and, therefore, the findings of this study should be treated with caution. Future studies should include students concentrating on events management as a submajor to increase the generalizability of the findings.

Another limitation can be found in the scope of the research purpose. This study did not intend to compare three groups' perceptions on each subject area, failing to provide the detailed breakdown of the differences in the perceptions of each event management course among various stakeholders. Future research should be designed to provide a very thorough and descriptive understanding of specific event management courses by employing different research methodologies, such as analysis of variance (ANOVA), Delphi Study, and contents analysis with text mining method.

Conclusion

Event management is still a relatively new phenomenon that has been featured at the college level for less than 10 years in Korea. While there is an obvious need for tailored event management curriculum, this study aims to provide some insights into the direction of event management curriculum by evaluating major stakeholders' perceptions on the existing event management

curriculums. The results of this study showed the importance of event management curriculum for different stakeholders; hence of significant benefit for educators and administrators of higher education institutions in Korea to develop the curriculum that reflects the needs of various stakeholders.

University curriculums in almost all disciplines have been changing all the time, adding or removing courses from the overall thrust of programs. Likewise, event management curriculum intended to serve the industry and the students must mirror the environmental changes within the industry and the general education public and must provide a balance of professional skills and knowledge to equip students with a detailed understanding of day-to-day operations and strategic management.

This study provided a snapshot of students' and industry professionals' opinions and, therefore, the real value of student perception lies in its use in longitudinal studies. Given its purpose as a tool for quality control of event management education, a longitudinal approach should be adopted in order to provide comparability and benchmark performance across different cohorts of stakeholders and over time.

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