Title Page

New perspectives and evaluation of training for Event Management
The date of completion (for unpublished work): November 2019

Author Details
Author 1 Name: Tatjana Kovač
Department:
University/Institution: Faculty of Commercial and Business Sciences
Town/City: Celje
State (US only):
Country: Slovenia
Corresponding author: Tatjana Kovač
Corresponding Author's Email: tanja.kovac@fkpv.si

Biographical Details:
Tatjana Kovač, PhD is an Assist. Prof. of business informatics and a Dean of the Faculty of Commercial and Business Sciences.   She got master's degree in Management of information systems - the field of Decision support systems and PhD degree in Pedagogy. She has 18 years of work experience in business and more than 20 years in education. Tatjana Kovac is an expert in the innovative decision process modelling and decision support systems. She is involved in many quality management projects at the Faculty. She often attends different International Conferences and publishes in professional magazines to present her experience. She is the author and co-author of several monographs, text books and study materials.

Structured Abstract:
Purpose: The purpose of this research was to identify opportunities for Event Managers to gain certification and recognition for their knowledge, skills and competences.
Design/methodology/approach: A survey was done to evaluate the learning, skills and knowledge gaps for educators in Event Management. To assess the quality of an Educational Program of Event Management an expert model was developed by computer program, called Dexi.
Findings: The survey showed some gaps in formal and informal educational programs of Event Management in Slovenia, and some suggestions to improve the quality of that field and how to train the teachers who train Event Managers follow.
Originality/value/Implications: Based on survey findings, a proposal was made for Slovenian National Vocational Standards for Event Management. To assess the quality of an Educational Program an adequate tool was developed; the prototype of the expert model to evaluate the quality in education of Event Management. Dexi (Decision Expert) software was used to create the expert model. The results of the research, the proposed of National Qualification Standard and the model for evaluating training programs for event management can all contribute a lot to the quality of the national education system.
Keywords: National Vocational Qualifications, Event Management, standard of skills, education, evaluation of Study Program.

Article Classification: individual journal article**,** research paper

The journal: Education and Information Technologies

New perspectives and evaluation of training for Event Management

Abstract

The purpose of this research was to identify opportunities for Event Managers to gain certification and recognition for their knowledge, skills and competences. The results of the research can represent a base for developing a National Qualifications Standard of Event Management, and a reference to develop the European Qualification Framework (INVENT 2017-1-UK01-KA202, 2018).

The aim of this research was to determine an effective view of Event Management and the Event Manager's career path for future reference.

The survey showed some gaps in formal and informal educational programs of Event Management in Slovenia, and some suggestions to improve the quality of that field and how to train the teachers who train Event Managers follow.

To evaluate the hypothesis, a model for assessing education programs of event management has been developed, using the computer program Dexi. This instrument serves to verify the presence or absence of skills from the National Qualification Standard. The system allows you to check if the quality of the education program is appropriate, and what needs to be done to improve the quality.

Key words: National Vocational Qualifications, Event Management, standard of skills, education, evaluation of Study Program.

1. Introduction

According to the market, Slovenia represents a great potential for organizing important events in all fields of activity (Preston, 2012). Event Management, however, is a complex knowledge (Beech, Kaiser & Kaspar, 2014; Bowdin et al, 2011) that connects theory and practice, Getz, 2007; Getz & Page, 2015). Therefore, it should develop successful Event Management (Rutherford Silvers, 2012) and keep it in good condition (Shone, 2010) through an appropriate education system.

National Vocational Qualifications give an opportunity to assess and validate knowledge and skills obtained through formal or informal learning. When looking for Event Management in the Slovenian catalogue, we find only two hits: Organizer of Congress Events and Tourist Animator. Existing Catalogues of skills standards do not currently include formal Study Programs of Tourism which include the subject of Event Management. In Slovenia, Event Management is included in the formal Study Programs of Tourism at the first Bologna level. Tourism studies are conducted by private and public Faculties. Event Management is a course in the Study Program of Tourism. Knowledge and competences are prescribed in curricula, which are generally available on the websites.

The National Occupational Standard in the United Kingdom (short UK NOS, https://www.ukstandards.org.uk/Pages/index.aspx) is a good example of how to develop standards in Slovenia. We have made a comparison between the UK skills / competences matrix (https://www.ukstandards.org.uk/Pages/index.aspx) and outcome competences in the Slovenian Vocational Program of Event Management. We have found many missing skills and knowledge gaps that should be included in the curricula of Event Management Study Programs in the future.

The existing Slovenian National Catalogue of skills standards includes only two informal programs of Event Management: Organizer of Congress Events (https://www.nok.si/en/register/organizator-organizatorka-kongresnih-prireditev) and Tourist Animator (https://www.nok.si/kvalifikacije/turisticni-animator-turisticna-animatorka-0). The training ends by Certificate. Formal Event Management Programs as a part of studies of Tourism in some Faculties in Slovenia have been developed independently of the Catalogue. None of the Institutes checks what knowledge and skills are included in the curricula, so there are some gaps in competences and lack of knowledges of graduates.

To identify possible shortcomings in knowledge and skills in the field of Event Management, we have created a skills table for the following professions: Organizer of Congress Events, Tourist Animator and Organizer of Tourism (Ba), see Table 1. As a base, we used the UK NOS (https://www.ukstandards.org.uk/Pages/index.aspx) and Event Management Skills Matrix (https://www.ukstandards.org.uk/Pages/index.aspx).

Table 1: Skills in existing Education Programs of Event Management in Slovenia (vs UK NOS)

Skills / Qualifications (UK NOS)	Organizer of Congress Events	Tourist Animator	Organizer of Tourism (Ba)
Certificate / Qualification	Certificate	Certificate	EQF 6
Analyzing	X		X
Anticipating and solving problems			X
Assessing and controlling risk			
Business acumen			
Communication	X	X	X
Conflict resolution	X	X	X
Consulting	X		X
Continuous improvement			X
Crowd management	X	X	X
Customer service	X	X	X
Decision maker			X
Evaluating			X
Financial analysis	X		X
Financial management	X		X
Information management	X	X	X
Leadership	X	X	
Managing resources	X		X
Managing risk			
Managing stress	X		
Monitoring	X	X	
Negotiating			X
Observant	X	X	X
Organization	X	X	X
Organizing information		X	
Persuading	X	X	X
Planning	X	X	X
Planning – finance, people and resources	X		X
Prioritizing			
Problem solving	X	X	
Progress chasing			X
Project Management	X		X
Quality checking	X	X	X
Recording and Reporting			X
Relationship building	X	X	
Relationship management	X	X	X
Reporting	X	X	X
Research			
Risk analysis and management			
Supporting others	X		X
Written communication and presentation			

The first column of Table 1 represents skills / Qualifications that should be present as outcomes in a curriculum (vs UK NOS). We have found that missing skills and knowledge are the following (see Table 1):

- assessing and controlling a risk,
- business skills,
- the sense of continuous improvement,
- decision-making,
- methods of evaluating,
- managing stress,
- negotiating,
- organizing information,
- prioritizing,
- recording and reporting,
- research skills and
- written communication and presentation.

Further, the research of learning, skills and knowledge gaps in Event Management in Slovenia gives some interesting results.

We can formulate the following hypothesis: Slovenian National Standards can prove the quality of formal and informal education / training of Event Management. To assess the quality of an Educational Program an adequate tool is needed. The hypothesis will be evaluated by interviews and expert system Dexi (Bohanec, 2016) modeling during the research.

2. Method

A survey was done to evaluate the learning, skills and knowledge gaps for educators in Event Management. This survey showed that most of the participants recognized lack of skills that students of Event Management would have to acquire during their formal education or informal training.

We have interviewed twelve senior individuals in Creative Event Management, using an online questionnaire. The questions were effectively open ended, to allow the individual to explore the question fully, and the author of the final document to produce the final perspective.

On this basis, a proposal was made for National Standards for Event Management. We used the list of knowledge Standards as criteria in the model for evaluating Educational Programs. The model was created by a computer expert modeling program called Dexi (https://kt.ijs.si/MarkoBohanec/dexi.html). In addition to evaluation, the model also provides simulations and interpretations in the form of what-if analyses. The tool shows advantages and disadvantages in a program, and so could help to improve and ensure the quality in education of Event Management.

3. Research of Event Management education in Slovenia

Twelve interviews (in depth) were made, on the basis of the on-line survey. Among the respondents there were 8 women and 4 men, mostly in the age range of 25-34 (42%), mostly employed by Event Management, with professional qualifications and working in Tourism (Kovač, 2018).

The sample of interviewees is small, but our research is based on qualitative and not quantitative methods, given the fact that, in Slovenia, there are about 1,023 registered companies in 2018 which are engaged in "organizational activity and entertainment". Some of them (about 100) are also involved in organizing events, mostly they are micro and small businesses, so, we can understand the sample as relevant.

In general, respondents see Event Management as a growth area, and are optimistic about the future of the labour market in Event Management (92%); they can see the lack of professional staff in Event Management.

More than half of the interviewees are not satisfied with the Event Management training opportunities in our country 58%. They also think that formal education is not enough; they don't have enough information about Event Management, some good practices from abroad are needed in order to become more competitive.

When we asked the interviewees how they got their experiences in Event Management, they said that mostly they learned from Colleges, by reading blogs or visiting Seminars, and by learning from failures. They are convinced that both academic qualifications and practical experience are important.

As the most important roles, they recognised right timing, participating in cultural and social events, connections with partners, organizing a work team, being friendly with modern technology, being able to find quick and efficient

solutions for different problems, making efficient strategies etc. On the question about their most relevant skills, they answered: Self-initiative, inventiveness, being able to improvise, good organizing skills, leadership, teamwork, empathy, active listening, time management and critical thinking, which are also skills required by other managers, efficiency and professionalism, motivation, responsiveness, high quality of work, accuracy, systematic, communication skills, working on projects, psychological knowledge, understanding people, to make a positive work environment, knowing the contents of projects, how to organize the team to fulfil the assignment, to know where we can improve something, negotiation and management.

We also asked the interviewees what they meant about the future of Event Management. Their opinion is that Slovenia will need more qualified Event Managers in the future, and the trends are also: Customization and personalization of events with the help of technology, live audience engagement in events, events which should be very interesting to attract young and older people, more economical use of resources, and the importance of creativity in developing an event.

Finally, we can summarize that formal study of Event Management gives important and basic knowledge, but some informal training of specific skills should be gained in practice. Basic knowledge acquired in formal education in slovenian Educational Programs are:
- organization / events planning, logistics planning,
- local marketing, target group analysis, risk analysis,
- control of the process, impact, evaluation,
- communication and promotion,
- financial / fundraising management,
- administration / budgeting,
- public relations / customer service /conflict resolution.

The specific skills, that are expected to be gained in practice are:
- planning and organizing,
- marketing, controlling, financial planning,
- solving problems,
- negotiating,
- using the modern technology,
- making efficient strategies,
- team working, trusting colleges, thinking positively,
- communicating,
- getting competences: self-initiative, inventiveness, being able to improvise, leadership, efficiency and professionalism,
- working with motivation, responsibility, high quality,
- communicating in foreign languages,
- understanding people, making a positive work environment and
- managing.

Respondents have recognized qualifications, mentioned above, as important for both the employers to select staff, and for employees to be more competitive on the labor market. Formal education gives a base, but most of these skills should be developed in practice.

4. Analysis of research

In the survey, we determined which competencies are missing in Slovenian Educational Programs. For comparison, we used the list of competences that are used in the UK:

1. Organization / events planning, logistics planning,
2. Local marketing, target group analysis, risk analysis,
3. Project Management,
4. Control of the process, impact, evaluation,
5. Communication and promotion,
6. Financial / fundraising management,
7. Administration / budgeting,

8. Public Relations / customer service / conflict resolution,
9. Network and partnership management,
10. ICT Innovative / advanced.

4.1 The results of research

The results of research are as follows.

Table 2 shows the basic knowledges (competences) of Event Management that can be acquired during the formal and informal Educational Programs in Slovenian schools: VET Centre Obala Koper (http://www.pco.si/sl/npk/organizator-kongresnih-prireditev, http://www.pco.si/sl/npk/turisticni-animator/), Secondary school for Hospitality and Tourism (http://www.ssgt.si/izobrazevanje/nacionalna-poklicna-kvalifikacija/), University of Primorska, Faculty of Tourism Studies – Turistica (http://www.turistica.si/npk-turisticni-animator-turisticni-informator/, http://www.turistica.si/), Faculty of Commercial and Business Sciences (http://www.fkpv.si/en/studies/undergraduate-studies/tourism-i/general-information/) and University of Maribor, Faculty of Tourism (https://www.ft.um.si/Strani/Fakulteta-za-turizem.aspx). The column numbers in the matrix are groups of competences which we have listed previously.

Table 2: The basic group of competences, acquired during the Educational Programs of Event Management in Slovenian schools

Training provider level	course name	1	2	3	4	5	6	7	8	9	10
VET centre "Obala Koper"	Organizer of Congress Events (Certificate)	X	X		X	X	X	X	X	X	
VET centre "Obala Koper"	Tourist Animator (Certificate)	X	X		X	X	X	X	X		
University of Primorska, Faculty of Tourism Studies - Turistica	Tourist Animator (Certificate)	X	X		X	X	X	X	X		
Secondary school for Hospitality and Tourism	Tourist Animator (Certificate)	X	X		X	X	X	X	X		
Faculty of Commercial and Business Sciences	Tourism (Ba)	X	X	X	X	X	X	X	X	X	X
University of Maribor, Faculty of Tourism	Tourism (Ba)	X	X		X	X	X	X	X	X	
University of Primorska, Faculty of Tourism Studies - Turistica	Tourism (Ba)	X	X		X	X	X	X	X	X	

It is evident that there is a lack of skills which present the competences in groups number 3 (Project Management), 9 (Network and Partnership Management), and 10 (ICT Innovative/Advanced). In the comparison between UK NOS and Slovenian Educational Programs, we realized the following shortcomings (Chapter 1):

- assessing and controlling a risk,
- business skills,
- the sense of continuous improvement,
- decision-making,
- methods of evaluating,
- managing stress,
- negotiating,
- organizing information,
- prioritizing,
- recording and reporting,
- research skills and
- written communication and presentation.

Finally, we can add the summary of our research, where respondents stress the most relevant skills, as follows:

- self-initiative, inventiveness, being able to improvise, good organizing skills, leadership;
- teamwork, empathy, active listening, time management and critical thinking, which are also skills required by other managers;
- efficiency and professionalism;
- motivation, responsiveness, high quality of work;
- accuracy, systematic;
- communication skills, organization skills, work on certain projects, psychological knowledge;
- understanding people, to make a positive work environment, knowing the contents of projects, how to organize the team to fulfil the assignment, to know where we can improve something;
- negotiation, management.

These skills can be acquired in formal or informal education.

According to the international professional qualifications of Event Management in the UK (UK NOS) and on the basis of our research findings, we developed the proposition (a concept) of Slovenian National Vocational Qualifications of Event Management. The concept is presented in Table 3 and Table 4.

Table 3: A concept of Slovenian National Vocational Qualifications for Event Managers; the list of basic skills.

BASIC SKILLS acquired in formal or informal Educational Programs
Organizational skills
organize an event
manage an event and people
manage the time
manage a project
manage customers
Communication skills
teamworking
communication skills
use digital media in events
efficiency and professionalism
Research skills
develop a high quality of work
develop a marketing plan
research and agree the scope of an event
develop and implement policies and procedures for an event
Other
oversee health, safety and security at events` sites
evaluate and report on the impact of an event
Business skills (revenues, costs, sales, purchasing)

The list of skills and competences (see Table 3 and Table 4) are the input to an expert model for evaluating the Study Programs and other courses of Event Management (see the next Chapter).

Table 4: A concept of Slovenian National Vocational Qualifications for Event Managers; the Matrix of skills and Competences

COMPETENCES acquired in formal or informal Educational Programs	Organizational skills	Communication skills	Research skills	Other
accepting responsibility				x
active listening		x		
assessing and controlling a risk	x		x	
business skills	x	x	x	x
critical thinking	x	x	x	
decision-making	x		x	
being systematic	x		x	
empathy		x		
good organizing	x		x	
inventiveness	x		x	
making a positive work environment	x	x		
managing stress		x		
methods of evaluating			x	
motivating		x		
negotiating	x	x		
organizing information	x	x	x	
prioritizing	x	x		
recording and reporting		x	x	
research methods and techniques			x	
self-initiative	x	x	x	
sense of improvement	x			x
the sense of continuous improvement	x	x		
to be precise	x	x	x	
understanding people	x	x		
understand the risk and safety				x
understanding the content of a task	x		x	
written communication and presentation		x		x

4.2 Evaluating a Study Program of Event Management

The Educational Programs will be evaluated according to the proposed skills and (indirect) competences that have to be developed by the Event Manager in formal or in informal education.

For the purpose of evaluating the quality of Educational Programs in the field of Event Management, we have developed a tool with the help of the expert system Dexi (Bohanec, 2016). Dexi is a computer program for multi-attribute decision-making. It is aimed at interactive development of qualitative multi-attribute decision models and the evaluation of options. This is useful for supporting complex decision-making tasks, where there is a need to select a particular option from a set of possible ones so as to satisfy the goals of the decision maker. A multi-attribute model is a hierarchical structure that represents the decomposition of the decision problem into sub-problems, which are smaller, less complex and easier to solve than the complete problem (Bohanec, 2015).

Usually, the decision process involves at least the following steps:

1. Problem identification,
2. Modeling: developing a decision model,
3. Evaluation and analysis of options,
4. A choice: Making the decision and
5. Implementation of the decision.

The decision-support tool Dexi is used primarily in steps 2 and 3.

The list of skills in Table 3 represents the attributes in the Dexi model. The attributes are composed into four groups on an upper level in a hierarchical tree; these are aggregate attributes (see Figure 1).

Attribute tree

Attribute	Description
Evaluation Program	Evaluating a study programe of event management
Organizational skills	Organizing and managing an event
Organizing an event	present or not present contents, number of study hours
Manage an event	present or not present contents, number of study hours
Manage a project	present or not present contents, number of study hours
Organizing people	Organizing a tim and others
Manage the time	present or not present contents, number of study hours
Manage customers (stakeholders)	present or not present contents, number of study hours
Communication skills	Working with people, use digital media
Communication	Communication with colleagues and the environment
Teamworking	present or not present contents, number of study hours
Advertising	present or not present contents, number of study hours
Using digital media	present or not present contents, number of study hours
Personal skills	
Social and ethics skills	efficiency and professionalism
Foreign languages	At least 2 or 3 foreign languages
Research Skills	Developing quality, evaluating the work, using research methods
Research theory	research methodology and technique
Research methods	present or not present contents, number of study hours
Evaluating the quality	present or not present contents, number of study hours
Developing policies and procedures	present or not present contents, number of study hours
Research practicum	The use of research theory
Researching the market	present or not present contents, number of study hours
Developing marketing plan	present or not present contents, number of study hours
Other	Overseeng health, safety, security; reporting
Business skills	Business skills (revenues, costs, sales, purchasing)
Overseeing health and safety	present or not present contents, number of study hours
Reporting	present or not present contents, number of study hours

Figure 1: Attribute tree (The decision model in Dexi)

Attributes can be assessed with semantic values. The scale represents a set of values that can be assigned to an attribute. In Dexi, scales are qualitative and discrete. They consist of a set of words, such as: 'excellent', 'acceptable', 'inappropriate', etc. In our model, we use two scales, as follows (Figure 2):

-   a scale for all attributes: nothing, a few, enough, pretty much, a lot, and
-   a scale for the value of a program: not appropriate, less suitable, suitable, very good, excellent.

Scales

Attribute	Scale
Evaluation Program	**not appropriate**; less suitable; suitable; very good; ***excellent***
Organizational skills	**nothing**; a few; enough; pretty much; ***a lot***
Organizing an event	**nothing**; a few; enough; pretty much; ***a lot***
Manage an event	**nothing**; a few; enough; pretty much; ***a lot***
Manage a project	**nothing**; a few; enough; pretty much; ***a lot***
Organizing people	**nothing**; a few; enough; pretty much; ***a lot***
Manage the time	**nothing**; a few; enough; pretty much; ***a lot***
Manage customers (stakeholders)	**nothing**; a few; enough; pretty much; ***a lot***
Communication skills	**nothing**; a few; enough; pretty much; ***a lot***
Communication	**nothing**; a few; enough; pretty much; ***a lot***
Teamworking	**nothing**; a few; enough; pretty much; ***a lot***
Advertising	**nothing**; a few; enough; pretty much; ***a lot***
Using digital media	**nothing**; a few; enough; pretty much; ***a lot***
Personal skills	**nothing**; a few; enough; pretty much; ***a lot***
Social and ethics skills	**nothing**; a few; enough; pretty much; ***a lot***
Foreign languages	**nothing**; a few; enough; pretty much; ***a lot***
Research Skills	**nothing**; a few; enough; pretty much; ***a lot***
Research theory	**nothing**; a few; enough; pretty much; ***a lot***
Research methods	**nothing**; a few; enough; pretty much; ***a lot***
Evaluating the quality	**nothing**; a few; enough; pretty much; ***a lot***
Developing policies and procedures	**nothing**; a few; enough; pretty much; ***a lot***
Research practicum	**nothing**; a few; enough; pretty much; ***a lot***
Researching the market	**nothing**; a few; enough; pretty much; ***a lot***
Developing marketing plan	**nothing**; a few; enough; pretty much; ***a lot***
Other	**nothing**; a few; enough; pretty much; ***a lot***
Business skills	**nothing**; a few; enough; pretty much; ***a lot***
Overseeing health and safety	**nothing**; a few; enough; pretty much; ***a lot***
Reporting	**nothing**; a few; enough; pretty much; ***a lot***

Figure 2: Scales of semantic values for assessing the attributes

Every attribute has its own weight, which is its impact on the final assessment. Weights are numbers, usually normalized to the sum or maximum of 100, which define the contribution of the corresponding attribute to the final evaluation (see Figure 3).

Average weights

Attribute	Local	Global	Loc.norm.	Glob.norm.
Evaluation Program				
Organizational skills	30	30	30	30
Organizing an event	50	15	50	15
Manage an event	50	7	50	7
Manage a project	50	7	50	7
Organizing people	50	15	50	15
Manage the time	50	7	50	7
Manage customers (stakeholders)	50	7	50	7
Communication skills	30	30	30	30
Communication	50	15	50	15
Teamworking	33	5	33	5
Advertising	33	5	33	5
Using digital media	33	5	33	5
Personal skills	50	15	50	15
Social and ethics skills	50	7	50	7
Foreign languages	50	7	50	7
Research Skills	20	20	20	20
Research theory	50	10	50	10
Research methods	33	3	33	3
Evaluating the quality	33	3	33	3
Developing policies and procedures	33	3	33	3
Research practicum	50	10	50	10
Researching the market	50	5	50	5
Developing marketing plan	50	5	50	5
Other	20	20	20	20
Business skills	33	7	33	7
Overseeing health and safety	33	7	33	7
Reporting	33	7	33	7

Figure 3: Average weights of attributes

The main groups of attributes have weights, as follows: Organizing skills 30%, Communication skills 30%, research skills 20% and Other skills 20%. Attributes in the groups all have equal impact inside the group. Weights are the components of the so-called utility function that defines each aggregate attribute. In order to improve the model, a special survey is needed on the impact of attributes.

We assess different options. Options (also called alternatives) are basic entities studied in a decision problem. In our case, they are different Study Programs of Event Management, we gave them fictitious names, Programe 1, Programe 2 and Programe 3.

With multi-attribute models, options are evaluated in the following way:

1. Each option is represented by a vector of basic attribute values.
2. The values of each option are aggregated in a bottom-up way, according to the defined structure of the model and corresponding utility functions.
3. The overall evaluation of an option is finally obtained as the value of one or more root attributes of the model.

On this basis, the decision maker can compare and rank the options, and possibly identify and select the best one. In Dexi, the decision maker can use decision analysis. Analysis is understood as an active involvement of participants who are trying to find answers to questions, such as (in our case):

- Are program (option) evaluations in accordance with expectations?
- How do the programs (options) compare with each other? Which one is the best and why?
- Can we explain and justify the evaluations?
- How sensitive is the evaluation to small changes of the model (such as addition or deletion of an attribute, modification of some decision rules)?

The so-called what-if analysis allows the decision maker to make a simulation of an option. For example, we can change the assessments of some attributes to desired values, and see how the final assessment of the option is changed.

Figure 4 represents evaluation of programs (options) and Figure 5 the graphical result of evaluation in the Dexi model.

Evaluation results

Attribute	Programe 1	Programe 2	Programe 3
Evaluation Program	very good	*excellent*	suitable
Organizational skills	pretty much	*a lot*	enough
Organizing an event	*a lot*	*a lot*	enough
Manage an event	pretty much	*a lot*	enough
Manage a project	*a lot*	pretty much	enough
Organizing people	enough	*a lot*	a few
Manage the time	enough	*a lot*	a few
Manage customers (stakeholders)	a few	pretty much	a few
Communication skills	pretty much	*a lot*	enough
Communication	enough	pretty much	enough
Teamworking	**nothing**	a few	a few
Advertising	*a lot*	pretty much	pretty much
Using digital media	pretty much	*a lot*	enough
Personal skills	*a lot*	*a lot*	enough
Social and ethics skills	pretty much	pretty much	a few
Foreign languages	*a lot*	*a lot*	*a lot*
Research Skills	enough	pretty much	enough
Research theory	a few	enough	a few
Research methods	a few	pretty much	a few
Evaluating the quality	a few	enough	a few
Developing policies and procedures	enough	enough	enough
Research practicum	enough	*a lot*	enough
Researching the market	pretty much	*a lot*	enough
Developing marketing plan	enough	pretty much	enough
Other	enough	pretty much	a few
Business skills	pretty much	*a lot*	enough
Overseeing health and safety	a few	a few	**nothing**
Reporting	enough	pretty much	enough

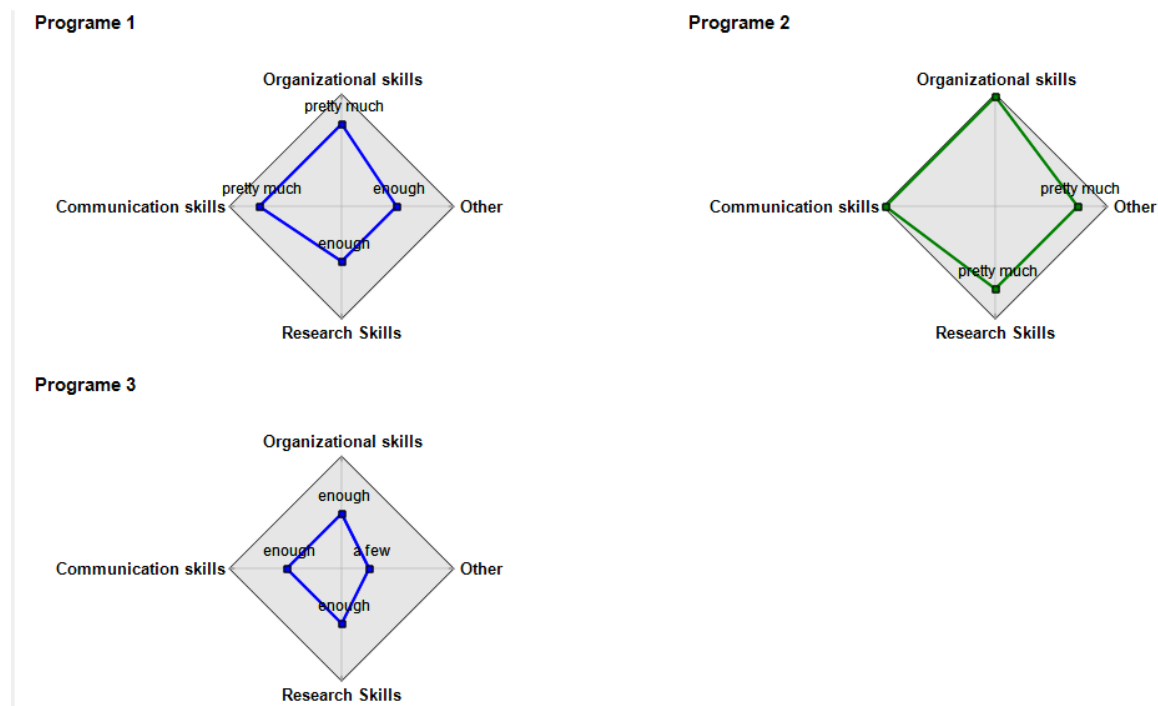Figure 4: Evaluation of Study Programs (options)

Figure 5: The graphical result of evaluation the Study Programs

Comment:

The best choice is the option "Programe 2", it is assessed with the best value – excellent. In further analysis, the decision maker can make a simulation, for example, of the option "Programe 1". If some values of attributes "Organizational skills" or "Communication skills" are changed to a better value, the final assessment can reach a better value, because these two attributes together have the highest impact (60%) on the end assessment.

6. Discussion

The study showed that, in Slovenia, we do not have the appropriate Educational Program (formal or informal) that would train specialists in the field of Event Management. There are no Standards of the necessary skills for such a professional qualification.

Therefore, according to the model of NOS UK, we have prepared a proposal for the Slovenian Competence (knowledge and skills) Standard, that the Event Manager must have. We derived it from existing Educational Programs, Organizer of Congress Events (certified), Tourist Animator (certified) and Organizer of Tourism (Ba) and the results of the survey which we conducted among Managers in the field of Tourism.

In the comparative analysis of skills and competences with UK NOS, we found that the following educational backgrounds are missing in Slovenian Educational Programs: Assessing and controlling a risk, business skills, the sense of continuous improvement, decision-making, methods of evaluating, managing stress, negotiating, organizing information, prioritizing, recording and reporting, research skills and written communication and presentation.

The summary of our research gives us the most relevant skills of an Event Manager that respondents stressed in the survey, as follows:

- Self-initiative, inventiveness, being able to improvise, good organizing skills, leadership.
- Teamwork, empathy, active listening, time management and critical thinking, which are also skills required by other managers.
- Efficiency and professionalism.
- Motivation, responsiveness, a high quality of work.
- Accuracy, systematic.
- Communication skills, organization skills, work on certain projects, psychological knowledge.

- Understanding people, to make a positive work environment, knowing the contents of projects, how to organize the team to fulfil the assignment, to know where we can improve something.
- Negotiation, management.

These skills can be acquired in formal or in informal education.

Accordingly, we can suggest to competent Education Institutions to take into account our findings in the process of accreditation of new Educational Programs of Event Management (formal and certified). The skills that are not currently present or lacking should be included in curricula.

We suggest to the State Institutions that take care of the education quality, to use the proposed modeling techniques (the model in Dexi) for quality assurance of the Training Program for Event Management. It should be emphasized that this is a prototype of the model, and that additional research is needed to make the model an appropriate and useful instrument for assessing the quality of Educational Programs.

The hypothesis in the introduction can be confirmed; Slovenian National Standards can prove the quality of formal and informal education / training of Event Management. To assess the quality of an Educational Program, the expert system Dexi could be used as an adequate tool to support assessments.

References

Beech, J., Kaiser, S. in Kaspar, R. (2014), *The Business of Event Management*, Pearson.

Bohanec, M. (2016), *Dexi* (Decision expert), available at https://kt.ijs.si/MarkoBohanec/dexi.html (accessed 02 December 2019).

Bohanec, M. (2015), *Dexi: Program for Multi-attribute decision making*; User's manual [version 5.0.], Institute Jozef Stefan, Ljubljana, Slovenia, available at http://kt.ijs.si/MarkoBohanec/pub/IS2013_Water.pdf (accessed 02 December 2019).

Bowdin, G.A.J., Allen, J., O'Toole, W., Harris, R. in McDonnell, I. (2011), *Events Management,* Routledge.

"Event Management Skills Matrix", available at https://www.ukstandards.org.uk/Pages/index.aspx (accessed 15 May 2019).

Getz, D. (2007), *Event Studies – Theory, research and policy for planned events*, Elsevier Ltd., Burlington, USA.

Getz, D., Page, S. (2015), *Event Studies: Theory, Research and Policy for Planned Events*, Routledge.

"INVENT 2017-1-UK01-KA202: Partnership to develop VET educators in event management with learner-centred approach", Unpublished Manuscript, Faculty of Commercial and Business Sciences, Slovenia, 24 April 2018.

Kovač, T. (2018), "Intellectual Output 1 Country Report: Slovenia", working paper [INVENT 2017-1-UK01-KA202], Faculty of Commercial and Business Sciences, Slovenia, 24 April 2018.

"National Occupational Standards in UK" [UK NOS], available at https://www.ukstandards.org.uk/Pages/index.aspx (accessed 15 May 2019).

"Organizer of congress events: training programme", VET centre Obala Koper, available at http://www.pco.si/sl/npk/organizator-kongresnih-prireditev (accessed 21 October 2019).

"Organizer of congress events", Slovenian National Occupational Standards, available at https://www.nok.si/en/register/organizator-organizatorka-kongresnih-prireditev (accessed 21 October 2019).

Preston, C.A. (2012). Event Marketing: How to Successfully Promote Events, Festivals, Conventions and Expositions. Wiley.

Rutherford Silvers, J. (2012). Professional Event Coordination. Wiley.

Shone, A. (2010). Successful Event Management: A Practical Handbook. Cengage Learning.

"Tourist animator", Slovenian National Occupational Standards, available at https://www.nok.si/kvalifikacije/turisticni-animator-turisticna-animatorka-0 (accessed 21 October 2019).

"Tourist animator: training programme", University of Primorska, Faculty of Tourism Studies – Turistica, available at http://www.turistica.si/npk-turisticni-animator-turisticni-informator/ (accessed 21 October 2019).

"Tourist animator: training programme", VET centre Obala Koper, available at http://www.pco.si/sl/npk/turisticni-animator/ (accessed 21 October 2019).

"Tourist animator: training programme", Secondary school for Hospitality and Tourism Celje, Slovenia, available at http://www.ssgt.si/izobrazevanje/nacionalna-poklicna-kvalifikacija/ (accessed 21 October 2019).

"Tourism: study programme", University of Maribor, Faculty of Tourism, available at https://www.ft.um.si/Strani/Fakulteta-za-turizem.aspx (accessed 21 October 2019).

"Tourism: study programme", Faculty of Commercial and Business Sciences, available at http://www.fkpv.si/en/studies/undergraduate-studies/tourism-i/general-information/ (accessed 21 October 2019).
"Tourism: study programme", University of Primorska, Faculty of Tourism Studies – Turistica, available at http://www.turistica.si/ (accessed 21 October 2019).