



# MICE Next Evolution

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## WP2: HE “MICE MANAGEMENT” CURRICULUM



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# 1. MICE.N.E WP 2 Objectives

The WP through the following SPECIFIC OBJECTIVES:

1. "Develop the macro-planning of the HE CURRICULUM OF "MICE MANAGEMENT" which outlines the general aims and the main thematic areas to be learned on the basis of the findings obtained by partners in the pre-project phase through field investigations and documentary research".

2. "Activate operational synergies between academic centres and organisations representing the MICE sector to

validate/integrate the proposed curricular structure so that the system responds proactively to current and prospective digital and green transformations in the events industry."

3. "Develop the Micro-design of the HE CURRICULUM OF "MICE MANAGEMENT" on the basis of what has emerged, which ensures a logical and methodological common *fil rouge* between identified needs, planned training objectives and expected learning outcomes" contributes to achieving the GENERAL OBJECTIVE of "Developing targeted, firm-specific know-how in European students from economic backgrounds, based on a balanced mix of managerial, digital and green skills in response to the needs of the MICE sector to combine the competitive development of companies in the current phase of digital and sustainable transformation of business and the professional development of students" by virtue of a new university curriculum resulting from co-development and collaboration between HEI and organisations in the MICE sector.

## 2. The Curriculum plan definition

Relating to the WP2 activity 1:

"Activity 1 "MODELLING THE DRAFT OF THE HE MICE MANAGEMENT CURRICULUM" involves the definition of the macrostructure of the Curriculum which will be validated/integrated by the partners during the Kick off Meeting. The contributions presented by the partners on the basis of their expertise will be functional to define the first shared draft of the Curriculum to be proposed to the target groups during the workshops. "

"In relation to SPECIFIC OBJECTIVE 1 "Develop the macro-design of the HE CURRICULUM OF "MICE MANAGEMENT" which outlines the general aims and the main thematic learning areas", activity 1 involves the modelling of a first draft of the CURRICULUM based on the field and desk analysis conducted during the planning phase of the initiative by the partners in their territorial contexts which allowed them to identify similar curricula and training programs and to then identify the constituent elements of the Curriculum proposed by the MICE.N.E project. The Curriculum is a common word document, starting with the dual language course Curriculum followed by a list of 16 modules in four groups."

The expected outcomes

"1. DRAFT OF THE HE CURRICULUM OF MICE MANAGEMENT containing the macro-design of the content, didactic, methodological and instrumental aspects for the digital, green and managerial upskilling of students".

The Curriculum provides a learning space of 60 ETCS (European Commission, 2015; Erasmus+, 2015), which correlates to 1500-1800 student work hours to be executed in 16 modules; each of the project partners thereby preparing a plan for 4 modules.

We can report that we successfully executed the planned process and reached the expected results, as follows from the underlying documents.

### 2.1 Module title and focus

In the preparation phase, each partner proposed 6-8 module titles and defined focus points to the matrix of MICE (Meetings, Incentives, Conferences, and Exhibitions) focus points: Management and governance, planning, execution, post-event activities, ecology, digital society (or other), which were then consolidated into a list of 16 modules and provided a framework for development, discussion and validation processes.



Figure 1 The MICE.N.E module titles - first draft

ID	Modul Title
Module 1:	Macro-planning of MICE Curriculum
Module 2:	Operational Synergies with MICE Organizations
Module 3:	Micro-design of MICE Curriculum
Module 4:	Conference Management
Module 5:	Exhibition Management
Module 6:	Event Marketing and Promotion
Module 7:	Budgeting and Financial Management
Module 8:	Legal and Ethical Considerations
Module 9:	Technology in MICE
Module 10:	Risk Management and Crisis Communication
Module 11:	Sustainability in MICE
Module 12:	Cultural Competence and Diversity
Module 13:	Project Management
Module 14:	Leadership and Team Management
Module 15:	Event Evaluation and Feedback
Module 16:	Career Development and Future Trends

## 2.2 Module structure design:

The structure of each module was designed by the project partners. After the project partners provided their proposal of the four modules they were in charge of, as depicted in Figure 2, the discussion and validation process took place in a condensed series of 4 on-site workshops conducted in Maribor.





Figure 2 MICE.N.E module list with focus points

N.	Module	Brief description	Author	MicroPill
1	Overview of MICE Ecosystem	- Main actors of the MICE sector value chain with its main players - Risks and opportunities within the Meetings, Incentives, Conferences, and Exhibitions (MICE) sector - Main relational conditions and approaches among actors and stakeholders of MICE Ecosystem	UNINA - Valentina Della Corte & Giovanna Del Gaudio	1
2	Identifying MICE organisational structures	Concepts and principles of MICE' organizing and management; Applying concept of operational efficiency in MICE' organizations; Develop knowledge and skill for complex analysis and critical assessment different organizational solutions in MICE' area; Develop knowledge and skills for understanding sustainability, digitalization, and ethical issue of MICE' organizations.	MARIBOR - dr. Vojko Potocan	0
3	Market Definitions and Analysis	Stages of the research process, methods and data analysis within the MICE industry (specifics and purposes of secondary data analysis and empirical research).	Vilnius Tech - Laima Jeseviciute-Ufartiene	1
4	International and EU regulation and Policy Making	Examining EU and the international legal MICE related frameworks and policies	MARIBOR - Andreja Primec	0
5	Planning and Strategy Development	- Concepts and principles of strategic planning specific to the MICE sector. - Applying project management principles to MICE event planning. - Resource allocation, risk management, and strategic implementation of MICE projects.	UNINA - Francesco Caputo & Fabiana Sepe	0
6	Design and Operational Management	In the context of MICE firms, event design, operational management, and client and supplier relationship management are crucial. Integrating sustainable, green, and digital operational management practices is essential for enhancing efficiency, environmental responsibility, and overall event experience	Nebrija - Sandra Monroy	0
7	Human Resources Management and Career Development	Stages of human resource management process in MICE organisation and methods grouped on the main human resource activities	VILNIUS TECH - Renata Korsakiene	1
8	MICE Marketing and communication	Marketing Mix theory and Consumer buying behaviour models for the MICE industry (specificity of MICE industry service, pricing strategies for MICE industry, researching the impact of place, marketing channels, targeting and positioning techniques promoting MICE; market segments and niches)	Vilnius Tech - Laima Jeseviciute-Ufartiene	0
9	Event Interactions	Coordinating activities, logistics for successful MICE event realization and management	MARIBOR Sonja Sibila Lebe	1
10	Supply Chain Management and Logistics	The Supply Chain Management in the MICE Industry. Overview of supply chain concepts and their application in MICE firms and importance of logistics planning for successful event execution	Nebrija - Sandra Monroy	1
11	Budgeting and Financial Management	- Instruments, techniques, and processes for collecting resources. - Cost-profit analysis. - Cost definition and financial performance measurement in MICE sector. - Financial Key Performance Indicators (FKPI) for supporting MICE Management.	UNINA - Valentina della Corte & Francesco Caputo	0
12	Entrepreneurship and innovation	1. Key entrepreneurial skills and tools 2. Characteristics of the entrepreneurial process in the MICE industry. 3. Fundamentals of Business Plan development in MICE	Nebrija - Francisco J Navarro	0
13	Technology Development and Emerging Business Opportunities	Technology application for successful event execution and emerging business opportunities (Mixed Reality, Artificial Intelligence, Virtual and Hybrid Meetings)	VILNIUS TECH - Renata Korsakiene	0
14	Sustainability Development and Ethics	1. Introduction to Sustainability Challenges in the MICE Sector 2. Key Sustainable and Ethical Practices in Event Management 3. Strategies for Implementing Sustainable and Ethical Practices in the MICE Industry	Nebrija - Francisco Javier Navarro	1
15	Project Management and Inter-Collaborative Partnership	- Introduction to project management principles and methodologies specific to the MICE sector. - project lifecycle phases, including initiation, planning, execution, monitoring, and closing. - Importance and benefits of partnerships in the MICE industry. - frameworks for developing, managing, and sustaining successful partnerships. - Strategies for identifying, analysing, and engaging stakeholders. - Leadership skills for building and managing effective project teams. - principles and Strategies for managing changes in project scope and partnerships. - Case studies on successful change management in MICE projects.	UNINA - Giovanna del Gaudio & Fabiana Sepe	1
16	Feedback Management and Redesign Processes	Implementing effective feedback management systems and redesigning processes to continually improve MICE firms' operations.	Maribor - Igor Perko	1

Each of the 16 modules was defined, including the following parts:

Framework (8 definitions), Prerequisites, Intended Learning Outcomes, Content (Curriculum outline), Learning and teaching methods, Readings/bibliography, Examination/evaluation criteria (8 definitions). A blank module form definition is depicted in figure 3.

Figure 3 a module definition form

SYLLABUS								
Course title:	MICENE							
Module title:								
Lectures	Seminar		Tutorial	Labor work	Fieldwork	Micro pills	Individ. work	ECTS
Author								
Prerequisites:								
Intended Learning Outcomes								
Content (Syllabus outline):								
Learning and teaching methods:								
Readings/bibliography								
Examination/evaluation criteria								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	

In the design/ validation phases, we agreed that 8 out of 16 modules were designed and executed using the Micro learning pill methodology, which will be further elaborated in the WP3 part of the report.

The other half of the modules (8 out of 16) will be designed and presented in a classical way. The combination of modules will provide us with an option to test and examine the performance of the technology-supported modules VS personal student-teacher interaction.

The module designers were provided with a reference to the teaching methods lists, such as "The Complete List of Teaching Methods" (Lathan, 2024).

The 2 MICE.N.E Curriculum structure definition-draft can be found in the file attachment 2.



Each module follows a predefined set of Goals and Intended Learning Outcomes (ILOs), and a list of predefined assessment approaches, which are depicted in Figure 4, are aligned with the sustainability perspectives and EFMD Global prog ASC<sup>1</sup>.

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<sup>1</sup> [https://www.efmdglobal.org/wp-content/uploads/EFMD\\_Global\\_Prog\\_Accred\\_Standards\\_and\\_Criteria2021.pdf](https://www.efmdglobal.org/wp-content/uploads/EFMD_Global_Prog_Accred_Standards_and_Criteria2021.pdf)



Figure 4 Goals ILOs, and predefined assessment approaches

Goals	Intended Learning Outcomes (ILOs)	Key pillars:
1. Graduates know how to proficiently conduct relevant research at the applied level.	1a: Students demonstrate the knowledge of designing and conducting applied research in economic/business sciences. (Knowledge, Skills)	ERS, practical relevance
2. Graduates demonstrate relevant, in-depth subject-related knowledge of their specialisation.	2a: Students integrate and apply economic and business theories, models and tools to specific situations in their field of specialization. (Knowledge)	International
	2b: Students demonstrate relevant subject matter knowledge in international context. (Knowledge)	International
	2c: Students can critically evaluate strategic functioning of the economy and/or of organizations using advanced research methodologies. (Knowledge)	practical relevance
3. Graduates demonstrate problem-solving skills, supported by appropriate analytical techniques.	3a: Students demonstrate skills for effective problem-solving and decisionmaking using contemporary digital and AI supported qualitative and quantitative methods. (Knowledge, Skill)	practical relevance, digitalisation
	3b: Students effectively present and defend their economic/business solutions. (Skill)	practical relevance
	3c: Students demonstrate teamworking skills to facilitate collaborative and participatory problem-solving. (Skill)	ERS, practical relevance
4. Graduates are able to come to professional decisions from the perspective of ethics, social responsibility, and sustainable development.	4a: Students are able to identify and diagnose moral issues and make ethically responsible professional decisions. (Knowledge, Behaviour)	ERS
	4b: Students are proficient in explaining and evaluating the concept of sustainable development and in developing sustainable economic/business practices. (Knowledge, Behaviour)	ERS
	4c: Students are able to assess economic and/or business situations from ethical and professional perspectives and propose responsible solutions. (Knowledge, Behaviour)	ERS, practical relevance
<b>List of assessment approaches:</b>		
	A.1 Written exam	
	A.2 Oral exam	
	A.3 Case study/ Practical case	
	A.4 Individual report	
	A.5 Group report	
	A.6 Peer-to-peer	
	A.7 Micro learning pill	

## 3. The discussion and verification process

Relating to the WP2 activity 2:

Activity 2, "CONDUCTION OF THE VALIDATION WORKSHOPS OF THE DRAFT OF THE HE MICE MANAGEMENT CURRICULUM" involves the organisation and holding of 8 workshops conducted by ALL PARTNERS in their local contexts involving at least 24 University Professors and 40 representatives of the MICE sector to collect any ideas, proposals and ideas that will become part of the definitive version of the Curriculum."

"In relation to SPECIFIC OBJECTIVE 2 ", Activate operational synergies between academic centres and organisations representing the MICE sector to validate/integrate the proposed curricular system so that the system responds proactively to current and prospective digital and green transformations in the events industry", activity 2 involves the organisation and holding of validation WORKSHOPS in the partnership contexts with the involvement of University Professors and representatives of MICE companies."

The expected outcomes

"2. REPORT OF THE VALIDATION WORKSHOPS, which will collate the results of the 8 workshops conducted in Italy, Spain, Lithuania, Slovenia and Belgium to validate/integrate the Curriculum draft in the project proposal; the following verification process was proposed."

We can report that we successfully executed the planned process and reached the expected results, as follows from the underlying documents. We went beyond the originally planned activities by integrating the verification and the design process by introducing double peer reviews of the proposed modules for each of the module parts proposed in the Curriculum plan definition. Additionally, we integrated the workshops directly into the design process, resulting in direct module redesign during the workshop discussions. This integration resulted in a highly streamlined module design process with the validation points integrated into the key design process steps.

### 3.1 The Reviewing process

After the initial module structure design activity, a double open peer review was introduced, focusing on the major module issues. Each of the modules did undergo a double peer review, where each of the module parts was examined by two reviewers. Resultingly, all modules were consolidated up to the expected level, and a file rouge of the whole course was designed. The peer-reviewing process was open and integrated directly into the module design process. It focused on sharing good common practices between peers and has provided the communication path for further elaboration between peers, as depicted in Figure 5. Note: The reviewers are anonymised for the report.

Figure 5 The peer-reviewing process

SYLLABUS										
Course title:		MICENE								
Module title:		Feedback Management and Redesign Processes								
Lectures	Seminar		Tutorial	Labor work	Fieldwork	Micro pills	Individ. work	ECTS		
1	0		1	0	0	1	7	0.4		
Author									Reviewer1 anomisid	Reviewer2 Anomysid
Prerequisites:		Module 1-15							OK	OK
Intended Learning Outcomes		Students understand the importance of feedback mechanisms and the after-event activities for future events (ILO 4b). They learn how to plan, execute and utilize feedback mechanisms and post-event activities focusing on local and ecology implications, using digital tools (ILO 3a)							OK (tx "team")	OK
Content (Syllabus outline):		Implementing effective feedback management systems and redesigning processes to continually improve MICE firms' operations.							OK	OK
Learning and teaching methods:		Lectures on a theoretical framework for feedback and post-event activities, a group workshop on a selected event.							OK	I would suggest to uniform this section with the others moduls listing learning and teaching method (lectures, workshop,...)
Readings/bibliography		Wiener, N. (2019). Cybernetics: Or, Control and Communication in the Animal and the Machine. United Kingdom: MIT Press. Rotchild, L. (2024). How We Gather Matters: Sustainable Event Planning for Purpose and Impact. Canada: New Society Publishers.							I'd suggest referencing a OK tourism/MICE work Check this out: <a href="https://www.google.es/b">https://www.google.es/b</a>	
Examination/evaluation criteria										
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals			
combined M9 and M16 A7, A3	100%	Case Study / Practical Case	Case Study / Practical Case	yes	yes	no	3,4	I suggest using an "A" assessment type from the "Goals and ILOs" worksheet, i.e. A.3/ A.4	I suggest using an "A" assessment type from the "Goals and ILOs" worksheet, i.e. A.3/ A.4	

### 3.2 On-site Workshops.

During the MICE.N.E project meeting in Maribor, which took place on 20.5.2024 And 21.5.2024, four workshops were executed with the goal of verifying and, at the same time, redesigning the MICE.N.E Curriculum.

1. Cross-examination Workshop: 20.5.2024 13:00-15:00, Maribor, 19 participants (8 professors, 5 professionals, 6 PhD students)
2. Cross-examination Workshop: 20.5.2024 19:00-21:00, Maribor, 18 participants (7 professors, 5 professionals, 6 PhD students)
3. Cross-examination Workshop: 21.5.2024 13:00-15:00, Maribor, 19 participants (8 professors, 5 professionals, 6 PhD students)
4. Cross-examination Workshop: 21.5.2024 19:00-21:00, Maribor, 13 participants (8 professors, 5 professionals)
5. Cross-examination Workshop: 25.9.2024, 4.5 hours Maribor, 9 participants (4 professors, 5 professionals)

There then followed a further 7 workshops in all partner countries:

6. Cross-examination Workshop 11.09.2023, Naples, 7 participants (4 professors, 4 professionals)
7. Cross-examination Workshop: 24.10.2024, Naples, 13 participants (10 professors, 3 professionals)
8. Cross-examination Workshop: 26.02.2024, Naples, 25 participants (25 professionals)
9. Cross-examination Workshop: 29.04.2024, 15:00-16:00, Vilnius, 16 participants (6 professors, 10 professionals)
10. Cross-examination Workshop; 09.07.2024, 10:00-13:00 Madrid, 10 participants (4 professors, 6 professionals)
11. Cross-examination Workshop; 04.06.2024, 10.00-11.00 Madrid, 64 participants (45 Spanish professors, 19 international professors)
12. Cross-examination Workshop, 29.10.2024 Brussels (online), 3 participants (3 professors)

In these workshops, the module structure design was discussed and verified. The main focus was in the following the diverse MICE.N.E goals, used literature, methodology and the module overlapping. The modules overlap in the common ground points and differentiate in the perspectives, helping students to develop a high variety of viewpoints.

### 3.3 Online Workshops: modules Cross

- -validation.

The panels identified that it would be helpful to unify the literature references and examination modes. The execution of Micro pill supported modules can be universally applied. At the same time, the personal interaction between students and professors requires the generation of well-elaborated model support in the form of presentations with remarks and other materials.

The findings were included in the MICE.N.E curriculum proposal.

### 3.4 Expert workshops

The developed MICE.N.E curriculum was evaluated in three workshops within the World Organisation of Systems and Cybernetics (WOSC) in Oxford, UK in September 2024.

- A workshop on interactions in Meetings, Incentives, Conferences and Exhibitions 11.9.2024 17:40-20:00 with 22 participants.

And

- A workshop on structures in Meetings, Incentives, Conferences and Exhibitions 12-13.9.2024 with 14 participants.

The expert workshops not only acted to examine the MICE.N.E curriculum but also to establish connections which could be used for multiplication purposes.

### 3.5 Workshop conclusions

Workshops provided insight into two aspects of the MICE industry related to the MICE.N.E curriculum: the structural part, which involves the design and development of structural frameworks to successfully organise and conduct events, and the interaction part, which invokes planning for, executing and learning from interactions throughout the process.

During the diverse workshops utilised a draft of the training curriculum was presented to participants with the goal of gathering feedback and suggestions to better align the course content with the sector's needs.

The main objectives were to:

- Present the draft curriculum to representatives of companies in the MICE sector.
- Gather feedback to enhance and finalise the content, meeting the sector's current demands.
- Identify possible areas for further development or updates to required competencies.
- Build a collaborative network with the companies present to support the implementation and promotion of the Curriculum.

The diverse range of participants in the workshops held in partner countries ensured a broad and realistic assessment of the skills necessary for advanced MICE Management training.

The key components of the draft curriculum were presented.

Participants discussed at length the main challenges and trends shaping the MICE industry.

Industry professionals emphasised the value of equipping students with both sector-specific expertise and the adaptability to navigate the shift from a traditional meetings industry to a broader experience-based industry.

This transition requires knowledge of sustainability, regional dynamics, and technological integration, which the MICE.N.E curriculum successfully includes closing existing gaps in EU Higher Education by addressing the integration of tourism, regional competitiveness, sustainability, and technological innovation. It also meets the need for pathways that directly incorporate MICE sector skills, digital innovations, and sustainable practices.

Participants also noted the Curriculum's potential to foster meaningful collaboration across sectors, creating an ecosystem in which universities and industry partners can collectively elevate standards and support regional and international competitiveness. They also highlighted the relevance of fostering hands-on experiences to support the development of high-quality standards and cooperative working processes.

The main outcomes of the validation workshops were as follows:

1. Creation of experiences. Emphasising the need to focus not only on content delivery but also on creating memorable and immersive experiences for attendees.
2. Understanding emotional and behavioural knowledge. Highlighting the importance of understanding the emotional and behavioural aspects of attendees to enhance engagement.
3. Experiential marketing. Utilising experiential marketing techniques to create impactful events that resonate with attendees on a deeper level.
4. Accessibility management. Ensuring that events are accessible to all individuals, including those with disabilities.
5. Support staff. Recognising the need for well-trained support staff to enhance the overall event experience.
6. Mobility and connectivity. Addressing the challenges and opportunities related to transportation and connectivity for event participants.
7. New professional profiles. Identifying emerging roles and skill sets required in the evolving MICE sector.
8. Connections with tourism. Exploring the synergies between the MICE sector and tourism to enhance the value proposition of events.
9. Sustainability. Focusing on sustainable practices in its environmental, economic, and social dimensions to create responsible events.
10. Digital and technological transfer. Leveraging digital and technological advancements as tools to support and enhance event experiences.
11. Talent-related challenges. Addressing the lack of qualified professionals and the need for talent development in the MICE sector.
12. Private-Public collaboration. Strengthening collaboration with public administrations to enhance competitiveness and support for the MICE industry.
13. Creativity. Encouraging creativity in event planning and execution to differentiate and add value.
14. Sector fragmentation. Tackling the structural fragmentation within the MICE sector to improve cohesion and effectiveness.
15. Event as a communication tool. Recognising the role of events as powerful communication tools and the need for skilled professionals to leverage this.
16. Environmental contributions. Emphasising the environmental contributions of events and the importance of sustainable practices.
17. Higher education institutions challenges. Identify gaps in higher education institutions' understanding of the MICE sector that must be addressed to promote quality training of future MICE professionals and encourage the emergence of more professional vocations.
18. Emergence of new value chain agents. Recognising the emergence of new agents in the MICE value chain and their impact on the industry.

19. Alignment with company strategies. Ensuring that events are aligned with the strategic objectives of companies to maximise their impact.
20. Curriculum revisions. Reflect on necessary changes to curricula to keep pace with industry evolution.
21. Staff expectations and attitudes. Addressing the expectations and attitudes of staff to ensure they contribute positively to the event experience.
22. Career plans. Developing clear career plans to attract and retain talent in the MICE sector.
23. Technology deficiencies. Addressing gaps in technological knowledge and applications within the MICE industry.
24. Management teams. Enhancing the skills and capabilities of management teams to lead effectively in the MICE sector.
25. Teamwork. Fostering a collaborative culture that emphasises teamwork in event planning and execution.
26. Understanding the MICE sector. Promoting a comprehensive understanding of the MICE sector among all stakeholders.
27. Transversal profiles. Encouraging the development of transversal skills that can be applied across different areas within the MICE sector.
28. Industry approach. Adopting a holistic approach to the MICE industry that considers all its components and their interrelations.
29. Role of Convention Bureaus. Highlighting the importance of convention bureaus in supporting and promoting the MICE industry.
30. Economic leveraging. Leveraging the economic benefits generated by the MICE sector for broader economic development.
31. Competence-based profiles. Developing profiles based on competencies to ensure that the right skills are matched with the right roles.
32. Specialised educators. Ensure educators are well-equipped to train future MICE professionals.
33. Personal and economic security. Addressing the personal and economic security of partners and providers within the MICE sector.

As in previous steps of the project process, the comments and suggestions resulted in the redesign of the Mice Management Curriculum, elaborated in the attachment 3 MICE.N.E Curriculum.

## 4. DESIGN OF THE HE MICE MANAGEMENT CURRICULUM

Relating to the WP2 activity 3:

“Activity 3 “DESIGN OF THE HE MICE MANAGEMENT CURRICULUM” involves the definition of the aims, training objectives, methodologies, training credits and methods to carry out and evaluate the educational programme. ALL PARTNERS will share and validate the methodological system, the purposes and the tools prepared, and, on the basis of their expertise, they will design in detail the thematic nuclei of the learning contents and the macro-structure of the MICE.N.E Guide and its constituent elements.”

“In relation to SPECIFIC OBJECTIVE 3 “Develop the Micro-design of the HE CURRICULUM OF “MICE MANAGEMENT” on the basis of what has emerged, which ensures a logical and methodological common thread between identified needs, planned training objectives and expected learning results”, activity 3 involves the detailed design of the CURRICULUM based on three dimensions:

- cognitive to be delivered in blended mode
- operational with laboratory sessions
- behavioural with a work-based learning session, carried out in the MICE sector companies involved in the partnership.

The Curriculum will contain the wealth of know-how being learned; the definition of training credits assigned; the list of steps to be followed to achieve the LOs; the definition of the methods and criteria for assessment, evaluation and monitoring of the learning levels achieved.

The proposed Curriculum for MICE Management will utilise innovative teaching methods to enhance engagement and facilitate effective learning experiences for students. In addition to traditional lecture-based instruction, the Curriculum will incorporate the following methods: “

The expected outcomes:

“MICE MANAGEMENT HE CURRICULUM containing: the objectives set out while respecting the cognitive/operational/behavioural elements of competence; the educational objectives by referring to the skills as outputs of the training process, observable, measurable and documentable; the educational architecture with the design of modules correlated with the digital, green and managerial skills contained in the DigComp2.1, GreenComp and EntreComp frameworks selectively identified in relation to their relevance, congruence and coherence with the mission of the MICE Manager role; the structure of the curriculum; the methodological framework; training credits the definition of the target group selection criteria; the plan to evaluate/certify the learning outcomes and the macro-definition of the educational support tools.”

The MICE.N.E curriculum invokes several perspectives on the MICE industry. It is intended to build the learner’s capacity to actively participate in the event planning, design, execution,

and post-event activities. The Curriculum can be found in the attachment 3 MICE.N.E Curriculum. In this chapter, summaries of parts of the Curriculum are presented.

## 4.1 MICE.N.E Curriculum Overview and Objectives

- **Title:** MICE.N.E - Meetings, Incentives, Conferences, and Exhibitions Next Evolution
- **Description:** This Curriculum offers an in-depth study of the MICE industry, focusing on strategic planning, operational management, sustainable practices, and technological integration in event management. It aims to develop skilled professionals equipped to handle the complex challenges of the MICE sector.
- **Goals:**
  - **Develop MICE-related Knowledge and Cognitive Skills** by Building an understanding of the MICE ecosystem, organisational structures, and strategic functions and understanding EU and international regulations and by displaying the importance of sustainability and ethics in responsible MICE structures and interactions.
  - **Enhance Operational and Technical Skills** by advancing hands-on skills in event and resource management, including conducting market research, budgeting, logistics, financial planning, and Human resources management. By showing how to promote innovative event management by encouraging the use of emerging technologies like AI and virtual platforms. And by strengthening strategic planning and project execution skills, including feedback-driven process improvements and creating learning organisations.
  - **Foster Behavioural and Professional Development** by expanding the worldview with ethical decision-making, social responsibility, and a commitment to sustainable practices aligned with the Triple Bottom Line (3BL). By discussing examples of collaborative and community-focused approaches, fostering effective communication across diverse stakeholders. And by developing a commitment to continuous learning, preparing students to thrive in a dynamic global MICE environment.
- **Intended Learning Outcomes (ILOs)**

MICE.N.E ILOs are based on a general set of ILOs, found in the attachment 1: ILOs, but are focused on the MICE content within modules. This creates a network structure where each of the goals and ILOs is addressed in multiple modules from different perspectives.

Figure 6 ILOs through MICE.N.E modules

ILO\Module	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	Total	Goals
ILO 1a		1						1				1	1				4	
ILO 1b	1			1	1	1	1			1					1		7	Goal1
ILO 1c	1	1	1		1				1						1		6	17
ILO 2a														1		1	2	
ILO 2b											1	1					2	
ILO 2c											1						1	Goal2
ILO 2d			1					1									2	7
ILO 3a							1		1					1			3	
ILO 3b									1					1		1	3	
ILO 3c									1								1	Goal3
ILO 4c														1			1	8

As depicted in Figure 6, the majority of modules is focused on ILOs in goal 1, developing Knowledge and Cognitive skills with 17 ILOs, while the Operational and Technical Skills and Behavioural and Professional Development are represented with 7 and 8 ILOs where we can find room for improvement.

## 4.2 The educational architecture

From the educational architecture, we can deduce that 7 of 16 modules have no explicit prerequisites, while the residual 9 require prior knowledge from MICE.N.E modules, which point out a relatively homogenous curriculum structure. It is positive that we did not identify any circular prerequisites. Through the course execution, the prerequisites will be examined in more detail, and we hope to generate a slightly more heterogeneous curriculum structure.

### 4.2.1 Addressing the workshop feedback

The final MICE.N.E curriculum was amended based on the workshop suggestions in the validation reports:

**Sustainability and green practices:** The Curriculum places a strong emphasis on sustainable practices, both in specific modules (e.g., M14 Sustainability Development and Ethics) and as a general theme across other modules, such as M5 Planning and Strategy Development. These elements align well with the industry's call for sustainability integration.

**Technological integration:** Module M13 specifically focuses on Technology Development and Emerging Business Opportunities, covering advancements like AI and virtual/hybrid meeting platforms. This directly responds to feedback on the need for technology-focused learning, preparing students for digital transformation in the MICE sector.

**User experience and behavioural patterns:** Modules include a focus on creating meaningful experiences (e.g., M9 Event Interactions and M8 Marketing and Communication). Experiential marketing and participant engagement concepts are embedded in the Curriculum's goals, ensuring students are trained to consider attendees' emotional and behavioural needs.

**Human resources and career development:** Module M7 covers Human Resources Management and Career Development, emphasising people management skills relevant to the MICE industry. This aligns with industry feedback on preparing students for the interpersonal aspects of MICE careers.

**Strategic planning and management:** The Curriculum includes modules like M5 Planning and Strategy Development and M15 Project Management and Inter-Collaborative Partnership, which focus on strategic project execution, risk management, and resource allocation. These topics are crucial for equipping students with strong planning skills and meeting the industry's emphasis on strategic capabilities.

**Hands-on and cross-sectoral learning:** The Curriculum integrates practical learning methods such as mock events, case studies, and a research project presentation, especially in modules M6 Design and Operational Management and M9 Event Interactions. This hands-on approach aligns with industry recommendations for experiential learning and cross-sector exposure.

**Competency-based framework:** The Curriculum is structured around specific skills and competencies, such as regulatory knowledge, financial management, and marketing communication. Modules are designed to allow students to build competencies progressively, from foundational (M1–M4) to advanced levels (M13–M16).

**Public-private collaboration and stakeholder engagement:** While the Curriculum mentions partnerships with MICE organisations and internship opportunities, further details on an active public-private forum, as suggested, could strengthen collaboration, for instance, engaging alumni and industry professionals in annual reviews and supporting ongoing curriculum alignment with industry needs.

**Holistic, modular, and flexible structure:** Modules are structured to build on each other, with foundational knowledge in initial modules and advanced applications in later ones. This structure enables students to take modules individually if needed, and the holistic design supports comprehensive learning across the MICE spectrum.

**Emerging industry trends and new professional profiles:** The Curriculum addresses new roles and skills through modules on market analysis, digitalisation, sustainability, and innovation, reflecting the industry's evolving needs. The mention of roles like event marketing specialist and sustainability consultant demonstrates alignment with the latest professional profiles.

**Evaluation and quality assurance:** The Curriculum includes mechanisms for quality assurance, with continuous feedback loops through pre- and post-module surveys and an annual review cycle. This ensures that the program remains responsive to industry changes and evolving student needs.

### 4.3 The modules content

Figure 7 MICE modules short descriptions word cloud



We can clearly identify MICE as the main word, used 24 times throughout the modules. The next is management, used 9 times, principles, project, event, all used 5 times and a set of words used 3 times: Main, analysis, ethics, resources, strategy, sustainable, introduction, and key. Twenty-six words are used twice (some of them in a single module, some in two modules), and 95 key words are used only once. The detailed analysis results can be found in Attachment 4 MICE.N.E\_Module\_Word\_Frequencies. From the description, we can point out a higher level of curriculum heterogeneity than previously deduced from the ILO analysis.

#### 4.4 Learning, teaching and assessment methods

The learning/learning methodological approaches of Live and recorded lectures, seminars, 8 micro pills, 2 scenarios, teamwork, group discussions, problem-solving, Case studies, role-playing, a mock MICE event, and research project presentation demonstrate a high enough diversity of teaching methods to support a well-rounded learning experience, catering to different learning preferences, promoting active engagement, and helping students acquire both theoretical knowledge and practical skills essential in the MICE industry.

When assessing the knowledge gathered, the eight modules with microlearning pills will check the knowledge through the microlearning pills, while the residual modules will use a case study examination.

#### 4.5 Readings/bibliography

To support the learning process, two books addressing Event management are proposed, complemented by 6 additional sources of literature, most of which are focused on Event Management. Thereby, we expect more module-related materials and resources to be enlisted in the piloting phase of the MICE.N.E curriculum. This may support the theoretical knowledge development in most of the modules. However, we expect that a multitude of resources beyond the books will be used in the MICE.N.E modules.

#### 4.6 Quality Assurance, Continuous Improvement and Ethic

The MICE.N.E curriculum development and execution can be considered a series of events. Thereby the concepts applied in the modules should reflect on the MICE.N.E and vice versa. Ethical considerations regarding the MICE.N.E content and the curriculum process will be part of the module development through the learning experience.

During the modules' execution, expectations, feedforward, user experience, and feedback will be collected and reacted upon. Constant learning is the premise of the Curriculum. At the same time, the modifications will be regularly examined by the alums and industry professionals identifying gaps between the MICE.N.E content and the business environment. The EFMD Programme Accreditation STANDARDS & CRITERIA will stand as the framework within which we can modify the modules



## 4.7 Student takeaways

During the study, international study and internships will be supported, professional certification will be considered, while the early-stage success in the MICE industry will be measured for the MICE.N.E graduates.





## 5. References

Erasmus+. (2015). ECTS Users' Guide. Pridobljeno 2024 iz file:///D:/Users/peigor/OneDrive%20-%20Univerza%20v%20Mariboru/projekti/MICE.N.E%20Napoli/WP2/ects%20users%20guide%202015-NC0514068ENN.pdf

European Commission. (2015). European Credit Transfer and Accumulation System (ECTS). Pridobljeno 2024 iz <https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system>



## 6. Attachments

### 6.1 ILOs

Goals	Intended Learning Outcomes (ILOs)	Key pillars:
1. Graduates demonstrate relevant, in-depth subject related knowledge of their specialisation.	1a: Students integrate and apply economic and business theories, models and tools to specific situations in their field of specialization. (Knowledge)	International
	1b: Students demonstrate relevant subject matter knowledge in international context. (Knowledge)	International
	1c: Students can critically evaluate strategic functioning of the economy and/or of organizations using advanced research methodologies. (Knowledge)	practical relevance
2. Graduates demonstrate problem-solving skills, supported by appropriate analytical techniques.	2a: Students demonstrate skills for effective problem solving and decision making using contemporary digital and AI supported qualitative and quantitative methods. (Knowledge, Skill)	practical relevance, digitalisation
	2b: Students effectively present and defend their economic/business solutions. (Skill)	practical relevance
	2c: Students demonstrate teamworking skills to facilitate collaborative and participatory problem solving. (Skill)	ERS, practical relevance
	2d: Students demonstrate the knowledge of designing and conducting applied research in economic/business sciences. (Knowledge, Skills)	Ethics, Responsibility and Sustainability (ERS), practical relevance
3. Graduates are able to come to professional decisions from the perspective of ethics, social responsibility, and sustainable development.	3a: Students are able to identify and diagnose moral issues and make ethically responsible professional decisions. (Knowledge, Behaviour)	ERS
	3b: Students are proficient in explaining and evaluating the concept of sustainable development and in developing sustainable economic/business practices. (Knowledge, Behaviour)	ERS
	3c: Students are able to assess economic and/or business situations from ethical and professional perspectives and propose responsible solutions. (Knowledge, Behaviour)	ERS, practical relevance

## 6.2 MICE.N.E Curriculum structure definition - draft

Curriculum							
Course title:		MICE.N.E					
Module title:							
Study program and level		Study field		Academic year		Semester	
Lectures	Seminar	Tutorial	Labor work	Fieldwork	Micro pills	Individ. Work	ECTS
20	10	6	2	0	8	112	6.28
Lecturer:							

### Prerequisites:

M1: None  
M2: Basic knowledge about Organization and Management  
M3: Modules 1-2  
M4: Basic knowledge of the law and legal rules  
M5: Modules 1-4  
M6: Modules from 1 to 5  
M7: Modules 1-6  
M8: Modules 1-7  
M9: None  
M10: None  
M11: Modules 1-10  
M12: Modules 1-11  
M13: Modules 1-12  
M14: Modules 1-11  
M15: Modules 01-14  
M16: Module 1-15



## Intended Learning Outcomes

- M1: Students will acquire basic knowledge for describing the MICE international context (PILO 2b) and for conducting valuable research and evaluation plan about its strategic functioning (PILO 2c)
- M2: They acquire knowledge about the organization and management of the MICE (ILO2a); Improving operational efficiency in MICE's organizations (ILO 2c).
- M3: Understand the principles of market recognition and its analysis within the MICE industry (ILO 2c).  
Develop knowledge and skills about analytical methods, tools and practices perceiving MICE market attributes (ILO 1a).
- M4: Understanding the EU and international legal framework on MICE. (2b)  
Identifying policies for supporting MICE (2b)
- M5: Students will acquire basic knowledge about principles and processes involved in planning and strategy development within the MICE sector (ILO 2b) and to critically evaluate the potential impact of environmental sustainability on MICE activities, and incorporate sustainable practices into strategic planning (ILO 2c)
- M6: Students will acquire basic knowledge for describing the MICE international context (2b) and conducting valuable research and evaluation plan about its operational functioning (2c)
- M7: Students acquire skills in people management specific to MICE organisations (ILO 2b) and relevant for making ethically responsible decisions (ILO 4a)
- M8: Acquire skills in marketing and communication within MICE industry.  
Develop knowledge and skills about marketing mix theory and consumer behaviour within MICE industry.
- M9: a) Students understand the importance of incorporating local suppliers into the MICE management and interacting with them; b) Students get acquainted with some best practices of engaging local SMEs in organising either of the 4 MICE elements  
c) Students develop a socially responsible approach in interactions with the local community in MICE planning- and processing following the 3BL principles (ILOS 1c, 2c, 4a, 4b, 4c).
- M10: - Understand the Supply Chain management encountered by the MICE sector at both corporate and destination levels (3.a, 4.a)  
- Develop critical thinking about Supply Chain Management in the MICE industry (4.b, 4.c)
- M11: Students will be able to effectively present possible economic/business solutions (ILO 3b) supporting them through a clear financial analysis and a structured budgeting developed thanks to the adoption of collaborative and participatory problem-solving (ILO 3c)
- M12: - Understanding the fundamental concepts related to business planning and starting up of a business in the MICE industry (2.a) - Demonstration of business planning in a real case scenario (3.b)
- M13: Students acquire skills in application of new technologies specific to MICE organisations
- M14: - Understand the sustainability and ethical challenges encountered by the MICE sector at both corporate and destination levels (3.a, 4.a)

## Content (Curriculum outline):

- M1: - Main actors of the MICE sector value chain with its main players  
Risks and opportunities within the Meetings, Incentives, Conferences, and Exhibitions (MICE) sector  
Main relational conditions and approaches among actors and stakeholders of MICE Ecosystem
- M2: Concepts and principles of MICE' organizing and management; Applying concept of operational efficiency in MICE' organizations; Develop knowledge and skill for complex analysis and critical assessment different organizational solutions in MICE' area; Develop knowledge and skills for understanding sustainability, digitalization, and ethical issue of MICE' organizations.
- M3: Stages of the research process, methods and data analysis within the MICE industry (specifics and purposes of secondary data analysis and empirical research).
- M4: Examining EU and the international legal MICE related frameworks and policies M5: - Concepts and principles of strategic planning specific to the MICE sector.  
Applying project management principles to MICE event planning.  
Resource allocation, risk management, and strategic implementation of MICE projects.
- M6: In the context of MICE firms, event design, operational management, and client and supplier relationship management are crucial.  
Integrating sustainable, green, and digital operational management practices is essential for enhancing efficiency, environmental responsibility, and overall event experience
- M7: Stages of human resource management process in MICE organisation and methods grouped on the main human resource activities
- M8: Marketing Mix theory and Consumer buying behaviour models for the MICE industry (specificity of MICE industry service, pricing strategies for MICE industry, researching the impact of place, marketing channels, targeting and positioning techniques promoting MICE; market segments and niches)
- M9: Coordinating activities, logistics for successful MICE event realization and management
- M10: The Supply Chain Management in the MICE Industry. Overview of supply chain concepts and their application in MICE firms and Importance of logistics planning for successful event execution
- M11: - Instruments, techniques, and processes for collecting resources.  
Cost-profit analysis.  
Cost definition and financial performance measurement in MICE sector.  
Financial Key Performance Indicators (FKPI) for supporting MICE Management.
- M12: 1. Key entrepreneurial skills and tools  
Characteristics of the entrepreneurial process in the MICE industry.  
Fundamentals of Business Plan development in MICE
- M13: Technology application for successful event execution and emerging business opportunities (Mixed Reality, Artificial Intelligence, Virtual





### Learning and teaching methods:

M1: Recorded lectures, seminars, and one micro pill  
 M2: Lectures, seminar work, problem solving, team work  
 M3: Lectures, seminars, research project, teamwork, group discussions  
 M4: Lectures, individual seminars, problem solving, teamwork  
 M5: Workshop and seminars; Case studies; Research project  
 M6: Master class and Practical exercises  
 M7: Lecture, seminar, case studies, one micro pill.  
 M8: Research project (Marketing program analysis: the concept of product, price, distribution, promotion, service marketing: case studies); research project presentation (Group discussions and presentations).  
 M9: Recorded lectures, seminars, and a micro pill  
 M10: Master class and Practical exercises  
 M11: Recorded lectures, seminars, and a micro pill  
 M12: Master class, Case study  
 M13: Lecture, seminar, case study M14: Master class, Case study M15: Master class, Case study  
 M16: Lectures on a theoretical framework for feedback and post-event activities, a group workshop on a selected event.

### Readings/bibliography

M1: Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.  
 M2: Fenich, G., Malek, K, (2021). Meetings, expositions, events & conventions: An introduction to the industry (Sixth edition). Dubuque, IA: Kendall Hunt.  
 M3: Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group.  
 M4: Thacymans, M. (ed.). (2019). Essential Texts on European Tourism Law  
 M5: Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.  
 M6: Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge M7: Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2023) Events Management 4th ed. Chapter 10. Human Resource Management and Events. Routledge. ISBN 9780367491840.  
 M8: Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group.  
 M9: Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2023) Events Management 4th ed. Chapter 5: Sustainable event management. Routledge. ISBN 9780367491840.  
 M10: Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group.  
 M11: Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.  
 M12: Hallak, R., & Lee, C. (2024). Handbook of Tourism Entrepreneurship. Edward Elgar Publishing  
 M13: Tony Rogers, Peter Wynn-Moylan (2022) Conferences and Conventions: A Global Industry. Chapter 8 8. Integrating Virtual Attendance into Face-to-Face Meetings. Routledge. ISBN 9781032288802.  
 M14: Meehan, J. (2017). Sustainable Event Management. Taylor & Francis  
 Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group.  
 M15: Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.  
 M16: Wiener, N. (2019). Cybernetics: Or, Control and Communication in the Animal and the Machine. United Kingdom: MIT Press.  
 Rotchild, L. (2024). How We Gather Matters: Sustainable Event Planning for Purpose and Impact. Canada: New Society Publishers.





Examination/evaluation criteria

Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals
A.3	100%	Case Study / Practical Case	Case Study / Practical Case	2	0	0	2
Seminar	100%	Seminar	Analyse one case of MICE's organizational or management issue	yes	yes	yes	2
A.3	100%	Case study/ practical case	Case study/ practical case	2			2
individual seminar	100%	Seminar	analyse one legal act from the MICE framework	yes	yes	yes	2
A.3	100%	Case Study / Practical Case	Case Study / Practical Case	2	0	0	2
A3	100%	Case study/ Practical case	Case study/Practical case	Case study/ Practical case	0	0	2
A3	100%	Case study/ Practical case	Case study/Practical case	2	Yes	Yes	2
M8	100%	Case study/ practical case	Case study/ practical case	2			2
M9 in M16	50%	0	0	0	0	0	1,2,4
A3	100%	Case Study / Practical Case	Case Study / Practical Case	2	Yes	Yes	2
A.3	100%	Case Study / Practical Case	Case Study / Practical Case	2	0	Good knowledge about	3
A.3	100%	Case study	Solving a real-case study	Yes	Yes	Yes	2, 3
A3	100%	Case study Practical case	Case study/Practical case	2	yes	yes	2
A.3	100%	Case Study	Case Study resolution	2	Yes	Yes	3, 4
A.3	100%	Case Study / Practical Case	Case Study / Practical Case	2	0	0	2
combined M9 and M16 A7, A3	100%	Case Study / Practical Case	Case Study / Practical Case	yes	yes	no	3,4



N.	Module	Brief description	Author	Micro Pill
1	Overview of MICE Ecosystem	- Main actors of the MICE sector value chain with its main players - Risks and opportunities within the Meetings, Incentives, Conferences, and Exhibitions (MICE) sector - Main relational conditions and approaches among actors and stakeholders of MICE Ecosystem	UNINA – Valentina Della Corte & Giovanna Del Gaudio	1
2	Identifying MICE organizational structures	Concepts and principles of MICE" organizing and management; Applying concept of operational efficiency in MICE' organizations; Develop knowledge and skill for complex analysis and critical assessment different organizational solutions in MICE' area; Develop knowledge and skills for understanding sustainability, digitalization, and ethical issue of MICE' organizations.	MARIBOR – dr. Vojko Potocan	0
3	Market Definitions and Analysis	Stages of the research process, methods and data analysis within the MICE industry (specifics and purposes of secondary data analysis and empirical research).	Vilnius Tech Laima Jeseviciute- Ufartiene	1
4	International and EU regulation and Policy Making	Examining EU and the international legal MICE related frameworks and policies	MARIBOR - An- dreja Primec	0
5	Planning and Strategy Development	- Concepts and principles of strategic planning specific to the MICE sector. - Applying project management principles to MICE event planning. - Resource allocation, risk management, and strategic implementation of MICE projects.	UNINA - Francesco Caputo & Fabiana Sepe	0
6	Design and Operational Management	In the context of MICE firms, event design, operational management, and client and supplier relationship management are crucial. Integrating sustainable, green, and digital operational management practices is essential for enhancing efficiency, environmental responsibility, and overall event experience	Nebrija - Sandra Monroy	0
7	Human Resources Management and Career Development	Stages of human resource management process in MICE organization and methods grouped on the main human resource activities	VILNIUS TECH - Renata Korsakiene	1
8	MICE Marketing and communication	Marketing Mix theory and Consumer buying behaviour models for the MICE industry (specificity of MICE industry service, pricing strategies for MICE industry, researching the impact of place, marketing channels, targeting and positioning techniques promoting MICE; market segments and niches)	Vilnius Tech Laima Jeseviciute- Ufartiene	0
9	Event Interactions	Coordinating activities, logistics for successful MICE event realization and management	MARIBOR Sonja Sibila Lebe	1
10	Supply Chain Management and Logistics	The Supply Chain Management in the MICE Industry. Overview of supply chain concepts and their application in MICE firms and Importance of logistics planning for successful event execution	Nebrija - Sandra Monroy	1
11	Budgeting and Financial Management	- Instruments, techniques, and processes for collecting resources. - Cost-profit analysis. - Cost definition and financial performance measurement in MICE sector. - Financial Key Performance Indicators (FKPI) for supporting MICE Management.	UNINA - Valentina della Corte & Francesco Caputo	0



12	Entrepreneurship and innovation	<ol style="list-style-type: none"> <li>1. Key entrepreneurial skills and tools</li> <li>2. Characteristics of the entrepreneurial process in the MICE industry.</li> <li>3. Fundamentals of Business Plan development in MICE</li> </ol>	Nebrija - Francisco J Navarro	0
13	Technology Development and Emerging Business Opportunities	Technology application for successful event execution and emerging business opportunities (Mixed Reality, Artificial Intelligence, Virtual and Hybrid Meetings)	VILNIUS TECH - Renata Korsakiene	0
14	Sustainability Development and Ethics	<ol style="list-style-type: none"> <li>1. Introduction to Sustainability Challenges in the MICE Sector</li> <li>2. Key Sustainable and Ethical Practices in Event Management</li> <li>3. Strategies for Implementing Sustainable and Ethical Practices in the MICE Industry</li> </ol>	Nebrija - Francisco Javier Navarro	1
15	Project Management and Inter-Collaborative Partnership	<ul style="list-style-type: none"> <li>- Introduction to project management principles and methodologies specific to the MICE sector.</li> <li>- Project lifecycle phases, including initiation, planning, execution, monitoring, and closing.</li> <li>- Importance and benefits of partnerships in the MICE industry.</li> <li>- Frameworks for developing, managing, and sustaining successful partnerships.</li> <li>- Strategies for identifying, analysing, and engaging stakeholders.</li> <li>- Leadership skills for building and managing effective project teams.</li> <li>- Principles and Strategies for managing changes in project scope and partnerships.</li> <li>- Case studies on successful change management in MICE projects.</li> </ul>	UNINA - Giovanna del Gaudio & Fabiana Sepe	1
16	Feedback Management and Redesign Processes	Implementing effective feedback management systems and redesigning processes to continually improve MICE firms' operations.	Maribor - Igor Perko	1



SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Overview of MICE Ecosystem						
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>	
2	1	0	0	0	1	6	0,4	
<b>Author</b>			UNINA - Valentina Della Corte & Giovanna Del Gaudio					
<b>Prerequisites:</b>								
None								
<b>Intended Learning Outcomes</b>								
Students will acquire basic knowledge for describing the MICE international context (PILO 2b) and for conducting valuable research and evaluation plan about its strategic functioning (PILO 2c)								
<b>Content (Syllabus outline):</b>								
<ul style="list-style-type: none"> <li>- Main actors of the MICE sector value chain with its main players</li> <li>- Risks and opportunities within the Meetings, Incentives, Conferences, and Exhibitions (MICE) sector</li> <li>- Main relational conditions and approaches among actors and stakeholders of MICE Ecosystem</li> </ul>								
<b>Learning and teaching methods:</b>								
Recorded lectures, seminars, and one micro pill								
<b>Readings/bibliography</b>								
Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
A.3	100%	Case Study / Practical Case	Case Study / Practical Case	2			2	





SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Identifying MICE organisational structures						
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>	
1	1	0	0	0	0	8	0,4	
<b>Author</b>		MARIBOR - dr. Vojko Potocan						
<b>Prerequisites:</b>								
Basic knowledge about Organization and Management								
<b>Intended Learning Outcomes</b>								
They acquire knowledge about the organization and management of the MICE (ILO2a); Improving operational efficiency in MICE's organizations (ILO 2c).								
<b>Content (Syllabus outline):</b>								
Concepts and principles of MICE' organizing and management; Applying concept of operational efficiency in MICE' organizations; Develop knowledge and skill for complex analysisi and critical assessment different organizational solutions in MICE' area; Develop knowlege and skills for								
<b>Learning and teaching methods:</b>								
Lectures, seminar work, problem solving, team work								
<b>Readings/bibliography</b>								
Fenich, G, Malek, K, (2021). Meetings, expositions, events & conventions: An introduction to the industry (Sixth edition). Dubuque, IA: Kendall Hunt.								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
Seminar	100%	seminar	analyse one case of MICE's organizational or management issue	yes	yes	yes	2	



SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Market Definitions and Analysis						
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>	
1	1	0	0	0	1	6	0,36	
<b>Author</b>		Vilnius Tech - Laima Jeseviciute-Ufartiene						
<b>Prerequisites:</b>								
Modules 1-2								
<b>Intended Learning Outcomes</b>								
Understand the principles of market recognition and its analysis within the MICE industry (ILO 2c). Develop knowledge and skills about analytical methods, tools and practices perceiving MICE market attributes (ILO 1a).								
<b>Content (Syllabus outline):</b>								
Stages of the research process, methods and data analysis within the MICE industry (specifics and purposes of secondary data analysis and empirical research).								
<b>Learning and teaching methods:</b>								
Lectures, seminars, research project, teamwork, group discussions								
<b>Readings/bibliography</b>								
Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group.								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
A.3	100%	Case study/practical case	Case study/ practical case		2			2



SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		International and EU regulation and Policy Making						
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>	
1	1	0	0	0	0	8	0,4	
<b>Author</b>		MARIBOR - Andreja Primec						
<b>Prerequisites:</b>								
Basic knowledge of the law and legal rules								
<b>Intended Learning Outcomes</b>								
Understanding the EU and international legal framework on MICE. (2b)								
Identifying policies for supporting MICE (2b)								
<b>Content/Syllabus outline:</b>								
Examining EU and the international legal MICE related frameworks and policies								
<b>Learning and teaching methods:</b>								
Lectures, individual seminars, problem solving, teamwork								
<b>Readings/bibliography</b>								
Thaeymans, M. (ed.). (2019). Essential Texts on European Tourism Law								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
individual seminar	100%	seminar	analyse one legal act from the MICE framework	yes	yes	yes	2	





SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Planning and Strategy Development						
<b>Lectures</b>	<b>Seminar</b>		<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>
2	1		0	0	0	0	7	0,4
<b>Author</b>		UNINA - Francesco Caputo & Fabiana Sepe						
<b>Prerequisites:</b>		Modules 1-4						
<b>Intended Learning Outcomes</b>								
Students will acquire basic knowledge about principles and processes involved in planning and strategy development within the MICE sector (ILO 2b) and to critically evaluate the potential impact of environmental sustainability on MICE activities, and incorporate sustainable practices into strategic planning (ILO 2c)								
<b>Content (Syllabus outline):</b>								
<ul style="list-style-type: none"> <li>- Concepts and principles of strategic planning specific to the MICE sector.</li> <li>- Applying project management principles to MICE event planning.</li> <li>- Resource allocation, risk management, and strategic implementation of MICE projects.</li> </ul>								
<b>Learning and teaching methods:</b>								
Workshop and seminars; Case studies; Research project								
<b>Readings/bibliography</b>								
Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
A.3	100%	Case Study / Practical Case	Case Study / Practical Case	2			2	





SYLLABUS									
<b>Course title:</b>		MICENE							
<b>Module title:</b>		Design and Operational Management							
<b>Lectures</b>	<b>Seminar</b>		<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>	
1	0		1	0	0	0	8	0,4	
<b>Author</b>		Nebrija - Sandra Monroy							
<b>Prerequisites:</b>		Modules from 1 to 5							
<b>Intended Learning Outcomes</b>									
Students will acquire basic knowledge for describing the MICE international context (2b) and conducting valuable research and evaluation plan about its operational functioning (2c)									
<b>Content (Syllabus outline):</b>									
In the context of MICE firms, event design, operational management, and client and supplier relationship management are crucial. Integrating sustainable, green, and digital operational management practices is essential for enhancing efficiency, environmental responsibility, and overall									
<b>Learning and teaching methods:</b>									
Master class and Practical exercises									
<b>Readings/bibliography</b>									
Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge									
<b>Examination/evaluation criteria</b>									
Assessment component	Weight in %	Assessment type	Details			Retake option	Taking an assessment into account	Requirement for passing	Related Goals
A3	100%	Case study/Practical case	Case study/Practical case			2			2





SYLLABUS																								
<b>Course title:</b>		MICENE																						
<b>Module title:</b>		Human Resources Management and Career Development																						
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>																	
1	1	0	0	0	1	6	0,36																	
<b>Author</b>		VILNIUS TECH - Renata Korsakiene																						
<b>Prerequisites:</b>		Modules 1-6																						
<b>Intended Learning Outcomes</b>		Students acquire skills in people management specific to MICE organisations (ILO 2b) and relevant for making ethically responsible decisions (ILO 4a)																						
<b>Content (Syllabus outline):</b>		Stages of human resource management process in MICE organisation and methods grouped on the main human resource activities																						
<b>Learning and teaching methods:</b>		Lecture, seminar, case studies, one micro pill.□																						
<b>Readings/bibliography</b>		Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2023) Events Management 4th ed. Chapter 10. Human Resource Management and Events. Routledge. ISBN 9780367491840.																						
<b>Examination/evaluation criteria</b>		<table border="1"> <thead> <tr> <th>Assessment component</th> <th>Weight in %</th> <th>Assessment type</th> <th>Details</th> <th>Retake option</th> <th>Taking an assessment into account</th> <th>Requirement for passing</th> <th>Related Goals</th> </tr> </thead> <tbody> <tr> <td>A3</td> <td>100%</td> <td>Case study/Practical case</td> <td>Case study/Practical case</td> <td>2</td> <td>Yes</td> <td>Yes</td> <td>2</td> </tr> </tbody> </table>							Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	A3	100%	Case study/Practical case	Case study/Practical case	2	Yes	Yes	2
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals																	
A3	100%	Case study/Practical case	Case study/Practical case	2	Yes	Yes	2																	





SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		MICE Marketing and communication						
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>	
1	1	0	0	0	0	7	0,36	
<b>Author</b>		Vilnius Tech - Laima Jeseviciute-Ufartiene						
<b>Prerequisites:</b>		Modules 1-7						
<b>Intended Learning Outcomes</b>								
Acquire skills in marketing and communication within MICE industry.								
Develop knowledge and skills about marketing mix theory and consumer behaviour within MICE industry.								
<b>Content (Syllabus outline):</b>								
Marketing Mix theory and Consumer buying behaviour models for the MICE industry (specificity of MICE industry service, pricing strategies for MICE industry, researching the impact of place, marketing channels, targeting and positioning techniques promoting MICE; market segments and								
<b>Learning and teaching methods:</b>								
Research project (Marketing program analysis: the concept of product, price, distribution, promotion, service marketing: case studies); research project presentation (Group discussions and presentations).								
<b>Readings/bibliography</b>								
Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group.								
<b>Examination/evaluation criteria</b>								
<b>Assessment component</b>	<b>Weight in %</b>	<b>Assessment type</b>	<b>Details</b>	<b>Retake option</b>	<b>Taking an assessment into account</b>	<b>Requirement for passing</b>	<b>Related Goals</b>	
M8	100%	Case study/ practical case	Case study/ practical case	2				2



SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Event interactions						
<b>Lectures</b>	<b>Seminar</b>		<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>
1	0		1	0	0	1	7	0,4
<b>Author</b>		MARIBOR Sonja Sibila Lebe						
<b>Prerequisites:</b>		None						
<b>Intended Learning Outcomes</b>								
a) Students understand the importance of incorporating local suppliers into the MICE management and interacting with them;								
b) Students get acquainted with some best practices of engaging local SMEs in organising either of the 4 MICE elements								
<b>Content (Syllabus outline):</b>								
Coordinating activities, logistics for successful MICE event realization and management								
<b>Learning and teaching methods:</b>								
Recorded lectures, seminars, and a micro pill								
<b>Readings/bibliography</b>								
Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2023) Events Management 4th ed. Chapter 5: Sustainable event management. Routledge. ISBN 9780367491840.								
<b>Examination/evaluation criteria</b>								
<b>Assessment component</b>	<b>Weight in %</b>	<b>Assessment type</b>	<b>Details</b>	<b>Retake option</b>	<b>Taking an assessment into account</b>	<b>Requirement for passing</b>	<b>Related Goals</b>	
M9 in M16	50%						1,2,4	





SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Supply Chain Management and Logistics						
<b>Lectures</b>	<b>Seminar</b>		<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>
1	0		1	0	0	1	7	0,4
<b>Author</b>		Nebrija - Sandra Monroy						
<b>Prerequisites:</b>		None						
<b>Intended Learning Outcomes</b>								
- Understand the Supply Chain management encountered by the MICE sector at both corporate and destination levels (3.a, 4.a)								
- Develop critical thinking about Supply Chain Management in the MICE industry (4.b, 4.c)								
<b>Content (Syllabus outline):</b>								
The Supply Chain Management in the MICE Industry. Overview of supply chain concepts and their application in MICE firms and Importance of logistics planning for successful event execution								
<b>Learning and teaching methods:</b>								
Master class and Practical exercises								
<b>Readings/bibliography</b>								
Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group.								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
A3	100%	Case Study / Practical Case	Case Study / Practical Case	2	Yes	Yes	2	



SYLLABUS							
<b>Course title:</b>		MICENE					
<b>Module title:</b>		Budgeting and Financial Management					
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>
2	1	0	1	0	0	6	0,4
<b>Author</b>		UNINA - Valentina della Corte & Francesco Caputo					
<b>Prerequisites:</b>							
Modules 1-10							
<b>Intended Learning Outcomes</b>							
Students will be able to effectively present possible economic/business solutions (ILO 3b) supporting them through a clear financial analysis and a structured budgeting developed thanks to the adoption of collaborative and participatory problem-solving (ILO 3c)							
<b>Content (Syllabus outline):</b>							
<ul style="list-style-type: none"> <li>- Instruments, techniques, and processes for collecting resources.</li> <li>- Cost-profit analysis.</li> <li>- Cost definition and financial performance measurement in MICE sector.</li> <li>- Financial Key Performance Indicators (FKPI) for supporting MICE Management.</li> </ul>							
<b>Learning and teaching methods:</b>							
Recorded lectures, seminars, and a micro pill							
<b>Readings/bibliography</b>							
Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.							
<b>Examination/evaluation criteria</b>							
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals
A.3	100%	Case Study / Practical Case	Case Study / Practical Case	2		-Good knowledge about discussed FKPI -Ability in performing budget analysis for MICE companies	3





SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Entrepreneurship and innovation						
<b>Lectures</b>	<b>Seminar</b>		<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>
1	0		1	1	0	0	7	0,4
<b>Author</b>		Nebrija - Francisco J Navarro						
<b>Prerequisites:</b>		Modules 1-11						
<b>Intended Learning Outcomes</b>								
<ul style="list-style-type: none"> <li>- Understanding the fundamental concepts related to business planning and starting up of a business in the MICE industry (2.a)</li> <li>- Demonstration of business planning in a real case scenario (3.b)</li> </ul>								
<b>Content (Syllabus outline):</b>								
1. Key entrepreneurial skills and tools 2. Characteristics of the entrepreneurial process in the MICE industry. 3. Fundamentals of Business Plan development in MICE								
<b>Learning and teaching methods:</b>								
Master class, Case study								
<b>Readings/bibliography</b>								
Hallak, R., & Lee, C. (2024). Handbook of Tourism Entrepreneurship. Edward Elgar Publishing								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	





SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Technology Development and Emerging Business Opportunities						
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>	
1	1	0	0	0	0	6	0,32	
<b>Author</b>		VILNIUS TECH - Renata Korsakiene						
<b>Prerequisites:</b>		Modules 1-12						
<b>Intended Learning Outcomes</b>		Students acquire skills in application of new technologies specific to MICE organisations						
<b>Content (Syllabus outline):</b>		Technology application for successful event execution and emerging business opportunities (Mixed Reality, Artificial Intelligence, Virtual and Hybrid Meetings)						
<b>Learning and teaching methods:</b>		Lecture, seminar, case study						
<b>Readings/bibliography</b>		Tony Rogers, Peter Wynn-Moylan (2022) Conferences and Conventions: A Global Industry. Chapter 8 8. Integrating Virtual Attendance into Face-to-Face Meetings. Routledge. ISBN 9781032288802.						
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
A3	100%	Case study/Practical case	Case study/Practical case	2	yes	yes	2	



**SYLLABUS**

<b>Course title:</b> MICENE								
<b>Module title:</b> Sustainability Development and Ethics								
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>	
1	0	1	0	0	1	8	0,44	
<b>Author</b> Nebrija - Francisco Javier Navarro								
<b>Prerequisites:</b> Modules 1-11								
<b>Intended Learning Outcomes</b>								
<ul style="list-style-type: none"> <li>- Understand the sustainability and ethical challenges encountered by the MICE sector at both corporate and destination levels (3.a, 4.a)</li> <li>- Develop critical thinking to evaluate and implement sustainable and ethical practices in the MICE industry (4.b, 4.c)</li> </ul>								
<b>Content (Syllabus outline):</b>								
<ol style="list-style-type: none"> <li>1. Introduction to Sustainability Challenges in the MICE Sector</li> <li>2. Key Sustainable and Ethical Practices in Event Management</li> <li>3. Strategies for Implementing Sustainable and Ethical Practices in the MICE Industry</li> </ol>								
<b>Learning and teaching methods:</b>								
Master class, Case study								
<b>Readings/bibliography</b>								
<p>Meegan, J. (2017). Sustainable Event Management. Taylor &amp; Francis</p> <p>Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group.</p>								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
A.3	100%	Case Study	Case Study resolution	2	Yes	Yes	3, 4	



SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Project Management and Inter-Collaborative Partnership						
<b>Lectures</b>	<b>Seminar</b>		<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>
2	1		0	0	0	1	7	0,44
<b>Author</b>		UNINA - Giovanna del Gaudio & Fabiana Sepe						
<b>Prerequisites:</b>		Modules 01-14						
<b>Intended Learning Outcomes</b>								
Students will acquire basic knowledge for describing inter-collaborative dynamics MICE sector (ILO 2b) and to critically assess the impact of inter-collaborative partnerships on project outcomes and organisational success (ILO 2c)								
<b>Content (Syllabus outline):</b>								
- Introduction to project management principles and methodologies specific to the MICE sector. - project lifecycle phases, including initiation, planning, execution, monitoring, and closing. - Importance and benefits of partnerships in the MICE industry.								
<b>Learning and teaching methods:</b>								
Project Management Workshop; Case studies; Research projects								
<b>Readings/bibliography</b>								
Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
A.3	1	Case Study / Practical Case	Case Study / Practical Case	2			2	





SYLLABUS								
<b>Course title:</b>		MICENE						
<b>Module title:</b>		Feedback Management and Redesign Processes						
<b>Lectures</b>	<b>Seminar</b>		<b>Tutorial</b>	<b>Labor work</b>	<b>Fieldwork</b>	<b>Micro pills</b>	<b>Individ. work</b>	<b>ECTS</b>
1	0		1	0	0	1	7	0,4
<b>Author</b>		Maribor - Igor Perko						
<b>Prerequisites:</b>		Module 1-15						
<b>Intended Learning Outcomes</b>								
Students understand the importance of feedback mechanisms and the after-event activities for future events (ILO 4b). They learn how to plan, execute and utilize feedback mechanisms and post-event activities focusing on local and ecology implications, using digital tools (ILO 3a)								
<b>Content (Syllabus outline):</b>								
Implementing effective feedback management systems and redesigning processes to continually improve MICE firms' operations.								
<b>Learning and teaching methods:</b>								
Lectures on a theoretical framework for feedback and post-event activities, a group workshop on on a selected event.								
<b>Readings/bibliography</b>								
Wiener, N. (2019). Cybernetics: Or, Control and Communication in the Animal and the Machine. United Kingdom: MIT Press. Rotchild, L. (2024). How We Gather Matters: Sustainable Event Planning for Purpose and Impact. Canadá: New Society Publishers.								
<b>Examination/evaluation criteria</b>								
Assessment component	Weight in %	Assessment type	Details	Retake option	Taking an assessment into account	Requirement for passing	Related Goals	
combined M9 and M16 A7, A3	100%	Case Study / Practical Case	Case Study / Practical Case	yes	yes	no	3,4	



## 6.3 MICE.N.E Curriculum

### THE HE MICE MANAGEMENT CURRICULUM

<b>Title:</b>	MICE.N.E Meetings, Incentives, Conferences, and Exhibitions Next Evolution
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Study programme level	Study field	Academic year	Semester
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#### The MICE.N.E brief description

The project intends to train future professionals who, in complex organisational environments, are able to:

- redesign the MICE tourism offer by designing new experiences in a digital key as an opportunity to enrich the on-site offer with off-site integrative experiences
- rethink the marketing and communication strategy starting from a renewed brand of host destinations that evoke values of quality, sustainability and authenticity, taking into account the new needs of the market and its characteristics
- interpret and intercept the new trends in experiential tourism that are oriented towards destinations that are vertically focused on: well-being (well-being), sustainability (green), creativity (orange), exclusivity (boutique) but which offer a range of cultural, artistic, historical, musical, theatrical and sporting opportunities.

#### The MICE.N.E goals

##### Cognitive skills

The MICE.N.E curriculum provides foundations for understanding of the MICE industry in:

Ecosystem and Structure, by presenting a requisitely holistic view of the MICE ecosystem, organizational, and strategic functions, helping students understand the roles and interactions within MICE settings.

Market and Regulatory Insight by equipping students with the ability to conduct market research, understand market dynamics, and comprehend both EU and international regulations and incentives that shape the industry.

Sustainability and Ethics through emphasizing sustainable practices and ethical considerations as core to both event planning and industry interactions, underscoring the importance of environmental and social responsibility.

##### Operational Skills

The MICE.N.E curriculum develops hands-on skills by focusing on:

Event and Resource Management in developing abilities in designing, organizing, and managing MICE events, including budgeting, financial management, and logistics to meet strategic goals.

Technology and Innovation through encouraging the use of emerging technologies like AI and virtual/hybrid platforms to enhance event execution and client engagement, fostering innovative approaches to event management.

Strategic Planning and Project Execution by integrating skills in project management, from planning to feedback-driven redesign, allowing students to handle dynamic industry demands and ensure continuous improvement in MICE processes.

### Behavioural Goals

Behaviourally, the MICE.N.E curriculum promotes a professional and socially conscious mindset, including:

**Ethical Decision-Making and Social Responsibility:** Generating a commitment to ethical decision-making, social responsibility, and sustainable interactions that prioritize the Triple Bottom Line (3BL) of people, planet, and profit in all MICE interactions.

**Community and Collaboration:** Fostering an inclusive approach that respects local communities, supports partnership-driven success, and prioritizes effective communication across diverse stake-holders.

**Adaptability and Continuous Learning:** Encouraging a proactive attitude toward learning, feedback integration, and adaptability, preparing students to thrive in an evolving global MICE landscape.

### Intended Learning Outcomes (ILOs):

**M1 Overview of MICE Ecosystem:** Students acquire basic knowledge for describing the MICE international context (ILO 1b)<sup>2</sup> and competencies for conducting research and planning MICE strategic functions (ILO 1c).

**M2 Identifying MICE organisational structures:** Students gain knowledge about the organisation and management of the MICE (ILO1a) and how to improve operational efficiency in MICE's organisations (ILO 1c). They develop knowledge and skills for understanding sustainability, digitalisation, and ethical issues of MICE organisations

**M3 Market Definitions and Analysis:** Students understand the principles of market recognition and its analysis within the MICE industry (ILO 1c) and develop knowledge and skills about analytical methods, tools and practices perceiving MICE market attributes (ILO 2d).

**M4 International and EU Regulation and Policy Making:** Students understand the EU and international legal framework on MICE and identify policies for supporting MICE (ILO 1b).

**M5 Planning and Strategy Development:** Students acquire basic knowledge about principles and processes involved in planning and strategy development within the MICE sector (ILO 1b) to critically evaluate the potential impact of environmental sustainability on MICE activities and incorporate sustainable practices into strategic planning (ILO 1c)

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<sup>2</sup> Please refer to the attached list of ILOs

**M6 Design and Operational Management:** Students acquire basic knowledge for designing and executing MICE operations (ILO 1b).

**M7 Human Resources Management and Career Development:** Students acquire skills in people management specific to MICE organisations (ILO 1b) and relevant for making ethically responsible decisions (ILO 3a).

**M8 Marketing and communication:** Students acquire skills in marketing and communication within the MICE industry (ILO 2d). They develop knowledge and skills about marketing mix theory and consumer behaviour within the MICE industry (ILO 1a).

**M9 Event interactions:** Students understand the importance of incorporating local suppliers and service providers into the MICE management and interacting with them. Students develop a socially responsible approach in interactions with the local community in MICE planning- and processing following the 3BL principles (ILOS 1c, 3a, 3b, 3c).

**M10 Supply Chain Management and Logistics:** Acquire basic knowledge of MICE supply chain and logistics (ILO 1b).

**M11 Budgeting and Financial Management:** Students develop capacities to effectively present possible economic/business solutions (ILO 2b) and support them through a clear financial analysis and structured budgeting (ILO 2c).

**M12 Entrepreneurship and innovation:** Students understand the fundamental concepts related to business planning and starting up of a business in the MICE industry (ILO 1a) and demonstrate business planning in a real case scenario (ILO 2b).

**M13 Technology Development and Emerging Business Opportunities:** Students acquire skills in the application of new technologies specific to MICE organisations (ILO 1.a).

**M14 Sustainability Development and Ethics:** Students understand sustainability and ethical challenges encountered by the MICE sector at both corporate and destination levels (ILO 2a, 3a). They develop critical thinking to evaluate and implement sustainable and ethical practices in the MICE industry (3b, 4c).

**M15 Project Management and Inter-Collaborative Partnership:** Students acquire basic knowledge for describing inter-collaborative dynamics MICE sector (ILO 1b) and to critically assess the impact of inter-collaborative partnerships on project outcomes and organisational success (ILO 1c).

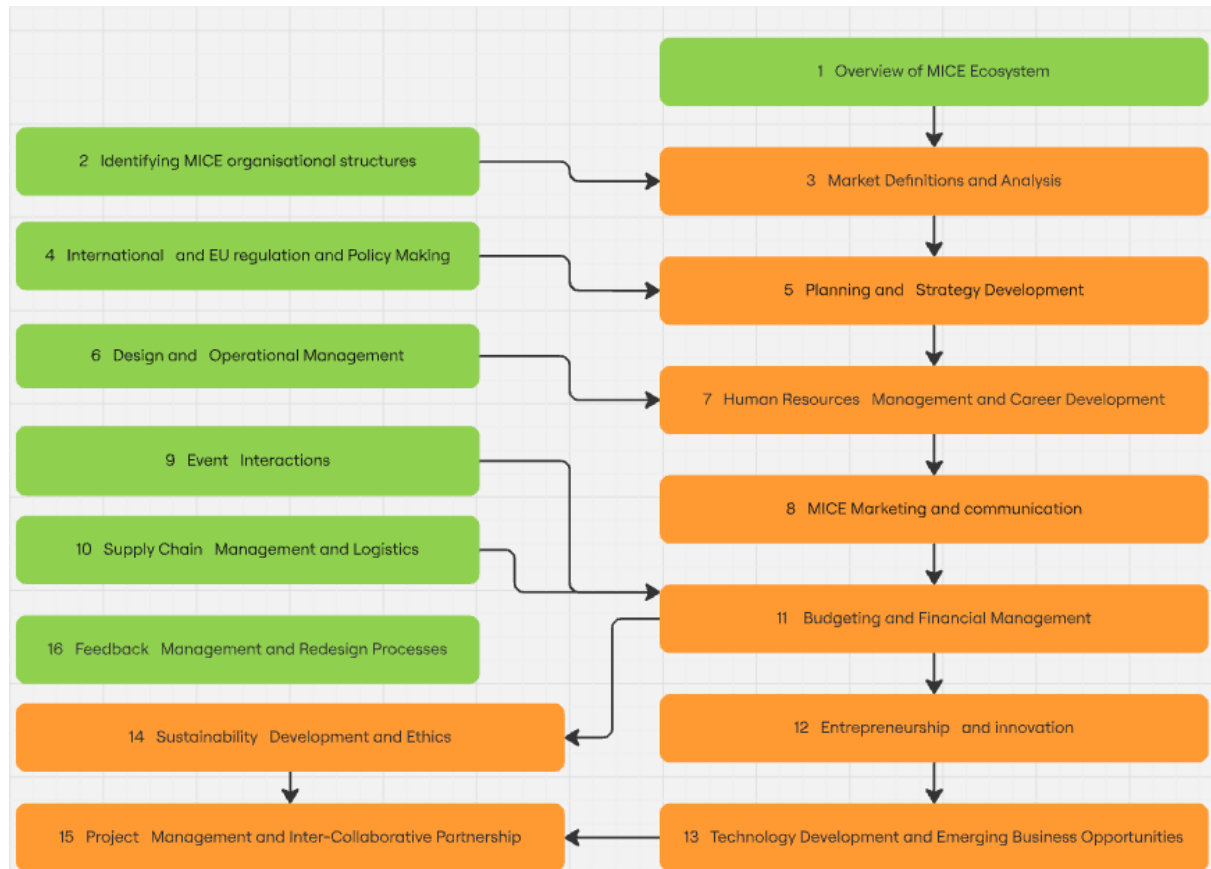
**M16 Feedback Management and Redesigning Processes:** Students understand the importance of feedback mechanisms and the after-event activities for future events (ILO 3b). They learn how to plan, execute and utilise feedback mechanisms and post-event activities focusing on local and ecology implications using digital tools (ILO 2a)

## The educational architecture

The modules build upon several general competencies to develop competencies, which enable and support the work in the MICE industry.

The knowledge is built through modules, some models are free to enter, while several models build upon previous modules knowledge, as depicted in figure 1.

Figure 1 The MICE.N.E modules architecture



Specifically, in MICE.N.E modules these competencies are to be developed:

### Industry Knowledge and Strategic Analysis:

Understanding MICE Ecosystem (M1): Students gain foundational knowledge in the MICE sector's international context, with a focus on conducting research and strategic planning.

Market Analysis and Research Skills (M3): Skills in market recognition, data analysis, and understanding market dynamics specific to MICE.

### Organizational and Operational Management:

Operational Efficiency and development (M2, M5): Competencies include organizational management, operational efficiency, and sustainability in MICE operations, integrating strategic planning, risk management, and resource allocation.

Event Design and Execution (M6, M9, M10): Skills in event design, supply chain logistics, client management, and handling local service provider relationships.

**Regulatory and Ethical Awareness:**

Legal and Policy Framework (M4): Understanding of international and EU regulations, policy-making relevant to MICE.

Sustainability and Ethical Practices (M14): Ethical competencies in sustainable event management and evaluating ethical challenges.

**Human Resources and Leadership:**

People Management (M7): Skills in human resources management within MICE, including decision-making, talent management, and ethical responsibilities.

Project and Partnership Management (M15): Project management skills, including leadership, collaborative dynamics, change management, and partnership development.

**Marketing, Communication, and Consumer Behaviour:**

Marketing in MICE (M8): Competencies in applying marketing theories, consumer behaviour analysis, and effective promotional strategies.

**Financial Insight and Entrepreneurship:**

Budgeting and Financial Management (M11): Financial skills, including budgeting, cost-profit analysis, and understanding economic impacts in MICE.

Entrepreneurial Skills (M12): Basic entrepreneurial knowledge, including business planning and start-up processes in the MICE industry.

**Technological Adaptability and Innovation:**

Technology Integration (M13): Skills in applying new technologies (e.g., AI, virtual meetings) for MICE industry innovation.

**Sustainability, Community Integration and Continuous Improvement**

Community and Environmental Responsibility (M9): Skills in sustainable event planning, with a focus on local community integration, and 3BL (Triple Bottom Line) principles.

Feedback Mechanisms (M16): Competency in collecting and using feedback post-events to drive continuous improvement in processes and ecological considerations.

**Content (Curriculum outline):**

M1: Main actors, relational conditions and approaches within the MICE sector value chain; Risks and opportunities within the MICE sector; Main relational conditions and approaches among actors and stakeholders of MICE Ecosystem

M2: Concepts and principles of MICE" organising and management; Applying the concept of operational efficiency in MICE organisations; complex analysis and critical assessment of different organisational solutions; examining sustainability, digitalisation, and ethical issues of MICE organisations.

M3: market research process, methods and data analysis within the MICE industry (specifics and purposes of secondary data analysis and empirical research).

M4: Examining EU and the international legal MICE-related frameworks and policies.

M5: Concepts and principles of strategic planning specific to the MICE sector; Applying project management principles to MICE event planning; Resource allocation, risk management, and strategic implementation of MICE projects.

M6: the fundamental role of Professional Congress Organisers, event design, operational management, and client and supplier relationship management.

M7: Stages of human resource management process in MICE organisation and methods focused on the main human resource activities.

M8: Marketing Mix theory and Consumer buying behaviour models for the MICE industry, pricing strategies for the MICE industry, researching the impact of location, marketing channels, targeting and positioning techniques promoting MICE; market segments and niches

M9: Coordinating activities and logistics for sustainable MICE event execution and management and relation with the local environment.

M10: Introduction to Supply Chain Management in the MICE Industry; Procurement and vendor management for MICE Events; Transportation and Inventory Management.

M11: Instruments, techniques, and processes for collecting resources; Cost-profit analysis; Cost definition and financial performance measurement in MICE sector; Financial Key Performance Indicators for supporting MICE Management.

M12: Key entrepreneurial skills and tools; Characteristics of the entrepreneurial process in the MICE industry. Fundamentals of Business Plan development in MICE

M13: Technology application for successful event execution and emerging business opportunities (Mixed Reality, Artificial Intelligence, Virtual and Hybrid Meetings)

M14: Introduction to Sustainability Challenges in the MICE Sector; Key Sustainable and Ethical Practices in Event Management; Strategies for Implementing Sustainable and Ethical Practices in the MICE Industry

M15: Introduction to project management principles and methodologies specific to the MICE sector; project lifecycle phases, including initiation, planning, execution, monitoring, and closing; Leadership skills for building and managing effective project teams; principles and Strategies for managing changes in project scope and partnerships; Case studies on successful change management in MICE projects.

M16: Implementing effective feedback management systems and redesigning processes to continually improve MICE interactions.

### Learning and teaching methods:

Live and recorded lectures, seminars, 8 micro pills, 2 scenarios, teamwork, group discussions, problem-solving, Case studies, role-playing, a mock MICE event, and research project presentation.

### Readings/bibliography

#### Basic:

- Van der Wagen, Lynn, and White, Lauren. Event Management: For Tourism, Cultural, Business and Sporting Events. Australia, Cengage Learning Australia, 2018.
- Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell (2024). Events management. 4th ed. Routledge: Taylor and Francis Group ISBN 9780367491840

#### Additional:

- Fenich, G., Malek, K, (2021). Meetings, expositions, events & conventions: An introduction to the industry (Sixth edition). Dubuque, IA: Kendall Hunt.
- Thaeymans, M. (ed.). (2019). Essential Texts on European Tourism Law.
- Tony Rogers, Peter Wynn-Moylan (2022) Conferences and Conventions: A Global Industry. Chapter 8 8. Integrating Virtual Attendance into Face-to-Face Meetings. Routledge. ISBN 9781032288802.
- Meegan, J. (2017). Sustainable Event Management. Taylor & Francis
- Wiener, N. (2019). Cybernetics: Or, Control and Communication in the Animal and the Machine. United Kingdom: MIT Press.
- Rotchild, L. (2024). How We Gather Matters: Sustainable Event Planning for Purpose and Impact. Canadá: New Society Publishers.

	Assessment type	Modules
A.1	Written exam	
A.2	Oral exam	
A.3	Case study/ Practical case	8 Modules without microlearning pills
A.4	Individual report	
A.5	Group report	
A.6	Peer-to-peer	
A.7	Micro learning pill	8 Modules with microlearning pills

### Quality Assurance and Continuous Improvement

- Feedback Mechanisms: Student pre-modules expectations, in module evaluations and after module surveys will constantly after major modules.
- Program Review Cycle: Annual review involving faculty and industry stakeholders.

- Accreditation Standards: alignment with EFMD Programme Accreditation STANDARDS & CRITERIA
- Stakeholder Involvement: Engage alumni and industry professionals in curriculum updates, based on their working experiences as a or with MICE.N.E graduates.

### **Career Pathways and Graduate Outcomes**

- Career Opportunities: Event planner, MICE operations manager, event marketing specialist, logistics coordinator, sustainability consultant.
- Industry Connections: Partnerships with leading MICE organizations, internship opportunities, and guest speakers from the industry.
- Graduate Success Metrics: employment rate within 6 months post-graduation, average starting salary, and career progression data.

### **Additional Components**

- Ethics and Diversity Policies: Emphasis on ethical practices, sustainability, and inclusivity within the MICE industry.
- International and Cross-Cultural Learning Opportunities: study abroad options, international internships.
- Professional Development and Certifications: Opportunity for event planning certification and training in industry-standard tools and platforms.



## 6.4 MICE.N.E\_Module\_Word\_Frequencies

Word	M1	M2	M3	M4	M5	M6	M7	M8	M9	M17	M11	M12	M13	M14	M15	M16	Total
mice	3	2	1		3		1	2	1	2	2	2		2	2	1	24
management		1			1		1		1	2					2	1	9
principles		1			2										2		5
project					1										4		5
event					1	1			1				1	1			5
main	2						1										3
analysis		1	2														3
ethics		1												2			3
resources					1		2										3
strategy								1						1	1		3
sustainable									1					2			3
introduction										1				1	1		3
key											1	1		1			3
relational	2																2
conditions	2																2
approaches	2																2
opportunity	1												1				2
concepts		1			1												2
applying		1			1												2
operational		1				1											2
examining		1		1													2
market			1					1									2
methods			1				1										2
data			2														2
industry			1											1			2
strategic					2												2
human							2										2
marketing								2									2
execution									1				1				2
processes											1					1	2
financial											2						2
performance											2						2
entrepreneurial												2					2



skills											1				1			2
business											1	1						2
successful												1			1			2
practices														2				2
implementing														1		1		2
managing															2			2
effective															1	1		2

