

The strategy and methodology for student involvement in organizing the anniversary event: 25 years since the establishment of the UBB Extension in Târgu Mureș

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Abstract

Keywords:

methodology of anniversary event, operational management, replicable model, organizing academic events, student involvement, Educational Marketing

This article examines the methodology and operational management involved in the planning and organization of the anniversary event “25 years since the establishment of UBB Extension in Târgu Mureș – 25 years of education and academic development,” held on April 3, 2025. We aim to provide, through this article, a replicable model that can be used by higher education professionals to organize academic events, with the active involvement of students in the process. The article highlights the importance of having a plan that includes the essential phases of the event: planning and organization, alongside implementing and evaluating outcomes. The article further presents the methodology used to execute the work plan through eight dedicated departments. This framework allowed first-year students enrolled in the Educational Marketing course to take an active role in key aspects of event management. This approach encouraged students to move beyond theoretical frameworks, work in a stimulating collaborative environment, and improve the quality of the event. To ensure applicability in other contexts, the article describes the digital resources and procedures used to enhance the efficiency of teaching, planning, communication, and data collection. In addition, we dedicated a section to analysing the project’s lessons, which helped the organizers identify best practices worth standardizing in future academic events, along with the areas needing improvement. The article concludes by presenting measurable outcomes such as the number of participants, media exposure, feedback received, and the social media campaign’s performance.

1. Introduction

The project was carried out in the context of the anniversary of the Târgu Mureș Extension of Babeș-Bolyai University (UBB), marking a quarter-century of education through a celebratory event held on April 3, 2025. First-year students from the Faculty of Psychology and Educational Sciences, specializing in Preschool and Primary Education Pedagogy, were involved in the project. The activities related to organization and progress monitoring were coordinated through the Educational Marketing course, offering students the opportunity to deepen their theoretical knowledge in a real academic setting.

The event brought together students, faculty members, alumni, local authorities, and guests from the fields of education and research, strengthening the academic community and highlighting the societal impact of education. The following subsections will outline the stages, best practices, solutions, and success factors that can serve as inspiration for applying these ideas in your own teaching activities or

educational projects, while harnessing students’ competencies and creativity.

2. Theoretical foundation

2.1. Objectives

The aim was to promote experiential learning and support students’ professional development by involving them in a real-world marketing context. Within this framework, the focus was placed on enhancing the quality of the event and developing a replicable academic model applicable to future educational projects.

2.2. The team

The project team was composed of academic and administrative staff from the Târgu Mureș Extension, partners from the Mureș County Teacher Training Center (Casa Corpului Didactic Mureș), the Mureș County School Inspectorate, and first-year students enrolled in the Educational Marketing course. The general coordinator of the project was Lecturer Dr.



Olga Chiş, head of the Preschool and Primary Education Pedagogy study program at the UBB Târgu Mureş Extension. Dr. Oana–Elena Hopârtean-Negoită, associate teaching staff member, coordinated the students' activities.

2.3. The budget

In terms of financial resources, we recommend estimating the budget prior to selecting the venue and

Table 1

Budget Layout

Nr. crt.	Category	Actions	Cost/pers.	No. of pers.	Amount – RON/€	Funding Name of partner
1.	Accommodation	No. of double rooms				
2.	Accommodation	No. of single rooms				
3.	Transport	Plane tickets / taxis				
4.	Event venues	Venue rental costs – 1 day				
5.	Event venues	Coffee break – guests and volunteers				
6.	Event venues	Floral arrangements – presidium	n/a	n/a		
7.	Protocol	Protocol for plenary session				
8.	Festive dinner	Menu – guests and volunteers				
9.	Festive dinner	Artistic moment – protocol gifts				
10.	Event branding	Photo corner, textile panel coherent with brand manual				
11.	Event branding	Roll-up and banner with the educational institution's logo				
12.	Event branding	No. of folders for guests with promotional materials of the institution				
13.	Event branding	Badges – no. of pieces (guests and volunteers)				
14.	Event branding	Textile lanyards for badges				
15.	Event branding	Nameplates for presidium and reserved seats for officials				
16.	Event branding	Directional posters for halls and workshops				
17.	Event branding	Designs, layout of invitations and promotional materials				
18.	Organization	Plexi displays (for QR codes – feedback collection for workshops), clipboards for organizers				
19.	Photo-video	Photographers and protocol gifts for them				
20.	Miscellaneous	10% margin in the budget for unforeseen expenses				
TOTAL ESTIMATED						

This list is not exhaustive and may vary depending on the type of event, its duration, the number of participants, and the intended objectives. As funding sources, we recommend evaluating the opportunity to cover costs through sponsorships and partnerships, or partially covering expenses through a participation fee. In the anniversary event, all costs were fully covered through partnerships.

2.4. General strategy

Our strategy was to combine techniques and practices from management (Imai, 1986; Negoită, 2013; Țîtu et al., 2020), educational management (Negoită & Chiş, 2019, 2021; Răduţ-Taciu et al., 2015; Chiş, 2022; Răduţ-Taciu, 2003, 2004, 2011; Joiţa, 2000), marketing (Kotler, 1999; Rosário & Dias, 2024; Foskett, 2012; Pawar, 2024), and leadership (Drucker et al., 2000) in order to develop a clear plan and a framework that would allow students to join the

confirming guest participation, using the following model as a starting point. This approach can help eliminate unsuitable locations while ensuring alignment with an optimal budget. Moreover, a clearly outlined estimated budget enables the creation of an effective fundraising strategy and provides a competitive edge when responding to inquiries from potential sponsors and partners.

project and, together with the initial organizing team, complete it successfully within one month.

2.5. The phases of the project

The entire project was coordinated using the PDCA (Plan-Do-Check-Act) cycle, based on the model proposed by W. Edward Deming (Deming, 1986). This model can be applied in projects, programs, the organization of teaching activities, and also in the individual work of educators, as a tool for preparation and continuous improvement of educational quality processes. The model's versatility allows for its integration into both educational and business environments, as it provides a structure that is solid enough to give coherence to activities, yet flexible enough to adapt continuously to changes that arise during the course of the project.

In the first phase, *Plan*, we developed the working strategy and scheduled all necessary tasks, organized

into activity categories. A selection of the assigned tasks, including responsible persons and deadlines for efficient weekly management, can be found in Annex 1. It's important to note that student responsibilities were extracted from this initial plan and coordinated by a single faculty member to avoid communication confusion.

In the second phase, *Do*, we implemented the tasks according to the plan. During this phase, students were involved through the departments that had been created. In practice, we created a clear structure that allowed students to take ownership of the project. Their tasks were extracted from the initial plan and distributed across eight distinct departments, each with a defined role and contribution. This organization allowed us to conduct activities with a focus on continuous improvement of results. To stimulate student engagement, active participation in the project was included in the semester's academic performance assessment. As a result of this structure, 86% of the first-year students (a total of 51) chose to get involved. By selecting departments based on personal interests, their motivation was high, and their skills aligned with their assigned responsibilities.

In the third PDCA phase, *Check*, we monitored progress weekly through reporting and analysis meetings with both students and faculty members involved in the project.

In the final phase, *Act*, we adjusted the approach and the plan by addressing challenges and implementing targeted improvements based on the issues encountered.

This cycle was repeated weekly until the event's completion, allowing us to make timely adjustments and achieve significant progress within a short time frame.

2.6. Digital work tools

In addition to the human and financial resources outlined earlier, digital tools played a key role in this project. We used tools from the Microsoft Office 365 suite, which enabled seamless communication, real-time database updates, and status tracking of actions, while providing flexibility to meet the needs of the organizing team.

Table 2

Event Departments

Department	Number of Volunteers	Main Tasks	Skills Developed
1. Registrations	3–6	- Registering and confirming participants - Monitoring registration status	- Organizational skills - Effective communication

Among the most impactful tools, we mention: the digital event registration form, the action plan and shared strategy (accessible only to faculty team members), and the shared drive used for collecting and disseminating final materials (invitations, participant lists, protocol details, accommodation info, promotional materials). For feedback collection, we recommend a digital form linked to a scannable QR code.

3. Methodology

3.1. Student involvement through departments

At the first meeting with students, the project was introduced using the *5W1H* method. This method, whose name comes from the acronyms *What?*, *Who?*, *When?*, *Where?*, *Why?* and *How?*, is a learning approach based on critical thinking and problem-solving. It provided all the essential information needed to understand the planning and implementation of the event.

Using the *5W1H* method, the following questions were answered in a structured way:

- *What?* – Clarifies the problem or objective. ("What needs to be organized?")
- *Who?* – Defines the responsible parties. ("Who is involved/invited?")
- *When?* – Establishes the timing. ("When should it happen / When is the event?")
- *Where?* – Indicates the location or context. ("Where will the event take place?")
- *Why?* – Identifies the purpose. ("Why is this necessary?")
- *How?* – Describes the process or method. ("How will the organization be carried out?")

Under the "*How*" question, the department-based work method was presented. Students were introduced to the concept of departments through the lens of educational marketing promotion.

In Table 2 will be listed the designated departments, number of volunteers, main activities used to structure the teaching process and the competencies developed throughout the project.

		<ul style="list-style-type: none"> - Pre-event communication (reminders about agenda, accommodation, transport, schedule, workshops) - Ensuring badge text accuracy (name, title, institution) - Post-event thank you email 	<ul style="list-style-type: none"> - Attention to detail
2. Mass Media	3–5	<ul style="list-style-type: none"> - Complete media contact list from Târgu Mureş and Cluj - Validate list before sending invitations - Draft invitation (email text) and pre-event press release (PDF) - Send invitations and approved press release - Follow-up confirmation - Manage media guests during the event - Draft post-event press release and send for approval - Send final press release with photos from the event 	<ul style="list-style-type: none"> - Communication skills - Organizational skills - Attention to details
3. Fundraising	5–7	<ul style="list-style-type: none"> - Search for sponsors (30 proposals with name and contact) from Târgu Mureş, Mureş, Cluj - Get sponsor approval from project manager - Send invitations, manage contracts - Track funds and sponsored materials - Manage on-site sponsors - Photograph branded materials at the event - Send post-event thank you email with photos 	<ul style="list-style-type: none"> - Negotiation and persuasion - Adaptability - Professional relationship-building
4. Social Media	7–10	<ul style="list-style-type: none"> - Social media page diagnostics (post impact, likes) - Promotion plan with proposed digital content - Promotion campaign calendar - Create approved digital content (posts, reels, carousels) - Schedule posts via page admin - Engage with posts - Measure campaign impact post-event 	<ul style="list-style-type: none"> - Social media creativity - Photo/video editing - Online analysis and strategy
5. Photo-Video	6–7	<ul style="list-style-type: none"> - Photo-video coverage before and during event - Identify key moments to shoot - Film/edit reels and stories - Take photos at photo panel - Edit photos for social media - Upload photos to drive for sharing 	<ul style="list-style-type: none"> - Photography and filming - Video editing - Creative visual storytelling
6. Design & DTP	7	<ul style="list-style-type: none"> - Create promo materials (badges, textile panel) - Collaborate with social media and photo-video teams to ensure university branding - Support social media and photo-video teams with materials upon request 	<ul style="list-style-type: none"> - Graphic design skills (Adobe, Canva) - Creativity and detail orientation - Branding knowledge
7. G.P.L. (Guest, Logistics & Protocol)	5–8	<ul style="list-style-type: none"> - Set up main hall and guest seating - Prepare and distribute participant materials (folders) - Choose location and mount photo panel - Welcome guests and distribute badges - Escort guests to seats - Monitor coffee-break area - Ensure cleanup post-event 	<ul style="list-style-type: none"> - Organizational skills - Personal communication - Professional attitude - Crowd management
8. Workshops & BOOK Exhibition	10–12	<ul style="list-style-type: none"> - Assign participants to workshops (max 50/workshop) - Organize resources and rooms with trainers - Support during workshops - Ensure cleanup post-event 	<ul style="list-style-type: none"> - Organizational skills - Time management - Group coordination (~50 people)

Agreed rules with students

- *Choose the department you want to join* – Each student was encouraged to be part of a team. If, along the way, they wanted to switch departments, it was allowed.

- *Everyone gets involved actively* – All first-year students were invited to choose a department. We believed that every contribution counts, and the success of the event depended on everyone's involvement.

- *Balanced and functional teams* – Each department had a minimum of three members, even after any changes. This helped us work efficiently and achieve high-quality results.

- *Weekly teamwork* – Students worked collaboratively within their teams on the assigned tasks.

- *Reporting and feedback every Friday* – At the end of each week, each team presented their progress: what they worked on, what challenges they faced, and their plans for the following week. They received

feedback and were also able to provide suggestions for other teams.

- *Creativity and continuous improvement* – Students followed the course recommendations but were also encouraged to be creative. New ideas, additional research, and innovative solutions were always welcome! It was agreed that the best proposal would be submitted for evaluation.

- *We solve challenges together* – When issues arose, we discussed and analyzed them together to find solutions. Our goal was to create a well-organized and impactful event.

- *Work tools* – Students were allowed to bring one laptop per team when needed so they could work directly and efficiently and present their results during the workshop.

3.2. Critical project analysis and identification of best practices

After the project was completed, a critical analysis was conducted. The goal of this analysis was to identify strengths and success factors that could be leveraged in the planning and execution of future academic events. Equally, it aimed to highlight weaknesses and improvement opportunities in the way we work with students going forward. This allowed us to obtain an objective view of the project (Negoită & Chiș, 2021).

To ensure the analysis considered the most relevant dimensions for both coordinating faculty and students, it was conducted using the *5M method* (Manpower, Machine, Method, Material, Medium), as follows:

- *Manpower* refers to the involvement of the team members, including competences and the number of members involved;

- *Machine* refers to the digital tools, software and equipment used;

- *Method* refers to the working methodology, instructions and how we organized;

- *Material* includes the promotional materials for the event;

- *Medium or measurement* refers both to the event venue and the environments where the planning took place (e.g., classrooms/ lecture halls).

We analyzed the project, the results achieved, and the processes carried out, identifying both best

practices and areas for improvement, which will be presented in the *Discussion* section.

4. Results

4.1. Overall impact of student involvement

Below we present the results and the overall impact of student involvement under the coordination of the organizing team, as reflected through the departments in which activities were carried out:

- *Registrations*: This team designed the invitations, created the digital registration form, and sent invitations to target groups: faculty, former professors, alumni, and current students, both from the Romanian and Hungarian study lines. They managed the guest list and updated the database with confirmations. A total of 340 participants registered for the event.

- *Fundraising*: The budget is one of the most important components of any event. Students in this department identified and contacted 32 potential sponsors aligned with the UBB brand. They secured sponsorships for badges and pastries for the coffee break. The main sponsorship was provided by the project manager, Lecturer Dr. Olga Chiș, through the Mureș Teacher Training Center (Casa Corpului Didactic Mureș), which made it possible for the event to be entirely free for all participants.

- *Mass Media*: Press releases were drafted and sent to 25 media representatives. Thanks to the published articles, the event reached an estimated audience of more than 20,000 people.

- *Social Media*: Their role was to increase the event's visibility and promote UBB Extension. For this, students created and managed a dedicated Instagram page for the event, which generated over 35,000 views and 14,771 accounts reached — a significant promotional impact. Additionally, through the live broadcast facilitated by UBB's IT team, the event reached 1,200 people online via social media channels within the first 24 hours of its launch.

- *Design & DTP*: The team created badges, name cards for keynote speakers and guests, and the branded UBB backdrop. They ensured compliance with UBB's branding guidelines and the requirements of the university's Marketing and PR department.

- *Photo-Video*: This team supported social media content creation, including photos and videos of the event. They also produced the video materials presented during the event.

- *Guest, Logistics, and Protocol*: This team handled guest reception, distributed badges and certificates, and guided participants to the event rooms.

- *Workshops & Book Exhibition*: They confirmed participants, directed them to the correct rooms, took photos, collected feedback, and managed the closing of each session. They also coordinated the organization and execution of the book exhibition throughout the event.

Table 3

Results and impact

DEPARTMENT	RESULTS	IMPACT
Registrations	340 participants	Representation of diverse groups
Fundraising	32 potential sponsors contacted	Increased financial opportunities
	Sponsorship obtained for badges and cookies	Direct benefits for participants
Mass Media	2 press releases developed	County-level visibility
	22 mass-media representatives confirmed	Increased event impact
	Over 20,000 views of published news	
Social Media	1 Instagram page created => 35,000 views and 14,771 accounts reached	High interaction
	Event live stream => 1,200 views in the first 24 hours	
Design & DTP	Created badge templates, branded panel for photo corner, and social media visuals	Compliance with the university brand guidelines
	Solutions and ideas for highlighting collaborators	Recognition and expanded networking
Photo-Video	Supported creation of social media visuals	Extended promotion
	Event support => promotion	Event becomes easy to promote
GPL (Guest, Logistics & Protocol)	Visual guidance and reception organization	Pleasant experience for guests
Workshops & Book Exhibition	Educational partners promoted	Educational experience for participants
	Positive collected feedback and suggestions for improvements	

4.2. Feedback

An essential component of the event was the series of interactive workshops, which attracted 250 participants, surpassing the initial estimate of 150. The feedback received was overwhelmingly positive, with participants appreciating both the quality of the content delivered and the practical approach to the proposed topics.

Some of the feedback examples include:

"The workshop was well-structured, with accessible and interactive materials, which facilitated learning and participant engagement. Additionally, communication and examples of good practice provided a relevant and practical framework, contributing to a valuable experience".

"One of the most appreciated aspects of the workshop was the approach to the topic of Artificial Intelligence and its applicability in education. The presentations delivered essential information, and the practical activities helped participants understand the concepts".

5. Discussions

For the organization and implementation of a prestigious event representative for the academic and educational environment, in addition to the previously mentioned best practices, we believe the following points can help reduce unforeseen risks and better manage the process in line with the intended objectives and structure.

Based on the analysis carried out with the organizing team and the students regarding the work methodology, we found that the department-based model was effective and worth maintaining. To improve communication with students, it is recommended to designate a department leader responsible for reporting and monitoring team member's activity, in collaboration with the coordinating faculty member.

Another key success factor is the time allocated for organizing the event. Therefore, time is an important resource to consider. For large-scale events, we recommend establishing the initial coordinating team several months in advance. For example, if the event takes place in the second semester, at the end of the academic year, the project should be presented to students in the first semester, and their involvement should begin then. This increases the chance of student skill development, while reducing potential challenges such as fundraising, choosing an appropriate venue, and managing general organization.

In the case of events with no participation fee, there is a possibility that on the event day, participants who did not register via the official form might show up and therefore are not included on any attendance lists or considered in the workshop logistics. This situation can be challenging for organizers. Therefore, good practice is to prepare an additional 15% of non-personalized certificates and name badges based on

the total number of confirmed participants. This minimizes the risk of participants lacking name badges, participation certificates, or workshop access. Likewise, the same 15% buffer should also be considered when organizing workshop capacities.

Pre-event communication through email and phone during the week of the event is not only necessary but also a success factor, as it serves to remind registered participants that they are expected, and their spot has been reserved. Without this communication, some participants might not attend, and the materials prepared for them could go unused.

Regarding volunteer support on the event day, we recommend including hydration breaks, snacks, and a rotation schedule so volunteers can rest without disrupting the event. Volunteers should also receive certificates of participation, just like the event participants, in recognition of their involvement.

From a technical perspective, we recommend identifying all technical needs, verifying, and testing them a few weeks before the event to ensure no issues arise. If there is a discrepancy between expectations and reality, renting additional equipment is advisable. If simultaneous translation is required, it should be addressed from technical, logistical, and linguistic perspectives, and done in collaboration with certified specialists experienced in public events.

Since this was a prestigious anniversary event, we adhered to the university's branding colors not only in promotional materials but also in terms of the dress code. Students received guidelines and were given the opportunity to create visual coherence at the team level, with support for clarifying brand requirements. The recommended dress code was followed by all volunteers, adding professionalism and cohesion to the event.

For continuous improvement of recurring events, we recommend collecting feedback at the end of the event to increase the number of responses. Another effective method is to display QR codes for feedback collection in visible locations or on participant badges. Additionally, the practice of analyzing strengths and improvement opportunities after the event can be used in any educational context by teachers at all levels. It is also a useful practice for self-reflection and teamwork.

6. Conclusions

The presented strategy serves as a replicable educational model for actively involving students in event organization. We reiterate the main methods: the

entire project was coordinated using the PDCA (Plan-Do-Check-Act) cycle, based on the model proposed by W. Edward Deming (Deming, 1986). The project was introduced to the students using the 5W1H method for all the essential information needed to understand the planning and implementation of the event. The students were involved in the project through a working structure organized into eight departments, all subordinated to the organizing team, which operated based on a strategic plan. After the project was completed, a critical analysis was conducted using the 5M method (Manpower, Machine, Method, Material, Medium) identifying both best practices and areas for improvement. By applying this framework, essential practical skills are fostered, such as leadership, collaboration, and project management. At the same time, it supports the personal, social, and professional development of students in a collaborative setting. Moreover, the proposed approach contributes to efficient and coherent planning of educational events.

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Authors note:

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Management and Educational Marketing. Her interdisciplinary approach blends quality management with professional and social development. She has published scientific articles and coordinated projects in partnership with schools, businesses and NGOs. She supports the personal and social development of adolescents through experiential learning, aiming to prepare them for contemporary challenges and future opportunities.

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Appendixes

Category	Actions
General Coordination	<ul style="list-style-type: none"> ✓ Proposal of the event agenda ✓ Setting up workshops and artistic moments ✓ Initial meeting with the organizing team
Fundraising – Budget	<ul style="list-style-type: none"> ✓ Estimated event budget established ✓ Selection of potential sponsors (Cluj and Mureş), aligned with UBB brand ✓ Sending sponsorship invitations ✓ Sponsorship contract – legally validated ✓ Weekly progress monitoring: funds raised/needed – %
Invitations	<ul style="list-style-type: none"> ✓ Creating invitation list: faculty (Cluj and Mureş), officials, sponsors, students (on-site/distance – Romanian; on-site – Hungarian) ✓ Final list validation ✓ Drafting invitation text ✓ Designing invitation (layout and final text) ✓ Creating event registration form in Romanian and Hungarian ✓ Email setup in Romanian and Hungarian ✓ Sending invitations ✓ Invitation follow-up – confirmation via email/phone
Communication with registered participants	<ul style="list-style-type: none"> ✓ Pre-event communication 1 – accommodation, transport, event agenda ✓ Pre-event communication 2 – agenda reminder and final details ✓ Post-event communication – thank you message
Accommodation	<ul style="list-style-type: none"> ✓ Hotel offer and availability analysis ✓ Booking accommodation spaces (estimate of max rooms needed) ✓ Allocation of guests to hotels and rooms
Event Photo-Video	<ul style="list-style-type: none"> ✓ Assigned professional and student volunteer photo-video providers ✓ Key moments scheduled for photo and video capture ✓ Post-event photo-video editing ✓ Saving photo-video materials for participant sharing
Mass Media	<ul style="list-style-type: none"> ✓ Selected mass media contacts in Mureş and Cluj ✓ Drafted pre-event press release ✓ Sent invitations and press release to media ✓ Drafted and sent post-event press release
Event Promotion	<ul style="list-style-type: none"> ✓ Event and extension promotion plan ✓ Execution using UBB brand templates – posts, reels, carousels ✓ Post scheduling via page admin ✓ Interaction with posts to increase page engagement – by students ✓ Campaign impact measurement – after the event
Event Venue & Program	<ul style="list-style-type: none"> ✓ Main hall reservation (plenary) and adjacent rooms (for workshops) ✓ Venue layout – key areas: coffee break, book exhibition, partner roll-ups, photo corner, etc. ✓ Seating arrangement for guests and officials ✓ Catering/coffee break/bar menu + serving method ✓ Hour-by-hour program scheduling
Technical Equipment (Venue)	<ul style="list-style-type: none"> ✓ Equipment needs established – audio-video, screens, microphones ✓ Technical testing – live streaming, screens, sound ✓ Translation solution (headsets, translator, simultaneous interpretation)
Event Branding	<ul style="list-style-type: none"> ✓ Badge design for guests, organizers, and volunteers + production ✓ Check-in desk/badge display setup – location and arrangement ✓ Photo corner – textile backdrop (design, production, placement) ✓ Internal and external signage for event ✓ Volunteer dress code defined and instructed ✓ Protocol – gifts and supplier selection ✓ Context/framework for protocol distribution established
Plenary speeches	<ul style="list-style-type: none"> ✓ Speech drafting ✓ Organization of presentation order and panel setup (seating and floral arrangement)
Historical films	<ul style="list-style-type: none"> ✓ Collected historical materials (photos of key moments) ✓ Video production
Workshops & Book Exhibition	<ul style="list-style-type: none"> ✓ Site visit – outlining workshop vision and desired outcomes ✓ Preparation, decoration ideas, highlighting workshops and exhibition

	✓ Feedback form development
Coffee break area setup	✓ Coffee break menu and time interval determined ✓ Furniture arrangement – designated space
Festive dinner	✓ Reservation of hall and time slot ✓ Menu determined
GDPR – if needed	✓ GDPR agreement signed for social media and mass media posts
Event Closure	✓ Invoice and cost recording ✓ Supplier payments ✓ Social media posts about the event ✓ Feedback collection, lessons learned, best practices, and corrective actions