BUS 385 – SPORTS MARKETING

Course Syllabus

Instructor Information

Instructor: Heather Ashbach  
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Course Delivery

Online, Semester-Based Enrollment.

Credit Hours

3 Semester Hours

Course Prerequisites

BUS 304

Course Time Limits

All Semester-based courses follow a 16 week calendar as detailed in the Course Schedule.

Course Materials

Textbooks can be purchased from the Adams State University Bookstore. To order textbooks or obtain information about book titles, you may go to exstudies.adams.edu and click on the "Bookstore" link. Select "DISTLEARN" from the department menu. (http://adams.edu/students/sub/bookstore/)

Use Section Number: 1693 to order books from Bookstore site. This should provide the correct textbook information and ordering options.

If you have questions, you can contact the Bookstore at 719-587-7981, email at asubookstore@adams.edu or by mail to Adams State University Bookstore, 208 Edgemont Blvd., Suite 3140, Alamosa, CO 81101.

Required Textbook:

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Supplemental Readings:

These will be provided within each chapter, so don’t worry about additional purchases.

Catalog Description

Sports Marketing (BUS 385) illustrates the dynamic, progressive and influential nature of sports marketing. This course explores the sport marketing concept as a consumer-driven, integrated, goal oriented philosophy for a team, event, organization or athlete. Topics covered include: athletic endorsements, team sports, event sponsorships, ethics within the industry, the importance of promotional planning, and the four Ps.

Course Communications

If questions arise throughout the course, please contact me at my Adams State email, hashbach@adams.edu. Please do not use the Message function in BlackBoard as I prefer email to my Adams State account.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

Chapter 1

- Describe the basic concepts of marketing.
- Explain the marketing mix.
- Define the core standards of marketing.
- Define sports marketing.
- Explain the value of sports marketing to the economy.
- Define entertainment.
- Describe the impacts of advances in entertainment technology on entertainment marketing.

Chapter 2

- Describe profit and explain the profit motive.
- Describe types of economic utility.
- Define risk and describe the categories and classification of risk.
- Name and describe four strategies for risk management.
- Define ethics.
- Discuss the impacts of unethical behavior.
- Discuss sources of funding and revenue for sports and entertainment businesses.
- Describe four tools for financial analysis.
Chapter 3

- Define industry and five examples of subdivisions of an industry.
- Explain why marketing decisions are based on industry standards, norms and trends.
- Explain how a sports figure can be successful in the motivational lecture circuit and the publishing industry.
- Explain the purpose of and promotion methods used for sports camps and clinics.
- Explain the role of travel and tourism in sports and entertainment.
- Discuss the roles of resorts and theme parks.
- Describe the international role of sports and entertainment marketing.
- Discuss the challenges of international marketing.

Chapter 4

- Explain the central focus of the marketing concept.
- Explain reasons for increased sports and entertainment options.
- Explain the importance of understanding buyer behavior when making marketing decisions.
- List and describe means of collecting marketing information for use in decision making.
- Define target market and market segment.
- Describe how businesses use market segmentation.
- Explain the importance of outstanding customer service.
- Explain what it means to establish a service culture.

Chapter 5

- Explain the purpose of marketing-information management.
- Describe careers in marketing-information management.
- List and describe the steps involved in marketing research.
- Discuss the human factors in marketing research.
- Explain the importance of outstanding customer service.
- Discuss the concept of data-driven decisions.

Chapter 6

- Explain the difference between marketing tactics and strategies.
- Discuss the importance of planning to stay ahead of the competition.
- Explain the importance of learning from customers.
- Discuss sports marketing strategies.
- Discuss entertainment marketing strategies.
- Explain how marketers determine direction and focus for a marketing plan.
- List and describe the components of a marketing plan.

Chapter 7

- Define product mix, product extension and product enhancement.
- List and describe the components of the product mix.
- Define the bottom line for sports.
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- Explain the high cost of sports and entertainment events.
- Describe the financial impact of Baby Boomers on the entertainment industry.
- List and describe the stages of the product life cycle.
- Explain how products are positioned in the marketplace.

Chapter 8

- Explain the importance of sports and entertainment distribution.
- List and describe distribution channels for sports and entertainment.
- Discuss distribution and sponsorship of amateur sports and recreation.
- Discuss the distribution of college sports.
- Discuss the distribution of professional sports.
- Describe the convergence of sports and entertainment media.

Chapter 9

- Explain the relationships among supply, demand and price.
- Discuss the government’s influence on pricing.
- Discuss pricing strategies used by businesses to increase sales.
- List five steps for determining price.
- Define the business cycle and describe its impact on sports and entertainment.
- Discuss the importance of monitoring consumer trends.

Chapter 10

- Describe the goals of promotion.
- List and define four elements of promotion.
- List and describe the steps involved in developing effective advertising.
- Describe the use of product placement.
- Define publicity and explain its role in creating a positive public image.
- Describe various types of sales promotions.

Chapter 11

- List steps in developing a promotional plan.
- Discuss recent promotional trends and ways to stay current with trends.
- Explain the benefits of sponsorship to the sponsor.
- Define endorsements and discuss their restrictions.
- Explain the promotional value of involvement in seasonal themed events.

Chapter 12

- List the steps involved in the sales process.
- Discuss the management of skills and knowledge necessary for successful salespeople.
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- Explain the difference between ticket brokers and ticket scalpers.
- Describe the ticket economy and strategies for getting highly sought tickets.
- Explain the sales strategies for attracting groups to sports and entertainment venues.
- Describe how corporations use sports and entertainment to motivate employees and impress clients.

Chapter 13

- Discuss how laws impact sports and entertainment marketing.
- Explain copyright law.
- Explain the need for salary caps.
- Describe the financial and public relations impacts that strikes may cause to a sport.
- Discuss owner-labor relations and the impacts of labor unions.
- Discuss athlete agents, handlers, and advisors.
- Describe contract law.

Chapter 14

- Describe characteristics of successful entrepreneurs.
- List and describe the key elements of a business plan.
- Explain the need for human resources.
- List and discuss the four functions of human resource departments.
- Describe risks and safety strategies at concert events.
- Describe increased security measures at sporting events.

Course Requirements

Each week, we will cover a new learning module. Included within the module will be some variety of the following elements:

- Learning objectives and outcomes
- Lesson summary and quick notes on the material
- Reading assignment

Assignments may include all or some of the following within each module:

- Discussion prompt
- Applied knowledge work (written responses to prompts, creation of marketing pieces, sales pitches, etc)

You are free to work ahead on the learning modules, but participation in discussions will be limited to the week in which they are assigned. Think about it; it would be hard to have a real discussion with your classmates if you were the only one working ahead and had already posted your prompt with no one to respond or interact with. And I am of the mindset that discussions and collaboration with your peers is really
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where we all learn, so be prepared to provide quality posts and interactive dialogues with your fellow students.

All discussions and assignments will be due by 11:59 p.m. Mountain Standard Time on the Saturday of the week they are assigned (see your course schedule/assignment list for dates). Again, you can work ahead on the assignments, but remember they are due by the date assigned in the course schedule/assignment list. I will grade them one-two weeks following the date they are due.

**Late work is not accepted.** Period. The beauty of an online course is that you can do it from anywhere and that is expected of you, whether that means you’re responding to discussions about ethical advertising while on a sandy beach somewhere amazing for vacation or you’re stuck in a work conference all week with a spotty hotel internet connection. Do not wait until the last minute to complete your work in case you run into a technical issue that prevents you from turning in your work on time.

**Assignments**

There are 16 assignments that you will complete in this course, ranging from written responses to creation of a sales pitch and promotional materials for a sample event. You’ll need to get creative in this course; I like seeing real samples and love when students use different types of media to make that happen. You don’t have to be a tech wizard or professional graphic designer to do any of these assignments, but you will need to think creatively and find a way to express your thoughts in various formats.

As for writing style, unless describing a personal experience, all assignments should be written in a third person, business professional tone (no “I” or “we”). The goal of this is for you to learn how to make your point(s) clearly and concisely in a business professional manner. Please single-space all work and use a 12 point, sans-serif font. For many of the assignments, you will need to consult outside references and incorporate samples. Properly cite all references, following either APA or MLA format. I do not tolerate plagiarism. Period. Make sure you properly cite all sources and put all points in your own words. Assignments that are plagiarized will receive a failing grade.

I encourage everyone to look ahead at the assignment list; some modules require more work than others. You are free to work ahead on your assignments, just know that I won’t grade work until after the due date has passed. And remember, no late work.

**Discussions**

Discussions in an online class function differently than they do in a traditional classroom, but they serve the same purpose. They allow you to interact with your classmates and learn from one another’s ideas. The prompts in this course are designed to get you thinking about how sports impact your life and will ask you to draw from personal experiences with the topic. You should plan to actively and consistently participate in each discussion; they constitute a significant chunk of your grade.
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Discussions will open at 12:01 a.m. on the date the module begins.

When posting to the discussion area, please type your comments directly into the discussion forum (i.e. do not type your comments into a document and then attach it to the discussion).

Your original posts, which should include your thoughts, examples and opinions, need to be posted early in the week to allow others to provide feedback (i.e. facilitating the ability to have discussion).

When viewing the discussion item for the week, you will only see the prompt. **You will not be able to see others’ posts until you post your original response.** After doing so, be sure to view the posts of your classmates and **respond to at least two** in order to receive full credit for the discussion.

To gain full credit for the discussion item, **you must post your original response and then respond to at least two other student posts.**

Remember this is an academic setting so I’m wanting to see clear examples (either through descriptions or samples) and thoughtful analysis. Constructive feedback/responses are the only kind that will be tolerated. Please be courteous. Don’t flame (i.e., post insults, invective, or other personally disrespectful comments) or post flamebait (i.e., deliberately provocative or manipulative material intended or likely to elicit flames).

Please be careful in the use of sarcasm and irony. Online communication lacks the subtle nonverbal cues that help us interpret such rhetorical flourishes in face-to-face settings, so that it is easy to miss the point or misunderstand. More importantly, it is easy to give or take offense where none is intended. Accordingly, give people the benefit of the doubt, and if you are misunderstood, don’t get defensive. You might also consider using such rhetorical devices somewhat less in this medium than you would in ordinary conversation, since they are generally less effective here.

Please don’t post excessively or monopolize the conversation. Remember that multiple shoot-from-the-hip posts are much less effective than fewer carefully-thought-out ones, and that some patience in responding will encourage more contributors with a wider variety of ideas and perspectives to participate.

You can also use a simple text editor like Notepad (default text editor in Windows) to compose your answer; then copy and paste into the discussion thread and use the text editing features in Blackboard to format your response. (Be aware that some students have experienced problems copying and pasting from Word into a forum post when using Firefox.)

Once you have copied the plain text, you can use the tools in Blackboard to format your response. There are bulleted and numbered lists, as well as character formatting options.
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You can also just type directly into the discussion thread and use the text editing tools. While Blackboard is less likely to time out, the possibility still exists that if you take too long to formulate your response, you may be timed out when you click Submit.

Avoid typing in all capital letters, as this is considered to be shouting and is considered rude. Avoid the use of emoticons (emotion icons), abbreviations and informal language. Text messaging abbreviations are not appropriate. Please be tolerant of those who are still learning how to use the Web and this forum (e.g., people who accidentally send multiple copies of the same message, PEOPLE WHO FORGET AND LEAVE THEIR CAPS LOCK KEY ON WHEN TYPING).

Feedback on your assignments will be available one-two weeks following the week the assignment was due. It will remain open for the duration of the course. Each assignment is worth 5 pts.

Discussions will also be graded one-two weeks after they are due. Grades will be posted in the grade book link in your left side menu. To receive full credit, you must post your original response to the prompt and respond to at least two of your classmates’ posts. Late posts to the discussions will not be allowed.

Grade Distribution and Scale

In alignment with ASU academic policies, no D may apply to a major or minor field.

Grade Distribution

<table>
<thead>
<tr>
<th>Discussions (4 @ 5 pts each)</th>
<th>= 20 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Assignments (16 @ 5 pts each)</td>
<td>= 80 pts</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td>= 100 pts</td>
</tr>
</tbody>
</table>

Grade Scale

| 90 – 100 points | 90 – 100% | A |
| 80 – 89 points | 80 – 89% | B |
| 70 – 79 points | 70 – 79% | C |
| 60 – 69 points | 60 – 69% | D |
| < 60 points | < 60% | F |
ADA Statement

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to university programs. In order for a course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Services (ODS) is located in Richardson Hall, Suite 3-100, by mail at 208 Edgemont Blvd., Suite 3-100, Alamosa, CO 81101, by email at odsd@adams.edu, or by calling 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses. Please communicate with them as early as possible; this can be in person, via email, or by phone. The Disability Services Coordinator shall either provide you letters to give to your professors for accommodations or email these letters out to you and your professors.

Academic Integrity

The Adams State University Student Handbook prohibits all forms of academic dishonesty. These include cheating, plagiarism, forgery, furnishing false information, and alteration or misuse of documents, records, or identification. If you engage in course-related academic dishonesty, you will receive a failing grade for the assignment in question or for the class based on the seriousness of the infraction. Please see the Student Handbook under the section Academic Integrity. I do not take this policy lightly. If you submit work that is lifted completely from the book, an online source (which is not properly cited) or another person’s work, you will fail this course.