

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

SPMT 611.001 Sport Marketing and Sales (3)
Fall 2015

DAY/TIME:	M 7:20 – 10pm	LOCATION:	Thompson Hall 2021
LECTURER:	Jorgen B. Kjaer, ABD	EMAIL ADDRESS:	jkjaer@masonlive.gmu.edu; jbkjaer@aol.com
OFFICE LOCATION:	By arrangement	PHONE NUMBER:	202-297-1686
OFFICE HOURS:	After class or by appointment	FAX NUMBER:	N/A

PREREQUISITES/COREQUISITES

Graduate standing or permission of instructor.

COURSE DESCRIPTION

Investigates principles and processes in sport marketing. Focuses on research and development, sport promotion, sport sponsorship, advertising, merchandising, and distribution of sporting goods.

COURSE OBJECTIVES

Students will be able to:

1. Demonstrate an understanding of marketing-related concepts as the marketing mix, segmentation, etc.
2. Identify the historical development of sport marketing.
3. Demonstrate an understanding of the unique aspects of marketing in the sport industry.
4. Prepare a marketing proposal with appropriate goals and objectives.
5. Demonstrate an understanding of sales, merchandising, and licensing in the sport industry
6. Describe the role of media in sport marketing.
7. Demonstrate knowledge of sponsorships, endorsements, promotions, and fundraising in the sport industry.
8. Demonstrate an appreciation for the revenue production function of a sport business operation.
9. Demonstrate an understanding of sport business revenue streams and production tactics.
10. Demonstrate competencies in analyzing and responding to sport consumer behavior.
11. Utilize technologies to effectively communicate with a sport business target market.
12. Distinguish between direct and indirect selling approaches
13. Demonstrate an appreciation for developing long term relationships between consumers and sport businesses.

COURSE OVERVIEW:

The learning experiences in this course are afforded through assignments, class participation, lecture, notes, discussion, group activities, technology, assisted activities, and a variety of additional instructional approaches that will offer ample opportunities to meet the course objectives. Course content includes, but is not limited to, the following: Internal and external sources of marketing information; Marketing theory and relationships to the sport industry; Marketing information systems; Industry segmentation; Marketing mix and strategies; Sport sponsorship, endorsements, promotions, fundraising; Sport licensing; Sport marketing/sponsorship plan, or research study; Basic marketing terminology; Competitor analysis; Product life cycle; Community, media, and customer relations; Sport sales principles and techniques; Direct and indirect sales; Consumer behavior; Revenue streams; and Image enhancement.

PROFESSIONAL ASSOCIATION PRINCIPLES

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;

- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). *Accreditation principles and self study preparation*. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

NATURE OF COURSE DELIVERY

Face-to-Face including: presentations, group discussions, individual meetings with the instructor, and formal student presentations.

REQUIRED READINGS

Shank, M. D., & Lyberger, M. R. (2015). *Sports marketing: A strategic perspective* (5th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 0132285355

EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Research Paper – Using the information from the readings and your own research, students will write an 8-12 page paper on a topic covered within the required readings. The research paper should incorporate concepts and information from classroom discussions and readings. Research paper must include introduction, objective, discussion of literature relevant to topic, major findings and conclusion.

Research Paper Presentation - Visual support such as PowerPoint must be used and include introduction, objective, major findings and conclusion.

Participation - Students must attend class in order to participate in the discussions generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked. If you miss class points will be deducted. Blackboard discussion participation is also required.

Chapter Presentations - Student will be asked to present in class some of the readings and turn in a two page summary of the chapters presented. As part of the presentation students should prepare three questions about the topic presented that they would like for the class to discuss.

Requirements	Points
<i>Research Paper</i>	40
<i>Research Paper Presentation</i>	10
<i>Class Participation</i>	30
<i>Chapter Presentations</i>	<u>20</u>
TOTAL	100

Grading Scale

A = 93 – 100	B+ = 88 – 89	C = 70 – 79
A- = 90 – 92	B = 83 – 87	F = 0 – 69
	B- = 80 – 82	

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
1	August	31	Introduction to class and intro to sports industry	CH 1
			Labor Day, University Closed	
2	September	14	Contingency framework for strategic sports marketing	CH 2
3	September	21	Understanding participants as consumers	CH 4
4	September	28	Understanding spectators as consumers	CH 5
5	October	5	Segmentation	CH 6
6	October	13	Sports product concepts	CH 7
7	October	19	Managing sports products	CH 8
8	October	26	Promotion concepts	CH 9
9	November	2	Promotion mix elements	CH 10
10	November	9	Sponsorship programs	CH 11
11	November	16	Pricing Concepts and strategies	CH 12
12	November	23	Implementing	CH 13
13	November	30	Reading day, work on research paper and presentation	
14	December	7	Research paper and presentation due	

Note: Faculty reserves the right to alter the schedule as necessary.

CEHD Student Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- **Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.
- **Tardiness:** Prompt arrival for the beginning of class is expected.
- **Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.
- **Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
- **Assignments:** All assignments must be completed in MSWord and sent to me as an attachment via email prior to class. Late assignments will not be accepted without making prior arrangements with me.
- **Honor Code:** Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- **Exceptionalities:** Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- **Computing:** Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- **Email:** Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- **Distractions:** Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- **Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

