

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism

SPMT 611 - Sport Marketing and Sales
3 Credits, Fall Semester 2016
Mondays 7:20 – 10:00pm, Thompson Hall L013, Fairfax Campus

Faculty

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Prerequisites/Corequisites

Graduate standing or permission of instructor.

University Catalog 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 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.

Course Delivery Method

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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.

Professional Standards

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>

Upon completion of this course, students will have met the following professional standards:

Required Texts

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the

instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

Research Paper – Using the information from the readings and your own research, students will write a 15-18 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.

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.

- **Other Requirements**

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.

- **Course Performance Evaluation Weighting**

Requirements	Points
Research Paper	40
Research Paper Presentation	10
Class Participation	30
Chapter Presentation	20
Total	100

- **Grading Policies**

Grading Scale

A = 93 – 100	B+ = 88 – 89	C+ = 78 – 79
A- = 90 – 92	B = 83 – 87	C = 70 – 77
	B- = 80 – 82	F = 0 – 69

Professional Dispositions

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

DATE			TOPIC	READINGS/ASSIGNMENT DUE
1	August	29	Introduction to class and intro to sports industry	CH 1
	September	5	Labor Day, University Closed	
2	September	12	Contingency framework for strategic sports marketing	CH 2, CH 3
3	September	19	Understanding participants as consumers	CH 4
4	September	26	Understanding spectators as consumers	CH 5
5	October	3	Segmentation	CH 6
6	October	11	Sports product concepts	CH 7
7	October	17	Managing sports products	CH 8
8	October	24	Promotion concepts	CH 9
9	October	31	Promotion mix elements	CH 10 – outline of research paper due
10	November	7	Sponsorship programs	CH 11
11	November	14	Pricing Concepts and strategies	CH 12
12	November	21	Work on research paper and presentation – meeting with instructor	Draft of research paper emailed by Nov 25
13	November	28	Implementing	CH 13
14	December	5	Research paper and presentation due	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Research Paper

Introduction (7.5)	<ul style="list-style-type: none"> • Introduction to topic • Personal or scholarly motive – why is topic
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	<p>relevant?</p> <ul style="list-style-type: none"> Clearly stated objective of paper or hypotheses
Literature presented (10)	<ul style="list-style-type: none"> Theories or concepts explained Mini literature review (minimum of 6 references to journal articles)
Discussion (10)	<ul style="list-style-type: none"> How does your data/findings compare to previous studies or literature?
Conclusion and implication (7.5)	<ul style="list-style-type: none"> Is the question in the introduction answered? Which studies would be interesting to explore in light of conclusion? Findings that need to be addressed in future research?
Overall structure and APA (5)	<ul style="list-style-type: none"> Is the paper well structured? The draft should include more than 15 – 18 pages. That will ensure a dense, well-drafted paper. Writing for the sake of filling 18 pages will not make a good paper Common tread from start to finish? APA guidelines? <p>https://owl.english.purdue.edu/owl/resource/560/01/</p>