



SCHOOL OF BUSINESS & ECONOMICS
BUS 490, SPORTS MARKETING—FALL 2017

Section 1: Tuesdays and Thursdays, 02:00PM to 03:15 PM, CCC 214

Be sure to take the time to read this handout thoroughly. It explains in detail what you will be expected to do to complete our course successfully. Let me know immediately if you have any questions.

- **Contact Information**

Ricardo Boeing, Ph.D
Office: CPS, Room 427

Office Hours
Wednesdays, 3:00PM – 7:00PM

Office Phone: (715) 346-2736

Cell Phone (715) 869-2150 (text messages are welcome)

Email address: rboeing@uwsp.edu

Other appointments available upon request

You can always contact me between class sessions via email or by sending me a brief text message. For both cases, don't forget to include your full name, course and section. I'll try to get back to you as soon as possible. I'll be also available immediately before or after class.

I am extremely excited about this course and your learning experiences, motivation and success. Please let me know if you have any difficulties or suggestions right away. I want it to be both enjoyable and effective. Don't let a small issue become a big problem because you haven't talked to me. If you have any ideas that could make the class more interesting and better, feel free to tell me as well.

- **Course Overview**

Materials: This course requires that you read the textbook, articles, handouts, and various media.

- **Textbook.**

Sports Marketing: A Strategic Perspective, New York, Routledge, Fifth edition, 2016, by Matthew D. Shank and Mark R. Lyberger.

Articles, Handouts, and Media. Copies of class readings, handouts and media will be accessible via D2L.

SBE Mission: The UWSP School of Business and Economics educates and inspires students and prepares graduates for success in positions of leadership and responsibility. Our students achieve an understanding of regional opportunities that exist within the global economy. Evidence of our graduates' level of preparation is evident in their ability to:

- Analyze and solve business and economics problems
- Understand the opportunities and consequences associated with globalization
- Appreciate the importance of behaving professionally and ethically
- Communicate effectively

UWSP Course Description: Provide current or future sport program administrators/marketers with fundamental and intermediate levels of knowledge about Sports Marketing. Students are introduced to

a variety of sport marketing theories in order to understand why and how successful marketing is critical to sport organizations.

Our Learning Outcomes:

Knowledge You Will Gain	
<ul style="list-style-type: none"> To explain the impact of Sports Marketing 	
<ul style="list-style-type: none"> Use Sports Marketing to engage others. 	
<ul style="list-style-type: none"> To identify contemporary issues and trends in sport marketing 	
<ul style="list-style-type: none"> To understand the tools & strategies that make-up a sports marketing plan. 	
<ul style="list-style-type: none"> To describe, analyze, and apply sport marketing concepts as they apply to branding, licensing, sponsorships, venue and event marketing, global sport marketing, and public relations. 	

Grading

Your points will come from 3 exams; the Social Media Marketing Project; the Social Media Final presentation and report; Companies’ Social Media Analysis; Cases; and an overall participation grade. The breakdown is as follows:

Exam/Activity	Points
Exams (100 points each)	400
Sports Marketing Proposal Presentation	80
Case Studies (4) - 10 each	60
Online Assignments #1, 2 and 3: (30 each)	90
Sports Marketing Final plan Presentation	200
Attendance & Participation	50
Total	880
Halloween Costume	10
Ugly Christmas Sweater	10
Sports Marketing Plan Ranking	15 (1 st place) 10 (2 nd place) and 5 (3 rd place)

Grade distribution

A	93.00% and above		
A-	90.00% - 92.99%	B+	87.00% - 89.99%
B	83.01% - 86.99%	B-	80.00% - 82.99%
C+	77.00% - 79.99%	C	73.01% - 76.99%
C-	70.00% - 72.99%	D+	67% - 69.99 %
D	63.00% - 66.99%	D-	60.00% - 62.99%
F	0% - 59.99%		

COURSE INFORMATION:

Attendance & Tardiness:

“All students are expected to be present and regular in attendance for scheduled classes and open labs. Absences will be considered justified and excusable only in cases of emergencies, serious illness or death in the immediate family.” Regular attendance is critical for your success in this course. I expect you to attend each and every class on time. Attendance will be taken and attendance/participation points will be allocated based on the percentage of days absent and the quality of your classroom participation. I will deduct for distracting behavior, not knowing what is going on, sleeping, etc. If you do miss a class, you are responsible for getting and completing any missed assignments. DO NOT EMAIL ME TO ASK WHAT WAS MISSED. Check the syllabus, ask your classmates, and contact me with SPECIFIC questions if you have them.

Incompletes:

An instructor uses the grade of an “I” (Incomplete) at the end of a term to designate incomplete work in a course. It should be used only when the student was unable to complete the requirements of the course because of illness, military services, hardship, or death in the immediate family. A grade of “I” should be given only if the student has substantially completed the major requirements of the course.

Guidelines for Assignments:

- **Sports Marketing Plan**

Guidelines for Group Projects

Business activities involve group effort. Consequently, learning how to work effectively in a group is a critical part of your business education.

Every member is expected to carry an equal share of the group’s workload. As such, it is in your interest to be involved in all aspects of the project. Even if you divide the work rather than work on each piece together, you are still responsible for each part. The group project will be graded as a whole: its different components will not be graded separately.

It is recommended that each group establish ground rules early in the process to facilitate your joint work including a problem-solving process for handling conflicts. In the infrequent case where you believe that a group member is not carrying out his or her fair share of work, you are urged not to permit problems to develop to a point where they become serious. If you cannot resolve conflicts internally after your best efforts, they should be brought to my attention and I will work with you to find a resolution.

You will be asked to complete a peer evaluation form to evaluate the contribution of each of your group members (including your own contribution) at the conclusion of each project. If there is consensus that a group member did not contribute a fair share of work to the project, I will consider this feedback during grading.

This project is meant to be fun while at the same time giving you the opportunity to put into practice many concepts you’ll learn in class.

This group project will require your team (6 groups of 3 students and one group of 4 students) to design a Sports Marketing Plan to a specific sport organization from Central Wisconsin. This assignment combines what it will be discussed about sports marketing during the semester and the experiences in real sport events.

This project targets a specific, well-defined market segment with a geographic focus (sports teams from Central Wisconsin). Your team must incorporate tools for monitoring the campaign, as well as for measuring and evaluating results.

For the first part (proposal) due on 10/17)

Each team will present the sport organization and detail all information about it.

Project Structure:

(PowerPoint Presentation – 10 minutes)- Make sure to upload it to D2L (one per group). The other groups will have 5 minutes to ask questions or give suggestions about the presentation.

Structure of the proposal:

Detailing information about the chosen sports organization:

Understanding Consumers' Needs:

- Marketing research
- Consumers as participants
- Consumers as spectators

Even though this project includes pretty much all the semester content and some of that will be seen just after the due date, it's important to study the text book, since all the implementation and the final presentation and report will depend on the creation of this plan. I'll be available if you have any questions regarding the content or the plan itself.

Note: To prevent free riding, each member of the group will assess their team members' contributions to the project. Individuals can receive deductions if their team members indicate a lack of contribution. Peer evaluation instructions will be provided to you toward the end of the semester.

I have provided guidelines to help guide you through the project, but some parts have been left open and undefined on purpose to allow for your creativity and judgment (as most marketing problems in the real world).

IMPORTANT TIPS

- You will learn new things about marketing in class every week. Apply the marketing knowledge you learned in class to your project. This will help you develop a strong sports marketing plan, and will also give you a higher grade.

- Stay focused in your writings and presentation. ONLY present directly relevant information in your papers and presentations.
- **Final Project Presentation**

The final presentation will be **due on 12/12**. Besides the presentation, each group must post on D2L the **Complete Sports Marketing Plan**.

Planning Phase:

Step 1: Understanding Consumers' Needs

- Marketing research
- Consumer as participants
- Consumers as spectators

Step 2: Market Selection Decisions

- Market Segmentation
- Target markets
- Positioning

Step 3: Market Mix Decisions

- Sports Products
- Pricing
- Promotion
- Place

Implementation Phase

Control Phase

The Final Plan should follow the following format:

From 15 to 20 pages.

Single spaced with double spacing between paragraphs) including your bibliography (using APA format).

Times New Roman 12

1-inch margin.

- **Cases (09/19; 10/05; 11/02 and 11/30) and online assignment (09/28; 10/26 and 11/14)**

The Cases will be done in groups in class (**BRING AT LEAST ONE COMPUTER PER GROUP**). The three online assignments **will be done individually** and submitted through drop-box on each specific deadline. Further information will be given prior to those activities.

Instructions for Assignment #1:

Papers will be no more than 4 pages (single spaced with double spacing between paragraphs) including your bibliography (using APA format). Use chapters 1, 2 and 3 whenever is possible.

Instructions for Assignment #2:

The second assignment is to analyze the sports products in general (use chapter 7 for that). This will involve researching the event on the official website, and then finding other published sources of information that will be less biased (local newspapers, sports publications, business and advertising media, and websites of corporate sponsors) to obtain as much information as possible.

Further information will be given 3 weeks before the deadline.

Papers will be no more than 4 pages (single spaced with double spacing between paragraphs) including your References (using APA format).

Instructions for Assignment #3:

The third assignment is to attend, watch or listen to a professional or college sporting event and describe all of the examples of marketing and promotion that you observe. Tell which you feel were particularly effective and which were ineffective. List each example of a marketing or promotional effort and evaluate the effectiveness on a scale of 1-3. A “1” indicates a very effective idea, a “2” indicates an “OK” activity, and a “3” indicates an idea that should have never made it out of the brainstorming stage. After the event, select the three most effective examples and explain why you feel they were effective using chapter 1 to 10.

Example on how to organize the information:

Marketing/Promotional Ideas	Rating	Marketing/Promotional Ideas	Rating

- **Attendance and participation points:**

Your attendance and participation in this class is graded 0 through 50 at the end of the semester. Here’s how the grade is determined:

Before our next class meeting, please let me know if you have needs to sit close/far, head on/to the side as I will designate group areas to facilitate group work and discussion. Select a seat you are comfortable in your group area that will be your seat for the remainder of the course. I will pass around a seating chart on which you will fill in the first name you prefer to be called as well as your give last name. I use this chart to take attendance and count the instances of positive and negative class contributions. Positive contributions are accrued through answering/asking questions. Negative contributions from class disruptions, which are unprofessional behaviors such as chatting with neighbors, sleeping, writing letters, reading the newspaper, working on material not relevant to the lecture, leaving your chair or class (whether you come back or not) with no prior warning to me, using a laptop or other electronic device, allowing cell phones or other devices to disturb class, etc.

- Regular commenting and no disruptions will result in an A on class participation
- Frequent comments with no disruptions B
- Infrequent comments and no disruptions C
- No comments and no disruptions D
- Disruptions without comments F

Attendance will be taken at the **end** of each class. Participation is the lifeblood of this class and you must be here in order to participate. You are allowed 4 excused absences (2 weeks), no questions asked. You do not need to notify me and the reason can be anything. After two absences, any unexcused absences

will count significantly against your participation and attendance grade. For an absence to be excused 1) I must be notified PRIOR to the occurrence and 2) it must be a documented life event.

- **Exams (09/26; 10/24; 12/05 and 12/20):**

Exams will cover material from in-class discussions and assigned readings. Although classroom lectures will serve to highlight and reinforce key topics and issues, *they are not intended to replace your textbook*. It is critical that you read and comprehend all assigned materials prior to the corresponding exam session. Exam format will be discussed prior to each exam. Anyone caught cheating or using a cellular phone during an exam will be asked to leave and will receive a ZERO on that exam. MISSED EXAMS: Make-up exams will NOT be given without prior approval.

Classroom Conduct

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: dressing appropriately and muting your cell phones, as well as no loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Safety Statement

I will immediately notify the authorities about any student who threatens or perpetrates psychological or physical harm to any person (including the student himself or herself).

Electronic Devices

Electronic devices (phones, tablets, laptops) are to be used for class work only; similarly, in an office meeting, employees might use smart phones to respond to important customers but not to text their friends. If a personal or work issue requires your attention during class time, you may step outside the classroom to respond.

Course Academic Standards

Cheating in any form, including plagiarism, will not be tolerated. **Any academic misconduct will result in a failing grade for the course.**

All written assignments are to follow the American Psychological Association (APA) style guidelines for documentation, grammar, spelling, and punctuation. Points will be deducted for those deviating from APA style. Use the *Publication Manual of The American Psychological Association* (6th ed.) for all writing projects you do for this class.

While completing your individual writing assignments, you may consult your books and notes and discuss ideas with your fellow students. The assignments are then to be written individually.

While completing your team assignments, you are to make your best effort at contributing towards the team's success.

Using D2L, you will be required to post a copy of some assignments to the anti-plagiarism web site turnitin.com

University Academic Standards

As noted by the Dean of Students website, UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Stevens Point implements the rules defined in UWS 14 through our own “Academic Misconduct Campus Procedures.” UWS 14.03 defines academic misconduct as follows: Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student’s academic performance;
- assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the Web without quotation marks or proper citation; paraphrasing from the Web without crediting the source; using notes or a programmable calculator in an exam when such use is not allowed; using another person’s ideas, words, or research and presenting it as one’s own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person’s name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

Academic integrity is critical to maintaining fair and knowledge-based learning at UW-Stevens Point. Academic dishonesty is a serious violation: it undermines the bonds of trust and honesty between members of our academic community, degrades the value of your degree and defrauds those who may eventually depend upon your knowledge and integrity. Examples of academic misconduct include, but are not limited to: cheating on an examination (copying from another student’s paper, referring to materials on the exam other than those explicitly permitted, continuing to work on an exam after the time has expired, turning in an exam for re-grading after making changes to the exam), copying the homework of someone else, submitting for credit work done by someone else, stealing examinations or course materials, tampering with the grade records or with another student’s work, or knowingly and intentionally assisting another student in any of the above.

For further information on UWSP policy, please see Chapter 5, **Section 02**, Student Academic Disciplinary Procedures, in the online version of the University Handbook:
<http://www.uwsp.edu/AcadAff/Handbook/CH5-6%2011-12.pdf>.

Reporting Misconduct

If you see incidents of misconduct, you should tell me about them, in which case I will take appropriate action and protect your identity. The School of Business & Economics will inform the Dean of Students as required, and additional sanctions may be applied. You could also choose to contact the Assistant Dean of Students (Shawn Wilson at swilson@uwsp.edu) and your identity will be kept confidential.

Your Growth: Be determined to improve. During in-class writing labs and as part of team presentations you will be providing and receiving a great deal of peer feedback. Your ability to openly and honestly deliver and receive feedback is essential to success in this class. If you embrace: a) listening to feedback, b) asking clarifying questions, and c) applying your colleague’s suggestions you will experience substantial growth over the semester.

COURSE SCHEDULE

<i>Date</i>	<i>Lecture Topic</i>	<i>Chapter(s) Due</i>
09/05	Class Welcome, Syllabus explanation	
09/07	Emergence of Sports Marketing	1
09/12	Contingency Framework for strategic sports marketing	2
09/14	Research tools for understanding sports consumer – Study guide on D2L	3
09/19	Case Study I	In class
09/21	Project Work Day	Group members and Chosen Sports team on D2L
09/26	EXAM I	
09/28	Understanding participants as consumers	4 Online Assignment #1 Due on D2L
10/03	Understanding spectators as consumers	5
10/05	Case Study II	In class
10/10	Segmentation, targeting and positioning - Study guide on D2L	6
10/12	Project Work Day	
10/17	Sports Marketing Plan Presentation part I	First part due
10/19	Sports Marketing Plan Presentation part I	
10/24	EXAM II	
10/26	Sports product concepts	7 No class (Online Assignment #2 due on D2L)
10/31	Managing Sports Products	8
11/02	Case Study III	In class
11/07	Promotion Concepts - Study guide on D2L	9
11/09	Promotion Mix Elements	10

11/14	Sponsorship programs	11 Online Assignment #3 due on D2L
11/16	Pricing Concepts and Strategies	12
11/21	Project Work day	
11/23	THANKSGIVING	
11/28	Implementing and Controlling the strategic sports marketing process - Study guide on D2L	13
11/30	Case Study IV	In class
12/05	EXAM III	
12/07	Project Work day	
12/12	Final Presentation Part I	Final Sports Marketing Plan due on D2L
12/14	Final Presentation Part II	
12/20	Final Exam	Online

Responsibilities

Your Teaming: Show up for the teams you work with. For various projects, you will be organized into study teams. You will rely on your team members for help with both required course work and as an informal support network. Some class time will be made available for group work, but it will need to be supplemented by additional work together as a group outside of class. **Be sure that at least one member of your team is your study buddy. If you miss a class—this person is your FIRST POINT OF CONTACT for keeping on task and schedule.**

Your Academic Success: Budget your time, invest in yourself. This is a junior level class, requiring that your writing skills be at the near professional level. In addition, the class requires a substantial commitment of your time. If you are an average student aiming to earn an average grade in this class, you should budget an average of about six hours per week for this class, outside of class time. To do well in this class, you should be sure to allow enough time in your weekly schedule.

We will cover chapters from the text each week. You will be responsible for learning a substantial amount of the material on your own. How can you accomplish this?

- Study the week's readings before coming to class.
- Review your notes and the text after class.
- Work with a study partner or group.

Your Attendance: Participate consistently. Consistent attendance and class participation are crucial for doing well in this class. **You are expected to attend each scheduled class meeting, to be on time, and**

to be prepared for each session. If necessary, you may miss up to 4 class sessions without penalty. Definition “Class Session”: A class session is equivalent to 1 hour and 15 minutes.

If you do miss a class, it will be your responsibility to get the notes and other information from another student. If a test, presentation or exam is scheduled for a day you are going to be absent, you must call or e-mail me in advance. **If you are ill, please do not come to class!**

Your Presence: Make our time together worthwhile. I expect everyone to act in a professional, courteous manner in the classroom and during your team interactions. We should feel that our classroom is a comfortable learning environment, free of unnecessary distractions. You can use devices in class to support this class.

Your Assignments: Be on time. Late assignments are only accepted up to 1 day past the assignment with a 15% penalty. I am often willing to negotiate deadline extensions if you ask before an assignment due date. Be sure to notify me by phone or email ahead of time if you need to miss class during a scheduled test, presentation or exam.

Your Academic Honesty and Classroom Expectations: Do not cheat or cut academic corners. This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and written assignments is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions, or disguising words written by others as your own undermines the trust and respect on which our course depends.

The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close. **As a general rule, all assignments should represent your original thinking and writing and any deviations from this must be properly cited.**

5. Miscellaneous

ADA: If you need accommodations or services to achieve course objectives, please see me and/or contact the Disability Services Office (346-3365) as soon as possible.

Make-Up Work:

Tests will be conducted on the dates indicated in the syllabus. If you are ill or cannot attend an exam, I must be contacted prior to class to request accommodation. Requests not made at least 1 hour prior to the start of class will not be granted. In-class exercises including case discussions and competition workshops cannot be made-up.

Students with Disabilities:

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation.

D2L (Desire to Learn):

Lecture presentations and other course materials will be distributed via the course D2L page. Be sure to frequently check announcements and changes. It is your responsibility to download or print any documents that will be used in class. I will utilize D2L to communicate important course information. Finally, use the ‘Dropbox’ feature for electronic submissions. **ASSIGNMENTS VIA EMAIL WILL NOT BE ACCEPTED.**

Attention:

Inappropriate behavior during class distracts your instructor and classmates, thus is unacceptable. You may be dismissed from class if your behavior disrupts classroom activities. Turn off your cell phones, as

well as other noise making devices (e.g. pagers, watch alarms) before entering the classroom. The use of laptops in-class will only be permitted per request; otherwise do not use these devices during lectures.