

Kinesiology 9031A: Sport Marketing
Fall 2022-23
Wednesdays 9:30 am to 12:30 pm

Instructor: Dr. Karen Danylchuk, Professor & Acting Director, School of Kinesiology
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Office Hours: Available upon request. E-mail to schedule an appointment.

Course Location: Room 258 DB Weldon Library. The course will be taught in-person unless the University requires a move to online delivery.

Course Lectures: Wednesdays 9:30 am – 12:30 pm

NOTE: All course information including announcements, grades, case study preps, assignment outlines, deadlines, etc. are available via OWL.

Course Description:

This course focuses on the relevant and current research in various aspects of sport marketing--the strategic sport marketing planning process, the sport consumer, market research and strategies, and the elements of the marketing mix (i.e., product, place, price, and promotion).

Course Format:

The class will meet once a week (Wednesday mornings from 9:30 am to 12:20 pm) unless otherwise advised. The entire 9:30 am – 12:20 pm time slot will typically be used each week. Class format is seminar-based and will consist of a brief mini-lecture, class discussion, and student presentations/critiques on the weekly readings from journals and texts.

Students will be required to prepare and present weekly critiques. Therefore, it is essential that students come well prepared to class. A participation grade is part of the final course evaluation. This course is assignment based (i.e., no exams).

Course Objectives:

This course will provide an opportunity to:

1. Explore and analyze the sport marketing literature using research articles, textbooks, and case studies
2. Utilize appropriate research methods and techniques in preparing a research paper
3. Present to the class the information gathered from research articles, assignments, and a research paper
4. Apply theory to practice through other practically oriented assignments

Learning Objectives:

Upon completion of this course students will be able to:

1. **Identify and delineate** theoretical terms, concepts, and philosophies related to sport marketing. (Knowledge)
2. **Compare and contrast** theoretical approaches to sport marketing. (Analysis)
3. **Synthesize** research and theoretical knowledge as it relates to a particular research topic. (Comprehension)
4. **Develop** skills in writing research papers and presentations pertaining to each student's particular area of interest (Application)
5. **Further develop** abilities to *critically reflect* upon own learning and relate to the topics discussed in class. (Reflection)

Required Course Materials:

There is no required textbook. Readings are assigned by topic (see Weekly Schedule and Readings on OWL) and may be found in the following journals and books, or on two-hour reserve in the DB Weldon Library. The list provided below is not exhaustive as other research may be found in other sport or non-sport focused journals and texts.

Journals:

1. *Sport Marketing Quarterly*
2. *International Journal of Sport Management and Marketing*
3. *International Journal of Sports Marketing and Sponsorship*
4. *International Journal of Sport Communication*
5. *Communication and Sport*
6. *Journal of Sports Media*
7. *Journal of Sport Management*
8. *Sport Management Review*
9. *European Sport Management Quarterly*
10. *International Journal of Sport Management*
11. *Journal of Intercollegiate Sport*
12. *Case Studies in Sport Management (e-journal)*
13. *International Journal of Sport Finance*
14. *Journal of Sports Economics*

TextBooks:

1. Buhler, A., & Nufer, G. (2009). *Relationship marketing in sports*. New York, NY: Taylor & Francis.
2. Compton, J. (2013). *Sponsorship for sport managers*. Morgantown, WV: Fitness Information Technology.

3. Desbordes, M., Richelieu, A. (2014). *Global sport marketing: Contemporary issues and practices*. New York, NY: Taylor & Francis.
4. Ferrand, A., & McCarthy, S. (2008). *Marketing the sports organization: Building networks and relationships*. New York, NY: Taylor & Francis.
5. Kahle, L., & Close, A. (2010). *Consumer behavior knowledge for effective sports and event marketing*. New York, NY: Taylor & Francis.
6. Mullin, B. (2014). *Sport marketing*. Champaign, IL: Human Kinetics, Inc.
7. Newman, T., Peck, J., Harris, C., & Wilhide, B. (2013). *Social media in sport marketing*. Scottsdale, AZ: Holcomb Hathaway.
8. Nufer, G. (2013). *Ambush marketing in sports*. New York, NY: Taylor & Francis.
9. O'Reilly, N., & Seguin, B. (2012). *Sport marketing: A Canadian perspective* (2nd ed.). Toronto: Nelson.
10. Pitts, B. G. (2021). *Fundamentals of sport business marketing* (5th ed.). Morgantown, WV: Fitness Information Technology, Inc.
11. Sanderson, J., & Yandle, C. (2015). *Developing successful social media plans in sport organizations*. Morgantown, WV: Fitness Information Technology, Inc.
12. Schwarz, E., Hunter, J., LaFleur, A. (2012). *Advanced theory and practice in sport marketing*. New York, NY: Taylor & Francis.
13. Shank, M. D., Lyberger, M. (2015). *Sports marketing: A strategic perspective* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
14. Shilbury, D., Quick, S., & Westerbeek, H. (2014). *Strategic sport marketing* (4th ed.). St. Leonards, NSW: Allen & Unwin.
15. Smith, A. (2008). *Introduction to sport marketing*. New York, NY: Taylor & Francis.
16. Stotlar, D. K. (2017). *Developing successful sport marketing plans* (5th ed.). Morgantown, WV: Fitness Information Technology, Inc.
17. Stotlar, D. K. (2017). *Developing successful sponsorship plans* (5th ed.). Morgantown, WV: Fitness Information Technology, Inc.
18. Zhang, J., & Pitts, B. G. (Eds.) (2017). *Contemporary sport marketing: Global perspectives*. World Association for Sport Management Series. New York, NY: Routledge.

Case Study Books:

1. Chadwick, S., & Arthur, D. (Eds). (2017). *International cases in the business of sport* (2nd ed. . Elsevier.
2. Foster, G., Greyson, S., & Walsh, B. (2006). *The business of sports: Cases and text on strategy and management*. Southwestern.
3. McDonald, M. A., & Milne, George R. (1999). *Cases in sport marketing*. Mississauga, ON: Jones & Barlett Publishers Canada.
4. Naraine, M. (Ed.). (2022). *Case studies in sport management*. Commission on Sport Management Accreditation. Hanover, PA: Human Kinetics. ISSN: 2167-2458.
5. Pitts, B. G. (Ed.). (2016). *Case studies in sport marketing* (2nd ed.). Morgantown, WV: Fitness Information Technology, Inc.

Reference Manuals and Books:

The following style guide should be part of your personal library. I highly recommend you purchase an e-copy as it will be a useful resource for you throughout your degree. You can purchase a hard copy from the Western Bookstore.

1. *Publication manual of the American Psychological Association* (7th ed.). (2020). Washington, DC: American Psychological Association.

Other useful books for your library or references for research include the following:

1. Andrew, D., Pedersen, P., & McEvoy, C. (2019). *Research methods and design in sport management* (2nd ed.). Champaign, Il: Human Kinetics.
2. Gratton, C., & Jones, I. (2015). *Research methods for sport studies* (3rd ed.). New York: Routledge.
3. Pitts, B., Li, M., & Kim, A. (2018). *Research methods in sport management* (2nd ed.). Morgantown, WV: Fitness Information Technology.
4. Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2015). *Research methods in physical activity* (7th ed.). Champaign, Ill: Human Kinetics.

Course Evaluation:

Weekly seminar presentations and discussion	10%
Sport event analysis	10%
Field trip reflection	15%
Social media assignment	15%
Marketing pitch	20%
Research paper including presentation	<u>30%</u>
	100%

Course Requirement Explanation:

Weekly Seminar Presentations and Discussion (10%):

Students will be expected to make a quality, consistent, and balanced contribution to class discussions. It is important that all assigned readings (i.e., book chapters, articles, and case studies) are read in preparation for discussion. Students will be responsible for reading and critiquing specific articles and then presenting them to class each week in the form of a Powerpoint presentation. These critiques should contain a summary of the article as well as a critical analysis. The case studies will be read by all class members and then discussed in class.

Students will prepare their professional LinkedIn profile and present it to their peers during the second class on **Wednesday, September 21**. The presentation is limited to 3 minutes and should reflect adherence to the key tips for developing a professional profile. Feedback to improve one's profile will be provided by class peers. The second aspect of this assignment is to create a written reference list (approximately 5 references) using APA reference format that contains sources that pertain to the development of a professional LinkedIn profile. Search for these sources in academic journals. This list is due in class the same day via OWL.

Sport Event Analysis (10%):

The purpose of this written assignment is to provide a critical analysis of a live sporting event from a marketing perspective. Your reflection should be experiential in nature, but make sure to comment on the "delivery" of the product and the service quality from start (i.e., ticket purchase and promotion of the event) to finish (i.e., exiting the venue), attention to Equity, Diversity, and Inclusion (EDI), etc. The assignment is due on **Wednesday, November 30** via OWL.

Assignments must be typewritten using Times New Roman 12-point font and double-spaced with 1.25 inch left/right margins and 1 inch top/bottom margins. Length should be approximately five to six pages excluding the title page. The title page should include the title of the assignment, your name, and your student number, but should **not** include a page number. Begin numbering your pages on the first page of the text, which will be page 2.

Number your pages in the top right corner.

Field Trip Critical Reflection (15%):

Pending the COVID-19 scenario, a field trip will be taken to the Canadian Baseball Hall of Fame in St. Mary's (35 minutes by car) during class time on **Wednesday, October 26**. Admission is \$10. The assignment will consist of a written critical reflection of the museum from a marketing perspective. Include content related to Sport Tourism, as well as EDI. This reflection is due via OWL by noon **Wednesday, November 2**.

Assignments must be typewritten using Times New Roman 12-point font and double-spaced with 1.25 inch left/right margins and 1 inch top/bottom margins. Length should be approximately five to six pages excluding the title page. The title page should

include the title of the assignment, your name, and your student number, but should **not** include a page number. Begin numbering your pages on the first page of the text, which will be page 2.

Number your pages in the top right corner.

Social Media Assignment (15%):

This assignment entails selecting a Canadian athlete OR sport team executive/commissioner and following their social media presence for six weeks. Pay attention to whether (and how) they use this presence to advocate for and amplify EDI. At the completion of the six weeks, you will deliver a 10-minute critical analysis of the athlete's social media presence in class on **Wednesday, November 9**. No more than one student may do the same individual, hence athlete/team/executive selection will be approved by Professor Danylchuk on a first-come first-served basis.

Marketing Pitch (20%):

Students will work in pairs to develop a new product (i.e., sport/fitness/health/recreation good or service) over the semester that they will pitch to a panel of judges on **Wednesday, November 23**. The concept of the pitch will be similar to "Shark Tank" and "Dragon's Den". In your pitch, pay attention to integrating EDI considerations specific to marketing, be it reaching a diverse audience, ensuring your marketing is accessible to all, etc.

The pitch will be restricted to five minutes, but teams must be prepared to answer questions and solicit support from the judges following the pitch. The grade will consist of the average of the judges' scores.

Research Paper (30%):

Students will prepare an extensive, well researched/referenced paper on a sport marketing topic of one's choice (one student per topic). A research study or development of a case study may also be done.

A written proposal of approximately two pages should be submitted to Dr. Danylchuk no later than **Wednesday, October 26**. The proposal is not graded, but rather ensures that forethought has been given to the purpose, rationale, sources, and general outline of the paper so that Dr. Danylchuk can provide some upfront feedback.

The final paper must be typewritten using double spacing, 12-point Times New Roman font, and must conform strictly to APA (7th ed.) guidelines. Length should be no more than 30 pages including references and title page. Do not include an abstract. Number pages in the top right corner. Evaluation will be based on content, writing style, and adherence to APA guidelines. Turnitin.com plagiarism software will be used. Due date is **Thursday, December 8**, which will allow last-minute edits following the **Wednesday, December 7** class presentations.

Students will prepare a 10-minute (excluding a 5-minute question period) presentation of their paper for **Wednesday, December 7**. Evaluation will be based on the quality of the content, the ability to effectively communicate the information to the class members,

and the competency in answering questions. The use of audio-visual aids is highly recommended.

Course Schedule: subject to modification

Sept. 14	Introductions Course expectations Introduction to Sport Marketing Student internship presentations
Sept. 21	Presentations of LinkedIn profiles Understanding the sport consumer
Sept. 28	Sport product
Oct. 5	Branding and licensing
Oct. 12	Pricing
Oct. 19	Place and distribution
Oct. 26	Field trip to Canadian Baseball Hall of Fame– research paper proposal due
Nov. 2	No class due to Fall Study Break – Field trip reflection due by noon
Nov. 9	Social media presentations – submit slides by 9:30 am
Nov. 16	Promotion – advertising & sponsorship
Nov. 23	Marketing pitch presentations, Sponsorship, promotions, public & media relations
Nov. 30	Sport event analysis due
Dec. 7	Individual research paper presentations – research paper due next day

Course/University Policies

- 1. Lateness/Absences:** Assignments are due as per the deadline date and time. A late penalty of 2% per day will apply, except under medical or other compassionate circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. Assignments should be submitted in electronic format via the OWL site.
- 2. Academic Consideration:** Students who require academic or religious accommodation should provide notification and documentation in advance of due dates, stating specific reasons and dates.
- 3. Grades:** Where possible, assignment objectives and rubrics will be posted on the course OWL site. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, please make an appointment with your professor and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculation errors should be brought to your professor's attention immediately. Fifteen percent of course grades will be posted by the last day to drop a course.
- 4. Scholastic Offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism: Students must write their essays and assignments in their own words. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in the course, or your expulsion from the university. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>)

Re-submission of Previously Graded Material: Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

5. **Formatting:** American Psychological Association (APA) is the approved style of writing for all assignments produced for this course. Please refer to Western University Library webpage for information on citation style and format or consult the APA publication manual: Publication manual of the American Psychological Association (7th ed.). (2020). Washington, DC: American Psychological Association.

6. **Classroom Etiquette:** Class will begin promptly at the time specified at the top of page one of this syllabus.

7. **Recording of Lectures:** Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

8. **Use of Electronic Devices:** Laptops for the purpose of typing lecture notes are permitted in class, but please be respectful to your fellow students and turn the sound off. Engaging in non-class activities, such as watching videos on YouTube.com and updating your social media status, are considered disrespectful to both the instructor and other students.

9. **Contingency Plan for Pivoting from In-person to 100% Online:** In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

10. Student Code of Conduct: The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit: <http://www.uwo.ca/univsec/board/code.pdf>

11. Support Services: There are various support services around campus and these include, but are not limited to:

Health and Wellness – <http://www.health.uwo.ca>

Student Development Centre - <http://www.sdc.uwo.ca/ssd/>

Student Health - <http://www.shs.uwo.ca/student/studenthealthservices.html>

Registrar's Office - <http://www.registrar.uwo.ca/>

Ombudsperson Office - <http://www.uwo.ca/ombuds/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.”

Student Accessibility Services:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.