

**Florida International University**  
Department of Leadership and Professional Studies  
**Spring Semester, 2014**

**LEI 4560: Leisure Service Marketing**  
**Sec 1 – TuTh 9:30-10:45**

**Instructor:** Hyejin Bang, Ph.D.

**Office Phone:** 305-348-1411

**Class Meetings:** Paul Cejas Architecture 180

**Office Hours:** T 10:45am-1:15pm &  
Th 10:45am-1:15pm

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**Office:** ZEB 339A

**Required Text:**

- Mullin, B. J., Hardy, S., & Sutton, W. A. (Eds.) (2007). *Sport Marketing* (3<sup>rd</sup> Ed.). Champaign, IL: Human Kinetics.

**Optional Supplement:**

- *Street & Smith's Sports Business Journal*

**Course Description:**

The purpose of this course is to further explore the principles of marketing and how these concepts relate to the context of sport. Major components to be stressed will be the uniqueness of marketing sport, the sport product's attributes, in-depth analysis of the four P's of marketing, sport marketing's fifth P, and the interaction of marketing principles.

**Method of Instruction:**

This is a lecture course with a liberal dose of in-class student participation. Media, writing, reading, projects, discussion, independent exploration, and testing further support the learning objectives.

**Course Objectives:**

Students will be able to:

- Identify historical and global perspectives of the sport industry and how marketing efforts have helped to shape its current niche.
- Demonstrate and describe the unique aspects of the sport product.
- Demonstrate an understanding of the role of research in sport marketing.
- Define the four (five) P's of marketing and comprehend the interaction among the P's.
- Research and explain current literature in relation to sport marketing.
- Develop a marketing plan for a sport product or service.
- Understand and analyze consumer behavior and research tools.
- Understand sport fan identification.
- Identify and analyze target market segments specific to sport.
- Define, explain, & apply principles of the preparation of the marketing proposal.

**Class procedures:**

- Assigned readings and other assignments are to be completed **PRIOR TO CLASS** to provide the knowledge base necessary to actively participate in discussion and allow for a greater understanding of lecture material. Students are expected to actively participate in class discussions. In addition to attendance and daily preparation, students are expected to be active and respectful in sharing personal thoughts, opinions, and experiences.

- All work must be turned in at the BEGINNING of class, not after or during. You may, of course, turn in any assignment earlier than the due date.
- A portion of class will be spent discussing ideas and concepts. Every class is influenced by the fact that students come from widely diverse backgrounds and hold varying opinions and viewpoints. Whether you agree or not, all opinions are important in this class. Racism, sexism, homophobia, ageism and any other forms of bigotry will not be tolerated.

**Make-up or Late Assignments:**

Late assignments will not receive full credit without prior approval of the instructor. In situations of extreme emergency, please contact the instructor as soon as possible to see about accommodations. Documentation for absences involving make-up work will need to be provided by the student to the instructor in a timely manner.

In general, late assignments will be penalized in the following manner:

- ✓ Turned in on the same day, but after class has begun – 10 point deduction
- ✓ Turned in the day (weekday, not class day) after an assignment was due – 20 point deduction
- ✓ Turned in two days after an assignment was due – 40 point deduction
- ✓ All assignments turned in more than two days past their due date will receive a 0.

**All assignments must be turned in to receive a grade in the class. If you miss any single assignment or exam, you will receive an F no matter what.**

Other activities, which should warrant a make-up exam, include intercollegiate sports (F.I.U. Athletic teams, not intramurals), student government, University band or concert orchestra etc. These students may be excused for games and team travel only with written approval on the appropriate F.I.U. form. It is the student’s responsibility to inform the instructor in advance of any such conflicts. Make-up exam times will be scheduled jointly between the student and instructor.

**Grading Scale:**

93%-100%	A	74%-76%	C
91%-92%	A-	71%-73%	C-
87%-90%	B+	67%-70%	D+
84%-86%	B	64%-66%	D
81%-83%	B-	61%-63%	D-
77%-80%	C+	61% and below	F

A -- achievement that is outstanding relative to the level necessary to meet course requirements.

B -- achievement that is significantly above the level necessary to meet course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

F (or N) -- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I – (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

**Students with Disabilities:**

Any student in the class who has a documented visual or physical impairment, hearing disability or any other handicap covered by the University's Services for Students with Disabilities should contact me during the first week of class to discuss and arrange any instructional accommodations that may be necessary.

**Workload:**

One conventional credit is hereby defined as equivalent to three hours of learning effort per week, averaged over an appropriate time interval, necessary for an average student taking that course to achieve an average grade in that course. This is a three credit course, which on a normal semester equates to **nine hours per week**. You will be in class approximately three hours per week, which leave six hours of work that is expected of you outside of class time. Doing the math, this would equate to 135 hours of work expected for an **average** student to receive an **average** grade over the course of one semester.

**Scholastic Dishonesty:**

Florida International University defines scholastic dishonesty as: "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis." **Academic dishonesty in any portion of your academic work for this course shall be grounds for FAILURE for the entire course.**

**Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

Sexual harassment by or toward a member of the University community is prohibited. A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

**Items for Evaluation:**

<u>Item</u>	<u>Points</u>	<u>%</u>
Class Attendance	70	14%
Chapter Presentation	45	9%
Readings	45	9%
Fan Survey	65	13%
Sport Marketing Plan/Presentation – Report; Presentation	100	20%
2 Midterms	100	20%
Final Exam	75	15%
Total	500	100%

**CLASS ATTENDANCE** (70 points)

Attendance in this class is mandatory for all students.

- Students will have **two** free absences. From the third absence, ten (10) points will be deducted from the participation score. **From the seventh absence** including two free absences, you will get an F no matter what. (*This rule will be STRICTLY applied*)
- 2 late attendances are equal to 1 absence.
- School sanctioned- event, religious holiday, and death in family are only regarded as official absences.

Class participation will be crucial in this class. All students are expected to come to class and be prepared to participate during each class session. Prior to coming to class it is required that you read the assigned chapters. During each class, your full participation is required (e.g., group activities, asking questions, making comments, and offering observations during class).

**CHAPTER PRESENTATION** (45 points) – Students (6) will select an issue or part from the selected chapter, do outside in-depth research, and present to the class (10-15 minutes). This is a power-point format presentation, and the power-point slides should be prepared before the class begins (**The power-point file should be turned in to the professor at least 24 hours before the class**). The presenters will be the expert on the selected issue/part and possibly engage the class in activities and questions etc.

**READINGS** (45 points) – On the designated days, classes will have a discussion of selected articles from *sports-related journal* (e.g., Street & Smith’s Sports Business Journal, Sports Illustrated, ESPN, etc). In groups of six (6), students will select an article and lead the discussion relating to whichever aspect of sport marketing. The student is required to notify which article will be discussed to other students 48 hours before the class (\* Please email a copy of the article to the professor who will forward your article to all classmates). The leader should have a list of 7-10 questions to promote discussion on each article (the questions will be turned in to the instructor at least 24 hours before the class). The questions must be discussable; **avoid yes-no and short-answer questions**. It is expected that all students will come to class prepared to discuss the assigned articles.

**FAN SURVEY** (65 points) – The purpose of this assignment is to give students (6) the opportunity to visit a FIU sporting event/activity and evaluate the key elements comprising the sport experience based on information learned during lectures/discussion. Your task is to apply classroom material to a real-world sport/leisure setting. For this assignment, you need to visit/attend a FIU sporting event or facility and perform a qualitative/quantitative assessment of the spectator/participant experience. By analyzing

the service components and noting their impact on consumer behavior, you should heighten your understanding of sport consumers' reactions to the activity or event.

- Each team will attend one FIU sporting event and collect data.
- Students will administer the survey, summarize the findings, and make recommendations to the FIU athletic department.
- Data Collection from more than 50 individuals at the game (Sample size > 50).
- Due Date: **TUESDAY, MARCH 4th, 2014.**
- Total Points: 65 points
- Submit peer evaluation.

### **Part 1 – Question item generation**

#### Option A (Taking interviews)

The intention of the interview is to find out (a) what influences the sport consumers/fans decision to take part in the activity or event, and (b) how they rate their overall service/experience. Try to interview at least 5 people. Make note of the demographic characteristics of the people you interview (e.g., gender, race, age, major, marital status, etc.).

Specific lines of inquiry will depend upon the nature of the event/activity you elect to attend. Samples of some of the questions you will want to ask include:

- How often do you attend this type of activity or event? (Season tickets, membership, etc.)
- How did you learn about this activity or event? What advertising strategies do you think would be most effective in attracting more participants/fans/
- What is it that really attracts you to this activity/event? What attracts others?
- What aspects of the activity/event do you find most appealing?
- What aspects of the activity/event do you find least appealing?
- Does the treatment of the staff, ushers, personal trainers, traffic control/parking personnel, ticket handlers, etc. influence your satisfaction with your experience? Why or why not?
- Does the physical environment/facility layout influence your experience? How does the signage, restroom access, seating access, seating comfort, etc. impact your experience?
- Do other participants/fans influence your satisfaction experience?
- If you could change one aspect of this activity or event, what would you change?

#### Option B (Use of questionnaire - Survey)

The intent of the survey is to find out (a) what influences the consumers/fans decision to take part in the sport activity or event, and (b) how they rate their overall service/experience. Review literatures (books & articles) and identify at least 4 to 5 factors (that will need 15 to 20 question items) that significantly influence consumption of sport of your interest (you will have to provide references for all of the items you identified in the final report). Include demographic items separately at the end of the questionnaire such as gender, race, age, major, marital status, etc. Specific lines of inquiry (e.g., cover letter - Introduction) will depend upon the nature of the event/activity you select to attend. **The instructor will provide a template, and you should use to construct your own questionnaire.** Below is a short version of a sample.

The purpose of this following question is to identify what factors motivate your consumption of televised sports. Please rate the manner in which you agree with the following statements using the scale ranging from “Strongly Disagree” (1) to “Strongly Agree” (7):

(SAMPLE: this is a **PARTIAL** presentation of a questionnaire)

Items	Scale						
1. I always watch the games of my favorite team	1	2	3	4	5	6	7
2. The success of my favorite team/athlete is important to me	1	2	3	4	5	6	7
3. I feel elated for hours after a victory by my favorite team(s)	1	2	3	4	5	6	7
4. I feel proud when my favorite team plays well	1	2	3	4	5	6	7

**Note.** Items are randomly ordered to secure reliability

Option C (A combination of interview and survey)

I would recommend you conducting interviews with a few stakeholders first, which will help you focusing on specific factors that influence their decision to consume sports (i.e., game attendance, product purchase, media consumption). Then, based on the information, create a questionnaire and use it to collect data from larger group of sport consumers who attend, purchase, or view/read/listen. The rest of procedure is the same as above.

## Part 2 - Personal Assessment

In addition to capturing the fans'/participants' experiences through the interviews, you should also appraise each service performance area for yourself from a critical marketing perspective. How effectively did the service personnel (attendants, ushers, and concessionaires) perform their tasks? Was the event staff knowledgeable, enthusiastic, and hospitable? Are there ways in which the services could be managed or performed more effectively? How does the service performance influence consumers' behaviors and their evaluation of the experience? Were you satisfied with the overall experience?

## Part 3 – Data Analysis

1. Data analysis
  - a. Technique (e.g., descriptive statistics such as mean, standard deviations, frequency, correlations)
2. Use of software (e.g., Excel, SPSS)
3. Try to utilize graphic functions (e.g., bar chart, pie chart)

## Part 4 - Written Report

As you prepare the written presentation of your interviews, personal evaluation and/or survey, report your findings by including quotes from the participants/fans, and summarize your impressions by placing emphasis on the evaluation rather than mere descriptions. Be sure to tie your evaluations to the things that we have learned in class. Also, be sure to conclude your paper with some marketing recommendations that seem appropriate for improving the fan/participant experience and the process of service delivery. The final written report should consist of following sections:

- A. Cover Page
- B. Table of Contents
- C. Summary
- D. Objectives
- E. Description of Participants
- F. Data Collection Procedures

- G. Survey Instrument (questionnaire)
- H. Data Analysis (statistical techniques used)
- I. Results
- J. Recommendation (Be specific and provide an example(s) for each of your recommendation.)
- K. Appendices (Attach your questionnaire, all surveys collected, etc.)

**Other Important Considerations:**

- Your report should be TYPED (**Times New Roman, 12 fonts**) on an 8½ x 11 size paper. The text should have **1.0 inch** for the left margin **and 1.0 inch** for the rest of surrounding margins.
- The text needs to be SINGLE spaced.
- Although 8-10 page (counting only text pages) is preferred LENGTH for your report, more pages are acceptable (possibly considered for more credit points if presents with the same or better quality).
- Do spelling and grammar checks.

◆ **When writing a review:**

- Give a KISS (Keep It Simple Silly)
- Develop an outline
- Use appropriate headings and subheadings
- Pay attention on the degrees of importance related to identified issues
- Be critical
- Be complete
- Use proper citations and quotations (try not to use quotations – paraphrase and cite)

**TWO MIDTERMS** (100 points: 50+50) – Two midterms will be given over the course of the semester. They *will NOT* be cumulative. The format will be a combination of multiple choice and true/false.

**FINAL EXAM** (75 points) – Final exam will be given to measure the student’s knowledge, comprehension, and application skills. The exam will cover lectures and readings from the book. The final exam *will* be cumulative. Exams will be a multiple choice and true/false. A comprehensive exam review will be conducted the week before Final Exam, and an emphasis will be on demonstrating knowledge of sport marketing.

**SPORT MARKETING PLAN** (100 points)

Each group composed of six (6) students will develop a marketing plan for their new Major League Baseball team in Las Vegas. You will give a 20 minute presentation that focuses on your marketing plan. The groups will also submit a 10-12 page written paper that addresses all areas, whether they are covered in the presentation or not. This does not have to be in a traditional paper format, but all areas must be covered. The groups may or may not have enough time to discuss all of the below areas during their presentation.

• **Your Marketing Plan should include the following:**

1. General Information
  - Team Name
  - Logo & Mascot
  - Team Colors
  - Hat Design/Jersey Design

- Be creative & original with the above list, but remember too creative or too original will restrict sales (not too many teams sport pink and green, and it's for a reason)
      - Think about what will make me buy these products after the inaugural season is over
    - Stadium Seating Capacity & Breakdown (General seating, club, suite)
      - Look at typical stadiums and make your assumptions
      - Will you add any unique touches to the stadium?
2. Pricing
- What will you charge for ticket prices? Club seats? Suites? Etc?
    - Is that higher, lower, or the same as similar teams and why?
    - What types of season ticket packages will you offer?
    - Will you charge for PSLs?
  - What will you charge for concessions? Alcohol?
    - Is that higher, lower, or the same as similar teams and why?
    - Will you offer different food in the club and suite level than the general seating? Why? What? How?
3. Promotion Plan (local, national, international)
- If local (why not expand?); If national (different campaigns for different regions?)
    - How would strategies differ for the different regions?
  - What is your promotional strategy?
    - Slogans, advertisements, etc.
    - Will you focus on player, team, excitement of going to a game, etc.?
  - How will you get your message across?
    - What mediums (print, television, internet, etc.) will you use and how will you use them?
  - What types of promotions will you use to entice fans to come to specific games?
    - Bobble heads, free hats, schedule magnets, etc.
4. Sponsorships
- What corporate sponsorships do you think you will be able to obtain?
    - Remember partnering with Casinos and Gambling-related enterprises is forbidden.
    - Look locally and nationally
    - What will you offer in return for these sponsorships?
      - Will they be able to have corporate events at the stadium? Promotional nights? Be coupled with specific marketing programs (i.e. Baseball 101, etc.)?
  - How much and how long will these contracts be for?
    - This will require research, this should not just be based on anecdotal evidence, but facts gleaned either from MLB information, salient articles, or research journals (how to access these journals will be covered in class)
    - This must be realistic and based upon the current economic market
5. Target market
- Who is it and why?
    - Does this make sense?
  - Supporting Data



- This will require research, this should not just be based on anecdotal evidence, but facts gleaned either from company information, salient articles, or research journals (how to access these journals was covered in class)
6. A presentation of a Timeline for implementation/plan of action.
  7. A discussion of methods of Evaluating the plan/marketing strategies (e.g., sales analysis, # attendance, brand awareness).

*The marketing plan should be thorough and detailed enough so that the organization to which it is submitted could actually implement the plan based on the information and suggestions contained therein.*

#### **Oral presentation of Marketing Plans (40 Points)**

- Students should be prepared to make a professional 20 minute oral presentation using Power Point software to the class. Any group exceeding their time limit will be penalized. Presentations must be professional. You should treat this experience like a competition (you will be competing against other “agencies” to win the “contract”). The group that wins will be awarded extra credit points for the project. Grades will be determined by the quality of work and presentation, not solely by the competition, and assigned at the instructor’s discretion. Additionally, all group members will have the opportunity to evaluate their colleagues’ performances. Each group member must contribute to the oral presentation. Oral presentations will be given on **April 8<sup>th</sup>, 10<sup>th</sup> and 15<sup>th</sup>**.

#### **Written guidelines for Marketing Plans (60 Points)**

- The marketing plan should be approximately **10~12 pages (not including title page, references, figures, or tables)**, typed and double spaced with pages numbered.
- You should be creative and innovative, using any graphics that will supplement your ideas, and the overall presentation of the plan.
- Each group member is expected to contribute to the overall written plan in an equitable manner. At the conclusion of the presentations, each student will be asked to evaluate the contribution of each group member to the written plan.
- The marketing plan is worth 100 points and will be graded based on the content/substance, accuracy of information, creativity, integration of strategic marketing concepts, and overall presentation of the information.
- Written plans are **DUE Thursday, APRIL 17th, 2013**.
- Each group should submit one copy of the written plan and one electronic file (email attachment).
- Please complete and submit your peer evaluation.

\* All assignments must be turned in (**typed and stapled/bound**).

\* All assignments and exam dates are subject to change **with notice** from the instructor

**TASKSTREAM** – This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- \* How to purchase a new account
- \* How to enroll into the program/course
- \* How to upload your artifact
- \* How to document your field hours

\* Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

\* COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is LEI 4560-U01

Please sign up for an account in the first week of the class.

For help, go to:

\* TaskStream - 1-800-311-5656, help@taskstream.com

(Monday – Thursday, 8:00 am – 11:00 pm ET, Friday, 8:00 am – 7:00 pm ET)

\* COE Taskstream Website - <http://education.fiu.edu/taskstream/>

\* COE IT Department, ZEB 269 - 305-348-6305, coesupport@fiu.edu

\* COE Computer Lab, ZEB 165 - 305-348-6134

\* All students in courses with critical tasks on Taskstream must purchase accounts and upload artifacts

\* Faculty must specify in course syllabi the Taskstream assignment, rubric, and upload policy

\* If pedagogically feasible, students should upload course artifacts two weeks before the end of classes; final deadline for all uploads is 48 hours before grades are due

\* Students who earn an “Unacceptable” rating on the course critical task will be provided with one (1) remediation to achieve the Acceptable level. If students are unable to achieve Acceptable, the rating of “Unacceptable” will remain and students will receive a non-passing grade in the course

\* Students who fail to upload artifacts by the deadline will receive an “I” (Incomplete) or a non-passing grade in the course, at the discretion of the instructor

\* Faculty must provide final Taskstream evaluation before final grades are submitted

\* Taskstream will be inactivated by the end of the first week of the subsequent semester and students who have not uploaded as required will no longer be able to do so without email confirmation from the instructor

### Class Schedule:

No	Date		Topic	Required Reading
1	Jan 7	T	Syllabus & Introduction to the course	
2	Jan 9	Th	The Special Nature of Sport Marketing	Ch. 1
3	Jan 14	T	Strategic Marketing Management	Ch. 2
4	Jan 16	Th	Studies of Sport Consumers <i>Chapter Presentation 1</i>	Ch. 3
5	Jan 21	T	Perspectives in Sport Consumer Behavior	Ch. 4
6	Jan 23	Th	Perspectives in Sport Consumer Behavior	Ch. 4
7	Jan 28	T	Data-Based Marketing and the Role of Research in Sport Marketing <i>Reading 1</i>	Ch. 5
8	Jan 30	Th	Market Segmentation <i>Chapter Presentation 2</i>	Ch. 6

9	Feb 4	T	The Sport Product <i>Reading 2</i>	Ch. 7
10	Feb 6	Th	Managing Sport Brands	Ch. 8
11	Feb 11	T	<b>Midterm I</b>	(Ch. 1 – Ch. 8)
12	Feb 13	Th	Licensed and Branded Merchandise	Ch. 9
13	Feb 18	T	Pricing Strategies <i>Reading 3</i>	Ch. 10
14	Feb 20	Th	Promotions <i>Chapter Presentation 3</i>	Ch. 11
15	Feb 25	T	Promotions <i>Chapter Presentation 4</i>	Ch. 11
16	Feb 27	Th	Sales <i>Reading 4</i>	Ch. 12
17	Mar 4	T	Promotional Licensing and Sponsorship <i>Chapter Presentation 5</i>	Ch. 13
			<b>Fan Survey Due</b>	
18	Mar 6	Th	Place or Product Distribution <i>Chapter Presentation 6</i>	Ch. 14
	Mar 11	T	Spring Break	
	Mar 13	Th	Spring Break	
19	Mar 18	T	Electronic Media <i>Reading 5</i>	Ch. 15
20	Mar 20	Th	<b>Midterm II</b>	(Ch. 9 – Ch. 15)
21	Mar 25	T	Public Relations <i>Reading 6</i>	Ch. 16
22	Mar 27	Th	Coordinating and Controlling the Marketing Mix <i>Chapter Presentation 7</i>	Ch. 17
23	Apr 1	T	The Legal Aspects of Sport Marketing <i>Reading 7</i>	Ch. 18
24	Apr 3	Th	The Shape of Things to Come	Ch. 19
25	Apr 8	T	Presentation (Team A & B)	
26	Apr 10	Th	Presentation (Team C & D)	
27	Apr 15	T	Presentation (Team E & F)	
28	Apr 17	Th	<b>Sport Marketing Written Plan Due</b>	
29	Apr 22	T	<b>Final Exam (9:30am - 11:30am)</b>	(Ch. 1 – Ch. 19)