

Implementation date
Fall 2009

PROGRAM CONCENTRATION: Marketing, Sales & Service
CAREER PATHWAY: Sports & Entertainment Marketing
COURSE TITLE: Introduction to Sports & Entertainment Marketing

COURSE DESCRIPTION: This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact it has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skills, Selling, Marketing-Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization.

To increase the number of application experiences, students should participate in work-based learning activities and the student organization, (DECA, An Association of Marketing Students). It is highly advantageous for students to participate in a school-based enterprise where available.

INTRODUCTION TO THE SPORTS AND ENTERTAINMENT MARKETING INDUSTRY

Students will explore the sports and entertainment marketing industry and analyze the financial and economic impacts.

MKT-SEM-1. Students will interpret marketing concepts as they apply to sports and entertainment marketing.

- a. Define marketing, sports marketing, and entertainment marketing.
- b. Explain the marketing functions as they relate to each area of sports and entertainment marketing.
- c. Describe the “four p’s” of sports and entertainment marketing.
- d. Define marketing segmentation and its components.

Academic Standards:

ELA10C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of convention and grammar in both written and spoken formats.

SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.

MKT-SEM-2. Students will apply concepts and processes associated with successful financial planning in sports and entertainment marketing.

- a. Explain the relationship between sports and entertainment marketing and their impact on the economy.
- b. Discuss the profit motive and describe economic utility as it applies to sports and entertainment marketing.
- c. Discuss funding and revenue sources for sports and entertainment businesses (i.e. corporate sponsorships, private investors, bank loans, etc.)
- d. Discuss pricing strategies used to increase sales in sports and entertainment marketing (i.e. personal appearances, contests, giveaways, etc.).

Academic Standards:

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MM2D2 Students will determine an algebraic model to quantify the association between two variables.

SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.

SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

SPORTS AND ENTERTAINMENT MARKETING INDUSTRIES

Students will compare and contrast the important concepts of the sports marketing and entertainment industries.

MKT-SEM-3. Students will differentiate between the components of the sports marketing industry.

- a. Differentiate between professional sports and amateur sports.
- b. Analyze international sports and activities.
- c. Discuss the economic impact of global marketing as it applies to international sporting and entertainment events.

Academic Standards:

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MKT-SEM-4. Students will analyze the field of marketing as it relates to the elements of the entertainment industry: television, radio, music, movie, theater, and fine arts.

- a. Examine the history of each element and its relationship to the economy.
- b. Develop a timeline for each element.
- c. Examine the current economic impact of each element within the local, national, and international markets.
- d. Compare and contrast the current marketing trends of the elements.

Academic Standards:

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.

SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

SELLING AND PROMOTION

Students will examine the elements of selling and promotion.

MKT-SEM-5. Students will interpret the elements of the selling process as they relate to sports and entertainment marketing.

- a. Identify various sales methodologies used in sports and entertainment marketing (i.e. personal selling, TV, radio, newspaper, web, telemarketing, etc.).
- b. Explain strategies for attracting secondary sales (i.e. advance ticket sales and other strategies for getting highly sought tickets).
- c. Explain the difference between ticket brokers and ticket scalpers.
- d. Evaluate the impact of competition as it applies to a profitable event.
- e. Explain sales activities used to generate profit at an event (i.e. memorabilia, sponsorships, media guides, and advertisement space).
- f. Identify the various methods of ticket processing (i.e. telephone orders, internet orders, will call windows, comp tickets, etc.)

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Academic Standards:

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.

SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

MM2D2 Students will determine an algebraic model to quantify the association between two variables.

MKT-SEM-6. Students will differentiate between the elements of promotion: sales promotion, advertising, personal selling, public relations and publicity.

- a. Define each element of promotion.
- b. Compare and contrast the elements.
- c. List the advantages and disadvantages of each element of promotion.
- d. Explain how the promotional elements effect economic growth.

Academic Standards:

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.

RISK MANAGEMENT AND SPORTS ENTERTAINMENT LAW

Students will investigate risks and legal and ethical behaviors associated with the sports and entertainment marketing field.

MKT-SEM-7. Students will examine the elements of risk associated with the industry of sports and entertainment marketing.

- a. Define risk.

- b. Describe the categories of risk.
- c. Analyze the four strategies for risk management.
- d. Explain the need for sport/event insurance.

Academic Standards:

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

MKT-SEM-8. Students will interpret the legal and ethical behaviors as they relate to the sports and entertainment marketing field.

- a. Define ethics.
- b. Discuss the impact of unethical behavior.
- c. Discuss the need for contracts.
- d. Describe the importance of copyright laws.

Academic Standards:

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

COMMUNICATION

Students will examine the importance of communication and presentation skills needed for the sports and entertainment industry.

MKT-SEM-9. Students will incorporate communication and presentation skills into sports and entertainment activities.

- a. Identify methods of communication.
- b. List the steps necessary to prepare multimedia presentations.
- c. Demonstrate effective speaking skills.
- d. List trade journals, periodicals, and online resources for professional development.

- e. Describe methods of communication that may be used to conduct business with clients and vendors.

Academic Standards:

ELA11W3 The student uses research and technology to support writing.

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

DISTRIBUTION

Students will formulate appropriate channels of distribution.

MKT-SEM-10. Students will arrange appropriate and efficient channels of distribution for sports and entertainment events.

- a. Explain the distribution systems for sports and entertainment marketing events.
- b. Explain the distribution process as it applies to the various elements: television, radio, music, movie, theater, and fine arts.
- c. Explain the concept of vertical integration in the sports and entertainment industry.

Academic Standards:

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

CAREERS IN SPORTS AND ENTERTAINMENT MARKETING

Students will explore the various career opportunities within the sports and entertainment industry.

MKT-SEM-11. Students will investigate career choices in sports and entertainment marketing.

- a. Analyze current trends in sports and entertainment marketing (i.e. street marketing, viral marketing, niche marketing, and grass roots and guerilla marketing).
- b. Investigate careers in sports and entertainment marketing.
- c. Discuss the skills and preparation needed for a chosen career in sports and entertainment marketing.

- d. Create and execute a career presentation.

Academic Standards:

ELA11W3 The student uses research and technology to support writing.

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

MARKETING PLAN

Students will develop, implement, and present a marketing plan.

MKT-SEM-12. Students will compose a sports and entertainment marketing plan.

- a. Determine the components of a sports or entertainment marketing plan.
- b. Explain the role of promotion in a sports or entertainment marketing plan.
- c. Explain the role of sponsorship in a sports or entertainment marketing plan.
- d. Develop a sports or entertainment marketing plan.

Academic Standards:

ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:
Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

Establishing Context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit in order to be to be successful. As core standards for all career pathways in all program

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concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

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CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

Marketing, Sales, and Service
National Cluster Knowledge and Skill Standards
Sports and Entertainment Marketing

| National Standard (National Business Education Curriculum Standards/NBEA) | Sports and Entertainment Marketing |
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| <p>Communications Pathway</p> <p>Performance Element: Evaluate the effectiveness of the marketing-communications mix to make product-mix decisions.</p> | <p>MKT-SEM-1 Interpret marketing concepts as they apply to sports and entertainment marketing.</p> |
| <p>Communications Pathway</p> <p>Performance Element: Implement accounting procedures to track money flow and to determine financial status.</p> <p>Performance Element: Manage financial resources to ensure solvency.</p> <p>Performance Element: Employ pricing strategies to determine optimal prices.</p> <p>Performance Element: Assess pricing strategies to identify needed changes and to improve profitability.</p> | <p>MKT-SEM-2 Apply concepts and processes associated with successful financial planning in sports and entertainment marketing.</p> |
| <p>Communications Pathway</p> <p>Performance Element: Implement organizational skills to facilitate work efforts.</p> | <p>MKT-SEM-3 Differentiate between the components of the sports marketing industry.</p> |
| <p>Communications Pathway</p> <p>Performance Element: Plan marketing-research activities to ensure appropriateness and adequacy of data-collection efforts.</p> <p>Performance Element: Design</p> | <p>MKT-SEM-4 Analyze the field of marketing as it relates to the elements of the entertainment industry: television, radio, music, movie, theater, and fine arts.</p> |

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| <p>qualitative marketing -research study to ensure appropriateness of data-collection efforts.</p> | |
| <p>Merchandising Pathway</p> <p>Performance Element: Utilize inventory-control methods to minimize costs and to meet customer demand.</p> <p>Performance Element: Manage distribution activities to minimize costs and to determine distribution strategies.</p> <p>Performance Element: Utilize assortment-mix strategies to create maximum mix of products at minimum cost.</p> <p>Performance Element: Employ visual merchandising techniques to increase interest in product offerings.</p> | <p>MKT-SEM-5 Interpret the elements of the selling process as they relate to sports and entertainment marketing.</p> |
| <p>Communications Pathway</p> <p>Performance Element: Manage media planning and placement to enhance return on marketing investment.</p> <p>Performance Element: Develop and execute an advertising campaign to achieve marketing communications objectives.</p> <p>Performance Element: Utilize publicity/public-relations activities to create goodwill with stakeholders.</p> <p>Performance Element: Employ sales-promotion activities to inform or remind customers of business/product.</p> <p>Performance Element: Manage promotional activities to maximize return on promotional investments.</p> <p>Performance Element: Evaluate</p> | <p>MKT-SEM-6 Differentiate between the elements of promotion: sales promotion, advertising, personal selling, public relations and publicity.</p> |

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| <p>effectiveness of advertising strategies to determine return on marketing investment.</p> <p>Performance Element: Understand promotion activities to show an in-depth understanding of their nature and scope.</p> <p>Marketing Management Pathway</p> <p>Performance Element: Plan and evaluate promotional activities to maximize return on promotional efforts.</p> | |
| <p>Business Administration Core</p> <p>Performance Element: Identify potential business threats and opportunities to protect a business’s financial well-being.</p> | <p>MKT-SEM-7 Examine the elements of risk associated with the industry of sports and entertainment marketing.</p> |
| <p>Communications Pathway</p> <p>Performance Element: Acquire information about business laws and regulations to show command of their nature and scope.</p> <p>Performance Element: Use communication skills to foster ethical interactions.</p> | <p>MKT-SEM-8 Interpret the legal and ethical behaviors as they relate to the sports and entertainment marketing field.</p> |
| <p>Communications Pathway</p> <p>Performance Element: Apply verbal skills to obtain and convey information.</p> <p>Performance Element: Utilize information-technology tools to manage and perform marketing-communications responsibilities.</p> <p>Performance Element: Understand the relationship between marketing and marketing communications to show command of their nature and scope.</p> | <p>MKT-SEM-9 Incorporate communication and presentation skills into sports and entertainment activities.</p> |

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| <p>Marketing Management Pathway</p> <p>Performance Element: Develop channel-management strategies to minimize costs.</p> <p>Performance Element: Assess channel-management strategies to improve their effectiveness and to minimize their costs.</p> | <p>MKT-SEM-10 Arrange appropriate and efficient channels of distribution for sports and entertainment events.</p> |
| <p>Communications Pathway</p> <p>Performance Element: Acquire information about the marketing communications industry to aid in making career choices.</p> <p>Performance Element: Utilize career-advancement activities to enhance professional development in marketing communications.</p> <p>Performance Element: Utilize word-of-mouth strategies to build brand and to promote products.</p> | <p>MKT-SEM-11 Investigate career choices in sports and entertainment marketing.</p> |
| <p>Marketing Management Pathway</p> <p>Performance Element: Utilize planning tools to guide organization's/department's activities.</p> <p>Performance Element: Control an organization's/department's activities to encourage growth and development.</p> | <p>MKT-SEM-12 Compose a sports and entertainment marketing plan.</p> |