

SEATTLE UNIVERSITY.

Strategic Thinking in Sports Business SADL 5910 Course Syllabus – Spring 2019

<i>Course Time and Location</i> Time: 6-9pm Mondays, April 9 – June 11, 2018 Location: Administration 306	<i>Instructor:</i> Ryan Gustafson 425-765-7440 Office Hours – by appointment Email: gustafsonrya@seattleu.edu
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About the Course

Course Description and Overview

After successful completion of this course, students will be able to understand what it means to be a strategic thinker, and how to apply this framework across all parts of the sports business, as well as your own career. Specifically, this course will dive into various verticals of sports business – marketing, ticket sales, sponsorship/media, and finance/venue operations – and show how strategic thinking can be applied to each area. In addition, a portion of the course will be devoted to providing an opportunity for you to be introspective and think about how to use strategic thinking in your careers and lives.

This course will largely be based on cases, putting each of you in the role of the decision maker in applying strategic thinking to real-life decisions. At the conclusion of the course, each student should have a deeper understanding of each sports vertical, but more importantly, how to apply a strategic thinking mindset to decision making.

Texts and articles required:

This course requires students to work continually and diligently throughout the quarter and it is dependent on each student being adequately prepared to discuss each case in class. Listed below are the required reading materials for the course. The textbooks (1 and 2 below) can be purchased from Seattle University Bookstore and any online booksellers. In addition, there will be a packet of cases to purchase from Harvard Business School Publishing, and a link to do so will be sent out following the first class.

1. Foster, G., Greyser, S., & Walsh, B., (2006). *The Business of Sports: Text and Cases on Strategy and Management*. Mason, OH: Thomson Higher Education. ISBN-13: 978-0-324-23384-1 ISBN-10: 0-324-23384-1
2. Rein, I., Shields, B., & Grossman, A. (2015). *The Sports Strategist*. New York, NY: Oxford University Press. ISBN: 978-0-19-026843-5

3. **Articles:** A list of other required articles is on Canvas within the Modules and indicated on the Course Schedule.

4. **Cases:** To be purchased from Harvard Business Publishing. I will send out an email with the appropriate link in the coming days. Once you receive an email from me, you will be able to purchase access directly.

Course Outline:

*Note: Readings subject to change and there will likely be supplemental reading material for each class. Students should always check Canvas for the appropriate reading for upcoming classes

Module 1: Introduction to Strategic Thinking

- Readings:
 - Case: "The Chicago Blackhawks – Greatest Sports Business Turnaround Ever?"
 - HBR's 10 reads on strategy: *What is Strategy?* – Michael Porter
- Module description: This class will introduce strategic thinking with the Porter article providing background on what strategy is, and our class discussion around how it applies to the sports industry. The Blackhawks case is a great introductory look at an organization that had no strategy and very little success, and how it was turned around into one of the most successful organizations in the NHL.

Module 2: Marketing – Understanding and Engaging with Customers

- Reading:
 - Case: "Social Strategy at Nike"
- Module Description: Marketing has changed drastically in the past few years with the shift from traditional advertising mediums to engaging with customers 1-on-1 through social and digital mediums. Nike has been at the forefront of this, transitioning a large portion of its marketing budget to social platforms to have a closer relationship with their customers. We will discuss this change in philosophy and how Nike and other companies use strategic thinking in their marketing activities.

Module 3: Ticketing – Strategic Sales, Pricing, and Inventory Management

- Readings:
 - Case: "Variable Ticket Pricing – Should the Minnesota Twins Catch the Wave?" – Business of Sports textbook pages 295-301
- Module description: Ticket sales is the lifeblood of the team side business and it has seen a dramatic shift in the past 5-10 years due to more analytical approaches to selling, as well as technology and the secondary ticket market. We will discuss how strategic thinking was used as variable pricing was in its infancy, as well as how it applies to other components of ticket sales and inventory management.

Module 4: Sponsorship & Advertising

- Readings:
 - Case: "John Hancock Sports Sponsorship: 1993-2000" – Business of Sports textbook pages 275-286
- Module description: Sports sponsorship is an ever-growing and pivotal part of the sports business. Advertisers continue to pay large sums of money to engage with the fans of teams and leagues to grow brand awareness and avidity. In this class, we will discuss sports sponsorship, and how to use strategic thinking to maximize opportunities, both from perspective of the brand and the team or league.

Module 5: The Changing Sports Media Landscape

- Readings:
 - Case: “Major League Baseball Advanced Media: America’s Pastime Goes Digital”
- Module description: Media rights are one of the biggest sources of revenue throughout all sports. Sporting events are one of the few true appointment-based television programs and escalating media rights support this. However, over the past decade, with the emergence of digital media channels, leagues have faced the challenge of creating and monetizing these mediums. With this case, we will discuss Major League Baseball Advanced Media and how the league approached digital media, as well as the result of their strategic approach.

Module 6: Strategic Financial Thinking

- Readings:
 - Case: “Liverpool Football Club: What is its Current Market Value” – Business of Sports textbook, pages 459-468
 - Case: Dallas Cowboys: Financing a New Stadium” – Business of Sports textbook, pages 418-429
- Module description: Financial analysis has become more important within the sports industry as the business has grown in complexity. The ability to value assets – clubs, projects, players, stadiums, etc. is an important skillset to learn, even if your career doesn’t include finance. In this class, we’ll discuss how assets are valued, as well as an interesting example of how modern venues get financed.

Module 7: Negotiation – the Art and Science

- Readings:
 - Case: “AJ Washington – Retaining an NFL Star”
- Module description: Negotiation is an incredibly useful skill in any part of the sports business or career path. However, its rarely discussed or taught in a class setting. In this class, we will use a sports-related case to learn about the art and science of negotiation, as well as having an in-class negotiation to practice our new skillset.

Module 8: How Analytics Supports Strategic Thinking in Sports

- Readings:
 - “The Sports Strategist” Chapter 5 – Maximizing Revenue with Analytics
 - Review each of the prior cases focusing on analytics
- Module description: Over the last 7-8 years, the use of data analytics to support revenue generation and fan engagement has drastically improved how teams, leagues, and other sports enterprises are run. In this class, we will discuss how analytics supports each of the different verticals of the sports business and applies to each of the cases we’ve discussed thus far.

Module 9: Strategic Thinking on Myself and My Career

- Readings:
 - “How Will You Measure Your Life?” – Clayton Christensen
 - “How Resilience Works” – Diane Coutu

- Module description: In this class, we will spend time being introspective about our careers and lives. This class will intentionally be different and intended to step away from learning specifically about the sports industry to how we can apply strategic thinking in our every day lives. The two readings will provide great examples and a framework to talk about important skills and life lessons to take as you start contemplating your post-graduate plans.

Module 10: Review and Course Wrap-Up

- Readings:
 - TBD
- Module description: This class is intended to be a review of the different modules, discussion of the final paper reflection, and to discuss as a class any extensions of strategic thinking that haven't been covered in the previous nine classes. We will revisit various cases and likely have a guest speaker from a Seattle sports organization

Class Participation and Assignments

Course Assignments:

Class Preparation – 30 points each, 300 points total

Each class will have a set of questions to prepare for our discussion. There will likely be 4-5 questions about the readings, the case, or how strategic thinking applies to the topic. The goal of each weekly assignment is to prepare you to be able to contribute meaningfully to class discussion and express your viewpoints on the subject or case. Your grade won't be dependent on having the "right" answer, as much as it will be on the effort exhibited in the assignment and thought put into each question.

Class Participation – 30 points each, 300 points total

The success of this class is dependent on your contributions to the discussion and ability to debate viewpoints and decisions made in each case. Participation in each class will be evaluated by amount and value of your contribution to the discussion, as well as a few in-class exercises that will be communicated to you ahead of time. I will keep track of each of your participation in class, and update you on your standing in participation along with your class preparation grade each week. The expectation is that you come to class, be prepared to discuss the topic with your viewpoints, and learn from your fellow classmates.

Final Paper – A Personal Reflection, 400 points total

The final paper will be the majority of your grade for this class and based on one simple question – what did you learn in this course and how will you apply it to your career and life? If you stay engaged throughout the semester, take notes and learn from each of the classes, the final paper should hopefully be a fun way to demonstrate how much you learned and took away from the class. The expectation is that this will be a 4-5-page paper, concisely walking through what you learned. The length of the reflection is not as important as the content. You could focus in on one sports vertical that particularly interests you, discuss the strategic thinking framework as a whole, or write about the introspective aspect of the class – the topic is up to you, and all I want to know is what you learned and how it will impact you going forward.

Course Total: 1,000 points

Course Expectations:

To do well in this class, you will probably need to spend **at least** 10 hours per week **outside** of class on the readings, preparing for the quizzes and assignments. Please plan accordingly. The most important aspect of this class is your preparation – reading through the cases in great detail, putting together notes on your thoughts, and coming to class ready to discuss is essential to doing well in this class.

Grading:

Letter grades will be assigned according to the distribution table below: Final Grades will be posted on SU Online by 6pm on June 20th.

93.33%+ = A	76.67+% = C+
90.00+% = A-	73.33+% = C
86.67+% = B+	70.00+% = C-
83.33+% = B	60.00+% = D
80.00+% = B-	00.00+% = F

This graduate-level course requires active participation in class discussions and activities. In addition, high-quality written work is expected. Written work should be clear, logical, grammatically correct, and spell-checked. It should also adhere to APA formatting for citations and references. It should represent the student’s best effort.

SU Mission and Professional Accountability

MISSION STATEMENT:

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- **Care**
We put the good of students first.
- **Academic Excellence**
We value excellence in learning with great teachers who are active scholars.
- **Diversity**
We celebrate educational excellence achieved through diversity.
- **Faith**
We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**
We foster a concern for justice and the competence to promote it.
- **Leadership**
We seek to develop responsible leaders committed to the common good.

Attendance

Students are expected to attend all class days and be in the classroom from 6:00-9:00pm. Please notify Dr. Maylon Hanold (via email, text or phone) prior to the class if you will not be in

attendance due to unforeseen circumstances. Make-up work for missing a class will be determined on a case-by-case basis. Being pro-active and a high degree of personal responsibility are expected.

Accommodations & Student Services

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in the class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University’s Counseling and Psychological Services (CAPS) [(206)-296-6090; <http://www.seattleu.edu/student/counsel/index.asp>] for assistance, support and advocacy. This service is free and confidential.

Academic Integrity

Just as ethics and integrity are important in management practice, academic integrity is important in this course. Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; <http://www.seattleu.edu/registrar/page.aspx?ID=87>

Questions and Out-of-Class Communication

Please direct questions to Dr. Maylon Hanold via email. I will communicate with the class through your SU email. Please check regularly. Also, Canvas is the central place for assignments and course resources. While the course schedule gives you a very good overview of what the readings and assignments are, please check Canvas prior to reading each week for the details. I check email regularly and you can expect a response within 24 hours.

Professional Conduct

Students are expected to arrive to class on time and stay for the duration of the class session. True medical or family emergencies will be dealt with on a case-by-case basis. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class and comments should be aimed at moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options. In addition, **please turn off and put away all cell phones and PDAs prior to class and refrain from texting, emailing or personal web surfing during class.** If you are awaiting an urgent call and need to leave your phone on during class, let Dr. Hanold know prior to class.

Anti-Discrimination Statement

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic

and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.

Course Schedule forthcoming