

MKTG 4910 Sports Marketing and Entertainment
Dr. Tiffany Richardson

Instructor: Dr. Tiffany Richardson

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Course: MKTG 4910 Sports Marketing and Entertainment

Learning Outcomes:

1. Understanding the operational environment in sport-related organizations; functional areas and analytical instruments. Specific characteristics of marketing activities in the sport and entertainment industry.
2. Understanding, analyzing and applying marketing and sponsorship strategies; creating development, launch, and positioning strategies for new products; and decision making related to product, price, distribution and communication variables.
3. Understanding qualitative and quantitative analysis and diagnostic tools for market research.
4. Analyzing and evaluating marketing strategies for sport and entertainment.
5. Optimal management of available resources.
6. Converting ideas/business in the current market.
7. Using technological tools to capitalize on business resources through marketing.
8. Understanding the basic tools of e-Marketing.

Readings are as assigned

These readings will be announced in class but posted to canvas as an effort to keep readings on a single platform, however, there are times that the instructor will email readings of importance to advance the students' knowledge on certain topics.

Course Policies:

1. Students are expected to turn in all assignments on time and in the appropriate format. Any assignment that is turned in late is subject to an automatic 20% reduction in grade. The only exceptions for this are legitimate medical emergencies, which must be communicated to the professor directly. In all other cases, the work must be turned in beforehand. In-class assignments that are missed when a student is absent may not be made up.
2. Academic and personal misconduct will not be tolerated. Please refer to the Seattle University Code of Student Rights, Responsibilities, and Conduct for details. I expect every student to accept and abide by these policies. Additionally, no work may be turned in that was used for a past course, and you may not use another student's work from a previous or current quarter or course.
3. Students are responsible for all class materials, including lectures, discussions, assignments, and readings, even if the material is not directly covered in a class session. Students may be called upon to discuss any assigned material at any time.

You are expected to participate and attend class via zoom. Although there will be some variation in participation from one student to the next, everyone will be expected to take part in class discussions. If you miss more than three classes without a Seattle University approved excuse you will be docked one letter grade.

Submission of Written Assignments

Assignments are listed to the left under the assignments tab/link

All assignments must be typed, double-spaced throughout, with Times New Roman, 12-font and 1 inch margins all around. No work will be accepted that does not adhere to these standards.

- All written assignments must be submitted through Canvas (unless indicated otherwise) by the due dates/times specified in the course schedule. Assignments received by mail, fax, or e-mail will not be accepted, unless arrangements are made with the instructor in advance.
- Reflection Papers that are uploaded to Canvas as a draft receive an automatic 10% reduction in grade. Weekly Drills that are submitted as drafts will not be graded and will be automatic 0's (this only applies when the Weekly Drill is not multiple choice).
- No assignments will be accepted for full credit after the due dates/times. There will be no exceptions to this unless there are extenuating circumstances agreed by the instructor prior to the submission date. Late work will be an immediate 30% reduction in grade, with an additional 10% reduction for each 24 hours that the work is late (unless indicated otherwise above).
- All assignments are due before class – unless otherwise discussed
- APA style should be used for all citations and reference
- Problems with spelling, grammar, and punctuation will result in a lower grade
- You are responsible for keeping a copy of your work, on disk or hard copy, until you have received a grade for the assignment
- All files uploaded to Canvas must include the student's last name in the assignment's file name. **For example:** Weekly Drill 1 (Smith).
- The instructor reserves the right to adjust assignment due dates.

Grading Policy:

GRADING SCALE

Value (%) Letter Grade Performance

100–95 A Superior Performance

94–90 A– Strong Performance

89–87 B+ Very Good Performance

86–83 B Good Performance

82–80 B- Fair performance, but lacks key components

79–77 C+ Marginal Performance

MKTG 4910 Sports Marketing and Entertainment
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76–73 C Minimal Performance

72–70 C– Poor Performance (Does not count toward graduate degree)

69–67 D+

66-63 D Very Poor Performance

62–60 D–

59 or less F Failing Performance

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar Website

(<https://www.seattleu.edu/redhawk-service-center/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning Disabilities

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 this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in **Loyola 100, (206) 296-5740**. Disability-based adjustments to course expectations can be arranged only through this process.

Notice Regarding Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, *Policy on Religious Accommodations for Students* (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf>).”

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as

assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824) University Resources and Policies.

Assignments

1. Informational Interview (10 points each x 3)

Your assignment is to identify and interview a current professional working in the:

1. Sports (1ea)
2. Entertainment (1ea)
3. Influencer (1ea)

The interview should last at least 30 minutes, and you should have several questions prepared before your group begins the interview. The purpose of the interview is to learn about the person's job duties, skill set, professional background, and day-to-day activities within the field. You should ask specific questions about how the person trained to get his job, what they enjoy about the job, and what advice he has for students who aspire to work in the same field. Once you have completed the interview, you should prepare a two - three page well-structured paper describing the interview, the answers given by the interviewee, and what impact those answers had on your perception of the industry.

1) Interview Paper

In your assigned working groups complete the interview, however individual papers are to be written independent from the group. Please exchange names and contact information with all group members. This is specifically where **"the ask three before me"** comes in, as learning to utilize your co-workers/classmates for support is an important life skill. Next, assign a team name that reflects the groups similar interest along with the personalities of the group members. Finally, after the team name is established, your group must adopt a motto that serves as your motivation for throughout the course.

DUE: October and two in November so agree on a list of professionals to connect with and reach out sooner than later all group members must be physically present in the zoom room as evidenced by a screenshot to be submitted with your assignment.

2. Social Media Self-Analysis (25 points) (Do both parts)

People and Organizations continue to dive into social media head first at an alarming rate. There are countless examples of so many Tweets like this over the last month: “*Woo Hoo. Company XYZ is on Twitter. Follow us!*”. Then nothing else. Radio silence. **That’s not a strategy**, and it is discouraging to see a powerful medium squandered.

Make sure the social media pieces fit.

The purpose of this assignment is to provide the instructor with information:

1. A self-evaluation of your own social media experience level. What social media have you used so far in your life, how long have you been using it, and what would you estimate your level of effectiveness in using it has been? Be sure to talk about all types of social media that you have used, including Facebook, Twitter, Instagram, Snapchat, and other services.
2. What are your feelings about social media as a societal and cultural phenomenon? How important do you think it is? Do you see it primarily as a good or a bad thing and why?
3. What do you hope to achieve from this course? Why did you enroll in it?

3. Seven Social Media Self Analysis Questions

1) **What do you hope to achieve by using social media?**

Build awareness or brand? Generate leads? Increase donations? Entertain? Teach? Sell a product or service? Be clear, write it down and get buy-in. (Oh, be realistic, too.)

2) **Do you know who you are trying to reach and where they congregate online?**

Don’t skimp here, even though you might be tempted to think you know the answer. DO the research and figure out who you need to reach to achieve #1 and then which social media tool is most likely to reach them.

3) **Do you have the time to continually update with fresh and relevant content?**

I cannot stress this enough. That’s why you must have objectives, choose your tools wisely and then determine a plan on who will update, when they’ll do it and WHAT they’ll say. It is worse to create a profile, tell the world and then let it die a slow and painful cyber-death.

4) **Do you have a written policy in place to manage the communication?**

In politics, we called this “staying on message”. If you have various people Tweeting and blogging, what should they be saying, what should they NOT be saying. I’ve seen many organizations do irreparable harm to their brand by tweeting out information that was never intended for public consumption. Social media is powerful. Use your power for good and be careful. I am convinced this can be a moment in time for example has 2020 made you want to volunteer, be an activist, take on a cause?? Examine from this lens.

5) **Are you prepared for a level of transparency that you have never before experienced?**

If you have an unhappy visitor/customer/donor, are you prepared for them to criticize you openly on your blog? Tweet about you mercilessly? Not much is private and there are growing security issues as social media apps gain attention of fraudsters and hackers.

6) Do you have the creativity and innovation to deliver the right content via the right application?

Get beyond the mundane. Dry podcasts and newsy posts are swell, I'm sure, but actually watching someone use your product or service? Very cool.

7) Can you track it and show success?

After you determine what you want to achieve, you need to know how to measure the return on investment (ROI). Tightly link your web site/blog/facebook fan pages/Twitter accounts and more so you are driving traffic and interest to the right places with a clear call to action. I suggest you track both leading indicators (traffic, clicks, etc.) and lagging indicators (demos, increased giving, reduced customer service costs, conversions, etc.).

Do your best!

4. Quick Assignment one:

Select a female sports, entertainment or influencer who is active on social media and provide the class with her Instagram and Twitter feeds. Have the class follow along for a week's worth of posts, focusing specifically on the comments section and in the replies.

1. How does your subject engage in marketing activities?
2. Do the opportunities for marketing and promotions align with their brand?
3. How successful are the kinds of responses she gets to her posts?
4. How can they be more successful in your opinion?
5. We will have an in-class discussion about the language and attitudes exhibited in the comments and responses and the larger implications for females in sports, entertainment or an influencer and social media.

5. Quick Assignment 2:

Ask the expert reaction paper (individual assignment)

“Ask the Expert” Reaction Papers

Industry professionals from across the sports and entertainment sectors have accepted invitations to zoom into class and share their expertise and perspectives on specific subject matters that will be discussed over the entire FQ20 with the class. Each student is responsible for the following:

1. Three questions to be asked during the presentation, the answers to your question will help to inform your paper.
2. Bring **two** copies of your questions to class on guest speaker dates, since we are not physically meeting please upload your question for the expert by 11:59pm one day prior to the speaker.
3. Completing a two-page reflection paper that synthesizes elements of the lecture, the guest speaker's presentation and any other relevant information needs to be incorporated into your paper. Use your three questions to complete the paper. (see **“Reaction Paper RUBRIC”** on

Canvas). This is an exercise in editing so the assignment cannot be longer than two pages and see the criteria for written assignments on the syllabus.

4. Papers are due the class following the guest speaker's presentation uploaded to canvas (speakers are always on a Thursday making the paper due any time before 1pm the following Tuesday).

DUE: September, October, November (all subject to change)

This is an ongoing assignment covering the 10 weeks of class, write two reaction papers on any two of the guest experts we are having zooming into class.

6. Social Media Analysis (55 points) Final Assignment

The purpose of this assignment is to have students take a close, extended look at how certain sports stars, entertainment professional, or influencers use social media for the purposes of marketing. Students should start following each of the accounts listed below (these are suggestions):

Facebook: National Hockey League (www.facebook.com/NHL (Links to an external site.))

Twitter: Seattle Sounders

YouTube: The Ringer

Instagram: Seattle Kraken

Snapchat: ESPN Sportscenter Snapchat

Follow each account starting on September 10, 2020 and ending November 1, 2020 and take notes on what you see during that time. Answer the following questions for each account:

1. How often does this account post per day/week?
2. What kind of content does this account post (i.e., text, video, photos, other items)?
3. What kind of engagement does this account get on its posts? (i.e., how many comments, likes, shares) (NOTE: This may not be applicable to the Snapchat account)
4. How interactive is the account with fans? Do they like fan comments or interact with fans in the comments?
5. What was your favorite item that they posted, and why is it your favorite?