

Sports Marketing

"Marketing Through Sports"

Unit: Sports Marketing Defined

1. Identify ways sports are used to market business.
2. Identify the importance of marketing to sports teams and leagues.
3. Select a business (preferably a nationwide business) and look for ways that they use sports as a marketing tool.
4. Select a team at either the collegiate or professional level and examine the different ways they use marketing.
5. Provide examples of sports marketing that have been in the news and explain how each falls into the definition. Include both marketing of sports and marketing through sports.
6. Attend a professional or college sporting event and describe all of the examples of marketing and promotion that you observe. Tell which you feel were particularly effective and which were ineffective.

Unit: What is sponsorship?

1. Select a sponsored event and identify the three components of the event triangle. Demonstrate how the three are interdependent by showing what would happen if any of the three were removed.
2. Discuss the social and financial contributions of sponsorship.
3. Select a very visible sponsored event. Discuss, in general terms, the benefits gained by the company sponsoring the property.

Unit: Why Is Sponsorship Growing?

1. Discuss how the increase in media outlets has fragmented the market by allowing various outlets (channels, station, publications, etc.) to have a more narrowly defined audience in terms of demographics, psychographics, etc.
2. Do an activity with students that will demonstrate the importance of two-way communication. For instance, have them perform a task both with and without the two-way communication. Relate to the benefits available through the two-way communication offered by sponsorships.
3. Discuss the difference between the intrusive nature of traditional advertising and the more subtle or integrated nature of sponsorship.

Unit: Why Companies Sponsor

1. Examine a sporting event and identify the various means by which companies are provided with increased visibility. This may be done through a televised event, although "in-person" observations will reveal more examples.
2. Take a list of possible sports sponsors and a diverse list of sporting events. Mix and match the two lists to demonstrate effective and ineffective matches of events and their audience with corporate partners and their customers. (as in WWF and Cadillac!)
3. Contact a leaseholder for one of the suites at a sports venue to speak about the value of the suite in acquiring and maintaining clients.
4. Find examples in professional and collegiate sports where a sponsorship component has been designed specifically to drive sales. Using this as an example, discuss the keys to a successful sales generating promotion/sponsorship.

Unit: How Companies Decide What to Sponsor

1. Given a sponsorship of a sporting event, determine methods of leveraging that sponsorship to get the most value possible.
2. Explain what makes an event "attractive" to the media and how an event sponsor can generate publicity from their sponsorship of a particular event.
3. Select a sports event and generate a list of sponsorship categories. Discuss the different ways the categories can be defined to provide exclusivity.
4. Discuss the methods of measuring sponsorship effectiveness. Cover the concept of benchmarking and how the marketing and promotion beyond the planned sponsorship can effect the measurement of the sponsorship effectiveness.

Unit: Pricing of sponsorships

1. Select a sports event and make two lists of sponsorship benefits, one of tangible benefits and one of intangible benefits. Discuss the difference in assigning value/prices to these different items.
2. Provide the students with a sample "local" sponsorship. Have them determine the actual "cost" of the sponsorship and then determine the "retail" price. Have them justify the price they are asking based upon the value/perceived value of the benefits.
3. Given a specific sponsorship, generate a list of businesses that could participate in the sponsorship through a trade-out agreement. Include a list of the products/services that would be provided in the agreement.

Unit: Leveraging Sponsorships

1. Find an example in the community of a self-liquidating promotion and describe it. This may have to go beyond sports to provide a variety of examples.
2. Develop a self-liquidating sponsorship that could actually be used at your high school. Determine the profitability, including the break-even-point, of the promotion.
3. Given a list of sponsors of a particular property, develop potential cross-promotions using two sponsors.
4. Invite an individual from a local media outlet who is involved with evaluating sponsorship opportunities. Have them discuss the different ways the media can tie-in with a sponsorship.

Unit: Ambush Marketing

1. Discuss examples of ambush marketing to further understand the concept. Previous Olympic Games and European events provide good case studies.
2. Discuss the ethical considerations of ambush or "parasite" marketing. Both perspectives should be covered.
3. Using an actual sponsorship, search for ambush opportunities and discuss how the sponsor could avoid being ambushed.

Unit: Measuring Sponsorship Results

1. Given a potential sponsorship, discuss how "pre-sponsorship" levels of sales; attitudes and awareness could be measured to provide a point of comparison at the completion of the sponsorship.
2. Discuss the variables that could affect the accuracy of measuring the effectiveness of a sponsorship (marketing efforts not related to the sponsorship, environmental changes, competitive factors, team success, scandals, etc.).
3. Given the different methods of assigning a monetary value to media coverage, follow an event in the media and determine the value of the publicity, television exposure, etc.
4. Attend a sporting event that has corporate signage in the venue. After the event conduct an intercept survey with fans to determine which companies that can recall.
5. Develop an instrument to measure sponsorship evaluation. Administer the survey at a sporting event.

Unit: Sponsorship Benefits

1. Select a sporting event or other property and develop a list of possible sponsorship benefits or inventory items that could be offered to a potential sponsor.
2. Select a particular property to sponsor and develop an appropriate sampling opportunity.
3. Research the variety of signage available in sports. Although traditional signage (rotating, court-side, outfield walls) should be considered, investigate emerging technology (e.g. virtual signage) as well.
4. Given the sponsorship of a particular property, discuss ways to use the property trademarks to fully exploit the value of the sponsorship.
5. Devise a variety of methods of capturing information for a mailing list/data base at a sporting event.

Unit of Instruction: Sponsorship Sales

1. Select a potential partner/sponsor and do the research to prepare for a sales presentation.
2. Contact a potential sponsor and set-up an appointment for a presentation.
3. Do a mock sales presentation in class.
4. Make a sales presentation for an actual sponsorship opportunity.
5. Shadow a "business-to-business" salesperson and observe the process.

Unit of Instruction: Marketing Plan Basics

1. Obtain and analyze/evaluate sample marketing plans from college and/or professional teams.
2. Determine the common elements of the marketing plans that were analyzed and look for areas in need of improvement in terms of the format of the plans.
3. Discuss characteristics of "good" or "appropriate" goals for a marketing plan (specific, measurable, deadline, etc.).
4. Using a particular team, conference, league, develop goals that would be appropriate for a marketing plan.
5. Discuss the various items that must be covered by a budget.
6. Guest speaker from a local college or professional team who is in charge of developing the marketing plan would be helpful.

Unit of Instruction: Marketing Plan-Advertising

1. Create a master list identifying all of the available media in your market. Include demographic, rate and contact information.
2. For each of the above sources of media, identify both strengths and weaknesses (do so based upon "type" of media as well as specific outlets).
3. Identify the specific media outlets that would be appropriate for the marketing plan.
4. Guest speakers from specific media outlets or an advertising agency would be appropriate.
5. Define positioning and explain whether a sports product can be positioned in the same manner as a traditional product.
6. Collect print ads of a variety of sports properties. Study the ads and identify the target market(s) and promotional message.

Unit of Instruction: Marketing Plan-Publicity

1. Gather examples of publicity generated from specific events.
2. Obtain samples of press/news releases used by sports organizations.
3. Sign up online to receive press/news releases via e-mail from through Web sites of sports teams. After receiving several issues, evaluate the effectiveness as a sales/promotional tool.
4. Discuss the key components to an effective press/news release.
5. Write an effective news release for an event.
6. Obtain information from members of the media as to what will increase the chances of a press/news release getting media coverage.

Unit of Instruction: Marketing Plan-Promotional Activities

1. Observe, either in person or via radio or television, the promotional activities that occur.
2. Explain the benefits to an event of having promotional activities.
3. Provide several examples of promotional activities used by colleges/pros.
4. Provide several examples of season-long activities used by colleges/pros.

Unit of Instruction: Marketing Plan-Public Relations

1. Provide examples of public relations activities of sports teams and discuss the benefits of such activities.
2. Provide examples of, and discuss the importance of, cause-related promotional activities.
3. Invite a representative of a "cause" (CMN, Make-A-Wish, MD, etc.) to discuss possible cause-related promotional activities.
4. Develop a cause-related promotional activity that could be done at your school or could be used as part of the marketing plan being developed.
5. Can the image of a sport product be altered? Provide examples. Describe the image you have of the following sports-related products: Women's golf, XGames, NCAA basketball, Women's National Basketball Association, World Wrestling Federation, Canadian Football League, XFL
6. Contact a professional or collegiate team and obtain permission to attend a press conference

Unit of Instruction: Marketing Plan-Collateral Materials

1. Collect examples of collateral materials from pro and/or college teams
2. Design a ticket back, schedule card and/or schedule poster or any other piece of collateral material suitable for the marketing plan.

Unit of Instruction: Marketing Research

1. Obtain and examine fan surveys used by collegiate or professional teams.
2. List a variety of research goals and demonstrate how different research methods are appropriate for different goals.
3. Implement market research to develop a "fan profile" or a "student profile" at your high school.
4. Using the Internet/library identify all of the sources of information about the consumers of your favorite sport.

Unit of Instruction: Event Management

1. Explain what SWOT is and use an actual event as an example.
2. Select a possible event and go through the SWOT process identifying the strengths, weaknesses, opportunities, and threats.
3. Discuss how weaknesses can be overcome and threats can be mitigated.
4. Attend a sporting event (likely pro or college) and identify what the team does to create a fun atmosphere.
5. Brainstorm what could be done at a sporting event to turn it into an entertainment event.
6. Investigate methods of using music at sporting events (Stadium Click Events, Game Ops Commander).
7. Select specific music and sound effects to be used during a sports event. Select music for specific purposes (for instance, introduction of starting line-up, after a touchdown or 3-pointer, after a block or spike, etc.)
8. Discuss the pros/cons of using sound effects and/or music that could be construed as being negative towards the opposition (for instance "Hit The Road Jack" after a player fouls out, or "Na Na Na Na, Hey Hey, Hey Good Bye" when the victory is sewed up, or a "boing" sound after a missed free throw).
9. Discuss the importance of concessions at an event from the perspective of fan satisfaction and as a revenue stream.
10. Create a list of products to offer at a concession stand and look into prices, delivery, profitability, etc. Determine whether or not it would be profitable for you to offer concessions at your school.
11. Discuss the importance of a professional attitude as an event management staff.
12. Guest speakers could include individuals in charge of concessions at an area venue, the manager of the event staff for an area venue, etc.

Unit of Instruction: Fan Fun Events

1. Observe various Fan Fun events at sporting events and analyze them to determine what makes a successful Fan Fun event.
2. Brainstorm and develop possible Fan Fun events for a variety of sports (be sure to include the "Olympic Sports" such as cross country, track, volleyball, baseball/softball, soccer, etc.)
3. Discuss the requirements of a sponsor for a Fan Fun event as well as the sales process. Also, determine ways of providing your sponsors the maximum visibility.
4. Develop a procedure for evaluating the success of Fan Fun events.
5. Contact an area pro/college team in charge of game day operations to discuss the challenges of implementing Fan Fun events.

Unit of Instruction: Entertainment

1. Given a list of entertainers and the cost of hiring them, determine which entertainment act would be the best purchase.
2. Create a pre-game/post-game/in-game entertainment events for specific sports.
3. Search the Internet to identify potential entertainment acts. Contact them for materials (particularly videos).
4. Contact professional or college teams (be sure to consider minor leagues) to determine the most popular entertainment acts.

Unit of Instruction: Licensing and Merchandising

1. Interview the person in charge of licensing at an area college/university. Specifically seek their opinion of the value of a licensing program, the effectiveness of their current program and suggestions for improvement of the program.
2. Read and discuss the sample licensing agreement found on page 327 in "The Ultimate Guide to Sport Event Management and Marketing." Obtain other agreements from schools or Collegiate Licensing Company (CLC).
3. Develop a line of apparel using your current school logo, or develop a new one. Process should include identifying all costs as well as a supplier/vendor. This may also be done with specialty advertising items/premiums.
4. Discuss the problems created by counterfeit items.
5. Discuss the advantages and disadvantages of having an individual athlete as a product endorser.

Unit of Instruction: Programs

1. Discuss the value of programs from both the fan satisfaction and revenue stream perspectives.
2. Collect game programs from a variety of competitive levels (small/large college, minor leagues, major leagues, high schools, etc.) and compare and contrast. Identify the most critical components or features of the programs.
3. Discuss the pros and cons of free distribution of programs vs. selling programs.
4. Create a game day program for a specific game, sport or event. Actually produce the program that will include selling ads, program and ad layout, pricing of printing, etc.
5. Brainstorm creative and innovative ways of generating revenue from a game day program.

Unit of Instruction: Ticket Sales

1. Discuss the importance of ticket sales and large crowds at sporting events. Look at it from different angles including the effect on the team, image, revenue, etc.
2. Contact a variety of teams and obtain ticket sales brochures. This may be done via snail mail or through a Web site. Discuss the similarities and differences of these sales efforts.
3. Contact an account executive or other individual that sells tickets for a pro or major college team to speak to your class.
4. Create a ticket sales brochure and sales campaign for a team.

Unit of Instruction: Sports on the Internet

1. Locate a Web site for a newly constructed sports venue. Describe the perception of the venue as communicated by the Web site.
2. List the top 5 components you would incorporate into a Web site for the team of your choice.
3. Determine if you could generate revenue through a Web site developed for your school.
4. Develop a means of generating revenue on a college or professional Web site.
5. Select a particular sport and go to several Web sites involving that sport. Compare the strengths and weaknesses of each Web site.
6. Generate a Web site sponsorship proposal for a corporate partner.
7. Find the Web site of a minor league baseball or hockey team and determine their target audience.
8. Find two sponsorship opportunities on the Web and determine the target audience of each (what companies or types of companies would benefit from the proposed sponsorships).