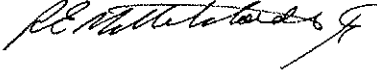


Approved by the W. P. Carey School's Faculty Council on September 19, 2012

Dean's Approval:  _____ Date: 9-20-2012
Robert E. Mittelstaedt, Dean

Memorandum of Verification
August 16, 2012

This is to verify that the Proposal for an Undergraduate Certificate in Sports Business has been reviewed by the W. P. Carey Department of Marketing's Undergraduate Curriculum Committee, in accordance with the Department's By-Laws, Section VII, Department Committees. In a meeting on August 14, 2013, this committee approved the sports business certificate proposal. The Marketing Department's Undergraduate Curriculum Committee consists of Professor Amy Ostrom, Professor John Eaton, and Professor Doug Olsen, who have been appointed by the department chair to assist in the development of the department's curricular programs. In addition, the sports business certificate was discussed with the faculty at large at the spring department faculty meeting and received conceptual approval from the department faculty at that time. This certificate will not require any additional faculty resources or courses to deliver the certificate program to students.



Beth Walker
Chair, Department of Marketing
W. P. Carey School of Business
Arizona State University

DEFINITION

These are the minimum requirements for approval. Individual undergraduate certificates may have additional requirements.

An undergraduate certificate is a programmatic or linked series of courses from a single field or one that crosses disciplinary boundaries and may be free-standing or affiliated with a degree program. The certificate provides a structured and focused set of courses that can be used to enhance a student's baccalaureate experience or professional development. There will be a Mandatory Review of all certificates every five years.

An undergraduate certificate program:

- Requires a minimum of 15 semester hours of which at least 12 semester hours must be upper division
- Requires a minimum grade of "C" or better for all upper division courses
- *Consists of courses that must directly relate in whole or large part to the purpose of the certificate. Example: Geographic area certificates must include only courses specific to the title of the certificate, other than a non-English language*
- Is cross disciplinary; or,
 - Certified by a professional or accredited organization/governmental agency; or,
 - Clearly leads to advanced specialization in a field; or,
 - Is granted to a program that does not currently have a major

PROPOSAL PROCEDURES CHECKLIST

Before academic units can advertise undergraduate certificates or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Curriculum and Academic Programs Committee and Academic Senate, and approved by the appropriate Vice Provost.

A complete proposal should include:

1. Justification for the request for Certificate approval. Why should this be a certificate rather than a concentration or a minor, since certificates, by definition, are interdisciplinary, they could not be minors or concentrations, which are housed in disciplines. This proposed certificate (check one):
- Is cross disciplinary; or,
 - Is certified by a professional or accredited organization/governmental agency; or,
 - Clearly leads to advanced specialization in a field; or,
 - Is granted to a program that does not currently have a major.

Justification: See attached - Undergraduate Certificate in Sports Business

2. A supporting letter from the chair of each of the academic units verifying that:
- A. The proposed certificate has been reviewed and has received faculty approval through appropriate governance procedures in the units concerned.
 - B. The units have the resources to support the certificate as presented in the proposal, without impacting core course resources.
3. A supporting letter from the *sponsoring departments and supervising dean(s)* verifying that the certificate has been reviewed and has received approval through appropriate governance procedures in the college(s).

- 4. If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.
- 5. A statement concerning the need or demand for the program (student/community/market).
- 6. A list of the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed certificate program. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).
- 7. A description of each units' strengths in relation to the proposed certificate.
 - Who are the primary faculty participants? Include full name, title/rank (faculty, lecturer, etc.)
 - How does the certificate fit with their areas?
 - Who are the supporting faculty?
- 8. Procedures and qualifications for admissions to the certificate program.
- 9. A minimum residency requirement: How many hours of the certificate must be ASU credit?
- 10. A description of the requirements for this certificate illustrated with one or more model programs of study. Be specific in listing required courses as well as electives and specify the total minimum number of hours required for the certificate.
- 11. A description of advising procedures as well as measures for verification of completion of the certificate.
- 12. A description of the administration of the new certificate.
 - How many students will be admitted?
 - Are any new courses required? If so, provide course syllabi and Proposal for Curriculum Action forms.
 - How will the certificate program be governed/administered?
 - What are the budgetary implications, e.g., will library and other forms of academic support resources, equipment, space and personnel services be needed? Specify the source for any additional resources.
 - How will student recruiting be funded and staffed?
 - Provide a procedure to check student transcripts and notify the registrar's Graduation Office so that the certificate appears on the transcript including the correct title.
- 13. A completed Appendix document. This information is to be used during the implementation phase to ensure this program appears correctly and completely on Degree Search.
- 14. Attach other information that will be useful to the review committees and the Office of the Provost.

**Undergraduate Certificate in Sports Business Proposal
W. P. Carey Department of Marketing
August 23, 2012**

The Certificate in Sports Business is an innovative curriculum designed for BS undergraduate students in the W. P. Carey School of Business who are interested in deepening their knowledge in the sports business domain. Particular attention is given to providing a foundation in marketing and sales as it is applied to the sports business discipline. The certificate prepares students for success by complementing coursework from a degree program with specialized business knowledge in the sports business area of interest.

Justification: We request the approval of a Certificate (versus a minor or a concentration). The Certificate in Sports Business is targeted to W. P. Carey BS students, and is neither limited to marketing majors (concentration) nor excludes students who are pursuing a marketing degree (minor). As indicated by the membership in the Sports Business Association (SBA), the almost 200 members of this club are comprised of business students from all disciplines. As a result, this Certificate will allow business students to enhance their educational experience by pursuing Sports Business, as an interest area, in addition to their BS degree. Though the courses are offered through the Marketing Department, the content will draw across disciplines. For instance, the introductory course, Sports Business, as well as Sports Projects, will include cross-disciplinary coverage. More importantly, the Certificate in Sports Business clearly leads to advanced specialization in the field. In fact, this Certificate draws on the curriculum that formerly comprised the Sports Business specialization in the MBA program. Finally, given the competitive marketplace in Arizona, this Certificate offers a new option for W. P. Carey students that could attract more students to ASU.

Statement of Value Added: The Sports Business Certificate delivers knowledge and skills to students that are not currently available at ASU. In addition, while the curriculum centers in the sports domain, the elective opportunities in the sales area will help prepare students for sales jobs regardless of the particular industry.

Need/Demand: Interest in Sports Business, from a student and market perspective, has always been strong. Since the Department of Marketing assumed leadership of the Sports Business Association (SBA), interest, from a student perspective, has skyrocketed. While three years ago, the enrollment in the SBA was 35 students, today, the organization boasts nearly 200 members. Most of the student members are W. P. Carey students. In addition, the Marketing Department has offered for the last several academic years upper-division undergraduate courses in the sports business/marketing discipline that include a special topics course, MKT 394 ST: Essentials of Sports Marketing, and MKT 430 Sports Business. The demand for these courses is always very strong, even though they are typically offered during a low demand period (summer). The Department of Marketing is therefore well positioned with current course offerings, taught by well-credentialed faculty, to support this certificate program. In addition, the Department of Marketing has strong connections to the Sports Industry, and even hosts a successful career fair for students who are interested in pursuing sports business as a career. While full-time opportunities are challenging, there is significant demand for interns in sports. Finally, the

Department of Marketing has good connections to ASU Athletics, who can potentially provide internships and course project opportunities for students.

Learning Outcomes: At the outcome of this Certificate program, students will be able to (1) demonstrate a comprehensive understanding of the complex dynamics related to Sports Business, (2) develop and evaluate marketing and business strategies in the Sports Business context, and (3) through engagement with a real-world project, thesis, or internship, build skills necessary for the successful implementation of marketing and business strategy in the sports industry.

Unit Strengths and Faculty: The Department of Marketing has extensive experience in successfully developing and delivering curriculum in the Sports Business area. Specifically, the Sports Business Specialization offered through the MBA program was a highly-respected program that attracted top students from across the country. The coursework and faculty are already in place. Drawing on these strengths, the current proposal adopts these courses for the undergraduate students. In addition, several faculty have strong interest, from both a research and teaching point of view, to lead efforts in this area. Primary faculty participants include Clinical Professor John Eaton and Professor Michael Mokwa. Supporting faculty include David Albert, Lecturer, and Michael laquinta, Adjunct faculty member. Other marketing faculty who offer courses in the sales and entrepreneurship areas will support this certificate.

Admission requirements for the Certificate: Students will complete the certificate application, which is available online or in BA 109 Undergraduate Programs Office. Please contact the Department of Marketing for more information and also see -- <http://wpcarey.asu.edu/marketing>

Residency Requirement: All hours of the Certificate must be completed at ASU.

Certificate Curriculum: The Certificate in Sports Business requires 15 credit hours to complete, and is available to current BS undergraduate business majors in the W. P. Carey School of Business. The coursework is offered on the ASU Tempe Campus in the face-to-face format. To receive the certificate, students must complete the specified business courses with a grade of “C” (2.00 on a scale of 4.00) or higher, and complete the pre-requisite courses of MKT 300 Marketing & Business Performance, or MKT 302 Applied Marketing Management & Leadership, or MKT 303 Honors Marketing Theory & Practice.

Fifteen (15) credit hours

Pre-requisites: W. P. Carey BS students with a 2.5 ASU cum GPA and 56 earned hours; must have completed MKT 300, MKT 302, or MKT 303 with a grade of C or better.

Required: MKT 430 Sports Business (3 credit hours)

Choose at least two of the following three courses:

MKT 484 Internship or MKT 493 Thesis: Sports (3 credit hours)

MKT 465 ST: Projects in Sports Business (3 credit hours)*

MKT 460 ST: Sports Revenue Generation (3 credit hours)*

The (*) courses listed above replace the following: *Projects in Sports Business (MKT 494)*, and *Sports Business (MKT 494)*. These courses have been approved by the W. P. Carey School of Business Undergraduate Curriculum Committee and by Faculty Council; currently, they are pending approval with the Provost’s Office.

Choose up to two of the following courses:

MKT 370 Professional Sales and Relationship Management (3 credit hours)

MKT 410 Sales and Sales Management (3 credit hours)

MKT 435 Entrepreneurial Marketing (3 credit hours)

MKT 442 Services Marketing Strategy (3 credit hours)

MKT 484 Internship or MKT 493 Honors Thesis (3 credit hours)

Certificate Administration: The Certificate in Sports Business is administered by the W. P. Carey School of Business and the Department of Marketing. It is anticipated that over a three year period approximately 100 students will be enrolled in the certificate program. Students will be recruited through the W. P. Carey School of Business' Undergraduate Programs Office as part of their student recruitment efforts. In addition, the Department of Marketing will promote the certificate through its website, through the student Sports Business Association, and through marketing classes. No additional funding is required to support the certificate. Students will be advised by Department of Marketing faculty. Certificate requirements will be verified and validated in a DARS audit.

APPENDIX

OPERATIONAL INFORMATION FOR UNDERGRADUATE CERTIFICATES

(This information is used to populate the Degree Search/catalog website.

Please consider the student audience in creating your text.)

A. Proposed Certificate Name:

Undergraduate Certificate in Sports Business

B. Description (150 words maximum)

The certificate in sports business is an innovative curriculum designed for BS undergraduate students in the W. P. Carey School of Business who are interested in deepening their knowledge in the sports business domain. Particular attention is given to providing a foundation in marketing and sales as it is applied to the sports business discipline. The certificate prepares students for success by complementing coursework from a degree program with specialized business knowledge in the sports business area of interest.

C. Contact and Support Information

Building Name, code and room number: ([Search ASU map](#)) Business Administration, BA 109

Program office telephone number: (*i.e.* 480/965-2100) 480/965-4227

Program Email Address: wpcareyug@asu.edu

Program Website Address: <http://wpcarey.asu.edu/undergraduate/business-degrees/certificate.cfm>

D. Program Requirements: Provide applicable information regarding the program such as curricular restrictions or requirements, specific course lists, or academic retention requirements.

The certificate in sports business is available to undergraduate business majors in the W. P. Carey School of Business. The certificate requires 15 credit hours of classes.

E. Additional Admission Requirements If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

Pre-requisites: W. P. Carey BS students with a 2.5 ASU cumulative GPA and 56 earned hours; must have completed MKT 300, MKT 302, or MKT 303 with a grade of C or better.

Additional Admission Requirements:

Students complete the certificate application, which is available online or in BA 109. Please contact the Department of Marketing for more information and also see -- <http://wpcarey.asu.edu/marketing>

F. Delivery/Campus Information Delivery: On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

G. Campus/Locations: Indicate all locations where this program will be offered.

Downtown
Phoenix

Polytechnic

Tempe

West

Other:

Application for the Certificate in Sports Business

This form must be typed.

Name (<i>last, first, middle</i>)	Affiliate ID (<i>10 digits, located on your SUN card</i>)	ASU ID
Local Address (<i>include apt. number if applicable</i>)	City, State, Zip	Phone (<i>include area code</i>)
Major	Catalog Year	Expected Graduation Date
Certificate Title: Sports Business	Certificate Code:	Campus: Tempe

- ADD Certificate (in progress with certificate requirements)
- REMOVE Certificate (no longer pursuing certificate)
- COMPLETED Certificate (all certificate requirements have been completed)
Semester all requirements were completed:

Campus, Course Prefix, Number	Course Title	Semester and Year Taken	Number of Credit Hours	Schedule Line #

**Written and signed documentation is required for exceptions to the above program of study.*

Student Signature:	Date:
Certificate Coordinator Approval:	Date:
College/Unit Approval:	Date:

Submit completed form to:

**W. P. Carey School of Business
Tempe, AZ 85287-4106
Email: wpcareymkt@asu.edu**



STUDENT PLACEMENT AGREEMENT

This Student Placement Agreement (“Agreement”) is entered into between the **ARIZONA BOARD OF REGENTS** for and on behalf of **ARIZONA STATE UNIVERSITY** (the “University”) and the “Facility” as of the “Effective Date.”

UNIVERSITY:	FACILITY: _____
By: _____	By: _____
Printed: _____	Printed: _____
Title: _____	Title: _____

Effective Date: _____

1. DURATION

The duration, or term, of this Agreement shall be for the designated number of years and months as agreed upon below, not to exceed five (5) years, commencing on the Effective Date. This Agreement may be renewed by written agreement of the parties. The parties may revise or modify this Agreement only by a written amendment signed by both parties.

Number of Years: ____

2. GENERAL TERMS

2.1. The purpose of this Agreement is to establish a relationship between the University and the Facility to enable an educational experience for students at Facility’s site that may qualify for University academic credit as determined by University.

2.2. The University and the Facility will agree on a schedule for student participation at the Facility.

2.3. The student’s participation should complement the service and educational activities of the Facility. The student will be under the supervision of a Facility employee.

2.4. Each student is expected to perform with high standards at all times and comply with all written policies and regulations of the appropriate department of the Facility.

2.5. Either the Facility or the University may require withdrawal or dismissal from participation at the Facility of any student whose performance record or conduct does not justify continuance.

2.6. Neither the University nor the Facility is obligated to provide for the student’s transportation to and from the Facility or for health insurance for the student.

2.7. A meeting or telephone conference between representatives of the University and the Facility will occur at least once each semester to evaluate the educational program and review this Agreement.

2.8. Statements of performance objectives for this educational experience will be the joint responsibility of University and Facility personnel.

2. GENERAL TERMS

2.9. Each student must adhere to the Facility's established dress and performance standards.

3. FACILITY'S OBLIGATIONS

3.1. Facility agrees to appoint an Educational Coordinator who is responsible for the educational activities and supervision of University students participating under this Agreement.

3.2. The Facility agrees to submit to the University an evaluation of each student's progress. The format for the evaluation is established by the University in consultation with the Facility.

3.3. The Facility is responsible for the acts and omissions of its employees and agents and must maintain adequate insurance (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the Facility's employees and agents. The Facility is not responsible for maintaining insurance to cover liability arising from the acts and omissions of the employees and agents of the University. University students are not deemed to be employees of Facility by virtue of this Agreement.

3.4. Nothing in this Agreement is intended to modify, impair, destroy, or otherwise affect any common law, or statutory right to indemnity, or contribution that the University may have against the Facility by reason of any act or omission of the Facility or the Facility's employees and agents.

4. UNIVERSITY'S OBLIGATIONS

4.1. The University will provide an administrative framework, including designating a University faculty or other representatives to coordinate scheduling, provide course information and objectives, and assist in advising students.

4.2. The University will be responsible for developing and carrying out procedures for student selection and admission.

4.3. The University is responsible for the acts and omissions of its employees and agents and maintains insurance coverage through the State of Arizona's Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University's employees, students, and agents participating under this Agreement. The University is not responsible for maintaining insurance coverage for liability arising from the acts and omissions of the Facility's employees and agents.

5. STATE OF ARIZONA PROVISIONS

5.1. **Nondiscrimination.** The parties agree to comply with all applicable state and federal laws, rules, regulations, and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act.

5.2. **Conflict of Interest.** ASU's participation in this Agreement is subject to Section 38-511 of the Arizona Revised Statutes which provides that this Agreement may be cancelled if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement on behalf of University is, at any time while this Agreement, or any extension thereof, is in effect, an employee or agent of the other party to this Agreement in any capacity or a consultant to any other party with respect to the subject matter of this Agreement.

5.3. **Notice of Arbitration Statutes.** Pursuant to Arizona Revised Statutes Section 12-1518, the parties acknowledge and agree that they will be required to make use of mandatory arbitration of any legal action that is filed in the Arizona superior court concerning a controversy arising out of this Agreement if required by Section 12-133 of the Arizona Revised Statutes.

5. STATE OF ARIZONA PROVISIONS

5.4. **Failure of Legislature to appropriate.** If University's performance under this Agreement depends upon the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then University may provide written notice of this to Facility and cancel this Agreement without further obligation of University. Appropriation is a legislative act and is beyond the control of University.

5.5. **Student Educational Records.** The University and Facility recognize that student educational records are protected by the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g). FERPA permits disclosure of student "educational records" to "school officials" that have a "legitimate educational interest" in the information. (For definitions of quoted terms, see ASU Policy SSM 107-01: Release of Student Information.) The federal Family Compliance Office has recognized that institutions can designate other entities, including vendors and consultants, as "other school officials." Designated representatives of Facility will be designated as "other school officials" for purposes of this Agreement. No designated representative of the Facility shall disclose student educational records it receives under this agreement to any third party, except with the prior written consent of the student or as permitted by law. Any disclosures made by the Facility will comply with the University's definition of "legitimate educational interest." Facility agrees and warrants that it shall use student educational records solely to accomplish its obligations under this agreement and solely in a manner and for purposes consistent with the terms and conditions of this agreement and University policies and procedures. Facility agrees and warrants that it shall not make any disclosures of student educational records without prior notice to and consent from the University. If any designated representative discloses or misuses any educational record, the University and/or Facility will take appropriate action against the designated representative that is similar to action ASU would take against one of its employees who disclosed or misused the educational records of its students.

5.6. **Representations Regarding Relationship and Use of University Marks.** Except as otherwise agreed in writing, Facility acknowledges that its relationship with University is limited to the student internship or placement program contemplated herein. Facility shall not make any representations stating or implying that the parties engage in broader transactions or that University is otherwise associated with Facility without first obtaining express written permission from University. In addition, Facility shall not use any trade name, trademark, service mark, logo, domain name, and any other distinctive brand feature owned or used by University without prior written authorization by University.

6. MISCELLANEOUS

6.1. Neither party shall have the right to assign this Agreement without the prior written consent of the other party.

6.2. This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective. This Agreement shall be governed by the laws of Arizona, the courts of which state shall have jurisdiction over its subject matter.

6.3. The individual signing on behalf of Facility hereby represents and warrants that s/he is duly authorized to execute and deliver this Agreement on behalf of Facility and that this Agreement is binding upon Facility in accordance with its terms.

6.4. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

CURRICULUM VITAE

DAVID J. ALBERT

Lecturer of Marketing

Third Year Review

GENERAL INFORMATION

OCTOBER, 2010

Department of Marketing and Professional Sales

Coles College of Business

Kennesaw State University

1000 Chastain Road

Kennesaw, GA 30144-5591

Tel. (678) 797-2649

dja0648@kennesaw.edu

EDUCATION

2007 M.B.A. - Kennesaw State University

2006 B.S. – Kennesaw State University

PROFESSIONAL EXPERIENCE

2008-present Lecturer of Marketing

2007-2008 Adjunct Instructor of Marketing

COURSES TAUGHT AT KENNESAW STATE UNIVERSITY

1. MKTG 3100, Principles of Marketing, 2 times
2. MKTG 4150, Consumer Behavior, 4 times
3. MKTG 4870, Sport Marketing, 5 times
4. MKTG 4100, Marketing Research, 3 times
5. MKTG 4650, Advertising and Promotion, 11 times
6. MKTG 4490, International Hospitality Marketing, 1 time

SCHOLARSHIP OF TEACHING; RESEARCH AND CREATIVE ACTIVITY

PUBLICATIONS

REFEREED CONFERENCE PRESENTATION

Lester, D., Albert, D., (2008) *An Exploration in Profiling Consumer Purchase motivation: A Case of Extreme Sports Marketing* - Atlantic Marketing Association (2008 conference proceedings)

Albert, D., Tashchian, A., Selden, G., Roberts, G., (2008) Student Satisfaction of Traditional Academic and Equivalent Online Classes: An Exploratory Research – IABPAD Conference Proceedings, Dallas, Texas, April 24-27, 2008

Michael I. Iaquinta

315 West Elliot Road

Suite 107-294

Tempe AZ 85284

Cell Phone: 602-695-7131 Email: mikeiaquinta@gmail.com

Career Profile

Over 12 years of experience in sports marketing and business development. Experienced and knowledgeable in leadership and management, partnership negotiation, deal execution, revenue growth, marketing, business planning, budget management, event management, game operations, premium hospitality, ticket sales, broadcast media and media relations.

NFL Arizona Cardinals/Rojo Event Management- September 2009 to Present

Director, Business Development

- Responsible for driving revenue growth by developing and managing fully integrated partnerships in all business categories for the organization, University of Phoenix Stadium and Rojo Event Management
- Develop strategy, pricing, implementation and activation of Rojo Event Management assets and events
- Manage Corporate Sales and Service Staff for Rojo Event Management initiatives
- Assist VP, Business Development with the management of the department
- Maintain a thorough knowledge of industry contacts and best practices to ensure the department methodologies and processes are in line with current trends

Teaching Activities- 2008 to Present

- Serving as a reader for Samantha Coronado's Arizona State University Barrett Honors College Thesis entitled, "Developing Loyal NFL Season Ticket Holders from the College Student Segment"
- Guest speaker for the ASU Sports Business Association
- Developed and proposed an elective course for the University of San Francisco's Graduate Sports Management Program entitled, "New Facility Corporate Sponsorship Development"
- Guest lecturer at the University of California Haas School of Business Sports Marketing Program 2008-2009

Cal-ISP Sports Network, University of California Berkeley- September 2008 to September 2009

General Manager

- Provided leadership and overall management for the property
- Managed Corporate Sales, Service and Broadcast Staff
- Drove partnership revenue growth via all property assets (entitlements, promotions, signage, media, hospitality, non-traditional)
- Assisted in the growth of the property's television and radio network
- Managed P&L and budget forecasts
- Developed strategy, pricing, implementation and activation of existing and incremental property assets
- Developed strategy, design, pricing and implementation of incremental partnership assets for new facilities (Performance Center and Memorial Stadium renovation)
- Worked closely with all internal departments to identify and develop revenue generating opportunities (executive staff, marketing, tickets, coaching, operations, development, student recreation, campus business office)

NFL Arizona Cardinals- May 2007 to September 2008

Senior Manager, Business Development

Manager Business Development May 2003- May 2007

Corporate Sale Representative August 2000- May 2003

- Responsible for developing fully integrated marketing partnerships in all business categories for the organization and University of Phoenix Stadium, a multi-purpose facility
- Personally developed over 30% of the sponsorship revenue in year one of University of Phoenix Stadium
- Continued to lead revenue generation by managing existing partnerships and developing incremental partnerships; responsible for 40% of sponsorship revenue in year three of University of Phoenix Stadium

- Continually cultivated personal relationships with primary decision makers to ensure partner satisfaction and identify incremental business opportunities
- Managed partner relationships including oversight of the client service process to ensure partnership fulfillment
- Worked closely with various internal departments to identify and develop revenue generating opportunities (website, tickets, coaching, operations, charities, community relations, alumni)
- Tasked to develop partnerships for ancillary events at University of Phoenix Stadium

Comcast Sports Net Washington DC- January 1999 to July 2000
Advertising Sales Assistant

- Supported the advertising sales account executives in business development
- Developed strategic proposals targeting current and prospective clients
- Generated sales reports, invoices, research and television ratings information
- Managed sales department interns

NFL Baltimore Ravens- September 1998 to January 1999
Marketing Department Assistant

- Assisted corporate sales on various revenue generating projects
- Involved in opening ceremonies of Ravens Stadium now M&T Bank Stadium
- Implemented game day promotions and on field entertainment
- Assisted in the planning and execution of special events and non-game day promotions
- Feature writer for the *NFL Insider Magazine*

NFL Baltimore Ravens- July 1998 to September 1998
Training Camp Operations

- Assisted the Director of Operations in the logistics of preparing and running preseason training camp
- Assisted the media relations department in coordinating media interviews and requests

United States Department of State- January 1998 to April 1998

- Assigned to the Bureau of Political Military Affairs, Office of Nuclear Energy Affairs
- Aided the office in finalizing an Annual Presidential Report to Congress on Nuclear Nonproliferation

The White House- May 1997 to July 1997

- Assisted in daily operations of the POTUS & FLOTUS Scheduling and Advance office
- Advanced the President and First Lady at various events in the Washington D.C. area
- Continued as a member of the White House Advance Staff from January 1998 to July 1998

EDUCATION: BA History, Minors in Government and English, Fall 1997 Shippensburg University

HONORS: GTE Academic All-American Team, for NCAA Football • 1997 Burger King Scholarship Award Winner • ECAC and PSAC Scholar Athlete • PSAC All Star Selection, 1997

COMMUNITY SERVICE

- Fundraising Committee Consultant for the Central Arizona Mountain Rescue Association, a volunteer technical search and rescue team serving Maricopa County and Arizona (www.mcsomr.org) 2002-2008

MEMBERSHIP

- Board Member, Phoenix Regional Sports Commission 2010-Present
- Member of the National Sports Marketing Network San Francisco Chapter 2008-2009

John Eaton, Clinical Professor

Education

Ph.D., Arizona State University, 2002; MBA, University of Toledo, 1990; B.A., University of Michigan, 1988

Research Areas

Marketing management: Market strategy and performance relationships, brand equity and brand community, sponsorship effects on brand image; Consumer behavior: Brand image and personality, retail design atmospherics, role of emotions and expectations

Academic Positions

Arizona State University: 2006-present. Previous Appointments: University of Arizona, University of North Carolina-Charlotte

Career and Professional Awards; Teaching Awards

2011 Recipient, Huizingh Outstanding Honors Professor, W. P. Carey School of Business; 2010 Recipient, Huizingh Outstanding Undergraduate Professor, W. P. Carey School of Business; Recipient, W. P. Carey School of Business Faculty Advisor of the Year Award, 2009; Recipient, W. P. Carey School of Business John Teets Outstanding Undergraduate Teaching Award, 2009; Finalist, W. P. Carey School of Business Faculty Advisor of the Year Award, 2008; Finalist, W. P. Carey School of Business John Teets Outstanding Undergraduate Teacher Award, 2008; Recipient, College of Business Outstanding Graduate Student Teacher Award, 2000; Finalist, College of Business Outstanding Graduate Student Teacher Award, 1999

Professional Leadership

Vice Chair Communications, Sports and Special Events Special Interest Group, American Marketing Association, 2004-2006

Corporate and Public Sector Leadership

Director, Marketing Communications, Edison Industrial Systems Center, Toledo, OH

Representative Publications

Eaton, John P. and Michael P. Mokwa (2008), "Conventional Validity of Economic Impact Studies: Lessons Learned on the Road to the Super Bowl," 2008 Sport Marketing Association Annual Conference.

Eaton, John P. and Michael P. Mokwa (2007), "Collegiate Athletic Marketing Practices: The Effect of Moderators on the Relationship between Market Orientation and Performance," 2007 Sport Marketing Association Annual Conference.

Eaton, John P. and Michael P. Mokwa (2006), "Measuring Performance in Collegiate Athletics: Conceptualizing Beyond Convention," 2006 Sport Marketing Association Annual Conference.

Michael Mokwa, Professor
W. P. Carey Department of Marketing
W. P. Carey School of Business, ASU

Education

Ph.D., University of Houston, 1979; MBA, University of Houston, 1974; B.B.A., University of Houston, 1972

Research Areas

Strategic marketing management, decision making, implementation, culture and performance; Sports business decision making, performance and impact; Marketing theory; Business education

Academic Positions

Arizona State University: 1979-present. Previous Appointments: University of Wisconsin-Madison, University of Houston

Career and Professional Awards; Teaching Awards

Outstanding Article, Marketing Education Review, 1998; Outstanding Mentor Award, Graduate College, Arizona State University, 1996

Professional Leadership

Chair, AMA Marketing Strategy Interest Group, 2003-present; Member, AMA Finance Committee, 2003-present; Member, AMA Sports Marketing Interest Group, Executive Team, 2003-present; Chair, Department of Marketing, Arizona State University, 1989-current; Review Board, Journal of Strategic Marketing, 1996-current; Review Board, Marketing Management, 1996-current; Review Board, Journal of Marketing Education, 1992-2003

Representative Publications

Charles Noble and Michael Mokwa (2000), "Implementing Marketing Strategies," Journal of Marketing and Marketing Research of Russia, V63n4: pp. 57-73.

Charles Noble and Michael Mokwa (1999), "Implementing Marketing Strategies: Developing and Testing a Managerial Theory," Journal of Marketing.

Lytle, R.S., Mokwa, M., & Hom, P. (1998), "SERV*OR: Managerial measure of organizational service-orientation" Journal of Retailing, V74n4: pp. 455-489.

S. Ade Olusoga, Mokwa, M. and Charles Noble (1995), "Strategic Groups, Mobility Barriers and Competitive Advantage: An Empirical Investigation," Journal of Business Research, June, V33n2: pp. 153-164.

Professional Sales and Relationship Management
Marketing 370
Spring 2012
Monday 6:05-9PM
Room BAC323

Instructor:

Kim F. Ruggiero

kim.ruggiero@asu.edu

kim.ruggiero@cox.net (daily review)

TN: 480.917.0848/602.284.6847

Meeting times immediately after class or upon request

Graduate Assistant:

OBJECTIVES:

1. To help the student understand the vital role of sales, its relationship to other functions within the organization and its impact on customers.
2. To develop a better understanding of the various tools available to help the Professional Salesperson.
3. To expose students to professional sales situations in various industries.

Everybody Sells!! In business, nothing happens until a sale is made. Selling is important, from your career to your social life-you sell everyday. This class will be run similar to a sales meeting and is designed for students who plan to pursue a career in professional sales after graduation. This course will teach you about selling and how to sell. Students will gain knowledge and skill development in: choosing a sales career, attributes of a sales person, sales call preparation, value propositions, creating value for the client, team selling, questioning and listening techniques, negotiating, persuasion, and closing techniques.

What You Will Learn:

Characteristics of a Professional Sales Person
How to Research a Company/Key Stakeholder
Resume Building
Creating Business Value
Sales Ethics and Values
Sales Call Reluctance
Sales Terminology
Sales Persuasion and Influence
Business Golf and Etiquette
Handling Objections

Personality Identification
Teaming
Developing an Elevator Speech
Creating a Value Proposition
Sales Process
Sales Call Strategies
Prospecting for Clients
Sales Role Play Exercises
Sales Closing Skills
Sales Negotiation

Sales Presentation Skills
Understanding the Role of Sales from a Customer's Perspective

Vertical Industry Sales Skills

Required Text:

“Selling Today; Creating Customer Value”, by Manning, Reece, Ahearne by Pearson; 11th Ed. International Edition and on-line edition is also available at a lower price.

“Life, Don't Miss It” by Gary Kunath (found on Amazon.com)

Recommended Text:

Sales Books, bnet.com, Fortune Magazine

Course Design:

The course design may be modified from week to week, based on class content and speaker availability.

- Seminar
- In-Class Role Plays
- Guest Speakers
- Will have periodic off-site meetings/classes to shadow sales representatives working in a high tech sales environment.

Course Approach:

Selling is skills based and this class will involve role playing to develop those skills. Feedback will be from both the instructor and classmates. Class seminars will incorporate both textbook information as well as outside material. Each class will cover different material each week relating to sales. In addition, outside speakers will be an integral part of your learning experience-offering different sales experiences, and possible internship positions.

Team Selling:

This course will involve team selling projects. In the complex sales environment of B2B sales, team selling heightens success of deal closure. Students will be placed into teams based on industry interest level.

Teams will be grouped by targeted companies the class will be shadowing in partnership with the high tech sales company. Teaming is important to your success both in this class and when you begin your career.

Members of the entire team need to contribute to the completion of the team assignments.

Class Participation:

The class is highly participative. Therefore, student discussion will be key to learning about sales. The best way to earn a high grade is to read the course material and prepare questions and comments before coming to class. Students need to be prepared to initiate and discuss the topic for the week and not be a passive observer. Students expected to do company research for speakers who will join the class.

Class Attendance:

Each person will have name tents to pick up at the beginning of each class so that the instructor will get to know the students names. Each class will be part of the building blocks of professional sales.

Role Play:

Every class is planned to have a case discussion and/or role play component. The purpose of the role play exercise is to familiarize the students with the sales process and to increase students comfort level with speaking in front of groups.

There will be multiple presentations during the semester. While there will be a degree of “make believe”, the class is designed to help put you in a situation similar to those encountered in a business selling environment. The class will present their final sales project presentation to the partner company sales team.

You and your teammates may prepare a script for rehearsals, but during the class role play, NO reading from the script. EVERY person will have a speaking role. Practice makes perfect to ensure that you know your information and your product. You will be able to use sales promotion, product, props or visual aids for the presentation. Effective sales people know their material and deliver in a presentation/conversational mode - memorizing a speech projects a speech that is too robotic.

End of Semester Customer Presentation:

The teams will be given the product/service, customer and the customer’s customer for the final role play scenario. It will be graded based on the fundamentals learned during class, with the sales process discussed in class. The scenario will be the last meeting with the client to do a recap and a final signature on their agreement. Special attention from the judges will be around Business Value, where you describe what business benefit your customer will receive from solution you have devised. This will not be a core dump of features and functionality of the product/service that addresses the customer needs/problems.

It will be up to the team members to determine who the sellers are and who the buyers are. You will need to involve the buyer in the sales presentation. If you notice that you are doing most of the talking, you need to stop, ask probing questions and get the prospect engaged. Every person on the team will have a speaking role. No reading of notes, rather it should be conversational. Extra credit will be provided to the top performer. The rubric for the final Role Play for presentation is attached to the syllabus. The panel of judges will assess your performance and the lowest score will be eliminated.

Professionalism Grade:

- Commitment to team and class (punctual and attendance)
- Timely submission of assignments
 - Watch your spelling – the company who hires you will. Each spelling error will result in 1 point taken away
- Business casual dress – you only have one chance to make a first impression with the speakers
- Positive attitude!

Participation Grade:

Preparation for class and active interaction in discussions

- For showing up to class: 50% for class
- Participating in textbook discussions, comments, interacting with guest speakers, active participation during class: 100% for class

Homework:

Format for homework, to be turned in the day it is due, is the following :

- Article
- Key Principle of article that relates to sales

- One sentence on why you picked that key principle. Critical thinking on key principle. Not looking for synopsis/book report of the section of the article you are referencing. We will be having the teams discuss the key principle in their team, and will discuss the key principles from each team during class.
- Provide 3-4 key bullet points on key principle
- No more than a half page in length

Exams:

There will be one written exam given during the course and multiple presentation/role plays/homework assignments. They will be inclusive from the textbook, seminar, class discussions, guest speakers and outside material assigned or discussed. While it will be an “account team” test for collaboration, every person will be responsible for their own test. There will not be a “final” cumulative exam.

The mid-term will have a combination of two presentations 1) a 10 minute report on an interview with a Sales Vice President of a mid-large market firm that answers key questions including “What are contributing factors to the success of your sales organization”. Class will vote on which SVP presentation will be invited to speak to the class which will result in an extra 25 points for the winning team. 2) Presentation on value creation, details to be presented in class.

Grading: (Quota)

Final Test (1)	150 points
Cialdini Paper	50 points
Sales Process	75 points
RMIT	25 points
Mid-semester SVP preso	75 points
Mid-semester Value Creation preso	75 points
Elevator Speech	75 points
Final Role Play	200 points
Participation	50 points
Professionalism	50 points
Homework	150 points
Special Assignment Finance paper	75 points
Role Plays/Cases	75 points
Resume	<u>25 points</u>
	1000 points

Grades will be assigned as follows:

97%-100%	= A+
93%-96.99%	= A
90%-92.99%	= A-
87%-89.99%	= B+
83%-86.99%	= B
80%-82.99%	= B-
77%-79.99%	= C+
70%-76.99%	= C

60%-69.99% = D

Below 60% = E

Enrichment Activities:

Enrichment activities are suggested to further involve the student in the knowledge of sales and expanding their internal and external network. 10 or 25 points each

1. Attendance at Professional Sales Initiative event (during semester). Provide a 1/2 page review of the event. 25 points
2. Membership in Pi Sigma Epsilon, Professional Sales Business Fraternity/Delta Sigma Pi, Alpha Kappa Psi. Evidence of involvement will be membership card and committee placement. 25 points
3. Various options will be provided during the semester. 10 or 25 points depending on event.
4. Mutually acceptable activity per discussion.

CHECKLIST FOR EVALUATING SALES PRESENTATIONS

Sales Team _____

Evaluator_____

Time_____ (minutes)

<u>STYLE</u>	<u>Excellent</u> 10 pts	<u>Good</u> 7 pts	<u>Average</u> 5 pts	<u>Poor</u> 3 pt	<u>Not Done</u> 0 pts
Characteristics Include:					
1. Professionally dressed.....					
2. Grooming/overall appearance...					
3. Apparent confidence.....	_____	_____	_____	_____	_____
4. Level of volume.....					
5. Not monotonous.....					
6. Eye contact.....					
7. Smile/warm/friendly.....					
<u>TECHNIQUE</u>					
Characteristics Include:					
1. Gains common ground.....					
2. Understands prospect needs....					
3. Effective use of props/Demo...	_____	_____	_____	_____	_____
4. Use of selling techniques.....					
5. Clarity of presentation.....					
<u>VALUE CREATION</u>					
CLEAR business value provided.	_____	_____	_____	_____	_____
<u>PERSUASION</u>					
Characteristics Include:					
1. Convincing.....					
2. Trustworthy.....					
3. Professional language.....	_____	_____	_____	_____	_____
4. Use of testimonials.....					
5. Handling of objections.....					
6. Effective use of trial closes.					
7. Effective at gaining agreement to move forward with project.					
<u>DID ALL TEAM MEMBERS SPEAK?</u>					
	_____	_____	_____	_____	_____
<u>CREATIVITY</u>					
	_____	_____	_____	_____	_____
<u>OVERALL</u>					
	_____	_____	_____	_____	_____

EXTRA CREDIT FOR TOP PERFORMER

Name:

Please provide several constructive comments at the bottom of this page. Please write a paragraph on the back of this sheet that describes your opinion of the sales person's performance.



Marketing 410– Sales and Sales Management

Spring 2012

BA L1-27

Tuesdays 6:05 – 8:55

Professor: Michael Denning, Ph.D.
Office: BA 475, 480.727.8063
E-mail: michael.denning@asu.edu
Office Hours: By Appointment
Prerequisites: Any Fundamentals of Marketing Class or Instructor waiver

Materials (required): Sell 2nd Ed; Ingram, LaForge, Avila, Schwepker, & Williams. South-Western, 2011. ISBN 1-111-57437-5

Background: The course focuses on the skills which are required to be successful in selling and managing the sales function in a personal, direct sales environment. It asks the student to put himself/herself in the position of being a prospective sales manager as well as a direct sales representative. This context helps the student better relate to the realities of the environment and how the concepts of the course can be applied to practical sales management situations, and management performance requirements. The course will provide a systematic framework for understanding how sales is distinguished from marketing.

Personal selling refers to a representative of a business organization directly interacting with customers in order to influence the customer's purchase decision making. As personal selling is one of the top entry-level positions for marketing careers and an important part of most firms' marketing efforts, it is important for all business students to understand the role of personal selling as it is the most effective form of business communication. In this course, we will explore selling's role in the modern firm so that each student will develop an appreciation for and understanding of the basic concepts and practices of personal selling.

Approach: Hence, we will look at the role of selling and sales management within the broader context of marketing.

The course is intended to introduce you to key selling concepts, methods, and strategic issues relevant for successful “to-go-market” companies.

However, the course has been designed with the student who has some knowledge of marketing in mind. It therefore assumes a basic understanding of the theories, principles and practices of marketing. I regard this advanced course as an extension of introductory courses in marketing that focus on a few sales concepts. Therefore, I will make no attempt to cover the entire marketing curriculum again, but rather focus on topics and issues that are particularly important for sales managers and sales people.

Because there is no universal sales approach applicable to all businesses, this course is designed to help students develop a flexible way of thinking about sales problems in general.

My interest is to develop your skills as marketers - broadening the tools you have learned to include the development of approaches and programs in sales contexts. The course uses examples of firms marketing both consumer and industrial products in a variety of industries.

We will be utilizing a variety of methodologies in exploring our subject, including case studies. Cases provide one of the best vehicles for applying marketing concepts and theories. However, case analyses do require critical evaluation of both facts and logic to allow effective discussion. You must therefore be prepared and actively involved in class discussions.

The course's focus is on problem solving through discussion and the analysis of contemporary sales cases.

Objectives: I expect this course to:

1. To provide the student with a basic understanding of the processes and skills necessary to be successful in personal direct selling within the industrial market place.

2. To provide an understanding of the tools and techniques necessary to effectively manage the sales function, the sales organization and the sales individual.
3. To provide students with advanced skills in the areas of interpersonal communications, motivational questioning techniques and high-leverage employee process management

Evaluation: You will be evaluated on the basis of performance in these four areas:

1. Case write-ups (30%) One of the goals of the course is to develop your skills in presenting cogent arguments for a course of action in a sales situation. You are to prepare a three page written (12 point, double spaced), not including Appendices, discussion which ***advocates a specific course of action*** for two cases and is inclusive of the case questions outlined on myASU. In developing your argument, you should consider the pros and cons of your position as well as the merits and limitations of other courses of action that you did not select. When appropriate, you should also include a discussion of the financial implications of your position. Calculations, if appropriate, can be included in (a maximum of five pages) of appendices which do not count in the three-page limit.

Your position papers will be evaluated on three dimensions: (1) professionalism of the presentation, (2) the extent to which you integrated case facts to draw inferences, and (3) the soundness of your general logic.

A few helpful hints in writing your case position papers. While I do not wish to legislate a format for case write-ups, you may want to consider the following as you prepare your position papers: Begin with a succinct statement of the problem. Clearly define and discuss each possible course of action. Elaborate on what you feel are the merits and weaknesses of each course of action. In evaluating the merits and weaknesses of each option, draw inferences from case facts.

2. Module Exams (60%): There are four online exams during the course. The first exam will cover Chapters 1-3; the second Chapters 4-6; the third Chapters 6-9; and the fourth on Chapters 10 and 11 (This is your final exam). The exams may also contain material from the lectures not found in the text.

3. Contribution to Class Discussions (10%): Students are expected to come prepared for every class discussion. Your participation grade will take into account the quality of your comments, your attendance and punctuality. You are expected to attend every class. Absences must be explained to me in advance. Please be on time for all classes - late arrivals distract the discussion, and are rude to discussants and guests in class. Be

prepared for each class, and tell me before class if you are not. I will often make cold calls in class and will expect you to be able to respond. Usually we will open each case with a cold call asking for a summary of major issues of the case to be discussed or an analysis of a major global event which would have marketing implications. In evaluating your participation, everyone starts off with a C grade (75). Your final class participation grade will depend on your attendance and participation. For example:

- If you attend class regularly but do not participate in class, you will earn a C grade.
- If you do not attend class regularly and do not participate in class, your grade will be lower than a C.
- If you participate occasionally and attend occasionally, you will earn a C grade.
- Only if you attend class regularly, and participate regularly, can you earn an A or B class participation grade.

What distinguishes an A from a B is the quality of your participation. Simply restating facts of the case; restating what others have said; answering a question different from the one you were asked; or expressing an opinion without support are examples of low quality participation. Demonstrating that you have analyzed facts or data; brought to light 3 important issues; synthesized key aspects of the case; or critically evaluated managers; options are examples of high quality participation.

Assignment Submission

All papers are to be submitted in a Word format on the assignment section of the Blackboard site for the course. When submitting your papers, label your files LASTNAME_ASSIGNMENT NAME. **Incorrectly submitted or late files will not be graded.**

Classroom Behavior

The W.P. Carey School of Business is a professional school providing education and training for careers in the business world and the proper classroom climate will assist students to develop the habits that will contribute to their career success. Therefore, the policies that promote and maintain a professional atmosphere and an appropriate learning environment will be followed.

Therefore we expect students will:

- attend all scheduled class meetings, arrive on time and refrain from leaving until dismissed,

- turn off cell phones, pagers, etc. upon entering the classroom,
- minimize non-class related conversations,
- refrain from reading or working upon any non-class related materials,
- refrain from sleeping in class, and
- conduct themselves in a courteous and professional manner at all times.

Instructor and Class Communication

This course relies heavily upon myASU as a communication medium. It is every student's responsibility to ensure that his or her ASU email account is functional and to check it on a regular basis. All assignments are to be submitted via Blackboard.

TENTATIVE CLASS SCHEDULE

WEEK		TOPIC
1. Jan 10	Lecture: Read	Introduction Chapter 1
2. Jan 17	Lecture: Readings: Prepare:	Sales Ethics Chapter 2 Chapter 2 Case p. 44
3. Jan 24	Lecture: Read:	Buyers Chapter 3
4. Jan 31	Take:	Module 1 Exam
5. Feb 7	Lecture: Read:	Communication Skills Chapter 4
6. Feb 14	Prepare:	Chapter 4 Case p. 102
7. Feb 21	Lecture: Read:	How to find Buyers Chapter 5
8. Feb 28	Lecture: Read:	Planning the Call Chapter 6
9. Mar 6	Take:	Module 2 Exam
10. Mar 13	Lecture: Read:	The Call Chapter 7
11. Mar 20		Spring Break
12. Mar 27	Lecture: Read: Case Due:	Objection Handling Chapter 8 Chapter 8 Case p. 187
13. Apr 3	Lecture: Read:	Customer Satisfaction Chapter 9
14. Apr 10	Take:	Module 3 Exam
15. Apr 17	Lecture: Readings:	Sales Management Chapters 10,11
16. Apr 24		Course Review
17. May 1	Take:	Final Exam

MKT 430 - Sports Business

Instructor: Dr. John P. Eaton

Office: BAC 473

Phone: (480) 965-2938

Office hours: M/W 9:30-10:30am; 1:00-2:00pm
and by appointment

E-mail: john.eaton@asu.edu

Required Text: The Business of Sports; Foster, Greyser and Walsh, 2006, Thomson-Southwestern Publishing

Student Objectives

At the end of the semester, students will

- Possess a sophisticated understanding of the sports business industry,
- Be able to analyze the business environment surrounding the sports industry,
- Have the ability to synthesize information and apply their learning to solve problems faced in and around sports business, and
- Be able to apply business and marketing strategies to enhance performance in sports business.

Class Philosophy

This is not an easy class. Hopefully the topics we cover will be of greater interest to you and lend to more effort on your part. We will have some very challenging exercises and discussion that require a great amount of outside work. In short, come prepared. You will be expected to have read the section(s) of the text that covers the topic(s) according to the syllabus. However, class will not be a simple rehash of the book. We will be doing a variety of exercises outside of the lecture format that require preparation on your part. Sports can be a very personal, involving, emotional-laden component of people's lives. We must all respect everyone's opinion on these topics at all times. I will not tolerate any disparaging comments about other's beliefs.

Attendance Policy and Class Contribution

Your class contribution grade will reflect your input into the class through participation and in-class exercises. This is an interactive course, so therefore you are expected to attend and participate in each class. I will not provide full sets of slides to students with undocumented absences; if you miss class, please get the notes from another student. While I do not have a specific attendance policy, missing class will negatively affect your class contribution grade. The contribution points are based on quality of responses and participation in in-class and out-of-class exercises. The 50 contribution points that are part of your grade are not easy points to get. The average contribution score will parallel the average exam score. Out-of-class activities will be written assignments that must be typed to be accepted. All out-of-class activities are due at the beginning of the class and NO late assignments will be accepted unless accompanied by a documented absence.

Grades

Your grade will be determined **entirely** by your performance. I **cannot** adjust grades due to factors outside of the course (e.g. GPA trouble, work conflicts, personal problems, etc.).

Exam 1	100 points	A+ = 686-700 points
Exam 2	100 points	A = 644-685 points
Exam 3	100 points	A- = 630-643 points
Exam 4	100 points	B+ = 616-629 points
Group Project	200 points	B = 574-615 points
Case Leadership	25 points	B- = 560-573 points
Project Presentation	25 points	C+ = 546-559 points
Class contribution	<u>50 points</u>	C = 490-545 points
	700 points	D = 420-489 points
		E = 0-419 points

Exams

There will be four exams during the class each worth 100 points. Each exam will cover not only the assigned text material but also lectures, group exercises, and class discussion. You are responsible for everything that takes place **in class**. **NO MAKE-UP EXAMS WILL BE GIVEN UNLESS ARRANGEMENTS ARE MADE BEFORE THE EXAM AND ONLY WITH THE INSTRUCTOR'S APPROVAL** (e.g. medical emergencies). In other words, if you are unable to take the test at the arranged time, you must contact me **BEFORE** class time. All make-up exams will be different than the regular test.

Group Project - Strategic Industry Profile/Assessment of a Sport League

The group project will focus on developing a relatively comprehensive, systematic strategic profile and *assessment* of a league and its sport to increase our understanding of its mission, organization, operations, performance, stakeholder relationships, environment, competencies, threats, opportunities and challenges. An in-depth handout will be distributed.

Students will be assigned to teams of approximately three people. Groups will present their results to the class. All members are expected to speak in the presentation. Finally, I reserve the right to **significantly** lower a student's project grade if he/she does not participate in all aspects of the assignment. The final project is due at the **beginning** of the last class. It will lose **ten points per hour** that it is late. Project grades will be based on the overall **quality** of written analysis and oral presentation as well as individual contribution to the project. Each team will be assigned a score. Each team member will have the opportunity to *confidentially* complete a critique of each member's performance. I reserve the right to raise/lower a student's project grade based on this information.

Case Leadership

Each group will be responsible for leading the class in one case discussion. A written analysis of your case is also required. This should be done in no more than 3 single-spaced pages and should follow the specific format that will be discussed in class.

Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Academic dishonesty will not be tolerated in any form. Cases of academic dishonesty will be pursued to the fullest extent allowed by college and university regulations. Students are expected to adhere to the ASU Code of Academic Integrity as described in the ASU General Catalog. For further information on this subject please refer to: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Classroom Behavior

You are enrolled in a professional course; please treat our classroom in the professional manner it deserves. Students are coming to class to learn. Please do not disrupt this process. If you need to talk to someone in class, please excuse yourself from class rather than create an annoyance for other students. If you have any questions whatsoever as to what it means to act in a professional manner, please ask me. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self.

Special Needs and Accommodations

Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please let me know if you need ANY accommodation for a disability. I can work with Disability Resources for Students (480-965-1234) to make appropriate accommodations.

MKT 430 - COURSE SCHEDULE Subject to Change

Date	Topic
M 8/24	Introduction
W 8/26	Sports Marketing Timeline
F 8/28	Sports Marketing Timeline
M 8/31	Section 1 – Sports Marketing Overview
W 9/2	Section 1 – Sports Marketing Overview
F 9/4	Section 1 – Sports Marketing Overview
M 9/7	NO CLASS – Labor Day
W 9/9	Section 2 – Leagues; Select Groups; Pick Presentation Dates
F 9/11	Group Project Discussion
M 9/14	Section 2 – Leagues
W 9/16	Section 2 – Leagues
F 9/18	Section 2 – Leagues
M 9/21	Exam 1
W 9/23	Section 3 – Clubs

F 9/25	Section 3 – Clubs
M 9/28	Section 3 – Clubs
W 9/30	Section 6 – Sports Marketing Advertising & Sponsorship
F 10/2	Section 6 – Sports Marketing Advertising & Sponsorship
M 10/5	Section 6 – Cases
W 10/7	Section 6 – Sports Marketing Advertising & Sponsorship
F 10/9	Exam 2
M 10/12	Section 7 – Sports Marketing Branding and Fan Avidity
W 10/14	Section 7 – Sports Marketing Branding and Fan Avidity
F 10/16	Section 7 – Sports Marketing Branding and Fan Avidity
M 10/19	Section 8 – Broadcasting, Media and Sports
W 10/21	Section 8 – Broadcasting, Media and Sports
F 10/23	Section 8 – Broadcasting, Media and Sports
M 10/26	Section 9 – Stadiums and Arenas
W 10/28	Section 9 – Stadiums and Arenas
F 10/30	Exam 3
M 11/2	Section 10 – Financial Valuation and Profitability
W 11/4	Section 10 – Financial Valuation and Profitability
F 11/6	Section 10 – Financial Valuation and Profitability
M 11/9	Section 4 – Players/Athletes and Agents
W 11/11	NO CLASS – Veteran’s Day
F 11/13	Section 4 – Players/Athletes and Agents
M 11/16	Section 5 - College Sports
W 11/18	Section 5 - College Sports
F 11/20	Section 5 - College Sports
M 11/23	Exam 4
W 11/25	Group Project Work
F 11/27	NO CLASS – Thanksgiving
M 11/30	Group Project Work
W 12/2	Final Group Presentations
F 12/4	Final Group Presentations
M 12/7	Final Group Presentations
M 12/14	Final Group Presentations 9:50-11:40; Final Project Due Beginning of Class

MKT 442: SERVICES MARKETING STRATEGY

W. P. Carey School of Business
Arizona State University

Instructor: Helen Wang
SPRING 2012

MKT 442: SLN# 11552

Course Time/Location: Tue 6:05 pm -8:55pm/BA L1-31

Office Hours: Tue 4:00pm - 5:00pm
and by appointment

Office: BAC 411

Phone: 965-6412

Email: si.wang@asu.edu

COURSE DESCRIPTION

Why study services marketing? The U.S., as well as much of the world economy, is dominated by services. In the U.S., approximately 80% of the labor force and 80% of the GDP is accounted for by services. Yet traditionally, business school courses have focused on the manufacturing sector of the economy. This course is especially designed for those students who may be interested in working in service industries and in addressing the distinct needs and challenges of managing services and delivering quality service to customers.

The primary theme of the course is that service organizations (e.g., banks, transportation companies, hotels, hospitals, educational institutions, professional services) require a distinctive approach to marketing strategy – both in its development and execution. The course will build and expand on ideas from MKT 302 and other marketing courses to make them specifically applicable to service industry settings. Also, a second theme of the course focuses on the role of service in manufacturing businesses. Currently, many firms in the manufactured goods sector see service as the basis for attaining a sustained competitive advantage.

Course Objectives

In today's competitive environment, employers expect you to have a variety of skills when you graduate. They are consistently saying that they make hiring/promotion decisions based on:

- excellent critical thinking/problem solving skills,
- excellent written and oral communication skills, and
- good listening skills as well as a willingness to understand the viewpoint of others.

This course is designed to help you improve your skills in these areas while gaining depth of knowledge about services marketing.

At the conclusion of the course, you should be able to:

- effectively describe and utilize key services frameworks and concepts including the 3 services Ps, the Gaps Model, customer satisfaction, loyalty, and customer lifetime value,
- analyze environment and marketing information to make well reasoned service marketing decisions, and
- understand the interconnectedness among business disciplines that is needed to achieve service excellence and the implications for managers.

To achieve these objectives, classroom sessions will involve a mixture of lecture, student discussions and presentations, videos, case analyses, applied problem solving, and guest speakers. Your active presentation in class discussion is important.

REQUIRED TEXTBOOK

Zeithaml, Valarie A. Mary Jo Bitner, and Dwayne Gremler (2009), *Services Marketing: Integrating Customer Focus Across the Firm* 5th Edition, McGraw-Hill.

Most of the reading assigned for the course will come from the textbook. However, at various times during the semester, I may provide you with handouts, articles, or cases that you will be asked to read and prepare for class.

GRADE

Your grade will be determined **entirely** by yourself and your group performance on the below activities. Therefore, I **cannot and will not consider** adjusting grades due to factors outside of the course (e.g. GPA trouble, work conflicts, personal problems, etc.).

<u>Grading Activities</u>	<u>Points</u>
Group Projects (Total 400 points)	
I. Case Study	
# Presentation	100
# Discussion Participation	100
II. New Service Design	
# Progress Updates (Oral & Written reports)	100
# Final Delivery (Oral & Written reports)	100
Individual Assignments (Total 600 points)	
I. Service Encounter Report (Oral & Written reports)	100
II. Exams	
Quiz	100
Mid-Term Exam	150
Final Exam	150
III. Class Participation	100
TOTAL	1,000

Final grades will be calculated as follows:

97%-100%	A+	80%-82.99%	B-
93%-96.99%	A	77%-79.99%	C+
90%-92.99%	A-	70%-76.99%	C
87%-89.99%	B+	60%-69.99%	D
83%-86.99%	B	Below 60%	E

GROUP PROJECTS

Teamwork is critical for any business success. The group projects aim to create teamwork opportunities and help students to apply marketing concepts in practice. The students will work in a team of 3-4, no more than 4, to complete the following two projects during the semester.

Group Project Grading: In real-world working environment, you rarely can get work done alone. You will often find yourself working in a project team with people from the same department or even across functions. A can-do attitude and teamwork ability are critical for today's business leader. To encourage a constructive team work culture, each group member will be evaluated based on two scores: (1) a group performance score (worth 70% of the total score in each group project assignment). This score will be the same for each group member based on the overall group performance; (2) an individual contribution score (worth 30% of the total score in each group project assignment). This score will be given based on the peer evaluation from the group members (see Appendix 1).

I. Case Study

In each class, the 2nd half of the class time will be dedicated to more interactive group case studies. In each class, one group will be responsible to present the case, prepare interesting questions for discussion, and lead or facilitate the class discussion. The rest of the groups will also need to prepare the case and actively participate in the discussion.

When your group is presenting and leading the case study, the Presentation grade (100 points) will be evaluated based on:

- a. how clear and organized the case presentation is (both oral and written forms),
- b. the creativity and thoughtfulness of the questions that your group comes up with for the discussion, and
- c. how well and creatively your group leads, facilitates, or stimulates the whole class discussion to create an enjoyable and meaningful discussion.

When your group is participating in the case study discussion, the Discussion Participation grade (100 points) will be evaluated based on:

- a. how well your group participates in the discussion and co-create an enjoyable and meaningful discussion with the presenting group, and
- b. how much additional insights your group offers to the overall case study discussion.

II. New Service Design

Throughout the semester, as a group, you will develop a new service design or redesign an existing service which will include your development of a service blueprint of the service to gain expertise with using that tool. The total grade for this group project will be based on two project progress updates (worth 50 points each), and a final group presentation as well as a written proposal (worth 50 points). I will provide more details about the assignment step by step in the class.

INDIVIDUAL ASSIGNMENTS

I. Service Encounter Report

Service Encounter Report is an individual assignment. It consists of **8** written reports (each worth 10 points) and **one** in-class oral presentation (worth 20 points).

For the written reports, you will complete 8 service encounter reports. One blank copy of report form is in Appendix II. Each entry will correspond to one service encounter. Your report may be written (if you have neat, legible handwriting) or typed. Be sure to completely answer the questions on the journal entry form. You may write on the back of the form or attach an additional page if you need more room. Please try to record an assortment of encounters from a variety of service industries (i.e., don't do all restaurants), as well as some that you found satisfying and some that were very dissatisfying. The best way to complete your journal is to fill out a form immediately following a particular incident.

For the oral presentation, please choose one of your most interesting service encounter experiences to share with the class. As part of our class activity, I hope your encounter report will generate insightful discussion and ideas. For example, when you report dissatisfactory service experience, you may ask the class to come up with creative service recovery solutions. When you report a positive service experience, you may ask what new business opportunities or service management insights the class may learn from the case. I will provide more details on the guideline of presentation in the class.

II. Quiz & Exams

There will be one quiz (worth 100 points) and two exams (worth 150 points each) during the semester. The quiz and exams will contain multiple choice questions, short, essay-type questions as well as case-based questions. Exams must be taken during the scheduled class period. If you must miss an exam for a valid reason, see me before the day of the exam to make other arrangements.

III. Class Participation

Active student participation in class is essential for your learning and to the success of the class. Therefore, you will be evaluated on your individual overall participation including regular attendance, contributions to class and case discussions, and completion of exercises in class. Your primary attention should be to the quality of your participation, not simply quantity. To make quality comments you must read text chapters and readings and complete any out-of-class assignments prior to class time. In addition, you will need to attentively follow the discussion in class so that your comments will build from what others have said. Clarity and conciseness will be highly valued. If you wish feedback on your participation, you may visit with me at any time during the term.

*****Extra Credit Marketing Research Activities*****

To better your understanding of the marketing research process you will be given multiple time periods throughout the semester in which you can volunteer to take part in our marketing research activities. Successful participation on your part will earn **10** extra credit points per session; you can attend a **maximum of three** of the six sessions throughout the semester (**30 points total**). You may only attend **ONE** session during each of the research waves. Times and dates for each of the research waves will be announced in advance so that you may plan accordingly. Sign up will take place through our course Blackboard site. All consumer research conducted will be carefully reviewed by the University for your protection. All data collected is anonymous and kept strictly confidential. You are free to withdraw from a study at any time, as long as you tell the researcher. If you have any questions about a study, please ask the lab assistants or researcher. While this is not foreseen, if you are uncomfortable about your participation or have any concerns, please discuss it with the lab assistants, researcher, your instructor, or the Chair of the Marketing Human Subjects Committee.

ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Academic dishonesty will not be tolerated in any form. Cases of academic dishonesty will be pursued to the fullest extent allowed by college and university regulations. Students are expected to adhere to the ASU Code of Academic Integrity as described in the ASU General Catalog. For further information on this subject please refer to:
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

CLASS BEHAVIOR

You are enrolled in a professional course; please treat our classroom in the professional manner it deserves. Students are coming to class to learn. Please do not disrupt this process. If you need to talk to someone in class, please excuse yourself from class rather than create an annoyance for other students. If you have any questions whatsoever as to what it means to act in a professional manner, please ask me. The Arizona Board of Regents' Student Code of Conduct prohibits threats of physical harm to any member of the University community, including to one's self. For further information, please refer to: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5-308.pdf

SPECIAL NEEDS AND ACCOMODATION

Please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please let me know as soon as possible if you need ANY accommodation for a disability. I can work with you and Disability Resources for Students (480-965-1234) to make the appropriate accommodations.

***The Instructor will reserve the rights of changing the syllabus as needed**

COURSE SYLLABUS -- MARKETING 442*

<u>Wk</u>	<u>Date</u>	<u>Topic</u>	<u>Homework Reading Assignments</u>	<u>Group Project Due</u>
Introduction				
1	10-Jan	Why study services? The Gaps Model of Service Quality	Chapter 1,2 & Case 1	
Understanding the Customer				
2	17-Jan	Customer Expectations and Perceptions of Service	Chapter 4,5 & Case 2	Case Study 1
3	24-Jan	Customer Research and Building Customer Loyalty <i>Guest Speaker: Bradley Fay on Sports Marketing Research</i>	Chapter 6.7 & Case 3	Case Study 2
4	31-Jan	Service Recovery	Chapter 8	Case Study 3
5	7-Feb	Creating Lifetime Customers - Chris Zane (Video) & *** Quiz ***		
Designing Services				
6	14-Feb	*** Service Research Field Trip ***		
7	21-Feb	Service Design and Blueprinting	Chapter 9	
8	28-Feb	Servicescape and Physical Evidence of Service	Chapter 11 & Case 4	New Service Design Update I - Oral Prsnt
Delivering Services				
9	6-Mar	Employees' and Customers' Roles in Effective Service Delivery	Chapter 12, 13 & Case 5	Case Study 4
10	13-Mar	*** Mid-Term EXAM ***		
11	20-Mar	SPRING BREAK NO CLASS!!!		

<u>Wk</u>	<u>Date</u>	<u>Topic</u>	<u>Homework Reading Assignments</u>	<u>Group Project Due</u>
Delivering Services				
12	27-Mar	Service Distribution and Managing Demand and Capacity <i>Guest Speaker: Chadwick Miller on Automobile Industry</i>	Chapter 14, 15 & Case 6	Case Study 5
Managing Service Promise				
13	3-Apr	Integrated Communication and Service Branding (a social media panel 6-7:30pm, tentative)	Chapter 16 & Case 7	Case Study 6
14	10-Apr	Pricing and Financial Impact of Service and Quality	Chapter 17	New Service Design Update II - hand-in ppt & Case Study 7
Integration				
15	17-Apr	Every Business is Service Business <i>Guest Speaker: Dr. Jeff Ward, Partner/Senior Engineer from Spring Active</i>	Handouts	Service Encounter Report Due (8 written reports)
16	24-Apr	New Service Design Final Presentations		
17	1-May	*** FINAL EXAM ***		New Service Design -Final Written Proposal & Peer Evaluation Due

Appendix 1

Peer Evaluation Form

Please rate **yourself** and **your team members** on the relative contributions that were made in the group projects. *Your ratings will not be disclosed to other students.* Be honest in this evaluation!

In rating yourself and your peers, use a one to five point scale, where

- 5 = Superior;**
- 4 = Above Average;**
- 3 = Average;**
- 2 = below average; and**
- 1 = weak.**

Insert **your name** in the first column and your peers' names in the remaining spaces. (One name at the top of each column).

Names					
Participated in group discussions or meetings					
Helped keep the group focused on the task					
Contributed useful ideas					
Quantity of work done					
Quality of work done					
	+	+	+	+	+
Enter total scores here					

Resource: Thomas G. Thompson, Director of Undergraduate General Business and Human Resource Management Programs, University of Maryland University College

Appendix II

Service Encounter Report Form

Your Name:

Name of Firm:

Type of Service (industry):

Date of Encounter:

Time of Encounter:

How did the encounter take place (e.g., in person, by phone, via a self-service technology)?

What specific circumstances led to this encounter?

Exactly what did the firm/employee say or do?

How would you rate your level of satisfaction with this encounter? (Circle the most appropriate number).

1	2	3	4	5	6	7
Extremely Dissatisfied						Extremely Satisfied

What exactly made you feel this way?

What could the employee/firm have done to increase your level of satisfaction with the encounter? What improvements need to be made to this service system?

How likely is it that you will go back to this service firm?

1	2	3	4	5	6	7
Extremely Unlikely						Extremely Likely

ADDITIONAL COMMENTS:

Honors Thesis and Internship Description

MKT 493 - Honors Thesis

Course description: Supervised research or creative activity focused on preparation and completion of an undergraduate honors thesis or creative project.

Enrollment requirements: Pre-requisite: Barrett Honors student

MKT 484 - Internship

Fall 2012

Course description: Structured practical experience following a contract or plan, supervised by faculty and practitioners.

Enrollment requirements: Pre-requisites: W. P. Carey Marketing BS student; must have completed MKT 302 or MKT 303 with a grade of B or better



ARIZONA STATE UNIVERSITY

W.P. Carey School of Business

Marketing Department
Internship Program (MKT 484)

Student Application Form

Date

Name Last, first, middle initial ID#

Local mailing address Number and street

City, state, zip code Telephone number

E-mail address

Major GPA

Years attending ASU Other

Name of Internship

Give the names of two (2) ASU faculty members in the W.P. Carey School of Business as references. (Obtain their permission)

Blank lines for references

Additional course credits you plan to take in this semester besides the internship (15 hour load besides internship is maximum)

Blank lines for course credits

List the Marketing courses you have completed or are presently taking

_____	_____
_____	_____
_____	_____

Please return the completed **application** and a copy of your **most recent unofficial transcript** to the Department of Marketing, Internship Coordinator.

UNIVERSITY LIABILITY STATEMENT

I understand that the University has worked with the organization to develop an internship that meets the University criteria. If student interns successfully complete the internship program, appropriate credit will be granted by the University. The daily managerial control and working conditions of the internship program are handled by and under the sole direction of the organization. Consequently, the University does not have nor can it assume any liability relative to the protection of the individual intern.

Signature (Student Intern)

In light of the above, you are urged to review with the organization what employee benefits are made available to the intern, i.e., health and accident insurance, workmen's compensation, and liability insurance. If adequate benefits are not available, you may wish to make your own arrangements.

MKT 484
Marketing Internship Requirements and Instructions

1. Section I: Define what the project is about and what your expected goals are at the outset. Goals should be company oriented as well as personal.
2. Section II: The daily journal – what are you doing to accomplish the expected goals. Include examples of the things you create; i.e.) created a poster for a promotion program. Make a copy and explain its purpose. Keep track of your hours at least on a weekly basis.
3. Section III: What did you accomplish? Compare with what you expected and determine if there is any difference. Why is there a difference? How could you improve the outcome? What did you use from your classes (**specifically state 3 classes**) that helped you and what would you like to have had taught to help you in this internship? Write a self-assessment of how you believe you performed in the internship. Include an evaluation from your supervisor or employer.
4. Section III and the overall professionalism of the paper are the most important elements considered for your grade. Professionalism would include spelling, grammar, and overall appearance/presentation of the final paper.
5. The due date is the date you have completed your project and the paper. If it is after the normal end of the semester due date for grades an “I” (incomplete) is given then changed to a grade when your project is received and graded.
6. This is a 3 credit hour class that can count as one of your electives as a Marketing major or it can be used as an upper division business class for other majors.
7. You **can not** backdate an internship and *just* write a report. It must be approved by the department as appropriate for an internship.
8. Requirements for MKT 484 are:
 - Project needs to be a learning experience in the marketing area
 - Student needs to complete a minimum of 120 hours before submitting the paper
 - With the papers as shown in paragraph 3 above, a written evaluation of performance is to be included by your supervisor
 - Student needs to have a minimum GPA of 3.0 and have completed MKT 302.
 - The Student Placement Agreement must be signed by Employer and returned with application. The department will obtain the signature of the Dean of the W. P. Carey School of Business.
 - Student **must meet** with the internship coordinator to discuss the internship and to receive the class number.
9. Once the project is turned in it will **not be returned**. If you want a copy make one prior to turning it in.
10. **Things to do:** (1) Complete the pink application and attach an unofficial transcript and job description; (2) Get recommendation forms to appropriate professors; (3) get the Student Placement Agreement signed by the employer; (4) meet with the internship coordinator.

**W. P. Carey School of Business
MKT 494 – Projects in Sports Business
Course Syllabus**

**John Eaton
BAC 473
(480) 965-2938
John.Eaton@asu.edu**

Course Orientation and Objectives

This Projects course focuses on providing students with an innovative opportunity to work directly with sports business industry professionals to address real-world and real-time issues these organizations face in their course of business.

We aim to develop an appreciation for and understanding of the multiple stakeholders and diverse interests in and around sports business, and of their constantly changing and interactive impact on sports business practice and performance.

Our objective is to provide exposure to leading-edge thought, methods and practices in sports business, and to consider methods and practices from conventional business that can be applied to enhance performance in sports business.

Course Delivery

In addressing the issues sports business organizations face, the course will be geared to replicating real-world experience through our focus on situational/environmental analysis, leadership and communication skills through a team-based perspective. Strong importance will be given to providing students the skills they need to be successful in these business contexts. With project-based classes, there will be little formal lecturing with greater interaction among the students and professor and extensive hands-on exercises, readings and case discussions.

Required Course Material

- *The Elusive Fan: Reinventing Sports in a Crowded Marketplace*, by Rein, Kotler and Shields, 2006, McGraw-Hill
- *The Sports Business Journal*
- Selected cases in sports business and marketing (will be provided)
- Selected articles from leading publications (will be provided)

Grading

Your grade will be determined entirely by your performance on your group's project. The instructor will describe in detail the course project that will be an applied project in the area of interest. We will attempt to provide options that will give you the ability to thoroughly investigate the intricate environment in which the sports organizations engage their stakeholders.

The group project will focus on developing a relatively comprehensive, systematic strategic profile and *assessment* of a sports industry organization and the issues they are facing. These projects will be real-world applications of course material, working directly with leading sports business organizations. Our class experiences will seek to increase our understanding of these sports business organizations' mission, operations, performance, stakeholder relationships, environment, competencies, threats, opportunities and challenges. An in-depth handout will be distributed.

Class Preparation and Contribution

Since this class will be run as an interactive projects-based course there will be limited formal lectures. This will necessitate attendance at ALL classes and **active participation** on the part of every student. The focus of most classes will be interactive discussions and challenge exercises as well as guest speakers from the sports industry that will facilitate your sports business industry knowledge.

Project Deliverables

- Project Proposal
- Progress Reports
- Project Plan
- Oral Consultative Presentation
- Written Consultative Report
- Action Learning Brief
- Team Contributions
- Involvement in team meetings

Performance Evaluation

Your performance will be evaluated as follows:

Involvement/Participation, especially in contributing to <u>all</u> projects	25%
Project Proposal (written and oral)	8%
Project Plan	7%
Consultative Report and Oral Presentations	55%
Action Learning Brief (individually done)	5%

It is the responsibility of each team member to perform effectively. Higher and lower performing team members may receive different evaluations, based on peer evaluations. Input from client organizations will also be considered.

Projects

Teams will work with diverse client organizations. With significant involvement from their team, each client organization will specify a project-unit as the focus for the team's work. Clients will also identify an individual(s) as the key person to champion and guide the project within the company and a day-to-day individual(s) to be your key client contact.

Each team will meet with their client organization to identify and articulate issues that will anchor and guide the project. *Issues can be dynamic and may need to be reframed or re-negotiated as work progresses. Each team is responsible to manage the agenda of issues with their client organization.*

Project Proposal:

Teams will generate and submit a **project proposal** to the client. This proposal should clearly define the focus and nature of the project and include, but not be limited to:

- a brief description of the project ;
- articulation of the purpose and scope of the project;
- a statement of the project goal and objectives;
- delineation of the methods to be used to execute the project.

Prior to submission to the client, a draft of the proposal will be presented orally and in written form during a meeting. *A representative of the client organization must both sign off on the proposal.*

Progress Reports:

Bi-weekly or more frequent **Written Progress Reports** to the client will help communicate about the projects. The reports will keep projects moving effectively and facilitate learning about different situations, issues and methods. Some of this information will be shared periodically in sessions with other teams for feedback.

Project Plan:

Each team will also submit a **project plan**, including:

- specification of key tasks and responsibilities;
- an overview of information needs and information gathering strategies;
- delineation of a timeline and project milestones.

Microsoft Project Software will be a necessary resource in preparing your project plan. The managing partner and client organization must sign and commit to the project plan. The plan will include anticipated work by the team, as well as additional work to be performed by individuals within the client organization to continue the project after the team has completed its work.

Client Report:

Each team will also develop a **formal written consultative report** for their client organization. These reports should be tailored to the needs, issues and style of the

client. The reports should include: clear, substantiated articulation of the issues; key findings, operational recommendations addressing feasibility, impact, financial implications and contingencies. *In evaluating your report, pay particular attention to the inclusion and quality of financial considerations, as well as implementation and evaluation plans.*

Teams should submit a draft of the report for review before it is finalized.

The report can be in a traditional paragraph or PowerPoint format. If PowerPoint is used for the written report, more detail is expected than what is likely to be featured in the oral presentation.

Oral Presentations:

Two oral presentations will be made, one in “draft form” and one in “final form” to the client on-site. Schedule the on-site well in advance. In doing so, be sure to take into account client, team members, managing partner and senior advisor availability.

“**Learning while doing**” will characterize much of our approach. As such, teams need to blend work and reflection to capture and shape the learning experiences for the VAS individuals involved and for your clients.

Brief:

An **action learning brief** will be submitted individually by each consultant near the end of the project experience. It should be formatted as a confidential memo to the managing partner. Each brief should include these sections:

- **Project Experience:** A concise and constructive evaluation of the project experience focusing on the management and execution of the project as well as on the project deliverables;
- **Lessons Learned:** Identification and brief discussion of the most important substantive and skill-oriented lessons learned;
- **Client Assessment:** A candid assessment of working relationships with the client;
- **Consultants Assessment:** A comprehensive and candid assessment of the contributions of each team member to the project experience and deliverables; also allocate 100 points across yourself and your teammates based on their contributions.

Peer evaluation from the action learning brief, as well as interim peer evaluations, will be a part of your performance evaluation.

W. P. Carey School of Business
MKT 494: Sports Revenue Generation
Course Syllabus

Instructor:
Office Hours:
Telephone:
E-Mail:

Course Overview and Objectives

“Exploring the many facets of sports business while learning how to manage the functionalities and inter-relationships”

The *Revenue Generation* course focuses on providing students with a solid understanding of a \$213 billion dollar industry that today has become twice the size of the automobile industry. Students will gain an understanding of several key marketing, management and administrative functions, including but not limited to the following:

- Team Branding and Marketing
- Customer Service and Fan Loyalty Programs
- Corporate Sales and Partnership Activation
- Sports Programming and Media Rights
- League Management and Administration
- CRM Programming & Database Marketing
- Leadership for the Professional Franchise

The sports business industry is made up of many intricate relationships among consumers, sports teams, athletes, media entities, venues, multinational corporations, and others. Escalating revenue related to television rights, sponsorships, receipts for professional and collegiate sports have been well-documented and widely publicized. Similarly, costs associated with these revenue streams have increased significantly. With so much money at stake, corporations are becoming increasingly involved at every level of sport business, including amateur leagues and teams.

Teaching Methods

This course provides students with a necessary mix of (1) critical analysis, (2) application, and (3) leadership and communication skills. The emphasis will be to provide students with real world models and analysis from accomplished industry veterans. In addition to lectures the class will provide interaction among the students and professionals working in the sports area and extensive hands-on exercises, readings and case discussions.

Required Course Material

- *The Sports Business Journal*
- Selected cases in sports business and marketing (HBS)
- *The Migala Report* (complimentary subscription provided)
- *Contemporary Sport Management* (Selected chapters/handouts will be provided)

Grading

Your grade will be determined by your performance on the following assignments:

- | | |
|-------------------------------|-----|
| • Individual papers/exercises | 40% |
| • Final exam | 30% |
| • In-Class contributions | 25% |
| • Attendance | 5% |

Final Examination

The final exam will be based on all that was discussed in the classroom. It will be a combination of multiple choice and essay questions, designed to test your understanding of the primary principles and concepts that were presented.

Class Contributions and Homework

The structure of the class will necessitate attendance at ALL classes and **active participation** on the part of every student. A portion of your class participation grade will come from the *quality and quantity* of your contributions. The focus of most classes will be interactive discussions and challenge exercises. Homework assignments will also be incorporated into the class and designed to encourage active class discussions.

Assigned Readings

While there is no textbook that needs to be purchased, a subscription to the *Sports Business Journal* and *The Migala Report* is mandatory, and moreover, so is regular and extensive reading of some copies of case histories and selected chapters/materials will be provided to you by the professors.

Revenue Generation
Course Outline

DATE	TOPIC
Feb 25/27	Revenue Generation Models
Mar 3/5	Revenue Generation Models
Mar 10/12	Spring Break Week
Mar 17/19	Branding
Mar 24/25	League Management
Mar 31/Apr 2	Property Valuation
Apr 7/9	Franchise Management
Apr 14/16	Sponsorship Sales
Apr 21/23	Franchise Sales
Apr 28/30	Fan Loyalty & Service
May 5/7	Final Exam & Class Debrief



Marketing 435– Entrepreneurial Marketing

Spring 2012

BA L1-31

Tuesdays 6:05 – 8:55

Professor: Michael Denning, Ph.D.
Office: BA 475, 480.727.8063
E-mail: michael.denning@asu.edu
Office Hours: By Appointment
Prerequisites: Any Fundamentals of Marketing Class or Instructor waiver

Readings (required): The Art of the Start by Guy Kawasaki; ISBN 978-1591840565

Entrepreneur - The Retail Entrepreneurship Simulation (Download)

Course Pack of Cases from the ASU Bookstore

Background: A dramatically new form of marketing is emerging. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, radical marketing, guerrilla marketing, viral marketing, and expeditionary marketing. Each reflects an alternative approach to conventional marketing. This course represents an attempt to bring together these perspectives by providing an integrative framework called “entrepreneurial marketing” (EM).

With EM, marketing is approached not as a set of tools (a technology) for facilitating transactions or responding to change, but as a vehicle for fundamentally redefining products and markets in ways that produce sustainable competitive advantage. EM represents a strategic type of marketing built around six core elements: innovation, calculated risk-taking, resource leveraging, strategic flexibility, customer intensity, and the creation of industry change. A continuum is involved, where marketing efforts can be less entrepreneurial or more. Conditions in the firm’s external environment drive the need for entrepreneurial marketing (turbulence, discontinuities, rapid changes in technology, economics, etc.), while organizational factors can hinder or facilitate the firm’s ability to demonstrate high levels of EM. Further, it is argued that organizations “cycle” back and forth between periods of entrepreneurial marketing (creating the future) and periods of more

traditional marketing (managing the present). During the former, major new directions are taken in terms of new products, markets and marketing processes. During the latter, the focus is more on penetration of existing products and markets and the achievement of higher levels of marketing efficiency. Further, EM manifests itself in different ways as organizations evolve through stages of development. In this course, we will explore how marketing and entrepreneurship affect and are affected by one another. We will examine concepts from each of these two areas to determine how they apply to, and how they can aid the practice of, the other.

Approach: Hence, we will look at the role of marketing in entrepreneurial ventures, and the role of entrepreneurship in marketing efforts of all firms. Attention will be devoted to understanding why marketers resist entrepreneurship as well as the common mistakes entrepreneurs make when it comes to marketing. The distinct challenges confronting marketers in contemporary business environments will be reviewed, and a number of approaches for addressing these challenges will be identified. Implications will be drawn from the latest trends in marketing and in entrepreneurship. The course is intended to introduce you to key marketing concepts, methods, and strategic issues relevant for start-up and early-stage entrepreneurs.

However, the course has been designed with the student who has some knowledge of marketing in mind. It therefore assumes a basic understanding of the theories, principles and practices of marketing. I regard this advanced course as an extension of introductory courses in marketing that focus on a few entrepreneurial issues. Therefore, I will make no attempt to cover the entire marketing curriculum again, but rather focus on topics and issues that are particularly important for early stage companies. In particular, this course focuses on two major issues:

1. **Marketing Question:** What and how am I marketing to whom?
2. **New Venture Question:** How do I best leverage my limited marketing resources?

In exploring these questions, we will focus on the questions of the marketing mix and its applicability in environments which are resource constrained and replete with global competition.

Because there is no universal marketing solution applicable to all entrepreneurial ventures, this course is designed to help students

develop a flexible way of thinking about new venture marketing problems in general.

My interest is to develop your skills as entrepreneurial marketers - broadening the tools you have learned to include the development of strategies and programs for entrepreneurial contexts. The course uses examples of firms marketing both consumer and industrial products in a variety of industries.

We will be utilizing a variety of methodologies in exploring our subject, including case studies. Cases provide one of the best vehicles for applying marketing concepts and theories. However, case analyses do require critical evaluation of both facts and logic to allow effective discussion. You must therefore be prepared and actively involved in class discussions.

The course's focus is on problem solving through discussion and the analysis of contemporary entrepreneurial marketing cases. Additionally, in order to more fully understand the interplay of the elements of marketing, we will engage in a group simulation game (Entrepreneur) during the semester. This simulation experience will provide another opportunity for you to critically analyze marketing situations and exercise your decision-making skills. Please see below for more details.

Objectives: I expect this course to:

1. Motivate an appreciation of entrepreneurial marketing along with its different environmental contexts for applying general marketing principles,
2. Outline the major strategic constraints and issues confronted by entrepreneurs today,
3. Illustrate how one can identify and evaluate marketing opportunities,
4. Explore how entrepreneurs achieve competitive advantages given limited marketing resources
5. Encourage broad thinking about the organizational impact of marketing problems, for example in the areas of production, logistics, and organizational design decisions.

Evaluation: There are no traditional examinations in this advanced course; instead you will be evaluated on the basis of performance in these five areas:

1. Case write-ups (40%) One of the goals of the course is to develop your skills in presenting cogent arguments for a course of action in a marketing situation. You are to prepare a three page written (12 point, double spaced), not including appendices, discussion which for two cases and is inclusive of the case questions outlined on myASU. In developing your argument, you should consider the pros and cons of your position as well as the merits and limitations of other courses of action that you did not select. When appropriate, you should also include a discussion of the financial implications of your position. Calculations, if appropriate, can be included in (a maximum of five pages) of appendices which do not count in the three-page limit.

Your position papers will be evaluated on three dimensions: (1) professionalism of the presentation, (2) the extent to which you integrated case facts to draw inferences, and (3) the soundness of your general logic.

A few helpful hints in writing your case position papers. While I do not wish to legislate a format for case write-ups, you may want to consider the following as you prepare your position papers: Begin with a succinct statement of the problem. Clearly define and discuss each possible course of action. Elaborate on what you feel are the merits and weaknesses of each course of action. In evaluating the merits and weaknesses of each option, draw inferences from case facts.

2. Comprehensive Marketing Plan (15%): Students will prepare and present a marketing plan for an *entrepreneurial* organization of their choice, possibly for a new venture they are considering. The company must be approved by the instructor.

Students will be asked form a group for this project. Each group should consist of 4 to 5 people.

3. Contribution to Class Discussions (15%): Students are expected to come prepared for every class discussion. Your participation grade will take into account the quality of your comments, your attendance and punctuality. You are expected to attend every class. Absences must be explained to me in advance. Please be on time for all classes - late arrivals distract the discussion, and are rude to discussants and guests in class. Be prepared for each class, and tell me before class if you are not. I will often make cold calls in class and will expect you to be able to respond. Usually we will open each case with a cold call asking for a summary of major issues of the case to be discussed or an analysis of a major global event which would have marketing implications. In evaluating your participation, everyone starts off with a C grade (75). Your final class participation grade will depend on your attendance and participation. For example:

- If you attend class regularly but do not participate in class, you will earn a C grade.
- If you do not attend class regularly and do not participate in class, your grade will be lower than a C.
- If you participate occasionally and attend occasionally, you will earn a C grade.
- Only if you attend class regularly, and participate regularly, can you earn an A or B class participation grade.

What distinguishes an A from a B is the quality of your participation. Simply restating facts of the case; restating what others have said; answering a question different from the one you were asked; or expressing an opinion without support are examples of low quality participation. Demonstrating that you have analyzed facts or data; brought to light three important issues; synthesized key aspects of the case; or critically evaluated managers; options are examples of high quality participation.

4. Group Simulation – Entrepreneur (20%)

Entrepreneur is a computer simulation based on the issues one faces when taking over and running a retail clothing store. The exercise focuses on all aspects of entrepreneurial activities in an active and stimulating environment. As a member of a retail management team, you will make decisions regarding product mix, pricing, distribution, advertising, and promotion. These decisions will then be incorporated into a computer-simulated market to reveal how both you and your competition performed. Decisions cover a time-span of 12 simulated quarters, allowing you to observe both the short-term and long-term effects of your decisions.

Competing in the Entrepreneur market place will require complex analysis and decision-making. As you work through the simulation and become familiar with the program, new issues and problems will arise to challenge you. You will cover issues such as targeting advertising and consumer promotion to particular customer segments, offering trade promotion and sales incentives, and using pricing discounts. Of course, the competition will be following their own strategies and reacting to your decisions. Although the simulation always starts from the same position, each game will proceed on a unique course depending on the strategy that each team chooses. This will allow competitive comparisons and illustrate how markets can evolve differently.

Using Entrepreneur is an exciting and rewarding experience. From the exercise, you will gain a practical understanding of entrepreneurship and how various factors interact and affect one another. By analyzing

information, making decisions, and observing the results, you will experience firsthand the challenges and rewards of owning a business.

Your final report can be no longer than 10 pages of text, double-spaced, 12-point font, and 1-inch margins. Any exhibits or tables are not covered in this limit, however.

Your report will be your account of the years that your team managed the business. You may include in your deliverable any reports, graphs or other items that help to illustrate your team's decisions for each of periods run.

The emphasis needs to be on the learning about entrepreneurial marketing you achieved in the exercise, not on how to play the simulation!

The final report should cover:

Executive summary (no more than one page, included in the 10 page limit)

Your overall strategy. How did your strategy evolve over the course of the simulation? Did it change from your initial ideas? Why or why not? How did the research reports help or hurt your performance? Your strategy points should cover the following: -- consumer analysis -- competitor analysis (who are your strongest and weakest competitors, and why did their results differ from yours?) -- company analysis -- segmentation -- target markets -- brand/product positioning -- product strategy -- pricing strategy -- promotion strategy -- distribution strategy -- profitability and market share analysis (how did all of the above analysis and decisions affect the bottom line and market shares, and why? what went right / wrong?)

Discuss the points in the simulation that were most critical in determining your final position. Explain why these decision points were the most critical. For each situation, describe your key marketing decisions and discuss why you chose those actions. What did you expect to happen? What did happen? Why? What did you learn?

- 5. Case Notes (10%)** For all cases other than What's the BIG Idea? and Virgin Mobile, you are to prepare for class discussion a **one page summary** of the case which answers the questions on myASU. These are to be submitted at the end of class. These summaries are to be in narrative, not outline, form and single-spaced.

Instructor and Class Communication

This course relies heavily upon myASU as a communication medium. It is every student's responsibility to ensure that his or her ASU email account is functional and to check it on a regular basis. All papers are to be submitted in a Word format on the assignment section of the Blackboard site for the course. When submitting your papers, label your files as follows:

LASTNAME_ASSIGNMENT NAME.

Please note that *Incorrectly submitted files will not be graded.*

Classroom Behavior

The W.P. Carey School of Business is a professional school providing education and training for careers in the business world and the proper classroom climate will assist students to develop the habits that will contribute to their career success. Therefore, the policies that promote and maintain a professional atmosphere and an appropriate learning environment will be followed.

Thus we expect students to:

- attend all scheduled class meetings, arrive on time and refrain from leaving until dismissed,
- turn off cell phones, pagers, etc. upon entering the classroom,
- minimize non-class related conversations,
- refrain from reading or working upon any non-class related materials,
- refrain from sleeping in class, and
- conduct themselves in a courteous and professional manner at all times.

TENTATIVE CLASS SCHEDULE

WEEK	TOPIC		
1	Jan 11	Lecture:	Introduction
2	Jan 18	Lecture: Readings:	Sustaining Competitive Advantages of New Ventures Kawasaki – Chapter 1
3.	Jan 25	Lecture: Readings: Notes Due:	Market Research Kawasaki – Chapter 2 Icebreaker: The US Entry Decision
4.	Feb 1	Lecture: Readings:	Demand Forecasting Kawasaki – Chapter 3
5.	Feb 8	Lecture: Readings: Case Due:	Creating a New Market Kawasaki – Chapter 4 What's the Big Idea (A)
6.	Feb 15	Lecture: Readings:	Positioning Tools Kawasaki – Chapter 5
7.	Feb 22	Lecture: Readings	Marcom Kawasaki – Chapter 6
8.	Feb 29	Lecture: Readings: Notes Due:	Overcoming Market Resistance Kawasaki – Chapter 7 Boston Beer
9.	Mar 7	Lecture: Readings: Case Due:	Pricing Kawasaki – Chapter 8 Virgin Mobile USA: Pricing for the Very First Time
10.	Mar 14	Lecture: Readings:	Market Expansion Kawasaki – Chapter 9
11.	Mar 21	Spring Break	
12.	Mar 28	Lecture: Readings:	Distribution Kawasaki – Chapter 10
13.	Apr 4	Lecture: Readings: Entrepreneur Simulation Report Due	CRM Kawasaki – Chapter 11
14.	Apr 11	Milestones for Successful Venture Planning Notes Due:	Nantucket Nectars
15.	Apr 18	Research Class for Marketing Plans	
16.	Apr 25	Presentations of Marketing Plans	
17.	May 2	Final	