

Western University
Faculty of Health Sciences
School of Kinesiology

**KIN 3399G - Sport Marketing
Winter 2021**

| | |
|--|---|
| <p>Instructor: Brendan Riggin Office: Arts & Humanities Bldg Rm 3B14 Email: briggin@uwo.ca Office Hrs: By appointment</p> <p>TAs: Corey Crossan (ccrossan@uwo.ca) Sean Jamieson (sjamie4@uwo.ca)</p> | <p>Lectures: Tu 11:30am - 12:30pm Th 11:30am - 1:30pm</p> <p>Instruction Mode: Online</p> |
|--|---|

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

Calendar Course Description (including prerequisites/anti-requisites):

Sport is a market driven industry. Managers cannot successfully operate in the industry without a thorough understanding of the marketing concept and its linkage between customers and products. This course focuses on the strategic sport marketing planning process, the sport consumer, market research and strategies, and the elements of the marketing mix.

Prerequisite(s): [Kinesiology 2298A/B](#).

Extra Information: 3 lecture hours.

You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enrol in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

My Course Description

Sport is a market driven industry. Managers cannot successfully operate in the industry without a thorough understanding of the marketing concept and its linkage between customers and products. This course is intended to provide you with an overview of critical concepts of sport marketing and the application of these concepts to the sport industry. We will be focusing on some of the key areas of marketing: Market segmentation, market analysis, brand strategy, brand positioning, sport consumer, marketing research and strategies, and four Ps of the marketing mix—product, place, price, and promotion. The course will also cover diverse tangible and intangible products in sport such as licensed merchandise, sponsorship, and e-sports.

Throughout the course, you will be responsible for reading and preparing answers to several case studies that will be discussed in class.

Learning Outcomes/Schedule:

- Identify and delineate theoretical terms, concepts, and philosophies related to sport marketing. (Learn)
- Synthesize research and theoretical knowledge as it relates to a particular sport marketing topic/issue. (Analyze)
- Apply the knowledge learned in the classroom to the sport industry and real world settings. (Apply)
- Develop projects designed to solve current and future problems/issues in the sport industry. (Solve)

Required Course Material/Text:

Wakefield, K. L. (2020). *Team sports marketing*. (can be purchased for USD\$30 at: www.teamsportsmarketing.com/join)

Recommended Textbook: Mullin, B., Hardy, S., & Sutton, W. *Sport Marketing* 4th Edition

Recommended Periodicals: Fortune, Business Week, Team Marketing Report, Street & Smith's Sports Business Journal, Journal of Sport Management, Sport Management Review and so on.

Course Evaluation:

- **Individual**
 - Online case study discussion (20%)
 - Sport event analysis assignment (20%)
 - Midterm exam (30%)
- **Group**
 - Hamilton Tiger-Cats Stadium Experience in the Midst of COVID-19 report (20%)
 - Hamilton Tiger-Cats project presentation (10%)

Final grade for the course will be determined using the following scale:

A+ (90-100), A (80-89), B (70-79), C (60-69), D (50-59), F (below 50)

Online Case Study Discussion (20%)

Throughout the course, several case studies will be assigned on OWL. You will be responsible for reading the cases and answering the corresponding questions. You will be evaluated on your ability to: a) Identify the main issues/problems; b) Respond to discussion questions; c) Link your responses to course concepts and additional research; d) Provide recommendations on effective strategies/solutions; e) Cite appropriate references/citations (at least 2 citations).

Sport League Analysis Assignment (20%)

The purpose of this assignment is to choose a professional sport league and provide a critical analysis of how it has adapted to the COVID-19 pandemic, from a marketing perspective. You will need to watch a game on TV/online and analyze what changes have been implemented. The content of your reflection should demonstrate understanding of sport marketing content and concepts presented in this course.

Assignments must be typewritten using Times New Roman 12-point font and double-spaced with 1.25 inch left/right margins and 1 inch top/bottom margins. Length should be approximately 5 pages (around 1000 words) excluding the title page, references, tables, and figures. The title page should include the title of the assignment, your name, and your student number. Number your pages in the top right corner.

The due date is **February 11th at 11:30am**. A PDF or Word document should be submitted on OWL by the due date. You will be evaluated on your: a) Summary of how the league has

adapted and your observation/reflection; b) how your observation/reflection relates to the topic/concept discussed in the class; c) evaluate the marketing strategy you observed during the game; d) provide suggestions/tips on how to improve the marketing strategies of the game; e) include relevant references/citations (at least 2 citations in each report) in APA format.

Midterm Exam (30%)

There will be an in-class midterm exam on **Thursday March 4th at 11:30am**. Detail guideline and the instruction of the exam will be provided later in the semester.

Hamilton Tiger-Cats Stadium Experience in the Midst of COVID-19 (30%)

In March of 2020, the Hamilton Tiger-Cats Football Club began to work remotely due to the COVID-19 virus. This impacted all areas of the business as football operations had to cancel recruiting trips and business operations began planning virtually for the first home pre-season game, set to take place on Thursday June 4, 2020. After multiple delays and cancellations due to COVID -19 restrictions the CFL season was officially cancelled on August 17, 2020.

With the cancellation of the season, the 2020 Grey Cup in Saskatchewan was also cancelled and moved to 2022. In 2021, the Hamilton Tiger-Cats and City of Hamilton will be hosting the Grey Cup for the first time in 25 years. Canada's largest annual sporting event, there is excitement and enthusiasm for the Grey Cup's return in the community, with Tiger-Cats fans and throughout the entire Tiger-Cats organization.

Project Challenge: Develop a marketing plan for the Hamilton Tiger-Cats 2021 Season at Tim Hortons Field. Your plan must consider the COVID-19 Public Health and Safety regulations and aim to maintain a positive guest experience which includes fan engagement and interactions.

Goal: Review the stadium experiences that guests have had in the past at Tim Hortons Field and determine how we can execute similar programs as well as propose new guest experiences in the midst of COVID-19. Use out of the box-thinking and consider how other stadiums are navigating the Stadium Experience during the pandemic, to develop your plan of action.

The final outcome will be presented in class at the end of the semester, starting on **Thursday April 1st**. Each group will have 15 minutes for presentation and additional 5 minutes for Q&A. In addition, each group is required to submit a full marketing plan/proposal (10-12 pages) at the end of the semester. The due date for this final project report is **Thursday April 8th at 11:30am**.

Evaluation of the oral presentation (50 pts): a) Creativity 15 pts; b) links to class materials and marketing concepts 10 pts; c) marketing plan/proposal 20 pts; d) flow of the presentation and professionalism 5 pts.

Evaluation of the written report (50 pts): a) Introduction of the challenges faced by the Tiger-Cats 15 pts; b) clear marketing plan/proposal 20 pts; c) quality of writing 10 pts; d) proper citations and references (at least 5 citations in each report) in APA format 5 pts

Assignments are due as stated in the course syllabus and will not be accepted late, except under medical or other compassionate circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. A missed mid-term examination, without appropriate documentation will result in a zero (0) grade. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents, illness or death) or similar circumstances

Group Case Analysis Briefs and Sample Discussion Questions

Case #1: BodyArmor challenges Gatorade: New product development

Synopsis: Companies create new products in the market to innovate or differentiate from other competitors. Pepsi-owned Gatorade has been dominating the sports drink market in the U.S. as they have a market share of about 75%. BodyArmor was launched in 2011 as an alternative to Gatorade and now has about 2% market share in the same category (cf. Powerade has 15%). Coca Cola invested in BodyArmor to acquire minority stake which means BodyArmor now has access to U.S. Coca-Cola bottling system with future potential for global expansion. However, strategic marketing plan is critical in enhancing brand awareness and product trialability, which will help the brand to grow.

Discussion questions:

1. Discuss the current brand positioning of the BodyArmor.
2. What are main points of differentiation between Gatorade and BodyArmor?
3. Analyze BodyArmor's current marketing strategy. What are the biggest challenges and opportunities for the brand to increase their market share?
4. What effective marketing strategies can help the company to increase awareness and product trials?

Case #2: Athlete endorsement and Tessa Virtue

Synopsis: After competing at the 2018 PyeongChang Olympic Games, Olympic ice dance medalist Tessa Virtue became the new (and first Canadian) face of Nivea Canada. In addition to Nivea, Virtue has signed endorsement deals with numerous other brands such as Adidas, BONLOOK, Hillberg & Berk, Air Miles, and etc. Virtue now has 371k followers on Instagram. She was also the most mentioned Canadian female athlete on Twitter in 2018. Brands constantly look for the next talent to drive sales and solidify their brand perception. More eyeballs following athletes and their stories means greater value for endorsed brands.

Discussion questions

1. What determines the marketability of an athlete? What metrics are out there?
2. Analyze the Virtue's market value.
3. Why does Nivea choose Virtue as their new face of the brand?
4. Discuss the value of social media as a marketing platform to promote athlete endorsements.

Case #3: VISA and the Olympics: Brand leveraging through sport sponsorships

Synopsis: Global sponsorship spending continues to grow and is expected to amount \$65B in 2019. Companies are spending millions of dollars to have the rights to associate their brands with mega sporting events such as the Olympics and the FIFA World Cup. Visa, a credit card company has been sponsoring the Olympics since 1986. Visa also sponsors the FIFA World Cup, the NFL, NHL, NHLPA, and Toronto International Film Festival.

Discussion questions

1. Why do companies spend money on sporting events? Identify commonly stated sponsorship objectives.
2. Analyze how sponsorships differ from traditional advertising. What are pros and cons of sponsoring a sporting event?
3. How do sponsors evaluate sponsorship effectiveness? Do they really work?
4. Exposure vs. Engagement - discuss what makes sponsorship more valuable.

Case #4: From Lance Armstrong, Tiger Woods, to Maria Sharapova: Athlete transgressions and endorsement marketing

Synopsis: As the visibility of high-profile athletes has increased with the help of social media, more brands want to build unique brand experiences around star athletes. For example, Cristiano Ronaldo, a Portuguese striker, has more than 320 million followers on his social media counts (Facebook, Twitter, and Instagram) around the globe. At the same time, brands face dilemma when athletes are in trouble (e.g., Tiger Woods, Lance Armstrong). Marketing managers need to understand how consumers respond and make decisions when scandals happen and their ramifications on the endorsed brand.

Discussion questions

1. Explore marketing practices that involve celebrity athletes.
 1. Identify how brands choose athletes for their brands.
2. Marketers face dilemma when their brand's celebrity endorser is engaged in transgression. Some brands withdraw their ties with the troubled endorser while some maintain their relationship. What should marketers consider when they face such dilemma?
3. Types as well as the level of severity of scandals vary. Analyze previous cases of athlete scandal and make suggestions what marketers should do in different circumstances.

Case #5: Globalizing the Game: NFL and MLB in the U.K. and beyond

Synopsis: Six NFL teams traveled to London in October 2018 to play their regular season games. The NFL's International Series started from 2007, where the league hosted American football games outside the U.S. every year since. The series now has two sub-brands: the NFL London Games, and the NFL Mexico Game. Major leagues' efforts to globalize their games is nothing new. In 2019, New York Yankees and Boston Red Sox played their regular season games in London for the very first time. While American sports seem to gain some traction in Europe and beyond, there are some challenges remain to penetrate into new markets.

Discussion questions

1. Compare and contrast the NFL and the MLB's London Series (e.g., branding of the series, teams played, title sponsors, etc.).
2. What are the business implications of globalizing American professional sport leagues around the globe?
3. Analyze the strategies that the leagues have adopted in the past to tap into new markets.
4. Moving forward, what are some challenges that need to be considered when globalizing sport in different cultures?

Case #6: The explosive growth of E-Sports

Synopsis: E-Sports will soon be a multibillion dollar business with a global audience of over 300 million fans. E-Sports viewers spent 17.9 million hours watching their gaming heroes on those channels in the first quarter of 2018. ESports first became an official event for the 2018 Asian Games and the IOC is considering to include eSports in the Olympic event. In the U.S., colleges and universities are recruiting gamers to represent their institutions. The University of Akron is investing \$750,000 to build an eSports space for their varsity teams. The U.S. government has recognized full-time League of Legends players as professional athletes. Growing numbers of professional sports franchises are also investing in eSports.

Discussion questions

1. What is the market size of eSports and who are the most prominent governing bodies that

- control and expand the leagues?
2. How is eSports differ from (or similar to) traditional sports?
 3. Who are the consumers/participants of eSports?
 4. Professional sports teams and leagues are recognizing the business potential of eSports. How current teams and leagues are involved with eSports and how will it impact the industry?

Case #7: The rise of over-the-top streaming and ESPN+

Synopsis: Today's media landscape has changed dramatically and is impacting sport media industry and their companies. In particular, the internet has greatly changed how consumers consumer live sport content as they stream on their personal devices and more are parting from traditional cable packages. ESPN has laid off hundreds of their employees due to significant decrease in cable subscribers which costed the flagship sports channel tens of millions of dollars in revenue. In April 2018, ESPN launched the direct-to-consumer subscription service, ESPN+, which has more than 3.5 million paid subscribers as of November, 2019.

Discussion questions

1. How has the media environment changed over the recent years? How has it impacted the sport media landscape and consumers' sport viewing behavior?
2. Conduct a SWOT analysis for ESPN+ subscription service.
3. Who are the main target audience of this streaming service?
4. Who are the direct and indirect competitors? What marketing strategies can help increase ESPN+ subscription?

Case #8: Sport gambling and its implications for the sport industry

Synopsis: After the U.S. Supreme Court's decision that legalize sports betting, a number of new physical or online sportsbooks have opened or in the process of being opened. Among many states, New Jersey pulled in a total of \$40.7M in wagers in July, up from \$16.4M collected after the state legalized sports betting on June 14, 2018. FanDuel and DraftKing, both known as daily fantasy sports provider, launched sportsbook in New Jersey. Steep increase in gambling revenue is not surprising but it certainly will make a huge impact the sport industry at various levels.

Discussion questions

1. Since the Supreme Court's decision, which States have passed the bill to legalize sports betting?
2. Discuss if legalizing sports betting will impact leagues' and teams' direct and indirect revenue.
3. From a consumer behavior standpoint, how does betting on sports impact viewership and other relevant consumer behaviors?
4. What are additional implications of legalizing sports betting on the sport industry?

Course/University Policies

1. Statement on Use of Personal Response Systems ("Clickers")

If Personal Response Systems ("Clickers") are used in the course, a reference to the Guidelines for their use (Guidelines are shown below). Instructors are to communicate clearly to students information on how clickers are used including: how the student's privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the students, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

2. **Academic offences:** They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com <http://www.turnitin.com>

B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

3. Electronic Device Usage:

During Exams - Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. Please be respectful to your fellow students and turn the sound off. If the professor receives complaints from other students regarding noise or other disruptive behavior (e.g. watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom privileges will be revoked. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

4. Health and Wellness:

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

5. Support Services

There are various support services around campus and these include, but are not limited to:

1. *Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>
2. *Student Health & Wellness* -- <http://www.health.uwo.ca/>
3. *Registrar's Office* -- <http://www.registrar.uwo.ca/>
4. *Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

6. Accommodation, Illness Reporting and Academic Considerations:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

<https://www.uwo.ca/fhs/kin/undergrad/academic/consideration/index.html>

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

7. Examination Conflicts: A student with examinations having flexible submission times (e.g., where one or more examination is a take-home examination) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as "heavy load" conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request accommodation with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online examinations, an “Examination Conflict Room,” which may be assigned when a student is scheduled to write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

8. **Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2020 (for first term half-courses)
- November 30th, 2020 (for full-year courses)
- March 14th, 2021 (for second term half courses)

| | | |
|----|----------|--|
| A+ | 90-100 | <i>One could scarcely expect better from a student at this level</i> |
| A | 80-89 | <i>Superior work that is clearly above average</i> |
| B | 70-79 | <i>Good work, meeting all requirements and eminently</i> |
| C | 60-69 | <i>Competent work, meeting requirements</i> |
| D | 50-59 | <i>Fair work, minimally acceptable.</i> |
| F | below 50 | <i>Fail</i> |

Rounding of Grades (for example, bumping a 79 to 80%):

This is a practice some students request. **This practice will not occur here.** The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

9. **Contingency Plan for an In-Person Class Pivoting to 100% Online Learning:** In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

10. **Online Etiquette:** Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

11. Online Learning Support

If you require support with online learning tools and resources, please refer to the Faculty of Health Sciences Online Teaching and Learning Support [Jira request links](#) for students

12. Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

NOTE the following important dates:

Winter 2021

Wed Dec 9/20

Mon Jan 11/21:

Sat Feb 13 – Sun Feb 21/21

Mon Apr 12/21

Last Day of Class

Second term begins

Reading Week NO CLASS

Last Day of Class

Course Schedule and Topics:

| Week | Date | Topic, activity, assignment, etc. | Textbook Chapter or Readings |
|--------------------------------------|---|---|---|
| 1 | Tuesday January 12 | Course Overview | N/A |
| | Thursday January 14 | Introduction to Sport Marketing | What is Sports Marketing (Preface) |
| 2 | Tuesday January 19 | The Marketing Mix: Product | Chapter 3 |
| | Last day to add a second term half course | | |
| | Thursday January 21 | Motivation | Chapter 3 |
| 3 | Tuesday January 26 | The Marketing Mix: Price | Chapter 6 & Chapter 7 |
| | Thursday January 28 | The Marketing Mix: Place | Chapter 9 |
| 4 | Tuesday February 2 | Venue Satisfaction | Chapter 9 |
| | Thursday February 4 | Environment | Chapter 9 |
| 5 | Tuesday February 9 | The Marketing Mix: Promotion | Chapter 8 & Chapter 12 |
| | Thursday February 11 | Brand Associations | Chapter 14 (Affinity Transfer & ROI) |
| Sport Leauge Analysis Assignment Due | | | |
| 6 | Tuesday February 16 | READING WEEK | |
| | Thursday February 18 | READING WEEK | |
| 7 | Tuesday February 23 | Technology and Online Retail | Chapter 11 |
| | Thursday February 25 | Relationship, Cause, Social, and Ethnic Marketing | Chapter 4 |
| 8 | Tuesday March 2 | Guest Speaker: TBD | N/A |
| | Thursday March 4 | MIDTERM | N/A |
| 9 | Tuesday March 9 | Corporate Social Responsibility | Riggin, Danylchuk, Gill & Petrella (2019) |
| | Thursday March 11 | Organizational Benefits & Constraints | Chapter 4 |
| | Sunday March 14 | Last day to drop a second term half course without academic penalty | |
| 10 | Tuesday March 16 | Guest Speaker: TBD | N/A |
| | Thursday March 18 | Demographics | Chapter 4 |

| | | | |
|----|---------------------------------------|--------------------------------------|-----------|
| 11 | Tuesday March 23 | Market Segmentation | Chapter 5 |
| | Thursday March 25 | COVID-19 & Rebranding | N/A |
| 12 | Tuesday March 30 | Class Wrap-up | N/A |
| | Thursday April 1 | Hamilton Tiger-Cats Presentations | N/A |
| 13 | Tuesday April 6 | Hamilton Tiger-Cats Presentations | N/A |
| | Thursday April 8 | Hamilton Tiger-Cats Presentations | N/A |
| | Hamilton Tiger-Cats Report Due | | |

DRAFT