

Fall 9-1-2018

## BMKT 413.01: Sports Marketing

Carol L. Bruneau

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**BMKT 413 – SPORTS MARKETING  
FALL 2017**

**PROFESSOR:** Dr. Carol L. Bruneau

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**CLASS SCHEDULE:** TR: 12:30- 1:50 pm in GBB L14

**OFFICE HOURS:** Tuesday and Thursdays from 9:30 am – Noon  
Mondays 11:00 am – Noon

And by appointment  
Walk-ins are always welcomed

**REQUIRED MATERIALS:**

Fullerton, Sam (2017) *Sports Marketing, 3<sup>rd</sup> edition*. Chicago Business Press, Chicago, IL.

**COURSE OBJECTIVES:**

Sports Marketing covers two broad perspectives including the marketing OF sports and marketing THROUGH sports.

1. The first perspective includes how to increase participation in sports, how to increase the number of spectators at sporting events, how to increase the various media audiences for sporting events, and how to market sporting goods and equipment.
2. The second perspective, which is often overlooked by sports marketing classes, is how to use a sports platform as the foundation of marketing for nonsports products. Topics in this perspective include sponsorships, venue naming rights, licensing, and sports celebrity endorsements.

This course attempts to cover both perspectives using a combination of theoretical and experiential pedagogy. Students will learn the basic concepts of sports marketing and will complete marketing plans for sports organizations.

## **MISSION STATEMENT;**

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

## **COURSE EXPECTATIONS**

This course is an advanced undergraduate course intended for marketing majors and other student who require knowledge of consumer behavior for their courses of study and chosen career paths. It is a required course for those choosing an option in marketing. Class sessions will be devoted to the discussion of selected concepts, research studies and applications.

It is expected that students will approach this course in ways that will maximize their learning rather than minimize their effort. Those students who do not approach the class in this way will suffer both in the ability to learn the material and in the grade they will receive in class. The learning experience of this class depends on student participation by active listening, by contributing to class discussions, and by contributing consistent effort to the process and outcome of hands-on exercises. Consistent preparation rather than pre-exam cramming is a necessity. I expect you to have read the assigned chapters BEFORE class on the day they are scheduled for discussion. Preparation time may vary somewhat depending on the assignment, but can be expected to average two or three hours per class session.

The quality of this course is heavily dependent on thorough preparation, consistent attendance, and spirited participation. Those who are reluctant to speak in front of others should use this opportunity to overcome their fears before entering the business world. The class participation grade will be based on participation during class discussions and in-class exercises. **QUALITY** of participation rather than **QUANTITY** will be judged. Student should expect to be called upon at random throughout the term, either to initiate class discussion or to respond to a question by the professor.

**NO LATE WORK WILL BE ACCEPTED.** Late work is defined as any work not turned in when the professor collects it on the day the assignment is due. **NO EXTRA CREDIT WORK WILL BE ACCEPTED.**

You are encouraged to visit me during my office hours if you have any questions, problems, or if you just want to talk. If you cannot meet me during posted office hours, you are encouraged to make an appointment to meet at some other time. Also, if I am in my office when you walk by, I'm always willing to meet with you.

### **WRITING ASSIGNMENTS**

Throughout the semester, short writing/research projects will be assigned. These assignments must be turned in on time and be typed in 12 point font, single-spaced. The only exception is your first assignment which is to write a short autobiography using the form at the end of this syllabus. You may either hand write (if your writing is legible) or type up this assignment. **You autobiographies will be due on Tuesday, September 11 during class.**

### **SEMESTER PROJECTS**

Students (in a group of 4 or fewer) will be conducting a marketing plan for an organization that either is marketing a sports product or is using sports to market a nonsports product (or a nonprofit organization that focuses on sports). You are free to choose a client. Criteria are that the organization must be local and you must get the commitment of your contact to work with you throughout the semester. More details will be provided about the contents of the marketing plan. At the end of the semester, each group will present their marketing plan to the class, and hopefully, to their client.

### **CLASS PARTICIPATION:**

Randomly throughout the semester in-class projects will be conducted. **You must be in class to receive credit for these assignments.** For example, we will have several guest speakers during class and you must attend these presentations to receive in-class credit.

### **EMAIL FROM STUDENTS:**

You **MUST** use your official UM email accounts if you wish to email me. Otherwise, I will be unable to respond. In addition, I expect you to use a proper salutation and correct grammar in your emails. Please do not use text messaging abbreviations.

**STUDENT CODE OF CONDUCT:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

It is the student's obligation to be familiar with the Student Conduct Code, especially as it pertains to academic misconduct (cheating, plagiarism, etc.), which is available on line at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>. Please note that it is a form of academic misconduct to submit work that was previously used in another course.

Moreover, as the Catalog reads (in terms of Academic Policies and Procedures regarding plagiarism specifically):

“Plagiarism is the representing of another’s work as one’s own. It is a particularly intolerable offence in the academic community and is strictly forbidden. Students who plagiarize may fail the course and be remanded to Academic Court for possible suspension or expulsion.”

It continues,

“Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording *but also ideas*. Acknowledgement of whatever is not one’s own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one’s own original work is plagiarism.”

So, *ALWAYS* err on the side of caution by citing the resources used in preparing your work. Moreover, *always* use direct quotations for exact wording taken from another source.

Finally, I am well aware of the various websites where one can go to find “free term papers.” Believe me, it is not worth the gamble with your academic future. If a student is caught plagiarizing on an assignment, that student will receive no credit for that assignment.

**STUDENTS WITH DISABILITIES:**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

**GRADING:**

The following weights will be used to compute your course grade:

Written assignments	25%
Class Participation/in-class projects	25%
Marketing Plan Semester Group Project	
Marketing Plan	35%
Oral Presentation	<u>15%</u>
TOTAL	100%

All courses conducted by the Management & Marketing Department will be graded on a +/- basis. Below is the grade scale for this grading method.

$A \geq 93$	$77 \leq C+ < 80$
$90 \leq A- < 93$	$73 \leq C < 77$
$87 \leq B+ < 90$	$70 \leq C- < 73$
$83 \leq B < 87$	$60 \leq D < 70$
$80 \leq B- < 83$	$F < 60$

Grades will not be curved or rounded up.

**SPORTS MARKETING COURSE SCHEDULE  
FALL 2018**

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
8/28	Introduction to Class	
9/30	Introduction to Sports Marketing	Read Chapter 1
<b>SECTION I: MARKETING OF SPORTS</b>		
9/4	Sports Marketing Plan	
9/6	Sports Marketing Domains	Read Chapter 2
9/11	Segmenting the Sports Market	Read Chapter 6 <b>Autobiographies due</b>
9/13	Segmenting (Cont.)	
9/18	Product Decisions in Sports	Read Chapter 7
9/20	Product Decisions (Cont.)	
9/25	Distribution Decisions in Sports	Read Chapter 8
9/27	Distribution Decisions in Sports (cont.)	
10/2	Promotion Decisions in Sports	Read Chapter 10
10/4	Promotion Decisions (cont.)	

10/9 Pricing Decisions in Sports Read Chapter 9

**SECTION II: MARKETING THROUGH SPORTS**

10/11 Marketing through Sports Introduction/  
Traditional Marketing Strategies

10/16 Sponsorships Read Chapter 4

10/18 Sponsorship Foundation Read Chapter 5

10/23 Leveraging

10/25 Ambush Marketing

10/30 Venue Naming Rights

11/1 Sports Endorsements

**11/6 ELECTION DAY! No Classes PLEASE VOTE!**

11/8 Sports Licensing

11/13 Use of Technology in Sports Marketing

11/15 Use of Technology in Sports Marketing (cont.)

11/20 Project Day

**11/22 THANKSGIVING! HAVE FUN!**

**11/27 Project Day**

**11/29 Group Presentations**

**12/4 Group Presentations**

**12/6 Group Presentations**



## **PROFESSOR'S AUTOBIOGRAPHY:**

**CAROL L. BRUNEAU** – I was born in Stillwater, Oklahoma and had a fairly normal childhood. I attended Oklahoma State University and received a B.S. degree in sociology/anthropology. After graduation, I attended Arizona State University where I worked on an M.S. degree in archeology. I never finished this degree, but I did have some great experiences conducting fieldwork in Israel, Arizona and New Mexico. After dropping out of the graduate program, I became a secretary as the utility of an anthropology degree seemed to be questioned by many employers. Finally, tiring of not having any spending money, I returned to Oklahoma State University to work on an MBA degree. It was then that I discovered the wonderful world of marketing that allowed me to combine the study of human behavior that I had found interesting in anthropology with the money-making potential of an MBA degree.

After graduation, I worked as a Market Research Scientist for Battelle Pacific Northwest Laboratories in Richland, Washington for 5 years. Battelle is the largest not-for-profit contract research organization in the world. The Battelle office in Richland primarily conducts research for the U.S. Department of Energy and the Hanford Nuclear Reservation. My duties at Battelle included being responsible for supplying marketing expertise and management to a variety of contract research projects. Major areas of research that I participated in included: technology transfer and diffusion, consumer decision-making, innovative technology concepts, and market assessments. I was also the technical liaison between Battelle and eight Native American reservations located near the Hanford site for a dose reconstruction project.

Although I liked my work at Battelle, I decided it was time for a new challenge. I moved to Tucson, Arizona and began working on a Ph.D. degree in marketing at the University of Arizona in the Fall of 1991. I finished this degree in 1996.

In January of 1995, I interviewed with the Management Department of the University of Montana and was offered a position as an assistant professor. I am still thrilled after being here 15 years to have found such a great job in such a beautiful place with such great colleagues and students. I have taught Marketing Principles, Consumer Behavior, Marketing Management (undergraduate and graduate level), Marketing and Culture, Sports Marketing and Nonprofit Marketing. I have a variety of research interests including sensorial marketing, generational studies, qualitative research methodology, sports marketing, and nonprofit marketing

My hobbies include wine tasting, gourmet cooking (and eating!), traveling, hiking, playing golf (badly), reading, watching spectator sports (Go Griz! Go Pokes!) and

observing human (consumer) behavior wherever it occurs. I am a member of the Rotary Club of Missoula Sunrise. My favorite sport is INDYCAR racing, and I was able to attend the Indianapolis 500 in May 2016, the world's largest one day/one venue sporting event with over 400,000 spectators.

**YOUR AUTOBIOGRAPHY:**

NAME: \_\_\_\_\_

Hometown: \_\_\_\_\_

E-mail: \_\_\_\_\_

Major: \_\_\_\_\_

Company where employed: \_\_\_\_\_  
(if applicable)

Year in college: \_\_\_\_\_

What do you expect from BMKT 413? Are there any sports marketing topics that you would specifically like me to cover?

**OVER >>>>>>>>**

Please use the space below to write a little something about yourself similar to the autobiography that I wrote. Include why you are taking this class and what you plan to do with your degree after graduation. Also, tell me about your background (especially business experience that you have had), your extracurricular activities, hobbies or other interests, and/or anything else you think I might find interesting. This autobiography should be turned in **during class on TUESDAY, September 11.**