



Approved Innovative Course

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Course: Sports and Entertainment Marketing II

PEIMS Code: N1303422

Abbreviation: SPORTEM2

Grade Level(s): 10-12

Number of Credits: 0.5

Course description:

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

Essential knowledge and skills:

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Sports and Entertainment Marketing. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one-half credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) Sports and Entertainment Marketing II provides students with a thorough understanding of the principles of management and planning supported by research, financial, and legal concepts. Major topics in the course include event planning, career plan development, and the establishment of a sports or entertainment product/business.



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- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
- (A) communicate effectively with others using speaking, listening, and writing skills;
 - (B) demonstrate collaboration skills through teamwork;
 - (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
 - (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;
 - (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
 - (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations.
- (2) The student discusses the economics of the sports and entertainment industry. The student is expected to:
- (A) describe United States economic indicators;
 - (B) analyze the relationship between the U.S. economic indicators and the sports and entertainment industry;
 - (C) analyze the global economic impact of the sports and entertainment industry; and
 - (D) describe how cultural and political environments impact the global sports and entertainment industry.
- (3) The student explains the organizational structure within the sports and entertainment industry. The student is expected to:



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- (A) distinguish between the different types of organizational structures such as sport governing bodies, sport providing entities and sport spectacle organization within the sports and entertainment industry;
- (B) explain the advantages and disadvantages of operating as a for-profit or not-for-profit organization; and
- (C) compare the differences in goals between a national football team and a little league team.
- (4) The student relates the development of entrepreneurship to the sports and entertainment marketing industry. The student is expected to:
- (A) explain entrepreneurship as it relates to sports and entertainment, such as the development of a little league team or a new fitness center;
- (B) describe the qualities needed for success as an entrepreneur in the sports and entertainment industry;
- (C) discuss the contributions of entrepreneurs to the sports and entertainment industry, such as a local football player or actor/actress in a new restaurant;
- (D) analyze the impact small sports and entertainment businesses have on the economy.
- (5) The student explains that marketing management is an important tool in developing marketing strategies. The student is expected to:
- (A) explain marketing management as it relates to sports and entertainment marketing;
- (B) describe the levels of management and illustrate the levels on organizational charts;
- (C) identify management functions such as marketing, accounting, IT department.
- (D) analyze the marketing manager's role in decision making as it relates to a sports team, cultural event, or spring festival;
- (E) evaluate the skills and characteristics of sports and entertainment marketing managers.
- (6) The student discusses the importance of ethics in the sports and entertainment industry. The student is expected to:
- (A) discuss ethical issues that may arise in the sports and entertainment industry;



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- (B) debate the social and environmental responsibility of the sports and entertainment industry;
 - (C) analyze media for point-of-view and bias and describe its effect on current events in the sports and entertainment industry; and
 - (D) evaluate how the values reflected by sports and entertainment affect the community.
- (7) The student analyzes the legal aspects of the sports and entertainment industry. The student is expected to:
- (A) explain risk management and its relationship to the sports and entertainment industry;
 - (B) identify purposes, types, and terms of contracts such as a venue contract, player's contract, or coach's contract;
 - (C) examine the role of unions in the sports and entertainment industry;
 - (D) explain the impact of the Americans with Disabilities Act (ADA) on sports and entertainment events and facilities;
 - (E) describe the impact of national, state, and local laws and regulations on the sports and entertainment industry; and
 - (F) analyze the impact of piracy on the sports and entertainment industry.
- (8) The student recognizes that a successful business must use market research to develop a company. The student is expected to:
- (A) identify primary and secondary sources of data for market research;
 - (B) describe external contingencies and how they affect the sports and entertainment industry;
 - (C) outline the steps in developing a market research project as it relates to sports and entertainment;
 - (D) develop a market research project relating to sports or entertainment; and
 - (E) evaluate the results of a market research project.
- (9) The student determines how market analysis is applied in the sports and entertainment industry. The student is expected to:
- (A) identify the types of market segmentation;
 - (B) identify niche markets in the sports and entertainment industry;



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- (C) perform a SWOT (strengths, weaknesses, opportunities, threats) analysis; and
 - (D) develop a market segmentation analysis.
- (10) The student calculates revenues and expenses in order to evaluate profitability. The student is expected to:
- (A) identify revenue sources in the sports and entertainment industry;
 - (B) identify expenses in the sports and entertainment industry;
 - (C) create a budget with all the components of financial transparency, such as price levels, market depth and audited financial reports; and
 - (D) analyze financial statements.
- (11) The student develops a plan for security. The student is expected to:
- (A) describe the types of indoor and outdoor security;
 - (B) research partnerships with safety and security professionals and agencies;
 - (C) analyze the security and safety needs of a venue; and
 - (D) develop an emergency preparedness plan to address threats to a venue.
- (12) The student identifies the process involved in planning an event. The student is expected to:
- (A) determine the personnel needs for an event;
 - (B) determine the financial resources required for each activity or task for an event;
 - (C) design a marketing plan for an event;
 - (E) develop a budget for an event;
 - (F) implement a sports or entertainment event;
 - (G) evaluate the event to determine success and discuss changes needed; and
 - (H) develop follow-up activities to recognize participants after an event.
- (13) The student identifies that a strong fan base is needed in the sports and entertainment industry. The student is expected to:



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- (A) analyze how fans have changed in the last 20 years; and
 - (B) compare what attracts men and women to sports or entertainment events.
- (14) The student identifies careers in the sports and entertainment industry. The student is expected to:
- (A) identify sources of information on career and employment-related opportunities;
 - (B) identify career opportunities at the mentorship, internship, entry, mid-management, and upper-management levels; and
 - (C) research a career in the sports and entertainment industry.

Description of specific student needs this course is designed to meet:

Employment of entertainment and sports occupations is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations, adding about 46,000 new jobs. Employment will increase from about 781,700 jobs in 2014 to about 827,700 jobs in 2024. Strong demand from the public for more movies and television shows as well as increasing popularity of and participation in sports will contribute to job growth for the entertainment and sports occupations (Bureau of Labor and Statistics). Texas is home to many sports, entertainment and marketing industries which have a major impact on economic and workforce development. Sports and Entertainment Marketing II is designed to prepare students to apply their knowledge and skills in the field of sports and entertainment marketing.

Major resources and materials:

Kaser, K., & Oelkers, D. (2016). *Sports and entertainment marketing* (4th ed.). Boston, MA: Cengage Learning

Sports Career Consulting (2016). *The business of sports and entertainment* (5th ed.). <http://www.sportscareerconsulting.com>

Recommended course activities:

Student learning will occur in and out of the classroom:

- Field trips to local sports/entertainment venues
- Develop and implement a marketing event within the district (i.e. district dodge ball tournament, community service event to raise funds for charity)



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- Guest speakers from the marketing industry, specifically from sports, entertainment and recreation marketing fields
- Participation in Career and Technical Student Organizations (CTSO's) leadership conferences and competitive events

Suggested methods for evaluating student outcomes:

Student outcomes may be evaluated through multiple assessments:

- Group and individual projects
- Class presentations
- Tests
- Quizzes

Additionally, students will create, organize and execute an event from start to finish, including a business and marketing plan.

Teacher qualifications:

An assignment for Sports and Entertainment Marketing, Grades 9-12, is allowed with one of the following certificates.

- (1) Any marketing or distributive education certificate.
- (2) Marketing: Grades 6-12.
- (3) Marketing Education: Grades 8-12.

Two Years of wage-earning experience in at least one of the marketing occupations

Additional information: