



**HTM\*3220:  
Sales, Sponsorship and  
Stakeholder Engagement in Sport  
W22  
0.5 Credits**

### General Course Information

<b>Instructor:</b>	Josh Gonzales
<b>Email</b>	<a href="mailto:jgonza10@uoguelph.ca">jgonza10@uoguelph.ca</a>
<b>Office Location</b>	Online
<b>Office Hours</b>	Monday 1pm to 2:30pm
<b>Department/School</b>	
<b>Class Schedule:</b>	MW 10:00 AM – 11:20 AM *See schedule grid later in course outline
<b>Pre-requisites:</b>	HTM*2020 and 9.00 credits
<b>Classroom:</b>	ALEX 028 (details to follow on CourseLink site for the class)

### Course Description

This course introduces key tactical applications and practical concepts for future professionals in sport management and covers the major topics of sales, sponsorship and stakeholder engagement in the sport and event industry. The topic of sales includes learning sales techniques and processes related to tickets, suites, sponsorship, merchandise, and other products in the industry. The course delves deeper into sponsorship to build an understanding of this promotional tool. This course addresses engagement as one of the key success factors in the sport business today.

### Course Learning Outcomes

**Upon successfully completing this course, you will:**

#### **Knowledge and Understanding:**

1. Demonstrate knowledge with some of the major concepts, principles and research findings related to sport properties, including events: the importance of sales of tickets, sponsorship, merchandise, and suites.

2. Articulate the importance of understanding and using different platforms for stakeholder engagement to increase sport event participation and spectatorship.
3. Apply advanced sales skills that focus on the buyer decision making process in providing solutions not just products and services.
4. Show critical appreciation of the principals for enhancing fan participation and engagement in events.
5. Develop comprehension in how to sell and negotiate on value, not price.

#### **Discipline/Professional and Transferable Skills:**

6. Demonstrate enhanced communication skills through writing presentation decks and research reports.
7. Enhance visual and oral communication through the development of the skills to secure an appointment for the purpose to make a formal sales presentation or pitch.

#### **Attitudes and Values**

8. Describe the challenges that managers face in addressing complex problems in the increasingly challenging world of sponsorship, sales in sport, and engaging stakeholders.

#### **Summary of Course Content and Materials**

Course content will be based on an applied learning model, where content will be shared and read ahead of time, then applied in class via case study, application or industry project.

The course assessment will be based as follows:

#### **Weekly Quizzes**

Students will be tested on key concepts from their readings and discussions.

#### **Sales Interview Paper**

Students will need to find someone who works in sales and interview them about the products/services that their organization sells. Your paper will review that organization's overall sales and marketing strategy. This three-page (max) paper will include your overall evaluation based on the interview and a template that will be provided by your professor.

#### **Case Studies**

Over the course of the semester, a series of case studies (written by the professor) will be read and discussed in class, with a hand-in required by CourseLink to the professor the day after class (before 11:59PM). The cases have been designed to facilitate an open classroom discussion on the content.

#### **Sponsorship Pitch**

Students (working in groups of 4 or 5) will do their sponsorship pitch and submit a short deck (details to be provided) to a guest and the professor in class.

#### **Final exam**

The final exam will be comprehensive in that it will test the student's knowledge of all course materials including lecture notes, readings, and class discussions.

Expected Behavior:

### **Wearing Masks in the Classroom is Mandatory**

It is necessary for all students, faculty, and staff to wear facemasks or cloth face coverings in classrooms, laboratories and other public spaces where in-person instruction occurs. We require the wearing of masks covering the nose and mouth in all physical classrooms to help mitigate the transmission of COVID-19. The University of Guelph as a community views the adoption of mask wearing as a sign of keeping others safe. Students who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance, should contact their professor.

### **Health-related Class Absences**

Please regularly evaluate your own health according to Guelph – Wellington Public Health (<https://www.wdgpulichealth.ca/>) or <https://www.uoguelph.ca/covid19/covid-info-for-students>. Do not attend class if you are ill / having any COVID symptoms.

You are encouraged to seek appropriate medical attention, the UofG Student Wellness Centre (<https://wellness.uoguelph.ca/>) is available to book an appointment with a medical professional.

In the event of having COVID-19 or other contagious illness, please do not come to class. Instead, email me about your absence as soon as you are able so that appropriate accommodations can be explored.

Please note that documentation (a Doctor's note) for medical absences is not required. As part of their commitment to maintain confidentiality, to encourage more appropriate use of healthcare staff resources, and to support meaningful dialogue between instructors and students, Student Health Services will not provide documentation of illness.

I am committed to working with students with pre-existing medical and mental health needs, as well as new needs that may arise within the semester. I encourage you to reach out to me as early as possible to discuss any adjustments you think may be necessary in this course. Reasonable accommodations may include leveraging the course modules that have been developed in creative ways to maximize your access during times when students need to quarantine due to COVID exposure, or during an absence related to a disability or COVID-19 diagnosis. While I cannot guarantee any specific outcome, I am committed to working with you to explore all the options available in this course.

## Course Assessment

			<b>Associated Learning Outcomes</b>	<b>Due Date/ location</b>
<b>Assessment 1:</b>	20%	Quizzes	7LO 1 - 8	<i>Weeks 1-11</i>
<b>Assessment 2:</b>	10%	Sales Interview Paper	LO 1 – 3, 6,	<i>February 18</i>
<b>Assessment 3:</b>	30%	Case Studies	LO 1-5	<i>Week 3, 4, 6, 9, 10, 13</i>
<b>Assessment 4:</b>	20%	Sponsorship Pitch	LO 1-7	<i>Week 12</i>
<b>Assessment 5:</b>	20%	Final Exam	LO 1-6, 8	<i>See exam schedule</i>
<b>Total</b>	<b>100%</b>			

## Teaching and Learning Practices

**Lectures** The course is organized as in-person lectures with the professor. Lectures are held twice/week and attendance is mandatory.

## Course Schedule

Note that any changes to the schedule will be posted on the CourseLink site for the course.

<b>Date &amp; Time</b>	<b>Topic, Course Content/Activity, Deliverables</b>
January 10	Course Introduction
January 12	Introduction to Stakeholder Engagement
January 17	Introduction to Sales
January 19	Introduction to Sponsorship
January 24	<b>Case Study - TBA</b>
January 26	The Sales Function
January 31	Sponsorship Activation
February 2	<b>Case Study - Athlete Sponsorship</b>
February 7	Sponsorship models and strategies
February 9	Sales models and strategies
February 14	Canadian, NOC, and Global Sponsorship
February 16	<b>Case Study – Super Bowl</b>
February 21	Winter Break – No Class
February 23	Winter Break – No Class
February 28	<b>Case Study - Beijing Olympics</b>
March 2	Determining Sales Effectiveness

March 7	Determining Sponsorship Effectiveness
March 9	Sustainability in Sales and Sponsorship
March 14	<b>Case Study - Paralympics</b>
March 16	Social Inequality in Sales and Sponsorship
March 21	Corporate Social Responsibility in Sales and Sponsorship
March 23	COVID impact on Sales and Sponsorship
March 28	<b>Sponsorship Pitch Presentations</b>
March 30	<b>Sponsorship Pitch Presentations</b>
April 4	<b>Case Study - TBA</b>
April 6	Course Wrap-up and Final Exam Preparation

## Course Resources

### Required Text:

Cornwell, T. B. (2020). *Sponsorship in Marketing: Effective Partnerships in Sports, Arts and Events* (2nd edition). Routledge.

### Recommended Text:

Ingram, LaForge, Avila, Schwepker & Williams, *Sales Management, Analysis and Decision Making 10th Edition*, Routledge, Taylor & Francis, ISBN: 9780367252748

### Other Resources:

O'Reilly, Seguin, Abeza and Narraine, *Sport Marketing: A Canadian Perspective, 3<sup>rd</sup> Edition*, Human Kinetics Books.

Pink, D. H. (2013). *To Sell Is Human: The Surprising Truth About Moving Others*. Riverhead Books.

Case Studies. A number of case studies (written by the professor) will be shared in the class.

## University Policies

### Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and

students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: <https://wellness.uoguelph.ca/accessibility/>

### **Equity, Diversity, and Inclusion Statement**

At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding.

As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of

Diversity and Human Rights and the [University of Guelph Human Rights Policy](#). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#)

### **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### **Important University Dates**

The schedule of important university dates can be found at:

<https://calendar.uoguelph.ca/undergraduate-calendar/schedule-dates/>

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 8, 2021. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

### **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, midterms, and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>  
<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>.

Please note, these guidelines may be updated as required in response to evolving University, Public Health, or government directives.

<b>Date Submitted to Chair:</b>	
<b>Chair Signature (Approval):</b>	<i>S. Elliot</i>
<b>Date Approved by Chair:</b>	Jan 5/22