

**KINE 3378 – ADMINISTRATION OF KINESIOLOGY AND SPORT
FALL 2017**

KINE 3378 is a required course for the Bachelor's of Science in Kinesiology

**College of Health Sciences
Department of Kinesiology**

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 appointment is always recommended.
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Text/Readings: Pedersen, P. M., & Thibault, L. (Eds.). (2014). *Contemporary sport management* (5th ed.). Champaign, IL: Human Kinetics. ISBN: 978-1-4504-6965-4

Course Description: The purpose of this course will be to examine management theory and practice related to the sport industry. In addition, a variety of specializations associated with the field of sport management will be examined to help the student garner a better understanding of available career opportunities in this sector of business. The application of concepts to scholastic programs will also be discussed.

This course meets from 1:00 pm – 2:20 pm MW in HKC 239.

Standards Matrix:

Objectives/Learning Outcomes Upon completion of this course, the student will be able to:	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards</u> • <u>Conceptual Framework #</u>
Describe specific characteristics that make the sport industry unique from other industries.	Classroom discussion/lecture	Random Quizzes Midterm and Final Examinations	<u>Competencies 011 & 012</u> <i>Standards 1.6, 4.1, & 10.1</i> <u>CF1</u>
Describe sport consumer behavioral characteristics and the manners in which marketing tactics can be tailored to the consumer.	Classroom discussion/lecture	Random Quizzes Final Examination	<u>Competency 012</u> <i>Standard 4.2</i> <u>CF1</u>
Describe effective employment practices to	Classroom discussion/lecture	Midterm and Final Examinations	<u>Competencies 012 & 013</u>

include interviewing techniques, appropriate questioning, and resume building skills.	Students will construct a current resume' reflecting their professional qualifications. Students will engage in a group project to execute an interview simulation.	Resume'/Cover Letter assignment Group Interview Project	Standards 4.1, 4.2, & 8.2 <u>CF1 & CF3</u>
Describe the various professional opportunities and career paths available in scholastic, community, collegiate, and professional sports.	Classroom discussion/lecture	Random Quizzes Midterm and Final Examinations	<u>Competency 012</u> Standard 1.6 <u>CF1</u>
Critically examine legal issues in sport and develop rudimentary risk management solutions for an organization.	Classroom discussion/lecture	Midterm and Final Examinations Marketing Plan Assignment	<u>Competencies 011, 012, & 013</u> Standards 1.6, 4.1, 4.2, 10.1, & 10.2 <u>CF1, CF3, & CF4</u>
Describe basic event and facility management issues that may arise from the execution of large sports and scholastic events.	Classroom discussion/lecture	Midterm and Final Examinations Marketing Plan Assignment	<u>Competency 013</u> Standards 4.1 & 4.2 <u>CF1 & CF 3</u>
Critically examine a sport event for management and marketing issues that may be present during the execution of said event.	Classroom discussion/lecture Marketing Plan construction	Midterm and Final Examinations Marketing Plan Assignment	<u>Competency 013</u> Standards 4.1 & 4.2 <u>CF1 & CF 3</u>

Web address for **state standards**: <http://www.tea.state.tx.us>

Web address for **specialty organization standards**:

<http://www.aahperd.org/naspe/template.cfm?template=programs-ncate.html>

Web link for **Conceptual Framework**: <http://www.shsu.edu/~ncate/concept.html>

Course Format:

The content of this course is delivered in a traditional classroom setting, with Blackboard serving as an ancillary resource. In addition, course concepts are learned through self-study, collaborative study, classroom discussions, and small group presentations. Evaluation consists of professor assessments of examinations, projects, and research products.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Important:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Content (Tentative Course Schedule):

8/23/17	Course Overview/Resources
8/28/17	Chapter 1 - Managing Sport
8/30/17	Chapter 2 - Developing a Professional Perspective
9/4/17	LABOR DAY HOLIDAY – NO CLASS
9/6/17	Chapter 2 - Developing a Professional Perspective
9/11/17	Chapter 3 – Historical Aspects of the Sport Business Industry
9/13/17	Chapter 3 – Historical Aspects of the Sport Business Industry
9/18/17	Chapter 4 – Management Concepts and Practices in Sport Organizations
9/20/17	Chapter 5 – Managing and Leading in Sport Organizations
9/25/17	Chapter 6 – Community and Youth Sport
9/27/17	Chapter 6 – Community and Youth Sport
10/2/17	Chapter 7 – Interscholastic Athletics
10/4/17	Chapter 7 – Interscholastic Athletics
10/9/17	MIDTERM EXAM
10/11/17	Chapter 12 – Sport Marketing (RESUME/COVER LETTER DUE)
10/16/17	Chapter 12 – Sport Marketing
10/18/17	Chapter 8 – Intercollegiate Athletics
10/23/17	Chapter 8 – Intercollegiate Athletics
10/25/17	Chapter 9 – Professional Sport
10/30/17	Chapter 9 – Professional Sport
11/1/17	Chapter 11 – Sport Tourism
11/6/17	GROUP INTERVIEW PRESENTATIONS
11/8/17	GROUP INTERVIEW PRESENTATIONS

11/13/17	Chapter 13 – Sport Consumer Behavior
11/15/17	Chapter 13 – Sport Consumer Behavior
11/20/17	Chapter 14 – Communication in the Sport Industry
11/22/17	THANKSGIVING HOLIDAY (NO CLASS)
11/27/17	Chapter 15 - Finance & Economics in the Sport Industry (MARKETING PLAN DUE)
11/29/17	Chapter 16 – Sport Facility and Event Management LAST DAY OF CLASS / CATCH UP DAY

FINAL EXAM WILL TAKE PLACE DURING THE SCHEDULED FINAL EXAM PERIOD

Course Requirements:

1. Two examinations will be given during the semester. The examinations will come from readings in the text, notes, handouts, and material presented by invited speakers. Specific format will be discussed prior to each exam.
2. Random Quizzes
3. Resume'/Cover Letter Assignment.
4. Group Interview Project.
5. Marketing Plan Assignment.

Exams: 40% of grade (20% each exam)

Quizzes: 10% of grade (5% each quiz; see below)

- There are 3 quizzes handed out at random times throughout the session.
- If you take all 3 quizzes, I will take the two highest grades.
- If you miss all 3 quizzes, **you will automatically fail the course.**
- You won't know when the quizzes are coming...and don't try to ask me about it, because I won't tell you.
- Make sure that you are up to speed with your readings every day you come to class.

Résumé/Cover Letter: 10% of grade

- Students will be asked to construct a current résumé and cover letter targeted at a position of their choosing.
- The resume should be clear, concise, and not more than 1 ½ pages.
- Highlight your specific background as best as you possibly can.
- After you have built the initial version of your résumé and cover letter, you will need to visit with the Career Services office so that they may review your documents and provide feedback. **Schedule your appointment as soon as possible as they fill up fast. Do not wait until the last minute!**
- Schedule an appointment with the Career Services office (936-294-1713 /

careerservices@shsu.edu) and take your cover letter and résumé with you. While at the meeting, please be sure to have the Career Services representative that assisted you complete the form associated with this assignment. If you misplace your copy, the form will be available to download from Blackboard.

- **The assignment will not be accepted without a completed form!**
- Be sure to make the changes recommended to you and submit the updated cover letter and résumé to me.
- Your edited resume', edited cover letter, and **completed form** are due by **OCTOBER 11, 2017**. Please also include the older versions with your assignment so that I can see where you made changes and edits.

Group Interview Project: 20% of grade

- Students will be organized into groups of four to five.
- One student is designated as the interviewee, while the other members serve as the interview panel.
- This exercise is designed to be carried out just as a normal interview would – the interviewee should be attempting to secure the job and the interviewers should be asking the right questions. The interviewers should develop **appropriate** questions to be asked during the interview – in addition, each interviewer should have a separate role. You should thoroughly research your questions to make sure that they are appropriate to a professional interview.
- It is the responsibility of the group to construct a **position announcement** and develop the characteristics of the position. What is the job the person is applying for? What are the responsibilities? Who was there before? Why is that person no longer there? These are some examples of questions you might ask when developing the position characteristics.
- The **position announcement** and **the typed set of questions** from your panel members will be turned in the day your group executes the project. I would encourage you to research the position characteristics **thoroughly** and utilize the Career Services Center as a resource. Also, build this position on your own – don't just copy another position description. Make it your own.
- The interviewee should be applying for a position **that they are trying to obtain after graduation**. Don't have the interviewee applying for the CEO of an organization or the GM of a team – this assignment is designed to be a simulation based on your current experiences. Each panel member should have an individual role related to the position they are interviewing the candidate for.
- Your entire group is being evaluated from the time you set foot in the door. Please execute the interview in the most professional manner possible.
- The group should be **professionally dressed** when conducting the interview. As the interviewee, you are **not** allowed to use any notes during the interview – remember, you are interviewing for a job!
- **GROUP PRESENTATIONS WILL TAKE PLACE ON NOVEMBER 6 & 8, 2017 – PRESENTATIONS SHOULD BE APPROXIMATELY 15-20 MINUTES WITH 5-15 MINUTES FOR DISCUSSION.**

Marketing Plan: 20% of grade

- The overall goal of the assignment is to have you develop a marketing plan to achieve specific goals for the scenario you select. The three marketing scenarios are presented at the end of the syllabus in Appendix I.

- You will build a comprehensive marketing strategy that will help your organization accomplish its goals. If you only have “pass out flyers” as your strategy, you will not do well.
- **Select a scenario that you feel comfortable with describing at this point in your academic career.**
- When you utilize sources (i.e., journals, textbooks, newspapers, etc.) to support your arguments, please make sure you cite them properly. Also, utilize concepts discussed in class when preparing your plan. Pay specific attention to the 10 step process detailed in Chapter 12 as a guide for your project.
- Sources that you utilize should be appropriate sources with good information. ILoveStadiums.com, the Bleacher Report, or HighSchoolSports.com don’t count! Think of what information you would want to convey in your plan!
- Please make sure that your plan looks **professional**. If you turn in your plan and it does not look professional, then you will not perform well on the assignment. Think of the project as something that you will be turning into your superiors at the organization you select.
- **DUE BY NOVEMBER 27, 2017 @ 1:00 pm – NO EXCEPTIONS! You will submit a hard copy to me in class and will also upload the electronic version to Turn-It-In on Blackboard. If you complete it prior to the deadline you may (of course) submit it early.**
- Consult the *Publication Manual of the American Psychological Association (6th ed.)* when assembling your plan for proper formatting. Make sure you properly cite all references utilized in the paper.
- **IF YOU USE WIKIPEDIA AS A SOURCE, YOU WILL AUTOMATICALLY FAIL THE ASSIGNMENT.**

Final Grade: (grades will not be curved)

100% to 89.5%	=	A
89.49% to 79.5%	=	B
79.49% to 69.5%	=	C
69.49% to 59.5%	=	D
59.49% and below	=	F

Expectations:

Attendance Policy: Roll will be taken every day. Make sure you sign the attendance sheet every class and that you **sign it the same way each day. This is your responsibility.** Having someone sign the roll sheet for you constitutes Academic Dishonesty and will not be tolerated. If you do not sign the sheet, you will be charged with an unexcused absence. Information about your attendance will be shared with deans, advisors, coaches, etc. upon request. Students who miss class will receive a 0% on in-class coursework, quizzes, and other assignments with no chance of making up the work. It is your responsibility to obtain notes, readings, and information about upcoming assignments/quizzes/tests that you may have missed due to any absences. If you miss class because of illness or an injury, you are required to bring a signed doctor's note in order to not be penalized for your absence. Whether an absence is excused or unexcused is solely the judgment of the professor.

Events such as practice, hospital visits, banquets, doctor's appointments, visits to the athletic trainer, team meetings, meetings with your presentation group, media interviews, meetings with a coach, your birthday, your friend's birthday, meetings with other professors, meetings with academic advisors, meetings with your agent, and meals **are not** excused absences. You are allowed 3 absences over the course of the semester. **If you exceed 3 absences, your grade is reduced by the following formula:**

4 absences = 10 point reduction of final grade

5 absences = 20 point reduction of final grade

6 absences = 30 point reduction of final grade

7 absences = 40 point reduction of final grade, which results in automatic course failure

Exams:

You'll have until 2:20 pm to finish your exam. If you show up at 2:15 pm, you have 5 minutes left for your exam. So, be sure to arrive at 1:00 pm in order to have the maximum amount of time for the exam. If you cannot make an exam, or if you have multiple exams on one day, you must tell me at least one class day prior to the exam date and provide documentation to explain why you could not take the exam that day. Not being prepared or not 'feeling' like it won't get it. If the absence is due to a viable medical reason, the student must provide medical documentation. You may not use any notes or other types of aids during the tests. In addition, no electronic devices of any kind (i.e., cellular phones, palm pilots, etc.) are allowed to be in the student's possession during an exam. They must be placed at the front of the room with your books and other materials and must be powered off.

Class Behavior:

Disruptive behavior will result in the student being asked to leave the classroom. A second violation and the student will be dropped. Having said that, I very much encourage class interaction and discussion as I certainly don't want to lecture non-stop for the entire class. Don't sleep in my class. If you do, I reserve the right to call attention to it. Also turn off the cell phones and don't text in class!

Usage of Electronic Devices in Class:

Telephones, computers, and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The use by students of electronic devices that perform the function of a telephone or text messages during class-time is prohibited as it is disruptive to the conduct of class. Laptop computers and other such note-taking devices are allowed provided they are being used for the purpose of taking notes or engaging in interactive content in class as a part of an exercise. If you are found to be using your computer for other purposes, you will be asked to discontinue use of your computer and/or leave the classroom. If you have a potential emergency situation that requires you to be available via text message or phone, you must notify me at the beginning of class. Failure to comply with this policy could result in confiscation of your device for the duration of class, expulsion from the classroom, or, with multiple offenses, failure of the course.

Any use of a telephone, text messaging device, or any other electronic device that performs these functions during a test period is **prohibited**. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct; <http://www.shsu.edu/students/guide/StudentGuidelines2013-2016.pdf#page=36>).

Class Materials: You are responsible for reading the materials assigned in class. This can include readings from the book and handouts distributed in class. In addition, material covered by any invited guest speakers is fair game on an exam as well. *Make sure you keep up with the readings...it is easy to fall behind.*

Academic Honesty: The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm.

This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

If you are found in violation of the academic honesty policy for this course, you will be referred to the Kinesiology Department Chair, the Dean of the College of Health Sciences, and the Dean of Student Services for disciplinary action which could include failure of the course and expulsion from the university. Bottom line – make sure all work is yours and don't cheat!

ACADEMIC GRIEVANCE PROCEDURES

Should you have an academic issue that you feel cannot be resolved, the Academic Grievance Procedures for Students (Academic Policy Statement 900823) can be found via the following link:

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>. Please refer to this link for details regarding the process for filing a grievance should you wish to do so.

POLICY ON SELF-PLAGIARISM

Self-plagiarism represents a significant problem in academia as it serves to undermine the learning process and outcomes that are a key feature of each course that is offered as a part of a student's curriculum. As a result, the Department of Kinesiology has a strict policy in place to prevent self-plagiarism in the classroom. Self-plagiarism is defined as the submission of any type of assignment that contains content that is recycled from other assignments or a prior publication that one submits for course credit in another course.

Each instructor is provided the discretion to evaluate whether a student has engaged in self-plagiarism on a course assignment. If a student is unsure whether use of prior content would constitute self-plagiarism, they must consult with the instructor of the course within a reasonable period of time prior to the due date of the assignment. In most cases, this consultation should take place a minimum of 10 business days prior to submission. Following submission of the assignment, if the instructor deems that the student has engaged in self-plagiarism, he or she has the right to state that the student has violated Section 5.3 of The Texas State University Rules and Regulations dealing with Academic Honesty and the student is thereafter subject to any and all penalties and punishments present in the policy. This may include failure of the assignment and/or failure of the course. Additionally, the student may be referred to the Kinesiology Department Chair, the Dean of the College of Health Sciences, the Dean of Students, and/or the Provost and Vice-President for Academic Affairs for further academic review.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities.

If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Selected References (for additional reading/reference):

American Psychological Association. (2009). *Publication manual of the American Psychological Association*

(6th ed.). Washington, DC: Author.

Fried, G. (2010). *Managing sport facilities* (2nd ed.). Champaign, IL: Human Kinetics.

Krotee, M. L., & Bucher, C. A. (2007). *Management of physical education and sport* (13th ed.). Boston, MA:

McGraw-Hill.

Mullin, B. J., Hardy, S., & Sutton, W. A. (2014). *Sport marketing* (4th ed.). Champaign, IL: Human Kinetics.

Pease, D. G., & Zhang, J. J. (2001). Socio-motivational factors affecting spectator attendance at

professional basketball games, *International Journal of Sport Management*, 2(1), 31-59.

Trail, G. T., Fink, J. S., & Anderson, D. F. (2003). Sport spectator consumption behavior. *Sport*

Marketing Quarterly, 12(1), 8-17.

Trail, G. T., Robinson, M. J., Dick, R. J., & Gillentine, A. J. (2003). Motives and points of

attachment: Fans versus spectators in intercollegiate athletics. *Sport Marketing Quarterly*,

12(4), 217-227.

Wann, D. L., & Branscombe, N. R. (1993). Sport fans: Measuring degree of identification with

their team. *International Journal of Sport Psychology*, 24, 1-17.

Wann, D. L., Melnick, M. J., Russell, G. W., & Pease, D. G. (2001). *Sport fans: The psychology and social*

impact of spectators. New York: Routledge Press.

Appendix I - Marketing Plan Scenarios

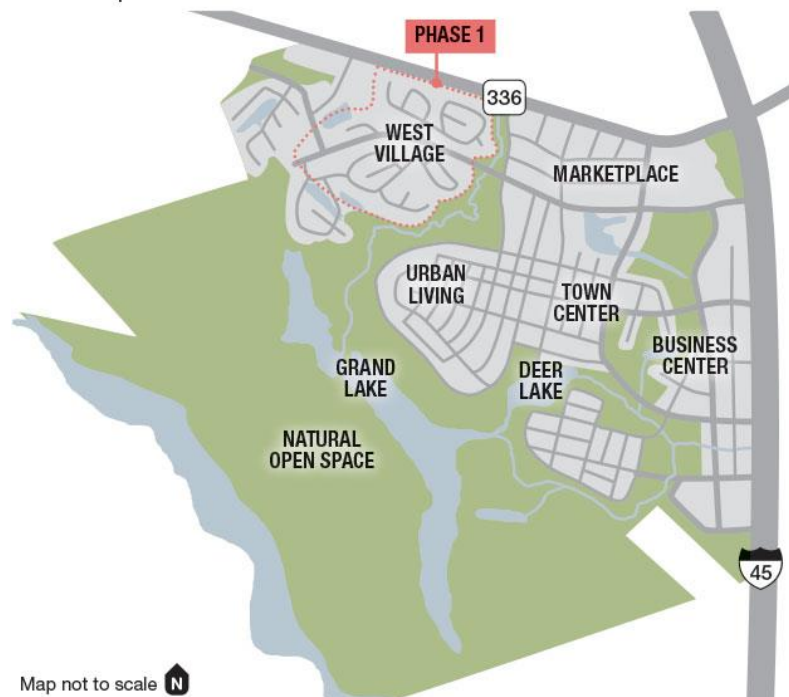
*Please select one of the following marketing scenarios for your marketing plan assignment. Please select a scenario that you feel comfortable with and **have the capability to describe** at this point in your academic career. For example, if you select Scenario #2, be sure that you can describe the elements of the physical education program that you are planning to market. Once you select the scenario, you must stay with the scenario for the semester. Thus, please put some thought into the scenario you select. Your marketing plan should include, but is not limited to, the following: application of the 10 steps outlined in Chapter 12 including a detailed SWOT analysis, demographic research for your area and other target markets, identification of target audiences, marketing strategies for each of the identified target audiences, and future projections. **Do not** just list the 10 steps with a response to each section. Rather, develop a comprehensive plan/document that will detail your strategy to the reader. Please note that the goals and markets for each scenario **are different**. Please feel free to ask questions along the way if you need assistance.*

Scenario #1: Professional Sports – Budget: \$6000 – Primary Goals: Attendance and Revenue

The Houston Astros have decided to move their Triple-A affiliate (the Fresno Grizzlies) to Conroe, TX to begin play in May 2018. Johnson Development Company, the owner of the area that the stadium will be built, is building a new 8,500 seat stadium in the new development known as Grand Central Park (see map below). You have just been hired as the Director of Marketing for the new team. Your first responsibility as Director of Marketing is to develop a comprehensive marketing plan for your new minor league organization and you must have the plan fully developed by November 27, 2017. Please construct a comprehensive marketing plan that is designed to build an attachment with the local area and maximize both attendance and revenue. Remember, the minor league product is different in many ways, namely because players tend to move on after they become major league ready. How will you build the connection in one of the fastest growing areas in Texas?

GRAND CENTRAL PARK

The Johnson Development Corp. is designing the 2,046-acre Grand Central Park in Conroe. Located near the intersection of I-45 and Loop 336, the mixed-use development would include a variety of residential, commercial, entertainment, office and recreation spaces and facilities.



Sources: Johnson Development Corp./Community Impact Newspaper

Scenario #2: Physical Education Program – Budget: \$3000 – Primary Goal: Awareness

You have recently been hired by Dallas ISD to take over a high school physical education program from a director that had been in place for the past 35 years. He recently retired and left an indelible mark on the community with his approach to physical education. Unfortunately, it could be said that he did not leave it with the best reputation as he was a “roll ball, roll call” teacher who did not have the children’s best interests at heart. As a result, many of those students have now become members of the Dallas ISD School Board and parents of children currently enrolled in the program. They have demanded that you both improve the program and market the awareness of your changes. Thus, you will develop a marketing plan that is geared toward promoting awareness of your physical education program in the community. Be sure to communicate the manners in which your program has changed from the old, ineffective approach that used to be in place. This may involve describing some of the things that you will be doing differently with your program. Additionally, how will you differentiate your program from others? What will you highlight in your marketing efforts to change the public’s opinion of your program? Think about target markets you would want to hit with your initiatives as well as innovative approaches to promote awareness of your program. The marketing plan will be implemented effective August 2018.



Scenario #3: New Fitness Facility – Budget: \$4500 – Primary Goals: Market Penetration, Membership, and Revenue

You have recently been hired by a fitness company (you can pick the name) that provides programs and services to a wide range of constituents. This organization typically offer a combination of workout facilities, classes, and programs targeted toward all age groups and their business operations have been primarily concentrated in the northeast states of the U.S. They are now looking to expand into the Texas market. The company wants to build a new facility in Austin, TX. This is the first offering the franchise has put forth in Austin and the competition is quite fierce. Within a 20 mile radius of the location, there are three 24-Hour Fitness locations (25 years old, 18 years old, and 7 years old), a Bally's Fitness (20 years old), two Gold's Gym locations (both 28 years old), and two YMCA locations (57 years old and 16 years old). You have been tapped to build a marketing plan for the new location that will help you penetrate the market and start building a user base. How are you going to be able to set your branch apart from the other established businesses? How will you focus on drawing people in? Remember, price can't be your only distinguishing factor! Develop a strategic marketing plan for a 6-month period beginning in January 2018.

