Marketing & Sponsorship in German Sports

COURSE DETAILS

Course Designator and Number: KIN 4520
Number of Credits: 3
Language of Instruction: English
Contact Hours: TBD
Instructor: Clinton Warren, warre233@umn.edu, @Clint_Warren (Twitter), Cooke 207

COURSE DESCRIPTION

This Global Seminar will explore the topic of sport sponsorship and its importance in international sport marketing. The role of sport sponsorship will be viewed from the perspective of a series of brands that maintain primary operations in Munich, Germany. Specifically, students will learn sport sponsorship sales, activation, and account management from a sport organization’s perspective through a series of tours and presentations from world football (soccer) power FC Bayern Munich (FCB). Students will also develop an understanding of sport sponsorship from the perspective of major corporate partners of FCB and the German Bundesliga (examples may include Allianz, Audi, Adidas, T-Mobile, and BMW).

An important part of this course will be immersive, German cultural experiences. These experiences will be used to develop an understanding of the role sport (football in particular) plays in German society. Developing this understanding will allow students to better understand the influence of, and often resistance to, American capitalism and corporate culture as it relates to sport in Germany. Then, students will work to examine how prominent German sport brands
engage in the international business of sport while maintaining a strict adherence to its sporting value system.

Throughout the course, students will engage with key readings in the area of sport sponsorship and international sport marketing, listen to lectures from sport marketing scholars and professionals, engage with industry panel discussions, and tour a series of sport and entertainment venues. These activities will inform the students' knowledge of sport sponsorship and international sport marketing and serve as the foundation for the completion of their final sponsorship proposal project.

**Course Objectives**

1. Understand the role of sport sponsorship in international sport marketing.
2. Understand the sponsorship sales process.
3. Understand best practices in sponsorship account management.
4. Apply knowledge of corporate objectives to a sponsorship activation strategy.
5. Analyze current methods of sponsorship evaluation and assessment.
6. Create and present a sport sponsorship proposal.

**Seminar Structure**

Throughout the seminar, on-site academic sessions will be delivered at the host site most mornings. These sessions will take the format of traditional classroom learning experiences and include a mix of lectures, reading discussions, guest speakers, and group project work. Daily academic sessions will typically be followed by a site visit focused on sport sponsorship, international sport marketing, and/or German culture.

Occasional excursions outside the increasingly global city of Munich will allow for a greater appreciation of German culture and the role of sport in German life. However, not all excursions will have a sport specific focus. For example, a day trip to the Dachau Concentration Camp Memorial will allow students to reflect on the place a post-World War II Germany holds in the world. Further, tours of prominent historical sites such as the Nymphenburg Palace, Munich Residenz Palace, and Old Town Munich will allow students to develop a deeper appreciation for German history.

**Required Readings/Materials**

**Grading**

**Grading Rubric**

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Score or percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60–66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
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</table>
Summary of How Grades Are Weighted

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory to practice in sport sponsorship reflection paper</td>
<td>20%</td>
</tr>
<tr>
<td>Travel blog</td>
<td>20%</td>
</tr>
<tr>
<td>Program attendance and participation</td>
<td>20%</td>
</tr>
<tr>
<td>Sport sponsorship proposal</td>
<td>40%</td>
</tr>
<tr>
<td>Overall grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assessment Details

**Theory to practice in sport sponsorship reflection paper (20%)**
Students will participate in a series of lectures on sport sponsorship sales, sponsorship activation, measurement of sponsorship effectiveness, and international sport business. Prior to each of these lecture sessions, students will be assigned readings that require them to think critically about bridging theory and practice in sport sponsorship and international sport business. Throughout the program, students will engage with faculty, industry executives, and one another in examining the topics focal to these lectures and readings. After each academic session, students will submit a brief reflection on these topics. Then, upon completion of the course, students will submit a paper synthesizing what they have learned from both theoretical and practical perspectives.

**Travel blog (20%)**
As part of the course, students will be required to complete daily blog entries using the blog platform of their choosing. This blog will include student thoughts and opinions on the course topics, travel experiences, and the role this course has played in helping them develop as global citizens. Students will be encouraged to take photos and videos to chronicle their time in Germany. To assist in this process, students will be provided a series of prompts and questions to aid their daily writings. Students will submit daily journal entries and provide a final edited travel blog upon completion of the trip.
Program attendance and participation (20%)
Students will be required to attend and participate in all scheduled program activities. These activities will be listed in the course's final program itinerary. Examples of required activities include: all course lectures, all industry panels, all stadium tours, and all required cultural immersion activities. Failure to attend and participate in these activities will result in a reduction in points.

Sport sponsorship proposal (40%)
As part of this course, students will learn from industry executives on each side of the sport sponsorship relationship. They will learn all aspects of sport sponsorship including activation, leveraging, account management, measurement, and evaluation. As such, students will work in small groups to present a sponsorship proposal at the end of the term. This proposal may be shared with executives from one of the program's partners; however, it will be graded solely by the course instructor.

Additional Policies & Information

Student Work Effort & Instructional Time
Policy: [https://policy.umn.edu/education/studentwork](https://policy.umn.edu/education/studentwork)
Policy: [https://policy.umn.edu/education/instructionaltime](https://policy.umn.edu/education/instructionaltime)

Undergraduate Courses
For fall or spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester, in order to complete the work of the course to achieve an average grade. One credit equals 42 hours of work over the course of the semester (1 credit x 3 hours of work per week x 14 in a semester equals 42 hours of academic work). This is a 3 credit course, in turn, students should plan to commit 126 hours to the course during the semester. This includes 35 hours of instructional time and 7 hours of independent student work.

Graduate Courses
It is expected that the academic work required of graduate school and professional school students will exceed three hours per credit per week.

Instructor Biography
I earned my PhD from the University of Minnesota in 2011. Since that time, my research, writing, and teaching has focused on sport business strategy and management. My primary research agenda broadly examines sport business strategy with an emphasis on sport sales and fundraising innovation and account management. Specifically, my primary research line examines the manner by which sport organizations seek to innovate in the design, marketing, selling, and account management of ticket and sponsorship buyers. I'm particularly interested in how sport organizations work collaboratively with their communities to build lasting fan bases and deliver positive outcomes to their spectators. I seek to use his research line to understand how innovation and collaboration can yield positive outcomes for sport fans and organizations alike. Whenever possible, I examine these, and other, topics in the context of soccer in North America. My overarching goal as an educator and researcher is to use my classrooms and research agenda to: 1) Connect students with sport industry leaders, so they may 2) Solve current and future industry problems, while ensuring to 3) Serve their local communities through sport.

Communication, Questions, Concerns, & Evaluation
All official course communications will take place using the University email system and/or course Canvas website. Students can expect the instructor to respond to all email inquiries within 24 hours of him receiving the message. Students should plan to respond to instructor messages in that same 24 hour time frame to ensure consistent communication. All assignments will be evaluated according to a corresponding rubric the instructor will provide via Canvas upon introducing the assignment. If students would like additional feedback beyond that included in the rubric they are encouraged to meet with the instructor in-person or have an email conversation.

**Student Expectations & Course Policies**
You are responsible for the specific course expectations outlined below. You will also be held to the University of Minnesota Student Expectations: https://policy.umn.edu/education/studentwork

**Attendance Requirements & Penalties**
Students are expected to attend all face-to-face class sessions as well as complete any online modules. Success in this course is predicated on regular, timely course attendance and participation. To successfully complete class projects and excel in the course, students must participate and engage in course material and the sport industry.

**Calendar Changes & Class Cancellations**
The instructor reserves the right to adjust the course calendar, and will communicate any changes in a timely manner via email, Canvas, and in-class announcements. This course will follow University protocol with regard to any cancellations as a result of weather or other unforeseen events.

**Excused Absence Requests**
Students are expected to communicate course absences for unavoidable or legitimate circumstances to the instructor as soon as possible. The student is solely responsible for working with the instructor to ensure she/he does not fall behind/miss any course assignments as a result of an absence. In the event the student does not notify the instructor, absences will be deemed unexcused.

**Coursework Resubmission Policy**
Unexcused late assignments will be accepted in accordance with the following policy.
- 24 hours or less past the due date = -10%
- 24–48 hours past the due date = -20%
- 48–72 hours past the due date = -30%
- More than 72 hours past the due date = Not accepted for credit

**Grading Concerns, Disputes, & Incompletes**
All issues related to grade disputes and/or receiving an incomplete in the course will be handled according to the School of Kinesiology, College of Education and Human Development, and University of Minnesota policy.
COURSE CONTENT

Unit 1

28 December, Wednesday
- Depart for Munich, Germany

Unit 2

29 December, Thursday
- Arrive in Munich, Germany
- Housing Check-in
- Orientation
- Welcome Dinner

Unit 3

30 December, Friday
- Academic Session 1: Sport Sponsorship; How We Got Here
- Academic Session 2: Sport Business in Germany
- Site Visit: Cultural Excursion (Munich Residenz Palace & Old Town)

Unit 4

31 December, Saturday
- Academic Session 1: The Sponsoring Process
- Academic Session 2: Sponsorship Proposal Workshop #1
- Assignment due:
  - Theory to Practice Reflection #1
  - Travel Blog Entry #1
Unit 5

1 January, Sunday
  ● Free day

Unit 6

2 January, Monday
  ● Academic Session 1: Becoming Partners
  ● Site Visit: Allianz Arena & FC Bayern Museum
  ● Assignments due:
    ○ Theory to Practice Reflection #2
    ○ Travel Blog Entry #2

Unit 7

3 January, Tuesday
  ● Academic Session 1: Sponsorship Audiences, Strategies, and Objectives
  ● Academic Session 2: FC Bayern as a Global Sport Brand
  ● Site Visit: Olympiapark
  ● Assignment due:
    ○ Theory to Practice Reflection #3
    ○ Travel Blog Entry #3

Unit 8

4 January, Wednesday
  ● Academic Session 1: How Sponsorship Works
  ● Academic Session 2: Sponsorship Proposal Workshop #2
  ● Site Visit: Grunwalder Stadion
  ● Assignment due:
    ○ Theory to Practice Reflection #4
    ○ Travel Blog Entry #4
Unit 9

5 January, Thursday
- Academic Session 1: Leveraging and Activation
- Site Visit: Cultural Excursion (Nymphenburg Palace)
- **Assignment due:**
  - Theory to Practice Reflection #5
  - Travel Blog Entry #5

Unit 10

6 January, Friday
- Academic Session 1: Major Corporate Partners in German Football
- Academic Session 2: Allianz Global Corporate & Speciality
- Site Visit: BMW Headquarters and Museum
- **Assignment due:**
  - Theory to Practice Reflection #6
  - Travel Blog Entry #6

Unit 11

7 January, Saturday
- Free Day

Unit 12

8 January, Sunday
- Site Visit: Cultural Excursion (Dachau Concentration Camp)
- **Assignment due:**
  - Travel Blog Entry #7

Unit 13

9 January, Monday
- Academic Session 1: Portfolios and Rosters
- Academic Session 2: Sponsorship Proposal Workshop #3
- **Assignment due:**
  - Theory to Practice Reflection #7
Unit 14

10 January, Tuesday

- Academic Session 1: Measuring Sponsorship Outcomes
- Academic Session 2: Evaluating Sponsorships
- Assignment due:
  - Theory to Practice Reflection #8
  - Travel Blog Entry #8

Unit 15

11 January, Wednesday

- Academic Session 1: Ambushing in Sponsorship
- Academic Session 2: Relationships—Beginning, Managing, and Ending
- Site Visit: Cultural Excursion (Alte Pinakothek)
- Assignment due:
  - Theory to Practice Reflection #9
  - Travel Blog Entry #10

Unit 16

12 January, Thursday

- Academic Session 1: Sponsorship Proposal Workshop #4
- Assignment due:
  - Theory to Practice Reflection #10
  - Travel Blog Entry #11

Unit 17

13 January, Friday

- Academic Session 1: Final Sponsorship Proposal Presentations
- Assignment due:
  - Final Sponsorship Proposal & Presentation
  - Travel Blog Entry #12
Unit 18

14 January, Saturday
- Free day
- Site Visit: Final night dinner

Unit 19

15 January, Sunday
- Depart for and Arrive in Minneapolis, MN

POLICIES

Attendance Policy
Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.
Student Conduct
The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.

Makeup Work for Legitimate Absences
With proper notification, students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. This requires that the instructor is notified of the upcoming absence prior to the start of the class or prior to the student work due date. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
https://policy.umn.edu/education/makeupwork

Appropriate Student Use of Class Notes & Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:
https://policy.umn.edu/education/syllabusrequirements-appa

Sexual Assault & Harassment
University policy prohibits unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. Reports of harassment are taken seriously, and there are individuals and offices available for help. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Contact the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, 612-624-9547. In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal and state education laws require that, as your instructor, I must notify the Title IX Director, Kim Hewitt. She (or her designee) will contact you to let you know about accommodations and support services at the University of MN-Twin Cities and possibilities for holding accountable the person who harmed you. If you do not want the Title IX Director notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with free support services and discuss your options and rights for holding the perpetrator accountable.
The Aurora Center: 24 hour helpline 612.626.9111, Appleby Hall 117/Coffey Hall 110
Boynton Mental Health Clinic: 612.624.1444
Student Counseling Services: 612.624.3323, 340 Appleby Hall
If you are a survivor or someone concerned about a survivor and need immediate information on what to do, please go to http://www1.umn.edu/aurora
University policy: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

Equity, Diversity, Equal Opportunity, & Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. Students come from widely diverse ethnic and cultural backgrounds and hold different values. A key to optimal learning and successful teaching is to keep an open mind and hear, analyze, and draw from diverse views. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are unacceptable. I encourage active, lively dialogue, and I expect collegial and respectful discourse. Failure to adhere to these expectations in the class and will be grounds for removal. For more information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/2020-01/policy_student_conduct_code.pdf

Services for Students with Disabilities
The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.
- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities: 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist). https://diversity.umn.edu/disability

Mental Health & Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities.
University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu)

**Academic Freedom & Responsibility**
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**Mission Statements**
The new *College of Education and Human Development (CEHD)* is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

The *School of Kinesiology* focuses on the biological, developmental, social, and behavioral bases of physical activity, recreation, sport and human performance through its programs in Kinesiology, Sport Management, and Recreation Administration. Our academic degree programs prepare students for a variety of professional opportunities in both public and private sectors that include teaching, research, health promotion, rehabilitation, medicine, coaching, sport administration, and services related to physical activity and fitness. Positions are found in settings that include schools, colleges and universities, public and private agencies, clinical environments, government, business, and the military.