



**CAREER CLUSTER**

Marketing

**CAREER PATHWAY**

Marketing Management

**INSTRUCTIONAL AREA**

Economics

## **SPORTS AND ENTERTAINMENT MARKETING SERIES EVENT**

### **PARTICIPANT INSTRUCTIONS**

- The event will be presented to you through your reading of the 21<sup>st</sup> Century Skills, Performance Indicators and Event Situation. You will have up to 10 minutes to review this information and prepare your presentation. You may make notes to use during your presentation.
- You will have up to 10 minutes to make your presentation to the judge (you may have more than one judge.)
- You will be evaluated on how well you meet the performance indicators of this event.
- Turn in all of your notes and event materials when you have completed the event.

### **21<sup>st</sup> CENTURY SKILLS**

- Critical Thinking – Reason effectively and use systems thinking.
- Problem Solving – Make judgments and decisions, and solve problems.
- Communication – Communicate clearly.
- Creativity and Innovation – Show evidence of creativity.

### **PERFORMANCE INDICATORS**

1. Explain the nature of marketing management.
2. Distinguish between economic goods and services.
3. Identify factors affecting a business's profit.
4. Determine factors affecting business risk.
5. Explain key factors in building a clientele.

## EVENT SITUATION

You are to assume the role of director of brand engagement for the *X Cup*, a racing series that is part of FASTCAR. The president of the *X Cup* (judge) has asked you to analyze the potential economic benefits and consequences of changing race start times and make a final recommendation.

FASTCAR, professional stock car racing, was founded 70 years ago and has grown to become one of the leading spectator sports with over 75 million fans. The *X Cup* is one series that consists of 36 different races in 10 months. The *X Cup* is the highest level of professional competition within FASTCAR. Corporate sponsors spend millions of dollars endorsing drivers, tracks, and naming rights for the *X Cup*. Each *X Cup* race is held on the weekend and is televised with millions of viewers tuning in to watch.

Traditionally, all *X Cup* series races have a start time of 1:00PM. This allows ticket holders to gather to the track for fun pre-race activities, find their seats and enjoy the show. Race track managers have reported that 25% of *X Cup* series race ticket holders are referred to as “daytrippers.” Daytrippers are ticket holders that travel to the race and back home after the race all in the same day, rather than spending the night. The 1:00PM start time makes it easy for daytrippers to enjoy an *X Cup* race.

All televised sporting events have seen a decline in viewership in the last decade. FASTCAR has fallen victim to a huge decline; a drop of over 40% since 2009. Television executives and FASTCAR executives both claim that the early afternoon start time is not ideal to reach television viewers. Since the races are on the weekends, households are not in front of their televisions in the early afternoon.

Television executives wish to move the *X Cup* series races’ start time to 3:00PM, which is a timeslot with many more viewers than 1:00PM. Television executives know that if they can demonstrate an increase in viewership for *X Cup* games, they can charge a higher fee to advertisers.

The president of *X Cup* (judge) is willing to consider moving the races to 3:00PM, but has heard some negative feedback from race track managers. The later start time would jeopardize the attendance of daytrippers, as they would not have time to return home after the race concludes.

The president (judge) has asked you to analyze the economic benefits and consequences of moving the *X Cup* start time from 1:00PM to 3:00PM and make a final recommendation.

You will present your analysis to the president (judge) in a role-play to take place in the president’s (judge’s) office. The president (judge) will begin the role-play by greeting you and asking to hear your ideas. After you have presented your analysis and have answered the president’s (judge’s) questions, the president (judge) will conclude the role-play by thanking you for your work.

## JUDGE'S INSTRUCTIONS

### DIRECTIONS, PROCEDURES AND JUDGE'S ROLE

In preparation for this event, you should review the following information with your event manager and other judges:

1. Procedures
2. 21<sup>st</sup> Century Skills and Performance Indicators
3. Event Situation
4. Judge Role-play Characterization  
Participants may conduct a slightly different type of meeting and/or discussion with you each time; however, it is important that the information you provide and the questions you ask be uniform for every participant.
5. Judge's Evaluation Instructions
6. Judge's Evaluation Form  
Please use a critical and consistent eye in rating each participant.

### JUDGE ROLE-PLAY CHARACTERIZATION

You are to assume the role of president of the *X Cup*, a racing series that is part of FASTCAR. You have asked the director of engagement (participant) to analyze the potential economic benefits and consequences of changing race start times and make a final recommendation.

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You are willing to consider moving the races to 3:00PM, but have heard some negative feedback from race track managers. The later start time would jeopardize the attendance of daytrippers, as they would not have time to return home after the race concludes.

You have asked the director of brand engagement (participant) to analyze the economic benefits and consequences of moving the *X Cup* start time from 1:00PM to 3:00PM and make a final recommendation.

The director of brand engagement (participant) will present ideas to you in a role-play to take place in your office. You will begin the role-play by greeting the participant and asking to hear about his/her ideas.

During the course of the role-play you are to ask the following questions of each participant:

1. If we do change the time, what special perks can we offer daytrippers to secure their attendance?
2. Should all 36 race times be changed in one season?

Once the director of brand engagement (participant) has presented ideas and has answered your questions, you will conclude the role-play by thanking the director of brand engagement (participant) for the work.

You are not to make any comments after the event is over except to thank the participant.

## JUDGE'S EVALUATION INSTRUCTIONS

### Evaluation Form Information

The participants are to be evaluated on their ability to perform the specific performance indicators stated on the cover sheet of this event and restated on the Judge's Evaluation Form. Although you may see other performance indicators being demonstrated by the participants, those listed in the Performance Indicators section are the critical ones you are measuring for this particular event.

### Evaluation Form Interpretation

The evaluation levels listed below and the evaluation rating procedures should be discussed thoroughly with your event chairperson and the other judges to ensure complete and common understanding for judging consistency.

| Level of Evaluation  | Interpretation Level  |
|----------------------|---|
| Exceeds Expectations | Participant demonstrated the performance indicator in an extremely professional manner; greatly exceeds business standards; would rank in the top 10% of business personnel performing this performance indicator.  |
| Meets Expectations   | Participant demonstrated the performance indicator in an acceptable and effective manner; meets at least minimal business standards; there would be no need for additional formalized training at this time; would rank in the 70-89 <sup>th</sup> percentile of business personnel performing this performance indicator.                    |
| Below Expectations   | Participant demonstrated the performance indicator with limited effectiveness; performance generally fell below minimal business standards; additional training would be required to improve knowledge, attitude and/or skills; would rank in the 50-69 <sup>th</sup> percentile of business personnel performing this performance indicator. |
| Little/No Value      | Participant demonstrated the performance indicator with little or no effectiveness; a great deal of formal training would be needed immediately; perhaps this person should seek other employment; would rank in the 0-49 <sup>th</sup> percentile of business personnel performing this performance indicator.                               |



**SPORTS AND ENTERTAINMENT MARKETING  
SERIES, 2018**

Participant: \_\_\_\_\_

I.D. Number: \_\_\_\_\_

**JUDGE'S EVALUATION FORM  
SAMPLE**

**INSTRUCTIONAL AREA**

Economics

| Did the participant:                  |   | Little/No Value | Below Expectations | Meets Expectations | Exceeds Expectations | Judged Score |
|---------------------------------------|---|-----------------|--------------------|--------------------|----------------------|--------------|
| <b>PERFORMANCE INDICATORS</b>         |   |                 |                    |                    |                      |              |
| 1.                                    | Explain the nature of marketing management?               | 0-1-2-3-4       | 5-6-7-8            | 9-10-11            | 12-13-14             |              |
| 2.                                    | Distinguish between economic goods and services?          | 0-1-2-3-4       | 5-6-7-8            | 9-10-11            | 12-13-14             |              |
| 3.                                    | Identify factors affecting a business's profit?           | 0-1-2-3-4       | 5-6-7-8            | 9-10-11            | 12-13-14             |              |
| 4.                                    | Determine factors affecting business risk?                | 0-1-2-3-4       | 5-6-7-8            | 9-10-11            | 12-13-14             |              |
| 5.                                    | Explain key factors in building a clientele?              | 0-1-2-3-4       | 5-6-7-8            | 9-10-11            | 12-13-14             |              |
| <b>21<sup>st</sup> CENTURY SKILLS</b> |   |                 |                    |                    |                      |              |
| 6.                                    | Reason effectively and use systems thinking?              | 0-1             | 2-3                | 4                  | 5-6                  |              |
| 7.                                    | Make judgments and decisions, and solve problems?         | 0-1             | 2-3                | 4                  | 5-6                  |              |
| 8.                                    | Communicate clearly?                                      | 0-1             | 2-3                | 4                  | 5-6                  |              |
| 9.                                    | Show evidence of creativity?                              | 0-1             | 2-3                | 4                  | 5-6                  |              |
| 10.                                   | Overall impression and responses to the judge's questions | 0-1             | 2-3                | 4                  | 5-6                  |              |
| <b>TOTAL SCORE</b>                    |   |                 |                    |                    |                      |              |