To the Graduate Council:

I am submitting herewith a thesis written by Donald Woodrum entitled "Development of Marketing Plans for Intercollegiate Athletics." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science with a major in Human Performance and Sport Studies.

Patricia A. Beitel

Patricia A. Beitel, Ed.D., Major Professor

We have read this thesis and
recommend its acceptance:

Dennie Kelley

Dr. Dennie Kelley

Patsy C. Boroviak

Ms. Patsy Boroviak

Accepted for the Council:

Carolyn Minkel

Associate Vice Chancellor
and Dean of the Graduate School

DEVELOPMENT OF MARKETING PLANS FOR INTERCOLLEGIATE ATHLETICS

A Thesis
Presented for the
Masters of Science
Degree
The University of Tennessee, Knoxville

Donald R. Woodrum
December 1998

DEDICATION

This thesis is dedicated to my brother,

Leo Stanley Woodrum Jr..

September 24, 1957

to

February 13, 1997

He is no longer with me, but he is still my hero.

ACKNOWLEDGMENTS

There are many people to whom I am grateful for making my time at the University of Tennessee, Knoxville so rewarding. First, Dr. Pat Beitel, without her guidance and patience I would never have accomplished this endeavor. Also, Dr. Kelley and Ms. Boroviak, their support has been overwhelming. Ray and Lou, excluding my parents, they are the most caring and loving in-laws for which anyone could ever ask. Dad, Phyllis, Linda, and Becky, my immediate family has been extremely supportive during this period and their support has been greatly appreciated. Finally, my beloved wife Stacie, she has taught me two important things during our relationship, "love is wild" and "love is real." If I had only one word to describe my love for her, that word would be, DEEP.

ABSTRACT

The purpose of this study was to determine the marketing plans used by a select group of NCAA Division I intercollegiate athletic administrators (n = 60). The marketing plans of the respondents consisted of important considerations any university must consider before developing a sport marketing plan for intercollegiate athletics. This study was divided into five subproblems: (a) athletic department staff, (b) the marketing goals, (c) target markets, (d) promotional tools, and (e) funding.

The researcher developed the Athletic Director/Marketing Director Questionnaire (Appendix B) as a tool to be utilized. This questionnaire included twenty-one questions that addressed the development of the marketing program. In this questionnaire there were fifteen open-ended questions, five closed-ended questions, and one rating and ranking section. Questions related to the rating of promotional activities were answered using a 5-point Likert scale. The same analysis was used to obtain the results for every survey question, frequency of responses were reported in percentages. The participating subjects in this study were NCAA Division I athletic departments. Forty-one percent of the questionnaires were completed.

More than half of the respondents in this study were either the marketing director or the assistant athletic director. Nearly all of the respondents indicated that they used students in their athletic department, and two-thirds indicated that they used graduate assistants in their athletic department. All of the undergraduate students indicated in this study were reported as interns. Finally, volunteers were used in almost all of the respondents athletic departments, but they were used only on a game-day basis.

One fourth of the respondents indicated that their marketing goals were different from sport to sport. Almost half the respondents reported evaluating their marketing goals at least once a year, and a quarter of the respondents evaluated theirs at the end of each athletic season.

In this study four main target markets for the respondents marketing programs were identified: (a) general public (b) students, (c) alumni, (d) current ticket holders, and (e) boosters. Two-thirds of the respondents stated that the target market for men's athletics was different from those for women's athletics. Two-thirds of the respondents stated that the target markets differed from sport to sport because each sport has its own target market.

More than half of the respondents reported using multimedia marketing as their main promotional tool. The respondents in this study indicated that corporate sponsors, television, radio, and newspapers ads were the most effective means in relaying the message to the intended target markets. Also, the respondents indicated that contests and billboards were the most ineffective means in relaying the message to the intended target markets.

Over half the respondents stated that their greatest constraint was the lack of finances, and to overcome this constraint they needed to prioritize their efforts. Over two-thirds of the respondents stated that their athletic departments placed a high emphasis on marketing intercollegiate athletics.

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	1
	Purpose of Study	2
	Definition of Terms	3
	Assumptions of the Study	4
	Delimitation of the Study	4
	Limitation of the Study	5
	Significance of the Study	5
II.	REVIEW OF LITERATURE	6
	Determining Goals in the Marketing Plan	6
	The Intended Target Market	11
	Promotional Tools	14
III.	PROCEDURES	23
	Description of Subjects	23
	Instrumentation	23
	Collection of Data	24
IV.	RESULTS AND DISCUSSION	26
	The Athletic Department	26
	Results	26
	Discussion	32
	Marketing Goals	32
	Results	33
	Discussion	34
	Target Markets	35
	Results	35
	Discussion	38
	Promotional Tools	38
	Results	39
	Discussion	45
	Funding	47
	Results	47
	Discussion	50
V.	SUMMARY, CONCLUSIONS, AND IMPLICATIONS	51
	Conclusions	53
	Implications	54

REFERENCES 56

APPENDIXES 58
Appendix A. Informed Consent 59
Appendix B. Athletic Director/Marketing Director Questionnaire 60
Appendix C. Cover Letter 63
Appendix D. Fax Cover Sheet 64

VITA 65

LIST OF FIGURES

FIGURE PAGE

1. Position in Athletic Department 28
2. Employees in Athletic Department 29
3. Students and Volunteers in the Athletic Department 31
4. Definition of Target Market. 36
5. Promotional Tools used in Marketing 40
6. Ranking of Promotional Activities 43
7. Effectiveness of Promotional Activities 44
8. Ineffectiveness of Promotional Activities 46
9. Annual Marketing Budget 49

CHAPTER 1

INTRODUCTION

For any NCAA Division I university, increased awareness and attention to the intercollegiate athletic programs is essential. Increased awareness and attention will not only broaden the fan base but help to increase the revenue for the department and institution (Yow, 1991). To accomplish this, a successful marketing program must be designed.

In any marketing plan three sections must be clearly defined and covered. A variety of articles were reviewed to determine a background in the three main areas of a marketing plan. The first section of the marketing program is the determination of goals. Stevens, Loudon, and McConkey (1995) stated that the underlying goals of various marketing plans were to make money, increase exposure, and gain publicity. After the goals are agreed upon, a target market must be chosen, and then the appropriate promotional tools must be utilized (Stevens et al., 1995).

The first section of the marketing program is the determination of goals. The primary goal of any sport marketing program is increased attendance and awareness, because, when the overall attendance of a particular sport increases, so will the revenue of that sport. Stevens, Loudon and McConkey (1995) indicated that the major thrust of any marketing program should be to increase the overall credibility of the institution and athletic programs in the community.

Identification of a particular target market is the second component of the marketing program. After determining the goals, research must be conducted to evaluate

the potential market for each sport (White & Murray, 1983). Evaluation of potential markets will help determine: (a) which sports would be more marketable to women than men, (b) how the older portion of the community relates to the athletic programs, (c) student involvement in the athletic department, (d) involvement of children, and (e) the composition of last year's audience.

After the goals and audience are identified, the method of delivering the message must be determined. This requires the selection and use of promotional tools. Print media, electronic media, group media and special projects are the main categories of promotional tools (Stevens et al., 1995).

Purpose of the Study

The purpose of this study is to determine how NCAA Division I universities develop their marketing plan for intercollegiate athletics. This study has three sections: (a) determination of goals, (b) identification of target markets, and (c) utilization of promotional tools. The following research questions will be addressed in order to accomplish the purpose of the study.

1. When developing a marketing program, what goals were determined to be met with this program?

2. Are the goals consistent throughout the program or do they differ in relation to the sport?

3. What is determined to be the target market for each sport in the athletic department?

4. How are the audiences targeted and are they consistent across sports and/or

throughout the athletic department?

5. What resources for marketing are available to the athletic department in marketing the respective sport programs?

6. What groups of people, within the athletic department, are responsible for the marketing of the various athletic programs?

7. What types of promotional tools are utilized in marketing the various programs?

Definition of Terms

In this section definitions of several terms used throughout the study are defined.

Athletic Director: Administrator of multifaceted sport programs that include responsibilities in finance, fund-raising, scheduling, contract negotiations, hiring and firing of staff members, coordination of the various programs with other departments on campus and public relations.

Athletic Programs: A sequence of sports, games or events engaged in by athletes.

Marketing: Identifying the needs, wants, and demands of a target audience to assist in an exchange or transaction between the consumer and business.

Marketing Director: The person in charge of coordinating and implementing all aspects of the marketing plan.

Marketing Plan: It is the framework used to determine a successful process that includes the development and implication of objectives, principles, budgets, strategies, and the checkpoints needed to market a NCAA Division I athletic departments.

National Collegiate Athletic Association (NCAA): Governing body for university and college athletic programs in the United States.

Promotional Tools: Tools designed to assist in advertising, publicity or sales promotions such as newspaper ads, radio ads, TV ads, corporate sponsorships, brochures, billboards or contests.

Revenue: The money made in a business venture, sale, or investment after all expenses have been met.

"Run of the Station:" A television spot that runs whenever there is space. Usually these spots run during low-audience time periods, rather than at times when they will reach the greatest potential viewing market.

Target Market: Refers to those people or groups of people who are most wanted to use facilities, see events, or buy products.

Trade-outs: Are the offering of services that have a cash value, such as tickets, program advertisements, or public address announcements, in return for media time on a television station.

Assumptions of the Study

The assumption of this study was that the athletic directors and/or marketing directors of the NCAA Division I universities and colleges honestly responded to the questionnaire.

Delimitation of the Study

This study was delimited to a group of sixty NCAA Division I universities and the respective athletic departments from those universities.

Limitation of the Study

The limitation of this study was that there was no control on the nature of the marketing programs that were available in the sixty NCAA Division I athletic departments selected for this study.

Significance of the Study

Information gained from this study identified different approaches in the marketing of NCAA Division I intercollegiate athletics. This study provided information concerning the determination of goals, identification of target markets, and the utilization of promotional tools. Each of those aspects assisted in building a successful sport marketing program. Various approaches can be taken to alert and retain the public interest in the athletic department.

Sport marketing professionals will find the results of this study to be very useful. The results of this study could assist sport marketers in developing their marketing plan. In this study there is reported information on the types of goals designed for intercollegiate athletics, identification of various targets for men's and women's athletics, and from sport to sport, successful promotional events, promotional tools, and the effectiveness of several different types of promotional tools. The information collected throughout this study provides ideas that allow the sport marketing professional to develop and implement a sport marketing plan for their athletic department or sport.

CHAPTER 2

REVIEW OF LITERATURE

Athletic departments are continually challenged by finding ways to market their sport programs. The review of literature for this paper provided a background on developing an initial sport marketing program. The following literature determined the necessary methods in determining how to start a sport marketing program for intercollegiate athletics. Also explored were the diverse types of marketing plans associated with marketing intercollegiate athletics. Three sections are covered in this review of literature: (a) determining goals in the marketing plan, (b) identifying the intended target market, and (c) developing promotional tools.

Determining Goals in the Marketing Plan

The importance of goals is self-evident, but goals exist and take different forms depending on the university. These goals tell the public actually what the university is trying to accomplish. Several universities pursue different operative goals depending on individual circumstances. Operative goals provide the basis for deriving marketing plans for sport organizations (Hansen & Gauthier, 1992). Hansen and Gauthier, who are professors at the University of Ottawa in the school of Human Kinetics, indicated that the key to achieving operative goals consists of two things: (a) determining the needs and desires of the target market, and (b) delivering the desired satisfactions effectively and efficiently (1992).

Effective marketing and management can take good athletic entertainment and make it even more successful (Broyles, Hay, & Ginter, 1979). Broyles, athletic director at

the University of Arkansas, and Hay and Ginter, management professors at the University of Arkansas, indicated that marketing is half of a successful athletic program. Athletic programs, like business, must have a specific array of goals. Having a single goal, such as "to win" or "to make a profit," is not enough. To have a truly successful athletic program, there must be a balance among the various needs and goals in all of the areas on which survival of the program depends (Broyles et al., 1979).

Goals are not abstractions, they are the action commitments through which the mission of a business is to be carried out and the standards against which performance is to be measured (Broyles, Hay, & Ginter, 1979). The fundamental strategies of a business are its goals, which must be operational and converted into specific targets and specific assignments.

Goals are important in athletic programs because they provide a balanced approach and assure proper attention to critical areas of the program. Broyles et al. (1979) suggested that a successful program might have goals such as: (a) producing a winning team to satisfy the entertainment needs of the fans, (b) developing character in the athletes, (c) increasing its attendance, (d) obtaining a share of the entertainment market, (e) making a profit, (f) being a leader in athletics, (g) improving the position of athletics overall, (h) improving the quality of life for society, (i) maintaining survival of the athletic programs, and (j) satisfying contributors' needs.

White, Director of Athletics at Loras College, and Murray (1983) chair of the Loras College Athletic Marketing Council Institutions, indicated that their marketing programs must first establish goals they wished to accomplish. They suggested that two

major goals that every institution should have in common are: (a) to increase the attendance at athletic events and (b) to increase the overall credibility of the programs and the institution. The overall awareness of the programs and institution should be the major thrust of this effort. Increased awareness will be tangibly measured by an increase in attendance and additional revenue (White & Murray, 1983).

Objectives must be operational and related to a specific area of need or action (Sutton, 1987.) Sutton who works in the Department of Health, Physical Education, and Recreation at The Ohio State University, laid the ground work for the steps to take in developing a marketing plan for athletics. He suggested that organizational resources need to be allocated to achieve these objectives through human, physical and fiscal resources. Collegiate athletic programs are much more diverse than a traditional business operation. Sutton (1987) suggested that an athletic program objectives need to be more diverse but interrelated, provide a balanced approach, and assure that proper attention is paid to the critical areas of a successful program (Sutton, 1987). An objective for men's and women's basketball might be selling 1,000 new season tickets by October 1, 1998.

Sutton (1987) developed a series of strategies to achieve organizational goals and objectives. This step is important because it is the basic approach that will be used to achieve objectives. It involves identifying a target market, developing a pricing strategy, using advertising and market positioning, considering finances, and assessing the organization.

Developing a strategic marketing plan allows the marketer to foresee such problems and develop plans to balance competing needs before they become problems

(Ensor, 1988). Ensor, who teaches courses on sport marketing, media relations and sport law at the University of Massachusetts, suggested that the marketing program will not get far without proper planning. It becomes necessary to set program objectives once it is agreed that planning is required. He also suggested that institutions should put varying degrees of emphasis on athletics, which will affect how athletics are marketed. The marketing plan should represent a mix of the following variables: (a) generate revenue, (b) increase the institution's profile in the community, (c) serve as a tool for recruiting students, (d) increase the institution's profile in the community, (e) serve as a fund-raising tool, (f) serve as a focus to a school's development operation, and (g) serve as a community relations tool (Ensor, 1988). A successful marketing plan should represent a mix of the mentioned variables, entailing balancing competing needs within the institution.

Ensor (1988) indicated that the marketing plan must take objectives for each operation and place them into relevant categories such as: (a) ticket sales, (b) facility rentals, (c) promotions, (d) sponsorships, (e) fund-raising, (f) trade-outs, and (g) licensing. Once the goals are set, development of a specific year long action schedules of the plan will help detail how goals are met each month. Components of the marketing plan should include: (a) event schedules, (b) production schedules and publication dates for all marketing related materials, (c) ticket sale campaign schedules, (d) promotion schedules, (e) a sponsorship schedule, (f) plan time to accomplish all the above, and (g) coordination between, facility operations and the internal office (Ensor, 1988).

Different athletic programs may have different goals, which need to be carefully stated to allow for the formulation of workable objectives in moving toward the

accomplishment and realization of each objective (Schwarz & Giardina, 1989). Schwarz teaches in the Department of Health, Physical Education, Recreation and Safety at East Carolina University, and Giardina, Director of Electronic Media/Promotions for the Penn State University, presented three-main reasons to promote an athletic department: (a) entertainment, (b) visibility, and (c) profit (1989). Objectives need to be examined for consistency in the marketing plan. A plan of action is needed to provide direction and guidance for those who will shoulder the responsibility. For each objective there needs to be someone assigned. Administrators must determine the steps to be taken with specifications to start and augment the plan (Schwarz & Giardina, 1989). Examining the available budget and budgeting needs as the marketing plan is progressing toward the outcome is the responsibility of the administrator.

Yow (1991), Director of Athletics at St. Louis University, stated that marketing programs were established to achieve two objectives: (a) to generate vigorous area wide public interest in athletic events that result in measurable improvements in game attendance and (b) to enhance the ability to raise private funds for athletic scholarships, facilities, or specific sport programs through the board support that results from effective marketing. A thorough marketing plan must be developed before the attendance at home games can increase.

As interest in collegiate athletics grows, marketing people must be prepared to establish selling inventory and corporate packages to adapt to that interest (Antonelli, 1994). Antonelli, Director of Marketing and Promotions for The Ohio State University suggested that, to create awareness and excitement over the athletic programs, a very

aggressive marketing plan should be planned. She stated that a successful marketing plan must have some goals: (a) increase season tickets, (b) increase attendance, (c) create a positive atmosphere, (d) increase radio exposure, and (e) increase television exposure.

In a competitive sport environment, three basic objectives should be developed: (a) awareness objectives, (b) attitudinal objectives, and (c) behavioral objectives (O'Hara & Weese, 1994). O'Hara, department head of the M.B.A. program at Southeastern Louisiana University, and Weese, who works in the Kinesiology Department at Windsor University, stated that athletic departments use awareness objectives to help in determining goals for their sport programs.

Attitudinal objectives concern feelings, perceptions, or attitudes. O'Hara and Weese (1994) suggested that marketing properly will help in creating a positive opinion in the target market and lead the intended target market to act. This is an example of behavioral objectives. If the marketing plan was successful, the attendance for a particular event should increase from last years attendance (O'Hara & Weese, 1994).

The Intended Target Market

White and Murray (1983) suggested that identifying the audience most likely to be attracted to an event is necessary. Proper identification of the audience will: (a) identify those people that are most likely to use or want the product or service, (b) identify who is most likely to attend an event at the institution, (c) determine whether the students actively support athletic events, and (d) identify the a strength of support from the community. Identifying the audience most likely to attend an event is necessary, as those will be the people targeted by the marketing effort or strategy (White & Murray, 1983).

A usage rate is one way of categorizing sports. It involves grouping consumers based on how frequently they purchase or use the organization's sport product. Those segments are generally categorized as: (a) heavy product users, (b) medium product users, and (c) light product users (Ensor, 1988).

Ensor (1988) found that in writing a strategic marketing plan, having strategies to reach those segments is essential. To reach the heavy product users, season ticket packages with special privileges and benefits should be offered. This group also supports groups like the booster group. A medium product user might be reached through pick-six packages and a newsletter, while light product users might be enticed through promotions. Promotions, such as concerts or give-away nights are designed to increase attendance. He indicated that the consumer's satisfaction equation (Consumer Satisfaction = Product Benefits Received - Their Cost) must also be taken into consideration. The greater the number of benefits a consumer receives relative to lower total cost of the product, the greater the customer satisfaction. Increasing consumer benefits led to repeat sales and good "word-of-mouth" advertising, which eventually, will result in increased profits (Ensor, 1988).

Schwarz and Giardina (1989) suggested that one of the first steps is to identify and understand the marketing area and to determine what specific locales in the region will serve as a potential ticket selling base. On a collegiate level, this may be a particular community, or it may be the entire state. Determining a specific locale assists in learning the markets present and future buying behaviors. This step enables the marketer to better decide how to promote their program.

Determining a target market is an equally crucial preliminary step. Yow (1991), indicated that the target market generally includes four groups: (a) the general population based in the local community, (b) the local, regional, and national press, (c) alumni, which include former student-athletes, and (d) the institution's faculty, staff and students. Depending on the situation, more specific goals and target groups may vary. She listed more specific goals that will allow the athletic department to identify: (a) if certain sports are promoted more than others and (b) whether the athletic department is interested in reaching community members or university students. Demographic research will help determine the public's demand for leisure activities. This research will help to decide if people are willing to attend athletic events at the institution. Conducting surveys helps to establish a profile of the type of person that regularly attends the athletic events.

In determining a target market, several factors need to be considered: (a) geographics, (b) demographics, (c) psychographics, and (d) benefits (O'Hara and Weese, 1994). They suggested that demographics should focus on many things: (a) age, (b) gender, (c) expendable income, and (d) marital status. Simple demographic variables help to narrow the base of the target market. Psychographics help identify the personality/lifestyle of the target market. Knowledge that the typical football fan is aggressive and intense helps in structuring a message about the football program. Benefits of using demographics assist in identifying what someone wants from the sport program. If the intended target market is attracted to an event due to social benefits, a message can be created better to attract these potential clients.

Promotional Tools

Murray and White (1983) suggested that any organization or institution cannot afford not to use a more encompassing, consolidating, customer-getting idea than marketing. With the purpose and audience clearly defined identifying the level of efforts needed to meet the stated goals is necessary. The institution's marketing budget will determine the levels of effort that is affordable for them. They listed a few examples: (a) multimedia, (b) posters, (c) bumper stickers, (d) souvenirs, (e) sport brochures, (f) schedule/calendar cards, (g) innovated ticket sales, (h) hospitality rooms or tailgate gatherings, (i) cooperative advertising and vendors, (j) special promotional events, and (k) sports information. Under multimedia they listed radio ads, television ads, newspaper ads, billboards, direct mail, and public service as examples.

Moore, Assistant Athletic Director at the University of Evansville, and McGarvey, (1986) a graduate intern in the Athletic Department at Evansville, wrote on the importance and significance of trade-outs. Trade-out arrangements with local media are a way to relay the message in front of the public with little cash. In a media trade-out agreement, the athletic department offers services that they have placed a cash value on: (a) tickets, (b) program advertisements, (c) booster club memberships, or (d) public address announcements, in return for media time on the station (Moore & McGarvey, 1986). An athletic department can put together an advertising campaign to boost sales and awareness without a large promotion budget.

Trade-outs must be put in packages with different monetary values placed on them. Moore and McGarvey (1986) felt that a trade-out with a TV or radio station should

be a straight dollar-for-dollar agreement. If the institution gives $1,000 packages of tickets, or public address announcements, they must receive $1,000 worth of spots on the T.V. or radio station. Trade-outs can also be made with outdoor companies that own and operate billboards.

Moore and McGarvey (1986) warned of avoiding "Run of Station" (ROS) spots. These "Run of Station" spots run will run whenever space is available. Television stations could run spots during low-audience periods, because these ads promoting the sport programs need to run when the viewing audience is at its greatest.

Baker (1986) Director of Women's Athletics at the University of Minnesota, believed that athletics can be marketed without money. She took this approach in trying to market women's athletics at the University of Minnesota. Baker and her committee approached various advertising companies to adopt their institution as a "public service account." Nearly all businesses in a community feel a responsibility to provide some amount of public service to the community in which they operate, including: (a) advertising companies, (b) graphic designers, (c) artists, (d) printers, (e) photographers, and (f) paper suppliers (Baker, 1986).

All the pieces must be collected and then an advertising company could be approached, in order to entice them into accepting the challenge of putting the puzzle together (Baker, 1986). A local billboard company could be approached by the athletic department to donate the use of billboards if the university designed, created, and produced the billboard campaign. Television companies could be approached by the athletic department to donate commercial time for public service announcements if the

university designed and produced the commercials.

Sutton (1987) suggested that the effectiveness of any marketing effort plan must rely on the media used to publicize it as much as it does on copy and graphics. The size of the institution and the resources available are the factors that dictate the type of media used in their campaign. Television is too costly for institutions without football programs, so the campaign should focus around print media and radio.

A key to using radio and print media successfully is to identify the intended target market, and correlate that group with the listeners and readers of various radio stations and print media (Sutton, 1987). Most stations conduct audience surveys, and this information is useful when determining which station would be the best to run the spot. These surveys are usually broken down into age groups such as: (a) 18 - 25, (b) 25 - 34, and (c) 35 - 49. An attractive aspect of radio advertising is that most stations could write and produce the entire spot.

Sutton (1987) listed categories of print media that are diverse and include the following: (a) newspapers, (b) magazines, (c) trade papers, (d) newsletter, (e) brochures, (f) pamphlets, (g) flyers, (h) posters, (i) schedule cards, and (j) calenders. Size and budget will determine which approaches that an institution will take. Newspapers provide high reach at a comparatively low cost, but provide little selectivity of an audience. Sport sections can provide the idea location for creating marketing awareness among sports fans. The sport section provides space in which to advertise ticket sales, individual game sales, and special events. Marketing and promoting the athletics product gives teams and institutions improved visibility within the community, thus enhancing their standing and

perception within that particular region (Schwarz & Giardina, 1989). The marketing program should help make the athletic events the "in" thing to do, rather than being the "out" thing.

Schwarz and Giardina (1989) stated that because sport and athletics are entertainment, these events should be marketed and promoted as another entertainment option. To market and promote a program there are several tools with which to accomplish this. Many uses of advertising are used to provide effective and favorable images of the program. Institutions have access to newspaper, radio, television, and billboards within their community. Schwarz, and Giardina (1989) listed other available tools to market a program in an advertising vein are: (a) game programs, (b) coaches radio and television shows, (c) in-house newsletters and magazines, (d) ticket flyers, and (e) brochures.

Yow (1991) indicated that the part of the marketing plan that will be ongoing for years is the implementation. Options are numerous and only limited by imagination of the athletic department. She suggested that there are four categories actually used to reach the audience are: (a) print media, (b) electronic media, (c) group contact, and (d) special projects.

Yow (1991) suggested that one of the oldest and possibly most trusted places to publicize an event is in the newspaper. Most institutions send weekly press releases about their sport programs along with weekly listings of athletic events. She also suggested that the athletic department should try to get their events of special significance listed in national papers, USA Today, write and mail out weekly feature articles on athletes and

coaches, and work with the student newspaper to expand its coverage of athletics. Another useful medium is the use of speciality magazines. Try submitting feature articles regularly to local news publications, local TV listing's magazines, and regionally targeted publications.

Many athletic departments are setting up weekly half-hour talk shows that focus either on their entire athletic program or on a specific sport that is in season (Yow, 1991). The program should provide game footage, and feature outstanding athletes and coaches. These programs should be aired locally on a cable network station. Within the show, a short feature regarding other campus issues such as academic events or weekly achievements.

Radio plays an important role in any marketing plan. Yow (1991) suggested departments should develop the idea of a university sports network, which involves determining a flagship station and various broadcast outlets (Yow, 1991). Doing so would allow the fan unable to attend the game to listen to it on radio. The fan should be aware that they will carry all of the games on this certain station. Each week during the season fans can tune into this station. After the game the station should agree to carry a post-game show. Yow (1991) suggested purchasing 30 second advertising spots on the station to promote the sale of single-game and season tickets.

Implementing a sports hotline is essential for enabling fans to stay in touch with your athletic program quickly (Yow, 1991). A message should include updates of scores, team progress, along with dates and times of upcoming games. Telephone marketing is very effective in raising funds and can be used to help sell tickets.

Since alumni are typically a program's best fans, nurturing the relationship between that group and the athletic department is important (Yow, 1991). The alumni's office should organize annual events for alumni. During these events the primary speaker should be a coach or an athletic administrator. Annual events will enable the alumni and athletic representatives to interact with one another. Yow (1991) suggested that faculty and staff should never be neglected and that athletic administrators and head coaches should be available to speak with faculty groups about the athletic programs.

Many projects can be implemented for in-house press/promotions. Weekly on-campus press luncheons' during a particular sport season can be held. Plan vigorous season-ticket promotions (a family plan, corporate plan, gold card plan) and special promotions for single games (Yow, 1991). An annual sport highlight film can be used at the alumni events and the such. Upgrading media guides with the newest design and graphic techniques will help marketing. Individual team calendars, posters, and schedule cards should be printed for wide distribution. The athletic department could submit proposals to local banks to print the athletic schedules on their bank envelopes.

An aggressive sport marketing plan requires an overall team effort between the marketing department and the athletic department. In order for this to happen the campaign needs to be very aggressive and very participatory, therefore, many aspects need to be covered in promotion of the program(s). Antonelli (1994) listed several aspects to be included: (a) direct mailing to season tickets' holder's of other programs, (b) direct mailing to major local or regional corporations and corporate sponsors of the institution, (c) radio campaigns, (d) television buys, (e) advertising in local movie theaters, (f) poster

and schedule card distributions, and (g) special events. An example of a special event would be "Meet the Lady Volunteers." Events like this would attract new and existing fans and introduce members of the team to the fans. Promotions such as this are designed to draw media attention and sell tickets to upcoming games.

Some things, however, that could be done to enhance the atmosphere and ensure that the fans have a positive experience and want to return to the next home game (Antonelli, 1994). Distribution of promotional materials at each home game, a half-court shoot by a lucky fan, and introducing former players are just a few examples of creating an exciting atmosphere. The band and cheerleaders should play an active role in every home game.

Antonelli (1994) suggested that contacting a commercial radio and television network is essential in marketing and promoting. Both outlets have several affiliates throughout the state. Changing from public radio and television stations will enable the institution to deliver its message to most people (Antonelli, 1994). For instance, a coaches weekly television program can be shown at different times and days throughout the week. With commercial networks the show(s) will air at the same time and date each week. The show should be aired at a time that is convenient for all viewers and is profitable for both the athletic program and the university.

To increase product acceptance, promotional efforts such as marketing must be designed. Marketing is intended to create positive response toward an event (O'Hara & Weese, 1994). Maintaining a focus on developing and maintaining the sports program(s) is necessary. Universities must be aware of marketing initiatives. The inability effectively

to show program offerings to the specific audience through marketing reduces the potential for desired results. To achieve target audience potential, marketing must produce a series of prior effects.

O' Hara and Weese (1994) suggested that three effects must be covered in any marketing plan: (a) exposure, (b) processing, and (c) communication effects. With exposure, marketing must be designed so that the audience can read, see, or hear it. Processing means there is an immediate response to one or more of the elements contained in marketing. The immediate responses can be attention, learning, and acceptance of the message. These immediate responses are considered short-term responses. More enduring responses are communication effects. Two necessary communication effects are awareness and attitude (O'Hara & Weese, 1994). If an individual can remember an event, it is considered awareness. If an individual forms an opinion about the event, an attitude is created.

Stevens, Loudon, and McConkey (1995) stated that there are many weapons at the sport marketer's disposal, and athletic conference membership can be a useful marketing tool for a school. Conference membership provides some marketing support but can also stimulate a school to enhance its marketing activities to be a stronger member. Conferences such as the ACC, Big East, Big 12, Big 10 and Pac 10 are known nationally and have many marketing packages for member schools.

The sporting event as entertainment is the most effective tool in attracting fans. Stevens et al. (1995) conducted research on how marketing is different between colleges and universities, activities such as music, food, excitement help makes the event news

worthy and enjoyable. Those activities are additional dimensions of product quality that affects fan interest, attendance, and loyalty. Stevens et al. (1995) found that low tickets and athletic facility, quality, and accessibility are effective weapons for marketing a program.

They felt that one of the most effective ways to enhance sports interest on college campuses is to use student organizations in marketing and promotion actively. The institution can establish student booster or spirit clubs as a nucleus for generating interest. Using fraternities, sororities, and non-Greek organizations may also be effectively used in the process. Stevens et al. (1995) listed these sources as additional weapons in marketing: (a) newspaper ads or inserts, (b) brochures, (c) word-of-mouth, (d) contests, (e) TV ads, and (f) radio ads are effective tools in marketing.

Sport licensing has become an important legal element in a school's marketing program and a potentially large source of revenue (Stevens et al., 1995). Institutions should try licensing their individual team logos, or mascots to various companies. Many sport related companies' pay huge amounts of money to furnish uniforms and accessories to institutions. Licensing the institutions, logos, and mascots will help promote the teams and the institutions.

CHAPTER 3

PROCEDURES

This study was designed to determine how NCAA Division I universities developed their marketing plans for intercollegiate athletics. Questionnaires were sent to sixty NCAA Division I athletic departments. These questionnaires asked the respondents to indicate specific aspects of their marketing plan for intercollegiate athletics. This chapter includes: (a) description of subjects, (b) instrumentation and (c) collection of data.

Description of Subjects

Sixty NCAA Division I universities were included in the target group for this study. The subjects participating in this study were the athletic directors or marketing directors in charge of sport marketing for their particular university. Subjects were informed of the purpose and expectations of the study and provided their indication of informed consent by completion of the questionnaire (Appendix A).

This study followed The University of Tennessee, Knoxville guidelines for research with human subjects. The Committee on Human Subjects and Research Participation from The University of Tennessee, Knoxville reviewed and approved this study.

Instrumentation

The athletic director or marketing director questionnaire (Appendix B) was developed to provide information relative to the specific research questions concerning development of marketing programs for intercollegiate athletics. The questionnaire included twenty-one questions that addressed development of the marketing program.

Within the questionnaire, there were fifteen open-ended questions, five closed-ended questions, and one rating and ranking section. Questions related to the rating of promotional activities were answered using a 5-point Likert scale. Logical validity has been assumed based on developing the survey questions in relation to the research questions.

Validity was evaluated by checking the research questions against the survey questions. Several Sport Administration graduate students were asked to align the research questions with the survey questions. Because each survey question was designed to answer a research question, the level of validity was evaluated by the percentage of times each survey and research question were aligned as designed. There was a 100% agreement with the design on all of the survey questions except survey question 20, and this question was later reworded to help in clarifying the instructions.

Collection of Data

Data for this study were collected from the athletic director or marketing director questionnaires mailed on August 28, 1998. A cover letter (Appendix C) was included with the questionnaires which explained the purpose of the study and the need for their participation in this study. In the cover letter it stated the time required to complete the questionnaire, when to return the completed questionnaire, and that completion of the survey acknowledged their informed consent. A self-addressed stamped return envelope was included with the questionnaire and the cover letter for the participant's convenience.

Three weeks after the questionnaires were mailed, each university that had not returned the questionnaire received a telephone call reminding them that their cooperation

was vital to the success of this study. If the questionnaire still had not been received after the deadline, a second phone call was made to help secure the information. Then, after a second phone call was made and there was no response a survey was faxed (Appendix D) to each athletic department.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study was to identify how different NCAA Division I universities market their intercollegiate athletics programs. A questionnaire (Appendix B) was developed and sent to 60 NCAA Division I universities. Forty-one percent of the questionnaires were completed. The data were analyzed using frequencies and percentages of responses to survey questions and were organized into sections relative to demographics and research questions. This chapter is organized into five sub-topics: (a) athletic department staff, (b) marketing goals, (c) target markets, (d) promotional tools, and (e) funding.

The Athletic Department

The first sub-topic addressed the composition of the respondents athletic departments. The four variables used were: (a) university staff, (b) undergraduate students, (c) graduate students, and (d) volunteers. Survey questions 1, 2, and 3 applied to this analysis.

Results

The first question of the study asked which member of the athletic department completed and returned the questionnaire. On the survey there were four positions that the respondent could use to identify their title: (a) Athletic Director, (b) Associate Athletic Director, (c) Assistant Athletic Director, and (d) Marketing Director. Also, a space was left for the respondent to indicate if none of these titles identified their position in the athletic department.

Thirty-six percent of the questionnaires were answered by the Marketing Director, 36% by an Assistant Athletic Director, 12% by the Athletic Director, 8% by an Associate Athletic Director, and 8% by Other (Figure 1). The two respondents from the universities that checked Other classified themselves as: (a) Marketing Representative, and (b) Promotions Director.

For survey question two, the respondents were asked to identify the number of full-time employees, part-time employees, and graduate assistants that worked in their athletic department. Thirty-six percent of the universities stated that there were at least two people employed full-time in the athletic department (Figure 2). Twenty percent of the universities stated that three people worked full-time in the athletic department. Sixteen percent stated that 4 people were employed full-time, 12% employed at least 1 person full-time, and 4% employed 0, 7, and 160 people full-time in their athletic department. The average number of employees in each athletic department was nine, with a range from 1 to 160. It appeared that some of the respondents might have confused this with the number of full-time employees in the marketing department rather than the number of full-time employees in the athletic department as a whole. Four percent of the respondents failed to respond to this question.

Next, the respondent were asked to identify the number of paid part-time employees of the athletic department (Figure 2). With a range from 0 to 40, 20% of the respondents stated that there was at least one person employed on a part-time basis. Eight percent of the universities answered 0, while 8% answered that 2 people were employed part-time, and 8% answered that 3 people were employed on a part-time basis.

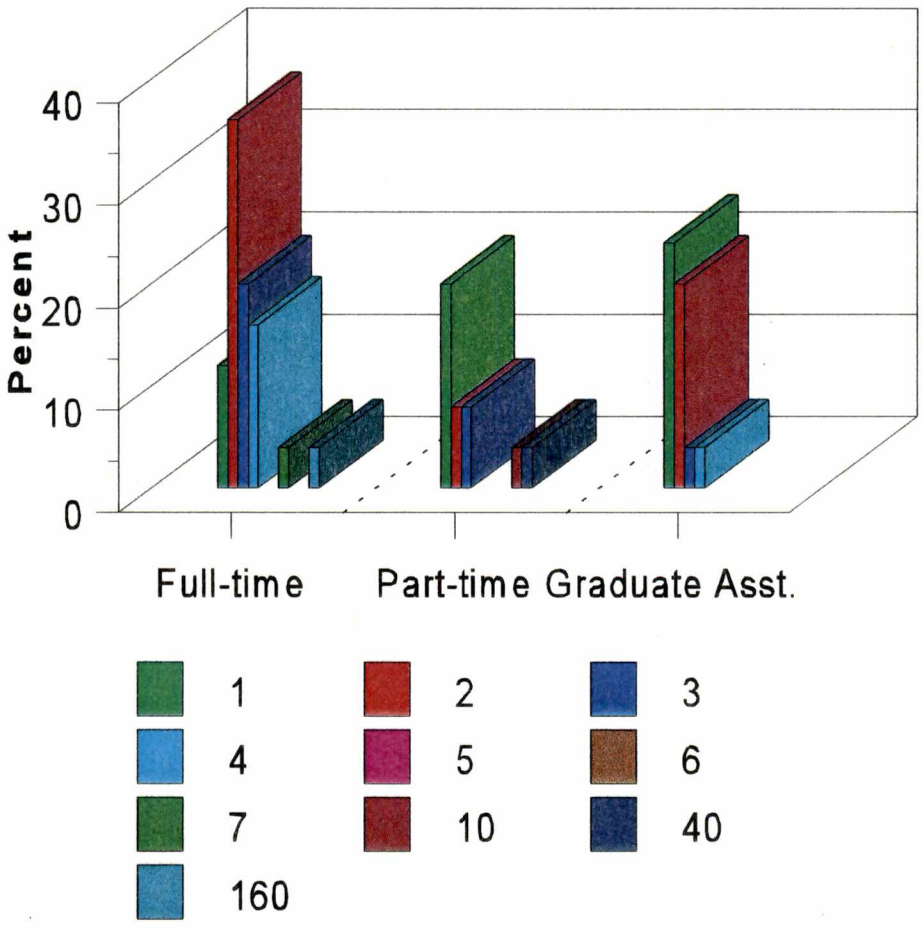


Figure 2. Employees in the Athletic Department

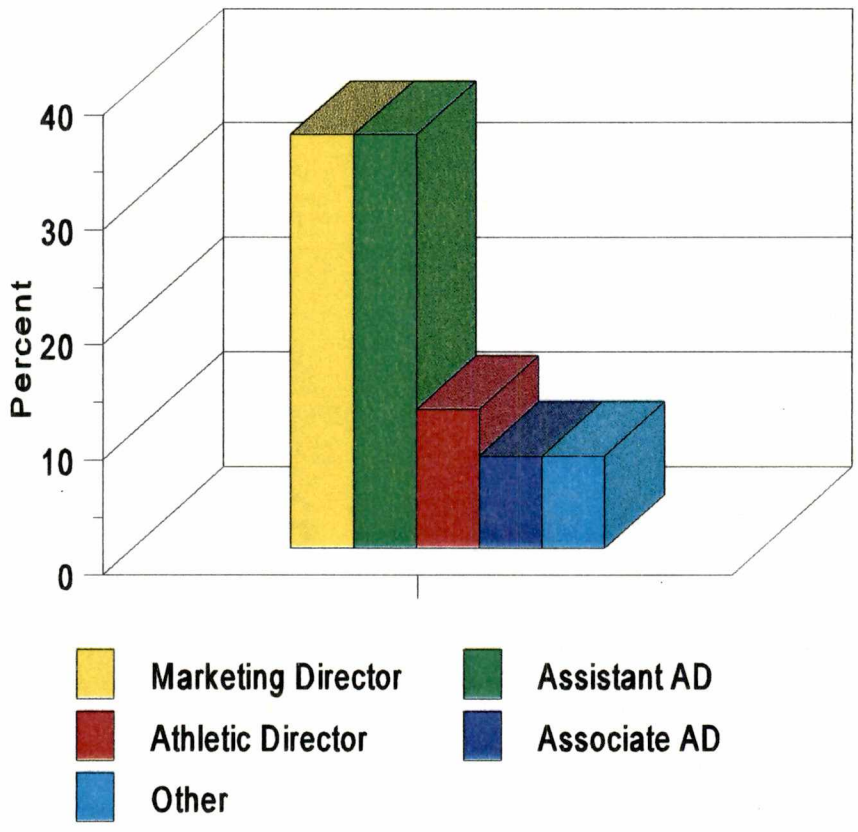


Figure 1. Position in Athletic Department

One university (4%), stated that there were 10 people employed part-time, and one university (4%) stated that 40 people were employed part-time in their athletic department (Figure 2). Each respondent did identify these part-time employees as paid interns. Forty-eight percent of the respondents failed to respond to this question.

For the last part of survey question two, 64% of the universities responded to this question. At least one graduate assistant was used by 24% of the universities (Figure 2). Twenty percent of the respondents indicated that they used two graduate assistants, 4% of the respondents used three, 4% of the respondents used four, and 12% of the respondents did not use graduate assistants. Thirty-six percent of the respondents failed to respond to this question.

Survey question three asked the respondent if they used students and volunteers in their athletic department, and how many. Ninety-two percent of the universities used students in their athletic department. With a range from 1 to 100, 88% of the universities stated that they used undergraduate students in the athletic department (Figure 3). Sixteen percent of the universities used five undergraduates. One university (12%) used three undergraduates, and 12% used eight undergraduate students in the athletic department. Of the respondents, 8% used 2, 4, 6, and 10 undergraduate students, and 4% used 1, 20, 30 and 100 students in their athletic department. Twelve percent of the respondents failed to respond to this question.

With a range from 0 to 10, 36% of the universities responded that they used graduate students in their athletic department (Figure 3). Twelve percent of the universities stated that two graduate students were working in their athletic department.

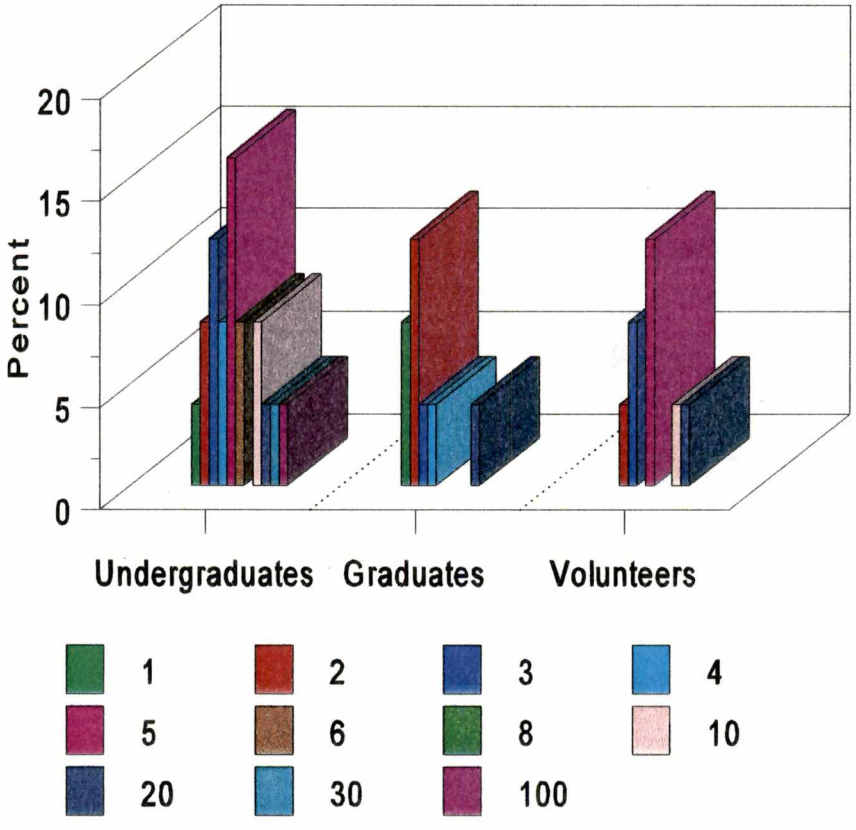


Figure 3. Students and Volunteers in the Athletic Department

Of the respondents, 4% indicated that there were 0, 3, 5, and 10 graduate students working in their athletic departments. At least one graduate student was used in 8% of the universities.

With a range from 1 to 20, 84% of the universities reported that they used volunteers. Twelve percent of these respondents used five volunteers. Four universities, 16%, used 0, 2, 10 and 20 volunteers. Eight percent of the universities used three volunteers (Figure 3). Sixty-four percent of the respondents failed to answer this question

Discussion

The data from the three survey questions indicated that one person was in charge of the marketing program. In this study more than half of the completed questionnaires were returned by a Marketing Director or an Assistant Athletic Director. Analysis of the data in this study indicated that the athletic department used the student body of their university and volunteers. Of the part-time employees, 46% were interns, and 54% were graduate assistants. It was noted that the volunteers were used only on game days, and that they did not actually work in the athletic department on a regular schedule.

Marketing Goals

The second sub-topic identified the marketing goals used by the respondents. Sub-topic two was divided into four areas: (a) goals and their consistency, (b) when the goals were evaluated, (c) by whom the goals were evaluated, and (d) how often the athletic department changed their goals. Survey questions 4, 5, 6, and 7 provided information about this sub-topic.

Results

Survey question four asked the respondents to identify the goals for their athletic department and to indicate whether the goals were consistent throughout the athletic department. Seventy-two percent of the universities responded to this open-ended question. There were two goals which were identified by the 54% of the respondents. Thirty-eight percent of the universities stated that their goals were to increase attendance and awareness, and 16% indicated that their goals were to increase revenue and sales.

In part two of this survey question, the remaining 18% of the respondents identified that their goals. Ten percent of the universities indicated that their goals differed from sport to sport. Eight percent of the universities indicated that the goals were consistent throughout the athletic department.

For survey question five, the respondents were asked to indicate when their goals were evaluated. Forty-four percent of the universities responded that the goals for their athletic department were evaluated at the end of the year. Goals were evaluated at the end of each athletic season by 24% of the universities. Eight percent of the universities evaluated the goals after each event, 4% held an evaluation twice a year, and 4% stated they evaluated their goals whenever they had available time. Sixteen percent of the respondents failed to answer this survey question.

The respondents were asked to indicate how often their goals changed in survey question six. Fifty-two percent of the respondents indicated that they changed their marketing goals annually. The goals remained the same for 12% of the respondents, 16% indicated that their goals were flexible, and 4% of the universities indicated that they

varied the time that they changed their marketing goals. Sixteen percent of the respondents failed to answer this survey question.

In survey question seven the respondent was asked to indicate by whom these goals were evaluated. It was reported that the director of marketing was in charge of evaluating the goals in 40% of the universities participating in this study. The goals were evaluated by the athletic director, 20%; an associate athletic director, 16%; or an assistant athletic director, 8%. Sixteen percent of the respondents failed to answer this survey question.

Discussion

The results of this study were similar to what Antonelli (1994) reported in her article. Specifically, she suggested that the objectives of any marketing program were to: (a) increase season ticket sales, (b) increase attendance, and (c) create a positive atmosphere. Athletic administrators should follow the two goals stated in this study: (a) to increase awareness and attendance, and (b) to increase revenue and sales. If the goals stated in Antonelli's study and the goals indicated in this study are closely followed, a successful marketing program could be designed. For a marketing program to succeed, the goals should be evaluated and changed annually. Evaluating regularly would allow the athletic department to identify the goals that were met and the ones that were not. This approach would enable the athletic department to develop new and creative ways to market their sport programs.

Target Markets

This section of the chapter deals with how the respondents defined their target market for intercollegiate athletics. The following section includes three parts: (a) defining the target market by athletic department, (b) identifying how the target market differs from men's athletics to women's athletics, and (c) determining where and how the target markets differ from sport to sport. Survey questions 8, 9, 10, 11, and 12 were in this subtopic.

Results

The response rate for survey question eight was 68%. The definition of the target market (Figure 4) by the respondents included: (a) the general public, 20%; (b) students, 16%; (c) alumni, 12%; (d) boosters, 8%; and (e) current ticket holders, 8%. In addition 4% of the respondents targeted males 18 to 35 (Figure 4). Thirty-two percent of the respondents failed to answer survey question eight.

On survey question nine there was a 100% response concerning whether or not there was a difference in the target markets for men's athletics and women's athletics. Seventy-five percent of the universities agreed that the target markets for men's athletics differed from that for women's athletics. In contrast, 25% of the universities stated that there was not a difference in the target market for men's athletics and women's athletics.

In survey question ten, 72% of the respondents indicated how the target markets for men's athletics differed from the target market for women's athletics. Of the respondents who reported a difference in target markets for the men's and women's athletics programs, 28% stated that the target markets for women's athletics focused on

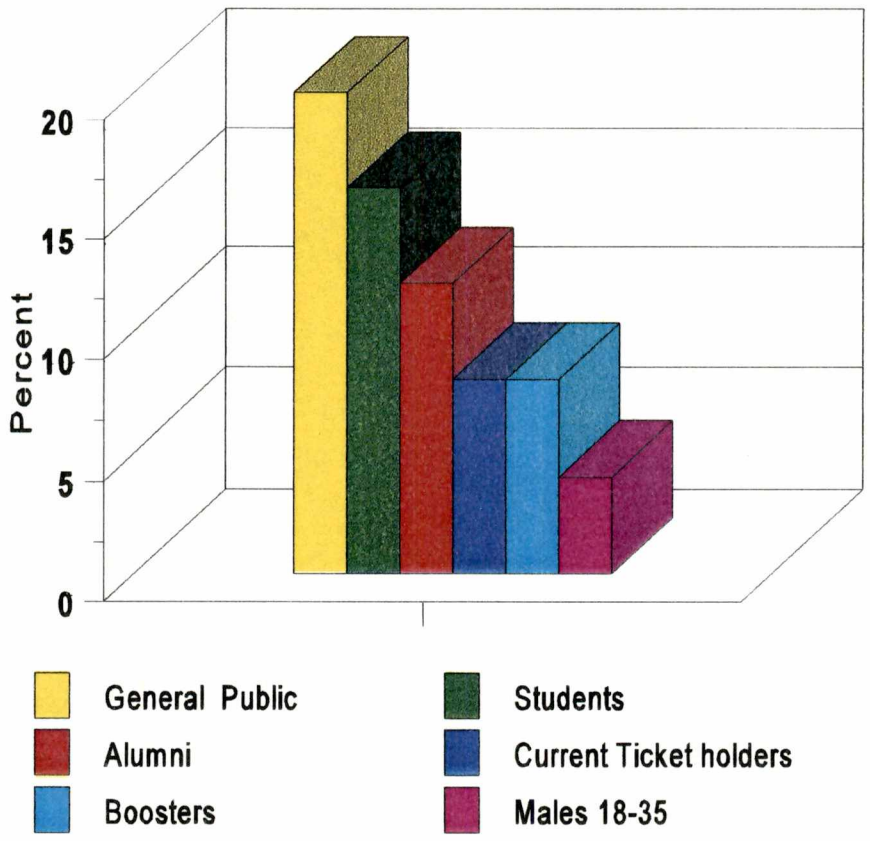


Figure 4. Definition of Target Market

older age groups, families, and children. Additionally, 16% stated that they targeted females for women's athletics. Four percent of the respondents indicated that they use inexpensive ticket prizes for women's athletics. For men's athletics, 12% of the respondents stated that they targeted students for the men's athletics programs, and 4% stated that they offered more expensive ticket prizes for men's athletics. Four percent of the respondents stated that their target market for men's athletics was the business market. Males 55 to 65 and females 10 to 35 were the target markets for men's and women's athletics at 4% of the respondents. Twenty-eight percent of the respondents failed to answer survey question 10.

Survey question 11 asked the respondents to indicate if the target market differed from sport to sport. The results indicated that the target markets differ from sport to sport. Nineteen, 76% of the universities said that their target markets differed from sport to sport. Six of the universities, 24%, stated that there was no difference in the target market from sport to sport.

On survey question 12 the respondents were asked to indicate how the target markets differed and why they differed. Twenty-four percent listed different demographics for each sport as the main reason the target markets differed from sport to sport. A few of the universities, 12%, stated that they targeted their fans. For instance, for football they would only target fans of the football program. Another 12%, of the universities stated that they targeted older age groups, women, and children for the nonrevenue sports. Twelve percent stated that they only targeted men for programs like football, men's basketball and baseball. Eight percent of the universities listed different

sports had different ticket prizes as the main difference in the target markets from sport to sport. For instance, the price for a football game was more expensive than the prize of a lady's volleyball game. Thirty-two percent of the universities failed to answer this question. Unfortunately, all the respondents neglected to answer why their target markets differed, they only answered how they differed.

Discussion

O'Hara and Weese (1994) indicated that simple demographic variables assisted in narrowing the intended target market. In their study they indicated that some variables were: (a) age, (b) income, (c) gender, (d) race, and (e) marital status. The data from the present survey questions indicated that the target markets for intercollegiate athletics were very diverse but they were based on demographics. These target markets were different for men's athletics and for women's athletics. The respondents indicated that the differences in the target market for women's athletics as compared with men's athletics were that the target markets for women's athletics were: (a) older age groups, (b) families, and (c) children. Target markets differed from sport to sport because each individual sport has a unique fan base of their own.

Promotional Tools

The fourth sub-topic focused on promotional tools used by the respondents. This analysis was divided into four areas: (a) promotional events used during the year to market athletics, (b) promotions considered the most productive in marketing intercollegiate athletics, (c) greatest constraint in marketing athletics, and (d) ranks of promotional activities from least effective too most effective. Survey questions 13, 14,

15, and 20 provided information for this sub-topic.

Results

For survey question 13, there was a 100% response for promotional tools used in marketing athletics. The overwhelming response from the respondents were multimedia marketing, 60% (Figure 5). The respondents classified multimedia marketing as running print ads, radio ads, television ads, direct mail, telemarketing, and Internet ads. Sixteen percent stated that game day contests were the most used promotional tools in their marketing plan. Giveaways were used as promotional tools at 16% of the universities. Season ticket sales were used by 8% of the universities (Figure 5).

Sixty-eight percent of the respondents listed a variety of promotional events used during the year to market their athletic programs for survey question 14. These events were easily separated into three categories: (a) family and children, (b) theme days, and (c) tickets. Of the responding respondents, 28% stated that they used family oriented promotional events in marketing their athletic programs, e.g., a family night at the game, youth days at the game, "kids day," and church night.

Twenty-four percent of the universities stated that they used theme days in their promotional events. Events such as, Midnight Madness, autograph sessions, coach clinics, and Haunted House of Hoops were examples of the events named by these universities. The rest of the universities, 16%, used ticket prizes and giveaways as their main promotional tool in marketing their athletic programs. Thirty-two percent of the respondents failed to answer this question.

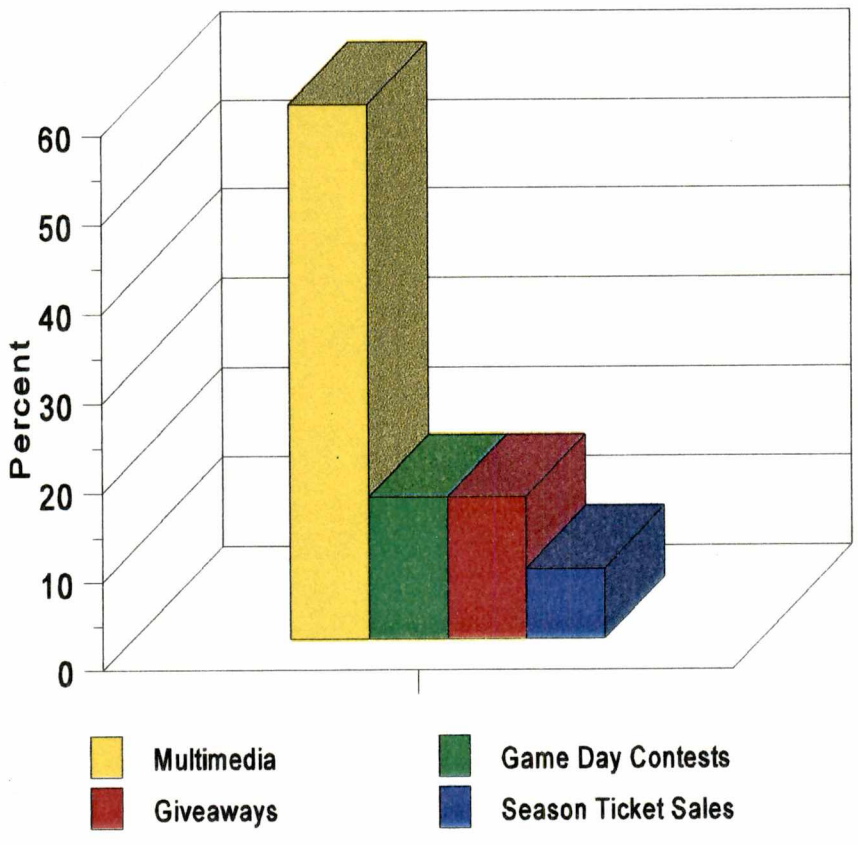


Figure 5. Promotional Tools used in Marketing

Analysis of the responses to survey question 15 indicated that the 88% of the universities identified three promotions used in their marketing of athletics. Three main categories again stood out: (a) family, (b) giveaways, and (c) theme days. Family oriented promotions were used by 36 % of the universities. These schools used: (a) family nights, (b) kids day, (c) church days, (d) family of four receives a discount on the prices of admission, and (e) education day. Education day was unique, if the parents that brought their children's report card and the child maintained a 3.0, that child received free admission to an athletic event.

Twenty-eight percent of the universities listed giveaways as their most productive promotion. One university even used the success of the Beanie Baby fad. Their university offered a Beanie Baby as the university's mascot. According to the response, this was the most successful promotion that school had in a long time. The remainder of the schools that listed giveaways as their most productive promotion used: (a) posters, (b) bumper stickers, (c) T-shirts, and (d) free prizes.

Twenty-four percent of the universities indicated theme days as their most productive promotion. Some programs listed: (a) Midnight Madness, (b) fund-raisers, (c) meet the players, (d) tournaments, (e) chalk talks with the coaches, and (f) theme songs for the various players. One university indicated that their most productive promotion was a battle between mascots. The mascot for the men's athletics program "fought" the mascot for the women's program. This university failed to mention who won, and during which game this fight took place.

Survey question 20 asked the respondents to rank and mark the level of

effectiveness of promotional tools at their university. The promotional tools they had to use included: (a) billboards, (b) brochures, (c) contests, (d) corporate sponsors, (e) Internet, (f) newspaper ads, (g) radio ads, (h) student involvement, (i) TV ads, (j) word of mouth, and (k) other.

For the ranking portion of this question, the respondent was asked to label the promotional tools from least effective to most effective. They were instructed to use 1 as least effective and 10 as most effective. Ninety-two percent of the universities responded to this question (Figure 6).

Brochures had the highest average, 6.45 (s.d.= 2.994), television had an average of 5.63 (s.d. =2.83) and student involvement, 5.62 (s.d. = 2.69) (Figure 6). Billboards averaged 5.59 (s.d. = 2.994), the Internet 5.4 (s.d. = 2.20), contests 5.45 (s.d. = 2.996), word of mouth 5.36 (s.d. = 2.993), radio ads 5.22 (s.d. = 2.55), newspaper ads 5.0 (s.d. = 3.10), and corporate sponsors 4.95 (s.d. = 3.08) (Figure 6). Three schools that listed Other suggested: (a) team posters, (b) winning, and (c) enjoyable experience.

The second portion of survey question 20 question asked the respondents to rate the level of effectiveness of the various promotional tools (Figure 7). The respondents were asked to rate the promotional tools from 1, being very ineffective, to 5, being very effective.

On the first part of survey question 20, corporate sponsors were rated by 64% as very effective or effective (Figure 7). Television ads were rated by 28% as very effective and 28% effective; newspaper ads by 28% as effective and 36% as effective; radio ads by 16% as very effective and 40% as effective; word of mouth by 12% as very effective and

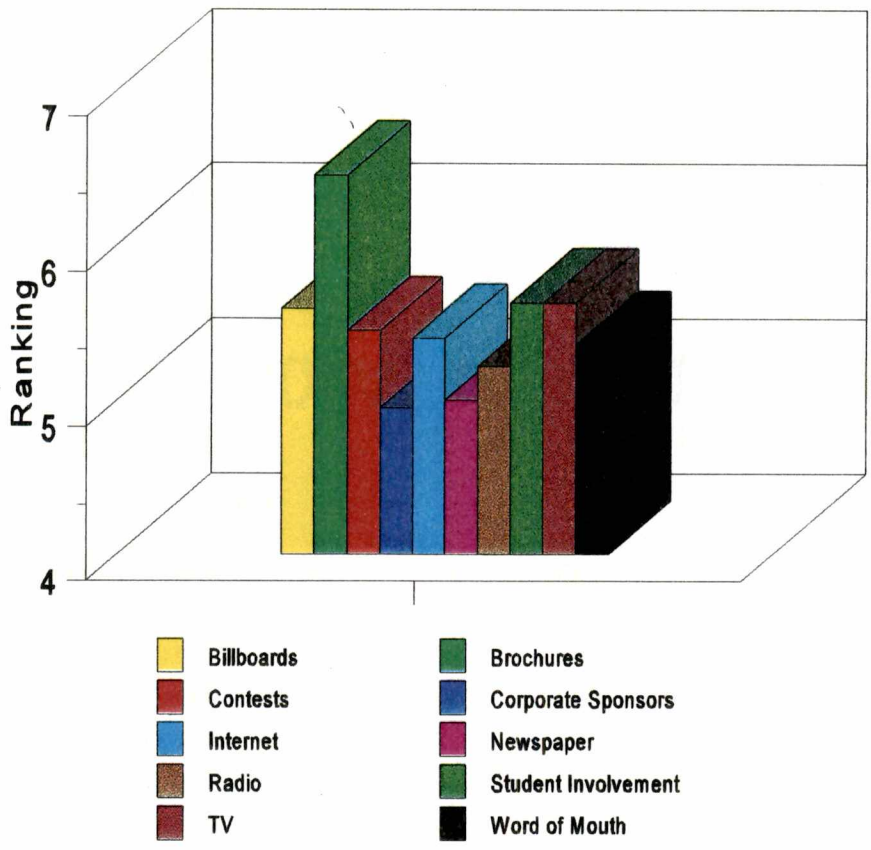


Figure 6. Ranking of Promotional Activities

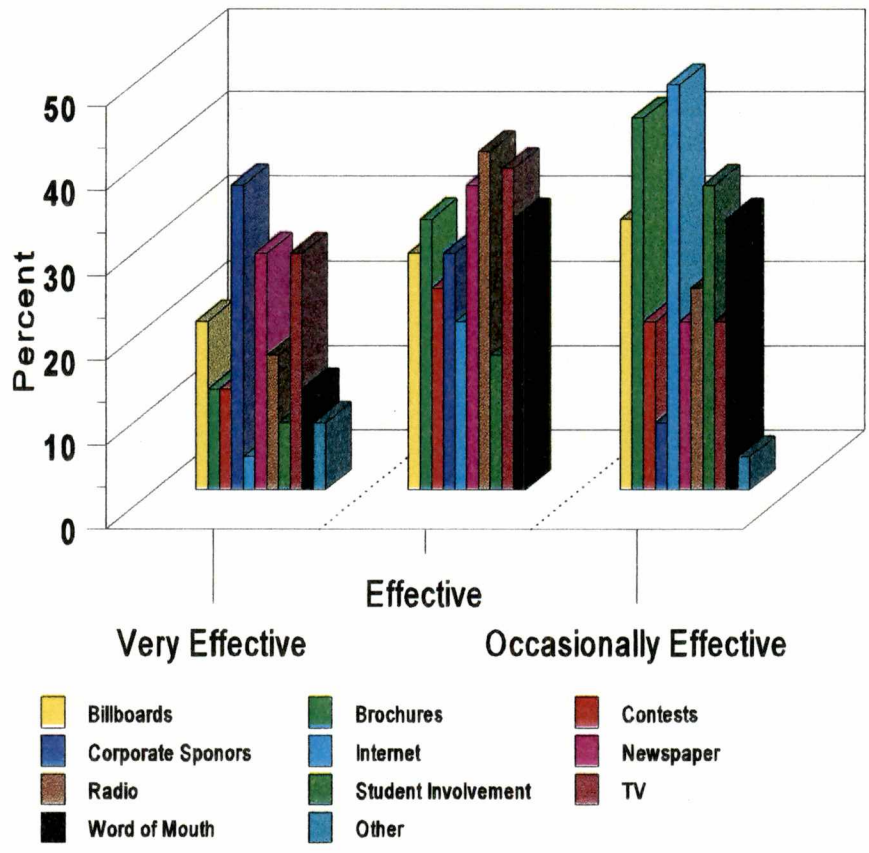


Figure 7. Effectiveness of Promotional Tools

32% effective; student involvement by 8% as very effective and 16% as effective; the Internet by 4% as very effective and 20% as effective; brochures by 4% as very effective and 32% as effective; billboards by 28% as effective; contests by 24% effective and other by 8% very effective (Figure 7).

Forty-eight percent of the respondents rated the Internet as occasionally effective. Brochures were rated by 44% as occasionally effective, billboards by 32%, word of mouth by 32%, student involvement by 30%, corporate sponsors by 28%, radio by 24%, contests by 20%, newspapers by 20%, television by 20% and other by 4% (Figure 7).

For the part of the survey question that asked the respondents to indicate the ineffectiveness of promotional tools, contests were rated by 48% as ineffective or very ineffective. (Figure 8). The Internet was rated by 20% as ineffective; billboards by 16% as ineffective and 20% very ineffective; student involvement by 16% as ineffective and 8% very ineffective; television by 12% as ineffective and 4% very ineffective; radio by 12% as ineffective; corporate sponsors by 12% as ineffective and 8% very ineffective; newspapers by 8% as ineffective; word of mouth by 4% as ineffective and 12% very ineffective; and brochures by 4% as ineffective (Figure 8).

Discussion

In analysis of data for this sub-topic indicated that multimedia marketing was the overwhelming response by the respondents to the types of promotional tools used in their athletic department. This information is similar to that reported in Antonelli's (1994) study which indicated several promotional tools that should be used in any marketing plan: (a) direct mailing to season ticket's holder's of other programs, (b) direct mailing to major

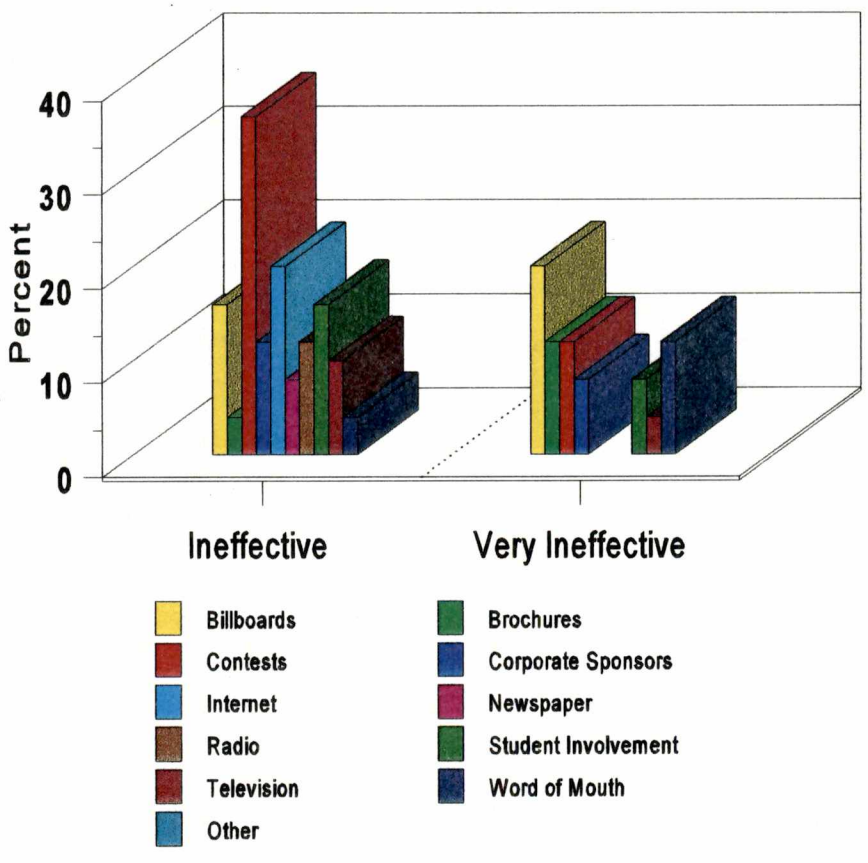


Figure 8. Ineffectiveness of Promotional Tools

local or regional corporations, (c) radio campaigns, (d) television buys, (e) special events, and (d) posters and schedule cards.

In this study promotional events designed around families, theme days, giveaways and reduction in ticket prices were the most productive means in attracting the intended target market. To relay the marketing message to the intended target market, the athletic department might utilize one of the four promotional tools: (a) corporate sponsors, (b) television, (c) radio, and (d) newspapers. In this study these four types of promotional tools were rated by the respondents as being the most effective ways of marketing their sport programs. The respondents also rated billboards and contests as being the least effective way to market their sport programs.

Funding

The fifth sub-topic dealt with funding for intercollegiate athletics. This sub-topic was divided into four areas: (a) greatest constraint in marketing faced in the athletic department, (b) overcoming this obstacle, (c) emphasis on marketing intercollegiate athletics, and (d) annual budget allocated for marketing intercollegiate athletics. Survey questions 16, 17, 18, and 19 provided information on concerning this sub-topic.

Results

For survey question 16, 96% of the universities responded concerning the greatest constraint in marketing athletics. Availability of finances was the greatest constraint for 52% of the universities. Twelve percent of the universities listed that lack of staff was their greatest constraint. Twelve percent of the universities listed rules and regulations as their greatest constraint. These rules and regulations were either from their conference or

the NCAA. Lack of sponsors was the greatest constraint at 12% of the universities, and 8% of the schools listed lack of student involvement as their biggest constraint.

For survey question 17, the respondents were asked how they overcame their greatest constraint. Twenty-four percent of the respondents indicated that they needed to prioritize their efforts. Sixteen percent of the respondents stated that they needed to create new marketing ideas, 12% indicated that they needed the assistance of corporate sponsors, 12% stated that they were clarifying and defining their target markets, 8% stated that winning would overcome their greatest constraint, and 4% stated that an increase in student spirit would help overcome their greatest constraint. Twenty-four percent of the respondents failed to answer this survey question.

In survey question 18 the respondents were asked to indicate if their athletic department placed enough emphasis on the marketing of intercollegiate athletics. Seventy-six percent of the respondents indicated that their athletic department placed enough emphasis on marketing athletics. Twenty-four percent of the respondents indicated that athletic department did not place enough emphasis on marketing athletics.

Survey question 19 asked the respondents to indicate their annual budget allocated for marketing athletics. Twenty-eight percent of the universities labeled their budget as $250,000 or more (Figure 9). Sixteen percent had a budget of $200,000 - 249,000, 16% had a budget of $100,000 - 149,000, 16% had a budget of $0 - 49,999, 12% had a budget of $50,000 - 99,000, and 8% had a budget of $150,000 - 199,000 (Figure 9). Six percent of the respondents failed to answer survey question 19.

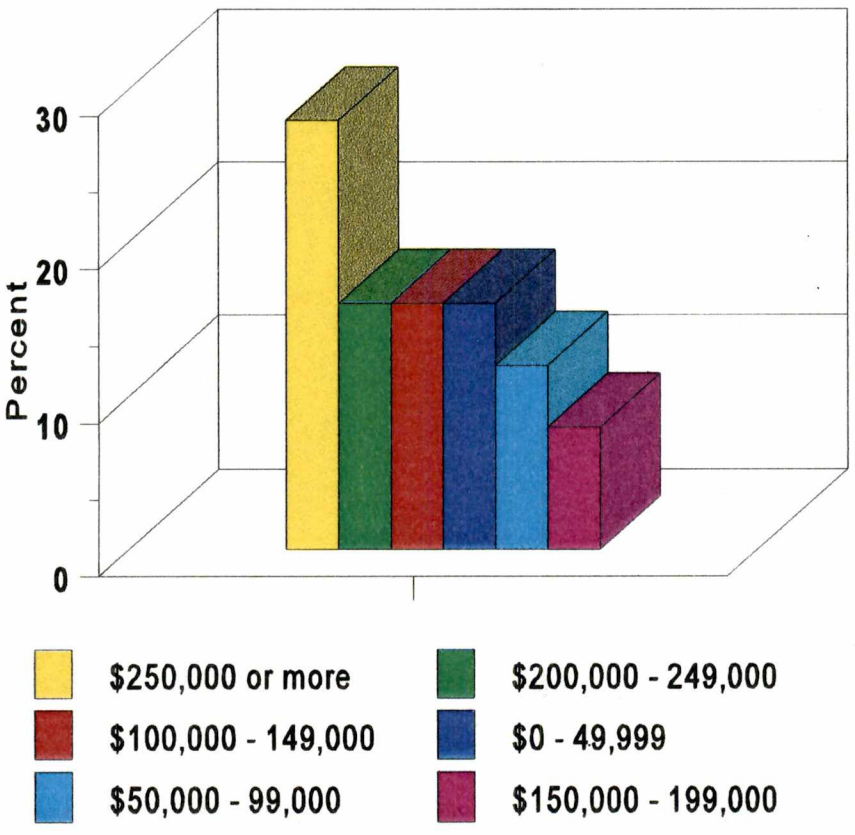


Figure 9. Annual Marketing Budget

Discussion

The greatest constraint for marketing sport programs was availability of finances. As the analysis of data in this study indicated more than half of the respondents faced this problem. In this study it was indicated that way to overcome the greatest constraint in marketing athletics was to prioritize the athletic department efforts and create new ways to market the sport programs. According to this data there was enough emphasis placed on the marketing of athletics by the athletic department. To overcome this constraint, there were two possibilities. The first was to petition the athletic department or the university requesting that more money be allocated to the marketing component of the athletic department. Next, the entire department must prioritize their efforts and work with the available resources at hand.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was to determine the marketing plans used by a select group of NCAA Division I intercollegiate athletics (n = 60). The marketing plans of the respondents consisted of important considerations any university must consider before developing a sport marketing plan for intercollegiate athletics. This study was divided into five subproblems: (a) athletic department staff, (b) the marketing goals, (c) target markets, (d) promotional tools, and (e) funding.

The researcher developed the Athletic Director/Marketing Director Questionnaire (Appendix B) as a tool to be utilized. This questionnaire included twenty-one questions that addressed the development of the marketing program. In this questionnaire there were fifteen open-ended questions, five closed-ended questions, and one rating and ranking section. The participating subjects in this study were NCAA Division I athletic departments.

More than half of the respondents in this study were either the marketing director or the assistant athletic director. The average total number of employees in each athletic department was nine, with 20% of the respondents reporting that at least two people were employed full-time within their athletic department. Twenty percent of the respondents suggested that at least one person works in the athletic department on a part-time basis. In this study, 92% of the respondents indicated that they used students in their athletic department, and 64% indicated that they used graduate assistants in their athletic department. All of the undergraduate students indicated in this study were reported as

interns. Finally, 84% of the respondents reported that volunteers were used in their athletic department. It was noted that these volunteers were used only on a game-day basis.

Twenty-four percent of the respondents indicated that their marketing goals were different from sport to sport. Marketing goals designed to increase attendance and awareness was indicated by 16% of the respondents, 16% stated that their goals were consistent throughout the athletic department, and 16% indicated that their goals were to increase revenue and sales. Almost half the respondents reported evaluating their marketing goals at least once a year, and 24% evaluated theirs at the end of each athletic season.

In this study four main target markets for the respondent's marketing programs were identified: (a) general public, 20%; (b) students, 16%; (c) alumni 12%; (d) current ticket holders, 8%; and (e) boosters 8%. Two-thirds of the respondents stated that the target market for men's athletics was different from those for women's athletics. The difference in the women's target market was that they were older, families, women, and children. Seventy-two percent of the respondents stated that the target markets differ from sport to sport because each individual sport has its own target market.

More than half of the respondents reported using multimedia marketing as their main promotional tool. Sixty-eight percent of the respondents designed their promotional events around: (a) families and children, 28%; (b) theme days, 24%; and (c) tickets, 16%. They designed the three most productive promotions around: (a) giveaways, 28%; (b) family events, 36%; and (c) theme days, 24%.

The respondents in this study indicated that corporate sponsors, television, radio, and newspapers ads were the most very effective and effective means in relaying the message to the intended target markets. Also, the respondents indicated that contests and billboards were the most ineffective and very ineffective means in relaying the message to the intended target markets.

Over half the respondents stated that their greatest constraint was the lack of finances, and to overcome this constraint 28% of the respondents indicated that they needed to prioritize their efforts. Over two-thirds of the respondents stated that their athletic department placed a high emphasis on marketing intercollegiate athletics. Twenty-eight percent of the universities indicated that their budget for marketing intercollegiate athletics was $250,000 or more.

Conclusions

The conclusion was drawn that marketing NCAA Division I intercollegiate athletics is becoming more difficult. With the rivals from other Division I universities or professional teams, attracting and maintaining a fan base is more complicated. The athletic department must heavily market their programs to attract specific target markets in order for the sport programs to become successful and produce revenue. If any university implements the four prominent promotional tools indicated in this study in their marketing plan, these tools should help increase attendance at their events and awareness within the target markets.

The results reflected that one person was in charge of developing, implementing, evaluating, and changing the marketing program on a NCAA Division I level. It is this

individual's responsibility to clarify, and define the target markets for men's athletics, women's athletics, and from sport to sport. In developing and implementing any marketing program this individual must prioritize the efforts and resources of their department. This could mean utilizing the student body, and or volunteers.

No marketing program would be a successful without utilizing the most effective promotional tools. The most effective promotional tools listed in this study were: (a) corporate sponsors, (b) newspapers, (c) television, and (d) radio. If the greatest constraint of a marketing department is finances, then they should avoid using contests or billboards as they are not cost effective. According to the respondents of this study, these two types of promotional tools were listed as the least effective ways to promote the sport programs.

Implications

To have a successful sport marketing program there needs to be full support from the athletic department. In this study it was indicated that there was one person in charge of the marketing program, either a marketing director or an assistant athletic director. Empowering one person to head this marketing program allows for a more individualized approach and a more thorough program. This person must be in charge of determining the goals, evaluating them, and determining when they need to be changed. The person in charge of the marketing program must utilize any outside help. This can be utilizing the student body of the university and volunteers in the marketing department.

The next step in the marketing program is determining the target market for the sports programs. As indicated in this study target markets differ from men's athletics to

women's athletics, and from sport to sport. The person in charge of coordinating the marketing program must be fully aware of these changes. He or she must be able to design and implement the proper promotions to influence people to watch these sporting events. The results from this study indicated that all of the respondents agreed upon five similar target markets throughout their athletic department: (a) general public, (b) students, (c) alumni, (d) boosters, and (e) current ticket holders.

When designing and implementing their marketing program one must strongly consider using multimedia marketing. This could be as print ads, radio ads, television ads, direct mailing, and the Internet. The respondents rated corporate sponsors, television, radio and newspaper ads as the most productive of the promotional tools. These four forms of promotional tools should definitely be utilized in any marketing program.

The greatest constraint in any marketing program is finances. More than half the respondents reported this as their biggest constraint. In order to overcome this constraint the marketing department must learn to prioritize their efforts. Everyone in the marketing department must learn to work as a team and use their individual talents as efficiently as possible.

For additional research in marketing intercollegiate athletics a study focusing on all NCAA Division I, II, III, and National Association of Intercollegiate Athletics (NAIA) universities should be conducted. Compare and contrast the responses by division, by sport, and by gender of program.

REFERENCES

REFERENCES

Antonelli, D. (1994). Marketing intercollegiate women's basketball. Sport Marketing, Quarterly, 3(2), 29-33.

Baker, M.D. (1986). Marketing women's athletics without money. Athletic Administration, 21(3), 15-18.

Broyles, F.J., Hay, R.D. & Ginter, P.M. (1979). Marketing: The other half of a successful athletic program. Athletic Administration, 14(2), 8-11.

Ensor, R.J. (1988). Writing a strategic sports marketing plan: An athletic department's Sports marketing program won't get far without planning, the author says, with planning marketing potential is limited only by the imagination. Athletic Business, 12(9), 48-52.

Hansen, H. & Gauthier, R. (1992). Marketing Objectives of Professional and University Sport Organizations. Journal of Sport Management, 6(1), 27-37.

Moore, M. & McGarey, E.H. (1986). No money down. Marketing athletics on a limited budget. Athletic Business, 10(8), 64-67.

O'Hara, B.S. & Weese, W.J. (1994). Advertising Theory Applied to the Intramural/Recreation Sports Environment. Sport Marketing Quarterly, 3(1), 9-13.

Schwarz, E.W. & Giardina, F. (1989). Sports marketing: entertainment, visibility, profit - reasons to promote athletic program. Interscholastic Athletic Administration, 15 (3), 13-15.

Stevens, R.E., Loudon, D.L. & McConkey, C.W. (1995). Sport marketing among colleges and universities. Sport Marketing Quarterly, 4(1), 41-47.

Sutton, W.A. (1987). Developing an initial marketing plan for intercollegiate athletic programs. Journal of Sport Management, 1(2), 146-158.

White, K.M. & Murray, F. (1983). Marketing athletics: from theory to practice. Athletic Administration, 18(2), 13-14.

Yow, D.A. (1991). The methods of marketing. College Athletic Management, 3(4), 22-26.

APPENDIXES

Appendix A

Informed Consent

TITLE

Development of Marketing Plans for Intercollegiate Athletics.

PURPOSE OF THE STUDY

The objective of this study is to gather information about how different universities market their athletic programs. This study will consist of a questionnaire that will be completed by Division I Athletic Directors. The questionnaire will take roughly 20 minutes to complete. This questionnaire requests information concerning your athletic department and your approaches to marketing your athletic programs.

Participation in this study will be completely voluntary. Any time you do not wish to answer a question please skip the question. Your participation in the study can be terminated any time by your chosen by disposing of it.

CONFIDENTIALITY

Your name, institution, and conference will never be shared or connected with your questionnaire, so complete confidentiality will be maintained. Only two individuals, the academic advisor, Dr. Pat Beitel, and the researcher, Donald Woodrum, will have access to the questionnaires. All related information for this study will be kept in a locked filing cabinet.

POTENTIAL RISKS

Participation in this study does not involve any anticipated physical or emotional risks. You, the participant, are under no obligation to answer the questions. You may terminate your participation at any time.

POTENTIAL BENEFITS

Participation in this study will help athletic administrators compare the marketing of Intercollegiate Athletics across sports and different universities. Also, this study will assist athletic administrators in determining which promotions work effectively and which ones do not.

I HAVE READ AND UNDERSTAND WHAT IS EXPECTED OF ME AND I ALSO UNDERSTAND COMPLETION OF THIS QUESTIONNAIRE WILL BE CONSIDERED AS MY INFORMED CONSENT.

For further information or questions please contact:
Donald Woodrum or Dr. Pat Beitel, (423) 974-1277
Sport and Physical Activity Unit, 1914 Andy Holt Ave.
The University of Tennessee, Knoxville 37996-2700

Appendix B

Athletic Director/Marketing Director Questionnaire

If there is not enough space for your answer, please put the remainder of the answer on the back of the paper. Thank you for your time.

1. Please state your position in the athletic department:
   1) AD 2) Associate AD 3) Assistant AD 4) MD 5) Other _____

2. How many paid employees in the athletic department are assigned to the marketing of intercollegiate athletics?
   1. Full-time_____ 2. Part-time_____ 3. GA's_____

3. Does the department use students and volunteers in the marketing of sports in the athletic department?
   1.Students 2.Volunteers (non-students)
   No Yes No Yes
   If so, how many students and how many volunteers?
   Students 1.Undergraduate_____ 2.Graduate_____
   3.Volunteers_____

4. What types of "goals" are assigned to each athletic program, or are the "goals" consistent throughout the athletic department?

5. When are the "goals" evaluated?

6. How often are the "goals" changed?

7. By whom are these "goals" evaluated?

8. How does the athletic department define its "target market?"

9. Is the "target market" for men's athletics different from that of women's athletics?
   1 No 2 Yes

10. If yes, how do they differ?

11. Will the "target market" differ from sport to sport?
    1 No 2 Yes

12. If yes, how and why?

1. How will it differ?

2. Why are they different?

13. List the types of "promotional tools" being used to market athletics at your institution?

_____
_____
_____
_____

14. What types of promotional events are used during the year to market the athletic programs?

_____
_____
_____
_____

15. What three promotions would you consider the most productive in your marketing of Intercollegiate Athletics?

_____
_____
_____

16. What is the biggest constraint in marketing faced within your department?

_____

17. How do you work at overcoming this obstacle?

_____

18. Do you feel that your athletic department puts enough emphasis on the marketing of intercollegiate athletics?
1 No 2 Yes

19. What is the annual budget allocated for **MARKETING** Intercollegiate Athletics?
1. $0 - $49,999
2. $50,000 - $99,000
3. $100,000 - $149,000
4. $150,000 - $199,000
5. $200,000 - $249,000
6. $250,000 - or more

20. In the following section, please rate the level of the following "promotional activities" from "least effective," to "most effective," by circling the appropriate number after each statement. The scale for this section:

5 = very effective
4 = effective
3 = occasionally
2 = ineffective
1 = very ineffective

Then, on the line before each item rank order the 10 or 11 items of promotions, using 1 as "least effective" to 10 or 11 "most effective," and indicate any reasons or comments on the line under each item.

RANK	**LEVEL OF EFFECTIVENESS**				
___ 1. Billboards Reasons:_____	1	2	3	4	5
___ 2. Brochures Reasons:_____	1	2	3	4	5
___ 3. Contests Reasons:_____	1	2	3	4	5
___ 4. Corporate sponsors Reasons:_____	1	2	3	4	5
___ 5. World Wide Web Reasons:_____	1	2	3	4	5
___ 6. Newspaper ads Reasons:_____	1	2	3	4	5
___ 7. Radio ads Reasons:_____	1	2	3	4	5
___ 8. Student involvement Reasons:_____	1	2	3	4	5
___ 9. TV ads Reasons:_____	1	2	3	4	5
___10. Word of mouth Reasons:_____	1	2	3	4	5
___11. Other Reasons:_____	1	2	3	4	5

Appendix C

Cover Letter

July 20, 1998

[First Name, Last Name]
[Address]
[City, State Zip Code]

Dear (Athletic Director's name):

I am currently a master's candidate at The University of Tennessee, Knoxville, and in need of your assistance as a participant in a study I am conducting for my thesis, Development of Marketing Plans for Intercollegiate Athletics. The purpose of the study is to determine how Division I universities develop their marketing plans for intercollegiate athletics.

The enclosed questionnaire will take approximately 20 minutes to complete and you can be assured complete confidentiality. As a Division I university, your school will not be individually identified, only the group data will be reported. The completed returned questionnaire is acknowledgment of your consent to participate. Please return the questionnaire in the enclosed self-addressed, stamped envelope by date to be determined.

Thank you for your time and contribution to my study. Your help is greatly appreciated.

Sincerely,

Donald Woodrum
Master's Candidate

Pat Beitel, Ed. D.
Professor and Advisor

Appendix D

Fax Cover Sheet

Donnie Woodrum/Dr. Pat Beitel
Sport & Physical Activity
1914 Andy Holt Avenue
Knoxville, TN 37996-2700
423-212-4009
423-212-4022

SEND TO	FROM Donnie Woodrum
Attention	Date 10/12/98
Office location	Office location Knoxville
Fax number	Phone number 423/212-4009

Urgent X Reply ASAP Please comment Please review

Total pages, including cover: 4

COMMENTS

I am currently a master's candidate at The University of Tennessee, Knoxville, and in need of your assistance as a participant in the study I am conducting for my thesis, Development of Marketing Plans for Intercollegiate Athletics. The purpose of the study is to determine how Division I universities develop their marketing plans for intercollegiate athletics.

The faxed questionnaire will take approximately 20 minutes to complete and you can be assured complete confidentiality. As a Division I university, your school will not be individually identified, only the group data will be reported. The complete returned questionnaire is acknowledgment of your consent to participate.

PLEASE FAX THE COMPLETED QUESTIONNAIRE TO (423) 212-4022 BY NO LATER THAN 4:00 P.M. EST ON FRIDAY, OCTOBER 16.

VITA

Donald R. Woodrum was born in Radford, Virginia on June 27, 1969. He attended schools in the public system of Radford, Virginia, where he graduated from high school. He received the Bachelors of Science degree from Radford University in Leisure Services with a concentration in Recreation Management. In August of 1997 he entered the Master's program in Sport Administration at the University of Tennessee, Knoxville. In December of 1998 he was awarded a Masters of Science degree in Human Performance and Sports Studies with a concentration in Sport Administration.