

## CASE STUDIES IN SPORT MARKETING: A STUDY OF INSTRUCTORS CASE SELECTION AND INSTRUCTIONAL USE IN THE CLASSROOM

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### ABSTRACT

In business schools, case studies are considered to be valuable teaching tools because of the opportunity they present for mimicking real life practical problems and situations. Sport marketing cases are a practical set of facts, out of which arises a problem or problems for determination by the sport marketing practitioner. Today there are more and more cases being developed in the discipline of sport marketing that depict particular problems within the sport industry. Among the most popular sport marketing cases are those from *Cases Studies in Sport Marketing*, 2<sup>nd</sup> edition; Harvard Business School; the Darden School at the University of Virginia; and the European Case Clearing House at Babson College (Dowd, 1992). Another excellent source is the *Case Research Journal* published by the North American Case Research Association.

If case method is to be used effectively in sport marketing education, one must go through the organizational steps of, (1) location of cases, (2) selecting the cases, and (3) offsetting goals/outcome measures for teaching with cases (Crespy, Rosenthal, & Streans, 1999). Case material for teaching in the discipline of sport marketing is obtained only through researching all available cases, paying particular attention to locating material at an appropriate level for the students being taught and relevance to course content (Weber & Kirk, 2000). Cases should be chosen to either produce predictable, like-minded results or conflicting results but for predictable reasons.

The use of case studies generates a wide variety of teaching methods, animated class discussion, and helps generate student participation. The instructor may use a number of methods to secure the learning process: individual case analysis, group analysis, group presentations, professor-lead discussion, and student-lead discussion. For the case teacher, each class is a new experience, which is one of the reasons teachers can teach the same case many times. Clearly, the selection of case studies in sport marketing may be appropriate for some and less appropriate for others. The case should empower students by giving them control of and responsibility for their learning (Adler, Whiting, & Wynn-Williams, 2004).

This study examines sport marketing educators' selection of case sites (web sites, books, journals) and what teaching skills the instructor employs in teaching sport marketing courses. According to a review of literature, cases in sport marketing seem to lack significant empirical verification in the sport management discipline. The case method is an excellent mechanism for developing the critical thinking skills essential for effective decision-making (McEwen, 1994), and is a form of action learning (i.e., learning through experience) (Smith & Peterson, 1997).

### References Available on Request