CASES IN SPORT MARKETING: INSTRUCTOR'S PERCEPTIONS OF CASE LOCATION AND INSTRUCTIONAL USE

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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 arise problems or problems for determination by the sport marketing practitioner. Among the most popular sport marketing cases are those from Case Studies in Sport Marketing (2nd Ed), Harvard Business School Publications, the Darden School at the University of Virginia, and the European Case Clearing House at Babson College (Dowd, Jr. 1992). Another excellent source is the Case Research Journal published by the North American Case Research Association. The purpose of this study is the examination of sport marketing educators' selection of case sources (web sites, books, journals) and teaching skills employed in teaching sport marketing courses.

INTRODUCTION

Marketing educators are placing more emphasis on using experiential methods of instruction (Graeff 1997; Titus and Petroshius 1993; Williams, Beard, and Rymer 1991). In fact a paradigm shift has been suggested in which the emphasis has gone from an "instruction paradigm" to a "learning paradigm" (Barr and Tagg 1995; Saunders 1997). This paradigm shift implies that students are in charge of their learning simply memorizing what is passively taught through a lecture. Although the lecture method has been recognized as being efficient in delivering information to students (LeClair and Stottinger 1999), Guskin (1994) indicated that ". . . the primary learning environment for undergraduate students, the fairly passive lecture-discussion format where the faculty talk and students listen, is contrary to almost every principle of optimal settings for student learning" (p. 20). Thus, the challenge for university faculty is to determine what method of instruction allows them to adequately inform students while providing an active learning environment.

Student learning outcomes have become benchmarks for faculty performance and effectiveness. This prompts the need to recognize how various methods of instruction fit into the inherent nature of learning, and student outcomes, especially the use of case method of instruction and other experiential and active learning techniques employed in classrooms (Iyer 2004). The use of the case method possesses great elasticity as a means of facilitating learning in sport marketing. Sport marketing educators may need to make curriculum changes that will better prepare students for professional careers in sports, finding new and better ways to develop skills essential to the sport field. The primary objective of the case method of instruction and learning is aimed at getting students more activity involved in the learning process. Merely listening to lectures in the classrooms often leads to passivity, failure of intellectual contributions, and an inability to apply the concepts/material being presented (Chapman 1995; LeClair and Stottinger 1999). Consequently, the lecture format often fails to impart lasting knowledge and leaves students disinterested in pursuing further study. Case studies go beyond the standard lecture. Case studies provide participants opportunities to develop and build, analytical and decision-making skills thus better enabling students to become successful practitioners (Viscione and Aragon 1978). The case method is an excellent mechanism for developing critical thinking skills and is a form of experiential learning (Celuch and Slam 1999; Smith and Peterson 1997). Case studies have been used in education for many years, their use being particularly widespread in management education (Fulmer 1992; Wines et al. 1994). The case method captures the real-world problem-solving maxim: experience precedes structures (Lunsford 1990). Case method emphasizes the process of reaching a solution, and it is hoped that students develop the ability to make decisions and support them with appropriate analysis and to communicate ideas both orally and in writing (Droge and Sprenge 1996). Case method is also intended to develop the students' skill in critical thinking and defending their ideas from criticism. Most colleges and universities endorse the educational

objective of developing individuals with high-level literacy skills needed in marketing and other fields, such as the ability to think, communicate, solve problems, and make decisions (Bridges 1999). These skills may be particularly critical in sport marketing, which has a heavy emphasis on marketing strategy (Lehmann 1997) and incorporate presentations, team projects, and cases that either replace or supplement more traditional assignments focused on knowledge acquisition (Bridges 1999).

Efforts such as case studies are aimed at getting students more activity involved in learning. Greenhalgh (2007) suggested, mere listening often leads to passivity, failure to challenge the speaker's ideas, and an inability to organize material. Traditional lecture format often fails to impact lasting knowledge and leave students disinterested in pursuing further study (Bridges 1999). Case methods offer the opportunity for more active student participation, (Viscione and Aragon 1978) build the analytical and decision-making skills students required to become successful practitioners. Greenhalgh (2007) describes a case as a problem description or a presentation of a decision situation designed for analysis. Sport organizations want to hire graduates who possess strong analytical ability and can express their recommendations and analysis clearly (orally and in writing). Additionally, professionals in sport must relate well with both colleagues and customers. Through the use of case method, sport marketing educators can stimulate the practice of solving sport management problems in a sport organization environment.

The concept that active learning is superior to passive learning has been a mainstay of a number of educational theories including Piaget, Dewey, and modern cognitive science (Breton 1999; Capon and Kuhn 2004). One way to develop an active learning culture is to employ case studies in the curriculum. They are considered valuable teaching tools because of the opportunity they present for mimicking real life practical problems and situations designed to develop and/or improve upon a range of skills required for dealing with day-to-day business decisions (Weil, Oyelere, Yeoh, and Firer 2001). Case studies, as a form of experiential learning, provide participants opportunities to develop and build critical thinking, analytical, and decision-making skills (Viscione and Aragon 1978; Smith and Peterson 1997; Celuch and Slama 1999). These skills are built through the challenges generated by case content and by the active learning process that occurs while students solve case problems.

As mentioned previously, case studies have been shown to be a useful way in generating active learning, especially since they often employ real-life business situations. However, there appears that a gap in the literature exists regarding where sport marketing educators can locate effective case studies as well as what teaching styles may be used when using case studies as a pedagogical tool. Thus, the purposes of this investigation were twofold. The first purpose was to identify where sport marketing instructors locate cases used in the classroom. The second purpose was to present teaching styles sport marketing instructors employed to successfully teach sport marketing classes using case studies.

LITERATURE REVIEW

Case studies often follow a cycle in which the instructor provides information and the students identify the learning issues. The students then adhere to a self-directed learning process in which they present and critique the information (Adler, Whiting, and Wynn-Williams 2004). The cycle is then repeated, with additional information provided by the instructor.

The case method emphasizes the process of reaching a solution. Compared to typical lecture method, the case method starts with an entirely different purpose and ends with an entirely different result (Ardalan 2006). The educational goals of the case method are that students learn how to find meaning in unstructured problem settings, formulate and assess potential solutions, tolerate limited information, and learn from experience. It has been suggested that the case method of instruction should be emphasized where active learning is the goal as opposed to passive teaching, where the teacher does all the work (Bruner, Benton, Nunnally, and Pettit 1999). Furthermore, a ". . . case should take a student out to the frontiers of his/her comfort zone in terms of technical challenge, familiarity with general business knowledge, and the need to take action based on analysis (Bruner et al. 1999, p. 139)." The case teacher hopes that students develop the ability to make decisions and support them with appropriate analysis and to communicate ideas both orally and in writing (Dorge and Sprenge 1996). The success or failure of the use of cases depends primarily on the specific educational objective and on practical implementation issues (Weil et al. 2001).

Cases place the student in the murky world of vague problems and inadequate information from which they are asked to emerge with a solution (Lunsford 1990). The goal of using case studies has been stated by others as ". . . to develop and apply an integrated approach to problem solving and to provide students with an understanding of the problem inherent in the application of discipline-based knowledge to practical situations in a period of change (Hassell, Lewis, and Broadbent 1998, p. 326). To achieve this, Hassell, Lewis, and Broadbent (1998) identified case objectives that included students' abilities to evaluate, classify and organize information into a suitable format for the application of decision-making techniques. The overall benefits of using case studies include the use of judgmental and analytical reasoning, honing communication and interpersonal skills, realizing the realities of decision-making, increased student motivation, experience with problem-based learning, and the gathering of professional information and integration of that informa-

tion (Hassell, Lewis, and Broadbent 1998; Johnstone and Biggs 1998; Weil et al. 2001).

According to Floyd and Gordon (1998) ". . . too compete well in the job market, graduates must be equipped with the skills *and* knowledge required by employers" (p. 103). However, sport marketing students have been perceived as being underprepared in the skills needed to be an effective marketer (Davis, Misra, and van Auken 2000). Skills that were identified as students being underprepared included oral and written communication (Davis, Misra, and van Auken 2000). This finding reaffirmed a previous report indicating that marketing students were skill-deficient in communication, interpersonal relations, creative and critical thinking, and problem solving (Carnevale, Gainer, and Meltzer 1990). The case studies are intended to develop critical thinking skills in students by teaching them to defend their ideas from criticism. The development of these skills may be particularly applicable to the employment of case methods as an academic pedagogy as it incorporates presentations, team projects, and cases that either replace or supplement more traditional assignments focused on knowledge acquisition (Bridges 1999). Furthermore, the case method encourages students to critically assess their own work by being exposed to the ideas of others in the class (Lunsford 1990).

LOCATION OF SPORT MARKETING CASES

As noted above, the use of case method to convey certain critical thinking skills and knowledge to students is widespread in medical, legal, and business education (Bonk and Smith 1998). However, little has been done to investigate and report on the relative usefulness of case studies in sport marketing to meet course objectives (Weil et al. 2001). If the case method is to be used effectively in sport marketing education, one must go through the organizational steps of (a) locating cases, (b) selecting cases, and (c) outcome measures for teaching with cases (Crespy, Rosenthal, and 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 and Kirk 2000).

In the past, the search for an actual sport marketing case to illustrate a particular point was difficult due to the lack of case availability. However, 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 cases are those from *Case Studies in Sport Marketing* (2nd Ed), Harvard Business School Publications, the Darden School at the University of Virginia, and from the European Case Clearing House at Babson College (Dowd, Jr. 1992). Another excellent source is the *Case Research Journal* published by the North American Case Research Association.

Cases may be developed using current sport industry scenarios, both national and international. Turning experiences and specific sport interests into cases can be as simple as gathering the necessary background information and packaging that information so students can use it to study the problem and present an analysis and solution to the problem. Most case writers advise experimenting and sharing cases with colleagues for comments and suggestions (Christensen and Hansen 1987). Many professionals find that after first teaching a self-written case one or two revisions are necessary to draw out the strengths and weaknesses.

CASE STUDY TEACHING METHODOLOGIES

Active learning exercises such as case studies may be used to outside the limitations of the classroom. Since an effective case study, carefully defines and describes actual sport business situations, how the students interpret these situations may vary. Thus, the use of case studies may generate a wide variety of teaching methods leading to different outcomes based on the goals of the instructor and course. The case should empower students by giving them control of and responsibility for their learning (Adler, Whiting, and Wynn-Williams 2004). To this end, the case instructor may use a number of methods to secure the learning process: (1) professor-lead discussion, (2) individual student-lead discussion, (3) group presentations, and (4) individual case analysis.

In professor-lead discussion, the instructor leads the discussion down a path that allows the introduction of sport marketing concepts. In this situation, the emphasis is on the instruction paradigm in which the teacher guides the class by providing the information and less on individual discovery by the student (Carlson and Schodt 1995). To successfully navigate the use of case methods, teachers may employ one of four styles related to instruction-oriented paradigm: (a) lecturing the case, (b) theorizing a case, (c) illustrating a case and, (d) choreographing a case (Crittenden, Crittenden, and Hawes 1999). In each of the styles, the information is provided by the professor and passively taken in by the students. However, previous research has indicated that students learn better when they are actively involved in actual experiences such as those presented in case studies (Gaidis and Andrews 1990). As such, a concern about this type of teaching style revolves around the possible difficulties students may have contributing to the case discussion. To solve this problem, a student should receive timely feedback on both the deficiencies and the positive aspects of their classroom participation (Crittenden, Crittenden, and Hawes 1999). Additionally, an instruction-oriented paradigm such as lecture may be effective by providing the necessary conceptual information required for the case study and allowing the students to apply such information to the "real-world" scenario presented by in the case study. Although the class

may be taught primarily in an instruction-oriented teaching style, the incorporation, to some extent, of a student learning paradigm may assist students to develop the needed skills in using marketing theory to solve marketing issues.

Another way to combine instructor-oriented and learner-oriented paradigms is through the employment of group presentations in the class. Group presentations have evolved as the generally accepted format for teaching with cases. In a study conducted by Cullen, Richardson, and O'Brien (2004), team presentations were used by 64 percent of professors responding to the survey that used case studies as a teaching method. Although group presentations can be considered a version of the professor-lead approach because the professor still controls the overall process and presentation format (Cullen, Richardson, and O'Brien 2004), it can provide the students with an opportunity for active learning. Since they require students work in groups to analyze and present their case solution, some of the major benefits of using group presentations include: (a) increased motivation of all students, (b) a group can produce better solutions than individuals, and (c) students learn to work in the group environment that is common in corporations (Shaw 1971).

Group experience can be very frustrating for students and professors receive complaints about students who do not contribute to the project (Crittenden, Crittenden, and Hawes 1999). McCorkle et al. (1999) revealed that more than 60% of the students enrolled in advanced marketing classes thought that non-contributing students was a problem in their groups. These types of students are often characterized as free-riders or social loafers. Burdett (2003) revealed that free-riders are students who:

> "... fail to contribute to the activities of the group, but who benefit from the contributions of others who they believe can and will provide for task success. They often fail to attend meetings, are late or difficult to contact" (p. 8).

Unequal contribution of a free-riding student can lead to conflict and tension within the group and lead to dislike for group work (Burdett 2003). As a result, prior studies have indicated that groups that had more free-riders found the collaborative work much more difficult than those with less free-riders (Holtham, Melville, and Sodhi 2006). To prevent this occurrence, some instructors have incorporated the use of note-cards (student name and picture) to keep track of student participation and others have used a check-off system designating which students contributed to the discussion and provided quality information.

Another method that may be used is peer-assessment that can serve as an important feedback mechanism for each member's contribution. Although peer assessment provides a way to monitor and measure a student's individual contribution they are not designed to assess the group learning outcomes (Morris and Hayes 1997). Pfaff and Huddleston (2003) recommended that instructors assess the importance of working in groups as it relates the course goals and desired class outcomes. To accomplish this, Mallinger (1998) recommended using a system of two evaluations per semester.

The individual student-lead approach, the class discussion takes students through a sequence of prepared and unprepared questions from the professor. Students come prepared with an array of different styles and approaches and present their findings during class discussion. Here case studies encourage students to take a deeper and more thoughtful approach to their learning (Mauffette-Leenders, Erskine, and Leenders 1997) and develop leadership and intuitive problem solving skills. When successfully implemented, student-lead approach can provide a unique opportunity for students to become intimately involved in the case study and develop a more independent learning style (Viscione and Aragon 1978). The benefits of the student-lead approach are categorized as (a) development of communication and leadership skills and (b) risk taking: students accepting responsibility for their conclusions (Dorge and Spreng 1996). Smith and Peters (1997) found that the student-lead approach emphasizes personal responsibility for learning and therefore helps students grow to become independent learners. Such independent learning allows the student to incorporate both oral and written communication skills and create real-world dynamics in the classroom. The success of group work depends upon the professor adding structure to the group and requiring each group member serve in at least one official role. Furthermore, using written case paper followed by class discussion approach can add to the learning experience and add benefit to the learning experience by allowing students to share their personal knowledge and interpretation of the case. After a written analysis of the case by each student, class discussion involves researching, developing, and presenting on the important issues facing the case situation (Chapman 1995). To encourage class discussion, the instructor should prepare specific issues and questions from the case.

SAMPLE

In order to assess where educators are locating cases and how they use these cases in sport marketing courses, data was collected using a questionnaire. The participants in the study consisted of sport marketing educators. The survey was designed based on a previous study (Weil et al. 1999) and contained questions that investigated sport marketing educators' case selection process and method of teaching with case studies. The questionnaire also requested information with respect to school size, level of students (graduate or undergraduate), public or private institution, and individual demographic questions. In order to protect educators' identifies from the researchers, an electronic questionnaire was developed. Request for

participation was sent to members of two listserv that targeted educators that teach in the discipline of sport marketing. The listserv used for this study was sponsored by the Sport Marketing Association (www.sportmarketingassociation.com) and the North American Society of Sport Management (www.nassm.com).

PROCEDURE

An email to the listserv members requested that individuals who currently teach or formerly taught any sport marketing course complete the questionnaire. The researchers attempted to promote the survey through the listserv to generate a high return rate of surveys. The intent of this study was not to generate a random sample, but to attract educators who would be more likely to teach sport marketing. Listserv members who wanted to complete the survey were asked to log onto a website where the questionnaire was posted using interactive survey software. Respondents were asked to indicate the resources used to locate case studies used in their sport marketing course(s) and then their goals for teaching with cases. Respondents that were teaching a course in sport marketing completed the questionnaire.

Responses were recorded automatically in a form that could be downloaded to the statistical analysis software. Eighty-nine respondents completed the questionnaire. According to the Sport Marketing Association (www.sportmarketingassociation.com) and North American Society of Sport Management (www.nassm.com) their combined enrollment was approximately 500 members at the time of the survey. The survey was made available to approximately 500 members of each organization and 17.8 percent individuals responded to the questionnaire. Teachers of sport marketing responded to questionnaire using the method of agree or disagree to each question. Another 51 (10%) respondents indicated they teach sport marketing, however, case studies were not used as part of their teaching methodology. After indicating that case studies were not used in their course, the respondents were instructed not to complete the survey. Descriptive statistics was performed to measure the candidates' responses to demographic, case use categories, and case teaching method.

The survey instrument was divided into three sections. The first section asked teaching professionals some basic characteristic question. The second section presented different location of case studies. The third section asked teaching professionals about the overall preferred type of case teaching method.

DEMOGRAPHIC PROFILE OF RESPONDENTS

Before proceeding with the main analysis and results, demographics analysis was undertaken and is briefly reported. First, Table 1 represents a demographic profile of the 89 respondents. All of the respondents are educators that teach or have taught at least one course in sport marketing and who used the case study method in teaching their sport management course(s). Over eighty percent of the respondents teach sport marketing in other academic departments than Colleges of Business (19.1%). More than two-thirds (68.5%) of the respondents reported that they have been teaching at least one sport marketing course for 1 to 5 years. Nearly one-half (48.3%) of respondents reported that they teach or taught their sport marketing course only to undergraduates. Thirty-six percent taught at both the graduate and undergraduate level. Nearly one-half of the respondents (46.1%) report that their institutions have one or two faculty members teaching in the sport marketing program. Fifty-four percent of respondents indicated they are the only member of their department teaching sport marketing at their institution.

A large majority (84.3%) of the respondents felt that the Sport Marketing Association (SMA) should create a case bank that would assist professors in locating cases. When preparing to teach with cases, 79.8 percent of the respondents indicated that they spend 1 to 5 hours of preparation time. When examining questions dealing with the number of cases used in teaching a sport marketing course, 75.3 percent used 1 to 5 cases during each semester. Finally, the results of the analysis illustrated that only 47.2 percent of the respondents believed that there were enough sport marketing case to justify the use of them in their course.

There are a variety of case studies available, and many have accompanying teaching notes to help the instructor plan the class discussion. Table 2 presents that there were no statistically significant differences between professor's institution (public, private) and the fourteen different site selections to locate case studies. At public institutions 30 percent of the respondents developed their own case while 10 percent used the Pitts textbook and 10 percent used the McDonald and Milne textbook. At private institutions 16 percent of the sport marketing educators developed their own cases for their sport marketing course.

The results of the analysis indicated that 10 percent that taught at the graduate level used cases from marketing textbooks. In response to the number of hours in case preparation, the data revealed that 35 percent of respondents spent 1 to 5 hours in case preparation used the McDonald and Milne textbook, 24 percent used the Pitts book; 20 percent found cases from Harvard Business School Publications. In addition, 36 percent developed their own cases; and 22.5 percent worked with other professors in developing sport marketing cases.

A closer examination of Table 1 revealed that educators who used 1 to 5 cases per semester, 28 percent selected cases from the McDonald and Milne textbook, 20 percent selected the Pitts textbook, and 22.5 percent selected cases from Harvard Business School Publica-

TABLE 1

Characteristics	Frequency	Percentage
Use of cases studies in sport marketing course	89	17.8%
Did not use case studies in sport marketing course	51	10.0%
Institutions		
Public Institutions	33	37.1%
Private Institutions	56	62.9%
Institutional Location		
Business School	26	19.1%
Other Schools and Colleges	63	80.9%
Hours spent in case preparation		
1–5 hours	71	79.8%
6 – 10	16	18.0%
11– above	2	2.2%
Number of cases used in teaching sport marketing		
1 – 5 cases	67	75.3%
6 – 10 cases	17	19.1%
11 –15 cases	5	5.6%
Use case methods in teaching sport marketing course		
Undergraduate Level	43	48.3%
Graduate Level	14	15.7%
Undergraduate and Graduate Levels	32	36.0%
Years teaching sport marketing		
1 – 5 years	61	68.5%
6 – 10 years	7	7.9%
11– 20 years	3	3.4%
21 – above	18	20.2%
Enough cases studies in sport marketing to justify the use		
Yes	42	47.2%
No	26	29.2%
Undecided	21	23.6%

tions. The table also revealed that 36.0 percent developed their own cases, and 22.5 percent worked with other professor in developing cases for their course. Educators who taught at the graduate level indicated selecting cases from McDonald and Milne textbook (21%), 21.3 percent developed their own case studies. Educators teaching at both the undergraduate and graduate level (13.5%) use cases from the Harvard Business School, and 15 percent of educators developed their own cases in teaching at the undergraduate and graduate level.

To explore the levels of teaching, the researchers asked the respondents at what level (graduate, undergraduate, or both) do they use case studies in their sport marketing course. Respondents that teach at the graduate level revealed that 21.3 percent used McDonald and Milne textbook and 21 percent developed their own cases. Results show that educators teaching at both the graduate and undergraduate levels used cases from the Harvard Business School Publications 13.5 percent. Finally, the results show that educators that have taught sport marketing for 1 to 5 years, 18 percent used case from Pitts case textbook and 13 percent used cases from Harvard Business School in teaching sport marketing.

TABLE 2

Characteristic	McDonald and Milne Case Book	Pitts Case Book	Harvard Business School Publications	Richard Ivey	European Case Clearing House	Darden Case Collection	Marketing Textbooks
Public	23 (25.8%)	18 (20.2%)	18 (20.2%)	5 (5.6%)	1 (1.1%)	2 (2.2%)	13 (14.6%)
Private	13 (14.6%)	13 (14.6%)	10 (11.2 %)	2 (2.2%)	0 (0%)	0 (0%)	6 (6.7%)
Institutional Level							
Business School	10 (11.2%)	12 (13.5%)	8 (9.0%)	1 (1.1%)	1 (1.1%)	0 (0.0%)	2 (2.2%)
Other School/Colleges	12 (13.5%)	6 (6.7%)	5 (5.6%)	1 (1.1%)	0 (0.0%)	2 (2.2%)	9 (10%)
Hours spent in case preparation							
1–5 hours	31 (34.8%)	21 (23.6%)	20 (22.5%)	6 (6.7%)	1 (1.1%)	2 (2.2%)	16 (18%)
6 – 10	5 (5.6%)	8 (9.0%)	8 (9.0%)	1 (1.1%)	0 (0.0%)	0 (0.0%)	1 (1.1%)
11– above	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.1%)
Number of cases used teaching sport marketing							
1 – 5 cases	25 (28.1%)	19 (21.3%)	20 (22.5%)	5 (5.6%)	1 (1.1%)	1 (1.1%)	15 (16.9%)
6 – 10 cases	10 (11.2%)	12 (13.5%)	7 (7.9%)	2 (2.2%)	0 (0.0%)	1 (1.1%)	4 (4.5%)
11 –15 cases	1 (1.1%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Use case methods in teaching sport marketing course							
Undergraduate Level	4 (4.9%)	4 (4.5%)	7 (7.9%)	1 (1.1%)	1 (1.1%)	1 (1.1%)	4 (4.5%)
Graduate Level	19 (21.3%)	15 (16.9%)	9 (10.1%)	1 (1.1%)	0 (0.0%)	0 (0.0%)	9 (10.1%)
Undergraduate/Graduate	13 (14.6%)	11 (12.4%)	12 (13.5%	5 (5.6%)	0 (0.0%)	1 (1.1%)	5 (5.6%)
Years teaching sport marketing							
1 – 5 years	23 (25.8%)	16 (18.0%)	12 (13.5%)	3 (3.4%)	0 (0.0%)	0 (0.0%)	12 (13.5%)
6 – 10 years	5 (5.6%)	5 (5.6%)	5 (5.6%)	1 (1.1%)	0 (0.0%)	1 (1.1%)	2 (2.2%)
11– 20 years	0 (0.0%)	1 (1.1%)	1 (1.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.1%)
21 – above	8 (9.0%)	9 (10.1%)	10 (11.2%)	3 (3.4%)	1 (1.1%)	1 (1.1%)	4 (4.5%)
Public Institution	7 (7.9%)	7 (7.9%)	3 (3.4%)	2 (2.2%)	2 (2.2%)	27 (30.3%)	16 (18.0%)
Private	1 (1.1%)	1 (1.1%)	1 (1.1%)	0 (0%)	4 (4.5%)	14 (15.7%)	10 (11.2%)
Institutional Level							
Business School	1 (1.1%)	2 (2.2%)	1 (1.1%)	1 (1.1%)	2 (2.2%)	9 (10.1%)	9 (10.1%)
Other School/Colleges	2 (2.2%)	1 (1.1%)	1 (1.1%)	0 (0.0%)	2 (2.2%)	12 (13.5%)	5 (5.6%)
Hours spent in case preparation							
1–5 hours	7 (7.9%)	8 (9.0%)	3 (3.4%)	1 (1.1%)	5 (1.1%)	32 (36%)	20 (22.5%)
6 – 10	1. (1.1%)	0 (0.0%)	0 (0.0%)	1 (1.1%)	0 (0.0%)	9 (10.1%)	6 (6.7%)
11 – above	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 1.1%)	0 (0.0%)
Number of cases used in teaching sport marketing							
1 – 5 cases	7 (7.9%)	6 (6.7%)	2 (2.2%)	1 (1.1%)	3 (3.4%)	29 (32.6%)	19 (21.3%)
6 – 10 cases	1 (1.1%)	2 (2.2%)	2 (2.2%)	1 (1.1%)	2 (2.2%)	11 (12.4)	7 (7.9%)
11 –15 cases	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.1%)	1 (1.1%)	0 (0.0%)
Use case methods teaching sport marketing course							
Undergraduate Level	3 (3.4%)	2 (2.2%)	1 (1.1%)	0 (0.0%)	0 (0.0%)	9 (10.1%)	5 (5.6%)
Graduate Level	4 (4.5%)	3 (3.4%)	1 (1.1%)	0 (0.0%)	2 (2.2%)	19 (21.3%)	13 (14.6%)
Undergraduate/Graduate	1 (1.1%)	3 (3.4%)	2 (2.2%)	1 (1.1%)	4 (4.5%)	13 (14.6%)	8 (9.0%)

TABLE 2 (CONTINUED)

Characteristic	McDonald and Milne Case Book	Pitts Case Book	Harvard Business School Publications	Richard Ivey	European Case Clearing House	Darden Case Collection	Marketing Textbooks
Years teaching sport marketing							
1 – 5 years	**6 (6.7%)**	**5 (5.6%)**	**2 (2.2%)**	**2 (2.2%)**	**5 (5.5%)**	**25 (28.1%)**	**15 (16.9%)**
6 – 10 years	**1 (1.1%)**	**1 (1.1%)**	**1 (1.1%)**	**0 (0.0%)**	**1 (1.1%)**	**6 (6.7%)**	**5 (5.6%)**
11– 20 years	**0 (0.0%)**	**0 (0.0%)**	**0 (0.0%)**	**0 (0.0%)**	**0 (0.0%)**	**2 (2.2%)**	**1 (1.1%)**
21 – above	**1 (1.1%)**	**2 (2.4%)**	**1 (1.1%)**	**0 (0.0%)**	**0 (0.0%)**	**8 (9.0%)**	**5 (5.6%)**

PREFERRED TEACHING METHODS USED

Table 3 examines the educators method of teaching with cases, 24 percent of the respondents teaching in a public institution used professor-lead discussion in teaching with case studies in a sport marketing course. Respondents indicated that 18.0 percent used the method of written case papers followed by class discussion. More than one third of the respondents (35%) indicated that they spend 1 to 5 hours of case preparation when using student lead discussion technique. It appears that 30 percent of the respondents that used 1 to 5 cases per semester either used student group presentations and 29 percent used professor lead discussion in teaching sport marketing. The results show that 21 percent of the respondents teaching at the graduate level used student lead presentations when teaching with cases in sport marketing.

DISCUSSION

When considering the use of case studies at the graduate and undergraduate level, it is important at the outset to identify cases levels that are appropriate for the class. Case selection should be based on specific goals and strive to help the students grow the skills, attitudes, and abilities that allow them to become successful learners (Adler, Whiting, and Wynn-Williams 2004). Many educators have developed four different approaches to teaching with cases (1) student groups presentations, (2) student lead discussion, (3) professor lead discussion, and written case analysis followed by discussion (Lamb and Baker 1993; Dorge and Sprengs 1996). The student group presentations would be most appropriate to develop group dynamics and communication skills. Professor-led may be appropriate when the course objective is to disseminate/illustrate sport marketing concepts, and student-led discussion may be appropriate when the course objective is to develop analytical and communication skills (Lamb and Baker 1993). Student written analysis and discussion may be appropriate when the instructor's objective is to develop written and communication skills.

Sport marketing case studies can also be useful in actively developing students' understanding and mastery of personal and interpersonal skills necessary to compete in the sport world (Hassell, Lewis, and Broadbent 1998). Active learning describes a number of pedagogic strategies that go from the teacher asking questions in class to structured problem based learning exercises such as case studies (Felder and Brent 2003). Such development may be a reflection of a shift from "instruction paradigm" which is instructor oriented to a "learning paradigm" in which students take an active role in their learning. This may be particularly true if the emphasis for implementing the case study method is problem-based learning. PBL has been considered as a teaching model as well as a process model that, according to Barrows (1996, p. 5), presents the following characteristics: (a) learning is student-centered; (b) learning occurs in a small student group; (c) teachers are facilitators or guides; (d) real-life problems form the organizing focus and stimulus for learning; (e) problems are a vehicle for the development of clinical problem-solving skills; (f) new information is acquired through self-directed learning.

Within this context, the instructor must be aware of small student group assignments as well as being student-centered. According to Lincoln (2006), cases are often employed as a way for groups to compete in the classroom. When this occurs the likelihood of stronger students to dominate the group may increase. This circumstance may also lend itself for the presence of free-loaders which may create a dysfunctional environment for the students (Burdett 2003). Additionally, some research has promoted the concept that an ideal group should be made up of students from different backgrounds and skills to increase learning and group responsibility skills, others have advocated that they must be as heterogeneous as possible to maximize their intellectual resources (Crittenden, Crittenden, and Hawes 1999). The danger of this is that some students might look to be socially accepted by adhering to the group expectations. As such, the students may value social conformity as opposed to truthful and constructive feedback. Thus, the instructor needs to be aware of the make-up of the case study groups to prevent stagnated or discordant learning environments.

It should be noted PBL significantly changes the role of the teacher. Instead of being the "featured teacher" they

assume the position as the "guide on the side." Biggs (1994) stated for active learning to take place, ". . . the teacher's task is not to transmit correct understandings but to help students construct understandings that are more or less acceptable." In order to achieve this there will need to be a "high level of learner activity both task-related and reflective" (Biggs 1994). In other words, rather than lecturing to the students or controlling their responses, the instructor becomes a facilitator whose primary role is to guide the students when there is an inquiry. Thus, the teacher has to learn to listen rather than speak at the students. However, changing the paradigm in business-related classes may prove to be problematic as research has indicated that teachers of business-oriented classes tend to spend too much time lecturing and not enough time on developing student skills (Chonko 1993; Lamb, Schipp, and Moncrief 1995).

Another issue of the paradigm shift concerns the curriculum design. Although it makes sense that in order for students to satisfactorily complete the case study, they would have to possess some theoretical understanding of the subject. However, educators that use case material are fighting against years of students passively listening to the lectures and the taking notes. As a result, using case material at the graduate or undergraduate levels may constitute big changes in the students learning experience.

TABLE 3

Characteristic	Student (Team) Group Presentations	Student Led Discussion	Professor Led Discussion	Written Case Paper & Discussion
Public	22(25%)	20 (22.5%)	24(27%)	13 (14.6%)
Private	16 (18.0%)	14 (15.7%)	15 (16.9%)	4 (4.5%)
Program Level				
Business School	13 (14.6%)	4 (4.5%)	13 (14.6%)	9 (10.1%)
Other School/Colleges	12 (13.5%)	3 (3.4%)	9 (10.1%)	14 (15.7%)
Hours spent in case preparation				
1–5 hours	27 (30.3%)	29 (32.6%)	14 (15.7%)	31 (34.8%)
6 – 10	10 (11.2%)	4 (4.5%)	3 (3.4%)	8 (.0%)
11 – above	1 (1.1%)	1 (1.1%)	0 (0.0%)	0 (0.0%)
Number of cases used teaching sport marketing				
1 – 5 cases	26 (29.2%)	25(28.1%)	26 (29.2%)	14 (15.7%)
6 – 10 cases	10 (11.2%)	7 (7.9%)	11 (12.4%)	3 (3.4%)
11 –15 cases	2 (2.2%)	2 (2.2%)	2 (2.2%)	1 (1.1%)
Use case methods in teaching sport marketing course				
Undergraduate Level	6 (6.7%)	5 (5.6%)	5 (5.6%)	4 (4.5%)
Graduate Level	20 (22.5%)	17(19%)	19 (21.3%)	9 (10.1%)
Undergraduate and Graduate Levels	4 (4.5%)	12 (13.5%)	15 (16.9%)	4 (4.5%)
Years teaching sport marketing				
1 – 5 years	21 (23.6%)	19 (21.3%)	23 (25.8%)	14 (15.7%)
6 – 10 years	7 (7.9%)	5 (5.6%)	7 (7.9%)	1 (1.1%)
11– 20 years	18 (20.2%)	1 (1.1%)	2 (2.2%)	1 (1.1%)
21 – above	2 (2.2%)	9 (10.1%)	7 (7.9%)	1 (1.1%)

There are several considerations when an educator decides to use case studies. First, the instructor must make certain that their selection will be responsive to the course learning objectives. Secondly, the teacher must take care that case preparation is an in-depth process of selection that can take hours to identify a case that would be appropriate for the class. Third, because a student will be analyzing the issues as well as organizing the relevant evaluation and recommendation the time allotted and number of cases assigned for each assignment must be considered. The number of case materials selected in the course depends on the educator's format for the course, case directed course or case and lecture course combination. Although many case studies range from short discussion exercises to more fully developed and complex cases, the ideal case length for an undergraduate class has been cited as being between three to eight pages usually requiring a full class period to fully explore the case (Dowd, Jr. 1992). For the graduate student the case may be over 10 pages and may require two full class periods to fully explore the results (Dowd, Jr. 1992).

Selecting case materials for a particular course is a challenging task. Sport marketing educators may decide to write their own or collaborate with colleagues in the creation of case material. Many educators have written short exam scenarios that can be modified into cases that provide for at least two different and reasonable conclusions. However, although many of the respondents wrote their own cases, the authenticity of the case must not be compromised. Authenticity of the case refers to evaluating tasks that closely resemble actual situations that the student may be cast in the 'real world' (Wiggins 1993). Additionally, authentic cases provide the instructor a great number of avenues which are ". . . designed to correspond as closely as possible to 'real world' student experiences" (Custer 1994, p. 66). In situations when one or more faculty members choose to write their own case studies it may be wise to include such information as the business's significant products, markets, competition, financial structure, sales volumes, management, employees or other factors affecting the firm's success.

Educators that are interested in developing their case writing skills have frequently experienced the ongoing trial-and-error process. To alleviate such time and effort constraints involved in case study development, many marketing textbooks include verified cases that can be adapted to specific sport marketing situations. For example, sport marketing educators may need to select case material to fit the topic to be covered such as sport sponsorship, ambush marketing, or market segmentation to name just a few. This study identified a number of sources available for educators to use to locate case materials with the most commonly used texts for case studies being Sport Marketing Cases, Harvard Business Journal, and Cases in Sport Marketing.

Additionally, there are a number of academic and professional organizations that promote the development and publication of case material such as the North American Case Research Association (NACRA), Eastern Casewriters Association, Midwest Society for Case Research, and Decision Science Institute. The Case Research Journal of the NACRA publishes both articles and case material and they have published cases in the area of sport marketing. Cases are also published in other journals including the Journal of Sport Marketing and the Journal of Marketing Research. The Sport Marketing Association has conducted seminars "Teaching with Cases" and has been in the process of developing a case bank as a source of sport marketing case material. This list is far from complete, but as this study suggests there is case material for sport marketing courses from many different sources.

CONCLUSION

Merely listening to lectures in the classroom often leads to passivity, failure of intellectual contributions, and an inability to apply the concepts/material being presented (Chapman 1995; LeClair and Stottinger 1999). Consequently, the lecture format often fails to impart enduring knowledge and leaves students disinterested in pursuing further study. Case studies go beyond standard lecture formats when it comes to classroom learning.

Due to the realistic nature of case material, discussions and written analysis of cases can deliver on a wide range of learning goals such as the development of application, analysis, synthesis, evaluation, and organizational skills (Karns 1993). Additionally, the use of case study as a pedagogical strategy may promote active student learning. A previous review of literature indicated that students involved in active learning possessed better self-directed learning skills as well as reporting greater satisfaction than students trained in the traditional, passive style (Blumberg 2000). However, a paradigm shift from the traditional teacher instruction to a learner instruction style may be slow in business related classes (Chonko 1993; Lamb, Schipp, and Moncrief 1995).

Self-developed cases may be simple or complex depending on the level of the course, knowledge and experience of the students. Case development can be an extension of present research or involve external sources such as inviting a marketing director of a sport organization to brief the students on the topic at the start of the cases study to add further insight into the topic (Lincoln 2006). As such, the authors encourage instructors to develop cases with relevant information from various sources to the topic and presented to the class with specific learning goals in mind. The most interesting and enjoyable cases are the ones in which the student and the instructor find interesting and authentic. The use of cases in sport marketing will embrace a number of pedagogic issues including

active learning, problem-based learning, and authentic assessment.

The case method is an excellent format for sport marketing educators to develop a number of student skills. Skills are often prized by professionals supervising entry-level positions. Skills such as communication, interpersonal, and critical thinking can be developed, to a certain extent, through the use of case studies. Although these skills have relatively high level of importance for potential employees at the start of their careers, the comprehension of marketing concepts may prove to be more valuable as job promotion occurs. Thus, instructors and students should take a long-term view regarding the effectiveness of case studies as a pedagogical strategy.

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