Unit 3: Sales

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

Summary

Entertainment is a multi-billion dollar per year industry, which is expected to grow tremendously in the next decade. Designed for students who have successfully completed Marketing 1 and Marketing 2 and who would now like to apply concepts covered in previous classes to entertainment industries, including college, professional, and amateur sports, movies, and music, the Entertainment Marketing course simulates working in the business of entertainment. By the end of the course, students will understand the various roles in the entertainment marketing industry and evaluate the extent to which they would like to contribute to this lucrative field.

This unit is part of the larger aforementioned course sequence and specifically focuses on the selling as related to entertainment marketing. By the end of this unit, students will be able to identify various sales methodologies and strategies used in sports and entertainment marketing and discuss how technology has changed the ticketing process and profit for industries.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2023

Standards

- TECH.9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)

- LA.RST.11-12.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

- LA.RST.11-12.2 Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still

accurate terms.

- LA.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11- 12 texts and topics. Biological behavioral biases, psychology, and unconscious beliefs affect financial decisionmaking.

- LA.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

- TECH.9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

- PFL.9.1.12.FP.2 Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.

- TECH.9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

- TECH.9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

- LA.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

- LA.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- PFL.9.1.12.FP.5 Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

- WRK.9.1.2.CAP.4 List the potential rewards and risks to starting a business.

- WRK.9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform decision-making.

- TECH.9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

- TECH.9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

- TECH.9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

- LA.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

- PFL.9.1.12.FP.6 Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

Essential Questions and Enduring Understanding

Essential Questions:

- How has technology changed the selling process in the world of sports and entertainment?
- How can entertainment marketers serve as effective salespeople?

Enduring Understandings:

- Selling requires knowledge of the goods and services one intends to market, as well as understanding customer needs.
- Technology has had and continues to have a profound impact on how goods and services are sold.

Objectives

Students will know:

- The steps in the sales process and how to use them to maximize profits
- How technology has impacted the sales professional
- How prices, markets, and competition affect consumer behavior

- The difference between ticket brokers and ticket scalpers and how they both affect sales
- How prices, markets, and competition affect consumer behavior
- Sales are essential and the guiding force in entertainment marketing as it is a revenue producing function
- Various strategies and methodologies of sales in different entertainment industries
- The different types of sales methods and the steps in the sales process

Students will be skilled at:

- Applying the seven steps of the sale to the sales process
- Identifying customer needs and how a marketing campaign can be tailored to show that the product addresses those needs
- Explaining how technology affects supply, demand, consumer behavior, and profits for businesses
- Identifying various sales methodologies and strategies used in sports and entertainment marketing
- Discussing how technology has changed the ticketing process and its effect on profit for industries (and providing concrete historical and current examples)

Learning Plan

This learning plan includes, but is not limited to the following learning strategies:

Sales Is Not a Dirty Word! Analysis - Students will watch the TED Talk and discuss how Lisa Newman's theories can be applicable to increase sales overall.

Feature-Benefit Chart Creation - After reviewing the key components of features and benefits by watching "Benefits vs Features - The Crucial Key to Selling More Of Your Product and Services," students will complete their own feature/benefit chart for an entertainment product of their choice. They will then present their charts to the class.

Technology and Ticket Sales Analysis - Students will watch "StubHub, Revolutionizing the Modern-Day Ticket Scalper." They will then discuss how technology has impacted the field of tickets sales, including the introduction of bots.

The World of Ticket Marketing with Ticketmaster - Students will watch the mini-documentary "How The Taylor Swift Debacle Fueled The Ticketmaster Monopoly Debate." They will then look up tickets for fifteen different events and identify the ticket seller. Finally, they will discuss how Ticketmasters has changed the field of ticketing and show production and if this is beneficial to consumers.

Milwaukee Wave Case Study - Students will complete a case study about the Milwaukee Wave and their ticket sales strategy.

Phoenix Suns Ticketing Story - Students will read through "Record ticket sales through

good times and bad" and determine the strategies that were used to increase ticket sales.

Seven Step Sales Process - Students will read about the seven steps of the sale process. The students will then role play where one student serves as the salesperson and the other serves as the customer.

Owning the Game Analysis - Students will begin by examining the Adidas press release from 2021 outlining their strategy to increase their soccer market share. They will then discuss how this strategy allows them to capitalize on the consumer market.

Sales Pitch Analysis - Students will analyze and identify the sales tactics used in movie clips from "Top 4 Sales Scenes in Movies." The instructor will also facilitate a discussion regarding ethics in selling and qualities of a good salesperson.

How to Win the Deal Guide - Students will select a product or industry and then create a "how to" manual for new employees on what to do during a sales call. Their manual should include all steps of the sales process and provide examples of what a salesperson can say.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated

proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- The World of Ticket Marketing with Ticketmaster
- Technology and Ticket Sales Analysis
- Milwaukee Wave Case Study
- Phoenix Suns Case Study
- Owning the Game Analysis
- Sales Pitch Analysis
- Current Event Analysis

Summative Assessments:

- How to Win the Deal Guide - Students will select a product or industry and then create a "how to" manual for new employees on what to do during a sales call. Their manual should include all steps of the sales process and provide examples of what a salesperson can say.

Benchmark Assessment:

- Feature-Benefit Chart

Alternative Assessment:

- Sales Pamphlet - Create a pamphlet for a sales force on ways one can learn about the customer to better understand their buying motives.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List .

The following are approved resources that teachers can include to further unit related objectives:

“Sales Is Not a Dirty Word!” TED Talk

“Benefits vs Features - The Crucial Key to Selling More Of Your Product and Services” Video

“StubHub, Revolutionizing the Modern-Day Ticket Scalper” Video

“How The Taylor Swift Debacle Fueled The Ticketmaster Monopoly Debate” Video

Milwaukee Wave Case Study

“Record Tickets Sales Through Good Times and Bad” Case Study

“ADIDAS PRESENTS GROWTH STRATEGY ‘OWN THE GAME’ UNTIL 2025” Press Release

“7-Step Sales Process: When to Use It and When to Break It” Article

“Top 4 Sales Movie Scenes” Video

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials and including graphic organizers when possible.