Assurance of Student Learning Report 2022-2023	
College of Health and Human Services/Gordon Ford College of Business	*Sport Management/Department of Marketing*
Esports Management Undergraduate Certificate (1766)	
Stacey Forsythe – stacey.forsythe@wku.edu and Patricia Todd – patricia.todd@wku.edu	

Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle)**

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Describe the processes of key participants involved in Esports (for example, the areas of design, production, marketing, distribution, usage, and support)

Instrument 1	Direct: Case study in MKT 426

Based on your results, check whether the program met the goal Student Learning Outcome 1.	☒ **Met**	☐ Not Met

Program Student Learning Outcome 2: Demonstrate knowledge of the competencies involved in Esports (for example, ethical best practices and legal expectations relevant to entry into employment in the Esports industry)

Instrument 1	Direct: Assessment in SPM 320

Based on your results, check whether the program met the goal Student Learning Outcome 2.	☒ **Met**	☐ Not Met

Program Student Learning Outcome 3: Apply socio-cultural concepts representing the diverse microcosm of Esports

Instrument 1	Direct: Stakeholder project in SPM 320

Based on your results, check whether the program met the goal Student Learning Outcome 3.	☒ **Met**	☐ Not Met

Assessment Cycle Plan:

All three SLO Outcomes were assessed in this cycle and will continue to be assessed each year moving forward.

Program Student Learning Outcome 1

Program Student Learning Outcome	Describe the processes of key participants involved in Esports (for example, the areas of design, production, marketing, distribution, usage, and support)
Measurement Instrument 1	**Marketing Plan and Presentation (as a case study): MKT 426** All the key stakeholders involved in the Esports environment are identified by role and importance in the industry. This is done using current case studies and detailed mind mapping. Case studies involve understanding the problems that occur in the intercommunication of the various participants in the ecosystem and then applying the course material to use critical thinking to develop solutions to those problems. The mind mapping starts with the Esports organization and then branches out to all of those who interact directly or indirectly in the business chain. The heart of marketing is in design, production, distribution, consumer usage and providing support through service and adding value. These concepts are applied and evaluated through case assignments, mind mapping assignments and short essay exams.
Criteria for Student Success	Each student will be required to complete semester long case study in the form of traditional case analysis or full marketing plan and strategy development during the semester. The case method is a discussion of real-life situations that business executives have faced. The traditional case requirements follow the Harvard Business school method for case analysis. The marketing plan follows a template given to students at the beginning of the semester. The students will be assigned a current situation within the Esports business environment. The students will identify the problem, analyze the root causes, develop three solutions, justify the best solution, and finish with the conclusion and future impact of their recommendation. Each section of the case analysis has a specific point requirement. Application of course concepts, professional writing style, and critical thinking in regard to developing workable solutions will be evaluated. Competency will be demonstrated by a score of 70% or higher on the final case.

Program Success Target for this Measurement	Sample size = 20% of students enrolled in the Esports Management Certificate who are enrolled in this course. Competency will be demonstrated by a score of 70% or higher on the final case.	Percent of Program Achieving Target	100% *(n = 4)*
Methods	Following the completion of the assignment, the course professor will grade each, calculating specifically the percentage of points each student earned on the assignment. Students earning between 70-79% on the assignment will be defined as demonstrating competency, with those students earning 80-89% being defined as above average, and those students earning a 90% or higher demonstrating a mastery of the information. Students failing to earn above 70% will be defined as failing to meet the competency standard.		

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	☒ **Met**	☐ Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results: The results are in line with what was expected as they follow previous semesters' outcomes.

Conclusions: Moving forward, we will look at various methods that might be employed to move us closer to accomplishing the goal. For example, we will examine potentially adding study guides to the course and/or adding in review activities. We will also look at the material that was missed to determine if there are any trends in subject matter that students struggled with and assess the teaching of that material accordingly.

Plans for Next Assessment Cycle: The examination described above will be the final exam for MKT 426 course and will be assigned each semester the course is taught. However, the program success target will be assessed once every other academic year. The next assessment will be at the end of the 2023-24 academic year

<table>
<tr><td colspan="4" align="center">**Program Learning Outcome/Competency 2**</td></tr>
<tr><td>**Program Student Learning Outcome**</td><td colspan="3">Demonstrate knowledge of the expected and required behaviors and competencies, such as ethical best practices and legal expectations relevant to entry into employment in the Esports industry</td></tr>
<tr><td>**Measurement Instrument**</td><td colspan="3">**Final Exam/Course Assessment (SPM320)**

Students will demonstrate their knowledge of core esport competencies through completing an examination at the end of the semester. The examination will consist of multiple choice, short answer, and essay(s) questions designed to measure students' knowledge of the past, present and future of the esport industry, issues in esports, and the intersection of sport law, sport finance, event management, and sport management with esports.</td></tr>
<tr><td>**Criteria for Student Success**</td><td colspan="3">All students will be required to complete the examination at the end of the semester. Following the completion of the assignment, the course professor will grade each, calculating specifically the percentage of points each student earned on the examination. Students earning between 70-79% on the exam will be defined as demonstrating competency, with those students earning 80-89% being defined as above average, and those students earning a 90% or higher demonstrating a mastery of the information. Students failing to earn above a 70% will be defined as failing to meet the competency standard.

The goal is for each student to earn a minimum score of 70%. It is expected that several students will demonstrate an above average competency, and a few will demonstrate mastery.</td></tr>
<tr><td>**Program Success Target for this Measurement**</td><td>Overall competency = The assignment is worth 150 points. Students will earn 105/100 or 70% to demonstrate competency.</td><td>**Percent of Program Achieving Target**</td><td>**Overall competency** = In total, 33 of 42 students (78.6%) met the goal of earning 70% or better on the assignment. With a class average of 77.9% The four students who were enrolled in the certificate averaged an 81.3 % on the final exam with all four earning above a 70%</td></tr>
<tr><td>**Methods**</td><td colspan="3">In the academic year 2022-2023, SPM 320 was offered one time. In total 42 students enrolled in the class (four of which were enrolled in the certificate). When evaluating the Final Exam, the 33 students earned greater than 70% on the exam, with the class average being 77.9%. Breaking down the class by their letter grade, 7 students earned an A, 17 students earned a B, 9 students earned a C, 5 students earned a D, and 4 earned an F. The four students who were enrolled in the certificate program averaged an 81.3 % on the final exam with all four earning above a 70% (i.e., one earned an A, two earned a B, and 1 earned a C). Thus, while we met the competency goal for those enrolled in the certificate, overall, we have thus fallen short of our stated goal of having all students in the course demonstrate competency the course</td></tr>
</table>

	material on the final exam as 9 students fell below the goal of 70%. However, given the improvements we saw over last academic year where the class average was a 76.6% and that the percentage of students who reached competency improved from 75% to 78.6%, we can confidently state that we are moving in the right direction in achieving the SLO fully. Moreover, given that 33 students met the goal of 70%, with 24 students demonstrating an above average to mastery level of understanding and given that the class average on the exam was above the 70% threshold there is promise that a few changes to course can allow us to continue to improve the outcomes and help all students achieve this goal.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		☒ **Met**	**Not Met**
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

Results: Overall, the results of the assessment show that all Esports Management Certificate students enrolled in SPM 320 "demonstrated knowledge of the expected and required behaviors and competencies, such as ethical best practices and legal expectations relevant to entry into employment in the Esports industry" (Competency 2) through achieving greater than a 70% on the final exam. Moreover, the majority of students enrolled in the course (but not in the certificate) also were able to display this stated competency.

Conclusions: The results indicate that the changes (i.e., a study guide review game was implemented at the end of the year, as were multiple online video lectures students could use as a study tool) made year over year were successful in increasing the competency of students as there was a 3.5% increase in the percentage of overall students that met the measurement target. It is our belief that with a few more changes to the course (e.g., study materials, teaching methodology, assignments throughout the semester to help students see where their knowledge is strong and deficient, etc.) we will be able to continue to improve upon of numbers get all students to score at least a 70% or higher on this assessment.

Plans for Next Assessment Cycle:
Moving forward, we will look at various methods that might be employed to move us closer to accomplishing the goal. An analysis of the items missed on the final exam showed students specifically struggled on material related to finances in esports, specifically in regard to the use of finance terminology and the conducting of break-even analysis. As such, we plan to spend more time discussing these topics and work through the proper means of conducting break-even analysis. This will hopefully enable students to perform better on this portion of the exam helping to raise the percentage of students who show competency and the overall class average for the class.

Program Learning Outcome/Competency 3	
Program Student Learning Outcome	Articulate and apply concepts representing the diverse microcosm of Esports and its effects upon society and culture
Measurement Instrument	**Stakeholder Assignment (SPM 320)** Students will demonstrate an understanding of core concepts within esports through completing a stakeholder analysis. The analysis will be on an esport organization or issue that the student chooses. Following the students identification of the principle organization they will be asked to prepare an official report in which they identify key stakeholders, assess the power and interests of the identified stakeholders, map out the interactions of the identified stakeholders, and assess the motivation and influence of the stakeholders on the organization/issue identified (Please see attached outline labeled "Stakeholder Analysis Project" for more specific details). The final project will be presented to the professor in a professional manner and students will be asked to share their work with the class and lead a class conversation on their organization/issue.

	The professor will grade the report in accordance with the project description provided in the attached pages labeled "Stakeholder Analysis Project".
Criteria for Student Success	Sample size = 20% of students enrolled in the Esports Management Certificate who are enrolled in this course. All students will be required to complete the examination at the end of the semester. Following the completion of the assignment, the course professor will greade each, calculating specifically the percentage of points each student earned on the examination. Students earning between 70-79% on the exam will be defined as demonstrating competency, with those students earning 80-89% being defined as above average, and those students earning a 90% or higher demonstrating a mastery of the information. Students failing to earn above 70% will be defined as failing to meet the competency standard. The goal is for each student to earn a minimum score of 70%, it is expected that several students will demonstrate an above average competency, and a few will demonstrate mastery.

Program Success Target for this Measurement	Overall competency = The assignment is worth 100 points. Students will earn 70/100 or 70% For each of the 4 sub-sections (identification, power & interest, mapping, and stakeholder understanding) students earn 70% or higher.	**Percent of Program Achieving Target**	**Overall competency** = In total, 35 students (83%) met the goal of earning 70% or better on the assignment. ==The four students who were enrolled in the certificate all meet the target.== **Category Competency for certificate students** **Identification** – Average score = 19.2 out of 20 (96%) **Power & interest** – Average score = 18.15 out of 20 (90.75%) **Mapping** – Average score = 17.5 out of 20 (87.5%) **Understanding** – Average score = 26.175 out of 30 (87.25%) *Note: The remaining 10 points is are earned through writing a conclusion section as outlined in the assignment*

Methods	In the academic year 2022-2023, SPM 320 was offered one time. In total 42 students enrolled in the class (with 4 being in the certificate. When evaluating the Stakeholder Analysis Assignment, the 35 students earned greater than 70%, with the class average being 77.1%. This average is slightly misleading though as five (5) students failed to complete the assignment and thus received a zero (0). Removing those students, 95% of the students demonstrated competency, and the class average was 87.5%. This compares to the 2021-2022 academic year in which the class average was 70% with 90% of students earning greater than 70% on the assignment. Examining only those in the certificate, all four students achieved greater than 70% on the assignment, averaging 90.25 as a whole.

Breaking down the class by their letter grade, 21 students earned an A, 9 students earned a B, 4 students earned a C, 1 students earned a D, and 6 earned an F. For the certificate students, three students earned an A and 1 earned a C. Overall we have thus achieve our goal for the students in the certificate as all demonstrated competency of articulating and applying concepts representing the divers microcosm of esports as 7 students fell below the goal of 70%. However, we fell short of having the entire class show such competency.

When examining the 4 sections of the assignment (i.e., identification, power and interest, mapping, and stakeholder understanding), all four students enrolled in the certificate program demonstrated competency as they achieved greater than 70% on each section. The breakdown of those students grades on each of the subsections is as follows:
- Student 1 – Stakeholder Paper = 90% (identification of stakeholders = 100%; power and interest = 90%; mapping = 83%; stakeholder understanding = 88%)
- Student 2 – Stakeholder Paper = 100 % (identification of stakeholders = 100%; power and interest = 100%; mapping = 100%; stakeholder understanding = 100%)
- Student 3 – Stakeholder Paper = 78% (identification of stakeholders = 88%; power and interest = 81%; mapping = 75%; stakeholder understanding = 73%)
- Student 4 – Stakeholder Paper = 93% (identification of stakeholders = 96%; power and interest = 92%; mapping = 92%; stakeholder understanding = 88%)
-

Taken together, the sample reveals that the average for "Identification of stakeholders" was 19.2 out of 20 (96%); "Power and interest" was 18.15 out of 20 (90.75%); Mapping was 17.5 out of 20 (87.5%); and Stakeholder understanding was 26.175 out of 30 (87.25%)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	☒ **Met**	**Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results: Overall, the results of the assessment show that all certificate students were able to "articulate and apply concepts representing the diverse microcosm of Esports and its effects upon society and culture" (Competency 3) through achieving greater than a 70% stakeholder analysis.

Conclusions: Looking at only those students in the certificate program, we are happy to see 100% achieve the stated goal. More specifically, an examination of the individual categories shows that the students did the best in identifying the stakeholders and discussing their power and interests, while they struggled the most with "stakeholder understanding". As such, next year we plan to devote extra time to improving those categories in which the students struggled the most.

Plans for Next Assessment Cycle:
Moving forward, the Stakeholder Assignment will be assessed in SPM 320 once every other academic year. We will work to get the submission rate of the assignment up to 100% through reminding students even more often of the upcoming due date and the importance of the assignment. We will also look into new/different ways to teach students about stakeholder mapping and understanding in esports in an attempt to bring the competency level in those areas up.

*** Please include Curriculum Map (below/next page) as part of this document

CURRICULUM MAP TEMPLATE

Program name:	Esports Management Undergraduate Certificate
Department:	Sport Management/Department of Marketing
College:	CHHS/GFCB
Contact person:	Stacey Forsythe/Patricia Todd
Email:	stacey.forsythe@wku.edu/patricia.todd@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes		
			LO1:	**LO2:**	**LO3:**
			Describe the processes of key participants involved in Esports (for example, the areas of design, production, marketing, distribution, usage, and support)	Demonstrate knowledge of the competencies involved in Esports (for example, ethical best practices and legal expectations relevant to entry into employment in the Esports industry)	Apply socio-cultural concepts representing the diverse microcosm of Esports
Course Subject	**Number**	**Course Title**			
MKT	220	Basic Marketing Concepts		I	I
SPM	305	Sport Event Management	I	I	
SPM	320	Esports Management	R	M, A	M, A
MKT	322	Integrated Marketing Communications	R	R	
MKT	426	Esports Marketing and Branding	M, A	R	R

Western Kentucky University

FINAL PROJECT: Esports Marketing and Branding for WKU esports

Faith Porter, Mia Snyder, Ashlyn Parker, Maylin Newberry, Chloe Milliken

Esports Marketing and Branding 426

Dr. Patricia Todd

I.   Table of Contents

II.   History and Development

The Western Kentucky University Varsity esports program started in May of 2016. It began with a League of Legends team, but in 2019 both an Overwatch and Rocket League team were added. The program currently has 42 players, and 4 student coaches and offers multiple scholarships. It is continuing to grow and thrive and only hope to improve.

III.   Current Internal and External Situation

Mission, Goals, and Stakeholders

The mission of WKU esports team is to welcome students into the growing world of competitive esports while also cultivating their growth and knowledge in their time at WKU to help them improve in every facet of their life. It is important that the students in the esports community develop healthy connections and relationships through their experiences during this time. The goal for the WKU esports team is to grow the program and make students on campus and outside of campus more aware of the program, increase funding from outside sources and increase viewership for the team. The stakeholders of WKUs esports team would be the players, the coaches, the alumni, WKU, game publishers, sponsors, and the parents of students.

SWOT Analysis

Strengths: WKU has been increasing the amounts of scholarships and how much is awarded in the scholarship for students who come to WKU to join the esports team.

Weaknesses: WKU esports does not have as many funds available as other esports teams so they have been unable to create the best gaming area possible for their players. They also lack awareness from other students on campus and students who are coming to WKU about the esports team because there is a lack of marketing and a lack of interest in that area at the moment.

Opportunities: The interest in collegiate esports is growing rapidly which opens opportunities for people to join the team or support the team by watching games. There are also more high schoolers that are joining esports programs which presents an opportunity for WKU to target these students as potential players for the WKU esports team.

Threats: WKU esports is a smaller team so other larger collegiate esports teams that have more funding also have more opportunities available to them. There are also currently many legal debates going on in the world of esports due the financial issues that esports are facing.

Content Analysis

I.   You can join the WKU esports discord server where they post frequent updates about various games and where they are available to be streamed live or where they are available to be watched afterward. They also post updates with different information regarding the team like tryouts.

II.   The WKU esports instagram currently has only 56 followers and 3 posts. Compared to other schools and other social media that are used by WKU esports this is lacking.

III.   The WKU esports twitter page is frequently used and has multiple followers who use it to keep up to date with all the information available about the team, including games, tryouts, team members, etc.

IV.   They currently do not have a TikTok.

V.   The majority of the WKU esports teams games are streamed through Twitch. Most of the games are streamed live and all the games are saved and available to watch at a later date.

VI.   Their YouTube has a large amount of the games recorded and available to watch.

VII.   They have a facebook but it is rarely ever used and hasn't been active since 2021.

IV.   Competitive Comparison

	Western Kentucky University	Miami University	University of California, Irvine
Number of Twitch Followers	689	1.4k	3.1k
Total Esports Players	46	50	24
Total Teams	4	9	4
Staff	No information currently available on WKU esports staff.	10; Kyle Snyder: Director of Esports Taylor Ellis: Assistant Director of Esports	9; Mark Deppe: Director of UCI Esports Kevin Hoang: Assistant Director of UCI Esports

V.   Segmentation and Target Market

The Miami University Esports program has a variety of customers and stakeholders, each with different roles and interests. Here are some examples:

1. Students: The primary customers of the Esports program are the students who participate in the program. These students may be competitive gamers, casual gamers, or simply fans of esports. Their role is to participate in esports events and activities, represent the university in competitions, and help build a community of esports enthusiasts on campus.

2. Faculty and Staff: Faculty and staff members are also customers of the Esports program, as they may be involved in organizing and running events, providing support for the program, or simply being fans of esports themselves.

3. Alumni: Alumni may be interested in the esports program to stay connected to the university, support the program financially, or simply as a way to engage with other alumni who share an interest in esports.

4. Sponsors and Partners: The Esports program may also have sponsors and partners who provide financial or other support for the program. These customers may be interested in promoting their brand or products to the esports community, or they may simply be passionate about supporting esports at the university level.

5. Fans: Finally, the Esports program may have fans who follow the program and its activities from outside the university community. These customers may be interested in watching live streams of competitions, attending events, or simply following the progress of the program online.

The University of California, Irvine (UCI) has a prominent esports program with a variety of customers and stakeholders. Here are some examples:

1. Students: The primary customers of the UCI Esports program are the students who participate in the program. These students may be competitive gamers, casual gamers, or simply fans of esports. Their role is to represent UCI in esports competitions, participate in events and activities, and help build a community of esports enthusiasts on campus.

2. Faculty and Staff: Faculty and staff members are also customers of the UCI Esports program, as they may be involved in organizing and running events, providing support for the program, or simply being fans of esports themselves.

3. Alumni: UCI alumni may be interested in the esports program to stay connected to the university, support the program financially, or simply as a way to engage with other alumni who share an interest in esports.

4. Sponsors and Partners: The UCI Esports program has a variety of sponsors and partners who provide financial or other support for the program. These customers may be interested in promoting their brand or products to the esports community, or they may simply be passionate about supporting esports at the university level.

5. Fans: Finally, the UCI Esports program has a large fanbase of esports enthusiasts who follow the program and its activities. These customers may be interested in watching live streams of competitions, attending events, or simply following the progress of the program online.

Overall, the UCI Esports program has a diverse group of customers and stakeholders who are passionate about esports and the university's role in promoting and supporting esports.

The needs and expectations of the customers are as follows:

1. Students: The primary customers of the Esports program are the students who participate in the program. Their needs and expectations may include access to high-quality gaming equipment and facilities, opportunities to compete in esports tournaments, and a supportive community of fellow gamers. They may also expect the program to provide opportunities for skill-building, networking, and career development in the esports industry.

2. Faculty and Staff: Faculty and staff members involved in the Esports program may have a variety of needs and expectations. They may need support for organizing and running events, access to resources for teaching and research related to esports, and opportunities to collaborate with industry professionals. They may also have expectations for the program to provide opportunities for interdisciplinary collaboration and engagement with the wider university community.

3. Alumni: Esports program alumni may have needs and expectations related to staying connected with the program and the wider esports community. They may expect opportunities to give back to the program through financial support or mentoring, as well as access to resources and networking opportunities within the industry.

4. Sponsors and Partners: Sponsors and partners of the Esports program may have needs and expectations related to promoting their brand or products within the esports community, as well as supporting the development of talent and innovation within the industry. They may also expect opportunities to collaborate with faculty and students on research or product development.

5. Fans: Fans of the Esports program may have needs and expectations related to access to livestreams or other content related to the program, opportunities to attend events or meet with players and coaches, and access to merchandise or other items related to the program.

6. Overall, the Esports program must balance the needs and expectations of its various customers to create a successful and sustainable program that supports the development of talent, innovation, and community within the esports industry.

Market Segmentation

College students involved in esports

- Demographic Segmentation: Divide the market into smaller groups based on demographic characteristics such as age, gender, income, and education level. For college students involved in esports, the target demographic would be students aged 18-24 who are enrolled in college.

- Psychographic Segmentation: Divide the market into smaller groups based on personality, values, and lifestyle. For college students involved in esports, the target psychographic would be students who are passionate about gaming and are looking to build a career in esports.

- Behavioral Segmentation: Divide the market into smaller groups based on buying behavior or usage patterns. For college students involved in esports, the target behavior would be students who spend a lot of time playing esports games, follow esports teams and players, and are willing to spend money on gaming gear and accessories.

Target Segments

Based on the above market segmentation, the target segments for college students involved in esports would be:

- Male and female college students aged 18-24 who are studying computer science, engineering, or any other technical field.

- College students who are passionate about gaming, enjoy playing competitive games and are interested in building a career in the esports industry.

- College students who spend a lot of time playing esports games, follow esports teams and players, and are willing to spend money on gaming gear and accessories.

Tailored Marketing Activities

Based on the above market segmentation and target segments, the following tailored marketing activities could be implemented to reach and engage college students involved in esports:

- Social media marketing: Use social media platforms like Facebook, Instagram, Twitter, and LinkedIn to target and engage college students interested in esports. Create engaging content, run sponsored ads, and collaborate with influencers to reach a wider audience.

- Email marketing: Send regular newsletters and updates to college students who have subscribed to your email list. Provide valuable information about esports events, tournaments, and career opportunities in the industry.

- Event marketing: Host or sponsor esports events and tournaments in urban areas with a high concentration of college students interested in esports. Use these events to promote your brand, products, and services to your target audience.

- Content marketing: Create and publish engaging content such as blogs, videos, and podcasts that cater to the interests of college students interested in esports. Use these channels to build brand awareness and establish thought leadership in the industry.

- Partnership marketing: Partner with other brands, influencers, and organizations in the esports industry to reach a wider audience and build credibility with your target market.

VI.   Branding Plan

Positioning Statement

Western Kentucky University esports is positioned to maintain their previously established reputation, with a focus on academics. The program also provides fans with a positive experience. Not only that, but both excelling and facilitating growth are of equal importance.

This growth not only extends to individual players, but also the program in its entirety. This means players are provided with opportunities to further their academics, community among teammates, and the success of the team overall.

Goals

The overall goal of the WKU esports team is to support players in their endeavors both online and offline. This means supporting students academically, providing them with an experience that helps them in their education. This could be done by giving members personalized academic advising, mentoring, strong career planning, and demonstrating discipline and commitment through the program itself. Also, creating awareness through advertising, sponsorships geared towards students, and being more active on popular social media platforms. The WKU esports team will continue to perform and thrive competitively.

Communication Objectives

An effective strategy would be to increase team bonding activities, such as going on retreats, or having team watch parties. To elaborate, taking the team to places where esports conventions are being held would be a great way for them to bond as a team and build up relationships with one another. Not only this, it's also an event everyone would be sure to enjoy and be interested in. Making sure to engage fans through experience is of equal importance. To communicate this, the WKU esports team should expand their reach. This means becoming more active on social media platforms that are more popular, like Tik Tok for example. Mainly due to the fact that this is one of the platforms that are more prevalent specifically among the target audience. Also, supply players with top-of-the-line equipment, maintain knowledgeable coaches to support the athletes and increase scholarships, sponsorships, and job opportunities.

WKU esports provides players with the opportunity to become a part of something larger. Not only are these players part of a team, but they become a family. They support one another and are encouraged by their college and audience. Players shift to consider the overall team's success as their own, which places no limit on what they can achieve.

The voice of WKU esports is one that is loud and clear. It carries an attitude of wanting their presence to be known and heard. Through this voice, it is evident that the roots of WKU esports stem from being both competitive, academic, and united. It is just the right amount of

intimidating to other teams, charismatic towards the audience, while being inspiring and inclusive to the players.

Strategy

There are many ways to strategize with sponsors, particularly including aspects of branding. Sponsors could be interested in a collaboration with WKU esports for many reasons related to branding. There are multiple aspects of branding that could motivate and encourage sponsors to sponsor WKU esports. Meaning transfer is one example, sponsors can add a positive reputation by being associated with WKU esports. WKU esports is a competitive and determined group, so the sponsors would be associated with being determined and competitive if they sponsored WKU esports. Another way that sponsors could benefit from sponsoring WKU esports is by seeing if they are a good fit for each other. For example, imagine "Alani" (the energy drink) sponsors WKU esports. Having "Alani" market their products to WKU esports teams/audience, they may find a spike in sales as they are hitting their exact target audience. Many people (gamers, coaches, college students, and the spectators) like to drink energy drinks so this could be a perfect collaboration. Image is another reason sponsors should want to sponsor WKU esports. If the sponsor's brand image aligns with WKU esports then that could be a good fit. WKU esports has good sportsmanship and is hardworking. If the brand doesn't have this image yet, partnering with them could help them achieve the goal of being perceived as a team player/good sport and hardworking brand. Brand equity of the sponsors could also be increased by associating themselves with an "underdog" team (not that WKU esports doesn't win but we aren't one of the best or top 10 as we are still growing/we are a smaller school). Brand equity can help sponsors and the WKU esports team increase brand awareness and pull in a new audience who wants to support a smaller team. Overall, sponsors can help give their brand a positive image, match/align brand values and target audience, which increases brand equity and brand awareness.

One example of a sponsor that I think would be a great hit with WKU esports is an energy drink company. Specifically, "Alani" would be a great target sponsor for WKU. Alani's mission statement is to help you succeed and WKU esports, students, and the audience wants to excel whether that be in sports, academics, or participation. Alani can help you train/play

longer than you typically would. It also has zero sugar, fat, and includes vitamins like B6, B12, and Biotin. This helps players keep a healthy lifestyle while still getting the extra energy they need. WKU esports could offer great advantages. For example, Alani's sales would spike if they sponsored WKU esports because they are hitting their target audience perfectly. Alani could be acquired by WKU by agreeing to having different marketing opportunities like having student brand ambassadors, tabling in DSU (selling merch/products), or even a fun event where you can spin the wheel and win a free drink!

Another example would be a clothing company like "Adidas". Adidas makes jerseys, shoes, and more sporting goods. Their core values are being fair, authentic, and built on trust. WKU esports goal is to grow/build the program. WKU esports was made so that those who play esports get to do what they love, it gives them purpose, they learn how to work hard and lose with dignity/win with honor. These values go hand and hand with one another. There are many ways WKU esports could help/ could acquire Adidas. Having Adidas sponsor WKU esports would give exposure to an audience that would be highly interested in their products. WKU esports could even help Adidas by giving feedback on design and customization of the apparel to improve overall sales within their community. Sponsors could be supported by activation. This helps engage the audience and create an awareness for the brand. For example, branding events like tabling in DSU, product placement (student ambassadors), and advertising on WKU esports channels. An example of a branding event would be WKU esports tabling in DSU (with Adidas or Alani). Specifically, we could have a "spin the wheel" where you could spin and win a 20% off or win a free t-shirt. An example of product placement would be the WKU esports team wearing Adidas merch to school, in content (videos, pictures) on the website, and posting on social media repping the merch. This will help support brands by increasing brand awareness, engagement, and visibility as they will reach new audiences.

Evaluation is another way we can support our sponsors.This helps sponsors understand how well their sponsorship is performing and where they can improve. This can be done through surveys or social media analytics. It can be filled out by the student body so see how far our reach is going. This can help track engagement, reach and insights from our target customers. ROI or Return on investment analysis is very important as it evaluates these activities and

helps us understand the financial return for each sponsorship activity. It considers lots of factors and determines whether or not this sponsorship is lucrative or not. This supports sponsors by making them realize the financial outcome of the sponsorship/how much they have created in revenue.

Lastly, the best way to support the sponsor is by developing a relationship with them. Sponsors benefit from collaborating with others who have the same values and target audience. This way, both the sponsor and the group you are collaborating with benefit from the partnership. Overall, these four points need to be effective and comprehensive, and they will maximize the impact of the sponsorship/help achieve the WKU esports teams objectives.

VII.   Implementation

The WKU esports team could implement social media using the following platforms: TikTok, Instagram, and Twitter. As previously mentioned, TikTok has gained popularity amongst the youth of America, including the students of Western Kentucky University. Whether producing branded content such as "A Day in the Life" to highlight the daily activities of a student who doubles as an esports player, to videos recapping the major events and conclusion of a previous match, or simply the unboxing of players uniforms, TikTok will serve as a beneficial tool.

Secondly, a large amount of content produced on the TikTok platform can be used on Instagram as a "Reel." But, unlike TikTok, Instagram offers the option to choose from a story or a "hard post." The current Instagram for the esports team, @*wkuesports*, has no evidence of previously posted stories due to the lack of created highlights and only has three (3) hard posts, the most relevant dated 03/04/23. My strategy for this particular platform would be to 1) consistently post content, and 2) ensure the content posted is enticing yet informative. If the esports roster is accurate, of the four (4) teams listed, our university is responsible for forty-six players plus coaches; with that being said, there are roughly fifty (50) opportunities to create a hard post series coined as "Meet the Player," where each member has the opportunity to showcase their interests to increase personability amongst viewers. Further, each post can be translated into the story function and organized into a highlight for each team: League of Legends, Overwatch, Rocket League, and Valorent.

Lastly, Twitter can be used as a tool to post consistent, statistical information while a match is occurring. Similar to the content posted by teams within the National Football League (NFL) and those of the golfing tournament, The Masters, a Twitter account would offer the opportunity for viewers to have access to "real-time" match status without a streaming service.

Each of the platforms mentioned above will also assist in implementing our marketing strategy of adopting the potential sponsorship from a branded energy drink. Through the use of social media, the sponsored brand and WKU esports would gain the attention of viewers by including the respective logo on match promotion and informational posts regarding promotional tabling events on campus. TikTok, Instagram, and Twitter each offer the function of live streaming to broadcast matches on multiple platforms.

VII. References

About WKU Esports. Western Kentucky University. (n.d.). Retrieved April 24, 2023, from https://www.wku.edu/esports/about_wku_esports.php

Hansen, V. (2022) *5 types of customer segmentation for the sports industry*, *Fanview*. https://www.fanview.tech/5-types-of-customer-segmentation-for-the-sports-industry#:~:text=Age%2C%20gender%2C%20location%2C%20behaviour,marketers%20when%20creating%20their%20campaigns.. (Accessed: April 24, 2023).

Richards, D.J. (no date) *Market segmentation and Target Marketing in sport*, *Sports Marketing*. Western Sydney University. Available at: https://westernsydney.pressbooks.pub/sportmarketing/chapter/market-segmentation-and-target-marketing-in-sport/ (Accessed: April 24, 2023).

MKT 426 Project WKU Esports Brand Plan

I. Table of Contents
II. History and Program Development (5 points)
III. Current Situation (15 points) Internal and External situation
   a. Mission, goals, and stakeholders of the university esports program
   b. SWOT
   c. Current Content Analysis of Media Platforms
      i. Discord
      ii. Instagram
      iii. Twitter
      iv. TikTok
      v. Twitch
      vi. YouTube
      vii. Facebook
IV. Competitive Comparison (choose 2 out of the top 10 collegiate esports programs) (10 points)
V. Segmentation and Target Market (10 points)
   a. An overview of the relevant customers of the event and their needs.
      - Define customers and their roles.
      - Explain their needs and expectations
   b. A plan for market segmentation, target segments and tailored marketing activities for them.
VI. Branding Plan (15 points)
   a. Positioning Statement
   b. Goals
   c. Communication Objectives
      i. Strategy
      ii. Key Message (story)
      iii. Brand Voice (The distinct personality a brand takes on in its communications).
   d. A strategy for the acquisition and work with sponsors, particularly including aspects of branding.
      i. Explain, why sponsors could be interested in a collaboration with the WKU esports, focus on aspects of branding (e.g., meaning transfer, fit, image, brand equity)
      ii. which sponsors should be targeted and which arguments should be used to acquire them (i.e., what can WKU esports offer to them?)
      iii. How could sponsors be supported (e.g., activation strategies, evaluation)?
         -
VII. Implementation (15 points)
   a. A strategy for digital marketing, especially social media marketing.
   - Which social media could be used, for which marketing goals and which segments?
   - How should they be used (content, frequency, channels, etc.)?
   a. Mock-ups for social media

VIII.   Evaluation and references (10 points)
IX.   Presentations (20 points)

Presentation Guidelines

1. Everyone must present (Attendance is mandatory for both days of presenting (April 24th and April 26th) Points will be deducted if you are not in class
2. Presentations will be for 15 minutes (10 minutes for the talk and 5 minutes for Q&A) It is expected that you have rehearsed.
3. Title Slide should include (a) The title of the presentation (b) all team members (introduce yourselves)
4. Points will be deducted for typos and misspelling.
5. Points will be deducted for reading the slides
6. Limit the amount of text on the slides…use bullets or pictures
7. Each slide should have no more than 5 lines; each line should have no more than 5 words.
8. Use font size 24+ for titles and 20+ for body, and no more than two fonts per slide.
9. Dress business casual
10. You should submit your presentation slides as a .pptx (Microsoft PowerPoint format) via Blackboard. The deadline for submission is April 24th @ noon. There will be one submission per group.

NAME: _____

Match the following key terms: (*2 pts each*)
NOTE: Terms in the matching section can only be used once and not all terms will be used

a. Esports
b. Stakeholder
c. Culture
d. Stakeholder analysis
e. Governance
f. Market segmentation
g. Risk
h. Shoutcasting

i. Facility management
j. Finance
k. Economics
l. Assets
m. Liabilities
n. Revenue
o. Budget

p. Break-even analysis
q. Negligence
r. Defamation
s. Intellectual property
t. Law

1. _____ the exercise of power and authority in sport organizations, including policy making, to determine organizational missions, membership, and regulatory power

2. _____ an area of video games that allows for organized multiplayer non-geographically bound real-time competitions with or against other players or teams, where the primary aspect of the game is facilitated by election systems and the input of the players and team as well as the output of the electronic systems are mediated by human-computer interfaces.

3. _____ the process of dividing a large, heterogeneous market into more homogeneous groups of people, who have similar wants, needs, or demographic profiles, to whom a product may be targeted

4. _____ A system of principles or rules that are established and enforced to regulate human behavior.

5. _____ Money generated from sales or services

6. _____ is a situation involving exposure to danger and financial loss.

7. _____ something of value

8. _____ is the running commentary of esports matches that is intended to both entertain and inform the viewer

9. _____ The process of examining the numbers and determining what they mean and what the past and future for the company will be

10. _____ An estimate of income and expenditure for a set period of time.

a. Esports
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t. Law

11. _____ the branch of law that protects a set of intangible rights produced through human intellectual behavior

12. _____ shared beliefs, attitudes, norms, roles, and values found among speakers of particular language who live during the same historical period of a specific geographical region

13. _____ Tells you how many units of a product must be sold to cover the fixed and variable costs of production

14. _____ a tool used to define stakeholders and their interest as a means to helping achieve various organizational outcomes.

15. _____ The failure to use ordinary care and caution, as would be expected by a prudent person, for the protection of others against an unreasonably great risk of harm

16. _____ A statement that exposes the plaintiff to public hatred, shame, contempt, or ridicule

17. _____ The art and science of operation a facility (through) a range of problem solving with direct, measurable answers as well as solutions based on wisdom and instinct

18. _____ Something a person or company owes (what is owed to lenders, suppliers, employees, or others)

19. _____ those persons or organizations that have, or claim to have an interest or share in the project undertaking

20. _____ Takes the numbers and financial projections from numerous companies to explore future trends

Multiple Choice. Select the BEST answer for each question below. *(2 points each)*

1. Which of the following is not one of the defining characteristics of esports?
   a. They use technology to connect people
   b. They are played with electronic systems
   c. They involve fine motor skills
   d. They are played in the "real world"

2. What is the leading organization governing college esports?
   a. NCAA
   b. NACE
   c. PlayVS
   d. NFSA

3. Which of the following is *NOT* one of the trends we discussed in the evolution of video games?
   a. Continual changes made to improve game play
   b. Changes made to solicit more interactions between players
   c. Changes made to create a more social environment
   d. Changes made to make devices more stylish

4. What company launched in 2011 with a focus on broadcasting esports and gaming on the internet and became a major reason for the growth in popularity of both?
   a. Google
   b. Amazon
   c. Twitch
   d. Facebook Gaming

5. As discussed in class, which company was *NOT* a part of the growth of video games from the 1970s to the present day?
   a. Disney
   b. Nintendo
   c. Sega Enterprises, Inc.
   d. Sony
   e. Microsoft

6. If Revenue > Expenses than you will have…
   a. An expense
   b. A lost
   c. An expense
   d. A budget
   e. A profit
   f. A break-even point

7. Which of the following is NOT a means for professional esports athletes to generate revenue?
   a. Streaming
   b. Competing for prize money
   c. Playing for college esports teams
   d. Brand deals
   e. Twitch Bits
   f. Donations

8. Which of the following is NOT a benefit for schools having esports programs?
   a. Higher retention
   b. Grows players STEM knowledge
   c. Players learning soft skills
   d. Sense of community for esports athletes
   e. These are all benefits for schools with esports programs

9. What are the major concerns of putting esports programs into schools?
   a. Makes kids "loners" and distracts them from schoolwork
   b. Makes kids focus too much on games and gives them too much to do
   c. Makes kids violent and want to dropout of school
   d. Makes kids "loners" and violent

10. What company is a prime example a local entity implementing high school/youth esports?
    a. KHSAA
    b. PlayVS
    c. HSEL
    d. Game Arena
    e. NASEF

11. What law may be positively impacted by the inclusion of esports into collegiate athletics?
    a. Negligence
    b. Defamation
    c. Title IX
    d. Intellectual Property

12. What are the 5 Ps of esports marketing?
    a. Product, Price, Place, Promotion, Public relations
    b. Price, Place, Property, Politics, Public relations
    c. Property, Politics, Product, Place, Public relations
    d. Politics, Promotion, Place, Placebo, Public relations

13. What is the major difference PlayVS and the High School Esport League (HSEL)?
    a. PlayVS only allows games that rated E for Everyone or E10, while HSEL allows all game types
    b. PlayVS only works with high school athletic federations, while HSEL works directly with high schools
    c. PlayVS provides administrative support and puts on esports events, while HSEL only makes rules, and certifies student-athletes' eligibility
    d. PlayVS is aimed at college and university students, with HSEL is aimed at high school aged students.

14. Which of the following is a major reason for the growth of esports in high schools?
    a. Children are threatening to drop out of school unless schools add teams.
    b. Parents do not want their children playing video games at home, so more and more schools are creating teams to help parents.
    c. The cost is fairly low due too little to no travel expenses and the fact most schools already have computers that can support games.
    d. Children increasing hate sports like football, basketball, softball, soccer, etc. and would instead play video games, so schools are moving money from traditional sports to esports.

15. The governing organization of collegiate esports notes that students play a key role in the success for the sport. Which of the following is a stated responsibilities of students according to the organization?
    a. Engage in competitions with other schools
    b. Try to ensure fair play
    c. Become effective, contributing members of society
    d. Link esports to education offerings

16. Which of the following in NOT a requirement of Title IX?
    a. Equal scholarships for male and female athletes
    b. Equal number of male and female athletes
    c. Equal general athletic program components
    d. They must accommodate the students' athletic interests

17. What are the 4 ways we can treat/deal with risks that we identify?
    a. Avoid, transfer, reduce, retain
    b. Avoid, reduce, retain, remove
    c. Transfer, reduce, hide, ignore
    d. Reduce, remove, ignore, clean up

18. A mark of disgrace associated with a particular circumstance, quality, or person is also known as a…
    a. Stigma
    b. Stereotype
    c. Belief
    d. Value

19. What are the three steps in a stakeholder analysis?
    a. Identify the stakeholders, analyze each stakeholder's level of interest and power, find out what motivates them
    b. Identify the stakeholder, discuss what each wants from the company, devise a plan to give them what they want
    c. Plot all stakeholders on a Power Interest grid, discuss their needs, devise a plan to meet their needs
    d. Create a Power Interest grid, find out what motivates the most important on the grid, devise a plan to give them what they want

20. Esports athletes would be an example of what tier of stakeholder.
    a. Tier 1 (aka Primary Stakeholders)
    b. Tier 2 (aka Secondary Stakeholders)
    c. Tier 3 (aka Tertiary Stakeholders)
    d. Tier 4 (aka Quad Stakeholders)

21. What is an ad hoc committee?
    a. A one-time subunit of the general assembly that deals with issues that arise
    b. A subunit with the assembly that performs specific functions for the organization
    c. A group of people at the organization that help it run
    d. The primary governing unit of many sport organizations

22. Who is the primary international governing body for esports that works to train and educate people about esports and holds world championships?
    a. USef
    b. IOC
    c. NACE
    d. IESF
    e. PlayVS
    f. NFSA

23. The mortgage on an esports venue is an example of _____.
    a. An asset
    b. A liability
    c. An economic variable
    d. A financial account

24. What type of esports marketing leverage individuals who have influence over potential buyers and orienting marketing activities around these individuals to drive a brand message to the large market?
    a. Event engagement
    b. Digital media marketing
    c. Influencer marketing
    d. Experiential marketing

25. What type of sponsorship agreement allows the sponsor's name to feature in the title of the game or tournament or league or team?
    a. Product placement
    b. Naming rights
    c. Celebrity Endorsements
    d. Media Platforms
    e. Apparel deals

26. What organizational unit is the primary governing unit of many sport organizations and is a combination of the paid staff, members, and individuals who serve as voting members to accomplish the assembly's purpose?
    a. Standing committee
    b. General assembly
    c. Ad-hoc committee
    d. Executive committee

27. Who is the official governing body for esports in the United States?
    a. United States Esports Federation
    b. Esports Federation of the United States
    c. Federation of Esports in the United States
    d. United States Esports Group

28. Which is NOT a negative outcome we sometimes see with video games and esports?
    a. Swatting
    b. Trolling
    c. Addiction
    d. Toxicity
    e. Decrease social capital

29. What are the two major thrusts of esports marketing?
    a. The marketing of esports and marketing through esports (sponsors)
    b. The marketing of esports athletes and teams
    c. The sponsorship of esports athletes and teams
    d. The marketing of esports athletes and the sponsorship of esports teams

30. Supplying fans entering a facility at an esporting event with programs explaining who the athletes are and the rules of the competition is an explain of what kind of involvement?
    a. Behavioral involvement
    b. Affective involvement
    c. Fan involvement
    d. Cognitive involvement

31. Which of the following is NOT one of the questions you seek to answer during the process of defining your mission for an event?
    a. What is the purpose/intended outcome?
    b. Who is the target market?
    c. What game(s) will be played?
    d. What will the rules be for competition?
    e. Who will play in the event vs. who will attend the event?
    f. How will the event be sold to sponsors?

32. Which of the following is an example of an "in-kind" benefit a sponsor might give to an event?
    a. Money to pay for signage
    b. Dinner for all event participants
    c. Money to pay for swag bags
    d. Money to help pay cost of renting a facility

33. Which of the following is an example of branded content?
    a. Bud Light customized cans for China's League of Legends Pro League
    b. Bud Light having an esports venue named after them
    c. Bud Light putting their logo on an esports athlete shirt
    d. Bud Light putting on a commercial during a League of Legends live stream

34. What are the two areas of intellectual property law?
    a. Copyright and Assets
    b. Copyright and Trademark
    c. Trademark and Assets
    d. Assets and Industrial Design

35. What group of people do event managers need to contact after the event ends to solicit feedback?
    a. Parents
    b. Sponsors
    c. Event staff
    d. Fans
    e. All the above

36. In broadcasting, what is the difference between a "play-by-play broadcaster" and a "color commentator"?
    a. A play-by-play broadcaster tells the fans what is happening while a color commentator provides the expertise of a sport journalist
    b. A play-by-play broadcaster tells the fans what is happening while a color commentator provides context to the situation
    c. A play-by-play broadcaster discusses gameplans and strategy while a color commentator provides context to the situation
    d. A play-by-play broadcaster tells the fans about strategies and gameplans while a color commentator describes what is happening

37. Having video games set up at an esporting event for fans to play is as example of what kind of involvement?
    a. Behavioral involvement
    b. Cognitive involvement
    c. Affective involvement
    d. Fan involvement

38. _____ is defined as the ability to understand the nature and effects of one's assets. Additionally, both parties who sign a contract must possess this.
    a. Capacity
    b. An offer
    c. Consideration
    d. Legality

39. Which of the following is an example of something fans hate at esporting events?
    a. Mirrors
    b. Discovering new places or things
    c. Talking to people
    d. Bargains
    e. Overcrowdedness

40. What are the 3 zones at esporting venues?
    a. Parking lot, concession stands, heart of it all (aka the stadium)
    b. Heart of it all (aka the stadium), the transition zone, concession stands
    c. Restrooms, concession stands, parking lot
    d. Parking lot, transition zone, the heart of it all (aka the stadium)
    e. Concessions stands, parking lot, transition zone

41. _____ is defined as the approach that begins with the parking lot and starts working its way inside the facility to identify potential issues and solve them before they arise.
    a. The inside-out approach
    b. The outside-in approach
    c. The top-to-bottom approach
    d. The bottom-to-top approach
    e. The Full Monty approach
    f. The facility management approach

42. What are the 2 questions we need to consider when designing an esports facility?
    a. Who will use the facility? And how much will they use the facility?
    b. How much money do we have to spend on the facility? And how much money can we generate from the facility?
    c. Who will use the facility? And what is the purpose of the facility?
    d. What is the purpose of the facility? And what events will be held at the facility?
    e. How much will the facility cost? And where will it be built?

43. Which of the following is NOT a way esports arenas differ from traditional sporting venues?
    a. Esports arenas hold events that are significantly longer than traditional sporting venues
    b. Esports arenas require a significantly greater amount of technology than traditional sporting venues
    c. Esports arenas hold multiple contests all at once while traditional sporting venues hold just one event at a time
    d. Esports arenas are bigger and louder than traditional sporting venues

44. Which of the following is NOT a legal element of negligence?
    a. Duty
    b. Intent
    c. Damages
    d. Causation
    e. Breach

45. Imagine a website publishes an article about your favorite esports athlete that says "Ninja is a complete moron and the worst gamer of all time. They couldn't win an esporting event even if they cheated the whole time. They would be better off just quitting and becoming a fry cook at McDonalds." Could your favorite gamer win a lawsuit against the website for libel?
    a. Yes, the writer is making statements that hurt your favorite esports athlete's reputation and spreading them to others which is the definition of libel
    b. Yes, the writer is making false statements with actual malice towards the esports athlete
    c. No, while the writer is making false statements and spreading them around the internet hurting the esports athlete's reputation they could only win a lawsuit claiming slander NOT libel.
    d. No, the comments are the writer's opinion and thus are not subject to claims of libel or slander

46. Which of the following is NOT one of the legal elements of defamation?
    a. Contempt
    b. A false statement
    c. Publication/communication of a false statement
    d. Damages
    e. Fault on part of the defendant

47. Are video game manufactures liable for violence that may be caused by their video games?
    a. Yes, according to James v. Meow Media Inc. video game manufactures have a duty to protect their users from the known risks of violent behavior
    b. Yes, according to past legal precedent and research video games are known to cause violence and thus video game manufactures must take steps to stop the violence
    c. No, research has clearly shown no link between games and violence and video game manufactures are protected by the 5th Amendment
    d. No, the courts have ruled that video games are not the cause of the actions of individuals who play games and thus video game manufactures are not liable
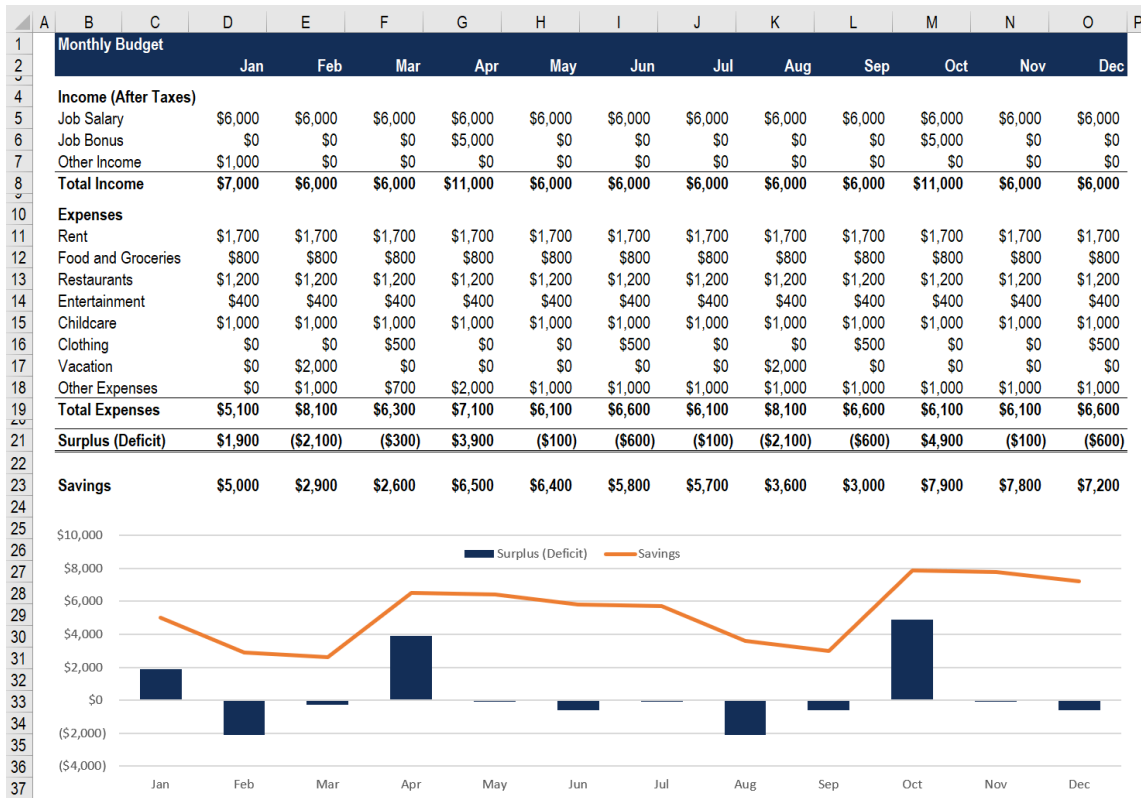
48. Which of the following is not a difference between traditional sport broadcasting and esports broadcasting?
    a. Traditional sports broadcasts typically last 1 to 3 hours, which esports broadcasting is much longer and more drawn out.
    b. Traditional sports broadcasts are on TV that is regional or national while esports broadcasts are primarily on streaming services that are international
    c. Traditional sports broadcasts have shoutcasters who explain everything that is happening in detail often time while yelling while esports broadcasts have play-by-play and color commentators who describe and explain what is happening in quick detail with little to no emotions.
    d. Traditional sports broadcasts focus on a ball and/or a group of people moving together while esports focus on multiple players performing numerous competitive tasks every minute

49. What organization provides intellectual property protection for creators worldwide?
    a. The World Trade Organization
    b. The World Intellectual Property Organization
    c. The Trade Association of the World
    d. The Intellectual Property World Organization of Trade

50. Which of the following is not one of the 8 steps of event management?
    a. Define the mission
    b. Establish venue
    c. Initial marketing
    d. Sponsorships
    e. Advertise and market
    f. Event aggrandizing
    g. Plan ahead
    h. Hold the event
    i. Post-event wrap-up

51. Which of the following is NOT a benefit sponsors seek?
    a. Tickets to events
    b. Task time
    c. Broadcast ads opportunities
    d. Exclusivity
    e. On-site signage

52. What is the following image an example of?

Fixed Assets		
Motor Vehicle	30,000.00	
less Depreciation	15,000.00	15,000.00
Plant & Equipment	8,000.00	
less Depreciation	3,000.00	5,000.00
Total Fixed Assets		20,000.00
Current Assets		
Bank	5,000.00	
Accounts Receivable	3,000.00	
Stock	1,000.00	
Total Current Assets		9,000.00
Total Assets		29,000.00
Current Liabilities		
Accounts Payable		14,000.00
Equity		
Accumulated Members Funds as at 30 April	16,830.00	
Less Loss for Period	1,830.00	
Accumulated Members Funds as at 31 May		15,000.00
Total Liabilities		29,000.00

a. Economic statement
b. Balance sheet
c. Asset assessment
d. Liability statement
e. Long-term asset vs. liquid liability statement

53. What is the following picture an example of?

Monthly Budget	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Income (After Taxes)												
Job Salary	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000
Job Bonus	$0	$0	$0	$5,000	$0	$0	$0	$0	$0	$5,000	$0	$0
Other Income	$1,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Income	$7,000	$6,000	$6,000	$11,000	$6,000	$6,000	$6,000	$6,000	$6,000	$11,000	$6,000	$6,000
Expenses												
Rent	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700
Food and Groceries	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800	$800
Restaurants	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200	$1,200
Entertainment	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400
Childcare	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000
Clothing	$0	$0	$500	$0	$0	$500	$0	$0	$500	$0	$0	$500
Vacation	$0	$2,000	$0	$0	$0	$0	$0	$2,000	$0	$0	$0	$0
Other Expenses	$0	$1,000	$700	$2,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000
Total Expenses	$5,100	$8,100	$6,300	$7,100	$6,100	$6,600	$6,100	$8,100	$6,600	$6,100	$6,100	$6,600
Surplus (Deficit)	$1,900	($2,100)	($300)	$3,900	($100)	($600)	($100)	($2,100)	($600)	$4,900	($100)	($600)
Savings	$5,000	$2,900	$2,600	$6,500	$6,400	$5,800	$5,700	$3,600	$3,000	$7,900	$7,800	$7,200

      a. A balance sheet
      b. An accounting sheet
      c. A break-even analysis
      d. A budget
      e. A liability list

54. What is the price-to-earnings of the following esports stock?

Activision Blizzard, Inc. (ATVI)
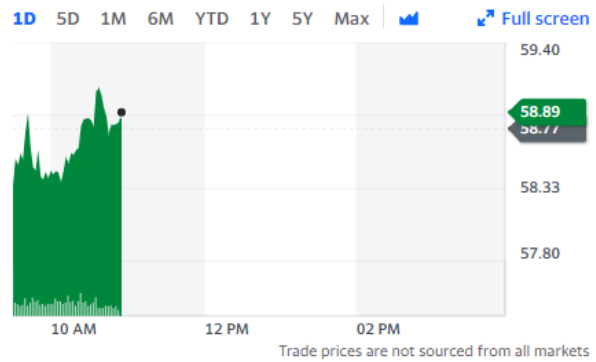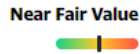NasdaqGS - NasdaqGS Real Time Price. Currency in USD

58.90 +0.13 (+0.21%)
As of 10:56AM EST. Market open.

| Summary | Company Outlook | Chart | Conversations | Statistics | Historical Data | Profile | Financials | Analysis | Options |

Previous Close	58.77	Market Cap	45.853B
Open	58.78	Beta (5Y Monthly)	0.67
Bid	59.02 x 900	PE Ratio (TTM)	17.47
Ask	59.07 x 1400	EPS (TTM)	3.37
Day's Range	58.03 - 59.11	Earnings Date	Feb 02, 2022 - Feb 07, 2022
52 Week Range	56.40 - 104.53	Forward Dividend & Yield	0.47 (0.81%)
Volume	2,334,357	Ex-Dividend Date	Apr 14, 2021
Avg. Volume	11,062,744	1y Target Est	93.62

1D 5D 1M 6M YTD 1Y 5Y Max   Full screen

59.40
58.89
58.77
58.33
57.80

10 AM   12 PM   02 PM
Trade prices are not sourced from all markets

Fair Value ⓘ
XX.XX   **Near Fair Value**
14% Est. Return
🔒 View details

Related Research ⓘ
Analyst Report: Activision Blizzard, Inc.Activision Blizzard was formed in...
5 days ago • Morningstar
🔒 View more

Chart Events ⓘ
Neutral *pattern detected*
Commodity Channel Index
🔒 View all chart patterns

Performance Outlook
Short Term 2W - 6W ⬇
Mid Term 6W - 9M ⬇
Long Term 9M+ ⬇

a. 45.853B
b. .67
c. 17.47
d. 58.90
e. 3.37

55. What is the total value of the following esports company?

Activision Blizzard, Inc. (ATVI)
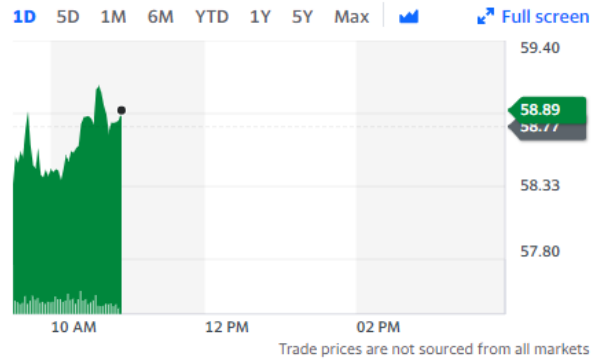NasdaqGS - NasdaqGS Real Time Price. Currency in USD
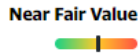
58.90 +0.13 (+0.21%)
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1D 5D 1M 6M YTD 1Y 5Y Max   ☐ Full screen

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58.89
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10 AM   12 PM   02 PM
Trade prices are not sourced from all markets

Fair Value ⓘ ⓥ
XX.XX   **Near Fair Value**
14% Est. Return
🔒 View details

Related Research ⓘ ⓥ
Analyst Report: Activision Blizzard, Inc.Activision Blizzard was formed in...
5 days ago · Morningstar
🔒 View more

Chart Events ⓘ ⓥ
Neutral pattern detected
Commodity Channel Index
🔒 View all chart patterns

Performance Outlook
| Short Term 2W - 6W | Mid Term 6W - 9M | Long Term 9M+ |

a. 45.853B
b. .67
c. 17.47
d. 58.90
e. 3.37

Esport Stakeholder Analysis

What is a Stakeholder Analysis?

"Stakeholder analysis has become increasingly popular with a wide range of organisations in many different fields, and it is now used by policy-makers, regulators, governmental and nongovernmental organisations, businesses and the media" (Reed et al., 2009, p. 1933). "This popularity reflects a recognition among managers, policy makers and researchers of the central role of stakeholders (individual, groups, and organizations) who have an interest (stake) and the potential to influence the actions and aims of an organization, project or policy direction" (Brugha &Varvasovszky, 2000, p. 239).

More specifically, a stakeholder analysis is a tool used to define stakeholders and their interests as a means to helping achieve various organizational outcomes (Reed et al., 2009). The World Health Organization (WHO) defined stakeholder analysis as a "process of systematically gathering and analyzing qualitative information to determine whose interests should be taken into account when developing and/or implementing a policy or program" (Schmeer, n.d.)

Sport management stakeholders

Within sport management literature, Friedman, Parent, and Mason (2004) note

> Stakeholder analysis can be used to identify stakeholders, stakeholder claims, motivations and relative importance, by evaluating stakeholders' levels of power, legitimacy and urgency related to the issue (Mitchell, Agle & Wood, 1997). These attributes exist at varying levels as an issue develops and solutions are presented over time. In classifying stakeholders based on the attributes of power, legitimacy and urgency, and identifying their underlying needs and expectations, sport managers can more efficiently allocate resources. (p. 1)

More specifically, sport managers use stakeholder analysis to increase the understanding of the organizations environment and identify threats as well as opportunities to the organizations (Friedman et al., 2004). They also use the analysis to help balance the goals, objectives, wants and needs of various stakeholders (Friedman et al., 2004). Such knowledge allows sport managers to interact and communicate more efficiently and effectively with stakeholders and thus optimize the outcome for both the stakeholder and organization at large.

Assignment Prompt

Imagine the NCAA announces tomorrow that they are going to make esports a varsity, NCAA sponsored sport in 2022. The NCAA will sponsor 3 unique esport leagues (one for Rocket League, one for DOTA, and one for NBA2K). Each league will hold a series or regional competitions throughout the year that schools can attend/play-in for a chance to earn an invitation to the NCAA Esports National Championship. The National Championships will be held yearly for each league, and a national champion will be crowned for each individual league. In addition, the school that averages the greatest performance over the three leagues will be crowned the NCAA Esports Team National Champion.

WKU decides they want to win the team national title within 5 years and set themselves the goal of becoming the best college esport team in the country.

Your assignment is to walk through how university officials might perform a stakeholder analysis to determine who the key stakeholders are and how they might impact/influence WKU in their quest to be the best.

Project guidelines (100 points)
Based off the above scenario please perform a stakeholder analysis as follows.

1. Who are the Stakeholders? **(20 points)**
    a. Identify stakeholders 15 stakeholders for the prompt described above. When identifying them be sure to note whether they are a primary, secondary, or tertiary stakeholder (e.g., Dr. Czekanski – Primary stakeholder)
         i.   At least 8 must be primary stakeholders
         ii. At least 5 must be secondary stakeholders
         iii. At least 2 must be tertiary stakeholders

2. Explain the power and interest of each stakeholder you identify. This can be written in the following format: **(20 points)**
    a. CEO: The power of the CEO is…. The interests of the CEO are…
    b. COO: The power of the COO is… The interests of the COO are…

3. Develop 2 stakeholder analysis maps. **(20 points)**
    a. In the first display your findings visually showing where each individual falls in the power interest grid (there are multiple examples online and one in the power point slides you can model your map after).
    b. In the second show the interaction between each of the stakeholders (there are multiple examples online and one in the power point slides you can model your map after).

4. Develop an understanding of your stakeholders. You need to do this for 3 stakeholders **(30 points)**
    a. How is the stakeholder affected by the scenario described above?

    b. What financial or emotional interest do they have in the scenario? Is it positive or negative?

    c. What are 3 things that you think motivates the stakeholder?

    d. What do you think is the best way of communicating a message to them? Why?

    e. What do think the stakeholder's current opinion of the NCAA and the decision to add an esports national championship is? Why do you believe they feel this way?

    f. If you were involved in implementing the National Championship, how would you assure that the stakeholder has a positive view of the NCAA and what they are doing?

    g. Who else might be influenced by the stakeholder's opinions? Do these people/actors become stakeholders in their own right?

5. Conclude with a summary of your findings. **(10 points)**

    a. What have you learned from this assignment?

    b. How has this assignment helped you better understand how esport organizations can use stakeholder analysis to their advantage?

    c. Based on your analysis, do you think the NCAA should consider adding esports? Why or why not?

This will be a formal report and should be treated as such in the way you format and present the project. Thus, you should proceed as if you were getting paid as a consultant for this report. This should become part of your professional portfolio as an example of your work.