

**Developing a Metadiscrete Sports-Sales Training Program: Utilizing Research-Based Program Evaluation**

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**Session 18: Teaching  
Workshop (75-minute)**

**Friday, June 1, 2007**

**2:00 PM - 3:15 PM**

Theoretical discussions of experiential learning have taken place for at least the past ten years (Parkhouse, 1996; Gladden, & McDonald, 1999; Scott, Seidler & Lough, 1999; Sack, 2000; Southall, LeGrande, Han, and Ammon, 2002; Southall, LeGrande, Han, 2003). In 2003 Southall, Nagel, LeGrande, Han presented a metadiscrete learning model in a Sport Marketing Quarterly article: Sport management practica: A metadiscrete experiential learning model. In 2006, Southall, McKelvey, & Dick presented a model for sport-sales training program development within a sports-management curriculum. This continued synthesis of sport-sales specific curriculum and the proposed metadiscrete experiential learning model has resulted in the development of experiential sales-training programs at various universities across the United States.

This presentation is comprised of two parts: a) presentation of research results evaluating the pedagogical effectiveness of two experiential sports-sales training programs, and b) workshop discussion of pedagogical recommendations for sales-training program development based upon conducted research.

In order to address the lack of research in this area, this presentation will move beyond the discussion of Southall, et. al's (2006) sales-training program model presented at NASSM 2006, and present joint-research project results from a sample of sport-management students (n = 218) from two university sport-sales training programs in the United States. The research was designed to collect data regarding changes in knowledge, skills, and attitudes among students enrolled in the sales-training programs in the study.

Research results from measurements of organizational culture values (utilizing Southall's (2001) organizational culture profile (OCP) instrumentation); student perceptions of sales skills, sales readiness, and sales success; as well as possible significant differences and/or correlations of identified variables of sampled university sport management students will be presented (Southall & Irwin, 2005). In addition, pre and post-treatment calculations of closing ratios and sales revenue generated from sales-training programs will be presented.

Based upon the research presented, the authors will conduct a workshop designed to offer participants suggestions and guidance on developing a sales-training program component within their sport-management curriculum.