

Bridging the gap: Design, development, implementation, and evaluation of a sport-ticket sales training program

Richard Southall, The University of Memphis

Ronald Dick, Duquesne University

Jimmy Van Stone, Washington Capitals

Teaching

Thursday, May 29, 2008

Workshop/Symposium/Forum

(75-minute)

Session 7

2:00 PM - 3:15 PM

Abstract 60

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. Applying this learning model to sport-sales training Irwin, Southall, & Sutton, 2007; Southall & Dick, 2007; and Southall, McKelvey, & Dick, 2006 have proposed sport-sales training curriculum for inclusion in sport-management programs. The continued synthesis of sport-sales specific curriculum and Southall et al.'s (2003) metadiscrete experiential learning model has resulted in an increased number of experiential sales-training programs at various universities across the United States.

This presentation is comprised of three parts: (a) presentation of pedagogical recommendations for sales-training program development based upon conducted research from a sample of sport-management students (n = 228) from two university sport-sales training programs in the United States, (b) discussion of proposed sport-sales training curriculum (b), and (c) examination of collaborative opportunities to bridge the gap between theory and practice through implementation of proposed sport-sales training curriculum.

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.

Building upon the research results, the authors will conduct a workshop designed to offer suggestions and guidance on developing a sales-training program curriculum within their sport-management program, as well as provide participants with information on methods for developing and conducting collaborative sport-ticket sales training programs.