



## Unit 11: Business in Sport

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### Delivery guidance

#### Approaching the unit

This unit gives learners the opportunity to explore and develop the business skills needed in business planning, effective use of IT and financial forecasting to ensure business growth. This unit enables learners to explore aspects of business planning in sport and active leisure business and to develop an understanding of the impact of the use of IT in producing a successful business plan. Learners will also explore business-related legislation and organisational procedures in the sport and active leisure industry.

Learners will have the opportunity to investigate how business operates in the sport and active leisure industry and the importance of customer service programmes to improve customer satisfaction and customer retention to meet the needs of the customers and benefit the business.

Learners should be directed to evaluate how a business should adapt and develop to ensure effective use of technology to meet client needs and enhance business performance.

You should encourage learners to explore the sports and active leisure industry by looking at industry trends, changes and other developments, such as technology, to explore how they can affect the performance, and ultimately the success, of the business.

Effective delivery of this unit will require exploration of sport or active leisure businesses. Visits to sport and leisure businesses will give learners first-hand experience of how these businesses operate. These visits will also enable learners to carry out comparisons before selecting a business for their own business plan.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). A wide range of business areas can be covered, including professional sport, private, public, and voluntary sports clubs, arenas, stadiums, community, and active leisure programmes. Developing links with sports businesses will also help learners to identify successful businesses, explore the impacts of technological developments, customer data and analysis and customer programmes. Independent study should be allocated at the end of each topic, allowing the learner an opportunity to consolidate their learning by making their own notes both for revision purposes and in preparation for the summative assignments. Reinforced learning is crucial and should be embedded throughout the delivery of the unit content.

Group work is an acceptable form of delivery, but you must ensure that each learner produces sufficient evidence on their own for assessment. You can involve local employers in the delivery of this unit if there are local opportunities to do so.

Learners will need to be able to produce business plans for a selected sport or active leisure business using a template they have designed and a report reviewing how the business can ensure it is meeting business-related legislation ensuring that the objectives of a professional customer service strategy are being met.

**Learning aim A** gives learners the opportunity to explore aspects of business planning using IT and including information on financial planning and accounting. You could introduce the learning aim with a class discussion covering the role of business planning and how to review business delivery and effectiveness. Case studies could be used to identify ideas, skills and methods employed by a range of successful sport and active leisure businesses. Looking at success stories of businesses that are familiar to your learners will help encourage and motivate them. Case studies should explore a range of business models and processes and forms, including both



products and services. Learners can explore this in more detail through individual research and develop their own ideas. You could use group work and peer assessment to generate, assess and develop ideas. Groups could also create a plan to assess business ideas (including scoring or ranking criteria of how financial data will be maintained and monitored related to a selected business), although it may be a good idea to devise or source a decision matrix to compare, and to possibly improve, the template designed by your learners. Examining business plans will enable learners to develop ideas for their own business plan template and help them to produce a document relevant to the business proposal. Learners will need to develop understanding of how a business would use IT to support and manage customers or clients. This will require formal teaching of the methods used by sport and active leisure businesses to collect and store information that involves record keeping, online client data protection, sales and invoicing, online booking systems, session reminders, IT systems to motivate clients and the analysis and interpretation of data to aid retention of clients.

Learners need to understand how a sport and active leisure business uses marketing strategies and tactics. Learners need to gain knowledge of how to develop a marketing plan. If there is a major employer in your area with a dedicated marketing department, it would be useful to approach them to arrange for a guest speaker to come and speak to learners about marketing in the real world. To deliver this learning aim, you could use several methods including formal lectures, independent research, and group presentations.

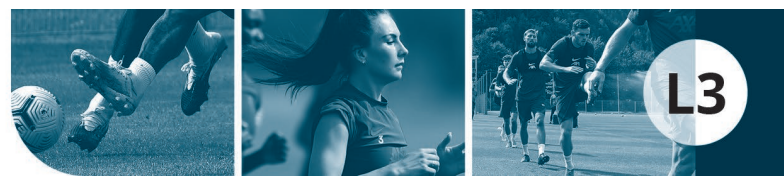
To deliver **learning aim B**, teaching and learning should focus on how the use of technology can improve customer service in sport and active leisure organisations. This learning aim could be covered via several methods, including independent research, visits and use of guest speakers. Group discussion will enable learners to reflect on the variety of advances in business technology and to explore trends and discover ideas for business development and growth. Group work should be encouraged, using mini presentations to encourage peer learning and personal knowledge checks. Learners will need to examine advances in customer service skills for customers and clients. Tutor-led delivery will assist learners to understand how the use of the following customer service skills helps the business to improve customer satisfaction and increase and maintain customer base. Learners need to be able to use sport and active leisure organisation examples to illustrate their understanding of this topic. Understanding could be enhanced if you allocated your learners different businesses that they could then compare and contrast with other members of the class.

**Learning aim C** focuses on developing the knowledge and skills to allow learners to explore business-related legislation and organisational procedures in the sport and active leisure industry. Tutors should engage learners in a varied combination of teaching methods, such as worksheets, and individual, paired and group activities will encourage both learner engagement and peer collaboration. This should be supported with formal tutor-led delivery facilitating theoretical understanding around how a business can meet business-related legislation and how objectives of a professional customer service strategy can be ensured. To deliver this learning aim, you could use several methods, including independent research, group presentations, case studies and visits. This learning aim requires formal teaching of strategical and organisational customer service models. Visits to sport and active leisure organisations would enable learners to observe business models in use. These visits and other research sessions will enable learners to develop key study and employability skills. The jigsaw technique is also a valuable tool, whereby each learner has a topic to research and then teach the rest of the group. Also 'marketplace learning' is effective, where learners research a topic area and then move around other learners' work and ensure that they have a full set of notes on the topic areas. Throughout learners are encouraged to prepare suitable notes for all their peers to use



## Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Investigate the use of business and customer service skills in the sport and active leisure industry</p>	<p><b>A1</b> Producing a business plan</p> <p><b>A2</b> Finance and accounting for business planning in the sport and active leisure industry</p> <p><b>A3</b> Using IT for business planning in the sport and active leisure industry</p> <p><b>A4</b> Market tactics, strategies and research in the sport and active leisure industry</p> <p><b>A5</b> Developing a marketing plan</p>	<p>A business plan for a sport and active leisure business, using IT and including details of how financial data will be maintained and monitored.</p> <p>A marketing plan for a sport and active leisure business using marketing strategies and tactics.</p> <p>A report into how different types of technology can be used by the business to support effective customer service.</p>
<p><b>B</b> Explore the use of technology to improve customer service for sport and active leisure organisations</p>	<p><b>B1</b> Advances in business technology for sport and active leisure organisations</p> <p><b>B2</b> Advances in customer service skills for customers and client</p>	<p>A report into how different types of technology can be used by the business to support effective customer service.</p>
<p><b>C</b> Explore business-related legislation and organisational procedures in the sport and active leisure industry</p>	<p><b>C1</b> Business-related legislation for sport and active leisure organisations</p> <p><b>C2</b> Customer service strategies</p> <p><b>C3</b> Professional behaviours when dealing with customers and clients</p>	<p>A report which reviews how the business can ensure they are meeting business-related legislation for their chosen business and ensuring that the objectives of a professional customer service strategy are being met.</p>



## Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit.

Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

This unit is internally assessed through two assignments. The first covers learning aims A and B, and the second covers learning aim C.

**Learning aims A and B** are assessed via three related activities: firstly learners produce a business plan for a sport and active leisure business, using IT and including details of how financial data will be maintained and monitored. This will include creating a financial forecast and how the business aligns its customer service strategy with business aims and objectives.

Secondly, they must create a marketing plan for the sport and active leisure business using (and explaining their use of) marketing strategies, tactics and research.

Thirdly, they produce a report into how different types of technology can be used by the business to support effective customer service. Learners must design and complete their own professional and strategical business plans, using the most suitable format for their business. Pro forma may be used to guide learners, however the information contained must be the learner's own.

The tasks should demonstrate an effective use of technology to meet client needs and enhance business performance. Within their report learners will explore the advantages and disadvantages of two pieces of different technology that a client may use to improve customer service within the selected business. Learners will explore the potential impact of two advances in technology on customer service.

The report learners produce requires them to analyse the advantages and disadvantages of the two types of different technology that the business may use to help it improve customer service and obtain data from their clients to help support customer satisfaction. Learners will need to reach justified conclusions as to which types of technology they would recommend to their clients based on their findings.

In their completed assignments, your learners should show evidence of data analysis and evaluation that are used to inform and justify any conclusions and recommendations that are included in the final submission.

For **learning aim C** it is suggested that learners produce a report that reviews how their chosen business can ensure it is meeting business-related legislation and ensuring that the objectives of the customer service strategy are being met. Learners are required to review four relevant types of legislation that are in place and impact on the sport or active leisure business. Learners should be evaluative in their explanations of why legislation, ethics and professional behaviours are in place for a chosen sport or active leisure business and the impact of each piece of legislation in supporting the health and wellbeing of staff and clients. Learners should also consider the issues of what could happen if the business did not adhere to them and the impact on the success of the business.

To support learners in their report writing, they should be encouraged to use headings, sub-headings and annotation such as pictures and diagrams to support explanations.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

You will find it particularly useful to introduce this unit by arranging guest speakers from sports organisations.

These speakers will be able to give learners an insight into the theoretical foundation of business skills and customer service practice.

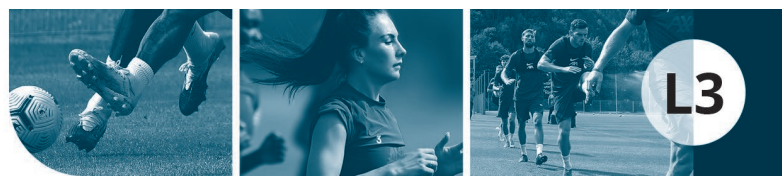
You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g. the customer service strategies used by the business to meet the needs of clients, the use of technology to enhance the customer experience and business planning strategies.

Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to the learners focuses on their requirements.

### Learning aim, A : Investigate the use of business and customer service skills in the sport and active leisure industry

- Introduce the topic and content to your learners. You could begin by introducing the aims of the unit, an overview of the content of the learning aims, and how your learners will be assessed. This would give a basis for the types of activities in which your learners will be engaged.
- It is important for learners to understand the scope and scale of sports and active leisure businesses. Learners work in pairs and consider why business planning is important and what factors impact on a successful business.
- Your learners could complete a short case study and report of a specific sports/active leisure business so that they can start to investigate the range of markets in which business organisations may operate. This is also the time to get your learners to understand that sports/active leisure businesses are not only concerned with very large and complex business organisations. The importance of business aims and objectives, marketing goals and planning for marketing. marketing plans. You might choose to use an example of a sport/active leisure business as your case study or to get your learners to undertake a comparative study in which they compare two businesses.
- Invite employers/business owners to talk to learners about working in the industry and the importance of customer service skills. Customer service can be varied, depending on the individual needs of clients. It requires an understanding of the key concepts and factors that need to be considered when preparing a customer service programme.
- Organise visits to sports and active leisure organisations to explore what types of activities they provide and what types of business systems and customer service procedures they operate and how they review their procedures.
- Use a tutor-led discussion to explore market tactics, strategies and research in the sport and active leisure industry exploring the different types of marketing and sales strategies:





- It could be useful to show learners relevant video clips of the impact of technology in sport, e.g.: <https://www.topendsports.com/resources/technology.htm>
- A guest speaker from a sport/active leisure business could be invited to discuss how they use technology to provide data to improve customer service for customers and clients and increase business and maintain customer satisfaction.
- Learners should access any resources detailing government/ministry/country guidelines.
- Utilise videos and appropriate TED Talks, YouTube clips and podcasts to support the delivery of the content, addressing the importance of technological developments that are currently shaping the sport and active leisure industry. Examples include: <https://venturebeat.com/2019/12/30/10-technology-trends-that-will-impact-our-lives-in-2020/> <https://sportstechnologyblog.com/2020/04/11/top-5-sports-tech-news-march-2020/>
- Following delivery of the unit content for learning aims A and B, time should be allocated for the summative assessment period and submission of the first summative assignment.

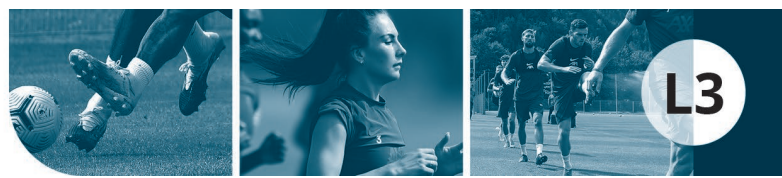
### **Learning aim C: Explore business-related legislation and organisational procedures in the sport and active leisure industry**

- You could begin by discussing the reasons for business-related legislation monitoring customer service provision and why this is important for the business, the customer, and the employee. This could be followed by visits to businesses, or independent research, to investigate the different monitoring methods used by businesses. Divide learners into small groups with each group researching the methods used in a range of different businesses. This could culminate in a group presentation exploring the reasons why and how the business monitors and evaluates its customer service provision, examining the advantages and disadvantages of each method used.
- Give learners information on current legislation and regulations and discuss how these impact on customer service provision. Use case studies where businesses have not met requirements and arrange for guest speakers to give real examples to illustrate the implications of non-compliance for business success.
- Learners need to be able to recognise why legislation, ethics and professional behaviours are in place for a chosen sport or active leisure business and the impact of each in supporting the health and wellbeing of staff and clients.
- A guest speaker could deliver a presentation to explain how monitoring and evaluation has led to improvements.
- Other useful resources can be accessed here: <https://www.thebusinessbarn.co.uk/rural-business-advice/starting-a-new-business/legislation/keeping-your-leisure-and-sport-business-legal/>
- Tutor-led discussion on global sports laws: <https://www.entsportslawjournal.com/articles/10.16997/eslj.228/>
- A discussion is a good starting point on current business trends <https://www2.deloitte.com/us/en/pages/technology-media-and-telecommunications/articles/sports-business-trends-disruption.html>



- To help improve confidence and communication styles, learners should work with different members of the group, rather than just one person, so that they have experience of customer communication and professional behaviours.
- Learners should research how to interpret current data and information:  
<https://www.sportbusiness.com/>, <https://u.ae/en/about-the-uae/culture/sports-and-recreation>
- Following delivery of the unit content for learning aim C, time should be allocated for the summative assessment period and submission of the second summative assignment.





## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 14: Marketing Communications
- Unit 31: Influence of Technology in Sport and Physical Activity.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Textbooks

Brenda G. Pitts, James J. Zhang *Global Sport Business Managing Resources and Opportunities*  
This examines how the development and management of resources and opportunities in sport business is vital to success.

Coupland-Smith, H., Phillips, J., Richards, C., Summerscales, A. and Smith, J. *Pearson BTEC National Business: Student Book 1*, Pearson (2016), ISBN 978-1-292-12624-1. This covers a range of units on the BTEC International Business programme that are relevant to marketing communications. Suitable for all learners.

Desbordes, Michel, Richelieu, André: *International Sport Marketing: Issues and Practice* (Routledge Research in Sport and Management). Marketing and markets as the drivers of international sport business.

McManus S and Newby T – *Customer Service Pocketbook, 3rd edition* (Management Pocketbooks, 2013) ISBN 9781906610555. This covers the basic principles of delivering excellent customer service.

### Journals

The following journals provide comprehensive and up-to-date articles and research relating to business in sport.

Business Review (Philip Allan Magazines) – A journal designed for learners that includes relevant and topical business articles and case studies.

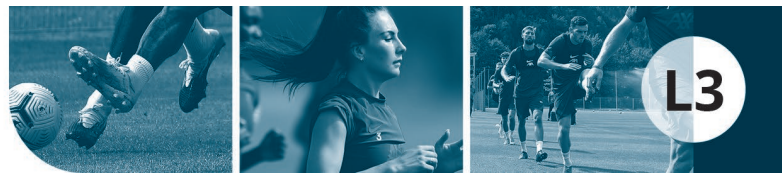
<https://www.emerald.com/insight/publication/issn/2042-678X> – Sport, business and management articles

<https://www.researchgate.net/search?q=Sport%20Management> – Sport, business and management articles

### Videos

TED-Ed offers a variety of relevant education videos. Search online for 'TED-Ed'.

TED Talks offers online videos of short, powerful talks (18 minutes or less) covering almost all topics. Search online for 'Ted Talks'.



## Websites

The following websites provide information on a wide range of topic areas and can be used in conjunction with key textbooks and journals. They provide good sources of information on business in sport and active leisure.

<http://articles.bplans.com/how-to-perform-swot-analysis/> – The link may be useful when explaining the use of SWOT analysis.

[www.cim.co.uk](http://www.cim.co.uk) -The Chartered Institute of Marketing website. It contains some useful information on the marketing mix, including examples of campaigns.

[www.hbu.edu](http://www.hbu.edu) – Useful examples of organisational and strategical business models.

[www.instituteofcustomerservice.com](http://www.instituteofcustomerservice.com)- The website of the Institute of Customer Service whose purpose is to lead customer service performance and professionalism. It contains case studies, information, a glossary of terms and guidance notes.

<http://www.inc.com/guides/business-plan-financial-section.html> This has information about business finance plans.

[www.mindtools.com](http://www.mindtools.com) This site contains tips and information on communication skills, in particular questioning techniques.

[www.nuffieldhealth.com/about-us/reports/annual-2015/reports](http://www.nuffieldhealth.com/about-us/reports/annual-2015/reports) – This link may be useful as an example of a financial report from a SAL business.

<https://www.nuffieldhealth.com/gyms/services> – The website shows an example of a fitness club facilities and services.

The following websites are useful for examples of business plans:

[www.barclays.co.uk](http://www.barclays.co.uk) – Barclays bank information on writing business plans.

[www.entrepreneur.com](http://www.entrepreneur.com) – Examples of business plans for new businesses.

The Institute of Promotional Marketing has a useful website that can be found by searching online for 'the ipm'.

<https://www.sportbusiness.com/>- Insight, analysis and data for top decision-makers in sport.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutor's bookmark useful websites and consider enabling learners to access them through the school/college intranet.*