

MOR 499 – Sports Business Innovation – Impacts on Decision Making

Syllabus – Spring 2021 – Day Tuesday/Thursday, 12:00-1:50 pm – 4 Units

ONLINE

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Office Hours: By appointment on Zoom

Course Summary

This course offers a detailed look at how innovation in sports business is influencing industry cash flow and, by extension, executive decision making. The course does so by exposing students to specific areas of innovation and their cascading impacts on industry stakeholders. Given the fluid nature of the subject matter, and in an effort to help establish the requisite foundation in sports business innovation, students will be assigned readings in advance via a course reader. These readings will be complemented by timely and contemporary reading materials linked to current events shaping the industry. To provide added perspective, guest lecturers on the cutting edge of sports business innovation will reinforce key concepts.

Examining innovation requires close consideration and analysis of numerous industry stakeholders, ranging from entrepreneurs, financiers, attorneys, and media executives to professional sports leagues, collegiate athletic department administrators and athletes, among others.

With the estimated annual size of the US sports business industry over \$500 billion, many tech companies have focused their attention on gaining a foothold with industry participants and disrupting the traditional landscape. In doing so, numerous business principles are refined and extended to meet consumer demand.

Course Overview

This elective course provides prospective sports business professionals with the insight necessary to identify emerging areas in sports business and then apply their foundational BUAD knowledge to succeed in the marketplace. Completing a BUAD core business course in advance of taking this elective will enable students to examine the future of the sports business industry, including its financial and marketing strategies, agility in the face of change, and its embracing of the technologies and innovation that will be at the core of the industry going forward.

Learning Objectives

After successfully completing this course, students will be able to:

- 1) Comprehend how innovation is impacting the sports business industry from a financial, engagement, marketing, and technology standpoint;
- 2) Define the main areas of innovation in sports business and identify the key stakeholders contributing to, and impacted by, the evolution of the industry;
- 3) Evaluate how industry stakeholders are reacting to innovation affecting their organization and devise realistic recommendations for how they should proceed;

- 4) Demonstrate through written assignments and group projects where the next area of innovation may be, and how it will impact the sports business industry.

Required Materials

Articles, videos and podcasts posted to Blackboard
Selected readings from a custom course package

Prerequisites and/or Recommended Preparation:

This class is recommended for upper classmen that have at minimum completed the core business curriculum.

Course Notes:

Copies of lecture slides and links to articles, audio and video files will be posted to blackboard prior to each class. All assignments will be posted to blackboard as well.

This course will be taught online without in-person meetings. Attendance at all synchronous class sessions is expected. Students should ensure that they can access all of the online tools via Blackboard prior to the start of classes.

Zoom is the platform used for all online sessions and online office hours. A link and instructions to join the Zoom sessions will be posted in the Blackboard Course Home Page under the “USC Zoom Pro” tab. For more information about Zoom, go to: Zoom Support Tutorials.

Grading Components:

15% - Class Participation – This course will be highly interactive and require students to be present and prepared to discuss readings and podcasts each class as well as the latest industry news.

10% - Quizzes – You will have two scheduled quizzes, one in the period before the midterm and one between the midterm and final. Quizzes will test you on takeaways from the readings, lectures, podcasts, and guest speakers.

40% - Midterm (20%) and Final Exam (20%) – The midterm exam will cover material from the first half of the semester. Students will be tested through multiple choice and/or short answer questions that will recall material assigned through the readings as well as discussed in class, including from guest speakers and presentations. The final will cover the remaining material in the course.

10% - News article presentation and short report – Students will either choose or be assigned an innovation area. Students will then either work individually or in groups of two to research and select an article (two articles for groups of two) on that topic and prepare a short 10-minute presentation to the class. Each three-page plus appendices report must include an overview of the issue the article addresses, relationship to innovation in sports business, any impact on revenue generation for industry stakeholders, and overall impact on the industry. Any company mentioned in the article must also be profiled and discussed, including key executives and summary of the company’s business.

The assignment will be graded upon the following:

- Understanding of how the article addresses the relevant innovation topic (20%)
- Identification of any companies, leagues, or players impacted by the technology (20%)
- Explanation of how the article sets up opportunities in the sports business ecosystem (20%)

- Any identification and discussion of impact on revenue generation (20%)
- Analysis and discussion of future decisions that may need to be addressed by the issue covered in the article (20%)

25% - Group project and presentations – Students will be assigned groups and choose a company bringing innovation to the sports business industry. Each group will be responsible for creating a PowerPoint presentation about the company that includes the key executives and their experience, how it's making an impact on the industry (what kind of innovation), the company's competitors, trends in the industry of operation, how it generates revenue, and what the future may entail. Students should be prepared to present for 30 minutes including time for Q&A. Presentations should include information gathered from an interview with a company executive.

The assignment will be graded upon the following:

- Understanding of the company's role with innovation (10%)
- Identification and discussion of the company's competitors and their market share in the industry (10%)
- Explanation of how that company fits within the trends for that area of innovation (10%)
- Full and proper identification and discussion of sources of revenue generation (25%)
- Analysis and discussion of how the company is making an impact on the sports business industry, including all stakeholders impacted (20%)
- What the future of this area of innovation may bring (15%)
- How you worked within your group (10%)

Collaboration policy (for non-quiz/exam assignments).

Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments outside of BlackBoard. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the "Academic Integrity and Conduct" section below for further details. For more information about unauthorized collaboration, visit <https://libraries.usc.edu/tutorial/academic-dishonesty> or http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html.

Assignment Submission Policy:

Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

Evaluation of Your Work:

You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

COURSE CALENDAR

Course Schedule (Tuesday / Thursday)

***Unless otherwise noted, links to readings and podcasts will be posted to Blackboard. BB articles listed in syllabus are subject to change pending new developments.**

cp = coursepack

| # | Date | Session Topic and Agenda |
|--|---------|--|
| Introduction to Innovation in Sports Business | | |
| 1 | T 1.19 | Course Introduction and Overview |
| 2 | Th 1.21 | <p>Innovation answered podcast – Innovating the world of sports</p> <p>Deloitte Sports Business Trends - https://www2.deloitte.com/us/en/pages/technology-media-and-telecommunications/articles/sports-business-trends-disruption.html</p> <p>Sign-up for news article presentation</p> |
| Sports Business Innovation at Home – eSports | | |
| 3 | T 1.26 | <p>Intro to eSports – eSports Business Model</p> <p><u>Article Report</u></p> <p>An introduction to the eSports ecosystem: https://esportsobserver.com/the-esports-eco-system/</p> <p><i>Watch Me Play: Twitch and the rise of Game Live Streaming (pp 175-192)(cp)</i></p> <p>Adidas, David Rubenstein Among Backers Of \$165 Million Gaming, Esports Fund</p> |
| 4 | Th 1.28 | <p>eSports - Players, Leagues, and Content Providers</p> <p><u>Article Report</u></p> <p><i>Watch Me Play: Twitch and the rise of Game Live Streaming (pp 192-202, 208-210)(cp)</i></p> <p>The NBA is the most popular sports league in China, and esports could be key to more growth – CNBC</p> <p>https://www.sporttechie.com/emls-all-star-mike-labelle-ea-sports-fifa-soccer-new-york-red-bulls/</p> <p>The Warriors NBA 2K team hopes to fill a void in the sports world — and soon Daniel Brown</p> |

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| | | <i>NBA 2K League season one – Brendan Donohue – Sports Geek Podcast</i> |
| Sports Business Innovation at Home – Gambling | | |
| 5 | T 2.2 | Intro to Gambling and sports <u>Article Report</u> Inside the Battle for the Future of Sports Betting – Fortune One year into legal U.S. sports betting: What have we learned? – ESPN Draftkings Finds Workaround To Illinois Law Designed To Slow It Down |
| 6 | Th 2.4 | Business implications of Gambling <u>Article report</u> Potential Guest Speaker Legal gambling from your phone could be a \$150 billion market, but making it happen will be tough- CNBC The Sports Betting Parlor Of The Future Might Be Philadelphia’s Largest Restaurant <i>Business of Betting Podcast – Episode TBD; Link to be posted to BB</i> |
| Sports Business Innovation at Home – OTT | | |
| 7 | T 2.9 | Introduction to Over-The-Top distribution; Cord-cutting, Cord-Nevers, and the Fan Engagement <i>Teams assigned</i> <u>Article Report</u> Potential Guest Speaker Over The Top: How The Internet Is (Slowly But Surely) Changing The Television Industry (Ch. 1, The Television Industry Today) (Ch.2, What’s disrupting the industry today (pp. 51-57, 62-74, 107-112))(cp) Sky no longer the limit as Sports Rights Digital Players Make their Presence Felt Sinclair Taps Deltatre To Build Out Digital Sports Empire Pro Sports Leagues Need To Provide Top Notch Interactive Viewing Experience Or Risk Losing Fans <i>eMarketer podcast – Streaming Sports in the US; Link to be posted to BB</i> |
| 8 | Th 2.11 | Digital Media Rights and Content <i>Project proposal due</i> <u>Article Report</u> The Business of Sports: Off the field, in the office, on the news. (Ch. 15, Traditional and New Media in Sports) (cp) Mlb Offers Latest Indication That Next Broadcast Rights Cycle Likely To Exclude Faang Apple’s Sports Plan Remains \$200 Billion Dollar Question Among Industry Insiders <i>Recode Media Podcast: DAZN's John Skipper and the future of streaming sports</i> |
| Sports Business Innovation at Play - Wearables | | |
| 9 | T 2.16 | Introduction to Wearables; Athlete Performance based wearables |

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| | | <u>Article Report</u> What's next after wrist-worn wearables and fitness trackers? High-tech devices help NFL teams keep players safe, in shape Football's Next Frontier: The Battle Over Big Data <i>Whoop podcast with David Stern – See BB for minute breakdown</i> |
| 10 | Th 2.18 | Feedback Session |
| 11 | T 2.23 | Seminar Day |
| 12 | Th 2.25 | Legal, Policy and Business implication of wearables Sport Analytics: A data-driven approach to business and management,” (Ch. 3 “The data game: Analyzing our way to better sport performance”) (cp) <u>Article Report</u> The Upcoming Privacy Battle over Wearables in the NBA With Wearable Tech Deals, New Player Data is up for Grabs Tracking U.S. Professional Athletes: The Ethics of Biometric Technologies |
| 13 | T 3.2 | Review Session |
| 14 | Th 3.4 | Midterm |
| Sports Business Innovation Realities – VR/AR/MR | | |
| 15 | T 3.9 | VR/AR and Sports – Performance Based Applications <i>Project working outline and plan due</i> <u>Article Report</u> It just got Real – NBC Sports |
| 16 | Th 3.11 | VR/AR and Sports – The Consumer Experience and wrap-up <u>Article Report</u> Head trip: The experience of broadcasting an NBA game in VR As NBA experiments with virtual reality in the bubble, side effects remain Bill Shea Sports Execs Talk Relatively Slow Embrace of VR Across Industry Landscape So Far The reality of AR/VR business models |
| 17 | T 3.16 | Group/Feedback Session |
| 18 | Th 3.18 | Seminar Day |
| 19 | T 3.23 | Wellness Day |
| Sports Business Innovation at the Venue – Stadium Tech | | |
| 20 | Th 3.25 | Introduction to Venue Technology/ The Business of Venues Without Fans <u>Article Report</u> Potential Guest Speaker Covid-19 Shouldn't Derail Mixed-Use Sports & Entertainment Projects The stadium as a platform: A new model for integrating venue technology into sports business |

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| | | Pandemic Pushes Viewing Evolution From Fan Cutouts To Virtual Stadiums <i>CES Tech Talk - Changing the Game with Sports Technology</i> |
| 21 | T 3.30 | Banc of California and/or Sofi Stadium Content - TBD |
| 22 | Th 4.1 | Business analytics and revenue generation/ Design, real estate development, and smart stadiums <u>Article Report</u> Sport Analytics: A data-driven approach to business and management (Ch. 11 “Facility management analytics”)(cp) 7 Stadium Technologies for Smart Sports Stadiums Smart Stadiums Take the Lead in Profitability, Fan Experience, and Security Intel <i>Gensler Design Exchange - How Sports Venues Design for Fan Experience an interview with Antony Bonavita</i> |
| What’s next in Sports Business Innovation | | |
| 23 | T 4.6 | Group Work Session |
| 24 | Th 4.8 | 5G <u>Article Report</u> 5G Is Already Transforming Sports, but Its Future Is Straight Out of Science Fiction Transforming sports for spectators: the 5G effect 5G and the Future of Live Sports (webinar) |
| 25 | T 4.13 | AI/Machine Learning <u>Article Report</u> Here's How AI Will Change The World Of Sports! – Forbes How AI is helping sports teams scout star players – NBC News <i>The digital sports insider - Ken Fuchs, CEO at STATS LLC</i> |
| 26 | Th 4.15 | Wellness Day |
| 27 | T 4.20 | Blockchain <u>Article Report</u> NFLPA Plans to Use Blockchain to Combat Memorabilia Fraud Podcast with Casey Schwab |
| 28 | Th 4.22 | Review Session |
| 29 | T 4.27 | Final Presentations/Final projects due |
| 30 | Th 4.29 | Final Presentations |
| | | Final Exam TBD |

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space

becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

Retention of Graded Coursework

Exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

Technology Requirements

Both recorded online lectures and links to live Zoom class meetings will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations.
- Reliable Internet access and a USC email account.
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard).
- A working video camera with microphone for use on Zoom.
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

It is strongly suggested that, during Zoom class sessions, students have a professional virtual background. If your computer does not permit this, consider moving your computer to an area where you will have a wall or screen directly behind you. Other options are purchasing any standing screen or a frame and hanging green screen fabric.

Minimal Technical Skills Needed

Minimal technical skills are needed in this course. Most asynchronous course work will be completed and submitted in Blackboard and synchronous sessions will be held on Zoom. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimal technical skills you have include the ability to:

- Organize and save electronic files.
- Use USC email and attached files.
- Check email and Blackboard daily.
- Download and upload documents.

- Locate information with a browser; and
- Use Blackboard.
- Use Zoom with a working video camera

Class Conduct/Netiquette

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience, courtesy, and professionalism in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a requirement. Courtesy and kindness are the norm for those who participate in my class.

Synchronous Sessions

In order to earn full participation points, students must actively participate in all synchronous sessions via computer or laptop, with a webcam and headset/speakers. You are expected to be in a location with a reliable internet connection and without distractions. You need to be able to fully engage at all times. Students are expected to be visually present and to ask thought-provoking questions, offer relevant comments, and answer questions from faculty in a clear and concise manner.

As outlined in the student handbook, there are specific expectations of a student attending class online. When attending, present and act appropriate as if you were in a physical classroom.

Please do:

- Attend class from a quiet area, free of distractions.
- Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
- If you use a virtual background, please keep it respectfully professional
- Display both your first and last name during video conferencing and Synchronous class meetings.
- Respectfully minimize distractions by muting and or turning video off when moving around
- Engage in appropriate tone and language with instructors or classmates
- Disagree respectfully
- Respectfully pay attention to classmates

Please do not:

- Engage in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interact with persons who are not part of the class
- Leave frequently or not be on camera for extended periods of time
- Have other persons or pets in view of the camera
- Behave in an overtly inattentive manner (looking distracted, not participating)

Asynchronous Activities

Some Netiquette Rules:

- Engage in appropriate tone and language with instructors or classmates
- Disagree respectfully
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered "shouting" and is seen as impolite or aggressive.
- Do not use more than one punctuation mark, this is also considered aggressive!!!!
- Begin communications with a professional salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. BUAD101 in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable. You are practicing for your role as a business leader.
- Re-Read, think, and edit your message before you click "Send/Submit/Post.". as a check, consider whether you would be comfortable with your email or post or text being widely distributed on the Internet.

USC Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1-800-273-8255 suicidepreventionlifeline.org

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

International Student Language Support. The American Language Institute provides English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC. dornsife.usc.edu/ali

Diversity at USC. Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity liaisons for each academic school, chronology, participation, and various resources for students. diversity.usc.edu; (213) 740-2101

Office of Equity and Diversity (OED) / Title IX Compliance. Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

equity.usc.edu, (213) 740-5086; titleix.usc.edu, (213) 821-8298

Reporting Incidents of Bias or Harassment. Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity/ Title IX for appropriate investigation, supportive measures, and response. usc-advocate.symplcity.com/care_report; (213) 740-5086 or (213) 821-8298

USC Support and Advocacy. Assistance for students and families in resolving complex personal, financial, and academic issues adversely affecting student success. uscsa.usc.edu; (213) 821-4710

Counseling and Mental Health.

studenthealth.usc.edu/counseling; (213) 740-9355 - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Disability Services and Programs (DSP). USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with DSP. DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Students requesting academic accommodations based on a disability are required to register with DSP each semester. A letter of verification for approved accommodations can be obtained from DSP. Please make sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30am - 5:00 pm, Monday through Friday. dsp.usc.edu; ability@usc.edu; (213) 740-0776

Relationship and Sexual Violence Prevention and Services (RSVP). studenthealth.usc.edu/sexual-assault; (213) 740-9355 (WELL), press "0" after hours – 24/7 on call

• Free and confidential emotional support to people in suicidal crisis or emotional distress, 24 hours a day, 7 days a week.

suicidepreventionlifeline.org; 1 (800) 273-8255 – 24/7 on call

USC Emergency. Emergency assistance and avenue to report a crime. Latest updates regarding safety including ways in which instruction will be continued in case of an emergency.

dps.usc.edu, emergency.usc.edu; UPC: (213) 740-4321; HSC: (323) 442-1000 – 24/7 on call

Emergency Preparedness and Course Continuity. In case of a declared emergency if travel to campus is not feasible, the USC Emergency information web site (emergency.usc.edu) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Department of Public Safety. Non-emergency information, assistance and public safety to the USC community. dps.usc.edu; UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call