

## 1. BASIC INFORMATION

<b>Course</b>	Introduction to sports marketing
<b>Degree program</b>	Sports Marketing Master Degree
<b>School</b>	Physical Education School
<b>Year</b>	First
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Mandatory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Campus based / Online
<b>Semester</b>	First semester
<b>Academic year</b>	2024/25
<b>Coordinating professor</b>	Javier Sobrino

## 2. PRESENTATION

The Introduction to Sports Marketing module is a compulsory module of the Master's Degree in Sports Marketing, with a value of 6 ECTS credits, like the rest of the modules that make up the program. This module is a very important starting point for the Master as it involves a fundamental review of generic marketing issues - students come to the Master with different profiles - and a start in the area of sports marketing introducing the characteristics that make it a specialty in the context of global marketing strategies.

Meaning of the module in the whole curriculum

The Sports Marketing Features module serves as a basic starting point in the program for several reasons. In the first place, it involves an immersion in the sports industry that allows the student to acquire an overview of the market and sports activity and, furthermore, enables them to identify the different agents and interest groups in the market, as well as their circumstances and peculiarities in the sports business. . On the other hand, as mentioned in the opening paragraph, the master's students come to the program with different profiles - graduates in different subjects related to sports and communication - so it is necessary to carry out a review and update on the basic concepts of marketing to face the following modules so that students can develop the different activities of each unit under equal conditions. Finally, this module is the starting point to know the particularities of marketing that is applied especially in the world of sports. The birth and history of this specialty are reviewed and the special condition of marketing and communication is discussed when applied to entities and in sports environments: the very special

characteristics of Federations, Sports Clubs and, above all, the fan profile , which develops different attitudes and behaviors in their relationship and consumption of sports articles, brands and experiences, allow us to apply different techniques in sports marketing strategies and all of this is discussed and shared in this first module.

goals

The learning objectives of the module can be summarized in the following points:

First, the initial module involves a review and update of the basic concepts of marketing.

Second, the conceptualization and categorization of sports marketing is addressed. As mentioned previously, the pillars of sports marketing are put in place so that the student understands the differences and special characteristics of marketing and communication when applied in sports environments. To do this, it begins by explaining the history of sports marketing and how the need arises to apply different tools, strategies and actions in certain situations in the field of the sports industry. From there, its constant evolution, both in tools and strategies and in market figures, is discussed.

Third, the knowledge of the circumstances and main agents that make up the sports industry is addressed, the main scenario where the strategies and actions planned and executed by sports companies and entities in the market will be subsequently applied to achieve their objectives of marketing. In this context, special emphasis is placed on the marketing function within the sports company, explaining in a practical way what is the current situation of this function in the world of sports and the fit in the global structure of sports companies and clubs.

Lastly, and in a transversal way, the importance of sport as an activity of great value in today's society is emphasized when planning, developing and executing marketing actions in companies in any sector.

### 3. COMPETENCIES AND LEARNING OUTCOMES

#### Core competencies

- CB5: That the students develop the necessary learning skills to continue studying in an autonomous and independent way.

#### Cross curricular competencies

- *CT1: Responsibility:* That the student is capable to assume the consequences for his/her behaviour and respond in the best possible way.
- *CT3: Ethical concern:* Students capable to feel, judge, argue and act according to ethical values in a coherent and solid way.

- CT7: Team work: Students that are able to work together pursuing a common goal listening, participating, respecting and evaluating ideas in a team work dynamic.

#### Specific competencies

- CE.1. To be able to have a global vision about the different stakeholders in the Sports industry.
- CE.7. To be able to know and dominate the marketing strategies and tools in a company and be able to apply them in the Sports industry.

#### Learning outcomes

- To understand and dominate the basic Sports marketing principles.
- To identify some corporate marketing tools that can be applied to sports.
- To understand how sports marketing history and evolution have been.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
SS6, TS1,	LO1
SS6, TS1	LO2
SS1, TS3, TS7	LO3
SS1, TS3, TS7	LO3
SS7, BS5	LO3
SS7, BS5	LO1, LO2, LO3

## 4. CONTENT

The following are the main content areas that are embedded in the module:

- Introduction to the sports industry knowing its main agents, their functions and the trends that influence current sport.
- Review of face-to-face marketing concepts from a common base for the rest of the course.
- Introduction to sports marketing explaining its peculiarities and differences compared to generic marketing management and why it is considered a specialty by itself.
- Explanation of different case studies in sports environments including various business areas of Real Madrid and other case studies.

- 360º vision of sport including different areas such as entrepreneurship, the social aspect of sport, its technological aspect, etc ...

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master classes
- Presentation and discussion of case studies
- Class discussions
- Project-based learning
- Problem-based learning
- Individual research by students
- Presentations in class by students
- Knowledge test

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Master classes	37.5
Projects and problems solving actions	25 h
Discussions, debates and oral participation	12,5 h
Seminars, forums and external visits	12,5 h
Personal work in teamwork scenarios	31,25 h
Research	31,25 h
<b>TOTAL</b>	<b>150 H</b>

### Online mode:

Learning activity	Number of hours
Master clases	37.5
Projects and problems solving actions	25 h
Discussions, debates and oral participation	12,5 h
Seminars, forums and external visits	12,5 h
Personal work in teamwork scenarios	31,25 h
Research	31,25 h

<b>TOTAL</b>	<b>150 H</b>
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## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Challenge Based Learning Project 1	20%
Challenge Based Learning Project 2	20%
Challenge Based Learning Project 3	20%
Works and discussion in class	10%
Test	15%
Visit's portfolio	15%

### Online mode:

Assessment system	Weight

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

### 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
CBL 1 Project presentation	January 25
CBL 2 project presentation	January 18
CBL3 Project presentation	April to be defined
Discussions and Works in class	October - November
Test	End of November
Visit's portfolio	End of the program

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- El deporte, sector de actividad económica. Javier Sobrino. Ed: UNE.
- Diplomacia Deportiva. Javier Sobrino. Ed: Andavira.
- Clarke, J & PRICEWATERHOUSECOOPERS (2011). "Changing the game. Outlook for the global sports market to 2015". Available on: <http://www.pwc.com/gx/en/hospitality-leisure/pdf/changingthe-game-outlook-for-the-global-sports-market-to-2015.pdf> [Consultado el 6 de noviembre de 2015].
- Hoye, R.; Smith, A.; Nicholson, M.; Stewart, B.; Westerbeek, H. (2012). Sport Management – principles and applications. Abingdon (Oxford, U.K.): Routledge.
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- Sánchez, P (2004), Técnicas de marketing deportivo. El marketng, herramienta imprescindible para la calidad. Ed. Gymnos. Madrid

The recommended Bibliography is:

- Scharw, E, Hunter, J (2008). Advanced Theory and Practice in Sport Marketing. Ed. Taylor & Francis. USA
- Blazquez, A (2013). Marketing deportivo en 13 historias. Ed. Inde, Madrid
- Ricaldone, G (2014) La pasión deportiva del marketing. Buenos Aires.
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- Roberts, K. (2004), Lovemarks, el futuro más allá de las marcas. Ed. Powerhouse Books. USA
- Bassat, L. (1993). El libro rojo de la publicidad. Ed. Folio, Barcelona

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.