

1. BASIC INFORMATION

Course	Market research applied to sports
Degree program	Sports Marketing Master Degree
School	Physical Education School
Year	First
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English
Delivery mode	Campus based / Online
Semester	First semester
Academic year	2024/25
Coordinating professor	Álvaro Fernández-Luna

2. PRESENTATION

The second module, Market Research in Sports, focuses especially on the importance of commercial research as a basic tool to analyze and obtain fundamental information for companies and sports institutions to develop and implement their marketing strategies and actions. The different typologies in market research topics - quantitative and qualitative - and their different applications in the sports industry will be explained.

Meaning of the module in the whole curriculum

The Market Research in Sports module is essential to understand the holistic process of marketing, the complete cycle. We tend to identify marketing activity with the plans, strategies and actions that companies and institutions develop to attract customers and sell products. However, it is very common that we ignore the research phase, the essential task that most companies and institutions must develop - internally or by hiring specialized agencies - to obtain information and make market decisions. This module will therefore elaborate on this concept and on the importance of information for the marketing function of the company, especially at the present time with the unstoppable technological development in society and the appearance of opportunities such as the Big Data.

In addition, and on a more technical level, the different tools - quantitative, qualitative, primary, secondary - that companies and institutions have to obtain information about the market - customers, products, trends, etc. - will be shared, they will be shared The methodologies that are usually used in

market research will be put into practice and there will be plenty of specific tools to be used in the sports industry, as well as the main sources of information for sports marketing professionals.

Finally, several practical cases in which market research has been essential for the decisions that some companies and sports institutions have made in the world of sports will be shared in the classroom.

goals

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

In the first place, the module aims to make the student aware of the importance of the research and analysis phase in the marketing process. Students will be able to understand and master the concept of market research and understand its relevance and its integration in the decision-making process in the commercial areas of the company.

From there, the concept will be defined more clearly and the different types of existing research will be explained to obtain information about the market. The next step will be to understand in a practical and applied way the methodologies that companies develop in this analytical phase and to try that students are able to design and integrate them into plans that simulate real market situations.

Finally, the module will focus on those tools and specific information sources that are applied in the sports industry, sharing various case studies in this regard. Special attention in this section will be given to the tools offered by the Internet world in today's society as well as the more traditional means of communication. In addition, specific sources of the sports environment will be mentioned and reviewed that can provide the student with great help and valuable information for the rest of the program.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

CB1: To possess and understand techniques and tools that can be useful in a research context.

CB2: That students can apply knowledge and solving problems skills in new context and Business situations related with their studies.

CB3: That students can integrate knowledge and develop their own criteria without having all the needed information and also include social and ethical aspects in their proposals and decisions.

CB5: That students have the opportunity to continue studying improving their autonomy and self resources.

Cross-curricular competencies:

CT8: Initiative: That students are able to anticipate problems and propose solutions in different Business situations.

Specific competencies:

CE.4. To be able to dominate the economic, legal and tech environment, specially in the Sports industry and sport marketing areas.

CE.6. To be able to dominate the main Sports marketing strategies and tools and be able to select ideal solutions in different Business context.

CE.8. To be able to design marketing plans with different corporate departments and aligned with the main values in the company, always related with the Sports industry and Sports marketing.

Learning outcomes:

- To control different industrial organizations in sport
- To identify some consumer and competitors behaviours in the industry
- To apply these key ideas in consumer behavior related with the specific Project or company

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

Competencies	Learning outcomes
BS1, BS3, BS5, SS4, SS6, SS8	LO1
BS3, BS5, SS4, SS6	LO2
TS6, SS4, SS6, SS8	LO3
BS2, BS5, TS8, SS6	LO3
BS2, BS5, TS8, SS6	LO3

4. CONTENT

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

- Introduction to market research as a marketing tool for companies and institutions
- Cases of market research in sport
- Practical immersion in qualitative and quantitative market research tools in sports projects
- Explanation of different case studies in sports environments including various business areas of Real Madrid and other case studies.
- Review of specific research sources in the sports industry.

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
TOTAL	150 H

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
TOTAL	150 H

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
Presenting CBL Project 1	25%
Presenting CBL Project 2	20%
Presenting CBL Project 4	20%
Discussions and Works in class	10%
Test	15%
Visit's portfolio	10%

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
Presentación proyectos CBL 1	January 25
Presentación proyectos CBL 2	January 18
Presentación proyectos CBL4	March to be defined
Works and discussions in class	November - December
Test	Mid December
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:

- Sánchez, P (2004), Técnicas de marketing deportivo. El marketng, herramienta imprescindible para la calidad. Ed. Gymnos. Madrid
- Scharw, E, Hunter, J (2008). Advanced Theory and Practice in Sport Marketing. Ed. Taylor & Francis. USA
- Kotler, P, Armstrong, G. Fundamentos de marketing. Ed. Pearson, USA
- González González, J. F. y Hernández Mayans, R. (s/f) Investigación de Mercado en el Ámbito Deportivo [Artículo en línea] disponible en: <http://www.inder.cu/indernet/Provincias/cav/podium1/investigacioncomercial.htm> [Consulta: 2015, agosto 4]
- Malhotra, N (1997) Investigación de mercado, un enfoque práctico. Naucalpan de Juárez México. Prentice Hall Segunda Edición

The recommended Bibliography is:

- Aaker, D. y Day, G. S, Investigación de Mercados. México. Tercera Edición. Segunda Edición en Castellano. Mc Graw-Hill

- Fernandez Nogales, E (1997). Investigación de mercados para la obtención de información. Madrid. Ed. Civitas
- Kotler, P. (2002). Análisis de mercadotecnia. Ed. Pearson. USA
- Nancy Lough, Sutton, W. (2011). Handbook of sport marketing research.
- Fullerton, Sam, Merz, Russell. The Four Domains of sport marketing: a conceptual framework. Academic Journal for Sports.

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

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.