

1. BASIC INFORMATION

Course	Consumer behaviour in the sports industry
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	Alberto Blázquez

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:

CS1: Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CS2: That students know how to apply the knowledge acquired and their problem-solving ability in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CS3: That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CS4: That students know how to communicate their conclusions and the ultimate knowledge and reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way.

CS5: That students possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

Cross curricular competences

- CC1: Responsibility: That the student is able to assume the consequences of the actions he performs and be responsible for his own actions.
- CC2: Self-confidence: That the student is capable of acting safely and with sufficient motivation to achieve his or her objectives.
- CC9: Planning: That the student is able to effectively determine the goals and priorities by defining the actions, deadlines, and optimal resources required to achieve them.

Specific competencies:

- SS1 - Ability to have an integrated vision of all the dimensions of the company in the sports sector: the external, the internal or organizational, and that of the people or human capital that make it up, to be able to analyze the problems, and search as a team solutions that allow you to achieve your strategic objectives. To do this, you will assume autonomous and collective learning that allows you to make decisions and assess their economic and social impact.
- SS7 - Knowledge of the tools for marketing management of a company as well as the reference marketing practices in the sports industry, which ensure the efficiency of the activity and the fulfillment of the stated objectives.
- SS9 - Ability to master the key reference concepts for the sizing of new organizational structures in the area of Marketing and be able to implement plans that involve changes and adaptations with criteria for optimizing resources and knowledge management, in the marketing sector. sport.

Learning outcomes:

- LO1. Identify and understand the consumer's role in the marketing cycle nowadays.
- LO2. Identify and master some specific features about how sport consumers behave.
- LO3. Get to know and master some specific consumer and product categories in the Sports industry: services, digital, Events, entertainment, shows, media, etc...
- LO4. Be able to react and take decisions regarding the changes in the Sports industry in the current society.
- LO5. Dominate some of the information processes when booking and buying within the Sports industry.

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

Competencies	Learning outcomes
SS1, TS2	LO1
SS7, SS9, TS9, TS1	LO2
SS7, SS9, TS9, TS1	LO3
SS7, SS9, TS9, TS1	LO4
SS7,	LO5

4. CONTENT

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

- Comprehensive study of the sports market including the different interest groups in the industry
- Review of the model of sports clothing and accessories companies through companies such as Adidas and Puma
- Review of psychological and sociological aspects of the consumer in the marketing process
- Influence and impact of technology on current purchasing processes in the market
- Explanation of different case studies in sports environments including various business areas of Real Madrid and other case studies.
- Review of case studies in the sports market in the area of segmentation and consumer behaviour

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	20%
Presenting CBL Project 3	20%
Presenting CBL Project 4	20%
Discussions in class	15%

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 3	April to be decided
Presentación proyectos CBL4	March to be decided
Debates en el aula	January
Test conocimientos	End of January
Visit's portfolio	End o 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
- Kotler, P, Armstrong, G. Fundamentos de marketing. Ed. Pearson, USA
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- Nancy Lough, Sutton, W. (2011). Handbook of sport marketing research.
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- Blázquez, Alberto (2014), El marketng deportivo en 13 historias, Ed. Lid, Madrid
- Ruiz de Maya, Salvador, Alonso Rivas, Javier (2011), Experiencias y casos de comportamientos del consumidor, ESIC Editorial, Madrid
- El deporte, sector de actividad económica. Javier Sobrino. Ed: UNE.
- Diplomacia Deportiva. Javier Sobrino. Ed: Andavira.
- Clarke, J & PRICEWATERHOUSECOPERS (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].

The recommended Bibliography is:

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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.