

## 1. BASIC INFORMATION

Course	Marketing plan for 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	Second semester
Academic year	2024/25
Coordinating professor	Pablo Vega

## 2. PRESENTATION

The Sports Marketing Plan module focuses especially on the fundamental tool that supports the marketing objectives, strategies and actions of companies and institutions in the market: the marketing plan. During the module, the tool will be contextualized as a lever for analysis and decision-making in the marketing area of companies, its usual structure and the different parts that compose it will be known and its operation will be inserted in the usual activity in companies and institutions.

Finally, different marketing plans from the world of sports will be reviewed and the plan will be worked on as a fundamental tool that will be applied in different projects during the program.

Meaning of the module in the whole curriculum

The Sports Marketing Plan module is essential to structure the contents of the various modules, as it will provide students with the possibility that they can transfer all the knowledge acquired during the two phases - analytical and proposal - in a real tool that allows companies to plan their actions and implement them in the market.

For this reason, linked to the knowledge acquired in the strategic marketing module, there will be an abundance of the need to plan in the short, medium and long term, strategies and actions in the market - something not so frequent in many companies and sports entities - to achieve marketing objectives. In a second phase, we will proceed to know and handle the marketing plan tool itself, knowing its structure

- both in the analytical and proposal phases - and the application methodology in companies and institutions.

The next thing will be to review the marketing plan tool in its application to the sports industry; For this, different models will be handled, such as the application to sporting events, sports competitions, sports clubs and companies in the sector. All these cases should help us to improve the quality and the level of both some of the projects carried out during the course and the Master's Final Project since many students opt for this option - develop a marketing plan for a company, product, sporting event or service - in your final work. Therefore, it will be essential to handle examples and real cases of sports environments that help us understand the structure and the phases that compose it.

goals

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

In the first place, internalize the need to plan in an orderly and professional way the objectives, strategies and actions as part of the marketing function in companies and institutions. For this reason, strategic planning concepts linked to the previous module - strategic marketing - will be addressed, which will have in the marketing plan the perfect tool to convey such planning.

Second, the different aspects of the marketing plan will be explained and its importance in the field of business management will be contextualized. Therefore, its structure and the composition of each of its parts will be addressed, work will be done in a practical way on the document itself through various activities and projects - which are developed in a transversal way during different modules - and reflections on copper will be shared. real market cases.

Third and last, the objective is to contextualize the use and management of the marketing plan as a business tool in the sports market and in the sports industry. Although it is already common practice to design and implement a marketing plan in a multitude of companies and sports clubs, it can be said that in the sports sector, still in the professionalization phase in many aspects, the way forward in strategic planning issues and use of professional tools in the marketing area is still long. For this reason, the importance of the tool will be discussed and success stories will be shared in various sports environments such as sports events of different kinds, national and international sports competitions, sports clubs for different sports and companies related to sports. Reviewing this documentation will be essential to understand the theoretical contents of the module related to the marketing plan.

### **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 competencies:**

- CC5 - Interpersonal understanding: That the student is capable of active listening in order to reach agreements using an assertive communication style.
- CC6 - Flexibility: That the student is able to adapt and work in different and varied situations and with diverse people. It involves valuing and understanding different positions, adapting your own approach as the situation requires it.
- 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:**

- SS.4.- 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.
- 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.
- SS8 - Ability to design marketing plans using coordination criteria with the rest of the planning (financial, operations, etc.) and aligned with the company's general strategy, for companies, departments or business units related to marketing in sports.
- SS.9.- 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 sports sector.

**Learning outcomes:**

- LO1. Internalize the concept of strategic planning as a fundamental driver of business management in the marketing area.
- LO2. Differentiate and master the marketing plan as a business tool, knowing its structure, methodology and application in the company
- LO3. Be able to design marketing plans in sports business environments.
- LO4. Identify and be able to differentiate the particularities of marketing plans in real situations in the sports market: events, clubs, competitions, companies

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

Competencies	Learning outcomes
SS 9, TS 9	LO1
SS 4, SS 7, SS 8	LO2
SS 9, TS 5, TS 6, TS 9	LO3
SS 9, TS 5, TS 6, TS 9	LO4

## 4. CONTENT

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

- Marketing plan adapted to the sports industry: structure, operation, case studies.
- Proposal of different marketing plans from sports entities and institutions
- Marketing plan in small and medium-sized companies and sports institutions
- Digital marketing framed in the marketing plan
- Explanation of different case studies in sports environments including various business areas of Real Madrid and other case studies.

## 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 h
Projects and problems solving actions	12,5 h
Case studies resolutions	
Discussions, debates and oral participation	
Projects presentations	25 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 classes	37.5 h
Projects and problems solving actions	12,5 h
Case studies resolutions	
Discussions, debates and oral participation	
Projects presentations	25 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>

## 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
Presentación proyectos CBL 3	20%
Presentación proyectos CBL 5	20%
Presentación proyectos CBL 6	20%
Debates in class	10%
Test	15%
Visits 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 3	April to be defined
Presentación proyectos CBL 5	May to be defined
Presentación proyectos CBL 6	June to be defined
Debates in class	March
Test	End of march

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:

- Sainz de Vicuña, José María (2013), El plan de marketing digital en la práctica, ESIC, Madrid
- Sánchez, P (2004), Técnicas de marketing deportivo. El marketing, herramienta imprescindible para la calidad. Ed. Gymnos. Madrid
- Sainz de Vicuña, José María (2012), El plan de marketing en la Pyme, ESIC, Madrid
- Molina, Gerardo, Aguiar, Francisco ( 2005). Ed. Norma, Buenos Aires
- Paris Roche, Fernando. La planificación estratégica en las organizaciones deportivas. Ed Paidotribo, Buenos Aires
- Scharw, E, Hunter, J (2008). Advanced Theory and Practice in Sport Marketing. Ed. Taylor & Francis. USA
- Kotler, P. Los 10 pecados capitales del marketing. Signos y soluciones. Ed. Pearson, USA
- Vilaseca, David (2015), Innovación y marketing de servicios en la era digital, ESIC, Madrid
- Shilbury, D, Quilck, Shayne, Westerbeek, Hans (2003), Strategic sports marketing, Allen & Unwin (2003)

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](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.