

1. BASIC INFORMATION

Course	Marketing and communication for 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	Second semester
Academic year	2024/25
Coordinating professor	Jesús Vargas

2. PRESENTATION

The Sports Communication and Marketing module focuses especially on the world of communication, an area of management tangential - it is difficult to separate them at times - to the activity of marketing and fundamental for the relationship of companies and sports clubs with their different stakeholders . Specific aspects that will be developed during the module are the study of communication strategies in sports environments, the essential role of the media in the world of sports, both for its dissemination and for the monetization of sports activity, and management of the audiovisual rights of sports clubs and competitions, a fundamental source of income for them in the current sports context. Meaning of the module in the whole curriculum

The Sports Marketing and Communication module closes the marketing and communication cycle in the program. Less focused on pure business aspects and more on the necessary internal and external communication strategies that build the positioning of a company or sports entity and its relationship with the environment, the module will analyze the essential relationship of the same with the media of diverse nature. This relationship occurs in two senses since the media are, on the one hand, a fundamental information channel for any club, company or sports entity to launch messages abroad and, on the other, fantastic monetization platforms for them through advertising, sponsorship and other business models. Immersion in media will occur in both environments: physical and digital, given the prevalence of the online world in society and the current market.

In the context explained, more specific topics will be addressed such as the communication tools that companies and clubs use to communicate - human resources, channels, activities, spaces -, the management of audiovisual rights for teams, leagues, competitions and sporting events, undoubtedly a great tool for their dissemination and monetization, and finally, the most important sports media in the international context will be known.

The management of practical tools for teaching in this environment - attendance at a press conference, preparation of press releases, real work in the Mutua Madrid Open project - will allow students to apply in a practical way all the concepts and skills acquired in the field of the communication.

goals

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

First, understand the communication process in the business environment; its importance, the functions it fulfills, the main actors involved in said process and the communication strategies, tools and actions that sports companies and entities implement in the current market. Based on global knowledge, we will analyze in a much more direct and technical way - through case studies - what is the real operation of sports companies and entities in the area of communication; what departments have been created for this purpose, what jobs, what are their functions and, basically, how they work.

Our second objective in the module will be an absolute immersion in the role of the media in sport: the mass media and the trends that are continually changing this media landscape. We will analyze this media panorama, the written media both daily and newspapers, the role of the radio and, how could it be otherwise, the new prominence of the Internet as a catalyst for information and a window in which consumers and broadcasters find themselves every day. through various channels. All this analysis will take place in the double aspect mentioned with respect to the media: as an information lever and a monetization platform through advertising, loyalty programs, gamification, etc.

Finally, more specific aspects in the sports communication environment will be analyzed, such as the targeted scenario of the management of audiovisual rights of the main national and international leagues, competitions, clubs and sporting events. In this context, special attention will deserve the strategy developed by Real Madrid - a success story in this field - the new and unstoppable internationalization strategy of the League, an example of innovation in the field of communication and the most successful case studies and interesting in the national and international sports market.

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:

- 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.
- 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.

Specific competencies:

- SS.1.- 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 for 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.
- SS.2.- Ability to lead from a comprehensive ethical and social responsibility approach projects and teams of departments or units dedicated to Sports Marketing, assessing the impact of their decisions on profits, the market, people and society

Learning outcomes:

- LO1. Interiorizar y argumentar la importancia de la comunicación como función empresarial en empresa y entidades deportivas
- LO 2. Dominar y diferenciar estrategias de comunicación en empresas y entidades deportivas
- LO3. Identificar el papel de los medios de comunicación en el deporte, tanto a nivel informativo como plataforma de negocio
- LO4. Conocer el escenario actual de los medios tanto en físico como en digital y las tendencias actuales
- LO5. Identificar y ser capaz de gestionar situaciones de negocio relacionadas con los derechos audiovisuales de clubes, ligas y eventos deportivos

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

Competencies	Learning outcomes
SS 1, TS 1	LO1
SS 1, TS 1	LO2
SS 2, TS 2	LO3
SS 2, TS 2	LO4
SS 2, TS 6	LO5

4. CONTENT

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

- Concept of communication applied to sport; sports communication environments
- Communication study cases in sports environments
- Representation of athletes: communication, social networks and communication environments.
- Relationship between brands - sports properties - media
- Communication plan and media plan in the sports industry
- 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	10,5 h
Case studies resolutions	
Discussions, debates and oral participation	12,5 h
Projects presentations	12,5 h
Seminars, forums and external visits	2 h
Personal work in teamwork scenarios	12,5 h
Research	31,25 h
TOTAL	150 H

Online mode:

Learning activity	Number of hours
Master classes	37.5 h
Projects and problems solving actions	10,5 h
Case studies resolutions	
Discussions, debates and oral participation	12,5 h
Projects presentations	12,5 h
Seminars, forums and external visits	2 h
Personal work in teamwork scenarios	12,5 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
Presentación proyectos CBL 2	20%

Presentación proyectos CBL 4	20%
Presentación proyectos CBL 6	20%
Debates in class	15%
Test	15%
Portfolio de visitas	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
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Presentación proyectos CBL 2	January 18
Presentación proyectos CBL 4	March to be defined
Presentación proyectos CBL 6	June to be defined
Debates en el aula	June
Test conocimientos	End of June

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
- Monton Marín, Joaquín (2012), Imagen, comunicación y deporte, una aproximación teórica. Ed, Visión Ibrox
- El deporte, sector de actividad económica. Javier Sobrino. Ed: UNE.
- 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].
- Molina, G, Baez de Aguilar González, F.(2003). Marketing deportivo: el negocio del deporte y sus claves. Ed. Norma, Buenos Aires.
- Billigs, Andrew, Butterworth, Michael, Turma, Paul. Communication and Sports, Ed. Sage Publishing
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- 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
- 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

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.

