

## 1. BASIC INFORMATION

<b>Course</b>	Consumer Behavior
<b>Degree program</b>	Bachelor's Degree in Sports Management
<b>School</b>	Medicine, Health and Sports
<b>Year</b>	1 <sup>st</sup>
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	Spanish / English
<b>Delivery mode</b>	Face-to-face / online
<b>Semester</b>	S1
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	Silvio Addolorato

## 2. PRESENTATION

Technological progress, social changes and the COVID-19 pandemic have changed the way that consumers use products and services in the entertainment, leisure and health sectors. As part of these three sectors, the sports and physical activity industry is by no means immune to these changes. It is also not immune to the new ways that consumers are engaging with brands, sports organisations, other consumers and trending creators. However, the sports industry differs from other industries in its ability to create and transmit values and emotions. As a result, sport consumers show greater loyalty to their favourite brands than in most other industries. They also use sport to connect with other people (family, friends, colleagues, etc.) and to develop a sense of belonging.

In this subject area, students will study consumer behaviour in different sports markets. They will explore how the emotions and values generated in sports/exercise services can be used by brands and companies in the sports industry, and in other industries, to connect and create long-term relationships with their customers and consumers. They will also be given various challenges and tasks to develop the key skills needed to perform market research and analyse patterns of consumption throughout the purchasing cycle.

The subject area will start with an introduction to the sports market and the different forms of consumption in the sports industry. We will also review the main differences between sports products and services. We will then study how consumers react to marketing stimuli, the hidden processes behind the consumer's decision to buy, re-buy or abandon a sports product or service and the different stages in the purchasing cycle for sports organisations. Students should use all the acquired knowledge, skills and tools throughout their academic and professional lives, demonstrating the subject area's cross-curricular and professional approach.

### 3. LEARNING OUTCOMES

#### Knowledge

CON03. Identifies the basic economic and fiscal principles that operate in the financial dynamics of sports entities.

CON06. Describes the construction and operation processes of different sports facilities.

CON09. Identifies and knows innovation opportunities as a means of company growth, as well as any other business opportunity in national and international contexts.

#### Competences

COMP8. Analyze and evaluate with scientific rigor social, legal, economic, scientific or ethical issues in physical activity and sports. CP02

COMP15. Develop business action plans to improve processes that involve material, human or economic resourcesCP04.

### 4. CONTENTS

#### Unit 1: Introduction to the study of consumer behavior

- 1.1. Introduction to consumer behavior
- 1.2. Cultural tendencies
- 1.3. Connection between the consumer's emotions, mental processes, environment and behavior
- 1.4. Brand influence
- 1.5. How colours influence how we behave
- 1.6. Logos
- 1.7. Psychological influences
- 1.8. Sociocultural influences
- 1.9. Study on consumer behavior in different generations

#### Unit 2: The consumer decision-making process

- 2.1. The consumer decision-making process
- 2.2. States of thinking

#### Unit 3: The physical activity consumer

- 3.1. Customer types
- 3.2. The customer experience Topic
- 3.3. Communication in Sport and Leisure

#### Unit 4: Commercial strategy

- 4.1. The low-cost effect
- 4.2. Marketing strategies
- 4.3. Market research
- 4.4. The competition
- 4.5. Consumer and company interaction

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Case studies
- Collaborative learning
- Problem-based learning
- Lectures/Web conferences
- Project-based learning

## 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
Debates and discussions	10
Problem-solving and practical exercises	22
Group work	10
Oral presentations	4
Lectures	14
Case studies	20
Excursions	8
On-campus knowledge tests	2
Tutorials	4
Asynchronous lectures	12
Independent working	44
<b>TOTAL</b>	<b>150</b>

### Online mode:

Learning activity	Number of hours
Debates and discussions through online seminars.	40
Problem-solving and practical exercises	20
Group work	22

Oral presentations via online seminars	20
Online seminars	6
Case studies	20
Independent working	20
On-campus knowledge tests	2
<b>TOTAL</b>	<b>150</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
Knowledge tests x2	30%
Oral presentations	30%
Problem-solving and practical exercises	10%
Final project (problem-solving and practical exercises)	20%
Performance observation	10%

### Online mode:

Assessment system	Weight
Oral presentations via online seminars	20%
Problem-solving and practical exercises	15%
Performance observation	5%
On-campus knowledge tests	60%

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 5.0 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 5.0 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
<b>Activity 1.</b> Case study - cultural tendencies	Weeks 2-3
<b>Activity 2.</b> Case study - psychological and sociocultural influences	Weeks 4-5
<b>Activity 3.</b> Creation and presentation of a study on consumer behaviour in different generations	Weeks 5-6
Knowledge test 1	Weeks 6-7
<b>Activity 4.</b> Preparation and presentation on the consumer decision-making process	Weeks 8-9
<b>Activity 5.</b> Case study - customer types	Weeks 10-11
<b>Activity 6.</b> Preparation and presentation on the premium vs low-cost effect	Weeks 11-12
Knowledge test 2	Weeks 13-14
Final Project (final submission dates will be set in collaboration with students)	Weeks 15-16

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: The main reference work for this subject is:

- Addolorato, S., Calabuig, F., Prado-Gascó, V., Gallardo, L., & García-Unanue, J. (2019). Bibliometric analysis of fitness equipment: how scientific focuses affect life-cycle approaches and sustainable ways of development. *Sustainability*, 11(20), 5728.

- Addolorato, S., Fernández, J. G., Guerrero, L. G., & Unanue, J. G. (2024). The fitness “working class” and its relationship with fitness equipment: a systematic review. *Retos: Nuevas Tendencias en Educación Física, Deporte y Recreación*, (51), 1318-1332.
- Jim Blythe. Consumer Behavior: Sage Publications 2013.
- Funk, D.C., Consumer Behavior in Sport and Events: Marketing Action. BH; 2008.
- Funk, D.C., Kostas Alexandris, Heath McDonald. Sport Consumer Behaviour: Marketing Strategies. Routledge 2016
- Geoffrey Paul Lantos. Consumer Behavior in Action: Real-life Applications for Marketing: Routledge 2015
- Gordon R. Foxall. Consumer Behavior: A Practical Guide. Routledge Library Editions 2014.
- Jim Blythe. The Essence of Consumer Behavior: Prentice Hall 1997.
- Hayden Noel. Basics Marketing 01: Consumer Behavior. AVA Academia. 2009
- Rivas, J. A., & Esteban, I. G. (2010). *Comportamiento del consumidor. Decisiones y estrategia de marketing*. Esic Editorial.
- Solomon, M. R. (2020). *Consumer behavior: Buying, having, and being*. Pearson.

The recommended Bibliography is:

the recommended bibliography will be posted on the virtual campus, where it will be available the full academic year. This bibliography will be updated throughout the year with new reports, publications and articles.

## 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.