

1. BASIC INFORMATION

Course	Technical management of sports organizations
Degree program	Bachelor's Degree in Sport Management
School	Medicine, Health and Sports
Year	3rd
ECTS	6
Credit type	Obligatory
Language(s)	Spanish and English
Delivery mode	Face to face
Semester	S6
Academic year	25-26
Coordinating professor	Carlos Serrano Luengo

2. PRESENTATION

The subject of Technical Management of Sports organizations aims to offer a particular vision of one of the most demanded positions of responsibility in the area of sports management: that of technical director/service coordinator.

The requirements of the position and the skills and competencies necessary to perform it successfully are in tune with the graduation profile of graduates in Sports Management. Technical management is a functional area that all entities that orient their services to physical activity and sport have, regardless of the context to which they belong.

Its main task is to design, supervise, execute, control and evaluate all the processes related to the organization's offer of physical activity and/or sports services, and everything that this implies in relation to the sports facilities, the team of professionals, customer service, etc.

3. LEARNING OUTCOMES

Knowledge

KN01. Knows business action plans for the improvement of processes involving material, human, or economic resources

KN02. Describes the design of an entrepreneurship and business development process, from its conceptualization to its implementation and evaluation, taking into account the individual and contextual characteristics of the company, as well as the historical, technical and ethical principles.

KN06. Describes the construction and operation processes of different sports facilities.

KN07. Knows the key aspects in team management, the communication and the human resources management in the sports environment.

Skills

SK01. Develops optimal strategic and analysis tools for sports management.

Competences

CP01. Design and apply the methodological process in different contexts and in all sectors of professional intervention in sports management.

CP03. Direct and coordinate teams, both individual and group, in the development of tasks, protocols, processes, and activities related to good exercise practices and physical activity.

CP06. Identify, organize, direct, plan, coordinate, implement and carry out technical-scientific evaluation of organizational resources and material resources and sports facilities, including their basic design and functions.

CP14. Know and use management tools used in entities that provide physical activity services.

4. CONTENT

- Quality services in physical and sports activity.
- Design and implementation of services based on their typology.
- Management tools and good practices applied to sports services.
- Definition of processes in the service department.
- Direction and management of resources to generate activities

5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass/Webconference
- Case Method
- Cooperative learning
- Dialogic 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
Lectures	20
Reading Content Topics	12
Problem-solving and practical exercises	12
Case Analysis	13
Búsqueda de recursos y selección de fuentes de información	12

Diseño de estrategias, procedimientos y planes de intervención	16
Group participatory activities (seminars, workshops, participation in forums...)	17
Mentoring	4
Freelance work	42
Face-to-face knowledge tests	2
TOTAL	150

Online mode:

Learning activity	Number of hours
Synchronous virtual classes	20
Content Topic Readings	12
Troubleshooting	12
Case Analysis	13
Searching for resources and selecting sources of information.	12
Design of strategies, procedures and intervention plans	16
Group participatory activities (seminars, participation in forums)	17
Virtual mentoring	4
Freelance work	42
Virtual assessment tests	2
TOTAL	150

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	30-40%
Performance Observation	10-15%
Problem-solving and practical exercises	20-35%
Design and development of practical activities	20-30%

Online mode:

Assessment system	Weight
Virtual knowledge tests	60%
Problem-solving and practical exercises	15-25%
Design and development of practical activities	15-25%

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.

The students' acquisition of skills will be assessed by means of continuous assessment. This assessment system includes attending lectures, on-campus classes using active methods, projects, written tests, practical classes, presentations, external talks, etc. Attainment of the learning outcomes set for the subject area will be assessed by calculating and weighting the results of applying the following assessment procedures:

- Reports and written work related to the contents of the subject area, plus the oral presentation of some of this work, accounts for 60% of the final grade. These activities and/or projects can be either individual or group work, as applicable. Students will need a weighted average grade of at least 5.00 to pass this part of the assessment (a minimum grade of 5.00 in each piece of work is needed to calculate the weighted average grade). The activities and/or projects must be submitted on time and in line with the submission criteria. Late submissions or submissions that do not comply with the submission criteria will not be accepted. Any work submitted under these conditions will be graded 0. Each of the activities and/or projects has a different weighting in the weighted average grade for this part of the assessment according to their importance. Students must attend in-person all sessions for the production and presentation of individual or group projects/activities.

It is important to submit all projects or assessable tasks in the correct format, always complying with the specific requirements and criteria set out in the corresponding activity information sheets that will be provided in due time. Unless the project, activity, task, etc. is to be presented in class, students should use the submission template on the virtual campus. If the format of any work is deemed incorrect, inadequate or careless, the work will be graded as a fail regardless of the quality of the content.

- Test on the theoretical application of knowledge. Students will sit two on-campus objective tests, either through virtual campus or in writing, which account for the remaining 40% of the final grade. They must achieve a minimum grade of 5.00 to pass this test.

Students must pass both parts of the assessment process (minimum grade of 5.00 in each part) to be awarded a final grade (100%).

Students must attend 75% of the theory classes or lectures or they will lose the right to continuous assessment. Students can attend theory classes or lectures from home using the HyFlex system. However, we recommend keeping this type of attendance to a minimum to ensure that students, or certain students in particular, are actively attending the classes. If students miss one class with a guest speaker or more than two practical

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.

Students who do not comply with the criteria set for continuous assessment will lose the right to sit the objective tests and defend their work in class in the ordinary exam period. In this case, they would have to sit the exam and defend/present their work individually in the extraordinary exam period.

If students do not achieve a weighted average grade of at least 5.00 for the practical exercises and/or projects, they must submit the work indicated by the teacher in the extraordinary exam period to try to pass the practical part of the assessment. Students must achieve a weighted average grade of at least 5.00 to pass this part of the assessment. The grade achieved in the practical part will account for 60% of the final grade.

Students who do not pass the objective test on the date set in the ordinary exam period can sit an on-campus objective test on the full contents of the subject area on the date set in the extraordinary exam period. The grade achieved in the objective test will account for 40% of the final grade. A minimum grade of 5.00 is required to pass the objective test.

Students must pass both parts of the assessment process (minimum grade of 5.00 in each part) to be awarded a final grade (100%).

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Analysis and reflection on the regulation of sport professionals	Weeks 4-5
Activity 2. Types of management in sports organizations	Weeks 7-8

Activity 3. Mystery shopper	Weeks 10-11
Individual knowledge test 1	Week 12
Activity 4. Process mapping in sport management	Week 14
Activity 5. Creation and design of a management plan for a sports organisation	Week 15
Individual knowledge test 2	Week 18

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 recommended Bibliography is:

- Aguilera, O. y Morales, I. (2011). Guía de Buenas prácticas para la gestión por procesos en instalaciones deportivas. Málaga: Junta de Andalucía.
- Avourdiadou, S., & García, J. (2014). How relationships between service quality and satisfaction are formed among participants from nearby cultures. *International Journal of Scientific Research*, 3, 326-328.
- García, M. y Pradas, M. (2017) El gestor deportivo en la organización del deporte de la sociedad actual (2ª edición). Sevilla: Wanceullen.
- Lloréns, F.J., y Fuentes, M.M. (2000). *Calidad Total: Fundamentos e Implantación*. Madrid: Pirámide.
- De Lucas Heras, J. M. (2016). La dirección técnica de la actividad físico-deportiva como espacio profesional de los licenciados en ciencias de la actividad física y el deporte. *Revista Española de Educación Física y Deportes*, (376), 29. Ley 3/2008 de 23 de abril del ejercicio de las profesiones del deporte (Cataluña)
- Ley 6/2016, de 24 de noviembre, del ejercicio de las profesiones del deporte en la Comunidad de Madrid.
- Nuviala, A., Tamayo, J.A., Iranzo, J., y Falcón, D. (2008). Creación, diseño, validación y puesta en práctica de un instrumento de medición de la satisfacción de usuarios de organizaciones que prestan servicios deportivos. *Retos, Nuevas tendencias en Educación Física, Deporte y Recreación*, 14, 10-16.
- Parasuraman, A., Zeithaml, V., & Berry, L. (1988). SERVQUAL: A Multi Item Scale for Measuring
- Consumer Perception of Service Quality. *Journal of Retailing*, 64, 12-40.
- Rial, J., Varela, J., Rial, A., y Real, E. (2010). Modelización y medida de la calidad percibida en centros deportivos: la escala QSport-10. *Revista Internacional de Ciencias del Deporte*, 18, 57-73.
- Theodorakis, N.D., Howat, G., Ko, Y.J., & Avourdiadou, S. (2014). A comparison of service evaluation models in the context of sport and fitness centres in Greece. *Managing Leisure*, 19, 18-35.
- Zeithaml, V.A., Berry, L., & Parasuraman, A. (1996). The behavioral consequences of service quality. *Journal of Marketing*, 60, 31-46.

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.