

1. OVERVIEW

Subject area	Commercialization and Marketing for Sport and Leisure
Degree	Bachelor's Degree in Sport Management
School/Faculty	Exercise and Sport Sciences
Year	4th
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish, English
Delivery mode	On campus/Online
Semester	S7-S8
Year	24/25
Coordinating professor	Álvaro Fernández Luna

2. INTRODUCTION

Marketing is probably one of the areas that has acquired most weight in the world of sport management, practically becoming a field in its own right with a huge amount of content and lines of action.

As defined by Mullin, Hardy and Sutton (2007), "sports marketing consists of various activities that have been designed to analyse the wants and needs of sport consumers through exchange-based processes. Sports marketing has developed two main objectives: the marketing of sports products and services directed at sport consumers and marketing for other consumers and industrial products or services through sports promotions".

As such, we have sport being used in the marketing of other industries and sports marketing itself. Within sports marketing, there are many different approaches as, in the first instance, there are two types of markets: products and services. Then, within these markets, there are spectator sports and applied sports and, within each of these, the different elements of their respective marketing and commercialisation: market research, marketing mix, client segmentation, quality and customer satisfaction, customer management, advertising, corporate communication and new technologies, among others.

Students will revisit the cross-curricular content introduced in other subjects and study it in greater depth, taking a broader and more comprehensive approach, covering new uses and applications. They will also engage with new content to promote both the acquisition of new skills and the development of existing ones.

3. SKILLS AND LEARNING OUTCOMES

Knowledge

CON02. Describes the design of an entrepreneurship and business development process, from its conceptualization to its implementation and evaluation, considering the individual and contextual characteristics of the company, as well as historical, technical, and ethical principles.

CON06. Describes the processes involved in the construction and operation of various sports facilities.

Skills

HAB02. Creativity: Develops new ideas and concepts based on existing ones, reaching conclusions or solving problems, challenges, and situations in an original way in academic and professional settings.

HAB04. Strategic Communication: Conveys messages (ideas, concepts, emotions, arguments) both orally and in writing, strategically aligning the interests of the different stakeholders involved in communication in academic and professional contexts.

Competencies

COMP04. Plans entrepreneurship, innovation, and growth processes for sports businesses.

4. CONTENTS

1. Fundamentals of Commercialization and Marketing
2. Market Research
3. Segmentation, Positioning, and Differentiation
4. Sports and Leisure Products and Services
5. Pricing in the Sports and Leisure Sector
6. Distribution in Sports and Leisure
7. Communication in Sports and Leisure
8. New Trends in Sports and Leisure Commercialization and Marketing

5. TEACHING-LEARNING METHODS

The following teaching and learning methodologies will be applied:

- Lecture/Web Conference
- Case Method
- Cooperative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Type of learning	Number of hours
Lectures	25
Reading of Content Topics	12
Case Analysis	20
Debates and Colloquiums	18
Design of Strategies, Procedures, and Intervention Plans	40
Tutoring Sessions	4
Autonomous Work	24
Simulation Exercises/Role-Playing	5
On-campus knowledge tests	2
TOTAL	150

Online:

Type of learning	Number of hours
Synchronous Virtual Classes	25
Reading of Content Topics	12
Case Analysis	20
Virtual Forums	18
Design of Strategies, Procedures, and Intervention Plans	40
Virtual Tutoring	4
Autonomous Work	24
Simulation Exercises/Role-Playing	5
Virtual Assessment Tests	2
Individual and/or Group Assignments	30
TOTAL	150h

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Knowledge test	20% (20-30)
Participation in forums and debates	10% (10-20)
Case studies/Problem-solving	30% (20-30)
Projects on the design and preparation of practical activities	40% (30-40)

Online mode:

Assessment system	Weighting
On-campus knowledge tests	60%
Drawing up reports and written work	35% (30-35)
Participation in debates and discussions in online forums	5% (5-10)

On the Virtual Campus, when you open the subject area, you can see all the details of your assessable tasks and the deadlines and assessment procedures for each task.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a minimum grade of 4.0 in final test for it to be included in the weighted average grade with the rest of the activities.

All work must be submitted before the deadline set on the virtual campus. Late submissions will not be accepted and will receive the lowest possible grade.

7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

Tasks not passed in the ordinary exam period, or those not delivered, must now be delivered after having received the relevant corrections to them by the teacher.

8. TIMELINE

The timeline with delivery dates of assessable tasks in the subject area is indicated in this section:

Assessable tasks	Date
Activity 1: The Marketing Plan	Weeks 1-15
Activity 2: Market Research – Macroenvironment, Microenvironment, Benchmarking, and Quantitative-Qualitative Methods	Weeks 1-6
Activity 3: Segmentation and Touchpoints	Weeks 7-8
Activity 7 (1): Midterm Objective Test	Week 9
Activity 4: CBL	Weeks 5-12
Activity 5: Product (Branding) and Pricing	Weeks 11-13
Activity 6: Positioning, Place, and Promotion – Physical and Digital Actions	Weeks 14-15
Activity 7 (2): Final Knowledge Test	Week 15

The timeline may be subject to modifications for logistical reasons. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The set texts for the subject area are:

- Mullin, B. J., Hardy, S., & Sutton, W. A. (2007). Marketing Deportivo. Badalona: Paidotribo.

The recommended bibliography is indicated below:

- Blázquez Manzano, A. (2012). Marketing Deportivo en 13 Historias. Barcelona: INDE.
- Desbordes, M., Ohi, F., & Gary, T. (2001). Marketing Deportivo. Análisis del Consumo Deportivo. Badalona: Paidotribo.
- Dorado, A., & Gallardo, L. (2005). La gestión del deporte a través de la calidad. Barcelona: INDE.
- Hoyer, R., Smith, A. C. T., Nicholson, M., Stewart, B., & Westerbeek, H. (2012). Sport Management. Principles and Applications. Abingdon: Routledge.
- Revista científica: International Journal of Sports Marketing and Sponsorship
- Robinson, L. Chelladurai, P., Bodet, G., & Downward, P. (2012). Routledge Handbook of Sport Management. Abingdon: Routledge.

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. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, the degree and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part