1. BASIC INFORMATION

Course	Customer relationship management and digital marketing applied to sports
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School	Exercise and Sport Sciences and Physiotherapy
Year	Forth
ECTS	6 ECTS
Credit type	Optative
Language(s)	Spanish and English
Delivery mode	Face-to-face and virtual
Semester	S7
Academic year	27/28
Coordinating professor	Jorge López Fernández

2. PRESENTATION

The digitalisation, development, and consolidation of social media in the daily lives of consumers, the emergence of new entertainment industries, and the advent of artificial intelligence have radically changed the way clients/fans/consumers of sports organisations behave and consume. Additionally, the increasing competitiveness among sports organisations and other companies in the entertainment and health industries has led sports organisations to update the way they engage with their clients and conduct marketing in order to survive in an increasingly complex and competitive market (Manel-Valcarce, 2021).

The main aim of this course is to introduce students to the world of sports marketing, focusing on three key areas: Branding, Customer Relationship Management, and Digital Marketing. Firstly, students will delve into the process of creating a sports brand, understanding the key elements required to develop a strong and impactful brand that can successfully position itself in the market. Secondly, students will learn the essential elements of customer management, including the concept of "CRM System" and the main tools used for managing customer relationships. They will explore several key examples for selecting and working with CRM systems and have the opportunity to experiment with various real-life cases in this area. Lastly, students will explore the exciting field of digital marketing, learning concepts such as landing pages, A/B testing, and content management, among others. They will also discover how to develop an effective content and brand strategy through social media, websites, and mobile applications.

3. LEARNING OUTCOMES

Knowledge

KON5. Describes sports management initiatives based on facilities, human resources, marketing, new technologies and large events.

- Identifies the most important aspects of the costumer relation management at a conceptual level, and the different possible approaches in various business contexts.
- Describes the various core elements and components of digital marketing.

Skills

SK03. Implements tools to optimise sports management.

- Implements customer relationship management strategies in support of the aims of the different kinds of sporting organisations.
- Develops digital marketing strategies that allow sporting organisations to meet their objectives through the use of digital tools.
- Designs digital content campaigns, adding value to the organisation-consumer relationship in terms of the positioning, recognition or switching of any sports brand.
- Studies the latest trends in the digital and online environment and their relevance to the sporting world.

Competences

COMP19. Identify, analyse and evaluate the components, structure, status and features of all types of physical activity and sporting organisations, as well as the legislation and legal aspects related to physical activity and sport.

COMP20. Identify, organise, manage, plan, coordinate, implement and conduct technical and scientific evaluations of the various types of physical activity and sports tailored to the development, characteristics and needs of individuals and the type of activity, space, and entity, in all types of physical activity and sports services, including sporting events, and in any type of organisation, population group, context and environment, with an emphasis on particular groups such as senior citizens (the elderly), schoolchildren, people with disabilities and people with diseases, health problems or similar conditions (diagnosed and/or prescribed by a physician), in any area of professional practice related to sport and physical activity (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management), while guaranteeing the safety, effectiveness and professional standards of the activity carried out in compliance with applicable regulations.

COMP21. Identify, organise, manage, plan, coordinate, implement and evaluate staff performance, with an emphasis on the management, coordination, planning, supervision, and technical/scientific evaluation of the activity, performance and provision of services by professionals active in the sport and physical activity sector, in all types of services and in any type of organisation, context and environment, with a focus on particular groups within the population, and in any area of professional practice within the sport and physical activity sector, while guaranteeing the safety, effectiveness and professional standards of the activity carried out in compliance with applicable regulations.

COMP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

COMP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

COMP42. Resilience. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

4. CONTENT

TOPIC 1: Introduction to customer relationship management (CRM)
TOPIC 2: Costumer relationship management strategies in the sports industry
TOPIC 3: Introduction to digital marketing
TOPIC 4: Digital marketing strategies in the sports industry
TOPIC 5: Content marketing and digital branding in sport
TOPIC 6: Latest trends in digital and technological strategies

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Masterclass
- Problem-Based Learning
- Challenge-Based Learning
- Case Method

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
Practical Application Classes	24
Masterclass	6
Independent Work	56
Debates and Colloquiums	8
Tutoring	12
In-Person Evaluation Tests	2
Case Analysis	18
Problem Solving	20

Oral Presentations of Projects	4
TOTAL	**150**

Online mode:

Learning activity	Number of hours
Synchronous Virtual Masterclasses	10
Synchronous Virtual Practical Application Classes	20
Case Analysis	18
Problem Solving	20
Synchronous Oral Presentations of Projects	4
Independent Work	56
Synchronous Virtual Academic Tutoring	12
Virtual Forums	8
In-Person Evaluation 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
In-Person Evaluation Tests	40% (40%-50%)
Case/Problem	50% (35%-60%)
Oral Presentations	10% (5%-10%)

Online mode:

Assessment system	Weight
In-Person Evaluation Tests	40% (40%-50%)
Case/Problem	50% (35%-60%)
Oral Presentations	10% (5%-10%)

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
Activity 1. Personal Branding and LinkedIn (PBL).	Weeks 1 to 15
Activity 2. Chatbot and AI as Customer Relationship Tools (CBL).	Weeks 4 to 7
Activity 3. Evaluation Test 1 (1 hour).	Week 7
Activity 4. CBL Challenge Digital Marketing (Metricool).	Weeks 8 to 14
Activity 5. CBL Challenge Content Marketing or User Experience.	Weeks 14 to 18
Activity 6. Evaluation Test 2 (1 hour).	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 main reference work for this subject is:

- 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.
- Hoye, R., Smith, A. C. T., Nicholson, M., Stewart, B., & Westerbeek, H. (2012). Sport Management. Principles and Applications. Abingdon: Routledge.
- Mullin, B. J., Hardy,S., & Sutton, W. A. (2007). Marketing Deportivo. Badalona: Paidotribo. Revista científica: International Journalof Sports Marketing and Sponsorship
- Robinson, L. Chelladurai, P., Bodet, G., & Downward, P. (2012). Routledge Handbook of Sport Management. Abingdon: Routledge.
- Kartajaya, H., Kotler, P., & Hooi, D. H. (2017). Marketing 4.0: moving from traditional to digital. New Jersey, EEUU: John Wiley & Sons, Inc., Hoboken
- Álvarez-Sánchez, A., & García-Navarro, J. J. (2021). Comunicación empresarial y atención al cliente. Editex.
- Cook, S. (2017). Measuring customer service effectiveness. Routledge.
- DeLisi, R., & Michaeli, D. (2021). Digital Customer Service: Transforming Customer Experience for an On-Screen World. John Wiley & Sons.
- Raab, G., Ajami, R. A., & Goddard, G. J. (2016). Customer relationship management: A global perspective. CRC Press.
- Sicilia, M., Palazón, M., López, I., & López, M. (2021). Marketing en redes sociales. ESIC Editorial.

The recommended Bibliography is:

- Fatouretchi, M. (2020). The Art of CRM: Proven strategies for modern customer relationship management. Independently published.
- McCoy, J. (2020). Practical Content Strategy & Marketing. CreateSpace Independent Publishing Platform.
- Gargan, E. (2020). Digital Persuasion: Sell Smarter in the Modern Marketplace. Lioncrest Publishing.
- Ellis, S., & Brown, M. (2020). Hacking Growth. Currency.
- Fisher, G. (2020). The Art of the Click: How to Harness the Power of Direct-Response Copywriting and Make More Sales. Harriman House.

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.