

## 1. BASIC INFORMATION

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|---------------------------|---|
| <b>Course</b>             | Module 3 – Sports Venue Management and Operation                  |
| <b>Degree program</b>     | MBA in Sports Management Master's Degree                          |
| <b>School</b>             | Faculty of Physical Activities, Sports and Physiotherapy Sciences |
| <b>ECTS</b>               | 6 ECTS  |
| <b>Credit type</b>        | Compulsory  |
| <b>Language(s)</b>        | Spanish / English   |
| <b>Delivery mode</b>      | Classroom-based   |
| <b>Quarter / Semester</b> | Q1  |
| <b>Academic year</b>      | 2020/2021   |

## 2. PRESENTATION

This module on the operation of sports venues enables students to identify and assess the different possibilities that sports facilities offer you in your role as managers of these spaces; in other words, how to optimally manage venues which, due to their practising and construction, require specific and special knowledge and skills which go beyond the experience acquired by managing normal facilities.

Learning will be focused on certain specific facilities, their construction, management and optimal operation. Students will be able to identify and differentiate between a wide range of sports venues and they will have acquired the knowledge needed to be able to sufficiently manage said venues. In this regard, the link with the area of Marketing is significant considering that one of the central pillars of this management entails securing maximum return of the venue. Three different areas with individual characteristics will be set out:

- Facilities for everyday use.
- Stadiums.
- Sporting events.

Aspects relating to the location and distribution of the space, access, safety, technology, quality, incident management and customer service will be assessed, among others.

### 3. COMPETENCIES AND LEARNING OUTCOMES

#### Key Skills:

- KS1: Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often in a research context.
- KS2: Students should know how to apply the knowledge acquired and their problem-solving skills in new or relatively little-known environments within wider (or multidisciplinary) contexts related to their area of study
- KS3: Students should be able to integrate knowledge and face the complexity of formulating opinions from information that may be incomplete or limited, but which includes thoughts on the social and ethical responsibilities linked to the application of their knowledge and opinions.
- KS4: Students should be able to communicate their conclusions, as well as the knowledge and underlying reasons they are based on, to expert and non-expert audiences in a clear and concise way.
- KS5: Students should possess the learning skills that enable them to continue studying in a way that will be self-directed or autonomous for the most part.

#### Transversal Skills:

- TS1: Responsibility: Students should be able to accept the consequences of actions and take responsibility for their own actions.
- TS2: Self-confidence: Students should be able to act with confidence and with sufficient motivation to achieve their objectives.
- TS3: Awareness of ethical values: Students' capacity to feel, judge, argue and act in accordance with moral values in a consistent, persistent and autonomous way.
- TS4: Communication skills: Students should be able to effectively express concepts and ideas, as well as possess clear and concise written communication skills and effective public speaking skills.
- TS5: Interpersonal understanding: The student should be able to actively listen for the purpose of reaching agreements using an assertive communication style.

- TS6: Flexibility: Students should be able to adapt and work in different and varied situations with different people. This involves assessing and understanding different positions, adapting their own approach as required by the situation.
- TS7: Teamwork: Students should be able to actively participate in achieving a common objective by listening, respecting and valuing the ideas and proposals of the other members of their team.
- TS8: Initiative: The student should be able to respond proactively to situations that emerge, proposing solutions or alternatives.
- TS9: Planning: Students should be able to effectively set their goals and priorities, defining the actions, time frames and optimum resources required to achieve these goals.
- TS10: Innovation-Creativity: Students should be able to come up with new and different solutions to problems that add value to problems posed.

**Specific Skills:**

- SS.1.- Having an integrated vision of all of the dimensions of the company in the sports sector -external, internal and organisational-, as well as of the people and human capital that comprise it, to be able to analyse issues and to look for solutions in teams that help to achieve its strategic objectives. As such, students will partake in autonomous and collective learning, helping them to make decisions and to assess the corresponding economic and social impact.
- SS.2.- Leading projects and teams from a comprehensively ethical approach and a social responsibility stance, assessing the impact of decisions on the market, profits, people and society.
- SS.3.-Controlling the key aspects of the most significant areas of the sporting world, transforming them into competitive advantages for the company's growth within its sector.
- SS.4.-Analysing the economic, legal and technological environment of a sector, as well as assessing and creating a medium- to long-term strategic plan, using current reference tools.
- SS.5.-Controlling the new business trends and practices of corporate social responsibility policies that affect the sports sector, while being able to establish an individual corporate social responsibility policy for each business.

- SS.6.-Taking on the skills of an executive: leadership, emotional intelligence, communication skills, team management, teamwork, planning, conflict resolution, negotiating and results-orientated skills, always with a responsible approach and a multicultural perspective, showing respect for diversity.
- SS.7.-Controlling the benchmark strategic concepts and tools regarding the organisational sizing of a company in the sports industry and being able to choose the best strategic alternative to apply in each market and company.
- SS.8.-Learning the tools used in managing the operations of a company and the benchmark business practices in the sports industry, which ensure the efficiency of activity and the fulfilment of set objectives.
- SS.9.- Designing the plans in the different areas (marketing, communication and sales, finance, production, human resources), using coordination criteria among them and aligning them with the company's general strategy.
- SS.10.- Controlling the key benchmark concepts regarding the sizing of new organisational structures and being capable of implementing plans that entail change and adaptation with criteria relating to resource optimisation and knowledge management.

### **Learning Outcomes**

- LO1. Organising a sports event.
- LO2. Designing the construction of a financially sustainable stadium in a global market.
- LO3. Designing and organising appropriate security, accessibility and form of customer service in sports facilities for everyday use.
- LO4. Using new technologies in the field of sport and integrating them into the programmes.
- LO5. Risk management and customer service.
- LO6. Creating a response to a call for tender.

In the table below we present the connection between the skills to be develop in the course and the learning outcome we pursue:

| Skills  | Learning Outcome |
|---|------------------|
| KS1, KS4, TS2, TS3, TS6, SS2, SS4, SS5                  | LO1, LO2         |
| KS3, TS5, TS8, TS10, SS3, SS8                           | LO3, LO4         |
| KS2, KS5, TS1, TS4, TS7, TS9, SS1, SS6, SS7, SS10, SS11 | LO5, LO6         |

## 4. CONTENT

The content is structured in the following way:

- Types of sporting events
- Event management tools
- Relationship between operations, marketing and communication of the event
- Different models of stadiums and arenas. Different competitive environments/markets.
- Designing the business model.
- Tools to turn the venue into a financially sustainable model
- Designing the sports facility.
- Planning and programming in a sports facility.
- Concept of quality and change management.
- Internal and external client.
- Safety and accessibility
- Technology

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Case methodology
- Collaborative learning
- Learning by solving problems
- Learning by group assignments
- Learning by individual assignments

## 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 Exercises: | 30 hours         |
| Problem solving:     | 30 hours         |
| Debates:             | 30 hours         |
| Case studies:        | 30 hours         |
| Evaluations:         | 15 hours         |
| Mentoring:           | 15 hours         |
| <b>TOTAL</b>         | <b>150 hours</b> |

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

| Assessment system                       | Weight |
|---|--------|
| Knowledge exams                         | 30%    |
| Group assignments                       | 20%    |
| Presentations and debate                | 20%    |
| Case studies / Problem solving          | 20%    |
| Participation / performance observation | 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).

### 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).

## 8. SCHEDULE

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

| Assessable activities                   | Deadline           |
|---|--------------------|
| Knowledge exams                         | November – January |
| Group assignments                       | November – January |
| Presentations and debate                | November – January |
| Case studies / Problem solving          | November – January |
| Participation / performance observation | November – January |

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

- Anytime Fitness Model Town Delhi. Available at: <https://www.youtube.com/watch?v=IMSFxvH27Uo&index=12&list=PL1BWs9OMWDOUs6TQ-Ex54TyVu3FNufD2> [Consulted 19 April 2016].
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- David Lloyd Lisure: what's on offer. v: <<https://www.youtube.com/watch?v=RnEfaX30yqY> [Visited 19 April 2016].
- Hudson, S. (2002). Sport and adventure tourism. New York: The Haword Press.
- Hurzdan, M.J. (1996). Golf Course Architecture. Design, construction and restoration. New York: Sleeping Bear Press.
- Mestre, J.A. and Rodríguez-Romo, G. (2007). El gestor deportivo y las instalaciones deportivas. Barcelona: INDE.
- NIRSA (2008). Space Planning Guidelines for Campus Recreational Sport Facilities. Corvallis, Oregon: NIRSA.
- Tharrett, J. & Peterson, A. (Eds.) (2012) (4th Ed.). ACSM's Health/Fitness Facility Standards and Guidelines. Champaign, IL: Human Kinetics Publishers.

## 10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.

## 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.