

1. BASIC INFORMATION

Course	Module 4 – Marketing and Communication
Degree program	MBA in Sports Management Master's Degree
School	Faculty of Physical Activities, Sports and Physiotherapy Sciences
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	Spanish / English
Delivery mode	Classroom-based
Quarter / Semester	Q2
Academic year	2020/2021

2. PRESENTATION

This module introduces students to marketing, which is considered as a fundamental aspect in the strategy of all organisations, and gives them an insight into both operative and strategic marketing in the sports field.

The marketing module provides students with fundamental knowledge regarding its relationship and impact on the general strategy of companies. Concepts such as segmentation and positioning, which are key elements in defining a company's business, will also be studied.

From the outset, special attention will be paid to market research as a necessary process for ongoing decision-making and the establishment of the business model following market and competition analyses. Development of the specific marketing strategies and the subsequent analyses as regards results, development and adaptation to new tactics will also be focussed on.

Students will receive the training required to successfully draw up a marketing plan and they will delve into new product, price, ticketing, communication and consumer experience concepts. The traditional operational marketing tools adapted to the sports sector will also be studied and particularly focussed on during the specialisation in communication, brand, new media and sports sponsorship.

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. Analysing specific sports marketing aspects and the development of the marketing strategy.
- LO2. Designing market research, collecting and analysing the results obtained.
- LO3. Applying sports marketing tools, such as products, brands, channels, ticketing and communication.
- LO4. Designing sports marketing for the development of a city.
- LO5. Creating a marketing plan for a sports organisation.

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
KS3, TS2, TS3, TS9, SS2, SS6, SS7	LO1, LO2, LO3
KS2, KS5, TS4, TS5, SS3, SS5, SS8	LO4
KS1, KS4, TS1, TS4, TS7, TS8, TS10, SS1, SS4, SS9, SS10	LO5

4. CONTENT

The content is structured in the following way:

- 360º marketing
- Basic concepts of marketing
- Strategic marketing vs operational marketing
- Qualitative research.
- Quantitative research.
- Questionnaire, sampling and analysing results.
- Product, branding and ticketing.
- Communication.
- Marketing plan.
- City Marketing.

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
TOTAL	150 hours

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	January – March
Group assignments	January – March
Presentations and debate	January – March
Case studies / Problem solving	January – March
Participation / performance observation	January – March

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

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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 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.