

1. BASIC INFORMATION

Course	Module 1 – General Management
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	Q1
Academic year	2020/2021

2. PRESENTATION

General Management is a compulsory module of the MBA in Sports Entities Management, worth 6 ECTS, the same as all of its other modules. The importance of this module in the curriculum is clear: it is designed to train and develop professionals specialising in business management in the sports sector.

Importance of the module with regard to the whole curriculum

The module in General Management provides a key basis, with a vision of the global sports industry as a whole and an introduction to strategic planning. These essential materials will provide a basis for participants to later continue with Marketing and Communication, Finance, Operations, Management Skills and others specialisations within sports management.

Any professional who aims to hold executive positions in companies within the sports sector will benefit from understanding the global image of the sector and the main economic forces that determine commercial viability in the different areas of sports management.

In addition, professionals who aspire to reach General Management positions must have in-depth knowledge of the key elements of strategy and strategic planning, as these activities are the responsibility of executives. Strategy and strategic planning offer a framework of reference in which to integrate Marketing and Finance strategies to help achieve the results of the business unit, also the responsibility of General Managers.

Objectives

The main objectives of the module are centred around three areas of study. Firstly, the module offers a global financial overview of the different areas of the international sports industry, namely: public, professional or private, and "non-profit". The financial variables are different and the future executive of a sports company must be able to understand the importance of these differences, how each area works independently and how, at times, the three work together.

Secondly, the module not only provides a key basis in terms of strategy and strategic planning, it also gives participants an introduction to the main tools used for the strategic analysis of a business. Once the module is complete, participants should be familiarised with the tools and be able to use them confidently when appropriate in strategic business management.

Thirdly, the module develops the idea of business planning with the intention of helping the participants to consider business growth, especially in the area of sports management. This is yet another key responsibility of General Managers.

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.
- SS.11.-Applying and putting into action the knowledge acquired in one of the decision-making areas of the company by means of professional internships. Students may undertake internships through university agreements made with companies in the sports sector or industry, particularly in the area that most interests them in view of their future career development (management, marketing and communication, operations, finance), while also demonstrating their skills for successful integration into a business team.

Learning Outcomes

- LO1. Assessing the strategic position of the global sports industry.
- LO2. Analysing the background information to the business and management strategy.
- LO3. Defining the vision and mission of a company.
- LO4. Analysing the external environment of the business for strategic planning.
- LO5. Internally analysing the business situation for strategic planning. Applying different strategic tools.
- LO6. Assess growth models in the sports industry.
- LO7. Assessing the international relevance of sports management.
- LO8. Innovating and creating new avenues of growth and business ideas.

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
KS2, KS4, TS3, TS4, TS7, SS1, SS3, SS9	LO1, LO1, LO3
KS3, KS5, TS2, TS5, TS8, SS4, SS7	LO4, LO5
CKS, TS1, TS4, TS6, TS9, TS10, SS2, SS6, SS10, SS11	LO6, LO7, LO8

4. CONTENT

The content is structured in the following way:

- The sports sector
- Professional sport and sports practice
- Strategic planning applied to the sports sector
- Characteristics of the general and specific environment in the sports sector
- Analysis of interest groups
- The business as an element of value creation. Entrepreneurs, Business owners and Executives, keys to success
- The competitive advantage: meaning, types and ways of achieving it. Positioning and Differentiation
- External analysis: PEST analysis. Methodology for analysing porter's 5 competitive forces. Other sectoral analysis tools.
- Methodology for strategic planning. Strategic and Diagnostic Analysis, SWOT. Designing Key Strategic Proposals: CAME and Type of strategies

- How to go about designing the Project, choosing a topic and developing it
- Drawing up a business plan
- Identifying key elements for developing entrepreneurship beyond academic and technical concepts

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	November - December
Group assignments	November – December
Presentations and debate	November – December
Case studies / Problem solving	November – December
Participation / performance observation	November – December

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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- Coyle, D. "EL Código del Talento"
- De Sena, J. "Spartan Up"
- Grant, A. "Give and Take"
- Malcom, G. "Fuera de Serie"
- Peters, T. "Reimagina"
- Simon, S. "La Clave es el Por qué"

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.