

## 1. BASIC INFORMATION

<b>Course</b>	Specialisation in Marketing and Communication
<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>	Elective
<b>Language(s)</b>	Spanish / English
<b>Delivery mode</b>	Classroom-based
<b>Quarter / Semester</b>	Q3
<b>Academic year</b>	2020/2021

## 2. PRESENTATION

In our global world, the biggest sporting events, not just international and continental, but also national competitions, are followed in different countries thanks to advances in technology and the increase in platforms available. This has changed the way in which we use communication in sport and it requires specialist knowledge. As such, the specialisation in Marketing and Communication module focuses on two very novel and important areas for both the media and the sports industry.

Furthermore, an in-depth look will be taken into sports sponsorship and its planning and reasoning from different perspectives, including those of the organisation that produces the contents, the agency and the sponsor. New trends and different practices on international scope will also be studied.

The impact that new means of communication and social networks have on sport and how to best use the advantages they bring, and how to avert the issues and obstacles they may entail, will also be explored.

## 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.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. Analysing the characteristics of sports consumers and the latest trends in event broadcasting.
- LO2. Assessing sports sponsorship options and gauging results.
- LO3. Creating new sports sponsorship campaigns and ensuring they achieve the objectives.
- LO4. Assessing communication alternatives in terms of new media.
- LO5. Creating a communication plan for new media.
- LO6. Assessing communication results and the achievement of objectives.

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, TS9, SS3, SS8, SS9	LO1, LO2
KS2, KS4, TS5, TS6, TS7, TS8, TS10, SS1, SS4, SS6, SS11	LO3, LO4, LO5
KS1, KS5, TS1, TS3, TS4, SS2, SS5, SS7, SS10	LO6

## 4. CONTENT

The content is structured in the following way:

- Sports sponsorship.
- Sponsorship from the perspective of the sponsoring brand.
- Sponsorship from the perspective of the sponsoring organisation.
- Sponsorship activation.
- Gauging results for the agents involved.
- Introduction. Digital strategy, advertising and digital branding.
- Affiliation, measuring and activation, social networks.
- Big Data. Creating and producing content; how to respond. Gamification.

## 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
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Knowledge exams	April – June
Group assignments	April – June
Presentations and debate	April – June
Case studies / Problem solving	April – June
Participation / performance observation	April – June

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

- Amis, J. & Cornwell, B. (2005). Global Sport Sponsorship. Editorial Berg.
- Aranzabal, Alex. (2015) Otro fútbol es posible: El modelo Eibar
- Fleenor, J.W.; Sylvester, T. & Chappelow, C. (2008). Leveraging the Impact of 360-degree Feedback. Jossey Bass Wiley.
- Howard, D. & Crompton, J. (2003). Financing Sport. Editorial Fitness Information Technology.
- Lagae, W. (2005). Sport Sponsorship and Marketing Communications. An European Perspective. Pearson Educated Limited.
- Molina, Gerardo. (2015) Manual de Marketing Deportivo. Editorial: ESM
- Shilbury, D.; Quick, S. & Westerbeek, H. (2014). Strategic Sport Marketing (4th Edition). St Leonards: Allen & Unwin
- Stedman, G.; Goldblatt, J.J. y Delpy Neirotti, L. (2001). The ultimate guide to sports marketing. Ciudad: McGraw – Hill.
- Stotlar, D.K. (2009). Developing Successful Sport Sponsorships Plans. Editorial Fitness Information Technology.

## 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.