



CH3613  
Sports Industry and  
its role in European  
Identity



UNIVERSIDAD  
NEBRIJA

Centro de Estudios Hispánicos

## Sports Industry and its role in European Identity

**Hours:** 45

**Prerequisites:** none

**Instructor name:** Juan Carlos Fociños/ Ramiro Lahera

**E-mail:** to be determined

**Office hours:** to be communicated the first day of class

### 1. Course Description

This course is focused not only on the business side of the sports industry in Europe, but also in the social phenomenon of sports such as football and basketball as part of the European identity.

A thorough look at the surge and rise of European sports organizations compared to some of the most valuable sports organization in the world, with a special emphasis on the Real Madrid case.

The aim of this course is to understand the dynamics and functioning of the European sports industry, particularly football, from an economical and sociological perspective: Globalization at its best.

### 2. Learning Objectives

Students who successfully complete this course will learn about:

- Sports marketing and sports management
- Key aspects of sport industry from the business point of view
- Current trends in the sports business
- Public and private sports organizations
- Profit and non-profit sports organizations
- The Football industry and its importance in Europe
- Differences between the American approach and the European approach

### 3. Formative Activities

Academic activities will be developed during the course by means of different didactic strategies:

- Group projects
- Real Case Studies
- Critical readings of articles

These activities will represent a 30% of the final grade.

### 4. Methodology

The majority of the course syllabus follows the main methodological guidelines of the Communicative Approach, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that prove knowledge, capacities and attitudes for their future professional careers.

### 5. Evaluation

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

## 5.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 30 % Attendance and active participation in class
- 30% Daily work/ Papers/ Case Studies
- 40% Exams/ Final papers or projects\*

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course;
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account;

Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.

Exams/ Final papers or projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

**\* A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

## 5.2. Attendance, participation and grading policies

### 5.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.\*

\*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

### 5.2.2. Criteria to evaluate participation

Criteria to evaluate participation	Grade
The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class.	8.5 - 10
The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn.	7 - 8.4
The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally.	5 - 6.9
The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative.	0 - 4.9

### 5.2.3. Criteria to evaluate Daily Work

Criteria to evaluate Daily Work	Grade
The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established.	8.5 - 10
The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline.	7 - 8.4
The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work.	5 - 6.9
The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines.	0 - 4.9

### 5.2.4. Grading criteria

Number Grade	Letter Grade	Percentage
10	A+	100%
9.5 – 9.9	A	95 – 99 %
9 – 9.4	A-	90 – 94 %
8.5 – 8.9	B+	85 – 89 %
7.5 – 8.4	B	75 – 84 %
7 – 7.4	B-	70 – 74 %
6.5 – 6.9	C+	65 – 69 %
6 – 6.4	C	60 – 64 %
5 – 5.9	C-	5 – 59 %
0 – 4.9	F	0 – 49 %

### 5.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

## 6. Bibliography

### Basic bibliography

- George Foster, Norman O'Reilly, Antonio Davila. *Sports Business Management. Decision Making Around the World*. New York, Routledge, 2016
- LAGAE, Wim. *Sport Sponsorship and Marketing Communications, A European Perspective*. Pearson Educated Limited. 2005

### Complementary bibliography

- Mandis, Steven G. *The Real Madrid Way*. Dallas, Benbella Books, 2016.
- Payne, Michael, *Olympic Turn Around*. London Business Press. 2005

### Case studies

1. **'Major League Soccer: Past, Present, and Future'**, by Sebastien Arcand, Jerome Bilodeau, and Joseph Facal. 2016 International Journal of Case Studies in Management.
2. **'The monopolistic power of the NCAA'**, by Carl Anderson and Francine Scholsser. 2014 Richard Ivey School.
3. **'Euroleague Basketball: The Challenges of Growing a New League'**, by Kristen Haack and Antonio Davila. 2007 IESE Business School, University of Navarra.
4. **'Gentlemen, we will chase perfection: The Extraordinary Success of the National Football League (NFL)'** by Sebastien Arcand, Jerome Bilodeau, and Joseph Facal. 2016 International Journal of Case Studies in Management.
5. **'Coca Cola, Popular Music, and the FIFA World Cup'**, by David Alla. 2016 Richard Ivey School of Business Foundation.
6. **'The National Women's Soccer League: Towards the Successful Professionalization of Women's Soccer?'** by Sebastien Arcand, Jerome Bilodeau, Joseph Facal, and Stephanie Fortier-Grondin. 2017 International Journal of Case Studies in Management.
7. **'The unfinished dream of NBA China'**, by Yin Chen and Xiaohang Guo. 2014 Richard Ivey School Foundation.

### Other resources

Throughout the course different audiovisual and written materials will be provided. These materials will be available via Virtual Campus.

## 7. Lecturers Brief CV

### Juan Carlos Focinos:

Juan Carlos Focinos holds an MBA in Sports Business from the UE & Real Madrid Business School, and is a PhD Candidate at the Universidad Complutense de Madrid. He also has a Degree in Business and Economics and has over 14 years of experience in the Sports Business, currently working as Director of Sponsorship at the Basketball Federation in Madrid and previously as General Manager of Torrelodones Basketball Club, one of the most successful Basketball Academies in Spain.

Professor and guest speaker in several Universities around the world, including Universidad Nebrija, Universidad Valle México, Torrens University Australia, Universidad Europea Lisbon, Brookhaven College Dallas, University of Wolverhampton, UCAM University, Real Madrid Business School and EUDE.

<https://www.linkedin.com/in/juan-carlos-focinos-3685199/>

### Ramiro Lahera:

Ramiro Lahera holds an MBA in Sport Management from UTS, University of Sydney, and a Bachelor's Degree in business administration and insurance actuary from the Universidad Complutense Madrid. Ramiro has over 11 years of experience in the Sports Industry, having previously worked in the financial and insurance industry for 13 years in management positions at BBVA, and Deutsche Bank in Zurich.

He's been Director of Marketing and Sponsorship of the Madrid 2016 Olympic Games Bid, Marketing Director of the 2014 Basketball World Cup, and or currently Managing Director of Tactika Sport Culture, a company specialized in the mass participation sports market, and president of the Madrid Triathlon Federation.

<https://www.linkedin.com/in/ramiro-lahera-624422/>

## 8. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

Campus Madrid Princesa

E-mail: to be determined

## 9. Course Content

SESSIONS	TOPIC
1.	<ul style="list-style-type: none"> <li>• <b>INTRODUCTION</b></li> <li>• Sports as Part of European Culture</li> </ul>
2 & 3.	<ul style="list-style-type: none"> <li>• <b>BUSINESS SPORTS SUCCESSFUL KEYS</b></li> <li>• High quality selection process</li> <li>• How important are Ethics in Sport</li> </ul>
4 & 5.	<ul style="list-style-type: none"> <li>• <b>THE MANAGEMENT SPORT INDUSTRY</b></li> <li>• A general view of the Sports Environment</li> <li>• Sports from a Management point of view</li> </ul>
6 & 7.	<ul style="list-style-type: none"> <li>• <b>BUSINESS MODEL APPROACH</b></li> <li>• Differences between two specific markets: USA and Europe</li> <li>• History of rivalry: 'El Clásico' RMCF vs FCB</li> <li>• Team Approach vs Individual Approach</li> </ul>

8 & 9.	<ul style="list-style-type: none"> <li>• <b>THE EUROPEAN FOOTBALL SYSTEM</b></li> <li>• La Liga case study</li> </ul>
10 & 11.	<ul style="list-style-type: none"> <li>• <b>BRAND LEADERS</b></li> <li>• Real Madrid. case study</li> </ul>
12.	<ul style="list-style-type: none"> <li>• <b>MID-TERM EXAM</b></li> </ul>
13.	<ul style="list-style-type: none"> <li>• <b>THE DARK SIDE OF SPORTS</b></li> <li>• Violence in Sports</li> <li>• Racism in Sports</li> </ul>
14 & 15.	<ul style="list-style-type: none"> <li>• <b>ANALYSIS OF THE COMPETITIONS</b></li> <li>• USA format (Franchise) vs Europe (Promotion &amp; Relegation)</li> <li>• NFL &amp; MLS vs UEFA Champions League</li> </ul>
16 & 17.	<ul style="list-style-type: none"> <li>• <b>PROFFESIONAL BASKETBALL</b></li> <li>• A Specific Case study: NBA vs EuroLeague</li> </ul>
18 & 19.	<ul style="list-style-type: none"> <li>• <b>SPORT MARKETING</b></li> <li>• Introduction to Sport Marketing</li> <li>• Marketing of sport and marketing through sports</li> </ul>
20 & 21.	<ul style="list-style-type: none"> <li>• <b>REVENUE STREAMS</b></li> <li>• The main revenue streams in the Sports Industry</li> <li>• TV Rights</li> <li>• Publicity, Sponsors &amp; Merchandising</li> <li>• Ticketing &amp; Match Day</li> </ul>
22 & 23.	<ul style="list-style-type: none"> <li>• <b>THE SPORT ACTIVE APPROACH</b></li> <li>• Sport business map</li> <li>• Mass sport industry</li> <li>• The importance of sport events</li> </ul>
24 & 25.	<ul style="list-style-type: none"> <li>• <b>SPONSORSHIP IN THE SPORT INDUSTRY</b></li> <li>• The Pyramid of Sponsors</li> <li>• Strategic Partners</li> <li>• Technical Sponsors</li> </ul>
26.	<ul style="list-style-type: none"> <li>• <b>SPORT TOURISM</b></li> <li>• Place Branding</li> <li>• City Marketing and Sport</li> <li>• Case studies</li> </ul>
27.	<ul style="list-style-type: none"> <li>• <b>THE BIGGEST EVENTS</b></li> <li>• The Olympic Games</li> <li>• The pinnacle of the sport events</li> </ul>
28.	<ul style="list-style-type: none"> <li>• <b>FINAL EXAM</b></li> </ul>