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INTRODUCTION

Course description: The objective of this course is to introduce the student to the management of the operations carried out in the sports management of a sports organization, specially in football. To this end, the different forms of organization, workflows, the basic pillars and each of the steps that are carried out for the final sports decision making process, such as the hiring of an athlete, will be studied. In addition, an introduction to Sports Analytics will be given, high-level report writing will be taught, real cases in professional sports will be seen and it will be shown which tools can help a better management of operations in a sports entity. Finally, the analysis of the sports market will be studied, as well as the new forms of revenue nowadays and concepts such as the Smart Stadium. Do you want to learn how the scouting process works, how the adaptation of the athlete and the negotiation with a professional player works, how to build reports and decision-making dashboards in a sports management or how the market value influences operations?

- **Degrees:** Degree in Economics, Degree in Business administration, Double degree in Economics + Law, Double degree in Business administration + Law
- **Module in the Degree Program:** Módulo 7: Optativas/Electives. Materia 7.1: Optativas Generales/General Electives
- **ECTS:** 3 ECTS
- **Year:** 3rd-4th (Degree in Economics, Degree in Business administration), 5th (Double degree in Economics + Law, Double degree in Business administration + Law)
- **Semester:** 1st
- **Type of course:** Elective
- **Instructor:** Pablo Sanzol
- **Language:** English
- **Department:** Business, School of Economics and Business
- **Schedule of lectures:** <https://www.unav.edu/web/facultad-de-ciencias-economicas-y-empresariales/estudiantes/horarios>

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LEARNING OUTCOMES

In this course there is a number of competences that the student will work on:

Basic Competencies

BC2. Students should be able to apply their knowledge to their job or vocation in a professional way. They should be able to prove their general competencies by developing and defending arguments and solving problems within their subject area.

BC3. Students must have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific and ethical topics.

General Competencies

GC1. To be familiar with different areas of the theory and/or application of economic analysis.



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GC2. To identify, integrate and use the knowledge acquired to argue, discuss and solve relevant problems in economics and/or business.

GC6. To be familiar with the different contexts in which their work is carried out: the circumstances, markets and historical, legal or human context.

GC8. To develop expectations, describe scenarios and make estimates using relevant information for the company.

Specific Competencies for Elective Subjects

CEO3. Understand specialized areas within applied economics, such as Development Economics or Economic Analysis of Industries.

CE010. Understand advanced concepts of operations management.

CEO11. Understand advanced concepts of project management.

CEO16. Apply knowledge, skills, or competencies from the fields of economics and/or business in practical work settings.

PROGRAM

Chapter 1. Concept of Sports Direction and Operations.

- Definition of Sports Direction.
- The areas of a Sports Direction.
- The organization chart of a sports organization.

Chapter 2. Principles of Sports Operations.

- Models of sports organizations.
- The structure of a Sports Direction.
- The Sports Director: definition, functions and responsibilities.
- The scout: definition, functions and responsibilities.
- The value of the work team.

Chapter 3. The basic pillars of Sports Operations.

- Unique direction.
- Planning.
- The framework of action and monitoring.
- The definition of profiles.
- Negotiation.
- Adaptation.

Chapter 4. Agile Methodologies applied to Sports Direction.

- SCRUM.



- KanBan.
- Design Thinking.
- T Competencies.

Chapter 5. Introduction to Sports Analytics in sports organizations.

- Data-driven Sports Direction: definition and case studies.
- Data oriented design Sports Direction: definition and case studies.
- The mixed model and the reduction of the luck factor.
- Real cases of application in professional sports.

Chapter 6. Reporting in Sports Management.

- Definition and typology of report.
- The communicative flow.
- Storage and ordering.
- Real cases of study.

Chapter 7. Management tools in Sports Management.

- The Strategic Plan of a sports organization.
- Introduction to Business Intelligence.
- Introduction to data providers and the Information Society.
- Creation of own management tools.
- Real cases of study.

Chapter 8. The analysis of the market.

- The market value.
- External and internal variables affecting the market.
- Television revenues and ticketing.
- Fan engagement and Smart Stadium.

EDUCATIONAL ACTIVITIES

a) Lectures.

The course will be taught in one weekly session, each of them with 45 minutes.

The dynamics of the course will have a predominant applied focus by analysing and discussing the hottest topics in sports operations. Students are expected to attend lectures regularly and participate in the debates and discussions fostered by the lecturer.



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There's a grade (which is worth 25% of the final grade for active classroom participation **(not the mere attendance)**) including students' questions and responses to professor's open questions, comments, discussions and participation in debates.

b) Office hours.

The lecturer will be available, at the announced time, to solve questions regarding the course both individually and in small groups.

c) Personal study.

It is essential, in order to follow the explanations properly, to regularly study the lessons, as the course advances in a progressive way on the previously explained material.

The lecturer will upload some readings that students should prepare previous to the debates.

d) Exams.

There is a mid-term exam on November, which is worth 25% of the final grade and a final exam in the December exam period, which worth 50% of the final grade.

Mid-term exam:

- Includes questions of chapters 1-4
- The exam has two parts:
 - The first part is a multiple-choice test with 20 questions regarding the topics of chapters 1-4, each with four choices and one valid answer. Each correct answer adds one point and each incorrect answer deducts one quarter of a point. This part is worth 80% of the exam grade.
 - The second part consists of an open question regarding the topics of chapters 1-4. This part is worth 20% of the exam grade.
- Students who obtain a grade of 6 or more are exempt from answering questions of chapters 1-4 in the final exam

Final exam (December exam period) for those students who obtained a grade of 6 or more in the mid-term exam:

- Includes questions of chapters 5-8
- The exam has two parts:
 - The first part is a multiple-choice test with 15 questions regarding the topics of chapters 5-8, each with four choices and one valid answer. Each correct answer adds one point and each incorrect answer deducts one quarter of a point. This part is worth 60% of the exam grade
 - The second part consists of two open questions regarding the topics of chapters 5-8. This part is worth 40% of the exam grade.

Final exam (December exam period) for those students who obtained a grade lower than 6 in the mid-term exam:

- Includes questions of chapters 1-8
- The exam has two parts:
 - The first part is a multiple-choice test with 20 questions regarding the topics of chapters 1-8, each with four choices and one valid answer. Each correct answer adds one point and each incorrect answer deducts one quarter of a point. This part is worth 60% of the exam grade



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- The second part consists of an open question regarding the topics of chapters 1-4 and an open question regarding the topics of chapters 5-8.

This part is worth 40% of the exam grade.

ASSESSMENT

ORDINARY ASSESSMENT

- Active classroom participation: 25%.
- Mid-term exam (October): 25%.
- Final exam (December exam period): 50%.*

EXTRAORDINARY ASSESSMENT

- Active classroom participation: 15%.**
- Extraordinary exam (June exam period): 85%.*

*A minimum of 4 in the final/extraordinary exam is required to pass the course.

**These grades are those obtained during the ordinary period of lectures (September-November) and there are no extra assignments to change those grades once the period of lectures is over.

HONESTY IS THE BEST POLICY

(Ethics Committee Provisions Against Plagiarism and Copying)

We value honesty. Without it, there can be no trust or any meaningful social relations. Therefore, the School expects honesty and fairness from all of its members: professors, non-academic staff, and students.

Dishonest behaviours will be sanctioned in accordance with the [University Norms on Student Academic Discipline of August 2015](#), and include lying, cheating in exams, and plagiarism in written work. We take such violations seriously. Depending on their gravity, these offences will be dealt with by the Professor in charge of the subject, by the Dean of Students, and in very severe cases, by the Vice President for Student Affairs.

Sanctions include:

- formal warnings
- prohibition from entering University premises for a given period
- loss of admission rights to exams
- loss of scholarships
- A failing grade for the piece of work or the whole course

OFFICE HOURS

The timetable of office hours is:

- Mondays, 10.00-12.00

The venue is Office 2300 in Edificio Amigos, sector hilera.

- As professors have many tasks, it is likely that, if you don't previously book an appointment, you may not find the professor in the office even during office hours. So, **you should always send an e-mail in advance to psanzol@external.unav.es to book an appointment.**



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BIBLIOGRAPHY AND RESOURCES

The lecturer uses **slides in the lectures as an auxiliary material for the explanations and publishes them in the ADI page**, but the knowledge required will never be restricted to the content of the slides. The lecturer expects the student to learn everything which is explained in the lectures.