

# Module Syllabus

## MIM115 Global Sports Business and Industry

<b>Lecturer:</b>	
<b>Term, year:</b>	Winter, 2024
<b>Number of ECTS:</b>	6
<b>Email:</b>	



## 1. Module Description

This module provides an overview of contemporary issues in the global sports business, with a focus on emerging challenges within the changing and increasingly complex global sports industry environment. It covers various aspects, including ethics and integrity, international sport business activities, and the cross-cultural context of sports. The module also examines the role and impact of sports in different regions of the world.

Upon completion of the module, students will demonstrate specialized knowledge of the global sports industry. This includes the ability to reflect on social and ethical responsibilities associated with the execution of sports management as a profession. Additionally, students will be equipped to conduct professional research on global sports business and industry issues.

Note: The content of this module is regulated by the Malta Further and Higher Education Authority (MFHEA).

## 2. Module Learning Outcomes

*Competencies* – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- a) C.1: Demonstrate the ability to respond to the fast-changing global sports industry environment by comprehensively interpreting and reacting to emerging cultural, economic, and political trends and phenomena affecting the industry;
- b) C.5: Take responsibility for contributing to professional knowledge and practice of sports management by creating a research-based diagnosis to problems in the global sports industry and by integrating knowledge from new or interdisciplinary fields such as eSports, digitalization, and globalization studies;
- c) C.4: Demonstrate autonomy in the direction of learning by conducting professional research on global sports business and industry issues of personal interest;
- d) C.2: Contribute to the management of projects within the global sports industry relying on theoretical approaches necessary for planning and decision-making in sport business, including aspects of ethics and governance that come into attention of sport managers at various levels of responsibility.

*Skills* – at the end of the module/unit the learner will have acquired the following skills:

- a) S.1: Demonstrate capability in using knowledge of the global sports industry to adapt to the fast-changing international sports business environment;
- b) S.2: Demonstrate specialized knowledge of the global sports industry that include reflecting on social and ethical responsibilities linked to execution of the sports management profession;
- c) S.3: Be able to professionally research global sports industry issues and develop new knowledge and skills in response to emerging cultural, economic, and political trends and phenomena in the global sports industry and apply this knowledge to solve problems in the sports business.

*Judgement Skills and Critical Abilities* – at the end of the module/unit the learner will have acquired the following judgement skills and critical abilities:

- a) JS.1: Perform critical evaluation of the current issues in the global sports industry and analyze these issues by recognizing problems, conducting research, and developing realistic solutions;
- b) JS.2: Critically analyze various decision-making approaches to resolving ethical issues in the global sports industry and business;
- c) JS.3: Critically assess major forces and critical junctures that have contributed to the intensification of sport globalization.

### 3. Module Topics and Content

Week	Topics and Content	Class Activities	Assessment	Readings
Week 1	<p><b><i>Class 1: Introduction</i></b></p> <p><b><i>Module Introduction:</i></b></p> <ul style="list-style-type: none"> <li>- The development of a global sports industry</li> <li>- Players, markets and trends</li> <li>- Key terminology and principles</li> <li>- The role of state and non-profit sports.</li> </ul>	<p><b><i>Debates and Discussions on Non-Profit Organizations and Sports Industry</i></b></p> <p>The lecturer will challenge the students by asking questions around the challenges of Nonprofit Sports Organizations (like Football Club Barcelona, International Olympic Committee or FIFA). Students must establish a debate regarding the advantages and challenges of non-profit organizations in the Sports sector. Students are expected to take the initiative in asking questions and answering other students. This will generate a discussion or a debate around different class topics.</p> <p>15-20 minutes</p>		<p>Pan, Y., Ding, X., Xu, C., &amp; Yang, H. (2017, April). <i>Innovation and Prospect of Sports Industry Reform in the Era of Internet-Taking Sports APP Operation as an Example. In 2017 International Conference on Innovations in Economic Management and Social Science (IEMSS 2017)</i>. Atlantis Press. Pg. 1-4</p>
	<p><b><i>Class 2:</i></b></p> <p><b><i>The Contemporary Sports Industry &amp; Management:</i></b></p> <ul style="list-style-type: none"> <li>- The history of sport management</li> <li>- Evolution of skills required in the sport management field</li> <li>- Strategic, cultural, political responsibilities of international sport managers</li> </ul>	<p><b><i>Direct Question and Response</i></b></p> <p>The students must work individually and conduct research about a relevant Sports Manager (contemporary or not) and ask other students 3-5 questions about the person they researched.</p> <p>The other students will have the challenge of finding</p>		<p>Fairfield-Sonn, J. W. (2019). <i>Riding the Waves of Change: Impact of Innovation on the Structure of the Global Sports Industry. Journal of Strategic Innovation and Sustainability</i>, 14(2). Page 7</p>

	<ul style="list-style-type: none"> <li>- The emergence of contemporary Sports Properties</li> </ul>	<p>out who the person is/was based on the questions.</p> <p>30 minutes</p>		
<b>Week 2</b>	<p><b>Class 3:</b></p> <p><b>International Sports Governance &amp; Legal Status:</b></p> <ul style="list-style-type: none"> <li>- Understanding governance in international sport</li> <li>- Governance and Legal Infrastructure</li> <li>- International Olympic Committee</li> <li>- International Sport Federations</li> <li>- Leagues, Tours, and other Properties</li> <li>- Olympic and Paralympic movements and the role of National Olympic Committees</li> </ul>	<p><b>Case Study + Group Work: Sports Governance &amp; Organogram</b></p> <p>Students will work in groups (2-3) and analyze a specific case (sport organization) from a list that will be presented by the lecturer.</p> <p>Students must analyze the sporting organization and elaborate a visual framework of the organization's organogram and the following information:</p> <ul style="list-style-type: none"> <li>• Name of the organization</li> <li>• Legal Status of the Organization</li> <li>• Objectives (based on the statutes)</li> <li>• Organogram and Governance characteristics</li> </ul> <p>Group work (2-3)</p> <p>Task results will be discussed in class</p> <p>30-40 minutes</p>	<p><b>Formative Assessment 1: Poster/Infographic (30%)</b></p> <p>Students will work in groups (2-4) and choose one Sport and draw the International Governance Framework MAP.</p> <p>The MAP must summarize the main factors that contributed to the intensification of sport globalization and list the main ethics and governance issues in the global sports industry, including those associated with emerging trends.</p> <p>Poster will be presented in Class 7.</p>	<p>Chappelet, J. (2018). <i>Beyond Governance: The Need to Improve the Regulation of International Sport. Sport in Society</i>, 21 (5). Pg. 3–5</p>
	<p><b>Class 4:</b></p> <p><b>Sports &amp; eSports Stakeholders:</b></p> <ul style="list-style-type: none"> <li>- Global sports industry stakeholders</li> <li>- Event operators</li> <li>- Leagues</li> <li>- Clubs</li> </ul>	<p><b>Research Project</b></p> <p>Students will work in groups (2-3) and elaborate on a Stakeholder Framework (MAP) concerning a sports organization – a list will be presented by the Lecturer, but the</p>		<p>Chikish, Y., Carrears, M., &amp; García, J. (2019). <i>eSports: A New Era for the Sports Industry and a New Impulse for Research in Sports (and) Economics. Spanish Economic Papers</i> Pg. 5–11</p>

	<ul style="list-style-type: none"> <li>- Government</li> <li>- Media</li> <li>- Broadcasters</li> <li>- Sponsors</li> <li>- Players</li> <li>- Equipment and apparel manufacturers</li> <li>- Publishers</li> <li>- Developers</li> <li>- Streaming platforms</li> </ul>	<p>student can choose another organization.</p> <p>The MAP must present:</p> <ul style="list-style-type: none"> <li>• Name of the organization</li> <li>• Stakeholders</li> <li>• Primary and secondary objectives of stakeholders</li> <li>• Stakeholder Type: Internal, External or Connected</li> </ul> <p>Group work (2-3)</p> <p>Task results will be discussed in class</p> <p>30-40 minutes</p>		
Week 3	<p><b>Class 5:</b></p> <p><b>International Sports Industry &amp; Business Environment:</b></p> <ul style="list-style-type: none"> <li>- Global, International and Regional Sports Business</li> <li>- Global Sporting goods industry</li> <li>- International nature of modern sport</li> <li>- National &amp; Regional Aspects of Sports Business</li> </ul>	<p><b>Public Presentation</b></p> <p>Students will work in groups (2-3). Each group must choose one episode of <a href="#">SportBusiness Finance Weekly</a> and prepare an executive presentation (10 minutes) for next class, with the following content:</p> <ul style="list-style-type: none"> <li>• Podcast Episode</li> <li>• Organization</li> <li>• Characteristics of the Organization</li> <li>• Business reach and Impact</li> <li>• New strategies being adopted by the organization</li> </ul> <p>45–60 minutes to prepare the presentation</p>		<p>Pan, Y., Ding, X., Xu, C., &amp; Yang, H. (2017, April). <i>Innovation and Prospect of Sports Industry Reform in the Era of Internet-Taking Sports APP Operation as an Example. In 2017 International Conference on Innovations in Economic Management and Social Science (IEMSS 2017)</i>. Atlantis Press. Pg. 2-3</p>
	<p><b>Class 6:</b></p> <p><b>Emerging Sports &amp; New Markets:</b></p> <ul style="list-style-type: none"> <li>- Emerging Sports and Markets</li> </ul>	<p><b>Public Presentation/Feedback from Classmates</b></p>		<p>Chikish, Y., Carrears, M., &amp; García, J. (2019). <i>eSports: A New Era for the Sports Industry and a New Impulse for Research in Sports (and) Economics</i>. Spanish</p>

	<ul style="list-style-type: none"> <li>- Capitalization on emerging markets in the sport industry</li> <li>- Commercial trends in the sport industry</li> <li>- Sport and Sustainability</li> <li>- Potential for growth of the sports industry in emerging markets</li> </ul>	<p>Students to do the presentation prepared in Class 5.</p> <p>8-10 minutes each presentation.</p> <p><b>Feedback from Classmates</b></p> <p>Students are to give feedback on each other's' presentations.</p> <p>Focus of feedback: (i) interesting strategies adopted by the organization (ii) organization and delivery of the presentation; (iii) application of the concepts, strategies, and tactics adopted by the chosen organization to other fields, sectors or sports organizations.</p>		Economic Papers. Pg. 22–33
<b>Week 4</b>	<p><b>Class 7:</b></p> <p><b>Sports Finance &amp; Economics:</b></p> <ul style="list-style-type: none"> <li>- International Sports Economy</li> <li>- National environment</li> <li>- Tangible / Intangible assets and benefits</li> <li>- Macroeconomic and Microeconomics of Sport</li> <li>- Long-term and short-term benefits of sport for economy</li> </ul>	<p><b>Formative Assessment:</b></p> <p><b>Presentation of Poster</b></p>		<p>Real Madrid. (2021). Annual Report Real Madrid 2020-21. Real Madrid. <a href="https://www.realmadrid.com/StaticFiles/RealMadrid/img/pdf/Annual_Report_RealMadrid_2020-21.pdf">https://www.realmadrid.com/StaticFiles/RealMadrid/img/pdf/Annual_Report_RealMadrid_2020-21.pdf</a></p> <p>Pg. 189–206</p>



	<p><b>Class 8:</b></p> <p><b>Broadcasting, Intellectual Properties &amp; Sports Representation:</b></p> <ul style="list-style-type: none"> <li>- Intellectual Property Rights</li> <li>- Broadcasting Rights</li> <li>- Licensing Rights</li> <li>- Merchandising Rights</li> <li>- Sports Agency and Representation Business</li> </ul>	<p><b>Research Project: IP rights, Cases Involving IP, Patents, Logo, Trademarks etc.</b></p> <p>Students must work individually. Each student must access <a href="#">EUIPO</a> website and find sports-related intellectual property using the search engine.</p> <p>Students will present the activity in a class discussion.</p> <p>30-40 minutes</p>		<p>World Intellectual Property Organization. (2022). WIPO Reference Guide to Sustaining Sport and its Development through Intellectual Property Rights. <a href="https://www.wipo.int/export/sites/www/sports/en/docs/guide-sustaining-sport-ipr-2022.pdf">https://www.wipo.int/export/sites/www/sports/en/docs/guide-sustaining-sport-ipr-2022.pdf</a></p> <p>Pages 5-13</p>
<p><b>Week 5</b></p>	<p><b>Submission of Summative 1: Written Assignment</b></p>			
<p><b>Week 6</b></p>	<p><b>Class 9:</b></p> <p><b>The Olympic Movement &amp; the Business of Olympic Games:</b></p> <ul style="list-style-type: none"> <li>- The Olympic Movement</li> <li>- Olympism</li> <li>- The Winter Olympic Games</li> <li>- The Summer Olympic Games</li> </ul>	<p><b>Individual activity: Olympic Charter</b></p> <p>Students must work individually. Each student must read the <a href="#">Olympic Charter</a> and is required to explain “What is the Olympic Movement?”</p> <p>Task will be presented as class discussion</p> <p>15-20 minutes</p>		<p>International Olympic Committee. (2023). Olympic Charter. <a href="https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf">https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf</a></p> <p>Pg. 12–15</p>
	<p><b>Class 10:</b></p> <p><b>Olympic Sports Business:</b></p> <ul style="list-style-type: none"> <li>- History and commercial development of the Olympic and Paralympic Games</li> </ul>	<p><b>Individual activity: Olympic Marketing</b></p> <p>Students must read and highlight interesting points of the <a href="#">Olympic Marketing Fact File</a></p>	<p><b>Formative Assessment 2: Report Deliverable 1 (15%)</b></p> <p>Students must choose one of the recommended topics (see List of Recommended Topics – item 4.2 Summative Assessment Section or suggest another one</p>	<p>International Olympic Committee. (2023). IOC Marketing Fact File. <a href="https://stillmed.olympics.com/media/Documents/International-Olympic-Committee/IOC-Marketing-And-Broadcasting/IOC-Marketing-Fact-File.pdf">https://stillmed.olympics.com/media/Documents/International-Olympic-Committee/IOC-Marketing-And-Broadcasting/IOC-Marketing-Fact-File.pdf</a></p> <p>Pg. 16 &amp; 22</p>

	<ul style="list-style-type: none"> <li>- Staging the Olympic and Paralympic Games</li> <li>- Bidding process and costs of hosting the Olympic and Paralympic Games</li> <li>- Challenges and issues of hosting the Olympic and Paralympic Games</li> <li>- Broadcasting and Media coverage</li> <li>- Environmental impact</li> <li>- Social and ethical issues in Olympic and Paralympic sport</li> </ul>	<p>Task will be presented as class discussion)</p> <p>15-20 minutes</p>	<p>that must be approved by the lecturer) and elaborate a proposal form. Introduction and 5 academic papers around the chosen topic.</p> <p>Individual</p> <p>Word count: 500 words</p> <p>Task will be submitted online. The lecturer must provide feedback to the student regarding the work quality and recommendations.</p>	
<b>Week 7</b>	<p><b>Class 11:</b></p> <p><b>Legal &amp; Ethical Issues in Sports:</b></p> <ul style="list-style-type: none"> <li>- Critical understanding of ethics and integrity in the global sports network</li> <li>- Ethical principles applied to sports management</li> <li>- Codes of conduct</li> <li>- Social responsibility and sustainability</li> <li>- Issues of doping and genetic enhancement in sport</li> <li>- Other global sports industry ethical challenges.</li> </ul>	<p><b>Individual activity:</b> <b>WADA Governance</b></p> <p>Students must analyze <a href="#">WADA Governance</a>, the <a href="#">Prohibited List</a> and <a href="#">Statistics</a>, to understand the importance and influence of WADA in Sports.</p> <p>Task will be presented as class discussion)</p> <p>30 minutes</p>		<p>Daniela, P. (2017). <i>Ethical Challenges in Sport Management. Annals of the University Dunarea de Jos of Galati</i>, 106-111. Pg. 1–6</p>
	<p><b>Class 12:</b></p> <p><b>Corruption, Doping &amp; Compliance in International Sports:</b></p>	<p><b>Practical Session</b></p> <p>Students will be given a specific case chosen from the Court of Arbitration for Sport Jurisprudence in</p>	<p><b>Formative Assessment 3: Report Deliverable 2 (15%)</b></p> <p>Students will develop the report further,</p>	<p>Kihl, L. A., et al. (2017). <i>Corruption in Sport: Understanding the complexity of Corruption. European Sport Management Quarterly</i>, 17(1) Pg. 1–13.</p>



	<ul style="list-style-type: none"> <li>- Challenges in the international sports industry</li> <li>- Corruption and its implications for stakeholders</li> <li>- The role of the World Anti-Doping Agency</li> <li>- Corporate social responsibility of Sports Organizations</li> </ul>	<p>Doping<sup>1</sup> and work in groups (2-3).</p> <p>The challenge is finding the doping substance of method in the WADA List or Regulations.</p> <p>Tasks will be presented as class discussion.</p> <p>20-30 minutes</p>	<p>elaborating the introduction and literature review, with at least 10 academic papers.</p> <p>Individual</p> <p>Word count: 500 words</p> <p>Task will be submitted online. The lecturer must provide feedback to the student regarding the work quality and recommendations.</p>	
Week 8	<p><b>Class 13:</b></p> <p><b>International Sports Events and Legacy:</b></p> <ul style="list-style-type: none"> <li>- International sport events and the legacy effect</li> <li>- Olympic Games (Youth; Summer and Winter)</li> <li>- International Events</li> <li>- Valuable Sports Properties</li> </ul>	<p><b>Case Study:</b></p> <p><b>Barcelona Olympic Games and its Legacy</b></p> <p>Students must analyze the <a href="https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/Documents/Olympic-Legacy/IOC_Legacy_Strategy_Full_version.pdf">Barcelona 1992 Olympic Games Legacy</a> and elaborate a list of (minimum 5) key issues around Sports Events Legacy challenges.</p> <p>Group activity: 3-4 students</p> <p>Tasks will be presented as class discussion.</p> <p>30 minutes</p>		<p>International Olympic Committee. (2017). IOC Legacy Strategy. <a href="https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/Documents/Olympic-Legacy/IOC_Legacy_Strategy_Full_version.pdf">https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/Documents/Olympic-Legacy/IOC_Legacy_Strategy_Full_version.pdf</a> Pg. 1–20</p>
	<p><b>Class 14:</b></p> <p><b>Sport Volunteering, its Cultural and Socioeconomical Impact:</b></p> <ul style="list-style-type: none"> <li>- International sports management research agenda</li> <li>- Global sports volunteering among diverse cultures and nations</li> </ul>	<p><b>Individual Activity</b></p> <p>Students will work individually to elaborate a list (3 to 5 elements in bullet points) about cultural aspects of their home country that affect sports business, management, or events in a relevant manner.</p>	<p><b>Formative Assessment 4: Report Deliverable 3 (15%)</b></p> <p>Students must develop the report further, choosing a sports organization and elaborate a list of recommendations concerning the chosen area of Sports Business and how the chosen organization could</p>	<p>Biarsholm, D. (2019). <i>Networking as a Cornerstone within the Practice of Social Entrepreneurship in Sport. European Sport Management Quarterly</i>, 19 (1), 120-137. Pg. 1–19</p>

<sup>1</sup> <https://jurisprudence.tas-cas.org/Shared%20Documents/Forms/AllItems.aspx?View={3837CF44-2EC6-4D28-BE5D-893421E967FA}&FilterField1=Object&FilterValue1=Do>

		<p>Tasks will be presented as class discussion.</p> <p>Word count: 100–150 words (bullet points)</p> <p>30 minutes</p>	<p>improve their management practices, revenue streams or compliance/governance protocols by implementing the recommendations.</p> <p>Individual</p> <p>Word count: 500-750 words</p> <p>Task will be submitted online. The lecturer must provide feedback to the student regarding the work quality and recommendations.</p>	
<b>Week 9</b>	<p><b>Class 15:</b></p> <p><b>International Sports Business: Mobility, Policies and Compliance:</b></p> <ul style="list-style-type: none"> <li>- Compliance with international sport policy</li> <li>- Transference of national culture in a global sport marketplace</li> <li>- Global labor mobility in sport.</li> </ul>		<p><b>Formative Assessment 5: Report Deliverable 4 (15%)</b></p> <p>Students must develop the report further by elaborating a conclusion topic, with discussions regarding limitations of the study, ethical issues, and impact of the study.</p> <p>Individual</p> <p>Word count: 500-750 words</p> <p>Task will be submitted online. The lecturer must provide feedback to the student regarding the work quality and recommendations.</p>	<p>Chen, S. (2018). <i>Sport Policy Evaluation: What Do We Know and How Might We Move Forward?</i> <i>International Journal of Sport Policy and Politics</i>, 10(4), 741-759.PDF. Pg. 2–10</p>
<b>Week 10 &amp; 11</b>	<b>Submission of the Summative Assessment 2: Report</b>			

## 4. Module Assessment

The assessment of this Module consists of Formative and Summative assessment activities listed in the table 1 and described in the table 2 below:

**Table 1:**

<b>Formative</b>	<b>Summative</b>
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Poster/Infographic (30%)	Written Assignment (1000 words) (40%)
Report Formative Submission (60%)	Report (2000 words) + Presentation (60%)

*Prefinal grade is based on the Formative Assessment activities, and it is not a part of a module final grade. **Students should have over 50 points of the prefinal grade to submit summative assessment activities representing module final grade.***

**Table 2:**

<b>Formative</b>	<b>Summative</b>
<p><b>Oral Assessment/ Online Participation: weekly, students will have to participate in a discussion forum, with questions covering the week's topics.</b> This will help students to interact with different perspectives due to the diversity of participation, as well as to develop proficiency in understanding and applying concepts and developing critical thinking.</p>	
<p><b>Poster/Infographic:</b> Students work in groups to prepare a poster that summarizes main factors that contributed to the intensification of sport globalization and lists main ethics and governance issues in the global sports industry, including those associated with emerging trends. They present their poster in class.</p>	<p><b>Written Assignment:</b> Each student is required to submit an assignment based on their work in preparing a poster. In this assignment, students will assess the major forces and critical junctures that have contributed to the intensification of sports globalization. Additionally, they will critically analyze the decision-making approaches used by regulating bodies and sports organizations to address global ethical issues within the sports industry.</p>
<p><b>Report Formative Submission: Students will receive feedback on a partial submission of the report.</b></p>	<p><b>Report:</b> Students work on a paper and research one of the global sports industry issues of interest (topics are provided by the instructor or can be suggested by a student). The research paper should include recommendations for the global sports organizations.</p>

*The passing grade for the module is 60%.*

#### **4.1. Summative Assessment 1: Written Assignment – 40%**

##### **Task**

Each student submits a written report based on the work done while preparing a poster. Choose one sport organization and critically assesses major forces and critical junctures that have contributed to the intensification of globalization and analyze the decision-making approaches,

regulating bodies, and strategies used to resolve global ethical issues in the sports industry.

**Objectives:**

S.2: Demonstrate specialized knowledge of the global sports industry that include reflecting on social and ethical responsibilities linked to execution of the sports management profession;

S.3: Be able to professionally research global sports industry issues and develop new knowledge and skills in response to emerging cultural, economic, and political trends and phenomena in the global sports industry and apply this knowledge to solve problems in the sports business;

JS.1: Perform critical evaluation of the current issues in the global sports industry and analyze these issues by recognizing problems, conducting research, and developing realistic solutions;

JS.2: Critically analyze various decision-making approaches to resolving ethical issues in the global sports industry and business;

JS.3: Critically assess major forces and critical junctures that have contributed to the intensification of sport globalization.

**Guidelines**

- Word count: 1000 words
- Font: Arial 11 pts
- Text alignment: Justified
- The in-text References and the reference list must be in APA citation style

**Allocation of Marks**

<b>Written Format and Style (20%)</b>	Organization & Logic  Style and Tone  Use of References  Writing Skills
<b>Written Assignment (80%)</b>	Executive Summary  Introduction  Development  Analytical & Critical Thinking  Appropriate development of Specific Sports Related concepts

**Evaluation criteria – Rubric:**

Category	Scoring Criteria	Total Points	Score
<b>Organization (30 points)</b>	Design is appropriate for the topic and content	10	
	Information is presented in a logical sequence	10	
	Appropriately cites requisite number of references	10	

<b>Content (70 points)</b>	Introduction is attention-grabbing, lays out the problem well, and establishes a framework for the rest of the report	15	
	Technical terms are well-defined in appropriate language	10	
	Contains accurate information	10	
	Students critically assess the targeted issues, drawing conclusions from relevant authors	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance	15	
	Students demonstrate knowledge and presents their conclusions clearly and concisely, respecting wordcount, grammar and spellcheck	10	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	

#### **4.2. Summative Assessment 2 – Report – 60%**

The report is based on Formative Assessments 2-4. Students work on a paper and research one of the global sports industry issues of interest (ideas for topics below or can be suggested by a student). The research paper should include recommendations for sports organizations.

##### **Recommended Topics:**

- Sports Holding Groups
- Sports Financial Framework and Receivables
- International Sports Properties and IP Protection
- Digitalization of Sports Properties and Revenue Streams
- Centralization of Sports Audiovisual Rights and Production
- Sports Sponsorship and Sustainability Strategies
- Strategic Management and Corporate Governance in Sports
- Corruption, Doping and Compliance in International Sports
- Legal & Ethical Issues in Sports Business

##### **Structure of the Report:**

- 1) Executive Summary
- 2) Introduction
- 3) Literature Review
- 4) Conclusion
- 5) Recommendations to a Sport Organization

##### **Objectives**

C.1: Demonstrate the ability to respond to the fast-changing global sports industry environment by comprehensively interpreting and reacting to emerging cultural, economic, and political trends and phenomena affecting the industry;

C.5: Take responsibility for contributing to professional knowledge and practice of sports management by creating a research-based diagnosis to problems in the global sports industry and by integrating knowledge from new or interdisciplinary fields such as eSports, digitalization, and globalization studies;

C.4: Demonstrate autonomy in the direction of learning by conducting professional research on global sports business and industry issues of personal interest;

C.2: Contribute to the management of projects within the global sports industry relying on theoretical approaches necessary for planning and decision-making in sport business, including

aspects of ethics and governance that come into attention of sport managers at various levels of responsibility;

S.1: Demonstrate capability in using knowledge of the global sports industry to adapt to the fast-changing international sports business environment;

S.2: Demonstrate specialized knowledge of the global sports industry that include reflecting on social and ethical responsibilities linked to execution of the sports management profession;

S.3: Be able to professionally research global sports industry issues and develop new knowledge and skills in response to emerging cultural, economic, and political trends and phenomena in the global sports industry and apply this knowledge to solve problems in the sports business.

### Guidelines

- Word count: 2000 words
- Font: Arial 11 pts
- Text alignment: Justified
- The in-text References and the reference list must be in APA citation style

### Evaluation criteria – Rubric

Category	Scoring Criteria	Total Points	Score
<b>Organization (15 points)</b>	The type of report is appropriate for the topic and audience	5	
	Information is presented in a logical sequence	5	
	Report appropriately cites requisite number of references	5	
<b>Content (85 points)</b>	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the report	10	
	Technical terms are well-defined in language appropriate for the target audience	10	
	Report contains accurate information	20	
	Material included is relevant	15	
	Appropriate amount of material is prepared, and points made reflect well their relative importance	15	
	There is a well-developed conclusion summarizing the presentation.	15	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	

## 5. Module Requirements

### A. Core Readings List

- 1) Bjarsholm, D. (2019). *Networking As a Cornerstone Within the Practice of Social Entrepreneurship in Sport*. *European Sport Management Quarterly*, 19(1), 120-137.
- 2) Chappelet, J. (2018). *Beyond Governance: The Need to Improve the Regulation of International Sport*. *Sport in Society*, 21(5).
- 3) Chen, S. (2018). *Sport Policy Evaluation: What Do We Know and How Might We Move Forward?* *International Journal of Sport Policy and Politics*, 10(4), 741-759.
- 4) Chikish, Y., Carrears, M., & García, J. (2019). *eSports: A New Era for the Sports Industry*



- and a New Impulse for the Research in Sports (and) Economics. *Spanish Economic Papers*.
- 5) Daniela, P. (2017). *Ethical Challenges in Sport Management*. *Annals of the University Dunarea de Jos of Galati*, 106-111.
  - 6) Edgar, A. (2019). *Esport. Sports, Ethics, and Philosophy*, 13(1), 1-2.
  - 7) Fairfield-Sonn, J. W. (2019). *Riding the Waves of Change: Impact of Innovation on the Structure of the Global Sports Industry*. *Journal of Strategic Innovation and Sustainability*, 14(2).
  - 8) International Olympic Committee. (2023). Olympic Charter. <https://stillmed.olympics.com/media/Document%20Library/OlympicOrg/General/EN-Olympic-Charter.pdf>
  - 9) International Olympic Committee. (Year). IOC Marketing Fact File. <https://stillmed.olympics.com/media/Documents/International-Olympic-Committee/IOC-Marketing-And-Broadcasting/IOC-Marketing-Fact-File.pdf>
  - 10) Kihl, L. A., et al. (2017). *Corruption in Sport: Understanding the Complexity of Corruption*. *European Sport Management Quarterly*, 17(1).
  - 11) Pan, Y., Ding, X., Xu, C., & Yang, H. (2017, April). *Innovation and Prospect of Sports Industry Reform in the Era of Internet-Taking Sports APP Operation as an Example*. In *2017 International Conference on Innovations in Economic Management and Social Science (IEMSS 2017)*. Atlantis Press.
  - 12) Real Madrid. (2021). Annual Report Real Madrid 2020-21. Real Madrid. [https://www.realmadrid.com/StaticFiles/RealMadrid/img/pdf/Annual\\_Report\\_RealMadrid\\_2020-21.pdf](https://www.realmadrid.com/StaticFiles/RealMadrid/img/pdf/Annual_Report_RealMadrid_2020-21.pdf)
  - 13) *Sports Business Journal*: [www.sportsbusinessdaily.com](http://www.sportsbusinessdaily.com)
  - 14) Wang, X. (2020, April). *Digital Management of Sports Industry Based on Big Data Era*. In *Journal of Physics: Conference Series* (Vol. 1533, No. 3, p. 032061). IOP Publishing.

## B. Supplementary Reading List

- 1) Babiak, K., Thibault, L., & Willem, A. (2018). *Mapping Research on Interorganizational Relationships Sport Management: Current Landscape and Future Research Prospects*. *Journal of Sport Management*, 32, 272-294.
- 2) Carrillo-Vera, J. A., & Aguado-Terrón, J. M. (2019). *The eSports Ecosystem: Stakeholders and Trends in a New Show Business*. *Catalan Journal of Communication & Cultural Studies*, 11(1), 3-22.
- 3) Finch, D. J., O'Reilly, N., Abeza, G., Clark, B., & Legg, D. (Eds.). (2019). *Implications and Impacts of eSports on Business and Society: Emerging Research and Opportunities: Emerging Research and Opportunities*. IGI Global.
- 4) Hallmann, K., & Giel, T. (2018). *eSports – Competitive Sports or Recreational Activity?* *Sports Management Review*, 21(1), 14-20.
- 5) Mataruna-Dos-Santos, L. J. (2020). *Innovating in Sport Management: The Impact of COVID-19 on Technological Advancements in the Sports Industry*. *Information Technology Innovations in Economics, Finance, Accounting, and Law*, 1(7).
- 6) Masters, A. (2015). *Corruption in Sport: From the Playing Field to the Field of Policy*. *Policy and Society*, 34(2).
- 7) Nichol, M. (2019). *Globalization, Sports Law, and Labour Mobility: The Case of Professional Baseball in the United States and Japan*. Edward Elgar Publishing.
- 8) Ning, J. I., & Sport, W. (2017). *Internationalism of Chinese Sports Industry and Creation and Development Trend of Global Sports Industry*. *Journal of Sports Adult Education*, 03.
- 9) Ponkin, I., Shevchenko, O., & Redkina, A. (2019). *Legal, Ethical, and Integrity Issues in Sports Industry: The Russian Experience*. In *Law, Ethics, and Integrity in the Sports Industry* (pp. 169-201). IGI Global.
- 10) Young, P., & Wendit, J. (2017). *Governance in Sports Governing Bodies: A Risk Management Perspective*. *International Sports Law Review* Pandektis, 12(1-2), 194-207.

## C. General Rules for Submitting Written Assignments

Prior to the assessment and grading, all homework assignments submitted via Virtual Learning Environment (VLE) are checked for plagiarism with the software embedded to the system. Before turning in the first assignment, each student must familiarize themselves with the Plagiarism Handbook in the VLE.

Written assignments should be typewritten and will only be marked and graded if they are submitted via VLE by the requested time. **Late submissions will not be accepted under any circumstances!**

*Being absent shall not be an accepted excuse for not submitting the required homework for the following session.*

**Technical issues:** The VLE system works functionally well and technical issues almost non-existent. Failure to submit the assignment on a timely basis is typically a result of a misuse of the VLE instructions or simply a missed deadline.

In case a student experiences issues with the submission of a particular assignment, an email should be sent before the submission deadline to the lecturer (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.

#### **D. Attendance**

80% attendance is compulsory. Students who miss more than 20% of classes without a justified reason (e.g. medical certificate) will automatically fail the module.

All appointments, including regular medical appointments, should be scheduled outside of class time, as any absence will affect the participation component of the module evaluation. If you are ill and you cannot attend a class, you will need to fill in the Absence Excuse form and provide a valid certificate from a credible medical institution. Under no circumstances is the lecturer involved in considering absence excuses. This responsibility lies with the Academic Coordinator and the Academic Committee. Please refer to the **Academic Policies and Student Guidelines** for further information.

Students who are late (not more than the first 10 minutes) will be allowed to enter the classroom upon the consideration of a lecturer meaning that if a lecturer started the class and believes that those arriving late may disturb the class, he/she has a right not to allow any late students to enter the classroom. Students over 10 minutes late should NOT be allowed into the classroom until the next break. In case the student is not allowed to enter the classroom in the first part of the class or is late more than 10 min, then the attendance will be rated at **50%** or a half class. This margin of time is not applicable after the mid-class break, i.e., students coming late or not returning after the break will not be allowed into the class and/or will get documented only 50% of presence. Continuous late arrivals by a student gives the lecturer the right to dismiss that student from their class, with a failing grade.

**Note:** *As entering in the middle of a class session disrupts the entire class and is regarded as disrespectful, students should strictly adhere to the rules. Arriving late or leaving early will be noted and the total time of absences will be calculated by applying the same corresponding rules for continuous tardiness.*