



## CIEE Global Institute Copenhagen

Course name:	Soccer Sport Management
Course number:	MGMT 2102 CPDK
Programs offering course:	Open Campus (Business Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

### Course Description

This course will explore the world of soccer management from economic, social and cultural perspectives. The course is built up to give the student an understanding of the development of soccer, both economically, socially and culturally, since its invention, through to the current day. Soccer, or football, as it is known, in many areas of the world, is the most global sport in existence. The organization of soccer across different continents is as different as the continents themselves. Soccer, like many sports, has many management challenges, which are considered in the course of the teaching.

### Learning objectives

By the end of the course, the students will:

*Understand the economic significance of soccer and the role it plays in the economy.*

*Be able to identify and analyze the different management structures of soccer across different geographical areas of the world.*

*Be able to understand and identify the different economic models used by different soccer leagues and clubs.*

*Be aware of some of the negative trends associated with, and effecting soccer clubs.*

*Identify the different challenges faced by soccer clubs at different levels.*

### Course prerequisites

There are no prerequisites. However, it is recommended that the students who plan to enroll, have a basic understanding of the sport and the role it plays global and local.

### Methods of instruction

The teaching methodology is based on key lectures, dialogue, project work and reflection.

Students will be required to be an active participant throughout the lectures. Where possible the teaching will use real live cases and there will be the chance for a relevant site visit.

Assessment and final grade

The assessment is based on testing the overall learning goals in different situations.

Furthermore, the methods of assessment will incorporate different forms of assessment in order to give the students the opportunity to build different skills both orally and in writing. The assessment is based upon the following elements:

### Assessment and Final Grade

<i>An Individual presentation</i>	<i>15%</i>
<i>Written research paper</i>	<i>25%</i>



<i>A visualization of a social media strategy</i>	20%
<i>A short education video</i>	20%
<i>Class participation</i>	20%

### Course requirements

An individual presentation – Students must carry out a 15-minute presentation discussing a relevant research topic from the world of soccer management. The student must turn in a 300-400-word synopsis.

A written research paper (1875-3750 words) – This paper must be an in-depth analysis of one of the topics discussed in class and must therefore have proper annotation. The paper can build on the individual presentation and shall include relevant course material.

A visualization of a social media strategy - Students are required to put forward a social media strategy for a given soccer club or soccer event. This will include considerations as the budget and strategy of the soccer club together with the content of the media strategy and the tools used.

A short education video – students are to create a small video presenting one of the theories or academic areas discussed in the lectures.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### Class Attendance

Regular class attendance is required throughout the program. Students must notify their instructor via Canvas, beforehand, if possible, if they will miss class for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Academic Director (or a designated staff member) and provide appropriate documentation as noted below. A make-up opportunity will be provided to the extent this is feasible.

Due to the intensive nature of the block schedule, all unexcused absences will result in a lower final grade for the course. If students have more than 10 % unexcused absence each class will cause 3 percentage points to be dropped from the final grade. For example, a student with an 88% final grade (B+) and 1 unexcused absence will see it reduced to 85% (B).

Students who transfer from one class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

CIEE program minimum class attendance standards are as outlined below. Center-specific attendance policies may be more stringent than the policies stated below. The Center / Resident Director sets the specific attendance policy for each location, including how absences impact



final grades. Such policies are communicated to students during orientation and via Study Center documents. In the event that the attendance policy for host institution courses differs from CIEE's policy, the more stringent policy will apply.

Excessively tardy (over 15 minutes late) students will be marked absent. Students who miss class for personal travel will be marked as absent and unexcused. No make-up opportunity will be provided.

An absence will only be considered excused if:

A doctor's note is provided.

A CIEE staff member verifies that the student was too ill to attend class.

Evidence is provided of a family emergency.

Attendance policies also apply to any required co-curricular class excursion or event.

Persistent absenteeism (students approaching 20% or more of total course hours missed, or violations of the attendance policies in more than one class) may lead to a written warning from the Academic Director or Resident Director, notification to the student's home school, and/or dismissal from the program in addition to a reduction in class grade(s).

### Weekly schedule

This schedule is subject to change at the discretion of the instructor to take advantage of experiential learning opportunities.

#### Week 1

1.1 The history of soccer and soccer management, the formalization of the sport.

*Article: The special features of sport; A critical re-visit. Smith, Aron, C. T. & Stewart, Bob. (2010) Sport Management review 13, 1-13.*

#### Week 2

2.1 The structure of soccer in a world context, the stakeholders and the decision makers.

*Report: USAID – The role of sport as a development tool.*

2.2 The globalization of Soccer

*Report: Scheerder, J et al (2011) Sport participation in Europe; facts reflections and recommendations. Hedera, WJH Mulier Institute.*

*Article: Thibault, L. (2009) The globalization of sport; An inconvenient truth. Journal of sport management, 23. 1-20*

2.3 Corruption in soccer and sport – Betting, match fixing and talent drain.

*Article: Darby, P. (2012) Gains versus drains, football academies and the export of highly skilled labor. Brown journal of world affairs. Volume 18 pp. 265-277*

Clip Declan Hill – Difference between cheating and fixing

<https://www.youtube.com/watch?v=-aY3vHAuPGU>



Clip Declan Hill - Why are Asian match-fixers traveling the world to fix games

<https://www.youtube.com/watch?v=-A2E--Etzek>

<https://www.uefa.com/insideuefa/video/videoid=2098714.html>

<https://www.youtube.com/watch?v=pFUdb46yxTE>

<https://www.youtube.com/watch?v=hdK4vPz0qal>

### Week 3

3.1 The economics of soccer management – from kitchen table to globalization

*Nielsen's sports report (2017). Commercial trends in sport. This report needs to be accessed on-line.*

*Brochada, Ana. (2017) Success drivers of sports crowdfunding campaigns. Cadernos do Mercado de valores mobiliarios. 57. 69-83.*

*Darby, P. (2012) Gains versus drains, football academies and the export of highly skilled labor. Brown journal of world affairs. Volume 18 pp. 265-277*

3.2 Subsidizing soccer and the effect on competitive advantage

*Article: Storm, Rasmus k. & Nielsen, Klaus (2012) Soft budget constraints in professional football. European Sport management quarterly. Issue 12.*

3.3 Soccer as a product, an event for sale

*Reading from various sources: Fan typologies by Smith, Fullerton, Beech and Chadwick. Report: B Joseph Pine II It's the experience economy stupid; Strategic horizons LLP. Richrelevance Whitepaper.*

### Week 4

4.1 Excursion: Visit to a Superliga team

4.2 League systems in Europe and North America – The similarities, the differences, the successes and failures.

4.3 Defining success in the soccer industry, win, profit or utility maximization strategies.

*Article: Dietl, H. et al. (2009) Social Welfare in Sports Leagues with Profit-Maximizing and/or Win-Maximizing Clubs. International association of sports economics, working papers.*

### Week 5

5.1 Competition in soccer management, how is it achieved?



Article: Alvary K. et al (2010) *On the edge of your seat: Demand for football on television and the uncertainty of outcome hypothesis*. *International journal of sport finance*. 5. 75-95.

5.2 The role of the athlete in soccer management – branding, scandals and image restoration. The case of the Danish national teams.

Article Meng, J & Pan An, P. (2013) *Re-image restoration strategies: An Integrated case study of three athlete sex scandals*. *International journal of sport communication*. Volume 6. 87-100.

5.3 Digitalization in soccer management.

[https://digitalsport.co/podcasts?fbclid=IwAR2W5tkoPVv\\_8VL69X7ieosgGJht\\_9kZrV7DrHIIMLDgG4jqW2Z9jO-oFpc](https://digitalsport.co/podcasts?fbclid=IwAR2W5tkoPVv_8VL69X7ieosgGJht_9kZrV7DrHIIMLDgG4jqW2Z9jO-oFpc)

<https://www2.deloitte.com/content/dam/Deloitte/us/Documents/consumer-business/us-cb-internet-of-things-sports.pdf>

## Week 6

6.1 New media in sport – Using the POST & EAST models

6.2 Soccer management and e-sport. The Danish e-sport Superliga as an example.  
Hallmann, K & Giel, T (2018) *E-sports; competitive sports or recreational activity*. *Sports Management Review*.

6.3 Final discussion, reflections and questions relating to Assessment

## Course material

### Articles:

*The special features of sport; A critical re-visit*. Smith, Aron, C. T. & Stewart, Bob. (2010) *Sport Management review* 13, 1-13.

Thibault, L. (2009) *The globalization of sport; An inconvenient truth*. *Journal of sport management*, 23. 1-20

Scheerder, J et al (2011) *Sport participation in Europe; facts reflections and recommendations*. Hedera, WJH Mulier Institute.

Brochada, Ana. (2017) *Success drivers of sports crowdfunding campaigns*. *Cadernos do Mercado de valores mobiliarios*. 57. 69-83.

Darby, P. (2012) *Gains versus drains, football academies and the export of highly skilled labor*. *Brown journal of world affairs*. Volume 18 pp. 265-277

Storm, Rasmus k. & Nielsen, Klaus (2012) *Soft budget constraints in professional football*. *European Sport management quarterly*. Issue 12

Dietl, H. et al. (2009) *Social Welfare in Sports Leagues with Profit-Maximizing and/or Win-Maximizing Clubs*. *International association of sports economics, working papers*.

Alvary K. et al (2010) *On the edge of your seat: Demand for football on television and the uncertainty of outcome hypothesis*. *International journal of sport finance*. 5. 75-95.



*Meng, J & Pan An, P. (2013) Re-image restoration strategies: An Integrated case study of three athlete sex scandals. International journal of sport communication. Volume 6. 87-100.*

*Hallmann, K & Giel, T (2018) E-sports; competitive sports or recreational activity. Sports Management Review.*

*Reporst:*

*USAID – The role of sport as a development tool.*

*Nielsen's sports report (2017). Commercial trends in sport.*

*Fan typologies by Smith, Fullerton, Beech and Chadwick.*

*Report: B Joseph Pine II It's the experience economy stupid; Strategic horizons LLP.*

*Richrelevance Whitepaper.*

Online resources:

<https://www.youtube.com/watch?v=-aY3vHAuPGU>

<https://www.youtube.com/watch?v=-A2E--Etzek>

<https://www.uefa.com/insideuefa/video/videoid=2098714.html>

<https://www.youtube.com/watch?v=pFUdb46yxTE>

<https://www.youtube.com/watch?v=hdK4vPz0qal>

[https://digitalsport.co/podcasts?fbclid=IwAR2W5tkoPVv\\_8VL69X7ieosgGJht\\_9kZrV7DrHIIMLDgG4jqW2Z9jO-oFpc](https://digitalsport.co/podcasts?fbclid=IwAR2W5tkoPVv_8VL69X7ieosgGJht_9kZrV7DrHIIMLDgG4jqW2Z9jO-oFpc)

<https://www2.deloitte.com/content/dam/Deloitte/us/Documents/consumer-business/us-cb-internet-of-things-sports.pdf>