



Unit 22: Liverpool Football Club as a Business

Delivery guidance

Approaching the unit

This unit explores the success and growth of Liverpool Football Club (LFC) and its position on the international stage. Building a fan base around the world as well as welcoming and producing the world's most talented players are key to the growth and development of the club.

Careers are plentiful and varied within the world of football. Learners will explore the career pathways offered within the football sector while reflecting on their own skills and any desire they may have to work with in the industry. While learners will likely appreciate the role of playing and managerial staff, they may not fully grasp the importance of the backroom and business support staff in making a club successful.

The 'Liverpool Way' is unique to the club: learners will investigate the role this plays in underpinning all of LFC's activities. Understanding the different departments that are part of elite football clubs will allow learners to gain a better understanding of how they work together to bring success on and off the pitch.

Finally, learners will also learn to appreciate the role that overseas activities play for elite clubs in general and LFC in particular.

Delivering the learning aims

Learning aim A starts by looking at the roles within an elite football club. It is important to emphasise that this is not specific to LFC, and any examples of football clubs can be used (while there is likely to be a lot of commonality, it might be beneficial to look at similarities and differences between different clubs, especially between large, well-resourced clubs like LFC and clubs operating at lower levels). You could ask learners to share their understanding of football and non-footballing roles. This will provide a good gauge of the class's current knowledge and provide opportunities for peer learning. Learners would benefit from watching interviews with players, managers and backroom staff, and could use this to create wall displays on the roles of each person shown.

Visits to a local football club may be useful for learners if they are able to see different staff working in their everyday environments.

Backroom staff are often in the shadows, but this learning aim allows learners to discover their importance. Learners could be tasked with producing a blog or podcast to share with their peers on the role of an unfamiliar part of the 'football and non-football team', e.g. commercial staff. Watching and listening to the blogs/podcasts created by their peers would make the activity more motivating and meaningful. This leads into understanding the skills and qualities needed for these roles. Guest speakers from a football club would be very useful here.

It would also be very useful if real examples of job adverts and descriptions produced by a football club could be found. Learners could also be put into groups to try to predict which skills and qualities are needed for different jobs before they look at them. Another activity that could work well here, would be to give learners several job descriptions but with the job titles removed: learners then work in groups to try to match the title to the job description.

This leads to planning personal development or a specific career. This is likely to be best delivered through a mixture of tutor-led presentations and research activities, where learners spend time



finding out about the steps that will help them secure a job in the sports industry. Again, guest speakers could also provide valuable insight into the varied routes into particular jobs.

Learning aim B starts by exploring the LFC ethos and values. Central to this is LFC's connections to and role in its local community. LFC's website and social media provide a lot of information about the activities that LFC engages in.

Learners will also need to understand the organisational structures of elite football clubs. Case studies on elite football clubs would be useful; it would be valuable for learners to look at two contrasting elite clubs to see any similarities and differences. Comparisons should also be made with non-footballing organisations, since fundamentally elite football clubs have to fulfil similar business objectives to any other business organisations, for example operations, commercial, support functions.

Learning aim C investigates Liverpool Football Club on the international stage. The first part of this learning aim focuses on LFC's brand. Again, it would be useful to compare LFC's brand, e.g. in terms of how it used, with that of other elite football clubs, and also non-football-related businesses.

Learners should be guided to the activities of LFC on the international stage. In groups learners could be given the task of researching LFC's activities in one country, with each group to choose or be given a different country and to carry out research. Suitable countries could include Thailand, USA, Indonesia, Australia and China, for which there will be a lot of information available, e.g. on previous tour games, retail stores, academies, supporter clubs and bespoke social media accounts. They could produce presentations or displays to show their findings.

Learners could also be given a group-based task to come up with an international activity, with the aim (for example) of increasing brand awareness, increasing membership in a country or generating revenue. This could be done as a 'Dragons' Den' style task, with different groups presenting their proposals to a teacher or other staff playing the role of LFC senior management.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine the careers available in an elite football club	A1 Careers in football A2 Career reflection A3 Developing a career development action plan	An investigative report into careers in an elite football club. A personal skills audit and a careers development action plan for a specific job role in an elite football club, with recommendations of own skills and qualities.
B Explore the ethos and values of LFC and the organisation of elite football clubs	B1 LFC ethos and values B2 Organisational structures of elite football clubs	A report that includes: <ul style="list-style-type: none"> • a review of the ethos and values of LFC • an evaluation of the importance of functional areas working together as one team with the same ethos and values to the success of an elite football club.
C Investigate the contribution of international activities and global brand development to elite football clubs	C1 Importance of the LFC brand C2 International activities and global brand development	A report on the effectiveness of the international activities of LFC in developing global brand awareness.

Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit, each addressing one learning aim: A, B and C. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

For **learning aim A**, learners need to produce two pieces of evidence. The first is an investigative report into careers in an elite football club, in which learners must explain the roles in an elite football club and the skills and qualities needed for each. Linked to this is a personal skills audit and a careers development action plan. Learners must choose one of these roles and assess their own skills and qualities in relation to this role, and use this to create an action plan with short-, medium- and long-term activities.

For **learning aim B**, learners must write a report. The first part of the report must contain a review of the ethos and values of LFC, which explains and assesses the impact of LFC's ethos and values. The second part of the report focuses on the organisational structure of an elite football club and the role that different functional areas play within it. Learners should also assess and evaluate the importance of different functional areas working together with reference to ethos and values.

For **learning aim C**, learners need to produce a report that describes the branding and international activities used by LFC. It should also assess and evaluate the importance of the international activities of LFC in developing global brand awareness.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Learning aim A: Examine the careers available in an elite football club

- Introduce A1 by asking learners to work in groups to brainstorm as many roles they can think of relating to football clubs.
- Try to find organisational structures for different football clubs that show the different departments and how they fit together to emphasise the amount of work that goes on behind the scenes.
- Visits to football clubs and guest speakers can help to bring this area of content alive and would allow learners to appreciate it in greater depth.
- Introduce A2 by getting groups to each choose the same job role from A1 and asking them to identify the duties, qualities, qualifications and skills that they think would be needed. Discuss this as a class to identify differences and try to reach a consensus.
- Then move on to look at real examples of job descriptions, ideally sourced from a football club. It would be even better if more than one example could be found for similar job roles so that learners could compare them to identify the differences and why they might exist. It would also be very useful if real examples of job adverts and descriptions produced by a football club could be found. Learners could also be put into groups to try to predict which skills and qualities are needed for different jobs before they look at them.
- Another activity that could work well here, would be to give learners several job descriptions but with the job titles removed: learners work in groups to try to match the job title to the job description.
- Give learners a list of qualities: reliability, organisational skills, commitment, resilience and empathy. Ask them in groups to rank them in order of importance for several different job roles. This can lead to a whole-class discussion. Then take the same approach for the examples of basic skills, personal experiences and generic employability skills listed in the unit content.
- A3 follows neatly on from A2. Learners need to understand the process of creating a career development action plan. Learners could carry out a practice activity and then review and comment on each other's work. It should be noted that for the final summative assessment, they should choose a different job role, and so it may be sensible for them to practise using non-footballing examples.
- Guest speakers from human resources or careers advisers could provide valuable insight into the value of, and different approaches for, creating career development plans, and the common pitfalls to avoid.

Learning aim B: Explore the ethos and values of LFC and the organisation of elite football clubs

- Introduce B1 by trying to find online clips of people from Liverpool talking about what LFC means to them.
- After that, B1 could be approached as a research task, where learners carry out internet research into the LFC manifesto; *Believe: The vision*; the Liverpool Values as well as Red



Together and Red Neighbours. They could use this information to create a display or a report, which could then be shared amongst different groups.

- To teach B2, learners could brainstorm all the functional areas that they can think of for an organisation that they know, e.g. their school or college. They should consider what role each functional area plays: encourage learners to appreciate the importance that the 'behind-the-scenes' roles play in keeping the organisation running.
- They could then work in groups to try to work out what similarities and differences there might be with an elite football club. You can make use of the LFC website, which contains useful pen portraits of several non-playing staff.
- Again, interviews with, or talks from, people who work in elite sporting organisations would be very helpful: this can be linked to the content within A2 since the job roles and organisational functions are closely related.

Learning aim C: Investigate the contribution of international activities and global brand development to elite football clubs

- For C1 use research and shared information to reflect on Liverpool FC on the international stage. It is important that learners understand the ultimate goals of these different activities: different activities may have slightly different aims, although ultimately they all aim to make LFC more successful.
- Learners should be guided to the activities of Liverpool FC on the international stage. In groups learners could be given the task of researching LFC's activities in one country (each group to choose or be given a different country) and to carry out research. They could produce presentations or displays to show their findings.
- Learners could also be given a group-based task to come up with an international activity, with the aim (for example) of increasing brand awareness, increasing membership in a country or generating revenue. This could be done as a 'Dragons' Den' style task, with different groups presenting their proposals to a teacher or other staff playing the role of LFC senior management.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 21: History of Liverpool Football Club
- Unit 37: The Liverpool Coach – Employability Skills
- Unit 38: Coaching Football the Liverpool Way.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Websites

https://careers-in-sport.co.uk/careers/?industry_area=Football – information about different careers in football.

<https://openlearn.medium.com/inside-the-business-of-football-4537acec31bb> – Football as a business

<https://recruitment.liverpoolfc.com/> - LFC's staff recruitment portal

<https://soccerschools.liverpoolfc.com/> – LFC's international coaching programs

<https://recruitment.liverpoolfc.com/#the-liverpool-way> – information about LFC values and pen portraits of several employees and their job roles.

<https://www.liverpoolfc.com/fans/social-media/lfc-on-social-media> – LFC's social media accounts (including those in local language)

<https://www.liverpoolfc.com/fans/official-lfc-supporters-clubs> – LFC's supporters clubs around the world

<https://www.liverpoolfc.com/membership/adult> – LFC's international membership offering

<https://store.liverpoolfc.com/stores/> – LFC's retail stores around the world

<https://www.liverpoolfc.com/LFCWorld> – LFC World concept

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.