

2223_S02_ISM_M2_MKT_0001_E_L_MRS
STRATEGIC MANAGEMENT AND SALES & DIGITAL MARKETING IN
SPORTS ORGANIZATIONS
Semester 2, 2022 – 2023

COORDINATOR	Maltese Lionel
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OFFICE HOURS	Wednesdays 17:00-19:00 and by

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Assignment 1 (Group):	End of february	25 %
Assignment 2 (individual):	Last session	25%
Topic Talk	During the seminar	10 %
Case (group)	Last session	25 %
Participation	During the seminar	15 %

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course

CONTRIBUTIONS

Course Purpose & Objectives

Strategic Management

This course presents a strategic model for sports events using Resource-Based View approach. After the strategic assets identification (sponsoring, reputation, relational and physical resources) and specific dynamic capabilities, various cases analysis are discussed in the context of international sports events. The main goal of this course is to give a “sensemaking” approach to create, develop and maintain sustainable performance in sports event organizations.

« There is no separation between sports and entertainment... merge them together and create something unique ». Robert Johnson (Owner Charlotte Bobcats)

This course is designed to provide students with systematic means to analyze and develop strategies using concepts and theories of marketing in a sports business context. More specifically, by the end of this course students will:

- (1) develop an understanding of the strategic role of marketing in sports business firms and the importance of appropriate decision making
- (2) develop skills necessary to utilize the course’s tools and frameworks, designed to identify revenue opportunities, and make strategic sports marketing decisions.
- (3) develop responsible leader and strategic skills in the sports marketing business context.

The course consists of lectures, exercises, article discussions, groupwork, presentations and a brand project. The course content has relevance to students pursuing different career goals in virtually any type of organization linked to sports or leisure activities with a strong sport dimension.

Digital Marketing

The purpose of this course is to provide students with the knowledge and skills necessary to effectively analyze problems and make decisions related to marketing to individuals using interactive tools. Interactive marketing is an exploration and advanced study of the areas of business in which marketing of products and services is being dynamically transformed in an online environment that is highly dynamic and innovative. The course focuses on the nexus of two principal business realms: Marketing and Technology. The foundation of the course is in the traversing of the bridge between the domain of marketing knowledge and that of computer and communication networks. Advancing technologies, particularly network-related ones, are creating amplified means of creating, reaching and satisfying customers. Effective interactive marketing practices and techniques are crucial to the superior financial business performance in the market space being created by current and imminent technological innovations.

Courses contribution to program objectives – Learning Goals

Develop a deep understanding and key expertise of the concepts, methods and techniques in the specific industrial sector or function of specialization.

With the aim of strategic and brand management, the students will work on sport organisations business plan and models in order to innovate and construct strong commercial brands. Marketing decisions on brands and communication supports deployment will be in the heart of entrepreneurial choices to create sustainable performance for professional sport organizations.

Students will be able to :

1. To identify, introduce, and define key interactive marketing terminology (aka "buzz words"), concepts, and strategies.
2. To identify the consumption, cultural, and technological shifts that differentiate interactive marketing tools and platforms from traditional media and describe the challenges and opportunities this poses for businesses.
3. To introduce and evaluate different models for framing the social media strategy of businesses and analyze their strengths and weaknesses as frameworks for understanding the role of social media in the marketing strategy of firms.
4. To apply this new knowledge and create cutting-edge interactive strategies in the context of sports and fan retention.

Students will use both logic and creativity to arrive at effective solutions. At the end of the class, they should be able to analyze opportunities and alternatives in sports business in an open, honest manner. At the end of this class, students should be able

to identify the customer and market segments in which they have chosen to compete in the sports business area. They should also relate products and service attributes, relationships, organizational image/ reputation to those segments. Finally, they should be able to reach conclusions based on demonstrable evidence and analysis.

Contribution to Sustainable Development Goals

The Sustainable Development Goals (SDGs) define 17 priorities for socially equitable, environmentally safe, economically prosperous, inclusive and predictable development by 2030. They were adopted in September 2015 by the UN as part of the framework of the 2030 Agenda.

In the context of sport ecosystems, we will follow 17 sport (co founded by Fabien Paget (KedgeBS Alumni)) platform on DOING GOOD AND DOING WELL : www.17-sport.com.

Humanity is demanding more. A new generation calls for more from government and business, urging them to come together and build a more just and sustainable society. Consumers are educated, motivated and savvy. They demand that leaders take meaningful action - and data shows they will reward those that do, and punish those that don't.

This course, like all Kedge courses, meets Sustainable Development Goal 4 (Quality Education). It can also meet other inclusive and sustainable objectives such as:

- **17. Partnerships to achieve the Goal**
- **12. Responsible Consumption and Production**
- **11. Sustainable Cities and Communities**

How advanced is the integration of Sustainability and Inclusivity into this course? (see matrix appendix 1)

➤ BASIC

Courses contribution to strategic axis Technology, Humanities and Entrepreneurship

Marketing and strategy – Digital economy – Business Model – Business Plan –

Technologic innovation – Digital communication – Artificial intelligence

INTRODUCTION AND OBJECTIVES

Course description

This course will use a variety of teaching methods including lectures, readings, exercises and presentations. Lectures will be highly interactive, demanding the participation of individuals in group work, discussions, and workshops.

Since the course is both conceptual and applied to a given business context (Sport Industries), interactivity and sharing work results and experience is a key dimension in this course. The instructor will provide concepts, theories, measurement and models in the area of strategic management, public relations, sponsorship activation, reputation and brand management. All this material needs to be applied to various sport industries (manufacturers, events, sport teams) and this will essentially be done through the work of participants. Participants should be prepared to share their results and to learn from each other.

The other purpose of this course is to provide students with the knowledge and skills necessary to effectively analyze problems and make decisions related to marketing to individuals using interactive tools. Interactive marketing is an exploration and advanced study of the areas of business in which marketing of products and services is being dynamically transformed in an online environment that is highly dynamic and innovative. The course focuses on the nexus of two principal business realms: Marketing and Technology. The foundation of the course is in the traversing of the bridge between the domain of marketing knowledge and that of computer and communication networks. Advancing technologies, particularly network-related ones,

are creating amplified means of creating, reaching and satisfying customers. Effective interactive marketing practices and techniques are crucial to the superior financial business performance in the market space being created by current and imminent technological innovations.

Analyze sports marketing situations and develop strategic decisions in sports marketing. Focus on consumer issues as well as product, distribution and pricing decisions.

Course objectives

Two main discussions will be integrating during the course: - The balance between resource-based (Intent) and classical competitive (Fit) approaches to study and analyse sport organizations. - The specificity of expressive and powerful sport brands associated to various key instable stakeholders with high personality (athletes, coaches, media, cities, sponsors, suppliers...). In this sense, one of the key questions will focus on an other e balance between reputation and brand construction in sport organizations. Students should demonstrate a responsible attitude with respect to society by adopting ethical behaviour in dealing with sports business issues or problems. They should be able to include ethics in the decision-making process and to determine whether a decision is acceptable.

Which jobs this course prepare students to

Sport business consultant – strategic planner – sport marketing project manager – community manager - fan relationship manager – Digital manager – Brand manager

Advices to well learn from this course

Strategic Management :

Available on EBSCO and directly with the professor.

*** Maltese, Lionel et Danglade, Jean-Philippe, Marketing du sport et événementiel sportif, Dunod, 226 pages, Juin 2014. Prix 2015 Académie des Sciences Commerciales

** : advised reading

* : specific references

* BEECH, John, CHADWICK, Simon, The Business of Sport Management, Prentice Hall – Financial Times, Pearson education, 2004.

* BOWDIN, Glenn A.J., ALLEN Johnny, O'TOOLE William, HARRIS Robert, McDONNELL Ian, Events Management, Broché, 2006.

*CHALIP Laurence and MCGUIRTY Johanne, "Bundling sport events with the host destination", Journal of Sport Tourism, 9(3), pp.267-282, 2004.

**CORNWELL, T. Bettina, MAIGNAN, Isabelle, "An International Review of Sponsorship Research", Journal of Advertising, 27 : 1, pp. 1-21, 1998.

**COVELL Daniel, WALKER Sharianne and SICILIANO Julie, Managing Sport Organizations : Responsibility for Performance, Broché, Eds 2, 2007.

*FAHY, John, FARRELLY, Francis John, QUESTER, Pascale G., "Competitive advantage through sponsorship: A conceptual model and research propositions", European Journal of Marketing, 38 : 8, pp. 1013-1030, 2004.

*FOMBRUN, Charles J., Reputation. Realizing Value from the Corporate Image, Harvard Business School Press, Boston, 1996.

**FOMBRUN, Charles J., VAN RIEL, Cees B. M., "The Reputational Landscape", Corporate Reputation Review, 1 : 1-2, pp. 5-13, 1997.

**FOMBRUN, Charles J., VAN RIEL, Cees B. M., Fame Fortune. How Successful Companies Build Winning Reputations, Prentice Hall, New York, 2003.

*FOSTER, William M., MAUWS, Michael K., "One thing money can't buy : A resource-based view of the National Hockey League (NHL)", Presentation for North American Society for Sport Management (NASSM), Colorado Springs, June , 2000.

*GERRARD Bill, "A Resource-Utilisation Model of Organizational Efficiency in Professional Sports Teams", Journal of Sport Management, 19:2, pp.143-169, 2005.

*GETZ Donald, Event Management & Event Tourism, Cognizant Communication Corp-Broché, 1997.

**HOWARD Dennis R. and CROMPTON John L., "Tactics used by sports organizations in the United States to increase ticket sales", *Managing Leisure*, 9, 87-98, April 2004.

**KESENNE Stefan and PAUWELS Wilfried, "Club objectives and ticket pricing in professional team sports", *Eastern Economic Journal*, Vol32, N°3, Summer 2006

**Maltese, Lionel and Prevot, Frédéric, "Importing Sport Organisation Reputation in China : the Case of Olympique Lyonnais Football Club", *Reputation Institute's 12th International Conference on Corporate Reputation, Brand, Identity and Competitiveness*, Beijing, 26 May - 1 Jun 2008.

**Maltese, Lionel, "Managing assets in the field of sports special events : Proposal for a new methodological and analytical approach", *International Journal of Sport Management and Marketing (IJSMM)*, Special Issue on: "Strategic Issues in the Management of Sport Firms and Organisations: Opportunities and Challenges" , 5 : 3, pp. 310-329, 2009.

*MASTERMAN Guy, *Strategic Sports Event Management An International Approach*, Elsevier, 2004

*RISHE Patrick and Michael MONDELLO, "Ticket Price Determination in Professional Sports : An Empirical Analysis of the NBA, NFL, NHL, and Major League Baseball", *Sport Marketing Quarterly*, 13, pp. 104-112, 2004.

*SUPOVITZ Frank, The Sports Event Management and Marketing Playbook, John Wiley & Sons, 2004.

Digital Marketing :

Required Articles

What is Market Orientation? <http://dignuggetville.com/market-orientation-plus-market-driven-vs-market-driving/>

Whitler, Kimberly A., Eric Boyd, and Neil Morgan (2017), "The Power Partnership: CMO & CIO," Harvard Business Review (July/Aug): 55.

Joshi, Aditya and Eduardo Gimenez (2014), "Decision-Driven Marketing," Harvard Business Review (July/Aug): 64-71.

Bonus Articles

De Swaan Arons, Marc, Frank van den Driest, and Keith Weed (2014), "The Ultimate Marketing Machine," Harvard Business Review, (July/Aug): 55-63.

Session 2 (Satisfaction/Loyalty & CRM)

Required Articles

Reichheld, Frederick (2003), "The One Number You Need to Grow," Harvard Business Review, (Dec): 46-54.

John, Leslie K., Daniel Mochon, Oliver Emrich, and Janet Schwartz (2017), "What is the Value of a Like?" Harvard Business Review, (March/April): 108-115.

Almquist, Eric, John Senior, and Nicolas Bloch (2016), "The Elements of Value," Harvard Business Review, (Sept): 47-53.

Bonus Articles

Peppers, Don, Martha Rogers, and Bob Dorf (1999), "Is Your Company Ready for One-to-One Marketing?" Harvard Business Review, (Jan/Feb): 151-161.

Fournier, Susan, Susan Dobscha and David Glen Mick (1998), "Preventing the Premature Death of Relationship Marketing," Harvard Business Review, Vol. 76, Issue 1 (Jan/Feb): 42-50.

Avery, Jill, Susan Fournier, and John Wittenbraker (2014), "Unlocking the Mysteries of Your Customer Relationships," Harvard Business Review, (July-Aug): 72-81.

Lafley, A.G., and Roger L. Martin (2017), "Customer Loyalty is Overrated," Harvard Business Review, (Jan/Feb): 47-54.

Session 3 (Branding/Experience)

Required Articles

Holt, Douglas B. (2003), "What Becomes an Icon Most?" Harvard Business Review, (March): 43-49.

Holt, Douglas B. (2016), "Branding in the Age of Social Media," Harvard Business Review, (March): 41-49.

(2017) "Do Search Ads Really Work?" Harvard Business Review, (Mar/April): 26-27.

Bonus Articles

Pine, B. Joseph and James H. Gilmore (1998), "Welcome to the Experience Economy" Harvard Business Review, (July-Aug): 97-105.

Fournier, Susan and Lara Lee (2009), "Getting Brand Communities Right," Harvard Business Review, (April): 105-111.

Rawson, Alex, Ewan Duncan, and Conor Jones (2013), "The Truth About Customer Experience," Harvard Business Review, (Sept): 90-98.

Rigby, Darrell (2014), "Digital-Physical Mashups," Harvard Business Review, (Sept): 84-92.

Champanis, Guy, Hugh N. Wilson, and Emma K. Macdonald, (2015), "Why Your Customers' Social Identities Matter," Harvard Business Review, (Jan-Feb): 88-96.

John, Leslie, Tami Kim, and Kate Barasz (2018), "Ads that Don't Overstep," Harvard Business Review, (Jan/Feb): 78-90.

Session 4 (Algorithms)

Required Articles

Sevitt, David and Alexandra Samuel (2013), "How Pinterest Puts People in Stores," Harvard Business Review, (July-Aug): 26-27.

Dawar, Niraj and Neil Bendle (2018), "Marketing in the Age of Alexa," Harvard Business Review, (May/June): 80-86.

Lake, Katrina (2018), "Stitch Fix's CEO on Selling Personal Style to the Mass Market," Harvard Business Review, (May/June): 35-40.

Bonus Articles

Zeng, Fue, Xueming Luo, Yifan Dou, and Yuchi Zhang (2016), "How to Make the Most of Omnichannel Retailing," Harvard Business Review, (July-Aug): 22-23.

Simonson, Itamar and Emanuel Rosen (2014), "What Marketers Misunderstand About Online Reviews," Harvard Business Review, (Jan-Feb): 23-25.

“Why Some Videos Go Viral,” (2015), Harvard Business Review, (Sept): 34-35.

Kramer, Larry (2010), “How French Innovators are Putting the “Social” Back into Social Networking,” Harvard Business Review, (Oct): 121-124.

Bryce, David J., Jeffery H. Dyer, and Nile W. Hatch (2011), “Competing Against Free,” Harvard Business Review, (June): 104-111.

Porter, Michael E and James E. Heppelmann (2014) “How Smart Connect Products are Transforming Competition,” Harvard Business Review, (Nov): 65-88.

Iansiti, Marco and Karim R. Lakhani (2014), “Digital Ubiquity,” Harvard Business Review, (Nov): 91-99.

Session 5 (Leadership)

Required Articles

Locander, William B., (2005), “The Journey Begins,” Marketing Management, Jan/Feb, Vol. 14 Issue 1: 44-46.

Finkelstein, Sydney (2018), “The Best Leaders are Great Teachers,” Harvard Business Review, (Jan/Feb): 142-145.

Bonus Articles

Goleman, Daniel (2000), "Leadership that Gets Results," Harvard Business Review, (Mar/April): 78-90.

Elberse, Anita (2013), "Ferguson's Formula," Harvard Business Review, (Oct): 116-125.

Session 6 (Corporate Social Responsibility/Ethics)

Required Articles

Luo, Xueming and Shuili Du (2012), "Good Companies Launch More Good Products," Harvard Business Review, (April): 28.

Rangan, Kasturi, Lisa Chase, and Sohel Karim (2015) "The Truth About CSR," Harvard Business Review, (Jan/Feb): 41-49.

Bonus Articles

Beard, Allison and Richard Hornik (2011), "It's Hard to be Good," Harvard Business Review, (Nov): 88-96.

Besharat, Ali, Langan, Ryan, Ladik, Daniel and Carrillat, Francois (2015), "Marketing Ethics", in the forthcoming edition of Encyclopedia of Public Administration and Public Policy.

Session 7 (Co-Creation of Value/Crowd)

Required Articles

Davenport, Thomas H., Leandro Dalle Mule, and John Lucker (2011), "Know What Your Customers Want Before They Do," Harvard Business Review, (December): 84-92.

Van Den Driest, Frank, Stan Sthanunathan, and Keith Weed (2016), "Building an Insights Engine," Harvard Business Review, (December): 84-92.

(2017) "Rethinking Crowdsourcing," Harvard Business Review, (Nov/Dec): 20-22.

Bonus Articles

Boudreau, Kevin J. and Karim R. Lakhani (2013), "Using the Crowd as an Innovation Partner," Harvard Business Review, (April): 61-69.

Gouillart, Francis and Douglas Billings (2013), "Community-Powered Problem Solving," Harvard Business Review, (April): 71-77.

Kohavi, Ron and Stefan Thomke (2017), "The Surprising Power of Online Experiments," Harvard Business Review, (Sept/Oct): 74-82.

Session 8 (Marketing Strategy)

Required Articles

Ladik, Daniel M. and William B. Locander (2008) "CMO Leadership for the 21st Century" Marketing Management, Sept/Oct: 14-20.

Brinker, Scott and Laura McLellan (2014), "The Rise of the Chief Marketing Technologist," Harvard Business Review, (July/Aug): 83-85.

Bonus Articles

Dawar, Niraj (2013), "When Marketing is Strategy," Harvard Business Review, (Dec): 101-108.

Reeves, Martin, Ming Zeng, and Amin Venjara (2015), "The Self-Tuning Enterprise," Harvard Business Review, (June): 77-83.

Nicholes, Wes (2013), "Advertising Analytics 2.0," Harvard Business Review, (March): 60-68.

Davenport, Thomas H. (2013), "Analytics 3.0," Harvard Business Review, (Dec): 64-72.

Edelman, Benjamin (2015), "How to Launch a Digital Platform," Harvard Business Review, (April): 91-97.

Sullivan, Tim (2016), "Blitzscaling," Harvard Business Review, (April): 45-50.

Tags for this course

Strategic Management Asset Manager – Business Model – Sport Business – Digital Sport Marketing – Brand Community – Fan Management – Brand and Digital strategy

COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S)	ADDITIONAL READING(S) AND ASSIGNMENTS
Lionel Maltese			
1	SPORT BUSINESS ECOSYSTEM Sport organizations (focus on events) – strategic management approaches & strategic marketing implementation	- Mauws M.K., Mason D.S., Foster, W.M. (2003), “Thinking Strategically about Professional Sports”, European Sport Management Quarterly, 3:3, pp. 145-164. - Berman S.L., Down J., Hill C.W. L. (2002), “Tacit	Video XERFI/CANAL World sports franchise business

		<p>Knowledge as a Source of Competitive Advantage in the National Basketball Association”, Academy of Management Journal, 45:1, pp. 13-31.</p> <p>- Smart D.L., Wolfe R.A. (2000), “Examining Sustainable Competitive Advantage in Inter Collegiate Athletics: A Resource-Based View”, Journal of Sport Management, 14, p. 133-153.</p>	
2	SPORT BUSINESS MODELS	Lionel Maltese and Lucien Veran. Managing and	Case Studies : ATP World Tour MHR (Rugby Top14) s

	Business plan & Business Model implementation for sport events organizations	Modeling the Combination of Resources in Professional Sporting Events. In S. Butenko, J. Gil-Lafuente, and P.M. Pardalos (Eds.), Optimal Strategies in Sports Economics and Management, pages 61-86. Springer, 2010.	
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SESSIONS	TOPIC	PRELIMINARY READING(S)	ADDITIONAL READING(S) AND ASSIGNMENTS
3	RELATIONAL BUSINESSMODEL Managing your relational assets (Public Relations, Networking, Individual relationships) and stakeholders (private and public sponsors	COVA Bernard and MALTESE Lionel, « Rituals for managing extrabusiness relationships in international sports marketing : the case of Open13 tennis tournament, IMP Conference Sept 2010, Budapest . - Erickson G.S, Kushner R.J (1999), "Public Event Networks : an Application of Marketing Theory to Sporting Events", European Journal of Marketing, 33, 348-359.	Pubic and Private extra business case studies Skoda Case BNP Paribas Case

		<p>- Amis J., Pant N., Slack T. (1997), "Achieving a Sustainable Competitive Advantage : A Resource-Based View of Sport Sponsorship", Journal of Sport Management, 11, pp. 80-96</p> <p>- Amis J. (2003), "Good Things Come to Those Wait : The Strategic Management of Image and Reputation at Guinness", European Sport Management Quarterly, 3 : 3, pp.189-214.</p>	
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SESSIONS	TOPIC	PRELIMINARY READING(S)	ADDITIONAL READING(S) AND ASSIGNMENTS
4	REPUTATIONAL BUSINESS MODEL The key for the success : Managing your Reputation – your Entertainment and Sustainable Development	- McGaughey S.L., Liesch P.W. (2002), “The Global Sports-Media Nexus : Reflections on The “Super League Saga” in Australia”, Journal of Management Studies, 39 : 3, pp.383-416. - Parent Milena M. (2007), Foreman Peter O., “Organizational Image and Identity Management in Large- Scale Sporting Events, Journal	Olympique Lyonnais in China French Soccer Team in South Africa Roland Garros and Tour de France

		<p>of Sport Management, 21, 15-40.</p> <p>- Maltese, Lionel and Prevot, Frédéric, "Importing Sport Organisation Reputation in China : the Case of Olympique Lyonnais Football Club", Reputation Institute's 12th International Conference on Corporate Reputation, Brand, Identity and Competitiveness, Beijing, 26 May - 1 Jun 2008.</p>	
5	CULTURAL BUSINESS MODEL Workshop :		<p>Montreal Canadians Olympique of Marseille Bundesliga analysis</p>

	Business Plan projects presentations and questions to implement event marketing tools	Group Work on Business Plan and Models Coaching session
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SESSIONS	TOPIC	PRELIMINARY READING(S)	ADDITIONAL READING(S) AND ASSIGNMENTS
Daniel Ladik			
6	Introduction/History - Dr. Dan-o Overview Marketing Management Satisfaction/Loyalty/CR M	Shapiro, Benson P. (1988), “What the Hell is ‘Market Oriented?’” Harvard Business Review, (Nov/Dec): 119-126. Reichheld, Frederick (2003), “The One Number You Need to Grow,” Harvard Business Review, (Dec): 46-54.	Read
7	Branding & Experience E-Commerce	Holt, Douglas B. (2003), “What Becomes an Icon Most?” Harvard Business Review, (March): 43-49.	Read

		<p>Giamanco, Barbara and Kent Gregoire (2012), "Tweet Me, Friend Me, Make Me Buy," Harvard Business Review, July-Aug): 88-93.</p> <p>Simonson, Itamar and Emanuel Rosen (2014), "What Marketers Misunderstand About Online Reviews," Harvard Business Review, (Jan-Feb): 23-25.</p> <p>Andre, Paul, Michael Bernstein and Kurt Luther (2012), "What Makes a Great Tweet,"</p>	
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		<p>Harvard Business Review, (May): 36-37.</p> <p>Sevitt, David and Alexandra Samuel (2013), "How Pinterest Puts People in Stores," Harvard Business Review, (JulyAug): 26-27.</p> <p>8</p>	
8	<p>Leadership</p> <p>Corporate Social Responsibility</p> <p>Ethics</p>	<p>Locander, William B., (2005), "The Journey Begins," Marketing Management, Jan/Feb, Vol. 14 Issue 1: 44-46.</p> <p>46.</p>	<p>Read</p> <p>Blogging</p> <p>Micro-Blogging</p> <p>Social Networking</p>

		<p>Luo, Xueming and Shuili Du (2012), "Good Companies Launch More Good Products," Harvard Business Review, (April): 28.</p> <p>Rangan, Kasturi, Lisa Chase, and Sohel Karim (2015) "The Truth About CSR," Harvard Business Review, (Jan/Feb): 41-49.</p>	Multimedia/Video
9	Co-Creation of Value Marketing Strategy	<p>Davenport, Thomas H., Leandro Dalle Mule, and John Lucker (2011), "Know What Your Customers What Before</p>	<p>Read</p> <p>Reviews & Opinions Social media listening</p> <p>Wisdom of crowds</p>

		<p>They Do,” Harvard Business Review, (December): 84-92.</p> <p>Ladik, Daniel M. and William B. Locander (2008) “CMO Leadership for the 21st Century” Marketing Management, Sept/Oct: 14-20.</p> <p>Spenner, Patrick (2010) “Why You Need a New Media ‘Ringmaster’” Harvard Business Review, (December): 78-79.</p> <p>10</p>	<p>SEO/SEM</p>
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10	Final Exam Individual case study	Topic Talk Presentations	
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EVALUATIONS

One learns about branding by plunging into what is experienced by consumers. He/she needs to be familiar with the consumer's feelings and inside states during the brand experience; with whatever it is that facilitates his/her access to moment of well-being or enjoyment; and with anything that might impede such access. In order to do so, the best suited method is to develop a reflexive thinking which allows to a type of self personal introspection. There the need for participants to become 'self-reflexive' individuals.

A Word of Advice

Information from sport business news and interaction with the professors are sensemaking

Organization of the sessions

Every session will present method and concept with the illustration of case studies from sport business ecosystem

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Assignment 1 (Group): Strategic Roadmap homework and Development	25 %
Assignment 2 (individual): Individual case study	25%

Topic Talk	10 %
Case (group)	25 %
Participation	15 %

Methods Used to Evaluate Student Performance

The evaluation of this course emphasizes your understanding of the procedures for describing and analyzing data in a business environment.

Strategic Management :

Individual Assignments (25%)

Individual exam based on key problematic in strategic management including reputation strategic management, relational strategic management and FRM/cultural strategic management

Section	Marks	Criteria
Definition of key strategic management concept	10 %	Choice of managerial definitions
Choice of business examples	20 %	Sensemaking illustrations using seminar examples and personal ones
Strategic execution explanation	30 %	Be operational in explaining how to implement

Integration of key strategic capabilities	30 %	Presentation of individual and collective capabilities
Link with group project exam	20 %	Opportunity to make sense with your strategic roadmap (group project)

Collective assessment (25%)

Group work with coaching session : Case Study and essay on creation or development of sports organizations: Strategic RoadMap

Evaluation grid: Methods Used to Evaluate Student Performance

Evaluation grid : Criteria	Marks
Form (presentation – slides – time)	3
Assets identification	2
Assets evaluation with the VRIO framework	2
Macro and Micro environment diagnostic	2
Linkages between resources and competences	2
Modelling resources combinations	2
Business model analysis and explanation	2

Sensesemaking in final marketing choices and innovation	5
Mark	/20

ASSESSMENT RUBRIC

	Criteria 1	Criteria 2	Criteria 3	Criteria 4
	Identify strategic assets	Evaluate resources and competencies potential	Implement assets combinations to create sustainable performance	Sport marketing recommendations to innovate each season
Superior	Very good identification of the strategic assets	Very good evaluation of resources and competencies potential	Very good reporting in implementing assets combinations	Very good sensemaking and fit with the global analysis with the proposition of sport marketing recommendations
Good enough	Correct good identification of the strategic assets	Correct evaluation of resources and competencies potential	Good reporting in implementing assets combinations	Correct sensemaking and fit with the global analysis with the proposition of sport marketing recommendations

Not good enough	Some mistakes or oversights in the identification of the strategic assets	Bad understanding of evaluation of resources and competencies potential	Incomplete or false reporting of in implementing assets combinations	Non sensemaking and fit with the global analysis with the proposition of sport marketing recommendations
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Digital Marketing

Course components include class participation, a topical update, a case, and a celebration of progress.

Topical Update

Each student will choose an interactive marketing topic (related to sport marketing of course) and discuss a short article about that topic taken from recent publication

What you will do is print off or make a copy of the article, then type a one page (double spaced) summary in your own words of the key issues in the article and how they relate to the topic of that night. This will be an outstanding tool for us to discuss examples and applications of major issues related to this course.

Case

A case will be required and is a major part of your overall grade. Cases are to be typed/double-spaced and approximately 5 pages in length; you should fully cover all the pertinent issues presented. I will provide a list of questions to respond to for each case. No late cases will be accepted unless extenuating circumstances prevail. I will assign specific questions for each case that must be part of your case write-up.

Participation and Contribution to Discussion

As stated earlier, this course will be conducted in a topical "seminar" format via. Your own contribution to the discussion is a critical part of the success of the course for everyone. Note that 15 percent of your grade depends on your performance in this facet of the course. I expect informed, interesting, and insightful comments from individuals in the class. Be absolutely clear that quality of contribution rather than merely quantity is key.

Course Evaluation

Your grade is determined objectively from the accumulation of points acquired from the following assignments. There are no extra credit points available. Class participation and overall respect for the course are the best options for enhancing your grade. This class will employ a +/- grading system.

Individual Assignments (25%)

Section	Marks	Criteria
Topic Talk	10 %	Choice of managerial definitions

Participation	20 %	Sensemaking illustrations using seminar examples and personal ones
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Collective assessment (25%)

Section	Marks	Criteria
Understanding of terms, concepts and theories of sport digital	40%	Selecting the right concepts linking to the business question of the case study
Analytical skills and critical thinking in sport business digital ecosystems	40%	Using business marketing models in analyzing digital ecosystems and organizations
Transfer to practical application of sports teams and events of concepts	20%	Be sensemaking in selecting sport organizations illustrations (athletes, event, leagues, franchises)

EVALUATION OF STUDENT PERFORMANCE

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Assignment 1 (Group):	End of february	25 %
Assignment 2 (individual):	Last session	25%
Topic Talk	During the seminar	10 %
Case (group)	Last session	25 %
Participation	During the seminar	15 %

Lionel MALTESE



Professor Lionel Maltese holds a PhD in Management Science from IAE Aix-en-Provence, Aix Marseille University (2004). He has been an Associate Professor at Kedge Business School, teaching and conducting research in Sport Event Management and Marketing since 2006.

He is also an Assistant Professor (Maître de Conférences) at Aix Marseille University – IUT Marseille, teaching in Strategic Management and Organizational Behaviour. He has been Head of the Professional Bachelor in New Technologies of Information and Communication since 2005 and DUT GEA2.

His research focus is on Strategic Management and resource-based approaches, Reputation Management, Sponsorship Activation, Event Management, Sport Marketing and Management.

He is a consulting expert for BNP Paribas (Hospitality Business Marketing), and for French tennis ATP tournaments (Open13 Marseille - Open Parc Auvergne Rhone

Alpes – Lyon – Open Nice Côte d’Azur - BNP Paribas Masters Paris FFT – WTA Bussels Open), advising on issues including:

- Event Organization
- Strategic Asset Management and Planning
- Entertainment & New Technologies Management
- Ticketing Strategy and Hospitality Management
- Sponsorship activations
- Cause Related Marketing

He has also worked as a Consulting expert for the professional football clubs, PSG, working on the Fan Experience and Marketing Strategy, and Olympic of Marseille, working on Business Marketing Assets.

From February 2017 to October 2020, Lionel Maltese is member of the Executive Committee FFT – Roland Garros in charge of Economic Development

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Daniel Ladik

Dr. Dan-o (AKA Daniel M. Ladik, Ph.D) is an Associate Professor of Marketing in the Stillman School of Business at Seton Hall University in northern NJ. His main teaching and research interests include marketing strategy, personal selling and sales management, servant leadership, and web 2.0/social media.

Prior to Seton Hall, Dr. Dan-o taught for seven years in the Sawyer Business School at Suffolk University in Boston. Dr. Dan-o earned his Ph.D. in marketing at the University of South Florida in Tampa and holds BS (economics), MA (international marketing) and MBA degrees from Saint Joseph's University in Philadelphia.

Dr. Dan-o is married to his bonita chica Maggie and has two bright budding NASA astronauts Xavier and Leonardo. Besides marketing (and reading), Dr. Dan-o's hobbies include playing guitar, following the Phillies (and Eagles), following the English Premier League, and collecting baseball cards.

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ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
 - A grade of zero for the work concerned and a formal warning;
 - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
 - Suspension from the programme for one or two semesters;
 - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.

ANNEX

1. Matrix of the integration of sustainability

COUNTER PRODUCTIVE	WEAK	BASIC	PROMISING	HIGH	IMPRESSIVE
<i>Student are prompted to act or think in ways that have a negative impact on sustainability transitions.</i>	<i>Students are able to perceive some links between the subject taught and few societal issues.</i>	<i>Students are able to identify few SDGs directly impacted by discipline / subject taught.</i>	<i>Students are able to:</i> <ul style="list-style-type: none"> <i>Understand the positive and negative impacts of the course (tools, usual techniques and subjects) on one or more SDGs</i> <i>Understand the (potential) impacts of sustainability challenges on the discipline / subject taught</i> <i>Apply the knowledge acquired during the course to act on one or more SDGs.</i> 	<i>Students are able to:</i> <ul style="list-style-type: none"> <i>Understand the positive and negative impacts of the course (tools, usual techniques and subjects) on the 17 SDGs</i> <i>Understand the (potential) impacts of sustainability challenges on the discipline / subject taught</i> <i>Apply the knowledge acquired during the course to act on several SDGs and some of their interlinkages.</i> 	<i>(High) + Students are able to:</i> <ul style="list-style-type: none"> <i>Link the achievements of this course with those of other subjects and teaching experiences and are able to think and implement in a systemic way.</i> <i>Understand the impact of <u>mindset</u> in the transition needed</i>

Table 1 Matrix of the integration of sustainability

2. Strategical axis:

Technology EN	Humanities EN	Entrepreneurship EN
Programming	Inclusiveness	Ideation
Digital Communication	Disability	Creativity
Digital Security	Gender	Innovation
Artificial Intelligence	LGBTQIA+	Project
Business Analytics	Religion	Finance
Industry X.0	Ageism	HR and Law
Technologic Innovation	Ethnic groups	Marketing and Strategy
Digital Economy	Violence	Business Model
FinTech	Multidiscrimination	Business Plan
Law and Tech	Digital inclusiveness	Alternatives

3. Learning Goals

PROGRAM	Code LG program	LEARNING GOALS 2018-19
KEDGE Bachelor	KBA1	Understand and Integrate Management Foundations and Techniques
KEDGE Bachelor	KBA2	Develop Business Communication, Teamwork and Leadership Skills
KEDGE Bachelor	KBA3	Enhance Knowledge of Self and Personal Development
KEDGE Bachelor	KBA4	Develop a Sense for Responsible Management
KEDGE Bachelor	KBA5	Integrate Diversity and Globalization in the Practice of Management
KEDGE Bachelor	KBA6	Apply Managerial Concepts, Techniques and Tools in a chosen area of specialization
IBBA	IBBA1	Understand and Integrate Management Foundations and Techniques
IBBA	IBBA2	Develop Business Communication, Teamwork and Leadership Skills
IBBA	IBBA3	Enhance Knowledge of Self and Personal Development
IBBA	IBBA4	Develop a Sense for Responsible Management
IBBA	IBBA5	Integrate multicultural approaches and behaviours
IBBA	IBBA6	Operationalize Managerial Concepts, Techniques and Tools in a chosen international area
EBP International	EBP1	Understand and Integrate Management Foundations and Techniques
EBP International	EBP2	Develop Business Communication, Teamwork and Leadership Skills
EBP International	EBP3	Enhance Knowledge of Self and Personal Development
EBP International	EBP4	Develop a Sense for Responsible Management
EBP International	EBP5	Integrate Diversity and Globalization in the Practice of Management
EBP International	EBP6	Develop an Expertise of the Concepts, Methods and Techniques in a chosen Area of Specialization
EBP International	EBP7	Provide Value to the Business Community in a chosen Area of Specialization
"Grande Ecole" Master in Management	PGE1	Understand and Integrate Core Management Disciplines
"Grande Ecole" Master in Management	PGE2	Demonstrate Communication, Interpersonal and Leadership Skills
"Grande Ecole" Master in Management	PGE3	Develop a Strategic Perspective
"Grande Ecole" Master in Management	PGE4	Apply high standards of Integrity, Ethics and Social Responsibility
"Grande Ecole" Master in Management	PGE5	Demonstrate Critical Thinking and the Ability to Perform in a Culturally Diverse environment
"Grande Ecole" Master in Management	PGE6	Develop and Practice a sense for Innovation, Entrepreneurship and Creativity
"Grande Ecole" Master in Management	PGE7	Provide value to the business community in a chosen area of specialization
"Grande Ecole" Master in Management	PGE8	Pursue Self-development and exhibit a commitment to Lifelong Learning
Specialized Masters	MSC1	Develop a Strategic Perspective based on a solid Understanding of Management Foundations and Techniques
Specialized Masters	MSC2	Demonstrate Business Communication, Teamwork and Leadership Skills
Specialized Masters	MSC3	Implement Responsible Management in the specific industrial sector or function of specialization
Specialized Masters	MSC4	Demonstrate Critical Thinking in the specific industrial or function of specialization and the Ability to Excel in a Culturally Diverse environment
Specialized Masters	MSC5	Develop and Practice a sense for Innovation, Entrepreneurship and Creativity in the Specific Industrial Sector or Function of Specialization
Specialized Masters	MSC6	Develop a deep understanding and a Key Expertise of the Concepts, Methods and Techniques in the Specific Industrial Sector or Function of Specialization
MBA (GLOBAL MBA & Blended MBA)	MBA1	Understand and Integrate Management Foundations and Techniques
MBA (GLOBAL MBA & Blended MBA)	MBA2	Develop a Strategic Perspective
MBA (GLOBAL MBA & Blended MBA)	MBA3	Demonstrate Business Communication, Teamwork and Leadership skills
MBA (GLOBAL MBA & Blended MBA)	MBA4	Develop and Implement Responsible Management
MBA (GLOBAL MBA & Blended MBA)	MBA5	Demonstrate Critical Thinking and the ability to perform in a Culturally Diverse environment
MBA (GLOBAL MBA & Blended MBA)	MBA6	Develop and Practice a sense for Innovation, Entrepreneurship and Creativity.
PMG Program (Executive Education)	PMG1	Understand and Integrate Management Foundations and Techniques
PMG Program (Executive Education)	PMG2	Develop Leadership, Communication and Team Management Skills
PMG Program (Executive Education)	PMG3	Develop a Strategic Perspective
PMG Program (Executive Education)	PMG4	Implement Managerial Concepts, Techniques and Tools in the field
PMG Program (Executive Education)	PMG5	Manage every aspect of a Profit Center