

MKT3042 – Sports¹ Marketing – GROUP A & GROUP B
Summer Semester 2024
HYBRID FORMAT

Dates and times see

- online time table: <https://hic.hs-pforzheim.de/lstf> &
- Moodle: <https://lms.hs-pforzheim.de/login/index.php>

Professor:	André Richelieu, PhD - <u>Office hours to be determined</u>	Email & website: arichelieu@yahoo.com ; https://www.andrerichelieu.com/expertise .
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Registration There is a seat limit for the course: please register via e-Mail to isp@hs-pforzheim.de; registration starts 04.03.2024 and ends 14.03.2024 at 12pm. You need to indicate in the email if you want to register for group A or B!

<u>Welcome to the Sports Marketing Seminar!</u>		

Dear All, a warm welcome!

I invite you to join me and find a 'pedagogical refuge' in this sports marketing course!

This class adopts a hybrid format. As such, there will be a combination of 'virtual' sessions and assignments to be completed by the students, as well as in-person lectures in Pforzheim. The final details shall be provided to the students during our first meeting. Moreover, the video conferencing platform will be 'Zoom' for the online portion of the seminar:

GROUP A: Zoom details see Moodle: <https://lms.hs-pforzheim.de/login/index.php>

GROUP B: Zoom details see Moodle: <https://lms.hs-pforzheim.de/login/index.php>

¹ Sports marketing and sport marketing shall be used interchangeably.

In relation with the learning objectives, these shall stay on par with a 'traditional' course and students are expected to commit as they would for an entire in-class seminar (please, see sections below).

Topics and learning objectives

The goal is to cover the following topics during our seminar:

- The sports industry today and major trends that impact the actors of the sports ecosystem (for instance, how the 'tech-celeration' manifests itself in sports after Covid-19);
- The role and value of 'fan-actors', co-creators of their experience and ambassadors of the sports organization;
- The creation and management of a sports brand;
- The most effective branding strategies, such as co-branding, lifestyle branding, brand extensions, retro-marketing and storytelling;
- The development of a value proposition for fans around pricing strategies;
- The sports arenas, multipurpose stadiums and their socio-economic impact;
- The benefits of sporting events, be they major or minor ones, and how they can lead to a successful place branding strategy for cities, regions and countries (and what are the challenge of such a strategy post-Covid-19);
- The ethical risks and challenges, as well as their impact on the integrity of sports and sports brands altogether;
- The globalization of sports and the internationalization of sports actors;
- Additionally, there will be a synthesis of syntheses to crystallize our learnings at the end of the seminar.

Moreover, the main objectives of this class are the following:

- Introduce students to the major transformations of the sports industry and lead them to develop a critical perspective on the issues that sports organizations and actors are facing in their daily activities, in the context of what is being called 'sportainment', following a 'creative destruction';
- Learn to build and manage effective marketing strategies for sports organizations and sports actors;
- Acquire the know-how and build the competencies that shall help students undertake the challenges and seize the opportunities the sports industry has to offer;
- Invite students to reflect on the ethical issues prevalent in the sports industry;
- Transcend the sports industry by identifying how the concepts and strategies learnt in this seminar could apply to other sectors (arts, music, communications, consumer goods, etc.).

Additionally, students will work on developing:

- Oral and written communications skills;
- Interpersonal skills and teamwork;
- A reflection on their career path and their personal growth.

This approach is in line with the 'knowledge', 'know-how' and 'how to be' philosophy of teaching, following [Benjamin Bloom's taxonomy](#).

Description of Content

- The main objective of this seminar is to lay down the foundations of sports marketing, at a time when the sports industry faces huge transformations because of media, technology, money and globalization (notwithstanding the Covid-19 pandemic);
- The course will look at the different actors of the industry, namely teams, players, leagues, federations, events, managers, sponsors, equipment makers, etc. Comparisons between Europe, North America and the rest of the World will be made throughout the seminar by referring to concrete examples and recent research conducted by the Professor. This class intends to broaden our horizons on sport business and sports marketing, as the two are strongly intertwined;
- This seminar is designed for two types of students: first, those who want to have a deeper look at a fascinating industry and learn specific marketing approaches that could be of value in their career; second, those students who are specifically looking to work (if not already working) in the sports industry and want to acquire (additional) knowledge and develop valuable competencies;
- Throughout this seminar, students will develop analytical and practical skills in sports marketing, as well as sports business. Students will be exposed to both theory and practice. In addition, students will also be asked to reflect on the ethical aspects of sports marketing and sports business.

Assessments

Students will be marked on:

1. The oral presentation of a sports brand strategy (June 12 & 19 for Group A²; June 13 & 20 for Group B³): 80% (40% individual; 40% collective).
2. An active individual contribution to the seminar (throughout the seminar): 20%

1) The oral presentation of a sports brand strategy (80%)

What does the work involve? In teams of five or six persons (based on the number of registrations), students will be asked to analyze the strategic construction and management of a sports brand of their choice. This could be a team, an athlete, a league, an event, a venue, a destination, a sponsor, an equipment maker, etc., as long as the selected brand already has an international presence. Students will look at the strategic construction of the brand at both the domestic and international levels.

² If necessary, presentations could start on June 5 for Group A.

³ Depending on the number of groups, presentations could begin on June 6 for Group B.

Students will build their presentation on the knowledge acquired during the seminar, as well as on the research and analysis they will undergo by collecting mostly secondary data (ideally, primary data as well, if possible). The project will be real. No two teams could use the same topic. Teams and topics must be confirmed by the end of the first day of class, at the latest.

The structure of the presentation shall follow these sections:

- Introduction, with a brief presentation of the sports brand you have chosen (you should incorporate a SWOT analysis, here);
- Identity / personality of the sports brand (mainly the values, attributes and symbols of the sports brand);
- Positioning of the sports brand (especially the target markets and the USP, but also the brand signature);
- Marketing actions initiated in the home country and abroad by the sports brand, among the concepts studied in class (co-branding, brand extensions, retro-marketing, storytelling, etc.);
- Conclusion and recommendations: Summary of the key points of your presentation + What makes the brand you analyzed a strong one? + What future actions should the sports brand undertake in order to strengthen its brand equity?

Students will have 20 minutes, maximum, to make their respective team presentation, excluding the Q&A period. Presentations will take place on June 12 & 19 for Group A & June 13 & 20 for Group B. All team members must be on stage and speak during the exposé to be graded. The Professor shall provide constructive feedback to every team in order to help them polish their final electronic version (see below).

Evaluation criteria. The mark for the oral presentation will be based on the following elements:

- *The content of the presentation*: The clarity of the main ideas and recommendations you bring forward; The research and analysis efforts; The structure of your presentation; The originality of your recommendations (20 points);
- *The format of the presentation*: The oral abilities of the team members, as a group; The capacity to convey a convincing message in a lively and professional way; The quality of the power point presentation; The respect of the time allocated to you (20 points);
- *The individual performance of each team member*: How does the student carry himself or herself on stage; How does he or she master the concepts and strategies being presented? How well he or she is prepared to enter the stage? How eloquent he or she is during the exposé? How does the cross evaluation reflect the perceived contribution of the student (40 points)?

What to send to the professor? In addition to the oral presentation, students will be asked to send to my email address (arichelieu@yahoo.com) the following items by 7 pm, Pforzheim time, on June 26 (Group A) & June 27 (Group B):

- An electronic version of your power point, including a list of references used to prepare the exposé (maximum 20 pages, all inclusive);
- This electronic version shall be used to adjust, upwards or downwards, the grades for the written report. However, it must be understood that there is absolutely no commitment on my part to increase your final group grade.
- All cross-evaluation sheets completed individually (please, mention your team name in the title of your e-mail and on the sheet itself; this cross-evaluation sheet can be found on the last page of the syllabus).
- Please, clearly identify the team you belong to in the message header of every correspondence.
- Check your document for any virus, please.
- Please note: late submissions will not be corrected.

Group dynamics and logistics. Each student grade shall be based on their respective contribution, as reflected by their performance on stage and the cross-evaluation form attached to this syllabus. Students' grades can be adjusted accordingly, if needed.

2) An active contribution to the seminar (20%)

What am I looking for? A learning experience is a joint responsibility between the Professor and the students. Furthermore, I intend to make this class a true seminar. Consequently, students' participation is instrumental in the dynamics of the course and the learning process. This means that students are expected to participate in a constructive way, even those who are introvert. In this regard, I will consider the frequency and quality of interventions, and how these interventions do contribute to the students' learnings and the class dynamics. This includes, without being limited to, the exercises I shall assign to the class throughout the seminar.

The grade that each student shall receive will reflect their continuous contribution to the class through discussions, debates and exercises.

More specifically, students are expected to participate in the following ways:

- Be present at each session, from start to finish, with their camera open during online sessions, AND with their cellphone stored away during in-person classes;
- Contribute to the sessions during our discussions, debates and exercises; AND
- Participate actively and constructively in the 'synthesis of syntheses' exercise we shall hold collectively at the end of our seminar – the latter shall enable you to complement your final contribution grade for the seminar.

Teaching Method

As stated previously, students will have a major role to play throughout the course. Based on the readings and research done by students, we will articulate the main concepts and establish links with the practical world of sports marketing and sports business. Cases, exercises, debates and other

'pedagogical surprises' will complement the Professor's online and in-person performances. The objectives of this approach are three-fold:

- Develop critical thinking among students;
- Encourage the participation of all students, in a context where risk is relatively minimal;
- Help students analyze the relevance of theories by way of constructive criticism and real examples.

These methods will foster the learning process and enable students to develop specific skills related to sports marketing. The respective skills will hopefully become of use in the real world, as mentioned above.

Please, note that presence and participation are mandatory. Subsequently, students who register for this course must participate and commit to all sessions. Otherwise, please, refrain from registering altogether!

Moreover, as underscored earlier, your camera should be open during the entire online sessions. During in-person sessions, cellphones and other electronic gadgetry distractions must be closed and stored away (unless they are required for specific pedagogic purposes).

Bibliography

- Welcome video: <https://youtu.be/xnPkhzCzfPs>.
- Readings – Book and articles should be available at the library or online.
 - [Desbordes, M. & A. Richelieu \(2019\). International Sport Marketing. Issues and Practice. London, UK: Routledge Publishers. \(available on amazon.de\)](#)
 - Richelieu, A. & A. Webb (2022). "Strategic sport marketing in the society of the spectacle". *Journal of Strategic Marketing*. In press. <https://www.tandfonline.com/doi/full/10.1080/0965254X.2021.1965188>.
 - Richelieu, A. (2021). "From sport to 'sportainment'. The art of creating an added-value brand experience for fans". *Journal of Brand Strategy*, 9 (4): 408-422. <https://www.henrystewartpublications.com/jbs/v9>.
 - Richelieu, A. (2018). "A sport-oriented place branding strategy for cities, regions and countries". *Sport, Business & Management: An International Journal*, 8 (4): 354-374. <https://www.emeraldinsight.com/doi/full/10.1108/SBM-02-2018-0010>.
- Video capsules from "the 'sportainment' news" series are available at: <https://www.andrerichelieu.com/videos>
OR at: <https://www.youtube.com/channel/UCsJHbePL5fF8YJLQOIGZNqw> (**you are strongly invited to subscribe to the YouTube channel to receive the latest updates**).
- Sportainment – Core vs. Auxiliary features and the importance of the on-field product:
 - ["From sport to 'sportainment'"](#)
 - ["Strategic sport marketing in the society of the spectacle - The 'Strategic Sportainment Mix'"](#)

- ["Banana Ball': The Savannah Bananas baseball team"](#)
 - ["UFC-WWE Merger - Manifestation of and consecration of 'Sportainment' as a new era and new industry"](#)
 - ["The Super Bowl and Covid-19"](#)
 - ["The \(failed\) European Super League Football Project"](#)
 - ["Toronto Maple Leafs: Poor resource allocation = Endless playoff drought"](#)
- Branding – From sport to lifestyle brand + Branding in Sport for Development and Peace (SDP) initiatives:
 - ["Montreal Expos: From sport to lifestyle brand analysis + Sample of my over 100 Expos cap collection!"](#)
 - ["Seeing is Believing: Special Olympics Events and the Society of the Spectacle"](#)
 - ["The challenge of renewing a varsity sport brand: A mixed-methods approach"](#)
- Place branding - Major events, socio-economic legacy and soft power:
 - ["A sport-oriented place branding strategy"](#)
 - ["A typology of countries \(and territories\) using place branding through sport - Persian Gulf, Asia and Russia"](#)
 - ["Beijing 2022, Realpolitik and The Belt & Road Initiative"](#)
 - ["Politics, business and sport: Why the Tokyo Olympics will go ahead despite the pandemic"](#)
 - ["Tokyo 2021: Are these Olympic Games worth all the risks?"](#)
 - ["Singapore's Vision 2030"](#)
 - ["Canada at the 2022 Qatar World Cup: 1986 vs. 2022 teams"](#)
- Globalization, internationalization and glocalization – Current and future trends:
 - ["Is the future of sport Asian?"](#)
 - ["NBA's 'sportainment' global success"](#)

+ Additional references shall be provided before or during the sessions, including videos.

WISHING YOU ALL A GREAT SPORTS MARKETING SEMINAR!

CROSS EVALUATION FORM FOR THE ONLINE ORAL PRESENTATION

COURSE TITLE: SPORTS MARKETING

GROUP: A or B (indicate the respective one).

STUDENT NAME: _____

TEAM NAME: _____

In the table below, you shall assess the contribution of each and every team member, including yours, by providing a grade between 0 and 100%. Be fair and respectful, please!

Name of the team member	Grade of the team member out of 100%
Member 1:	Grade:
Member 2:	Grade:
Member 3:	Grade:
Member 4:	Grade:
Member 5:	Grade:
Member 6:	Grade: