

**Sports Marketing
Summer Semester**

Professor:

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Learning objectives:

I intend to cover seven topics throughout the seminar:

- The sports industry today and major trends that impact the actors of the sports ecosystem;
- 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, product and brand extensions, retro-marketing and storytelling;
- 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; &
- The risks of sports betting, corruption, doping, as well as their impact on the integrity of sports and sports brands altogether.

A synthesis of syntheses shall enable us to wrap-up the seminar in order to crystallize our learnings.

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 sports organizations and actors are facing in their daily activities;
- 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.

Description of Content:

- In this seminar, we shall lay down the foundations of sports marketing, at a time when the sports industry faces huge transformations because of the media, technology, money and globalization.
- 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:

Sixty percent of a student grade shall be individual; forty percent in group.

Students will be marked on:

1. The oral presentation of a sports brand strategy (on the last day of the seminar): 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, 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 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.

Students will build their presentation on the knowledge acquired during the seminar, as well as on the research and analysis they will undergo by acquiring secondary data and, ideally, primary data as well. The project will be real. No two teams could use the same topic.

The structure of the presentation should follow the following sections:

- Introduction with a brief presentation of the sports brand you have chosen;
- 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);
- Marketing actions initiated in the home country and abroad by the sports brand, among the concepts studied in class (co-branding, product and brand extensions, “sportainment”, 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 to make their presentation, excluding the Q&A period. Presentations will take place on the last day of the seminar. All team members must be on ‘stage’ and speak during the exposé.

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 (or prezi) 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 hand in to the professor? In addition to the oral presentation, students will be asked to hand in a written document that shall include:

- A copy of their slides (a black and white copy shall suffice);
- A list of references used to prepare the presentation.

The written document of the presentation will be delivered to the professor on the day of the presentation, prior to making their exposé.

Moreover, I shall ask all teams to send by e-mail the electronic version of their power point presentation, before entering the stage.

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.

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, we 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 be physically and psychologically present in class and participate in a constructive way, even those who are introvert. In this regard, I will take into account the frequency and quality of interventions, and how these interventions do help students' learnings.

The grade each student shall receive will reflect their continuous contribution in class through discussions, debates and exercises held in class.

Teaching Method:

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 performance. The objectives of this approach are three-fold:

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

Furthermore, students will do synthesizing exercises and resolve practical cases. These methods will help foster the learning process and unable students to develop specific skills related to sports marketing. These skills will hopefully become of use in the real world, as mentioned above.

Bibliography:

- Desbordes, M. and A. Richelieu (2012). *Global Sport Marketing. Contemporary Issues and Practice*. London, UK: Routledge Publishers. One book per team.

+ Additional articles to be read by each student:

- Article on Neymar's transfer and its impact on football and beyond, *The Guardian*, September 1, 2017: https://www.theguardian.com/commentisfree/2017/sep/01/neymar-transfer-barcelona-soft-power-asian-governments?lipi=urn%3Ali%3Apage%3Ad_flagship3_feed%3B4bys40ycSMW79IqVM6jiMA%3D%3D.
- Article on the Legends Football League and the concept of "sportainment", *The National Post*, February 24, 2017, <http://nationalpost.com/sports/legends-formerly-lingerie-football-league-coming-to-canadian-tv-still-pretty-depressing-even-with-pants>.
- Article on the Cirque du Soleil & Vegas Golden Knights agreement, *National Hockey League*, March 23, 2017: see pdf file.
- Article on the level of consumption of Americans during the Super Bowl, *ABC News*, February 2, 2017, <http://abcnews.go.com/US/staggering-amounts-food-eaten-super-bowl-sunday/story?id=45217629>.
- Article on building and managing a sports brand, *Journal of Brand Strategy*, 2014: see pdf file.
- Article on how a hockey team has anchored itself in its community, *Sport, Business & Management: An International Journal*, 2012: see pdf file.
- Article on mega-events and place branding, *PD Magazine*, winter 2013: see pdf file.
- Article on the socio-economic legacy of the Olympics, *NPR*, February 2, 2018, <https://www.npr.org/2018/02/02/582790412/south-korea-prepares-to-spend-13-billion-on-winter-olympics-is-it-worth-it>.
- Article on virtual season ticket holders, *NBC Sports*, April 18, 2016: <http://www.nbcsports.com/bayarea/giants/virtual-season-tickets-poised-change-sports-world>.
- Article on losing on purpose in sports and how we could get rid of it, *The Washington Post*, November 14, 2017, <https://www.washingtonpost.com/news/sports/wp/2017/11/14/take-it-from-a->

[former-gm-we-should-not-reward-tanking-heres-a-proposal-to-end-it-for-good/?utm_term=.5286d3fd66b2.](#)

CROSS EVALUATION FORM FOR THE ORAL PRESENTATION

STUDENT OR 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!

This form can be completed individually or collectively.

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:
Member 7:	Grade: