



MRK-6018
Sports Marketing in the Context of Globalization
Section A - Winter 2014
Wednesday, 3:30 pm – 6:20 pm
3 credits

Course site on ENA: <http://www.portaildescours.ulaval.ca>

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SECTIONS

I Course description.....	1
II Topics and course objectives	2
III Pedagogical approach.....	3
IV Evaluation and scale of grading	3
V Bibliography.....	9
VI Course outline	10
VII Assessment grid for term project	14
VIII Team work evaluation	17
Appendix1.....	18
Appendix 2.....	20

I. COURSE DESCRIPTION

“Sports Marketing in the Context of Globalization” is an elective course offered within the MBA program in Marketing. However, the course is open to all master’s students, pending they have successfully completed an introductory marketing class beforehand.

The main objective of this course is to lay down the foundations of sports marketing, at a time when the sports industry faces huge transformations through the media, technology and globalization, becoming a “sportainment” industry. The course will look at the different actors of the industry, namely teams, players, leagues, federations, events, managers, sponsors, equipment makers, etc. Comparisons between North

America and the rest of the world will be made throughout the course by referring to concrete examples and recent research conducted by the Professor in this area. This class intends to broaden our horizons on sport business and sports marketing, as the two are strongly intertwined.

As such, this course is designed for two types of students: first, those who want to have a look at a fascinating industry and learn specific marketing approaches that could find some application in their career; second, those students who are specifically looking to work (if not already working) in the sports industry and want to get some guidelines in this regard.

Throughout this course, students will develop analytical and practical skills in sports marketing, as well as sports business. Students will be exposed to both theory and practice. Students will also be asked to reflect on the ethical aspects of sports marketing and sports business.

II. TOPICS AND COURSE OBJECTIVES

The topics that will be covered throughout this course are structured around twelve Internet-based capsules. These capsules and course objectives relate to the following items:

1. Define “sportainment” and the sports industry today;
2. Analyze “fan-actors” (or “consumactors”), co-creators of their experience and potential ambassadors of the sports organization;
3. Build and manage a sports brand;
4. Launch effective co-branding and lifestyle branding strategies;
5. Distinguish between retro-marketing and storytelling in sports;
6. Articulate a relevant Integrated Marketing Communications (IMC) strategy in sports;
7. Develop a value proposition for fans, along with price strategies in sports;
8. Study sports arenas, multipurpose stadiums and the “Vipization” of sports;
9. Organize and manage sporting events;
10. Identify the risks of sports betting, corruption and doping, as well as their impact on the integrity of sports;
11. Capitalize on the globalization of sports and the internationalization of sports actors;
12. Appreciate the complexities of culture and the value of “glocalization”.
13. Additionally, students will work on developing:
 - Oral and written communications skills, which are fundamental in a global world.
 - Interpersonal skills and team work, which are required on the job market.
 - A reflection on their career path and their personal growth.

The first two skills mentioned above will be used during oral presentations and term project. For the third one, a reflection will be held in class at the end of the semester which should help provide some directions and crystallise the course's learnings.

Please, see Appendix 1, where I underline which objectives of the MBA program are achieved with this course.

III. PEDAGOGICAL APPROACH

Students will have a major role to play throughout the course.

Based on the weekly 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 "Dingy Dingy Show"! The objectives of this approach are three-fold:

- Develop critical thinking;
- Encourage the participation of a large number of students, even the introverts, in a context where risk is 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 enhance the learning process and enable students to develop specific skills related to sports marketing. These skills will hopefully become of use in the real world, as mentioned above.

Moreover, I hope to hold presentations by speakers from the private sector. This will depend on the topics discussed, types of in-class discussions, time available for such presentations and the availability of speakers.

IV. EVALUATION AND SCALE OF GRADING

Students will be marked on:

1. A sports organization promo ad analysis (**starting on the week of January 29, 2014**): 15%.
2. A term project (**April 16**): 25%.
3. A presentation of the term project (**April 9**): 15%.
4. A final exam (**April 23**): 30%.

5. An active presence and participation in class (**throughout the semester**): 15%

1. Sports organization promo ad analysis (15%). Starting on the week of January 29, 2014, students will take the stage!

What does the work involve. In teams of three, four or five, depending on the number of students signed up for the course, students will have 20 minutes to analyze a promo ad of the sports organization or actor (including an athlete or an arena) of their choice (first come, first served!).

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

- **The presentation of the brand attributes, as well as of the market segment(s) (2 points);**
- **The strengths and weaknesses of the selected promo ad (3 points);**
- **The analysis on how to improve the promo ad and the managerial learnings you can extract from your study (3 + 3 = 6 points);**
- **The quality of the visual material displayed during your presentation (power point, videos, examples, etc.) (2 points);**
- **The oral communication abilities of the group and the respect of the time allocated to the team (2 points).**

As per the **structure** of the presentation, I strongly recommend the following:

- The introduction, including a video presentation of the respective promo ad;
- The brand attributes, as displayed in the promo ad (i.e. values and symbols underlined in the ad);
- The market segment(s) targeted by the sports organization / actor in the promo ad;
- The strengths and weaknesses of the promo ad;
- The avenues on how to improve the ad;
- The conclusion and synthesis, including the managerial implications you can draw from your analysis and your ability to launch a discussion with the audience. This discussion should help the audience understand what learnings we can extract from the respective promo ad and how they can apply to different sports marketing contexts.

What to hand in to the professor. In addition to the oral presentation, students will be asked to hand in a written document that will include:

- A one-page summary of their presentation;
- A copy of the slides (black and white will do);

- A list of references used to prepare the written document and the presentation.

Students will also save their presentation on our course website (“forum”) to share with their fellow students on the course Internet platform. The written document and the electronic copy of the presentation will be delivered the day of the presentation, prior to students entering the stage.

Group dynamics and logistics. All members of a team will obtain the same mark unless unexpected circumstances arise. These should be brought to the professor’s attention quickly and honestly by the team members.

Please note that the teams and the order in which the presentations will be carried out must be finalized by **January 22, 2014**, at the latest. Students are invited to form their teams on the course platform under the icon “Evaluation and Grading”.

2. Term project (25%).

What does the work involve. In teams of three, four or five, students will be asked to look at the strategic construction of a sports brand of their choice, as long as this brand has an international appeal. This could be a sports team, an athlete, a league, an event, a sponsor, an equipment maker, an arena, etc. Students will look at the strategic construction of the brand at both the domestic and international levels. Students will build their report on the knowledge acquired in this class, as well as on the research and analysis they will undergo by acquiring primary and secondary data.

The project will be real. No two teams could use the same topic. All teams will have to be made up by **January 29**, at the latest. A list of all students’ teams and their respective members will be handed in to the professor by that date.

Content and evaluation criteria. Using class material, books and the Internet, as well as primary data, students will prepare the report, which will include the following sections and information:

- An executive summary underlining the main points of the report, as well as conclusions and recommendations (up to one page).
- A table of contents.
- An introduction which presents the topic and the outline of the report.
- A concise but precise presentation of the sports team, athlete, league, event, sponsor, equipment maker, etc., you have selected.

- An analysis of the strategic construction of the brand of the sports organization or athlete you have chosen. In this regard, you should look at i) the identity (or personality) of the brand; ii) its positioning on the market versus its competitors, along with its Unique Selling Proposition (USP); iii) the marketing actions that derive from both the identity and positioning, and reinforce them; and iv) specific illustrations of domestic actions and international expansion endeavours.
- A conclusion that summarizes the main points and recommendations, and includes future prospects for the sports brand you have studied.
- A bibliography, which presents the references quoted in the report.
- Appendixes, if required.

The **evaluation criteria** take into consideration the skills that students are expected to develop during the term project. The content of the report, its format and group dynamics are also included in the evaluation. Please refer to the **assessment grid** in the Appendix for all relevant information in this regard.

Format and due date. The report will contain a maximum of thirty pages (12 font, 1.5 spacing). This includes the executive summary, the table of contents, the body (all sections) of the paper, the bibliography and appendixes, if necessary. In order for students to have enough time to prepare for the final exam, the project must be submitted to the professor by **April 16, 2014**, at the latest, during class and in paper format. The report will be prepared as if it were being submitted by external consultants hired by the sports organization or athlete. Late work will simply not be evaluated.

Guidance for students. I will formally meet each team once throughout the term. This meeting will be held outside classroom hours and will allow students to hand in an outline of their work on which I will be able to comment as a formative evaluation. Students will also be able to ask questions to clarify any point that requires additional information. A preliminary calendar of meetings will be created during the session held on February 19.

Group dynamics. Since the term project has a considerable impact on the final mark, I ask all students to evaluate the quality of the contribution and effort of each team member on a sheet attached to this course outline. Unexpected circumstances must be reported to the professor with diligence and honesty in order to quickly bring corrective measures to the situation.

However, I expect students to try to deal with their problems on their own. Students are allowed to exclude another student from their group if, despite repeated remarks from other team members, he/she does not put any effort into the term project. However, do not use this evaluation to resolve personal issues! Evaluation sheets can be completed individually by each member or collectively by the whole team. Please note that the evaluation of your team members will serve to adjust the grades accordingly, if need be, and after a double check by the professor.

Also, please, see Appendix 2 for plagiarism issues.

3. Presentation of the term project (15%).

What does the work involve. In addition to the written document, each team will illustrate the main conclusions and recommendations of their semester project during a presentation which will take place on **April 9, 2014.**

Each presentation will last 12 minutes. Each team will build its presentation on an electronic format, including a power point presentation (or its equivalent) and a video ad promotion for the sports organization being studied.

Content and evaluation criteria. The presentation and the video ad will be graded on these four criteria:

- **The power point presentation:** The clarity of the main ideas and recommendations you bring forward during your presentation; the structure of your presentation; and the aestheticism of the power point (or equivalent) (3 points).
- **The video ad material:** The work you have put into creating your video ad (e.g. the personal input in your video ad promotion); the emotions you are able to generate through your video ad among the audience; the aestheticism of your video ad (5 points).
- **The oral abilities of the team members:** How well you express yourself, how convincing you are and how much you respect the time allocated to you (3 points).
- **The overall quality of your presentation:** Content and format wise, how impressed am I by your work? (4 points).

The presentation will also serve as a formative retroaction session in order to help each team improve, refine or finalise their written report, which is due one week later.

Format. Teams are invited to illustrate what best represents the results and recommendations of their semester project. Express yourselves! Be creative!

4. Final exam (cumulative) (30%).

Content and format. The final exam will be held on **April 23, 2014**, during class hours². The final exam will cover all material presented in class from the beginning of the term, including all presentations. The exam will evaluate whether the course objectives were met and whether students were able to develop the skills that are related to the topics covered in class. The final exam will mostly be made up of essay-type questions. Through the essay-type questions, I will assess the students' knowledge and understanding of fundamental concepts underlined in class and their ability to apply these concepts to sports marketing and sports business cases.

Exam logistics. The final exam will, first and foremost, evaluate comprehension. Consequently, students will be allowed to bring a 21.5 x 27.9 cm "cheat sheet" with notes on both sides of the page. This sheet can be manuscript or typed. The final exam will be 2h30 long. No make-up exams will be allowed, unless in case of a documented emergency (e.g. illness or death in the family).

5. Active presence and participation in class (15%).

What am I looking for? As we intend to make this class a true seminar, students' participation is instrumental in the dynamics of the course and their learning process. This means that students are expected to be physically and psychologically present in class and participate in a constructive way. In this regard, I will take into account the attendance, as well as the frequency and quality of interventions, in class or on our course platform. The self-evaluation exercise scheduled at the end of the seminar is part of this. Lack of discipline and "savoir-vivre" will be penalised in the grade for oral participation.

The first five points will be allocated before the reading week; the remaining 10 at the end of the semester.

Scale of grading.

<u>88+:</u>	A+	<u>76 - 79,99:</u>	B+	<u>64 - 67,99:</u>	C+
<u>84 - 87,99:</u>	A	<u>72 - 75,99:</u>	B	<u>60 - 63,99:</u>	C
<u>80 - 83,99:</u>	A-	<u>68 - 71,99:</u>	B-	<u>< 60:</u>	E

² Unless noted otherwise.

V. BIBLIOGRAPHY

Mandatory books and pedagogical material:

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

Desbordes, M. and A. Richelieu (2011). *Néo-Marketing du Sport*. Brussels, Belgium: De Boeck Publishers.

The Professor's sports marketing website: www.andrerichelieu-sportsmarketing.com. This site is dedicated to the growing area of sports marketing: research, videos, links, news and more! I invite you to browse at your leisure through the different sections and become part of the discussion / reflection on sports marketing. The site is updated regularly.

Course site on ENA:

The course site on ENA can be accessed at www.portaildescours.ulaval.ca. This is where the course capsules can be found. I invite all students to visit the site regularly for the slides, updates, information and pedagogical surprises! Furthermore, even though I will monitor the forum, I will not intervene personally on the latter.

Other references:

Students may consult the business press as well as academic journals in order to find references that may be useful for the preparation of their work and for personal enrichment.

With this idea in mind, the *Sports Business Daily* (www.sportsbusinessdaily.com) and the *Sport Business Group* (www.sportbusiness.com) represent valuable sources. The *Globe and Mail* (www.theglobeandmail.com) newspaper is also worth mentioning, especially the Saturday edition. Additionally, www.tsn.ca, www.sportsnet.ca, espn.go.com, www.lequipe.fr and <http://sportbuzzbusiness.fr/> are examples of online resources available in Canada and abroad.

Among the more academic journals, I will underline, in no specific order of preference: the *International Journal of Sports Marketing and Sponsorship*, the *International Journal of Sport Management and Marketing*, the *European Sport Management Quarterly*, the *Journal of Sport Management*, *Sport Marketing Quarterly*, *Sport Management Review*, *Sociology of Sport Journal*, the *Journal of Sport Tourism*, *Sport, Business, Management: An International Journal* and the *Journal of Sponsorship*. Most of these journals can be found at: http://www.bibl.ulaval.ca/bases_de_donnees_listes.

VI. COURSE OUTLINE¹

Date	Content	Preliminary reading	Task
Week 1 January 15, 2014	Welcome! Introduction Teaching philosophy Course logistics ✓ Defining “sportainment” and the sports industry today <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 1 Desbordes & Richelieu, introduction & chapter 7	<ul style="list-style-type: none"> ▪ Team formation for case presentations and selection of promo ads.
Week 2 January 22	✓ Analyzing “fan-actors” (or “consumactors”), co-creators of their experience and potential ambassadors of the sports organization <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 2 Articles on the course website	<ul style="list-style-type: none"> ▪ Last day for promo ad selection (oral presentations)! ▪ Names of team members and choice of sports brand for the term project to be submitted to the professor.
Week 3 January 29	✓ Building and managing a sports brand <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 3 Desbordes & Richelieu, chapter 1 Articles on the course website	<ul style="list-style-type: none"> ▪ Last day for term project selection! ▪ First day of promo ad presentations! ▪ 1 presentation.
Week 4 February 5	✓ Launching effective co-branding and lifestyle branding strategies <ul style="list-style-type: none"> • Content 	Capsule 4 Desbordes & Richelieu, chapter 6	<ul style="list-style-type: none"> ▪ 1 presentation. ▪ Formative evaluation of the professor.

¹ For information purposes only. We may elaborate on certain elements depending on the level of interest of students or difficulty of the topic. However, all material will be covered.

	<ul style="list-style-type: none"> • Citations • Examples • Quiz • Readings • Crystallizing our learnings 		
Week 5 February 12	<ul style="list-style-type: none"> ✓ Getting the semester project started! <ul style="list-style-type: none"> • Contact the key persons within the selected sports organization • Collect primary and secondary data • Structure workload and set timetable 	Articles on the course website	<ul style="list-style-type: none"> ▪ Team work outside the classroom. ▪ Feedback from the professor.
Week 6 February 19	<ul style="list-style-type: none"> ✓ Distinguishing between retro-marketing and storytelling in sports <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 5 Articles on the course website	<ul style="list-style-type: none"> ▪ 1 presentation. ▪ Feedback with regard to the formative evaluation of the professor. ▪ Calendar of meetings for the semester project.
Week 7 February 26	<ul style="list-style-type: none"> ✓ Articulating a relevant Integrated Marketing Communications (IMC) strategy in sports <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 6 Desbordes & Richelieu, chapter 3	<ul style="list-style-type: none"> ▪ 1 presentation.
Week 8 March 5	Reading Week		
Week 9 March 12	<ul style="list-style-type: none"> ✓ Developing a value proposition for fans, along with price strategies in sports <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 7 Articles on the course website	<ul style="list-style-type: none"> ▪ 1 presentation.

Week 10 March 19	✓ Studying sports arenas, multipurpose stadiums and the “Vipization” of sports <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 8 Desbordes & Richelieu, chapter 8	▪ 1 presentation.
Week 11 March 26	✓ Organizing and managing sporting events <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 9 Desbordes & Richelieu, chapters 4 & 5	▪ 1 presentation.
Week 12 April 2	✓ Identifying the risks of sports betting, corruption and doping, as well as their impact on the integrity of sports <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 10 Articles on the course website	▪ 1 presentation.
Week 13 April 9	✓ Capitalizing on the globalization of sports and the internationalization of sports actors <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz • Readings • Crystallizing our learnings 	Capsule 11 Desbordes & Richelieu, chapter 2	▪ Semester project presentations.
Week 14 April 16	✓ Appreciating the complexities of culture and the value of “glocalization” <ul style="list-style-type: none"> • Content • Citations • Examples • Quiz 	Capsule 12 Desbordes & Richelieu, conclusion Articles on the course website	▪ Term project due date. ▪ Students will share their experience with other students: What have I learned? How have I improved? What skills could I offer

	<ul style="list-style-type: none"> • Readings • Crystallizing our learnings <p>✓ Course synthesis</p> <ul style="list-style-type: none"> • Job opportunities in the sports industry • Synthesizing exercises: What have I learned? How have I improved? What skills could I offer in sports marketing / sports business? • Concluding remarks • The final word 		<p>an organization in the sports industry?</p> <ul style="list-style-type: none"> ▪ Questions and preparation towards the final exam.
<p>Week 15 April 23 (3:30 - 6:00 p.m.; to be confirmed as soon as possible)</p>	<p>Final exam</p>		

BEST OF LUCK!

VII. Assessment grid for the term project
Sports Marketing in the Context of Globalization
(MRK-6018-A)

Category	Criteria	%	Details	Excellent	Very good	Good	Fair	Poor	Mark out of 10	Mark
Content	Executive summary (synopsis).	10%	The executive summary underlines the main conclusions and recommendations of the report. The executive summary is structured and clearly written. The report must be brief but specific (approx. one page).	10	9-8	7-6	5-4-3	2-1-0		
Content	Presentation of the selected sports brand	10%	You introduce the subject under study (sports team, athlete, league, event, sponsor, equipment maker, arena, etc.). You give a precise but concise profile of the sports organization or individual. The strengths and weaknesses of the sports brand are identified.	10	9-8	7-6	5-4-3	2-1-0		
Content	Strategic construction of the brand: the identity (or personality).	10%	The identity (or personality) of the sports brand is presented (values, attributes, brand associations). The core values of the sports brand are underlined. You analyse the coherence between managers' vision and fans' perception.	10	9-8	7-6	5-4-3	2-1-0		
Content	Strategic construction of the brand: the positioning.	10%	You present the positioning of the sports brand versus its competitors. The Unique Selling Proposition (USP) is described. In this regard, you highlight the promise of the brand to the customers / fans.	10	9-8	7-6	5-4-3	2-1-0		

Content	Strategic construction of the brand: the marketing actions.	25%	The marketing actions that derive from the identity and positioning, and reinforce them, are discussed. The 4 Ps are considered and analysed in a strategic mindset.	10	9-8	7-6	5-4-3	2-1-0		
Content	Strategic construction of the brand: domestic vs. international endeavours.	10%	Specific illustrations of domestic actions vs. international expansion are presented and discussed. You consider the international or global potential of the sports brand and capitalise on it in your analysis.	10	9-8	7-6	5-4-3	2-1-0		
Content	Conclusion	5%	The conclusion summarizes the main points and recommendations, and includes future prospects for the sports brand.	10	9-8	7-6	5-4-3	2-1-0		
<u>Format</u>	Structured and articulated report; Overall quality of the report.	15%	The report has a beginning and an end. It must be coherent and represent a whole. Ideas must be well articulated. The text must flow nicely. The report is pleasant to read. The report contains no more than 30 pages (including appendixes). The report is written using good English and proper style. The report is professional and convincing. The presentation is aesthetic.	10	9-8	7-6	5-4-3	2-1-0		
<u>Format</u>	Detailed references and bibliography.	5%	The report gives credit to <u>all</u> the authors for their ideas and quotations <u>in the text</u> . Excessive use of quotations should be avoided. Each reference listed in the text is found in the bibliography at the end of the report. References and bibliography must be presented in a clear and structured manner.	10	9-8	7-6	5-4-3	2-1-0		

Total	100%		
Total	25%		

VIII. TEAM WORK EVALUATION²

STUDENT NAME: _____

Instructions: The student is asked to evaluate the quality of the contribution and effort of each team member toward the project (comments and mark out of 100 for each team member). This will allow the professor to assess the activity of the team, and to change, in exceptional cases, the students' marks accordingly. You can fill in this form individually or as a team, depending on your specific situation.

1. Contribution of the team members to the smooth running of the meetings: the members have ensured that the team meetings were carried out in an effective and productive manner.

2. Work outside the classroom: students have fulfilled the tasks that were assigned to them between each meeting.

3. Writing the report: students have contributed equally in the writing of the report.

4. Contribution to the working environment of the team: the students have helped in establishing a healthy working environment for the team.

² Based on course notes from the La pratique de l'enseignement supérieur course given by Ms. Huguette Bernard and Mr. Richard Prigent, Université de Montréal, Fall 1999.

Appendix 1

Buts et objectifs de programme de MBA

1. Résoudre des problèmes complexes en contexte d'incertitude.

Démontrer la capacité de résoudre des problèmes complexes en faisant appel à ses habiletés d'analyse, de synthèse et de prise de décision dans le cadre de la gestion de l'organisation dans une perspective multidisciplinaire.

Objectifs :

- Identifier et tenir compte des sources d'incertitude.
- Évaluer les outils et les modèles de prise de décision.
- Structurer et analyser l'information.
- Évaluer et critiquer une décision.
- Développer une pensée critique et créative afin d'identifier les problèmes de l'organisation et de recommander des solutions réalisables répondant aux objectifs.

Should be achieved with the case studies, the semester project session, the term project and the final exam.

2. Communiquer efficacement.

Développer l'habileté de communiquer efficacement en français et en anglais, par écrit et à l'oral, des idées, des analyses, des synthèses, des décisions dans différents contextes professionnels, et ce, en utilisant le vocabulaire adapté à son auditoire.

Objectifs :

- Colliger et synthétiser l'information selon sa pertinence.
- Structurer une présentation orale, un essai, un document.
- Présenter clairement des idées et des propositions de façon convaincante et efficace.

Should be achieved with the oral presentations (case studies and semester project presentation), the participation in class and the final exam.

3. Gérer des équipes de travail.

Développer la capacité de gérer des équipes de travail tout en adoptant des comportements favorisant la coopération et le respect en vue de créer une cohésion entre les membres de l'équipe et de promouvoir la vision de l'équipe.

Objectifs :

- Savoir reconnaître les réalisations des autres.
- Gérer les conflits et les relations interpersonnelles.
- Travailler en équipe diversifiées sur les plans culturel, disciplinaire et générationnel.
- Réconcilier les points de vue divergents dans la réalisation de l'objectif commun.

Should be achieved with the case studies, the semester project presentation and the term project.

4. Reconnaître les principaux enjeux sur les scènes locales et internationales.

Démontrer, dans le diagnostic, l'analyse et la résolution de problèmes une connaissance du contexte local et mondial et de leurs enjeux respectifs.

Objectifs :

- Être ouvert aux autres cultures.
- Identifier et comprendre les impacts des enjeux sur les activités de l'organisation.
- Incorporer les enjeux locaux et mondiaux dans la prise de décision.

Should be achieved with the case studies, the semester project presentation, the term project and the final exam.

5. Démontrer des aptitudes de leadership.

Manifester du leadership en développant l'habileté de mobiliser les autres autour d'une vision commune et partagée et la mettre en œuvre dans différents contextes organisationnels dynamiques.

Objectifs :

- Mobiliser, motiver et rallier différents acteurs.
- Être à l'écoute et avoir de l'empathie.
- Savoir déléguer les responsabilités
- Instaurer un climat de confiance et de respect mutuel.
- Se connaître en tant que leader avec ses forces et ses faiblesses.
- Reconnaître les effets de la gestion d'un changement de l'environnement économique, politique, culturel et démographique.
- Être capable de faire des recommandations appropriées.

Should be achieved with the discussions in class, the case studies, the semester project presentation and the term project.

6. Utiliser les technologies de l'information et de la communication dans la conception, le design, le développement et la gestion des organisations.

Utiliser les technologies de l'information et des communications pour chercher, traiter, organiser, produire et communiquer des contenus professionnels reliés à différentes tâches de gestion.

Objectifs :

- Tirer avantage des technologies de l'information et de la communication pour le développement de sa fonction au sein de l'entreprise dans une perspective de création de la valeur.
- Collaborer à la mise en œuvre des technologies de l'information et de la communication.

Should be achieved with the oral presentations.

7. Favoriser l'adoption d'un comportement socialement responsable.

Manifester une attitude responsable à l'égard de la société en privilégiant un comportement éthique dans le traitement de cas ou de problèmes.

Objectifs :

- Comprendre les enjeux éthiques de l'organisation.
- Intégrer l'éthique dans la prise de décision.
- Évaluer si une décision est acceptable.
- Manifester l'esprit de responsabilité à l'égard de la société.

Should be achieved with the discussions in class, the case studies, the semester project presentation, the term project and the final exam.

Appendix 2

Règles disciplinaires

Tout étudiant qui commet une infraction au *Règlement disciplinaire à l'intention des étudiants de l'Université Laval* dans le cadre du présent cours, notamment en matière de plagiat, est passible des sanctions qui sont prévues dans ce règlement. Il est très important pour tout étudiant de prendre connaissance des articles 28 à 32 du Règlement disciplinaire.

Plagiat

La FSA ne tolère pas les comportements non-conformes à l'éthique. Le Règlement disciplinaire à l'intention des étudiants de l'Université Laval fait état de près d'une vingtaine d'infractions relatives aux études passibles de sanctions. Vous connaissez sûrement les fautes les plus courantes, mais saviez-vous que copier des phrases d'un ouvrage papier ou d'un site web sans mettre les guillemets ou sans mentionner la source constituent deux de ces infractions passibles de sanctions? Ou encore qu'il est interdit de résumer l'idée originale d'un auteur en l'exprimant dans ses propres mots sans en mentionner la source ou traduire partiellement ou totalement un texte sans en mentionner la provenance.