

KBA-B3-MKT-902-E-L-BDX

E-MARKETING

Semester 2, 2020 – 2021

COORDINATOR	Dennis Herhausen
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OFFICE HOURS	On Appointment

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Group work	SESSION 9	40%
Individual exam	TBC	60%

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

INTRODUCTION AND OBJECTIVES

Aims and Objectives of the course

This module is part of the marketing specialization in KEDGE BACHELOR 3 IFC.

A fundamental aspect of modern marketing is digitalization. The sharp increase both in number and richness of information and communication technologies has a strong impact on traditional marketing practice, and one cannot apprehend marketing now without notions of digital technologies.

Understanding which technologies exist, how they are relevant and usable by marketers is the core focus of this course. The course aims to present the fundamentals of digital marketing and addresses the joint evolution of marketing strategy, consumer behavior and brand management, from a digital point of view.

The course aims to provide a guide on how companies can get most out of the web for their marketing goals. The course combines established approaches to marketing planning with a creative use of new digital communication methods. It develops students' skills in e-marketing.

By the end of this course students will be able to:

- ┆ Define and outline key concept related to digital marketing.
- ┆ Critically assess the role that digital components can play in marketing strategy.
- ┆ Reflect on strategic and tactical decisions concerning effective product, pricing, distribution and promotion decisions using digital marketing concepts, applications and technologies.

Contribution of the course to the learning objectives of the programme

LG5. Develop, and practice, a sense for innovation, entrepreneurship and creativity

This module allows students to discover new concepts and trends in marketing and to apply their knowledge and creativity through individual and group work.

Contribution of the course to critical thinking development

The course allows students to critically reflect on new marketing perspectives and seeks to engage them in articulating the opinion on them. A combination of theory and practical examples will drive this course.

Course description

Digital marketing, online marketing, digital technology, digital marketing tactics and tools, digital consumer, consumer behavior, digital media, online advertising, e-commerce.

TEACHING MATERIAL

Course material

- Detailed PDF or power point support for each session
- Compulsory readings (articles or book chapters) for some sessions
- Briefs for in-course activities (to be prepared in advance or not, as specified) such as group work, lecture notes, case studies, etc.

All these elements will be available online on LEARN before or after the sessions as required.

Suggested readings /videos /content (others will be distributed in class)

McKinsey article on Digital Marketing

<http://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/how-digital-marketing-operations-can-transform-business>

TED Talk Airbnb

https://www.ted.com/talks/joe_gebbia_how_airbnb_designs_for_trust?language=en

The Ultimate List of Reasons Why You Need Search Engine Optimization

<http://searchengineland.com/the-ultimate-list-of-reasons-why-you-need-search-engine-optimization-121215>

5 Key Reasons Why Paid Search Should Be Part of Your Inbound Strategy

<https://searchenginewatch.com/sew/how-to/2389434/5-key-reasons-why-paid-search-should-be-part-of-your-inbound-strategy>

The Importance of Paid Social Media

<http://www.webtalentmarketing.com/important-paid-social-media/>

Other websites and links

<http://www.smartinsights.com/>

Website of the book by Chaffey and Ellis-Chadwick. A great source to understand the book better and complement it, as well as find practical advice and frameworks for digital marketing strategies

<http://econsultancy.com>

A great source for the latest eCommerce, Social Media and eCRM, packed with case studies and best practice tips from leading brands.

COURSE CONTENT

SESSIONS	THEMES	CORE READINGS / TASKS
1	Introduction to Digital Marketing: Welcome in 2021	Group work on the Customer Journey
2	Mission Statement & Branding	2 groups will present their work from the previous week Group work on the brand identity
3	Marketing Fundamentals & Planning	2 groups will present their work from the previous week
4	Search Engine Advertising	Group work on search engine advertising
5	Inbound Marketing	HubSpot Academy: Inbound Marketing Course Content Marketing Course
6	User-Generated Content and Communities	CASE STUDY: When the Twittiverse Turns on You
7	<i>Feedback on Student Presentations</i>	
8	E-Commerce and the Platform Economy	CASE STUDY: Should PedalSpark start Selling on Amazon?
9	<i>Student Presentations</i>	<i>Oral presentation; in groups (40% of course grade)</i>
10	<i>Exam</i>	<i>Final exam; done individually (60% of course grade)</i>

PEDAGOGIC APPROACH & TEACHING METHOD

Advice

The course requires a significant amount of preparation before each session as well as active participation during the sessions.

Sessions organization

Sessions involve an amount of theory and some critical thinking and applications of the theory. Whenever required, students are asked to prepare the course activity, either individually or in groups, in order to foster exchange of ideas and a vivid discussion.

Individual exam

An individual exam of 3 hours will assess students' knowledge of digital marketing, their understanding of the concepts and frameworks, as well as their critical application to practical

Group presentation

Students will be given a detailed group presentation brief at the beginning of the course.

The deliverable for this work is a power point of approximately 20 slides. This power point should be clear and coherent. Given that it should be annotated, the slides themselves can be very visual (images, videos, interactive content).

The Power Point is to be submitted by email to the professor **BEFORE** the start of your presentation.

Regarding the oral presentation, all team members must have equal speech time.

The students will be assessed on the overall coherence of the work, on their presentation skills, innovativeness and application of course content and frameworks.

Any breach to the formatting and submission guidelines will be sanctioned. All group members get the **SAME GRADE**.

Methods Used to Evaluate Student Performance**Individual Assignments (60%)**

Assessment criteria	Exceeds expectations	Meets expectations	Below expectations
Capacity to use concepts, tools and theories covered in class to solve problems	A vast amount of concepts and tools covered in class are understood and used appropriately to answer the questions.	Only one part of the concepts and tools covered in class are understood and used appropriately to answer the questions. The answer is not detailed enough	A small amount of the concepts and tools covered in class are understood and used appropriately to answer the questions. The answer is superficial and incomplete.

Collective assessment (40%)

Section	Grading	Criteria
Problem-Orientation	10%	How well the group addresses the managerial problem of the assigned group work.
Conceptual Rigor	10%	How well the group applies content and concepts from the class in the assigned group work.
Innovation & Creativity	10%	Degree of innovation and creativity of the solution in the assigned group work.
Presentation Style	10%	How well the group sparks interest for their topic and activates the class for participation.
Total Group Assignment	40%	



Sawsan Atallah Bidart

Sawsan Atallah Bidart earned her doctorate in Communication and Information Sciences from the University of Bordeaux Montaigne (2019), where she studied how international news is constructed by focusing on coverage of the events of the Arab Spring by Al Jazeera, Euronews, France 24 and Press TV.

She is a Research Associate at the MICA research lab at the University of Bordeaux Montaigne, where she is part of the research team *Information, connaissance et innovation numérique*. She is also a research member of the International Association for Media Researchers, has published in the *Revue française des sciences de l'information et de la communication* and the *French Journal for Media Research* and has also presented her research at various international conferences (EUTIC in Bordeaux, IAMCR Communication, Technology and Human Dignity in Madrid, the 8th international congress for the UNESCO professorship in Strasbourg, the Fake News Ameriber conference in Bordeaux, the XESCOM' 4th International Symposium on Communication Management in Porto, etc). Both her research and teaching interests lie in Marketing and Communications, ranging from inbound marketing to the sharing economy; she teaches subjects related to digital marketing and communications in numerous business and communication schools of higher education. Her career in the private sector prior to evolving into academia was in Digital Project Management with international companies such as Microsoft and F-Secure in both the UK and France.



Patrick Leimbert

Patrick Leimbert has about 15 years of experience in digital, both on the client side and the agency side. He covers the entire digital chain for his customers and therefore has excellent control of the various channels in both B2C and B2B.

Graduated in international management¹, he started his career in ebusiness at Sony Europe. He then joined Expedia then AOL where he developed the CRM of these two pure players. He then moved to Canada where he joined one of the largest digital agencies in the country at that time (Pheromone) to manage key clients (VIA Rail, Club Med...). Upon his return to France in 2010, he started his own business by creating his independent digital agency, Stratefly.

Expert in etourism, Patrick also accompanies customers from various sectors such as luxury, sport, gastronomy, etc., in all their digital issues. He trains companies and public actors, he is a speaker for conferences and also teaches Digital Strategy and Marketing at Institut Paul Bocuse and Kedge Business School.

¹ Kedge Business School, University of Westminster & EAE Barcelona



Dennis Herhausen

Dennis Herhausen (Ph.D., University of St.Gallen) is Associate Professor of Marketing at KEDGE Business School. Previous to joining KEDGE Business School he was an Assistant Professor of Marketing at the University of St.Gallen, a Visiting Academic at Cardiff University, an International Marketing Manager for a German Food Producer, and a Sales and Marketing Consultant. Dennis' research, teaching and executive education revolve around the themes of digital customer relationships, multichannel management, online marketing, and social media management. His work has been funded by national and international research grants, has received several awards, and is published in the *Journal of Marketing*, *Journal of Retailing*, and the *Journal of Service Research*, among others. He is an associate Editor for "Technology, Interactive and Social Media" in the *Journal of Business Research*.

ACADEMIC FRAUD

Definition of Academic Fraud

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.