

2021_S02_PGE_M2_MKT_0005_E_L_BOD

SUSTAINABLE MARKETING

Semester 6 , 2020 – 2021

COURSE LEADER	Michele Ambaye
PROFESSORS	Michael Harismendy (1st part – Sustainable Marketing Theory) Anne Queffelec (2 nd part – Business game)
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BUSINESS HOURS	By appointment

ASSESSMENT	DUE DATE	WEIGHTING
MCQ (online quiz)	Session 5	30%
Participation & Personal Worksheet	Session 5	30%
Business Game	Session 10	40%

Kedge Business School and its professors encourage you to make the most of your internships and company projects and to take the opportunity to apply the theory, concepts and tools presented in class.

KEDGE BUSINESS SCHOOL

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INTRODUCTION AND OBJECTIVES

Aim and objectives of the course

Concern over the ethics of business, social responsibility and the environment was once thought to be a passing fad, encouraged by a minority of activist organisations and confined to the margins of society. Now, not a single day passes without these topics appearing before the general public. Governments regularly debate and legislate on these issues, pressure groups openly voice their opinions and take their own actions, more and more product advertisements contain more sustainability-focused messages, and businesses are beginning to take measures of their own changing the way they conduct their operations from the beginning to the end of their supply chains. Without doubt, sustainability now forms part of the everyday consciousness of the consumer, government and of business and its presence is likely to be permanent.

Sustainable marketing is not another off-shoot or an alternative branch of thought or practice running alongside what is often referred to as conventional marketing. Nor is sustainable marketing a mere cosmetic exercise. Sustainable marketing has to become the new mainstream, standard and conventional way of marketing as there are no longer any more alternatives - it is time for change in marketing practice, there is no avoiding it.

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In this class, students will approach issues related to sustainable development including environmental, social and ethical questions. Issues pertaining to marketing will also be addressed. It is essential to understand the aspirations of citizens/consumers and of other stakeholders. It is also necessary to understand the changes underway in organisations with regard to the implementation of sustainable development related initiatives in the marketing policy of organisations

Learners should be able to define a responsible marketing strategy for companies and their brands. They should also be able to relate all the elements of the marketing mix to sustainable issues and notably be able to take into consideration the expectations of stakeholders such as NGOs.

Emphasis will be placed upon the commitments of companies to processes of continuous improvement and the adjustment of marketing policy to take into account the notion of social responsibility.

The concepts of the collaborative economy, eco-design, cradle to cradle, the functional economy and more broadly speaking the collaborative economy will be presented.

Course Contribution to the objectives of Master PGE

PGE4 Apply norms of high integrity, ethics and social responsibility

PGE6 Develop and practice a sense of innovation, entrepreneurship and creativity

This class must enable learners to develop and put into practice innovation and particularly to develop an awareness of responsible management. It will enable students to participate more effectively in decision-making and understand corporate commitments. It will also facilitate the adaptation of marketing strategy to the expectations of society and its stakeholders in terms of presenting an offering of responsible products and services. This will enable strategic marketing choices to be made in accordance with principles of sustainable management. It may also enable the development of a responsible management approach in a company where it is only nascent.

In this class the following issues will be studied:

- how to implement a responsible marketing policy taking into account overall strategy;
- why sustainable developments is now a transverse approach which affects all functions within an organisation;
- why the implementation of sustainable development and responsible marketing policies requires a medium to long-term approach
- how does a circular economy approach have an impact on marketing policy.

PGE5 Demonstrate critical thinking and ability to perform in a culturally diversified environment

This class is designed in such a way that students get a large space open for interaction, share and come across the different points of view. Learners are welcome to express their creativity and their strategic sense of management so they can better integrate those core sustainable development issues at all levels of the Marketing policy.

Course Contribution to Application of Critical Thinking

This class must enable learners to evaluate better what is at stake in terms of sustainable development. Students will be better able to assess responsible marketing policies implemented by companies and brands. They will be able to critically evaluate new trends such as the collaborative economy, the functional economy and more broadly speaking the circular economy.

Course description

Sustainable Marketing strategies and theories – Stakes of Sustainable Development – United Nations Sustainable Development Goals (SDG) – CSR strategies – Circular Economy – Sustainable

Communication – Sustainable Consumption – Organic products and ecolables – Short circuits – Solidarity and Social Economy – key indicators of sustainable policy

Link with the UN Sustainable Development Goals (SDG)



It is important for us to integrate in our courses the international efforts against inequalities and environment degradation throughout the establishment of the 17 SDG and their outcomes within the academic education of future managers.

This course intends to increase the level of knowledge and culture around those goals :

n°12 « Responsible consumption and production »	Course main topic
n°13 « Climate action »,	Through strategies and mechanisms companies set up to lower down their carbon footprint
n°14 « Life below water », n°15 « Life on land »	We will focus on those particular environmental stakes
N°17 « Partnerships for the goals »	By studying corporate partnerships between Non-profit organisations and profitable companies

COURSE MATERIAL

Slides

Slides will be provided and can be downloaded from the school's resources site. They will present the concepts of sustainable development and responsible marketing as well as new trends such as the collaborative economy, the circular economy or the functional economy.

Websites

1. <https://sdgacademy.org/>
2. www.ellenmacarthurfoundation.org/circular-economy/what-is-the-circular-economy
3. www.storyofstuff.org/
4. www.agora21.org
5. www.comité21.org
6. www.commerceequitable.org
7. www.environnement.gouv.fr
8. www.ethiquesuretiquette.fr
9. www.greenpeace.org
10. www.maxhavelaarfrance.org
11. www.wwf.fr

ADEME : <http://communication-responsable.aacc.fr/eco-message/>

Reco DD de l'ARPP : https://www.youtube.com/watch?v=H6uw-wIS5do&feature=emb_title

Vidéos / Documentaires / reportages :

Arte 15min - Le bio peut-il accessible à tout le monde ?
<https://www.youtube.com/watch?v=4VPeOoRB9Ug>

Arte 30min – Emballages et gaspillage : <https://www.youtube.com/watch?v=SVH8voKIPgA>

SDG (Sustainable Development Goals) :
<https://sway.office.com/UocPGnsRBptWeF3Z?ref=Link&loc=play>

ADDITIONAL READINGS

References

Books (available at the Hub / La Ruche)

- *SUSTAINABLE MARKETING*, Barry Emery (disponible au Hub / à la Ruche)
- *GREEN NUDGE, Réussir à changer les comportements pour sauver le planète*, Eric Singler, éd. Pearson (disponible au Hub / à la Ruche)
- *ECO-CONCEPTION WEB / les 115 bonnes pratiques*, Frédéric Bordage, éd. Eyrolles (disponible au Hub / à la Ruche)
- *LE SCENARIO ZERO WASTE*, Zéro Waste France, éd. Rue de l'échiquier
- *CRADLE TO CRADLE recycler à l'infini*, William McDonough / Michael Braungart, éd. Alternatives

Cyberlibris

1. BONNIEUX F. DESAIGUES B., Economie politique de l'environnement, Dalloz.
2. BOOTH and DOUGLAS, Environmental consequence of growth, Taylor Francis.
3. GODARD O., Permis transférables nationaux et politiques environnementales. Conceptions et application. Paris, Ed de l'OCDE, 2001, juin.
4. OCDE, Les taxes liées à l'environnement dans les pays de l'OCDE, problèmes et strategies, OCDE, Paris, 2001
5. PRAKASH, ASSEM, Greening the firm: The policies of corporate environmentalism, Cambridge University Press.

Articles disponibles sur Net syllabus en PDF

1. Antolin-Lopez, R., Martinez-del-Rio, J., & Cespedes-Lorente, J. J. (2019). Environmental entrepreneurship as a multi-component and dynamic construct: Duality of goals, environmental agency, and environmental value creation. *Business Ethics: A European Review*, 28(4), 407-422.
2. Romli, A., Prickett, P., Setchi, R., & Soe, S. (2015). Integrated eco-design decision-making for sustainable product development. *International Journal of Production Research*, 53(2), 549-571.
3. De Ferran, F., Labbé-Pinlon, B., Lombart, C., & Louis, D. (2013). La valorisation de promotions-prix sur des produits équitables. *Revue française de gestion*, (1), 153-168.
4. BUREAU D., HOURCADE J-C. Les dividendes économiques d'une réforme fiscale écologique, dans Conseil d'Analyse Economique Fiscalité de l'environnement. Paris, La Documentation française, 1998, pp 41-81

5. CURVIEZ P., KREZIAK D., SIRIEIX L., La matrice des vertus : une nouvelle approche méthodologique des préoccupations liées à l'éthique, Actes du congrès international de l'AFM 2003.
6. DHILLON A., PERRONI C. Tax earmaking and grass roots accountability, *Economics Letters*, vol 72, 2001, pp 99-106
7. GODARD O., HENRY C., Les instruments des politiques internationales de l'environnement : la prévention du risque climatique et les mécanismes de permis négociables, dans Conseil d'Analyse Economique Fiscalité de l'environnement. Paris, La Documentation française, 1998, pp 83-174
8. LARCENEUX F., Segmentation des signes de qualité : labels expérientiels et labels techniques, *Décision Marketing*, N° 29, Janvier-Mars 2003
9. GIANNELLONI J.L. (1998), Les Comportements Liés à la Protection de l'Environnement : un Etat des Recherches en Marketing, *Recherche et Application en Marketing*, vol. 13, n°2.
10. MARTINET A.C. et REYNAUD E., *Revue française de gestion*, N° 136, Novembre-Décembre 2001.
11. PONTIER S. et SIRIEIX L., Les préoccupations éthiques du consommateur et leur expression dans la consommation de produits biologiques, Actes du congrès international de l'AFM 2003.
12. PORTER M. and VAN DER LINDE C. Green and Competitive : Ending the Stalemate, *Harvard Business Review*, September-October 1995, p 120-134.
13. Black, Iain R., and Hélène Cherrier. 2010. Anti-consumption as part of living a sustainable lifestyle: daily practices, contextual motivations and subjective values. *Journal of Consumer Behaviour*, 9 (6): 437-453.
14. Choi, Soon-Hwa. 2011. Anti-consumption becomes a trend. *SERI Quarterly*, 4 (3): 117-121, <http://www.seriworld.org>.
15. Lee, Mike S., Hélène Cherrier, Dominique Roux, and Bernard Cova. 2011. Anti-consumption and Consumer Resistance: Concepts, Concerns, Conflicts, and Convergence. *European Journal of Marketing*, 45 (11/12): 1680-1687.
16. Lee, Michael SW, Judith Motion, and Denise Conroy. 2009. Anti-consumption and brand avoidance. *Journal of Business Research*, 62 (2): 169-180.

Sustainable Marketing
CONTENU DU COURS

SESSIONS	THEMES	LECTURES ET TRAVAUX PRELIMINAIRES	LECTURES ET TRAVAUX COMPLEMENTAIRES
1	<p>Overview of the course</p> <p>Introduction to Sustainable Marketing</p>	<p>Read the whole syllabus</p> <p>Watch the documentary « An inconvenient truth », available on Kedge library / « movies & series »</p>	<p>Review PPT 1 before session 2</p>
2	<p>Application of Sustainable Marketing :</p> <ul style="list-style-type: none"> - Enlarged vision of stakeholders - CSR SWOT, SDG, etc. 	<p>Please read / watch those videos before the course :</p> <ul style="list-style-type: none"> - Introduction to Solidarity and Social economy : http://www.lelabo-ess.org/+-ess-+.html (English subtitles to the video) - « Kony 2012 » (Non-profit action) : https://www.youtube.com/watch?v=Y4MnpzG5Sqc - Short videos on SDG : https://sway.office.com/UocPGnsRBptWeF3Z?ref=Link&loc=play 	<p>Review PPT 2 before session 3</p>
3	<p>Waste management, Zero Waste, Circular economy and other Sustainable stakes</p>	<p>Check out Ellen Mc Arthur foundation website on Circular Economy : https://www.ellenmacarthurfoundation.org/ and watch the video https://www.youtube.com/watch?v=zCRKvDyyHmI</p>	<p>Review PPT 3 before session 4</p>

Sustainable Marketing

4	Sustainable consumption, the organic movement and the ecolabels		Review PPT 4 before session 5 Please prepare a packaging analysis of a product at home that you think is a sustainable product
5	Workshop : analysis of sustainable packaging Sustainable Communication	Please watch the ARPP video : https://www.youtube.com/watch?v=H6uw-wIS5do&feature=emb_title	Individual online Quiz
6	Business Game: main concepts – business plan – Decision 1	Watch the video (15 min) : https://www.ted.com/talks/frans_de_waal_moral_behavior_in_animals?language=fr	
7	Business Game: structure the information system (work on Excel), define the key performance indicators, improve skills in competitive diagnosis - Decision 2		
8	Business Game: BtoB communication, retailers. Arguments, methodology, tools	Watch the video (15min) : https://www.ted.com/talks/wendy_woods_the_business_benefits_of_doing_good?language=fr#t-200328	
9	Business Game: BtoC communication. Arguments, methodology, tools		
10	Business Game: Synthesis : fundraising & communication with shareholders		

TEACHING APPROACH

Advice

Sustainable development and responsible marketing are relatively new areas of management. Students must therefore read books, studies and recommended articles but also look for information in newspapers, websites and documentary films. Beyond understanding the concepts, students will be required to develop critical thinking and take part in discussions with faculty and outside speakers.

Organisation of the sessions

The course will be delivered in two parts :

- **5 sessions (15 hours) dedicated to theory around Sustainable marketing and its application to the corporate world** (Professor : Michael Harismendy)

Due to the global context we are living now, all those sessions will be delivered in e-learning (live sessions with your professor). You will have access to the course through the Learn platform (explanations yet to come by you professor). The schedule (day and time) of those sessions are available on *campus virutel*.

- **5 sessions (15 hours) dedicated to a Business Game** (Professor : Anne Queffelec)

Individual assessment

- 1 online quiz (session 5)
- Personal worksheet

Group assessment

- Business Game

EVALUATION OF STUDENT PERFORMANCE

	TYPE OF WORK	
INDIVIDUAL	QUIZ	30%
	PERSONAL WORKSHEET	30%
GROUP	FINAL REPORT	40%

Methods Used to Evaluate Student Performance**INDIVIDUAL ASSESSMENT (60%)****Quiz – 30%**

The **quiz** which will take place online on the LEARN platform, in class at the end of session 5 and enables teachers to check that key concepts associated with sustainable development and responsible marketing have been well acquired by learners.

PGE4 Apply norms of high integrity, ethics and social responsibility

Assessment : 30 questions / 0,7 point for each correct answer, 0 point for each incorrect answer.

Personal Worksheet (PW) – 30%

In an effort to maintain a certain level of interaction and implication throughout the course, despite the current Covid-19 context, the personal worksheet is a blank document (word or paper based) where each student is invited to answer to all the questions asked in class, demonstrating critical thinking in a context of free expression. You will not be judged on its content, only on your genuine contribution to each of the questions.

Learning goals (LG):**PGE5 Demonstrate critical thinking and ability to perform in a culturally diversified environment**

Criteria	Exceeds Requirements	Meets Requirements	Below Requirements
<u>8 points</u> Frequency of expression (in-class and/or in the PW)	All questions of the course are answered in the PW. The student has participated a lot during the course and during the debates.	Most of the questions asked in class are answered in the PW. The student has taken part to some of the course's discussions.	The questions asked during the course are insufficiently answered in the PW. The student has barely or not participated during the course.
<u>8 points</u> Critical thinking / personal implication (in-class or in PW)	The student genuinely answered each question, with strong arguments based on the course's concepts. He/she well expressed his/her personal critical thinking.	The student answered the questions with a good quantitative level and expressed his/her critical thinking.	The student has poorly answered each of the question, and rarely expressed his/her critical thinking.
<u>4 points</u> Quality of presentation of the PW	The student has well presented the different parts of his/her PW so it is clearly understandable by the teacher.	The student has presented the different parts of his/her PW so it is overall understandable by the teacher.	The structure of the PW of the student doesn't allow the teacher to clearly understand its content.

GROUP ASSESSMENT (40%)***Business Game – 40%*****PGE6 Develop and put into practice innovation, entrepreneurial skills and creativity.**

Criteria	Exceeds Requirements	Meets Requirements	Below Requirements
<u>3 points</u> Presentation quality and creativity	Clear, concise and comprehensive oral presentation, without spelling mistakes, using creative visuals with originality.	Clear presentation with ideas and concepts reasonably clearly explained and some visuals used.	Roughly presented with confusing ideas and little creativity.
<u>4 points</u> Quality of analysis	Clearly used concepts seen in class and applied to the subject or industry being analysed. A clear and justified analysis with a precise outcome identified.	A reasonably good analysis, using most of the concepts seen in class. An analysis of the issue mostly well done.	Not very clearly analysed – a rough overview, without using concepts seen in class, without a clear conclusion.
<u>7 points</u> Strategic recommendations towards a ‘Socially Responsible Outcome’	The proposed marketing strategy is perfectly aligned with the company’s objectives and environment and clearly take into account a socially and environmentally responsible approach.	The proposed marketing strategy is reasonably coherent and mostly adapted to the company’s environment and objectives in terms of a socially and environmentally responsible approach.	The proposed marketing strategy has little or no coherence with the company’s environment and objectives in terms of a social and environmentally responsible approach.

BIOGRAPHY



Dr. Michele Ambaye is a Professor of Marketing at Kedge Business School. She is British and has a PhD in E-Commerce (Consumer Behaviour on the Internet). She has 15 years' experience as a Product Manager and Marketing Director in the clothing and technology industries, across Europe and North Africa. She has taught in French business schools since 2005 in International Marketing, Marketing Strategy, Brand Management and Consumer Behaviour. Her research is focussed on Ecommerce for wine, clothing, perfume and Brand Identity in Tourism.



BIOGRAPHY Michael HARISMENDY

Former student of Kedge Business School, Michael attended an academic path here oriented towards non-lucrative management and sustainable management. He graduated in 2010 and started working in the environmental department of a worldwide surf wear company (Quiksilver Europe). Then he switched to the non-lucrative world, working for big environmental organisations (Greenpeace, World Wild Fund WWF, Surfrider Foundation, etc.) in different positions and levels of responsibility. He worked in Communication, Fundraising and NGO-Company partnership fields. He has also worked in the social sector of HIV-AIDS as Marketing Manager in Paris.

He is now managing his own company in the wellness and natural health sector.

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Michael Harismendy has been an outside speaker at Kedge for 6 years in the following courses :

- Marketing Responsable et Développement Durable (Fr) – Danielle Castagnoni
- Sustainability Marketing (Eng) – Tim White
- Gouvernance des ressources vitales (Fr) – Odile Boizard
- Sustainable Development (Eng) – Julien Hanoteau & Pedro Albuquerque
- International cases of CSR (Eng) – Frank Figge

His double activity « on field » plus teaching allows him to share with students :

- A concrete feedback in Marketing dedicated to the non-lucrative world
- Strong knowledge of Sustainable Development issues and stakes (environment, economic and social) that companies now (will) have to integrate in their business models
- Some tips on the pre-requisites from the working place and recommendations especially for those students who want to work in the SD field (good network in France).

Anne QUEFFELEC



Dr. Anne QUEFFELEC obtained a PhD in management in 2012. Before teaching at the university, she managed a car dealer near La Rochelle. She also worked at Dufour Yachts as product manager (Gib Sea brand). She studies the interorganizational relationships between suppliers and dealers, focusing on organization theory and marketing channel theory, to highlight the different variables, either economic or customer behavior related, that impact the business relationships. She is specialized (development and animation) in business games. Lastly, she wrote several case studies registered at the CCMP (Expedia, Automotiv industry, Hénaff, IECD, etc.).

In addition, she works as a volunteer with IECD (<https://www.iecd.org/en>), an NGO which supports several schools in Southeast Asia, offering training in the hospitality and restaurant trades with the aim of providing an outlet for sustainable jobs. Each summer, she volunteers to animate business games in Asia (Cambodia, Thailand, Myanmar) to introduce young people to entrepreneurship. Finally, she manages the local branch of Gamelles Pleines La Rochelle (<https://www.gamellespleines.fr>), a national association that fights against the social exclusion of people in precarious situations (mainly homeless people) by acting through the animal dimension.

Main topics : - Relationships between suppliers and retailers, networks management, web marketing

ACADEMIC FRAUD

Definition

Academic fraud is an act by a student, which may result in a false academic evaluation of that student or of another student. Without limiting the generality of this definition, academic fraud occurs when a student commits any of the following offences:

- a) Commits plagiarism or cheating of any kind.
- b) Submits a work of which the student is not the author, in whole or in part (except for duly cited quotations or references). Such work may include an academic paper, an essay, a test, an exam, a research report, and a thesis, whether written, oral, or in another form.
- c) Presents research data, which has been falsified or concocted in any way.
- d) Attributes a purported statement of fact or reference to a source which has been concocted.
- e) Submits the same piece of work or a significant part thereof for more than one course, or a thesis or other work which has already been submitted elsewhere, without written authorization of the professors concerned and/or of the academic unit concerned.
- f) Falsifies an academic evaluation, misrepresents an academic evaluation, uses a forged or falsified academic record or supporting document, or facilitates the use of a falsified academic record or supporting document.
- g) Undertakes any other action for the purpose of falsifying an academic evaluation.

Sanctions

A student who has committed or attempted to commit academic fraud, or who has been a party to academic fraud, will receive one of the sanctions below, as determined by the Disciplinary Committee:

- a) A mark of zero for the work concerned;
- b) A mark of zero for the course concerned;
- c) Suspension from the programme for a period of one year;
- d) Withdrawal from the programme.

The Programme Director will decide to convoke a student to a Disciplinary Committee hearing if there is judged to be sufficient cause due to non respect of the rules & regulations (such as, for example, cheating in an exam, plagiarism, inappropriate behaviour).

Depending on the nature and seriousness of the problem, the Disciplinary Committee may decide to:

- impose pedagogical sanctions (zero grade for a test, a subject or all the grades in a session, banned from all exams, etc)
- give a written warning (recorded in the student's file but with no impact on the final graduation jury),

- a reprimand (recorded in the student's file. The student will not be given any leeway during the graduation jury),
- temporary exclusion from the program,
- expulsion from the program.