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ASSESSOR'S GUIDE

The assessor's guide is prepared by the person(s) who creates the assignment/question bank for each exam and is prepared at the same time as the examination questions.

The assessor's guides must be available for the students after the grades have been determined, in accordance with the Higher Education Act § 5-3 (3) - https://lovdata.no/lov/2005-04-01-15/§5-3

General information

Course information	
Course code	SPM230
Course name	Sport marketing
Academic year and semester	26Fall
Credits	10
Course responsible	Lis P. Strøm
Type of examination	Individual school exam 4 hours

The template is adapted to the type of examination/assessment form.

Documents that must be available to the assessor

☐ Examination questions (if not included in WISEflow)

☐ Course syllabus or program syllabus exam (available i Canvas)

☐ Information given to students about the specific exam (available i Canvas)

Learning outcomes

Relevant learning outcomes:

- explain the concept of sport marketing
- analyze the roles and interactions of the different actors on sport markets
- explain the mechanisms of brand building through sport sponsorships
- reflect upon the challenges in reaching sport marketing goals
- plan and critically evaluate marketing strategies for sport marketing actors

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Syllabus/subject matter

The same subjects as covered in the learning goals

Teaching

Detailed lecture plan is attached.

Assessment criteria

Overall criteria for assessment: The candidate should demonstrate knowledge of the Sport management strategy process and how to apply it to the exam case.

General grade description:

symbol	description	General, qualitative description of valuation criteria
A	Excellent	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.
B	Very good	A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.
C	Good	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
D	Satisfactory	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
E	Sufficient	A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.
F	Fail	A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

Exam Assignment Sport Marketing SPM 230 2026 Fall

The percentages given on part 1 to 3 indicate how much your answers to these questions will count for the overall grade on the exam. You can also use them as an indication for how much of the overall time you should spend on answering each part.

You can write your exam in either English or a Scandinavian language. If you write your exam in a Scandinavian language, you may still refer to the sport marketing terms in English if you prefer.

The exam tasks should be discussed using the theories and models you have learned in the course, but it is not expected that you include specific references to the literature in your text.

There are no word-limits for the tasks in this exam. As there are several questions to discuss you have to write brief answers prioritizing main points.

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Part 1: weight: 33% of the examination

Case: DNB Oslo Marathon

DNB Oslo Marathon is one of Norway's largest mass-participation running events. The event offers several distances and formats, including a marathon (42.2 km), half marathon (21.1 km), *10 for Grete* (10 km), Oslo Mini Marathon for children, wheelchair racing and the 73 km Oslo Triple. The start and finish are located at Rådhusplassen (Oslo City Hall Square), and the courses take participants through central Oslo.

In 2026, the event attracted a record 29,100 registered participants, compared with 25,090 the previous year. The largest distance was the half marathon with 12,793 participants, followed by the 10 km *10 for Grete* with 10,392 participants and the marathon with 4,765 participants.

Participants range from experienced competitive runners to recreational and first-time runners. The event therefore provides different kinds of value to different consumers.

The participant experience also extends beyond the race itself. Oslo Marathon provides an event app with course and arena maps, a pace calculator and live results, while spectators can use the app to follow runners live. Commercial partners and sponsors are also an important part of the event.

Assume that the management of Oslo Marathon wants to strengthen the event's market position and continue to attract both existing and new participants.

Assignment:

Using relevant theories and concepts from the course, answer the following questions. Briefly state any additional assumptions you make.

1a) Briefly explain what is meant by the Strategic Sport Marketing Framework and describe its main stages. Based on the case, identify and discuss two important marketing opportunities or challenges for Oslo Marathon.

1b) Explain the concepts of market segmentation and market positioning. Identify two relevant consumer segments for Oslo Marathon and discuss how the event could position itself towards one of these segments.

1c) Explain the difference between the core benefit, actual product and augmented product of a sport product. Apply these three concepts to Oslo Marathon and give relevant examples from the case.

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1d) Explain what is meant by the sport marketing mix. Select three elements of the marketing mix that you consider particularly important for Oslo Marathon and discuss how these could be used to support the positioning strategy proposed in question b).

Assessment guide/relevant literature and lecture themes:

Topic	**Literature**	**Learning outcome / key issues**
Introduction to sport marketing Stakeholders in sport marketing. Value co-creation. Sport marketing opportunities. The sports product. The sport marketing planning process. Sport consumers. Sport marketing opportunities. The sport marketing planning process. The sport Marketing Mix	Karg et al. (2022), Chapter 1. Introduction to sport marketing. Hoye et al. (2015), Chapter 11. Sport marketing (komp) Beech & Chadwick (2013) Engaging with sports or engaging in doing sports: A comparison of different logics in sport management. Horbel (2022) Stakeholders in sport marketing (komp) Smith et al. (2024), Chapter 2 (Sport markets) Karg et al. (2022), Chapter 2, 3, 4 and 5 Smith et al. (2024), Chapter 3, 4 and 5	a) Describe the sport marketing framework with elements from Karg et al., Smith et al. and Hoye et al. As long as all steps are covered we accept a mix of terms from these frameworks. Relevant application to Oslo Marathon. b) Show knowledge and understanding of the concept of segmentation and the criteria from Karg et al. and/or Smith et al. Explain choice of segments using terms from the literature. c) Show knowledge and understanding of the sport product; core, actual and augmented and relate this to Oslo Marathon. d) Describe the Sport Marketing Mix; one of the frameworks from the literature or a mix (4,5, 7Ps, 5 Ps and 2S etc). Suggest three elements and preferably explain why these are chosen, and briefly describe these.

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Part 2: weight: 34% of the examination

Case: The Norwegian Rowing Federation and the Viking Row

The Norwegian Rowing Federation is the national governing body for rowing. It supports a network of local rowing clubs, most of which are run by volunteers. The federation has a small professional staff and a limited marketing budget. Like many Olympic sports, rowing receives most of its media attention during major championships. Between those events, the sport has low visibility, and many clubs find it hard to recruit new members, especially children and young people. Rowing is widely known as a sport, but many people know little about what it involves or how to get started.

During the 2026 FIFA World Cup, Norwegian football supporters became known for a cheer called the "Viking row". Fans sit down in rows, mimic rowing a longship in unison, and shout "Ro!", the Norwegian word for row. The cheer was popularised by the national team's supporters' club, and it spread quickly. The players joined in on the pitch, politicians performed it, and people copied it in schools and workplaces. Videos of it spread widely on social media, and it received international media coverage. The cheer has no formal connection to the rowing federation, and nobody officially owns or controls it.

The federation sees an opportunity and is developing a marketing strategy. It would like to use the attention around the Viking row to increase the visibility of rowing and to attract more people to the sport, particularly through the local clubs. So far, the federation has not contacted the supporters' club, the football federation, or any other party. Its own social media channels have a modest following, and the federation has limited experience of campaigns outside the rowing community.

Rowing is practiced outdoors on lakes, rivers and fjords, and the federation sees the close link to nature as an important part of what rowing stands for. It would like to highlight this in its marketing and present rowing as a sport connected to the environment. At the same time, the federation is aware that rowing is not free of environmental impact: athletes and teams travel to regattas and training camps, and equipment and coach boats have a footprint. The federation does not want to make claims about sustainability that it cannot support.

Assignment:

Using relevant theories and concepts from the course, answer the following questions. Briefly state any additional assumptions you make.

2a) Using the concept of sport marketing as an engagement platform, choose two of the most important stakeholders for the Norwegian Rowing Federation, representing different types of stakeholders. For each of them, explain how they can contribute to the

federation achieving the goals of its marketing strategy (more visibility for rowing and more participants), and how the federation and the stakeholder can collaborate to make this happen. Use the concept of value co-creation to describe which resources each party would contribute and what value each stakeholder would gain from the collaboration.

2b) The federation wants to build consumer-based brand equity for rowing through a marketing strategy that builds on the Viking row. Choose two or three elements of consumer-based brand equity (Keller) that the federation should focus on, and explain why. For each element, give concrete examples of how the strategy can strengthen it.

2c) Propose a social media strategy for the federation that builds on the Viking row and supports the brand equity elements you chose in 2a. Explain the objectives of the strategy, the target groups, the content and channels you would use, and how the federation can measure whether the strategy works. Justify your most important choices and keep in mind the federation's limited resources.

2d) Since rowing is dependent on the natural environment the federation wants to demonstrate environmental responsibility in its marketing. Discuss how it can do this without greenwashing. Use principles for credible environmental communication from the course and give examples of how messages should and should not be formulated.

Assessment guide/relevant literature and lecture themes:

Topic	Literature	Learning outcome / key issues
Stakeholders in sport marketing and value co-creation	Horbel, C. (2022). Stakeholders in sport marketing. In A.-M. Strittmatter, J. Fahlén & B. Houlihan (Eds.), *Stakeholder analysis and sport organisations* (pp. 229-242). Routledge.	• Describing and explaining the engagement platform concept • Select two stakeholders from different types that are connected to the case, for example supporters' club of the national football team, a local rowing club, media. • Demonstrate that they can apply the concept of value co-creation: actors' roles in relation to rowing, what they want, and what they contribute to the federation's goals.

Sport brands and branding	Richelieu, A. (2019). The sport brand. In M. Desbordes & A. Richelieu (Eds.), *International Sport Marketing* (pp. 29–51). Routledge.	• Elements of consumer-based brand equity (Keller): awareness, brand image, brand attributes (identity, personality), benefits, attitudes, and consumption and loyalty • Demonstrate how the chosen elements link to the federation's goals, including concrete examples, e.g., awareness fits visibility; consumption and loyalty fit participation.
Digital sport marketing	Smith, A. C., Stavros, C., Skinner, J., Geurin, A. N., & Burch, L. M. (2024). *Introduction to sport marketing*. Taylor & Francis. Chapter 12. Seymour, A., & Blakey, P. (2020). Digital sport marketing: Concepts, cases and conversations. Routledge. Chapter 5.	• Link objectives, specific target groups, content and channels to the federation's goals and demonstrate how they fit the Viking row can be related to that. • Demonstrate how the online activity can be linked to offline participation. • Explain how effectiveness can be measured.
Sport marketing and the natural environment	Traberg, J., Orr, M., & Horbel, C. (2025). What will a greenwashing ban entail for the sport industry?. *Managing Sport and Leisure*, 1-9. Traberg, J., & Horbel, C. (2024). Integrity in environmental sustainability communication. *Integrity and Sustainability in Sport: Business, Environmental and Social Goals*, 32.	• Select 2-3 of the five principles from the lecture. • Provide reasons for why the right messaging matters, e.g., credibility, reputational risk, especially for rowing as a sport that takes place in nature. • At least one message that should be avoided (for example 'rowing is a completely sustainable sport') and a 'better' version.

Part 3: weight: 33% of the examination

Case: Lillefjorden Sport Club

Lillefjorden Sport Club is a grassroots sport club with approximately 500 members, primarily focused on competitive sport for children and youth. The club employs a small number of professional coaches in part-time positions and relies heavily on volunteers to organize its activities. The club's core values include *community and belonging*,

making sport fun, motivating, and developmental, and *local engagement and social responsibility*.

Each year, the club organizes a three-day football tournament for age groups 10 to 17. The tournament is the club's most important source of revenue, and the income helps finance training activities and equipment and keeps membership fees for children and youth low. The event has grown in popularity over the years and now attracts teams from the local region as well as from other parts of the country. The teams are followed by parents and other family members, and the tournament also draws spectators from the local area.

The original purpose of the tournament was to generate revenue. Over time, however, expectations have changed. Players, parents, and other visitors now want more than the matches themselves. They look for a broader event experience, including food and snacks, social activities, entertainment, and family-friendly experiences. The club's volunteers are responsible for most of the practical arrangements, including the matches, the food stalls, and the activities around the pitches.

This year, a local car dealer has expressed interest in becoming the main sponsor of the tournament. The dealer is part of a national chain and is an official dealer of several car brands. It sells cars in different categories to a broad range of customers, and families with children are among its most important target groups. In return for financial support, the dealer wants strong visibility throughout the tournament, including logo exposure and activation activities.

Assignment:

Using relevant theories and concepts from the course, answer the following questions. Briefly state any additional assumptions you make about the event.

3a) Choose two of the institutional logics presented in the course that you find most relevant for the case. Briefly explain each (who carries it, its end, its means, and how success is measured) and show how it is visible in the club's organization of the tournament, using examples from the case.

3b) Discuss where the two logics support each other and where they create tension for the club.

3c) Explain the concept of congruence in sponsorship. Use it to discuss how the proposed sponsorship can create value for both the car dealer and the club.

3d) Using the lenses of commercial logic and environmental logic, discuss the challenges the club may face in the sponsorship.

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3e) After the tournament, how should the club evaluate its success? Identify what to measure, describe at least two methods, and discuss how the results can improve future tournaments.

Assessment guide/relevant literature and lecture themes:

Topic	**Literature**	**Learning outcome / key issues**
The logic of sports. Values and ethical dilemmas. Sport event marketing - case presentations. Sport sponsorships Sport Marketing, Social Justice and the Environment Exam case presentations	Strömberg et al. (2026). Mapping values in sport clubs. Smith et al. (2024), Chapter 13 (Sport marketing ethics pp. 368-382) Gammelsæter (2010) Institutional pluralism and governance in "commercialized" sport clubs. Horbel (2021), The commercial context (komp, especially pp. 53-62) Karg et al. (2022), Chapter 1-5 and 11	The aim is to apply several topics and literature sources that have been brought up throughout the course when planning for this sporting event. The recommended literature is essential but other sources are also beneficial. Identification and description of relevant logics and values within sport and an understanding of their potential issues are foundational for a sport marketing initiative to be effective and successful.

Use of AI-tools

Not applicable as it is a school exam and AI tools are not available.