

# Sustainable Promotion Mix

## How to design and set up sustainable digitalization

### Proposal Sheet

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## 1 General information

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity Sector                     | Marketing, Communication, SEO                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Key words                           | Promotion Mix, Sustainability, Green IT                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Author(s) / Institution / Country   | <ul style="list-style-type: none"> <li>Fanny CORDI-ARRIGHI, ESTA, France</li> <li>Sylvain SAGOT, ESTA, France</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Public                              | Initial and alternative education<br><input type="checkbox"/> Beginners<br><input checked="" type="checkbox"/> Intermediaries<br><input type="checkbox"/> Experts                                                                                                                                                                                                                                                                                                                | Continuing education<br><input type="checkbox"/> Beginners<br><input checked="" type="checkbox"/> Intermediaries<br><input type="checkbox"/> Experts                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Domain(s)                           | <input type="checkbox"/> CSR<br><input type="checkbox"/> Economics<br><input type="checkbox"/> Entrepreneurship<br><input type="checkbox"/> Finance<br><input type="checkbox"/> HRM<br><input type="checkbox"/> Information Systems<br><input type="checkbox"/> Law<br><input checked="" type="checkbox"/> Marketing & Sales<br><input type="checkbox"/> Political Sciences<br><input checked="" type="checkbox"/> Strategy<br><input type="checkbox"/> Supply chain & logistics | <input type="checkbox"/> Arts, Architecture, Design, Ergonomics<br><input type="checkbox"/> Education Sciences<br><input type="checkbox"/> Geography & Urban planning<br><input checked="" type="checkbox"/> Information & communication Sciences<br><input type="checkbox"/> Literature & Language Sciences<br><input type="checkbox"/> Medical Sciences<br><input type="checkbox"/> Physical activities & Sport Sciences<br><input type="checkbox"/> Psychology, Sociology, Philosophy, Demography | <input type="checkbox"/> Biology & Neurosciences<br><input type="checkbox"/> Chemistry, Biochemistry<br><input type="checkbox"/> Earth & Universe Sciences<br><input type="checkbox"/> Electrical, Electronics<br><input type="checkbox"/> Energetics<br><input type="checkbox"/> Mathematics & Computer Science<br><input type="checkbox"/> Mechanical Engineering<br><input type="checkbox"/> Physics<br><input type="checkbox"/> Processes |
| UN SDG                              | <input checked="" type="checkbox"/> 9 Industry, Innovation, and infrastructure<br><input checked="" type="checkbox"/> 12 Responsible consumption and production<br><input checked="" type="checkbox"/> 13 Climate actions                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                          |
| Place in the Circular Economy Model | <input type="checkbox"/> Raw materials<br><input type="checkbox"/> Distribution<br><input type="checkbox"/> Collection                                                                                                                                                                                                                                                                                                                                                           | <input checked="" type="checkbox"/> Sustainable design<br><input checked="" type="checkbox"/> Consumption<br><input type="checkbox"/> Waste management                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> Production<br><input type="checkbox"/> Reuse Repair<br><input type="checkbox"/> Residual waste                                                                                                                                                                                                                                                                                                                       |

## 2 Abstract

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Students are working as members of the strategy and marketing team at Verti'Call, a Lyon (France) suburbs-based company which designing smartphones and electronic devices with a strong environmental awareness for the last 8 years.

To answer the upward trend of declining consumption Verti'Call has developed a new smartphone called EcoPhone 2. But the smartphone market is a competitive one and a right promotional campaign with good and strong arguments is crucial. That's why the strategy and marketing team of Verti'Call will also work in coordination with shake-up, a French well known communication agency.

Students must analyze market data and company data to build a communication plan including traditional and digital campaign for a limited budget of 8% of the maximum turnover. They also must design a lightweight landing page that align with the firm's strategy while meeting a Green IT audit target, including a maximum of 0.8 g CO<sub>2</sub> per page view and sub-1 MB pages.

## 3 Pedagogic goals & prerequisites

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This Teaching Case Study aims at the following **pedagogic goals**:

- 🔗 Understand the goal of responsible strategic and marketing management,
- 🔗 Understand the necessity of the evaluation of the impact promotion has on the ecological environment,
- 🔗 Analyze and evaluate potential solutions and scenarios.

The following **prerequisites** are recommended:

- 🔗 Basic knowledge about marketing management, global marketing approach, the 4Ps and particularly the promotion mix,
- 🔗 Basic knowledge about communication,
- 🔗 Basic knowledge about green IT, SEO and SEA.

## 4 Sustainability goals

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This TCS allows students to reflect on solutions to have more sustainable and respectful communication to reduce the environmental impact of a promotional campaign for product launch.

TCS shows students how to reduce a company's environmental impact while maintaining high visibility and a competitive advantage. It will be increasingly important to reduce environmental and carbon footprint in all aspects of a company to achieve its sustainability goals, so students may initiate or implement this kind of reflection in their future jobs.

## 5 Case description

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                        |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Year of the problematic              | 2025 but the TCS doesn't need to be dated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                        |
| Duration for students                | Preparation: 30 min of case explanations<br>Implementation: 6 h<br>4 h: Analysis phase and result elaboration by students 1,5<br>2 h: Result presentations + debriefing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                        |
| Languages                            | <input checked="" type="checkbox"/> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input checked="" type="checkbox"/> Other: French (Base scenario only) |
| Use case                             | <input checked="" type="checkbox"/> In class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/> Examination TCS                               |
| Category                             | <input checked="" type="checkbox"/> C1: Case written in collaboration with a company which has given its consent for using its internal sources such as the company name, figures, photos, videos, and so on. Join the agreement sheet.<br><input type="checkbox"/> C2: Case based on real company information and with the acceptance of the company to use its data, but names or figures (of company and persons) are modified to keep them confidential. Join the agreement sheet.<br><input type="checkbox"/> C3: Case written using external public sources (annual report, websites, brochures, newspapers, ...) where names or verbatims of the protagonists are used. Join the agreement sheet.<br><input type="checkbox"/> C4: Case based on real company using public information without the agreement of the company (generally, the names (company and persons) are changed to anonymous ones. Impossibility to make the link between the TCS and the company.<br><input type="checkbox"/> C5: Imaginary case based on teacher's experience who collected information from several companies to write a case study with a fictive integrative company. It can also be a compilation of different situations of several periods put together at the same time to form a pedagogic tool. |                                                                        |
| Number of pages: Statement / Annexes | 8 / 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |
| Number of pages: Teachers' note      | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                        |
| Number of pages: Debriefing support  | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                        |
| Diffusion license                    | See cover page                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                        |

## 6 Case Pack components

### 6.1 General documents

Table 6.1: General TCS documents

| Document                 | Description                                                                                                           | File name*                                             | Folder | # pages |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------|---------|
| <b>Proposal Sheet</b>    | Teaching Case Study description. This file can be published to inform interested people about the Teaching Case Study | SCABEE TCS SPM (2025) - Proposal Sheet.pdf             | Root   | 5       |
| <b>Company agreement</b> | Agreement of the company to use their internal information and data                                                   | SCABEE TCS SPM (2025) - Company agreement shake-up.pdf | Root   | 3       |

### 6.2 Documents for students

Table 6.2: Documents for students (to be shared when TCS applied)

| Document             | Description                                                                                | File name                                         | Folder | # pages |
|----------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------|--------|---------|
| <b>Base scenario</b> | The document for students includes the mission and all necessary information with annexes. | SCABEE TCS SPM (2025) - Base Scenario (EN).pdf    | Root   | 14      |
|                      |                                                                                            | SCABEE TCS SPM (2025) - Scenario de base (FR).pdf |        | 17      |

### 6.3 Documents for Teachers only

Table 6.3: Documents for teachers (not to be shared with students)

| Document                  | Description                                                          | File name                                       | Folder | # pages |
|---------------------------|----------------------------------------------------------------------|-------------------------------------------------|--------|---------|
| <b>Teacher's note</b>     | Document for teachers to guide them through the Teaching Case Study. | SCABEE TCS SPM (2025) - Teacher's note.pdf      | Root   | 8       |
| <b>Debriefing support</b> | Document that can be used during the debriefing phase with students. | SCABEE TCS SPM (2025) - Debriefing support.pptx | Root   | 5       |
| <b>Assessment grid</b>    | Suggestion for a grid to assess student's results                    | SCABEE TCS SPM (2025) – Assessment grid.pdf     | Root   | 1       |