

Strategy and Management in Wine Business (EM1S5M21)

Program	PGE
Module / ECTS / Path / Specialisation	<p>Module :International Wine Management : 19 ECTS.</p> <ul style="list-style-type: none"> International Wine management and tourism <p>Module :UE 5 International Wine Marketing and Management : 9 ECTS.</p> <ul style="list-style-type: none"> MAE - Management du Tourisme
Discipline	Strategy
Year	2019
Semester	B
Open for visitors	yes (3 ECTS)
Available places	35

Coordinator

Armand GILINSKY

Lecturers

Instructor	Population	Email
Armand GILINSKY	Population	

Course format

Working language :	English
Volume of contact hours :	24 h
Workload to be expected by the student :	72 h

Course track

Track : Attendance

"Attendance" track :

Attendance at lecture / tutorial classes and intermediate / final exams is mandatory. As evaluation of in class work constitutes an essential element of grading, any absence will be penalized and is taken into account for grading purposes (see academic rules and regulations).

"Autonomous" track :

Attendance at intermediate / final exams is mandatory, but students are free to attend lecture / tutorial classes.

For all Master programs and all other programs realized in the form of dual internships (apprentissage), attendance at lecture / tutorial classes and intermediate / final exams is entirely mandatory. Therefore, only the "Attendance" track can be selected.

Contribution of the course to the educational objectives of the programme

How the course contributes to the programme :

Description

Competition is everywhere! Strategic management entails generating choices to be made among competing alternatives to produce a competitive advantage and earn above-average returns. This capstone business seminar is intended to help you to generate the questions you need to ask to make the right decisions about the future of a business or non-profit organization.

Educational organisation

In class

Seminars

Presentations

In groups

Case studies/texts

Interaction

Discussions / debates

Workshops

Assignments

Individual projects (online assignments, video,)

Readings

Learning outcomes

Upon completion of this course, students should be able to :

- **Describe** Planning, execution and strategic leadership — relates to understanding, critically examining and evaluating information to set and achieve a mission, vision, and goals (LO1, covered in Topic 1)
- **Formulate** Situation analysis and RECOMMEND strategic positioning — relates to recognizing the context of information and creating and choosing among strategic alternatives (LO3, covered in Topic 3)
- **Set up** strategy — relates to designing and sharing information with stakeholder audiences to meet a variety of purposes; demonstrating proficiency with the tools of technology; building relationships with others to pose and solve problems cross-culturally (LO4 & LO5, covered in Topic 4)
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- **Evaluate** Industry and competition — analyzing an organization in its competitive environment and manage, analyze and synthesize simultaneous streams of information (LO2, covered in Topic 2)

Outline

Session 1

Introductions

Reading and understanding case studies

Strategic management concepts

Disruptive change

Read:

“Approaching and Presenting a Case”

“NakedWines.com— Disrupting the Wine Industry?” (case study)

“A Note on Strategic Planning” (Gilinsky)

“Meeting the Challenge of Disruptive Change” (Christiansen and Overdorf)

Afternoon, 13:00 – 17:00

Class discussion of “NakedWines.com—Disrupting The Wine Industry” case

Study questions for “NakedWines.com— Disrupting the Wine Industry?”

1. Who are NWC’s stakeholders? What do they want/need/expect (values)?
2. Which forces in the operating environment have the biggest impact on NWC? [15 minutes]
3. How well is NWC positioned to take advantage or at least minimize the impact of those forces?
4. Rowan Gormley recognizes that his young company has limited resources, so he can focus on only one initiative in the next year. How would you determine which of the three challenges mentioned in the first paragraph of the case — acquiring new customers, retaining existing customers, refining its mobile application strategy — should Gormley and his team focus on first?
5. What are the assumptions that he needs to make, such as business metrics, for each area of focus?
6. Based on your answers to the previous questions, what might change your mind on advising Rowan Gormley how to proceed?

Session 2

Class discussion of “A Note on Financial Ratio Analysis” case

“A Note on Financial Ratios” (Gilinsky)

“Ceja Vineyards: Marketing to the Hispanic Consumer?” (case study)

“A Note on Conducting Situation Analysis” (Gilinsky)

“How Competitive Forces Shape Strategy” (Porter)

Afternoon, 13:00 – 17:00

Class discussion of “Ceja Vineyards: Marketing to the Hispanic Wine Consumer?” case

Study questions for “Ceja Vineyards: Marketing to the Hispanic Consumer?”

1. What has made Ceja Vineyards successful to date? Consider both favorable and unfavorable factors.
2. How likely is it that Ceja will be able to maintain its differentiation strategy in the future?
3. What is the greatest challenge for Ceja Vineyards in the next 5 – 10 years?
4. What segmenting dimensions (behavioral, geographic, demographic) will you use to identify and describe the potential target markets for Ceja Vineyards? Justify your choices.
5. Using the segmenting dimensions you described in question 4, describe in detail four potential target markets for Ceja Vineyards.
6. Develop screening criteria using both qualitative and quantitative factors, to evaluate the attractiveness of potential target markets for Ceja Vineyards.
7. Use the screening criteria to generate options and make a recommendation to the owners of Ceja Vineyards.

Session 3

Class discussion of “The [Yellow Tail]® Phenomenon: Trading Up Or Trading Down?” case

“The [Yellow Tail]® Phenomenon: Trading Up Or Trading Down?” (case study)

“A Note on Joint Ventures” (Gilinsky)

Afternoon, 13:00 – 17:00

Student teams work on Final Project

Each group collaborate on answering questions for “The [Yellow Tail]® Phenomenon: Trading Up Or Trading Down?” (Grade weight = 20 points) – due by 17:00.

1. What do you think were the objectives of the Deutsch and Casella families in forming a joint venture? What factors seem to have contributed most to its performance to date? What alternative strategies might Deutsch use to achieve the same objectives?
2. How would you assess the efforts of W. J. Deutsch & Sons’ founder, Bill Deutsch and his son, Peter Deutsch, CEO, to change the scope of the company’s operations?

3. Which of the five generic strategies is the partnership pursuing?
4. What are the Deutsch – Casella partnership’s competitively important resources and capabilities? Which of its resources have the greatest competitive power? Are any of its resources and capabilities able to pass all four “VRIN tests” for sustainable competitive advantage? Explain.
5. What is your assessment of Peter Deutsch’s proposed intermediate-term pricing strategy? Support your assessment by quantifying his forecast sales.
6. What specific actions would you recommend to Peter Deutsch concerning the company’s future direction? Are there other potential strategic options that he needs to consider? Please justify your recommendations by outlining the pros and cons of each.

Session 4

Student teams present Final Project

Group presentations — Final (Grade weight = 20 points) commence at 09:15.

Each group - submit PowerPoint presentations to folders on Google Drive by 8:45

Afternoon, 13:00 – 17:00

Final Individual Reflection Paper due by 17:00

Each individual student writes and submits a reflection paper (use MS Word), due to Google Drive folder by 16:45.

Be sure that your name and the date appear in the upper right-hand corner of each page. Page limit <5 pages. (Grade weight = 10 points)

Please answer ALL of the following questions:

1. What were your expectations for this class and how well were they met? Be specific.
2. What did you learn about strategic management of businesses that produce wine and other alcoholic beverages? List at least three take-aways and discuss.
3. What do you think worked particularly well for your study group? Be specific. What could have worked better for your study group? Be specific.

Prerequisites

Key concepts to understand :

Knowledge of :

NA

Teaching material

Documents in all formats

- Case studies

Recommended reading

Major works :

Case studies available for purchase from Harvard Business School Publishing

Newton, S.K. and Gilinsky, A. (2015), “Naked Wines.com: Disrupting the Wine Industry?” Case Research Journal, 35(4).

Gilinsky, A., Nowak, L.I., Santini, C., & Villarreal daSilva, R. (2011), “Céja Vineyards: Marketing to the Hispanic Wine Consumer”, Case Research Journal, 31(1), Winter, 1-24.

Gilinsky, A. & Lopez, R.H., (2014). “The Deutsch-Casella Joint Venture and [yellow tail] Wines: Trading Up or Trading Down?” Case Research Journal, 34(4), 1–24.

Go to: <https://cb.hbsp.harvard.edu/cbmp/pages/home>

Further reading :

Readings (all free, on Google Drive folder provided by the instructor)

Gilinsky, A. (2016), "Approaching and Presenting a Case"
Gilinsky, A. (2015), "A Note on Ratio Analysis"
Gilinsky, A. (2015), "A Note on Environmental Scanning"
Gilinsky, A. (2015), "A Note on Strategic Planning"
Gilinsky, A. (2015), "A Note on Corporate Social Responsibility"
Gilinsky, A. (2015), "A Note on Joint Ventures"
Readings available for purchase from Harvard Business School Publishing :
Go to: <https://cb.hbsp.harvard.edu/cbmp/pages/home>
Porter, M.E. (2008), "The Five Forces That Shape Competitive Strategy" Harvard Business Review, January, 78–93.
Christensen, C.M. and Overdorf, M. (2000), "Meeting the Challenge of Disruptive Change," Harvard Business Review, March/April, 66–76.

Research works by EM Strasbourg :

Assessment

Intermediate evaluation / continuous assessment 1 : last session

written + oral / individual / English / weighting : 60%

This evaluation serves to measure LO1.1, LO1.2, LO1.3, LO2.1, LO2.2, LO2.3, LO4.2

Intermediate evaluation / continuous assessment 2 : last session

written + oral / in group / English / weighting : 40%

This evaluation serves to measure LO1.1, LO1.2, LO1.3, LO2.1, LO2.2, LO2.3, LO4.2

Grounds for expulsion from classes

Such behaviors as...

arriving late, leaving early or unannounced leaving of the classroom during class time

disruptive eating or drinking in class

using smartphones and laptops for non class-related purposes

reading non class-related documents

chatting on non class-related issues

showing disrespect towards lecturers

... may lead to expulsion from classes.