

Learning discoveries in wine marketing (EM1S5M24)

Program	PGE
Module / ECTS / Path / Specialisation	Module :Wine Marketing and sales : 17 ECTS. <ul style="list-style-type: none">International Wine management and tourism Module :UE 5 International Wine Marketing and Management : 9 ECTS. <ul style="list-style-type: none">MAE - Management du Tourisme
Discipline	Sales and Marketing
Year	2019
Semester	A
Open for visitors	yes (3 ECTS)
Available places	35

Coordinator

Jodie CONDUIT

Lecturers

Instructor	Population	Email
Jodie CONDUIT	Population	

Course format

Working language :	English
Volume of contact hours :	20 h
Workload to be expected by the student :	60 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

This course provides participants with an overview of different tools and techniques drawn from the disciplines of design thinking and market research that facilitate learning discoveries regarding customer wine-related experiences. The ability to learn about customer experiences and utilize these insights in a creative way to create business opportunities is a critical success factor for firms. For this reason, this course introduces participants to the frameworks and academic concepts that support these learning discoveries. The participants will design an approach to gain customer insight about a wine-related experience. They will then, through interviews, seek data from relevant individuals to inform their knowledge of the customer experience. The participants' will analyze this customer information, and develop ideas that align with business solutions and opportunities for enhanced wine marketing strategies. As such, through introducing and applying a mix of academic concepts, the participants will develop a practical knowledge of learning discoveries, utilizing design thinking and market research practices.

The course incorporates a live project, which forms the assessment in the course. Students will be required to actively take part in practical exercises and a group project, which will assist in understanding and applying learning discovery techniques in order to develop effective and efficient solutions to business problems and opportunities. In doing so, this course emphasises action learning as opposed to passive listening. Specifically, students will be required to generate customer insights, analyse these findings, and present solutions or opportunities for businesses to enhance their wine experiences.

Educational organisation

In class

Lectures

Tutorials

In groups

Projects

Oral presentations

Interaction

Discussions / debates

Learning outcomes

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

- **Describe** a systematic approach to learning about customer experiences of wine
- **Apply** design thinking tools and techniques to learn about customer wine-related experiences
- **Apply** the learning discoveries and strategic suggestions in both written and oral formats
- **Analyze** customer insights to identify themes and issues relevant to the business problem
- **Create** creative solutions to address business problems, utilizing the customer-based information and frameworks discussed

Outline

Session 1 Monday 14/10/19 9h-12h

1. Course Introduction - Assignment and Assessment review
2. Learning Mindsets and Frameworks - Creativity, design thinking frameworks, double diamond model, research process

Reading (From List): Homburg et al. (2015) and Richardson (2010).

Assessment: Prepared Readings and Interactive Class Sessions

Session 2 Monday 14/10/19 13h-17h

3. Understanding Customer Wine Experiences - Customer experiences, human-centred design, customer journey mapping
4. Designing the Research Approach - Sampling approaches, qualitative research techniques, developing interview guides

Reading (From List): Brown & Martin (2015) and Arnould et al (2014)

Assessment: Class Interaction and Group Participation

Session 3 Tuesday 15/10/19 9h-12h

Data Collection for Group Project - (requirements to be discussed in class)

Assessment: Group Participation

Session 4 Tuesday 15/10/19 13h-17h

5. Analysing Customer Information - Identifying themes, mind mapping, insight statements
6. Service Innovation and Ideation - Brainstorming, rapid concept development, visualisation,

Reading (From List): Trischler et al. (2017) and Gruber et al. (2015)

Assessment: Class Interaction and Group Participation

Session 5 Wednesday 16/10/19 9h-12h

7. Strategic Evaluation- Customer co-creative evaluation, business model canvas, value chain analysis,
8. Understanding the Pitch - Report and presentation structures, storyboards

Reading (From List): Rauth et al. (2014) and Yoo & Kim (2015)

Assessment: Class Interaction and Group Participation

Session 6 Wednesday 16/10/19 13h-16h

Group Presentations

Prerequisites

Key concepts to understand :

Knowledge of :

NA

- Understand how to learn about customer experiences through design thinking practices
- Gain insights from customer information to develop solutions to business problems and opportunities in wine marketing
- Communicate the learning discoveries and strategic suggestions in both written and oral formats

Teaching material

Documents in all formats

- Transparencies in paper format
- Worksheets

Software

- Office Pack (Word, Excel, PowerPoint, Access)

Recommended reading

Major works :

- Arnould, E., Cayla, J., & Beers, R. (2014). "Strategic Uses for Ethnographic Stories: Using What Your Customers Do, Feel, and Say to Transform Your Business". MIT Sloan Management Review, 55(2), 55-62.
- Brown, T. and Martin, R. (2015), "Design for Action," Harvard Business Review, 93 (9), 56-64.
- Calabretta, G. Gemser, G. and Karpen, I. (2016): Strategic Design: Eight Essential Practices Every Strategic Designer Must Master, Amsterdam: BIS
- Gruber, M., De Leon, N., George, G., and Thompson, P. (2015). "Managing by design". Academy of Management Journal, 58(1), 1-7.
- Homburg, C., Jozić, D. and Kuehnl, C. (2015), "Customer Experience Management: Toward Implementing an Evolving Marketing Concept," Journal of the Academy of Marketing Science, 1-25.
- Luchs, M.G. Swan, K. S. and Griffin, A. (2015), Design Thinking: New Product Development Essentials from the PDMA, eds. Hoboken: John Wiley & Sons
- Rauth, I., Carlgren, L., and Elmquist, M. (2014), "Making It Happen: Legitimizing Design Thinking in Large Organizations" Design Management Journal, 9 (1), 47-60.
- Richardson, A. (2010). Using customer journey maps to improve customer experience. Harvard Business Review, 15(1).
- Trischler, J., Pervan, S. J., Kelly, S. J., and Scott, D. R. (2017). "The value of codesign: The effect of customer involvement in service design teams". Journal of Service Research, (online) DOI 1094670517714060.
- Yoo, Y. and Kim, K. (2015), "How Samsung Became a Design Powerhouse," Harvard Business Review, 93 (9), 72-8.

Further reading :

International Journal of Wine Business Research
Journal of Service Research
Journal of Service Theory and Practice
European Journal of Marketing
Journal of Wine Marketing
Journal of Wine Business Research
Academy of Wine Business Research
American Association of Wine Economics
Australian & New Zealand Grapegrower & Winemaker

Customer journey/experience mapping tools:

http://files.thisisservicedesignthinking.com/tisdt_cujoca.pdf
<https://canvanizer.com/canvas/customer-journey-canvas-demo>
<http://patternservicedesign.com/experience-mapping-tools/>
<http://designingcx.com/cx-journey-mapping-toolkit/>

Business model canvas tools:

http://www.businessmodelgeneration.com/downloads/business_model_canvas_poster.pdf
<https://edoceo.com/blog/2012/07/10-business-model-canvas-tools-review>

Research works by EM Strasbourg :

NA

Assessment

Intermediate evaluation / continuous assessment 1 : ongoing

written + oral / individual / English / weighting : 20%

additional information : The purpose of this assessment is to enhance your skill of active participation in and contribution to class. As a general principle the goal is to evolve the skills required to operate in a modern business environment. A skill that all marketers need is the ability to be creative, communicate ideas, and convince others of their convictions. This discussion will build your ability to actively engage in a conversation in order to enhance or direct the conversation to a meaningful conclusion. As the research project is a group assessment, there is the need to participate meaningfully within the group. Each group member will be asked to provide feedback on the participation of other members of their group. You will be assessed on the following

criteria: - Strength of your argument - Relevance of your discussion - Clarity and conciseness of your discussion - Creativity of your responses - Inclusiveness of others in your discussion - Leadership and active contribution
Please see the assessment rubric for further details.

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

Intermediate evaluation / continuous assessment 2 : last session

oral (30 min) / in group / English / weighting : 30%

additional information : Assessment 2: Presentation Students will need to present their findings in class on the final day at a time to be advised. Each group presentation will take a maximum of 30 minutes (15-20min presentation and 10min question time). This presentation should be prepared on PowerPoint (or similar) to provide an audiovisual display, although other medians can also be utilized. All groups members are expected to present and will be assessed on their presentation skills as well as content. All students will be asked to provide an assessment and feedback for the presenting group and the group will be given an overall summary of feedback. Ultimately, the course facilitator will be responsible for determining the final assessment, although feedback will be given consideration. Please see the assessment rubric for further details.

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

Intermediate evaluation / continuous assessment 3 : session n° Wednesday 30th October 2019

written / in group / English / weighting : 50%

additional information : Focusing on a business in the local wine industry, or wine tourism industry, students will be required to develop and evaluate 3-4 potential creative business solutions to an identified business challenge (this challenge will be discussed and workshopped in class). Students will need to apply design thinking and market research principles to this project, and will be required to gather relevant customer insight, apply frameworks and principles to analyse this customer insight, and subsequently propose and evaluate alternative business solutions. With this assignment, groups should explore the concepts underpinning design thinking and apply them to the project context. Students need to demonstrate how the concepts have been applied, in conjunction with the customer insight data collected, to develop their potential business solutions. Throughout the seminars various discussions and learning exercises will occur during class time (and beyond) that facilitate this project. The exercises will primarily involve examples where you will be asked to apply market research and design-thinking tools, and provide strategic input to various issues or opportunities that are noted. Your active participation in these exercises and to class discussions will be required. This assessment task is to be undertaken in small groups. It is your responsibility to ensure you support the group's goals and work together in a collaborative and respectful manner with other students. In cases where individual group members have not sufficiently contributed to the group project, the facilitator reserves the right to adjust marks on an individual basis. Key Components of this report will include the following: 1. Executive Summary – a one-page overview of the key challenge and findings 2. Background Context – a succinct overview of the context and further explanation of the key challenge that was the focus of this project. 3. Interview respondents – a discussion of the key customers of the business, the key respondents chosen for the interviews, and the basis for their selection. 4. Discussion Guide – a discussion guide needs to be developed for the interviews and included in the report (either in the body of the report or the Appendix) 5. Customer Journey Map – a customer journey map (CJM) must be developed for a key customer group of interest for this project and a discussion of this CJM also included in the report (the CJM may be in the body of the report or the Appendix) 6. Key Themes and Findings – the key themes identified from the data analysis need to be included and discussed. Any sub-themes or eliminated themes should also be highlighted. 7. Suggested Solutions – the creative suggestions to address the business challenge at the Ideation stage should be reduced to three possible solutions that the group would consider working up into prototype stage. While further development does not need to occur in the report, it should include a description of these three suggestions and a justification of why each was selected. 8. Conclusion – a summary of the report should be provided. 9. Written Reflection - each member of the group is also required to submit a separate one-page written reflection on the project (this does not need to be discussed in the presentation). This reflection could include a discussion on: - the most interesting and insightful aspect of the project - the most challenging aspect of the project - aspect of the project likely to be the most useful in business - what you would do differently if you had your time again - your favorite proposed recommendation (and why) The written reflection will be worth 10% of your grade for assessment 3.

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

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.