



Vysoká škola
podnikání a práva



VYSOKÁ ŠKOLA OBCHODNÍ
V PRAZE



PANEURÓPSKA
VYSOKÁ ŠKOLA



WYŻSZA SZKOŁA
INFORMATYKI I ZARZĄDZANIA
z siedzibą w Rzeszowie



Financováno
Evropskou unií

Didactic manual of the teaching case study

TEACHING NOTE

| 1. Basic information about the case study | |
|--|---|
| Teaching case study title (case title) | Entrepreneurship and innovation in winemaking |
| Case study author | Name and surname (including titles) |
| | Organization (abbreviation) |
| PhDr. Ing. Radim Maňák, Ph.D. | |
| VŠPP, a. s. | |
| 2. Teaching Case Study Synopsis | |
| <p>The case study is devoted to the company VINIUM, which is an important entity on the Czech wine market. Within the specification of conditions and the context of the case study, the market, legislative, international, but also climatic specifics of business in the field of winemaking are defined. The key source of information for the creation of the educational case study was an interview with the company's sales director. The case study is divided into four main parts, they are the introduction of the company, access to opportunities, the introduction of new and innovative products and operations in international markets and the impact of covid-19. These sections represent the main professional focus of the case study. Each section contains questions for elaboration and discussion.</p> | |
| 3. Key words | |
| winemaking, VINIUM, opportunities, innovation, international markets, impact of covid-19 | |
| 4. Target groups | |
| <p>The case study can be used in university study programs, especially at the master's degree. A suitable study program for the use of a case study is the program of Business and Management, International Trade, or programs nearby. Among the specific subjects in which the case study can be applied, we can mention Marketing and Marketing Communications, Entrepreneurship and Enterprise or Innovative Entrepreneurship.</p> <p>It is appropriate if the students solving the case study already have a basic understanding of business, market opportunities and innovation.</p> | |
| 5. Learning objectives, key issues, and questions | |
| <p>Students will learn about the specifics of business in the field of winemaking while working with an educational case study. The main learning objective of the case study is to apply knowledge of business, market opportunities and innovation on a concrete example. Other learning objectives include developing the ability of critical and interdisciplinary thinking, promoting argumentation and communication skills, and the ability to present and defend one's opinions.</p> <p>Key questions students are asked to address include assessing how a company approaches opportunities and innovations and formulating proposals for opportunities and innovations that a company could focus on. Another key question is how the company could strengthen its international presence.</p> | |
| 6. Learning strategies | |
| <p>For the application of the case study, discussion groups and discussions seem appropriate. Students first individually read the case study, analyse it, and make notes on it. Subsequently, they are divided into sub-groups, within which they discuss the findings from the individual preparation of the study and then solve the identified problems and the questions formulated in the study. Subsequently, through their representatives, the individual groups present their solutions, and there is a discussion and comparison between the groups.</p> <p>It is appropriate to present and discuss the solution of the case study in stages within its individual parts.</p> | |
| 7. Questions and assignments (discussion questions for students solving the case) | |
| <p>Company presentation</p> <ul style="list-style-type: none"> • What are the advantages and disadvantages of large wineries from the point of view of the market and access to customers? • What combination of distribution channels would you recommend VINIUM use? | |



- Does the company optimally use the possibilities of social networks and other tools of the digital environment?

Access to opportunities

- How do you evaluate the company's market research activities?
- What other activities would you recommend to the company?
- In your opinion, in the case of VINIUM, is building your own wine shops a suitable way to expand your portfolio of distribution channels?
- In which of the company's procedures do you see elements of a causal approach and in which, on the contrary, elements of an effectuation approach?

Introduction of new and innovative products

- Design new products for the company that will reflect the specifics of the Czech wine market.
- How do you evaluate the innovation processes in the company on the example of the "Nachmelené" product?
- Have you come across an advertising campaign for this product? Suggest suitable forms and ways of promoting the product "Nachmelené".
- How do you evaluate the possibility of selling the "Nachmelené" product in a can on the Czech market? What kind of customer response do you expect?
- In which of the company's procedures do you see elements of a causal approach and in which, on the contrary, elements of an effectuation approach?

Operations in international markets and the impact of covid-19

- Evaluate the possibilities of VINIUM's entry into foreign markets. In which markets and with which products do you think it could be successful?
- How do you assess the effects of the epidemic situation on the wine market and VINIUM in particular. What measures could the company have taken to minimize the negative impacts?
- Which aspects of the specific epidemic situation was the company able to use to its advantage?

8. References, multimedia

References to relevant resources that can be further used for teaching will be included. Supporting and supplementary case materials. If available, links will also be provided to relevant available audio, visual recordings, etc. (video clips, films, media interviews, audio clips, etc.). Add rows if necessary.

| Material description | Link |
|---------------------------------|--|
| Viticulture and Viticulture Act | Česko (2004). <i>Zákon o vinobradnictví a vinařství a o změně některých souvisejících zákonů.</i> https://www.zakonyprolidi.cz/cs/2004-321 |
| VINIUM website | <i>VINIUM Velké Pavlovice</i> (©2022). https://VINIUM.cz/ |
| VINIUM Research Case Study | Vozňáková, I, Folvarčná, A. (2021). <i>Výzkumná případová studie: VINIUM.</i> |
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9. Experience using the case

Teaching case study in the teaching of full-time bachelor's students on the 19th-20th. 4. 2022.

The case study was solved in individual parts, where the students first familiarized themselves with the text, prepared their answers to the questions, and then the answers and comments of the students were presented and discussed



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through a guided group discussion. Due to the length of the educational case study, its solution in individual parts seemed appropriate.

In the case of some terms, it was appropriate to provide the students with their terminological clarification (e.g. causal and effectuation approach).

For the processing of the teaching case study, it is advisable to set aside a time subsidy in the range of approximately 4 to 5 teaching hours. However, the time allocation needed may vary depending on the breadth, depth, and form of group discussion management.

10. Other (author's notes, other messages, and instructions)

A limitation for the use of educational case studies can be the level and profiling of knowledge of their solvers. This limitation can be overcome by explaining the necessary terms and context (see point 9.).

Source: Own processing according to Mareš (2016)



Erasmus+