

WINE MBA THESIS

**What is the value of wine education courses
and do they engage the Quebec consumer?**

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Submitted on September 1st 2011

ACKNOWLEDGEMENTS

I am grateful for the guidance of **Dr. Eli Cohen** helping me defining the initial questionnaire and providing a methodological framework for the quantitative analysis.

I am particularly indebted to **Dr. Hervé Remaud** for his constant interest in my thesis project and for providing precious guidance and focus on the research question.

I wish to thank **Mr. Klaus Kilov** for his generosity, patience and efficiency in finding in his Australian database the rare and needed research papers while providing guidance in how to search efficiently for information.

I wish to thank **Mr. André Caron**, director of SAQ "Les Connaisseurs" service for his encouragement and support in allowing the research to be conducted in the regular session of wine appreciation classes.

I wish to thank **Mrs. Myriam Ménard**, SAQ coordinator for "Les Connaisseurs" wine course, for her generosity and constant help in supplying valuable data.

I wish to thank **Mr. Richard Halstead**, COO of Wine Intelligence, for his spontaneous generosity and help in supplying data on the Canadian wine market.

I wish to thank **Mr. Polynice Oyono**, Ph.D. Mathematics candidate, Concordia University, Montreal, for having taught me private statistics classes and having helped in the statistical analysis of the data.

ABSTRACT

In Quebec (Canada), as well as abroad, in the UK, the wine trade is pinning a lot of hope for the future of the wine category on education. Some see the topic as "vital" or "believe vehemently" in it or see wine education as a "beacon of hope" that may lead to cross trading, uptrading, restore value in the category, cure binge drinking and generally would keep businesses afloat.

Looking at the topic a little closer though, one might wonder if the gate keepers are intuiting about wine education since it is very difficult to find any research that has been devoted to establishing the value of wine education on the behaviour and further business commitment of consumers.

The principal aim of this thesis is to investigate if, aside from the entertainment value of such courses, the wine education courses for consumers have led to any changes in perception, consumption pattern and/or led to a decrease or an increase in involvement for the category.

Specifically, the research examined the degree of change in perception, consumption habits and commitment towards wine for a newly enrolled student from the beginning to the end of a five-week course followed three months later by a follow-up questionnaire. The collected data was processed to see how the wine education program had settled in and triggered -or not- a change of habit, a new perception or commitment, including changes in financial expenditure.

The research was conducted in Quebec, in an established wine education environment provided by the SAQ, the Quebec Liquor Control Board (Société des Alcools du Québec). It was performed in three steps. In the first step, new students enrolling in a wine course were presented with a survey prior to beginning their first class. In the second step, the students filled the same survey on the last night of the wine course and the data got paired and analysed to look for differences. There were in excess of two hundred and sixty paired surveys collected for the different questions. The third step took place three months after the end of the courses for those willing to fill a follow-up Internet questionnaire. This created a subset of one hundred and thirty four (already paired) respondents who answered to a new questionnaire aiming at validating some data as well as answering some additional questions.

The findings of the research reveal that the perceptions, behaviour and commitment towards wine change as a result of having followed a wine appreciation course.

There was economic value creation for the proponent of the wine education courses, namely the retailer, who saw a majority of students wishing to buy more courses as well as recommending the SAQ courses to their peers. Equally, a majority of students (56%) declared having increased their monthly wine-buying budget by 16%.

There was value creation as well for the customers. People widely declared that their behaviour as a wine consumer changed in regard to wine. Wine educated consumers admitted to an aroused curiosity for the category. After the course, students declared knowing more about their taste preferences and trusted more their own palate. They were equally interested in pursuing their education. Educated consumers declared choosing their

wines better and speaking more about wine. Their interest for food and wine pairing increased 15%.

Equally, there is shared value creation for both consumers and for the trade from the fact that enthusiasm and commitment to wine exist concomitantly with consuming wine in a socially responsible manner. Three months after the course, the increase in wine consumption is only marginal and done in a context of eighty six percent (86%) of students valuing wine and gastronomy. This last finding echoes a distinct trait of the Quebec wine drinking pattern in Canada which is the prevalence of drinking wine at the table, while sharing a meal, over enjoying wine as a standalone drink.

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CHAPTER 1- INTRODUCTION

1.1 Introduction

The key objective of this thesis is to find out if wine appreciation courses lead consumers to engage differently with wine. This is important because a lot of actors believe that engaging the wine consumer may be the solution to many problems facing the industry nowadays, mainly restoring value in the category and moving from a price-driven to a value-driven consumer who appreciates wine differently and uses the product in a socially responsible manner. We will try to answer the following question: "What is the value of wine education?" and assess the problems the wine trade is facing through the eyes of actors in the retail segment who possess a global perspective, such as TESCO, who sells in the UK, Europe, Asia and North America. We will also look at the Canadian experience, especially the Quebec market, where there is a strong presence of wine education.

1.2 Relevance and Reasoning

1.2.1 Retailers' position on wine education

Education is "**key**" to increasing the level of consumer engagement with wine (Nielsen, 2010):

"I believe **vehemently** that education is the best way ahead" Dan Jago (Harpers, 2010a).

Although the value of wine education has not been researched to any extent (Taylor, Dodd et al, 2008), Mr. Dan Jago¹ the category director for beer wine and spirit at TESCO, the largest wine retailer in the world and a global supplier of wine to 70 millions of consumers in Europe, Asia and North America (Meininger's, 2007), feels positively strongly about the value of wine education.

Stop push and pray, engage: At the 2010 Harper's conference, top retailers² agreed educating or engaging³ with customers on wine was "**vital**", adding that the wine trade is in "turmoil" (Harpers, 2010a).

For them, wine education is "a beacon of hope" for the wine trade. Suppliers believe "it will cure binge drinking, restore margins" by encouraging consumers to pay more, and "generally will keep businesses afloat". (Nielsen, 2010).

¹ Dan Jago wields power in the wine retail segment and is ranked at the 14th position in the Decanter Power List of 2011. Ref: Decanter 07-2011 issue.

² Top retailers present at the conference *Driving profitability and growth in a challenging global wine market 7th September 2010* were UK's Sainsbury's group, with 934 supermarkets and convenience stores in the UK and 146,900 employees as of March 2011, and TESCO, with 5,380 stores, 472,000 employees (as at Feb. 2010), stores in 14 countries across Europe, Asia and North America.

³ Sainsbury's drinks chief Justin James said he preferred the word "engagement" to "education".

The same argumentation was being developed three years before in 2007:

"I'd like to help customers understand why they should spend a little more to get something that really is better and I'd like them to understand their role in responsible drinking, to enjoy two or three units a day rather than a lot on Friday night" Dan Jago (Meininger's, 2007).

1.2.2 The problem with the wine category

What is the problem with wine and why is wine education the way of the future for engaging wine consumers?

The problem in the UK is that the retail industry is not adding value and consumers are price loyal, not quality loyal. The recent 2011 demise of Oddbins, a high street chain of wine retailers in the UK points towards that (Telegraph, 2011).

"What we see piled high on every gondola end is the branded, the mundane and the heavily promoted. Whether it's pork bellies or pig iron, a commodity market has few margin opportunities. This situation will not change until we, as an industry, begin to add value" (Nielsen, 2010).

Wine has never been so good and the choices for consumers so abundant:

"Most supermarket categories have 10 or so brands, wine typically has over 700" (Lockshin, 2003) but, somehow, this is not adding to the value chain (Nielsen, 2010).

As consequence of the profligacy of choice, we live in a world of confused consumers (Decanter, 2010)⁴.

1.2.3 From profligacy of choice to paralysis of choice

In Quebec (Canada) the SAQ carries 11,000 SKU's and private imports⁵ offer 9,000 more. Twenty thousand products is a lot to choose from.

There is a paralysis of choice. For the producer, complexity destroys profitability; it takes power away from the producers to put it in the hands of the retailer (Hegarty, 2010).

"Wine is a fragmented market facing a confused audience, battered by the retail trade, battered by oversupply" (Hegarty, 2010).

1.2.4 Helping consumers learn what they want

Confused audience perhaps, but Jago thinks it is the duty of the trade to listen to customers, educate and innovate.

"What do customers want? I'm not sure they know, and I'm not sure we as businesses are

⁴ "My feeling is that consumers have never had so much choice but they have never been so confused. The whole world is making a good standard of wine today and they need some guidance." Michael Broadbent comment, Decanter, October 2010

⁵ In Quebec there are 9,000 wines in private import. Conversation with Alain Rochard president RASPIPAV, Quebec private importers organisation.

very good at helping them" Dan Jago (Harper, 2010b).

And marketing experts concur, saying:

"Simply giving customers what they want isn't enough any more. To gain an edge, companies must help customers learn what they want"(Kotler, 2008).

According to Philip Kotler, great companies distinguish themselves by offering new products or services that people will want and are "market driving", raising their clients' lifestyle with the objective of creating customer satisfaction.

The concept of marketing changes the focus from the seller to the buyer (Kotler, 2008).

Consumers are stakeholders in the wine business. Stakeholders are those individuals or groups who depend on an organisation to fulfil their own goals and on whom, in turn, the organisation depends (Johnson et al., 2008).

1.2.5 Lose the mystery (or fear), enhance the magic

The mystery of wine keeps people at arm's length (Hegarty, 2010).

"Fear is something we spend too much time ignoring" (Harper, 2010b).

The wine industry should identify the need to further dispel the notion that wine is a difficult and confusing beverage. This will encourage development of consumer self-efficacy about their knowledge acquisition.

1.2.6 Becoming quality loyal prevents the commodification of wine

The industry understands that in a pull marketing scenario, you want your stakeholders to become quality loyal instead of price loyal.

If your customers become quality loyal they might drink better, not more, and see value in purchasing fewer wines at a higher price point. For example, in Appendix A, a graph illustrates that if you are willing to pay three times more for a bottle, you will get four times more value for the wine the bottle actually contains (Skinner, 2008).

What the industry fears most is the commodification of the market since a commodity market has few margin opportunities. For example, in the UK, the average price for a 0.750l. bottle of wine in 2011 is 4.47£, in the Netherlands 2.83 €, in Germany, less than 2€ (Huinck &Co, 2010).

1.2.7 EDLP's are promoting aggressively through price-cutting.

Price wars and selling below cost are detrimental to the trade. In some markets, such as the UK, producers and wholesalers sometimes sell below cost (Barnes, 2010a) to get the attention of the large FMCG ⁶, EDLP⁷ retailers that are the ever more demanding channel captains.

⁶ FMCG: Fast Moving Consumer Good

⁷ EDLP: Every Day Low Prices

Seducing EDLP's requires important below the line marketing budgets and promotional incentives in order for them to agree to give away their end of gondolas where an unsophisticated clientele shops for the lowest prices possible.

FMCG's sometimes perform tricks like BOGOF⁸ and sell at a loss (loss leader) to lure customers to their stores. In the UK the "3 for 10£" is destroying the category (Nielsen, 2011).

1.2.8 Monopoly markets and low prices

In contrast, the liquor boards of Canada with their "*ad valorem*"⁹ margin do not sell below cost and SAQ (Société des Alcools du Québec),¹⁰ the Quebec liquor board where this research is conducted from, believes in education.

SAQ in 1988 created "*Les Connaisseurs*", a popular wine education program. Through the years more than fifty five thousand people took those courses. SAQ believes so much in this program that it has decided to outsource the logistics of its wine courses program to a third party in the spring of 2011 while keeping ownership of the courses' content. The mandate handed to the logistics provider is to double the actual number of four to five thousand students a year to ten thousand (SAQ, 2010a).

1.2.9 Promoting social responsibility along with the category

"To drink better, not more" (Cloutier, 2009) was coined by Philippe Duval, SAQ's CEO, to outline the driver of growth the liquor board wants to implement for the future, i.e. quality driven purchases associated with social responsibility.

It implies increasing the level of sophistication of the wine drinker and certainly put the issue of engaging and educating the consumer front and center.

Social responsibility is a global issue now and not only in markets under the supervision of state monopolies. Since 1991, France has its own "Loi Evin" regulating the advertising of alcohol. Every year, alcohol in France causes the death of 30,000 people (OFDT, 2010) and generates 15 billions € associated costs (Alcowed, 2011). The UK the government is well aware of the binge drinking problem and its £20 billion a year associated costs (BBC, 2003).

A global retailer like TESCO cannot avoid factoring the social responsibility issue in its marketing plan.

"We were the first to put units of alcohol on the back of our own label wine and are leading the way in all 1,800 stores in telling people how to use alcohol responsibly. If we don't do it, how are we to maintain moderate sustained growth against a backdrop of societal,

⁸ Buy one get one free.

⁹ In Quebec the Ad Valorem margin is from 50 to 150% above the cost of the product.

¹⁰ SAQ, *La Société des Alcools du Québec*. SAQ, Liquor control Board of Quebec is a state alcohol retail and distribution monopoly. It possesses 414 stores, 396 agencies and 7,500 employees. It has a 2.5 CDN\$ billion turnover and sells around 100 million wine bottles a year. It has 11,000 different SKU's in its catalogue. SAQ returns a dividend of between \$CDN 800 million and 900 million to the state every year.

government and legal pressure to change the way alcohol is sold?" Dan Jago, (Meininger's, 2007).

1.2.10 Fostering or avoiding a culture of binge drinking

In unregulated markets selling below cost triggers accusations of social irresponsibility and fostering a culture of binge drinking (Barnes, 2010a, 2010b).

In regulated markets such as Canada's and the Nordic countries as well as in the American states where Liquor Control Boards are the dominant players, control boards are required by law to distribute and sell alcohol in a socially responsible manner, alcohol being "no ordinary commodity"¹¹.

Watchdogs exist to see that retailers don't stray. In Canada, there is MADD¹² and in Quebec, there is also Éduc'alcool¹³ and the Ethics Council¹⁴.

One recurring argument those watchdogs are pressing are the direct healthcare costs incurred as a consequence of excessive alcohol consumption. In Canada, those costs were 3.3Bn \$CAD in 2002 (Finnerty et al., 2007).

The paradox being that, since alcohol is a heavily taxed product, it does generate a large amount of (tax) revenue to the governments, which in turn help fund social services. One could only wish the dividends returned to the treasury to be at least equal to the incurred costs related to alcohol consumption.

It must be added that, Quebec and Japan have the fastest growing rate of older people in the world. With the greying of the population, will those revenues keep constant, or will they be increasing or decreasing?

1.2.11 Surviving as a State Monopoly and promoting public health through education

Surviving (and, better, thriving) is certainly the goal of the trade including the state monopolies. In Quebec, Éduc'alcool's director, Hubert Sacy, has co-signed a thesis that asks squarely the question of the legitimacy of Retail Alcohol Monopolies in the 21st century (Paradis, Sacy, 2005) the title of which is:

Do we still need Retail Alcohol Monopolies in the 21st century?

¹¹ "no ordinary commodity" was an expression often used in Prohibition times to describe alcohol.

¹² MADD, Mothers against Drink Driving, is a non-profit organization in the United States that seeks to stop drunk driving, support those affected by drunk driving, prevent underage drinking, and overall push for stricter alcohol policy

¹³ "Éduc'alcool is an independent, Quebec not-for-profit organization, subsidized by SAQ. Source: www.Éducalcool.qc.ca/en/

¹⁴ "The alcoholic beverage industry in Quebec has given itself a code of ethics: a charter of social responsibility chosen by the industry itself that goes beyond current laws and regulations". Source: www.conseilethique.qc.ca

The researchers provided the answer in the subtitle:

The answer may lie in fulfilling social responsibility by promoting public health.

The education responsibility is evident for Éduc'alcool who promotes it on its own as well.

1.2.12 In the end, are we pinning too much hope on education?

It is important to research the value of wine education to see if the gate keepers are right in pinning their hope on education to restore value to the wine category while complying with their social responsibility duties.

Perhaps the reality is more sobering, and in line with Sir John Hegarty's 2010 declaration at the Master of Wine Bordeaux Symposia:

"Never underestimate the public lack of knowledge and their inability to acquire it".

1.3 Issues under investigation

1.3.1 Main Objective

This research attempts to understand if wine education courses designed to please consumers from all walks of life are an **effective** and efficient communication tool **to engage** the wine consumer in the category.

1.3.2 Considerations

Evaluating the effectiveness and value of wine education engenders important considerations linked to their utility. For the consumer, wine education can make him benefit from increased knowledge, skills and pleasure or may only offer passive entertainment.

For the trade, wine education may add value to the product category or may be neutral.

For society, wine education may or may not create social value through the promotion of responsible drinking.

1.3.3 Questions to be investigated

Our general research question is:

What is the value of wine education courses and do they engage the Quebec consumer?

We will answer to the value of wine education courses and gauge their effectiveness in engaging the Quebec consumer by answering specifically these five sub-questions:

1- Did wine education customers learn anything from attending the courses and if so, what is it?

Wine education courses dispensed by SAQ are generally four to five weeks long and participants do not get graded. At the end of the courses, they are presented with a certificate of attendance and the only person who gets evaluated (by the students) is the teacher. The study will try to uncover if, aside from the entertainment value of attending classes and tasting wines, the students bring back home any subjective knowledge.

2- Do wine education courses change perceptions in students mind? Are they engaging differently with the product, and in what way?

3- Do they know how to taste wine better and do they know their taste preferences better?

4- Do wine education courses lead to up-trading or cross-trading? Do they engage more discretionary money in the category?

We will investigate if wine education customers spend more on wine, or spend their wine budget differently.

5- Does wine education lead customers to intensify their relationship with wine, and to what degree?

A more intense relationship can make the consumer use the product better (better skills in wine service and better food and wine pairing for example) without increasing his alcohol consumption or, it may lead to an increase in consumption. We investigate if increasing the pleasure with the category lead to no, a low or a high increase in alcohol consumption.

First, we propose to have a look at what researchers and stakeholders say about wine and customer education through a literature review.

CHAPTER 2 – LITERATURE REVIEW

The literature review is divided into five parts. The first part looks at writings on the topic of the value of wine education, the second part looks at what the stakeholders, namely the trade and the researchers think of wine education as an issue, with specific comments by the trade and what researchers observe when they are looking at the effectiveness of wine education courses and the way they are generally dispensed. The third part looks at what outcomes were already discovered or outlined when researching the topic of customer education in general. The fourth part establishes a link between wine education and creating social values by helping to prevent binge drinking. The fifth part outlines a specific trait of Quebec with regard to wine consumption, namely the prevalence of drinking wine at the table.

2.1 The body of knowledge on the value of wine education

The value of wine education is an under-studied subject. To this day, when looking for sources of literature on the **value** of wine education courses one finds very little, as this topic has not been researched to any extent (Taylor et al., 2009).

Still, this does not stop people from intuitively finding value in pursuing wine education. There is an indication of growing demand for such classes (Ali-Knight and Charters, 2000).

For the last five years in Quebec (Canada) from where this study originates, out of a 7.8 million population, every year four to five thousand people try to register for wine courses (see Appendix D, SAQ 1988-2011).

2.2 Stakeholders' views on wine education

2.2.1 Views from the wine trade

In the UK stakeholders are in favour of wine education as it is seen as a beacon of hope. Suppliers believe it will cure binge drinking, restore margins by encouraging customers to pay more, and generally keep businesses afloat (Nielsen, 2010a).

Wine education is deemed vital for business. Top retailers agreed educating or engaging with customers on wine was vital (Harpers, 2010). Tesco's Dan Jago emphasises the importance of wine education, stating a strong belief that education is the best way ahead (Harpers, 2010a).

The trade is pinning a lot of hope on wine education and those with higher levels of knowledge tend to consume more wine (Dodd et al., 2005).

For a start, Jago and the trade may be right in proposing engaging and educating a lost and confused consumer. The idea of consumer confusion makes intuitive sense. Customers are confused by information and/or product overload (Drummond, 2002).

But it is not just the drinking more wine that the trade is going after; what is perhaps more important is **restoring value to the category** even if it means drinking less. For example, restoring value in the wine category is a challenge for retailers in the UK. A commodity market has few margin opportunities (Nielsen, 2010).

Alex Hunt MW of Berkman (UK) says: "You can only educate people who want to be

educated – creating that initial desire is where the best retailers seem to excel” (Nielsen, 2011).

2.2.2 Views from the researchers

Marketers think that to tell the story about a product is in itself valuable. The more you tell, the more you sell (Hawthorne, 1998). Product class knowledge is of importance because it has been found to affect the entire consumer decision making process (Scribner and Weun, 2000).

But is this knowledge passed on automatically in the wake of having followed wine education courses? Apparently not. Most wine education courses fail due to the strong emphasis on wine knowledge that no one remembers after the class instead of focusing on aesthetic appreciation that is more effectively retained and can lead to the increased consumption of wine (Dewald and Jones, 2007).

The challenge, therefore, seems to lie in the telling of the story in a manner that reaches out and engages more consumers to intensify their relationship with wine.

2.2.3 On passing wine knowledge

Currently, 80 per cent of wine consumers are either “uninvolved” or uneducated about wine (Hussain et al., 2007).

"Involvement" is a term borrowed from the psychology literature to designate people who have a much greater interest in certain things when compared to other things (Lockshin, 1998). Consumers are generally categorised as either low or high involvement.

The traditional wine education courses do not seem to appeal to the low-involvement or uninvolved customer; it has been and continues to be ‘a bridge too far’ for the uninvolved. The vast majority of wine consumers just want to be able to buy a bottle of wine they will like every time (Stallcup, 2005).

There are two type of knowledge, objective and subjective. The difference being that a consumer’s objective knowledge is the true content of knowledge that is held in their memory, while subjective knowledge has been defined as a consumer’s perceived level of their own knowledge (Brucks, 1985).

To be effective, wine education outfits must make sure that their courses enrich the subjective knowledge of their customers as subjective knowledge is an important part of overall knowledge and those with higher levels of knowledge tend to consume more wine (Dodd et al., 2005).

Subjective knowledge takes place in people’s minds instead of in the external world. Objective knowledge is accurate information about a product class that is stored in a consumer’s long-term memory, with subjective knowledge being a consumer’s perception of what or how much they know about a product class (Park et al., 1994).

Consumer knowledge can be split into just two broad categories: familiarity and expertise. Familiarity “represents the accumulated number of experiences with the product”, whilst expertise is defined as “the capacity of successfully carrying out tasks linked to the product” (Perrouy et al., 2006).

Even with keen involvement from the clientele, we have to decide if we want to see this wine clientele as one entity and design courses that appeal to all or if we should adapt the content to engage consumers segments according to their age group, such as Generation X and Y. We must bear in mind that Baby Boomers are not an expanding market resource (Barber et al., 2008) and that the greying of the population is a problem for the future expansion of wine drinking. As far as the younger Millennials (or Generation Y) is concerned, it is, in the words of Dan Jago, "Fearful and simply not engaging with wine. Fear is something we spend too much time ignoring" (Harpers, 2010b).

Such a phrase should catch the attention of marketers.

2.3 What research tells us on customer education

2.3.1 Customer education definition:

"Customer education is the process by which companies systematically share their knowledge and skills with external costumers to foster the development of positive customer attitudes" (Honebein, 1997).

2.3.2 Businesses are educators.

Over the next two decades, businesses will come to think of their customers as learners and of themselves as educators. They will promote learning experience for profit, and their customers will profit from that experience. (Davis, Botkin, 1995).

2.3.3 Customer education is a process.

Customer education is neither an event nor an object, but rather a process to be managed with the same precision as the creation of the product itself (Gitomer, Zemke, 1999).

2.3.4 Customer education helps the customer learn what he wants.

"Simply giving customers what they want isn't enough any more. To gain an edge, companies must help customers learn what they want" (Kotler, 2008).

2.3.5 Skills acquisition are the key to unlocking value.

Customers hold the key to unlocking value in products and companies should help them acquire the skills (Hennig-Thurau et al., 2005).

2.3.6 To improve skills is to improve usage intensity.

Skills improvement has a significant effect on product usage intensity (Aubert, 2005).

2.3.7 Customer education increases loyalty.

Customer loyalty was found to be positively and significantly related to technical service quality, functional service quality, and customer education (Bell et al., 2007).

2.3.8 Customer education may be conducive to exploration and cross trading.

At home, more self-confident consumers expressed a willingness to try new brands (Olsen

et al., 2003).

2.3.9 Customer education may lead to trading up and/or trading down.

There are two opposing buying trends at work, trading up and treasure hunting—two sides of a powerful economic trend that have been gathering increasing momentum in the United States, Australia, Canada, China, Europe, India, Japan (Silverstein et al., 2008). Silverstein calls this new trend *Artful Consumerism* or treasure hunting.

Treasure hunting means finding products with the best value, the best quality and the best price.

As consumers become more knowledgeable, they may not uniformly purchase more expensive wines. This finding is consistent with (Moulton et al., 2001) the debunking of the myth that consumers will uniformly trade up to more expensive wines as they augment their wine knowledge (Hussain et al., 2007).

Consumers may be trading up during the weekend and trading down for their regular daily wines (their “Monday to Thursday” wines). Trading up and trading down are not mutually exclusive.

It should be added that trading up does not mean only buying more expensive wines but trading up implies moving across categories as well.

For the consumer trading up may mean to decide valuing more what interests him and trading down on other things. For example, going to the restaurant less often while buying more expensive wines to drink at home. When SAQ’s CEO coined the phrase “to drink better, not more”¹⁵ he implied going after the discretionary income of the consumer in the hope that he will spend a larger percentage of it towards SAQ supplied products.

2.3.10 Customer education may help create product category champions and social media evangelists.

Educated customers are poised to become champions for a product category of their liking. If they enthuse about their newly acquired skills and increased knowledge, they might stimulate demand because they will be seen by their peers as the ones able to give “referrals by a trusted source” (Stratten, 2010).

WOM (word of mouth) and social media are part of the social fabric nowadays and educated customers may play a significant marketing role in disseminating information within their family, social milieu and social media network.

It may help create a loyal vocal community of wine lovers who will bring in their friends. “In 2011, word of mouth and recommendations will be even more dependent on P2P (peer to peer) dynamics” (Trendwatching, 2011).

A customer voice can far outweigh the voice of an expert (Harpers, 2011b)

¹⁵“Boire mieux mais pas plus” (to drink better not more), Philippe Duval, SAQ CEO (Cloutier, 2009).

2.3.11 Wine consumption as an aesthetic experience

Consumers perceive some key similarities between the consumption of wine and the appreciation of art forms. There is a synergy between organoleptic experience and the philosophy of aesthetics (Charters and Pettigrew, 2005).

2.4 Wine education and social responsibility

Liquor control boards are found all over Canada, in each of the country's ten provinces and three territories. A remnant of Prohibition times when they were created to control the sales and distribution of alcohol (Wallace, 1948), the thirteen Canadian liquor control boards compose the Canadian landscape. Even Nunavut, a territory that was created in 1999, established its own Liquor Commission (Nunavut, 2010). Those institutions are there to insure that the retail of the sale of alcohol is done in a socially responsible manner and to collect taxes to pay for the direct and indirect costs inherent to such a trade.

Social costs related to alcohol are substantial and thus should not be overlooked.

At Vinexpo 2011, Michel Graf, Director of *Addiction Info Switzerland* noted alcohol's social costs in his country amounted to 6.5 billion Swiss Francs (Éduc'alcool, 2011).

In 2002, in Canada, there were three billions of dollars of direct social and medical costs caused by the sale of alcohol. Including indirect costs it amounted to \$14 CDN billions in total and more than four thousand deaths directly caused by alcohol consumption (Rehm et al., 2006a, 2006b).

Liquor Control Boards may help in that regard. Alcohol state monopolies are channel captains and should be market driving in a socially responsible way.

Retail alcohol monopolies place a high priority on educating the population they serve with regard to various matters, such as quality control, responsible drinking and the promotion of a culture of taste as opposed to a culture of drunkenness (Paradis et al., 2005).

In the UK, wine education is proposed as a way to diminish binge drinking and the social ills that it causes. According to a government report, costs are amounting to £20 billion a year (BBC, 2003).

Education is a beacon of hope for the wine trade. Suppliers believe it will cure binge drinking (Nielsen, 2010).

2.4.1 Creating Shared Value (CSV)

Michael Porter defines CSV as the corporate policy and practices that enhance the competitiveness of a company while simultaneously advancing economic and social conditions in the communities in which the company operates (Porter and Kramer, 2011, Porter, 2010).

In the context of the alcohol trade, CSV would be to market alcohol in a socially responsible way, making sure that the product is not sold to underage drinkers, that it is enjoyed but not abused. For wine, the best way to do it would be to market wine with an emphasis on taste and gastronomy.

This would advance the core agenda of the company while maximizing the positive benefits

to the community and society.

Porter emphasizes that CSV deals with efficiency as a core value (do things right) more than an effectiveness (do the right things) general orientation for a company (Porter, 2010).

2.5 Quebec and the prevalence of gastronomy

With regards to Québec (Canada), the specific territory from which this study has been conducted, one may consider giving wine education classes where gastronomy and food pairing is involved since drinking during a meal is more prevalent in Québec than in the rest of Canada (Paradis et al., 2010).

2.6 Summary

So far, the topic of the **value** of wine education courses has not been properly researched and documented, especially with regard to its direct efficiency in generating revenues and profits for business.

Because they are overwhelmed with choices and because they like the category, consumers take courses but researchers are sceptical about the actual wine courses' ability to really educate consumers.

Nevertheless, the trade is pinning a lot of hope on wine education to restore profit margins and to help it address social responsibility issues.

Customer education is key to unlocking value in products and with education comes an increase in product usage intensity, loyalty and a willingness to explore. It may lead to cross trading, up-trading and/or down-trading. Enthusiastic and educated customers may become ambassadors for the wine category and help stimulate demand.

To further assess the value of wine education, this thesis' aim, an original research was conducted from the spring of 2010 to summer of 2011. In the next chapter we will describe the methodology employed in the field study.

CHAPTER 3 – RESEARCH METHODOLOGY

3.1 Method strategy and implementation

Why select the "Connaisseurs" SAQ wine courses for this research?

The "Connaisseurs" Cycle One wine appreciation courses were chosen to assess the value of wine education for the following seven reasons:

1- Track record: SAQ started giving wine appreciation courses in 1980's initially to train its personnel. As they were becoming rapidly known, a demand arose from the general public to gain access to the "Connaisseurs" wine courses. At the end of the 80's it then got decided that SAQ would increase its service offer and will begin offering wine education courses as an ancillary service to its retail trade as illustrated in Fig. 1¹⁶

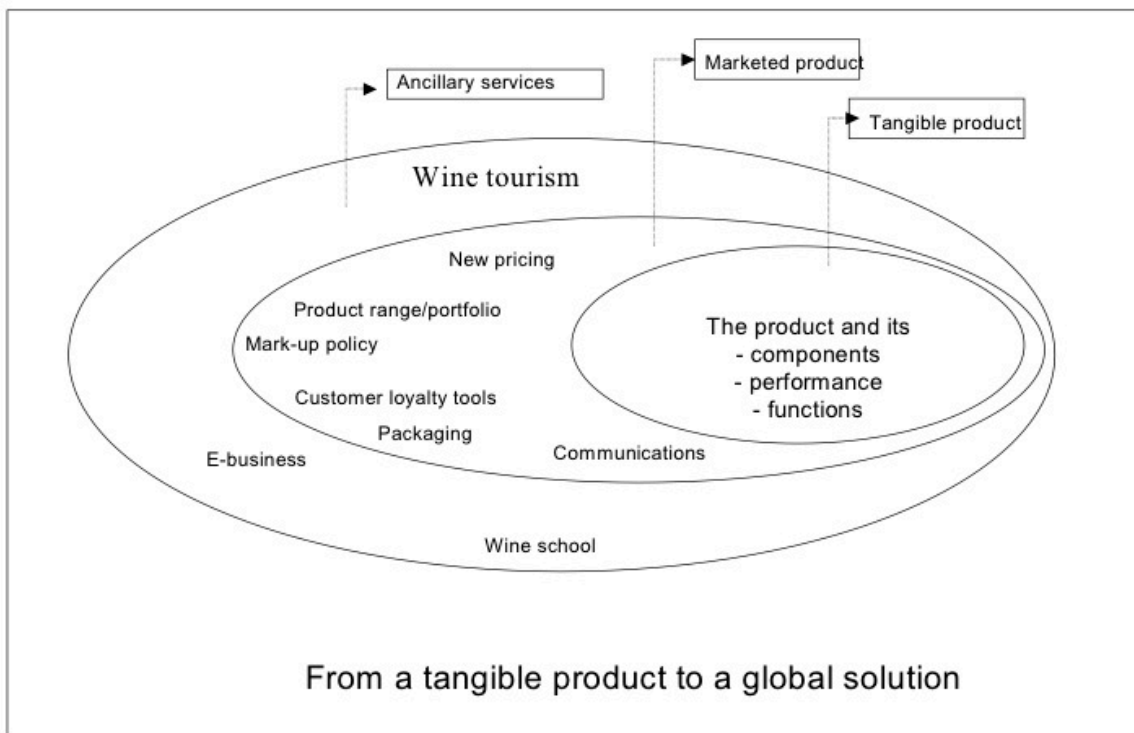


Fig. 1: Wine School, an ancillary service

2- Optimisation and validation of content: The number of courses increased through the years as presented in Fig. 2, and their content got optimised and validated by the customers. In 2004 SAQ gave a mandate to a third party survey company (Ad hoc, 2004) to poll the customers taking the courses on their satisfaction level and to come up with recommendations for improving the content. SAQ has been polling its students for

¹⁶ ref: illustration from Kotler and Pierre Mora " *A Drop of wine*"

improving its wine education courses ever since.

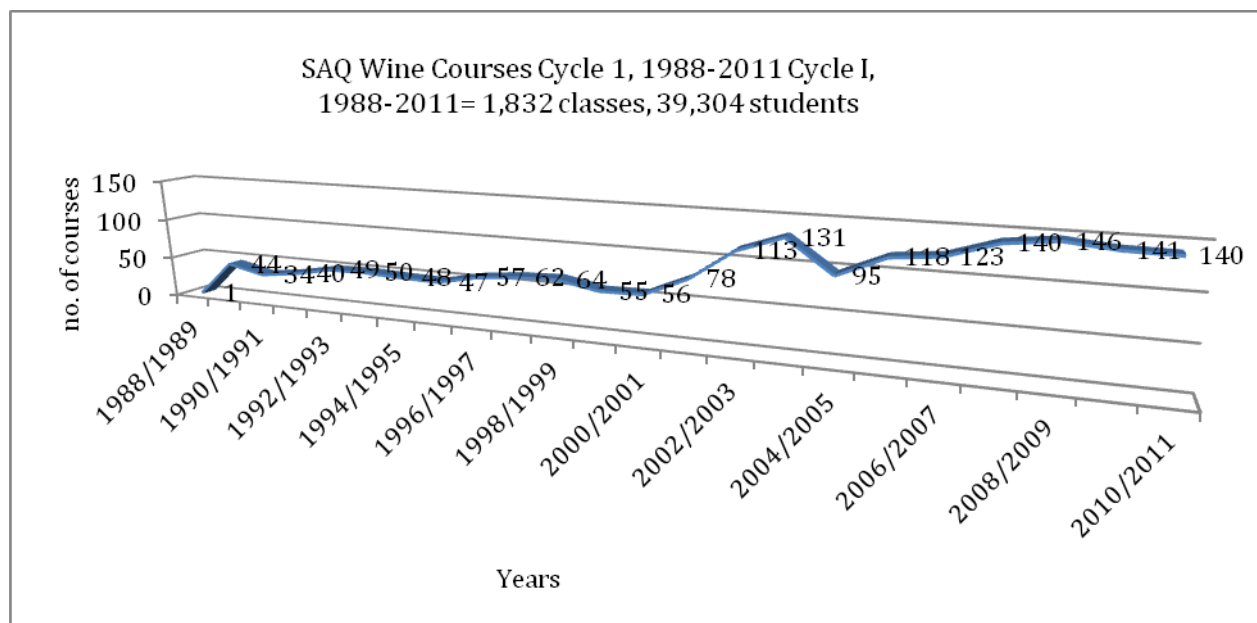


Fig. 2: 1988-2011 Evolution of the number of Cycle I wine courses

3- Continuous improvement: SAQ Students evaluation form of the Cycle I wine appreciation course help give feedback to constantly improve the program (see original form in Appendix B).

4- Consistent high appreciation scores from students: The author of this thesis has been teaching in this program for more than three years now and has created graphs from his own evaluation scores.

Fig. 3 shows the general level of satisfaction curve of the SAQ clientele for the Cycle I wine appreciation courses that he taught. The scores are the aggregated results collected by SAQ from the answers given by the students at the end of the course (a facsimile of these scores is found in Appendix C).

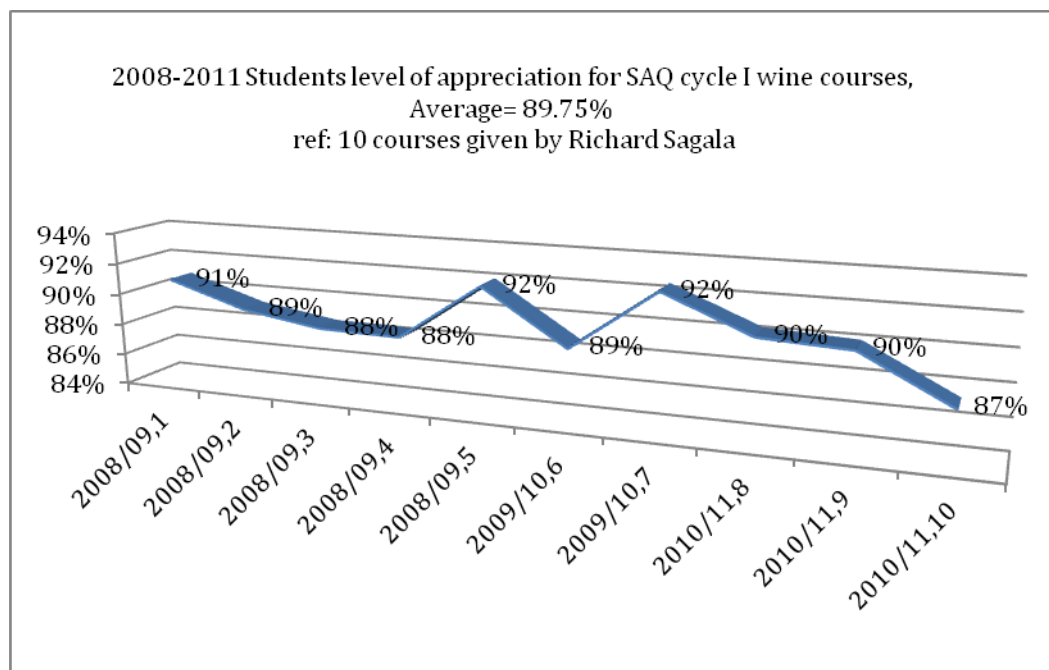


Fig. 3: 2008-2011 students level of appreciation of Cycle I wine courses

5- Consistent high scores from students from all cities and for all topics: Fig. 4 illustrates the province-wide level of appreciation for Cycle I courses, Fig. 5 illustrates the overall level of satisfaction for all the different wine topics taught at SAQ's wine appreciation courses in 2010-2011. We can observe that, on the whole, the average score for the general level of satisfaction from the students enrolled in SAQ wine appreciation courses is almost 90% Source: SAQ "Les Connaisseurs" database (SAQ, 1988-2011).

This includes all the cities where the courses are offered and all topics that SAQ offers. The latest (June 2011) cumulative data (see Appendix D) show that since its beginning in 1988, more than fifty five thousand students (55,567) have enrolled in its classes. The province of Quebec has a population of 7.8 million and, every year for the last five years, more than four thousand people have taken the SAQ wine appreciation classes.

Bias and Limitations: This researcher works for SAQ.

Notwithstanding the fact that this researcher works for the SAQ, it can be observed that for a period of three years, as well as for a period of one year in 18 different cities taught by teachers from the forty or so cohort of available SAQ teachers, as well as for all topics offered, **the general degree of satisfaction from the clientele is close to 90%.**

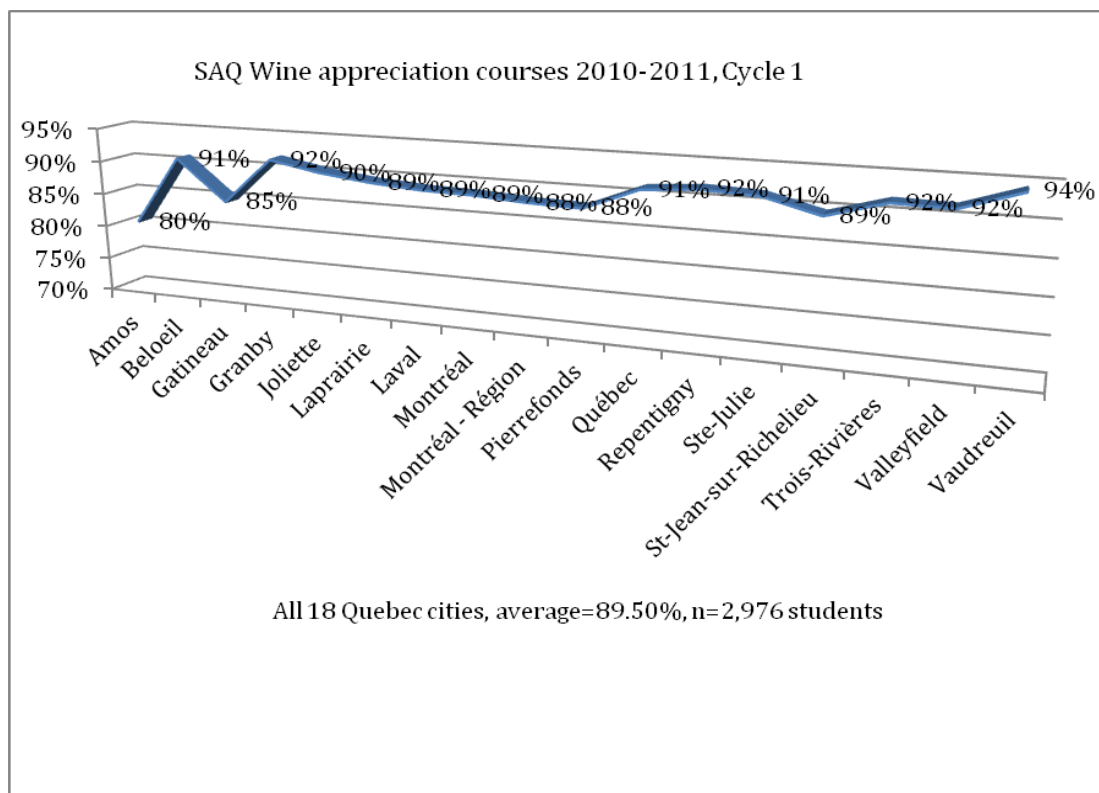


Fig. 4: 2010-2011 students' appreciation of Cycle 1 wine courses (all cities)

Source: SAQ "Les Connaisseurs" database (SAQ, 1988-2011)

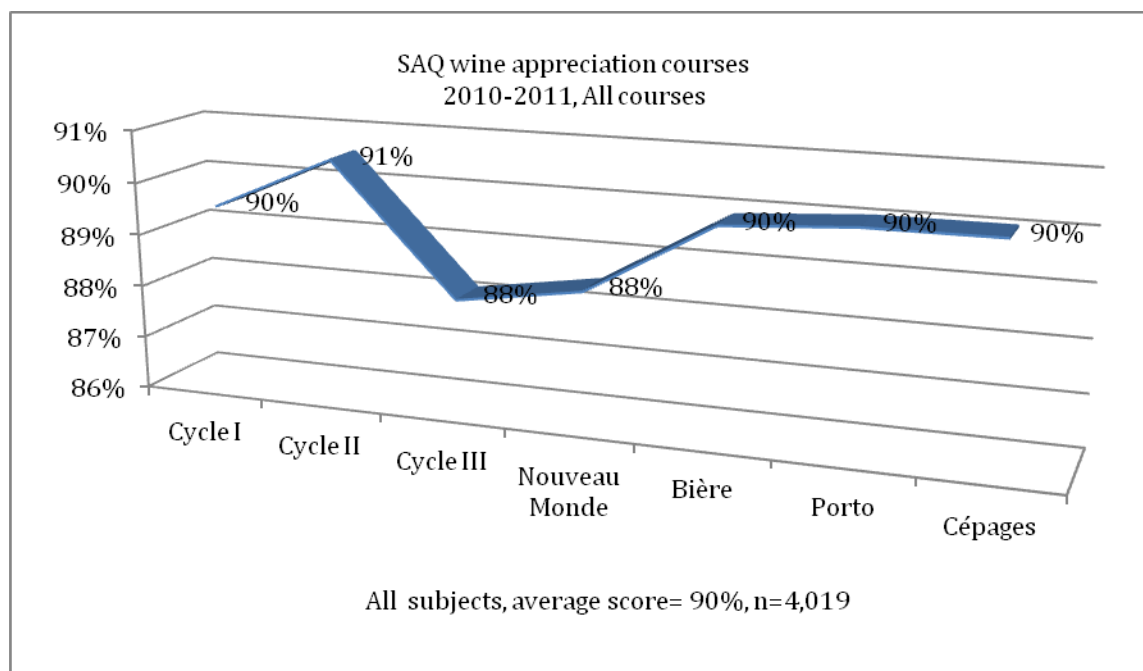


Figure 5: 2010-2011 students' level of appreciation of all SAQ wine courses

6- Courses represent the general (regular consumers) public interest: Because there are no prerequisite to enrolling in a SAQ Cycle I wine course, a class represents the general public interested in wine appreciation. SAQ does not cater to special interest groups like the wine professionals, or people associated with the trade. Its wine education clientele comes from all walks of life.

Because of its track record and consistently high scores from all of its wine education customers, it appears reasonable to base a study on the value of wine education in Quebec on SAQ "Les Connaisseurs" courses.

7- Consistency and coherence: The final argument for choosing SAQ Cycle I wine appreciation courses is the issue of consistency. SAQ, being a state monopoly, it must deliver the same quality of service everywhere in the province of Quebec. Therefore, the wine courses have to be of consistent quality. The same wines and methods are used in classes everywhere as well as the same teaching material, thus adding coherence to the experiment.

3.1.1 Research outline

The author used written questionnaires to collect information for quantitative and qualitative analysis. The study was designed as a quantitative longitudinal study in two stages and four steps complemented with qualitative data collection on certain topics.

During the fall of 2010, a survey was submitted to students who had enrolled in wine appreciation courses. Students were asked to answer all questions before the class started.

At the end of the five-week course, the students were again asked to respond to the same questionnaire and those willing to give their e-mail address were to be contacted in order to fill a follow-up survey three months later.

3.1.2 Description of the courses and practical information related to the structure of SAQ Cycle I wine appreciation courses.

Title: SAQ "Les Connaisseurs" Cycle 1: "A world to discover"

There are no prerequisite to enrolling in Cycle 1. The course provides an introduction to the classification of wines. Participants learn to select the wines that best suit their tastes. In addition, this introductory level course presents wine tasting techniques and guidelines for matching food and wine. The course consists of weekly three-hour evening classes scheduled over a five-week period, and includes a theme-based wine tasting with every class.

Each of the three-hour session is organised along the same pattern:

From 19:00 to 21:00, there is two hours of theory with a PowerPoint presentation and a ten-minute video on weeks one and two about viticulture and viniculture. Students are given a student's manual containing all the material taught in class. Wine tasting takes place from 21:00 to 22:00. The first evening is an introduction to tasting technique followed by a guided tasting of four or five different wines.

The topics covered are:

Week one: The vine, its history and viticulture.

Week two: The process of making wine (viniculture) and the wine categories.

Week three: AOP classification, the process of making Champagne and the wines of France.

Week four: Focus on the wines of Italy and Spain.

Week five: Buying, storing and serving wine and an introduction to wine and food pairing.

The SAQ wine courses are built around an "edutainment"¹⁷ core idea. They are interactive in the sense that the participants are invited to interact with the teacher and express themselves freely. The idea is to create a relaxed environment where participants enjoy themselves. There are no exams at the end of the course and no homework or assignments. The courses are designed to cater to adults coming to class at night after a tough day's work and wanting to relax while learning about wine and wine tasting.

During stage one, results of the survey were collected at the beginning and at the end of a five-week or six-week interval. First step is the distribution of a survey at **T1** (first week, first night). Second step is the distribution of same survey at **T5** (fifth week, fifth course, last night).

The second stage and third step took place three months later. At **T13**, the thirteenth week after the end of the course (T5), course participants willing to leave their email address were sent a follow-up survey via the Internet, containing additional questions relating to the participants' implication with wine.

A prize enticement was attached; the draw of a bottle of Champagne was promised to those who would fill and return the questionnaire. Three bottles of Champagne were given away, one for every 45 surveys returned.

A fourth step was added to the research process; a clarification question was sent to a subset of n=10 respondents to the Internet questionnaire.

To remain coherent when comparing data from the three periods, we linked results from T1, T5 and T13 with the subset of the 134 subjects that had filled the Internet questionnaire.

3.1.3 Set and Subsets of respondents

Not all participants were willing to leave their email address to be contacted again or would complete the two identical initial surveys (the ones distributed at T1 and T5).

As time unfolded, the first set of answers led to three more derived paired subsets. In the end there would be four sets of results available for analysis.

- I. The **first set** is made up of the total population of respondents, including those who would have partially completed one or both first surveys. The T1 (First week) and T5 (Fifth week) surveys were distributed by a dozen different teachers and not all of them

¹⁷ Edutainment (also educational-entertainment or entertainment-education) is a form of entertainment designed to educate as well as to amuse.

made sure that all questions or both surveys got answered thoroughly. Nevertheless, some global results could be used to assess the ratio of male to female participants and their age groups since this type of information would likely not change in the interval and does not need to be compared. There would be one file for those respondents who would be used in a limited way for the research. Total number of the respondents in the first set is **n= 506**.

- II. Because not all students complied and did not leave their initials to allow subsequent pairing of the results or omitted to fill the second survey, these surveys were taken out. The remaining ones led to the creation of a paired subset.
- III. The First Subset that would be used would be comprised of Cycle 1 participants who had duly filled both surveys (T1-T5) and who had left their initials to allow the surveys to be properly matched and paired. Those would be used to assess if any change in engagement with the category occurred before and after their wine course. Depending on the questions (some being not always answered in a paired fashion) there are n= 250 to 275 respondents in this subset.
- IV. The **Second Subset** would be those respondents that, having answered the first two identical questionnaires correctly, would then leave their email address and were willing to follow up on the second survey to validate some previously asked questions and answered to new ones relating to their engagement with the wine category three months later. In this second subset, there are **n=134** respondents.
- V. A **Third Subset** of **n=10** was created in the summer of 2011, three months after the internet survey with the sole purpose of clarifying one previously answered question.

3.1.4 Geography of wine classes and dispersion of surveys

The surveys were distributed in the SAQ classrooms. It was not possible to cover the whole Quebec territory but questionnaires were distributed in **six** different teaching locations by **twelve** different teachers in more than **twenty-five** different classes.

The territory covered was Montreal and the greater Montreal area including the South and the North Shore of Montreal in a radius of fifty kilometres from downtown city. Nearly four million people live in the Greater Montreal area, representing (in 2010) 48.7% of the total Quebec population.

3.1.5 Stage 1, First and Second Step, Live Survey distribution (fall of 2010)

In Stage 1, the live survey was distributed in the classroom at the beginning of the first class by the teacher. The students had to answer it before the course started. Students had to file it in the presence of the teacher.

Background information regarding the survey:

The original survey was based on a model wine survey based on a research article (Cohen et al., 2009) using a five point Likert Scale. In the spring of 2010, based on the reference survey, a draft got created and adapted to a wine education situation. A Cycle I SAQ wine course taught by this researcher served as a pilot to test it.

The test was to evaluate if students without a wine education background would perceive a change in their subjective knowledge and would engage differently with the wine category after having taken the wine course. To that effect a questionnaire would be submitted to them at the beginning and the same questionnaire would be submitted again at the end of the five-week course to see if it would lead to different answers. To see if the changes could be deemed statistically significant, the two surveys got paired and submitted to the 'Student' t test. In the summer of 2010, the t test was conclusive on the pilot and it was decided to go ahead and conduct the research during the fall of 2010.

Crucial Factors:

- **Perception:** The answers in the first survey are not based on objective knowledge acquisition. Students are not submitted to any exam at the end of the course to validate the knowledge acquisition and retention rate of the course material. Students acquire subjective knowledge as well as a hedonic organoleptic and aesthetic wine tasting experience. It is this subjective knowledge acquisition that is the base of their engagement in the wine category at the end of the five-week course.
- **Content:** The two questionnaires were exactly the same, both had the same number of questions (27), and contained an invitation to leave an email address for those who were willing to be contacted again for a follow up (three months after the course). A prize enticement was included in the second questionnaire. The people who left their email and answered an Internet survey were entered in a draw and were eligible to win a bottle of Champagne at the end.
- **Presentation:** Identical, the format (size, number of pages, colour of the cover and pages, all aspects of font for the title, headings and listings) being exactly the same (see Appendix F, facsimile of the first Questionnaire and Appendix E, French to English translation). The questionnaire is two pages long.
- **Timeline:** It was decided to distribute the questionnaires during the **fall of 2010** in Montreal and in the greater Montreal region, aiming for maximum dispersion. The whole experiment, from conception to collection of last results, lasted **15 months**.
- **Groups size:** A class contains between 20 and 24 students.
- **Purpose:** To prevent any skewing of the results, students who asked "What is the purpose of the survey?" were only answered that we wanted to better know the people who take wine appreciation courses. It was not mentioned to them that we were looking to monitor and measure differences in perception at the beginning and at the end to prevent the participants from consciously playing a game of changing their answers from the first week to the fifth.

3.1.6 Stage 2, Third Step, three months later, follow up Internet survey

Information relating to the second survey (Internet):

- **Location:** Students answered the survey at leisure, in the privacy of their home or at work, not in a classroom environment.

- **Content:** Different from the previous live survey. Some questions are brushing on previous issues but are asked differently. Some consumer behaviour questions are new ones. In-class survey had 27 questions, the Internet survey has 23.

In total, 50 questions were submitted to the students was.

- **Incentive:** If all the internet survey questions are properly answered, the student automatically enters in a draw and with the chance of winning a bottle of Champagne.
- **Presentation:** in the body of an email, with a similar layout as the live survey (see Appendix G and H). Data got collected during a three-week period in April of 2011.

The Internet survey uses a five point Likert Scale. Its intent is to follow up on the initial survey and assess if initial after class engagement with wine has evolved.

Crucial Factors:

- **Perception:** The answers in the Internet survey are not based on previous objective knowledge acquisition. Students were not submitted to any exam at the end of the five weeks course to validate objective knowledge acquisition and retention rate of the course material. Students acquired subjective knowledge in the wine appreciation course as well as a hedonic organoleptic and aesthetic wine tasting experience. It is the three months maturing of this subjective knowledge that is at the base of their engagement in the wine category three months later.

3.1.7 Stage 2, Fourth Step, Clarification Question to Subset 3

In July 2011 there was one clarification question that got asked by Internet to a subset of 10 people who had previously answered in the second survey having increased their wine consumption after the end of the course (see 4.4.2.8.1 for more).

3.1.8 Summary

Having selected Quebec and SAQ wine appreciation courses for this longitudinal quantitative research, in the spring of 2010 a draft questionnaire was created based on a template from our reference research article (Cohen et al., 2009). The questionnaire is based on a five point Likert scale. A May 2010 pilot class was used to test the prototype and the results were submitted to t test for statistical analysis significance in the summer of 2010.

In the fall of 2010, the questionnaire for the research got distributed in 25 SAQ wine appreciation classes in six different locations in Montreal and the Greater Montreal Region. It led to an average of 260 collected paired questionnaires. During the winter of 2011 a second questionnaire was administered to a subset of 134 respondents. Surveys got paired and, in the spring of 2011, the data from both surveys was analysed and submitted to a statistical 'Student' t test analysis. A clarification question got sent in July of 2011 to a subset of 10 persons from the subset no.2. The time span for the whole research was 15 months (spring of 2010 to summer of 2011).

When comparing results from the three periods we used Subset 2 (n=134) as the reference and extracted from the first two questionnaires the answers from the same population.

3.2 Method analysis

The main variable studied in our statistical tests is an appreciation variable taking values in a scale from 1 to 5 as presented in [Table 1](#). Those scale values describe how much the respondent agrees to the question being asked. The value 1 indicates that the respondent does not agree at all and 5 means that the respondent totally agrees.

Table 1

Five points Likert scale				
1	2	3	4	5
Do not agree at all	Do not really agree	Neutral	Somewhat agree	Totally agree

We supposed that the indicated variable distribution is nearly normal. First, we study the variation of distributions mean between the first week and the last week of the workshop using a 'Student' t test on paired variables. For those tests:

The significance level is set at $\alpha=5\%$.

We suppose that the mean stays unchanged in the null hypothesis, meaning that the workshop had no major impact ($H_0: \mu_1 = \mu_2$ where μ_1 is the mean at the beginning and μ_2 is the mean at the end of the workshop).

The alternate hypothesis is chosen according to the question. In general, we will investigate whether the workshop improved the participants' knowledge perception and modifies cues and attributes selection.

This procedure systematically leads to a one-tailed test ($H_1: \mu_1 > \mu_2$ or $H_1: \mu_1 < \mu_2$).
Alternative hypothesis: $H_1: \mu_1 \neq \mu_2$

Tests that returned a **p value < 0.05** are deemed statistically significant (95% confidence level).

At **p<0.01**, tests are deemed highly significant (99% confidence level).

A **p value>0.05** is not deemed statistically significant.

At three months we performed a t test on the mean ($\mu=3$) to see if the answers were neutral or not. For this we used a two-tailed t test. The significance level is equally set at $\alpha=5\%$. Null hypothesis= mean=3, Alternative hypothesis= $\mu \neq 3$

All tests were performed using Megastat software (2007 version) and Excel 2008 for Mac. Focus on age distribution. Age distribution has been focused around five groups as presented in [Table 2](#):

Table 2

Age distribution of students in the surveys

Group I	18-24
Group II	25-40
Group III	41-54
Group IV	55-64
Group V	65+

This segmentation is the same as the one employed in our reference research paper (Cohen et al., 2009).

In comparison, Wine Intelligence, a UK based research firm uses a different age distribution for their Canadian Portraits report (see Appendix I) as presented in [Table 3](#).

Table 3

Age distribution in Wine Intelligence *Canadian Portraits*

Risk Averse Youngsters	18-34
Adventurous Treaters	25-44
Premium Brand Suburbans	35-54
Experienced Boomers	45-64
Senior Sippers	65+

For the younger segments I and II, it was decided to use a younger cut-off point (at age 40 instead of 45) to see what data could be collected from the younger groups and eventually to allow it to be contrasted with the data collected from the more mature segments. This special attention on younger students is justified for two reasons:

1-Because of their future potential as wine consumers with a longer wine consuming life,
-and-

2-We want to see if the younger wine education customers segments I and II, who apparently are challenged by wine according to the literature, have a momentum of their own as well as a different gender (male-female) ratio and impetus.

It should be added that the year bracket encompassing each generation is not an exact science and fluctuates depending on the authors. More information on this subject can be found in Appendix K.

CHAPTER 4- FINDINGS

4.1 Introduction

This chapter reports the results of all the data collected for this research. The data is based on the material from the two questionnaires used by the researcher. Prior to establishing the profile of the respondents in the first section, we will provide information about the selection process of the respondents as well as providing a general outlook on the Quebec consumer and his Canadian counterpart. The second section comments and interprets the findings of the research.

In an effort to lighten the text and facilitate the reading of the results we have displayed many graphics in the Appendix J section.

4.2 Selecting the Respondents

There was no selection of the respondents. All respondents were Montreal and Greater Montreal residents who happened to have enrolled in a SAQ Cycle I wine appreciation course during the Fall of 2010.

4.2.1 General information about the Quebec wine consumer and his Canadian counterpart

The data comes from three sources:

- 1-Wine Intelligence (UK),
- 2-Éduc'alcool (QC),
- 3-SAQ (QC).

4.2.1.1 Understanding wine drinkers in Canada (Wine Intelligence).

In 2009, Wine Intelligence, a UK based research and marketing firm, conducted a study: "Understanding wine drinkers in Canada 'Portraits' segmentation by Wine intelligence".

There are 26.7 million of adults in Canada. Sixty percent of Canadian adults are 'regular' still wine drinkers (Regular wine drinkers= drinks wine at least once a month).

This 60% are composed of 56% adult residents of English Canada and 72% of adult residents of Quebec as seen in Appendix I.

In November 2009, the level of involvement with wine for the four categories established by Wine Intelligence is:

Adventurous Treeters= 93%

Premium Brand Suburbans=71%

Experienced Boomers=56%

Risk-averse Youngsters=60%

Canadian Interest in wine knowledge acquisition:

Adventurous Treaters 25-44: "I always want to improve my wine knowledge". Adventurous Treaters read a lot about wine.

Premium Brand Suburbans 35-54 in Quebec have a higher level of involvement with wine than those living in English Canada PBS are confident with their wine knowledge and they read wine magazines.

"We try to learn about wines so we buy better wines...it's for ourselves". Premium Brand Suburbans actively search for information about wine and encourage others to learn about wine.

Experienced boomers 45-64 are knowledgeable but not overly confident wine drinkers. Experienced boomers living in Quebec have a higher level of involvement than either Adventurous Treaters or PBS living in English speaking Canada.

Risk-averse Youngsters 18-34 lack confidence with their level of wine knowledge. Although they have fairly low knowledge, they are happy to learn more about wine. They ask their friends for recommendations, not the Internet.

4.2.1.2 Findings from *Éduc'alcool*

Findings from *Éduc'alcool*, the independent watchdog that has been the observer of the Quebec drinking scene for the last twenty years (1990-2010)¹⁸:

Quebecers have distinct (from the rest of Canada) drinking habits:

Quebecers are proportionally more numerous in alcohol consuming than the other Canadian provinces but are less likely to abuse it.

Quebecers are first in the country for the percentage of population consuming alcoholic drinks but are the last in terms of excessive consumption.

Quebecers drink more often and get inebriated less often than the rest of the country.

Quebecers find more occasions to share a drink but do so, more likely, in a convivial manner around a table accompanying a meal.

4.2.1.3 Quebecers are stay-at-home consumers (SAQ findings)

Quebecers are stay-at-home consumers.

Quebecers are known for their reasonable consumption of alcohol, preferring to drink better and in smaller quantities but more often. Also, last year's data confirm that they tend to consume alcoholic beverages in the comfort of their home. With an annual growth rate of 6.2%, sales to consumers (off trade) have the wind in their sails. In 2009–2010, nearly eight out of ten purchases were made by individual consumers. Conversely, sales to hotel owners, restaurateurs and bar owners have decreased by an average of 2.2% a year over the last five years (SAQ, 2010b).

¹⁸ From *Éduc'alcool* OIV day, pres. Hubert Sacy conference, (Montréal, ITHQ, 10th of July 2010), Conversation with Hubert Sacy.

4.2.1.4 2005, SAQ typical Cycle I student profile

"The typical SAQ Cycle 1 wine course client is a man or a woman between 25 and 54 years old with a university degree. A professional or manager with a yearly revenue (household) of 60,000\$ CDN, who visits a retail store 3 times in a month and who buys 82.63\$ worth of wine monthly" (Lefebvre, 2006).

Note: \$82.63 adjusted end of 2010 after inflation is worth 88.75\$

4.3 Gender and age profile of the Cycle 1 students (2006, 2010)

4.3.1 Historic gender ratio (2006, 2010) as presented in [Table 4](#)

Table 4
2006-2010 Gender profile of students

QUEBEC	Women	Men	
01.2006	47%	53%	n=488
10.2010	47%	53%	n=506
Subset 1, 2010	47%	53%	n=277
Subset II, 2010	49%	51%	n=134
CANADA			
Canada 2009	49%	51%	n=2039

The **ratio is the same** almost five years later.

As presented in [Table 4](#), in 2010 the Gender Ratio is the same for the Total Quebec surveyed population, n=506, and Subset no.1, n=277. The Subset no.2, n=134, after three months moves towards an equilibrium with only one point difference, akin to the Canadian population.

4.3.2 Age distribution of the 2010 and 2011 respondents as presented in Fig. 6

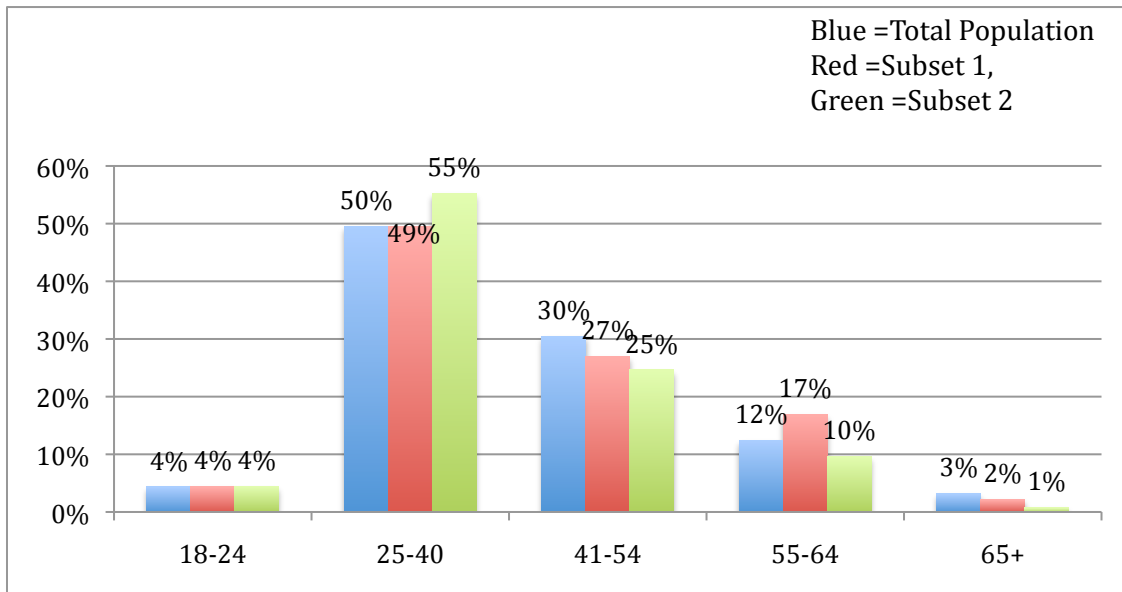


Fig. 6, Age distribution between the Total Population, Subset 1 and Subset 2

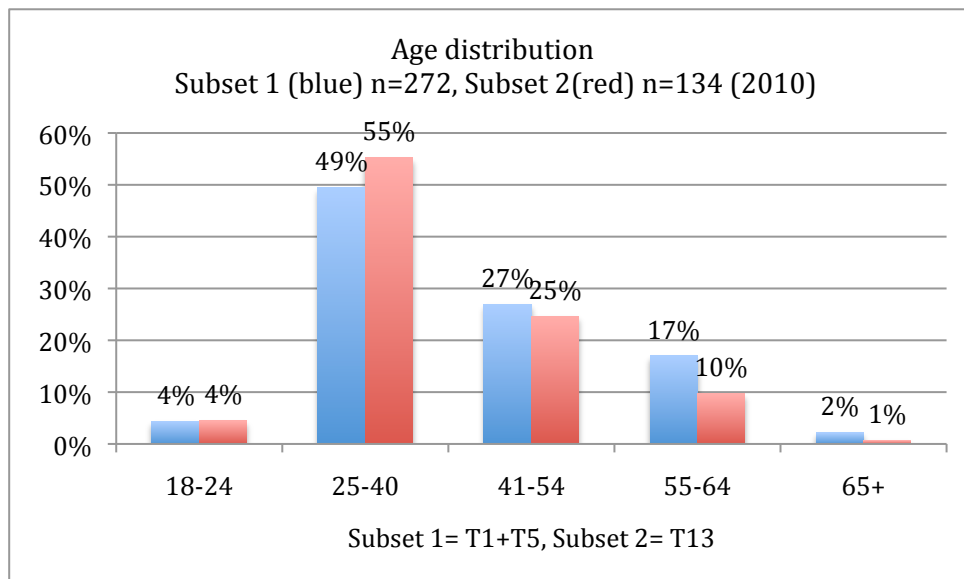


Fig. 7 Age distribution between Subset 1 and Subset 2

One can observe in Fig. 7 that the curve is relatively symmetric for the two subsets. There are more respondents in the Subset 2 survey for the 25-40. The 41-54 age group is relatively even. The 55-65+ are less numerous in the second survey.

It should be noted that, when there will be a comparison between Subset 1 and Subset 2, we will extract the answers of the n =134 from the n=277 to make sure that we will be looking at the exact same population but only at different times.

4.3.2.1 Age group distribution over a five years period (2005 and 2010)

The Young population, 18-40 in 2006 represented 50% of the total student population (Lefevre, 2006). In 2010 they were 54% (see limitation¹⁹), the 25-40 present a **6 points increase** over a five-year period as presented in Fig. 8.

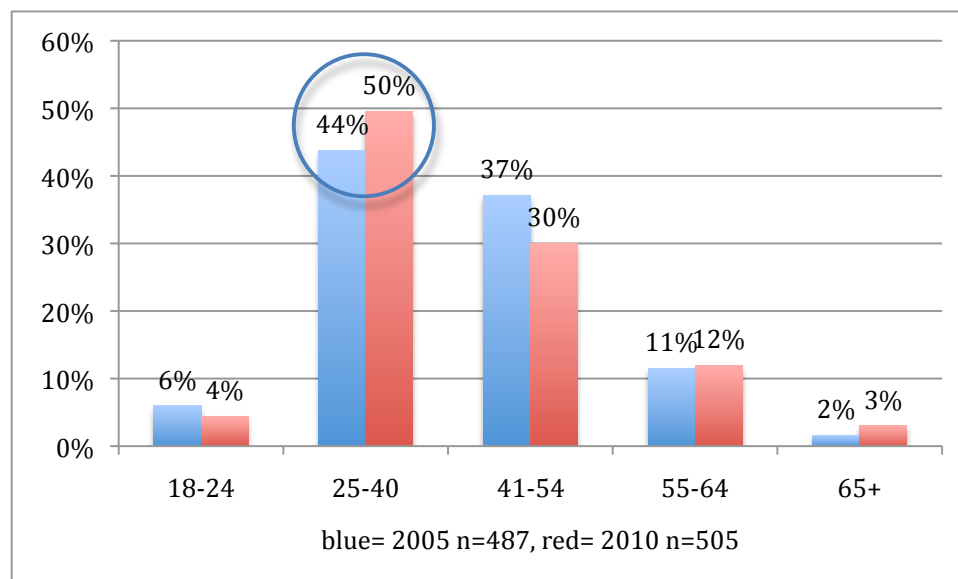


Fig. 8, 2005 -vs-2010 Age groups distribution

The Mature, 41+ were 50% in 2005, and 46% in 2010.

The 41-54 is the age group that lost the most members.

Factoring in the number of students for Cycle I wine courses (see official SAQ data, Appendix D), there were, in 2005/2006, 118 Cycle I classes with 2550 students in total. In 2010, there were 140 classes totalling 2,976 students, **an increase of 17%**.

Hence, it would seem reasonable to say that the demand from younger customers has grown larger for wine appreciation courses in the last five years.

4.3.2.2 Wine buying and drinking frequency at end of course

The buying and drinking frequency of the participants did not change at the end of the course.

¹⁹ Limitation: the 2006 statistics have a different cut-off for 25-40. They stop at 39. The 2010 25-40 age group includes students age 40. Considering that the 18-24 have diminished 2% in 2010 we postulate that it is doubtful that the 40 years old in 2005 would have absorbed the 6% increase and nullify the difference between 2005 and 2010. Perhaps it would absorb some, but this would still leave an increase in the Young population. (Reminder Young in this context means people that are between 18-41 years old and have easily 15-20 years ahead of them for regular wine consumption).

55% of the students report buying wine once or twice a week minimum, 40% report buying wine once or twice a month, 3% less than twice a month and 2% rarely.

71.5% of the students report drinking wine more than once a week, 26.5% once a week or less and 2% only exceptionally.

Hence, we conclude that course takers are regular wine drinkers; "regular" according to Lockshin²⁰ means: one who buys and drinks once a month minimum.

4.3.2.3 On the importance of drinking wine in the students lifestyle

Two thirds of respondents consider wine important to their lifestyle.

25% of the course participants "totally agree" that wine plays an important role in their lifestyle.

Around 40% "somewhat agree" that wine plays an important role in their lifestyle.

21% are neutral about the issue, and for the remaining ones it is not seen as important.

4.3.2.4 Low Involvement -vs- High Involvement consumers

Table 5 presents the main characteristics of Low and High involvement consumers (Lockshin, 2010).

Table 5

Two Types of consumers

High Involvement	Low Involvement
Traditional connoisseur	Enjoys taste of wine
<u>Lifestyle interest in wine</u>	Enjoys consumption situations
Cognitive processing	Peripheral processing
Reads back labels	Not concerned with detail
Read ads	Chooses safe wines
<u>Enjoys learning about wine</u>	Uses extrinsic cues
Considered choice of wines	
Use intrinsic cues	

Hence, we postulate that course takers belong to the high involvement category.

²⁰ Bordeaux, 17th of June 2011, conversation with Larry lockshin.

4.4 Results

4.4.1 First survey Means, Standard Deviation and P value, [Table 6](#)

Table 6

Means, Standard Deviations and P value of first survey²¹

	First week Mean	Standard Deviation SD	Fifth week Mean	Standard Deviation SD	P value
I don't know much about wine but would like to learn	3,83	1,24	3,5	1,25	<0.00
I know about wine and have been interested in the subject for a few years already	2,69	1,14	3,03	1,09	<0.00
I love wine and like to talk about it and communicate my enthusiasm	3,53	1,22	3,78	1,06	<0.05

4.4.1.1 I don't know much about wine

"I don't know much about wine but would like to learn, this is why I have signed up for this course"

The workshop improved the participants' knowledge perception on wine as presented in [Table 6](#) and [Fig. 9](#), Appendix J.

4.4.1.2-I know about wine

"I know about wine and have been interested in the subject for a few years already"

The workshop improved the participants' perception on better knowing wine at the end of the course as presented in [Table 6](#) and [Fig. 10](#), Appendix J.

4.4.1.3 I like to talk about wine

"I love wine and like to talk about it and communicate my enthusiasm to my family, my friends, and my working colleagues"

The workshop improved the participants' enthusiasm for communicating about wine as presented in [Table 6](#) and [Fig. 11](#), Appendix J.

²¹ Please see p.29 for more on the methodology of the t test.

4.4.1.4 First Survey, Mean Standard deviation and P Value, Table 7

Table 7Wine selection attributes: Means, Standard Deviations and P value of first survey²²

	First week Mean	Standard Deviation SD	Fifth week Mean	Standard Deviation SD	P value
Wine on promotion	2,41	1,22	2,66	1,26	<0.05
Varietal	3,36	1,11	3,68	0,91	<0.00
Shelf information	2,82	1,19	2,94	1,14	ns
Region	3,71	1,01	3,92	0,79	<0.00
Alcohol level below 13%	1,55	0,89	1,76	0,96	<0.00
Wine was recommended to me	3,79	0,98	3,77	0,97	ns
It allowed for a good food and wine pairing	3,74	1,04	3,86	0,9	ns
I liked back label information	2,92	1,11	3,26	3,12	ns
I have had the wine before and liked it	3,9	0,98	3,77	0,98	ns
Wine has won a medal	2,54	1,18	2,59	1,14	ns
The label was attractive	2,56	1,14	2,54	1,12	ns
I like the brand	3,01	1,09	3,06	1,07	ns
Wine is organic	1,81	0,99	1,81	0,93	ns

²² Please see p.29 for more on the methodology of the t test.

4.4.1.5 Wine on promotion

(The last time I bought wine, I bought it because..)

"... It was on promotion in the store"

The students pay more attention (+6%) to the wines that are on promotion at the end of the wine course as presented in [Table 7](#) and in [Fig. 12 Appendix J](#).

4.4.1.6 Importance of grape varietal

"...Because of the grape varietal"

The workshop improved the importance of the grape varietal for the students. There is a **15%** increment in the "Somewhat agree" as presented in [Table 7](#) and in [Fig.13 Appendix J](#).

4.4.1.7 Importance of shelf information

"...There was information about it on the shelf (taste tag)"

As presented in [Table 7](#), the workshop did not improve the importance of shelf talkers or taste tags for the student. A third of the population value them.

4.4.1.8 Importance of provenance

"...Because of its region of provenance"

The workshop improved the importance of origin cues for the students at the end of the course as presented in [Table 7](#) and in [Fig. 14, Appendix J](#).

4.4.1.9 Importance of low alcohol content

"...Because it had less than 13% alcohol"

At the end of the workshop students are **less** against the low alcohol attribute as as presented in [Table 7](#) and in [Fig. 15, Appendix J](#). The "do not agree at all" choice dropped 11% and "Neutral" gained 7%.

Nota: The questionnaires were delivered by 12 different teachers total but when this researcher teach the Cycle I wine course, he makes sure to explain that low alcohol is not a sign of lesser quality for wine, quite the contrary, since high alcohol content most of the time relates to overripeness in grape picking where there is often an imbalance in the sugar/acidity ratio which will be impacting on the final quality of the wines.

This, may be one possible explanation why students moved away from being against a lesser than 13% alcohol wine towards a more neutral position.

4.4.1.10 Importance of recommendations

"...Because it was recommended to me"

There is no change in the importance of recommendations to select a wine from T1 and T5, although it can be observed that there are more than 70% of students who welcome them.

4.4.1.11 Importance of good wine and food pairing

"Because it allowed for a good wine and food pairing"

Although there is no change after the wine classes, it could be observed that there are more than two thirds of the students of Subset 1 that value good wine and food pairing.

4.4.1.12 Importance of information on back label

"...Because I liked the information provided on the back label"

There is no change after the wine classes. A third of the students are curious about wine information displayed on the bottle.

4.4.1.13 Importance of already knowing a wine

"...Because it was a wine that I knew already"

Although there is no change after the wine classes, 70%+ students rely on the security of buying repeatedly known wines to solve the value proposition.

4.4.1.14 Importance of having won a medal

"Because it had won a medal in a competition"

No change at the end of the course, the winning of medals is valued by a quarter of the Subset 1 population.

This finding is coherent with previous research which shows that low involvement consumers are more sensitive to this cue than high involvement consumers (Lockshin et al., 2006).

4.4.1.15 Importance of label design

"...Because the label was attractive"

No change at the end of the course. A little more than a fifth of the Subset 1 students' population claimed to have an interest in the label design.

4.4.1.16 Importance of the brand criteria

"...Because of the brand"

No change at the end of the course. Students declaring being influenced by the brand when selecting a wine are around 40%.

4.4.1.17 Importance of "organic" wine criteria

"...Because it had the "organic" mention"

There is no change after the course and little sensitivity (< 5%) towards the "organic" wine category.

4.4.1.18 Maximum budget for an at-home wine (normal meal)

"How much would you be willing to spend (at the maximum) for a bottle of wine for a normal meal at home?"

At the end of the course, the maximum average price for wine to be enjoyed at home has not changed and is \$23.70.

4.4.1.19 Maximum budget for a special occasion or a gift

"How much would you be willing to pay at most for a bottle to be enjoyed on a special occasion or a gift?"

The willingness to spend more on a bottle of wine for a gift has increased **2.7%**.

At the end of the maximum budget increased from \$44.4 to \$45.6.

4.4.1.20 Willingness to explore and spend more

"My goal is to drink better, more often and equipped with my new knowledge, try to explore and make discoveries, pay attention and refine my food and wine pairings and sometimes buy more expensive bottles. Inevitably, I will end up spending more and my wine budget will increase for sure"

No change at the end of the course. 66% of Subset 1 and 59% of Subset 2 are willing to explore and spend more.

4.4.1.21 Wine colour preferences

"Do you prefer red wine, white wine or both?"

The taste of the n=505 participants for categories of wine is the same and did not change after the course. Red is preferred by 60% of the population, White 7% and 37% enjoy both as illustrated in [Fig. 16](#), Appendix J.

4.4.2 **Second Survey**, Mean, Standard Deviation and P value, [Table 8](#)**Table 8**Survey no. 2, Mean, Standard Deviation and P value²³

After three months	Standard Deviation		
	Mean	SD	P Value
Do you choose your wines better	4,37	0,53	<0.00
I speak more about wine	4	1,01	<0.00
I encourage other people to enrol in wine courses	3,8	1,01	<0.00
I drink more wine than before	2,87	1,14	ns
I try to get more information, I read more on wine,	4,1	0,95	<0.00
I know my taste preferences way better	4,2	0,78	<0.00
I took wine classes to increase my enjoyment of wine	4,2	0,82	<0.00
I took wine classes acquire theoretical knowledge on wine	4,3	0,67	<0.00
I took wine classes to acquire practical knowledge on wine	4,5	0,61	<0.00
I will surely take more wine courses	4,1	0,94	<0.00
I am looking more now to find more authentic wines	3,7	1,13	<0.00
I understand and appreciate the "terroir" concept	3,9	1,13	<0.00
I value more character and identity -vs- brand	3,91	0,85	<0.00
What matters is that I think that the wine taste good	4,24	0,82	<0.00
Wine and food pairing is important for me	4,24	0,8	<0.00
I only drink wine during meals	2,2	1,31	<0.00

²³ please see p.29 for more on the methodology of the t test.

I am now MORE respectful of wines that won medals	3,01	0,98	ns
I don't care much about points and medals...	3,72	1	<0.00
"Organic" wines; this is just another marketing trick!	2,84	1,17	ns
I have respect for organic wines	2,91	1,12	ns

4.4.2.1 Change in behaviour

Since you attended your wine courses has your behaviour as a wine consumer changed?

Of the 90% of participants who declared having changed their behaviour, 62% are less than 40 years old as presented in [Fig. 17](#), Appendix J.

4.4.2.2 Choosing wine better

Please indicate your level of agreement with the following sentence:

"Since I took a wine appreciation course, I choose wine better"

Because $p < 0.00$, this validates that 91% agreed with the statement. Proportion by age group is illustrated [Fig. 18](#), Appendix J.

Between age 25 to 55, genders are in balance.

4.4.2.3 Spending more or not on wine

[Fig. 19](#) presents the same budget and budget changers percentage.

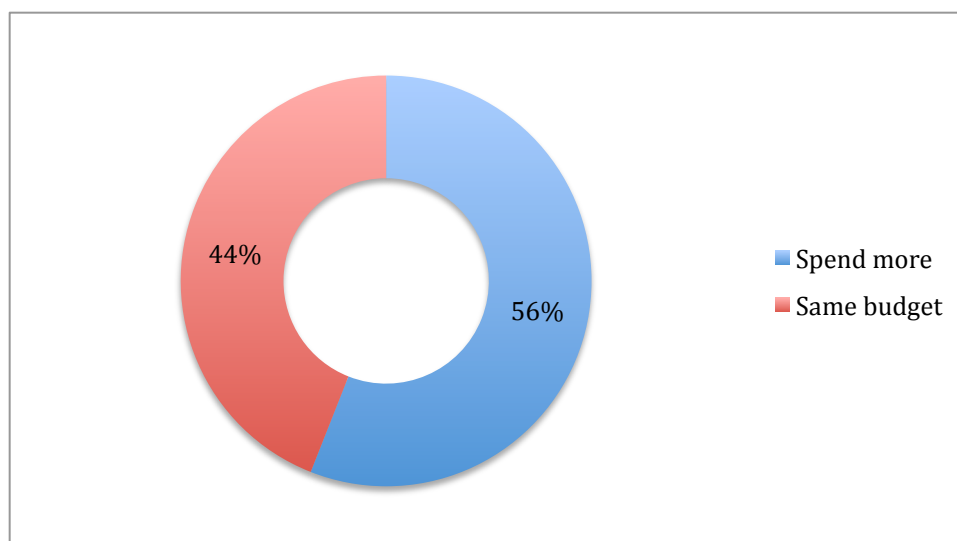


Fig. 19, After 3 months, keep same budget vs-spend more

At T5, 59% of Subset 2 declared being willing to spend more.

56% of Subset 2 at T13 confirmed having increased their monthly wine budget, very close to their original intention.

4.4.2.3a Increasing monthly wine budget

"After my wine courses my budget has increased. My minimum wine buying budget now is around:"

The total number of Subset 2 respondents is 134 and 75 of them have changed their budget 12 weeks after the workshop. The mean budget increased by approximately **16% per month at \$102**. Most of the respondents that changed their wine expenses are in the group 24-40 years old (52%) and in the 41-54 years old (25%) group as shown in [Fig. 20](#), Appendix J. The other age groups are less represented with 15% for the group of 55-64 years old, 7% for the group of 18-24 years old and only 1% for the senior group. We can thus focus our analysis on the three (3) groups that are better represented: the 24-40 years old group, the 41-54 years old group and the 55-64 years old group. Expenses are also divided in different classes as shown in [Fig. 21](#), Appendix J.

Overall, budget changers are equally distributed among males and females. Even if 51% of budget changers are males, a hypothesis test does not allow us to conclude that the proportion of males who changed their budget is greater than 50% because at a significance level of $\alpha=5\%$ it returned a p value >0.05 . Nonetheless, the genre component tends to have an impact in particular age groups. More precisely, for younger age groups budget changers are mostly women when there are mainly men among budget changers in more mature age groups. In [Fig. 22](#), Appendix J, we can see that 57% of budget changers between 18-40 years old (young age group) are women, and 61% of budget changers more than 41 years old (mature age group) are men.

Even if there is a slight tendency of gender dominance in some age groups, this criterion does not seem to be determinant in explaining budget changes because $p>0.05$

On the other hand, we see from the [Fig. 23](#), [Fig. 24](#) and [Fig. 25](#) Appendix J, that expenses increase with age. For the group of 55-64 years old, the expense distribution is concentrated in the upper tail. Indeed, 45% of this population declares to spend \$200 or more on wine monthly. For younger age groups, the expense distribution concentrates on lower values. For instance, the 37% of the 45-54 age group population spends \$100-150 with a quite symmetric expense distribution whereas the expense distribution for the 25-44 year old age group clearly concentrates on the lower tail around \$50-100.

This observation is confirmed by the fact that for high expense classes, mature groups are dominant when younger groups are dominant in low expenses classes. For instance, 45% of the respondents spending \$200 or more are in the 55-64 year old group ([Fig. 26](#), Appendix J) but 67% of the respondents spending \$50-100 are in the 25-40 year old group ([Fig. 27](#), Appendix J).

4.4.2.4 No change in budget

"After my wine courses, my budget has not changed at all. My monthly wine budget is around:"

As for the respondents who did not change their budget after 3 months, their total number is 57 or 43% of respondents. The mean budget for those respondents **averages \$105**, which is higher than the average expense for budget changers. This may indicate that the respondents who did not change their expenses are those who already had a high monthly wine budget on average. A quick observation of [Fig. 28](#), Appendix J shows that, even if 23% of unchanged budget are equal or greater than \$200, there is also a high proportion of low budget that didn't change (32% are in the \$0-50 budget class). The middle budget classes are also represented with 21% of expenses between \$100-150, 18% between \$50-100 and 7% between \$150-200.

One can note a major difference between the budget distribution among budget changers ([Fig. 21](#), Appendix J) and the budget distribution among those who did not change their expenses ([Fig. 28](#), Appendix J). Indeed, for budget changers, the distribution accumulates in the lower budgets (76% of budget changers spend less than \$150 monthly) whereas, for unchanged budgets, it is almost flat with fat tails ([Fig. 28](#), Appendix J). This indicates, in the same order of ideas that budget changers tend to spend less to start with and then increase their budget.

Men represent, again, 51% of the participants who kept the same but this value is not statistically greater than 50% as in the previous case. We also note a slight tendency of male dominance among participants who did not change their budget but this hypothesis is not confirmed by test.

Hence, the gender does not seem relevant when studying the population of participants who kept the same budget.

The main part of the respondents who did not change their budget is composed of the 25-40 years old group (67%) and the 41-54 years old group (24%). The youngest group, that of 18-24 years old and the most mature group, the 55-64 years old, are equally represented with 5%. [Fig. 30](#), Appendix J summarizes the information.

Here, a hypothesis test allows us to conclude that mainly young participants keep their budget unchanged. The proportion of respondents of less than 40 years old who kept the same budget is 68%.

As in the case of budget changers, younger age groups tend to allocate lower budget to wine expenses compared to more mature groups among participants who kept the same budget. In [Fig 31](#) and [Fig. 32](#) Appendix J, the lowest budget class of \$0-50 and the middle class of \$100-150 are clearly dominated by the group of 25-40 years old at 89% and 92% respectively. But the highest budget class (\$200 and more) is dominated by the groups 41+ (see [Fig. 33](#), Appendix J).

If we average the budget of changers and same, we get an **average monthly budget of 103.3\$** for the Subset 2 students after three months.

"Please validate your level of agreement with the following sentences:"

4.4.2.6 Speaking more about wine

"Since I have attended wine classes I speak more about wine"

78% of students declared speaking more about wine.

Fat tails: The two most enthusiastic age groups are at the extreme, the 18-25 and the 55-64. It is contrasted in gender as well. In the 18-25 it is two-thirds women and in the 55-64 it is two thirds composed of men, women from the Y generation and men Baby Boomers.

Limitations about the size of sample by age group speaking more about wine [Table 9](#)

Table 9

Number of respondents by age group

I (18-24)	8
II (25-40)	76
III (41-54)	35
IV (55-64)	14
V (65+)	1

Limitation: it should be reiterated that the small amount of respondents (18-24=8) prevents us from generalising too much when the 25-40 has n=76 respondents and the 65+ only one respondent. The age group sample is widely asymmetrical in the at three months survey. We will include the only 65+ respondent in the 55-64 group, which will be called 55+ as seen in [Fig. 34](#), Appendix J.

Comparing enthusiasm T1-T5-T13

Enthusiasm at T1=First week, T5= Fifth week and T13= after three months.

After having extracted the results for the 134 respondents of T13 at T1 and T5 we then compared the mean at week 12 with the mean at week 5 as illustrated [Fig. 35](#), Appendix J. The p-value is 16.5% (two tailed) $p > 0.05$. We cannot reject the null hypothesis, therefore, the mean 12 weeks after the workshop is the same as at the end of the workshop.

Participants' enthusiasm as illustrated in [Fig. 36](#), Appendix J **does not increase nor does it decrease on average** 12 weeks after the workshop.

4.4.2.5 Encouraging people to take wine courses

"Since I have attended wine classes I encourage other people to enrol in wine appreciation courses"

71% are encouraging people to enrol in wine courses as seen in Fig 37, Appendix J, the most enthusiast being the tails as illustrated Fig. 38, Appendix J .

4.4.2.6 Drinking more wine than before

"Since I have attended wine classes I drink more wine than before"

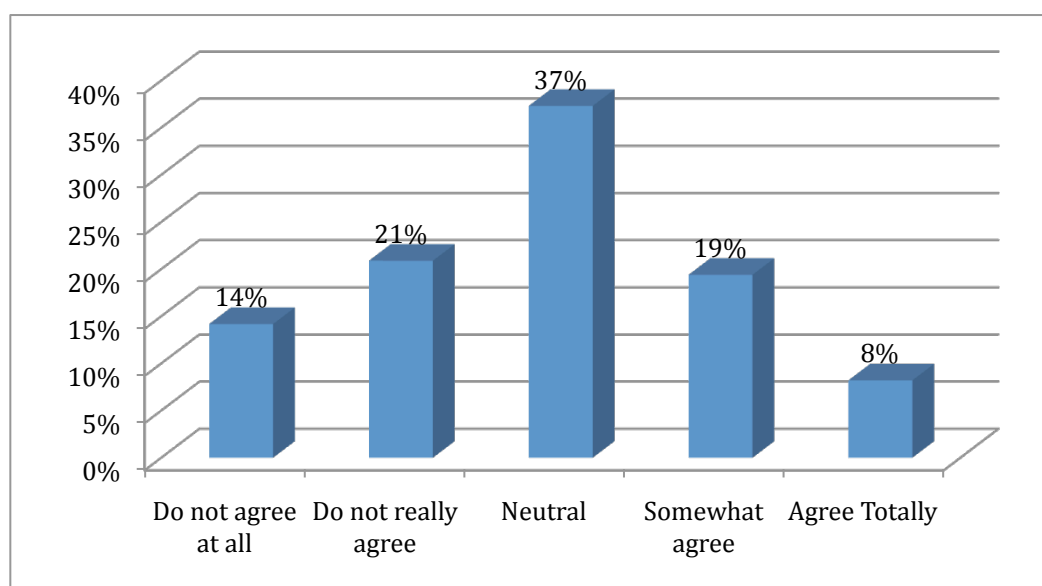


Fig. 39, Drinking more wine than before

From the graph Fig. 39, we can already foresee that, on average, participants are neutral or cannot really tell if their wine consumption increased. This observation is confirmed by a 'Student' t test, on the mean of the distribution. For this bilateral test and for a level of significance $\alpha=5\%$, we found $p>0.05$. We cannot reject the null hypothesis (mean=3). Hence we conclude that people are generally neutral about the issue. Students do not change their wine consumption on average. The 19% that answered "Somewhat agree" are assimilated to neutrality since they cannot determine for sure if they have increased their wine drinking.

Moreover, it could be interesting to determine the profile of the participants. For this purpose, we first plotted the conditional distribution of answers knowing that the respondent is a man, a woman, young or more mature (41+). Those four (4) distributions can be found on Fig. 40.

A clear observation that can be made is that each of the four (4) conditional distribution of

Fig. 40 resembles the unconditional distribution of Fig. 39. More precisely, in any gender group or age group, answers are distributed similarly as in the whole sample. This indicates that there is an independence relationship between the respondent's answers and her gender or age.

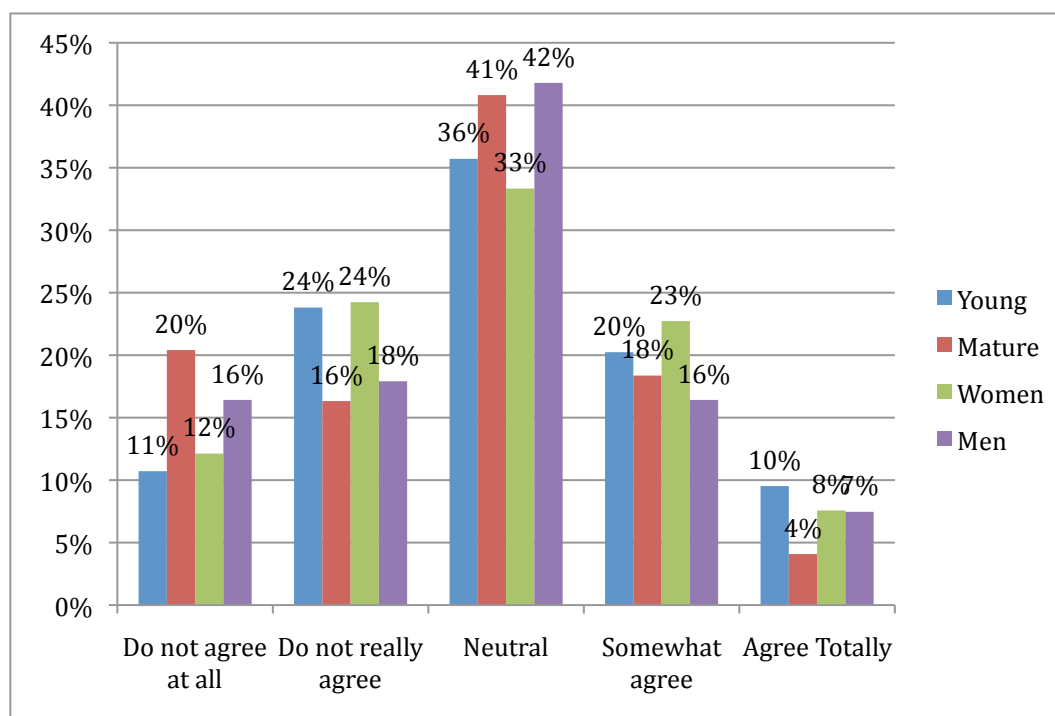


Fig. 40, Drinking more wine, conditional distribution of answers

As a consequence, the gender and age criteria cannot explain the profile of respondents. This is confirmed also by hypothesis tests on proportion. We tested the proportion of men and the proportion of young respondents (of age less than 41) among the participants who somewhat agreed or totally agreed with the proposition. 54% of them were women (against 50% of men in the whole sample) and 69% of them are young (against 63% of young in the whole sample).

We tested if the proportion of men has increased from its value in the whole sample among the respondents who agreed. This hypothesis was rejected since $p > 0.05 = 25.25\%$.

We equally tested if the proportion of Young has increased from its value in the whole sample among the respondents who agreed. This hypothesis was also rejected since $p > 0.05 = 20.09\%$.

Hence, because of the independence of answers with the respondents' gender and age group and the result of both hypothesis tests, the respondent who agrees on having increased his wine consumption cannot be characterized by its gender or age group.

We have proceeded to a comparison of Subset 1, $n = \pm 260$ and Subset 3, $n = 10$, Subset 3 being the 8% of students who have answered "Totally agree" for drinking more wine after the course in **frequency of drinking** and Subset 2, $n = 134$, and Subset 3, in their interest in drinking **wine at the table** only and their interest in **wine and food pairing**.

Two thirds of Subset 3 drink wine more than once a week and one third once a week or less. This is not dissimilar to the global population of Subset 1 (n=±260) with 71% who drink wine more than once a week and 26.5% who drink once a week or less.

Nobody from Subset 3 drinks wine at the table only. 70% drink wine as a standalone drink, 30% are neutral as illustrated in Fig. 41.

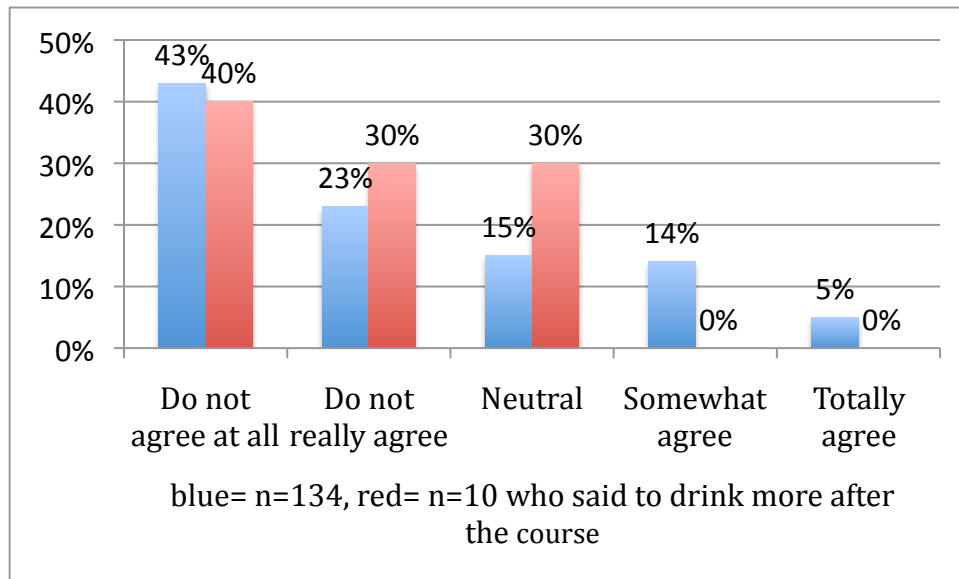


Fig. 41, I only drink wine during meals

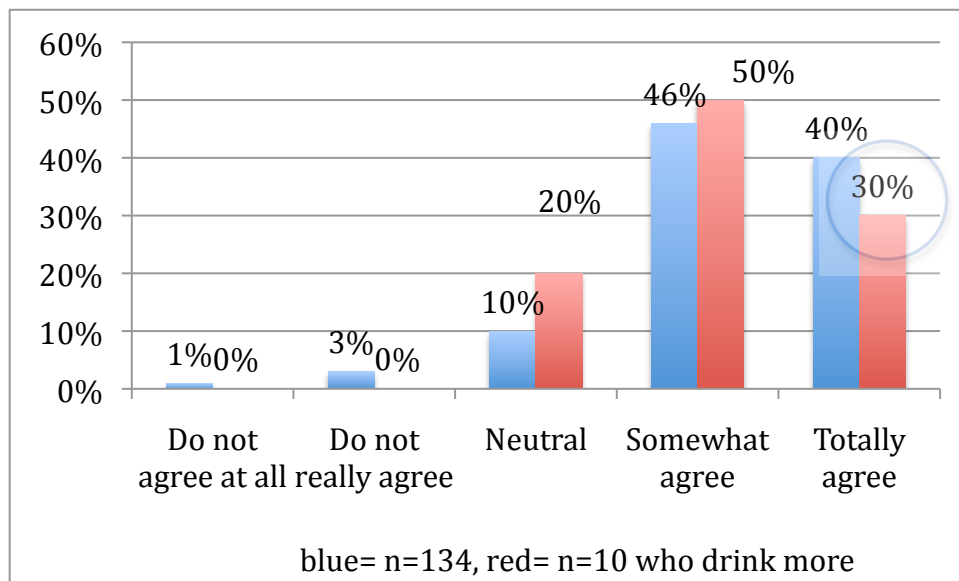


Fig. 42, Wine and food pairing is important for me

As presented in Fig. 42, Subset 3 is softer on the subject of wine and food pairing.

4.4.2.6.1 Precisions about the 8% who drink more wine after the course.

This 8% is the Subset 3, n=10 .

Subset 3 is equally divided between genders: 5Men -5 Women²⁴

They belong to Group I (18-24), Group II (25-40), Group III (41-54).

In July 2011 this subset of n=10 got contacted by email to answer to a clarification question regarding their increase.

The question²⁵ was: "could you clarify your answer by selecting which profile suits you better:

1- I have increased the frequency of wine drinking and amount of wine each time I drink

-or-

2- I have increased the frequency but not the amount of wine I drink at each occasion. I drink one or two glasses per occasion".

Nine out of ten (90%) answered. Seven (78%) chose response number 2, they drink wine more often but not more. They increase the frequency usage of the product but they did not increase the quantity (intensity) of consumption per occasion.

They are equally represented in three age groups, 18-24, 25-40, and 41-54.

Two students declared having increased both the usage (frequency) and intensity (amount) of drinking wine after their course. It represents **1.5%** of the total population (2/ n=134)

4.4.2.7 Looking for information about wine

"Since I have attended wine classes I try to get more information about it, I read more on the topic of wine, etc"

82% of students declared looking for information about wine as illustrated in Fig. 43, Appendix J.

²⁴ Group I (18-24)= 1Men-1 Woman, Group 2 (25-40)= 3 Men-3 Women, Group 3 (41-54)= 1 Men-1 Woman. Genders are in balance.

²⁵ The original question in French (underlines included in sent question): *Ce printemps vous avez complété en ligne un sondage sur vos habitudes de consommation "Depuis que j'ai pris des cours je consomme du vin plus souvent qu'avant" Vous avez répondu: **Complètement d'accord.***

Voici l'éclaircissement dont j'aurais besoin:

Est ce donc que votre consommation absolue a augmenté en fréquence et en quantité?

c'est à dire quelque chose comme:

1- je bois plus souvent du vin et en plus grande quantité à chaque fois,

-ou-

je bois plus fréquemment du vin (repas, occasions, etc) mais pas en plus grande quantité à chaque occasion,

Quelque chose comme:

2- j'aime boire plus souvent du vin mais un verre ou deux à chaque fois.

*Vous m'aideriez beaucoup pour ma thèse si vous répondiez simplement: **1 ou 2.**"*

Because $p < 0.00$, we conclude that students generally agree on trying to get more information about wine.

The most interested one by age groups are the tails as seen in [Fig. 44](#), Appendix J.

4.4.2.8 Knowing one's taste preferences

"Since I have attended wine classes I know my taste preferences way better"

88% of people declared knowing their taste better.

Because $p < 0.00$, we conclude that people generally agree on knowing their taste preferences better since they have attended wine classes. The tails group being the more affirmative as presented [Fig. 45](#), Appendix J.

4.4.2.9 Increasing one's enjoyment of wine

"I took wine classes to increase my enjoyment of wine (to increase my wine/pleasure ratio)".

86% declared an interest in taking wine classes for increasing their enjoyment of wine.

Because $p < 0.00$, we conclude that all age groups (see [Fig. 46](#), Appendix J) generally agree on taking wine classes to increase their enjoyment of wine.

4.4.2.10 Acquiring theoretical knowledge

"I took wine classes to learn and acquire theoretical knowledge on the subject"

91% declare their interest in acquiring theoretical knowledge about wine.

Because $p < 0.00$, we conclude that students generally agree on taking wine classes to learn and acquire theoretical knowledge on the subject. Interest is widely distributed with a dip for the Baby boomers (see [Fig.47](#), Appendix J)

4.4.2.11 Acquiring practical knowledge

"I took wine classes to learn and acquire practical knowledge on the subject"

94% declared an interest in acquiring practical knowledge.

Because $p < 0.00$, we conclude that students of all age groups generally agree on taking the wine classes to learn and acquire practical knowledge on the subject as illustrated in [Fig. 48](#), Appendix J.

Discussion on enjoyment, theoretical and practical knowledge:

The general interest in acquiring theoretical and practical knowledge is well distributed through age groups, the practical aspect being at the top of participant's expectations as illustrated in [Fig. 49](#).

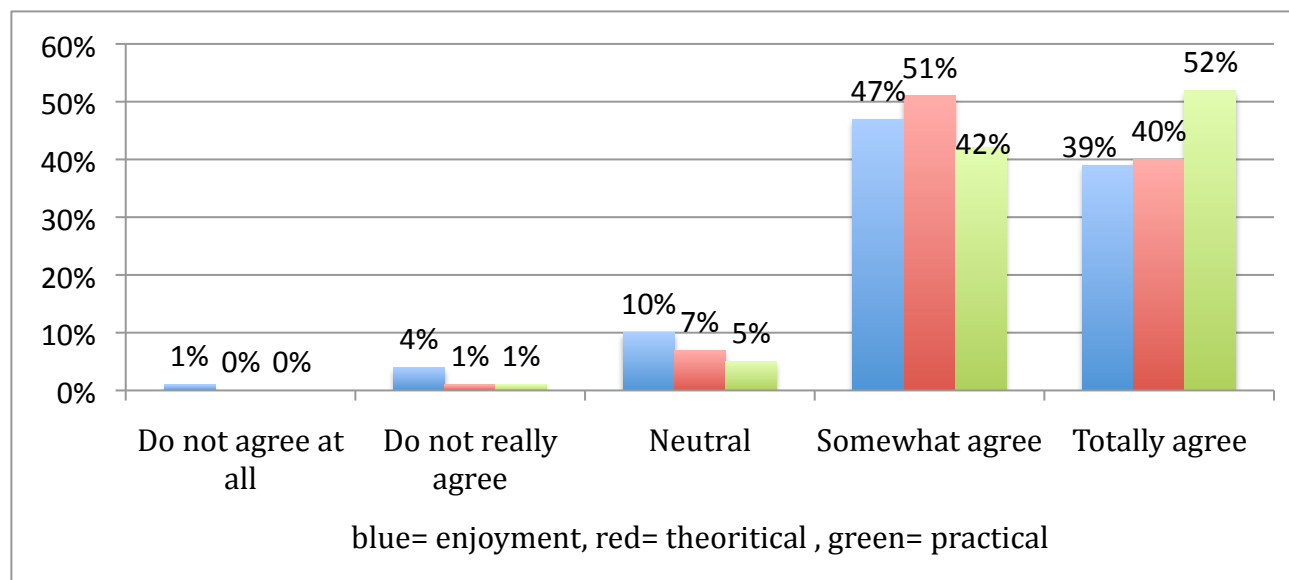


Fig. 49, Quest for increasing enjoyment -vs- acquiring theoretical and practical knowledge

4.4.2.12 On taking more wine courses

"I will surely take more wine courses"

71% of people agree on taking more courses as illustrated in Fig. 50, Appendix J.

Because $p < 0.00$, we conclude that a majority of people are willing to take more wine courses. The 18-24 are eager to learn as illustrated in Fig. 51, Appendix J with 80% of them being women that selected "Totally agree". The boomers follow, especially the men, two thirds of them (67%) have selected "Totally agree".

The Millennials (18-24) desire to learn has been noticed in another research, "Millennials are characterized in part by their desire to learn more about wine" (Hammond, 2010).

4.4.2.13 Looking for authentic wines

"I am looking more now to find more authentic and less industrial wines".

62% are interested in more authentic ²⁶wines.

Because $p < 0.00$, we conclude that people generally look for more authentic and less industrial wines. The 41-54 age group is the one more interested in this topic as illustrated in Fig. 52, Appendix J, the "Somewhat agree" was preferred 56% of the time for this age group.

²⁶ The concept of authenticity was not defined in the questionnaire but was an acquired through the course knowledge were the students got taught that authenticity was a wine which was an expression of place and know how versus a wine fabricated with a pre-determined profile in mind to please an ad hoc tasting panel of consumers who do represent the general tasting preferences of a targeted clientele etc.

Of those answering "Totally agree", 83% are women.

4.4.2.14 Understanding the concept of "terroir"

"I understand and appreciate the "terroir"²⁷ concept".

77% answered positively.

Because $p < 0.00$, we conclude that people generally understand and appreciate the "terroir" concept. In the groups II and III, 80 out of $n=134$ have answered positively as illustrated in Fig. 53, (Appendix J) but 71 out of them have answered "Somewhat agree". 66 students of the 71 belong to the 25-40 Group II and 41-55 Group III and three quarters of the positive answers are "Somewhat agree". Only nine answered "Totally agree". 31 out of the 66 (almost half) are women. The interest is equal between both sexes. The Y's and Boomers warm up on the terroir concept but it may be added that the concept is not declared **fully** understood by most.

4.4.2.15 Looking for character and identity

"I prefer to find a wine with character and identity that comes from a recognised appellation of a wine producing region than looking to buy a recognised brand.

66% declared an interest in Character and Identity -vs- Brands.

Because $p < 0.00$, we conclude that all age groups as illustrated in Fig. 54, Appendix J, generally agree on preferring character and identity over brands after wine courses. The answers are equally distributed between "Somewhat" and "Totally agree" amongst all age groups. The more mature groups >41 are more receptive to Character and Identity than the 25-40. The age group most interested by Character and Identity is the 18-25 (with 5 "Totally agree" out of the 7 positive answers).

Limitation: it should be reiterated that the small size of the respondents in 18-24=8 prevents it from generalising too much when the 25-40 has $n=76$ respondents and the 65+ only one respondent. The age group sample is widely asymmetrical in the at three months second survey.

Comparing Character and Identity -vs- Brands

At T13 Subset 2, 66% declared an interest in Character and Identity over Brands.

At T5, 43% of Subset 2 ($n=133$) declared an interest in Brands

(I bought this wine because of the Brand) as illustrated in Fig. 55, Appendix J.

If we compare the 66% for Character and Identity -vs- the 43% interest in Brands for Subset 2 at T5, it was already telling that there were other criteria than the Brand for them to choose from. Regional cues and varietal were some of them.

²⁷ The "terroir" concept is taught during Cycle I courses.

4.4.2.16 Trusting one's own palate

"Recognised region or not, recognised brand or not, what matters is that I think that the wine taste good"

81% think so and trust themselves in passing judgment on what taste good.

Because $p < 0.00$, we conclude that people built their confidence in trusting their own palate.

We do not know if the course helped them a lot or if they were already confident about their tasting abilities before.

However, one can see in Fig. 56, Appendix J that, as they get older they trust their own opinions more in matters of wine taste.

It is difficult to judge if the experience gained over the years has been augmented by students getting a wine appreciation course.

It stand to reason that by learning tasting techniques they became potentially more capable in tasting but it does not require any knowledge for one to be opinionated about what does taste good or not.

As illustrated in Fig. 56, Appendix J, the 18-24 are modest enough to recognise some limitations in passing judgment and it is interesting to match it with the fact that the 18-24 are equally the keenest in wanting to pursue their wine education as presented in Fig. 51, Appendix J.

It appears that the 25+ are a confident cohort of wine tasters.

4.4.2.17 Importance of wine and food pairing

"Wine and food pairing is important for me"

86% of students declared their interest in wine and food pairing as illustrated in Fig. 57, Appendix J.

Because $p < 0.00$, all age groups generally agree that wine and food pairing is important as illustrated in Fig. 58, Appendix J.

An increased interest kicks in at 25-40 (Group 2) and grows as students get more mature.

The 18-24 that are interested in the subject are equal in gender.

Among Group II, the 25-40, 55% interested by wine and food pairing are women. The proportion of 56% of women have chosen "Somewhat agree" and 43% of women have chosen "Totally agree".

For group III, 41-54, 67% of men have chosen "Somewhat agree" and 61% of women have chosen "Totally agree".

For 55+, 75% of respondents that have chosen "Somewhat agree" are male. 83% choosing "Totally agree" were men too. If we aggregate the groups in two groups with one grouping 18-40 called **Young** and a second one 41+ called **Mature**, we get 18-40= 73 out of n=84

interested, in the 41+, we get 44 out of n=50 interested in food pairing. There is equivalent interest in the topic from both group as illustrated in Fig. 59.

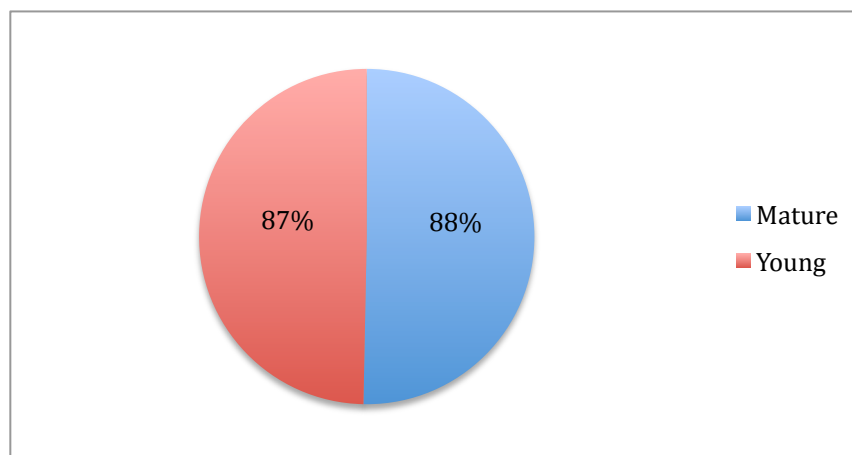


Fig. 59, Interest of Young (<41) -vs- Mature (41+) in food pairing

Going back to the question linked to interest in wine and food pairing in the first survey, if we extract the Subset 2 (n=134) of the total respondents at T1 and compared it with T 13 we get an important 15% increase as presented in Fig. 60

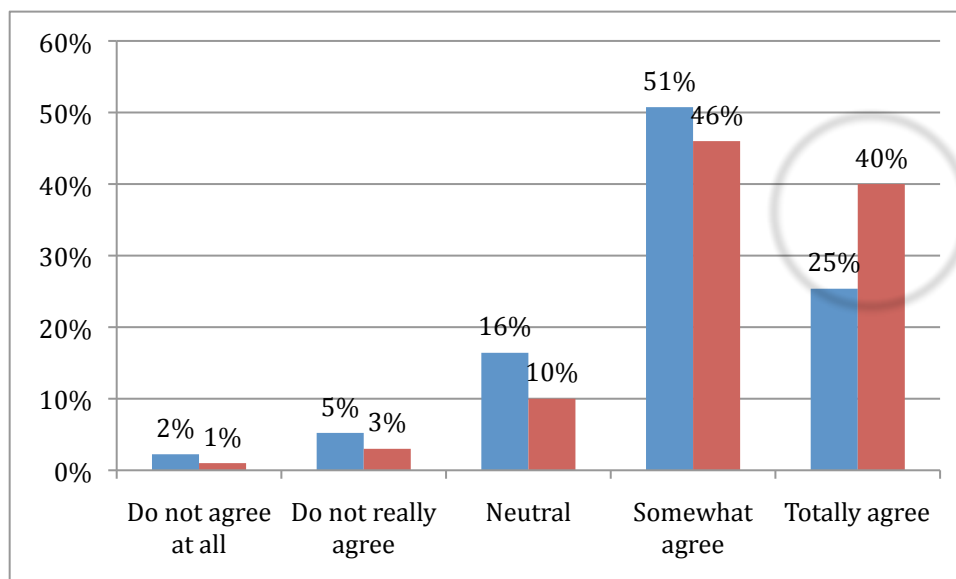


Fig. 60 Comparing T1 and T13,
Wine and food pairing interest with same (Subset 2) population

There is more **men 54%** in Subset 2 than **women 46%** that are interested by wine and food pairing as presented Fig. 61, Appendix J

Fig. 62 presents Subset 2 progression of interest for wine and food pairing at three different periods. It represents a 10% points increase. Fig. 63 presents the change in adhesion to the "Totally agree" answer.

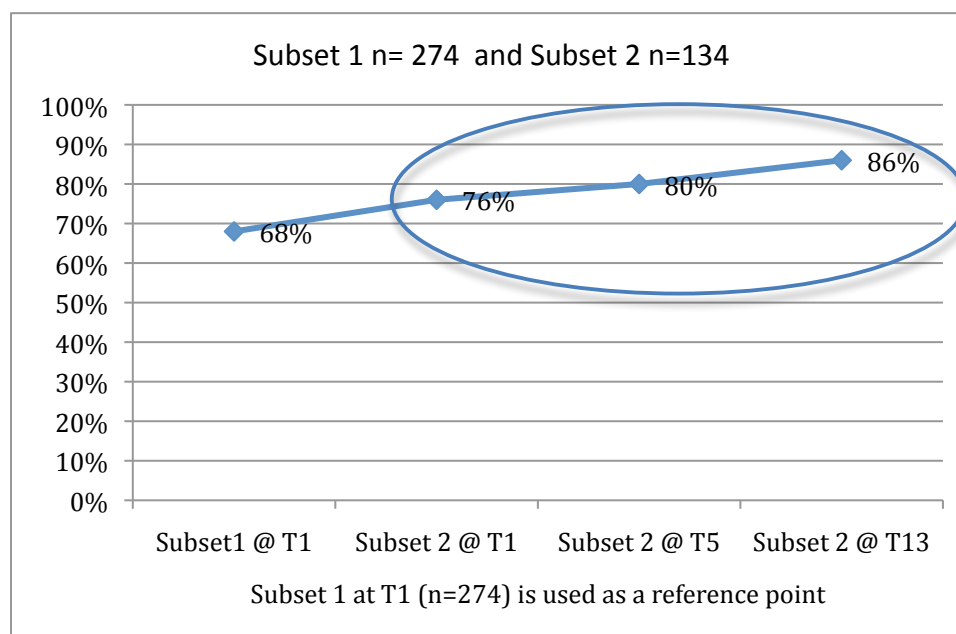


Fig. 62, Comparing T1, T5 and T13 Subset 2 **global** wine and food pairing interest,

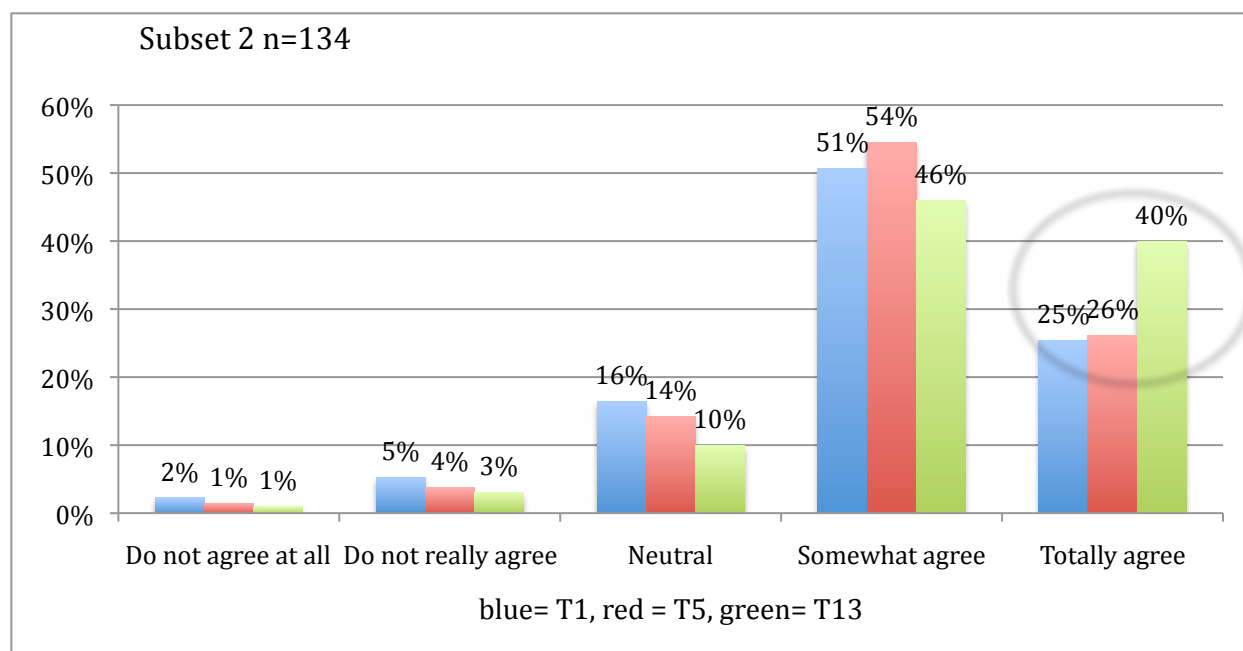


Fig. 63, Comparing T1, T5 and T13 wine and food pairing interest,

Fig. 63, shows a progression of interest for wine and food pairings for the three periods. From T5 to T13 there is a 14% progression in the "Totally agree". From T1 to T13 there is a 15% progression.

4.4.2.18 Drinking wine during meals only

"I only drink wine during meals"

66% declared not only drinking wine with a meal as illustrated in [Fig. 64](#), Appendix J.

Because $p < 0.00$, we conclude that people do not only drink wine with food.

[Fig. 65](#), Appendix J shows that the younger the respondents the more likely they are to drink wine as a standalone drink. As they get older, drinking wine at the table improve. The Baby boomers are more divided on the question with both styles of drinking being present.

4.4.2.19 Importance of medals and scores

"I am now MORE respectful of wines that won medals in competitions or got highly rated (high scores) by experts"

29% only agree on being more respectful of medal winning wines.

The sample mean for the distribution is already 3. This observation is confirmed by the t-test, which returns a p-value of 100% meaning that we cannot reject the null hypothesis. We conclude that students are generally neutral about the medal cues. See [Fig. 66](#), Appendix J.

[Fig. 67](#), Appendix J is showing that the Baby boomers are the age group that respects the medal winners the most.

4.4.2.20 Trusting one's own capacity to judge wine

"I don't care much about points and medals; what I want is to be able to judge the wine myself and make my own opinion about it"

56% declared agreeing with forming their own opinion independently.

Because $p < 0.00$, we conclude that students generally agree on forming their own opinion about wine, the younger ones being the more resolute and the three other age groups being moderate about it as illustrated in [Fig. 68](#), Appendix J.

4.4.2.21 "Organic wine is only marketing"

"Organic" wines; this is just another marketing trick!

Because $p > 0.05$, we cannot reject the null hypothesis. As illustrated in [Fig. 69](#), Appendix J, the students are neutral about the sentence of organic wine being a marketing trick.

4.4.2.22 Having respect for organic wines

"I have respect for organic wines. If I have to choose between two wines that I like and one is organic, I will choose the organic one"

Because $p > 0.05$, we cannot reject the null hypothesis.

As presented in [Fig. 70](#), Appendix J, students are neutral concerning organic wines.

CHAPTER 5 – DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter is divided into five main sections. First a summary of the results of the research is presented with some comments in relation to what the researcher learned in the literature review.

5.2 Summary of the Results

5.2.1. Engaging with wine at the end of the five-week course

5.2.1.1 What did change²⁸:

Educational empowerment

The wine course:

- Increased the subjective knowledge perception on wine for no prior wine education students.
- Increased the subjective knowledge perception on wine for wine experienced students.

Sensory cues valorisation

The wine course:

- Improved the importance of the varietal attribute (+15%).
- Students are less against choosing a wine because of the low alcohol attribute.

Origin cues valorisation

The wine course:

- Improved the importance of the region attribute (+10%).

²⁸ Nota: Results from number 1 to 8 are displayed in a descending order from the better confidence level $p < 0.00$ to $p < 0.05$.

Behavioural engagement

The wine course:

- Improved the participant's enthusiasm for communicating about wine.
- Improved the student's attention to the wines on promotion in the store.
- Improved 2.7% the budget allocation for an at home special occasion or a gift
Max= CAD\$ 45.6.

5.2.1.2 What did not change:

Sensory cues

- No change in wine and food pairing interest after the wine classes, but two thirds of students value good wine and food pairing.
- No change in the label design attribute.
One in five pays attention to it.

Behavioural engagement

- No change in the buying or drinking frequency of the students.
- No change in the importance of recommendations to select a wine, but 72% of wine courses students like recommendations.

This is in conformity with Wine Intelligence findings: "Quebec consumers seek more recommendations compared with English speaking Canada" (Wine Intelligence, Canadian Portraits, (2009)).

- No change in (maximum) budget for wine to be enjoyed at home for a normal meal.

Max= CAD\$ 23.7

- No change in willingness to explore, make discoveries, refine food pairing and spend more.

Two thirds of Subset 1 and 59% of Subset 2 are willing to pursue it.

Wine Intelligence pointed that: "In Canada, Quebecers are more experimental with wine" (Wine Intelligence, Canadian Portraits, 2009).

- No change in being influenced by the brand.
40% of course takers value brands.
- No change about the "winning medals" or "high score" attribute.
Low real interest <5%.
- No change towards the "organic" wine category.
Low real interest <5%.
- No change in taste preference of the participants for categories of wine.
- Red is preferred by 60% of the total students population, White 7% and 37% enjoy both.

SAQ reported in 2010 that wines that Quebecers buys are 73% red, 23% white and 4% rosés (SAQ Annual report, 2010).

5.2.2 Customer engagement after three months

5.2.2.1 After three months, what did change:

Behavioural engagement

- 90% of participants declared having changed their behaviour as wine consumers.
- 91% of participants declared choosing their wine better.
- 56% have increased their monthly wine budget **16%**.

This is almost the same number as their initial (59%) spending intention expressed at the end of the five-week course.

- Mean spending= \$102

Averaging the numbers of budget changers (102\$) and same budget keepers (105\$) and comparing it with the spending average of students in 2006 factoring in inflation, we get over a five-year period a **16% budget increase** from course takers.

Overall, budget changers cannot be characterized by either gender or age group.

- 78% of students declared speaking more about wine.
- 8% declared drinking more after the wine course.

On drinking more after the wine courses students are generally neutral. In other words, they don't change their wine consumption on average. The 8% respondents who answered "totally agree" on having increased their wine consumption cannot be characterized by their gender or age group They are equally represented in three age groups, 18-24, 25-40, 41-54.

Of those who declared drinking more wine after having taken their wine course:

78% of them declared having increased their frequency of consumption but **not** having increased the quantity of drinking per occasion.

The rest declared having increased both the usage (frequency) and intensity (amount) of drinking wine after their wine course. They represent **1.5%** of the surveyed student population.

Educational empowerment and commitment

- 82% of students declared looking for information about wine,
- 86% declared an interest in taking wine classes for increasing their enjoyment of wine,
- 91% declared their interest in acquiring theoretical knowledge about wine,
- 94% declared an interest in acquiring practical knowledge,
- 71% of people agree on being willing to take more courses, the more eager being the Millennials (18-24), and the Baby boomers (55+).
- 88% of people declared knowing their taste better.
- Gaining confidence in evaluating wine: 81% trust their own palate in passing judgment on what taste good.

The older they get, the more secure they feel about it.

- The 18-24 are modest enough to recognise some limitations in passing judgment on wine. It is interesting to match it with their thirst for knowledge.

In 2009 Wine Intelligence found that: "Adventurous Treaters (25-44) read a lot about wine. Premium Brand Suburbans (35-54) in Quebec have a higher level of involvement with wine than those living in English Canada They are confident about their wine knowledge and they read wine magazines" (Wine Intelligence, Canadian Portraits, 2009).

In this present study, Risk Averse youngsters (Millennials) and Baby Boomers (55+) are curious too.

- 71% are encouraging other people to enrol in wine courses.
- The keenest being the Baby boomers followed by the Millennials (18-24).

Consequence: More than two thirds of course takers could become brand evangelists for "Les Connaisseurs" SAQ wine courses and the wine category.

Official cues (appellation, classification etc.) valorisation

- 77% better understand and appreciate the "terroir" notion. Millennials (18-24) are less keen on it.
- 62% are interested by more Authentic²⁹ (versus Industrial) wines. Interest peaks in the 41-54 age group. Of this group, 83% are women.

Origin cues valorisation

- 66% declared an interest in wines with a sense of place and identity -vs- buying a recognised Brand.

Sensory cues valorisation

- 86% declared their interest in wine and food pairing.
- The topic of food and wine pairing is gaining momentum as the students progressed.
- An increased interest kicks in the 25-40 Group and grows as students get more mature.
- Young (<41) and Mature (41+) are comparable in their interest in wine and food pairing; men are slightly more interested by the topic than women.
- There is a noticeable jump in interest (+14%) from people declaring "totally agree" for this topic after 3 months; it is +15% if we compared with the beginning of the course.

The increased interest in gastronomy might help explain the 8% increase in consumption frequency.

On Quebec interest for wine and food: "Quebec drinkers are spreading their overall consumption on more frequent, mostly gastronomic, occasions" (Paradis, 2010).

- 5% declared only drinking wine at the table with a meal.
- It is the Baby Boomers (55+) who tend to favour drinking with a meal, but two thirds of them enjoy a standalone glass of wine as well.

²⁹ Authenticity is a topic covered in the wine course and should be understood as: respecting the terroir, respecting traditions and style, respecting AOP, the decree of appellation that codifies allowed wine techniques, etc.

5.2.2.1.1 Facts about wine education clients not based on a before and after the wine course comparison

- From 2005 to 2010, total documented demand for wine courses grew 17%, student population got younger and is spending more money now in the category than five years ago.

5.2.2.2 After three months, what did not change:

- 43% of respondents did not change their budget after 3 months. The mean budget for those respondents averages \$105, which is higher than the average expense for budget changers (= 102\$ after 16% increase).

This higher budget may indicate why these respondents did not commit more money in the category after the course.

- 68% of the non-budget changers are less than 40 years old.
- Students are neutral about medal and high scores. They would prefer passing their own judgment on wine, the 18-24 years old wishing the most for it.
- Less than 30% of students feel somewhat positive about scores or medal cues, Baby boomers being the most respectful of them.
- People are neutral about organic wines.

5.2.3 Observations in Relation to the Literature Review

The summary of the Literature review in chapter 2.6 exposed the following:

Because they are overwhelmed with choices and because they like the category, consumers take courses but researchers are sceptical about the actual wine courses' ability to really educate them.

Customer education is key to unlocking value in products and with education comes an increase in product usage intensity, loyalty and a willingness to explore. It may lead to cross-trading, up-trading and/or down-trading. Enthusiastic and educated customers may become more involved, and with the power of social media help stimulate demand.

Because higher involvement consumers utilise more information and are interested in learning more (Lockshin et al., 2006), to unlock value in their products companies should help them acquire the skills (Hennig-Thurau et al., 2005).

Davis and Botkin (1995) were mentioning that businesses will come to think of their customers as learners and of themselves as educators adding that companies will benefit if they help customers learn what they want.

The findings of this research point to the same arguments and conclusions highlighted in the literature review.

5.3 Discussion and Implications

The results of this research should be considered as just another step in the quest for understanding what wine consumers value most in a wine education environment and how to effectively engage them better in the category while making it profitable and enjoyable for all.

Before discussing the results, we will reiterate the research question and its five sub-questions.

What is the value of wine education courses and do they engage the Quebec consumer?

Sub-questions:

- 1- Did wine education customers learn anything from attending the courses and if so, what is it?
- 2- Do wine education courses change perceptions in students mind? Are they engaging differently with the product, and in what way?
- 3- Do they know how to taste wine better and do they know their taste preferences better?
- 4- Do wine education courses lead to up-trading or cross-trading? Do they engage more discretionary money in the category?
- 5- Do wine education lead customers to intensify their relationship with wine, and to what degree?

After having exposed results and findings in Chapter 4 and summarized them in 5.2 we propose a succinct phrase directly addressing the research question and its sub-questions:

Wine education courses engage the Quebec consumer who has attended them. Course takers with or without previous knowledge in wine acquired subjective wine knowledge. Students have changed their behaviour. Various sensory, origin and official cues gained in importance. Students have increased their tasting abilities, they better know their taste preferences and choose their wine better after having followed classes. Students have an aroused curiosity for the category now and want to learn more. Above all, students favour practical knowledge acquisition. We do not know for sure if their newly acquired knowledge and curiosity will lead to up-trading or cross- trading but we know that, as a direct result of the course, 56% of the students increased their wine budget by 16%. Wine and food pairing became more important to course takers. As for product usage and intensity, the majority remained neutral. Less than 10 % consumers have augmented their wine drinking occasions but not the usage intensity.

Only 1.5% of course takers now drink more wine more often.

5.3.1 Discussion for the Trade

Value creation or value destruction is a serious problem for some markets. In the UK, Accolade Wines (formerly Constellation Brands) have several brands in the top 10 but aren't making any money from them (Dinis)³⁰.

Spending below the line with discounts and promotions is not creating value.

In contrast, spending above the line in offering or sponsoring wine education creates value.

With better knowing their taste (88%) and better choosing their wines (91%) while (86%) developed a keen interest in wine and food pairing, course takers agreed to have changed their behaviour (90%) and are ready to start unlocking value in the category.

It should be underlined that value unlocking may come slowly and gradually at first. In 1991, twenty years ago, Gianfranco Campione³¹ mentioned that the importance of the varietal was getting to a point where consumers were seeing in it the "money of account" guaranteeing the quality of wine products (Garrier and Pech, 1991). To him this was useful and convenient for the consumer to praise the varietal cue but, at the same time, Campione saw a potential danger of devaluating and diluting wine rich identity over time if this cue trumped the others.

Twenty years later, in this present study, the wine varietal was deemed the most salient sensory cue by the students at the end of the five-week course with a **15%** increase in relevance. Does this denote a quest for simplification or is it because of the wines tasted in class equate a sensation with a varietal, a taste in the mind of the course takers?

The valorisation of the varietal came despite having being taught all along the importance and contribution of geography, terroir, country of origin, appellation, blending and wine making techniques in ultimately influencing the taste of wines.

In all fairness, it should be added that the origin cue got a 10% boost as well. It stands to reason that the wine category remains a complex issue after a short course and it is normal that some cues end up having more heuristic importance and salience in the mind of the consumer.

Wine courses do not lead to drink more. Spending above the line educating the consumer fosters a positive customer attitude. Towards a sensitive product like alcohol this is commendable.

In Quebec, the greying of the population is an issue for the future expansion of the category and apparently one should beware of the younger generation lack of involvement.

Perhaps in the UK, but in the context of students taking wine courses in Quebec this assertion is somehow challenged. Looking at the age structure and putting it in perspective

³⁰ Conversation with Dr. Dinis, 5th August 2011.

³¹ At that time, Dr. Campione, an economist, was Director of San Felice (Chianti Classico) winery.

from 2005 to the present, it can be observed that the clientele is younger now, that the demand for courses from the <41 has increased and that the younger segments spend more actualised dollars in the category now than they were spending five years ago.

Nevertheless, the greying of the population is a hard fact in Quebec. A silver lining is that Baby boomers enthusiasm for learning as well as their willingness to communicate (they are the keenest in encouraging other people in getting a wine education) might help to diffuse information and arouse interest in the category. This may help compensate their eventual slowing down in overall consumption.

For the moment, it could be added that they are the one segment with the most discretionary income and may be candidates for up-trading.

With the Millennials, they share an enthusiasm that may help them become good brand evangelists as well as category champions.

A valuable fact for the trade, which is not segmented to age groups or gender, is that 56% of course takers ended up increasing their budget by 16%.

The non-budget changers, who are spending more on average than the changers in this research, share the same curiosity and sensitivity towards sensory and origin cues. This could tell marketers that there are other ways to promote wines besides below the line enticement. This is not to say that course takers are not looking for promotions, findings show that they are.

Stepping back for a moment, one notices that course takers, the TESCO described "engage me"³² customers are obviously a minority compared to the entire wine customer base.

The trade must not forget the 80% of other low involvement "tell me" customers and should try to engage them as well in responsible and creative educational ways.

Since the Fall of 2009 in Quebec, the SAQ introduced a system of taste tags to reach out, deliver information and help clients navigate better the wine maze while discovering their preferences in wine style³³. While it is not wine courses per se, it engages customers and delivers information in a playful way. The tags ubiquitous presence in the 400+ stores may prove to be a stepping stone for some to go to wine classes to learn more.

5.3.2 Discussion for educators

Dewald and Jones (2007) said that most wine education courses fail due to the strong emphasis on wine knowledge that no one remembers after the class instead of focusing on aesthetic appreciation that is more effectively retained and can lead to an increased consumption.

Based on the research results and the consistent 90% level of satisfaction for the SAQ wine courses, we postulate that Quebec students are bringing back home enough knowledge to

³² Tesco nomenclature: "engage me"= High involvement, "tell me"= Low involvement (Harpers, 2011a)

³³ See Appendix L for an example of the tags.

feel them to be worth the time and money.

Nevertheless, aesthetic and subjective knowledge acquisition is key to a positive perception of the value of wine courses and educators must bear in mind that their teaching should be as enthusiastic, dynamic and interactive as possible, interspersed with enough hands-on situations where students can taste, contrast and become skilful in practical terms of serving and handling the product while generating ideas and developing their personal creativity in wine and food pairing. This is the better way to become conversant with wine and stop being or feeling insecure in one's own taste or ability to explore the category.

5.4 Limitations

- The researcher

It was the first time the researcher had conducted a quantitative longitudinal study on the subject of wine. From what he have learned in these fifteen months, he would have used his time more efficiently and would have anticipated better certain aspects of the study to have helped him collect better information.

- Methodology

The model for the first questionnaire came from a respected source (Cohen, et al., 2009) but the second one was somewhat a reaction to the results unfolding from the first one. One questionnaire was tested but it would have been better if both could have been conceptualised, designed and tested first to better optimise, harmonise and calibrate them.

- Sample

Out of the 3,000 (2010-2011) Cycle 1 students, a total of 255 to 275 paired results for the first questionnaire is not insignificant although a larger number including students from other cities would have added more weights to the results. It could have been interesting to keep the same cohort (n=260+) of respondents for the three months later survey and not see it diminished by half (n=134).

- Segment

There were no preselection, gender orientation or segmentation of the clientele, but certain age groups had fewer population and gender imbalance. It could have been preferable to have the same weights in all age groups.

- Specificity

The results are limited to the conditions tested.

Quebec is a specific market and forms a different culti-unit in the Canadian Federation.

It has its own idiosyncrasies that could limit the portability of the results in a different cultural environment. The issue of determining the value of wine education courses is a broad one and is certainly worth investigating but the specific identity of a market might put a boundary around it and limit the salience of some of its findings.

- Translation bias

The two surveys were conducted in French and were translated in English (Appendix E and G). In the results section of the thesis the questions are reported in English only. The researcher tried his best to convey as accurately as possible the meaning of each French question but a translation bias cannot be completely eliminated.

5.5 Suggestions for Future Research

Some of the factors highlighted in the limitations lead naturally to some suggestions for future research.

It should be interesting to extend the longitudinal scope of the research to study how the students evolve in their engagement towards the category at, say, one-year distance from their first wine courses.

It should be interesting to make cross-cultural comparisons in the effect and value of wine education courses in various countries and compare results. Wine is a global commodity and composed of so many markets of size, maturity and different interests that its probing could lead to valuable and interesting insight.

It should be interesting to expand the idea of wine education out of the classroom and extend it to the taste tags and new creative initiatives geared towards the low involvement clientele and assess their efficiency and usefulness in value creation.

5.6 Conclusion

The postulate about education "being the best way ahead" has not been proved wrong.

Wine education engages the Quebec consumer.

Wine education empowers the consumer and benefits the trade.

The researcher hopes that this thesis will contribute, albeit in a very modest way, in helping assessing the value of wine education courses

The alcohol trade is not benign and trading in this no ordinary commodity implies thinking about associated costs.

There is value in the "drinking better not more" proposition.

Wine courses suppliers create shared value and set the value wheel in motion when sophisticating the taste of the consumer.

Beside being profitable for all, what wine education brings to the fore is that one may engage him/herself in the category and become a power user in a healthy and socially responsible manner.

Wine education fosters a culture of taste and opposes a culture of binge drinking.

To that effect, wine and food pairing should be promoted constantly.

Sir John Hegarty captured the essence of it when he declared in Bordeaux last year:

"Champagne owns Celebration. Coke owns Happiness. and Wine? Wine owns Food".

APPENDICES

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APPENDIX A, SKINNER PRICE/VALUE RATIO

Skinner ratio: 3 times the cost = 4 times the wine value

Price	Breakup	€
15€ buys 7,3€ of wine content	Wine	7,3
	Conditioning	1
	Marketing	4,2
	Taxes	2,5
	Total wine price	15 €
5 € buys 1,8 € of wine content	Wine	1,8
	Conditioning	1
	Marketing	1,4
	Taxes	0,8
	Total wine price	5 €
15/5 = 3	7,3/1,8 = 4	24,70%

APPENDIX B, FACSIMILE OF EVALUATION SHEET

Facsimile of the Cycle I SAQ wine appreciation course, evaluation sheet.

FICHE D'ÉVALUATION
UN MONDE À DÉCOUVRIR

Les Cours CONNAISSEURS
2010

Date: 1 mars 2011
Animateur: R. Sagala

Comment avez-vous pris connaissance de ce cours ?

Dans une nomenclature de la SAQ
 À la suggestion d'un participant à une session antérieure
 Dans les journaux (ou revues)
 Sur internet
 Autre, précisez: _____

Pertinence du programme

	très	beaucoup	assez	peu	pas du tout
1 Le contenu du cours correspondait à mes attentes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Ce que j'ai appris me sera utile	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Animation

	très	beaucoup	assez	peu	pas du tout
1 L'animateur maîtrise bien sa matière	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Les objectifs du cours ont été identifiés	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Les activités ont été bien dirigées	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 L'animateur est à l'écoute de mes besoins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Matériel de formation et environnement

	très	beaucoup	assez	peu	pas du tout
1 Je suis satisfait(e) du matériel que j'ai reçu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 J'ai apprécié les supports visuels présentés par l'animateur	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 L'environnement physique était agréable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Climat

	très	beaucoup	assez	peu	pas du tout
1 Je suis satisfait(e) de ma participation au cours	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 J'ai trouvé les interactions avec les autres participants enrichissantes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Par rapport à mon rythme, celui de la session était	très lent	bien adapté	<input checked="" type="checkbox"/>	trop rapide	<input type="checkbox"/>

FICHE D'ÉVALUATION SUITE
UN MONDE À DÉCOUVRIR

Synthèse du participant

A - De tout ce que j'ai apprécié de cette session de formation:
l'animation par R. Sagala

B - Mes suggestions pour améliorer la qualité du programme:
faire une séance de Q&A après la séance de 5 cours. 5 minutes consécutives, sans interruption.

C - Mes suggestions de thématiques pour de futures sessions de formation:

D - Autres commentaires:

APPENDIX C, EXAMPLE OF OFFICIAL RESULTS FOR RICHARD SAGALA

Official results for Richard Sagala from the student's evaluation

Source: SAQ "Les Connaisseurs" database (SAQ, 1988-2011).

RESULTATS ANIMATION POUR L'ANNEE 2008-2011												
Evaluations par les participant 2008-09												
	2008-09	2008-09	2008-09	2008-09	2008-09	2009-10	2009-10	2010-11	2010-11	2010-2011	2008-2011	
Richard Sagala												
SAQ LES CONNAISSEURS												
SAQ LES CONNAISSEURS	SESSION 1	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 1		SESSION 2	SESSION 3	MOYENNE		
Cycle 1	Cycle 1	Cycle 1	Cycle 1	Cycle 1	Cycle 1	Cycle 1	Cycle 1	Cycle 1	Cycle 1			
	1,6	1,3	1,4	1,5	1,67	S1-MON-1,5	S1-SJU-1,1	S5-LAVH-1,16	S2-BEL-1,3	S3-LAP-1,5		
PERTINENCE DU PROGRAMME												
Questions												
Le contenu du cours correspondait à mes attentes	88,24%	90,48%	85,00%	86,00%	92,22%	87,37%	91,58%	86,32%	89,41%	86,00%	88,26%	
Ce que j'ai appris me sera utile	91,76%	90,48%	86,67%	90,00%	88,89%	91,58%	94,74%	89,47%	89,41%	88,00%	90,10%	
TOTAL	90,00%	90,48%	85,84%	88,00%	90,56%	89,48%	93,16%	87,90%	89,41%	87,00%	89,18%	
ANIMATION												
Question												
L'animateur maîtrise bien sa matière	98,82%	94,29%	95,00%	99,00%	98,89%	97,89%	98,95%	97,89%	98,82%	100,00%	97,96%	
Les objectifs du cours ont été identifiés	90,59%	92,38%	90,00%	92,00%	94,44%	85,26%	92,63%	92,63%	91,76%	89,00%	91,07%	
Les activités ont été bien dirigées	90,59%	91,43%	87,27%	88,00%	97,78%	91,58%	94,44%	94,74%	92,94%	91,00%	91,52%	
L'animateur est à l'écoute de mes besoins	87,06%	89,52%	90,91%	89,47%	96,67%	86,32%	93,68%	94,74%	96,47%	92,00%	92,43%	
TOTAL	91,77%	91,91%	90,80%	92,12%	96,95%	90,26%	94,93%	95,00%	95,00%	93,00%	93,17%	
MATERIEL DE FORMATION ET ENVIRONNEMENT												
Questions												
Je suis satisfait(e) du matériel que j'ai reçu	92,94%	92,38%	90,00%	88,00%	92,22%	89,47%	93,68%	95,79%	91,76%	84,00%	91,02%	
J'ai apprécié les supports visuels présentés par l'animateur	88,24%	84,76%	76,67%	76,00%	91,11%	80,00%	89,47%	87,37%	84,71%	87,00%	84,53%	
L'environnement physique était approprié	90,59%	88,57%	90,00%	94,00%	87,78%	88,42%	88,42%	89,47%	89,41%	80,00%	88,67%	
TOTAL	90,59%	88,57%	85,56%	86,00%	90,37%	85,96%	90,52%	90,88%	88,63%	83,67%	88,07%	
CLIMAT												
Questions												
Je suis satisfait(e) de ma participation au cours	92,94%	90,48%	91,67%	87,00%	93,33%	89,47%	90,53%	88,42%	90,59%	88,00%	90,24%	
J'ai trouvé les interactions avec les autres participants enrichissantes	82,35%	75,24%	83,33%	81,05%	85,56%	78,95%	85,26%	81,05%	84,71%	74,00%	81,15%	
Par rapport à mon rythme, celui de la session était	97,65%	92,38%	100,00%	94,00%	91,11%	97,89%	97,89%	92,63%	85,88%	94,00%	94,34%	
TOTAL	90,98%	86,03%	91,67%	87,35%	90,00%	88,77%	91,23%	87,37%	87,00%	85,33%	88,58%	
Compilation par cours	90,83%	89,25%	88,46%	88,37%	91,97%	88,62%	92,46%	90,28%	90,02%	87,25%	89,75%	Grande Moye
Compilation par session	90,83%	89,25%	88,46%	88,37%	91,97%	90,54%			90,02%	87,25%		
Nombre d'heure par cour	15	15	15	15	15	15	15	15	15	15	150,00	Total

APPENDIX D, OFFICIAL SAQ DATA 1988-2011

1988-2011, number of students for SAQ "Les Connaisseurs" wine courses n= 55,567

Source: SAQ "Les Connaisseurs" database (SAQ, 1988-2011).

1992/1993	Cours	49	12						61
	Participants	1084	272						1356
1993/1994	Cours	50	16						66
	Participants	1091	357						1448
1994/1995	Cours	48	15						63
	Participants	1037	338						1375
1995/1996	Cours	47	21						68
	Participants	1020	443						1463
1996/1997	Cours	57	17						74
	Participants	1224	358						1582
1997/1998	Cours	62	19			2			83
	Participants	1319	396			27			1742
1998/1999	Cours	64	19	4		12			99
	Participants	1341	422	80		243			2086
1999/2000	Cours	55	23	10		18			106
	Participants	1155	483	198		342			2178
2000/2001	Cours	56	20	7		4			87
	Participants	1176	420	133		76			1805
2001/2002	Cours	78	23	8		2	12		123
	Participants	1638	483	152		38	228		2539
2002/2003	Cours	113	30	9		3	22		177
	Participants	2372	572	156		46	442		3588
2003/2004	Cours	131	31	10		5	13		190
	Participants	2903	606	176		93	254		4032
2004/2005	Cours	95	23	9		3	5		135
	Participants	2027	459	159		37	85		2767
2005/2006	Cours	118	32	8	18	3	5		184
	Participants	2550	617	137	348	62	99		3813
2006/2007	Cours	123	28	5	20	4	8	2	190
	Participants	2760	523	71	429	89	161	32	4065
2007/2008	Cours	140	27	7	10	3	5	16	208
	Participants	3023	540	121	196	64	95	316	4355
2008/2009	Cours	146	24	7	5	4	2	17	205
	Participants	3184	460	117	93	76	36	312	4278
2009/2010	Cours	141	25	3	6	2	4	14	195
	Participants	3063	499	61	113	36	72	281	4125
2010/2011	Cours	140	25	3	6	1	0	19	194
	Participants	2976	482	48	112	22	0	379	4019
TOTAL	Groupes	1832	455	90	65	66	76	68	2652
	Participants	39304	9320	1609	1291	1251	1472	1320	55567

APPENDIX E, TRANSLATION OF THE FIRST QUESTIONNAIRE

Translation in English of the first French questionnaire (27 questions)

A1-I don't know much about wine but would like to learn, this is why I have signed up for this course

A1-Je connais peu le vin, mais j'aimerais mieux le connaître, c'est pourquoi je suis ce cours.

A2-I know about wine and have been interested in the subject for a few years already.

A2-Je m'y connais bien et je m'y intéresse depuis quelques années déjà.

A3- I love wine and like to talk about it and communicate my enthusiasm to my family, my friends, and my working colleagues.

A3- J'aime le vin et j'en parle dans mon milieu, j'aime communiquer mon enthousiasme à ma famille, à mes amis, à mes collègues de travail aussi.

B1- Wine plays an important role in my lifestyle

B1- Le vin a une place importante dans ma façon de vivre

B2- It is a pleasure for me to drink wine

B2- J'ai plaisir à consommer du vin

B3 To taste a wine on premise, in the shop, is important to make me decide to buy it.

B3- Goûter le vin sur le lieu d'achat, c'est important pour me décider à l'acheter

C- I buy wine

C- J'achète du vin

Rarely

Rarement

Once a week minimum

Une fois par semaine au moins

Once or twice a month

Une à deux fois par mois

Less than once a month
Moins d'une fois par mois

D- I drink wine
D-Je consomme du vin
More than once a week
Plus souvent qu'une fois par semaine
Once a week or less
Une fois par semaine ou moins souvent
Only during special occasions
Seulement lors d'occasions exceptionnelles

E- Section on how do you choose your wines?
E. Comment choisissez-vous vos vins ?

The Last time I bought wine I bought it because:
La dernière fois que j'ai acheté du vin, je l'ai acheté parce que:

E1- It was on promotion in the store
E1- Il y avait une promotion en magasin

E2- Because of the grape varietal
E2-A cause du cépage

E3- There was information about it on the shelf (taste tag)
E3-Il y avait des informations sur le rayon (pastilles de goût).

E4- Because of its region of provenance
E4-A cause de la région d'origine

E5-Because it had less than 13% alcohol
E5-Un degré d'alcool en dessous de 13%

E6- Because it was recommended to me

E6-Il m'a été recommandé

E7-Because it allowed for a good wine and food pairing

E7-Il permettait un bon accord avec mes mets

E8- Because I liked the information provided on the back label

E8-A cause des indications sur la contre-étiquette (endos)

E9- Because it was a wine that I knew already

E9-C'est un vin que je connaissais déjà

E10-Because it had won a medal in a competition

E10-Il avait une médaille

E11- Because the label was attractive

E11-L'étiquette était attirante

E13- Because of the brand

E12-A cause de la marque

E13-Because it had the "organic mention"

E13-Il avait la mention: produit écologique

About your wine budget:

Budget d'achat:

F- How much would you be willing to spend (at the maximum) for a bottle of wine for a normal meal at home

F. Combien seriez-vous prêt(e) à payer au maximum pour une bouteille de vin pour un repas normal à la maison:

F1- I do not buy wine for normal meals at home

F1 Je n'achète pas de vin pour des repas normaux à la maison

G- How much would you be willing to pay at most for a bottle to be enjoyed on a special occasion or a gift

G1 Combien seriez-vous prêt(e) à payer au maximum pour une occasion spéciale ou un cadeau

H Are you a man or a woman:

H Je suis:

a man

Un homme

a woman

une femme

K- What is your age group

K Mon groupe d'âge

Please validate

SVP Validez

My goal is to drink better, more often and equipped with my new knowledge, try to explore and make discoveries, pay attention and refine my food pairings and sometime buy more expensive bottles. Inevitably, I will end up spending more and my wine budget will increase for sure.

Mon but est de boire mieux, plus souvent, et à l'aide de mes nouvelles connaissances faire de nouvelles découvertes, soigner les accords mets et vins, acheter des bouteilles plus dispendieuses. Mon budget consacré au vin va certainement augmenter, c'est inévitable.

M-Do you prefer red wine, white wine or both

I prefer white wine

Je préfère le vin blanc

I prefer red wine

Je préfère le vin rouge

I like both

J'aime également les deux

-End of first questionnaire-

APPENDIX F, FACSIMILE EXAMPLE OF THE FIRST QUESTIONNAIRE

Facsimile example of the first Questionnaire distributed Week one and Week Five of Cycle I wine appreciation course

Nous conduisons une recherche académique, sans aucun but commercial, sur vos connaissances en début de session et votre choix de vins actuel.

Nous vous remercions pour le temps que vous consacrerez à compléter ce questionnaire

A. Par rapport au vin, quel est le niveau de vos connaissances actuelles?

SVP indiquez votre degré d'accord ou de désaccord avec les propositions suivantes:

		Pas du tout d'accord		Neutre		Tout à fait d'accord
1.	Je connais peu le vin, mais j'aimerais mieux le connaître, c'est pourquoi je suis ce cours.	1	2	3	4	5
2.	Je m'y connais bien et je m'y intéresse depuis quelques années déjà.	1	2	3	4	5
3.	J'aime le vin et j'en parle dans mon milieu, j'aime communiquer mon enthousiasme à ma famille, à mes amis, à mes collègues de travail aussi.	1	2	3	4	5

B. Indiquez votre degré d'accord ou de désaccord avec les propositions suivantes :

		Pas du tout d'accor rd		Neutre		Tout à fait d'accor d
1.	Le vin a une place importante dans ma façon de vivre	1	2	3	4	5
2.	J'ai plaisir à consommer du vin	1	2	3	4	5
3.	Goûter le vin sur le lieu d'achat, c'est important pour me décider à l'acheter	1	2	3	4	5

C J'achète du vin :

- 1 Rarement
 2 Une fois par semaine, au moins
 3 Une à deux fois par mois
 4 Moins d'une fois par mois

D Je consomme du vin :

- 1 Plus souvent qu'une fois par semaine
 2 Une fois par semaine ou moins souvent
 3 Seulement lors d'occasions exceptionnelles

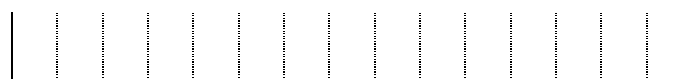
E. Comment choisissez-vous vos vins ?

	<i>La dernière fois que j'ai acheté du vin, je l'ai acheté parce que:</i>	Pas du tout important		Neutre		Très important
1	Il y avait une promotion en magasin	1	2	3	4	5

2	A cause du cépage	1	2	3	4	5
3	Il y avait des informations sur le rayon (pastilles de goût).	1	2	3	4	5
4	A cause de la région d'origine	1	2	3	4	5
5	Un degré d'alcool en dessous de 13%	1	2	3	4	5
6	Il m'a été recommandé	1	2	3	4	5
7	Il permettait un bon accord avec mes mets	1	2	3	4	5
8	A cause des indications sur la contre étiquette (endos)	1	2	3	4	5
9	C'est un vin que je connaissais déjà	1	2	3	4	5
10	Il avait une médaille	1	2	3	4	5
11	L'étiquette était attirante	1	2	3	4	5
12	A cause de la marque	1	2	3	4	5
13	Il avait la mention: produit écologique	1	2	3	4	5

Budget d'achat

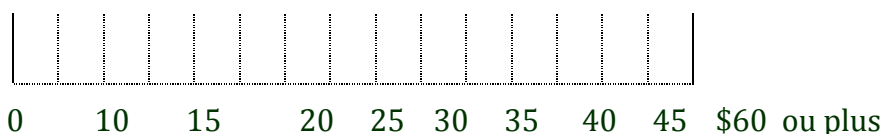
F. Combien seriez-vous prêt(e) à payer au maximum pour une bouteille de vin pour un repas normal à la maison:



0 \$10 15 20 25 30 35 40 45 \$60 ou plus

Ou bien : F1 Je n'achète pas de vin pour des repas normaux à la maison

G. Combien seriez-vous prêt(e) à payer au maximum pour une occasion spéciale ou un cadeau



Ou bien G1 Je n'achète pas de vin pour ce type d'occasion

H Je suis: 1. un homme 2. une femme

K Mon groupe d'âge:

18-24	25-40	41-54	55-64	Plus de 64
1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

L SVP Validez

		Pas du tout d'accord	Pas vraiment	Neutre	Assez d'accord	Tout à fait d'accord
1.	Mon but est de boire mieux, plus souvent, et à l'aide de mes nouvelles connaissances faire de nouvelles découvertes, soigner les accords mets et vins, acheter des bouteilles plus dispendieuses. Mon budget consacré au vin va certainement augmenter, c'est inévitable.	1	2	3	4	5

M : SVP encercler a, b ou c

a) je préfère le vin blanc, b) je préfère le vin rouge, c) j'aime également les deux.

Merci! Maintenant, voici comment gagner une belle bouteille de Champagne:

La recherche que je mène pour mon MBA inclut trois questionnaires. Au dernier cours de votre session actuelle, il y aura un deuxième questionnaire équivalent à celui-ci. Puis, trois mois plus tard, un troisième que vous pourrez remplir par Internet.

À chaque groupe de cinquante personnes qui auront complété les trois je ferai tirer une bouteille de Champagne.

C'est peu de personnes par groupe, donc vous aurez bien des chances de gagner.

Si vous êtes intéressé, laissez moi votre courriel _____

Vos Initiales:

APPENDIX G, TRANSLATION OF THE SECOND QUESTIONNAIRE

Translation in English of the second (internet) french questionnaire (23 questions)

1- Since you have attended your wine courses did your behaviour as a wine consumer changed?

1- Depuis que vous avez suivi des cours, est ce que votre comportement d'achat et de sélection de vins a changé

Please indicate your level of agreement with the following sentence:

1.1- Since I took a wine appreciation course, I choose wine better

1.1 Depuis que j'ai pris des cours, je choisis mieux mes vins

2- Which of this wine buying profile corresponds to you better:

2- Laquelle de ces réponses convient le mieux à votre profil actuel:

2.1- After my wine courses, my budget has not changed at all. My monthly wine budget is around:

2.1 Depuis les cours, mon budget pour le vin n'a pas augmenté; mon budget d'achat mensuel actuel minimum s'élève à environ:

2.2- After my wine courses my budget has increased. My minimum wine buying budget now is around:

2.2 Depuis les cours, mon budget pour le vin a augmenté; mon budget d'achat mensuel actuel minimum pour le vin s'élève à environ:

2.3- This represent a wine increase of (%):

2.3 en pourcentage, mon budget mensuel augmenté de:

3- Please indicate your level of agreement with the following sentences:

3. Indiquez votre degré d'accord ou de désaccord avec les propositions suivantes :

3.1- Since I have attended wine classes I speak more about wine

3.1 Depuis que j'ai pris des cours, je parle davantage de vin autour de moi

3.2- Since I have attended wine classes I encourage other people to enrol in wine appreciation courses.

3.2 Depuis que j'ai pris des cours, j'encourage les autres à prendre des cours aussi.

3.3- Since I have attended wine classes I drink more wine than before.

3.3 Depuis que j'ai pris des cours je consomme du vin plus souvent qu'avant.

3.4- Since I have attended wine classes I try to get more information about it, I read more on the topic of wine etc.

3.4 Depuis que j'ai pris des cours je m'informe davantage sur le vin, je lis plus sur le sujet etc.

3.5- Since I have attended wine classes I know my taste preferences way better.

3.5 Depuis que j'ai pris des cours je connais beaucoup mieux mes goûts.

4.1- I took wine classes to increase my enjoyment of wine (to increase my wine/pleasure ratio).

4.1 J'ai pris des cours augmenter mon capital-plaisir.

4.2- I took wine classes to learn and acquire theoretical knowledge on the subject.

4.2 J'ai pris des cours pour m'instruire et acquérir des connaissances théoriques sur le vin.

4.2 I took wine classes to learn and acquire practical knowledge on the subject.

4.3 J'ai pris des cours pour m'instruire et acquérir des connaissances pratiques sur le vin.

5.1- I will surely take more wine courses.

5.1 Je vais sûrement prendre d'autres cours sur le vin.

5.2- I am looking more now to find more authentic and less industrial wines

5.2 Je recherche maintenant davantage des vins authentiques et moins industriels

5.3- I understand and appreciate the "terroir" concept.

5.3 Je comprends et j'aime la notion de terroir.

5.4- I prefer to find a wine with typicity that comes from a recognised appellation of a wine-producing region than looking to buy a recognised brand.

5.4 Je préfère un vin typique qui provient d'une région ou d'une appellation qu'un vin d'une marque reconnue.

5.5- Recognised region or not, recognised brand or not, what matters is that I think that the wine taste good.

5.5 Région connue ou pas, ou marque connue ou pas, ce qui est important pour moi c'est que je le trouve bon.

5.6- Wine and food pairing is important for me.

5.6 L'harmonie mets et vin c'est important pour moi.

5.7- I only drink wine during meals.

5.7 Je bois exclusivement du vin à table.

5.8- I am now MORE respectful of wines who won medals in competitions or got highly rated (high scores) by experts.

5.8 Je suis **plus** sensible aux vins primés et qui ont reçu des pointages élevés ou une ou plusieurs médailles.

5.9- I don't care much about points and medals, what I want is to be able to judge the wine myself and make my own opinion about it.

5.9 Les points et les médailles ne m'impressionnent pas. Ce que je veux c'est pouvoir me faire ma propre idée.

5.10- "Organic" wines; this is just another marketing trick!

5.10 Les vins **bio**, c'est encore un truc marketing!

5.11- I have respect for organic wines. If I have to choose between two wines that I like and one is organic, I will choose the organic one.

5.11 J'ai du respect pour les vins **bio** et si j'ai le choix entre deux vins que j'aime et un est bio, je vais choisir le **bio**.

--End of questionnaire--



\$20 \$40 \$60 \$80 \$100 \$125 \$150 \$200 plus

2.3- Votre budget a augmenté? SVP indiquer le pourcentage d'augmentation qui convient le mieux:

Mon budget mensuel augmenté de:	5%	10%	15%	20%	+de 20%
---------------------------------	----	-----	-----	-----	---------

3. Indiquez votre degré d'accord ou de désaccord avec les propositions suivantes:

NOTA: there are five choices but the formatting prevent to see the fifth one. Fifth one is = Complètement d'accord = Totally agree

		Pas du tout d'accord	Pas vraiment d'accord	Neutre	Assez d'accord	Tout à fait d'accord
3.1	Depuis que j'ai pris des cours, je parle davantage de vin autour de moi.					
3.2	Depuis que j'ai pris des cours, j'encourage les autres à prendre des cours aussi.					
3.3	Depuis que j'ai pris des cours je consomme du vin plus souvent qu'avant.					
3.4	Depuis que j'ai pris des cours je m'informe davantage sur le vin, je lis plus sur le sujet etc.					
3.5	Depuis que j'ai pris des cours je connais beaucoup mieux mes goûts.					

4. J'ai pris des cours pour ...?

		Pas du tout important	Peu important	Neutre	Assez important	Très important
4.1	Pour augmenter mon <u>capital-plaisir</u> .					
4.2	M'instruire et acquérir des <u>connaissances théoriques</u> sur le vin.					
4.3	M'instruire et acquérir des <u>connaissances pratiques</u> sur le vin.					

5. Donnez votre degré d'accord par rapport aux propositions suivantes:

5.1	Je vais sûrement prendre d'autres cours sur le vin.					
5.2	Je recherche maintenant davantage des vins authentiques et moins industriels.					
5.3	Je comprends et j'aime la notion de terroir.					
5.4	Je préfère un vin typique qui provient d'une région ou d'une appellation qu'un vin d'une marque reconnue.					
5.5	Région connue ou pas, ou marque connue ou pas, ce qui est important pour moi, c'est /que je le trouve bon.					

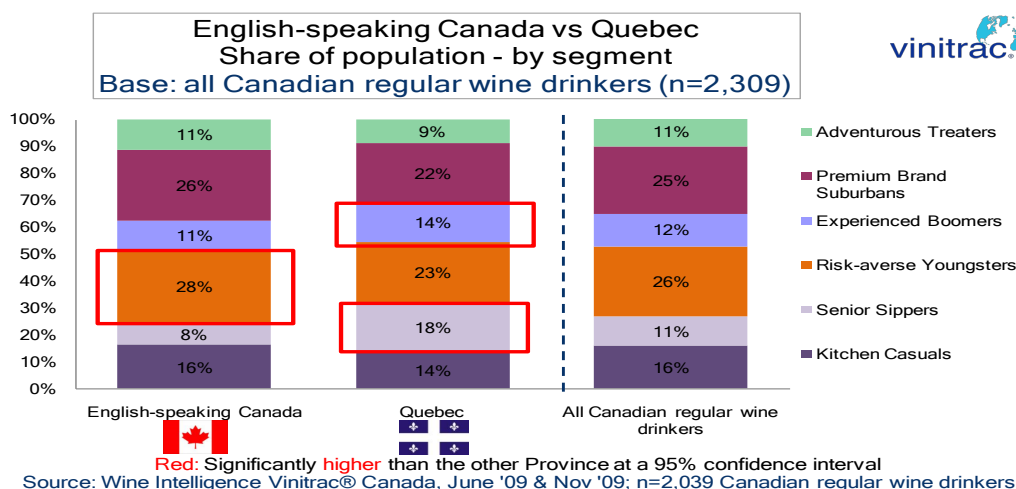
5.6	L'harmonie mets et vin c'est important pour moi.					
5.7	Je bois exclusivement du vin à table.					
5.8	Je suis plus sensible aux vins primés et qui ont reçu des pointages élevés ou une ou plusieurs médailles.					
5.9	Les points et les médailles ne m'impressionnent pas. Ce que je veux c'est pouvoir me faire ma propre idée.					
5.10	Les vins bio , c'est encore un truc marketing!					
5.11	J'ai du respect pour les vins bio et si j'ai le choix entre deux vins que j'aime et un est bio, je vais acheter le bio .					

APPENDIX I, CANADIAN PORTRAITS WINE INTELLIGENCE

Wine Intelligence, Vinitrac, Canadian Portraits 2009

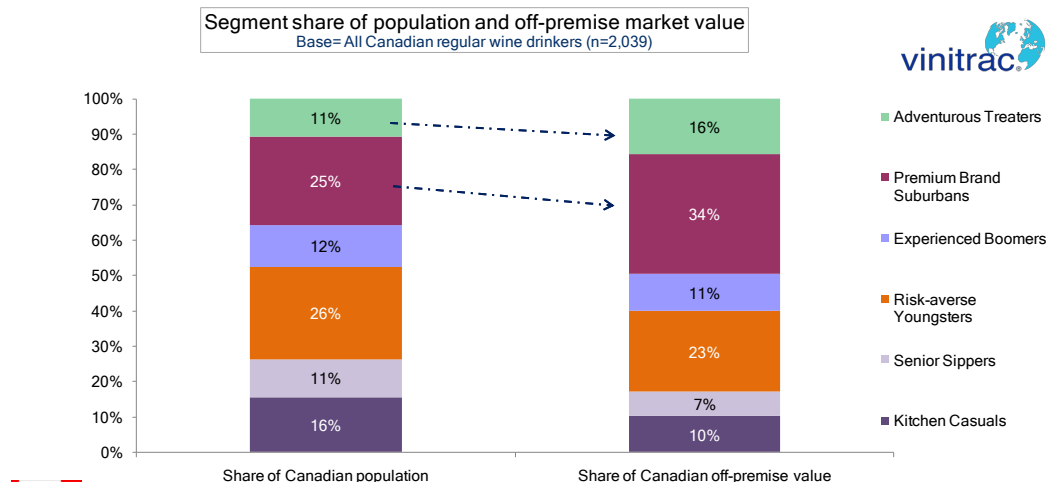


Comparison of Portrait distribution in English-speaking Canada vs Quebec



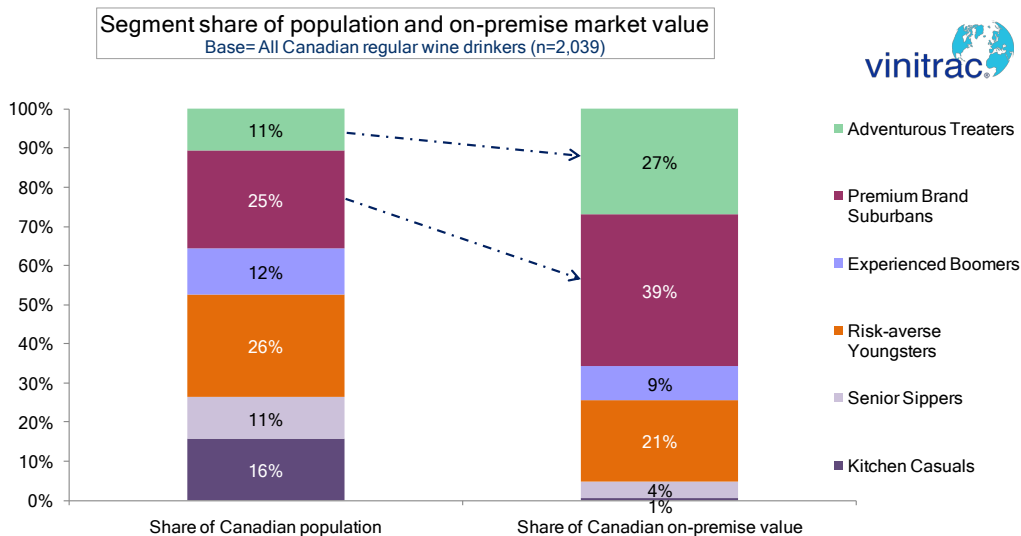
Share of total wine spend in the off-premise by Portrait group

- Adventurous Treaters and Premium Brand Suburbans over-index by a greater magnitude in terms of value of wine spend in the off-premise. They account for 50% of the Canadian off-premise spend on wine



Share of total wine spend by Portrait group in the on-premise

- Adventurous Treaters and Premium Brand Suburbans over-index by a greater magnitude in terms of value of wine spend on the on-premise. They account for 66% of the Canadian on-premise value



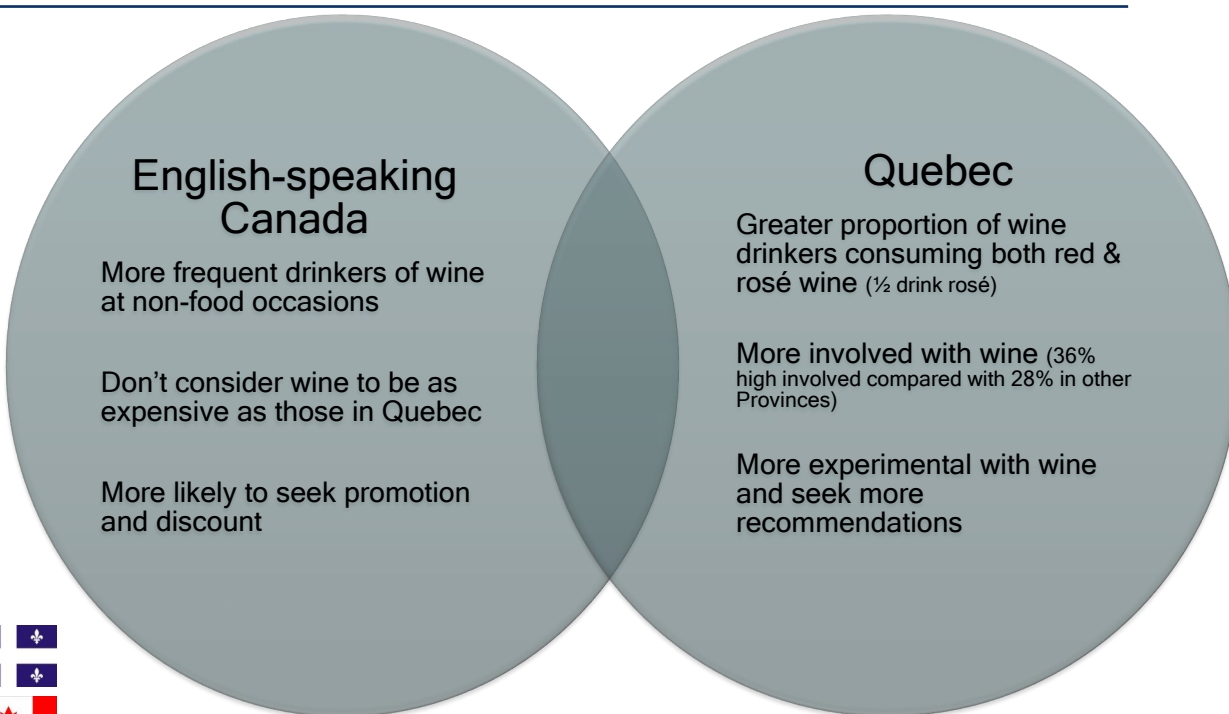
Focus of age distribution for each Portrait segment

Focus of age distribution for each Portrait segment (in years)

	Adventurous Treaters	Premium Brand Suburbans	Experienced Boomers	Risk-averse Youngsters	Senior Sippers	Kitchen Casuals	All Canadian regular wine drinkers
Focus of age distribution	25-44 (51%)	35-54 (37%)	45-64 (46%)	LDA-34 (37%)	65 + (24%)	35-54 (38%)	35-54 (38%)

Source: Wine Intelligence Vinitrac® Canada, June '09 & Nov '09; n=2,039 Canadian regular wine drinkers

What are the main differences and similarities between English-speaking Canada and Quebec?



Source: Wine Intelligence Vinitrac® Global Canada, Nov '09, n>1,000 regular wine drinkers

APPENDIX J, GRAPHICS 9 TO 70

Section 4 Results, graphs.

(Figure 9 » 70)

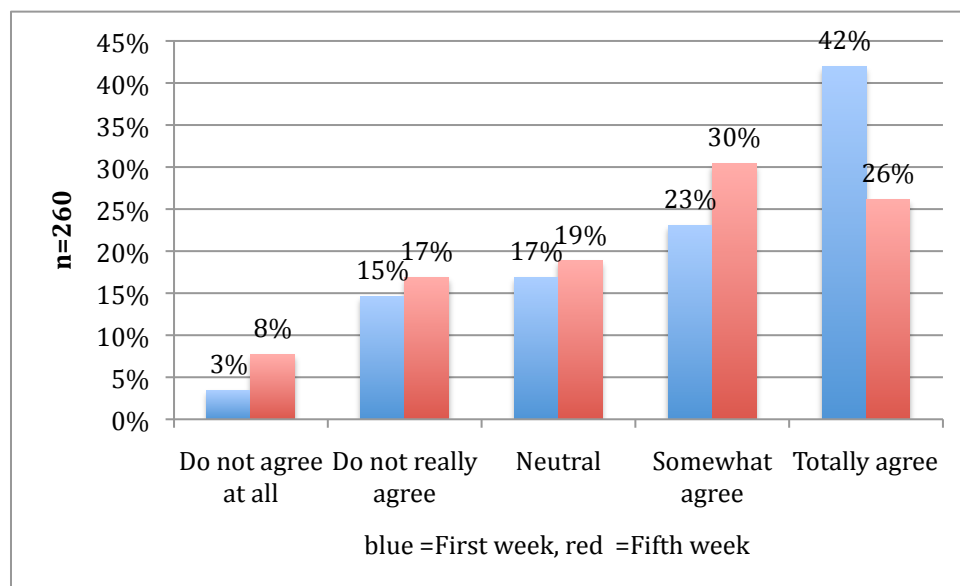


Fig. 9, Improving the knowledge perception from low or no wine prior knowledge student

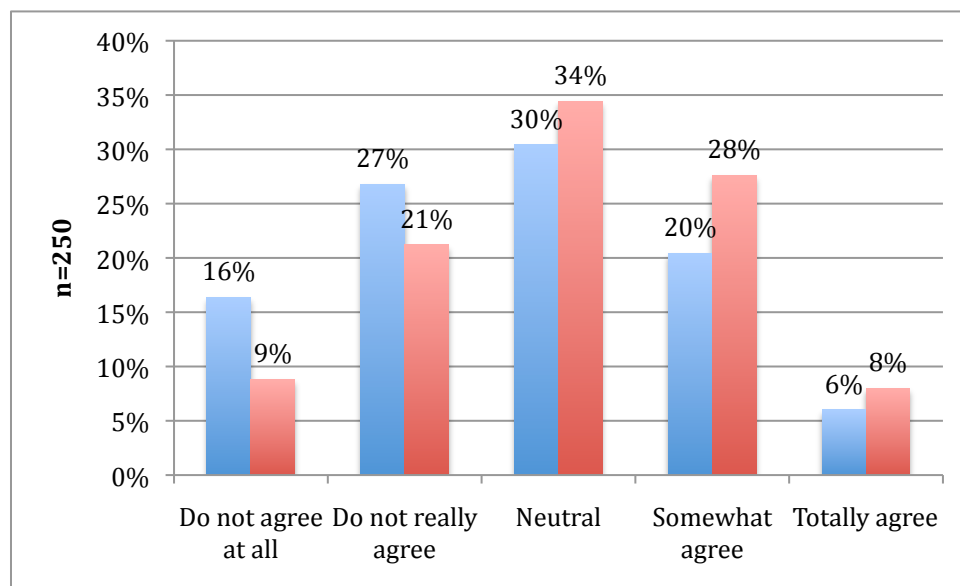


Fig. 10, Change in knowledge perception on wine from people with previous wine knowledge

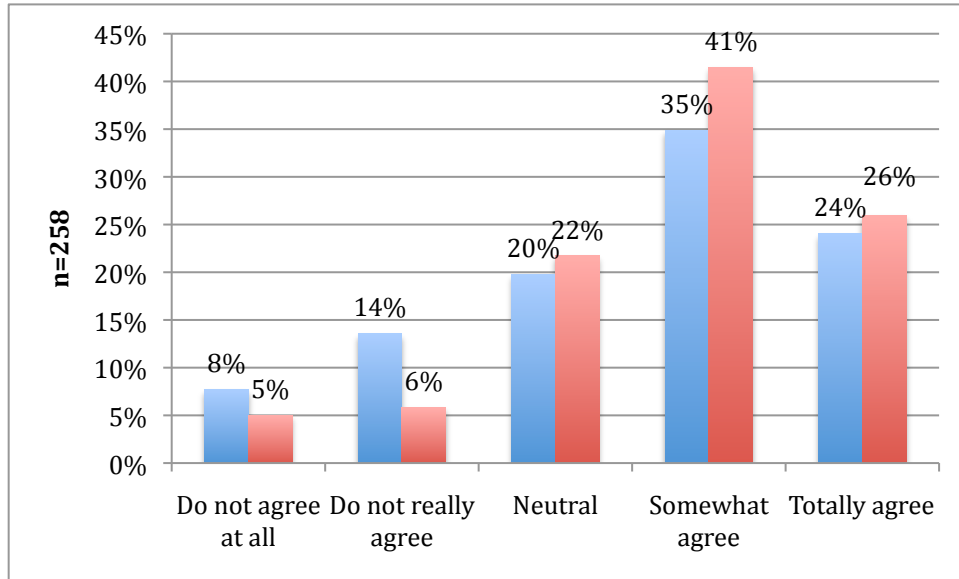


Fig. 11, Willingness to communicate one's enthusiasm about wine

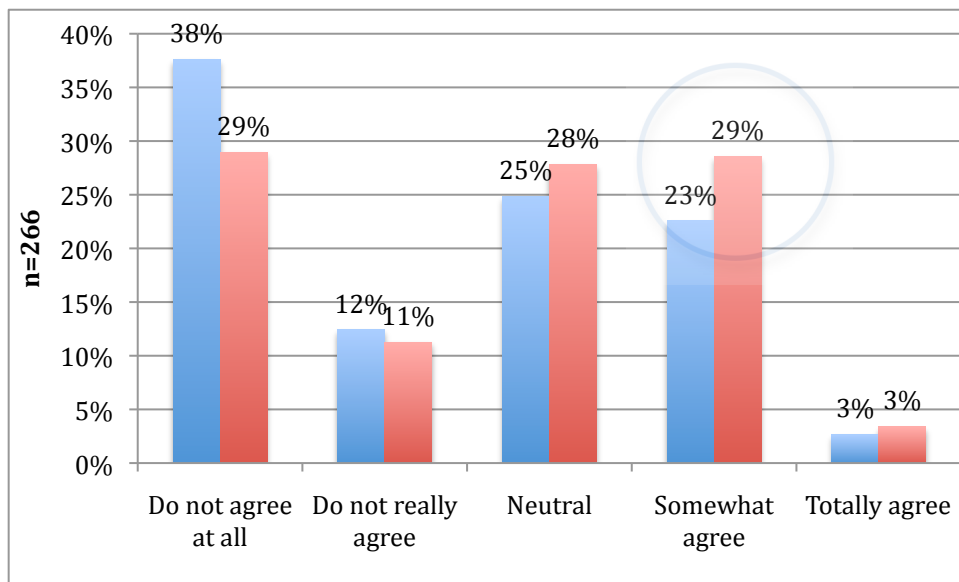


Fig. 12, Influence of promotions on buying decision

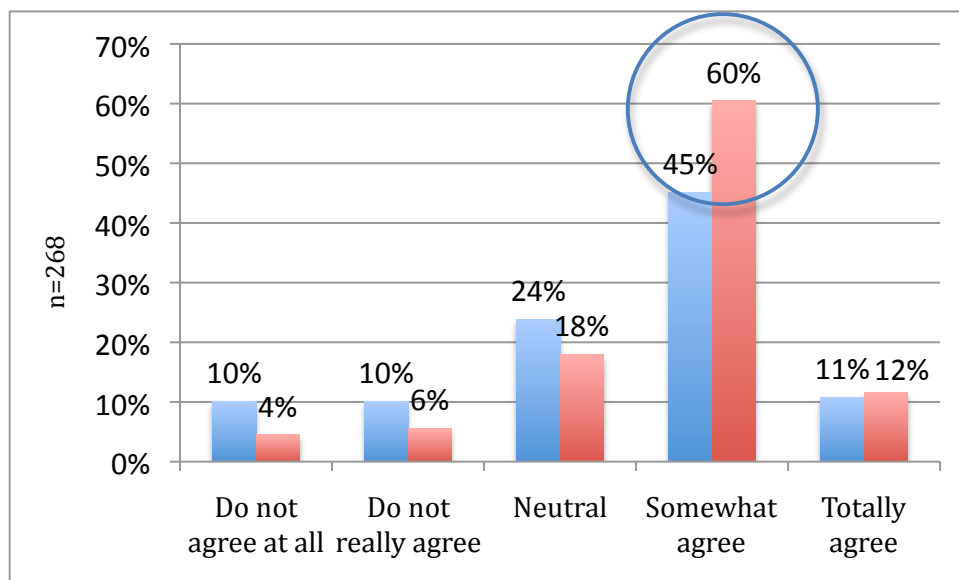


Fig. 13, Influence of grape varietal

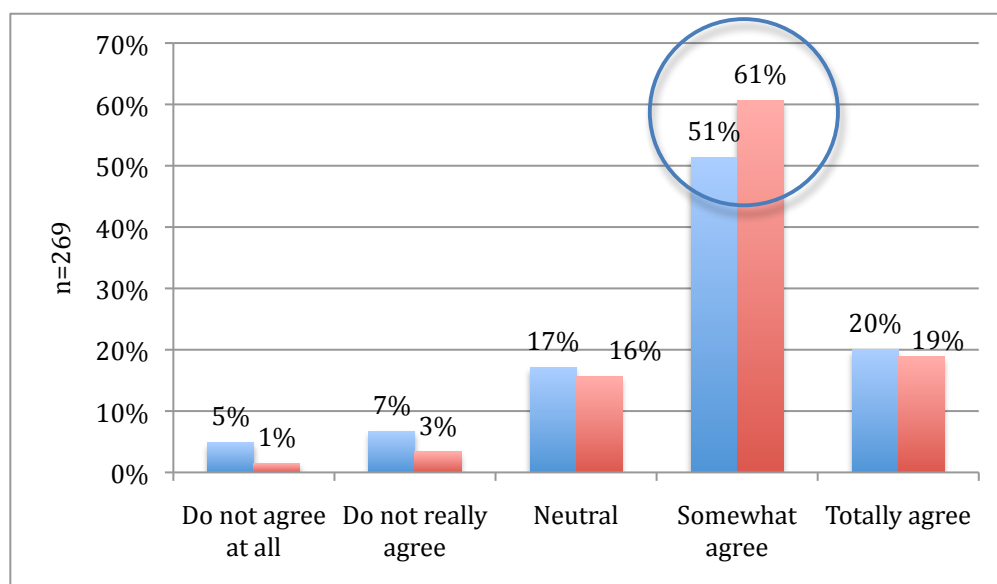


Fig. 14, Influence of the origin of the wine

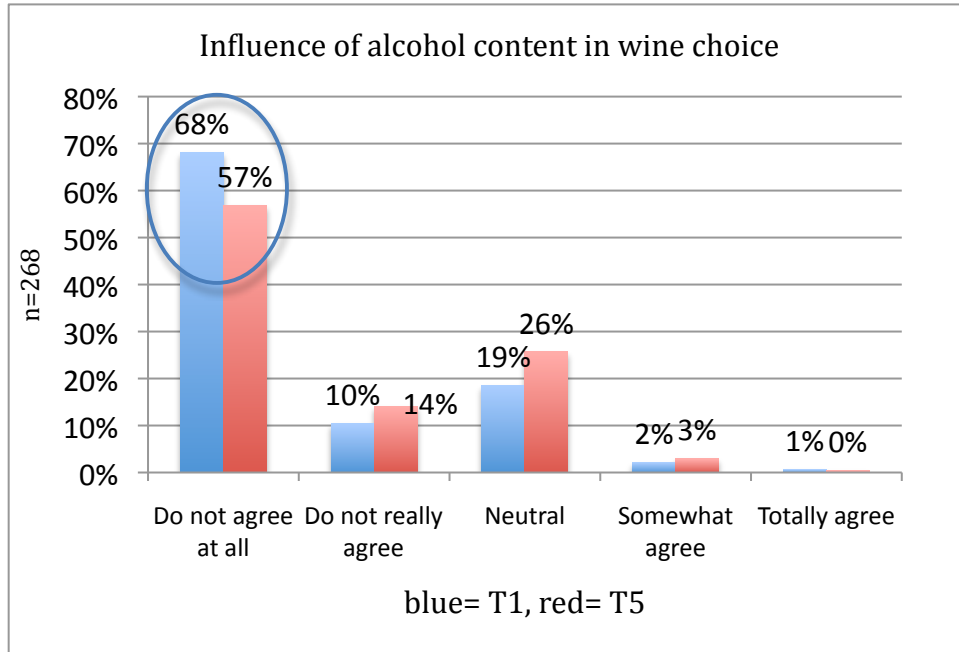


Fig.15, Influence of lower alcohol content

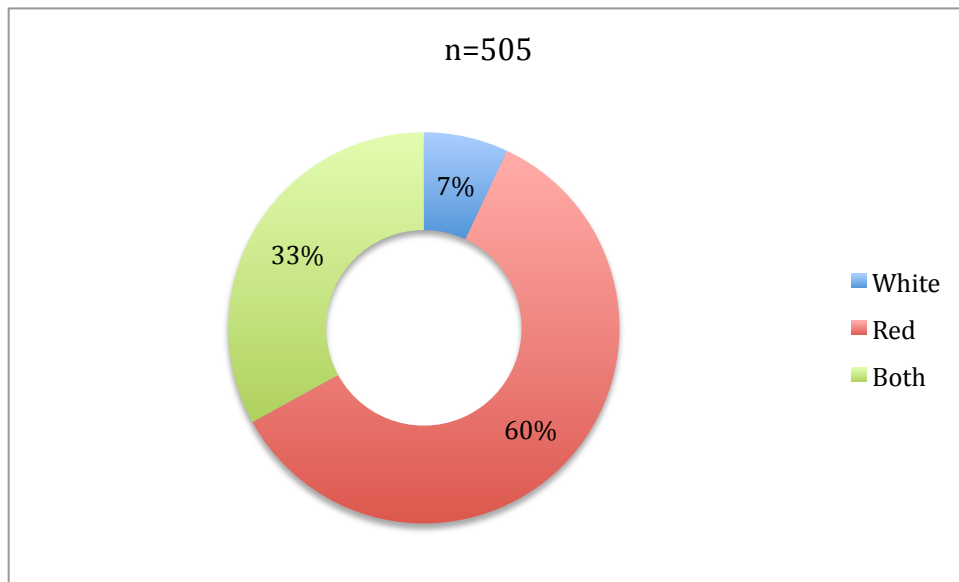


Fig. 16, Wine colour preferences

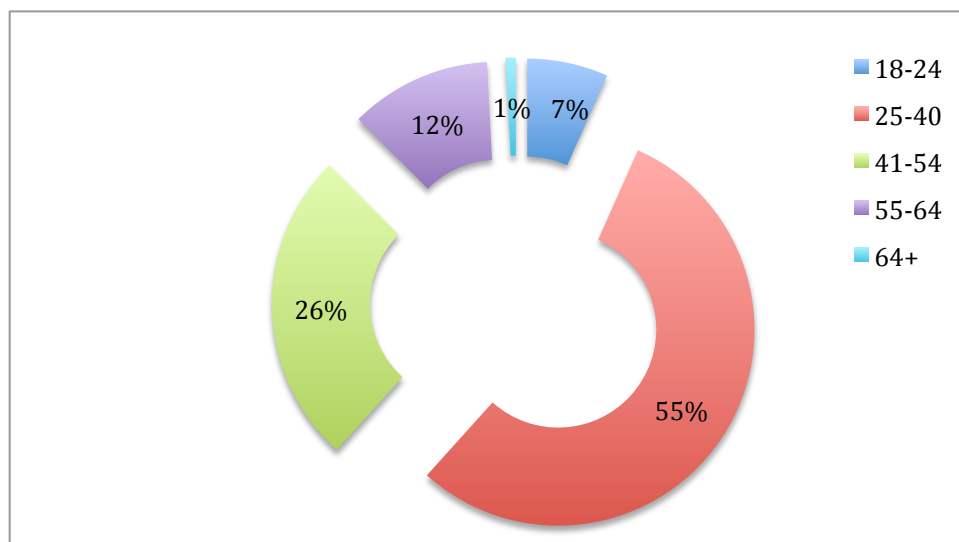


Fig. 17, Changed their behaviour, YES = 90%, 62% of the students are less than 40 years old

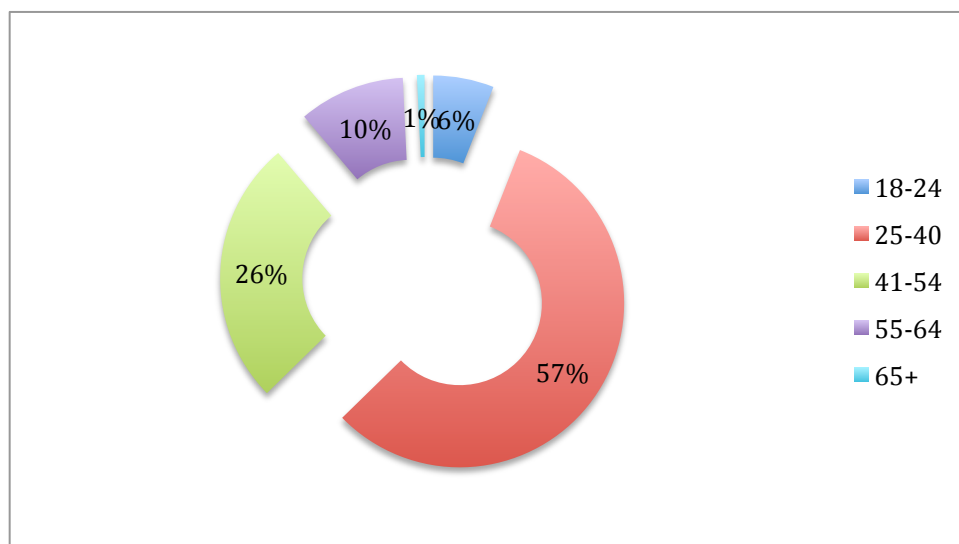


Fig. 18, 91% choose their wine better, by age group

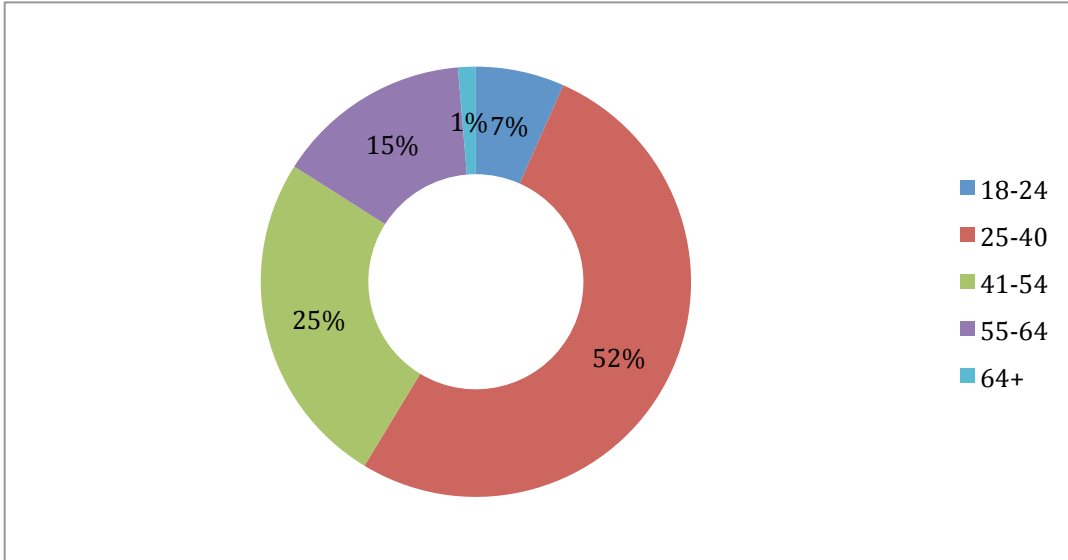


Fig. 20, Budget changers by expense groups

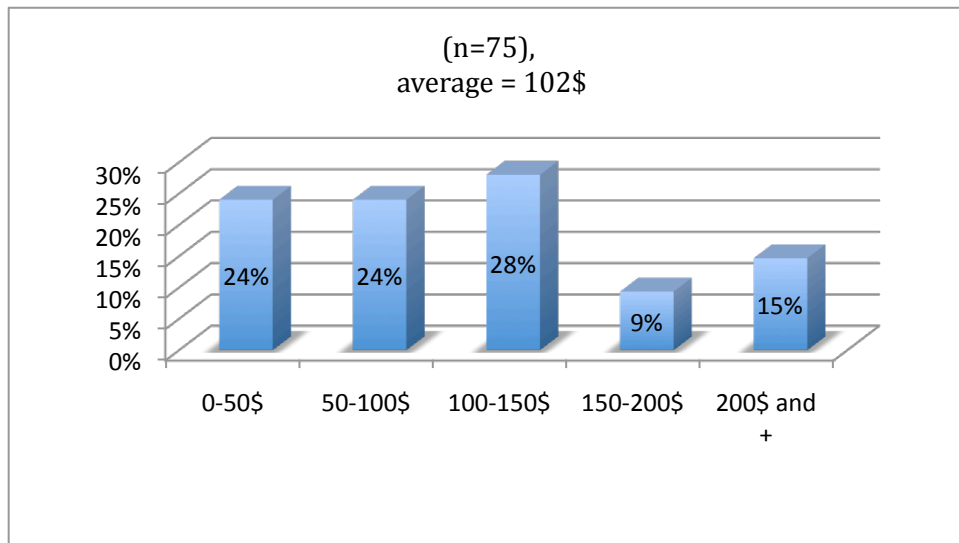


Fig. 21, Budget changers by expense groups, average= 102\$

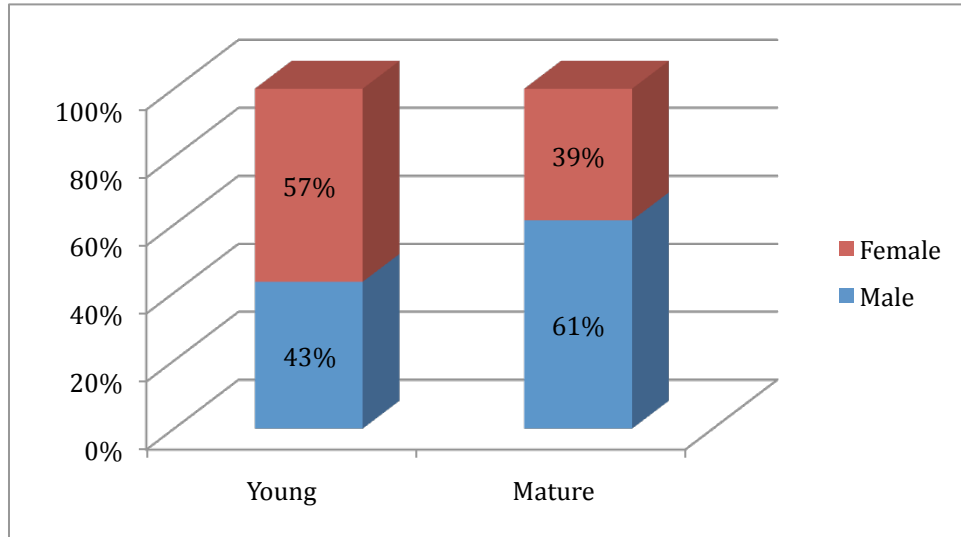


Fig. 22, Male and Female repartition among budget changers

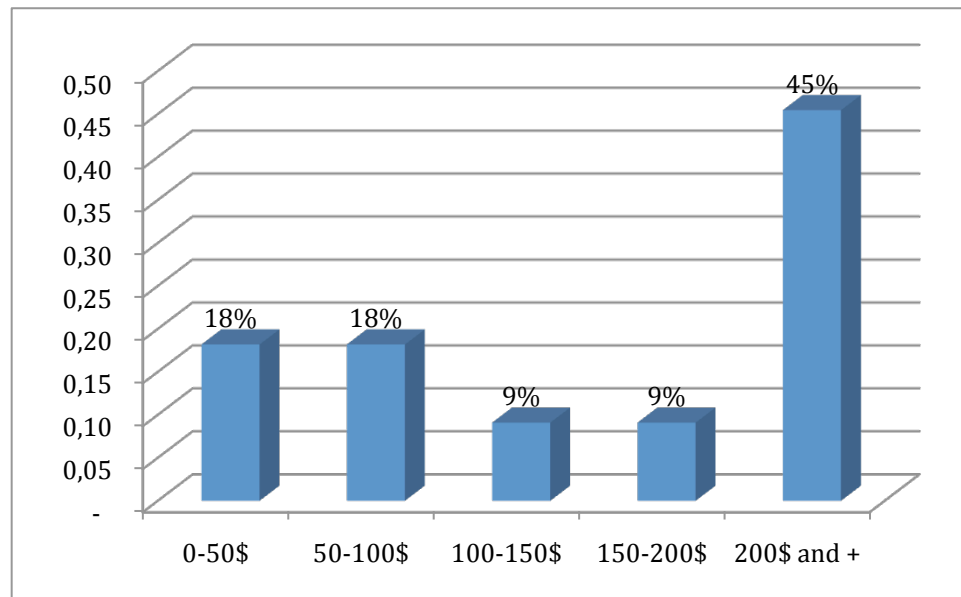


Fig. 23, Distribution of expenses for budget changers (55-64) years old

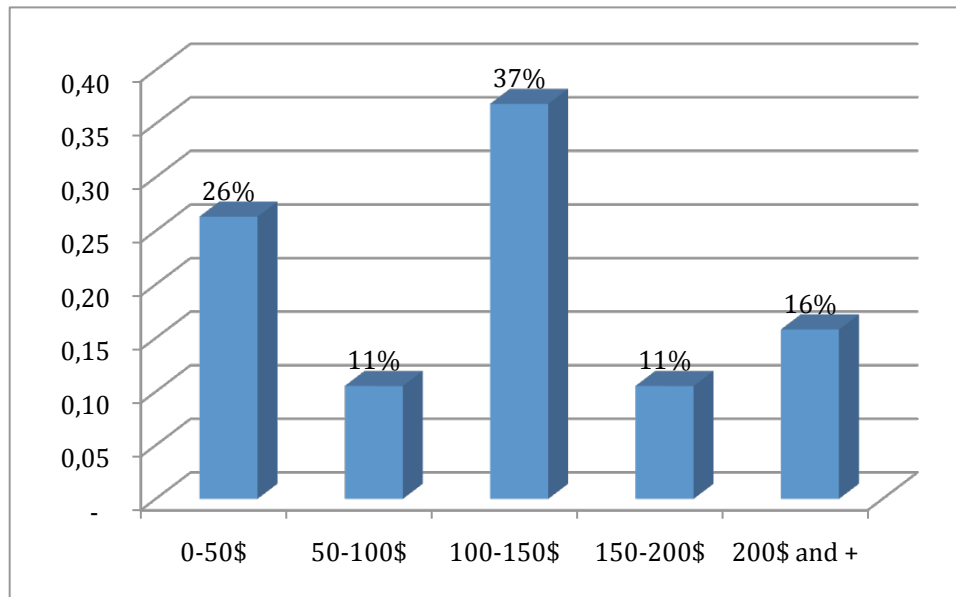


Fig. 24, Distribution of expenses for budget changers (41-54) years old

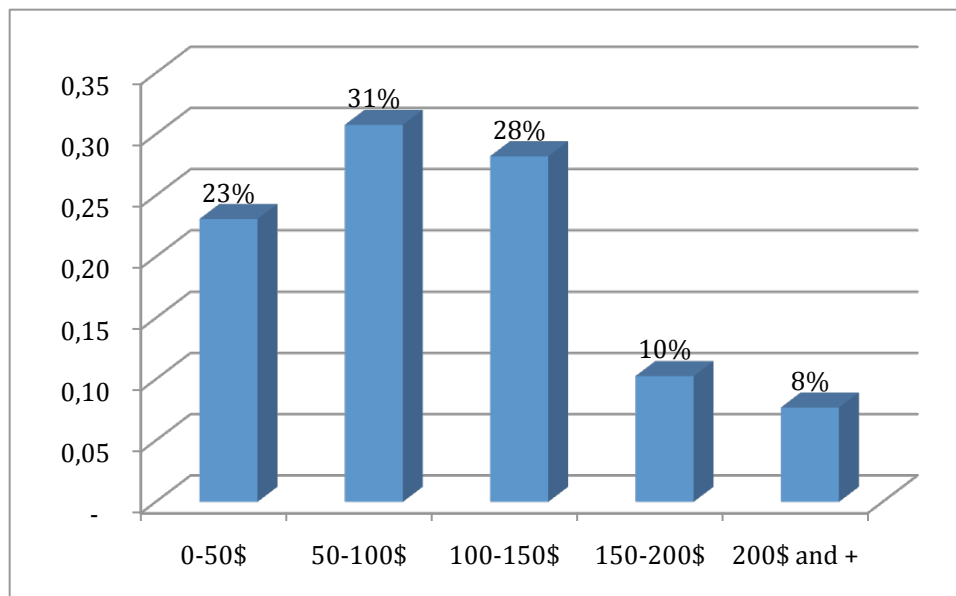


Fig. 25, Distribution of expenses for budget changers (25-40) years old

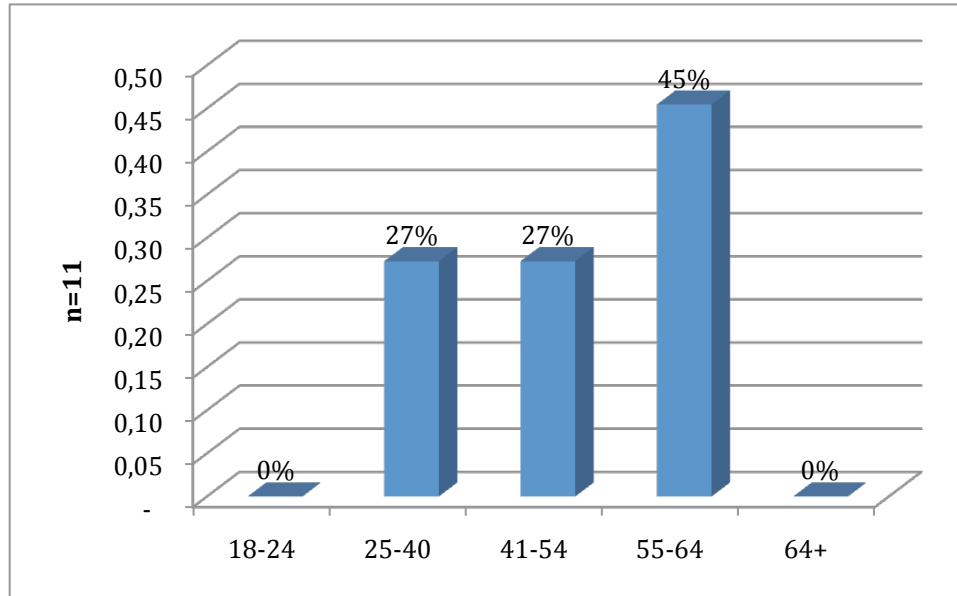


Fig. 26, Age distribution among the \$200+ budget class

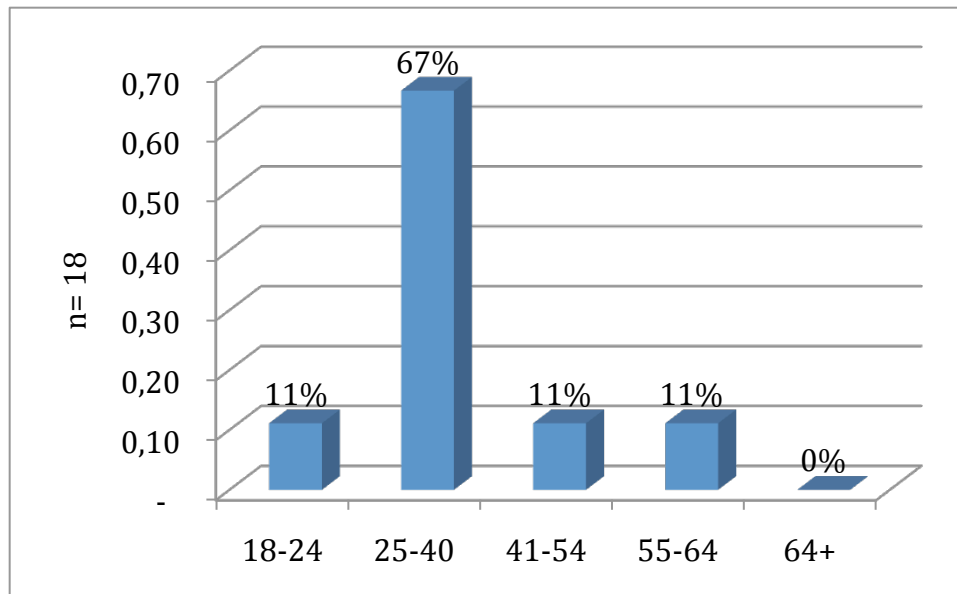


Fig. 27, Age distribution among the \$50-100 budget class

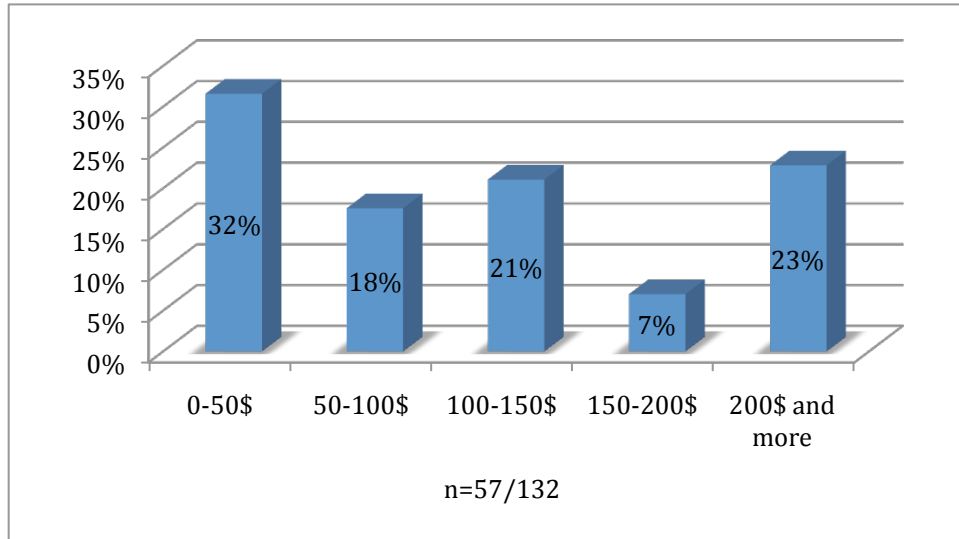


Fig. 28, Same Budget after three months, average= 105\$

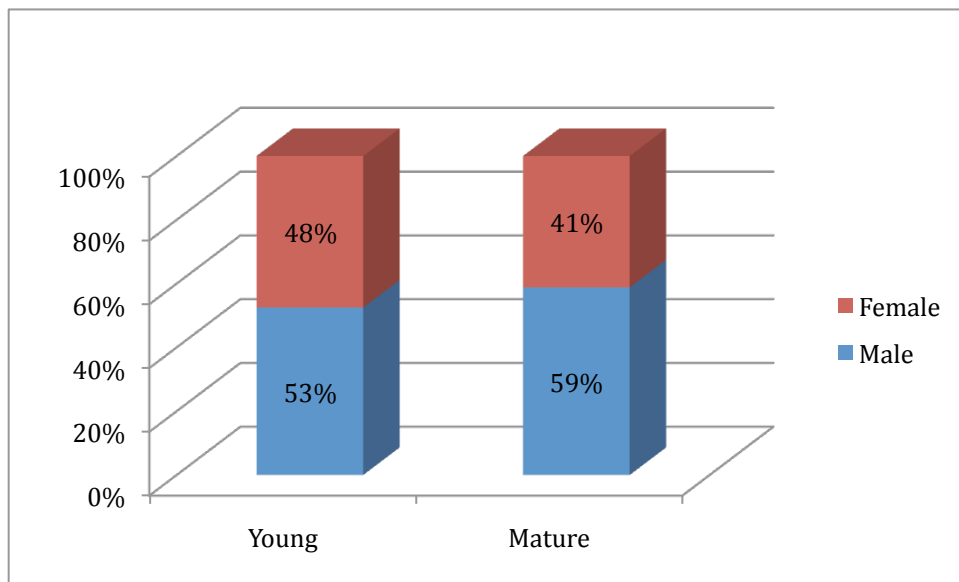


Fig. 29, Male and female repartition same budget

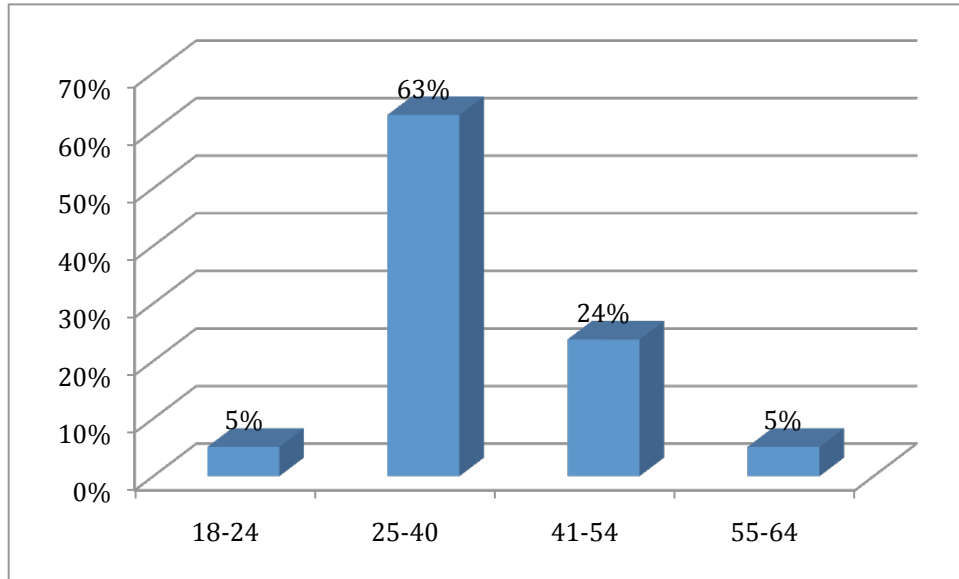


Fig. 30, Unchanged budget by age group

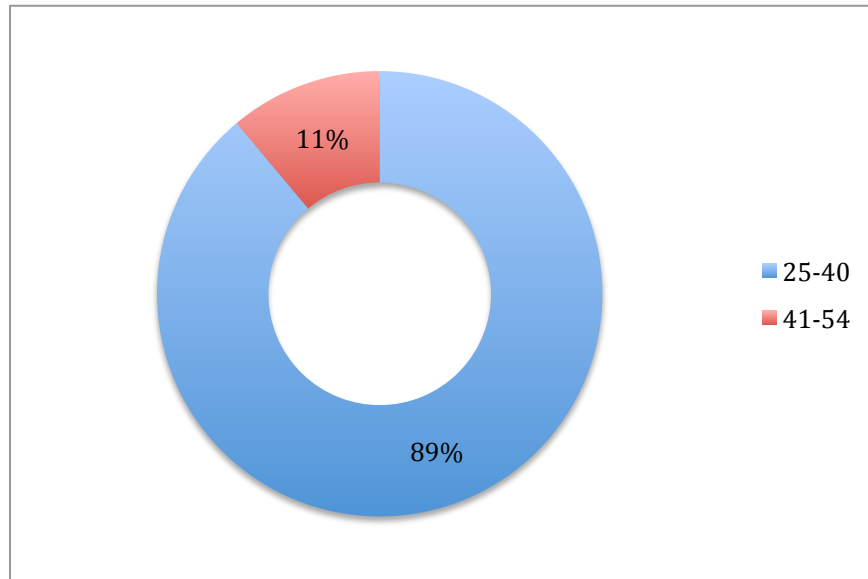


Fig. 31, Age repartition in the \$0-50 same budget class

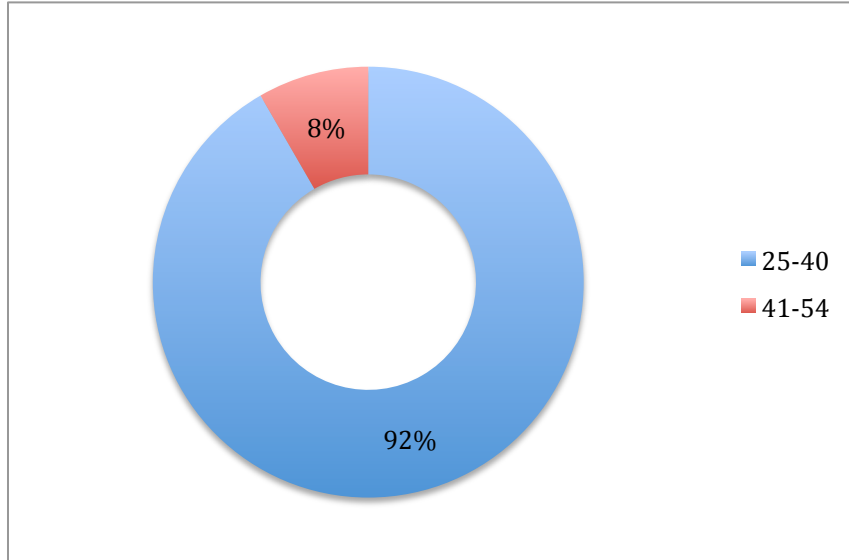


Fig. 32, Age repartition in the \$100-150 same budget class

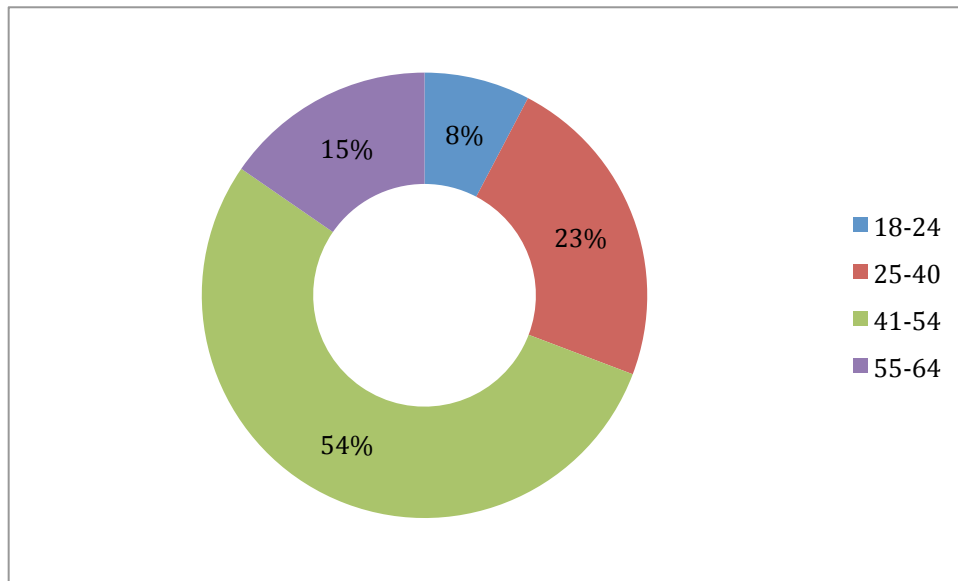


Fig. 33, Age repartition among the \$200+ class same budget

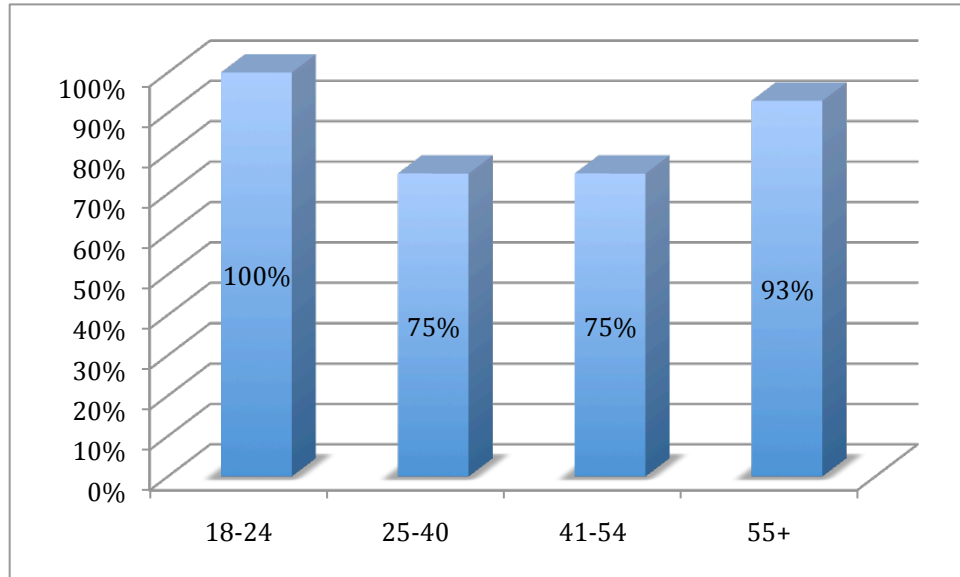


Fig. 34, Enthusiasm for speaking about wine by age group

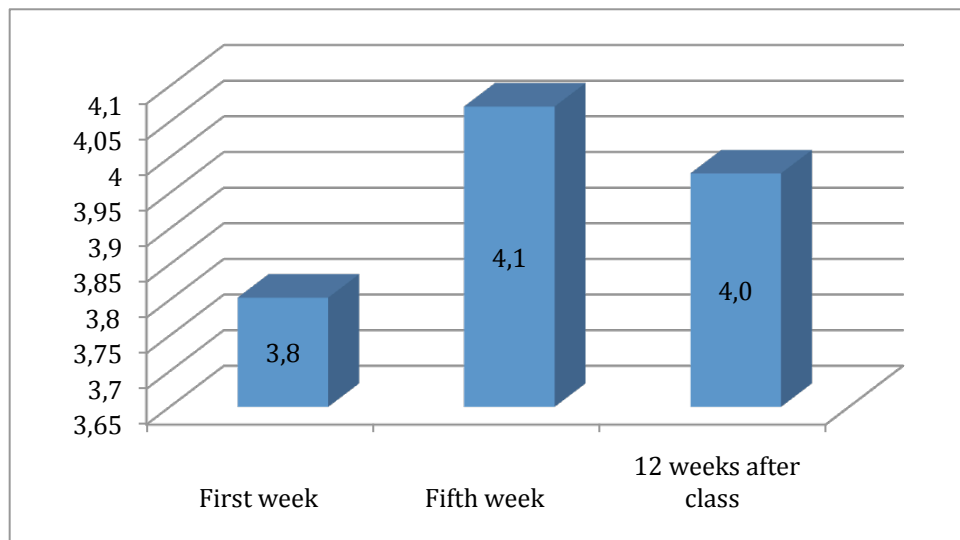


Fig. 35, Mean comparison on wine enthusiasm

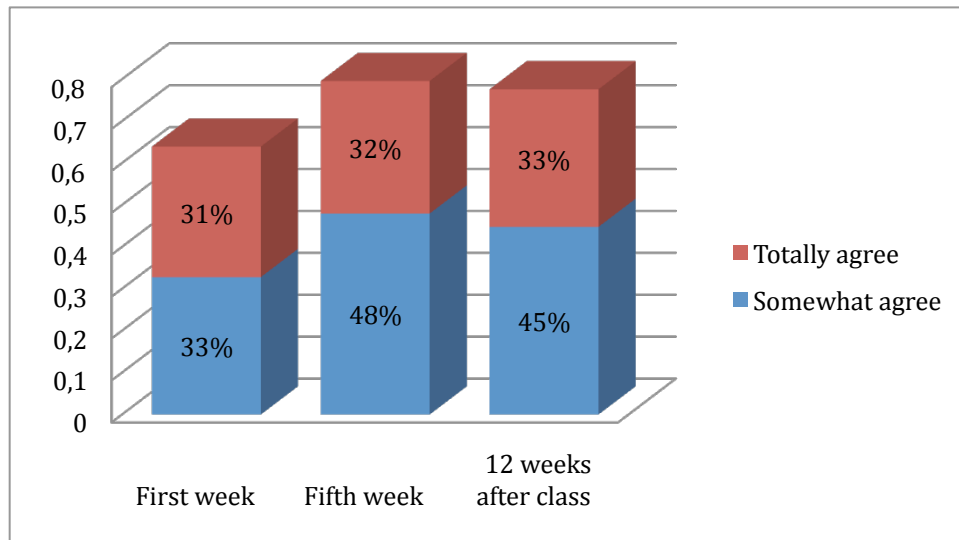


Fig. 36, Comparison of percentage of wine enthusiasm

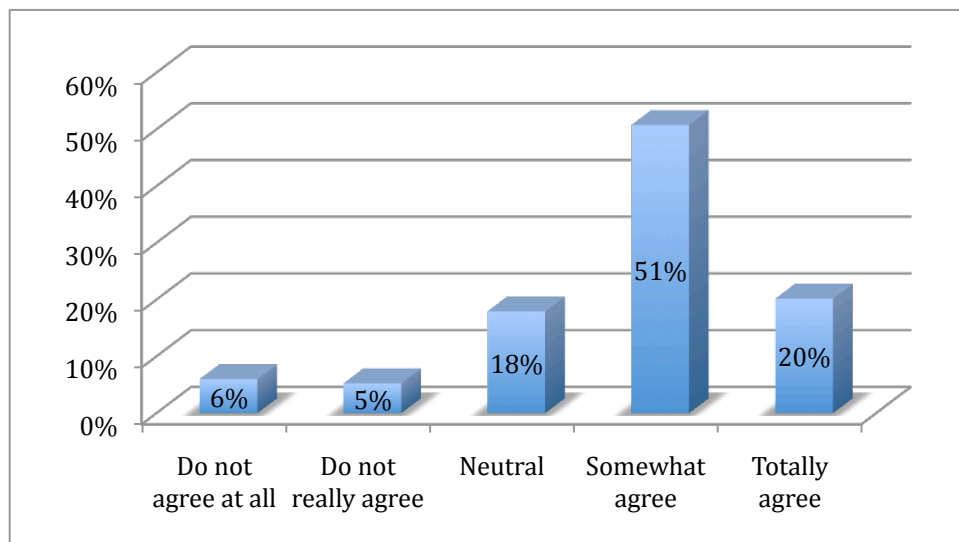


Fig. 37, I encourage other people to enrol in wine appreciation courses

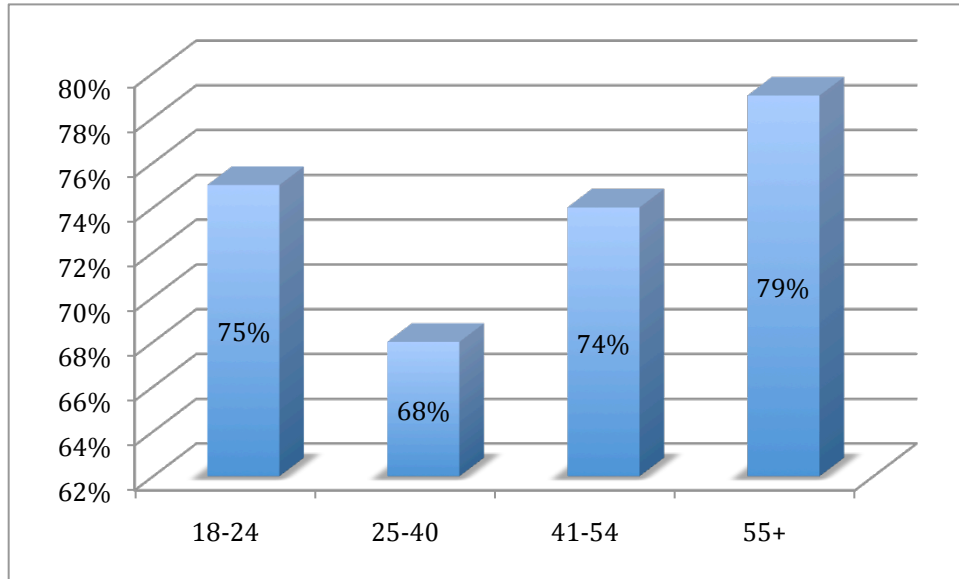


Fig. 38, Enthusiasm by age group for enrolling people

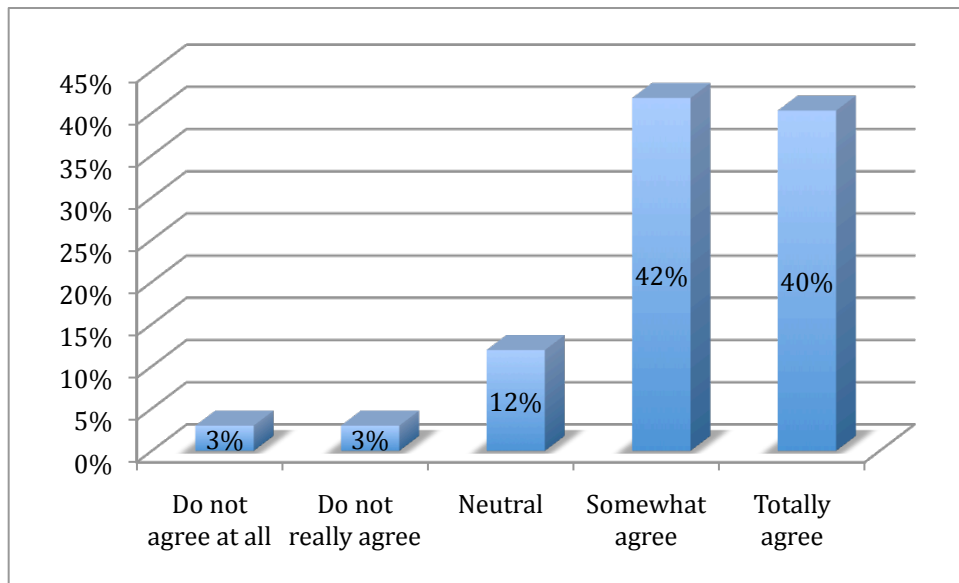


Fig. 43, Willing to get more information about wine

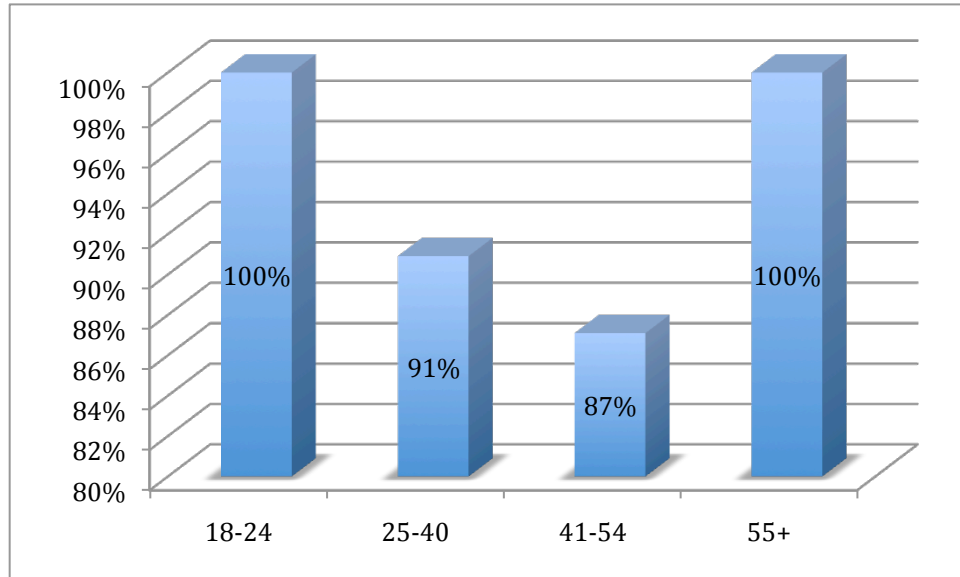


Fig. 44, Interest in getting more information, by age group

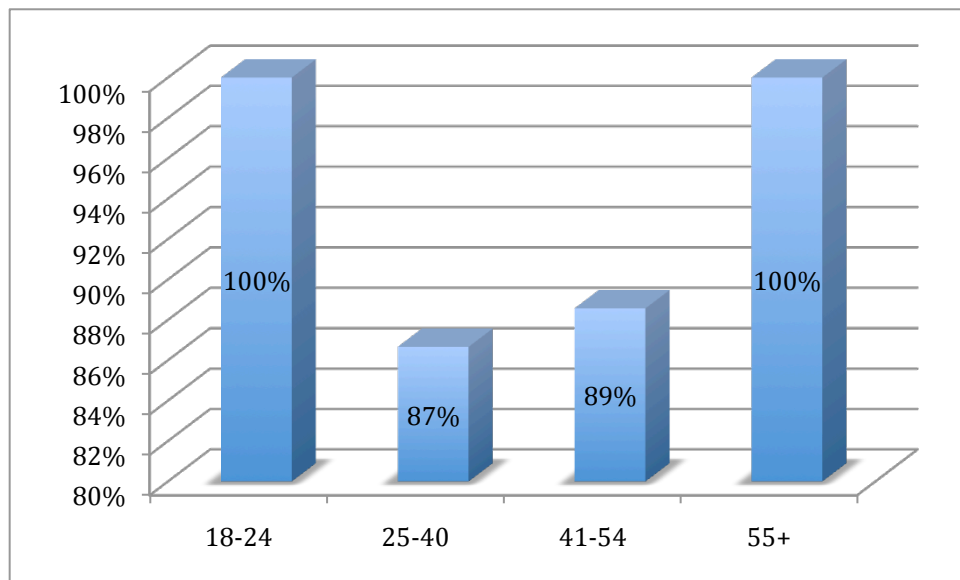


Fig. 45, Knowing one's taste preferences, by age group

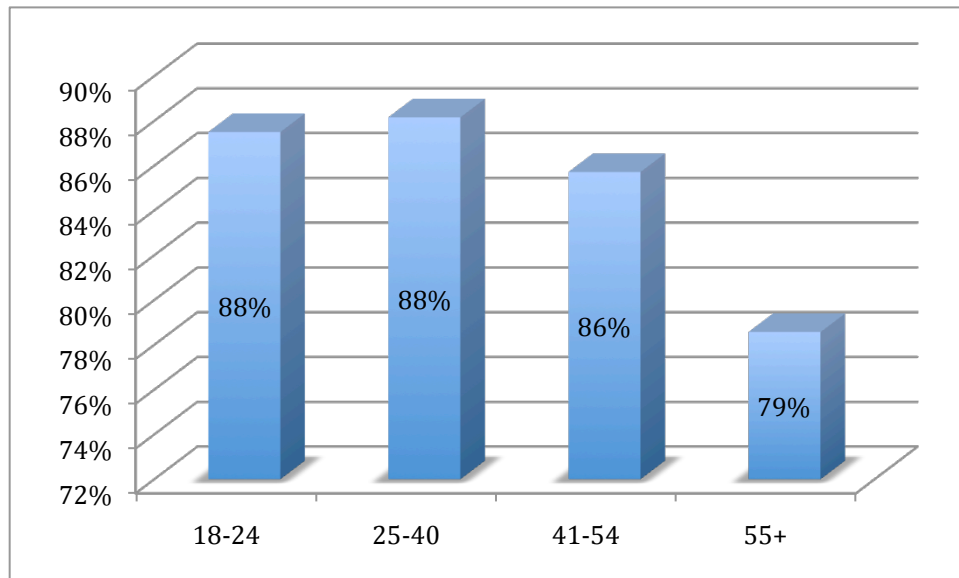


Fig. 46, Increasing enjoyment per age group

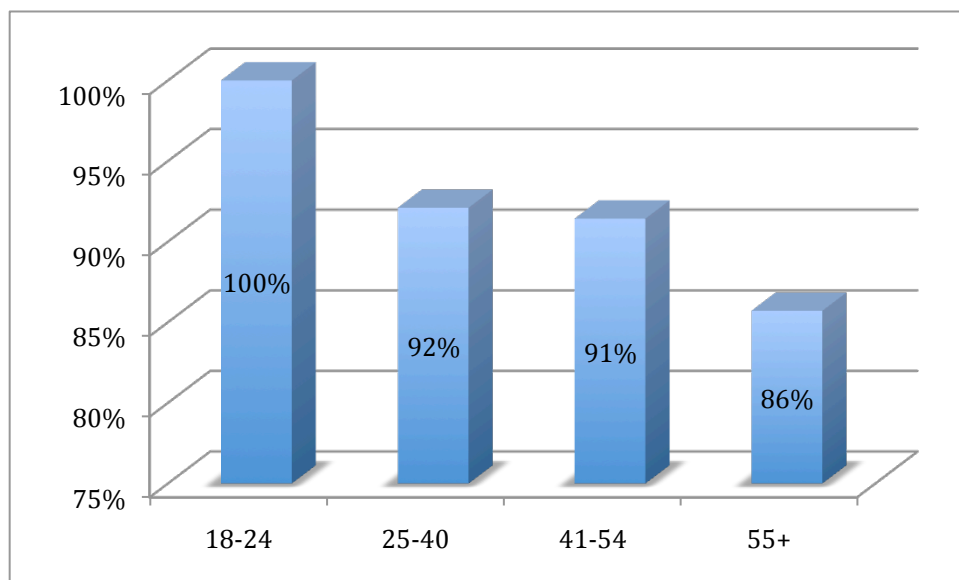


Fig. 47, Interest in acquiring theoretical knowledge by age group

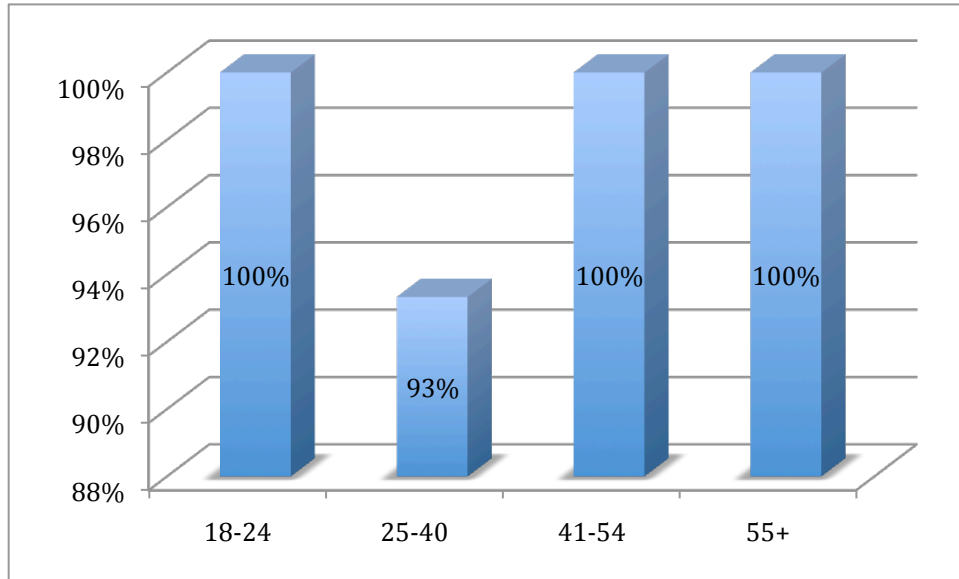


Fig. 48, Acquiring practical knowledge by age group

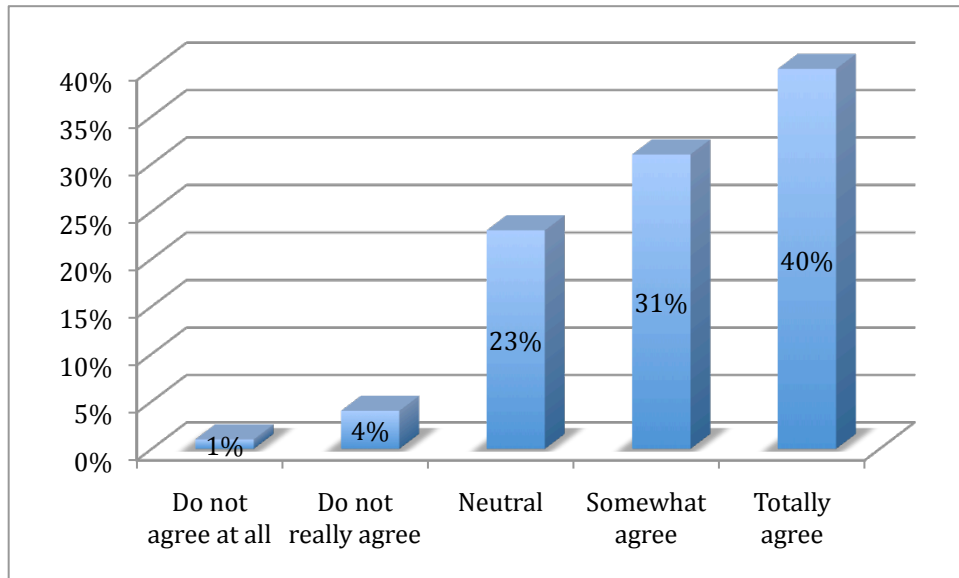


Fig. 50, I will surely take more wine courses

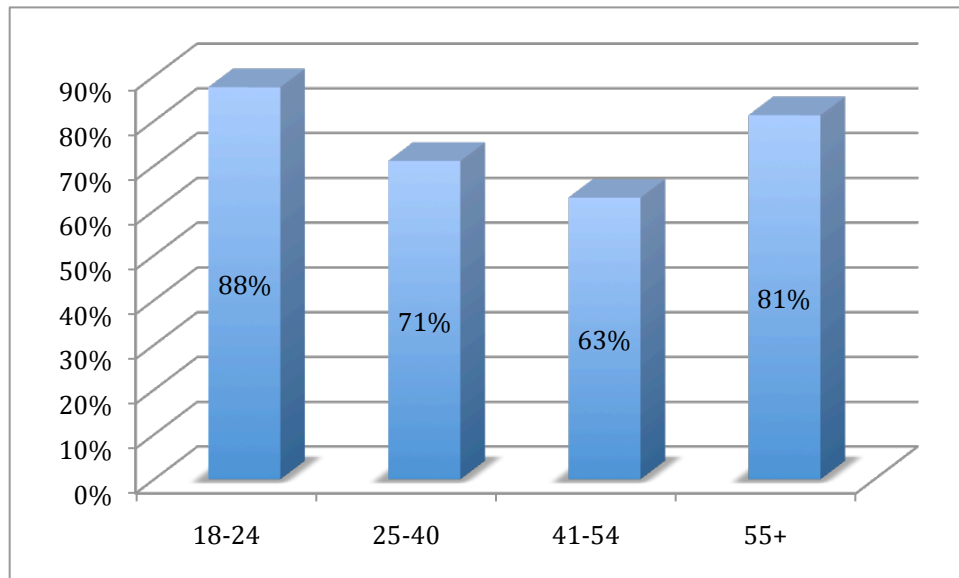


Fig. 51, Willingness in taking more wine courses by age group

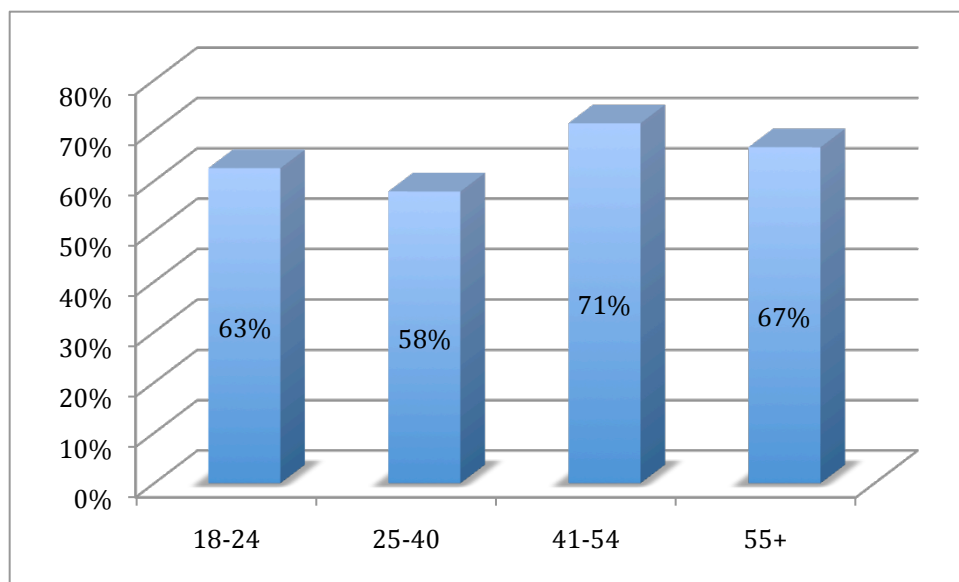


Fig. 52, Interest in looking for less industrial wines by age group

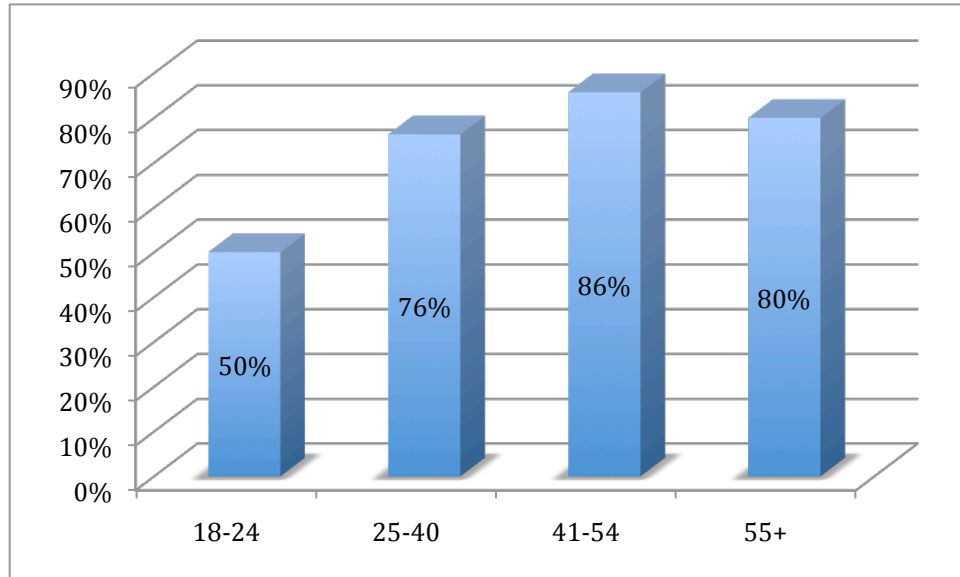


Fig. 53, Understanding the "terroir" concept by age group

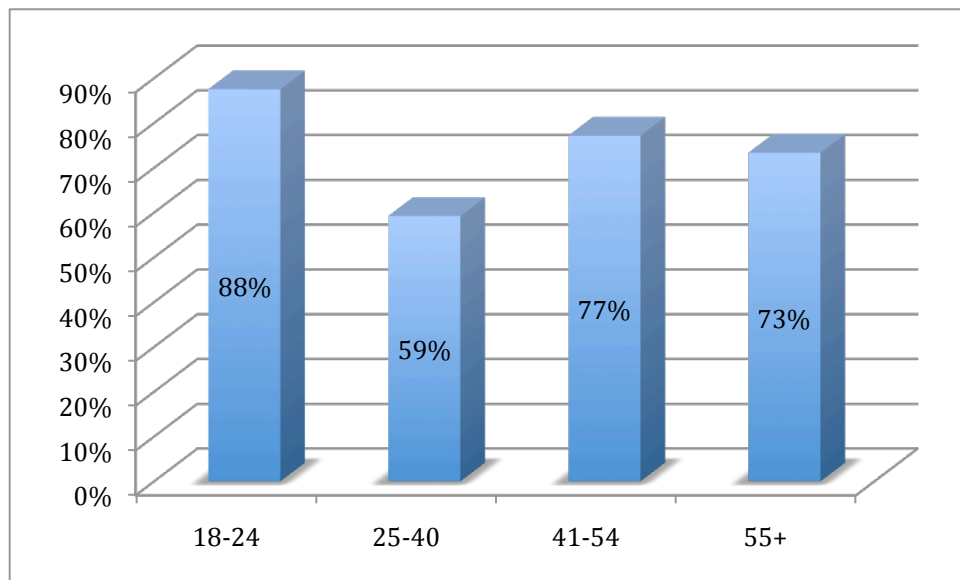


Fig. 54, Interest in typicity-vs- Brands by age group

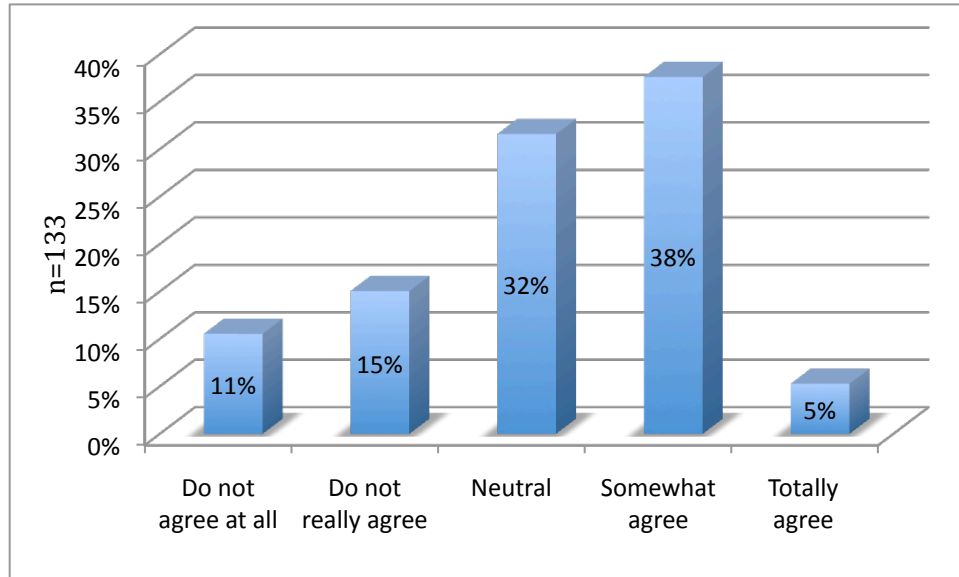


Fig. 55, Subset 2, at T5 (Fifth week) interest in brands

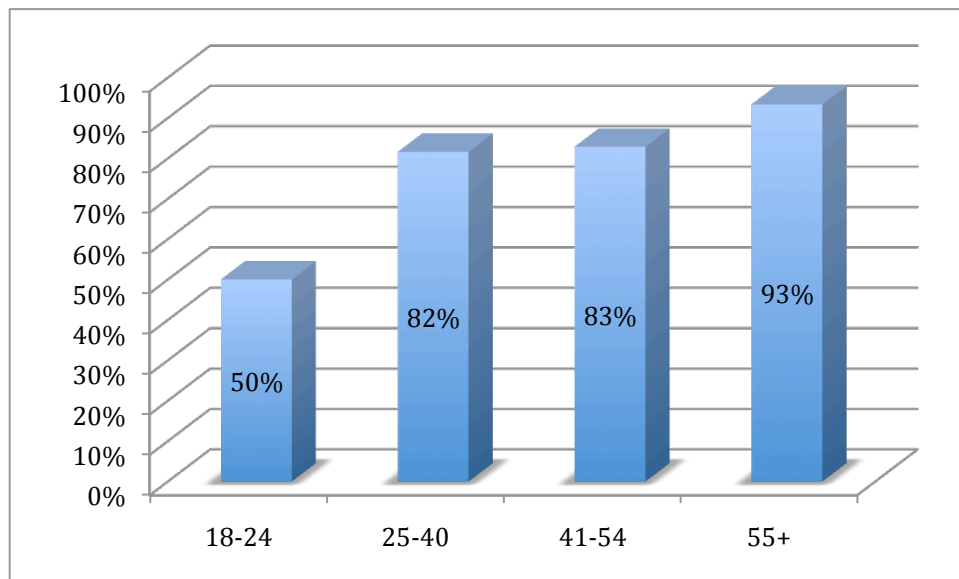


Fig. 56, Believe in their own taste by age groups

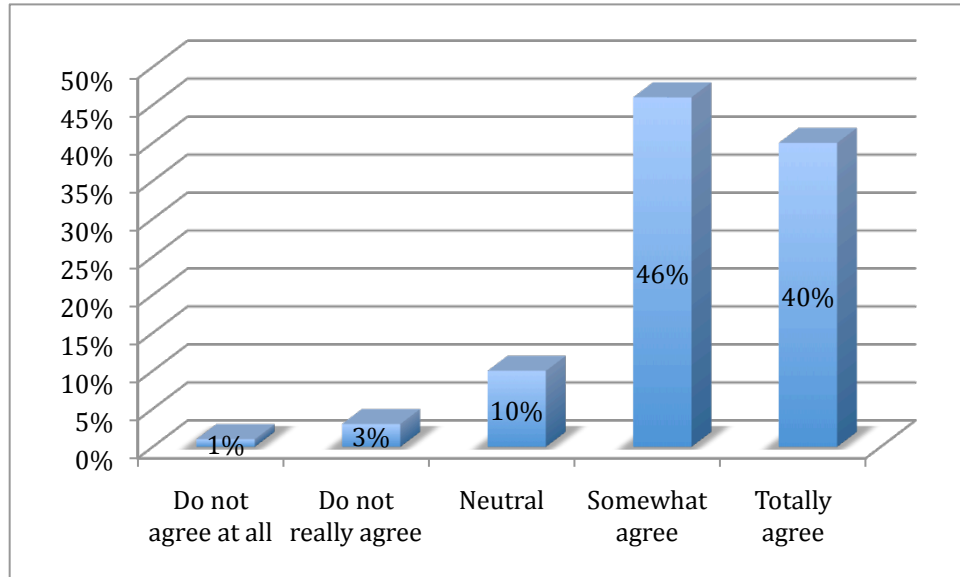


Fig. 57, Wine and food pairing is important for me

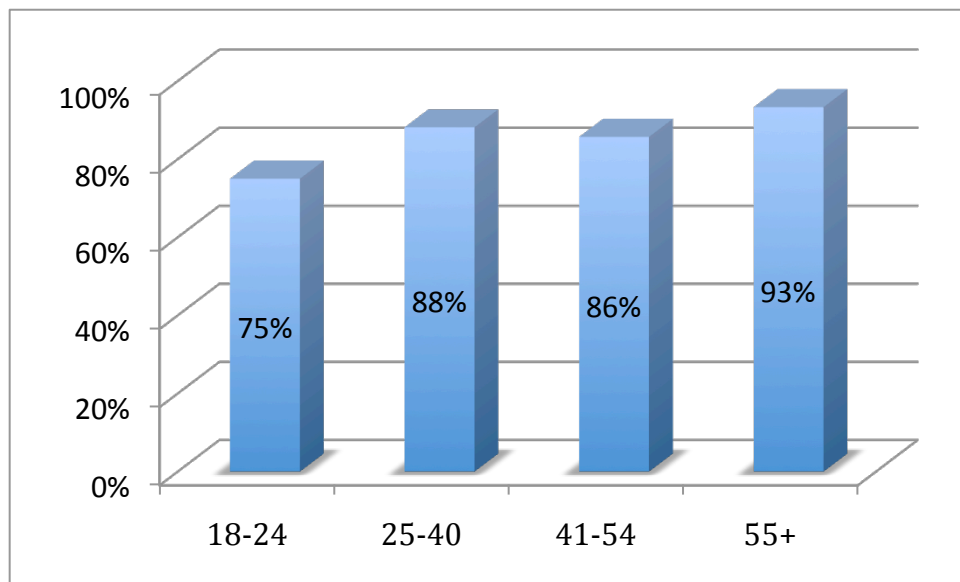


Fig. 58, Interest in wine and food pairing by age group

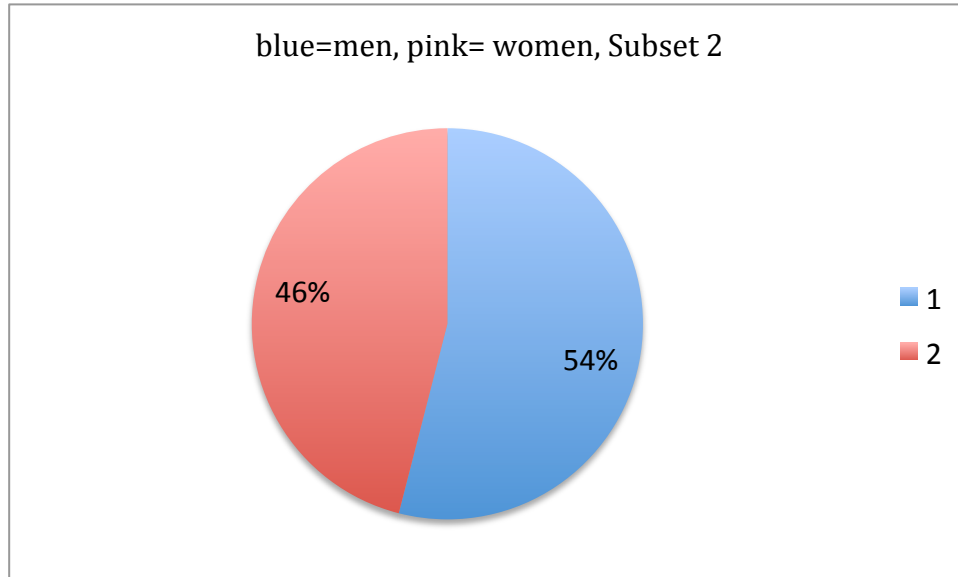


Fig. 61, Gender interest in wine and food pairing

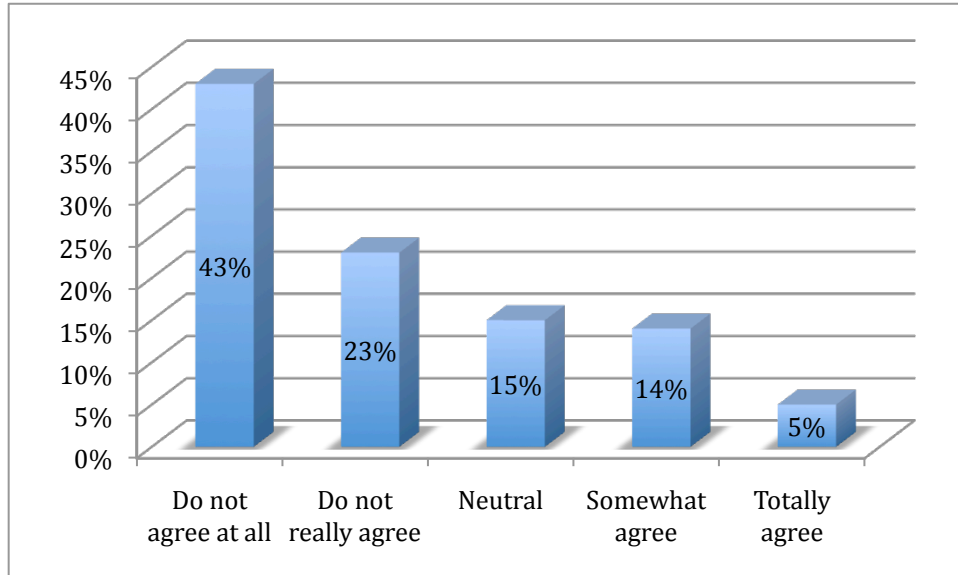


Fig. 64, I only drink wine during meals

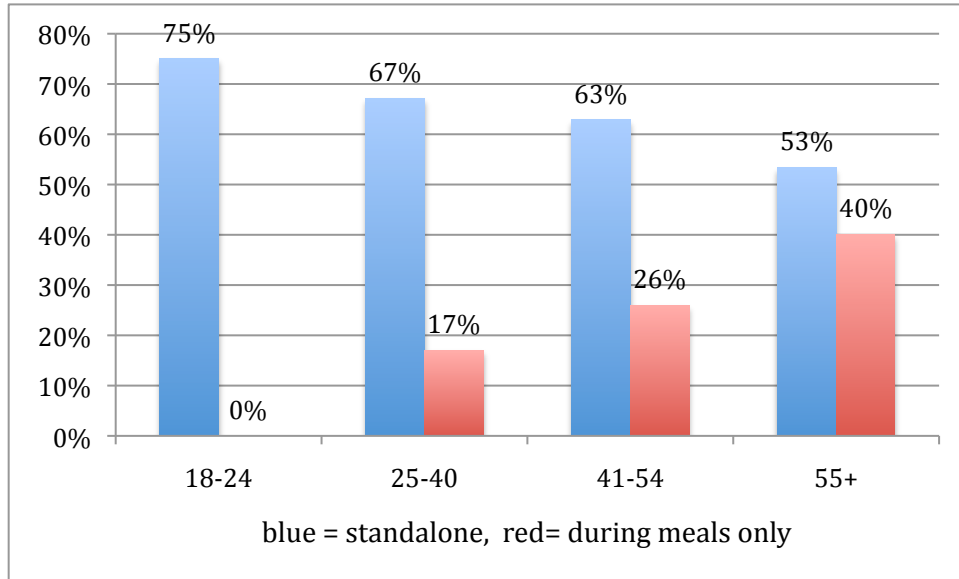


Fig. 65, Drinking wine as standalone -vs- with a meal only, by age group

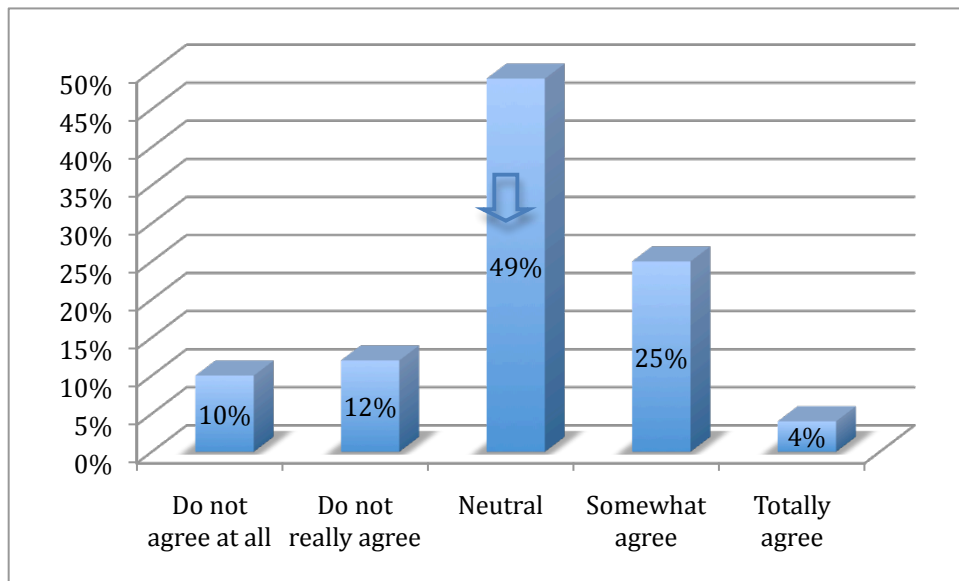


Fig. 66, Being More respectful of medals or high scores

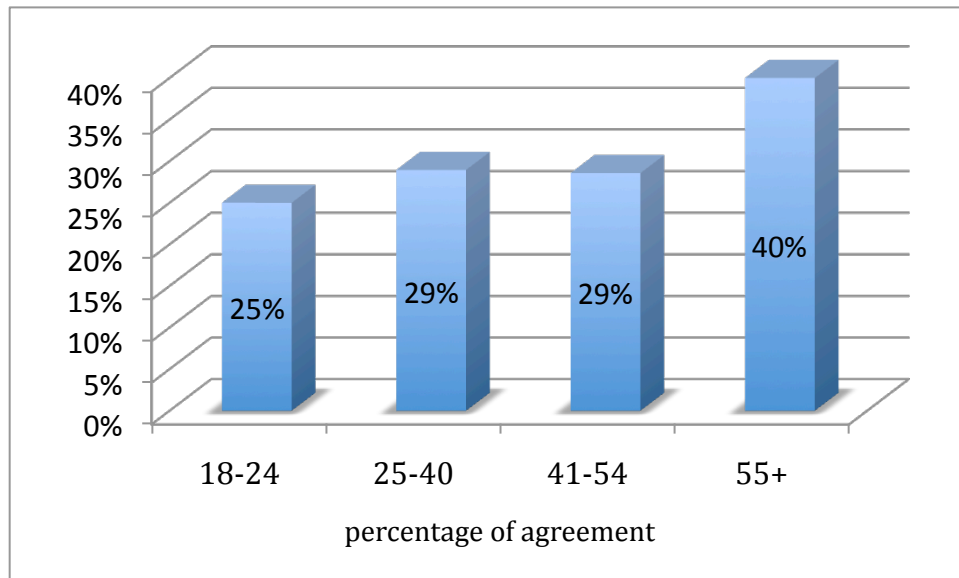


Fig. 67, More respect for medal winners wine by age groups

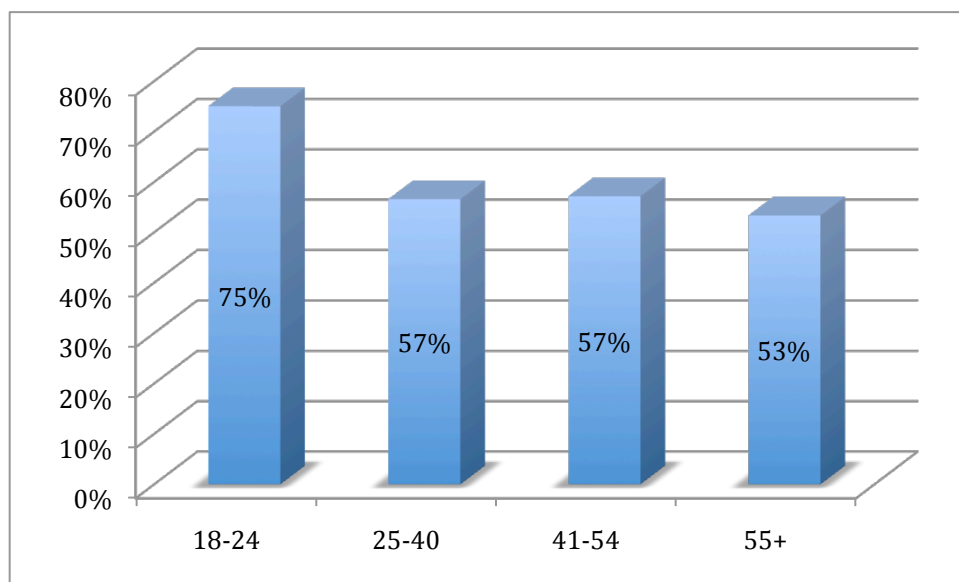


Fig. 68, Wanting to be able to judge wine by self, by age group

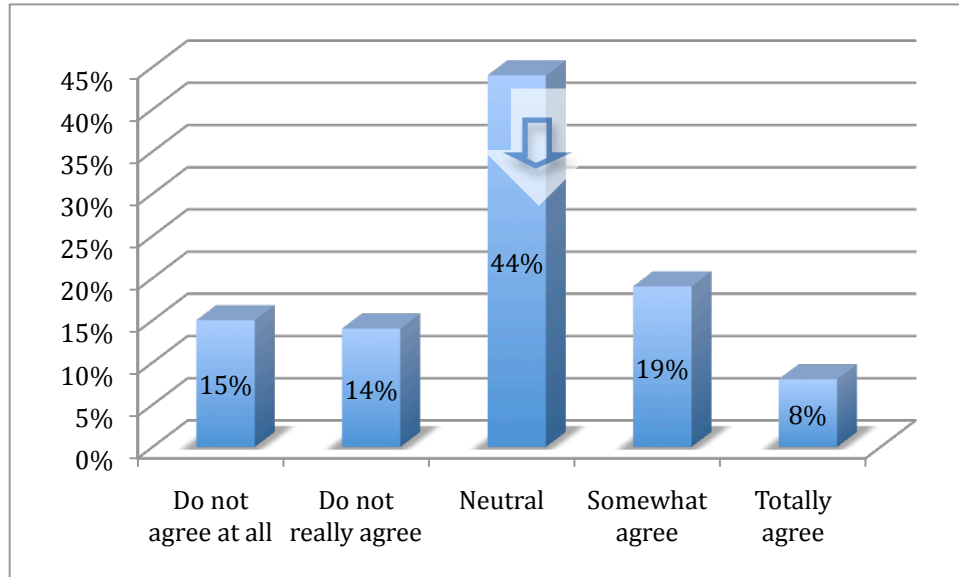


Fig. 69, "Organic" is just marketing

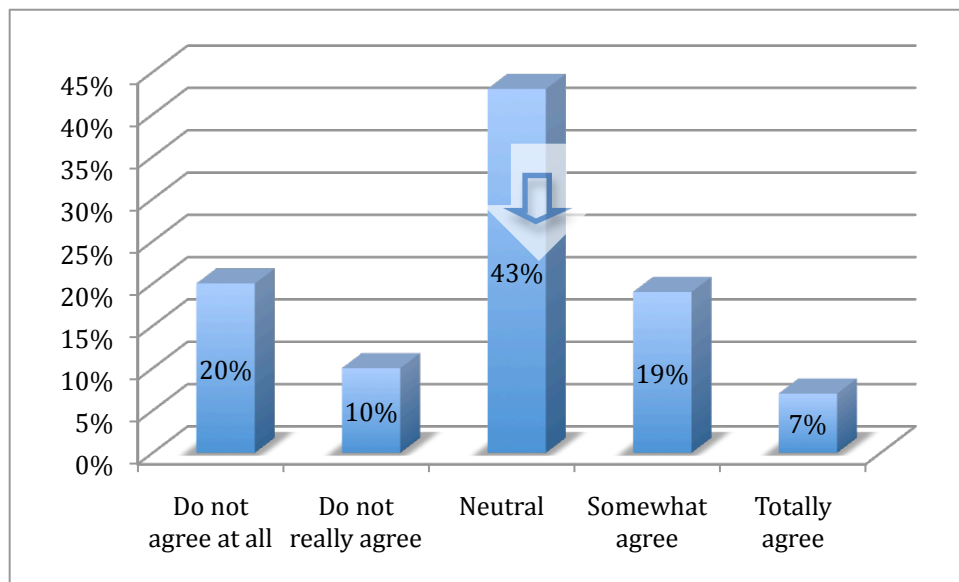


Fig. 70, I have respect for organic wines...

APPENDIX K, AGE BRACKETS AND NOMENCLATURE

We will be using in this research the following range and associated nomenclature:

<i>Traditionalist</i>	born prior to 1946 (Lancaster& Stillman, 2003; Martin& Tulgan, 2003; U.S. Census Bureau, 2000)
<i>Baby Boomers</i>	born between 1946 and 1966 (Lancaster& Stillman, 2003; Martin& Tulgan, 2003; U.S. Census Bureau, 2000)
<i>Gen X</i>	born between 1965 and 1976 (Martin & Tulgan, 2003; Thatch & Olsen, 2006)
<i>Millennials or Gen Y</i>	born between 1977 and 1997 (Martin & Tulgan, 2003; Thatch & Olsen, 2006)
<i>Gen 2020</i>	born after 1997
Compared with our	segmentation:
Group I (18-24)	Millennials or Y's
Group II (25-44)	Gen Y + Gen X
Group III (41-54)	Gen X + Baby boomers
Group IV (55-64)	Baby boomers
Group V (65+)	Traditionalists

APPENDIX L, SAQ TASTE TAGS

"Discover your taste profile" Reference Chart, SAQ, 2010

"DISCOVER YOUR TASTE PROFILE" REFERENCE CHART

WINE AND FOOD PAIRINGS – RED WINES

FRUITY
AND LIGHT

These lighter wines are known for their simple fruity scents, their refreshing quality and their subtle tannins. They should be enjoyed in their youth.

WINE AND FOOD PAIRINGS

Pasta in red, tomato or spicy sauce
Grilled salmon
Fish in tomato sauce
Poultry or white meat, roasted
Cheese (Dka, Migneron, brie, Ripelle)
Raclette
Deli meats, pizza, ham

FRUITY
AND
MEDIUM-
BODIED

These medium-bodied wines have a more intense colour, a rich nose dominated by fruit aromas and present but subtle tannins.

WINE AND FOOD PAIRINGS

Pasta in meat sauce or sun-dried-tomato paste
Tuna, grilled swordfish in red wine sauce
Small game (quail, partridge)
Slow-cooked or braised red meat
Cheese (cheddar, Kinsgarn, Mi-Carême)
Sausages, barbecued fare

AROMATIC
AND SUPPLE

These medium-bodied wines offer supple tannins that often carry a certain roundness. They are usually dominated by aromas of ripened fruit or woody notes (toast, coffee or vanilla).

WINE AND FOOD PAIRINGS

Braised red meat in mushroom sauce
Lamb (cutlets)
Grilled beef

AROMATIC
AND ROBUST

These full-bodied wines have an intense colouring and a powerful, complex bouquet of fruit, spice, and sometimes woody aromas. They present a hearty tannic structure and a velvety sensation in the mouth.

WINE AND FOOD PAIRINGS

Deck breast in fruit sauce
Duck, goose
Game stewed or grilled with red wine sauce
Lamb (leg)

WINE AND FOOD PAIRINGS – WHITE WINES

DELICATE
AND LIGHT

These dry and often delicate wines are unique for their pale colour, simple fruit aromas and fresh, crisp quality that arises from their acidity.

WINE AND FOOD PAIRINGS

Shellfish and shrimp, plain
Poached light fish
(sole, tilapia, haddock, cod, halibut, turbot)
Fish pâté
Goat cheese, fresh cheese, cheese fondue

FRUITY
AND
VIBRANT

These dry wines have a fruity, floral nose while offering a certain richness on the palate. Their acidity gives them a pleasant liveliness.

WINE AND FOOD PAIRINGS

Mussels
Fish tartar (smoked salmon, gravlax)
Poultry in white-wine sauce or cooked in its juices
Firm cheese (Cantal, Emmenthal, Gruyère)
Sushi
Raclette
Thai seafood dishes

AROMATIC
AND MELLOW

These dry wines are characterized by fairly strong aromas of spice, toast or exotic fruit. In the mouth, they carry a rich and well-balanced texture.

WINE AND FOOD PAIRINGS

Pasta in cream or mushroom sauce
Coquilles St. Jacques, shellfish in cream sauce
White meat in cream sauce
Seafood pasta
Mushroom risotto
Calf sweetbread

FRUITY
AND
SWEET

These wines are set apart by their sugar content. The dominant scent is fruity. Some are lighter (semi-dry), and others are more full-bodied (sweet).

WINE AND FOOD PAIRINGS

Sweet and sour food and sushi (semi-dry)
Terrins with chutney (semi-dry)
Fruit salad (semi-dry)
Fruit tarts (mellow/sweet)
Blue or veined cheese (mellow/sweet)

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End of Graphs - End of Appendices

BIBLIOGRAPHY

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