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**2021\_S02\_PGE\_M2\_MKT\_0010\_E\_D\_MC**  
**Sensory Marketing**  
**Semester 6, 2020- 2021**

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<b>COURSE DELIVERABLE</b>	<b>DUE DATE</b>	<b>WEIGHT ON FINAL GRADE</b>
Reflection around the topic of Luxury Marketing	Information given at the beginning of the course	35%
Brand Analysis	Information given at the beginning of the course	35%
Creation of a sensory brand strategy	Information given at the beginning of the course	30%

**Kedge Business School, and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflexions, theories, concepts and tools presented during this course.**

## Sensory Marketing

### INTRODUCTION AND OBJECTIVES

#### *Course Purpose & Objectives*

The competition between brands has never been so hard and consumers nowadays face to a plethoric offer. Face to this multiplication of products, the proposition of a consumption experience and/or inside the retail store is today a key element of firm's marketing strategy. Among those new experiences, the appeal of consumers' sense and the dramatization of retail stores are considered as ones of the most interesting solutions for firms.

Which senses influence consumers' consumption? Which senses impact the consumers' perception of a product or a service? Can a brand position itself thanks to an odor, a taste or a texture? How brands should take into account and manage consumers' senses in their marketing strategy?

This course has for objectives to reply to those questions through 10 chapters where we will expose both the role and the importance of sensory marketing for firms and its influence on consumers' behaviors.

#### *Course contribution to program objectives*

##### *PGE3 Develop a Strategic Perspective*

This course will permit to students to understand and criticize the importance of consumers' senses in today's consumption. This course offers to understand how senses are integrated in firms' marketing strategy and how they influence motivations for buying and consuming certain brands or products.

##### *PGE6 Develop and Practice a sense for Innovation, Entrepreneurship and Creativity*

All the concepts presented during the course highlight the influence of a person's senses in his consumption. A focus is done on the inclusion of consumers' senses in firms' strategies. Through the different concepts and cases studied during the course, students learn to develop marketing strategies that take into account individuals' senses through also the adoption of an ethical approach.

#### *Course contribution to application of critical thinking*

The goal of this course is to permit to students to:

- use theories related to consumers' senses in order to analyze and interpret consumption practices;

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- know and understand the influence of senses on consumers;
- think the firms' marketing strategy, by going beyond classical concepts of quality or trust, and by developing positioning, products, and stores that offer a true sensory experience to consumers.
- be able to have a critical thinking about consumption.

### *Course description*

Marketing, sensory marketing, senses, psychology, store dramatization, lights and colors, music and sound, taste, texture, brand attachment, store management.

### **COURSE MATERIAL**

*Course:* A PPT of the course will be available on moodle

### ***SUPPLEMENTARY READINGS***

#### ***References:***

All the following references will be available on the Moodle platform

Balaji, M. S., Srividya Raghavan, and Subhash Jha. "Role of tactile and visual inputs in product evaluation: a multisensory perspective." *Asia Pacific Journal of Marketing and Logistics* 23.4 (2011): 513-530.

Bertil Hultén, (2011) "Sensory marketing: the multi-sensory brand-experience concept", *European Business Review*, Vol. 23 Iss: 3, pp.256 - 273

Hult, B., Niklas Broweus, and Marcus Van Dijk. *Sensory marketing*. Palgrave Macmillan, 2009.

Krishna, Aradhna, ed. *Sensory marketing: research on the sensuality of products*. Routledge, 2011.

Krishna, Aradhna. "An integrative review of sensory marketing: Engaging the senses to affect perception, judgment and behavior." *Journal of Consumer Psychology* 22.3 (2012): 332-351.

Krishna, Aradhna. "An introduction to sensory marketing." Krishna. A.(Ed), *Sensory Marketing: Research on the sensuality of products*, New York: Taylor and Francis Group (2010): 1-13.

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- Krishna, Aradhna, and Norbert Schwarz. "Sensory marketing, embodiment, and grounded cognition: A review and introduction." *Journal of Consumer Psychology* (2013).
- Krishna, Aradhna, and Norbert Schwarz. "Sensory marketing, embodiment, and grounded cognition: A review and introduction." *Journal of Consumer Psychology* (2013).
- Lunardo R. (2011), Quel marketing sensoriel pour le point de vente ?, *Décisions Marketing*, 62, 73-75
- Meiselman, Herbert L. "The future in sensory/consumer research:evolving to a better science." *Food Quality and Preference* 27.2 (2013): 208-214.
- Raz, C., et al. "From sensory marketing to sensory design: How to drive formulation using consumers' input?." *Food Quality and Preference* 19.8 (2008): 719-726.
- Risvik, Einar, et al. "Projective mapping: A tool for sensory analysis and consumer research." *Food quality and preference* 5.4 (1994): 263-269.
- Schmitt, Bernd H. *Experiential marketing: How to get customers to sense, feel, think, act, relate*. Simon and Schuster, 2000.
- Spence, Charles. "Managing sensory expectations concerning products and brands: Capitalizing on the potential of sound and shape symbolism." *Journal of Consumer Psychology* 22.1 (2012): 37-54.
- Spence, Charles, et al. "Store atmospherics: A multisensory perspective." *Psychology & Marketing* 31.7 (2014): 472-488.

## COURSE CONTENTS AND TIMETABLE

SESSIONS	TOPIC	PRELIMINARY READING(S) AND ASSIGNMENTS	ADDITIONAL READING(S)
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			<b>AND ASSIGNMENTS</b>
1	Introduction: from experiential marketing to sensory marketing	Bertil Hultén, (2011) "Sensory marketing: the multi-sensory brand-experience concept", European Business Review, Vol. 23 Iss: 3, pp.256 - 273	
2	The sensory marketing process		
3	The consumer's 5 senses		
4	The problem of the sensory marketing within a firm's strategy		
5	The contributions of sensory marketing	Krishna, Aradhna. "An integrative review of sensory marketing: Engaging the senses to affect perception, judgment and behavior." Journal of Consumer Psychology 22.3 (2012): 332-351.	
6	Retail store management (1): colors and lights		
7	Retail store management (2): dramatization of the offer		
8	Retail store management (3): Sounds		
9	Retail store management (4): tactile sensations	Spence, Charles, et al. "Store atmospherics: A multisensory perspective." Psychology & Marketing 31.7 (2014): 472-488.	
10	Final Exam		

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### TEACHING APPROACH/ INSTRUCTIONAL METHODS

#### *A Word of Advice*

The course of sensory marketing is based upon several theoretical important concepts and notions. Students will have to learn, understand, explore and master those different concepts. The objective here is to go beyond a personal opinion to learn how to use those concepts, a crucial step to understand new consumption behaviors. Finally, some readings and an active participation on the moodle forum are highly recommended.

The first assignment (analysis and reflection around sensory marketing) aims to deepen students' knowledge. For this, they will have to reply to different questions using various documents (mainly using books - not websites).

A second assignment aims at analyzing the sensory strategy of a brand. Students will not be have only to describe this strategy but will also have to propose an analysis, a reflection around that strategy. Thus, the objectives, consequences, methods and limits of this strategy will have to be highlighted.

Finally, a last assignment aims to develop the students' strategic vision by allowing them, through a concrete case, to work on the creation of an sensory strategy for a young brand (based in Marseille). Students will have to make an inventory, define priorities, objectives and take into account the existing budget constraints.

### EVALUATION OF STUDENT PERFORMANCE

The evaluation is based upon three assignments:

<b>Evaluation</b>	<b>%of the final grade</b>
Thoughts and reflection around the Sensory Marketing	30%
Brand Analysis	35%
Creation of an Sensory Brand Strategy	35%

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### *Methods Used to Evaluate Student Performance*

The different assignment will be graded according to the following criteria:

<b>Sections</b>	<b>Marks</b>	<b>Criteria</b>
<b>Use of concepts</b>	/15	Ability to use concepts studied during the course (or also in other course)
<b>Relevance of the analyze</b>	/20	Ability to define a problem and to resolve it through the use of concepts
<b>Originality of the recommendations</b>	/10	Ability to give relevant and also counter intuitive recommendations

## Sensory Marketing

### **BIOGRAPHICAL SKETCH OF NOEL ALBERT**



### **BIOGRAPHY**

**Noel Albert** received his Phd in marketing from the University of Grenoble II. He is professor and a research scientist at KEDGE Business School in Marseille, France. He has also been a visiting scholar at the Crummer Graduate School of Business at Rollins College in Florida. His research focuses on consumer behavior and more precisely consumer's emotions and feelings toward brands, consumers' love, affection and passion for brands: What is love? Can consumers feel love or passion for a brand? Is this feeling the same as when aimed at a person? How to measure the concepts of consumers' love or passion for a brand? His work has appeared in various international and French marketing journals (e.g., *Journal of Business Research*, *Journal of Brand Management*, *Management & Avenir*, *Innovations*, *Marché & Organisation*).



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### ACADEMIC FRAUD

#### *Definition*

Academic fraud is a breach of ethics.

*“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: [www.dictionnaire-juridique.com/definition/fraude/php](http://www.dictionnaire-juridique.com/definition/fraude/php))*

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

#### *Sanctions*

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1<sup>st</sup> and 2<sup>nd</sup> level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3<sup>rd</sup> and 4<sup>th</sup> level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

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- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2<sup>nd</sup> level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3<sup>rd</sup> and 4<sup>th</sup> level):
  - Suspension from the programme for one or two semesters;
  - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.