

Needs revisions

**Revise peer evals to whole numbers 0,1,2,3,4-tie to commitments also
Paper due date vs presentation due date?**

Team Presentation Project (Spring 2017)

RRM311

Production and Purchasing

**If at any time you do not fully understand the requirements of this assignment,
contact your instructor immediately!**

150 total points

Each student on the team is required to make the site visit. Plan accordingly. Students who do not make the site visit will receive 50% of the project final grade.

Each team will:

- Prepare an oral presentation covering both objectives (25 points) **Presentations should be 40 minutes with 5 minutes for questions and answers.**
- Prepare a written paper 125 points
- Prepare a class presentation 25 points

Assignment Objectives: The objective of this assignment is three-fold:

Part 1) **Educate the class** about your subject (fish, meat, poultry, beer, etc) using text-based and outside resource information.

Part 2) **Evaluate your supplier and your project site** as a possible distributor or products to you as if you are a purchasing management team from a foodservice of your choice (commercial restaurant, hospital, school, etc). This is based on information from chapter 12 and the 5 values which we will discuss in class lecture.

Part 3) Each student will complete a **self, and peer evaluation** based on their, and their teammates performance during the project. Deductive grading will be used if not completed properly.

Assignment Steps and Criteria

1. Instructor will establish individual teams. Each team will chose where they wish to go based on a random drawing.

2. Begin by reading the chapter materials and other outside materials which correspond with your food or beverage chapter. **Additional outside research is required. Minimum of 5 referenced materials must be used and cited throughout your paper.**

Introductory email

- Establish initial contact with the person representing the organization. Companies, names, and contact information are in the website. Due dates are established for this.

THIS PERSON SERVES AS YOUR CONTACT PERSON. DO NOT MAKE CONTACT WITH ANY OTHER MEMBERS OF THE ORGANIZATION WITHOUT FIRST DISCUSSING IT WITH YOUR CONTACT PERSON.

- This is a nice introduction email introducing your team.
- Tell them your instructor has not given you any information about the company
- **Ask one initial question. “If we were a restaurant or nursing home, or hospital, or school in Fort Collins, could we get your product directly from you, or would we have to go through a distributor like Sysco?”**

Be sure to inform them of the extent of the project:

- Pre-planned questions which you will email to them later,
- Discuss anticipated length of visit (1-2 hours),
- Collecting artifacts for your index
- Taking pictures/movies to share with the class. **Note: some operations will not allow pictures. Inform your instructor immediately. In these cases, students will pull similar pictures off the internet and/or previous presentations.**

Let them know when you will email them back **with at least 3 optional dates** for the site visit. **Every team member must attend the site visit, so get “your ducks in a row”.**

If students need to miss our class or need a letter from the instructor for missing other classes, let the instructor know.

Site visit dates must be **planned and scheduled** by the 5th week of class. Due dates are posted on the course schedule. Do your best to schedule your visit during the 3-week window on the course schedule.

Always allow for contingencies; postponements/re-scheduling if they occur

Each student must complete:

- Field trip authorization

- The release waiver
- Both are found on our web site. Due dates are on the course schedule

3. Establish two lists of questions for your contact person

One set of questions is based on the history and general description of the business you are visiting. Do not ask questions when the information can be found on their company website.

The second set of questions is based on the **headings from chapter 10 “Other Supplier Selection Criteria” page 218-229**. See specific criteria below. Your instructor will take class time to review this.

You must review the questions with your instructor before sending them to your contact person. Please make an appointment with your instructor for this.

4. Once questions are approved, send them to your contact person via email and let them know you will be covering them **during your visit**.

Notify your instructor immediately if you run into problems. DON'T WAIT!!!

If you have contacted them via email and do not get a response within 3-4 business days, try calling them. If you do not hear from them, contact your instructor immediately

Paper guidelines

Write your paper first-then prepare your presentation from it.

PAPER FORMAT, STRUCTURE, WRITING GUIDELINES, AND ORAL PRESENTATION (Grading rubric)

- Set all margins at 1" Single space text, double space between paragraphs, and before and after headings.
- font-12, Times New Roman
- Use appropriate **Headings and Sub Headings to break up your writing.**
- **Indent paragraphs and use appropriate paragraph structure.**
- **APA citations in body of writing where outside research and text information is used.**
- **Be redundant with information from your paper to your presentation. Don't leave out information in your paper because you discussed it in your oral presentation.**
- Write in first person if you wish, (“We felt John’s produce company was very...”) But, try to be consistent throughout your paper.
- **Write a minimum 8 page paper** (single spaced, not including the title page or index).
- Use bullet points when providing lists instead of prose.

- College-level writing is expected. Spelling, grammar, punctuation (deductive grading used). Papers which do not represent college level writing will be returned to the team for a re-write using the University Writing center.
- Do not include pictures from your presentation in your written paper.

General outline of paper and presentation

Note: Keep slides to 40-45 no more than 45 slides- you will run out of time.

Cover page

Part 1 Product Education

(Heading) Product Overview

(Heading) Selection factors Sub headings here

Heading) Product Grading

(Heading) Product check in procedures

(Heading) Product Storage Procedures

(Heading) Product Specification sheet

Part 2 Your Supplier

(Heading) Company Introduction and Information

(Heading) Conclusions and Recommendations

(Heading) Your company's five values

(Heading) Supplier Selection Criteria (chapter 12)

(Heading) Other Observations

(Heading) Compare & Contrast

(Heading) Reference page

(Heading) Index of exhibits

Cover page

- Your names and a **picture** of your team, somewhere on the property which displays the company (if possible)



- Course name and number

- Observation location/ name of organization
- Name of the contact person, their title, and their **complete** contact information (name of organization, phone number, email address, and physical address).
- **Type the following statements at the bottom of the title page**

“I have read this entire document and have approved it for submission to the instructor.”

“I have not given, received, or used any unauthorized assistance on this assignment.”

All members of the team sign it.

Paper and PowerPoint organization.

(Part 1) Product Education

(Heading) Product Overview

- This can be any information the team deems as important, interesting, fun. **Example** subjects: history of the product, definitions that most students wouldn't know, different variations of your product, how it is affected by its environment, fun facts are just examples. Students have a great deal of flexibility here. **But it must be informative.**
- Provide a short **2-3 minute video** on something about your product. Not a comedy, not a marketing video from your company. Educational.

(Heading) Selection factors

- **Use Sub headings in this section** (discuss all the subheadings found in your product chapter such as; **intended use, exact names, US Gov't inspections, packer's brands, product size, container size, packaging, yields, preservation, etc.**
- **Explain why they are important** based on the type of product you are discussing. And provide examples.
- **(Bread, coffee and CSU beef-see specific outlines in website**
- **DON'T JUST REWRITE WHAT YOUR CHAPTER STATES, DO OUTSIDE RESEARCH AND PROVIDE SPECIFIC EXAMPLES.**

(Heading) Product Grading (extreme detail) <http://www.ams.usda.gov/grades-standards>

If applicable. In presentation provide picture examples of varying grades of product.

(Heading) Product check in procedures (what should you do at your restaurant, hospital, school, etc.) **Text plus outside research.**

(Heading) Product Storage Procedures (what should you do at your restaurant, hospital, school, etc.) **Text plus outside research.**

(Heading) Product Specification sheet (select a specific product from your category, decide a menu item you would serve in your food service. Each product chapter provides a template. **DO NOT COPY** the text book examples-create your own)

End of part 1-Product Education **/50**

(Heading) Part 2 Our Supplier

Statement: We are evaluating the company site as if we are a (hospital, nursing home, school district, restaurant, hotel, etc.)

(Heading) Company Introduction and information

- A summary overview of **what** took place and **where**.
- Provide a thorough description of the organization. (Location, number of employees, years in business, sales, volume of business, etc.)
- **Diagram** of where the organization falls in the flow of food. Chapter 3 (grower, processor, distributor, wholesaler, retailer, etc.)

(Heading) Recommendations and Conclusions

To purchase/or not purchase from your supplier are based on your company's 5 economic values and the answers to the bullet pointed items below, based on what type of food service you are

(Heading): Your company's five values (Chapter 3)

- **Time value** (lead time and credit terms)
- **Form value**
- **Place value**-use a picture
- **Information value**- Company web site information. Discuss tab headings, specific information, and product lists.
- **Supplier services**

The second set of questions sent to your contact cover the topics. The answers you get on these determines whether you would do business with your company.

(Heading): Supplier Selection Criteria (Chapter 12)

In paper, break the items below into Pros and Cons. Under each, use headings for each item below and include your company's information on them.

In PowerPoint presentation, use a single slide showing pros and cons, with the items categorized under each appropriately. Then just discuss them.

Food products	Alcohol products
<p>Select 15 from below you deem as important and get information Pgs. 218-229</p> <ol style="list-style-type: none">1. Local merchant or national source2. Size of firm3. Social responsibility4. One-stop shop-variety of merchandise5. Stockless purchasing6. Cash and carry7. Standing orders8. Technology9. Coop purchasing10. Ordering procedure and lead times11. Delivery schedule-flexibility12. Minimum orders and delivery charges13. Cost plus purchasing14. Case prices-will they break a case at same unit price?15. Credit terms16. Return policies-specifics procedures how to return something that is incorrect.17. Number of Back orders18. Substitution abilities19. Consulting services provided20. Willingness to sell storage space21. Free samples	<p>All must be discussed pgs. 218-229</p> <ol style="list-style-type: none">1. Size of firm2. Social responsibility3. Variety of merchandise4. Technology5. Ordering procedure and lead times6. Delivery schedule-flexibility7. Who delivers their products8. Minimum orders and delivery charges9. Credit terms10. Return policies-specifics procedures how to return something that is incorrect.11. Number of Back orders12. Substitution abilities13. Consulting services provided14. Technology15. Deposits (kegs-beer)

End Part Your Supplier _____/50 points

Additional sections:

(Heading) Other Observations- What additional things did you see/discover of interest? Do not discuss things already presented. **No redundancy here.** For example, how clean and organized was the place?

5 points

(Heading) Compare & Contrast-1 full page what you discovered/learned/saw at your location and what we have discussed in class and what is in the text. **Cite text page numbers.**

1 point for each up to 10 **10 points**

(Heading) Reference page-Works Cited in paper (A minimum of 5 outside sources other than your text must be used.) **5 points**

Thank you letter Typed, signed by all team members, envelope addressed properly **5 points**

Total 125 points

(Heading) Index of exhibits (materials from your company which support, and/or are a part of your presentation) **(Extra points- up to 5 points)**

Oral Presentation Guidelines and organization

25 points

Not all team members have to present. The presentation will be evaluated on its quality based on the rubric below, not on who gives it. It is important that all students review the oral grade rubric below and be aware of how they will be graded.

- Oral presentations will start approximately 3 minutes after the hour and should last approximately 40 minutes with 5-10 minutes left for Q&A.
- The oral presentation must focus on the same information as your paper. Do not leave information out of your presentation just because it is in your paper. They should be redundant.
- Please be aware of the time. Generally part one should take no more than 20 minutes. **Someone on the team should be keeping track of time during the presentation.**
- Teams can use any mode of presentation they wish but PowerPoints work best.

General

- The flow (topics, headings, and sub headings) should be exactly in the order of your written paper.

- Visuals/PowerPoint slides) should NOT be “wordy” or written in paragraphs form. Use bullet points with main points. They should be clean and simple. Presenters should talk to the class-NOT read the slides to them.
70% of what we learn we learn by what we see. Lots of pictures reflection what is on slides

Part 1- product education

- Show **one**, short **educational**, 2-4 minute video during your product education section which relates to your product(s); **Not** a company video of your location. **Not** a marketing video for your company. YouTube has videos of everything. It must be educational.
- In Product grading section, **pull pictures off the web to show differences between USDA grades if applicable**. And take the class to the USDA web site on grading and show/discuss it. [USDA Grading](#) **See your instructor for additional help if necessary.**
- Use actual pictures taken at your site, or pull pictures off the web to display examples of anything you are discussing on your slides.

Part 2 Company information

- Numerous pictures from the location which reflect your discussion topics (note: some locations do not allow pictures- in this case take pictures off the web.) **Example: if talking about milk pasteurization and you saw a pasteurization machine, have a picture of it on that slide.**
- Have a **diagram** of where your company falls in the channel of distribution. (From your paper)
- Take the class to the company web site and surf around discussing important elements of it. (Information value)
- **Recommendations and Conclusions** (we would or wouldn't use this company based on the following information). Based on the information you gathered from your emailed questions and your field trip, divide them up into PRO's and CON's. Use 2 slides to present this information.
- **Other observations**-take from your paper. Do not be redundant
- **Compare and contrast**-at least 10 of them
- **Reference page**

	1	2	3	4	5
Eye Contact and Command of Material 10% of grade	Essentially no eye contact-reads nearly continuously. Obviously does not know information well enough to talk about it	Somewhere between no and moderate eye contact. Has slight command of material. Reads notes more than viewing audience.	Moderate eye contact. Faces and looks at audience but refers to notes occasionally. Fair command of material Glances at notes regularly.	Moderate to continuous eye contact. Adequate to excellent command of material. Refers to notes naturally during discussion.	Continuous eye contact and engages audience. Reads or refers to notes once a minute or less. Expresses ideas and information freely in own words.
Body Language 10% of grade	Distracting: plays with hands, fidgets, sways back and forth, hands in pockets, jiggling keys or a pen.	Distracting to neutral body language	Neutral. Stands facing audience and occasionally uses hand gestures and body movements appropriately.	Between neutral and engaging body language.	Engaging: uses hand jesters and pointing. Physical expressions which enhance presentation. Speaker looks natural and comfort table.
Voice Qualities 10% of grade	Poor. Stops in mid-sentence, uneven pace. Cannot hear all words because of volume or mumbling. Speaking too fast or in monotone.	Between poor and adequate	Adequate pace and volume. Speaks fairly clearly but lacks variations in vocal intonation for emphasis.	Adequate to excellent voice qualities	Excellent. Fluid, natural delivery, Speaks moderately slowly with good vocal variety and articulation and volume.
Content and Visual Aids 70% of grade	Poor content. Did not fulfill specific requirements of assignment. Information inadequate Ineffective, overheads, PWPT slides/slides, handouts difficult to read, distracting, inadequate to support content.	Somewhere between poor and adequate content. Presented some required materials. Ineffective to adequate visual aids	Adequate content relevant to assignment and appropriate for audience. Presented most required material. Adequate, readable overheads, handouts, slides. Visual aids definitely add to content.	Between adequate and engaging content Adequate to excellent visual aids.	Completely engaging and appropriate content for audience. Hits all required content of assignment plus additional information to enhance material. Excellent details. Excellent visuals. Easy to read, attractive, greatly enhance and support content of presentation and learning.

Project Grading Rubric

Written Paper	/125points
Oral Presentation	/25 points
Total	/150 points

All **Peer Evaluations** complete, correct, on time Deductive grading (-5 points for individual(s) who do not have theirs typed, completed properly, or turned in on time)

These are due the first class following your presentation

Grammar, spelling, punctuation, format Deductive grading

Be aware of using in-text citations which match your reference list. Papers without citations will be returned for re-write and will be penalized.

Checklist :

On day of presentation, teams turn in the following before starting:

___ Team paper

___ Thank you letter envelope addressed

___ Indexed items if available

Due first class after presentation.

ALL Peer/self evaluations –TYPED - Peer evaluations can have a **severe negative impact on any “social loafer’s” final project grade.** Each team member will evaluate their team members, **AND THEMSELVES**, on a 0 to 4 scale in various categories. They will then provide an overall rating for each team member. **Any rankings in any category below 3 or above 3.5 must be specifically explained.**

Remember, if you or a team member met expectations they should be rated a “3”, not a “5”.

Notes to peer evaluations:

Examples are provided in the class website. **PLEASE REVIEW THEM.**

Outlier scores will be omitted which could be excessively high or low scores, then remaining scores will be totaled for each student.

The highest average score is then tossed out and the remaining team members’ average scores are then averaged to establish a **benchmark score**. Then each team member’s total score is figured as a percentage of the benchmark score. That percentage is applied to the instructor’s point total grade for the project. It is likely that high performers will have over 100% of the benchmark scores; however, 100% of the instructor’s grade is the most a student can earn.