Field Trip Assignment
RRM311
Production and Purchasing

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

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 supported by a written paper. Presentations should be 40 minutes with 5 minutes for questions.

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

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

2) Evaluate your project site as a possible distributor 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.

Assignment Steps and Criteria

1. Instructor will establish teams.
2. Begin by reading the chapter materials which correspond with your food or beverage chapter. Additional outside research is required. Minimum of 5 referenced materials must be used.
3. Establish contact with the person representing the organization. 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 DISCUSING IT WITH YOUR CONTACT PERSON!

This is merely an introduction to establish contact and to verify contact information.

Be sure to inform them of the extent of the project (pre-planned questions which you will forward to them, discuss anticipated length of visit (1-2 hours), collecting artifacts for your index, taking pictures/movies to share with the class, etc.)

Note: some operations will not allow pictures. Inform your instructor immediately.
Let them know **when** you will call them back with at least 3 optional dates for the site visit.

**Every team member must attend the 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 visits must be scheduled by the 4th week of class.** Due dates are posted on the course schedule.

- **DO NOT WAIT UNTIL THE WEEK BEFORE YOUR PRESENTATION IS SCHEDULED TO VISIT YOUR ASSIGNED LOCATION.** *Allow for contingencies.*

  Each student must complete:
  - Field trip authorization
  - The release waiver
  - Both are found on our web site. Due dates are on the course schedule

4. **Establish two lists of questions**

   One is based on the history and general description of the site/business you are visiting.

   The second is based on the headings from chapter 12 “Other Supplier Selection Criteria” page 224-235. See specific criteria below. Your instructor will take class time to review this.

   **You must review the questions with your instructor before sending them.**

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

**IMPORTANT HINT:**

   Realize that industry professionals are very busy and that issues beyond their control do come up resulting in cancellations or postponed meetings with little or no notice. **Due Dates for this assignment will only be extended after the instructor speaks to the contact!** Exception: the first presentation on distributors due to short prep time.

**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**
• Indent paragraphs. 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, 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.
• It is not necessary include pictures from your presentation in your written paper.

**Students who are not comfortable with their writing should utilize the CSU writing center BEFORE TURNING IN THEIR WORK.**

**Please follow this outline for your paper**

**Title/Cover Page**

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

![Image](image1.png)

• 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). Periodically I follow up for feedback on this assignment. **Papers without a title page with complete contact information will be returned to the students without a grade.**

• 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.

Product Education (part 1)

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.

Short educational video which relates to your product(s) Not a company video of your location unless it is strictly product education oriented.

Selection factors (your product chapter)

• 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.

• Check your text book chapter for these specific categories on your product.

• DON’T JUST REWRITE WHAT YOUR CHAPTER STATES, DO OUTSIDE RESEARCH AND PROVIDE SPECIFIC EXAMPLES.

Product Grading (extreme detail- pictures off the web whenever possible, USDA web site materials on grading required) USDA Grading

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

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

Product Specification sheet (select a specific product from your category that 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

Part 2

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

Your company information must include the following:
- Company web site information which is pertinent to your discussion (show it-don’t rush through it)
- Numerous pictures from the location which reflect your discussion topics (note: some locations do not allow pictures- see your instructor if this is the case.)
- Products and/or service lists.

Your company’s five values they provide (chapter 3)
Discuss specific information your company provides in these categories. If you are not sure what these mean, check your text book.

- Time
- Form
- Place
- Information
- Supplier services

Recommendations and Conclusions to purchase/or not purchase from your supplier
Use Subheadings here (Chapter 12).

In order to properly evaluate your company as a supplier each team must decide they are a “Make believe” food service. For example, “We are basing our recommendations on the fact we are a ……. (Small local restaurant, a school food service, a nursing home food service, a hotel food service, a hospital food service, etc.)

The second set of questions sent to your contact cover these topics

<table>
<thead>
<tr>
<th>Food products</th>
<th>Alcohol products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select 18 and get information</strong></td>
<td><strong>Select all and get information</strong></td>
</tr>
<tr>
<td>- Cost plus purchasing</td>
<td>- Delivery schedule flexibility</td>
</tr>
<tr>
<td>- One-stop shop</td>
<td>- Who delivers their products</td>
</tr>
<tr>
<td>- Stockless purchasing</td>
<td>- Technology</td>
</tr>
<tr>
<td>- Cash and carry</td>
<td>- Ordering procedures</td>
</tr>
<tr>
<td>- Standing orders</td>
<td>- Credit terms (if any)</td>
</tr>
<tr>
<td>- Technology</td>
<td>- Minimum orders</td>
</tr>
<tr>
<td>- Delivery schedule-flexible? Be specific.</td>
<td>- Variety of merchandise</td>
</tr>
<tr>
<td>- Ordering procedures-specifics</td>
<td>- Lead times</td>
</tr>
<tr>
<td>- Credit terms (if any) Be specific</td>
<td>- Fee samples</td>
</tr>
</tbody>
</table>
• Minimum orders
• Variety of merchandise-detail
• Lead times (Time value)
• Fee samples
• Return policies-details procedures how to return something that is incorrect.
• Number of Back orders
• Substitution abilities
• Long term price contracts
• Case prices
• Consulting services
• Socially responsibility

• Return policies-s internals procedures how to return something that is incorrect.
• Size of firm
• Number of Back orders
• Substitution abilities
• Case prices
• Consulting services
• Deposits (kegs-beer)
• Socially responsibility

Other Observations- What else did you see/discover of interest? No redundancy here.

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.

Thank you letter Typed, envelope addressed -instructor will provide envelop

Reference page-Works Cited in paper (A minimum of 5 outside sources other than your text must be used.)
Index of exhibits (materials from your company which support, and are a part of your presentation)

Oral Presentation. Oral presentations 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.

• Teams can use any mode of presentation they wish (PowerPoint, Prezi, over heads, poster presentation, panel discussion, etc.) Teams decide who presents. It is not important that all members “get up and speak.”

• The instructor will grade the presentation based on the oral presentation rubric, not who, or how many students on the team speak.
<table>
<thead>
<tr>
<th>Eye Contact and Command of Material</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% of grade</td>
<td>Essentially no eye contact-reads nearly continuously. Obviously does not know information well enough to talk about it.</td>
<td>Somewhere between no and moderate eye contact. Has slight command of material. Reads notes more than viewing audience.</td>
<td>Moderate eye contact. Faces and looks at audience but refers to notes occasionally. Fair command of material. Glances at notes regularly.</td>
<td>Moderate to continuous eye contact. Adequate to excellent command of material. Refers to notes naturally during discussion.</td>
<td>Continuous eye contact and engages audience. Reads or refers to notes once a minute or less. Expresses ideas and information freely in own words.</td>
</tr>
</tbody>
</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. Speaker speaks fairly clearly but lacks variations in vocal inflection 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. Ineffective, overheads, PWPT slides/slides, handouts difficult to read, distracting, inadequate to support content. | Somewhere between poor and adequate content. Presente d some required materials. | Adequate content relevant to assignment and appropriate for audience. Presented most required material. | 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. |

Checklist:

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

___ Team paper

___ ALL Peer 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. Rankings below 3 or above 3.5 must be specifically explained.

___ Thank you letter envelope addressed

___ Indexed items if available

Notes to peer evaluations:
Examples are provided in the class website. PLEASE REVIEW THEM.

The instructor will record overall scores for each team member, throw out the low score for each member, then average their remaining scores.

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 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.