

MARKETING 4910 – 03: ALTERNATIVE VALUE CHAINS

FALL 2008

Class meeting times: TR 5:45 – 7:00pm
 2101 Engineering Building
 Instructor: Dr. Melea Press
 Office: 316 Crane Hall
 Office Hours: T 1:30-2:30pm in 1072 Engineering Bldg.
 W 10:00am-12:00pm in 316 Crane Hall
 Or by appointment

Email: mpress@uwyo.edu
 Tel: 307-766-2223

Text: A Handbook for Value Chain Research (**referred to as HVCR**)
 Prepared for the IDRC by Raphael Kaplinsky and Mike Morris
 Available for free online, and available on the course website
 Course Website: WyoWeb

Course Objectives

This course will teach students about value chains from a logistical perspective as well as from a consumer perspective. Systems thinking and sustainability will be introduced and used as tools to examine value chains. At the end of this course students will be able to draw models of value chains, analyze organizations in terms of their position within a value chain, analyze power relationships in value chains, discuss value from the perspective of the value chain and from the consumer perspective, be able to identify several ways that value is passed onto consumers and ways that consumers assess value, be knowledgeable about the role of individual values in consumer value assessment and be able to articulate several ways that individual values affect the end product in the value chain.

Knowledge and skills development. Students will gain experience in analytical and critical thinking, critical reading, expressing their ideas and opinions, as well as the opinions of others, through verbal and written means. Students will also gain experience with marketing research and synthesizing ideas into concise written and oral presentations.

Class Structure

Although there will be a lot of information given through lectures, this class is meant to be more of a seminar than a lecture. This means that each student must come to class having read the materials and ready to discuss the information at hand.

This class will be taught in a modular format, according to subject matter. By focusing in this way we will be able to focus intensely on each topic.

Student Evaluation

	<u>Points</u>		Grade Scale (%):	Grade standards	
Midterm	20		90.0-100	A	Outstanding work

Exercises and Summaries	40		80.0-89.9	B	Very good work
Final Project: Individual paper	15		70.0-79.9	C	Average work
Group paper/presentation	10				
Class participation	15		60.0-69.9	D	Sub-par work
			0-59.9	F	Very poor work
Total Points:	100				

Midterm

The exam format will be a combination of multiple-choice/matching and short-answer/essay questions. Material covered on each exam will include supply chain, value chain, and values concepts and terminology and information on specific companies discussed in class and presented in your readings.

Final Project

Objectives:

- To help you learn how consumers relate to the supply chain and the value chain
- To give you research experience
- To give you practice synthesizing information from your own research with other primary and secondary sources
- To hone critical thinking skills and writing abilities

Detailed requirements and guidelines for the term project will be discussed in class.

Because there will be a group component to this assignment, a note on group management: Student groups are considered static throughout the semester, which means that once you are assigned to a group you will remain in the same group throughout the term. However, a group can fire a member at any time. Firing requires: (1) a consensus of all of the group members (except for the person being fired); and (2) formal notice given in person first, followed by an e-mail to the fired person with a copy sent to the instructor. If you are fired, you have two options: (1) find another group that will “hire” you, or (2) complete the remaining group assignments on your own.

Class Participation & Attendance

Participation and attendance are critical for learning in this class. Attendance will be taken before most classes. Participation does not mean showing up and asking a few questions. Rather, participation is showing up for class having read and thought about the material, prepared to discuss and engage in in-class activities. The following rubric describes the grades that will be assigned based on your attendance and participation.

- 9-10** Points in this range represent consistently active participation of the highest quality. Students in this group are rarely absent (normally no more than once), are thoroughly prepared and consistently take a strong and active role in shaping the discussion by asking thought provoking questions or suggesting ideas that are built upon by others. Their comments often emphasize or clarify key aspects of the topic under consideration.
- 7-8** Points in this range represent regular participation of a fairly high quality. Students in this group attend regularly (normally have no more than two absences), are typically prepared

and are strong in extending the discussion or following up on points made. They ask questions or suggest points that are important in understanding the topic under consideration.

- 5-6** Points in this range represent a pattern of participation in which students are present and attentive, are typically prepared but not actively responsive to the flow of the discussion. Students in this group do not usually participate in class unless called upon. Even then they make limited contributions to the discussion.
- 0-4** Points in this range are earned by students who are typically unprepared and almost never make a contribution of any kind. Students in this range have frequent and unexplained absences.

Classroom Behavior

Students are expected to:

- Be on time to class
- Focus during class (do not read a newspaper, chit chat with others, engage in disruptive behavior, etc.)
- Turn off cell phones/PDAs. Texting, emailing, calling, etc. are not acceptable behaviors in the classroom
- Treat everyone who comes into the classroom with respect (students, professors, TAs, guest lecturers, etc.)

Assignment Due Dates

Assignment due dates will remain as firm as possible. Assignments that are handed in late will lose 10% for each day that they are late, including weekend days.

Academic Honesty

(adapted from University Regulation 802 – Revision 2) An act is academically dishonest when it is an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation. Some examples of academic dishonesty include, but are not limited to, such acts as:

- a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.
- b. Using a ghost writer, commercial or otherwise, for any type of assignment.
- c. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.
- d. Doing a class assignment for someone else or allowing someone to copy one's assignment.
- e. Using notes or prepared information in an examination unless authorized by the instructor.
- f. Taking an examination for someone else or allowing someone to take an examination for oneself.
- g. Copying from, or assisting, another student during an examination.
- h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

- i. Submitting substantially the same work as someone else unless authorized by the instructor.

Any incident of academic dishonesty will be reported to the Department Chairperson and the Dean of the College of Business. In accordance with university regulations, students accused of academic dishonesty will be notified in writing. Any student found to have committed academic dishonesty of any kind will receive a failing grade for the course.

Special Needs

If you need accommodations because of special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class *this week*, or at my office.

To request academic accommodations (for example, a note-taker), students must also register with Disability Services. It is the campus office's responsibility to review documentation provided by students requesting academic accommodations, and for accommodation planning in cooperation with students and instructors, as needed and consistent with course requirements.

Schedule

This course will explore several specific topic areas. Readings, cases, and/or activities will be assigned for each topic. **You are expected to prepare for each class by reading and taking notes prior to class.** Some readings will be drawn from current topical issues. As such, additional readings not listed on the syllabus occasionally may be assigned. Every effort will be made to provide one week's notice of any additional readings.

For exams you are responsible for all readings, cases, lecture/discussion, and material covered and explored through exercises.

The following schedule provides a guideline for the order in which we will cover the course topics. Readings will be posted on the course website one week in advance. Additional reading materials may be handed out in class. As the course progresses, the schedule may change. Students will be informed of all changes to the syllabus in class with plenty of time to complete all relevant assignments.

		Assigned Readings/ Assignments
Topic 1:	Introduction to Value Chains	
26-Aug	Class Introduction	
28-Aug	Context: Sustainable Business Practices	Systems Thinking Primer
2-Sep	Intro to Value Chain and Supply Chain	HVCR p. 1-8 – prepare GQ-1 for class
4-Sep	How do value chains differ from supply chains?	Mastering the Value Chain/ be prepared to draw the changes to the value chain and discuss in class HVCR p. 9-24 - Turn in GQ-2, prepare GQ-3 and GQ-4 for class
Topic 2:	Consumer Values	
9-Sep	What are consumer values and why do they matter here?	Value Chains versus Supply Chains
11-Sep	Consumer values in the VC	Turn in personal values written exercise
Topic 3:	Consumer Value Assessment	
16-Sep	Models for consumer value assessment	"A Means-End Chain Model" Gutman 1982
18-Sep	Mapping consumer value through the VC	Prepare to map means-end chains onto VC
23-Sep	Midterm	

Topic 4:	Coffee	
25-Sep	Introduction to coffee VC	Coffee Readings; Coffee assignment (Due Oct 7)
30-Sep	Discuss elements and types of coffee VC, where does value come from?	HVCR p. 25-36, Turn in GQ-5
2-Oct	Guest Speaker: John Guerin, Owner Coal Creek Coffee	
7-Oct	Synthesis of coffee value chain, discuss website assignments	
Topic 5:	Food - Produce	
9-Oct	CSA/Farmers market	Creating a Customer-Driven Supply Chain
14-Oct	Guest Speaker	
16-Oct	Wal-Mart	HVCR p. 37-48, Turn in GQ-6, prepare GQ-7 for class
21-Oct	Growing methods; Food recalls	
Topic 6:	Food - Beef	
23-Oct	Grass-fed/feedlot	Integrating the Voice of the Consumer within the Value Chain; Burgerville
28-Oct	Fast Food	Chipotle assignment; HVCR p 49-65
30-Oct	Guest Speaker	http://phx.corporate-ir.net/phoenix.zhtml?c=194775&p=irol-reportsAnnual
Topic 7:	Clothing	
4-Nov	T-Shirts; High-end clothes	The Value Chain Framework Threadless.com; EatMoreKale.com; http://www.edunonline.com/faq.aspx Clothing assignment (Due Nov. 18)
6-Nov	Shoes	http://www.keenfootwear.com/about.aspx ; http://www.timberland.com/corp/index.jsp?page=csroverview
11-Nov	Guest Speaker	HVCR p. 66-93
13-Nov	Types of outlets	Wal-Mart value chain readings

Topic 8:	Social/Historical Aspects of Value Chains	
18-Nov	Value Chain Outlets	kiva.org; 10000 villages; Individual Final Project Due
20-Nov	Synthesis Day - No Class	HVCR p. 94-104
25-Nov	Managing the Supply Chain	
27-Nov	No Class....Happy Thanksgiving!	
2-Dec	Final Project Discussion	Group Final Projects Due
4-Dec	Final Project Discussion	Last Day of Class