



## Teaching Guide

For

# *Nestlé Foods Shipping Pallet Inventory*

## Module

**Illinois Career & Technical Education  
Math and Science Curriculum Project**

**2009**

# Table of Contents

## Acknowledgements

## Problem Solving Activity

### Overview of Module

- Scenario Focus
- Description of the Problem to be solved
- TDL Cluster Knowledge and Skills and Performance Elements Addressed
- Illinois Learning Standards Addressed
- Objectives
- Measurement Criteria
- Teacher Notes
- Time Required to Complete Problem
- Support Materials and Resources Necessary for Completion of Scenario

## Lessons

Lesson 1 with Handouts 1 and 2

Lesson 2 with Handout 3

Lesson 3 with Handouts 4 and 5

Lesson 4 with Handout 6

Lesson 5

## Teacher Assessment Materials

- Final Evaluation—Problem Statement to be solved with measurement criteria.
- Solution Checker—Scoring Rubric or scoring guide and copy of solution

## Appendix

Glossary of Terms

Pre Test and Key

## Acknowledgements

### **Business/Industry/Government Partner(s)**

Mr. Andrew Gibson  
Director, Logistics  
Nestle Foods, Inc.  
DeKalb, IL  
(815) 754 2577

Mr. Tim Harms  
DeKalb General Manager  
Nestle Foods, Inc.  
DeKalb, IL  
815 754-2516

### **Developers:**

Kurt Wolter  
Rochelle Township High School  
1401 Flagg Road  
Rochelle, IL 61068  
Ph (815) 562-4161  
Email: [kwolter@rths.rochelle.net](mailto:kwolter@rths.rochelle.net)

## Scenario Focus

### Overview of Module

In this module students will first learn about a large, international food branding and distribution company and then go through the technical design process to propose a solution for taking an inventory of the shipping pallets in one of the company's distribution centers.

Students will study the existing situation in the distribution center and the constraints involved on the current inventory system. They will use manual and computer-based tools to design a solution and they will use computer software to create a presentation to present their solution.

Students will be evaluated with a small variety of daily worksheets and journals turned in as they work in groups to learn about and design their solution, and they will be evaluated by the final design and presentation their group creates. The portion of their grade earned individually and the portion of their grade earned as a group should be determined by the teacher.

This module should help students to better understand the food distribution systems not only in their community but also the rest of the nation and the world. It should teach them the importance of research and community understanding when designing inventory control systems. The resources listed in the student guide will give plenty of additional information that can be used in class, time permitting.

Another important learning feature of the module is that the problem does not have one clear answer. Rather, it provides an opportunity for the students to think creatively about how to design a possibly unique solution.

Given the need for creativity and time constraints it will be beneficial for students to work in teams to solve the problem. Engineering firms generally use teams to solve problems such as this one getting input from many different departments within the business.

**Primary Career Cluster:** Transportation, Distribution & Logistics

**Primary Career Pathway:** Warehousing and Distribution Center Operations

## **Recommended Subject Areas:**

Science, Technology, Engineering, & Math (STEM)

## **Scenario Problem Statement**

The Nestlé Food Company is one of the largest food distributors in the world. It has approximately 18 distribution centers (DC's) in the United States, one that is located here in DeKalb, Illinois.

All of our product is supported and transported using shipping pallets. These pallets come from several different suppliers. Each year we need to inventory the shipping pallets at 5 of our distribution centers to discover how many of each different pallet we have in the center. This information is then used to determine the costs we owe to the various pallet suppliers. Each year we spend approximately \$30,000 on 4 audits at each DC, requiring over 1200 hrs to complete. We want to reduce this cost as much as possible.

We would like to ask you, the students in Mr. Wolter's class, to propose solutions to complete the inventory. You are invited to tour our DC to gather information, and I will be available to you for a question and answer session after the tour. Since our time will be limited, I encourage you to prepare ahead of time with your instructor. I have provided some preliminary information about our company and distribution center to Mr. Wolter.

Your solution should address several questions that I will have about any inventory work that can take place in our DC:

- How will your solution solve the inventory problem? Explain your group's solution in a written business document and a presentation that explains the details of your proposal.
- What does your solution look like? Provide diagrams, photographs, or drawings so I can visualize the details of your proposal.
- What will the labor, material, tool, and equipment costs be? Provide a spreadsheet with details about each of these 3 expense categories explaining how you calculated these costs.
- How will your solution address safety concerns for the workers who will perform the inventory.

- How may other workers in the warehouse be affected by your proposed solution. Please explain whatever changes we may need to make to accommodate your proposal.

I will be available in approximately two weeks to visit your school to view your proposals. Thank You!

### **Cluster Knowledge and Skills and Performance Elements**

1. Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary education and career opportunities.
2. Demonstrate science knowledge and skills required to pursue the full range of post-secondary and career education opportunities.
3. Comprehend and use reading strategies to learn meaning, technical concepts and vocabulary.
4. Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities.
5. Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
6. Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.
7. Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).
8. Operate Internet applications to perform workplace tasks.
9. Operate presentation applications to prepare presentations.
10. Employ spreadsheet applications to organize and manipulate data.
11. Apply strategies used to assess and recommend improvements to the performance and reliability of material handling equipment and warehouse management information systems

### **Illinois Learning Standards**

#### **Math**

10.A.4a - Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatter plots and box plots

#### **Science**

11.A.4f Using available technology, report, display and defend to an audience conclusions drawn from investigations.

What I Want Students to Know	What I Want Students to be Able to Do
<ul style="list-style-type: none"> <li>• Understand the role of logistics and distribution.</li> <li>• Understand the components of distribution center operations.</li> <li>• Understand how to collect, organize and analyze data accurately and precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• Create technical drawings.</li> <li>• Decipher and draw conclusions from raw data and information.</li> <li>• Use computer and other information tools to retrieve information.</li> <li>• Use computer and other tools to generate technical reports.</li> <li>• Prepare and present a business report.</li> </ul>

### Objectives

1. Students will understand the meaning of TDL.
2. Students will become familiar with local TDL distribution center operations.
3. Students will locate information using the internet about Nestle & Del Monte local distribution centers and company information.
4. Students will determine what they need to know to complete scenario.
5. Students will understand the basic functions of a distribution center.
6. Students will develop an awareness of design constraints including pallet racking design and their differences.
7. Students will be able to utilize various software programs such as CADD, spreadsheets, word processing to prepare diagrams and drawings and costs estimates.
8. Students will be able to identify and describe the components of a business presentation.
9. Students will be able to analyze data and organize into a business report.
10. Students will prepare a written and oral presentation.

### Measurement Criteria

1. Present and explain plans to sufficiently address the criteria set forth in the problem statement.
2. Collect and analyze distribution center inventory operational information.
3. Identify and evaluate alternative solutions

4. Provide a recommendation that shows understanding of problem with supporting documentation including word processed file, spreadsheet, presentation graphics, and CADD.
5. Actively participated in determining the recommendations and creation of presentation and report.
6. Business report which includes:
  - Word processed document which meets the requirements listed in the attached grading rubric.
  - Spreadsheet document which meets the requirements listed in the attached grading rubric.
  - A two or three-dimensional CAD file which meets the requirements listed in the attached grading rubric.
  - Presentation graphics file which meets the requirements listed in the attached grading rubric.

### **Teacher Notes**

1. Extensive use of computers and internet access is required for this module. It is recommended that one computer per student is available.
2. A computer attached to an overhead projection system is highly recommended.
3. If students do not have sufficient skills with word processing, spreadsheets, presentation graphics, and/or technical sketching more time may be needed to provide remediation in these skills. Use the activities and resources listed in the Lesson Plans to reinforce or provide new learning for these skills.
4. Use Daily Journals at the end of each class period (or as homework) to cause students to begin thinking about what they accomplished that period and what they will need to accomplish the following period.
5. If the business partner is willing to accept questions via email from students or from the instructor, offer that as an optional way for students to gain information.
6. Provide the option for those students who are capable of using CAD to create their technical drawings using a CAD package such as Google SketUP or CAD Standard (see resources page for URL for free download).

**Time required to complete the Problem (Estimated): 15 days**

### **Module Support Materials Summary**

1. Website: Microsoft Office Excel online training tutorials  
<http://office.microsoft.com/en-us/training/FX100565001033.aspx>



2. Writing Business Reports  
<http://www.tdlmathscience.org/?q=system/files/WritingBusinessReport.pdf>
3. Making Business Presentations  
[http://www.tdlmathscience.org/?q=system/files/making\\_bus.pdf](http://www.tdlmathscience.org/?q=system/files/making_bus.pdf)
4. Website: Writing Help Central  
<http://www.writinghelp-central.com/business-reports.html>
5. Worksheet: Guest Speaker Visit Worksheet
6. Website: Google Earth User Guide  
<http://earth.google.com/userguide/v4/>
7. Website for free download of Google SketchUp  
<http://sketchup.google.com/>.
8. Website for free download of CAD software  
<http://www.cadstd.com/>

<b>Lesson 1</b>	<b>Introduction to Transportation, Logistics, and Distribution</b>	
<b>Time Estimate:</b> 75 minutes		
<b>Objectives</b>		
<ol style="list-style-type: none"> <li>1. Students will understand the meaning of TDL.</li> <li>2. Students will become familiar with local TDL distribution center operations.</li> <li>3. Students will locate information using the internet about Nestle &amp; Del Monte local distribution centers and company information.</li> </ol>		
<b>Materials &amp; Resources</b>		
<ul style="list-style-type: none"> <li>• Handout 1, Defining Logistics and Distribution</li> <li>• Websites: <a href="http://en.wikipedia.org/wiki/logistics">http://en.wikipedia.org/wiki/logistics</a> <a href="http://www.johngattorna.com/diagrams/diagram_01.html">http://www.johngattorna.com/diagrams/diagram_01.html</a></li> <li>• Internet access and Google Earth software</li> </ul>		
<b>Agenda</b>		
<b>Step</b>	<b>Minutes</b>	<b>Activity</b>
1	20	<ul style="list-style-type: none"> <li>-Introduce concepts of TDL and discuss briefly.</li> <li>-Provide examples of relevance to students and other consumers.</li> <li>-Discuss local businesses, Del Monte and Nestle.</li> </ul>
2	25	<ul style="list-style-type: none"> <li>-Distribute Handout 1, Defining Logistics and Distribution.</li> <li>-Allow time for students to read and complete the questions and activities at the end of the handout.</li> <li>-Go over questions and answers in class.</li> </ul>
3	10	<ul style="list-style-type: none"> <li>-Use Google Earth on projection screen to locate distribution centers for Del Monte and Nestle.</li> <li>-Discuss impact on local jobs and economy.</li> </ul>
4	15	<ul style="list-style-type: none"> <li>-Have students use internet to search for images of shipping pallets.</li> <li>-Discuss purpose and similarities or differences as a class.</li> </ul>
5	5	<ul style="list-style-type: none"> <li>-Have students record their work in a notebook or daily journal.</li> </ul>

## Defining Transportation, Logistics & Distribution

What is logistics?

Logistics refers to the planning and management of the physical movement or distribution of products and merchandise from the producer to the consumer. Producers are the companies who make the product. Consumers are people who use the product.



Logistics and distribution plays a critical role in the economy because products are usually produced in one part of the country or the world and have to be transported many miles to where consumers live. Producers and consumers depend on logistics and distribution companies and professionals to get products to the right place at the right time when consumers want to buy them. This can be very costly without good planning and management.

When defining logistics remember the 7 R Principle: Logistics is delivering the right product, in the right quantity and the right condition at the right place, at the right time, for the right customer, at the right cost.

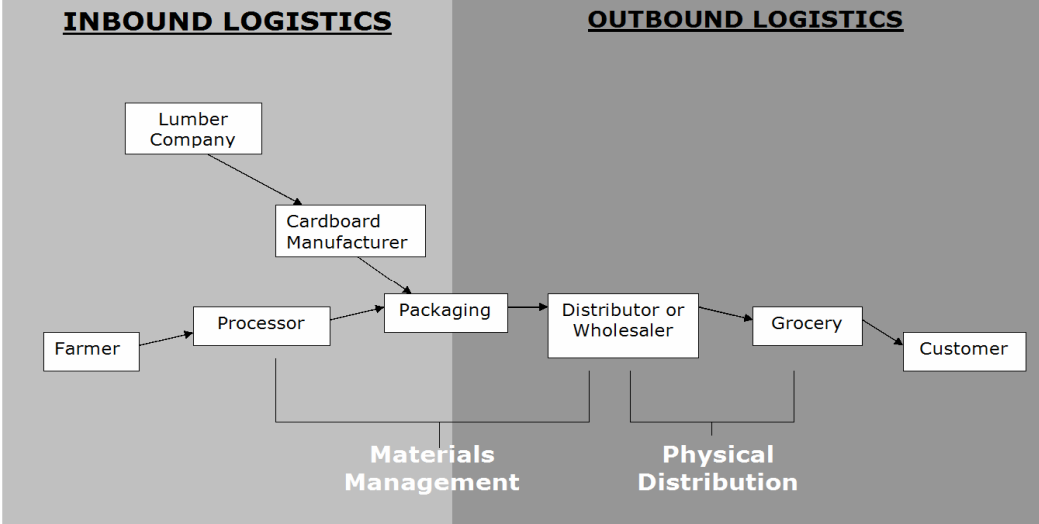
As shown in Figure 1.1, logistics management can be divided into two separate activities. Materials management involves the bringing of raw materials and supplies to where they are used to produce products and merchandise, usually a manufacturing company, and moving them through the company until they become finished products. Materials management is often referred to Inbound Logistics

Physical distribution management involves the movement of finished products and merchandise from the end of the production line to the consumer. This is also called Outbound Logistics.



Logistics and distribution professionals working for retail companies are involved in physical distribution activities. They are responsible for getting products and merchandise from the manufacturers or their wholesalers to stores and consumers.

**Figure 1.1 Flow Chart for Defining Logistics and Distribution**



Score \_\_\_\_\_ / 10 Name: \_\_\_\_\_

### Student Questions & Activities Sheet #1: Defining Logistics & Distribution

Answer the following questions in the space provided below:

1. List the 7 R's in the 7R Principle:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

2. What are 2 major decisions that have to be made in getting the finished product to the store?

- 1.
- 2.

3. What is the purpose of shipping pallets?

4. What does it mean to “take and inventory” of product in warehouse? Explain what type of information you think would need to be collected to do an accurate inventory.

<b>Lesson 2</b>		<b><i>Introduction to the Problem Scenario</i></b>
<b>Time Estimate:</b> 75 minutes		
<b>Objectives</b>		
1. Students will determine what they need to know to complete scenario.		
<b>Materials &amp; Resources</b>		
<ul style="list-style-type: none"> <li>• Handout 2, Memo of Problem Statement</li> <li>• Handout 3, KDK (Know/Don't Know)</li> </ul>		
<b>Agenda</b>		
<b><i>Step</i></b>	<b><i>Minutes</i></b>	<b><i>Activity</i></b>
1	10	-Distribute Handout 2, Memo of Problem Statement. -Allow time for students to read and determine any questions they might have.
2	15	-Divide the class into work groups of 3 or 4 students. -Allow time for students to discuss the problem in their groups.
3	25	-Distribute Handout 3, KDK and explain its purpose. -Have students work in groups and record their responses on the KDK sheet.
4	15	-Discuss teamwork and leadership roles within a group/team. -Discuss personality characteristics and an individual's role within the group.
5	10	-Explain field trip and prompt students to think about what they will need to know or look for at site to solve problem. -Have students record their work in a notebook or daily journal.

## MEMO

TO: Students of Mr. Wolter's Engineering Drafting Class  
FROM: Andrew Gibson, Director, Logistics - Nestle Foods, DeKalb  
RE: Shipping Pallet Inventory  
DATE: October, 2008

The Nestlé Food Company is one of the largest food distributors in the world. It has approximately 18 distribution centers (DC's) in the United States, one that is located here in DeKalb, Illinois.

All of our product is supported and transported using shipping pallets. These pallets come from several different suppliers. Each year we need to inventory the shipping pallets at 5 of our distribution centers to discover how many of each different pallet we have in the center. This information is then used to determine the costs we owe to the various pallet suppliers. Each year we spend approximately \$30,000 on 4 audits at each DC, requiring over 1200 hrs to complete. We want to reduce this cost as much as possible.

We would like to ask you, the students in Mr. Wolter's class, to propose solutions to complete the inventory. You are invited to tour our DC to gather information, and I will be available to you for a question and answer session after the tour. Since our time will be limited, I encourage you to prepare ahead of time with your instructor. I have provided some preliminary information about our company and distribution center to Mr. Wolter.

Your solution should address several questions that I will have about any inventory work that can take place in our DC:

- How will your solution solve the inventory problem? Explain your group's solution in a written business document and a presentation that explains the details of your proposal.
- What does your solution look like? Provide diagrams, photographs, or drawings so I can visualize the details of your proposal.
- What will the labor, material, tool, and equipment costs be? Provide a spreadsheet with details about each of these 3 expense categories explaining how you calculated these costs.
- How will your solution address safety concerns for the workers who will perform the inventory.
- How may other workers in the warehouse be affected by your proposed solution. Please explain whatever changes we may need to make to accommodate your proposal.

I will be available in approximately two weeks to visit your school to view your proposals. Thank You!

**KDK (Know / Don't Know)**

Name: \_\_\_\_\_

Nestlé Foods Shipping Pallet Inventory

Score \_\_\_ / 10

What We Know	What We Don't Know	What We Need to Find Out

Comments or Questions to be asked:



<b>Lesson 3</b>		<b><i>Field Trip to Nestle Distribution Center</i></b>
<b>Time Estimate:</b> 2+ hours		
<b>Objectives</b>		
<ol style="list-style-type: none"> <li>1. Students will understand the basic functions of a distribution center.</li> <li>2. Students will develop an awareness of design constraints including pallet racking design and their differences.</li> </ol>		
<b>Materials &amp; Resources</b>		
<ul style="list-style-type: none"> <li>• Handout 4, Field Trip Questions and Answers</li> <li>• Handout 5, Technical Drawing of Field Trip Findings</li> </ul>		
<b>Agenda</b>		
<b><i>Step</i></b>	<b><i>Minutes</i></b>	<b><i>Activity</i></b>
1	30	<ul style="list-style-type: none"> <li>-Travel to Distribution Center.</li> <li>-Distribute Handout 4 and have students complete using ideas from previous lesson's Handout 3, KDK.</li> </ul>
2	15	<ul style="list-style-type: none"> <li>-Introduce Nestle Logistics Director and Distribution Center Manager</li> <li>-Have student use Handout 3, KDK from previous lesson and Handout 4, Field Trip Questions and Answers to ask questions related to understanding the problem and gathering more information.</li> </ul>
3	45	<ul style="list-style-type: none"> <li>-Distribute Handout 5, Technical Drawing</li> <li>-Tour facility</li> <li>-Student should take notes and ask questions and make sketches of features for future reference.</li> <li>-If permissible, students may want to take photographs for later reference.</li> </ul>
4	30	<ul style="list-style-type: none"> <li>-Return to school.</li> </ul>

**Nestle Shipping Pallet Inventory Problem**

Name: \_\_\_\_\_

**Field Trip Question & Answers Student Worksheet**

Score \_\_\_\_ / 10

**What You Know (or Learn):**

Make a list of important information you find out during the question & answer time during your field trip.

- 1.
- 2.
- 3.
- 4.
- 5.

**What You Need to Know:**

Make a list of information you need to find out by asking the Nestle experts.

- 1.
- 2.
- 3.
- 4.

**Nestle Shipping Pallet Inventory Problem**

Name: \_\_\_\_\_

**Technical Drawing of Field Trip Findings**

Score \_\_\_ / 10 Date: \_\_\_\_\_

Make a sketch with labels of the Nestle distribution center and any other notes you think will be important to remember for your group's proposed solution.

<b>Lesson 4</b>		<b><i>Making Technical Drawings</i></b>
<b>Time Estimate:</b> 2-3 hours		
<b>Objectives</b>		
1. Students will be able to utilize various software programs such as CADD, spreadsheets, word processing to prepare diagrams and drawings and costs estimates.		
<b>Materials &amp; Resources</b>		
<ul style="list-style-type: none"> <li>• Computer with access to internet and Google SketchUp, Excel and Word</li> <li>• Microsoft Office Excel online training tutorials <a href="http://office.microsoft.com/en-us/training/FX100565001033.aspx">http://office.microsoft.com/en-us/training/FX100565001033.aspx</a></li> <li>• Google SketchUp User Guide <a href="http://sketchup.google.com">http://sketchup.google.com</a></li> </ul>		
<b>Agenda</b>		
<b><i>Step</i></b>	<b><i>Minutes</i></b>	<b><i>Activity</i></b>
1	50	-Review with students any basic information they need in use of software such as Google SketchUp and Excel. -Allow time for students to complete their technical drawings utilizing Google SketchUp.
2	50	-Discuss costs that could be attributed to making changes and possible sources of information. -Allow time for students to determine costs involved and develop spreadsheets.
3	30	-Have students research safety concerns associated with a distribution center. (Students may want to utilize notes from field trip. -Discuss these as a class.
4	5	-Have students record their work in notebook or daily journal each day.

<b>Lesson 5</b>		<b><i>Preparing and Making a Business Presentation</i></b>
<b>Time Estimate:</b> 3 hours		
<b>Objectives</b>		
<ol style="list-style-type: none"> <li>1. Students will be able to identify and describe the components of a business presentation.</li> <li>2. Students will be able to analyze data and organize into a business report.</li> <li>3. Students will prepare a written and oral presentation.</li> </ol>		
<b>Materials &amp; Resources</b>		
<ul style="list-style-type: none"> <li>• Handout 6, Group Presentation Responsibilities</li> <li>• Making Business Presentations <a href="http://www.tdlmathscience.org/?q=system/files/making_bus.pdf">http://www.tdlmathscience.org/?q=system/files/making_bus.pdf</a></li> <li>• Writing a Business Report <a href="http://www.tdlmathscience.org/?q=system/files/WritingBusinessReport.pdf">http://www.tdlmathscience.org/?q=system/files/WritingBusinessReport.pdf</a></li> <li>• Business Report Writing <a href="http://www.writinghelp-central.com/business-reports.html">http://www.writinghelp-central.com/business-reports.html</a></li> <li>• Computer with PowerPoint and word processing software</li> <li>• Notes from research and field trip findings.</li> <li>• Projector</li> </ul>		
<b>Agenda</b>		
<b><i>Step</i></b>	<b><i>Minutes</i></b>	<b><i>Activity</i></b>
1	25	<ul style="list-style-type: none"> <li>-Distribute Handout 6, Group Presentation Responsibilities.</li> <li>-Discuss with students the purpose and application of business reports.</li> <li>-Refer students to websites for making a business presentation and writing a business report or make copies of these for students.</li> <li>-After students have had time to read, discuss any questions they may have.</li> </ul>
2	50	<ul style="list-style-type: none"> <li>-Discuss how to integrate spreadsheets, images, hyperlinks, charts, graphs and technical drawings into a report.</li> <li>-Allow time for students to organize, plan and put together their power point presentations.</li> </ul>

3	45	-Allow students to explore business report examples online. -Give students time to complete the written information for their report.
4	40	-Have each group make their presentation to the business partner. -Answer questions and discuss any feedback from business partner or other students.
5	10	-Discuss student reactions to the project and changes students would recommend be made.

## Group Presentation Responsibilities

1. List Your Company Name: \_\_\_\_\_

2. List who will be responsible for each part of your presentation.

Word Document: \_\_\_\_\_

Excel Spreadsheet: \_\_\_\_\_

PowerPoint: \_\_\_\_\_

Technical Drawing / 3D Model: \_\_\_\_\_

# **Teacher**

## **Assessment Materials**



# FINAL EVALUATION

## Problem Statement to be solved

The Nestlé Food Company is one of the largest food distributors in the world. It has approximately 18 distribution centers (DC's) in the United States, one that is located here in DeKalb, Illinois.

All of our product is supported and transported using shipping pallets. These pallets come from several different suppliers. Each year we need to inventory the shipping pallets at 5 of our distribution centers to discover how many of each different pallet we have in the center. This information is then used to determine the costs we owe to the various pallet suppliers. Each year we spend approximately \$30,000 on 4 audits at each DC, requiring over 1200 hrs to complete. We want to reduce this cost as much as possible.

We would like to ask you to propose solutions to complete the inventory. You are invited to tour our DC to gather information, and I will be available to you for a question and answer session after the tour.

Your solution should address several questions that I will have about any inventory work that can take place in our DC:

- How will your solution solve the inventory problem? Explain your group's solution in a written business document and a presentation that explains the details of your proposal.
- What does your solution look like? Provide diagrams, photographs, or drawings so I can visualize the details of your proposal.
- What will the labor, material, tool, and equipment costs be? Provide a spreadsheet with details about each of these 3 expense categories explaining how you calculated these costs.
- How will your solution address safety concerns for the workers who will perform the inventory.
- How may other workers in the warehouse be affected by your proposed solution. Please explain whatever changes we may need to make to accommodate your proposal.

I will be available in approximately two weeks to visit your school to view your proposals.

## **Final Evaluation Criteria**

### **Measurement Criteria**

1. Present and explain plans to sufficiently address the items required in the problem statement.
2. Collected and analyzed distribution center inventory operational information.
3. Identified and evaluated alternative solutions.
4. Provided a recommendation that shows understanding of problem with supporting documentation including word processed file, spreadsheet, presentation graphics, and CADD.
5. Actively participated in determining the recommendations and creation of presentation and report.
6. Provided a business report which included:
  - Word processed document which meets the requirements listed in the attached checklist.
  - Spreadsheet document which meets the requirements listed in the attached checklist.
  - A two or three-dimensional CAD file which meets the requirements listed in the attached checklist.
  - Presentation graphics file which meets the requirements listed in the attached checklist.

**Final Evaluation Scoring Checklists are on the next 4 pages**

**Nestlé Foods Shipping Pallet Inventory**  
 Word Processed Report Checklist

Name: \_\_\_\_\_  
 Score \_\_\_ / 20

<b>Organization and Structure</b>	Comment
Does the report contain an introduction that summarizes the purpose and contents of the report?	
Is the body of the report divided into logical sections of related information?	
Does each section contain a sufficient amount of necessary information?	
Does any section contain information that is not necessary?	
Are the sections properly sequenced?	
Do the section titles communicate the purpose and content of each section?	
Does the report have a final section that summarizes the conclusions and recommendations of the project?	
<b>Purpose and Content</b>	
Does the report meet the requirements of the customer? Here are the questions which were stated in the Memo which your group should answer:	
1. How will your solution solve the inventory problem?	
2. What does your solution look like?	
3. What will the labor, material, tool, and equipment costs be?	
4. How will your solution address safety concerns	
5. How may other workers in the warehouse be affected by your proposed solution.	
Does the report contain well-constructed sentences and paragraphs?	
Does the report effectively use supporting charts, graphs, tables, and figures to better convey your information?	
Does the report use consistent report formats for easy reading?	
Does the report contain spelling or grammatical errors?	
Does the report contain inaccurate information or math errors?	

**Nestlé Foods Shipping Pallet Inventory**  
 Technical Drawing Checklist

Name: \_\_\_\_\_  
 Score \_\_\_\_ / 20

Grading Criteria	Comment
Is the drawing done using an appropriate scale so that is it easy to read and fits the printed page?	
Is the scale of the drawing displayed and is it correct?	
Does the drawing have a title block which provides basic information?	
Does the drawing have a border drawn inside the edge of the paper?	
Does the drawing clearly show important details with easy to see, dark lines?	
Are the objects dimensioned well showing their size and location?	
Are the objects in the drawing labeled well for identification with arrowhead and leader line?	

**Nestlé Foods Shipping Pallet Inventory**  
 Financial Spreadsheet Checklist

Name: \_\_\_\_\_  
 Score \_\_\_ / 20

Description	Comment
Does the worksheet contain an appropriate title to describe its contents?	
Is the worksheet divided into logical sections of related information and are the sections labeled appropriately using column and row headings?	
Does each section contain a sufficient amount of necessary data information to explain your groups financial calculations?	
Does any section contain information that is not necessary?	
Are the sections properly sequenced?	
Do the section titles communicate the purpose and content of each section?	
Does the report have a final section that summarizes the conclusions and recommendations of the project?	

**Nestlé Foods Shipping Pallet Inventory**  
PowerPoint Presentation Checklist

Name: \_\_\_\_\_  
Score \_\_\_ / 20

<b>Criteria</b>	<b>Comment</b>
Did you present your name(s) and the name of our group?	
Did you present the purpose of your presentation?	
Did you present the major topics or sections of your presentation and the order in which you will present each section?	
Did you gain the interest and attention of the audience for our presentation?	
<b>Presentation Content and Visual Aids</b>	
Did you present the most critical information for the purpose of your presentation? Did you organize this information in a logical way and in the most appropriate sequence?	
Did you effectively explain the importance of the information for the purpose of the presentation?	
Did you prepare neat and clear visual aids and handout materials without errors?	
Did you present a summary of the major conclusions and recommendations?	
Did you ask for questions, comments, and reactions?	
<b>Presentation Delivery</b>	
Did you dress appropriately to project a professional image?	
Did you stand straight and maintain eye contact with the audience at all times?	
Did you demonstrate confidence in presenting the information?	
Did you speak clearly at the appropriate rate?	
Did you speak in complete sentences with correct use and pronunciation of words including professional terminology?	
Did you speak with intonation and volume that engaged the audience?	
Did you effectively use our visual aids?	
Did you present and explain the information effectively?	
Did you show respect for the audience in presenting and responding to questions, comments, and reactions?	
Did you seek a full understanding of questions, comments, and reactions?	

# APPENDIX

For an example of a Daily Journal, click on the following file:



Daily\_Journal.pdf