

# UN'INNOVATIVA PIATTAFORMA DI APPRENDIMENTO ONLINE: FOCUS SUL CORSO ESCAPE PER GLI STUDENTI DI ITALIA, OLANDA E FRANCIA

ESCAPE WORKSHOP  
CIBUS CONNECT, Parma 10 Aprile 2019

Alessandro Sopegno, UNITO

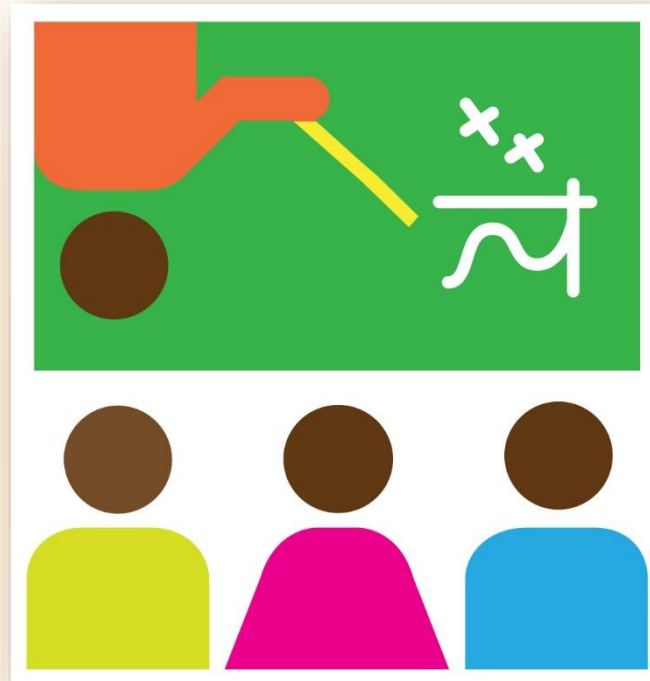
website available at: [www.escape-project.eu](http://www.escape-project.eu)



The screenshot shows the ESCAPE project website. At the top, there is a navigation menu with links for HOME, PARTNERS, EVENTS, DOCUMENTS, TRAINING COURSE, and INTRANET. The ESCAPE logo is prominently displayed, featuring a magnifying glass over a globe. Below the logo, it states "Enhancing Sales Capacity for Agrifood Products in Europe" and includes the Erasmus+ logo. A large banner image shows students in a computer lab. To the right of the image, the text reads "Flipped classroom" and "basic concepts at home, and face-to-face time on activities that enhance critical thinking". Social media icons for Facebook, Twitter, and LinkedIn are visible on the right side of the banner. Below the banner, there are two columns of text. The left column is titled "Erasmus + Programme" and features the European Union flag logo, followed by the text "Co-funded by the Erasmus+ Programme of the European Union". The right column is titled "Aim Of The Project" and features the ESCAPE logo and text describing the project's goals: "The specific aim of the project is to develop a training programme for food technology students motivated in working in the business area of the F&D sector, based on the industry's needs and to address F&D industry's need for effective international salespeople with skills in food technology".

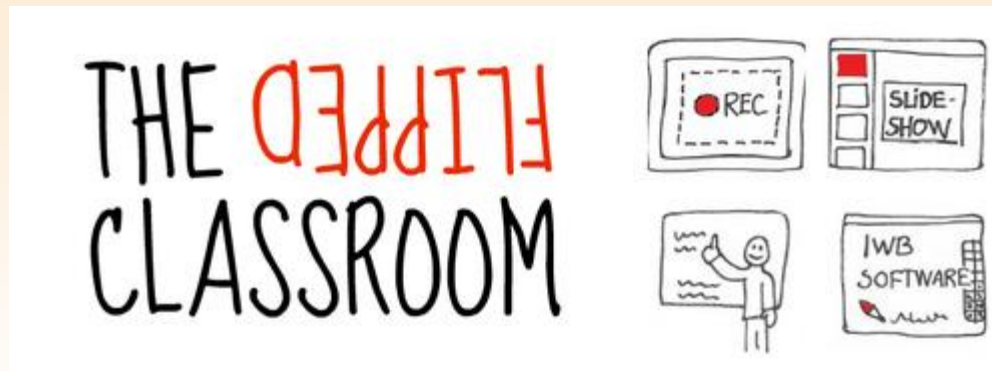


# FLIPPED CLASSROOM



# Flipped Classroom

- Il corso si svolgerà in modalità «Flipped Classroom»
- Il metodo Flipped Classroom, letteralmente «classe capovolta» è un approccio metodologico che ribalta il ciclo tradizionale di apprendimento



# CORSO TRADIZIONALE vs. FLIPPED CLASSROOM

Corso  
Tradizionale

La lezione è  
impartita in classe  
dal Professore

Compiti a casa  
per migliorare la  
comprensione



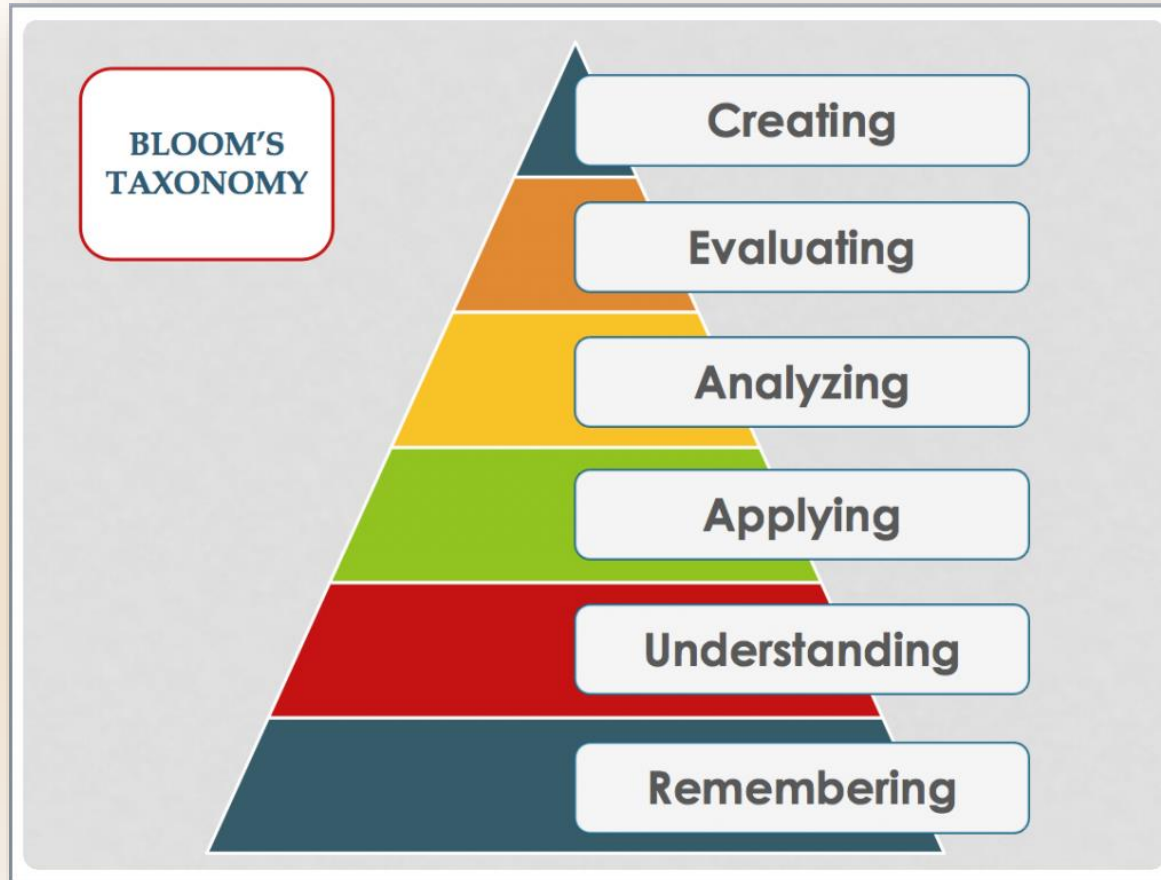
Flipped  
Classroom

Gli studenti  
seguono le lezioni  
a casa

Lezioni in classe  
dedicate ad  
attività superiori



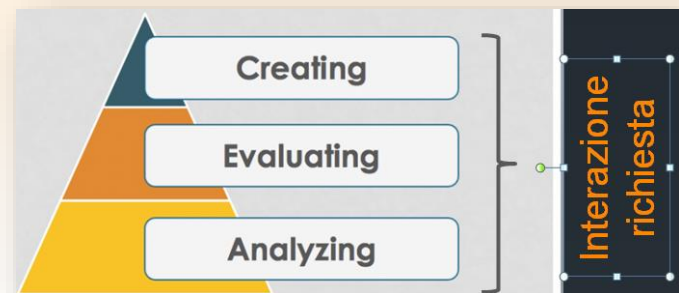
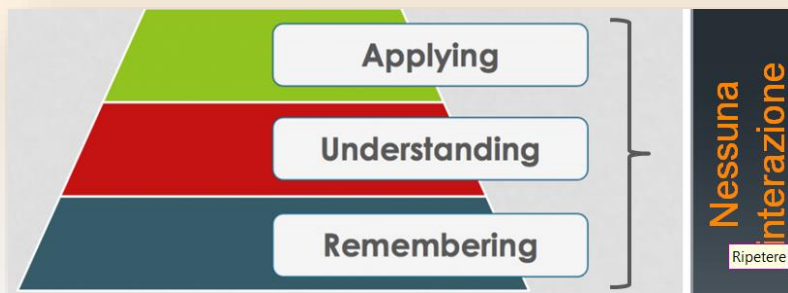
# Livelli di apprendimento – Tassonomia di Bloom



- Le attività presentano diversi livelli di apprendimento

# Flipped Classroom – Le attività

- Attività che possono essere svolte in autonomia (la qualità del materiale è molto importante)
- Mediante:
  - Video
  - Quiz e test
  - Esercizi
- Attività che richiedono interazioni e collaborazioni → on-line e in classe (fondamentale la collaborazione e l'interazione tra gli studenti)
- Mediante:
  - Forum di discussione
  - Domande / Risposte
  - Collaborazione per problemi esistenti



# Struttura del corso ESCAPE

Modulo	Attività online	Obiettivi di apprendimento	Attività di gruppo
Business management	4 giorni	4 → 1 al giorno	Giorno 5 → presentazione e discussione, test finale del modulo.
Marketing management	4 giorni	4 → 1 al giorno	Giorno 5 → presentazione e discussione, test finale del modulo.
Export and sales	4 giorni	4 → 1 al giorno	Giorno 5 → presentazione e discussione, test finale del modulo.
Logistics	4 giorni	4 → 1 al giorno	Giorno 5 → presentazione e discussione, test finale del modulo.
National cases of (import) export of product	4 giorni	4 → 1 al giorno	Giorno 5 → presentazione e discussione, test finale del modulo.
SIAL, Parigi	No, attività di gruppo	Utilizzo del materiale studiato in tutti i moduli	Gruppi mischiati, presentazioni alle aziende alimentari al SIAL.





# Attività previste per modulo

- Youtube video (on-line)
- Self-recorded video (on-line)
- Slides with teacher's notes (on-line)
- Documents (on-line)
- Articles (on-line)
- Book chapters (on-line)
- Web link (on-line)
- Excercices (group work)
- Test (individual)
- Presentation and Discussion (group work, face to face)
- Group work and presentation to agrifood company (face to face)



# Self-recorded video



# Slides with teacher's notes

**Where a product sits on the shelf**



**ESCAPE**  
Enhancing Sales Capacity for  
Agrifood Products in Europe

Co-funded by the  
Erasmus+ Programme  
of the European Union

Also, it is important where a product sits on the shelf. Odd shaped or sized products may be placed on less desirable shelves reducing the exposure to clients. This is but one reason why thousands of products adhere (somewhat) to packaging standards. In addition, how can shelf space be used efficiently while ensuring that the shelf is full and the products are at eye level? A tool that is used in making these decisions is a planogram. A planogram is essentially a map of each and every item and its placement on the shelf.

# Esercizi di gruppo

## ESCAPE TRAINING COURSE

[Dashboard](#) ▶ [ESCAPE Course](#) ▶ [Logistics](#) ▶ [Module 5 assignment](#)

### NAVIGAZIONE

#### Dashboard

- ▀ Home del sito
- ▶ Pagine del sito
- ▼ Corso in uso
  - ▼ ESCAPE Course
    - ▶ [Partecipanti](#)
    - ▶ Badge
    - ▶ ESCAPE TRAINING COURSE
    - ▶ [Business management](#)
    - ▶ [Marketing management](#)
    - ▶ Food Regulation
    - ▶ [Export and sales](#)
    - ▼ Logistics
      - ▶ [Forum Module 5](#)
      - ▶ [Module 5 Pre Test](#)
      - ▶ **Module 5 assignment**
      - ▶ [Module 5 Final Test](#)
      - ▶ National cases of (import) export of product
      - ▶ [SIAL - Paris](#)
  - ▶ I miei corsi

### AMMINISTRAZIONE

## Module 5 assignment

Submit the assignment on this page.

You are an industry producer of potato chips and Pringles. You are going to ship from your country to China 10 container a week to a Chinese retailer chain located in Beijing for both potato chips and Pringles.

You have to answer the following questions:

1. How do you imagine your Supply Chain? Present the links and physical location of the chain. What could be the strategic decisions you take in designing this SC?
2. Calculate for each product the weight/volume ratio by looking at commercially available products (e.g. purchase one classic potato chip and one pringles). Comment about different density, how much will be the weight on a pallet of 1,60 m max height of packages on top of it?
3. Find how many pallets/packages for each product you can ship in a 40 ft container overseas for both products. Tell us also how much product will fit in a pallet (consumer packages per pallet). Look at the web there is info about it.
4. Calculate the cost for shipping from your location to Beijing, considering the use of intermodal transportation (you have to find yourself what does it means, there is a little presentation about it in modes of transportation), intermediate warehouses and so on. If you do not find all the information, make some assumptions. The cost should be shown in absolute figures per consumer package of potato chips and Pringles, and then in % of sales price (assume the price you find at the supermarket).
5. Make a report of your export plan (4 pages max), not only with results but with calculation and assumptions, make it in a way is easy to understand. So we expect 2 files, one word, and one excel.

Upload only once per group - the file name should be including the last name of all group members that work on it

## Riepilogo delle valutazioni

Partecipanti	53
Consegne	12
In attesa di valutazione	12
Termine consegne	mercoledì, 10 ottobre 2018, 18:00
Tempo rimasto	Consegna compito

[Visualizza/valuta tutte le consegne](#)

# Attività di gruppo

Design

Crunchy Muesli  
by Treat yourself

Chocolate

NET WT 34 OZ (968g)

Participants (21)

- Alessandro (host, me)
- Maddalen S
- Remigo Bernabé
- Elika Graudo
- Elisabetta Gaschino
- Expangsa Yana
- Francessca
- Francesca Maline
- Stavomo
- Krista Berath
- Huanghong Yao
- Indah Kusyanti
- Laura
- Lorenzo Di Biasi
- Peihong Wang
- Hir Lorenzo Ribaldo
- Helmi
- Yuzhe
- Sara Bedouchi
- Salvatoraf
- Anouk

The Principle Display panel

- Must contain:
  - Product name
    - Clear
    - Indicate what consumer is buying
    - Parallel to bottom of package
  - Net quantity
    - bottom 30%
    - Unit : American or metric

Baked Crunchy Muesli  
by WUR students

35 cm

30 cm

Net wt 1lb and 1.64 oz.

Participants (21)

- Alessandro (host, me)
- gerald-lambly
- Remigo Bernabé
- Alicia Fracchia
- beatriceerago
- Elena Fenocchio
- Eva
- Giulia
- Giulia Potenziani
- Isabel Boone
- Justin Koot
- Kaoye
- Madelon Kempenaar
- Mira Gagliano
- Minghao
- Mirte Doomen
- Sara Bedouchi
- Sian
- Threia Peters
- Isabel Boone
- Paqi

Participants (20)

- Alessandro (host, me)
- beatriceerago
- Mira Gagliano
- Remigo Bernabé
- Alicia Fracchia
- Elena Fenocchio
- Eva
- gerald-lambly
- Giulia
- Giulia Potenziani
- Isabel Boone
- Justin Koot
- Kaoye
- Madelon Kempenaar
- Minghao
- Mirte Doomen
- Sara Bedouchi
- Sian
- Threia Peters
- Isabel Boone

Threia Peters

Mirte Doomen

Isabel Boone

Sian



# ESCAPE Elearning platform

ESCAPE TRAINING COURSE

Dashboard » ESCAPE Course

**NAVIGAZIONE**

- Dashboard
- Home del sito
- Pagine del sito
- Corso In uso
  - ESCAPE Course
    - Partecipanti
    - Badge
    - ESCAPE TRAINING COURSE
    - Business management
    - Marketing management
    - Food Regulation
    - Export and sales
    - Logistics
    - National cases of (import) export of product
    - SIAL - Paris
    - I miei corsi

**AMMINISTRAZIONE**

- Amministrazione del corso
  - Attiva modifica
  - Impostazioni
  - Utenti
  - Copiedivini da ESCAPE Course
  - Filtro
  - Report
  - Valutazioni
  - Badge
  - Backup
  - Ripristino
  - Imposte
  - Pubblicazione
  - Reset
  - Deposito delle domande
  - Repository
- Cambia ruolo in ...
- Amministrazione del sito

Cerca

ESCAPE TRAINING COURSE

ESCAPE  
Enhancing Sales Capacity for Agrifood Products in Europe

Forum News

Introductory video

The introductory video of the course

Guide for Zoom virtual meeting

Guide for Zoom virtual meeting, utilized for online face to face meetings

List of registered students with groups

SIAL Calendar

ESCAPE COURSE FINAL GRADE

List of emails (private one) for survey

**Business management**

**Marketing management**

**Food Regulation**

**Export and sales**

**Logistics**

**National cases of (import) export of product**

SIAL - Paris

**SIAL**  
INSPIRE FOOD BUSINESS  
21 - 25 OCTOBER 2018  
PARIS NORD VILLEPINE - PARIS

RICERCA NEI FORUM

Notizie recenti

PROSSIMI EVENTI

ATTIVITÀ RECENTE

Menù del corso

Notizie recenti

Cliccare sull'immagine o sul titolo per aprire il modulo specifico

# Introduzione al corso

The screenshot shows the ESCAPE TRAINING COURSE dashboard. The central content area is titled "ESCAPE TRAINING COURSE" and features the ESCAPE logo with the tagline "Enhancing Sales Capacity for Agrifood Products in Europe" and the Erasmus+ logo. A red rounded rectangle highlights a list of items:

- Forum News
- Introductory video  
The Introductory video of the course
- Guide for Zoom virtual meeting  
Guide for Zoom virtual meeting, utilized for online face to face meetings
- List of registered students with groups
- SIAL Calendar
- ESCAPE COURSE FINAL GRADE
- list of emails (private one) for survey

On the left, the "NAVIGAZIONE" sidebar includes "Dashboard" and "Corso in uso" with a sub-menu for "ESCAPE Course" containing links for "Partecipanti", "Badge", "ESCAPE TRAINING COURSE", "Business management", "Marketing management", "Food Regulation", "Export and sales", "Logistics", "National cases of (import) export of product", and "SIAL - Paris". Below it is the "AMMINISTRAZIONE" sidebar with "Amministrazione del corso" and sub-items "Attiva modifica", "Impostazioni", "Utenti", and "Disiscrivimi da ESCAPE Course". On the right, there are sections for "RICERCA NEI FORUM" with a search bar and "Vai" button, "NOTIZIE RECENTI" with a list of recent news items, and "PROSSIMI EVENTI" with the message "Non ci sono eventi prossimi".

Introduzione, guide e link  
utili



# Modulo Business management

## Business management

### Aim of the module

To give students insight in the position and role of food technology practitioners in businesses.

The food technology student will learn how he/she, as a future food technology practitioner, can collaborate with other business functions, so as to contribute to the generation of value added for the company.

### Learning outcomes

By completing the activities and exercises in this module, you will achieve the following learning outcomes:

- Understand the position of the food company in the global business environment
- Be familiar with business strategies and understand strategic choices
- Be able to analyse the position of the technology function in the company's value chain, from customer relationships, through business functions, to supplier relationships
- Be able to understand improvement options for food companies regarding strategy, design and position in the supply chain

### Introduction

- Watch the introduction video ([slides](#)) ([script](#))



- Read the case of the week ([click here](#))
- Make the [Pre-Test](#)

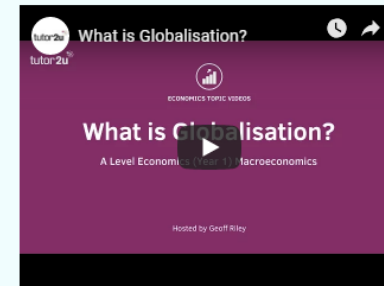
## Day 1

### Objective: Business strategy

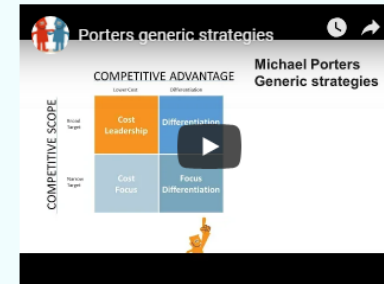
3 subjects: Globalisation, Porter's generic strategies, SWOT analysis

### Watch the videos:

- For the Globalisation topic: Video 1.1



- For the generic strategies topic: Video 1.2



- For the SWOT analysis topic: Video 1.3 link ([mindtools.com](#))

### Read:

- For the SWOT analysis topic: chapters 1, 3, 4 (pages 9-12 and 18-32) of Management Basics (S.Quinn, Bookboon). This book can be found [here](#)
- Additional material on SWOT can be read in the mindtools.com article mentioned above (which includes the video). It also includes a SWOT template that you can use for the assignment.

### Make:

- SWOT analysis "Specialty Food and Beverage" assignment. This assignment can be found [here](#)



# Modulo Business management

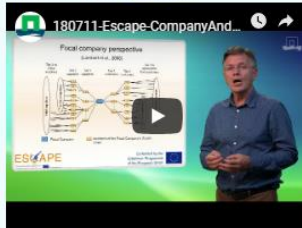
## Day 2

### Objective: Functioning of the company

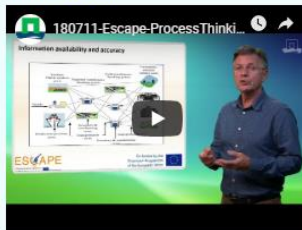
3 subjects: The company in the chain, Process thinking, Value added system view

#### Watch the videos:

- Video 2.1: The company and its Supply Chain (slides) (script)



- Video 2.2: Process Thinking (slides) (script)



- Video 2.3: System Perspective on Company (slides) (script)



#### Read:

- Fawcett, SE (1995). The firm as a value added system: Integrating logistics, operations and purchasing. *JPDLM*, vol 25 (5), 24-42 (take your time!!) This article can be found [here](#)

#### Make:

- Value Added System Cycle assignment. This assignment can be found [here](#)

## Day 3

### Objective: Supplier relationships and costing

3 subjects: Core competence and outsourcing, Outsourcing risks, Total costs of ownership (TCO)

#### Watch the videos:

- Video 3.1: Core Competences and Outsourcing (slides) (script)



- Video 3.2: Outsourcing Risks (slides) (script)



- For the TCO subject:
  - Video of TCO 3.3.



- Video of TCO 3.4.



#### Read:

- [link](#)

#### Make:

- Costs and outsourcing opportunities for "Specialty Food and Beverage" assignment. This assignment can be found [here](#)


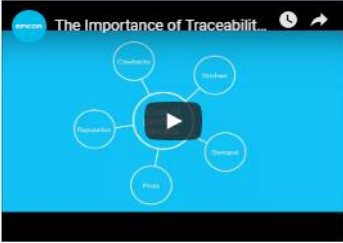

# Modulo1: Business management

**Day 4**

**Objective: Transparency in the supply chain**

2 subjects: Information systems, Traceability

**Watch the videos:**

- Video 4.1  
A woman in a retail store looking at a smartphone displaying a supply chain interface.
- Video 4.2  
A diagram showing a central play button surrounded by five interconnected circles labeled 'Production', 'Distribution', 'Retail', 'Consumers', and 'Producers'.
- Video 4.3  
A woman speaking in a laboratory or industrial setting.

**Read:**

- Donnelly et al (2009), The importance of transformations for traceability – a case study of lamb and lamb products. Meat Science 83, 68-73 (Take your time!). This article can be found [here](#)

**Make:**


- Data for traceability in the supply chain of "Specialty Food and Beverage" assignment. This assignment can be found [here](#)

## Send:

- The final report of all the assignments through the aforementioned assignment of day 4.


## Final test


- Make the final test


 Forum Module 1

 Module 1 Pre-Test

 M1 - Day1 - SWOT analysis "Specialty Food and Beverage" assignment

 M1 - Day2 - Value Added System Cycle assignment

 M1 - Day3 - Costs and outsourcing opportunities for "Specialty Food and Beverage" assignment

 M1 - Day4 - Data for traceability in the supply chain of "Specialty Food and Beverage" assignment

 Module 1 Final Test

Module 1 final individual test

Time:

- 12.00 hrs (first 5 groups);
- 15.00 hrs (last 5 groups).

20 question, 0.5 points for each correct answer, 30 minutes of time.



# Modulo2: Marketing management

## Marketing management

### Aim of the module

The aim of the module is to give students knowledge of marketing concepts and theories that allow students to understand and apply marketing practices.

The food technology student will understand how she/he, as a future food technology practitioner, is influenced by and contributes to the company's marketing strategies and plans. Furthermore, students learn to apply marketing tools to improve their contribution as food technology practitioner to value added in the market and results for the company.

### Learning objectives

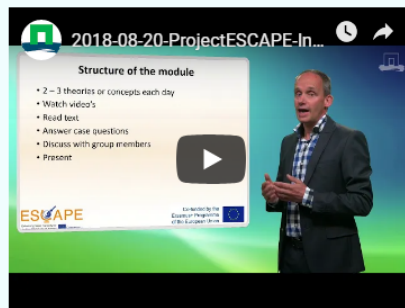
By completing the activities and exercises in this module, you will achieve the following learning objectives:

1. Explain key concepts and mainstream theories in (international) marketing;
2. Recognize the use of marketing concepts and tools in (export-oriented) food businesses;
3. Apply marketing concepts and tools in tasks of food technology practitioners.

### Introduction

The focus will be on marketing in the international or export-oriented food business. Attention is paid to the (holistic) marketing concept, value creation and delivery; trends in the marketing environment of food businesses; consumer buying behavior versus organizational buying behavior and customer relationship management; strategic marketing, segmenting, targeting and positioning; branding and competition; New product success factors; Pricing strategies; wholesaling and retailing; and integrated marketing communications.

- Watch the Introduction of this module ([slides](#)) ([notes](#))



- Make the Pre-test ([click here](#))
- Read the case of the week ([click here](#))

### Day 1:

#### Objective: the marketing philosophy

4 subjects: Marketing, Marketing concept, Holistic marketing concept, Value creation and delivery sequence

#### Watch the videos

For one of the most widely accepted definition of marketing (minutes 1:44 to 2:00)



For a more elaborate explanation of a slightly different definition of marketing (minutes 2:20 to 3:13)



For marketing concepts (minutes 00:00 to 0:22)



For holistic marketing concept ([slides](#)) ([notes](#))



For value creation and delivery sequence ([slides](#)) ([notes](#))



For value creation and delivery sequence (minutes 0:00 to 0:14)



#### Read

For marketing concept read the text ([click here](#)) (lesson 1; pages 1 – 7)  
For value creation and delivery sequence read the text ([click here](#)) (chapter 1; pages 1 – 15)

OR

Read (Philip Kotler and Kevin Lane Keller (2016), Marketing Management, Global edition, 15 - Edision, Pearson, ISBN 9781292096821) pages 27, 43-44, 51 and 57.

#### Make

Assignment 1: [click here](#)

# Modulo2: Marketing management

**Day 2:**

**Objective: the marketing environment**

3 subjects: The market environment, Trends in the market environment 1, Consumer buying behaviour versus Organizational buying behaviour

**Watch the videos**

For the market environment (minutes 0:00 to 3:17)



For the market environment (minutes 0:00 to 7:55)



For trends in the market environment (minutes 0:00 to 2:45)



For trends in the market environment (minutes 0:00 to 2:20)



For consumer buying behaviour versus Organizational buying behaviour (minutes 0:00 to 8:14)



**Read**

For the market environment read the text ([click here](#)) (lesson 2; pages 1 – 15)

OR

Read (Philip Kotler and Kevin Lane Keller (2016), Marketing Management, Global edition, 15<sup>th</sup> Edition, Pearson, ISBN 9781292026211) Chapter 3 pages 24 – 107.

For consumer buying behaviour versus Organizational buying behaviour read the text ([click here](#)) (lesson 3; page 1 -20)

OR

Read (Philip Kotler and Kevin Lane Keller (2016), Marketing Management, Global edition, 15<sup>th</sup> Edition, Pearson, ISBN 9781292026211) Chapter 6 pages 174 - 205 and Chapter 7 211 - 228.

**Make**

Assignment 2: [click here](#)


**Day 3:**

**Objective: strategic marketing**


2 subjects: Segmenting and targeting, (Brand) positioning and competition

**Watch the videos**

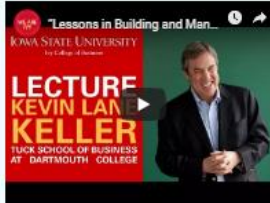
- For Segmenting and targeting (minutes 0:00 to 7:48) [link to youtube](#)
- For Segmenting and targeting (minutes 0:00 to 4:28)



- For (Brand) positioning and competition (minutes 0:00 to 6:22)



- For (Brand) positioning and competition (minutes 0:00 to 66:54)



**Read**

- For Segmenting and targeting read the text ([click here](#)) (lesson 5; pages 1-13)

OR

read the text ([click here](#)) (chapter 5; pages 137 – 176)

OR

Read (Philip Kotler and Kevin Lane Keller (2016), Marketing Management, Global edition, 15<sup>th</sup> Edition, Pearson, ISBN 9781292026211) Chapter 9 pages 267 -291.

- For (Brand) positioning and competition read the text ([click here](#)) (lesson 6; pages 14 – 16)
- For (Brand) positioning and competition read the text ([click here](#)) (pages 177 – 179).

**Make**

- Assignment 3: [click here](#)



# Modulo2: Marketing management

## Day 4:

### Objective: Introducing successful new products

3 subjects: New product success Factors, Stage-gate processes, Product Life cycle

#### Watch the videos

- For new product success factors (slides) (notes)



- For new product success factors (minutes 0:00 to 8:33)



- For new product success factors (minutes 0:00 to 7:31)



- For stage-gate processes (minutes 0:00 to 4:23)



- For stage-gate processes (minutes 0:00 to 17:28)



- For product Life cycle minutes (0:00 to 2:24)



#### Read

- For new product success factors read Cooper, R. G. (1999). From experience – The invisible success factors in product innovation. *Journal of Product Innovation Management*, 16(2), 115-133.
  - For stage-gate processes read the text (click here) (lesson 7; pages 21 - 23)
  - For stage-gate processes read the text (click here) (pages 168 - 181)
  - For stage-gate processes read the text (click here) (pages 210 - 220)
- OR
- Read (Philip Kotler and Kevin Lane Keller (2016). *Marketing Management*. Global edition, 15<sup>th</sup> Edition, Pearson, ISBN 9781292092621) Chapter 15 pages 463 - 478
- For product Life cycle read the text (click here) (pages 221 - 235).
- OR
- Read (Philip Kotler and Kevin Lane Keller (2016). *Marketing Management*. Global edition, 15<sup>th</sup> Edition, Pearson, ISBN 9781292092621) Chapter 12 pages 370 - 381

#### Make

- Assignment 4: click here

#### Send

- Assignment 1-4: upload the final report of the assignment 1, 2, 3 and 4 here

#### Final Test of module 2:

- Make the [Final Test](#)

#### Additional materials:

##### Watch the videos

- For an overview on marketing, understanding marketing basics and fundamentals (minutes 0:00 to 90:29)



- For an advanced overview on marketing (minutes 0:00 to 57:29)



- For trends in the market environment (minutes 0:00 to 48:07)



# Modulo3: Export and sales

## Export and sales

### Export and sales

#### Aim of the module

This course aims to enlighten foremost a number of basic concepts and workings of international trade, to demystify the speech of experts, in order to do successful export operations.

#### Learning outcomes

By completing the activities and exercises in this module, you will achieve the following learning outcomes:

- Understand what export means
- Understand the international trade technics and how to be able doing export.
- Apply the technics of the export in a practical case in relation agribusiness.

#### Introduction

To be able doing international trade we have to control the following points :

- Master the sources of market information
  - Controlling the transport and insurance of transported goods
  - Master the way of recovery
  - To be well informed about specific customs procedures and documents needed to exported products
- All these points can not be dissociated.

In other-words, an export transaction can not be accomplished in half. It begins with the first contact with customers and ends when you get paid.

Sell especially abroad, is not a theory or philosophy of approach but a concrete operation in which certain rules must be applied and respected, otherwise we take real financial risks.

You will learn about these rules throughout this module. You will be able to confirm your progress in this area by answering a few questions, day after day. The study of a concrete and complete case can only be realized at the end of this training.

#### Watch the video:

- Video 4.0: Introduction video to the module ([slides](#)) ([script](#))



- Make the [Pre-test](#)

## Day 1

### Objective: What export means and how to be able doing export

2 subjects: Definition of export, Aptitude to international trade: Master the sources of market information.

#### Watch the videos:

- Video 4.1: for Export meaning topic



- Video 4.1.1: for sources of market information topic



- Video that illustrate first business meeting conversation



# Modulo3: Export and sales

## Day 2

**Objective: How to master shipping and insurance of transported goods**

Subject: INCOTERMS

Watch the videos:

- Video 4.2: Aptitude to the international trade (slides) (script)



- Video of other illustration of INCOTERMS



## Day 3

**Objective: How to Master the way of recovery (or payment)**

Subject: Different methods of payment

Watch the videos:

- Video 4.3: Methods of payment (slides) (script)



- Video on how LC works and who are involved in LC



- Video on the different existing Letters of Credit



Read:

- Comparison between Documentary Credit and Documentary Remittance ([click here](#))
- Other illustration of Documentary remittance ([click here](#))
- Documentary Collection ([click here](#))
- Document about Trade Payment Methods ([click here](#))

# Modulo3: Export and sales

## Day 4

**Objective:** The purpose of this module is to have a global view of the most important documents currently used in international trade.

Subject: EXPORT DOCUMENTS

### Watch the videos:

- Video 4.4: for export documents topic ([slides](#)) ([script](#))







### Make and send:

- The assignment of Module 4 ([click here](#))

## Final test

- Make the [final test](#)

-  [Forum Module 4](#)
-  [Module 4 Pre test](#)
-  [Module 4 assignment](#)
-  [Module 4 Final Test](#)



# Modulo4: Logistics

## Logistics

### Logistics module

The logistics module will serve to understand the logistic issues. They are the basis of any export activity when we deal with the movements of goods.

### Learning outcomes

By completing the activities and exercises in this module, you will achieve the following learning outcomes:

1. understand the main concepts of supply chain and supply chain management;
2. understand how the characteristics of the products play a role in the logistic;
3. understand the customer service and logistic activities;
4. understand the tools for network design and transportation solutions available.

### Introduction

1. Watch the introduction video (notes and scripts)



2. Do the pre-test

### Activities

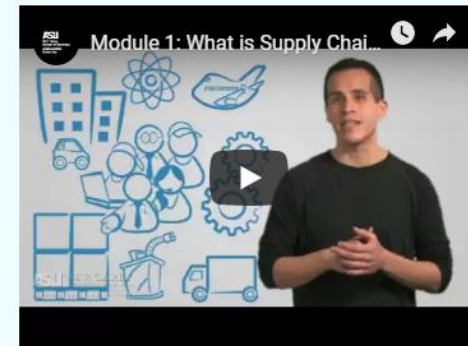
Below is each objective in this module followed by a set of learning activities. It is recommended that you follow each activity in the order presented.

### Objective 1: Understand the main concepts of supply chain and supply chain management

Dear ESCAPE participant, we would like to introduce you to a supply chain:

#### Activities:

- Watch the video Supply chain management



- What is Supply Chain Management? Definition and Introduction | AIMS UK (up to 8:40)



- watch the presentation 1.1 What is the Supply Chain
- watch the presentation 1.1.1 How is Agri-food SC Structured
- watch the presentation 1.2 What is Supply Chain Management

# Modulo4: Logistics

## Objective 2: Understand logistics and how the characteristics of the products play a role in the logistics.

Logistic it is what makes our business running. If one business cannot be done by the logistic point of view, it will not be done.

### Activities:

- Learn differences between logistic definition and concepts and supply chain management [1.3 Logistics Definitions and Concepts](#)
- See what are the main logistic activities [2.2.2 Logistics Activities](#)
- Study the product classification, and his impact on logistics and customer service we have to provide [2.2.1.1 Product classification](#)
- Understand how the characteristics of the product (ratio value/weight, perishability, weight/volume) have a large influence on logistics [2.2.1.2 product characteristics](#) and watch the related video



- product pricing - [2.2.13. product pricing](#).

## Objective 3: Customers and customer service, logistic activities

### Activities:

- Customers and customer service [3.1.1. customer service](#)
- globalisation challenges [2.4.1. Supply chain challenges](#)
- information sharing and flow (ERP videos)



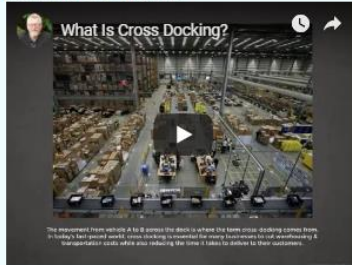
# Modulo4: Logistics

## Objective 4: Understand the tools for network design and the transportation solutions available

Within this objective, you will gain some concepts related to the design of the network and the use of solution available for transportation

### Activities:

- study the presentation 6.2.2 Design options for a transportation network
- the value of cross-docking - watch cross-docking video



- study the presentation 6.1.1 The role of transportation in a supply chain and watch the related video



- study the presentation 6.1.2 Modes of Transportation and watch the related video



- study the presentation 6.1.3 Shipment services and watch the related video



- study the presentation 6.2.1 Transportation costs
- study the presentation 6.2.3 Transportation decision
- look at the presentation from Hofstra University about intermodality
- watch the video about intermodality



- watch the video about how function an intermodal terminal - truck - rail



# Modulo4: Logistics

## Objective 5: Packaging, palletisation, containerisation

### Activities:

- By looking at these slides, you will have a simple idea about packaging, that is what we actually move in logistic activities [6.4 Packaging](#)
- watch palletisation video



- watch containerisation



- watch containerization innovation







Study the following guides on palletisation, to have an idea on the reasons you need palletisation of your goods not only for export

1. [Tips for Packaging and Damage Prevention \(pdf\)](#)
2. [How Much Cargo Fits In a Container \(pdf\)](#)
3. [palletisation-containerization \(pdf\)](#)
4. [pallets cosideration \(pdf\)](#)

## Test and assignment

1. Make the [final assignment](#) (group work)
2. Make the [final test](#) (individual)

-  [Forum Module 5](#)
-  [Module 5 Pre Test](#)
-  [Module 5 assignment](#)
-  [Module 5 Final Test](#)



# Modulo5: National cases of (import) export of product of product

## National cases of (import) export of product for a food producer

To export a food product to another country, these are the aspects that should be considered, and they might vary from one continent to another, from export to export, and vary also depending on the product you want to export. The following material present mainly information related to export to USA

### Learning outcomes

By completing the activities and exercises in this module, you will achieve the following learning outcomes:

1. Be able to analyze the drivers for successful export;
2. Be able to design the labeling of a food product for export;
3. Know the rules in term of food safety requirements and the Food Safety Modernisation Act;
4. Prepare a plan for shipping good to the USA.

### Introduction

1. Watch the introduction video ([notes and scripts](#))



2. Do the [pre-test](#)

### Activities

Below is each objective in this module followed by a set of learning activities. It is recommended that you follow each activity in the order presented.

## Objective 1: analyze the drivers for successful export

In this part of the module, you will realize what are the main actions to understand the market, and how to find the link in the chain that allow you company to make a successful export plan

### Activities:

- Read the presentation about the food trade: ingredients and strategies for a successful export ([ESCAPE-xcomark\\_export\\_agroalimentare-ENG\\_final.pdf](#))
- Read the document - guidelines taken from an interview of Italian companies about successful export ([PDF](#))

## Objective 2: Be able to design the labeling of a food product for export

In this part of the module, you will learn how labeling is crucial for successful export to USA. Be aware that information and rules often change, so, in the reality you will need a professional people to follow you

### Activities:

- Read the presentation about Labelling of food products ([ESCAPE-Labelling of food products\\_ENG\\_Final.pdf](#))
- Watch the video about New U.S. FDA Food Labeling Rules



# Modulo5: National cases of (import) export of product

## Objective 3: Know the rules in term of food safety requirements and Food Safety Modernisation Act to export in USA

In this module you will study the Food Safety Modernization Act, the new mandatory regulation on food safety that recently come in place as the main regulation for the sector

### Activities:

- Read the presentation about Food safety modernization act ([ESCAPE-FOOD SAFETY MODERNIZATION ACT - FSMA-ENG\\_final.pdf](#))
- Watch the video about the Food Safety Modernization Act



- Watch the video about FDA's Foreign Supplier Verification Plan



- Watch the video about U.S. FDA Food Facility Registration



- Watch the video about FDA Food Canning Establishment (FCE) and Process Filing (SID) Regulations



# Modulo5: National cases of (import) export of product

## Objective 4: Prepare a plan for shipping good to the USA

In this part of the module, you will learn some aspects related to shipment of food to the USA, the INCOTERMS, the contracts and some registration and certification needed to have your product successfully sitting on a supermarket's shelf in the USA

### Activities:

- Read the presentation about Shipping food to USA ([ESCAPE-Shipping of food to USA\\_ENG\\_FINAL.pdf](#))
- Watch the video about Incoterms



- Watch the video about TRACES: protecting consumers, facilitating trade



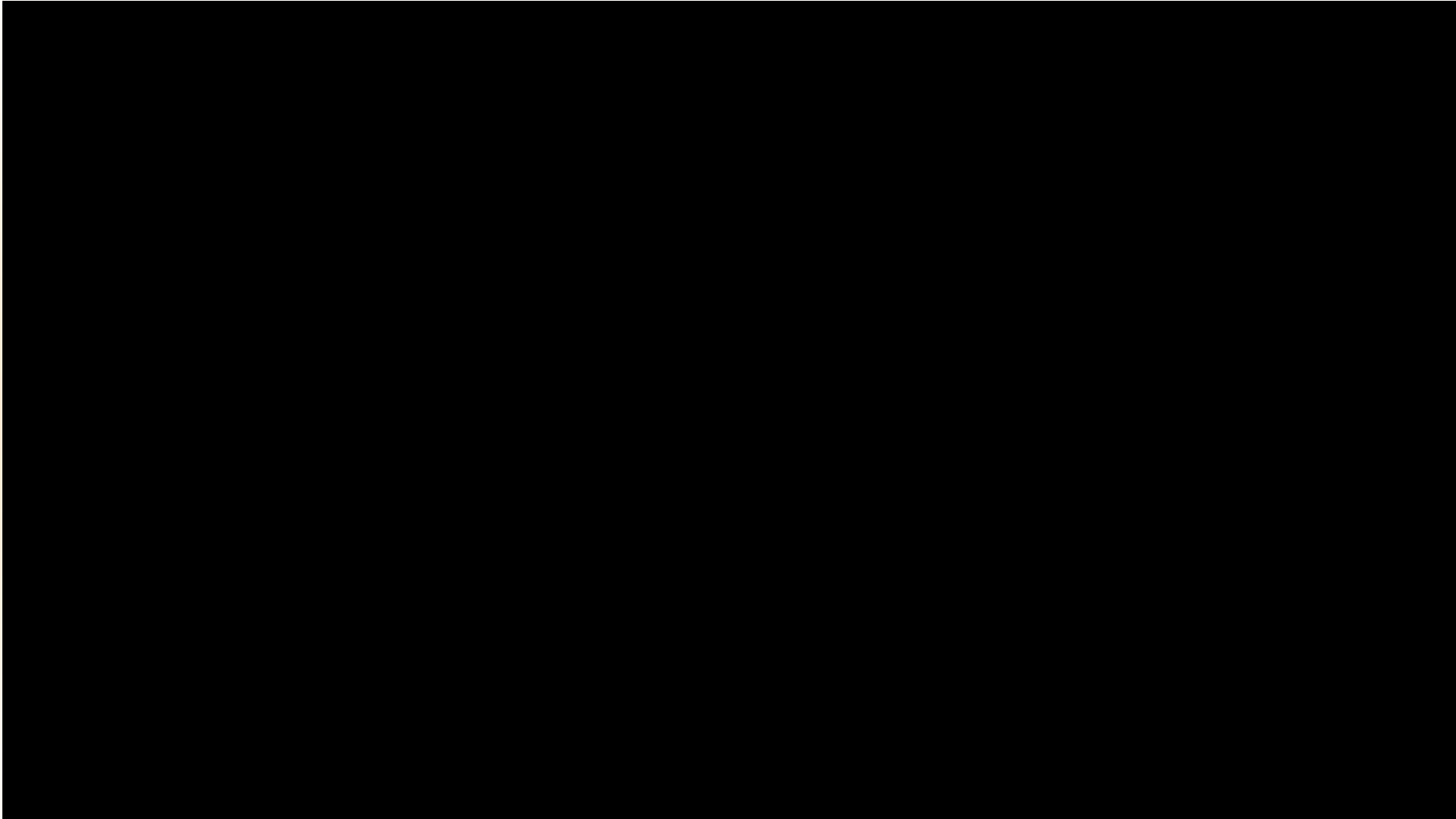
- Have a look at the [container carriers](#)

## Test and assignment

1. Make the [final assignment \(group work\)](#)
2. Make the [final test \(individual\)](#)

- [Forum Module 6](#)
- [Module 6 Pre Test](#)
- [Module 6 assignment](#)
- [Module 6 Final Test](#)

# Group work and presentation to agrifood company at SIAL, Paris





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# Grazie dell'attenzione

