

**TITLE OF CURRICULUM UNIT:**

**Can Starbucks Deliver It All?**

**Fair Trade, Sustainable Development, and  
Customer Service**

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**Wayland High School**  
**Wayland, MA**

*Fulbright-Hays Seminar Abroad*  
*Learning and the Land: How Sustainable Development Can Build a Strong*  
*Educational Foundation*

*Brazil, 2007*

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## **SUMMARY OF CURRICULUM UNIT:**

This unit addresses the concepts of Fair Trade, Sustainable Development including Shade Grown, and Competitive Advantages as they pertain to the global coffee trade, with key focus on the company Starbucks and the country of Brazil.

The aim of this unit is to meet standards and frameworks as set forth by the National Business Education Association and Massachusetts History and Social Science Curriculum. The unit's particular focus is geared toward those students studying business education, with emphasis on Entrepreneurship.

*Can Starbucks Deliver it all?* is a curriculum unit developed after the completion of my Fulbright scholarship entailing a five-week study throughout the country of Brazil during the summer of 2007. Certain aspects of the project, such as visual and audio presentations are teacher-specific. For example, my specific presentation will focus on the following key areas and cities of Brazil:

- Sao Paulo
- Santos
- Rio de Janeiro
- Salvador
- Brasilia
- Pantanal region
- Amazon region
  - Silves Island
  - Manaus
  - Belem
- Fernando de Noronha
- Recife
- Olinda

Other teachers can gear their presentation(s) to specific areas of interest. Teachers are encouraged, however, to expose students to a variety of regions in the country—this will help demonstrate to students the significance and far-reaching need for sustainable (development) business models.

Students should complete this curriculum unit with a better understanding of key concepts and tie them into Starbucks—an American company, with global presence, and global efforts with fair trade and sustainable development. The curriculum unit's goals are to eradicate the common misconception that social responsibility and profitable business practices are mutually exclusive, and to show students that sustainable development extends far beyond the environment, deep into the cultural roots of peoples and countries, highlighting Brazil as an example.

**GRADE LEVEL(S):** 11, 12

**COURSE:** Entrepreneurship & Business Management

## KEY (ESSENTIAL) QUESTIONS/QUERIES:

Has Starbucks successfully “created an experience around the consumption of coffee, an experience that people could weave into the fabric of their everyday lives?”

How does this experience incorporate the values of Fair Trade and Sustainable Development?

Is the Starbucks *Fair Trade* label a competitive advantage? If so, how? If not, why not?

Is the Starbucks *Shade Grown* method of product procurement a competitive advantage? If so, how? If not, why not?

Is it sustainable to charge more for the social benefit Starbucks’ customers receive by buying from the company? Explain.

Do you agree that you can “open” with the social benefit, but still need to match price and quality to “close” the sale(s) and build a loyal customer base? Or what other strategies do you use? Explain.

Can the appeal of Starbucks’ social mission expand from niche customers to the mainstream market? Why, or why not? Explain.

How can Starbucks better market Fair Trade and Sustainable Development to the mainstream market of coffee consumers? Is it possible? Worthwhile? Why, or why not? Explain.

How does Starbucks measure up on their own service performance measures (as identified in the case)? Be specific. Present your data collection here.

Evaluate the consistency and reliability of the Starbucks brand/products based on primary data collection.

Starbucks has a mission to (according to their Web site), “Develop enthusiastically satisfied customers all of the time.” Has Starbucks achieved this based on your group’s collective experiences? Why, or why not? Be specific.

What is/are Starbucks’ competitive advantage(s)? How should the company continue to develop/maintain this advantage? Provide specific (and creative) ideas that still fit the company image/brand/perception (as identified in the case), that would enable Starbucks to continue the development and maintenance of the competitive advantage(s) that your group has identified.

Does Starbucks provide value? How can they continue to improve their value proposition to consumers and potential consumers?

Can Starbucks make “The One Number You Need to Grow” actually grow? Explain.

## STANDARDS and MASTERY CONTENT OBJECTIVES

### National Standards for Business Education

*Students will be able to...*

#### *Economics and Personal Finance*

**Achievement Standard:** Assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

**Performance Expectations:**

I. Economics

Level 2 a: Demonstrate understanding of rational economic decision making by explaining the costs and benefits of alternative choices in a given situation

Level 3 c: Evaluate the trade-offs of alternative choices for solving social problems according to economic goals (e.g., economic growth, equity, efficiency, security, employment, stability, and freedom)

*Students will be able to...*

#### *Economics and Personal Finance*

**Achievement Standard:** Analyze the role of markets and prices in the U.S. economy

**Performance Expectations:**

IV. Markets and Prices

Level 2 a: Describe how different prices affect the buying and selling decisions of consumers and producers

*Students will be able to...*

#### *Entrepreneurship*

**Achievement Standard:** Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

**Performance Expectations:**

VII. Global Markets, Cultural Differences

Level 1 d: Recognize how the Internet is used to expand a business globally

VII. Global Markets, Import/Export Opportunities

Level 1 b: Identify products that have been imported into the United States and identify their country of origin

Level 4 a: Identify requirements facing small business considering exporting

VII. Global Markets, Global Trends

Level 3 a: Analyze current trends in the global marketplace and their impacts on business

Level 4 a: Identify opportunities for small business development based on trends in the global marketplace

*Students will be able to...*

*International Business*

**Achievement Standard:** Describe the environmental factors that define what is considered ethical business behavior in a global business environment.

**Performance Expectations:**

- IV. Global Business Ethics
- Level 2 a: Define ethics and social responsibility
- Level 2 b: List business actions that may positively or negatively influence ethical decisions regarding the environment, the consumer, and the well-being of society
- Level 3 a: Identify stakeholders to whom international companies are responsible
- Level 3 b: Identify current and emerging ethical issues in the global business environment
- Level 3 c: Explain how a country's culture, history, and politics can influence ethical decisions
- Level 3 d: Describe potential consequences of unethical business dealings in various international settings

*Students will be able to...*

*Management*

**Achievement Standard:** Examine the role of ethics and social responsibility in decision-making.

**Performance Expectations:**

- V. Ethics and Social Responsibility, Social Responsibility
- Level 2 b: Identify ways in which a business organization demonstrates social responsibility
- Level 3 a: Identify ways in which a business organization demonstrates social responsibility toward its internal and external stakeholders
- Level 4 a: Recognize the long-term impact of practicing social responsibility
- Level 4 b: Evaluate social responsibility approaches used by business organizations

*Students will be able to...*

*Management*

**Achievement Standard:** Describe human resource functions and their importance to an organization's successful operation

**Performance Expectations:**

- VI. Human Resource Management, Employee Development
- Level 4 b: Recognize the value of cross training

*Students will be able to...*

*Management*

**Achievement Standard:** Apply operations management principles and procedures to the design of an operations plan

**Performance Expectations:**

XI. Operations Management, Product Design

Level 3 a: Identify methods and tools to design or redesign products

Level 4 a: Evaluate a product design process

XI. Operations Management, Materials Procurement

Level 3 a: Describe the importance of maintaining close working relationship with suppliers

Level 3 b: Identify the factors considered when selecting suppliers (e.g., quality, price, and reliable delivery)

*Students will be able to...*

*Marketing*

**Achievement Standard:** Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

**Performance Expectations:**

I. Foundations of Marketing

Level 1 a: Identify reasons why customers return to the same business

Level 3 a: Recognize that a successful marketing strategy is built on positive customer relationships

*Students will be able to...*

*Marketing*

**Achievement Standard:** Analyze the characteristics, motivations, and behaviors of customers.

**Performance Expectations:**

II. Consumers and Their Behavior, Characteristics of Consumer Behavior

Level 3 e: Examine the ways the appearance of a business impacts a customer's perception and expectations

*Students will be able to...*

*Marketing*

**Achievement Standard:** Analyze the influence of external factors on marketing

**Performance Expectations:**

III. External Factors, Competitive Environment

Level 1 a: Describe an example of competitions

Level 3 a: Describe ways competition affects marketing decisions

*Students will be able to...*

*Marketing*

**Achievement Standard:** Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

**Performance Expectations:**

IV. The Marketing Mix, Products and Services, New Product Development and Ideas

Level 1 a: Identify new products desired by consumers

Level 2 a: Identify ways to improve existing products and services

Level 3 b: Identify ethical issues associated with product development

Level 3 c: Examine global opportunities for new products

IV. The Marketing Mix, Products and Services, Packaging

Level 4 b: Illustrate package design as a product feature

IV. The Marketing Mix, Products and Services, Branding

Level 2 a: Describe the interaction between brand and price

Level 3 b: Explain the impact of brands on consumer behavior

**Massachusetts History and Social Science Curriculum Framework**

*Students will be able to...*

*World Geography*

**Learning Standards:**

SAM.1 On a map of the world, locate South America...On a map of South America, locate the Amazon...

SAM.3 Explain how the following five factors have influenced settlement and economies of major South American countries: absolute and relative locations, climate, major physical characteristics, major natural resources, population size.

*Students will be able to...*

*Economics*

**Learning Standards:**

E.1.4 Describe how people respond predictably to positive and negative incentives.



**SECONDARY OBJECTIVES (NON-CONTENT MASTERY):**

- 1) Introduce elements of Fair Trade and Sustainable Development including Shade-Grown as potential competitive advantages for companies.
- 2) Review elements of Competitive Advantages and apply to Starbucks.
- 3) Review elements of Service Operations and apply to Starbucks.
- 4) Review elements of Value and apply to Starbucks.
- 5) Review elements of Consistency and apply to Starbucks.
- 6) Review elements of Total Quality Management and apply to Starbucks.
- 7) Eradicate the common misconception that social responsibility and profitable business practices are mutually exclusive.
- 8) Show students that sustainable development extends far beyond the environment, deep into the cultural roots of peoples and countries, highlighting Brazil as an example.
- 9) Culminating project that showcases students' learning of the aforementioned elements with emphasis on Fair Trade, Sustainable Development including Shade-Grown as they tie in with Starbucks' competitive advantage(s).

## **MATERIALS:**

Each student will have a copy of the readings noted on the following pages. For all case studies, contact Harvard Business School Publishing.

All audio and visual materials can be purchased online (Recommended vendors: iTunes and Amazon.com).

Map of Brazil.

Photographs and/or digital images of Brazil.

PowerPoints: *Biofuels in Brazil* and *Greenpeace* (available for download on Web site)

## **Readings**

Austin, James E., and Cate Reavis. "Starbucks and Conservation International." Harvard Business School (2004).

Barista 101 Learning Journey Guide. Starbucks Coffee Company, 2005.

The Bended Value Map: Tracking the Intersects and Opportunities of Economic, Social and Environmental Value Creation. Blended Value. 2003. 16 Aug. 2007

<<http://www.blendedvalue.org/publications/>>.

"Coffee Connection." The Boston Globe 23 Sept. 2002. NewsBank. Wayland High School Media Center, Wayland, MA. 12 Aug. 2007.

Dicum, Gregory. "Fair to the Last Drop?" The Boston Globe 22 Oct. 2006: 1e. NewsBank. Wayland High School Media Center, Wayland, MA. 8 Aug. 2007.

Downie, Andrew. "Back to School." Time 23 Apr. 2007: global 1-global 2.

Duda, Stacy, Lashawn James, Zeryn Mackwani, Raul Munoz, and David Volk. "Starbucks Corporation Building a Sustainable Supply Chain." Stanford Graduate School of Business (2007).

Fair Trade—A Model for Profit in Global Supply Chain. Making CSR Profitable in the Global

Supply Chain, 11 Nov.. Tigerfish.

"Fair Trade." Equal Exchange. 8 Aug. 2007 <<http://www.equalexchange.com/fair-trade>>.

Helm, Burt. "Saving Starbucks' Soul." BusinessWeek 9 Apr. 2007: 56-61.

Holmes, Stanley. "First the Music, Then the Coffee." BusinessWeek: 66.

"Howard Schultz's Formula for Starbucks." The Economist 25 Feb. 2006: 72.

Hoyt, David, and John McMillan. "The Global Coffee Trade." Stanford Business School (2004).

Jiminez, Martha, comp. The Business of Fair Trade. May 2005. Social Edge. 28 Aug. 2007

<<http://www.socialedge.org/discussions/responsibility/the-business-of-fair-trade-may-2005/>>.

Johnson, Lauren K. "Brazilian Industry Association Shapes National Agenda—with the BSC."

Balanced Scorecard Report (2006).

Lakshmanan, Indira. "Amazon Burning." The Boston Globe 27 Nov. 2006: c1+.

"Lessons From the Slums of Brazil: David Neeleman on the Origins of JetBlue's Culture."

Harvard Business Review (2005).

Lockwood, Charles. "Building the Green Way." Harvard Business Review (2006).

Moon, Youngme, and John Quelch. "Starbucks: Delivering Customer Service." Harvard

Business School (2004).

Musacchio, Aldo. "Brazil Under Lula: Off the Yellow BRIC Road." Harvard Business School

(2007).

Reichheld, Federick. "The One Number You Need to Grow." Harvard Business Review (2007).

"Rich Man, Poor Man: Efforts to Reduce Poverty and Inequality are Bearing Some Fruit." The

Economist 14 Apr. 2007: 11-13.

"Savoring Coffee's Finer Points." The Boston Globe 27 Jan. 2005. NewsBank. Wayland High

School Media Center, Wayland, MA. 9 Aug. 2007.

"Starbucks: the Next Generation." Fortune 4 Apr. 2005: 30.

Symonds, William C., David Kiley, and Stanley Holmes. "A Java Jolt for Dunkin Donuts."

BusinessWeek 20 Dec. 2004: 61-63.

Utterback, Matthew, comp. Marketing a Social Mission. June 2005. 30 Aug. 2007

<<http://www.socialedge.org/discussions/marketing-communication/marketing-a-social-mission-june-2005/?searchterm=marketing%20a%20social%20mission>>.

Walker, Rob. "Brewed Awakening?" New York Times Magazine 6 Jan. 2004: 38.

### **Audio and Visual**

Black Gold. Dir. Marc and Nick Francis. DVD.

Blood Diamond. Dir. Edward Zwick. DVD.

Casa De Samba 2. Mercury Records, 1997.

Chico Buarque. Perfil. Rec. 1993. Mercury Records.

Jorge Ben Jor. 23. Rec. 1999. Poladian Producoes.

Milton Nascimento. Travessia. Dubas Musica, 2002.

O Povo Brasileiro. Dir. Isa Grinspum Ferraz. DVD.

## **SUGGESTED DAILY LESSON STRATEGY:**

Anticipatory Set  
Input  
Modeling  
Checking for Understanding  
Guided Independent Practice  
Closure

## **HIGHER ORDER THINKING SKILLS ADDRESSED:**

### **Cognitive Domain**

Several, including, but not limited to:

Knowledge  
Comprehension  
Application  
Analysis  
Synthesis  
Evaluation

### **Affective Domain**

Several, including, but not limited to:

Judge  
Defend  
Support  
Share  
Dispute  
Challenge  
Question

### **Psychomotor Domain**

Several, including, but not limited to:

Write  
State  
Explain  
Move  
Relate  
Measure (time)

## **MODALITIES INCLUDED:**

Verbal  
Visual  
Aural  
Kinesthetic

**ASSESSMENT (EVALUATION):**

Assessment for this curriculum unit will take two key forms:

- 1) Class Participation evaluation forms. See Exhibit A & Exhibit B immediately following.
- 2) Project Work (written document and oral presentation). See Exhibit C.

## EXHIBIT A:

### CLASS PARTICIPATION: Expectations, Performance and Grading

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Quarter \_\_\_\_\_

Please check the category that you feel best represents your attendance and class participation. Check the appropriate box under the "Student" column.

Student	Teacher	Grade	Performance Description
<input type="checkbox"/>	<input type="checkbox"/>	90-100	Regular attendance; arrive to class on time; frequent participation and substantial contribution to class discussions.
<input type="checkbox"/>	<input type="checkbox"/>	80-89	Regular attendance; participated and contributed moderately (at least once per class) to class discussions.
<input type="checkbox"/>	<input type="checkbox"/>	75-79	Regular attendance; occasional participation (at least three out of four classes) and contribution.
<input type="checkbox"/>	<input type="checkbox"/>	70-72	Regular attendance; rare participation and contribution.
<input type="checkbox"/>	<input type="checkbox"/>	75-84	Missed a few sessions; participated frequently and substantially to class discussions.
<input type="checkbox"/>	<input type="checkbox"/>	70-74	Missed a few sessions; participated and contributed moderately to class discussion.
<input type="checkbox"/>	<input type="checkbox"/>	60-69	Missed a few sessions; occasional or rare participation and contribution.
<input type="checkbox"/>	<input type="checkbox"/>	65-72	Attendance was irregular; participated frequently and substantially when present
<input type="checkbox"/>	<input type="checkbox"/>	60-65	Attendance was irregular; participated and contributed moderately to class discussion.
<input type="checkbox"/>	<input type="checkbox"/>	0-59	Attendance was irregular; occasional or rare participation and contribution

Comments:

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#### Notes & Approximations:

- "Regular attendance" means missing 0–3 class sessions—3 classes = 10% of classes
- "Missed a few sessions" means missing 4–6 class sessions—5 classes = 15% of classes
- "Attendance was irregular" means missing 7+ class sessions—7 classes = 25% of classes

**EXHIBIT B**  
**CASE STUDY RUBRIC**  
**Oral Communication Skills**

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**CONTENT** 40%

- Do the student's remarks reveal whether they are learning basic course material?
- Does the student understand the relationship between course material and the case study?
- Is the student performing both subjective and quantitative analysis?
- Is the student able to assess the given firm's culture, and dictate a firm's strategic direction?

**PROCESS** 40%

- Is the student an attentive listener?
- Does the student build on contributions of others, relating comments to, but not repeating, previous statements?
- Does the student answer questions asked versus moving in a different direction?
- Can he or she point out good arguments, challenge assumptions, point out inconsistencies, and probe weaknesses in analysis?

**FREQUENCY** 20%

- Frequency is the final element to consider in profiling class participation. Frequent participation is not necessarily good, particularly if the student's contributions are mediocre. Infrequent participation is not necessarily bad; in fact, the most effective contributors are often student who carefully choose their opportunities. They avoid wasting "air time" on mundane comments; when they do speak, consequently, fellow students recognize that an important insight is likely and listen attentively.



## EXHIBIT C:

### Project

As we have discussed in class, the elements of consistency and reliability are key in any company maintaining its competitive advantage in ultimately delivering value and improving customer satisfaction. This project aims to analyze just that. How well are companies, out there in the “real world,” meeting these objectives?

The class will be divided up into three teams. You will select your own teams. The only requirements are the following:

- 1) Each team must have the same number of individuals on it, unless of course, the number of students in class prevents this from happening—in most cases, there will be 6 students per group.
- 2) Each team must have a minimum of two females on it.
- 3) At least one member of your team needs to be familiar with PowerPoint.
- 4) At least one member of your team needs to have a driver’s license and access to a car.
- 5) You can work with no more than one member of your initial “business pitch” team.

Other Suggestions:

- 1) You should have at least one member of your team who is a strong proofreader.
- 2) You should have at least one member of your team who is very well organized.

Each team in the class will tackle the same assignment.

Each team will complete a written business document, and put together a PowerPoint presentation...details to follow.

#### *Step 1*

Each team member should be up-to-speed with ALL assigned/class readings on Sustainable Development, Fair Trade, Coffee, and Starbucks. While these materials will serve as a core group of sources for this project, they are in no way meant to replace research altogether. Think of it as a boost in the right direction.

#### *Step 2*

Each team member needs to visit two *different* Starbucks locations and order the same item on both occasions. Additionally, at each store visit, you need to make a special request for your item (e.g., extra cinnamon, extra whipped cream.) And lastly, ask the cashier a question about one of the beverages or food items. Be sure to make identical requests, and ask identical questions at each Starbucks location. THIS IS IMPORTANT when measuring consistency.

At each store visit, the following information needs to be recorded:

- Date of visit
- Location of visit
- Item(s) ordered
- Length of time in line until order is placed
- Length of time to wait for item after order was placed

- Total length of time waited
  - Did the total length of time meet the 3-minute goal as outlined in the case?
  - Did the register partner verbally greet you?
  - Did the barista and register partner make eye contact with you?
  - Did the barista and register partner say thank-you?
  - Did the employee ask you any non-yes/no questions? (see case for example)
  - Was your order filled accurately?
  - Was the temperature of the drink within range?
  - Was the beverage properly presented?
  - Was your special request catered to?
  - Was the employee able to answer the question you asked?
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- Additionally, at each location, record information on the store atmosphere, ambience, etc. Does it make you want to stay? Has an inviting environment been created? Does the store “push” the Fair Trade or Shade Grown labels? Explain. Be specific.

### *Step 3*

Collectively tally and record data/information from EVERY team member (2 store visits per team member).

### *Step 4*

Prepare a paper and PowerPoint presentation, which addresses the following:

- 1) Has Starbucks successfully “created an experience around the consumption of coffee, an experience that people could weave into the fabric of their everyday lives?”
- 2) How does this experience incorporate the values of Fair Trade and Sustainable Development?
- 3) Is the Starbucks *Fair Trade* label a competitive advantage? If so, how? If not, why not?
- 4) Is the Starbucks *Shade Grown* method of product procurement a competitive advantage? If so, how? If not, why not?
- 5) Is it sustainable to charge more for the social benefit Starbucks’ customers receive by buying from the company? Explain.
- 6) Do you agree that you can “open” with the social benefit, but still need to match price and quality to “close” the sale(s) and build a loyal customer base? Or what other strategies do you use? Explain.
- 7) Can the appeal of Starbucks’ social mission expand from niche customers to the mainstream market? Why, or why not? Explain.

- 8) How can Starbucks better market Fair Trade and Sustainable Development to the mainstream market of coffee consumers? Is it possible? Worthwhile? Why, or why not? Explain.
- 9) How does Starbucks measure up on their own service performance measures (as identified in the case)? Be specific. Present your data collection here.
- 10) Evaluate the consistency and reliability of the Starbucks brand/products based on primary data collection.
- 11) Starbucks has a mission to (according to their Web site), “Develop enthusiastically satisfied customers all of the time.” Has Starbucks achieved this based on your group’s collective experiences? Why, or why not? Be specific.
- 12) What is/are Starbucks’ competitive advantage(s)? How should the company continue to develop/maintain this advantage? Provide specific (and creative) ideas that still fit the company image/brand/perception (as identified in the case), that would enable Starbucks to continue the development and maintenance of the competitive advantage(s) that your group has identified.
- 13) Does Starbucks provide value? How can they continue to improve their value proposition to consumers and potential consumers?
- 14) Can Starbucks make “The One Number You Need to Grow” actually grow? Explain.

Per the memo writing standards set forth in September, the paper should not exceed 3 pages of text per person (approximately 18 pages total per group), but please include as many exhibits as necessary to help support your points. Exhibits should include your data collection (graphs/charts, etc.) at minimum. The paper should be written in standard memo format. See memo guidelines distributed in September (and posted on the Web) for further information.

The PowerPoint/Audio-Visual presentation needs to convey the same information as presented in the paper. Your group (in entirety) needs to present their findings to the class. The PowerPoint/Audio-Visual presentation has no additional specific requirements, other than it must not exceed 40 minutes in length. If the group would like to, you may opt to put together a video/film in place of the PowerPoint presentation; however, all group members must be “in” the video/film.

As always, include a Works Cited page at the conclusion of each. Cite all sources in MLA format.

**To consider:**

Quality of writing: Not only is the work free from typos, misspellings, and grammatical errors, but does the writing also demonstrate a degree of professionalism required of any prepared business document? Were outside sources used as evidence to back up points of view when necessary? Was MLA format used to cite said sources?

- One-point deduction for each typo, misspelling or grammatical error.
- Double-weighted zero on the assignment for not citing sources used.
- Fifteen-point deduction for not using MLA format.

Content: Does the assignment answer the required questions? Does the assignment answer the required questions with a demonstration of knowledge of business concepts learned in class, notes, and lectures?

**Due Date:** Your team is to submit a hard copy of the paper and hard copy of the PowerPoint slides by the day of class on \_\_\_\_\_. Late submissions will not be accepted. Presentations will begin shortly thereafter—information/dates TBA.

**FOLLOW-UP ACTIVITIES:**

Please see the following page(s) for a curriculum calendar including pre- and post-curriculum unit lessons.

## CALENDAR OF CURRICULUM UNIT (Approximately 30 class days required)

### Pre Curriculum Unit lesson(s)...

Total Quality Management (TQM)  
 Service Operations  
 Establishing Competitive Advantages

### Post Curriculum Unit lesson(s)...

Marketing a product and corresponding competitive advantages

Please note that the citations for readings and cases have been provided at the conclusion of the curriculum project.

LESSON	NOTES	TIME REQ'D
Sustainable Development	Definition and examples	1 day
Brazil	Audio-visual presentation composed of various pictures, maps, music, depending on individual taste and focus  Recommended audio: <i>Casa de Samba</i> Chico Buarque, <i>Perfil</i> Jorge Ben Jor, <i>23</i> Milton Nascimento, <i>Travessia</i>  PowerPoint presentations developed during Fulbright-Hays seminar abroad (available for download from Web site) <i>Biofuels in Brazil</i> <i>Pantanal Forever</i> <i>Greenpeace Brazil</i>	2 days
DVD	<i>O Povo Brasileiro</i>	1 day
Readings/Discussion	<i>The Blended Value Map</i> (p. 17, 23, 24, 55-57) <i>Building the Green Way</i> <i>Lessons from the Slums of Brazil</i> <i>Brazilian Industry Association Shapes National Agenda—With the BSC</i> <i>Amazon Burning</i>	1 day

<b>LESSON</b>	<b>NOTES</b>	<b>TIME REQ'D</b>
Fair Trade	Definition and examples	1 day
DVD	<i>Blood Diamond</i>	2 days
Readings/Discussion	<i>Fair Trade—A Model for Profit in Global Supply Chain</i> (pp. 1, 2, 4, 6-10, 16, 19-23) <i>The Business of Fair Trade</i> <i>Fair Trade to the last drop?</i> <i>Coffee Connection</i> <i>Equal Exchange—Fair Trade</i> <i>Brewed Awakening?</i>	2 days
Coffee Trade Case Study	<i>The Global Coffee Trade</i> Maps, Graphs of Coffee Producing Counties	2 days
DVD	<i>Black Gold</i>	2 days
Starbucks Case Studies	<i>Starbucks Corporation: Building a Sustainable Supply Chain</i> <i>Starbucks and Conservation International</i> <i>Starbucks: Delivering Customer Service</i>	1 day 1 day 1 day
Assignment of Project	Self explanatory	1 day
Readings/Discussion	<i>Marketing a Social Mission</i> <i>Savoring Coffee's Finer Points</i> <i>Howard Schultz' Formula for Starbucks</i> <i>Saving Starbucks' Soul</i> <i>First the Music, Then the Coffee</i> <i>A Java Jolt for Dunkin Donuts</i>	1 day
Readings/Discussion	<i>The One Number You Need to Grow</i>	1 day
Guest Speaker	Invite in a guest speaker from a local coffee establishment, which uses Fair Trade and/or shade grown coffee. Determine critical questions to be answered with students in class prior.	1 day
Field Trip	Visit a local Starbucks and a competing coffee shop with students. Meet with manager to discuss the underlying themes of Fair Trade, Sustainable Development, and Competitive Advantage.	1 day

<b>LESSON</b>	<b>NOTES</b>	<b>TIME REQ'D</b>
Group work days	Initial Research & Planning	1 day
	Data Collection & Tallying	1 day
	Paper Writing	1 day
	Media Presentation	1 day
Presentations by Groups		3 days



## **ADDITIONAL RESOURCES:**

**The following is a list of additional applicable resources collected during my five weeks of study in Brazil. The resources here are *not* listed under Works Cited and Consulted. The resources, often pamphlets or miscellaneous papers, were distributed during various presentations, often without author, copyright, or any marks of publication information. Should a resource/tropic strike your interest, I encourage you to research the material online or send me an e-mail at the address provided on the cover page. Topics range from culture, government and economics, to the Amazon, environmental issues and sustainable development organizations. Web addresses have been noted when possible.**

Avive Amazonia. [www.avive.org.br](http://www.avive.org.br)

Cikel woods and preservation. [www.cikel.com.br](http://www.cikel.com.br).

Coffee Museum. Cafes do Brasil. [www.cafesdobrasil.com.br](http://www.cafesdobrasil.com.br).

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