Breadmaking 101: Response to Discussant Comments at MBAA

We appreciated the comments of the discussants. We worked carefully to incorporate the changes into the CI to maintain the page length requirement of no more than three pages.

**Critical Incident**

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| Number | Suggested  Or  Required | Discussant Comment | Author Response |
| 1 | R | Focus on one product or product line | Made the suggested changes to the hook and introduction |
| 2 | S | Use beta test terminology | Added the terminology |
| 3 | S | Honey wheat, reference several times | Added more references to the product she was pricing |
| 4 | S | Pricing process multiple steps | Included the steps |
| 5 | S | What is the pricing method and how many methods were used? | Clarified the process she used by revisiting the business owner and incorporating that. |
| 6 | S | Decision date, shelf life for CI, use decade | We decided not to change this at this point |
| 7 | R | Purchased store or the real estate? | Changed this |
| 8 | S | Pricing approach; value based or price based? | We just presented the results of our field research and decided to let students consider pricing issues in the TN. |
| 9 | R | No page number, combined fixed costs | Had noted at the meeting which passage this was, changed it |

**Teaching Note**

Critical Incident

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| Number | Suggested  Or  Required | Discussant Comment | Author Response |
| 1 | R | Restructure learning objective #1 | We researched Bloom’s and made that change using the better language and structure suggested by our research. |
| 2 | S | Marketplace information, provide it | This is included in the text of the CI and we featured it better in the TN |
| 3 | S | Question 8, reword it | Made the change as suggested and based on the more detailed notes the author took at the meeting during the discussion |
| 4 | S | Align numbers in spreadsheet and use table | Did this |
| 5 | S | Generalization on preservative page 4 | Fixed this |
| 6 | R | Question 5 is not a question, reword it | We made changes to all the questions after #3 to better align them with the learning objectives (see below). |
| 7 | S | Map questions to learning objectives | We did this using the method of placing the Learning Objective and its number by the question associated with it, for example (LO – X) |