

---

## MUNCHIEZ FOOD TRUCK: ENTREPRENEURSHIP, STRATEGIC DECISION MAKING, AND SUSTAINABILITY

---

*Susan N. Losapio, PhD and Sophia N. Koustas, MS wrote this case solely to provide material for class discussion. The authors do not intend to illustrate either effective or ineffective handling of a managerial situation. The authors may have disguised certain names and other identifying information to protect confidentiality.*

*This publication may not be transmitted, photocopied, digitized, or otherwise reproduced in any form or by any means without the permission of the copyright holder. Reproduction of this material is not covered under authorization by any reproduction rights organization. To order copies or request permission to reproduce materials, contact Ivey Publishing, Ivey Business School, Western University, London, Ontario, Canada, N6G 0N1; (t) 519.661.3208; (e) cases@ivey.ca; www.iveycases.com.*

*Copyright © 2017, Richard Ivey School of Business Foundation*

*Version: 2017-11-07*

---

The semester-long small business management (SBM) class at Southern New Hampshire University (SNHU) incorporated into the course a food truck under the brand name “Munchiez” as a catalyst for students to not only learn about SBM, but also to integrate and apply the concepts learned from classes such as accounting, marketing, sales, finance, management, and economics. As such, Munchiez became a vital teaching tool at SNHU. However, with an 80 per cent turnover rate each semester, knowledge transfer and financial stability quickly became critical issues for the Munchiez team to assess (see Exhibit 1). As of December 2016, Munchiez was operating at a deficit. Further, during one of the management meetings at the end of the semester, the faculty mentor for the Munchiez enterprise admitted that living 45 minutes away from campus meant she could not always be available if a problem occurred. Accordingly, one of the team members suggested that Munchiez may need a general manager.

In order to continue receiving financial support from the university, the Munchiez team had to answer some difficult questions: How should Munchiez increase the transfer of knowledge from semester to semester? What strategies should be used in order to break even? Would the business benefit from a general manager? If so, how could the team find the right person for this position?

### FOOD TRUCK CULTURE IN THE UNITED STATES

Food trucks first appeared in the United States in the 1800s, when there was a need to feed working cattlemen in the American West. On the other side of the country, food trucks made their appearance as “kitchens on wheels,” “lunch wagons,” or “night owls,” which became popular in cities in New England. In 1894, universities such as Yale, Harvard, Princeton, and Cornell welcomed vendors and their products in carts, referred to as “dog wagons.” In 1917, food trucks became field kitchens for the military. Decades later, in the 1950s, ice cream trucks were the new trend.<sup>1</sup> By 2016, thanks to technology and the brilliant

---

<sup>1</sup> @MobileCuisine, “The Complete History of American Food Trucks,” Mobile Cuisine Food Truck Pop-Up Street Food Coverage, July 4, 2016, accessed October 7, 2016, <https://mobile-cuisine.com/business/history-of-american-food-trucks/>.

creativity that defined American cuisine and mobile kitchens, there were over 3 million gourmet food trucks in the United States.<sup>2</sup>

Certain cities (e.g., Los Angeles, California, and Austin, Texas) created laws and assigned spaces for mobile food trucks. Even though the industry's revenue had increased at an annual rate of 12.4 per cent from 1999 to 2014, some vendors did not experience that growth due to local legislation, regulations, and increased competition. Some of the anticipated challenges for food trucks included parking restrictions, city regulations, and lobbying from food service establishments.<sup>3</sup>

Many experts agreed that the food truck industry reflected "innovative entrepreneurial activity."<sup>4</sup> This opinion was shared by various publications, food critic reviews, and Twitter users, as well as of trade associations across the country and even reality television productions like "The Great Food Truck Race," produced by the Food Network.<sup>5</sup>

## THE FAST FOOD INDUSTRY

In 2016, the U.S. restaurant industry employed 14.7 million people, comprising 10 per cent of the nation's workforce and 4 per cent of the U.S. gross domestic product.<sup>6</sup> Similarly, in New Hampshire, restaurant and food-service-related jobs reflected 10 per cent of total employment in the state. The industry was projected to grow another 11.5 per cent by 2027.<sup>7</sup> A North American Industry Classification System study estimated that New Hampshire would have 1,088 establishments by 2017, of which 310 would be located in the Manchester–Nashua area, with a slight growth to 315 by 2018.<sup>8</sup> New Hampshire was among the states with the most fast food restaurants per capita, with 0.9 restaurants per 1,000 residents (by comparison, the state of New York had 0.89 restaurants per 1,000 residents).<sup>9</sup> Within a 16 kilometre radius of SNHU, several fast food establishments created competition for Munchiez (see Exhibit 2).

All food-related businesses needed to comply with the New Hampshire Department of Health and Human Services (DHHS).<sup>10</sup> The DHHS was the governing body to which any business had to apply to open a food business, and was responsible for all required licences and inspections.<sup>11</sup> The statutes that governed the hospitality industry (including food trucks) were the Sanitary Production and Distribution of Food (Title X, Public Health, RSA 143), the Food Service Licensure (Title X, Public Health, RSA 143-A), and the Inspection and Sale of Dairy Products (Title XIV, Milk and Milk Products, RSA 184). Some of the rules included Food and Beverage Sanitation (He-P 2100), Milk Producers, Plants, Producer/Distributors and

<sup>2</sup> "History of Food Trucks," A&E Television Networks, accessed October 7, 2016, [www.history.com/shows/modern-marvels/videos/history-of-food-trucks](http://www.history.com/shows/modern-marvels/videos/history-of-food-trucks).

<sup>3</sup> "Food Trucks in the US Industry Market Research Report Now Available from IBISWorld," PRWeb, February 13, 2014, accessed May 4, 2016, [www.prweb.com/releases/2014/02/prweb11580691.htm](http://www.prweb.com/releases/2014/02/prweb11580691.htm).

<sup>4</sup> Nicole Esparza, Edward T. Walker, and Gabriel Rossman. "Trade Associations and the Legitimation of Entrepreneurial Movements: Collective Action in the Emerging Gourmet Food Truck Industry," *Nonprofit and Voluntary Sector Quarterly* 43, no. 2\_suppl (2014): 143S162S, doi:10.1177/0899764013512723.

<sup>5</sup> Ibid.

<sup>6</sup> "New Hampshire Restaurant Industry at a Glance," National Restaurant Association, 2017, accessed January 3, 2017, [www.restaurant.org/Downloads/PDFs/State-Statistics/2016/NH\\_Restaurants2016.pdf](http://www.restaurant.org/Downloads/PDFs/State-Statistics/2016/NH_Restaurants2016.pdf).

<sup>7</sup> Ibid.

<sup>8</sup> "Fast Food Restaurants Industry (NAICS 72221)," *United States Fast Food Restaurants Industry Capital & Expenses Report*, 1–221; *Business Source Complete*, 2015, EBSCO Information Services, accessed January 3, 2017.

<sup>9</sup> Melanie Hicken, "This Interactive Map Shows Exactly How Many Fast Food Restaurants There Are in Every State," *Business Insider UK*, January 28, 2012, accessed January 3, 2017, [www.businessinsider.com/this-interactive-map-shows-exactly-how-many-fast-food-restaurants-there-are-in-every-state-2012-1](http://www.businessinsider.com/this-interactive-map-shows-exactly-how-many-fast-food-restaurants-there-are-in-every-state-2012-1).

<sup>10</sup> "Food Protection," New Hampshire Department of Health and Human Services, 2016, accessed January 3, 2017, [www.dhhs.nh.gov/dphs/ftp/](http://www.dhhs.nh.gov/dphs/ftp/).

<sup>11</sup> Ibid.

Distributors (He-P 2700), Organization Rules of the Milk Sanitation Board (Mil 100-300), and Sanitary Production and Distribution of Food (He-P 2300). In addition, ServSafe™ certification provided current and comprehensive education for the restaurant industry.<sup>12</sup> All food-related businesses had to have at least one ServSafe™-certified employee working per shift. Finally, if a business venture planned to travel from town to town, a special permit was required.<sup>13</sup>

## **SOUTHERN NEW HAMPSHIRE UNIVERSITY: HISTORY**

SNHU was founded as the New Hampshire School of Accounting and Secretarial Science in 1932.<sup>14</sup> The school remained relatively small until 1961, when it was incorporated and re-named “New Hampshire College of Accounting and Commerce.” The college became a non-profit institution under a board of trustees in September 1968, and was re-named again (“New Hampshire College”) in 1969.

In the mid-1990s, the school added new liberal arts and education majors, and extended its reach worldwide when it introduced its Internet-based distance learning program. A one-of-a-kind three-year bachelor’s degree in business administration was launched in 1997. Expansion and program development led to a significant moment in the institution’s history in 2001, when New Hampshire College became Southern New Hampshire University. Construction continued with the building of a new academic centre, Robert Frost Hall, and new residence halls on the west and east sides of campus to meet the needs of the 3,010 undergraduate students who attended the SNHU Manchester campus (see Exhibit 3).

## **MUNCHIEZ’S JOURNEY**

The idea for a student-run food truck business began in the spring of 2014. At that time, three senior SNHU students posed the idea of serving late-night snacks (colloquially known as “munchies”) on campus as part of their business plan preparation course. Connor Audycki, one of the student founders, stated, “The inspiration came from not knowing where to go late at night and seeing all the pizza trucks come on campus.” As part of the business-planning process, the students conducted surveys, talked with other students, and presented their ideas to two serial entrepreneurs. This due diligence inspired faculty member Dr. Susan N. Losapio (who was ultimately appointed the faculty mentor for the project), and she brought the idea to the next level, into an SBM class in the fall of 2014.

This SBM class conducted research, finalized cash flow numbers, designed a business logo, and collaborated with departments across the university. The outreach included speaking with the faculty and staff of the university’s culinary program, public safety officers, the facilities management team, finance staff, and the procurement department. The purpose of these conversations was to gather the necessary information to present the idea to the university’s president, Paul LeBlanc. About halfway through the semester and many practice pitches later, the team presented the concept and received approval from SNHU’s president, which came with a US\$100,000<sup>15</sup> investment from the university.

Audycki was amazed and flattered that something he had started would be part of the university’s curriculum. The recently negotiated contract with the university’s official food provider, Sodexo Group (Sodexo), prohibited the operation of additional food vendors on campus. However, the management team

<sup>12</sup> ServSafe website, 2017, accessed January 03, 2017, [www.servsafe.com/ServSafe-Food-Handler](http://www.servsafe.com/ServSafe-Food-Handler).

<sup>13</sup> “Hawker and Peddler: RSA 320:1 Definition,” [sos.nh.gov](http://sos.nh.gov), accessed January 03, 2017, <http://sos.nh.gov/HandP.aspx>.

<sup>14</sup> “The History of SNHU,” Southern New Hampshire University, 2017, accessed October 4, 2016, [www.snhu.edu/about-us/leadership-and-history/history](http://www.snhu.edu/about-us/leadership-and-history/history).

<sup>15</sup> All currency amounts are in US\$ unless otherwise specified.

of Sodexo agreed the student-run business could operate when regular dining hours had concluded. Accordingly, Munchiez was approved to operate on Thursday, Friday, and Saturday nights from 10:00 p.m. to 2:00 a.m., as long as it remained student-run. Dan VanAvery, SNHU Sodexo general manager, shared that “truck services were a very booming type of business out there on campuses. . . . It was a viable option for students involved to do some practical work here on campus. . . . There was an opportunity for students to learn, especially where this was a culinary university, a business university.” Those involved in the Munchiez project hoped that once it became profitable, proceeds could be used to fund a scholarship for an entrepreneurial student.

In the spring of 2015, Munchiez’s implementation team consisted of 14 students who had a passion for the project’s mission and an enthusiasm to learn more about operating a business. They worked diligently to locate, buy, and bring a food truck to campus. This process involved more research, collaboration across various departments, and a willingness to be on call 24 hours a day, seven days a week. The student team launched social media platforms and used creative and engaging marketing to build anticipation for the arrival of the truck in the SNHU community. The Munchiez truck finally arrived in late March 2015.

For the next step, a soft opening was scheduled, but many setbacks occurred along the way, including a delay in the Board of Health’s approval, the late arrival of the propane supply, and challenges trying to light the deep-frying appliance. Although there were several obstacles at the soft opening, Munchiez had a successful grand opening at Accepted Students Day on March 29, 2015, with a ribbon-cutting ceremony, balloons, and music. The implementation team accomplished its objective of bringing the truck to campus and successfully opened for three weekends.

The fall of 2015 was the first full semester of operation for Munchiez, and it saw the first attempt at turning the SBM class into a small business. Two graduate students assisted the class and acted as the senior management team. Initially, there were four departments: Operations, Finance, Marketing, and Human Resources. About halfway through the semester, a fifth department (Research and Development) was added, and managers were assigned for each (see Exhibit 4). In addition, each department was assigned tasks and objectives (see Exhibit 5). One of the Human Resources department’s priorities was to create Munchiez’s mission and vision statements. The department developed the following:

**Mission Statement:** Our mission is to provide all customers with great service and delicious food while providing students with an opportunity to gain real-world business management experience.

**Vision Statement:** Our vision is to continue promoting the services of Munchiez and growing into a respectable, well-run, profitable student-run business while incorporating new ideas and technologies.

The truck continued to be operated by the SBM class in the spring of 2016. At that time, a transition team of eight students from the previous semester remained available in order to transfer knowledge, manage the new students, and communicate the needs of the truck with key partners across campus. According to the course syllabus, this project included out-of-the-classroom activities. Every student was required to work on the food truck for at least four shifts during the semester, of which two needed to be prior to the mid-term break. Each shift started at 8:30 p.m. and ended at approximately 3:00 a.m. Students who did not fulfil this obligation were dropped from the course.

The SBM organizational/class structure remained the same for the next two semesters, except for the addition of an Events department due to increased demand for Munchiez to appear at campus events, such as baseball games, open houses, Accepted Students Days, events for activity coordinators, and so on. After

the financial outcomes of the events were reviewed, Munchiez's management team quickly realized that these were more profitable than the Thursday and Saturday night shifts (see Exhibit 1). Friday nights continued to show the greatest sales volume.

In the fall of 2016, an internship position was added for an external public relations coordinator. This position aimed to raise awareness outside of SNHU about the Munchiez food truck. Members of the transition team continued to work as the business's managers for each new semester. The hours of operation remained the same (Thursday through Saturday from 10:00 p.m. to 2:00 a.m.), but during the week of final exams, staff and faculty rallied to serve students from 10:00 p.m. until 12:00 a.m. every night; this became a community-building activity for staff, faculty, and students.

The fall 2016 class consisted of 27 new students, 11 members of the transition team, and one community outreach internal public relations coordinator intern. The transition/management team effectively opened the first weekend of the semester and then trained the new students. The goal was to have the new students take full ownership of the business by mid-semester, with the transition/management team on call in case any problems occurred. However, the faculty mentor lived over 45 minutes away, which started to affect the timeliness of some of the late night decisions. The issue of staff accountability was also raised when the faculty mentor was not on site. The management team started to wonder if a general manager position should be implemented to give that person the authority to act when necessary.

Throughout the Munchiez journey, several challenges arose. The most difficult issues involved the facts that (a) peers were managing and evaluating peers, (b) many students did not show up for their shifts as scheduled, (c) a limited number of students were ServSafe™-certified, (d) business students—not culinary students—were operating this food-centred business, and (e) if a general manager position were created, the management team would have to determine the job description, skills, compensation, and level of authority necessary for such a position to add value to the business.

## **THE MUNCHIEZ EXPERIENCE**

### **The Staff/Students Perspective**

Cross-campus collaboration was essential to implementing the Munchiez initiative and providing continuous support for the involved students (see Exhibit 6). Munchiez's management agreed that the primary themes of the exercise included collaboration, communication, community building, creative problem solving, experiential learning, managing peers, and teamwork (see Exhibit 7).

### **The Faculty Perspective**

As the faculty mentor for the Munchiez project, Losapio witnessed the project emerge from an idea into a business. Several factors contributed to the learning journey and success of the Munchiez initiative. Having a culture of innovation and collaboration embedded in the university was critical. LeBlanc noted that when the students made the pitch to him, he was "struck by the passion they had in general, the level of detail they brought to the work, the analysis, [and] the quality of the analysis . . . it was an opportunity to give [the students] an experiential [lesson] that they really owned."

Collaboration was inherent not just within the culture of SNHU, but also between the vendor and partners. When the idea for Munchiez was presented to Dan VanAvery, general manager of Dining Services at SNHU for Sodexo, he saw it as a way to increase learning opportunities for the students:

Ultimately it was a learning experience for the students. . . . For them to have a chance to learn—and actually apply what they were learning—was extremely valuable and [we] certainly wanted to nurture that purpose if we could. We helped to nurture the process so everybody got a win out of it. We wanted to be easy to do business with every day.

Munchiez had new staff members/students every semester, which created an 80 per cent turnover rate for the business. Even with this high turnover rate, the initiative was sustainable because the faculty mentor ensured the students attained the desired learning outcomes. The faculty mentor was an integral part of the initiative and had both passion and drive. As LeBlanc reflected, “The reality is that it did require a faculty champion . . . at the end of the day, these were 18-year-olds and 19-year-olds and 20-year-olds . . . and having somebody who set the guardrails for them allowed them to navigate that road on their own, but [that person was] also a thought partner and a reassurance to the university.”

Munchiez’s menu was consistent; unfortunately, the weather the business experienced was not (see Exhibit 8). The food truck’s operating hours were affected by the harsh New Hampshire winters, Sodexo’s exclusive right to serve food on campus at certain times, and the fact that the SBM course was offered only during the fall and spring semesters. The truck was able to accept cash, credit, and debit cards, but unfortunately, the university’s monetary system, Penmen Cash, could not be used due to technical obstacles. In the fall of 2016, the Munchiez team was faced with some adversities, which included a broken credit card machine (after it was dropped onto the asphalt) and a non-functioning food heat lamp. The location of the campus covered two areas—Hooksett and Manchester—but as of December 2016, the approved operating permit for the truck was only for the town of Hooksett (see Exhibit 9). The key question was whether the learning opportunities created by this initiative outweighed the challenges, and as Patty Lynott, provost of SNHU shared, “It was necessary to trust that students were capable and able to advance such initiatives.”

## CONCLUSION

Munchiez had started as an idea in one SNHU class and flourished into an ongoing business for another class. The formation of departments within the SBM course, creation of a management team to transfer knowledge, and decision-making process in a safe environment all helped to provide students with real-world applications for their academic knowledge. Even though Sodexo owned the food rights on the SNHU campus, students were able to collaborate across departments at the school and embed the truck into the culture of SNHU. Yet as of December 2016, the food truck was not profitable, had an 80 per cent staff turnover each semester, and had limited operating hours. How could the project’s management team improve Munchiez to ensure transfer of knowledge, financial stability, and continuous experiential learning? Would hiring a general manager who had institutional knowledge assist with minimizing these issues? If yes, what would the position look like and who would be best fit to fill this position?

EXHIBIT 1: MUNCHIEZ PROFIT & LOSS PROJECTION AS OF DECEMBER 2016

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Yearly
<b>REVENUES (SALES)</b>																
Cash Sales	474.00	886.89	993.00	1,111.00	291.00	1,349.00	391.00	660.00	139.00	594.00	548.00	446.00	418.00	0.00	0.00	8,300.89
Credit Card Sales	239.00	383.00	1,046.05	128.00		875.02	350.00	738.02	399.00	566.00	468.00	661.01	289.03	0.00	0.00	6,142.13
Vouchers						859.00		200.00	353.00						0.00	1,412.00
Scholarship Fund															0.00	0
<b>TOTAL SALES</b>	713.00	1,269.89	2,039.05	1,239.00	291.00	2,224.02	741.00	1,398.02	538.00	1,160.00	1,016.00	1,107.01	707.03	0.00	0.00	1,4443.02
<b>COST OF SALES</b>																0
Food Cost	887.10	887.10	887.10	1,356.00	0.00	1,635.26	239.19	309.33	404.39	662.88		1,819.44				9,087.79
Food Waste	100.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	0.00	0.00	700.00
Drinks	112.50			110.50	0.00	100.00	0.00	62.50				202.25				587.75
<b>TOTAL COST OF SALES</b>	1,099.60	937.10	937.10	1,516.50	50.00	1,785.26	289.19	421.83	454.39	712.88	50.00	2,071.69	50.00	0.00	0.00	1,0375.54
<b>GROSS PROFIT</b>	-386.60	332.79	1,101.95	-277.50	241.00	438.76	451.81	976.19	83.61	447.12	966.00	657.03	657.03	0.00	0.00	5,689.19
<b>EXPENSES</b>																0
Supplies		15.00			300.00	252.23				1,283.00						1,850.23
Propane	53.01	36.27	75.61	78.12	43.80	67.26	39.06	38.50		195.36	46.87	48.83				722.69
Insurance				667.00				667.00								1,334.00
Revel POS System	119.00			119.00				119.00				119.00				476.00
Depreciation																0
Gas			56.00							66.88						122.88
Licences			1,155.00													1,155.00
Loan Payment	200.00				200.00				200.00							600.00
Advertising			15.00				10.00									25.00
<b>TOTAL EXPENSES</b>	372.01	51.27	1,301.61	864.12	543.80	319.49	39.06	834.50	200.00	1,545.24	46.87	167.83	0.00	0.00	0.00	6,285.80
<b>Net Profit</b>	-758.61	281.52	-199.66	-1,141.62	-302.80	119.27	412.75	141.69	-116.39	-1,098.12	919.13	489.20	657.03	0.00	0.00	-596.61

Note: POS = point-of-sale  
Source: Created by the case authors based on company materials.

**EXHIBIT 2: COMPETITION IN THE GREATER SNHU CAMPUS AREA**

Factors	Munchiez	Domino's	McDonald's	Olympic	Dunkin' Donuts	Pizza 911	Pizza Hut	Supreme House of Pizza
Approximate Kilometres from Campus	0.0	6.5	1.0	8.0	4.0	5.0	15.5	1.0
Price Point (\$, \$\$, \$\$\$)	\$	\$\$	\$	\$\$	\$	\$\$-\$\$\$	\$\$	\$
<b>Menu</b>								
Pizza		X		X		x	x	x
Burgers	X		x					
Salad		X	x	X		x	x	x
Chinese Food								
Delivery		X		X		x		x
Take Out	X	X	x	X	x	x	x	x
Hours of Operation	Thurs.–Sat. 10:00 PM–2:00 AM	Mon.–Thurs. 11:00 AM–2:00 AM; Fri.–Sat. 11:00 AM–3:00 AM; Sun. 11:00 AM–1:00 AM	24 hours	Mon.–Wed. 11:00 AM–10:00 PM; Thurs.–Sat. 11:00 AM–11:00 PM; Sun. 12:00 PM–9:00 PM	Daily 4:00 AM–10:00 PM	Sun.–Wed. 10:30 AM–11:00 PM; Thurs. 10:30 AM–12:00 AM; Fri.–Sat. 10:30 AM–2:00 AM	Daily 11:00 AM – 9:00 PM	Mon.–Sat. 10:00 AM–9:00 PM

Source: "Supreme House of Pizza," Yelp, accessed March 9, 2017, [www.yelp.com/biz/supreme-house-of-pizza-hooksett-2](http://www.yelp.com/biz/supreme-house-of-pizza-hooksett-2); "Domino's," Yelp, accessed March 9, 2017, [www.yelp.com/biz/dominos-pizza-Manchester?osq=Domino%27s+Pizza](http://www.yelp.com/biz/dominos-pizza-Manchester?osq=Domino%27s+Pizza); "McDonald's," Yelp, accessed March 9, 2017, [www.yelp.com/biz/mcdonalds-hooksett-2](http://www.yelp.com/biz/mcdonalds-hooksett-2); "Olympic," Yelp, accessed March 9, 2017, [www.yelp.com/biz/olympic-pizza-manchester](http://www.yelp.com/biz/olympic-pizza-manchester); "Pizza 911," Yelp, accessed March 9, 2017, [www.yelp.com/biz/pizza-911-manchester](http://www.yelp.com/biz/pizza-911-manchester); "Pizza Hut," Yelp, accessed March 9, 2017, [www.yelp.com/biz/pizza-hut-manchester-6?osq=Pizza+Hut](http://www.yelp.com/biz/pizza-hut-manchester-6?osq=Pizza+Hut); "Dunkin Donuts," Yelp, accessed March 9, 2017, [www.yelp.com/biz/dunkin-donuts-hooksett](http://www.yelp.com/biz/dunkin-donuts-hooksett).

**EXHIBIT 3: SOUTHERN NEW HAMPSHIRE UNIVERSITY UNDERGRADUATE STUDENT DEMOGRAPHICS**

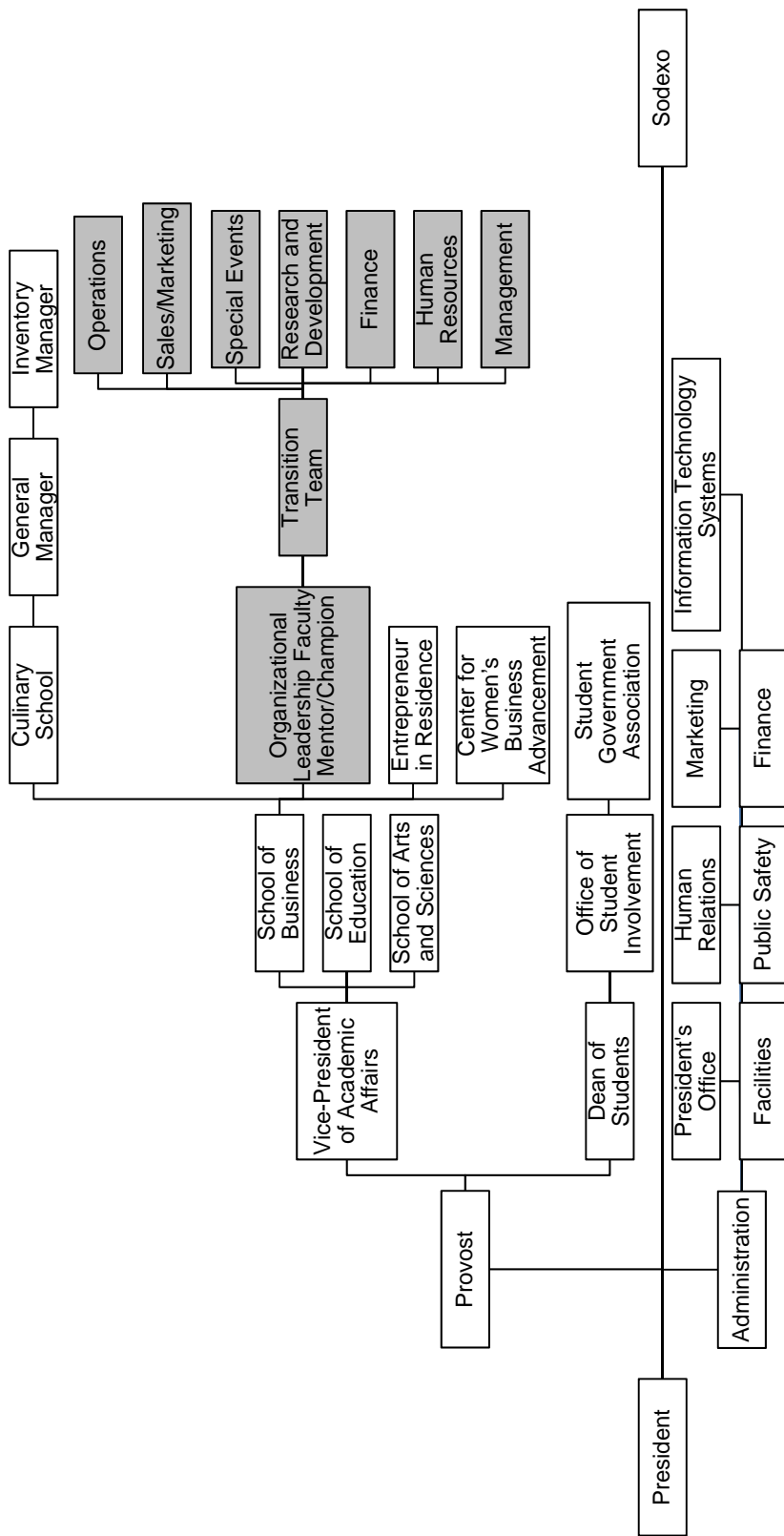
School	Unduplicated Head Count	Unduplicated Head Count	Total (%)
Non-Classified	93	Total Residents: 1,887	63%
School of Arts and Sciences	1,001	Total Commuters: 1,123	37%
School of Business	1,579		
School of Education	337		
<b>Grand Total</b>	<b>3,010</b>		

Note: All figures represent data as of December 14, 2016; there were 1,887 students living on campus; the average age of on-campus students was 19.72 years of age; there were 25 per cent more students residing on the west side of North River Road than on the east side.

Source: Office of Residence Life, Southern New Hampshire University, December 14, 2016.



EXHIBIT 4: MUNCHIEZ ORGANIZATIONAL STRUCTURE



Source: Created by the case authors based on company files.

**EXHIBIT 5: TASKS AND OBJECTIVES**

A brief list of duties for subgroups/departments follows. Special note: all departments within the small business management class also had to comply and work with their corresponding university departments.

- Operations
  - Inventory management—ordering, stocking, estimation of sales, and use of a point-of-sale system;
  - Maintenance—gas and relocation of the truck (additional training needed); and
  - Licensing renewals, inspections, occasional systems checks, and permitting.
- Sales/Marketing
  - Social Media—data analytics and daily posts (Facebook, Twitter, Instagram, etc.); and
  - Partnerships—Sodexo, Culinary faculty and staff, town of Hooksett, state of New Hampshire, Student Government Association, etc.
- Special Events
  - Homecoming, two Accepted Student Days, three baseball games, and others as determined;
  - Connections with clubs, fraternities, sororities, sports teams, etc.; and
  - Partnerships with student organizations.
- Research and Development
  - Benchmarking;
  - Community outreach; and
  - Quality control.
- Finance
  - Budgeting—payroll, payback of truck costs, reviewing pricing for profit, and use of the Revel point-of-sale system;
  - Cash flow analysis, balance sheet, etc.; and
  - Money transfer—from the Public Safety department to the truck and back, the safe on the truck, and the verification of cash intake/checks and balances.
- Human Resources
  - Employee onboarding and scheduling;
  - Recruiting students to work on the truck outside of class;
  - Assigning a point person(s) for each shift; and
  - Compliance with legal requirements (must have at least one ServSafe™-certified person on each shift).
- Management/Transition Team
  - Communication between all departments;
  - Daily updates;
  - Coordination of all efforts and initial employee training; and
  - On call during all hours of operation.

Source: Created by the case authors based on company files.

**EXHIBIT 6: CAMPUS STAKEHOLDERS**

Critical connections across campus included partnerships that helped Munchiez in the following ways:

- Culinary program faculty and staff, students, and faculty assisted Munchiez with inventory obtainment, operational support, and supplies.
- The university’s Facilities department helped relocate the truck as needed, fill the propane and gas tanks, and build conduits for draining the oil.
- The Finance department helped to negotiate contracts, and provided information for cash-flow and break-even analysis and deposits.
- Human Resources helped with employment issues, employment registration, payroll, and policies and procedure assistance.
- The Information Technology Services department assisted with set-up of the point-of-sale system and the university payment systems.
- Marketing assisted in the dissemination of information including, but not limited to, location, featured menu options, hours of operation, and special guest servers.
- The President’s Office was critical in obtaining initial approval and continued buy-in and support, which greatly assisted with collaboration.
- Public Safety scheduled visits each night for safety purposes, provided a space for the money safe, and helped to arrange good locations for the Munchiez truck.
- The School of Business’s entrepreneur-in-residence, the executive director for the Center for Women’s Business Advancement, and the dean of the School of Business were essential in fostering credibility and providing continuous feedback and support to the students.
- Sodexo supported the culture of student-focused initiatives.
- Many student-focused departments—such as Admissions, the Student Government Association, and the Office of Student Involvement—utilized Munchiez for on-campus activities.

Source: Created by the case authors based on company files.

**EXHIBIT 7: COMMON LEARNINGS AND OUTCOMES OF THE MUNCHIEZ EXERCISE**

<b>Collaboration:</b> <i>i.e., across campus, on Accepted Students Day, between students in different courses, and between departments within and outside of the class</i>	
<b>Student</b>	<b>Administrative/Faculty</b>
Group effort was crucial to smooth operation.	Valued partners.
<b>Communication:</b> <i>i.e., in business etiquette, in daily updates, between departments, and throughout the campus community</i>	
Students, teachers, and graduate students were professional, co-operative, and consistent in communications.	With students, hospitality, and the faculty mentor, our communication was great.
Tough at times, but it’s a start-up.	
Within our group, terrific; as a class, just okay.	
<b>Community Builder:</b> <i>i.e., staff and faculty working on the truck, faculty working with students, students from all schools interacting</i>	
It has made an incredibly positive impact on the SNHU community, and it has been an experience of a lifetime for me personally.	

## EXHIBIT 7 (CONTINUED)

Student	Administrative/Faculty
<b>Creative Problem Solving:</b> <i>i.e., when staff called in sick or didn't show up, the truck wouldn't start, the propane ran out, there wasn't enough food, or the point-of-sale or credit card machine didn't work</i>	
It was difficult at times for everyone in the class to work together when obstacles arose.	
<b>Experiential Learning:</b>	
	Real-world learning for students who tend to be more hands-on, practical learners.
<b>Managing Peers:</b> <i>i.e., scheduling, accountability, authority with limited power</i>	
It was frustrating when we needed help and couldn't get it from others in the group.	
A select few had all the information while the rest had no idea what was going on.	
<b>Personal Reflections:</b>	
I learned hands-on about running a small business. I love that this isn't your traditional class, rather than being lectured in a classroom on what to expect if you ever run your own small business.	
Great idea. Munchiez was not only for hands-on learning but also [provided] easily-accessible, convenient, on-campus food without having to go out to promote high-risk driving situations.	
I was originally nervous about the structure and function of the class. I have never been in a hands-on class like this.	
<b>True Meaning of Teamwork:</b>	
It was amazing being able to apply the business management techniques that I had been learning about in classes to SNHU's newest small business on campus. A <i>real</i> team project.	
We were in it together. I believe that teamwork was the reason we ended up making Munchiez happen in the first place.	
I think the more we got excited and into it, the better our class formed into a team.	

Source: Interviews conducted by the authors.

## EXHIBIT 8: WEATHER

	Sept 2015	Oct 2015	Nov 2015	Dec 2015	Jan 16	Feb 2016	Mar 2016	Apr 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016
<b>Maximum Temperatures</b>	80	61	56	41	30	51	58	70	92	78	67	54
<b>Mean Temperatures</b>	68	51	46	31	22	42	47	60	81	66	63	46
<b>Precipitation</b>	0.16	0.07	0.07	0.14	0.04	0.09	0.06	0.05	2.69	2.25	0.64	0.79
<b>Snow Depth</b>	0	0.0	0.0	2.2	1.6	0.1	0.1	0.0	0	0	0	8

Note: Temperatures are in degrees Fahrenheit; precipitation and snow depth are in inches.

Source: "Manchester, New Hampshire: Weather History for May 2015," Weather Underground, accessed October 12, 2016, [www.wunderground.com/history/airport/KMHT/2015/5/5/MonthlyHistory.html?req\\_city=&req\\_state=&req\\_statename=&reqdb.zip=&reqdb.magic=&reqdb.wmo=](http://www.wunderground.com/history/airport/KMHT/2015/5/5/MonthlyHistory.html?req_city=&req_state=&req_statename=&reqdb.zip=&reqdb.magic=&reqdb.wmo=).

**EXHIBIT 9: CAMPUS MAP FOR MANCHESTER-HOOKSETT AND TRUCK LOCATION**



Source: "Campus Map, Southern New Hampshire University," accessed October 17, 2017, [www.snhu.edu/~media/files/pdfs/campus-map.pdf](http://www.snhu.edu/~media/files/pdfs/campus-map.pdf).