

Department of Family and Consumer Sciences

INTERNSHIP HANDBOOK



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INTRODUCTION

Internship in the various programs of the Department of Family and Consumer Sciences at Sam Houston State University plays a vital role in the educational preparation of the student. The internship enables the student to better understand the challenges and potentials of various careers that are connected to these program areas. It also provides the student with specific types of "hands-on" experiences that cannot be obtained through study in the classroom or library of a university. In addition, the student is afforded the opportunity to network with professionals in the chosen field of study before entering the world of work as a university graduate.

This handbook has been organized to serve students equally well from all of the

program areas of the Department of Family and Consumer Sciences. To that end, a separate entry with suggestions specific to each program area is included. Information that applies equally to all program areas is arranged in accordance to a logical time line, beginning with networking and securing the internship position, then addressing the reporting process, and ending with the evaluation process.

Students may enroll for the internship course during the three months of the summer sessions or during the four months of a long semester. Information about specific dates for submitting forms, contracts, and weekly logs is outlined in the Timeline Section of this handbook.

Additionally, this handbook has been compiled so that all three participants in the internship process - student intern, business supervisor, and internship coordinator - have a clear understanding of the various requirements each must meet in order for the internship experience to be a successful one for all concerned. The various roles of the student and professionals involved in the internship process are defined on page 9 of this handbook.

***INTERNSHIP
EXPECTATIONS***

It is each student's responsibility to read this handbook thoroughly and peruse all of the forms before beginning the admission process. The student is accountable for all information in this handbook. Failure to comply with time lines, the submission of forms, assignments or log reporting may result in a deduction of points earned for the internship. Since most

of the work that the student does is off-campus it also the student's responsibility to maintain communication with the internship coordinator during the internship period. Generally, there are four basic expectations that the student must meet. The requirements are (1) meet eligibility requirements to participate in the internship program; (2) interview and secure the internship spot with an approved employer in their field of study; (3) work a minimum of 300 supervised clock hours for a company related to the specific program, concurrent with enrollment in FCS 469 Internship; (4) and complete all appropriate paperwork requirements as outlined in this handbook.

ELIGIBILITY EXPECTATIONS

Before students can be considered eligible for internship, they must have completed most of their academic training at the undergraduate level, including a **minimum of 100 semester hours, having earned at least a 2.0 GPA in major courses and overall and having completed specific prerequisite courses** that apply to some of the program areas including FCS 371 and FCS 463 for fashion merchandising majors; FCS 345 for food service management and FCS general majors; FCS 360, FCS 430, and FCS 431 for interior design majors and FCS 362 for all majors. These are indicated on Form A, the Application for the Internship Program, found on page 26. **Eligible students must be admitted to the internship program within the Department of Family and Consumer Sciences before enrollment is permitted.**

REPORTING EXPECTATIONS

Once students admitted to the internship program, they must complete the appropriate

forms as listed under the responsibilities of the student intern, submit them according to the time line and receive approval from the academic advisor and the internship coordinator to continue on to the employment process.

It is expected that the student intern will apply academic information and improve skills acquired during the university academic experience as the 300 clock hours are completed and documented in written logs. Successful reporting is based on detailed descriptions of tasks, discussion of how academic preparation provided appropriate background for the student to perform tasks, and recognition of the importance of tasks to the success of the work experience. The final evaluation enables the student to reflect on the work experiences as a culmination of the learning process enhanced by academic course work.

The student intern will produce a final bound document consisting of the statement of the networking process, copies of all time sheets and log reports submitted to the internship coordinator, the contract with the supervising business, the demographic information sheet, and the statement of performance goals and projected experiences; this document will serve as a permanent history of internship performance for the student.

EMPLOYMENT EXPECTATIONS OF SPECIFIC PROGRAMS

Whereas the internship process is the same for all students in the Department of Family and Consumer Sciences, the tasks they will perform for the employer will vary widely. Each student should read the section specific to the program area to gain an understanding of internship expectations based on the listing of student

responsibilities as outlined in the following sections.

It is the responsibility of the student to locate a suitable employment position for fulfilling the requirements of the internship. The student should clearly explain to the supervising business the requirements of the internship, including the paperwork and the number of clock hours to be scheduled, at the time the request for employment is made. The student should purchase a copy of this handbook and provide it to the business supervisor.

FASHION MERCHANDISING INTERNSHIP

Internship opportunities in the area of fashion merchandising are readily available. Potential student interns may choose to search for a position in retailing of fashion merchandise (i.e., retail apparel firm) or in the wholesale arena (i.e., working for an apparel manufacturer or a product line). Students will discover that some retailers/manufacturers have very highly structured internship programs characterized by rotating assignments and tightly structured time schedules, some even including class time, while others are more relaxed in their approach. Students are encouraged to search for those opportunities that feature a more highly structured internship program because often they afford students a greater variety of experiences. However students do not need to be enrolled in the internship program of a retailer or a manufacturer to complete the requirements of the academic internship. If a student enters a retailer's or manufacturer's internship program concurrent with the departmental internship (FCS 469), the student is expected to fulfill all aspects of both positions, whether tasks are done jointly or separately.

Within the retail field, internships vary considerably with the size and type of store. Small, one-owner specialty stores (called "mom-and-pop" stores) often provide a worthy learning experience simply because every employee has to perform a variety of tasks. Department stores and specialty chains sometimes have highly structured internship programs whereby the student intern spends a certain amount of time in one area (such as sales or operations) before moving on to another area. Whatever the situation, it is helpful to have business supervisors who are willing to take the time with student interns and teach them beyond the basic skills required to perform a given task.

Retailers are likely to require that the student intern perform tasks in at least several of the following areas: sales; display of merchandise; manual floor moves of merchandise; routine sales functions such as operation of the cash register; control functions such as the taking of mark-downs, markups and inventories; loss prevention; and customer relations.

Apparel manufacturers also should require student interns to perform a variety of functions, and these may range from assisting designers, pattern makers, and sample makers, to taking inventory of fabric and supplies and working with retail accounts. Answering calls from retailers and suppliers and helping with the showroom at market times may also be included in the responsibilities of the student intern.

Retailers and apparel manufacturers will expect a prospective student intern to present a résumé that outlines educational achievements and employment experience. Volunteer work as well as work with professional organizations could be included.

FOOD SERVICE MANAGEMENT INTERNSHIP

Food service management majors are expected to locate an internship position in a quantity food facility. Examples of suitable internship locations would be programs in hospitals (in cafeterias and/or areas that prepare patient meals), nursing homes, restaurants (some fast food restaurants may be acceptable, depending on the food preparation practices of the facility), and community programs, such as senior citizen centers, including "Meals-on-Wheels" and "soup kitchens" for the homeless and/or economically disadvantaged.

Six basic facets of meal preparation must be addressed in the facility. These are: (1) menu planning; (2) staff scheduling; (3) food ordering; (4) sanitation and food storage; (5) meal preparation, i.e., actual preparation of the food to be served; and (6) food service. These facets should be included as part of the general management of a food service facility. Student interns should be expected to participate in these six facets of the food service facility; other activities that might fall under day-to-day operation, such as opening a cash register or arranging for the deposit of a day's receipts, would also be appropriate as internship activities.

Facilities that specialize in only one type of pre-prepared food, such as a mall kiosk that only sells ice cream or pretzels, would not be suitable internship locations. This restriction would extend to any enterprise designed to sell a very limited number of food items.

Students seeking internship positions are expected to present a current résumé along with a completed application form. The résumé should include educational attainment and employment experience.

Volunteer work and work with professional organizations could be suitably cited, if within the food service arena.

GENERAL FAMILY AND CONSUMER SCIENCES INTERNSHIP

An internship is required of general family and consumer sciences majors and may be elected by teacher certification majors. The students may secure positions in business or social service organizations that apply or directly relate to subject matter in any of the sub-areas that comprise the family and consumer sciences discipline. Internships with extension offices, educational agencies, and social service agencies are highly recommended. Additionally, FCS general majors may consider interior design retail or wholesale positions.

Interior design retailers and wholesale showrooms that offer design products or design services may require student interns to perform routine sales functions including operating the cash register and placing customer orders; manual floor moves of furniture, finishes and accessories; inventory; packing products for delivery; pricing; updating product information, and loss prevention.

Students seeking internship positions are expected to present a current résumé along with a completed application form. The résumé should include educational attainment and employment experience. Volunteer work and work with professional organizations could be appropriately cited, especially work that relates to the sub-area for which the student is applying. For example, volunteer work with children could be suitably cited for an internship in a day-care facility.

INTERIOR DESIGN INTERNSHIP

Internship opportunities in the area of interior design are varied and there may be different expectations with each type of business. The student may pursue a position with an independent interior design firm, an architectural firm or a homebuilder. Interior design firms and companies in interior design related industries could perform services in the areas of residential design, commercial design, or both. Students must seek a licensed designer, architect, or builder that offer the greatest variety of experiences within the design area, and that is compatible with the career goals and skills they have acquired.

Employment with almost all design-related firms will require students to perform duties in the areas of general office management including filing, answering phone calls, receiving and packaging products; updating resource organization; and product pricing. Additionally, the student should have some experiences with the designer's resources and client jobs through either observation or practical application.

An independent designer, an architectural firm, a commercial design firm, or a home builder may require drafting floor plans or construction details; measuring for finish or window treatment installations; quick sketching design elements such as window treatments; tracking product orders and invoices; attending meetings with clients and/or installers; and manual installation of some interior elements such as painting, window treatments, furniture and accessories.

Potential employers within the interior design industry will expect student interns to

present a résumé during the interview process that outlines their educational achievements and employment experiences. Also, a portfolio of student work tailored to the area of specialization of the potential employer may also be required.

Recommendations made for interior design portfolio development stem from the expectations of the skill-level that employers have for entry-level personnel. Portfolios should contain a representation of the best work developed by the student from courses in interior design, art and industrial technology. The compiled work to be shown to the potential employer should reflect the area of specialization of the employer. A residential firm would expect to see residential work with a display of knowledge of residential products, while a commercial firm would expect to see projects involving office spaces, retail, and restaurants with an emphasis on drafting skills.

It is recommended that projects illustrate space planning; material selections; drafted details, elevations and lettering; specifications; and some rendering techniques. Creativity shown through presentation and design development, while important, are usually seen by employers as having less significance than possessing basic design knowledge and drafting skills. Among projects included in a portfolio, it is suggested that some original works supplement any photographic or video representations.

PARTICIPANTS IN THE INTERNSHIP PROCESS

The internship process revolves around three partners. The student (referred to as a "student intern") is the one for whom the internship process is designed and is the one

who benefits most, in terms of information learned and course credit gained. The faculty member who coordinates the internship process for the student (referred to as the "internship coordinator") is responsible for assuring that the responsibilities of the university are met and that criteria are properly attained. The business professional who is supervising the student intern (referred to as a "business supervisor") is the third participant and is responsible for supervising as well as mentoring the student intern. The student

intern is evaluated by the business supervisor as well as by the internship coordinator.

This handbook has been prepared for student interns and business supervisors to use as a guide. The faculty members involved in supervising the internship program in the Department of Family and Consumer Sciences welcome comments from business supervisors for the improvement of the internship process.

DEFINITIONS OF INTERNSHIP PARTICIPANTS

Business Supervisor: The individual employed by the supervising business to whom the intern will be directly responsible; this person should assume a mentoring role in relation to the student intern.

Internship Coordinator: The faculty member responsible for academic supervision of the student interns while they are in the field.

Student Intern: A student seeking a degree in any of the various program areas in the Department of Family and Consumer Sciences at Sam Houston State University who has been admitted to the internship program and has secured suitable internship employment.

Supervising Business: A business approved by the chair of the department and internship coordinator that has agreed to provide opportunity for professional work experience for the student intern; provision for financial remuneration, if appropriate, should be established between the supervising business and the student intern prior to the beginning of the internship.

RESPONSIBILITIES OF THE SUPERVISING BUSINESS

The internship plays an important part in the transition of the student from program major to business professional. Through the internship, a student is provided with opportunities for "hands-on" experiences so

that academic knowledge and skills can be applied to real world problems encountered in the supervising business; this type of exposure cannot be obtained through study in the classroom or library of a university. These quality experiences and work opportunities should extend beyond the expectations of the usual employee and

should be of a pre-professional nature, integrating problem-solving applications wherever possible.

The supervising business should be willing to:

1. Provide a variety of situations with as wide a range of job duties as is practicable to increase the general understanding of the student intern in the business setting. If possible, these experiences should be chosen to enhance particular strengths and skills of the student intern.
2. Designate a person as "business supervisor," assigned to oversee the work of the student intern. This person should function as a mentor for the student intern throughout the internship. The business supervisor is not necessarily the person who hired the student or the person who owns the business, but should be a person who is knowledgeable about the daily operation of the business and who is accessible to the student intern on a daily basis.
3. Meet the internship requirement for the 300 clock hours over the three summer months or long semester in which the student is enrolled.
4. Complete a minimum amount of paperwork, including an evaluation of the work performance of the student intern (Form E, pg. 35). This evaluation form should be completed near the conclusion of the internship. It is designed to reflect the quality of specific criteria related to the internship experience. It is requested that evaluation results be discussed with the student interns so that they will become aware of personal abilities, strengths and/or weaknesses. This evaluation is reviewed by the internship

coordinator and posted as a grade to the student's course requirements.

5. Agree to meet with the internship coordinator and discuss the progress of the student intern during the internship experience. The discussion from this meeting concerning the student's work performance is also reviewed and posted as a grade to the student's course requirements.

RESPONSIBILITIES OF THE INTERNSHIP COORDINATOR

The internship coordinator is responsible for supervising the academic portion of the internship process. This person is listed as the "instructor of record" for the course FCS 469 Internship.

The internship coordinator is responsible to:

1. Work with academic advisors to ascertain that eligible students are admitted to the internship program and enroll in FCS 469-Internship.
2. Work with potential student interns to ascertain that internship positions are suitable, appropriate and have the potential to provide an adequate variety of experiences for the student intern.
3. Ensure that the contract between the supervising business and the Department of Family and Consumer Sciences, the demographic information sheet, and the statement of performance goals and projected experiences are completed and on file in the department before the student intern begins accruing time toward the required 300 clock hours.
4. Contact the supervising business, thereby establishing a basis for further communication, as soon as the student

intern begins accumulating clock hours.

5. Schedule an appointment with the business supervisor for the purpose of discussing the progress of the student intern during the internship experience. Should the student need academic guidance concerning the internship process, this should be done through the internship coordinator.
6. Assign a grade for the course based on the criteria outlined in this handbook beginning on pages 22 & 23.
7. Send letters of appreciation to the business supervisor and other professionals at the supervising business, as deemed appropriate by the internship coordinator.

RESPONSIBILITIES OF THE STUDENT INTERN

In addition to meeting the admission standards for the internship program, and concurrent with enrollment at Sam Houston State University in FCS 469 Internship, students are expected to work a minimum of 300 clock hours over the summer or during the fall semester in which they are enrolled. The student may begin accruing time toward the required 300 clock hours only when the completed paperwork is on file in the Department of Family and Consumer Sciences. The completed paperwork includes the contract with the supervising business, the demographic information sheet, and the statement of performance goals and projected experiences.

The forms for program admission, approval of the supervising business, networking statement and performance goals, weekly time sheet and log report, and the employer's evaluation report of the

student are included in the back of this text. Forms may be photocopied for student use.

The student intern should submit in written form the following forms and assignments:

1. Form A

Application for Admission to the Internship Program (pg. 26) accompanied by a current transcript and a personal résumé. This form reports the student's accomplishments toward the following requirements: **(1) minimum of 100 semester credit hours, (2) a minimum of 2.0 GPA in major courses and overall, and (3) specific prerequisite courses that apply to some of the program areas** including FCS 371 and FCS 463 for fashion merchandising majors; FCS 345 for FCS general and food service management majors; FCS 360, FCS 430 and FCS 431 for interior design majors; and FCS 362 for ALL majors.

After this form is submitted and the student is accepted into the internship program the student may begin interviewing with potential employers to secure the internship position (see the section on "**Securing the Internship Position,**" pg. 15). The student should clearly explain to the supervising business the requirements of the internship, including the paperwork and the number of clock hours to be worked, at the time the request for employment is made.

2. Form B

Request for Approval of the Supervising Business found on pg. 27. A statement of the networking process used by the student to secure the internship position accompanies this

request. This statement should include a list of businesses contacted by the student while seeking the position, dates, names and titles of individuals with whom the student spoke, and results of the interviews or phone sessions. The student should include all sources of information concerning the acquired position. Additional information regarding networking is given in the “**Networking Process**” section of the handbook, pg 13. Form B will be considered late if it is not received by the first class day of the Summer I session or the long semester.

3. **Assignment 1**

Internship Orientation Assignment

This assignment encourages the student to read the Internship Handbook and gain a basic understanding of requirements, time frames and expectations for reporting as well as working. This assignment begins on page 29 of the *Internship Handbook* and may be removed from the book or photocopied to be completed by the student and turned in to the internship coordinator.

4. **Contract for Internship Employment**

The original contract between the Department of Family and Consumer Sciences, the student intern and the supervising business must be completed and returned to the internship coordinator. **This contract must be requested from the internship coordinator.** The internship coordinator will return the copies of the contract to the appropriate parties after all parties have signed the contract. The contract information must be typed or word processed. This document must be received by the internship coordinator and posted in the student’s file before internship hours are counted. Contracts received after the

first class day of the Summer I session or long semester may be subject to penalty.

The student may begin accruing hours as soon as the previous semester ends providing that the following criteria are met: (1) the student is registered for FCS 469 Internship and (2) the completed contract and other required forms are on file with the internship coordinator in the Department of Family and Consumer Sciences.

The internship coordinator must be informed in writing and must approve any change of the student’s employment status with the supervising business before a new contract(s) can be issued. Students are discouraged from changing employment sites during the internship.

5. **Form C**

Internship Demographic Information Report found on page 28. This form supplies the internship coordinator with additional ways to communicate with and to reach the employer, and also gives driving directions to the physical site. This document should be turned in along with the contract before the student begins to accumulate hours.

6. **Assignment 2**

A Statement of Performance Goals for the internship program is required to encourage the student to focus on what is to be accomplished during the internship program. The experience of writing performance goals and objectives is incorporated into Assignment 2 found on page 31 that serves as a prelude to the actual internship experience for the

student. For more information regarding writing of these goals and projected experiences, see the handbook section, **“Performance Goals and Projected Experiences,”** page 19.

7. **Form D**

Weekly Time Sheets and Log reports must be submitted each week for the student to gain credit for the work hours. Form D for the weekly time sheet and log report is found on page 33.

The time sheet reports the hours worked during a single week from Sunday through Saturday (see section on **“How to Calculate Log Hours,”** page 20). Time worked for each day is recorded as well as a total for the week.

Weekly log reports contain three sections in the reporting, (1) the Work Duties and Activities, (2) Academic Reflections, and (3) Evaluation of Importance. The success of reporting is based on detailed descriptions of work tasks and activities, the discussion of how academic preparation is relevant to performance of tasks, and recognition of the importance of tasks to the success of the work experience. (In the third section, students may also include personal reactions to various tasks or situations.) These weekly logs are to be submitted to the internship coordinator. The internship coordinator will review and provide feedback to the student so that corrections can be made for future reports. For additional information regarding written log reports, see the section entitled, **“The Reporting Process,”** page 20.

The student is required to keep personal copies of the weekly time sheets and log reports that are submitted to the

internship coordinator as part of the bound copy. See items below.

8. **Bound Internship Documents**

The student intern will produce a final bound document consisting of the statement of the networking process, copies of all time sheets and log reports submitted to the internship coordinator, the contract with the supervising business, the demographic information sheet, and the statement of performance goals and projected experiences; this document will serve as a permanent history of internship performance for the student. The student’s copies are to be presented by the student in bound form at the time of the final evaluation (i.e., the final exam time for the course FCS 469 Internship). The student will keep this bound copy as the product from the course while the internship coordinator retains the reports and assignment sent by the student in the student’s file for use as reference data when generating reports for institutional effectiveness.

9. **Final Exam/Evaluation**

A final evaluation of the internship experience is scheduled during the period of final examinations of the appropriate summer session or long semester. The student is required to return to campus to complete the final evaluation. The bound copy is to be used by the student intern during the final evaluation and will be kept by the student intern as a final product of the internship.

NETWORKING PROCESS

The networking process should be presented in a narrative (i.e., story) or outline form on Form B of the *Internship Handbook*. Many opportunities are provided that should

assist students in developing a network for securing internship employment. However, the student should realize that the development of a network (i.e., networking) does not occur overnight. Developing a network requires persistence on the part of the student in making contacts and building a network in a career area that matches his/her own personal job interest. Ideally, a student should start building a network upon entering a program as a freshman or transfer student.

Avenues of networking can be classified as formal or informal. Formal sources include opportunities on campus and through professional organizations. Informal sources range from various types of referrals to cold calls. On-campus opportunities are available to students throughout their academic careers. Most program areas have associated professional organizations that provide occasions during which students may make contact with professionals who may be interested in hiring student interns. These occasions may include organizational meetings, workshops and seminars both on and off campus. Professionals also may be invited as guest speakers to classes, and networking opportunities may develop as a result. Businesses may also contact the Department of Family and Consumer Sciences looking for potential employees, and these referrals are passed on to students known to be looking for internship and employment positions.

In addition to departmental occasions, on-campus networking opportunities are available through the Office of Career Services. This office coordinates on-campus interviewing sessions with visiting company recruiters. Additionally, the Office of Career Services hosts an annual Career Fair for businesses, some of which would serve as possible sites of employment for student

interns and graduates. The Office of Career Services maintains files of student résumés for businesses to preview in their search for potential employees, as well as files of potential employing businesses so that students can obtain background information on potential employers.

The student should always be alert to networking possibilities that can arise in any gathering of people. It is helpful for the student to try to discover as much as possible about people with whom the student is interacting in order to take advantage of opportunities as they occur. For example, at a professional meeting a student might approach a business representative of a company that markets a product advertised in a trade publication and compliment the representative on the advertised product. This contact could lead to information about hiring of interns by the representative's company or one of its clients or customers. Good networking should always provide another lead to be investigated.

In preparing for networking opportunities, it is helpful for the student to practice public speaking. The student should speak slowly and clearly and think about appropriate terminology related to the topic under discussion. Networking requires some control of the dialogue in order to carry the conversation in the direction of student employment or internship. The student may begin by asking questions about what the company is currently doing. Then the student may be able to determine whether the company could use someone with the skills the student possesses. Business people tend to respond better to statements such as "Maybe I could help you with that problem" rather than "Are you hiring? I need a job." It is helpful for the student to practice phrasing questions in such a way that the other person cannot

give a short answer such as "No."

Networking requires constant vigilance and a certain amount of record keeping. Records that should be kept during the search process include all business contacts that the student has made concerning an internship position, the date of the discussion, the company the person represents, and the location of the discussion. This information should be recorded in a notebook as soon as possible after the business contact is made. It is also recommended to ask the contact for a business card and record the date and location on the back of the card. This list is required to complete Form B, The Request for Approval of the Supervising Business. It is recommended that the student make at least three contacts with prospective businesses. Those students who use family and/or friends for contacts may include a list of them in the networking process. It is a good idea for a student to publicize a job search, and any lead that arises should be seriously investigated, yet not all contacts made lead to interviews. Always follow up interviews with thank-you notes, or phone calls, this could be the key to a contact or job later on.

SECURING THE INTERNSHIP POSITION

Students are urged to begin searching for an internship site early; for students planning a summer internship, it is suggested that the search is begun in February with the possibility of completing it over Spring Break. Ideally student planning a fall semester internship should begin the job search during the preceding Spring Break and conclude in July. See time line (pgs. 17-18) for specific dates that require the student to submit forms and meet deadlines. A spring internship is an option when the student has

completed all academic course work by the preceding fall semester.

Once the student has been admitted to the internship program within the Department of Family and Consumer Sciences, and the résumé has been approved, the student is ready to apply networking principles and secure an internship position. The student should submit résumés to prospective employers, making it clear in résumés and cover letters that they are seeking to complete the internship requirements of a degree program.

As the student is asked to interview, he/she should clarify to the employer the requirements of the internship program, and inquire whether those needs can be met within the employment experience. The employer is often interested in how the business can benefit by taking on an intern. The student should be ready to explain what they perceive as the contributions that they can make to the business. Remuneration requirements of student intern and the expectations of the employer are able to be negotiated at the time of hire. Dates for the beginning and ending of employment, as well as an estimation of the number of hours that the student will work each week, should be defined.

Prior to interviewing with a potential employer the student should do some preparation for the interview. There should be consideration made as to appropriate dress for the interview appointment. The student should plan questions to ask during the interview, and interior design students should ask whether or not they need to bring a portfolio of their work. The student should act in a way that builds rapport with the interviewer. The discussion should not be focused on the student, but should focus on

the benefit that the intern, as a potential employee, can bring to the business. Occasionally a company that does not think it can take on an intern, will see where it can really benefit from this process.

Once a student has secured a position with the employer, the student must request departmental approval for the proposed supervising business (Form B, pg. 27). In addition to identifying the prospective employer this form also requires the student to write about the networking process that was used to secure the internship position. The networking statement, either in an outline or narrative form should identify all major aspects of how the position was secured. Identification should include all employment sources, the business contacts, when the contact occurred, and what transpired from the discussion. It should also be noted whether the discussion with the prospective employer was made over the telephone or through a personal interview.

EMPLOYEE EXPECTATIONS

Many employers have written guidelines for conduct and dress codes. Student interns are expected to abide by a business' stated policies. There may be other policies regarding cell phone use, and personal calls, e-mails and texting. Student

interns are expected to follow all policy guidelines that are given, both written and oral.

TIME LINE FOR SUMMER INTERNSHIP:

December 15 - January 15:

Finalize résumé; purchase and thoroughly read *Internship Handbook*, 5th Ed.

January 15 - February 1:

Attend internship meeting; turn in résumé, transcript and application (Form A).

February 2 or next business day:

Pick up approval of application and critiqued résumé.

February 15 or next business day:

Assignment 1 is due. Resubmit résumé

February 16 – March 31:

Contact prospective employer(s) and secure position; complete Form B – the approval form for supervising business and statement of the networking process.

April 1 or next business day:

Internship business approval (Form B) is due.

April 1 - 10:

Register for FCS 469 Internship for Summer I.

April 10 - May 1:

Attend internship meeting to receive contract from internship coordinator.

May 15 or next business day:

Turn in contract, demographic information sheet (Form C), and Performance Goals and Projected Experiences (Assignment 2) to internship coordinator. If the dates listed occur on a Saturday, Sunday, or holiday then the document is due the following Monday or next business day. When above items have been received, student may begin accruing clock hours.

TIME LINE FOR FALL INTERNSHIP:

January 15 - February 1:

Purchase and thoroughly read *Internship Handbook*, 5th Ed.; attend internship meeting.

February 1 – February 28:

Finalize résumé; turn in application (Form A), résumé, and transcript.

March 1 or next business day:

Pick up approval of application & critiqued résumé.

March 15:

Assignment 1 is due. Resubmit résumé.

March 15 – April 11:

Contact prospective employer(s) and secure position; turn in networking statement and request approval for supervising business (Form B).

April 1 - 10:

Register for FCS 469 Internship for Fall.

April 1 - July 31:

Internship business approval sheet (Form B) and Assignment 1 are due; request contract from internship coordinator.

August 15 or next business day:

Turn in all forms, contract and assignments to internship coordinator. If the dates listed occur on a Saturday, Sunday, or holiday then the document is due the following Monday or next business day. When above items have been received, student may begin accruing clock hours.

TIME LINE FOR SPRING INTERNSHIP:

August 15 – September 11:

Purchase and thoroughly read *Internship Handbook*, 5th Ed.; attend internship meeting.

September 1 – September 30:

Finalize résumé; turn in application (Form A), résumé, and transcript.

October 1 or next business day:

Pick up approval of application & critiqued résumé.

October 15 or next business day:

Assignment 1 is due. Resubmit résumé.

October 15 – November 1:

Contact prospective employer(s) and secure position; turn in networking statement and request approval for supervising business (Form B).

November 1 or next business day:

Internship business approval (Form B) is due.

November 1 - 10:

Register for FCS 469 Internship for Fall.

November 1 – January 10:

Internship business approval sheet (Form B) and Assignment 1 are due; request contract from internship coordinator.

January 10 or next business day:

Turn in all forms, contract and assignments to internship coordinator. If the dates listed occur on a Saturday, Sunday, or holiday then the document is due the following Monday or next business day. When above items have been received, student may begin accruing clock hours.

PERFORMANCE GOALS AND PROJECTED EXPERIENCES

Once the contract is completed and before the student intern begins accruing clock hours as part of the internship program, the student should complete Assignment 2 by writing a statement of performance goals and projected work experiences to be turned in to the internship coordinator. This assignment will help the student focus on what will be accomplished during the internship program and help the student to project the kinds and types of work experiences that are likely to occur.

When beginning the process of writing performance goals, it is helpful for students to visualize or project themselves in the proposed work setting. Student interns should draw on the knowledge base provided in prerequisite course work in determining what they are likely to encounter in the workplace. It could also be helpful to interview students who have recently completed similar work experiences or take information gained from the job interview with the employment supervisor so that additional insight would be gained.

The student is asked to write **six performance goals** in a progressive manner that challenges the direction of work experiences. Goals progress through two levels-enhanced knowledge obtained and operational or practice goals. Each goal must be supported with learning activities or work experiences (referred to as "projected experiences") that will help the student achieve the stated goals.

The performance goal for the first level, **enhanced knowledge**, includes a focus on basic knowledge of products and/or systems

used by the business. These can be illustrated by the following example. If the performance goal is "to gain an awareness of the systems of opening and closing the store" (an apparel store, a restaurant, or an interior design showroom, for example), a supporting projected experience could be "observe the step-wise procedure used by the manager or assistant manager for opening and closing the business."

The second level, **operational/practice goals**, would involve taking the knowledge gained and applying it to an appropriate situation or operations that would directly impact the profitability of the business. To carry through with the example in the previous paragraph, a performance goal written at the understanding level could be "to demonstrate accurately the proper procedure for opening and closing a store." An appropriate supporting projected experience could include "participate in the process of opening and closing the store" and maybe even "open and close the store independent of other personnel" or "trouble-shooting a business problem that arises thus affecting the profitability of the store."

Altogether, six performance goals should be written, three at the enhanced knowledge level, and three at the operational/practice level. For each performance goal written, the student is asked to write one projected experience that supports the attainment of that performance goal, for a total of 6 projected experiences. Performance goals are broad in scope while projected experiences involve **specific** activities. It should be noted that appropriately written goals should begin with the infinitive form of action verbs, such as "to demonstrate," "to observe," etc. Projected experiences should begin with the action verb, such as "demonstrate," "observe," etc. It is extremely important that projected

experiences **support** the goals with which they are listed. (See examples cited in the paragraph above differentiating the various levels at which goals should be written). The form to be used for filing these performance goals and projected experiences is in Assignment 2, page 31. This form may be photocopied, word processed, or developed through Excel for student use.

THE REPORTING PROCESS

Reports should be sent to:

Internship Coordinators:

Dr. Laura Burlison – (936) 294-1247

LAURABURLESON@shsu.edu

Dr. Janis White – (936) 294-1184

JWHITE@shsu.edu

Mailing address:

**Department of Family and
Consumer Sciences
Sam Houston State University
Box 2177
Huntsville, TX 77341**

Office FAX - (936) 294-4204

Successful reporting is based on detailed description of tasks, discussion of how academic preparation prepared the student to perform tasks, and recognition of the importance of tasks to the success of the work experience. See Appendix page 38.

The student intern is expected to keep in touch with the internship coordinator on a **weekly** basis. This communication is facilitated through the use of weekly time sheets and log reports. The requirement of frequent communication is important for several reasons. If a problem develops during the internship period, it can be dealt with

while there is still time for the student intern to realize the fullest possible benefit from the internship experience. For example, if the student intern is not being scheduled for a variety of duties and activities, this problem can be handled before the internship is near completion. If the student intern is not reporting information and experiences completely enough, the internship coordinator can encourage the reporting of more detail in the activities and responses sections.

HOW TO CALCULATE HOURS

To calculate hours, each work week starts with Monday and extends through Sunday. The student intern should report the hours worked each day, and then total the hours for the week. Hours for a given day should be reported rounded to the nearest quarter hour and reported in a decimal form (i.e. 15 minutes is .25 of an hour, 30 minutes is .5 of an hour, and 45 minutes is .75 of an hour). It is important that lunch hours and breaks be subtracted from total clock hours for a given day.

It only appropriate to **work overtime** when the employer has a need to schedule the intern for overtime, such as when retailers are doing inventory, when FCS general or FSM majors are in a camp environment, interior designers are meeting job deadlines, presenting to clients, or installing a space.

Weekly reports and time sheets are due (i.e., emailed, faxed, or postmarked) by **TUESDAY** of the week following the week worked. If weekly reports and time sheets are not received by **FRIDAY** of that week the hours worked for the previous week will **NOT** be counted toward the total 300 hours needed to complete the internship.

Ideally, each student intern should have regular access to email, and time sheets and weekly reports should be sent via this method if possible. It is recommended that the time sheets and the weekly log reports be typed in a word processing format and attached to an email. When the student is using email, the internship coordinator will use email to provide feedback concerning the writing of reports. Mailed or faxed reports should be typed, and postmarked by that following Tuesday's date to ensure they are received by Friday; hand-delivered reports should be in the office of the internship coordinator by that Tuesday's date, as well.

When writing weekly log reports specific days should be indicated. For each day worked all sections of the weekly log report, (1) the work duties and activities section (2) academic reflections and (3) the evaluation of importance section should be completed. The work duties and activities should state all the tasks, major meetings, and conversations the student has participated in that day. The academic reflection section of the log provides the student the ability to relate work activities to course work that has been completed as part of the student's program. Students should analyze the work activities performed in relation to course assignments, projects or areas of knowledge which have contributed to the student's ability to complete the work to the satisfaction of the business supervisor. The evaluation of importance section should refer in content to the duties and activities section and state how the student enhanced personal knowledge or learning as they applied academic skills and knowledge. Students may also give personal ideas and opinions in this section. Each activity along with the response or impression should be numbered through the body of the

reporting so it is apparent that they correspond to one other.

Information given by the student intern in the weekly log reports should include enough detail so that the internship coordinator can have a thorough grasp of the types of activities in which the student intern is involved and the extent of involvement by the student intern. Generally, the duties and activities should report information that is factual and/or quantifiable, and the other sections should report observations and opinions of the student intern. For examples of appropriately completed weekly time sheets and log reports from some of the program areas, see Appendix A through Appendix C. These examples are included to illustrate the depth of writing that is expected throughout the reporting process. The internship coordinator will review the weekly log reports and provide feedback if needed to the student interns so that corrections can be made for future log reports. The form to be used for reporting time worked and weekly logs appears in Form D, pages 33-34, and may be photocopied for student use or may be used as a model for formatting with a word processor. The student intern is to keep copies of all time sheets and weekly log reports, the statement of the networking process, the contract with the supervising business, the demographic information sheet, and the statement of performance goals and projected experiences. Students using email must remember to save and download the email message before it is sent. These copies should be bound and submitted at the time of the final evaluation (see page 13, item 8).

PROCESS OF SITE VISIT

During the course of the internship the internship coordinator will plan a site visit to all employment sites that are within

reasonable traveling distance from the campus of Sam Houston State University. This visit is to establish contact with the business supervisor, to discuss the student intern's work performance, and to build rapport with the business supervisor. The contact(s) established with the site visit will help facilitate the networking for subsequent internship students, while conveying a positive image of the various academic programs and of Sam Houston State University.

During the site visit business supervisors are often asked to comment on the breadth of knowledge they expect the students to possess as they enter the employment situation. These comments provide input for curriculum revisions that will benefit and strengthen programs.

As an alternative to a physical site visit for those with employment sites beyond a reasonable distance from Sam Houston State University, various types of electronic site visits may be implemented, depending on the technology available to the internship coordinator and to the business supervisor. An example of an electronic site visit would be a teleconference accompanied by a video tour or a photo chronology of the employment facility. Additional contact with employment supervisors could be by email and/or telephone.

THE EVALUATION PROCESS

The assigned grade of the student registered for the course FCS 469 Internship will be based on the following factors:

1. **Forms Evaluation: 8.3% (50/600 pts.)**
The forms evaluation is based on whether forms are completed in an accurate and

timely manner. All of these forms should be on file with the internship coordinator before the student begins accruing hours.

Résumé submitted may be critiqued by the internship coordinator and then returned to the student for correction. Once corrected, both the original résumé and corrected résumé should be resubmitted to the coordinator.

Form B requires information identifying the business, a contact person, and a contact number. If the business has no history as an internship site, the internship coordinator may elect to communicate with the business for more information to assess the appropriateness of the business as an internship site. As part of the Form B, the student should identify all businesses that were contacted as part of the networking process that resulted in the identified business as the final site for internship.

- 20 points – Form A Application, Résumé, Transcript (includes resubmitted résumé)
- 20 points - Form B and Networking statement (including business contacts)
- 10 points – Form C and Contract

2. **Internship Coordinator Evaluation: 66.6% (400/600 pts.)**

The internship coordinator's evaluation is based on the timeliness and quality of information communicated by the student intern in the following documents:

- 50 points – Assignment 1 Orientation Questions
- 50 points – Assignment 2 Performance Goals and Experiences

200 points - Weekly time sheets and log reports. 25 points per 8 weeks for 8 weeks.

100 points - Final Evaluation

Assignment 1 should have all questions answered accurately based on information in the internship handbook. Assignment 2 requires six goals and six experiences to be written with focus given to three goals and three experiences in each of the two levels, enhanced knowledge and operational/practice. The performance goals and experiences should be relevant to the type of employment, show thought, and challenge the student.

The weekly log reports are assessed for timeliness of reporting, adequate and detailed information communicated in the reports, sufficient variety in work activities, and accuracy and completeness of time sheets and academic reflections. Weekly time sheets and log reports that are not received on time (see "The Reporting Process") will NOT be counted toward the total 300 hours needed to complete the internship. If a student intern has extenuating circumstances related to reporting time worked, the student should contact the Internship Coordinator as soon as possible to discuss a plan of action.

3. Business Supervisor Evaluation: 25% (150/600 pts.)

The form to be used by the business supervisor to evaluate the progress of the student intern appears in Form E, pages 35 - 37; a key factor in the evaluation is the final question on the evaluation form (pg. 37). The internship coordinator will assign the point value for this portion of the evaluation based on both written and

oral information from the site visit. The business supervisor is asked to evaluate the student on personal and professional characteristics by rating them on a 5 point scale with 5 as exceptional, 4 as above average, 3 as good, 2 as fair, and 1 as doing a poor job. A copy of this form will be supplied to the business supervisor by the internship coordinator.

100 points – Form E Student evaluation completed by the business supervisor

50 points - Site visit discussion between internship coordinator and business supervisor

The evaluation system allows for individualization of the internship experience to accommodate the student intern who has special skills, talents and interests. It also allows for the student intern to pursue an internship experience within a broad range of businesses, and for that internship to be tailored to the unique qualities of a specific business. However, it is also the goal of this department and each program area that each student intern will have the opportunity to have the most beneficial experience possible. While the evaluation process allows for flexibility to balance the needs of the student intern with the requirements of the supervising business, it establishes a common means by which the student's success in the workplace can be measured.

FORMS

FORM B

Request for Approval of Supervising Business

I, _____, a student preparing to complete the requirements for student internship in the Department of Family and Consumer Sciences, Sam Houston State University, during the _____ session/semester do hereby request that the following business or agency with whom I have secured employment, be approved as a supervising business for internship.

Contact Person _____ Telephone (____) _____

Business Name _____ City _____ State _____

Business Description: _____

Networking Process Used to Secure Position (people, businesses, phone numbers, dates, and locations):

Submitted by: _____ Student Name

Approval: _____ Granted

_____ Denied

Recommendations: _____

Internship Coordinator

FORM C

Internship Demographic Information Report

Print or type all information requested.

Student Name _____
Last First MI

Supervising Business _____

Business Supervisor
(Mr. Ms. Mrs.) _____
First Last Title

Name and title of person who will complete performance appraisal:

(Mr. Ms. Mrs.) _____
First Last Title

Company Address: _____
Street/P.O. Box City State Zip Code

Physical Location: _____
Street/Mall/Shopping Center City State

Directions to Physical Location (starting with nearest major highway or intersection):

Telephone number of person who hired student intern: (____) _____

Telephone number of business supervisor: (____) _____

E-mail address of business supervisor: _____

Fax Number: (____) _____

Home telephone number of student during internship: (____) _____

Work telephone number of student during internship: (____) _____

Cell phone number of student during internship: (____) _____

E-mail address of student during internship: _____

Fax Number: (____) _____

Assignment 1
Internship Orientation Assignment
Internship Program
Department of Family and Consumer Sciences
Sam Houston State University

Using the *Internship Handbook* write the correct response in the space provided to answer each question.

1. What are the four general expectations the student is required to complete during the internship process?

2. What are two tasks the student should do after Form A is turned in, and the student has been accepted into the internship program? When should they be complete if the student was doing a summer internship?

3. What is the difference between a weekly time sheet and a weekly log?

4. What are the three parts to a written weekly log and what different information does each part include?

5. When are weekly logs determined to be late and hours would have to be reworked by the student?

6. What should a student do if they want to quit or change employment sites?

7. How does the student know they have written enough information on a certain day in the weekly log?

FCS 469 – Assignment 1 (continued)

8. When is it appropriate to work overtime or through lunch?

9. What are the dates the student can start work if they are doing a summer and/or fall internship?

10. When should a student start looking for the company in which they would like to do the internship?

11. Why is it important for the student to keep a personal copy of the forms, assignments, time sheets and weekly logs?

12. How is the student evaluated by the business supervisor and what part of the overall grade is this evaluation?

13. How is time calculated on the weekly time sheet?

14. What is the difference between the two types of goals the student is asked to write for the internship?

15. What is the difference between a stated performance goal and a projected experience in Assignment 2?

FORM D

Weekly Time Sheet and Log Report

Name _____

Dates _____ through _____

Week Number _____ Store Name _____

Supervisor Name _____

Directions for time sheets: Hours for a given day should be reported (i.e., rounded) to the nearest quarter hour and reported in a decimal form. It is important that lunch hours and breaks be subtracted from total clock hours for a given day. This page can be word processed or developed using Excel.

Date	Time	Lunch	Hours
_____	Mon: _____ to _____	_____	_____
_____	Tues: _____ to _____	_____	_____
_____	Wed: _____ to _____	_____	_____
_____	Thurs: _____ to _____	_____	_____
_____	Fri: _____ to _____	_____	_____
_____	Sat: _____ to _____	_____	_____
_____	Sun: _____ to _____	_____	_____
Total Hours/Week:			_____

Directions for weekly logs:

As indicated on the following page, list work duties, activities and/or tasks performed for each day of the week, identify in the academic reflections of how the task related to academic coursework or projects and communicate the importance of these duties and activities. Indicate dates (including days of the week) at the left hand margin. Under each date, list duties and activities first, followed by a paragraph identifying specific courses (i.e. FCS 160, FCS 345, FCS 371, FCS 430, etc.) or projects that the task relates to, and then write a statement evaluating the importance of the tasks. The following outline indicates the expected format of the written log report for one day of a given week. The length of a given entry should be adjusted as needed. Use of a word processor is allowed, but the format shown in this form should be followed.

Date: _____, Day of the Week _____

Work Duties, Activities & Tasks:

Academic Reflections:

Importance of Work Duties:

FORM E

**Department of Family and Consumer Sciences
Sam Houston State University
Performance Appraisal of Student Intern**

Student Name: _____

Date: _____

Directions: Rate the student intern on the following criteria using the rating scale below:
(Additional information about this form is found on page 23 of the *Internship Handbook*.)

5 = Exceptional 4 = Above Average 3 = Good 2 = Fair 1 = Poor NA = Not Able to Assess

Personal Characteristics:

- | | |
|---------------------------------------|-----------------------------------|
| _____ Attendance/punctuality | _____ Assertiveness |
| _____ Communication/listening ability | _____ Ability to accept criticism |
| _____ Decision-making | _____ Enthusiasm |
| _____ Flexibility | _____ Initiative |
| _____ Integrity/honesty | _____ Reliability |
| _____ Maturity/Attitude | _____ Professional grooming |
| _____ Voice, poise, dignity | _____ Friendliness |

Comments: _____

Professional Characteristics:

- | | |
|--|---|
| _____ Creativity/problem solving | _____ Ability to assist customers/clients |
| _____ Ability to learn new tasks quickly | _____ Ability to work under pressure |
| _____ Accuracy in performing tasks | _____ Adherence to company policies |
| _____ Attention to detail | _____ Knowledge of systems & procedures |
| _____ Quality of work | _____ Product knowledge |
| _____ Quantity of work | _____ Self starter on task |

Comments: _____

5 = Exceptional 4 = Above Average 3 = Good 2 = Fair 1 = Poor NA = Not Able to Assess

Interpersonal Skills:

- _____ Courteousness
- _____ Relationship/cooperativeness with supervisor
- _____ Relationship/cooperativeness with co-workers
- _____ Relationship/cooperativeness with customers/clients
- _____ Tactfulness

Comments:

How would you rate the overall performance of the student intern? _____

5 = Exceptional 4 = Above Average 3 = Good 2 = Fair 1 = Poor

In which areas did the student intern demonstrate major strengths in work performance?

In which areas did the student intern demonstrate a need for improvement?

Would you recommend hiring this student intern if an opening existed within your business?

_____ Yes _____ No

Reason: _____

Appendixes

Appendix A

**FASHION MERCHANDISING EXAMPLE
Weekly Time Sheet and Log**

Name Tania Thomas

Dates June 15 through June 21

Week Number #2 Store Name Morgan's Department Store

Supervisor Name Joyce Jackson - Career Sportswear

Date	Time		Hours
<u>6-15</u> Mon:	<u>OFF</u> to <u>--</u>		<u>0</u>
<u>6-16</u> Tues:	<u>8:45 am</u> to <u>6:00 pm</u>	1 hr/lunch	<u>8.25</u>
<u>6-17</u> Wed:	<u>8:45 am</u> to <u>6:00 pm</u>	1 hr/lunch	<u>8.25</u>
<u>6-18</u> Thurs:	<u>12:45 pm</u> to <u>9:30 pm</u>	1 hr/lunch	<u>6.75</u>
<u>6-19</u> Fri:	<u>8:45 am</u> to <u>6:00 pm</u>	1 hr/lunch	<u>8.25</u>
<u>6-20</u> Sat:	<u>8:45 am</u> to <u>6:00 pm</u>	1 hr/lunch	<u>8.25</u>
<u>6-21</u> Sun:	<u>OFF</u> to <u>--</u>		<u>0</u>
Total Hours/Week:			<u>39.75</u>

Fashion Merchandising Example

Date: Monday 6/16

Duties & Activities: (1) I started the day by checking email and sales figures. The software program that we use shows the sales figures of a department for a month or for a day. I then pulled up information for markdowns. Our area had over 6000 units to mark down, so I separated the markdown documents by department and gave them to sales associates so that they could begin scanning merchandise for markdowns. (2) Joyce then showed me how to pull up the ad calendar on the computer so that I could see the ads that would be coming out in the next two weeks. I then checked each ad to verify whether our area would be affected by any of the ads. (3) Later, I was able to sit in on an interview for a new sales associate position in the bridge area. (4) Next I attended the weekly sales meeting; topics included sales figures and the upcoming inventory. (5) I then watched Joyce give a final notification to an employee. The remainder of the day was spent approving markdowns that had been done earlier in the day.

Academic Reflections: (1) This activity was started very much like the problems from FCS 463 and progressed to using MGT 380 concepts; CS 133 made me familiar with a variety of software. (2) This task enabled me to use information on evaluating advertisements as was covered in FCS 378, Fashion Promotions, and also MKT 371. (3) This was discussed in the MGT 380 course. (4) This was another opportunity where information from Merchandising Control, FCS 463, could be seen applied. (5) Both of these tasks were part of information in MGT 380 and FCS 371.

Importance of Duties: (1) I am getting more comfortable with the computer system and feel more confident about using it. My manager wrote down all of the processes that I had learned on the computer, and I was amazed. (2) It is very important to check upcoming ads because it prepares our departments for them and allows us to verify that we have the proper stock on hand. (3) I enjoyed sitting in on the interview and noted the similarities and differences between that interview and my own interview with Morgan's. (4) After the meeting, all of the interns met with Anne Kelley, the merchandise manager, and she explained the software program used to report sales figures, along with its purpose. (5) The termination was interesting. At Morgan's, an employee is allowed nine tardies over a 3-month period. When an employee hits eight tardies, a manager gives them a warning that one more tardy will result in termination. The company is very strict in this regard.

Date: Tuesday 6/17

Duties & Activities: (1) In the morning, I printed email and sales figures and checked to see whether our area had received notice of any markdowns. In preparation for inventory, I counted fixtures on the floor and compared them to the maps made by my manager. (2) I was also able to meet the merchandising coordinators for Liz Claiborne and Carole Little. I worked with the Liz rep until lunchtime, organizing and straightening merchandise on the floor. (3) Most of the afternoon consisted of looking up UPC codes and SKU's for new tickets and markdowns. The last part of the day was spent approving markdowns.

Academic Reflections: (1) Everyday there is application of the FCS 463 course in tasks like these. (2) FCS 371 discusses the different parts of the fashion industry. (3) Being familiar with these tasks was possible due to FCS 463.

Importance of Duties: (1) Counting fixtures was very important because later the Operations Manager was going to walk through the area with maps to make sure they were divided correctly for inventory. (2) I really enjoyed working with the Liz rep. I was able to ask her about her job and find out exactly what she does. She told me a lot about the way Liz Claiborne merchandises and the importance of it all. Her job seemed very interesting and is something I might want to look into in the future. With inventory right around the corner, I am beginning to see the importance of it. The maps must be perfect or the whole scanning process can be

thrown off. (3) Inventory itself is a tedious process and is probably the worst aspect of being a manager. A lot of a manager's job performance is judged on the inventory, and therefore a lot of importance is placed on it, along with a lot of stress and pressure.

Date: Wednesday 6/18

Duties & Activities: (1) I began the usual routine by checking email and sales figures from the previous day. (2) The rest of the day was spent re-ticketing rolling racks of merchandise and finishing markdowns. (3) I worked until 9:30 p.m., so I was able to see the process of closing a store. This consisted of turning off the third floor escalator and making sure that all sales associates had recovered their area properly.

Academic Reflections: The importance of reviewing sale figures was discussed in FCS 463. (2) This is the active side of FCS 463. (3) Operational procedures are part of FCS 371.

Importance of Duties: (1) As tedious as it sounds, getting scan-able tickets on merchandise is important for inventory. If an item does not have a scan-able ticket by Saturday, it could alter the inventory schedule. (2) I have now been working on missed markdowns and re-ticketing merchandise with a scan-able ticket for a week and a half! What surprises me is that we have so many unscan-ables and missed markdowns. This is not just in the area where I am working, either. Morgan's stresses the importance of inventory, so I would think that the sales managers would keep up with the process of re-ticketing. (3) I am also surprised at how the sales managers close their areas. I had always thought that they had more responsibilities than they have. My manager did tell me that the closing process is different at every store.

Date: Thursday 6/19

Duties & Activities: (1) The day began with checking email and sales figures, but I also learned how to use another program. (2) The other high priority was re-ticketing merchandise for inventory. I also met the Ellen Tracy merchandise coordinator.

Academic Reflections: (1) Working with the computer program enabled me to build on the CS 133 course. (2) Again this task uses knowledge gained in FCS 463.

Importance of Duties: (1) With this new program, you pull up invalid transactions on the computer and see which employees are selling merchandise for the incorrect price. This procedure can help discover internal theft, but it is used mostly to find missed markdowns. It was a good change of pace, and it is pretty interesting to be able to see what transactions employees make and if they are doing anything corrupt by just looking on the computer. (2) I am getting a lot of experience with re-ticketing merchandise, which is good. It is also a priority because Thursday is the last day markdowns can be completed. Joyce says that after inventory I probably will not be re-ticketing nearly as much, so it is good that I am getting the experience now.

Date: Friday 6/20

Duties & Activities: (1) In the morning I checked email and sales figures. (2) I also was able to validate "exceptions" -- excusing people who were late or early. (3) I also met with the Ralph Lauren merchandising coordinator. The rest of the morning was spent re-ticketing merchandise. (4) After lunch, the remainder of the day was spent in the bridge department, scanning merchandise that was on mannequins, drapers, or tables.

Academic Reflections: (1) This task relates to CS 133 as well as I was able to apply FCS 371 to understanding the business side of the figures. (2) This is real management and was discussed in MGT 380. (3) The different types of work that a person can do in the fashion industry are discussed in FCS 371. (4) This ties in information from both FCS 378 and FCS 463.

Importance of Duties: (1) I had been exposed to the process last week, but this was the first I actually had to sit down and verify each tardy. (2) You want to trust people but at the same time you have to follow company policies. (3) I really enjoyed talking with the Ralph Lauren rep. She had just come back from market in New York and talked a little about that. Working in bridge, I have met a lot of representatives of designer lines and every time I am more interested in what they have to say. In the future, I would like more information about merchandising coordinators (i.e., sales reps) and their responsibilities. I realize that this is a great networking opportunity for me. (4) Scanning merchandise that was on mannequins, drapers, or tables was done so that no one would have to fool with the mannequins when inventory time came. This way the tickets would already be made and placed on a sheet of paper so that the scanner could just scan the tickets on the paper instead of the merchandise on the mannequins.

Appendix B

FOOD SERVICE MANAGEMENT EXAMPLE Weekly Time Sheet and Log Report

Name Richard Adams

Dates June 2 through June 8

Week Number #2 Store Name Appleton's Family Dining

Supervisor Name John Haley

Date	Time	Hours
<u>6-2</u> Mon:	<u>8:00</u> to <u>3:30 pm</u> 30 min/lunch	<u>7</u>
<u>6-3</u> Tues:	<u>1:30 pm</u> to <u>10:00 pm</u> 30 min/lunch	<u>8</u>
<u>6-4</u> Wed:	<u>3:00 pm</u> to <u>10:30 pm</u> 30 min/lunch	<u>7</u>
<u>6-5</u> Thurs:	<u>OFF</u> to <u>--</u>	<u>0</u>
<u>6-6</u> Fri:	<u>5:30 am</u> to <u>11:00 am</u> no lunch	<u>5.5</u>
<u>6-7</u> Sat:	<u>8:30 am</u> to <u>2:30 pm</u> 30 min/lunch	<u>5.5</u>
<u>6-8</u> Sun:	<u>8:00 am</u> to <u>3:30 pm</u> 30 min/lunch	<u>7</u>
Total Hours/Week:		<u>40</u>

Food Service Management Example

Date: Monday 6/2

Duties & Activities: (1) Worked on the grill line. I prepared eggs, pancakes and omelets. (2) Checked in the delivery truck. I had to verify that the items arriving matched the invoice. The frozen items were then put into the walk-in freezer and the rest of the food went on stock shelves. (3) Performed afternoon checkout, including counting down the drawer, balancing the safe, totaling credit card slips, and making out the deposit slip and checkout sheet. I made a change order for the safe for the new week. (4) Accompanied the manager to the bank.

Academic Reflections: (1) I felt prepared for this task after taking FCS 141, 241, and 345. (2) Dealing with large quantity orders were discussed in FCS 345. (3) This is a management task from MGT 380 and uses some of my knowledge of ACC 231 and FIN 334. (4) This task also relates to FCS 345 and MGT 380.

Importance of Duties: (1) Working on the grill line is a big change from waiting tables. I caught on quickly because I already knew the ticket markings from the server categories. Experience is definitely needed to be able to work fast at this job; I could not have handled this by myself. Usually on the first day as a grill cook, the person only cooks meats and prepares toast, but I jumped right into eggs, pancakes and omelets. I found that it is harder to flip eggs on a flat griddle than it looks! Presentation of food is very important to the repeat business for this company. (2) The truck arrived at 11:00 a.m., and it had to be checked in immediately. Once everything was verified, the manager on duty signed the invoice and copies were given to the deliveryman and to our office. It is very important that everyone have a record of what was received. (3) It is necessary for the manager to change the drawer in the register so that the morning hostess can go home. I counted the drawer down to \$150.00, and balanced the safe to \$1950. It is important to total the credit card slips to assure that they match the reading of the register. It is much simpler to do the afternoon checkout than the closing one because there are fewer numbers to match up and record. At the bank, we made the deposit and the change order. The last deposit from the night before and the first deposit for the day are taken to the bank at the same time. (4) To ensure safety, managers must sign a sheet when they leave for the bank, thus recording their departure time, their time of arrival back at the restaurant and the name of the person who accompanied them to the bank. At the bank we also picked up the bank bags for the week. The manager also had to sign for these. Upon our return to the restaurant, we counted the change and recounted the safe to ensure that it was still in balance. The financial process and the responsibility of security are very time-consuming, but also very important to the operation of the business.

Date: Tuesday 6/3

Duties & Activities: (1) Worked on the grill line. The shift was changing as I started to work. This time of the day is slow, so I had a chance to restock items needed on the line along with taking care of orders. (2) Prepared vegetables and breads. Worked in the kitchen area to portion various vegetables and grease the bread pans. After the pans were greased I placed the biscuits and some rolls in these pans.

Academic Reflections: (1) I used information from all the foods courses FCS 141, 241, and especially FCS 345. (2) This task was part of basic foods, FCS 141, but preparation for the rush was part of FCS 345.

Importance of Duties: (1) Convenience is important when things get busy, and some of the vegetables for grilled items are already portioned in deli bags for use in each order. Organization and preparation were principles to which I was exposed throughout the food preparation classes. (2) It is important to correctly determine the number of servings that may be used in the evening so that there are no slowdowns when the number of customers picks up.

Date: Wednesday 6/4

Duties & Activities: (1) Cooked on the grill line. (2) Posted non-food bills. (3) Clean up and closing. I cleaned the grill line and assisted with covering food items that are placed on carts to be wheeled back into the walk-in refrigerator or freezer.

Academic Reflections: (1) More than knowing basic foods in FCS 141 you have to work fast in this job. (2) This task uses basic math MTH 164 and ACC 231. (3) Clean up is discussed in all the foods courses FCS 141, 241, and 345.

Importance of Duties: (1) As I arrived I was the only grill cook for the afternoon. This made me a bit nervous at first; I was not sure that I could handle all the tickets. I was pleased with myself; and the cook said that I did pretty well. (2) After the next cook arrived the manager took me off the grill line to show me how to post the non-food bills. Record keeping is important to the business, and I understood the process easily. (3) Proper clean up and storage of food is critical in this business since a health inspection can occur at any time!

Date: Friday 6/6

Duties & Activities: (1) Food preparation on the cold side, including preparing vegetables for salads and (2) working with oranges and lemons.

Academic Reflections: (1) This task goes beyond just the basics we learned in FCS 345. (2) In FCS 345 we covered these points for the Thanksgiving dinner.

Importance of Duties: (1) On the cold side of the kitchen, food preparation follows a specific listing of items. The worksheet is divided into two columns; the first is the number of on-hand items and the second column shows the number that needs to be prepared. I learned a few tricks we did not know in the quantity foods class that save time when preparing some of the items. (2) To speed the time in peeling oranges, the oranges are steamed for five minutes first, and then placed in ice water to cool. The orange that is cut in half will peel easily from one end. Lemons sliced on the lemon wedger will already have slits cut in them if a knife is inserted two times through the middle. Working more efficiently is the key to serving the customer in the foodservice field.

Date: Saturday 6/7

Duties & Activities: (1) Worked in the serving category. Set tables, did suggestive selling, carried food to the tables and followed up on orders. I pre-bussed tables when possible and kept drinks refilled. (2) In my spare time, I worked with ketchup bottles, brought up dishes, filled sugar racks and rolled silverware.

Academic Reflections: (1) FCS 345 discusses service procedures. (2) This is company policy and was discussed in FCS 345.

Importance of Duties: (1) Constantly being busy serving the customer is rewarding and keeps the turnover going in the front of the house. (2) There is a list of “outs” for each employee category posted somewhere in the employee’s work area. The list is numbered according to how many employees are on duty. My “outs” were to combine ketchup bottles, clean the mouth of the bottles and the lids, and bring up the dishes before I left for the day. I also filled the sugar racks in my station and rolled one tray of silverware before leaving. Since there were three servers on duty and I was the last to leave, I completed the “outs” for the third employee. I find that things run more smoothly and stocks remain full when these “outs” are followed properly.

Date: Sunday 6/8

Duties & Activities: (1) Waited tables. (2) Later switched to the grill as a cook, (3) ran the meats and home fries. (4) Also cleaned up the grill.

Academic Reflections: (1) This is discussed in FCS 345. (2) I was able to make a management decision which is discussed in MGT 380 and FCS 345. (3) Planning where people should be to be most efficient is part of FCS 345. (4) All the food courses focus on clean up FCS 141, 241, and 345.

Importance of Duties: (1) My managers were not sure whether they would use me to wait tables or cook this morning. (2) I waited tables for an hour before switching to grill cook when one of the cooks did not show up to work. The need for flexibility is very important in the food service industry, because the failure to show up for work is typical of people who work at a place just as a job. For me, it is a career and I was able to apply knowledge from the quantity foods class. (3) As business slowed, I ran the meats and home fries area by myself. I cooked two orders then I was also cut for the day, (4) and spent the rest of my time cleaning up the grill. Before I left for the day, my manager gave me a copy of the Manager Training Workbook and a copy of my new schedule. It is nice to know that the management values the work that I do. The management here sets a good example for what good management should be!

Appendix C

INTERIOR DESIGN EXAMPLE Weekly Time Sheet and Log Report

Name Jane Smith

Dates June 2 through June 8

Week Number #3 Store Name Mary Jones Interiors, Inc.

Supervisor Name Mary Jones

Date	Time	Hours
<u>6-2</u> Mon:	<u>8:00 am</u> to <u>5:00 pm</u> 30 min/lunch	<u>8.5</u>
<u>6-3</u> Tues:	<u>10:00 am</u> to <u>2:30 pm</u> no/lunch	<u>4.5</u>
<u>6-4</u> Wed:	<u>8:00 am</u> to <u>4:15 pm</u> 30 min/lunch	<u>7.75</u>
<u>6-5</u> Thurs:	<u>10:00 am</u> to <u>2:30 pm</u> no/lunch	<u>4.5</u>
<u>6-6</u> Fri:	<u>8:00 am</u> to <u>5:00 pm</u> 1 hr/lunch	<u>8.0</u>
<u>6-7</u> Sat:	<u>OFF</u> to _____	<u>0</u>
<u>6-8</u> Sun:	<u>OFF</u> to _____	<u>0</u>
Total Hours/Week:		<u>33.25</u>

Interior Design Example

Date: Monday 6/2

Duties & Activities: (1) Finished furniture quotes for the Butler house. After receiving the faxed information from the manufacturer, I filled out the Quote Sheets to give the client an idea of furniture cost. (2) Attended office meeting. Every Monday at 9:00 a.m. the office has a general meeting to discuss the status of jobs, plan the week's activities and discuss responsibilities of each person. (3) Went to the Decorative Center and the Metro Collections. At the Decorative Center I found a coordinating fabric for the back of a chair for the Moore project and located a velvet fabric to replace one that had been back-ordered. I also selected several fabrics for the two other projects that will need Ms. Jones' approval. At Metro Collections, a hardware showroom that carries doorknobs and cabinet pulls, I selected different styles of polished brass pulls and left a deposit in order to bring them back to the office for Ms. Jones to see. Also, while out, I returned several tile samples to showrooms.

Academic Reflections: (1) The form used was similar to those shown in FCS 360, created in the FCS 360 business project. (2) This too was discussed in FCS 360. (3) I know where the Decorative Center was because I went there on a trip with the FCS 360 class. Working on selecting samples for clients is like the selection process that was applied in FCS 430 and 431. Learning basic characteristics of fabric was covered in FCS 269, and hardware characteristics were discussed in FCS 364.

Importance of Duties: (1) I was able to apply knowledge from project specifications. (2) It was good to have a general idea of how the week will go but it is also important to remain flexible since a problem could occur in a project at any time. I was assigned to work on some drafting and rendering as a high priority this week. (3) The visits to the showrooms enabled me to gain greater understanding of the variety of products available to the designer. Each showroom will have an extensive line of products, which can work for various clients at various price points. I also gained an understanding of how different showrooms work with designers to allow them to borrow items; this is a big part of what designers do, a job that is very time consuming. I realize there is no way to learn all about the specific lines a showroom carries in one visit, and to think about all the new stuff the showroom gets in every couple of week is overwhelming.

Date: Tuesday 6/3

Duties & Activities: (1) Drafted draperies for the Moore project. The treatment consisted of a cafe style panel on rings with a top shirred valance. After finishing the family room, I started on the draperies for the living room. These windows will be covered with floor length panels with rings at the top mounted on iron rods. (2) Sat in on a bedroom presentation Ms. Jones did for a new client, the Petersons.

Academic Reflections: (1) Applied skills learned in FCS 287, 430 and 431, and did a drapery detail drawing in FCS 430. The organization of drawing information is covered in both FCS 430 and 431. (2) I was able to see the designer use points that I learned about in FCS 362 Presentations. It was similar to the presentations we did with projects in FCS 430 and 431, but the client had a lot more questions and price was discussed for all the items.

Importance of Duties: (1) With the drafting skills learned in residential design, I was able to produce a very nice illustration of what the draperies will look like. I started by drafting a wall with the windows on which the draperies will go. Then using a couple of pictures of the drapery styles that had been selected, I drew the drapery treatment. Each drawing will be labeled by name of space and client name so that they are kept straight when they are used for different purposes. The drawings will go to the client for approval then copies go to the drapery workroom for construction. (2) I was not able to give much input into the conversation, but it was very interesting to see the designer/client interaction as the client listened to the ideas. The client favored almost all of the design. The only part that will need to be reworked is selection a few of the fabrics

and the design of the window treatment. I can really see the importance of knowing all the ins and outs of the designer's resources.

Date: Wednesday 6/4

Duties & Activities: (1) Rendered the drawing of the drapery treatments for the Moore project. (2) Wrote up a drapery Quote Sheet to go with drawing to G&S (drapery workroom) so that they can quote us a cost for production after they go out to the house and measure. (3) Selected fabrics for the Moore master bedroom, study, powder bath and guest bedroom. Selecting fabrics for the bedrooms was based on taking some of the accent colors from the living room and using them as main colors. The neutral off-white carpet was continued throughout and I had the illustrations of furniture that had already been selected. Still these selections will need to be looked over by the designer before they are presented to the client.

Academic Reflections: (1) We started learning about rendering in FCS 160 and continued it in FCS 430 and 431. (2) Writing the Quote Sheet specifications was covered in FCS 360. (3) Being able to select appropriate samples is a process that was started with FCS 160, 269, 364 and really improved in FCS 430 and 431.

Importance of Duties: (1) Adding color fabric pattern to the drawings really brings the treatments to life. This will give the client a real idea of what they will look like when installed in the spaces. It will also assist the drapery workroom to have a good idea of how the style of treatment and the fabric should look. (2) Accurate information on the Quote Sheet is important to ensure a good price to the client. I was able to apply information from the design business classes where we developed quotes and orders. By the afternoon, Ms. Jones had checked over the work that I had finished and liked the drawings and approved the quote sheets. (3) In the bath and study, fabrics were being selected before the furniture and this selection was more difficult. It is important to remember that the designer is selecting for the client, and I am getting a feel for working with real people that you can't get in the classroom (Dr. B is too easy in letting us select for our own taste). I am starting to think like Ms. Jones "What would this client want." I will have reached one of my goals if one of the samples I selected is selected by the client.

Date: Thursday 6/5

Duties & Activities: (1) Sorted through fabrics to be returned to the showrooms. (2) Filled out a workroom Quote Sheet for accessories in the Thomas home. I filled out the Quote Sheet for G&S Draperies listing quotes for pillow shams and a skirted table for an upstairs bedroom. (3) Went to Office Max. The purpose of this trip was to pick up needed office and drafting supplies.

Academic Reflections: (1) This task builds from knowledge of textiles in FCS 269 and discussion of the showroom at Market in FCS 360. (2) Quote Sheets were covered in FCS 360. (3) Equipment needs were discussed in the business section of FCS 360, but selecting the needed supplies was more than buying the items listed on a class supply list in FCS 160, 430 or 431.

Importance of Duties: (1) This activity provided me with the opportunity to understand more about of which manufacturers and lines are carried by the various showrooms. (2) The sheets were fairly self-explanatory and I can now do them with a minimum amount of guidance. I applied information from the design business classes since we had to do similar forms on our project. (3) This seems like such a mundane task, but without these supplies our work would not be possible and the designer's time is better utilized to meet with clients. It also gives me the opportunity to see if there is anything available to make our jobs a little more efficient.

Date: Friday 6/6

Duties & Activities: (1) Laid out furniture on floor plan for the Folger office building. Ms. Jones selected the one that she thought would work best. (2) Filled out a work order form for a bench in the Winkler house to be upholstered by Keys Upholstery, then I filled out the order for the fabric and called it in to Robert Allen. (3) Went to Ferguson's Plumbing and Metro Collections. Using information from Jennifer, one of the other assistants, I went to Ferguson's to select sinks for the kitchen and utility room for the Moore house. I collected plenty of literature and brought it back to the office. (4) While out, I also stopped off at Metro Collections to return samples that I had previously picked up. (5) I then dropped off the plans of the Folger building that I had been working on earlier that morning, since it had been looked over and approved by Ms. Jones.

Academic Reflections: (1) I was very prepared for this task with skills learned through doing projects in FCS 287, 430 and 431. (2) Dr. B discussed in FCS 360 how some designers do quality inspections by unrolling fabric to check it in FCS 360. (3) Selecting these items was very much like doing the research on FCS 430 and 431 projects. (4) This is a good business procedure from FCS 360. (5) Having the designer look over the drawings is a similar process to having Dr. B look over our drawings in FCS 430 and 431.

Importance of Duties: (1) I had to work with measurements of furniture that already existed. Each piece was given a number for reference purposes. Some of the pieces will be refinished or reupholstered. I felt very capable of performing well at this task due to project work in residential design. (2) The work order form contains similar information to the workroom Quote Sheet, but this form is for actual work to be done for a set price. The bench was to be reupholstered, and we will receive the fabric before it goes to the upholsterer so that we can ensure quality control. (3) It is important to return the samples in a timely manner so that the firm will not be charged for them; it also keeps the office from becoming too cluttered with a lot of unnecessary samples. (4) This again is important footwork for an intern since the designer's time is very valuable. (5) I am glad to know that my drafting skill meets the standard of the designer that I am working for.