

# INTERNSHIP GUIDEBOOK CULINARY ARTS BAKING + PASTRY CULINOLOGY

Intern's name:

Internship Location:

Packet Due Date:



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**12/2010**

**Interns and Apprentices,**

You have a difficult and noble task laid out before you: making your schoolwork real. During the time you have spent within the walls at the Institute for the Culinary Arts, we have done our best to provide you with realistic and applicable lessons that will serve you well as you go forward on your professional journey. While you may have been working in the restaurant industry all-along, a formalized internship or apprenticeship marks a new moment. It marks a time when the specific standards that we have asked you to hold for yourself will be tested and evaluated. And then tested again.

Our industry—the world of professional cooks, servers, managers and restaurateurs—is a dynamic one. It is an industry where almost every standard of quality, each ethic for professional behavior, and all characters on the planet are welcomed and even celebrated. Your role in the world today, whether you accept it “out-loud” or not, is to carry forward the standards you have accepted as your own during your time as a student and weigh them against the standards of performance now expected of you by the industry.

It is not an easy task. Everything will change. You will, in the first few hours on the job, realize that there is SO much more to learn than we covered in school. Fall back on the basics. Hold true to the core fundamental of education—that with personal dedication to any problem, a solution will eventually reveal itself. Good Luck.

**Sincerely,**

  
Dean + Executive Director Institute for the Culinary Arts

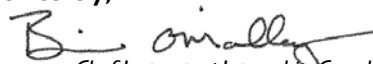
**12/2013**

**Internship Site Supervisors,**

Thank you. Without your willingness to push and test our students in your kitchens and dining rooms, our program would be monumentally weaker. The strength and connectedness of our program is a direct result of your purposeful engagement in the training of students during their internships. Thank you again for that willingness. Each student is asked to measure himself or herself during their experience with you against the standardized educational competencies that we have established. They do so by completing online exercises comparing each of our standards with the rules of our “chef’s oath” as they are applied within your operation. There are 20 standards and 15 rules. Familiarizing yourself with these standards and our “rules” will help you facilitate each intern’s growth during their time with you. While some standards will seem disparate with your operation’s goals—like protein fabrication in a pastry shop—it is the student’s task to make each experience relevant.

We are on this journey together: the ICA, your operation, and the student intern. Please do not hesitate to contact me with any concerns about the program. Please accept as our thanks for your partnership, a framed copy of our “Chef’s oath.”

**Sincerely,**

  
Chef-Instructor+Internship Coordinator | Culinary Arts and Management Programs | Institute for the Culinary Arts



### Class Overview

Learning starts in the classroom and continues everywhere.

#### Core Structure of Internship and Apprenticeship Classes:

1. Complete 150 hours of field experience at a single approved internship site during the quarter.
2. Complete 10 hours of field experience as a *stage* in the operation of another current intern and have a current intern complete at least 10 hours in your operation.
3. Complete a series of logbooks detailing, comparing, and contrasting experiences in the field with the standardized educational competencies of the Institute for the Culinary Arts.
4. Must be a new position—may be at current employer, but learning is about reflecting on new experiences.

To be eligible for enrollment, students should have completed CHRM 1999 or CHRM 1990, and/or have instructor's approval.

This course is designed to solidify and elaborate on the skills and knowledge gained throughout the program. Goal Identification and site selection are fundamentally critical to having a successful internship. While the ICA will help place a student, it is ultimately the student's responsibility to identify and secure their own placement.

### Contact List

Name	Position	Email	Phone
Brian O'Malley	Internship Coordinator Culinary Arts and Management Program	bomalley@mccneb.edu	402-457-2615 desk 402-515-2902 mobile
Janet Mar	Internship Support Baking + Pastry	jmar@mccneb.edu	402-457-2515 desk
(fill in once you land a gig)	Internship Supervisor		

### TASK ONE

#### Goal Setting Worksheet

##### Things you like

Identify 3 things (lessons in class, tasks in lab, etc) during your tenure as a student at the Institute for the Culinary Arts that have kept your attention and been "easy" for you to remain committed to mastering or completing. Then determine why you think that it had the ability to hold your interest.

Lesson	Why did it hold your interest?
1.	
2.	
3.	



**The Rules**

Please give an example of how each rule is defined and applied in the professional environment.

<b>Rule:</b>	<b>Defined</b>	<b>Applied</b>
Pay Attention		
On time is on time		
Spread Love		
No Short Cuts		
Respect your feet, your knife and your kitchen		
Mise en Place is a Way of Life		
Use Only Great Ingredients		
Hustle		
Look Sharp. Work Clean		
Taste Everything		
Be Heard		
Adapt		
Engage		
Commit		
15. remember that you are as good as your next dish, not your last.		



**TASK ONE—Continued**

**Goal Setting Worksheet**

**Career Aspirations**

If you could pick just one position, any position, in the food world and wave a magic wand and poof! you have it...what would it be? Write this answer with a sharpie.

Dream Position:

**5 year goal**

If you are moving toward that dream position, where should you be five years from now? (Assuming the magic wand and other pixie-dust related attempts to secure said position did not work.) Write this answer in pencil.

**Position in 5 year's:**

**Immediate Goals**

If your going to be there in 5 years, what skills and knowledge do you need to attain that the ICA is simply not going to provide? How and where do you think that you can attain them?

Skills/Knowledge Needed/Desired	How and Where will I get them?

**TASK TWO—Finding a Site**

**Site Identification**

Based on the goals for skill and knowledge listed above, and your assumptions for how and where you can get them, identify 2-3 sites that would fit the criteria needed for your immediate growth and development toward your long term goal. Also research the contact information and “base-line” possibility as to whether or not they accept student internships.

Site Name and Location	Contact Information	Accept Culinary Interns?
		Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>



## FINDING A SITE

**Recent Locations and Contact Information** . Chefs and student's names listed below are willing to have you connect with them concerning securing of a site. There is also a book of contact sheets located at the internship coordinator's desk.

Site Name and Location	Contact Name and Information	Previous Intern's Name and Contact Information
Dante Omaha, Nebraska	AJ Swanda 402-680-5612	
Brix	Erik Ricard	Rory Franco, Tiffany Bock, Dani Redden
Ramada Hotel 72nd and Grover		Nick Schrunk, Nate Alers
Le Voltaire 156th and Dodge—Omaha	Cedric Fichelain 402-934-9374	Katie Arant, Kevin Rowe, John Emmett Shane Ury
Upstream Brewing Company Legacy (&Bakeshop Interns)	Sherry Jensen (Bakery)	
Bliss Bakery	Phil Kelley	
The Grey Plume Midtown Crossing—Omaha	Clayton Chapman	Peter Walsh, Tomas Oliva, Jessica Schultes
Spencer's Hilton garden Inn—Omaha	Glenn Wheeler glenn.wheeler@hilton.com	Rebecca Brazzle, Chris Baker, Jolene Payne
Happy Hollow Club (Pastry Interns)	David Updike 402-990-3167	
Walt Disney World Resorts Orlando, Florida	www.disneycollegeprogram.com	Kyle Shoemaker, Michelle Bond, Courtney Slack
Swiftwater Cellars Roslyn, Washington	Matt Davenport mattdavenport@swiftwatercellars.com	Cole Blom
Methodist Hospital	Ray McGill 402-280-2764	Tyler Ratigan, Jeff Koralesky
Catering Creations	Jeff Snow 402-490-1855	Miranda Heth
M's Pub/Vivace Old Market—Omaha	Bobby Mekinney 402-342-2550	Dina Miller, Shannon Bornhoft, Dustin Fox Kerry Williams
Lot 2 Benson	Joel Mahr	Dawn Cisney, Rica Roth...



## TASK THREE—Professional Documents

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### Resume

Each student must complete a professional resume and submit it to the Internship Coordinator. Help generating a resume may be obtained through any of the writing centers on the MCC campuses.

### Cover Letter

The cover letter is a brief business letter addressed to the company to which you are applying. The letter should capture the employer's attention, show why you are writing, indicate why your employment will benefit the company, and ask for an interview. The letter accompanies the resume and can be written either in response to a specific job opening or as a letter inquiring about the possibility of an opening. It is above all brief and positive.

Like the resume, the cover letter is essentially a direct-mail sales vehicle. Because both the resume and the cover letter precede the interview, you are relying on the written word to introduce you to the company. Whether this company decides to interview you will depend upon the extent to which your resume and cover letter appealed to them.

Your cover letter is meant to leave your prospective employers with the impression of what you have to offer them rather than of what you want to take from them. What skills do you have that make you a suitable candidate for the job? Why would you make a valuable employee for this company? This is the information that you want to communicate to the employer. You do not want to spend much time telling your employer that the job would be a "good learning experience" for you. Of course, you want a job that will provide you with the opportunity to learn some of the skills that you lack, but keep in mind that the company is hiring you for what you can do for them.

### Letter of Recommendation

A letter of recommendation for you written by a valid source is due as a piece of your internship materials. There are three types of reference letters—Academic, Character, and Professional you must choose one and ask them to write it. Be certain to explain and share the following information with your author:

*Academic references* - A reference letter given by a teacher, professor or trainer. These types of letters should speak towards one's aptitude, curiosity and ability to perform in an academic setting. An academic recommendation should include information about the individual that is not necessarily seen by looking over test scores and transcripts.

*Character references* - A reference letter given by a close friend, relative or other associate. These letters help vouch for an individual's personal qualities. They are useful for a variety of needs.

*Professional references* - A professional recommendation letter given for employment reasons is best done so by a boss or supervisor. They should provide an overall analysis of the abilities of the individual. This letter should save the future employer the time and trouble of calling for a reference check.

- How the author knows you, the candidate, and for how long they have known you. Also the relevance of this relationship to the position being sought.
- What qualities that you have that were exemplified during your relationship with the author that seem to indicate you ability to be successful at the sought after position.
- A final recommendation and summary of any vital points.
- Contains the author's name and signature before being submitted.





## Interviewing Tips

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*From Dean Trebbien*

The final step in the process of securing employment in which you will actively participate is the interview. The interview is an arranged meeting between you and your prospective employer, so that he or she may find out more about you. On the basis of this meeting, the interviewer, who will try to learn as much about you as possible, will decide whether you can handle the job and whether you will do the job in the way the company wants it done. As the interviewee, part of your purpose in interviewing is to learn as much as possible about the company and the job you want to fill.

There are three stages to an interview: preparation, the interview itself, and follow up.

To get ready for your interview, you need to consider these four questions:

What do I know about the employer?

What am I going to wear?

What am I going to say?

What do I need to bring with me?

Do your homework on the company that you will be interviewing with. Ask instructors and peers what they know about the company. Perhaps even visit the operation to see what it is like.

As far as dress is concerned, you are going to have to dress considerably differently for an interview than you dress for school. Even if you should apply to a place whose employees do not “dress up,” you should still make sure that you look your professional best for the interview. You are better off dressing conservatively, so wear professional business clothing that is clean and well pressed. Be aware that your appearance will count either for or against you, perhaps as much as any other part of your interview.

Look directly at the person who is interviewing you when he is talking.

Use good body posture. In other words, don't slouch in the chair.

Speak clearly, firmly, and not too quickly or slowly.

Generate friendliness and warmth.

Be as calm, cool, and collected as you can. Remember that no one is going to bite your head off and the worst that can happen is that you won't be offered a job. Think of the interview as an opportunity to meet some people you may really like.

Maintain your self-confidence throughout the interview. Don't be modest, but at the same time don't brag!

Show your enthusiasm. **Do not ask about pay or hours until the position is offered.**

Answer each question completely, directly, honestly, **and briefly as needed.**

Relate this job to your previous work experiences. Go ahead and tell stories about past jobs that give the interviewer useful and positive information about you as an employee. **Don't overdo the stories, though.**

Be a good listener.

Be gracious for the opportunity.



## Training Agreement

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There are five pieces to the training agreement that must be completed:

1. Commitment Letter
2. Internship Coordinator Site Visit
3. Supervisor Questionnaire + Goal Setting Worksheet
4. Supervisor Resume
5. Site Portfolio Materials

### TASK FOUR—Commitment Letter

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The site supervisor, intern, and the internship supervisor will all sign the following agreement for training and information sharing so that the student may adequately track and grow from the experiences they are undertaking. This letter should be reviewed and signed by all parties BEFORE the internship officially begins.

*We, the undersigned parties, hereby commit ourselves to the following criteria for success:*

1. *To uphold the rules of the Chef's Oath*
2. *As a student, I am representing the Institute for the Culinary Arts at all times and therefore I will abide by Metropolitan Community College's "Student Code of Conduct" located in the Student Handbook.*
3. *To provide accurate and timely information about the progress of this experience to all parties involved.*
4. *To adhere to the rules for professional behavior as established by the internship site.*
5. *To provide and complete work experiences relevant to the academic goals of the intern and totaling at least 150 clock hours of work during the 11 week quarter.*
6. *To complete and submit all materials and experiences required in this guidebook*
7. *To schedule and complete a Site Visit where all three signers of this document are able to "walk-through" the property together during a scheduled work period.*
8. *To provide 10 hours of stage time to another student.*
9. *To be open and available to each other for support, mentoring and critique throughout the internship process and beyond.*
10. *To participate in the end of quarter "Internship Fair."*

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ICA Student Intern—Signature and Date

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Student Intern—Printed Name and Email

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Internship Site Supervisor—Signature and Date

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Internship Site Supervisor—Printed Name and Email

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ICA Internship Coordinator—Signature and Date

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Internship Coordinator—Printed



### TASK FIVE—Internship Coordinator Site Visit

Each intern will schedule a visit wherein the internship coordinator, the internship site supervisor and the student intern can walk through the facility, review company policies, discuss the goals for the specific internship, and review the requirements for successfully completing this guidebook. While it is not required that this visit be completed before the internship begins, it is recommended that it occur early in the process so that everyone may be well-informed from the beginning.

Day and Date of Visit	Time of Visit	Confirmed with Internship Coordinator
		Yes <input type="checkbox"/>

#### Site Visit Checklist

- Site Supervisor Present and Available for visit
- Generate a “Scope of Work” for duration of Internship (see below)
- Review Guidebook—especially goals of the intern—with Site Supervisor and Intern
- Collect Site Portfolio Materials
- Collect Supervisor’s Resume
- Student demonstrated appropriate knowledge of the internship site’s rules as regulations

#### Scope of Work

Internship Coordinator to ask the following questions and record the answers:

*To Supervisor:* What do you expect to gain out of having an intern at your location?

*To Supervisor:* What do you expect the intern to gain?

*To Supervisor:* What type of tasks and responsibilities do you think will most effectively help the intern meet his or her goals?

*To Intern:* What area do you feel you have the greatest ability to contribute to this operation?

*To Intern:* Which characteristics do you have that may hinder your ability to contribute to this operation as an intern?

*To Both:* How do you want the ICA to be engaged in this process?



## TASK SIX—Supervisor Questionnaire + Goal Setting Worksheet

Each student intern should take some time early in the internship process to sit down with their site supervisor and complete the following questionnaire, and complete the goal setting worksheet .

1. How long have you been in this industry and how did you get your start?
  
2. What are the best and worst jobs that you have ever had?
  
3. What was your training and development program like at the start of your career?
  
4. What would you change about this industry? What would you not change?
  
5. What experiences would you recommend that I gain if I were to try to have a job like yours someday?

<b>Goal Setting Worksheet</b> to be completed by intern and internship site supervisor Learning goals are statements that clearly and precisely describe specific accomplishments projected for the term. It sometimes helps to assume that the statement starts with the phrase "I will be able to..."				
	Activity	Forecast/ Expectation	Evaluation	Time Frame
Example	Fabricate whole round fish	To attain 70% serviceable product by weight	As evaluated by chef Chris	By the end of my time on the fish station (2 wks)
goal 1				
goal 2				
goal 3				
goal 4				



## TASK SEVEN—Supervisor Resume

Each intern will collect the resumes from the relevant personnel at the Internship Site. Only the official Internship Supervisor's resume is required. However, if there are multiple people that contribute significantly to the daily tasks related to the goals that the intern has established, then each of these person's resume should be included. These resumes will be kept on file with the other site portfolio materials. It is acceptable for the resumes to be submitted electronically to the Internship Coordinator in .pdf format. (Please see the contact information on page 4 of this guidebook for current email information.) Hard copies may also be provided to the internship coordinator during the site visit.

- Site Supervisor's resume submitted.
- Additional support personnel resumes submitted.

## TASK EIGHT—Site Portfolio Materials + Internship Fair

Each intern and Internship Supervisor will be asked to submit updated Site Portfolio materials to be held on file in the Internship Coordinators office. The purpose of the Site Portfolio is to define the Internship Program as established by each site so that future interns may easily access a few core pieces of information about an establishment and its personnel so as to make an informed decision about seeking placement.

Interns and their site supervisors will also be asked to participate and present at an end-of-the-quarter Internship Fair .

### Suggested Materials to Include

- Cover Sheet\*
  - Name of Establishment
  - Type of Establishment
  - Units within Establishment (room service, bakery, etc)
  - Internship Supervisor Names & Contact information
- Operation Description
  - Franchise/Independent
  - Type of Service
  - History of Establishment
  - Size of Operation (Sales Volume/Cover Volume etc)
  - Hours of Operation
  - Employee Handbook
  - Orientation and Training Materials
- All Menus\*
- Roster and current contact information for previous interns at this site
- Testimonials from previous and current interns
- Description of Internship Site Policies
  - Paid or Unpaid
  - Recruitment Strategy for Internship Positions
  - Schedule Issues
  - Potential for future employment
  - Etc.
- Photos of kitchen and dining room areas, etc.
- Additional Marketing Materials as desired (stack of business cards is always a good idea)

\*Required



### Formatting Requirements

All materials submitted will be held in a hard copy format in the Office of the Internship Coordinator. As such they should be submitted as single sheet 8.5x11 paper, double-sided if necessary.

### Internship Fair

Each intern and their site supervisor will be given five to ten minutes to present the materials about their given site to the other interns, and prospective interns in attendance.

Converting the gathered Site Portfolio Materials into an electronic presentation is highly recommended. As is having some materials available for distribution to the attendees.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

While this is a graded component of the internship experience to be completed, it is not based upon the quality of public speaking. Just share your

## Development Exercises—Overview

Each student will complete 22 development exercises. These exercises are centered around the educational competencies as established by the curriculum at the Institute for the Culinary Arts. Which have been informed by long-term relationships with industry leaders and accredited by the Accrediting Commission of the American Culinary Federation Education Foundation. On the next two pages are the definitions of each competency and what it takes to meet the standard in relationship to that competency.

## Educational Competencies

**1 - Uniform, Safety & Sanitation** Students will demonstrate compliance with established practices for personal hygiene and grooming, maintaining a safe environment for work and learning, and perpetual adherence to the sanitation practices required by the local health department.

**2 - Equipment Knowledge** Students will be able to identify, describe, assemble, clean, and use a variety of the equipment and smallwares standard to the professional restaurant and foodservice environment including but not limited to:

Dishwasher	3-Compartment Sink	Vacuum Sealer
Convection Oven	Food Processor	Immersion Blender
Mandoline	Pasta Sheeter	Stand Mixers
Combination Oven	Steamer	Griddle
Salamander	Deep Fryer	Stove Top Range—Gas, Electric, Induction
Holding Oven	Smoker	Paco Jet
Tilt Skillet	Steam Jacketed Kettle	Blast Chiller/Freezer
Induction Stove	Cassette Burners	Meat Slicer
Ice Cream Freezer	Deck Oven	Steam Injected Deck Oven
Proofer/Retarder	Mop Sink, Bucket, and Mop	

**3 - Cooking Methods** Students can demonstrate their understanding of cooking methods by employing a recipe and executing the following techniques to meet customers' expectations of finished-good quality:

Braising	Roasting	Baking	BBQ
Sautéing	Frying	Poaching	Smoking
Steaming	Broiling	Grilling	Curing

**4 - Knife Skills** Students will be able to identify, define and execute a variety of knife skills on a variety of ingredients using a variety of knives. Students will also be able to maintain and store their knives and other tools in a safe and effective manner.

**5 - Protein Fabrication** Students will be able to identify, handle, store, and fabricate a variety of animal proteins into a variety of cuts as prescribed by operational demands. Most significantly, students should have gained comfort in the presence of raw animal proteins.

**6 - Purchasing** Students will be able to compare alternative methods of purchasing and select the appropriate method for a given type of operation. Students will be able to write purchasing specifications for a foodservice establishment, understand the inventory management cycle, and determine purchasing needs through menu analysis and order-list development.

**7 - Customer Service** Students will be able to engage and communicate with guests and other customers in order to effectively meet their expectations. Students will also be able to identify and practice the ways to modify their behavior in order to change the outcome of an interaction with a guest or other customer.

**8 - Menu Planning and Execution** Students will be able to apply the principles of menu planning and layout to the development of menus for a variety of facility types and service styles.

**9 - Written and Verbal Communication** Students will be fluent in both written and verbal communication throughout the kitchen, dining room, or office including: menus, recipes, operating instructions, reviews, critique, persuasion, analytical reports, presentation, and business writing.

**10 - Beverage** Students will be able to identify, define, prepare and serve a variety of alcoholic and non-alcoholic beverages. They will also be able to describe food and beverage affinities and use beverages in a variety of cooking preparations.



## Educational Competencies—Continued

### 10 - Beverage

Students will be able to identify, define, prepare and serve a variety of alcoholic and non-alcoholic beverages. They will also be able to describe food and beverage affinities as well as use different beverages in a variety of cooking preparations.

### 11 - Professionalism

Students will demonstrate the importance of accepting responsibility for their actions at all times, maintaining a positive and influential attitude, and fulfilling all of their commitments.

### 12 - Confidence and Situational Awareness

Students will be comfortable in whatever situation the kitchen, dining room, or office throws at them. They will be comfortable in the chaos and strive to be an effective part of the success that comes from it. No event should occur around the student that they are not able to make themselves aware of, engage, and help others complete.

### 13 - Baking and Pastry

Students will be able to identify, describe and use the ingredients of the bakeshop. They will recognize the standard of quality for finished baked goods and be able to prepare, present and store a variety of bakery items. Students will also have an understanding of the weights and measures, equipment, recipe formulations, and vocabulary used in a bakeshop.

### 14 - Cost Management

Students will be able to identify, generate, evaluate and interpret useful management information system data in order to make effective decisions relating to the profitability and efficiency of an operation.

### 15 - Time Management

Students will be able to manage the completion of several tasks at once and be able to do so by managing their own to do list. Students will be able to take their learning and development into their own hands by understanding when it is time for prolonged discovery of the theories and meaning of how to do something, and when it is time to just get to work.

### 16 - Industry Engagement

Students will be exposed to the many facets of the hospitality industry through participating in community events and practical work experiences. Students will also be able to identify, define, and utilize information relating to the grande cuisines of the world, the contributions of leading culinary and hospitality professionals, the purpose and benefit of professional organizations in the field, and the philosophy, growth, and development of the hospitality industry.

### 17 - Nutrition

Students will be able to describe the characteristics, functions, and food sources of the major nutrients and how to maximize nutrient retention throughout the food procurement, preparation, and storage cycle. Students will be able to apply the principles of life cycle nutrient needs to menu planning and food preparation.

### 18 - Supervision

Students will be able to identify and describe the supervisory role of an employee in the following ways:

Outlining the Management Process	Summarize, Analyze and Use a Variety of Leadership Styles
Problem Solving, Decision Making, and Delegation	Writing job Descriptions
Employee Orientation	Comparative Recruiting, Training, and Evaluation Methods
Managing Organizational Change	Motivation and Inspiration
Conflict Resolution	Harassment and other Legal Issues
Interviewing, Resumes, Applications, Cover Letters and Letters of Reference	

### 19 - Information System Literacy

Students should be able to use a variety of information systems relevant to the industry: word processing, spreadsheet, POS systems, email, reservation systems, inventory control, time keeping, website development, online forms, social media, etc.

### 20 - Sustainability

Students will be able identify and define the role sustainability plays in the business models of the restaurant and hospitality industries. Students will demonstrate a heightened awareness of the supply chain, the different ways food is cultivated and produced, and the effects of both on the restaurant guest. In addition, they will be able to integrate lessons of sustainability into existing programs as well as develop and enact new programs into their kitchen and workplace environment.



**Development Exercises—Internship Log Book Links (Development Exercises 1-20)**

Each link below will lead to a web-based quiz that will ask the student to describe the work environment and their daily duties in relationship to each educational competency listed. Students should complete one after each “shift” that they complete on internship. All 20 are due to be completed by the end of the internship. Each quiz should take about 20 minutes to complete. The answers given on the quiz will be reviewed by the Internship Coordinator and shared as needed with the Internship Supervisor. They do not need to be completed in order.

Please sign-in to quia using the user name and password provided by the Internship Coordinator. [www.quia.com](http://www.quia.com)

Complete   Competency Covered	Complete   Competency Covered
<input type="checkbox"/> 1 - Uniform, Safety & Sanitation	<input type="checkbox"/> 11 - Professionalism
<input type="checkbox"/> 2 - Equipment Knowledge	<input type="checkbox"/> 12 - Confidence and Situational Awareness
<input type="checkbox"/> 3 - Cooking Skills	<input type="checkbox"/> 13 - Baking and Pastry
<input type="checkbox"/> 4 - Knife Skills	<input type="checkbox"/> 14 - Cost Management
<input type="checkbox"/> 5 - Protein Fabrication	<input type="checkbox"/> 15 - Time Management
<input type="checkbox"/> 6 - Purchasing	<input type="checkbox"/> 16 - Industry Engagement
<input type="checkbox"/> 7 - Customer Service	<input type="checkbox"/> 17 - Nutrition
<input type="checkbox"/> 8 - Menu Planning and Execution	<input type="checkbox"/> 18 - Supervision
<input type="checkbox"/> 9 - Written and Verbal Communication	<input type="checkbox"/> 19 - Information Systems Literacy
<input type="checkbox"/> 10 - Beverage	<input type="checkbox"/> 20 - Sustainability

**Development Exercise 21—Stage Experience**

Each intern will arrange to complete 10 hours of field experience at the site of one of the other students currently enrolled in internship. They will also arrange for another intern to complete their stage experience at their internship site. Reflection on this experience should be done on [www.quia.com](http://www.quia.com) as well under **21-Internship Swap Reflection**.

For me going somewhere else	For somewhere else coming here
<b>Location of Stage Experience:</b>	<b>Person:</b>
<b>Date + Time:</b>	<b>Date + Time:</b>
<b>Contact:</b>	<b>Contact Information:</b>





Development Exercise 22—Experience Checklist			*required
Experience You must complete and have your supervisor initial that you have completed at least 15 of the experiences.	Detail	Date Completed	Internship Supervisor Initials
Work a station on the line through service.	Which station:		
Write and execute a prep list.			
*Work a shift in the dishwashing area.			
*Deep clean a piece of equipment.	Which piece:		
Review the latest Health Inspector's report.			
Fabricate a raw protein item.	Which item:		
Sauté a protein or vegetable item.	Which item:		
Braise a protein or vegetable item.	Which item:		
Fry a protein or vegetable item.	Which item:		
Poach a protein or vegetable item.	Which item:		
Steam a protein or vegetable item.	Which item:		
Broil a protein or vegetable item.	Which item:		
Grill a protein or vegetable item.	Which item:		
Use your knife to prepare a variety of vegetables.			
Analyze the nutritional value of a menu item.			
Spend a shift working directly with customers/guests.			
Prepare beverages for service.	Which beverages:		
Write a training plan.			
Break down and clean the kitchen after service.			
Become trained on a POS system.	Which system:		
Count inventory.			
Determine labor cost.			
Determine food cost.			
*Work a 12 hour day.			
Plan and prepare a menu.			
Work a banquet.	How many people:		
Participate in a community outreach event.	Which event:		
Participate in a fellow employee's performance review.			
Receive an order and put it away.			
Place an order with a vendor.			
Write a job description.			



**Development Exercise 20—Experience Checklist *Continued***

<b>Experience</b> You must complete and have your supervisor initial that you have completed 15 of the experiences.	<b>Detail</b>	<b>Date Completed</b>	<b>Internship Supervisor Initials</b>
Bake bread from scratch.			
Prepare a variety of plated desserts.			
Bake and decorate a cake.			
Prepare candies.			
Prepare quick breads.			
Prepare sandwiches.			
Run a yield loss test on roasted meat.			
Use a new piece of equipment.	Which piece:		
<b>Insert and Describe Additional Experiences Below</b>			



### Summary and Evaluation Forms—Intern and Internship Supervisor Evaluations

The student and the Internship Supervisor need to complete the following forms at the end of the internship experience.

Completed	Evaluation Form	Evaluation link
<input type="checkbox"/>	Internship Student Self-Evaluation	<a href="http://www.quia.com/quiz/2900039.html">http://www.quia.com/quiz/2900039.html</a>
<input type="checkbox"/>	Internship Supervisor Evaluation	<a href="http://www.quia.com/quiz/2900134.html">http://www.quia.com/quiz/2900134.html</a>

### Summary and Evaluation Forms—Internship Coordinator Evaluation

To be completed by the Internship Coordinator at the end of the quarter after the submission of all materials.

Completed	Item	Points Allocated	Points
<input type="checkbox"/>	“The Rules” and Goal Setting Worksheet	5	
<input type="checkbox"/>	Professional Documents: Resume	5	
<input type="checkbox"/>	Professional Documents: Cover Letter	5	
<input type="checkbox"/>	Professional Documents: Letter of Recommendation	5	
<input type="checkbox"/>	Commitment Letter	0	
<input type="checkbox"/>	Job-Site Visit	10	
<input type="checkbox"/>	Supervisor Questionnaire + Goal Worksheet	10	
<input type="checkbox"/>	Supervisor Resume	0	
<input type="checkbox"/>	Site Portfolio Materials + “Internship Fair”	10	
<input type="checkbox"/>	Logbooks: 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20	100	
<input type="checkbox"/>	Internship Stage Experience + Reflection	20	
<input type="checkbox"/>	Experience Checklist	15	
<input type="checkbox"/>	Time Log Verification	15	
<input type="checkbox"/>	Student Self-Evaluation	10	
<input type="checkbox"/>	Internship Supervisor’s Evaluation	30	
<input type="checkbox"/>	<b>Total</b>	210	

### Credit for Life Requirements

As a practicum course requiring students to obtain and complete real-world experience, it is essential that anyone seeking to achieve the credit for either internship or apprenticeship, sign-up for the course as a credit seeking student and complete this packet and the other supporting materials as required. This course is designed to be “credit-for-life”.



