

The Supervised Marketing Education Employment Manual

Marketing Internship Manual

Published May 2010.

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Produced by the Missouri Center for Career Education at the University of Central Missouri for the Missouri Department of Elementary and Secondary Education.

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Introduction

Project Description/Rationale/History

Missouri marketing education teachers have expressed a need for an up-to-date manual on the internship program, especially given the benefit it would provide for teachers new to Marketing Education. This document, the Supervised Marketing Education Employment Program Manual (Marketing Internship Manual), was created by marketing teachers from schools around Missouri who have successfully lead internship programs in marketing education. This manual is designed to serve as a valuable resource for marketing education teachers who include internships as part of their program. The examples included in this manual are meant to be modified and utilized by teachers to begin or strengthen their Marketing Internship programs. Keep in mind that these examples are just that: examples; review, tailor, and use these examples as best suits your school's marketing internship program.

Supervised Marketing Education Employment (Marketing Internship) Course Overview

Mission

The supervised marketing education employment program (hereafter referred to as the marketing internship program) prepares students for success in postsecondary studies and the workplace.

Purpose

A rigorous, progressive course of study must be both academic and practical. The marketing education internship is an essential component in a program of study that builds on core academic instruction, marketing-specific content knowledge and skills, and contextual on-the-job training.

Program Goals

The marketing education internship program strives to:

- Prepare students for postsecondary studies and the workplace through contextual learning and on-the-job training
- Impact personal growth and development of interpersonal skills that contribute to life-long success
- Establish a network of business leaders and employers to work collaboratively with the educational community to achieve stakeholders' mutual goals

Marketing Internship Rationale

The marketing education internship program provides a variety of classroom learning experiences, supervised on-the-job training, and student career-technical organization activities designed to increase student skills and impact success in postsecondary studies and the workplace. Benefits to stakeholders include the following:

Students

- Obtain quality employment in a supervised environment
- Benefit from contact with adult role models
- Increase their marketable employment skills

Classrooms and Schools

- Retain/graduate increased numbers of students
- Develop a network of supportive stakeholders
- Strengthen linkages to postsecondary education and the community

Employers

- Build a trained workforce
- Strengthen linkages to the school and the community
- Participate in a network of stakeholders

Marketing Education Internship Policies and Procedures

The marketing education internship program offers students contextual learning that combines classroom instruction, cooperative work experience, and activities in student career-technical organizations. The program structure incorporates all three integral components to teach the core curriculum in the context of real life experiences, and to provide the opportunity for students to grow both professionally and personally. Students concurrently enrolled in a marketing education course qualify for placement in internship positions that contribute directly to the attainment of the technical skills in the field of marketing.

Marketing Internship Student Qualifications

Marketing Education offers an internship program that combines marketing curriculum in the classroom with on the job, marketing career development at an approved training station for one or two credits. Students interested in enrolling in the marketing education internship program should contact the school counselor or marketing instructor to obtain an application.

To be accepted into the marketing education internship program, a candidate must:

1. Identify a marketing-related career goal.
2. Meet graduation requirements/enroll in required courses.
3. Earn credits to attain upper class status.
4. Arrange for transportation to and from work.
5. Understand that participation requires being employed in the same training station for the duration of the school year.
6. Realize that a training station is an extension of the total school program and falls under the jurisdiction of school policies while at work.
7. Understand a qualified employment training station must provide:
 - a. a supervisor who is not a relative
 - b. a minimum of 10 hours of work per week
 - c. employment free of legal harm
 - d. employment that is related to the field of marketing
 - e. pay that includes the deduction of taxes
8. Have a parent's approval to enter the internship program.
9. Complete, sign and return an application.
10. Complete a personal interview with the internship instructor.

To maintain continuous enrollment, a student must:

1. Join and participate in DECA, an association of marketing students.
2. Maintain attendance in all classes according to school policy.
3. Maintain passing grades in both marketing class and marketing internship.
4. Complete all internship program forms, work records, hours worked and schedules, IMPs, paycheck stub verification forms and other required assignments for granting of internship credit.

Sample Course Syllabus

MARKETING EDUCATION

MARKETING INTERNSHIP SYLLABUS

Teacher's Name

Classroom Location

School phone

e-mail

WELCOME to the World of Marketing and Internship!

You will be studying marketing in the classroom while earning practical and real-world training in the workplace. You will also have the opportunity to participate in DECA, an association for marketing students. DECA offers you a chance to show off what you learn and earn recognition for your hard work. We will fill your senior year with learning, travel, and exciting activities. If you follow the policies for this program you will have many opportunities for learning, success, recognition, and fun! I am pleased to have you as part of this program and look forward to our journey together.

VISION

The marketing education internship program is dedicated to developing competent workers, to assisting in the improvement of workplace practices, and to the preparation of students in assuming roles as responsible and productive members of society.

COURSE DESCRIPTION

The marketing education internship is a unique program that combines classroom instruction, cooperative work experience, and student activities in DECA. The program is structured to include all three integral components to teach the core curriculum in the context of real life experiences, and to provide the opportunity for students to grow both professionally and personally. Students are placed in employment that directly contributes to the development of the competencies necessary for successful employment in the field of marketing. The student must be concurrently enrolled in a marketing course to be accepted into the program.

Sample Course Syllabus

ESSENTIAL OBJECTIVES

1. Plan for, develop, seek, and apply for employment opportunities.
2. Apply an understanding of economic principles to workplace situations.
3. Work well both as an individual and on a team and with people who have diverse backgrounds.
4. Apply an understanding of social, organizational, and technological systems to improve workplace situations.
5. Demonstrate individual responsibility, integrity, and ethical behavior.
6. Assess the risks and rewards associated with entrepreneurship.
7. Recognize the importance of life-long learning.
8. Demonstrate occupational competence.

MATERIALS/BOOKS

We will use a variety of materials in this course, including the ___[title]___ text. This will be checked out to you at the beginning of the year. You will need to bring your text to class, along with paper and a writing instrument each day, unless otherwise instructed. We will use the book as an instructional resource, so it is important to be ready for any instruction or activity. Your test should be returned in good condition at the end of the school year.

TEACHER EXPECTATIONS:

1. Do the right thing.
2. Do your best.
3. Treat others as you want to be treated.
4. Believe in yourself.
5. Care about other people, and show it.
6. If you make a mistake, learn from it and move on.
7. Value individuals and their differences.
8. Be positive, good attitudes are contagious!
9. Be polite and respectful.
10. Contribute, communicate, and ask questions.
11. Be honest, always.
12. Have fun!

Sample Course Syllabus

GENERAL INTERNSHIP GUIDELINES

1. It is not your right to be in this program; it is your privilege. Please be respectful of your position in this program.
2. Please remember to behave with integrity both at school and on the job. You are a representative of our program.
3. Being enrolled in internship will not excuse you from any other classes or responsibilities to other teachers, including tutorial.
4. When you are dismissed from the building, please leave the building. Do not loiter in the halls, or use your position to bring lunch back for friends, disrupt other classes or teachers, etc.
5. It is your responsibility to drive appropriately and obey traffic laws while on both school and work property.
6. It is your responsibility to be at all required internship meetings.
7. If you are unsure about your responsibilities or the proper procedures, ask the instructor.
8. Understand that the instructor has a responsibility to the employer as well as the student. Do not put the instructor or other students in a compromising position.
9. Falsifying documents will result in failure of the internship program.
10. Being terminated or quitting employment FOR ANY REASON without discussing it with the instructor will result in failure of internship.

MARKETING INTERNSHIP EMPLOYMENT POLICY

All internship students must have approved marketing employment prior to the school year. If you do not have approved marketing employment within one week from the first day of school, you will be dropped from the program. Employment must be related to the core competencies of the program. You must earn wages, and pay taxes on your earned wages. Your employment must be with a business that conforms to federal, state, and local laws and regulations. You are required to work at least an average of 10 hours per week, document your work hours with official employment records and a copy of your pay check stubs.

Sample Course Syllabus

ATTENDANCE POLICY

Attendance is an essential part of our success as a marketing education internship program. You owe it to yourself and your employer to be in attendance every day, as you have committed to the program. However, sometimes absence is unavoidable. It is your responsibility to request time off work and inform the instructor if you know you will be absent. If you become ill or have another unexpected absence, it is your responsibility to inform the instructor and your employer (within 2 hours of the work shift) immediately. Since work and school are one in the same in this program, you cannot attend work on days you do not attend school, otherwise you are considered truant. If you miss more than 8 unexcused days during the semester, you will not be eligible for a marketing vocational certificate for the course. Attendance will also affect your grade, as you cannot make up participation points, or hours worked. If an extenuating circumstance arises, such as the need for hospitalization, please discuss this with the instructor.

HOMEWORK POLICY

We will have homework on a regular basis. Homework is an essential part of practicing what we learn, so it is always important to complete all homework neatly and on time. Homework will be evaluated and returned to you in a timely manner. You should keep all of your homework and internship records. Homework assigned will be due at the beginning of the period. I do not accept late homework, however, I will always give you adequate time and resources to complete it. If you know you are going to be on a fieldtrip or activity for another class, it is your responsibility to make arrangements for your homework before your activity. If you are excused absent for illness or another reason, it is your responsibility to get your homework upon your return, and complete it within the assigned timeframe.

ASSESSMENT AND GRADING

The marketing education internship provides many opportunities to assess students' abilities. In the classroom these include the traditional testing methods, individual and team projects, research and written papers, simulation and demonstration, and innovative methods based upon technology such as videotaping, computer based projects, and distance learning. The opportunities to assess student knowledge and skills on the job can present themselves through the normal assigned duties of the student, and through planned activities conducted on the job at the direction of the teacher with the cooperation of the student's supervisor. These assessments may be conducted by the teacher, by the supervisor, by the student, or by a combined effort of all three.

Sample Course Syllabus

Everyone in the program starts with a 100%; congratulations you have an A, but what you do with it is up to you! A variety of learning samples and scores will be included in your final grade, including homework, quizzes, tests, projects, participation points, internship documents, and employer evaluations. All samples will be assigned points, where tests and project points are worth substantially more than homework points. You will earn 5 points per day if you are present and you participate. You will not earn points for sleeping, behaving inappropriately, or being disrespectful to anyone in the class, including guests. The number of points earned divided by the total number of points possible will present a percentage for your final grade. Mastery of unit objectives (80%) will only be assessed by tests and projects.

Grades will be issued for the classroom component, and the internship component. You cannot receive credit for marketing internship without providing the proper employment documentation and records. You can not receive internship credit if you fail the classroom component of the program. Your internship grade will also be reduced if you have a write up, a supervisor complaint from your employer, or a no-call no-show at work.

GRADING SCALE

A = 95-100%	C+ = 77-79%
A- = 90-94%	C = 73-76%
B+ = 87-89%	C- = 70-72%
B = 83-86%	D+ = 67-69%
B- = 80-82%	D = 63-66%
	D- = 60-62%
	F = 59% and below

Section 1: Coordinator Forms

The forms listed in the following pages provide marketing internship coordinators with sample documents and directions and suggestions for use. Four types of forms are presented: Pre-Enrollment, Student Forms, Employer Forms, and Training Agreements.

Pre-Enrollment Forms

These forms will allow students to apply to the program, and gain an in-depth knowledge of program requirements and qualifications prior to acceptance. It is suggested that these forms be given to students as a packet during spring enrollment. The exception would be the Employer Verification Form (included in Employer Forms). This form could be given to the student any time prior to the start of the school year. Included:

- **Work Program Application Example (Francis Howell)** – This is an example of an enrollment application and is given to potential students during the open enrollment period.
- **Work Program Application Example (Lee’s Summit)** – This form is a second example of an enrollment application.
- **Intern Information Sheet Example (Lee’s Summit)** – Once accepted into the program this form is given to the student for contact information. This is utilized if you choose to contact your internship students during the summer prior to the start school.
- **Job Site Evaluation Checklist** – This form allows for a review of the internship employment sites.

To secure your spot, please be sure to return this completed application into
Mr. Anders in Room C219.

FRANCIS HOWELL WORK PROGRAM APPLICATION

Check Program of Interest

Marketing (Anders) _____

Business _____

How many hours per week do you intend to work throughout the school year? _____

Personal Information

Name _____

Address _____

City _____ ZIP _____

Phone # _____ Birth date _____

E-mail address: _____

Social Security # _____

Do you have a driver's license number? _____ If not, do you have transportation available? _____

List your ***Semester II*** Class Schedule for this year

<u>Hour</u>	<u>Course</u>	<u>Teacher</u>	<u>Room #</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____

In the space below, describe yourself—include hobbies, strengths, weaknesses, honors, community activities, etc.

To secure your spot, please be sure to return this completed application into
Mr. Anders in Room C219.

Education

Current GPA _____ Tardies to date (this year) _____
Cumulative GPA _____ Absences to date (this year) _____

What classes have you taken at Francis Howell High School that relate to your Cooperative Education Program of interest (i.e. Business classes/Marketing).

	<u>Course</u>	<u>Teacher</u>	<u>Grade Earned</u>	<u>Year Taken</u>
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____

What club or school activities have you participated in at Francis Howell High School?

Describe your plans for after graduation:

Please give the attached recommendation forms to three teachers of your choice. The teacher should turn it into the work program teacher checked on the first page. List the names of these 3 teachers.

1) _____ 2) _____ 3) _____

To secure your spot, please be sure to return this completed application into
Mr. Anders in Room C219.

Work Experience

Are you currently employed? _____

If so, do you wish to keep this job for your entire senior year as required by the work program? _____

Name of Business _____

Address _____

Phone # _____ Manager's Name _____

Date Started _____ Average hours worked per week _____

Describe your job responsibilities:

If you are not currently employed or do not wish to keep your current job, what type of job are you interested in obtaining?

Past Work Experience:

<u>Name of Business</u>	<u>Duties</u>	<u>Dates of Employment</u>
_____	_____	_____
_____	_____	_____

I understand that this is my application for enrollment into the Cooperative Education Work Program, and if I am selected, I will accept the responsibilities required by both the school and the employer, including being an active member in a vocational club (DECA/FBLA). I also understand my parents must be aware of my application into this program.

(Signatures are required by both the applicant and parent)

Signature of Applicant _____ Date _____

Signature of Parent _____ Date _____

The Francis Howell School District's Cooperative Education Programs do not discriminate against students on the basis of race, color, national origin, sex, or physical limitation.

To secure your spot, please be sure to return this completed application into
Mr. Anders in Room C219.



Francis Howell High School
Work Program Evaluation



Evaluation completed by _____ Date Given to Teacher _____
(Teacher's Name)

Please return this completed application to: Mr. Anders C-219 Mrs. Sewing C-215

_____ (Student Name) has made an application for participation in the Cooperative Work Education Program. Your assistance in evaluating this student will be greatly appreciated. Please review the following traits and rate the student. You can feel free to add any other comments that may be beneficial in better understanding this student. Extensive consideration will be given to your evaluation. Be assured that this form will be held in strictest confidence. **Please return this form to the Work Program teacher that is circled above.**

TRAIT	POOR	AVERAGE	GOOD
Appearance			
Attitude			
Cooperation			
Dependability			
Stability			
Self-discipline			
Initiative			
Thoroughness			
Relations with Others			
Quality of Work			

What class or classes has this student taken under your supervision and what grade(s) did he/she receive?

Class: _____ Grade: _____

Class: _____ Grade: _____

Other Comments

Evaluating Teacher's Signature: _____



Internship Programs Application Procedures

1. READ the attached sample of the training agreement. These are the guidelines that must be followed to receive credit and to be successful on the internship program.
2. Fill out application completely.
3. Obtain an attendance report from the attendance office.
4. Place a check mark next to the appropriate program/coordinator on each teacher recommendation form. Ask 3 teachers (one of which should be a business teacher for the SBE Program) to fill out recommendation forms and return them to the appropriate coordinator's mailbox.
5. Attach attendance report to the application and return to Mrs. Rutherford (school store) **no later than February 8.**
6. Check back with Mrs. Rutherford by the morning of **February 14th** to have your course selection sheet signed.

Return completed applications to Mrs. Rutherford in the school store or room 2070.

Which Internship Program Should I Apply For?

You should read the following requirements for each Internship Program and submit your application according to these statements.

CCE (Cooperative Career Education)

To enroll in CCE, you should have a job NOT covered by SBE or Marketing Programs. Such jobs would include, but are not limited to: agriculture, construction, industrial trades, mechanic/automotive, daycare, health care, chef/culinary arts, drafting, maintenance, or cosmetology.

You must complete the application/interview process. Upon approval, you will enroll in the CCE year long course as well as the CCE work program.

Marketing

To enroll in Marketing, you should have a marketing career goal and job. Such careers would include, but are not limited to: retail/cashier, sales, bank tellers, floristry, advertising/promotions, waiter/waitress, hotel/motel services, tourism/travel services, fashion merchandising, public relations, marketing director, customer service, or host/hostess.

You must complete the application/interview process. Upon approval, you will enroll in Marketing 101, Creative Marketing through Entrepreneurship, or Sports & Entertainment Marketing, as well as the Marketing work program.

SBE (Supervised Business Experience)

To enroll in SBE, you should have a business or technology career goal and job. Such careers would include: accounting, administrative support, bookkeeping, school administration office, data processing, office management, personnel/training, technology support, web design/publishing.

You must complete the application/interview process. Upon approval, you will enroll in Business Technology I, Advanced Desktop/Web Page, or Accounting I or II year long course as well as the SBE work program.

Application for Internship Program

Name _____ Age _____ Grade _____

Address _____ Phone _____

_____ Cell Phone _____

Date of birth _____ Email address: _____

Name of parent or guardian with whom you live: _____

Explain your career goal: _____

Will you have transportation available to go on interviews and to work? ___ Yes ___ No

Are there any limitations on distance you wish to travel, hours, etc.? _____

Will you be participating in school activities that may affect the hours you will be available for employment? ___ Yes ___ No If so, what activities? _____

Are you presently working? ___ Yes ___ No If so, where? _____

Will you continue to work there for the Internship Program or will you seek other employment?

One of the requirements for the Internship Program is that you be enrolled in a related class. Place a check mark before each course you plan to enroll in next year.

_____ Accounting I or II _____ Business Technology I _____ Advanced Web
_____ CCE _____ Marketing

How many credits will you have at the end of your junior year? _____ Overall GPA? _____

In accordance with the provisions of The American With Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964 (as amended), Title IX of the Educational Amendments of 1972, PL 93-112, and Section 504 of the Rehabilitation Act of 1973 and the regulations thereunder, it is the policy of the Lee's Summit R-7 School District that no person shall, because of age, sex, race, disability, or national origin be excluded from participation in be denied the benefits of, or subjected to discrimination under any education program or activity of the District, including the employment of staff personnel.

Written district policies concerning the rights and responsibilities of employees and students are available for inspection at the administrative office of the District.

Inquiries by persons about their protection against discrimination under The Americans With Disabilities Act, Title IX, Title VI, or PL 93-112 and the Section 504 may be directed in writing or by telephone to: Paul A. Shruot, Director of Human Resources, Lee's Summit R-7 School District, 600 SE Miller, Lee's Summit, MO 64063, (816) 524-3368

Please list your current schedule of classes and teachers:

MY JUNIOR YEAR SCHEDULE

Hour	Class	Teacher
1 st		
2 nd or 2/3A		
3 rd or 2/3B		
4 th or 4/5A		
5 th or 4/5B		
6 th or 6/7A		
7 th or 6/7B		

This is a sample training agreement. Formal agreements must be signed in the Fall by your internship coordinator, a parent and yourself. Please have parents sign this sample to indicate that they approve of your intent to enroll in this program.

LEE'S SUMMIT WEST HIGH SCHOOL STUDENT TRAINING AGREEMENT

STUDENT _____

In applying for an Internship Program for the _____ school year, I agree to the following guidelines:

- I will maintain a 90% attendance record and an acceptable conduct record while in the Internship Program.
- That my job used as my training station for this program must be approved by the coordinator in charge.
- I will receive one unit of credit for my employment if I work an average of at least ten hours per week or two units of credit for the school year for my employment if I work an average of 20 hours per week.
- This is a full-school year training program and that credit for the job portion of the program will only be given upon completion of the training. Students planning to graduate at the semester should not be on the program.
- My release time from each school day will be based upon my hours of employment and the number of credits I need for graduation.
- If I am absent from school because of illness, I cannot go to work that day unless in very unusual circumstances and then only with **prior** approval granted by the coordinator.
- I may not seek other employment during the school year.
- If **fired** because of my inability to function appropriately, I will no longer have the privilege of remaining on the Internship Program.
- I will call my program coordinator to report the reason for being absent on any give day in addition to contacting the attendance secretary.
- I must pass the related class (Business Technology I, Advanced Desktop/Web Page, Accounting I or II, CCE, or Marketing 101, Creative Marketing, or Sports & Entertainment) in which I am enrolled to remain on the Internship Program.

By signing this agreement, I acknowledge that I will abide by the above guidelines. Failure to abide by these guidelines may result in probation or dismissal from the internship program with an "F" grade and placement in a full schedule second semester. Disciplinary action will be assigned at the discretion of the program coordinator based on state department standards.

Parent

**RETURN TO RUTHERFORD
BY FEBRUARY 8th**

=

**Teacher Recommendation
For an
Internship Program**

_____ has applied for admission in an Internship Program. This program provides experience and training opportunities on the job and makes use of the skills learned in class. Many factors other than grades must be considered to select deserving, capable young people who can best benefit from the training program. Having previously taught this student, you are able to help me make a decision regarding the student's admission in the internship program. Your opinions will be kept strictly confidential. Thank you for your input.

Please rate the student in the following areas:

	Above Average	Average	Below Average
Academic Performance			
Judgment			
Initiative			
Appearance			
Leadership Quality			
Follows Directions			
Reliable			
Perseverance			
General Conduct			
Positive Response to Criticism			
Works Well With Others			

Remarks _____

Teacher's Signature _____



Lee's Summit West High School
Christy Rutherford
Marketing Coordinator
2600 SW Ward Rd Lee's Summit, MO 64082
(816) 986-4036



MARKETING INTERN INFORMATION SHEET
 PLEASE RETURN TO ROOM 2070 BY MAY 31ST

NAME: _____

STREET ADDRESS: _____

CITY: _____ STATE: MO ZIP CODE: _____

HOME PHONE: _____ CELL PHONE: _____

EMAIL: _____

PARENT(S) NAMES: _____

Are you currently employed in the job you will use for the internship program? _____ YES _____ NO

If you answered yes, please give me the following information:

NAME OF EMPLOYER: _____

ADDRESS: _____

PHONE NUMBER: _____

 OFFICE USE ONLY

_____ GPA _____ CREDITS AS OF MAY 07

SPRING 2007



**MARKETING
EDUCATION TRAINING STATION
EVALUATION CHECKLIST**



TRAINING STATION _____

Check the items that apply to this training station.

The training station:

- ___ 1. has an accessible location
- ___ 2. observes federal and state laws and employment regulations
- ___ 3. has up-to-date facilities and equipment
- ___ 4. has a favorable reputation in the community
- ___ 5. provides a safe, ethical environment for the student
- ___ 6. provides on-going training programs for employees
- ___ 7. demonstrates a willingness to work with the teacher-coordinator and the student
- ___ 8. provides the types of learning experiences to support the curriculum, not merely part-time employment
- ___ 9. designates supervisory personnel to serve as training sponsors
- ___ 10. evaluates the student in writing on a periodic basis
- ___ 11. promotes school attendance and the standards/rules of the program
- ___ 12. provides the minimum number of hours of employment per week
- ___ 13. provides a wage compensation with other beginning level employees in the same job
- ___ 14. provides an opportunity for advancement
- ___ 15. relates to the field of marketing

Student Forms

These forms are given to students and kept on file for each student. Some coordinators choose the binder method, requiring each student to provide a 3 ring binder prior to the start of school, while others will use a folder system.

- **Blank Training Plan** – This form is given to students to complete for the coordinator. They are to fill in duties and tasks they will complete at their work station.
- **Early Release Card Example (Blue Springs)** – This is given to the students to show school personnel proof of early release for internship purposes. Suggestion regarding this document is that if a student loses their card he or she should be required to purchase a new one. Some coordinators charge up to \$5.00 for a new card.
- Hours Worked, Pay Records, Work Release Forms are all forms that students would complete on a weekly basis as part of their internship grade. Examples included:
 - **Hours Worked Example (Francis Howell)**
 - **Blank Payroll Record**
 - **Blank Work Release**
- **Weekly Assignments Example** – Summary of all assignments due at the end of the semester. It also includes a weekly identifier that will state how many hours the student should be working according to instructor guidelines.

MARKETING INTERNSHIP TRAINING PLAN

STUDENT TRAINEEDATE

TRAINING STATIONRATED BY

5=Excellent 4=Above Average 3=Average 2=Below Average 1=Poor

LEARNING EXPERIENCES

EVALUATION BY PERIOD

	1st	2nd	3rd	4th
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Percentage that you would give the student at this time _____ %
 (last given _____ %)

Marketing Internship

_____ is a member of the Blue Springs High School Marketing Internship Program and is released from school each day during the 2009-10 school year



Marketing Internship

_____ is a member of the Blue Springs High School Marketing Internship Program and is released from school each day during the 2009-10 school year



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Marketing Internship

_____ is a member of the Blue Springs High School Marketing Internship Program and is released from school each day during the 2009-10 school year



Student's Name:		
Training Station:	Position:	
Supervisor/Manager:		

Day	Date	Hours on the Job		Total Daily Hours	School Attendance (circle one)
Mon	8/24		to		YES OR NO
Tues	8/25		to		YES OR NO
Wed	8/26		to		YES OR NO
Thur	8/27		to		YES OR NO
Fri	8/28		to		YES OR NO
Sat	8/29		to		No School
Sun	8/30		to		No School
		Total hours this week			
		Your hourly wage here		x \$	
		Total week's earnings		= \$	

Record your on-the-job experiences during the week by describing your on-the-job responsibilities and interactions with fellow employees, supervisors, and customers. Identify accomplishments (new and/or improved performance of job and human relations skills) that you feel good about as well as concerns and problems that you may have had this week.

Explain the role of your business (workstation) in our society. In other words, how does your business serve our society?

Marketing Internship Weekly Assignments *(subject to change)*

Week	Date	Assignment	Work Hours	
1	Aug 28	Notebooks: Forms, Weekly Report (WR) ASSNG #1: Study of My Job DUE 9/18	½ credit	1 credit
2	Sept. 4	WR / Excel Spreadsheet – Payroll Record (PR) ASSNG #1: Study of My Job DUE 9/18	15	25
3	Sept. 11	WR / PR	30	50
4	Sept. 18	WR / PR ASSNG #1: Study of My Job DUE ASSNG #2: Communicating DUE 10/2	45	75
5	Sept. 25	WR / PR / Payroll Record Check	60	100
6	Oct. 2	WR / PR ASSNG #2: Communicating DUE ASSNG #3: Scheduling DUE 10/16	75	125
7	Oct. 9	WR / PR ASSNG #3: Scheduling DUE 10/16	90	150
8	Oct. 16	WR / PR ASSNG #3: Scheduling DUE ASSNG #4: Networking DUE 11/6	105	175
9	Oct. 23	WR / PR	120	200
10	Oct. 30	WR / PR / Payroll Record Check	135	225
11	Nov. 6	WR / PR ASSNG #4: Networking DUE ASSNG #5: Interview DUE 12/4	150	250
12	Nov. 13	WR / PR ASSNG #5: Interview DUE 12/4	165	275
13	Nov. 20	WR / PR / Thanksgiving Activity	180	300
14	Nov. 27	WR / PR	195	325
15	Dec. 4	WR / PR ASSNG #5: Interview DUE	210	350
16	Dec. 11	Semester Conference	225	375
17	Dec. 18	Semester Final	240	400

Employer Forms

These forms are used with employers before and during the student's internship.

- **Employer Verification Letter Example (Lee's Summit) / Employment Verification Example (Lee's Summit)** – These forms are sent with the student at the beginning of the semester to be given to their employer to verify employment. It also acts as a letter of introduction to the program and the coordinator.
- **Work Evaluation/Employer Evaluation**– These forms can be sent with the student prior to your grading period to be completed by the employer. Some coordinators will drop a form off and then have the employer return it through the mail, some coordinators require students to return the form. Examples include:
 - **Blank Work Evaluation**
 - **Employer Evaluation Example (Francis Howell)**
 - **Employer Evaluation Example (Blue Springs)**
 - **Employer Rating Sheet Example (Lee's Summit)**
- **Calling Card Example (Francis Howell)** – This form is for the purpose of on-going communication and documentation between the coordinator and the employer. Phone calls and face-to-face visit outcomes can be recorded on this form.
- **Change of Employment Example (Blue Springs)** – Should a student need to change jobs, this form will provide documentation stating rationale. It also provides the coordinator with actions completed by the student regarding steps to finding new employment. The coordinator's approval or disapproval of the job change is also documented. It is important to note that some coordinators do not allow any job changes unless an extreme situation; other coordinators allow 1 job change within the year.



Lee's Summit West High School
Christy Rutherford
Marketing Coordinator
2600 SW Ward Rd Lee's Summit, MO 64082
(816) 986-4036



August 7, 2007

Dear Employer:

I would like to take this opportunity to thank you for participating in the marketing internship program at Lee's Summit West High School. The training and experience that your company provides is a valuable part of the student's educational experience.

The other way in which you help the student is through quarterly evaluations. I will be getting these to you about two weeks prior to the end of the grading period. It is important for these evaluations to be fair and accurate representation of the student's job performance for the given period. If there are areas that need work, please feel free to indicate these to me. Likewise, positive areas of performance enable me to give the student praise in the areas in which they are doing well. While the evaluations do help determine the student's grade, semester grades are also affected by classroom performance. Indicating areas that need improvement does not sentence a student to a bad grade, but simply helps me gear classroom instruction to better meet their needs.

In addition to formal evaluations, I will be calling periodically to touch base with you on any situations in which you might need my assistance. Please remember that since semester credit is tied to this job, it is very important to contact me if any situation should arise that would jeopardize the student's job standing, and thus, their credit. If you have any questions or concerns please feel free to contact me at 816-986-4036.

I am looking forward to meeting and working with you in the coming year to provide the best possible training for our students. Thanks again for your participation.

Sincerely,

Christy Rutherford
Marketing Coordinator



Lee's Summit West High School
Christy Rutherford
Marketing Coordinator
2600 SW Ward Rd Lee's Summit, MO 64082
(816) 986-4036



EMPLOYMENT VERIFICATION
 MARKETING EDUCATION PROGRAM

Date: _____

Dear Employer:

As the cooperating employer, your signature and completion of this form allows the student-intern to participate in the Marketing Internship Program at Lee's Summit West High School. Students earn high school credit for their work experience. The central focus of the internship program is the development of occupational competence, using employment in the workplace as the key source of learning.

I would like to thank you for providing occupational training for student learners. If you have any questions, please call me at (816) 986-4036. I will contact you soon to discuss the student, the Marketing Internship program, and answer any questions that you might have.

_____ is employed by our business.
 Name of Student Intern

 Name of Business

 Telephone Number

 Street Address

 City/Zip Code

 Email Address

He/she began employment with us on _____ and will work approximately _____ hours per week at a rate of pay of _____.

Duties will include: _____

 Signature of Supervisor

 Title

 Printed Name of Supervisor

Francis Howell High School
Marketing
Work Program

2009-2010



Work Program Grade is based on:

33% Employer Evaluation 33% Time Sheet 33% Class work

Employer Evaluation (Reminder total points on the evolution must add up to desired work grade.)

- ❖ 90-100 points = A
- ❖ 80-89 points = B
- ❖ 70-79 points = C
- ❖ 60-69 points = D
- ❖ 59 or below = F

Thank you for completing the Work Program Evaluation. You may return this to the student/employee or you may choose to mail it to the following address (please keep the due date in mind):

**Francis Howell High School
7001 South Hwy. 94
St. Charles, MO 63304**

Attention: Larry Anders

If you have any questions or concerns contact: Larry Anders (636) 851-4729



Francis Howell Work Program Employer Evaluation



Due Date: _____

Employee Name: _____ Evaluators Name: _____

Date: _____ Job Site: _____

Rating Scale:

5= excellent 4=above average 3=average 2=below average 1= poor

- | | | |
|--|-----------|---------------------------------|
| 1. Listens carefully to instructions | 5 4 3 2 1 | Poor listener |
| 2. Masters concepts | 5 4 3 2 1 | Needs repeated instructions |
| 3. Positive response to criticism | 5 4 3 2 1 | Negative response to criticism |
| 4. Works well with employees | 5 4 3 2 1 | Poor team worker |
| 5. Works well with management | 5 4 3 2 1 | Works poorly with management |
| 6. Exhibits self-control | 5 4 3 2 1 | Loses control easily |
| 7. Is dependable | 5 4 3 2 1 | Is not reliable |
| 8. Exhibits good judgment | 5 4 3 2 1 | Inclined to jump to conclusions |
| 9. Is self-confident | 5 4 3 2 1 | Lacks confidence |
| 10. Shows Initiative | 5 4 3 2 1 | Performs only routine tasks |
| 11. Makes good appearance | 5 4 3 2 1 | Should improve appearance |
| 12. Emergency absence only | 5 4 3 2 1 | Frequent absences |
| 13. Seeks understanding of business | 5 4 3 2 1 | Never asks questions |
| 14. Arrives on time | 5 4 3 2 1 | Frequently late |
| 15. Exhibits knowledge of products/services | 5 4 3 2 1 | Needs to learn more |
| 16. Keeps work area orderly | 5 4 3 2 1 | Is careless |
| 17. Performs general work assignments accurately | 5 4 3 2 1 | Frequent errors |
| 18. Completes work assignments | 5 4 3 2 1 | Is not thorough |
| 19. Uses equipment properly | 5 4 3 2 1 | Damages equipment |
| 20. Creates a positive image of business | 5 4 3 2 1 | Creates a negative image |

Specific Job Duties:

- | | |
|----------|-----------|
| 1. _____ | 5 4 3 2 1 |
| 2. _____ | 5 4 3 2 1 |
| 3. _____ | 5 4 3 2 1 |
| 4. _____ | 5 4 3 2 1 |
| 5. _____ | 5 4 3 2 1 |

Please circle overall grade the student deserves this quarter: A B C D F
 (Total points should reflect total grade) 90-100 points = A; 80-89 points = B;
 70-79 points = C; 60-69 points = D; 59 or below = F

**Marketing Education Program – Blue Springs High School
EMPLOYER EVALUATION
Ms. Linda Friedel, Coordinator**

Student: Klenklen, Chandler

Date: Spring 2009-1

Training Station Fazolli

Grading Period

Please return by: Mar 15, 2009 **Circle the grade represents this student's performance -**

A B C D F

Personal Appearance and Grooming

1	2	3	4	5	6	7	8	9
Clothes not appropriate for job. Grooming needs attention.		Dresses adequately for job. Is usually adequately groomed.			Dresses well and is usually well groomed.		Always very well dressed. Makes a fine appearance.	

Comments:

Job Knowledge

1	2	3	4	5	6	7	8	9
Knowledge of the job is limited.		Knowledge of job is adequate to answer most common questions.			Well informed on the job and related work.		Well informed on the job and makes the most of knowledge experience.	

Comments:

Quality of Work

1	2	3	4	5	6	7	8	9
Careless and makes frequent and repetitive errors.		Work usually passable and requires some follow-up.			Usually does a good job and requires little follow-up.		Consistently excellent performance. Errors are rare.	

Comments:

Quantity of Work

1	2	3	4	5	6	7	8	9
Output is frequently below the required amount.		Turns out the required amount or work but seldom more.			Usually does more than is expected.		Output is unusually high. An exceptionally fast worker.	

Comments:

Customer Relations

1	2	3	4	5	6	7	8	9
Little interest in maintaining good customer relations. Irritates customers.		Occasionally irritates customers. Uses little tact and diplomacy.			Courteous and helpful to Customers. Uses tact and diplomacy.		Unusually good customer relations. Builds customer patronage.	

Comments:

Attitude Towards Co-Workers

1	2	3	4	5	6	7	8	9
Has difficulty in working with others.		Teamwork is adequate for good performance, does own share of work.			Works well with others. Meets others halfway.		Extremely effective in working with others. Goes out of the way to help.	

Comments:

Ability to Take Criticism

1	2	3	4	5	6	7	8	9
Resents criticism. Has a chip on shoulder.		Resents criticism but does the job. Occasionally flares up.			Accepts criticism and fairly even-tempered.		Accepts and uses criticism in personal development & is even tempered.	
Comments:								

Self-Confidence and Maturity

1	2	3	4	5	6	7	8	9
Is very immature. Has complete lack of self-confidence and poise.		Seems immature at times. Has little self confidence.			Is mature and shows poise and self-confidence.		Is very confident and self-assured for age.	
Comments:								

Adaptability

1	2	3	4	5	6	7	8	9
Has great difficulty in adjusting to new work and requires repeated instructions.		Requires detailed instructions in adapting to new tasks.			Can turn from one type of work to another with little time and instruction.		Leans new duties quickly and adjusts to changed conditions easily.	
Comments:								

Dependability

1	2	3	4	5	6	7	8	9
Is unreliable and will not accept the responsibility required of the job.		Accepts responsibilities but not entirely reliable.			Accepts responsibility of the job and normally can be depended on.		Accepts responsibility and is completely dependable on the job.	
Comments:								

Communication Skills

1	2	3	4	5	6	7	8	9
Poor or awkward grammar affect job performance.		Occasionally has difficulty in communicating with others.			Usually communicates effectively with others.		Communicates clearly, pleasantly, conveying spirit and enthusiasm.	
Comments:								

Motivation

1	2	3	4	5	6	7	8	9
Wastes time unnecessarily. Unable to identify work that need to be done.		Does only the obvious work.			Works steadily. Does a good day's work.		Does more than required. Has high degree of enthusiasm and interest.	
Comments:								

Attendance

Has the student's attendance been satisfactory for the requirements of the job? Yes No

Additional Comments:

Employer Signature _____

Date _____

Student Signature _____

Teacher Signature _____

Lee's Summit West High School
 2600 SW Ward Rd
 Lee's Summit, MO 64082
 816-986-4000

Christy Rutherford
 Marketing Coordinator
 816-986-4036

Employer's Rating Sheet

Student-Trainee _____

Date _____

Training Station _____

Rated by _____

Personal Appearance and Grooming

1	2	3	4	5	6	7	8	9
Clothes not appropriate for job. Grooming needs attention.		Dresses adequately for job. Is usually adequately groomed.		Dresses well and is usually well groomed.		Always very well dressed. Makes a fine appearance.		

Job Knowledge

1	2	3	4	5	6	7	8	9
Knowledge of the job is limited.		Knowledge of job is adequate to answer most common questions.		Well informed on the job and related work.		Well informed on the job and makes the most of knowledge and experience.		

Quality of Work

1	2	3	4	5	6	7	8	9
Careless and makes frequent and repetitive errors.		Work usually passable and requires some follow-up.		Usually does a good job and requires little follow-up.		Consistently excellent performance. Errors are rare.		

Customer Relations

1	2	3	4	5	6	7	8	9
Little interest in maintaining good customer relations. Irritates customers.		Occasionally irritates customers. Uses little tact and diplomacy.		Courteous and helpful to customers. Uses tact and diplomacy.		Unusually good customer relations. Builds customer patronage.		

Attitude Towards Co-Workers

1	2	3	4	5	6	7	8	9
Has difficulty in working with others.		Teamwork is adequate for good performance, does own share of work.		Works well with others. Meets others halfway.		Extremely effective in working with others. Goes out of the way to help others.		

Ability to Take Criticism

1	2	3	4	5	6	7	8	9
Resents criticism. Has chip on shoulder.		Resents criticism but does the job. Occasionally flares up.		Accepts criticism and fairly even-tempered.		Accepts and uses criticism in personal development and is even-tempered.		

Self-Confidence and Maturity

1	2	3	4	5	6	7	8	9
Is very immature. Has complete lack of self-confidence and poise.		Seems immature at times. Has little self-confidence.		Is mature and shows poise and self-confidence.		Is very confident and self assured for age.		



Marketing Work Program Coordination Call Card

Students Name _____ Year: _____

Students Phone Numbers: Home _____ Cell _____

Name of Job Site: _____

Address: _____

Evaluators Name/Title: 1. _____

2. _____

Job Site Phone Number: (____) _____

Students First Day of Employment: _____

Students Job Site Duties: _____

Students Wage: _____ E-Mail Address: _____

1st Semester Schedule

2nd Semester Schedule

Hr	Class	Teacher	Room	Hr	Class	Teacher	Room
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			

Students Name: _____

Comments: _____

DATE	Items Discussed	Contact Person	Grade

PLACE OF EMPLOYMENT – CHANGE REQUEST

Marketing Education Program – Blue Springs High School
Ms. Linda Friedel, Coordinator

TOPIC: **Termination** _____ **Job Change Request** _____

Student: _____ Employer: _____

Length of Employment: _____

Reason for Change (give details): _____

Current Employment Situation (new job, places applied, etc.): _____

Signed: _____ Date: _____
Student

Approved: _____ Disapproved: _____

Teacher's Signature: _____ Date: _____

Note: Your Training Agreement states that changes can be made only with prior approval from the Marketing Education Teacher Coordinator.

Training Agreement Forms

These forms are for all parties involved in the internship of the student. This includes the student, parent/guardian, coordinator, and employer. It is designed to act as a contract regarding program guidelines. Examples include:

- **Training Agreement Example (Lees Summit)**
- **Training Agreement Example (Blue Springs)**
- **Training Agreement Example (Francis Howell)**

___ SBE
___ CCE
___ Marketing

Year _____



Lee's Summit West High School
2600 SW Ward Rd
Lee's Summit, MO 64082
816-986-4000

Training Agreement

Student: _____ Training Supervisor: _____
Address: _____ Training Station: _____
Residence Phone: _____ Address: _____
Parent/Guardian: _____ Telephone: _____

1. The **student** agrees to:

- a. Not go to work if he/she did not attend school unless previously approved with Coordinator.
- b. Be punctual, properly dressed and groomed, and loyal.
- c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
- d. If dismissed from employment due to negligence or misconduct, proved by school investigation, the student may be dropped from the program and will not receive course credit.
- e. Keep required records of the work experience program.
- f. Maintain a minimum "C" grade each grading period in all his/her high school classes.
- g. Contact the teacher-coordinator before resigning.
- h. Make the training station priority if employed in a second job.
- i. Maintain 90% attendance in order to remain on the internship program.
- j. Work an average of 10 hours per week to earn 1 unit of credit or an average of 20 hours per week to earn 2 units of credit.

2. The **parent/guardian** agrees to:

- a. The student's training station.
- b. Ensure student has transportation to and from work.
- c. Assist in promoting the value of the student's experience by cooperating with the training supervisor and teacher-coordinator as needed. If a problem should arise, the coordinator should be contacted first.
- d. Attend parent/teacher-coordinator conferences when necessary.

3. The **teacher/coordinator**, on behalf of the school, agrees to:

- a. Provide classroom instruction at the school related to the student's duties and responsibilities at the training station.
- b. Visit the student on the job at intervals for the purpose of evaluation/progress a minimum of 2 times per semester.
- c. Show discretion as to time and circumstances for visits, especially when work at the training station is more demanding.
- d. Develop an instructional management plan correlating classroom work to work experience.

- () e. Notify student's parent/guardian of any major problems on the job or in related class.
- () f. Terminate student's employment with a training station if the student is in danger, or if any employment laws are being violated.

4. The **training supervisor** agrees to:

- () a. Provide the student with opportunities to learn how to do many jobs well in this business through the training plan's goals.
- () b. Assign the student new responsibilities according to their ability and progress.
- () c. Assist the coordinator to make an honest appraisal of the student's performance and progress. These reports will be provided once per grading period in a timely matter.
- () d. Avoid subjecting the student to unnecessary hazards.
- () e. Contact the coordinator before discharging the student.
- () f. Conform to all federal, state, and local laws and regulations regarding employment and compensation of students.

5. All parties agree to:

- a. The length of the cooperative education period will include a minimum of ___ hours commencing _____ and terminating _____.
- b. A beginning wage of _____ per hour.

We, the undersigned, who have initialed in the appropriate places agree that we have read and understand the purpose and intent of Lee's Summit High School's Training Agreement. Failure to comply with this agreement may result in dismissal from the work program.

Student: _____ Employer: _____

Parent/Guardian: _____ Teacher: _____

Anti-Discrimination Statement

In accordance with the provisions of The Americans With Disabilities Act of 1990, Title VI of the Civil Rights Act of 1964 (as amended, Title IX of the Educational Amendments of 1972, P.L. 93-112, and Section 504 of the Rehabilitation Act of 1973 and the regulations thereunder, it is the policy of the Lee's Summit R-7 School District that no person shall because of age, sex, race, disability, or national origin be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity of the District, including the employment of staff personnel.

Written district policies concerning the rights and responsibilities of employees and students are available for inspection at the administrative office of the District.



TRAINING AGREEMENT
 Marketing Education Program - Blue Springs High School
 Ms. Linda Krehbiel, Coordinator



Student _____ Training Station _____

1. The student agrees to:
 - a. To be regular in attendance and punctual to all classes and on the job.
 - b. Be loyal, properly attired and groomed, courteous and considerate of the employer, customers, and others, and do an honest day's work.
 - c. Not quit my job until the teacher coordinator and I have discussed all consequences; after discussing the resignation process, I agree to provide my employer with a written resignation that gives **at least a two-week** notice.
 - d. Carry out my training on the job in such a manner that I will reflect positively upon myself, the work release program, and my school.
 - e. Perform all related study assignments with earnestness and sincerity and to submit all assignments by the deadlines.
 - f. Keep an accurate account of my work hours (avg 15) and submit them weekly.
 - g. Maintain a payroll record and submit it every six weeks.

2. The parent/guardian agrees to:
 - a. The student's training station.
 - b. Provide transportation for the student to and from work.
 - c. Assist in promotion the value of the student's experience by cooperating with the employer and teacher when needed.

3. The teacher coordinator, on behalf of the school, agrees to:
 - a. Give systematic instruction at the school related to the student's duties and responsibilities at the training station.
 - b. Visit the student on the job at intervals for the purpose of evaluation.
 - c. Show discretion as to time and circumstances for visits.

4. The employer agrees to:
 - a. Provide the student with opportunities to learn how to do many jobs well in the business and provide an average of 15 hours per week.
 - b. Assign the student new responsibilities according to their ability and progress.
 - c. Assist the teacher to make an honest appraisal of the student's performance and progress.
 - d. Avoid subjecting the student to unnecessary hazards.
 - e. Contact the teacher concerning student dismissal from their job.

It shall be agreed that all parties in this program will not discriminate in training and/or employment opportunities on the basis of race, color, religion, gender, origin, or handicap.

We, the undersigned, agree that we have read and understand the purpose and intent of this Training Agreement.

Student _____ Employer _____

Parent _____ Teacher Coordinator _____

FRANCIS HOWELL SCHOOL DISTRICT COOPERATIVE WORK EXPERIENCE TRAINING AGREEMENT

Student Name _____

School _____

Worksite Place of Employment and Address _____

Supervisor Name _____

Phone # _____ E-Mail _____

The Student-Learner Agrees:

1. To be at least 16 years of age and to secure a Social Security number.
2. To be employed in an approved work location by the end of the second week of school in order to remain in the program. The student understands that the coordinator will assist in placement by providing advice, suggestions, and possible job leads, but the primary responsibility for securing, accepting and continuing employment throughout the school year belongs to the student/employee.
3. To provide his/her own transportation to and from work.
4. Good attendance is required to maintain any job. The Cooperative Work Experience student will lose work program credit upon the 8th absence/incident from school. This policy applies to all absences, excused and unexcused. If credit is lost, the student will be placed in regular classes, study hall, or In-School Alternative Program to fill the remainder of the school day.
5. To attend school and work regularly and not to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student-learner's receiving appropriate academic and/or disciplinary action.
6. To comply with the policies of the work program employer as well as Cooperative Work Experience policies. This includes notifying the employer, according to company policy, if unavoidably detained, ill, or unable to report for work as scheduled. The student will also notify the coordinator in the event of an absence from school. This is to be done prior to 7:25 a.m. on the day of the absence.
7. To discuss unpleasant job situations with the coordinator and with the job supervisor—not with other students, coworkers, etc.

8. To represent the school and employer by showing honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn. If dismissed from employment due to negligence or misconduct, the student may be dropped from the program and will not receive school credit for the work program. It is also understood that if the student is terminated, he/she will be placed in regular classes, study hall, or In-School Alternative Program to fill the remainder of the school day.
9. To work a minimum of 10 hours per week for one unit of credit per year, or 20 hours per week for two units of credit per year. Total hours worked must be a minimum of 160 hours per semester to receive one-half unit of credit, and 320 hours per semester to receive one unit of credit.
10. To provide two-weeks' notice when terminating a job, unless the employer gives special permission to do otherwise.
11. To make job changes only with prior approval of the coordinator; the coordinator reserves the right to change the student's job if necessary. A job change without prior approval of the coordinator will result in loss of credit for the work program during the current semester.
12. To be scheduled to work within 2 weeks when it is necessary to make a job change.
13. To refrain from socializing with friends and family and from telephoning/e-mailing/texting while on the job.
14. To be evaluated by the coordinator and the employer at different intervals consisting of approximately once each quarter throughout the year.
15. To be aware that Cooperative Work Experience students are not eligible to receive unemployment benefits upon termination of employment.
16. To submit to the coordinator, at minimum, a bi-monthly work record showing total hours worked with copies of check stubs attached. Failure to submit accurate documentation will result in loss of credit.
17. To take part in the Employer Appreciation Activity.
18. To complete promptly all necessary reports and paperwork.

The Parents of the Student-Learner Agree:

1. To encourage the student-learner to carry out effectively his/her duties and responsibilities.
2. To assume responsibility for the student's conduct and safety from the time the student leaves school, reports to work, leaves the job, and arrives home.
3. To make inquiries concerning the student-learner's training, wages, or working conditions through the teacher/coordinator rather than directly to the employer.

4. That the student-learner must attend school regularly and not go to work without going to school, nor go to school without going to work, unless previously discussed with the teacher/coordinator. Failure to adhere to this part of the agreement may result in the student-learner's receiving appropriate academic and/or disciplinary action. If a student will be absent from school or work, the teacher/coordinator and employer should be notified as soon as possible.
5. To offer assistance to the coordinator, serve as a resource person, or help in other ways that would benefit the student and school.

The Employer Agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of the student's career objectives.
2. To employ the student-learner for at least the minimum number of 10 or 20 hours per week throughout the entire current school year as agreed upon at the time of employment.
3. To adhere to policies and practices which prohibit discrimination on the basis of race, color, national origin, sex, or handicap.
4. To provide on-the-job instructional materials and occupational guidance for the student.
5. To assist in the evaluation of the student-learner approximately four times during the current school year, usually once per quarter.
6. To comply with all federal and state regulations including child labor laws and minimum wage regulations.
7. To ensure that background checks have been completed on all employees so that no person working with the student has been accused or convicted of a felony.
8. To ensure that safety instruction and/or training will be provided.
9. To ensure that any work performed in occupations declared hazardous shall be under the direct and close supervision of a qualified and experienced person.
10. To adhere to income tax and Social Security withholding regulations.
11. To consult with the teacher/coordinator concerning the student-learner and to discuss with the coordinator any difficulties that may arise.
12. To inform the teacher/coordinator before or immediately following the dismissal of the student-learner.

The Teacher/Coordinator Agrees:

1. To provide the necessary related classroom instruction.

- 2. To visit, telephone, e-mail, or conference as needed with the student, employer, and parents.
- 3. To assist with training problems of the student-learner.
- 4. To assist the employer in the evaluation of the student-learner.
- 5. To keep accurate records pertinent to the student and the school.
- 6. To relate any job leads appropriate to the skill level of the student seeking employment.

I HAVE READ THE ABOVE AGREEMENT AND AGREE TO CARRY OUT THE RESPONSIBILITIES DELEGATED. I UNDERSTAND THAT THIS DOCUMENT IS A MEMORANDUM OF TRAINING, NOT A LEGAL CONTRACT. THIS DOCUMENT REPRESENTS STATE COOPERATIVE WORK EXPERIENCE POLICY AND THE FRANCIS HOWELL SCHOOL DISTRICT'S PROCESS FOR MEETING THAT POLICY.

EMPLOYER SIGNATURE _____

PARENT SIGNATURE _____

STUDENT SIGNATURE _____

COORDINATOR SIGNATURE _____

PRINCIPAL SIGNATURE _____

SUPERINTENDENT SIGNATURE _____

THE FRANCIS HOWELL SCHOOL DISTRICT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, SEX, NATIONAL ORIGIN, ETHNICITY, DISABILITY, RELIGION, SEXUAL ORIENTATION, OR PERCEIVED SEXUAL ORIENTATION.

Section 2: Instructional Management Plans (IMPs)

The foundation of the Instructional Management Plan (IMP) is the student's identified career pathway, which determines the relevant content knowledge and skill focus for the marketing internship. A student's IMP documents the essential connection between classroom experiences and employment experiences. The development of the IMP serves as a master plan for the teacher, the training sponsor and the student, reinforcing marketing education curriculum knowledge and skills and application activities. Flexibility is necessary to achieve alignment to the marketing education curriculum while meeting the needs of the student and the training station/sponsor. The IMP organizes classroom instruction and on the job training into a cooperative learning experience for the student.

An IMP is developed and maintained for each student enrolled in a supervised marketing education internship program. The IMP includes the following basic information:

- Student's name and contact information
- Date(s) of student's enrollment in the marketing internship program
- Teacher's name and contact information
- Training station name and contact information
- Student's job title
- Pathway/occupational area

Employment/internship documentation specific to the training station is an important element of the IMP:

- Orientation to the training station or specific job
- Internship/work record
- Professional growth plan
- Mid-term self-evaluation
- End-of-term reflection

In addition, the plan will document student attainment of application activities and other assignments as deemed appropriate. Application activities are aligned to the 2008 Marketing Career Cluster, Marketing Management Pathway Knowledge and Skill Statements, as well as the 2008 National Marketing Education Standards as developed by MBA Research. Application activities are those sequenced experiences designed to provide deeper insight into the career pathway and the specific job, as well as to develop student skills. They include classroom, on the job, and career and technical student organization activities. The marketing internship coordinator (in consultation with the training station/sponsor and the student) will select one or two application activities for the student to complete for each of the twelve instructional areas in the marketing education curriculum, based on the student's individual needs and the training station requirements. Completion of the application activities must be verified by the training station/sponsor.

Twelve component topics provide the foundation for the Marketing Education Internship curriculum:

- Economics
- Human Resources Management
- Marketing
- Professional Development
- Ethics and Legal Responsibilities
- Channel Management
- Marketing Information Management
- Market Planning
- Pricing
- Product/Service Management
- Promotion
- Selling

Each component topic is defined in a broad Knowledge and Skill Statement and further described in Performance Elements aligned with specific Performance Indicators. Examples of Application Activities are provided for each component topic, and can be modified to fit student and/or employer needs. Alignment to the 2008 Marketing Career Cluster, Marketing Management Pathway Knowledge and Skill Statements and Performance Elements are noted. 2008 National Marketing Education Standard alignment is noted in parenthesis on Performance Indicators.

Curriculum components are aligned to the 2008 Marketing Career Cluster, Marketing Management Pathway Knowledge and Skill Statements (States' Career Clusters Initiative, located at http://www.careerclusters.org/resources/pos_ks/KSChart/2008/MKT-190-KSChart.pdf) and the 2008 National Marketing Education Standards developed by MBA Research (located at <http://www.mbaresearch.org/2.0/Joomla/images/PDFs/FinalMarketingClusterReport11-19-2007.pdf>).

ECONOMICS

Knowledge and Skill Statement:

Understand the economic principles and concepts fundamental to business operations. MKC01.02

Performance Element:

Describe fundamental economic concepts used in marketing. MKC01.02.01

Performance Indicators:

Distinguish between economic goods and services (EC:002, EC LAP 10)
Explain the concept of economic resources (EC:003, ED LAP 14)
Describe the concepts of economics and economic activities (EC:001, EC LAP 6)
Determine economic utilities created by business activities (EC:004, EC LAP 13)
Explain the principles of supply and demand (EC:005, EC LAP 11)
Describe the functions of prices in markets (EC:006, EC LAP 12)

Performance Element:

Describe the nature of business to show its contributions to society.
MKC01.02.02

Performance Indicators:

Explain the role of business in society (EC:070, MB LAP 6)
Describe types of business activities (EC:071, EC LAP 19)
Explain the organizational design of businesses (EC:103)
Discuss the global environment in which businesses operate (EC:104)
Describe factors that affect the business environment (EC:105)
Explain the nature of business ethics (EC:106)
Explain how organizations adapt to today's markets (EC:107)

Performance Element:

Explain economic systems in which marketing activities are performed.
MKC01.02.03

Performance Indicators:

Explain the types of economic systems (EC:007, EC LAP 17)
Explain the concept of private enterprise (EC:009, EC LAP 15)
Identify factors affecting a business's profit (EC:010, EC LAP 2)
Determine factors affecting business risk (EC:011, EC LAP 3)
Explain the concept of competition (EC:012, EC LAP 8)
Describe market structures (ED:075)

Performance Element:

Acquire knowledge of the impact of government on business activities to make informed economic decisions. MKC01.02.04

Performance Indicators:

Determine the relationship between government and business (EC:008, EC LAP 16)
Describe the nature of taxes (EC:072)

Performance Element:

Analyze cost/profit relationships to guide business decision-making.
MKC01.02.05

Performance Indicators:

Explain the concept of productivity (EC:013, EC LAP 18)
Analyze impact of specialization/division of labor on productivity (EC:014, EC LAP 7)
Explain the concept of organized labor and business (EC:015, EC LAP 5)
Explain the impact of the law of diminishing returns (EC:023)

Performance Element:

Describe economic indicators that can impact marketing activities. MKC01.02.06

Performance Indicators:

Describe the concept of price stability as an economic measure (EC:080)
Discuss the measure of consumer spending as an economic indicator (EC:081)
Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1)
Discuss the impact of a nation's unemployment rates (EC:082)
Describe the economic impact of inflation on business (EC:083)
Explain unemployment and inflation tradeoffs (EC:099)
Explain the economic impact of interest-rate fluctuations (EC:084)
Determine the impact of business cycles on business activities (EC:018, EC LAP 9)

Performance Element:

Determine global trade's impact on business decision-making. MKC01.02.07

Performance Indicators:

Explain the nature of global trade (EC:016, EC LAP 4)
Describe the determinants of exchange rates and their effects on the domestic economy (EC:100)
Discuss the impact of cultural and social environments on global trade (EC:045)

Application Activities: Economics

Provide examples of the economic utilities from your training station and explain how each provides value.
Create a supply and demand chart for a product or service your training station provides. Identify the supply and demand curves, and the equilibrium point.
Identify three factors affecting your business's profit. How do your actions as an employee affect the business's profit both positively and negatively?
Analyze your training station and describe how your business uses the freedoms the Free Enterprise system offers.
Does your training station have stores in other countries? Does your training station sell its products to other countries? Does your training station buy merchandise from other countries? If so, which ones?

HUMAN RESOURCE MANAGEMENT

Knowledge and Skill Statement:

Understand the tools techniques, and systems that marketers use to plan, staff, lead, and organize its human resources. MKC05.04

Performance Element:

Understand the role and function of human resources management in marketing.
MKC05.04.01

Performance Indicators:

Discuss the nature of human resources management (HR:410)
Explain the role of ethics in human resources management (HR:411)
Describe the use of technology in human resources management (HR:412)
Explain the importance of new employee orientation procedures (Adapted from
“Orient new employees,” HR:360)

Application Activities: Human Resources Management

<p>Create a list of 10 questions you might ask a potential employee interviewing in at your training station. Why did you choose each?</p>
<p>Ask your employer to identify six to ten characteristics of an effective employee. Categorize those characteristics of an effective employee. Categorize those characteristics as <i>a business understanding, an interpersonal skill, or a communication skill</i>. Were there any characteristics that did not fit into one of those three categories? Which characteristic was regarded as most important to your employer? Why?</p>
<p>Assist your supervisor in creating a staffing schedule for your training station. Explain your process as you consider the needs of the business and employee requests. What was the most challenging aspect of this experience?</p>
<p>Discuss your plan to create a safe working environment at your training station. What are the three most vital aspects to ensuring safety for employees?</p>
<p>Create a floor layout of your training station that demonstrates the placement of windows, doors, emergency exits, fire extinguishers, and tornado shelter area.</p>
<p>Develop a list of suggested methods of recognizing employee accomplishments. If there is any cost involved in the method of recognition, give an estimate of the cost.</p>
<p>It is important to be able to give directions to your job site to the customers. In preparing you for this, your assignment is to <i>Map Quest</i> your job site from your high school to your training station. The <i>Map Quest</i> you turn in should have the starting location and the ending location in addition to your training station address. Print the map and the driving directions from your high school.</p>
<p>Interview your supervisor or someone in your career field concerning diversity. Ask questions that will help you discover the diversity that exists and write your findings in two or three paragraphs.</p>

MARKETING

Knowledge and Skill Statement:

Understand the tools, techniques, and systems that marketers use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and stakeholders. MKC05.05

Performance Element:

Describe marketing's role and function in business. MKC05.05.01

Performance Indicators:

Explain marketing and its importance in a global economy (MK:001, BA LAP 11)

Describe marketing functions and related activities (MK:002, MK LAP 1)

Performance Element:

Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making. MKC05.05.02

Performance Indicators:

Explain customer/client/business buying behavior (MK:014)

Discuss actions employees can take to achieve the company's desired results (MK:015)

Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (MK:019)

Performance Element:

Determine a company's unique selling proposition to recognize what sets the company apart from its competitors. MKC05.05.03

Performance Indicators:

Identify company's unique selling proposition (MK:016)

Identify internal and external service standards (MK:017)

Application Activities: Marketing

Describe how the functions of marketing are demonstrated at your training station.
Determine from your training station's point of view: Who are your competitors? Why are they competitors? What is being done to maintain the market share? Submit your findings in a report. (125 Words)
Create a list of your top three competitors. What products or services does your training station provide that the competitors don't? Describe why this is an advantage or disadvantage in meeting your customer's needs.
As an employee, how can your actions contribute to increasing your company's market share? Describe three tasks or activities that you can do to assist in the growth of your business.
Identify your internal and your external customers Recommend three ways to build stronger internal and external service standards for these customers.

PROFESSIONAL DEVELOPMENT

Knowledge and Skill Statement:

Understand concepts, tools, and strategies used to explore, obtain, and develop in a marketing career. MKC09.01

Performance Element:

Acquire self-development skills for success in marketing careers. MKC09.01.02

Performance Indicators:

Maintain appropriate personal appearance (PD:002, PD LAP 5)
Demonstrate systematic behavior (PD:009, HR LAP 4)
Set personal goals (PD:018, HR LAP 6)
Explain the need for innovation skills (PD:126)
Make decisions (PD:017, PD LAP 10)
Demonstrate problem-solving skills (PD:077, IS LAP 2)
Demonstrate appropriate creativity (PD:012, PD LAP 2)
Use time-management skills (PD:019, OP LAP 1)

Performance Element:

Participate in career-planning in marketing. MKC09.01.04

Performance Indicators:

Assess personal interests and skills needed for success in business (PD:013, HR LAP 2)
Analyze employer expectations in the business environment (PD:020)
Explain the rights of workers (PD:021)
Identify sources of career information (PD:022)
Identify tentative occupational interest (PD:023)
Explain employment opportunities in business (PD:025, PD LAP 15)

Performance Element:

Implement job-seeking skills to obtain employment in marketing. MKC09.01.05

Performance Indicators:

Utilize job-search strategies (PD:026)
Complete a job application (PD:027)
Interview for a job (PD:028)
Write a follow-up letter after job interviews (PD:029)
Write a letter of application (PD:030)
Prepare a résumé (PD:031)
Use networking techniques to identify employment opportunities (PD:037)

Performance Element:

Utilize career-advancement activities to enhance professional development in marketing careers. MKC09.01.06

Performance Indicators:

Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PD:032)

Explain the need for ongoing education as a worker (PD:033)

Explain possible advancement patterns for jobs (PD:034)

Identify skills needed to enhance career progression (PD:035)

Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors) (PD:036, CD LAP 1)

Application Activities: Professional Development

Develop a professional growth plan to be implemented during your employment at your training station. Describe three goals that you would like to achieve during this time that are related to your job.
Prepare a time management plan to be utilized at your training station. What are three things you can do to improve efficiency at your training station?
Make a list of positions at your training station. Describe at least 5 different jobs and what they entail. Include what skills/education/experience you might need to be successful in each.
Create a new job application that your training station can use. What information will you include? What importance does each piece of information have? What legal requirements do you need to be aware of?
Prepare a resume that you could use in your job search after high school. Include a list of power words you might use in an electronic or other type of documents for employment.
Arrange to spend 10 to 15 minutes with your employer asking questions and/or viewing equipment or other applications of technology. Technology is not limited to your individual job; seek information about the entire industry.
Investigate what trade journals, on-line or print magazines, organizations or other professional development tools might be used to advance professionally in your training station. List and describe at least three.
Find and attach two articles on technology in your career field (current or intended) and number them 1 and 2. Write a paragraph summary about the article and how it will affect the job market.

ETHICS AND LEGAL RESPONSIBILITIES

Knowledge and Skill Statement:

Understand business's responsibility to know and abide by laws, regulations, and ethical behavior that affect business operations and transactions. MKC08.01

Performance Element:

Employ ethical actions in obtaining and providing information to acquire others' confidence. MKC08.01.01

Performance Indicators:

Respect the privacy of others (EI:029)
Explain ethical considerations in providing information (EI:038)
Protect confidential information
Determine information appropriate to obtain from a client or another employee

Performance Element:

Apply ethics to demonstrate trustworthiness. MKC08.01.02

Performance Indicators:

Explain the nature of business ethics (EC:106)
Demonstrate responsible behavior (EI:021, PD LAP 7)
Demonstrate honesty and integrity (EI:022, HR LAP 19)
Demonstrate ethical work habits (EI:004, EI LAP 4)

Performance Element:

Manage internal and external business relationships to foster positive interactions. MKC08.01.03

Performance Indicators:

Treat others fairly at work (EI:036, HR LAP 24)
Describe ethics in human resources issues

Performance Element:

Acquire foundational knowledge of business laws and regulations to understand their nature and scope. MKC08.01.04

Performance Indicators:

Discuss the nature of law and sources of law in the United States (BL:067)
Describe the United States' judicial system (BL:068)
Describe legal issues affecting businesses (BL:001)

Performance Element:

Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts. MKC08.01.05

Performance Indicators:

Identify the basic torts relating to business enterprises (BL:069)
Describe the nature of legally binding contracts (BL:002)

Application Activities: Ethics and Legal Responsibilities

Complete a checklist of licenses and government regulations that your training station must abide by. Why are these important?
Investigate what laws and regulations affect your training station's business operation. List and describe at least three.
Research what a code of ethics is. Prepare a code of ethics booklet for your training station. Begin with the importance of ethics in business and include scenarios from your training station to help guide employees into taking the appropriate ethical actions.
Investigate and identify each permit/license that your training station is required to have.
Select a government regulation that affects your job site. Discuss the consequences your job site might encounter if there were no such regulation.

CHANNEL MANAGEMENT

Knowledge and Skill Statement:

Understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels. MKC10.05

Performance Element:

Acquire foundational knowledge of channel management to understand its role in marketing. MKC10.05.01

Performance Indicators:

Explain the nature and scope of channel management (CM:001, DS LAP1)
Explain the relationship between customer service and channel management (CM:002)
Explain the nature of channels of distribution (CM:003)
Describe the use of technology in the channel management function (CM:004)
Explain legal considerations in channel management (CM:005)
Describe ethical considerations in channel management (CM:006)

Performance Element:

Manage channel activities to minimize costs and to determine distribution strategies. MKC10.05.02

Performance Indicators:

Coordinate channel management with other marketing activities (CM:007)
Explain the nature of channel-member relationships (CM:008)

Application Activities: Channel Management

What technology do you utilize in at your training station to track inventory?
Choose three products and demonstrate their movement in the distribution channel from the manufacturer to your store.
In what ways can your customers take possession of your company's products? List each way and create a chart that provides an advantage and disadvantage for each.
Draw a diagram of your stock or storage room at your training station. How is the stock and inventory organized? Is product rotated? How often do you add to your inventory? In what ways does your inventory get delivered to your store? Who is responsible for stock management at your training station?
Investigate the potential risks or hazards that could happen to the products and inventory your training station offers. What are those? What actions does your employer take to protect the inventory? What can you do to prevent the destruction or breakage of products?

MARKETING-INFORMATION MANAGEMENT

Knowledge and Skill Statement:

Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
MKC10.06

Performance Element:

Acquire foundational knowledge of marketing-information management to understand its nature and scope. MKC10.06.01

Performance Indicators:

Describe the need for marketing information (IM:012)
Explain the nature and scope of the marketing information management function (IM:001, IM LAP 2)
Explain the role of ethics in marketing-information management (IM:025)
Describe the use of technology in the marketing-information management function (IM:183)

Performance Element:

Understand marketing-research activities to show command of their nature and scope. MKC10.06.02

Performance Indicators:

Explain the nature of marketing research (IM:010, IM LAP 5)
Explain types of primary marketing research (IM:276)
Identify sources of primary and secondary data (IM:280)
Explain research techniques (IM:281)
Determine the marketing-research problem/issue (IM:282)
Identify research approaches (e.g., observation, survey, experiment) appropriate to the research problem (IM:283)
Identify the relationship between the research purpose and the marketing research objectives (IM:284)
Discuss the nature of sampling plans (i.e., who, how many, how chosen) (IM:285)
Describe types of rating scales (including Likert scales, semantic differential scales, behavior intention scales, etc.) (IM:286)
Explain the use of diaries (e.g., product, media-use, contact) (IM:287)
Explain the nature of qualitative research (IM:288)

Performance Element:

Explain data-collection methods to evaluate their appropriateness for the research problem/issue. MKC10.06.03

Performance Indicators:

Identify information monitored for marketing decision making (IM:184)
Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners) (IM:289)

Performance Element:

Interpret marketing information to test hypotheses and/or to resolve issues.
MKC10.06.04

Performance Indicators:

Describe techniques for processing marketing information (IM:062)
Explain the use of descriptive statistics in marketing decision making (IM:191)

Performance Element:

Assess marketing research briefs to determine comprehensiveness and clarity.
MKC10.06.05

Performance Indicators:

Explain the nature of marketing research briefs (IM:290)

Performance Element:

Evaluate marketing research procedures and findings to assess their credibility.
MKC10.06.06

Performance Indicators:

Identify sources of error and bias (e.g., response errors, interviewer errors, non-response errors, sample design) (IM:292)
Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, and layout) (IM:293)
Assess information sources on basis of strengths and weaknesses (IM:294)
Assess timeliness of research information (IM:295)
Assess appropriateness of research methods for problem/issue (IM:296)

Application Activities: Marketing-Information Management

Describe three ways your training station uses marketing information management. If they don't, describe three ways they could improve a product, service or process by incorporating marketing information management.

Create a customer satisfaction survey for your training station. Include at least five questions and a measurement scale. How many will you disseminate? What will you do with the information gathered?

Research three of your training station's competitors and write a synopsis of their company: compare your strengths and weaknesses to theirs.

Identify and explain a situation from your training station that might utilize a focus group. What is the situation? Where will the participants from the focus group come from? What is the goal of the focus group?

What will you do with the information the focus group provides?

MARKET PLANNING

Knowledge and Skill Statement:

Understand the concepts and strategies utilized to determine and target marketing strategies to a select audience. MKC10.07

Performance Element:

Employ marketing-information to develop a marketing plan. MKC10.07.01

Performance Indicators:

- Explain the concept of marketing strategies (MP:001, IM LAP 7)
- Identify considerations in implementing global marketing strategies (MP:002)
- Explain the concept of market and market identification (MP:003, IM LAP 9)
- Identify market segments (MP:004)
- Select target market (MP:005)
- Explain the nature of marketing planning (MP:006)
- Explain the nature of marketing plans (MP:007)
- Explain the role of situational analysis in the marketing planning process (MP:008)
- Conduct SWOT analysis for use in the marketing planning process (MP:010)
- Explain the nature of sales forecasts (MP:013, IM LAP 3)

Application Activities: Market Planning

Create a customer profile for your training station.
Analyze and describe how your target market affects the marketing mix at your training station.
Develop a SWOT analysis for your training station. Include internal and external factors. Present your information in a chart.
Research the generation that your primary target market comes from. Write two paragraphs that describe this generation, including their birth time frame, technology skills, spending habits, education importance, work ethic, attitudes and values, and they way they seek information.

PRICING

Knowledge and Skill Statement:

Understand concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value. MKC10.08

Performance Element:

Develop a foundational knowledge of pricing to understand its role in marketing. MKC10.08.01

Performance Indicators:

- Explain the nature and scope of the pricing function (PI:001, PI LAP 2)
- Describe the role of business ethics in pricing (PI:015)
- Explain the use of technology in the pricing function (PI:016)
- Explain legal considerations for pricing (PI:017)
- Explain factors affecting pricing decisions (PI:002, PI LAP 3)

Application Activities: Pricing

Consider the products and services you sell at your training station. Provide examples of other companies who sell similar products and services. Identify which are based on price competition and those that compete on factors other than price.

Describe your training station's pricing strategy.
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What factors help to determine when a product or service goes "on sale" at your training station?

Choose one product or service at your training station that you sell at different price points. Which one do you sell the most of? What is the biggest factor in a customer's decision to buy one over the other? Document your findings in a chart.
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Examine factors that affect the price of products and services other than cost. What does a business owner need to consider before setting a price? Create a list of at least five factors and explain the affects of each on price.
--

PRODUCT/SERVICE MANAGEMENT

Knowledge and Skill Statement:

Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities. MKC10.09

Performance Element:

Acquire a foundational knowledge of product/service management to understand its nature and scope. MKC10.09.01

Performance Indicators:

Explain the nature and scope of the product/service management function (PM:001, PP LAP 5)
Identify the impact of product life cycles on marketing decisions (PM:024)
Describe the use of technology in the product/service management function (PM:039)
Explain business ethics in product/service management (PM:040)

Performance Element:

Generate product ideas to contribute to ongoing business success. MKC10.09.02

Performance Indicators:

Identify product opportunities (:PM)134
Identify methods/techniques to generate a product idea (PM:127, PM LAP 11)
Generate product ideas (PM:128)

Performance Element:

Apply quality assurances to enhance product/service offerings. MKC10.09.03

Performance Indicators:

Describe the uses of grades and standards in marketing (PM:019, PM LAP 8)
Explain warranties and guarantees (PM:020, PP LAP 4)
Identify consumer protection provisions of appropriate agencies (PM:107, PP LAP 7)

Performance Element:

Employ product-mix strategies to meet customer expectations. MKC10.09.04

Performance Indicators:

Explain the concept of product mix (PM:003, PP LAP 3)
Describe the nature of product bundling (PM:041)

Performance Element:

Position products/services to acquire desired business image. MKC10.09.05

Performance Indicators:

Describe factors used by marketers to position products/services (PM:042)

Explain the nature of product/service branding (PM:021, PM LAP 6)

Performance Element:

Position company to acquire desired business image. MKC10.09.06

Performance Indicators:

Explain the nature of corporate branding (PM:206)

Describe factors used by businesses to position corporate brands (PM:207)

Application Activities: Product/Service Management

Illustrate your training station's product mix by creating a visual of the products lines and the width and depth of each.
Select five products your training station sells and justify why you would choose to delete these products from your line.
Create a chart of three products your training station sells, and describe the national brands, the private distributor brands and the generic brands. What are some of the fundamental differences in these three brands?
Choose a product that your training station sells and redesign its package. Create a prototype and explain why the new package design is better.
Choose two products that you sell at your training station. Identify which stage of the life cycle they are in. How long do you think they have been at those stages? How long do you think they will stay there?
Choose a product that your training station sells and modify it to make it more valuable. Describe the product and the changes you would make. Why did you choose this modification? Do you think it will sell?

PROMOTION

Knowledge and Skill Statement:

Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome. MKC10.10

Performance Element:

Acquire a foundational knowledge of promotion to understand its nature and scope. MKC10.10.01

Performance Indicators:

Explain the role of promotion as a marketing function (PR:001, PR LAP 2)
Explain the types of promotion (PR:002, PR LAP 4)
Identify the elements of the promotional mix (PR:003, PR LAP 1)
Describe the use of business ethics in promotion (PR:099)
Describe the use of technology in the promotion function (PR:100)
Describe the regulation of promotion (PR:101)

Performance Element:

Describe promotional channels used to communicate with targeted audiences. MKC10.10.02

Performance Indicators:

Explain types of advertising media (PR:007, PR LAP 3)
Describe word-of-mouth channels used to communicate with targeted audiences (PR:247)
Explain the nature of direct marketing channels (PR:089)
Identify communications channels used in sales promotion (PR:249)
Explain communications channels used in public-relations activities (PR:250)

Performance Element:

Explain the use of an advertisement's components to communicate with targeted audiences. MKC10.10.03

Performance Indicators:

Explain the components of advertisements (PR:014, PR LAP 7)
Explain the importance of coordinating elements in advertisements (PR:251)

Performance Element:

Discuss the use of public-relations activities to communicate with targeted audiences. MKC10.10.04

Performance Indicators:

Identify types of public-relations activities (PR:252)

Discuss internal and external audiences for public-relations activities (PR:253)

Performance Element:

Explain the use of trade shows/expositions to communicate with targeted audiences. MKC10.10.05

Performance Indicators:

Explain how businesses can use trade-show/exposition participation to communicate with targeted audiences (PR:254)

Explain considerations used to evaluate whether to participate in trade shows/expositions (PR:255)

Performance Element:

Manage promotional activities to maximize return on promotional efforts. MKC10.10.06

Performance Indicators:

Explain the nature of a promotional plan (PR:073)

Coordinate activities in the promotional mix (PR:076)

Application Activities: Promotion

<p>Create a new print ad for your training station using technology tools. Include a headline, copy, illustration, slogan and company signature or logo. Make sure your print ad looks professional.</p>
<p>Identify the media utilized and frequency your training station advertises. For each medium, list the specific station or newspaper, etc., with which your company advertises. Also write the frequency your business runs each promotion (weekly, monthly, periodically, etc.).</p>
<p>Describe at least five past, current, or future promotions that your training station uses. Be specific, and identify the advantages of each.</p>
<p>Build a holiday or themed display of your choice for your training station. Describe the elements you chose and what you the goals of the display are. Describe the placement of the display and what time frame will be used for the display.</p>
<p>Identify the media utilized and frequency your training station advertises. For each medium, list the specific station or newspaper, etc., with which your company advertises. Also write the frequency your business runs each promotion (weekly, monthly, periodically, etc.).</p>
<p>Sales promotion activities invite, persuade, encourage, and stimulate trade and are an important part of the marketing mix for any organization. Next to each of the listed elements of promotion, list at least three activities (for each) that your job site is using or has used in the past. Include advertising, publicity, sales promotion, visual merchandising, and public relations.</p>
<p>Write a news release for an event, product or employee at your training station. Include the who, what, where, when, why and how of the story.</p>
<p>Research premiums and select three that your business could utilize. What premiums would you choose? What would you print on them? Describe the items, the quantity you would purchase and at what cost. Justify your answers.</p>

SELLING

Knowledge and Skill Statement:

Determine client needs and wants and respond through planned, personalized communication to influence purchase decisions and enhance future business opportunities. MKC10.11

Performance Element:

Acquire a foundational knowledge of selling to understand its nature and scope. MKC10.11.01

Performance Indicators:

Explain the nature and scope of the selling function (SE:017, SE LAP 117)
Explain the role of customer service as a component of selling relationships (SE:076, SE LAP 130)
Explain key factors in building a clientele (SE:828, SE LAP 115)
Explain company selling policies (SE:932, SE LAP 121)
Explain business ethics in selling (SE:106, SE LAP 129)
Describe the use of technology in the selling function (SE:107)
Describe the nature of selling regulations (SE:108)

Performance Element:

Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer. MKC10.11.02

Performance Indicators:

Acquire product information for use in selling (SE:062)
Analyze product information to identify product features and benefits (SE:109, SE LAP 113)

Performance Element:

Explain sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales. MKC10.11.03

Performance Indicators:

Explain the selling process (SE:048, SE LAP 126)
Discuss motivational theories that impact buying behavior (SE:359)

Application Activities: Selling

Pick a product from your training station and explain how you would sell it using each step in the sales process.

Create a feature benefit chart for a product or service your training station sells.

Create an objection analysis sheet for a product or service that your training station sells.

Choose a product or service from your training station and evaluate customer buying motives for the product. Provide a product description and describe three different buying motives of the customers who shop for that particular product at your training station.

Choose a product or service from your training station, and list and describe three items you could suggestively sell with it.

Section 3: Example IMPs

**SUPERVISED MARKETING EDUCATION INTERNSHIP
INSTRUCTIONAL MANAGEMENT PLAN
(NAME OF SCHOOL)**

Student Intern _____

Job Title _____

Program _____ Teacher/Coordinator _____

Phone _____ E-mail _____

Training Station _____

Supervisor _____

Phone _____ E-mail _____

Starting Date _____ Ending Date _____

Instructional Area

Learning Activity

Instructional Area	Learning Activity

ASSIGNMENT SCHEDULE
Marketing Internship Program

Assignment:

Due Date:

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Academic Development

To fulfill program requirements, student must maintain employment records for marketing internship

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Recording the hours you have worked at your job site is a key component in receiving credit for the Marketing Internship Program. You can receive ½ credit if you work 180 hours per semester or you can receive 1 credit if you work 360 hours per semester. However, these hours must be recorded and documented to receive the credit. You will confirm the hours you have worked in the following ways:

1. Bring all pay check stubs and file them in your 'Hours Worked Record' folder
2. Record your hours worked on your 'Hours Worked Record' sheet
3. Record your hours worked on the spreadsheet

Your 'Hours Worked Record' folder will have the following information:

1. 'Hours Worked Record' sheet. This will be used to record your schedule of hours to work, actual hours worked, total hours worked to date, and money earned per pay period.
2. Pay Check Stubs
3. General Job Information Cover Page that includes the following:
 - a. Your name
 - b. Job site name/logo
 - c. Job site address
 - d. Job site phone number
 - e. Your phone number (home and cell)
 - f. E-mail address
 - g. One thing that most people do not know about you.

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Professional Development

Performance Element: Participate in career planning in marketing. MKC09.01.04

Performance Indicator: Analyze employer expectations in the business environment

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Every business has policies and procedures which need to be followed. Perhaps these were reviewed during your interview or during your training period. In the following pages, briefly describe the policy or procedure that your employer expects all of the employees to follow. You may need to get the information from a manual or handbook which the personnel department in your company provides to employees or you may need to talk to your supervisor directly.

Personnel and Business Policies

1. Procedures for clocking in and out:
2. Policies regarding leaving premises during business hours:

3. Breaks (time and length):
4. Lunch breaks:
5. Policies regarding eating and drinking while working:
6. Dress code:

7. Pay days:
8. Payroll deductions (what is taken out and how often):
 - a. Required
 - b. Optional
9. Overtime policy:

10. Holiday pay...which holidays are paid and who qualifies?
11. What type of insurance coverage is provided for:
 - a. Part-time employees?
 - b. Full-time employees?
12. Policies regarding cashing your payroll check:

13. Policies regarding personal telephone calls during work hours: (Example: Cell phone use or text messaging)

14. Weekly schedules:
 - a. Who schedules you?
 - b. When is it posted?
 - c. When do requests for time off have to be made?
 - d. Can changes be made after schedule is posted?

15. Policies regarding sick days and sick leave pay:
16. Safety Rules:
 - a. How do you report an accident involving an employee?

 - b. How do you report an accident involving a customer?

17. Shoplifting Policies:
 - a. How do you report theft from a customer?

b. How do you report theft from an employee?

18. How do you report a fire or other emergency?
 19. How are store or department meetings called?
 20. When are regular meetings held?
 21. Where is the store bulletin board located?
 22. What type of information is posted there?
 23. Procedures for employee reviews and periodic evaluations:
 24. Warning Notices:
 25. For what reasons may an employee be terminated?
 26. What procedures does the place of employment go through in terminating for poor job performance?

 27. Policies for employee grievances:

 28. Policy for employee purchases:
 - a. Is there a discount?
 - b. How should a purchase be made?
 29. General housekeeping rules:

 30. Do you understand that this is the job you will be at for the rest of the school year?
Yes _____ No _____
-

STUDENT SIGNATURE

DATE

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Economics

Performance Element: Describe fundamental economic concepts used in marketing. MKC01.02.01

Performance Indicator: Determine economic utilities created by business activities

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Provide examples of the economic utilities from your training station and explain how each provides value.

Form –

Time –

Place –

Information –

Possession -

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Human Resources Management

Performance Element: Understand the role and function of human resources management in marketing. MKC05.04.01

Performance Indicator: Explain the importance of new employee orientation procedures

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Develop an outline for a training session to teach a new hire how to do your job. Be specific.

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Marketing

Performance Element: Describe marketing's role and function in business.
MKC05.05.01

Performance Indicator: Describe marketing functions and related activities

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Describe how the functions of marketing are demonstrated at your training station.

MIM

Pricing

Channel Distribution

Financing

Product/Service management

Promotion

Selling

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Professional Development

Performance Element: Acquire self-development skills for success in marketing careers. MKC09.01.02

Performance Indicator: Set personal goals – Professional growth plan

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: The purpose of a professional development plan is to identify specific learning goals and provide a structure for professional growth. Personal Professional Development plans provide tools necessary to guide students through a continuous lifelong learning process. Answer the following questions regarding your own professional development plan.

1. What I want to accomplish and the skills and knowledge I want to acquire during my internship experience are:

2. The barriers and obstacles that might prevent me from accomplishing my goals are:

3. The strategies I will employ to overcome obstacles and barriers are:

4. The resources that I have available to help me accomplish my goals are:

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Professional Development

Performance Element: Acquire self-development skills for success in marketing careers. MKC09.01.02

Performance Indicator: Demonstrate systematic behavior

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Complete the following questions regarding your work experience. Write your answers on another sheet of paper.

1. Is my *Worked Record* sheet up-to-date? _____
2. Number of hours worked this semester _____
3. My goal is to work: (circle one)
 - a. 180 hours this semester for ½ credit OR
 - b. 360 hours for one full credit
4. This means I need to work _____ more hours this semester to reach my goal.
5. This means I will need to work _____ more hours per week until the end of the semester.
6. Have your feelings about your job changed any since the beginning of the year? Do you enjoy it more/less? Why?
7. Are there any changes relating to your job including new managers, duties, co-workers, raises or anything else that may have impacted your work experience
8. Explain any concerns or problems about your work experience or anything you would like to change.
9. What is something positive that has happened recently to you at your job? If you were your boss, what would you do differently? How would this benefit your workplace?
10. Is there anything you could do differently at your job to be a better employee or to make it a better place to work? What are you currently doing that is characteristic of an effective employee?

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Professional Development

Performance Element: Acquire self-development skills for success in marketing careers. MKC09.01.02

Performance Indicator: Set personal goals

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience:

Write a two- to three-page reflection paper.

- Discuss what you have learned during the internship experience and how it will assist you in achieving further academic and work related goals.

- Include your strategies for capitalizing on your strengths and overcoming your weaknesses in order to become successful in your career pathway.

- Discuss what really worked for you and what you would change related to your internship experience.

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Professional Development

Performance Element: Acquire self-development skills for success in marketing careers. MKC09.01.02

Performance Indicator: Use time-management skills

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Prepare a time management plan to be utilized at your training station. What are three things you can do to improve efficiency at your training station?

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Ethics and Legal Responsibilities

Performance Element: Acquire foundational knowledge of business laws and regulations to understand their nature and scope.
MKC08.01.04

Performance Indicator: Describe legal issues affecting businesses

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Complete the following checklist of licenses and government regulations that your training station must abide by. Why are these important?

_____ Merchant's License (city/county)

_____ Missouri Retail Sales License (state)

_____ Occupancy Permit

_____ Ice Cream and Frozen Foods License

_____ State Sales Tax Number

_____ State and Federal Employer ID Number

_____ Postage Permit

_____ Liquor License

_____ Egg License

_____ Seed Permit

_____ Other (please list)

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Channel Management

Performance Element: Acquire foundational knowledge of channel management to understand its role in marketing. MKC10.05.01

Performance Indicator: Describe the use of technology in the channel management function

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: What technology do you utilize at your training station to track inventory? Explain the advantages and disadvantages of the system or technology.

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Marketing-Information Management

Performance Element: Understand marketing-research activities to show command of their nature and scope. MKC10.06.02

Performance Indicator: Explain research techniques

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Create a customer satisfaction survey for your training station. Include at least five questions and a measurement scale. How many will you disseminate the survey? What will you do with the information gathered?

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Market Planning

Performance Element: Employ marketing-information to develop a marketing plan. MKD10.07.01

Performance Indicator: Conduct SWOT analysis for use in the marketing planning process

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Develop a SWOT analysis for your training station. Include internal and external factors. Present your information in a chart.

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Pricing

Performance Element: Develop a foundational knowledge of pricing to understand its role in marketing. MKC10.08.01

Performance Indicator: Explain the nature and scope of the pricing function

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Choose one product or service at your training station that you sell at different price points. Which one do you sell the most of? What is the biggest factor in a customer's decision to buy one over the other? Document your findings in a chart.

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Product/Service Management

Performance Element: Acquire a foundational knowledge of product/service management to understand its nature and scope.
MKC10.09.01

Performance Indicator: Identify the impact of product life cycles on marketing decisions

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Choose two products that you sell at your training station. Identify which stage of the life cycle they are in. How long do you think they have been at those stages? How long do you think they will stay there?

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Promotion

Performance Element: Acquire a foundational knowledge of promotion to understand its nature and scope. MKC10.10.01

Performance Indicator: Explain the types of promotion

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Identify the media utilized and frequency your training station advertises. For each medium, list the specific station or newspaper, etc., with which your company advertises. Also write the frequency your business runs each promotion (weekly, monthly, periodically, etc.).

Radio:

Television:

Signs/Billboards:

Newspaper:

Direct Mail:

Contests/Drawings:

Name _____ Due Date _____

Training Station _____

Instructional Management Plan for Marketing Internship Program

Instructional Area: Selling

Performance Element: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer. MKC10.11.02

Performance Indicator: Analyze product information to identify product features and benefits

Rating Acceptable Marginal Unacceptable

Employer Signature _____

Application Experience: Create a feature benefit chart for a product or service your training station sells. Include at least three of each. Explain how you translate features into benefits for customers.