

INTERNSHIP WITH MISSION PRODUCE, INC.

Presented to the
Faculty of the Agribusiness Department
California Polytechnic State University

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Science

By
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March 2012

ABSTRACT

This project is a thorough examination of an internship with Mission Produce, Inc., a leader in the avocado produce industry. The summer internship consisted of various projects and a complete chronological account of the time spent at the company's Oxnard distribution center is described. The goal of the project is to provide an example of how beneficial an internship in the Agricultural industry can be and to give a first-hand account of a successful internship.

Through the summer internship, a number of benefits student-were found. They included but are not limited to, work experience, job and people skills, and knowledge that cannot be easily reproduced in a classroom setting. The summer internship also provided the opportunity to work for a possible employer without the commitment of a full contract and a positive experience can in many cases lead to subsequent employment.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Project Task	2
The Concept	2
Objectives	3
Justification	4
II. REVIEW OF THE LITERATURE	4
Internship Research.....	4
Student Views of Interning	6
III. METHODOLOGY	8
Materials Collected	8
Internship Process Review	9
Assumptions and Limitations	10
IV. DEVELOPMENT OF THE STUDY	11
Learn Mission Produce Procedures	11
Quality Assurance Inspection Reports.....	14
Oxnard Plant Inspections	16
Standard Operating Procedures.....	17
Side Projects.....	19
Exit Presentation	20
V. METHODOLOGY	28
Summary	28
Conclusions.....	29
Recommendations.....	30
References Cited	31

LIST OF TABLES

Table	Page
1. Calendar of Internship Events Post Facto	2

LIST OF FIGURES

Figure	Page
1. Mission Produce Internship Binder, Page 1	11
2. Mission Produce Internship Binder, Page 2	14
3. Mission Produce Internship Binder, Page 3	16
4. SOP Manual Cover Example	17
5. Mission Produce Internship Binder, Page 4	20
6. Agribusiness Department Intern Evaluation Report	21
7. Exit Intern Presentation Slideshow	22

Chapter 1

INTRODUCTION

The agriculture industry continues to expand globally every year. However, finding a job as a recent graduate in the U.S. has never been an easy task no matter what industry or field of study. Competition is fierce and the need to distinguish oneself is always present. Employers are often looking for experience, which is not something many new graduates have on their resume. According to U.S. News and World Report, only 37.6 percent of 2010 graduates participated in internships as undergraduate students and only 30.4 percent of the graduating seniors had any internship experience (Wecker, 2011). So how does a student gain this experience while attending school and separate him or herself from the competition? College internships provide an answer to both of these predicaments.

California is a state that prides itself in leading the nation's agriculture industry. California is the largest producer of agricultural products, the top exporting state, and all five of the top agriculture counties are in located in the state (USDA 2012). While much is learned from the inside of a classroom, learning experiences outside the classroom should be just as essential. I believe that improved internship programs could be the key to the continued success in the agribusiness world by giving students the experience and exposure many employers desire. That is why I participated in an internship program with Mission Produce during the summer of 2011.

Table 1. Calendar of Internship Events Post Facto.

Learn Mission Produce Procedures: June 20 th - June 24 th
QA Inspection Reports: June 27 th – July 1 st
Oxnard Plant Inspections: July 4 th – July 8 th
Mission Produce SOP's: July 11 th – August 19 th
Various Side Projects: August 2 nd – August 26 th
Final Week Exit Presentation Preparation: August 29 th – September 2 nd

Mission Produce was founded in 1983 and has since grown to become a global entity in the avocado and asparagus industry. Their main offices are located in Ventura County, CA. I first learned of Mission Produce at the Produce Marketing Association convention in Orlando, Florida. They are also active participants at the California Polytechnic State University, San Luis Obispo Agriculture Showcase every year. I interviewed for a summer internship position in the Quality Assurance department at the company's main distribution center in Oxnard. I was offered the job that start June 20th, 2011 and last for a maximum of 12 weeks. My goal for this project was to accumulate the work situation benefits that an internship in agribusiness can offer. A chronological calendar of internship events post facto can be viewed in Table 1.

Project Task

Do internships in the agribusiness industry significantly benefit college students?

The Concept

Internships provide students with experience that can aid in post-graduation opportunities and increase skills and awareness beyond the classroom.

Objectives

- 1) To describe the experiences of an internship with Mission Produce and the show the accumulated benefits that came with it.
- 2) To present readers with an example of an internship in the produce division of agricultural business by function and chronological order.

Justification

California remains one of the top agriculture states in the U.S. and received the highest amount of revenue in cash farm receipts in 2010 of all 50 states. California agriculture experienced a 9% increase in sales value in 2010, bringing the total value to \$37.5 billion in revenue or 11.9% of the U.S. total (USDA, 2011). With over 370,000 jobs in this business, employers are always looking for employees who can bring new and fresh ideas to their company (Employment Development Department, 2010). Many look to the California education system. The California college education system enrolled over 17 million undergraduate students to degree-granting students in 2009 (US Department of Education, 2011). Of these millions, California Polytechnic State University, San Luis Obispo (Cal Poly) enrolled approximately 19,325 students in the various undergraduate programs and specifically 3,778 in the Agriculture, Food and Environmental Sciences department as of Fall 2009 (Cal Poly, 2011). The results of this senior project should provide these agriculture students with an insight into how an internship in the agribusiness industry can benefit them.

Chapter 2

LITERATURE REVIEW

Internship Research

Much has been written on the benefits that can result from participating in an college internship. Knouse, Tanner, and Harris' (1999) research on relationships of business college internships to overall college performance and resultant job opportunities found students with at least one internship during their college experience had better college performance and better odds of receiving a job offer after graduation. They described the role of internships in developing realistic job expectations and presented the ways college internship programs could be improved.

That research was based in the business college, but there have been extensive research on agricultural sector internships as well. Baker, Wysocki, and House (2008) also found ways of improving the internship programs by providing guidelines for managing interactions, such as an internship, mentoring, site visits, and student research. While their primary objective was to examine the many various agricultural based industry-academic partnerships that exist, they also looked at the benefits of these interactions and the downsides such as cost to the companies involved and any problems that arise. They concluded that all interactions examined had greater benefits than the cost to the academic or industry parties involved. They agreed that the interactions they examined should be enhanced to further increase the success of the agribusiness world.

Further research has been done on the importance of establishing partnerships between agriculture industry representatives and agribusiness education programs. Litzenberg and Dunne (1996) discussed the importance of agribusiness education programs preparing students for future careers in a complex agriculture industry. They discussed the creation of successful partnerships through internships, guest speakers, and industry advisory panels.

Foltz and Devadoss (2008) examined the importance of partnerships between the agricultural industry and agricultural education system. They focused on the positives and negatives of internships in agribusiness by examining the industry-institution relations. Most of their research is descriptive and opinion based, but they found that internships for students attending an institution are very beneficial to the institution, the student, and the industry or company. Most of the benefits come from networking and the student's opportunity to "check -out" a company while the company can "check-out" the student without long-term commitment from either. They also noted the benefit of real workplace experience.

Others have researched the many benefits that can come from an internship in the agricultural industry. Kennedy and Harrison's (1996) research focused on the importance of internships in the education system, particularly in the international programs. They emphasized the importance of educators, agriculture industry, and students working together to build an internship program. The importance of an internship comes from an education outside of the classroom and the extra real world work experience. It is exactly what employers are looking for in an increasingly global marketplace.

Extensive research has estimated the impact of various factors on the earnings and gender wage gap of agribusiness graduates. Qenani-Petrela and Wolf (2007) found a 19% wage gap between men and women with other factors such as education, experience, job sector, status, and specialty playing an important in determining earnings after graduation. An internship during college was found to have the most impact on a graduate's wages. Experience gained though college through a foreign internship increased wages by 26 percent.

Student Views of Interning

Grogan (2009) worked for Shasta County Public Health (SCPH) in Redding, California and described various projects she worked on including daily responsibilities, SWITRS (traffic collision data), and the California Healthy Kids Survey. For each of the two projects, she included a summary of results, a justification of results, and a binary or ordinal regression extension. She also included a brief conclusion about why she chose the internship, her goals, and what she learned during the internship. These evaluative tools allowed her to investigate the relationship her internship had with previous classroom experiences and teachings.

In a similar senior project, Lott (2008) worked a summer internship at Alpha Genesis, Inc., a primate research facility located in Yemassee, South Carolina. Lott included materials and methods used section. Her evaluative materials included an in depth examination of the summer internship spent working with hundreds of primate species at the facility. Her methods included a job description from website applications.

She used the results and discussions to give descriptions of care and treatment of animals, ethics at the facility, and a brief discussion of zoonotic diseases. Many benefits were accumulated throughout the experience and the project provided an example to any reader of an Animal Science internship.

Glida (2006) discussed her internship experience with Family Care Network, Inc. (San Luis Obispo), a private, nonprofit children and families' services provider on the Central Coast of California. The project gave extensive background on the company and how the student's goals matched with the company's program. She briefly described five clients she had while working, provided a description of the benefits accumulated, and how skills and knowledge accumulated would help in the future. Glida worked with these five clients to provide multiple programs designed to strengthen and preserve their family; however privacy laws limited the depth of the project descriptions and the information relayed about the internship.

Chapter 3

METHODOLOGY

Materials Collection

There are numerous similar case situations involving companies providing agribusiness internships to the students of Cal Poly. An internship with Mission Produce Inc. at their primary distribution facility in Oxnard will be examined in this study. Mission Produce is a successful avocado and asparagus industry leader that specializes, but is not limited to production, packaging, and distribution including shipping, importing, and exporting. They have been a strong supporter of Cal Poly's agricultural college and are active participants at various job fairs. This study reviews a summer internship experience in the AGB 339 class and will use AGB 339 materials, personal reflections, and recollections to create the study.

Internships should be seen as a positive, highly valued experience outside a classroom setting that increase skills and awareness after a description of the experience is reviewed. In order to attain this review, a 12-week employment period was completed in Summer 2011. The internship was fulfilled with the Quality Assurance Department at the Oxnard distribution facility of Mission Produce. A supervisor was assigned before the start of the internship.

At the beginning of the internship with Mission Produce, the assigned supervisor presents interns with a binder titled, "Mission Produce Summer Internship," that

describes the projects the intern will be working on (see Figures 1-6). These descriptions include whom the intern should contact or work with and the suggested project dates.

The project description informs the intern of what is expected from completing the project. Interns are able to ask questions and receive help from any Mission employee, including, but not limited to, the manager or supervisor overseeing the internship. The binder provided during the Summer 2011 internship will be the primary source of internship information as it provided the basic outline for the summer's tasks.

In addition to the assigned projects, several side projects arose and were completed. These projects will be included as data collected and analyzed in the results. A final power point presentation was given at the end of the internship and a brief summary will be included as data used in the results of this project.

Internship Process Review

Using the project descriptions as data, a thorough analysis of the experience will be documented chronologically and by function. The analysis will include full detail of each project including any modifications that were made, the results of the project, and the benefits resulting from the completion of the project. Both formal, defined tasks and any related tasks that arose will include a thorough report of projects, reports, and associated functions. Through a detailed description of each project completed with Mission Produce, the objective of showing accumulated benefits and experiences gained during an internship will be achieved.

To complete the final objective of showing readers what an internship in the agricultural industry is like, a final summary will be given. Results of the internship including performance reviews, final presentation, and a benefits summary will be included in the results. Through the project, internships will be shown to be positive and highly valuable experience that gives college students experience that employees are looking for in postgraduates outside of a classroom-learning environment.

Assumptions and Limitations

This study assumes that most internships result in positive experiences. The accumulated benefits and overall success of the internship with Mission Produce, Inc. is accepted as “normal” for internships as a whole. There are many different colleges aside from Agribusiness and many different companies with internship programs, but this study is limited to a single internship and excludes other experiences. Results may vary based on college, company, and department within the company.

Chapter 4

DEVELOPMENT OF THE STUDY

Learn Mission Produce Procedures

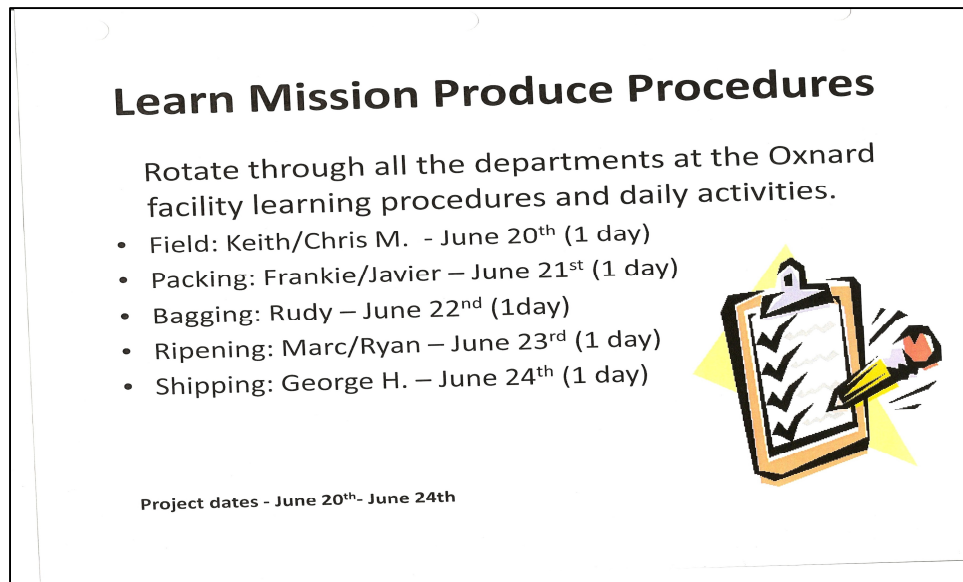


Figure 1. Mission Produce Internship Binder, Page 1

The first assigned project was to learn the Mission Produce procedures. One day was spent one day at each of the departments at the Oxnard distribution facility learning the daily activities and interacting with fellow employees. The first day was spent in the Shipping Department working closely with the Shipping Supervisor, Louie, at the shipping docks. I was introduced to Mission's inventory computer software called Advanced Software 400 (AS400) and began learning the product code used in every day

work at the plant. Shipping duties included several major tasks. Checking-In, loading, and shipping out big rig trucks for orders involved making sure the correct pallets were assigned and loaded, while ensuring the correct amounts of fruit were on each pallet. Pallet maintenance involved adding or subtracting boxes of fruit from orders and adjusting the pallets in AS400. The Shipping department also receives fruit and must ensure the correct labels and quantities are recorded.

The second day of the project was spent in the Packing House working closely with the Packing Supervisors Frankie and Javier. A machine called the Conveyor Belt Technology (CBT) takes bins of raw avocados and dumps them into a sorting conveyor belt. Here they are cleaned, waxed, and sorted by size and quality. Time was spent in the Packing Control Tower observing the various steps along the conveyor and how the quantity of each size is recorded in another computer program called Managed Add-in Framework (MAF). Time was spent observing the employees packing the avocados into boxes and creating pallets for storage in the cold rooms. More time was spent learning product code in AS400 while creating pallet tags to identify the boxes of fruit.

The third day of the project was spent in the Bagging Department, working closely with the Supervisor, Rudy. Bagged avocados are a specialty that Mission Produce offers to its customers. The Bagging Department is very similar to the Packing House in that they take bins of raw avocados and sort them into size and quality to complete pallets for orders. The day was spent completing orders using AS400 to create pallet tags, labeling the size on the boxes, and wrapping pallets in shrink-wrap to provide support during transportation.

The fourth day of the project was spent in the Ripening Department working closely with the department manager Ryan and the supervisor Judy to learn the process of ripening the fruit. Ripe avocados are another specialty that Mission Produce provides to its customers to set them apart from the competition. Mission's special ripe rooms use controlled amounts of heat over time to provide the desired ripeness. The department also packs and creates pallets for orders. More time was spent learning product code in AS400 to complete orders.

The fifth and final day of the project was spent with the Field Representative Department. Field Reps work closely with avocado growers to forecast upcoming pounds of fruit projected. Their relationship with the growers is crucial to the success of Mission Produce. The day was spent with a field rep, Chris, making stops at various orchards around Ventura county to talk to growers and inspect the avocado trees for next year's fruit yield.

The "Learn Mission Produce Procedures" project was completed right on schedule from June 20th to June 24th. Overall, this was the most significant project of the summer. It allowed interaction with fellow employees and familiarity on a first name basis created relationships that would help tremendously with future projects. It also gave many of the employees a chance to show off their jobs and what they do on a daily basis. It provided an extensive background on the operations that take place at the internship's location.

Quality Assurance Inspection Reports

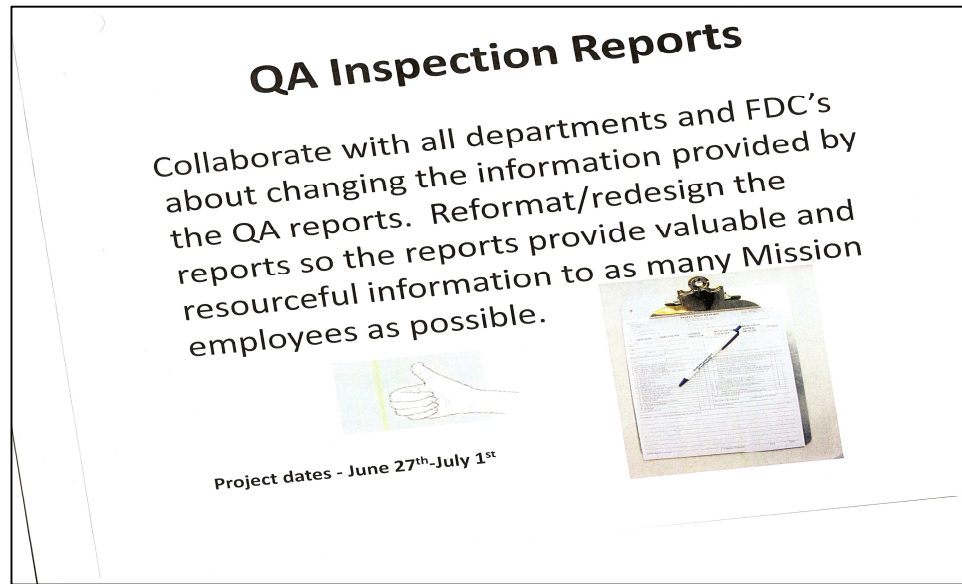


Figure 2. Mission Produce Internship Binder, Page 2

After completing the first project, the focus became centered on the Quality Assurance Department assigned for the internship. The goal was to collaborate with all departments to change the information provided by the QA reports and to reformat or redesign the reports so the reports provided valuable and useful information to as many people in the company as possible. The QA report was examined and the appropriate changes were made with each department involved in the report, including editing and defining the employees who received the report. The focus was on the three main QA reports.

The Fruit Aging Report is a listing of all the fruit inside the cold storage facility and it is ordered chronologically from oldest to newest pack dates. The QA analysts go

into the storage facility and inspect the oldest fruit to determine what condition they are in. Avocados that are starting to break down need to be moved as soon as possible before they start to decay and can no longer be sold. The current recipients of the Aging Report were contacted to receive their feedback and opinions on the report. Their concerns were collected and then a quick and easy report process that sent emails to the desired recipients with the information they wanted to see was created. Working closely with the AQ analysts, the process was updated.

The Inbound Transfer Report and the Dry Matter Report were updated in a very similar way. The Inbound report deals with incoming fruit purchased from other facilities. The Dry Matter report includes data collected by the QA analysts to determine the oil content of the avocados. With each report, those who already received the report were contacted to receive their opinion and feedback. This ensured that the most effective report possible was created. Updated email recipient groups were created to ensure the correct employees received the information they needed. The entire project was scheduled from June 27th to July 1st and was completed right on time.

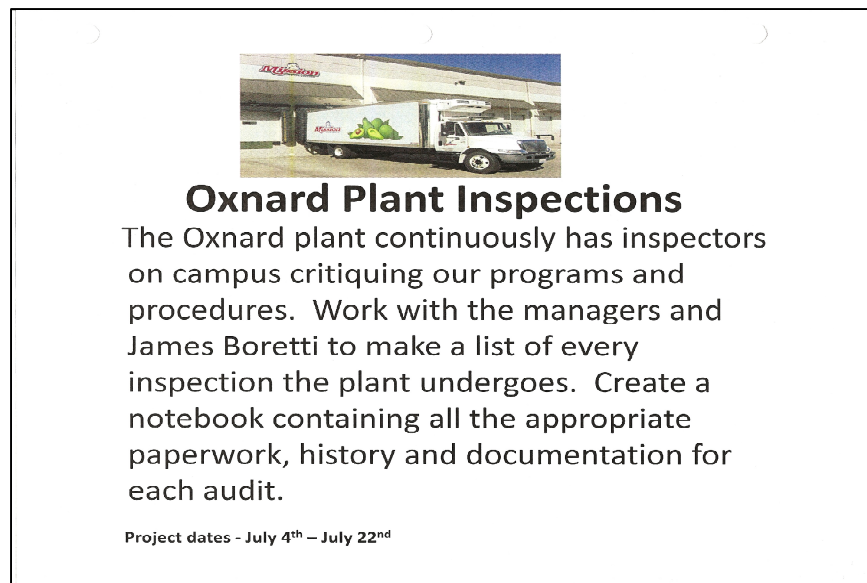


Figure 3. Mission Produce Internship Binder, Page 3

The next project was scheduled from July 4th to July 22nd. Working closely with the QA supervisor Chris, organized records of past inspections, audits, and plans for the Oxnard facility were created. The binders created included paperwork, history, documentations, plans, and forms and were put in to chronological order. This helped the QA department be proactive in their approach to facility audits. All the information was in a central location and could be easily accessed before an audit to determine what past inspections were like and how they could best prepare for them in the future. These binders were created for many different reports which include the QA Weekly Reports, CDFA Registration (license to distribute agricultural products), Mission Produce Licenses, Oxnard Safety Management Team, Spill Prevention Control & Countermeasure Plan, SWPP (Storm Water Pollution Prevention), Plant Training (Forklift, Bailer, &

Chemical), Quality Management System Manual, Back flow Inspections, Organic Certifications, and Oxnard Food Safety Audits. Working quickly and efficiently, the project was completed in 1 week with very satisfying results.

Standard Operating Procedure



Figure 4. SOP Manual Cover Example

Because the third project was completed before the scheduled time allotment, the QA supervisor and I worked together to create a solution. The next project, a research project for the department, was not scheduled to start until July 25th. Chris instructed me to help the other student intern with his project because he was running behind schedule. The goal of the project was to review and update all Mission Produce Standard Operating

Procedure (SOP) manuals, including the SOP's for the other distribution centers throughout the U.S. We were to examine the procedures currently being used and compare them with the SOP already written. If they differed, we would work with the department manager to unify the document and the active procedure. We were to create SOP binders for each department as a reference guide to the employees working there. This project ended up becoming my biggest undertaking of the summer.

The other student intern was running behind on his other scheduled projects so the SOP update project became mine. After observing the employee performing a task, notes were taken on exact steps involved in achieving the task. These steps were formatted into a standardized Mission Produce SOP that was created by updating the existing format. Approximately twenty existing SOP's were changed to match the updated format and approximately twenty new SOP's were added for tasks not already recorded. After documenting every task in the department, the SOP's were placed in a binder tailored to the specific department. This was an extremely tedious and time consuming project because each department had many different tasks and each task had to be carefully recorded in detail.

A great deal of time was spent in each of the departments observing the employees in their day-to-day activities. Each department took approximately one week to complete starting in the Quality Assurance Department and then moving to the Packing House Department a week later. By then, it was time to start the defined research project. However, the QA supervisor was very pleased with the completed SOP work on the first two departments and asked for the other departments to have the same SOP work done. After the Packing House SOP binder was complete, the Shipping and

Sanitation departments followed the same procedure. Employees were observed performing a task, the steps they took to achieve the task were noted, these steps were formatted into a standard Mission Produce SOP, and organized binders were created with each document. Helping the other student intern, the Bagging Department SOP's that he had started were finished.

Side Projects

On top of the assigned projects for the internship, a number of side projects were completed. Completing forklift-driving certification allowed help to be given to the QA Department with their daily reports. The SOP binders created were duplicated for the other Mission Produce Distribution Centers based on the work completed for the Oxnard facility. Aiding the QA Department with their daily temperature checks became part of day-to-day work. Both the cold storage facility and random fruit pallets had to be checked for proper storage temperatures. Temperatures between 40 and 44 ensured the greatest life span of the avocados and constant monitoring was required to ensure this range. Throughout the summer, a number of supervisor and plant meetings were attended. These meetings showed the importance of communication when running any operation.

Exit Presentation

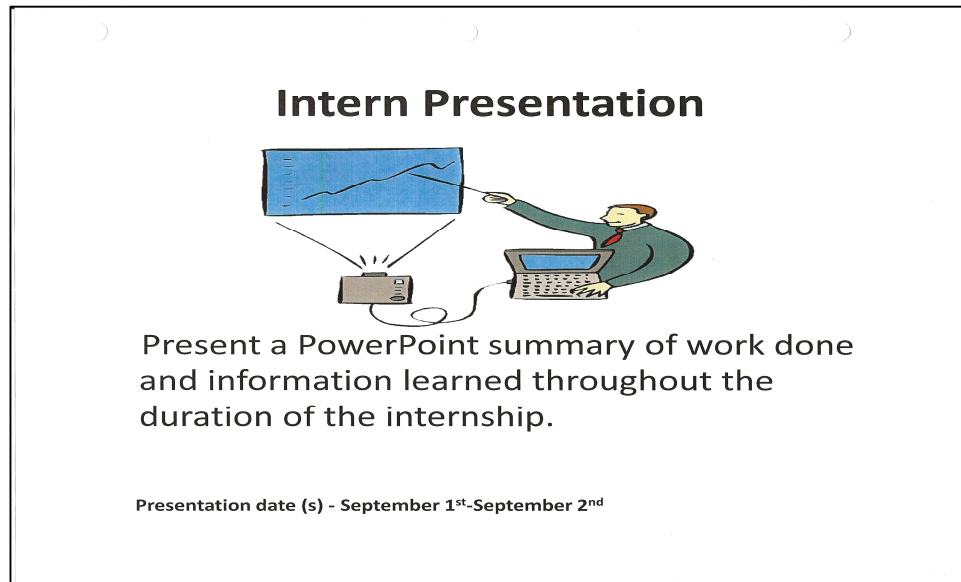


Figure 5. Mission Produce Internship Binder, Page 4

The final week of the internship was spent preparing the exit interview presentation and helping the other student intern with any projects he was working on. A power point presentation (see Figure 7) was prepared with a summary of the work that had been done and the information that had been learned throughout the duration of the internship. This presentation was scheduled from September 1st to September 2nd and was given to both the Oxnard facility supervisors and to a number of corporate seniors. Before completing the internship with Mission Produce, the QA supervisor evaluated the internship by completing an Agribusiness Department Intern Evaluation Report with a Performance Rating Scale. This was completed for the AGB 339 course and the form is included below (see Figure 6).

Figure 6. Agribusiness Department Intern Evaluation Report.

Agribusiness Department Intern Evaluation Report Performance Rating Scale

Note to Employer: The purpose of this form is to help the internees further develop their job performance. You are encouraged to discuss your responses with the student in a positive and objective manner, just as you would review job performance with other employees. If you have not done so and want the evaluation to remain confidential, please indicate this by writing "Confidential" across the form.

Internee _____ Date: _____

Needs Improvement	Average		Above Average		Outstanding			
1 2	3 4	5 6	7 8					
Organizing Own Work								
Completing Assigned Tasks on Time								
Initiative								
Accuracy of work								
Adaptability								
Ability to Get Along with Others - Teamwork								
Controlling Follow-up on Projects & Work Flow								
Processing Records, Reports & Documents								
Communicating with Staff & Superiors								
Judgment								
Resourcefulness - Originality								

Business Development Efforts & Results _____

Appearance _____

What are his/her strengths? _____

Would you want this trainee working for you? _____

What would be a good, brief description of this trainee? _____

What aspects of job performance should this student seek to improve _____

Signature of Rater _____

Please mail to: *Internship Coordinator
Agribusiness Department
Cal Poly
San Luis Obispo, CA 93407*

Figure 7. Exit Intern Presentation Slideshow



Josh Krueger
Mission Produce
Summer Internship
June 20, 2011 – September 2, 2011

About Me



- Cal Poly 4th year Senior
 - Agribusiness Major
 - Minor in Finance & Credit
 - Graduation Date: June 2012
- Summer Internship at the Oxnard Plant
 - Working under Chris Summers & George Hermosillo
 - Quality Assurance Department Projects

Learning Mission Produce Procedures

- Spent a day at each of the departments at the Oxnard facility learning daily activities
 - Shipping
 - Packing House
 - Bagging
 - Ripening
 - Field




Shipping

- Worked with Louie at the Shipping Docks
 - AS400
 - Learning product code
- Checking-In, Loading & Shipping Out Trucks
 - Correct pallets assigned & loaded
 - Checking amounts
- Pallet Maintenance
 - Adding/Subtracting Boxes
 - Adjusting Pallets
- Receiving
 - Correct labels & quantities




Packing House

- CBT Machine
 - Learned the proper operating procedure
 - Fruit Sizing
- Control Tower
 - Watched the tasks involve with Rene
 - MAF
- Label Making
 - Jerry and Rahim
 - More work with AS400

Bagging

- Tour of the Bagging machines
 - Rudy
- Completing Orders
 - Evelin
 - Using AS400
 - Bins Input
 - Pallets Output
 - Creating Pallet Tags
 - Stamping, Stickers, Marking
 - Size on boxes
 - Pallet Wrapping



Ripening

- Ripe Rooms
 - Learned process with Ryan
- SIQ
 - Learned process with Judy
 - Using AS400
 - ✓ Bins Input
 - ✓ Pallets Output
 - ✓ Creating Pallet Tags
 - ✓ Stamping, Stickering, Marking Size on boxes



Field

- Las Posas Orchards with Chris Mann
 - 400 Acres
 - New set looked good for next year
 - ✓ About 10000 lbs to the acre
- Learned about
 - How to forecast upcoming sets
 - Field Rep & Grower relationships
 - Fruit Sizing
- Somis Market Café Carnitas Burrito



Oxnard Plant Inspections

Mission Produce Inc.

Oxnard Plant Inspections

- **Goal:**
 - Create organized records of past inspections, audits, and plans for the Oxnard facility
 - ✓ Paperwork
 - ✓ History
 - ✓ Documentation
 - ✓ Plans
 - ✓ Forms
- **Purpose:**
 - To be proactive in our approach to facility audits
 - ✓ All information in central location



Oxnard Plant Inspections

- Results:

Inspection Files Before



Inspection Files After



Oxnard Plant Inspections

- Binders Completed

- SWPP
 - ✓ Storm Water Pollution Prevention
- Plant Training
 - ✓ Forklift, Bailer & Chemical Training
- Quality Management System Manual
 - ✓ Food Safety Plan
- Back Flow Inspections
- Organic Certification
- CUPA - Hazardous Materials Business Plan
- Oxnard Food Safety Audits

Dry Matter

Source: Chilean									
Date	Label	Lot #	Type	Growers	Size	Stage	PSI	Average Dry Matter	
8/23/2011	Prosa	11AV1004	Conventional	199-1298-581-1277	60	Stage 1	28	20.45	
8/23/2011	Prosa	11AV1004	Conventional	581	70	Stage 1	28	22.25	

Date	Label	Lot #	Type	Growers	Size	Stage	PSI	Average Dry Matter	
8/23/2011	Santa Cruz	11AV3007	Conventional	999-987-905-1016	60	Stage 1	28	18.75	
8/23/2011	Santa Cruz	11AV3007	Conventional	1016-998-905-1102-1016	60	Stage 1	28	19.63	
8/23/2011	Santa Cruz	11AV3009	Conventional	1016-998-1147	60	Stage 1	28	22.63	
8/23/2011	Santa Cruz	11AV3009	Conventional	1016-1038-905-1147	70	Stage 1	28	19.78	

Date	Label	Lot #	Type	Growers	Size	Stage	PSI	Average Dry Matter	
8/24/2011	Caboitut	11AV2013	Conventional	387-535-342-322	60	Stage 1	28	19.88	

Standard Operating Procedure

SOP's QA

- Observed employee performing task
- Noted steps taken to achieve task
- Formatted steps into Mission SOP
- Added new SOP's to existing binder
- Edited any existing SOP's to match updated format

SOP Title	Notes	Comments
1. MIP SOP Bulk Filter Inspection Report	Updated	Remove empty report - The report feedback on the CA bulk filter inspection to control issue - it most useful. Keep paper records for any possible problems. Change SOP to report with. Remove to on one side table. To remove above, and No longer column. Remove old doc. Finally add comment space.
2. MIP SOP Supervision CA Fruit	Updated	Good as is. No changes needed.
3. MIP SOP Good Storage Temperature	Updated	Finally adding Row(s) to the inspection sheet.
4. MIP SOP Shipping Label Temperature	Updated	Remove Temperature (B) - No longer check Room #11.
5. MIP SOP Hydro Cooler Calibration	Updated	Maybe add column for buffer. Good as is. No changes needed.
6. MIP SOP Hydro Cooler Sanitation Procedure	Updated	Good as is. No changes needed.
7. MIP SOP Fruit Washer Inspection & Maintenance	Updated	Change SOP to new and correct procedure.
8. MIP SOP Fruit Washer	Updated	Additionally, specify Stock and location of the correct with changes. SOP.
9. MIP SOP Product Pallet Temp	Updated	Add Column Box.
10. MIP SOP Truck Tons and Returns	Updated	Good as is. No changes needed.
11. MIP SOP Self Inspection SOP	Updated	Final on update SOP to add line for inspection report. Remove correction action report. (Signed by Thomas)

SOP's Packing House

- Observed employee performing task
- Noted steps taken to achieve task
- Formatted steps into Mission SOP
- Created and organized a binder with each document
- Documents included:
 - Warm-Up Exercises
 - Forklift Inspection
 - CBT Operation
 - Sorting table
 - Fruit Washer
 - Sticker Machine
 - Packing Line
 - Bulk Filler
 - Stacking Boxes
 - Pallet Wrapping

SOP's Shipping

- Observed employee performing task
- Noted steps taken to achieve task
- Formatted steps into Mission SOP
- Documents included:
 - Warm-Up Exercises
 - Forklift Inspection
 - Receiving Fruit Bins
 - Driver Check-In
 - Shipping Fruit
 - Truck Seals & Temp Recorder
 - FIFO Product Selection

Sanitation SOP's

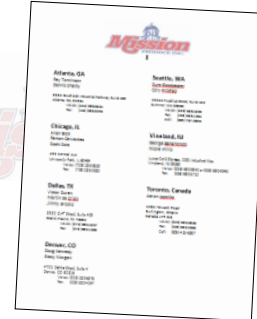
- Observed employee performing task
- Noted steps taken to achieve task
- Formatted steps into Mission SSOP
- Created and organized binders with each document
- Documents included Sanitation of:
 - Drains
 - Bagging
 - Bins
 - Cooler
 - Fruit Washer
 - Packing House
 - SIQ
 - Ripe Room
 - Hydro Cooler
 - Maintenance Equipment

Side Projects

PRODUCE INC.

FDC Contact List

- Updated contact info sheet



Forklift Certified

- Goal:**
 - Become forklift certified to help QA Department with aging reports
- Purpose:**
 - Have another forklift certified driver in the QA Department
 - Good skill to have in the Agriculture world



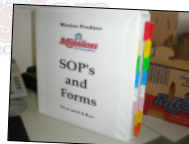
Forklift Certified

- Results:**
 - Passed the written test (missed 3)
 - Trained with George
 - Saves Shipping & QA Departments' time
 - Able to get pallets for inspections or help with fruit dumping



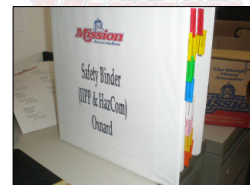
SOP Binders for DC's

- Wrote SOP's tailored to each DC
- Created and organized a binder for each facility
 - Included:
 - SOP's
 - Forms
 - GMP's
 - Inspection Sheets
 - Policies




Safety Binders for DC's

- Organized and distributed IIPP and HazCom Programs to all DC's
 - Tailored each binder to the specific needs of the DC



SSOP Binders for DC's

- Created facility specific SSOP's
- Organized binders



- Mission Product Association Management
- 
Mission
Association
- Sanitation
Standard
Operating
Procedures
- Seattle

Boomlift Training

- Organized and prepared the training
- Talked to all departments about eligible employees
 - o Created binder with training for ease of implementation
 - ✓ Power Point
 - ✓ Test (with answers)
 - ✓ Previous certificates
 - ✓ Genie Z-30/20 Manua
 - ✓ Evaluation Form



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Cooler and Pulp Temperatures

- Checking cooler temperatures and random pulp temperatures
 - Verified that the pulp temperatures were within specifications for fruit storage
 - ✓ Early season CA & Mexico: 42°F–44°F
 - ✓ Oil content is lower; tolerates warmer temperatures
 - ✓ Late season CA & Mexico: 38°F–40°F
 - ✓ Oil content is higher; needs cooler temperatures

- # Cooler and Pulp Temperatures

Things I have learned at Mission...

- Distribution side of Agriculture
 - SOP's
- Software
 - AS400
 - Product Code
- Communication is key
- Value of being familiar with all stages of production at the facility
- Spanish
- How to write scientifically
- Positive work environment makes everything more enjoyable
- Always ask questions if you don't know the answer
- How to grade & inspect avocados
 - Sizes and stages
- Inspections & licenses an agriculture business needs

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27

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

There were many things I learned during the internship process. I gained skills and awareness that will aid in post-graduation opportunities. I learned a lot about the distribution side of Agriculture. Until this internship, my experience in the Agriculture industry was very limited. The wide range of knowledge in any industry is a key to success. During the internship, I learned the value of being familiar with all stages of production from packing and storing to shipping and completing orders. A wide range of knowledge includes knowing every stage involved in a company's success.

Through my various projects, I was introduced to AS400. This was my first encounter with a company's inventory software. Technology is evolving very rapidly and jobs in the future will require the ability to work with computer software programs such as this. Working with new technology and working in a new environment that I was not familiar with taught me to always ask questions if you do not know the answer. There will always be someone who knows more than you and the only way you will ever learn is to ask. You can never be afraid to ask for help.

While working closely with the QA Department, I learned how to grade and inspect avocados. It is important to know the product or service your company offers inside and out. This will allow you to be a better employee and anyone working in sales

must have this experience if they wish to succeed. Through my work, I learned the inspections and licenses an agricultural company such as Mission Produce needs to operate on a day-to-day basis. There are many procedures and steps taken to assure an agriculture producer is not only offering quality product, but to also ensure they are offering it in a safe and clean manner. I learned that any organic product offered requires much more attention. This is helpful knowledge to any person thinking of the organic field of work.

One of the biggest experiences and pieces of knowledge I gained through the internship was that a positive work environment makes everything more enjoyable. When the work environment is a good one, employees want to come to work everyday and want to perform their task to the best of their ability. If not, work effort and ultimately product quality and quantity suffers. I learned the key to this positive work environment is communication. I attended weekly, and sometimes daily, meetings at the Mission Produce Oxnard facility. Some meetings were not long or tedious, but they forced supervisors to get together and discuss what was happening in their departments. It encouraged communication and helped busy workloads go smoothly.

Conclusions

In conclusion, I gained experience, skills, and knowledge that I could not have inside a classroom. It is one thing to be told something or to read it in a book. It is a completely different thing to experience it for your self. Cal Poly's "Learn By Doing" attitude could not be better exemplified than through an internship in the Agriculture

industry during one's college education. The chance to work for a company and see if you might one day be interested in their line of work while they too have the opportunity to see if you would make a good employee without a full, long-term commitment is invaluable. In many cases, a positive internship experience can lead to a job offer. In a global market that is increasingly more competitive and difficult to find a job in, an internship can only help.

Recommendations

My recommendation is that anyone with the opportunity to participate in at least one internship during his or her college education experience should take it. Any student interested in an internship, particularly one in the Agriculture industry, can read this report to see what a positive experience it can be. Any student specifically interested in the production field of agriculture should contact Mission Produce for an internship opportunity.

Because this is only one positive look at an internship, anyone considering expanding or continuing the research completed in this study should include his or her experiences both positive and negative. As stated in the limitations, not all internships will turn out as well as this particular case every time. This is only a limited incite into the Agriculture Industry.

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