

INTERNSHIP REPORT ON
“ Springdale International School’s Operations,
Service and Supply Chain
Processes”

SHAHRIN JAHAN

This report is submitted to the school of Business and Economics, United International University as a partial requirement for the degree fulfillment of Bachelor of Business Administration

Internship report on “ Springdale International School’s Operations, Service and Supply Chain Processes”

Submitted to:

Name: Dr. Saad Hasan

Designation: Associate Professor

School of Business and Economics

Submitted by:

Name: Shahrin Jahan

Id: 111 182 063

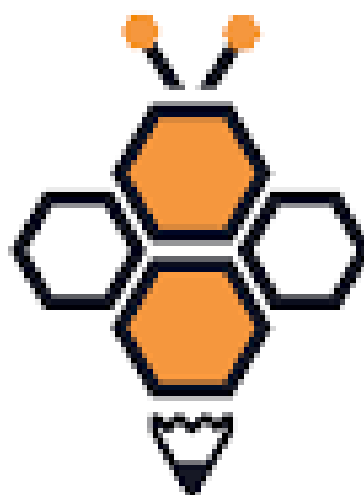
Major: Supply Chain Management

Registration Trimester: Spring 2025



**School of Business and Economics
United International University**

Date of submission: July 20, 2025



SPRINGDALE

INTERNATIONAL SCHOOL

Letter of transmittal

20 July 2025

United International University
Dhaka

Subject: Submission of Internship Report on Springdale International School

Dear Sir,

Assalamu Alaikum.

I am submitting my internship report based on my experience at Springdale International School. This report is part of my BBA program requirement.

During my internship, I worked as a shadow teacher and supported the students and teachers. I also got the chance to observe how the school runs its daily operations and manages classes, students, and communication. I have tried to write everything honestly based on what I experienced.

Thank you for your guidance and support.

Sincerely,

Shahrin Jahan

ID: 111 182 063

BBA, Supply Chain Management

United International University

01601-998055

Certificate of Similarity Index

This is to certify that this internship report is a result of work carried out under my supervision. I confirm that the report adheres to the necessary quality and academic standards prescribed by United International University (UIU). Additionally, I verify that the report's similarity index, as per the plagiarism detection report, is within the permissible limit set by the university, ensuring the work is free from plagiarism.

Supervisor's Name: Dr. Saad Hasan

Signature:

Date:

Declaration of the student

I, Shahrin Jahan, hereby declare that this internship report titled “Operations services and supply chain processes at Springdale International School” is based on my own work and experience during my internship at Springdale International School.

I confirm that this report has not been submitted to any other institution or authority for any academic or professional purpose. I have properly cited all the sources and references used in this report to the best of my knowledge.

I understand that any violation of the rules regarding plagiarism and academic dishonesty may lead to disciplinary action.

Student's Name: Shahrin Jahan

Student ID: 111182063

Program: BBA in Supply Chain Management

Department: Bachelor's of business administration

University: United International University

Corporate Evidence



SPRINGDALE
INTERNATIONAL SCHOOL

Date: April 6, 2025

To,
Ms Shahrin Jahan,

Dear Ms Shahrin Jahan,

This is with reference to your interview for the Shadow Teacher Position and subsequent discussion you had with us at the interview on March 15, 2025. On the following terms and conditions.

1. **Position:** Shadow Teacher
2. **Job Location:** Gulshan -2, Dhaka
3. **Remuneration:** Monthly Gross Salary 30000 BDT
4. **Commencement of Teaching Position:** April 6, 2025
5. **Working Hours:** Sunday to Thursday | 8:00 a.m. to 3:00 p.m.

We congratulate you on your appointment and assure you to get full support for your professional growth and development.

Sincerely,

M M Ronok
Founder & Managing Director

Ms. Taslima khaton
Head of Primary & IB PYP Coordinator

Witness

Eliza Masum
Sr. Executive, HR

: Road: 55, House 11/A, Gulshan 2, Dhaka-1212, Bangladesh.
 : +8802 48812022
 : info@springdaledhaka.org
 : www.springdaledhaka.org



Acknowledgement

I'm expressing my gratitude to the Almighty Allah, who gave me the strength, patience, and energy to complete the internship program and this internship report, even though I faced different challenges along the way.

Again, I'm expressing my sincere gratitude to the honorable professor, Dr. Saad Hasan (Associate Professor) at United International University, my department head, for his consistent guidance during my whole internship period. To finish this report, I was inspired by his calm motivation, supportive supervision, clear instructions, and helpful recommendations.

Now, I want to show my heartfelt appreciation to all the members of Springdale International School for giving me the opportunity to complete my internship and for supporting me in every possible way. I also want to sincerely thank my co-teacher, Miss Shahana Seraji, who showed me constant warmth and encouragement like a family member. Her kind guidance and support during my internship will always be remembered.

My report named "Springdale International School's Operations, Service and Supply Chain Processes" has been prepared to fulfill the requirements of my Bachelor's degree. I consider myself lucky because, throughout this time, I received honest support, guidance, and cooperation from many individuals. That's why I want to express my heartfelt gratitude to each one of them.

Again, I would like to thank all the respected seniors and teachers at Springdale for their patience and help in guiding me to complete my responsibilities properly. I am also grateful for the friendly environment and teamwork that helped me learn and grow throughout the internship period.

Lastly, I would like to thank my educational institution, United International University, and everyone at Springdale International School for helping me learn, finish my internship report, and giving me the best scope to understand how school operations and services work. I hope this report reflects a clear picture of my experience and the school's operational structure.

Executive Summary

I have completed my internship at Springdale International School, which follows the American curriculum and focuses on modern teaching and learning practices. This report is based on my experience as a shadow teacher, where I was involved in both classroom activities and operational tasks.

Throughout the internship, I observed how the school manages its daily operations, student support, academic schedules, and internal communication. I also noticed elements of basic service and supply chain processes, such as how teaching materials are managed, resources are allocated, and how coordination happens between different departments.

This internship helped me gain real-world experience in the education sector, especially in understanding how teamwork, planning, and structured systems are essential in running a school. I also learned important soft skills like communication, adaptability, and classroom management.

At the end of the report, I have shared some recommendations which may help improve certain operational areas of the school. I believe these suggestions can bring positive changes and add value to the organization.

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Chapter 1: Introduction

1.1 Purpose of the Report

The purpose of this internship report is to document and analyze the real-world operational activities, service processes, and supply chain practices followed at Springdale International School, where I completed my internship as a shadow teacher. As part of my BBA program majoring in Supply Chain Management at United International University, this report allows me to bridge academic learning with practical observation in an educational environment. Unlike traditional manufacturing or retail industries, a school functions as a service-based organization, yet still relies heavily on supply chain activities such as procurement, logistics, vendor management, and inventory control. This report aims to uncover and present how these background systems operate within a school to support its primary goal—delivering quality education. By observing teaching methodologies, administrative functions, student admissions, and service delivery, I gained insight into how each department contributes to the overall efficiency of the institution. This report also serves as an academic requirement and a personal reflection of my learning experience during the internship period.

1.2 Objectives of the Report

The main objective of this report is to provide a structured overview of Springdale International School's internal operations and examine how these processes are connected with basic supply chain principles. During my internship, I had the opportunity to witness different departments working in collaboration to ensure a smooth and supportive learning environment for students. By writing this report, I aim to fulfill the following objectives:

- To describe the key academic and administrative operations at Springdale International School and how they are managed on a daily basis.
- To explore the support systems behind student admissions, curriculum implementation, and resource management.

- To identify and explain how supply chain elements such as procurement, vendor management, and inventory control are present within the school setting.
- To develop a service operations map that outlines the front-end and back-end functions involved in delivering educational services.
- To apply the Failure Mode and Effects Analysis (FMEA) method to evaluate potential risks within the school's operational supply chain and recommend improvements.
- To demonstrate how the knowledge gained through my academic studies in supply chain management can be applied in non-traditional sectors like education.
- To reflect on my internship experience and how it contributed to my personal and professional development.

This chapter sets the foundation for the rest of the report and provides the rationale for connecting academic knowledge with practical work experience in an educational institution.

Chapter 2: Organization Overview

2.1 History of Springdale International School

Springdale International School is a relatively new but rapidly growing educational institution based in Dhaka, Bangladesh. It was founded four years ago with a vision to offer globally recognized education using the International Baccalaureate (IB) framework. From the very beginning, the school was built with a strong focus on inquiry-based learning, child-centered education, and international standards. Unlike many traditional schools in the country, Springdale set itself apart by creating a learning environment that not only focused on academic achievement but also prioritized character building, creativity, and emotional development.

Even though the school is young, it has made impressive progress in a short time. It started with just a few students and limited resources, but due to the leadership's strong vision, the dedicated faculty, and its commitment to continuous improvement, the school has now earned a solid reputation among parents and educators alike. The school's approach to teaching and learning is based on international best practices and the core principles of the IB curriculum, which include nurturing open-minded, reflective, and responsible global citizens. As a result, the school has attracted attention from both local and expatriate families who want their children to experience a modern, holistic education.

Springdale International School's journey reflects how a clear mission, modern planning, and strong operations can help an organization grow steadily even in a competitive education sector.

2.2 Current Status and Achievements

At present, Springdale International School has successfully positioned itself as one of the most promising IB-certified institutions in Dhaka. The school offers the International Baccalaureate Primary Years Programme (PYP) and is in the process of expanding into the Middle Years Programme (MYP) in the coming years. It operates

with a multicultural and inclusive approach, welcoming students from diverse backgrounds and celebrating different cultures and identities.

One of the key strengths of the school is its Early Years Programme, which has gained high praise for its creative classroom environments, nurturing teachers, and activity-based learning strategies. The curriculum is designed to encourage curiosity, independence, and collaboration from a young age. Classrooms are equipped with smart boards, interactive learning materials, and age-appropriate resources that support both academic and emotional development.

In terms of staffing, Springdale International School recruits qualified teachers who are trained in IB methodologies and who participate in regular professional development sessions. The school values teamwork and encourages collaboration between teachers, coordinators, and administrative staff, which helps maintain a high standard of teaching and learning.

Operationally, the school is well-organized. It maintains a clean and secure environment for students, supported by well-planned daily routines, effective communication systems, and smooth coordination among departments. The administrative team is efficient in managing admissions, student records, procurement, vendor relationships, and day-to-day logistics. These well-coordinated efforts behind the scenes help ensure that the school runs smoothly and students can focus on learning in a peaceful, well-resourced environment.

Another notable achievement is the strong relationship Springdale has built with its parent community. Through regular parent-teacher meetings, newsletters, events, and digital updates, the school maintains transparency and builds trust. Parents are actively involved in school life and often give feedback, which the school administration takes seriously and works upon.

Overall, Springdale International School stands out as a modern, forward-thinking institution that blends strong academic programming with excellent operational planning. The success the school has achieved in such a short time reflects the efficiency of its operations and its strong leadership—both of which are crucial to its continued growth and future goals.

Chapter 3: Operational Activities in School

During my internship as a shadow teacher at Springdale International School, I had the chance to observe not only what happens in the classroom but also the various activities that support the school's everyday functioning. Like any well-run organization, a school must manage its operations efficiently to maintain quality education and meet the expectations of students, parents, and staff. This chapter explores the three main operational pillars that keep the school running smoothly: teaching, admissions, and administration. Although schools are primarily seen as educational institutions, behind every successful academic environment lies a network of carefully coordinated operational tasks.

3.1 Teaching Operations

Teaching is the heart of any school's operations. At Springdale, this activity is more than just delivering lessons; it involves a wide range of tasks that begin with curriculum planning and end with student assessments. The school follows the International Baccalaureate (IB) curriculum, which emphasizes inquiry-based learning. Teachers are required to prepare lesson plans that not only meet academic goals but also support the emotional and creative development of each child.

One of the unique aspects I observed is how learning is child-centered. Teachers design activities that allow students to explore topics through discussion, play, group work, and projects. The role of the teacher is to guide students through discovery rather than simply lecturing. Each day follows a structured schedule, but within that structure, there is a great deal of flexibility to respond to the interests and learning styles of different children.

Additionally, teachers collaborate regularly with one another to ensure consistency across grade levels. Meetings are held to discuss classroom strategies, share progress reports, and align assessment methods. The school also holds workshops and training sessions to keep teachers up to date with IB methodologies and new educational tools.

Technology plays a significant role in classroom operations. Smart boards, educational apps, and digital learning platforms are integrated into lessons, and teachers often use digital portfolios to track student progress. This use of technology also helps parents stay involved in their children's learning, as they can view updates and classwork online.

As a shadow teacher, I closely followed these teaching processes and learned how much planning and coordination goes into each classroom activity. From preparing resources to maintaining discipline, teaching operations are detailed and require teamwork, attention, and dedication.

3.2 Admission Operations

Admissions may happen in the background, but they are one of the most important operational activities of any school. Springdale has developed a smooth and parent-friendly admission process that reflects its commitment to professionalism and organization.

The admission process begins with outreach. The school promotes its programs through social media, online inquiries, word-of-mouth, and community events. Once a parent expresses interest, the admissions team provides detailed information about the IB curriculum, the school's policies, fee structure, and facilities.

After the initial inquiry, the school collects application forms along with necessary documents like birth certificates, previous academic records (if applicable), and vaccination cards. Parents are then invited for a campus tour and orientation session. For early years students, informal play-based assessments are conducted to observe social and communication skills. For older students, a short written or verbal test may be conducted to understand their learning level.

Once a student is selected, the enrollment process begins. This includes confirming admission, assigning the student to a class, updating the student database, and preparing a welcome package. The school maintains digital records of each student, which helps the administrative and teaching teams stay informed and organized.

One thing I noticed is that the school's admission process is not just about filling seats—it's about finding students who are a good fit for the school's philosophy and ensuring that parents understand what the IB curriculum offers. Clear communication and transparency during this process build a strong foundation for future parent-school relationships.

3.3 Administrative Operations

While the classroom is the visible part of a school, administrative operations are the engine behind it. During my internship, I learned that administration covers a wide range of tasks, including human resource management, finance, procurement, scheduling, maintenance, and IT services.

Human Resources (HR): The school's HR team handles hiring, onboarding, staff training, payroll, and leave management. They also manage performance evaluations and professional development programs. The school aims to create a supportive work environment for its teachers and staff, which directly influences student learning.

Finance: The finance department deals with tuition fee collection, budget planning, and vendor payments. The school operates on a well-structured financial model that ensures timely payment of expenses while maintaining the quality of services. Invoices, receipts, and financial records are maintained digitally for better tracking and reporting.

Procurement: The administrative team is responsible for ordering teaching materials, textbooks, uniforms, cleaning supplies, and food items for the cafeteria. This requires working with multiple vendors, comparing prices and quality, and making sure items are delivered on time. Springdale has a small storage facility where important items are kept in stock to prevent shortages.

Scheduling: The school year is planned in advance. Academic calendars, examination dates, events, meetings, and holidays are carefully scheduled. Coordinators and administrators work closely with the teaching team to make sure the calendar supports both learning goals and extracurricular development.

Maintenance and Security: The school maintains high standards for cleanliness, safety, and security. Cleaning staff, security guards, and maintenance workers are part of the daily operations. Fire drills and safety training are conducted at intervals to ensure preparedness.

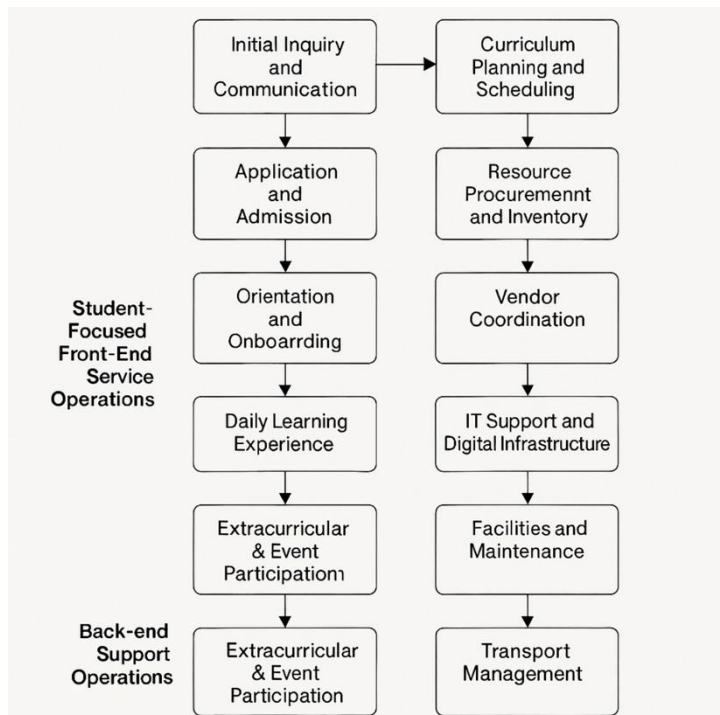
IT and Communication: Springdale uses digital tools for attendance, announcements, and student progress tracking. A dedicated IT team ensures the smooth functioning of devices, internet connectivity, and learning platforms. Parents can also reach out to the school through online portals and receive regular updates

Chapter 4: Service Operations & Supply Chain Integration

Service operations in a school like Springdale International School are structured processes that ensure students, teachers, and parents receive the necessary support to create a productive and safe learning environment. Although schools are typically seen as educational institutions rather than supply chain-driven businesses, they still depend on timely resource procurement, service delivery, and process coordination. As someone majoring in Supply Chain Management, I was particularly interested in identifying how service operations and supply chain activities blend together in this educational setting. In this chapter, I will present a detailed service operations map and highlight the major supply chain touchpoints I observed during my internship.

4.1 Service Map and Process Flow

To understand service operations in a school, it's useful to map out the entire journey a student goes through—from inquiry and admission to daily learning and support services. This process involves both **front-end (visible)** services, like classroom teaching and parent interaction, and **back-end (invisible)** operations, like procurement, inventory management, and vendor coordination.



4.2 Supply Chain Touchpoints in School Services

While most people don't associate supply chain management with schools, the reality is that many processes within a school mirror supply chain functions. During my internship, I identified several areas where supply chain practices are essential for smooth daily operations.

1. Procurement of Educational Materials

Springdale International School maintains a list of essential items required for each grade level. At the beginning of the academic year or semester, teachers submit their resource needs to the admin team. The admin team consolidates these lists and reaches out to approved vendors. Items like textbooks, stationery, charts, and learning toys are ordered in bulk and delivered in batches.

Supply Chain Element Involved:

- Vendor selection
- Purchase ordering
- Delivery scheduling
- Inventory control
- Quality checking

2. Uniform and Stationery Management

The school works with uniform vendors to ensure availability of all sizes. Stationery kits are also prepared for students who purchase them from school or receive them as part of admission.

Supply Chain Element Involved:

- Supplier relationship management
- Forecasting based on enrollment
- Cost negotiation and stock management

3. Food and Cafeteria Services

If the school provides food (either snacks or full meals), it requires coordination with food suppliers. This includes regular delivery of fresh ingredients, menu planning, food safety compliance, and feedback collection from students and parents.

Supply Chain Element Involved:

- Sourcing and food safety checks
- Waste management
- Regular supplier evaluations

4. IT and Educational Technology

Smart boards, tablets, and classroom projectors are essential tools in modern classrooms. The school must ensure that software licenses are updated and devices are maintained or repaired when needed.

Supply Chain Element Involved:

- Service contracts with IT vendors
- Technology procurement
- Preventive maintenance scheduling

5. Event and Activity Supplies

For events like Art Week, Sports Day, or Science Fairs, the school requires extra materials. These are usually sourced on short notice, so the admin team keeps a list of reliable vendors who can supply art materials, sports gear, banners, decorations, and other resources quickly.

Supply Chain Element Involved:

- Just-in-time (JIT) procurement
- Local vendor partnerships
- Budgeted logistics planning

6. Transportation and Logistics

If transportation services are offered, they include route planning, bus maintenance, fuel management, and driver scheduling. This is another example of logistics management within the school's operations.

Supply Chain Element Involved:

- Fleet coordination
- Route optimization
- Maintenance and compliance checks

Chapter 5: FMEA – Risk Analysis in School Operations

Springdale International School relies on a series of service-based supply chain processes to maintain its operations smoothly. These include procurement of learning materials, food services, vendor management, IT infrastructure, and administrative coordination. Although the school operates in the education sector, it still faces several risks in its service delivery and supply chain system. To identify and analyze these risks, I have used a tool called FMEA—Failure Mode and Effects Analysis.

FMEA is a structured method used to identify possible failure points in a system, assess the severity and likelihood of those failures, and suggest actions to reduce or eliminate the risks.

Each failure is rated based on:

- Severity (S): How serious the impact is if the failure happens.
- Occurrence (O): How often the failure is likely to happen.
- Detection (D): How likely it is that the failure will be detected before it causes problems.

The Risk Priority Number (RPN) is calculated by multiplying these three numbers ($S \times O \times D$). The higher the RPN, the more urgent it is to address that risk.

Process	Potential failure	Effect of failure	cause	S	O	D	Recommend ed action
Text book procurement	Later, incomplete delivery	Classwork Delayed parent complaints	Poor vending planning	8	5	20	Confirm order in advance have buffer stock
student record management	Incorrect or missing Student info	Miscommunication wrong reporting	Manual data entry outdated system	9	4	26	Use digital system with validation and backup
Food service operation	Wrong size or insufficient stock	Parent dissatisfaction	weak stock forecast	7	3	14	Pre-order based on forecast Track sizing trends,
IT platform failure	Poor food, quality or hygiene	Health risk her loss of trust	Monthly vendor inspections	10	4	18	Monthly vendor inspections
IT platform failure	Online system not working during class	Miss lesson, frustrated teacher	Unstable service provider	7	6	10	Contact with reliable Internet provider and have backup services
Event supplies procurement	Materials not delivered on time	Delayed event set up poor planning	Vendor issues last minute order	6	3	10	Schedule review include GPS tracking
Transportation coordination	Delay or absence	Student parent inconvenience	for scheduling vendor issue	8	3	4	Schedule review introduce GPS tracking and alert system

5.2 Analysis of Key Risks

Based on the FMEA results, the highest-risk process is student record keeping, with an RPN of 216. Manual data entry increases the chance of human error, which can lead to miscommunication with parents, confusion during exams, and mismatches in student records. To address this, the school should shift to a centralized Student Management System with automated validation and regular backups.

The second most critical risk is in textbook procurement, where late deliveries can impact lesson planning and create tension with parents. This could be resolved by maintaining safety stock, confirming orders before semester starts, and building stronger relationships with reliable vendors.

Food quality risks also need attention, especially since poor hygiene can harm children's health. The school should create Service Level Agreements (SLAs) with food vendors that include hygiene standards and regular surprise inspections.

The FMEA also revealed that event planning can suffer due to delays in receiving materials. This can affect the school's reputation. To prevent this, procurement should begin at least 2–3 weeks before an event, and alternate suppliers should be listed.

Lastly, IT system failures can impact digital learning and parent communication. Having a dependable IT service provider and installing backup systems such as alternative Wi-Fi or cloud-based tools would greatly reduce this risk.

Through this analysis, it is clear that schools—like any service organization—must manage risks within their supply chain operations to maintain quality and trust. The FMEA tool helped identify where Springdale International School can focus its improvement efforts. By reducing the likelihood of these failures, or improving how quickly they can be detected, the school can improve efficiency and reduce disruptions to the learning process. The FMEA also shows how supply chain thinking—such as inventory control, vendor audits, and scheduling—applies directly to real school operations and not just factories or warehouses.

Chapter 6 : Discussion and Recommendations

Based on the detailed observations made during the internship and the insights gathered through the Service Operations Map and Failure Mode and Effects Analysis (FMEA), it is evident that Springdale International School maintains a relatively efficient service-based operation. However, certain areas require immediate and strategic attention. This section presents recommendations to address the risks identified and discusses how findings from the internship can be applied more broadly within educational supply chains.

1. Digital Transformation in Record Keeping: The FMEA results show that the most critical risk lies in student record management. Transitioning to a fully digital Student Management System with built-in data validation, automated backups, and cloud support is highly recommended. This would minimize errors, improve efficiency, and support long-term data analysis.

2. Vendor Management: Delays in procurement of learning materials and event supplies stem to from inconsistent vendor performance. The school should consider developing a vendor evaluation matrix based on delivery time, quality, and responsiveness. Long-term contracts with selected vendors can be negotiated to ensure consistency and accountability.

3. Preventive Maintenance of IT Infrastructure: To avoid disruptions in digital learning, regular system audits, IT training for staff, and preventive maintenance schedules should be formalized. Introducing redundant internet providers and a cloud-based backup system can enhance reliability.

4. Inventory Forecasting: Uniforms, food stock, and learning materials should be forecasted based on enrollment trends and consumption data. Incorporating inventory management software would help avoid both shortages and overstocking.

5. Strengthening Service Design: The service map highlights interdependency between teaching, administration, and procurement. Creating a cross-functional service operations team with weekly meetings could enhance communication, streamline decision-making, and prevent overlaps.

In conclusion, the internship has not only contributed to my academic growth but has also highlighted the importance of operational excellence and risk management in non-traditional service sectors like education. The adoption of supply chain thinking, along with digital transformation and proactive planning, will enhance the school's ability to deliver high-quality services in the long run.

Chapter 7: Conclusion

Completing my internship at Springdale International School as a shadow teacher was a valuable and insightful experience that allowed me to observe how a modern, internationally certified school operates behind the scenes. Although the school is relatively new—having been established only four years ago—it has already earned a reputation for academic excellence, a nurturing environment, and strong service delivery. My internship gave me a unique opportunity to see how teaching, administration, and supply chain processes work together to create a well-functioning institution.

Springdale International School follows the International Baccalaureate (IB) curriculum, which emphasizes inquiry-based, student-centered learning. While I was primarily involved in classroom observation and support, I also paid close attention to how operations such as admissions, resource procurement, event planning, and vendor coordination were carried out by different departments. What stood out to me the most was how much planning, communication, and logistical support go into maintaining a high-quality learning environment every day.

As a BBA student majoring in Supply Chain Management at United International University, I had the added benefit of being able to connect my academic knowledge with real-world practices. Through this internship, I realized that even in non-manufacturing settings like schools, supply chain principles are crucial. From managing the timely procurement of books and uniforms to coordinating with food and IT vendors, the school depends on smooth workflows and reliable suppliers to meet daily demands.

One of the most important lessons I learned is that service quality in education depends not just on what happens inside the classroom, but also on everything that happens behind it. The administrative team plays a key role in ensuring that the right materials are available at the right time, that schedules are followed, and that communication with parents is smooth and effective. I also observed how important risk management is in preventing disruptions—whether it's a delay in textbook delivery or a platform failure affecting online learning.

The overall experience helped me improve my communication skills, time management, and ability to observe complex processes from a broader perspective. It also deepened my interest in the service side of supply chain management and encouraged me to think about how operational efficiency affects service quality in educational institutions.

In conclusion, this internship at Springdale International School has not only helped me understand the practical application of supply chain principles in the education sector but also allowed me to grow professionally. I am grateful for the guidance of my supervisors, the support of the teaching and admin staff, and the chance to be a part of such a forward-thinking institution. This experience has strengthened my confidence and provided a solid foundation for my future career in operations and supply chain management—whether in education or beyond.

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