



Menlo College Internship Program

SUPERVISOR MANUAL



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About Menlo College



Founded in 1927, Menlo College is one of the top private four-year non-profit business schools in California. We have a clear, unique focus: deliver business education with a strong liberal arts emphasis. With a student body of approximately 750, we are able to offer small classes where students learn through hands-on, real world projects in the heart of Silicon Valley.

Students at Menlo can major in psychology, marketing, finance, accounting, or management, with management concentrations in human resource management, international management, entrepreneurship, management information systems, real estate, marketing communications, and sports management. All students at Menlo have the opportunity to complete an academic internship, which allows them to apply classroom learning to a professional setting.

Menlo College has been named among the "Best Colleges in the West" by the *Princeton Review*, and a *U.S. News & World Report* "Best Regional Colleges." Menlo College has been awarded accreditation by the Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation is the hallmark of excellence in business education, and has been earned by less than five percent of the world's business schools.

About the Internship Program

The Menlo College Internship Program offers organizations throughout the San Francisco Bay Area the opportunity to mentor the next generation of business leaders. We welcome you to join our partner organizations in recognizing that internships are a cost-effective way to identify and evaluate new talent and engage with the community.

The Internship Program is designed to allow students to apply the knowledge and skills they have gained in their courses to professional settings and to explore a particular career path. Interns receive 6 units of academic credit for participating in an internship, attending an internship seminar, and completing academic assignments. Students are evaluated on their performance in the internship seminar, which is based on their internship learning objectives and their experiences in the field.

Students at Menlo College can intern at for-profit, non-profit, or government organizations in a wide range of areas, including: marketing, finance, accounting, psychology, human resource management, sports management, international management, entrepreneurship, real estate, management information systems, and general management.

WHAT IS AN INTERNSHIP?

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

-National Association of Colleges and Employers

Program Standards

One of the advantages of Menlo's Internship Program is that the quality of the internship experience is monitored at all stages of the internship process. An internship program staff member typically conducts a site visit with each organization as part of the approval process before an intern is placed with an organization. Internships are supervised by a faculty member through regular contact with the interns and an in-person site visit or supervision call conducted during the placement.

All internship opportunities are vetted to meet the National Association of Colleges and Employer's (NACE) criteria for a quality internship. To ensure that an experience is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all of the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

Internship Program Dates

Session 1: May 15 – July 21, 2016

Session 2: May 29 – August 4, 2016

If an intern is sick during the internship, he or she does not need to make up missed time to ensure that the 400 hour requirement is met. If a student needs to take a day off for an emergency or outside event, he or she should ask you for approval to take time off. Additionally, all time taken away from an internship needs to be approved by the Menlo College Internship Office. Any time taken off for reasons other than illness will need to be made up at another time during the course of the internship to meet the minimum hour requirements.

Virtual internships are not approved for credit through Menlo College. While an intern might have an opportunity to work remotely a few hours a week, the expectation is that interns be on-site with a supervisor for at least 80% of their internship work hours.

Internship Credits + Required Hours

Credit Options	Time Frame	Hours on Site	Academic Standing
6 units	Summer	400 hours (40 hours/week for 10 weeks)	Rising Senior
6 units	Fall + Spring	400 hours (approximately 16 hours/week for 8 months)	Senior

Internship Seminar

All Menlo College interns participate in an interdisciplinary internship seminar on campus that meets weekly during the summer and bi-monthly during fall and spring. The required evening seminar allows students to reflect on their internship experience, apply classroom learning to their internship, and learn about other organizations from their peers.

Interns will be asked to gather information about the organization with which they are interning, such as an organizational chart, to improve their understanding about how organizations function. Interns will also be asked to read a local business news journal and industry news regularly. Interns will discuss how current events in the Bay Area and beyond are impacting their organizations and the industries in which they work.

Internship Organizations

Menlo is currently partnering with nearly 300 organizations in the Bay Area to provide a variety of internship opportunities to our students. Below are some examples:

Intuit
Devcon Construction
Boston Private Bank and Trust
KPMG
American Red Cross
Adobe

UCSF
City of Menlo Park
Marcus & Millichap
Santa Clara University Athletics
SAP
Tesla

The Role of the Supervisor

There are many potential benefits to sponsoring a Menlo College intern, including:

- Access to new ideas and a fresh perspective
- Cost-effective recruitment for permanent employment
- Enhanced community relations
- Reduced workload
- Opportunity to complete backburner projects

As a supervisor, you play a critical role in the success of the internship experience by providing the proper structure, opportunities, and mentorship. As a mentor, you will be instrumental in guiding your intern's professional development. In addition to providing regular feedback and supervision, internship supervisors are asked to do the following as part of the Menlo College Internship Program:

Review the Internship Learning Plan

In the Appendix, you will find a copy of the Internship Learning Plan that we will ask you and your intern to create collaboratively during the first two weeks of the internship. In addition to setting learning objectives that will help interns fulfill their job descriptions, interns have the opportunity to identify additional learning outcomes unique to their interests and professional goals. Interns will create at least one *knowledge*, one *skill*, and one *professional* objective to achieve during the internship.

Interns will create a draft of the Learning Plan to share with their supervisors. As a supervisor, please review the Learning Plan to make sure that the objectives are feasible given the time frame of the internship, the resources of the organization, and the projects and responsibilities you have available to assign to your intern. Encourage your intern to engage in multiple learning activities to achieve the objectives they set. Examples of learning activities might include: online tutorials, formal training, interviewing people within or outside of the organization, observation, reading manuals, etc. The Learning Plan is a living document and can be edited throughout the internship to reflect changes in organizational priorities or intern interests.

Students at Menlo College have access to [lynda.com](https://www.lynda.com), an online skills training platform. If your intern is working on a project that requires them to upgrade or learn new skills, please refer them to online courses at [lynda.com](https://www.lynda.com), where they can develop skills using thousands of courses covering topics such as Advanced Microsoft Excel, Adobe Photoshop, WordPress, and Project Management.

Complete Mid-term and Final Evaluation Forms

For many interns, this internship will be their first professional experience. Providing positive and constructive feedback is important to your intern's development and success on the job. You will be asked to complete a formal evaluation mid-way through the internship and again at the completion of the experience. The mid-term evaluation should focus on what the intern can do to improve his or her performance or take on additional responsibilities during the remainder of the internship. Although we require that each intern submit performance evaluations to receive academic credit, students do not receive a grade based on the evaluation you provide. Interns benefit from candid and specific feedback. Please make sure that you schedule a time to meet **in person** to discuss your evaluation with your intern. A copy of the evaluation form can be found in the Appendix, although you are free to use your own internal evaluation form instead. In addition to the formal mid-term and final evaluations, we encourage all supervisors to provide regular and candid feedback to interns throughout the internship.

Support Your Intern's Academic Efforts

As mentioned in previous sections, interns will be attending an internship seminar and earning academic credit for the learning that they demonstrate through their internships. On occasion, your intern might ask you questions about the organization or the industry in which you operate in order to complete academic assignments and enhance the learning experience. The summer internship seminar is held once a week and is scheduled to begin at 7:00 pm. Seminar attendance is mandatory, so please negotiate a work schedule with your intern that allows him or her to arrive to class on time.

Participate in a Supervision Visit with a Menlo Faculty Member

At some point during the internship, the Menlo College faculty member supervising your intern may contact you to schedule a meeting at your office or a phone call to discuss how the internship is progressing. These meetings typically last about 30 minutes, and will provide an opportunity for you to ask any questions or troubleshoot any concerns you might have about the internship. These meetings will also provide an opportunity to discuss future intern needs.

Tips for a Successful Internship

- Define your intern's general roles and responsibilities prior to the start of the internship.
- Provide a proper orientation and necessary training at the beginning of the internship. Introduce the intern to all co-workers and/or send out a formal announcement via email.
- Arrange for a workspace, computer, office supplies, etc. before the intern arrives.
- Involve your intern in planning projects and tasks, and solicit his or her ideas and feedback.
- Ask the intern what he or she hopes to get out of the internship experience and provide guidance about the necessary skills and knowledge for an entry-level employee in your field.
- Although most positions come with a certain amount of administrative work, create balance by providing professional level training and projects. Explain how administrative tasks support the larger mission of the organization.
- Interns appreciate being involved in a variety of tasks that allow them to understand how a department or organization operates.
- Challenge your intern with engaging and complex tasks requiring the application of their classroom knowledge and critical thinking skills.
- Providing projects and tasks with a clear beginning and end allows for a sense of accomplishment.
- Involve interns in professional development and networking opportunities or staff meetings, if appropriate.
- Although there will be opportunities to provide formal feedback at the mid-point and end of the internship, provide immediate feedback on tasks and projects as interns complete them.
- Consider establishing a regular meeting time to check in with your intern about projects and tasks.
- Introduce your intern to other professionals in the field, to help him or her build a network.
- If appropriate, connect with your intern on LinkedIn and provide a recommendation on his or her profile and/or write a letter of commendation/recommendation for his or her professional portfolio.
- Discuss full-time opportunities with your intern if you feel there is a good fit for your organization. Interns might not feel comfortable bringing this topic up in all cases.

Troubleshooting Internship Issues

On rare occasions, an internship supervisor might feel that his or her intern is not meeting the expectations that were set forth at the beginning of the internship. Likewise, an intern might feel as though the internship experience is not meeting his or her expectations in terms of learning opportunities. Typically these issues can be resolved through communication and coaching. If the internship is not progressing as expected, we recommend that you take the following steps:

1. Ask the following questions:
 - a. Has the intern received the training necessary to successfully complete the assigned tasks and projects?
 - b. Does the intern have enough tasks and projects to stay busy?
 - c. Have you and your intern had the opportunity to meet on a regular basis?
2. Set up a meeting with the student to discuss what performance expectations are not being met. For many students, the internship is their first opportunity to work in a professional setting. Less experienced interns might need extra coaching about workplace expectations and norms. If the student is having performance issues, provide concrete feedback and additional resources that will allow the intern to create a plan to improve his or her performance.

If an intern expresses that they are not being used to their full potential, revisit the Learning Plan to ensure that the intern is able to engage in the learning activities that will allow achievement of the learning plan objectives. If you find that you are frequently out of the office, consider identifying another colleague who the intern can go to when guidance is needed and you are unavailable.

3. If you have met with your intern to discuss ways to improve performance or learning outcomes, and expectations are still not being met, please contact the internship program and we will schedule an on-site meeting with you, the intern, and one of our staff members.

Employment Issues in Internships

Paid vs. Unpaid Internships

Most Menlo College students rely on part-time or full-time jobs to pay for some or all of their educational and living expenses. Increasingly, organizations are moving away from offering unpaid internships, to recognize the contributions of the intern and to avoid potentially violating guidelines put forth by the U.S. Department of Labor. Though Menlo College does not require that internships be paid and works with organizations that offer paid and unpaid internships, if your organization is offering unpaid internships, please ensure that the experience meets the U.S. Department of Labor Fair Labor Standards Act (FLSA) criteria for unpaid internships:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA and the internship may be unpaid.

For more information:

- <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>
- <http://www.nacweb.org/advocacy/position-statements/united-states-internships.aspx>

Workers' Compensation

If interns are paid by the internship organization, then an employment relationship exists and the intern should be covered for workers' compensation insurance by the employer. In the event that the internship is unpaid, the intern may not be considered an employee. Interns are responsible for maintaining their own health insurance for the duration of their internship in the event that they are injured during their internship. Menlo College requires that all enrolled students maintain health insurance.

Liability

Organizations working with interns should maintain comprehensive general liability insurance coverage, in the event of negligence on the part of the organization. Menlo College also maintains comprehensive general liability insurance for any negligence on its part.

F-1 Visa Students

Over 15% of the Menlo College student population is comprised of international students. The College and the organizations where these students intern can benefit from the multicultural perspective and often multilingual skills they bring. Because Menlo College internships are academic, students are legally able to work in organizations in the U.S. through "Curricular Practical Training." Once a student who is studying in the U.S. on an F-1 Visa secures an internship offer, he or she will provide Menlo's international advisor with the proper information about the internship, who will submit the proper documentation to USCIS. All documentation for Curricular Practical Training is managed through Menlo College, and will not require any paperwork or cost to be borne by the employer beyond what would be required for a domestic student.

Equal Employment Opportunity

Interns should be treated as any other prospective employee during the recruitment and selection process, with regard to Equal Employment Opportunity laws. Students who are disabled are protected under the Americans with Disabilities Act (ADA) during their internships.

Employment Harassment

As part of the orientation process, an employer should advise its interns of the organization's anti-harassment policies and the process for filing a complaint should harassment occur. During the internship orientation at Menlo College, students are advised to follow anti-harassment guidelines in their interactions with colleagues and others at their internship sites.

Program Contacts

A faculty member will contact you at least once throughout the semester to meet with you and see how the internship is progressing. Please feel free to contact the internship program staff at any point if you have questions or concerns about the internship.

Zach Osborne, M.Ed.
Director of Internships
zach.osborne@menlo.edu
650.543.4097

Internship Office:

Menlo College
1000 El Camino Real
Florence Moore Hall
Atherton, CA 94027
www.menlo.edu/internships

Appendix



Menlo College Internship Learning Plan

Name: _____

Internship Site: _____

Supervisor: _____

Internship Dates: _____

*Please include at least one knowledge, one skill, and one professional objective on your Learning Plan. The Learning Plan will help guide the structure and outcomes of the internship experience and should be reviewed and revised throughout the semester as needed. Your supervisor will be asked to assess your progress towards achieving these objectives during the internship performance evaluation process. Learning objectives should be (SMART) **S**pecific, **M**easurable, **A**ttainable, **R**esults-Focused, and **T**ime-Specific.*

KNOWLEDGE OBJECTIVES

Objective:

Learning Activities:

Evidence:

Completion Date:

Objective:

Learning Activities:

Evidence:

Completion Date:

SKILL OBJECTIVES

Objective:

Learning Activities:

Evidence:

Completion Date:

Objective:

Learning Activities:

Evidence:

Completion Date:

PROFESSIONAL OBJECTIVES

Objective:

Learning Activities:

Evidence:

Completion Date:

Objective:

Learning Activities:

Evidence:

Completion Date:

Intern Signature

Date

Supervisor Signature

Date

Creating an Internship Learning Plan

Your academic internship at Menlo College is one of the few opportunities you will have to help write your own syllabus for a learning experience. The Learning Plan is designed to help you negotiate what you want to get out of your internship experience. It is also a communication tool that you can use with your supervisor if the internship experience is not meeting your expectations. Below are some guidelines to help you create an effective Learning Plan.

TYPES OF OBJECTIVES

Knowledge objectives allow you to identify and target what you need to know in order to be an effective intern and a strong candidate for positions in your particular industry. **Skill** objectives focus on what you need to know how to do as a professional in your field. **Professional** objectives will help you refine or develop your career path and enhance your ability to get a job after graduation.

CRITERIA FOR A GOOD OBJECTIVE

Your learning objectives should be SMART:

Specific
Measurable
Attainable
Results-oriented
Time-specific

Each objective should begin with an action verb. Avoid vague terms such as “learn” and “understand” and use more observable words such as: analyze, describe, create, enhance, prepare, define, identify, compare, assess, etc.

ACTIVITIES

Once you have specified your learning objectives, think about a diverse set of learning activities and strategies that will help you achieve your objectives. Expand beyond your preferred learning style, and consider a range of activities such as reading, shadowing, hands-on training, attending professional association meetings, etc.

EVIDENCE

How will you know that you have achieved your objectives? Think about different ways that you can document your learning. Whenever possible, apply your learning to projects and work products that you can include in your professional portfolio as evidence of your accomplishments.

LEARNING OBJECTIVE EXAMPLES

1. Let's say that you are a marketing intern and you really want to learn more about Search Engine Optimization (SEO). An objective of "learn more about Search Engine Optimization" is very broad and doesn't provide much direction. Below is a way to approach learning about SEO in a more concrete and manageable way.

Knowledge Objective

Describe how search engines operate.

Activities: Read "Beginners Guide to SEO"; attend weekly staff meetings; interview the SEO manager

Evidence: Host a brown bag lunch for other interns and provide a ten-minute tutorial on how search engines operate

2. Let's say that you are completing your internship at a social services agency and you want to be able to determine if a particular social service program is working or not and how to communicate this information to others. An objective of "measure if our social service programs are working" is very open-ended and does not meet the SMART criteria test. Below is a way to create a SMARTer objective focused on attaining the desired skill.

Skill Objective

Evaluate the effectiveness of social service programs to determine if they are meeting their goals.

Activities: Discuss an existing Program Impact Report with supervisor; review additional completed Program Impact Reports; draft a Program Impact Report for the XYZ Program and review with supervisor and XYZ Program Leader

Evidence: Completed and approved XYZ Program Impact Report; internship performance evaluation

3. Let's say that your goal following graduation from Menlo is to attend graduate school, and while on your internship you want to determine which programs/schools would be best, or if graduate school is even the best path given your career goals. An objective of "learn about graduate schools I might attend" does not nail down a specific objective or provide a path toward achieving the objective. Below is a way to craft an objective that will set you on the path toward achieving your professional objective.

Professional Objective

Meet with 3 people inside my internship organization and 3 people outside my internship organization who are in careers in which I'm interested to discuss their educational past and recommendations for me.

Activities: Join LinkedIn groups appropriate for my career goals and connect with people of interest to schedule meetings; ask supervisor to connect me with people both inside and outside my organization to meet with; conduct informational interviews with at least 6 people to discuss their educational paths and recommendations for me

Evidence: Business cards; LinkedIn connections; at least 6 completed meetings; a written plan of program/school options and the pros and cons of each



Mid-Internship Performance Evaluation

Thank you for hosting a Menlo College student as an intern. An important part of the educational process for interns is receiving constructive feedback from supervisors about their performance. Please schedule a time to meet with your intern to review this evaluation in person. The completed form can be given directly to the student who will submit it to the instructor of their internship seminar.

Intern: _____

Organization: _____

Internship Dates: _____

Quality of Work: *Intern establishes and maintains high standards despite deadlines; edits and inspects work for mistakes with minimal need for revision; demonstrates accountability and commitment to projects.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Quantity of Work: *Intern manages expected workload and meets deadlines. He or she contributes to work products at an appropriate level, given intern's experience and education.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Academic Knowledge: *Intern has sufficient academic / theoretical knowledge related to his or her respective internship field (e.g., marketing, accounting, finance, psychology) to contribute to the organization.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Technical Skills: *Intern has the appropriate technical skills (e.g., social media marketing, Excel, PowerPoint, financial modeling, counseling, income tax preparation) to be successful in this internship.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Quantitative Skills: *Intern has the appropriate skills to track, compute, and/or analyze quantitative information.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Written Communication Skills: *Intern communicates clearly and professionally in writing. He or she is able to identify proper communication channels and write in a style appropriate for the target audience; he or she proofreads and edits written work before submitting final products.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Oral Communication Skills: *Intern communicates clearly and professionally in person and on the phone. He or she is able to establish good relationships / rapport with internal staff and external stakeholders.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Initiative: *Intern is a self-starter who initiates tasks and suggests improvement/changes; identifies problems and opportunities and seeks solutions; undertakes additional responsibilities and responds to situations as they arise without supervision.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Reliability: *Intern adheres to work schedule; is punctual; meets task and project deadlines.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

Achievement of Learning Objectives in Internship Agreement: *Intern takes initiative to ensure progress on achieving learning objectives; and seeks out appropriate learning activities to meet those objectives.*

Exceptional			Good		Fair		Unsatisfactory		
10	9	8	7	6	5	4	3	2	1

Examples / Comments: _____

STRENGTHS / COMPETENCIES: _____

AREAS FOR IMPROVEMENT: _____

ADDITIONAL COMMENTS: _____

The Menlo College Internship Program requires that students complete 400 hours on-site at their internships. At this point, has the student completed approximately 200 hours, making them on-track to complete 400 hours by the end of the internship?

_____ Yes
_____ No

Supervisor's Signature

Date

Supervisor's Name/Title

I have discussed this feedback with my supervisor. My signature does not mean I agree with the contents of this evaluation and I understand I may submit a written statement describing aspects of the evaluation with which I do not agree.

Intern's Signature

Date