Our Story

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 800, we are able to offer small classes where students learn through hands-on, real world projects in the heart of Silicon Valley.

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.

Our Internship Program

Upon completing their junior year, students can enroll in **INT 499 - Internship in Major Field**, a 6-unit upper division course that requires students to complete 280-hour internship. (This class is also known as the ‘internship program’.) This course is offered twice per year:

- **Summer Cohort**: Students complete a 10-week full-time internship between May and August. The class meets once a week, typically in the evening on a Tuesday, Wednesday or Thursday.  
  **Summer 2021 Deadline to Start An Internship: Monday, June 21, 2021**

- **Academic Year Cohort**: Students complete a 28-week part-time internship between Sept. and April. The class meets five times each semester, typically in the evening on a Tuesday, Wednesday or Thursday.

Students are eligible to enroll in this course after they have completed their junior year, by which time they will have completed a good number of their core classes and will be ready to meaningfully contribute to an organization’s operations.

While completing the internship, students enrolled in INT 499 study the ‘four frames’ organizational model. At the conclusion of the internship, supervisors are asked to complete a performance evaluation and confirm the total number of hours that the student worked.

A member of the Menlo College Career Services team may request to conduct a site visit, especially if this is the organization’s first time hosting a Menlo College student. These site visits are intended to strengthen the relationship between the college, the organization and the student. Supervisors are also invited to request a site visit at any time.

We are excited to welcome you to into **our network of more than 400 partner organizations** offering experiential learning opportunities to our students: the next generation of leaders in the fields of accounting, business analytics, business entrepreneurship, finance, human resource management international management, management, marketing, psychology, real estate, and sports 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

Internships must meet the National Association of Colleges and Employers’ (NACE) criteria:

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.

Menlo College’s requirements include:

1. Interns must work a minimum of 280 hours. (Students are not required by Menlo College to make up missed time due to illness or unforeseen emergencies. However, any time off for reasons other than these will need to be made up during the course of the internship to meet the minimum hour requirements.)
2. Interns cannot work out of someone’s home office unless the employer can provide appropriate proof of insurance.
3. Interns cannot be directly supervised by a member of their family. (Interns can work in a family business or alongside family members.)
Your Role As A Supervisor

For many of Menlo College students, this will be their first work experience in a professional setting. You have the opportunity to be more than a supervisor; by providing the proper structure, new learning opportunities, and constructive feedback, you will influence your student-intern’s career development in profound ways.

In order for students to earn academic credit for their internship, supervisors must sign off on a learning plan, complete a performance evaluation, and confirm the number of hours the student has worked.

Here are some best practices for supervising your intern effectively:

Prior to the start of the internship:

- **Develop** a “syllabus” for your internship program. Decide in advance the assignments and projects you’ll expect the intern to work on each week, and the professional development topics that you’ll focus on.
- **Arrange** for a workspace, computer, office supplies, etc. before the intern arrives.
- **Create or update** your employee handbook and website to reflect your organization’s workplace policies, including remote-work policies.
- **Design** an employee directory (with headshots!) so interns can “see” the company and its people, especially if the intern is working remotely or if the company is very large.
- **Create** designated spaces—e.g., closed Facebook or LinkedIn groups—where incoming interns can meet.
- **Mail** a “swag bag” to your interns’ homes and, if the internship is remote, use a food delivery service to order them lunch on their first day.

At the beginning of the internship:

- **Host** an orientation complete with icebreakers and welcomes from CEO and senior executives. Personally introduce the intern to members of the team and/or send out a formal announcement via email welcoming the intern(s) to the team.
- **Set** goals and assign projects that interns can work on independently between daily tasks.
- **Avoid** miscommunication and interruptions by establishing set times—daily and weekly—to connect with your interns.
Define parameters of your “open door” policy. Set rules for when to use text, email, phone, video.

Assign to each intern a mentor—someone other than the supervisor.

Over the course of the internship:

Focus on professional development. Provide skills development training and host lunch-and-learns on topics like public speaking, time management, leadership.

Help build their professional network. Facilitate introductions and meetings with senior leadership. Include them in as many meetings as possible.

Provide constructive feedback on a daily or routine basis. Validate effort over perfection.

Foster community through virtual team lunches and happy hours.

Towards the end of the internship:

Facilitate an interactive opportunity for interns to present their final projects, accomplishments and ideas to senior leadership.

Conduct a formal performance review. Invite your intern to complete a self-evaluation as well. Schedule time to discuss the evaluation and give actionable suggestions for improvement.

Help interns summarize their experience both on their resume and LinkedIn profile and in future job interviews.

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.

Celebrate! Organize an all-team lunch, or if it’s remote, use a food delivery service to order them pizza.

PRO-TIP: Students at Menlo College have access to LinkedInLearning.com (aka 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 LinkedInLearning.com.
The performance evaluation that you will complete towards the end of the internship will ask you to evaluate students on these 8 competencies. How can you help your interns develop these career readiness competencies during their internship?

**DEFINITION OF CAREER READINESS AND COMPETENCIES**

*Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.*

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.
On rare occasions, you may feel that the intern is not meeting your expectations. Alternatively, the intern might feel the internship experience is not meeting their expectations. These issues can often be resolved through clear communication and coaching. If the internship is not progressing as expected, we recommend that you take the following steps:

Reflect:

- **Did you clearly outline your expectations at the start of the internship or project?** Remember, students are used to syllabi, rubrics and highly structured sets of instructions. It is never too late to reset and re-establish expectations.

- **Did you provide the necessary training?** Students are used to having professors who teach each concept thoroughly and who check for understanding via exams and homework assignments. They may be nervous to ask for help or admit they do not understand. After you introduce a new topic, check for understanding by asking them to demonstrate or explain.

- **Did you assign the intern substantive projects in addition to daily tasks?** Students today are seeking meaningful work and expect to contribute in a meaningful way; for better or worse, they are less tolerant of being assigned mundane tasks and busy work. Keep your intern(s) engaged by assigning them at least one substantive, long-term project.

- **Do you and your intern meet on a regular basis?** Regular one-on-one meetings give you the opportunity to gauge engagement, satisfaction and learning. It also creates an opportunity for the intern(s) to voice questions or concerns, and to ask for help or advice.

Take Action:

- **Meet with the intern to discuss their performance.** For many students, the internship is their first opportunity to work in a professional setting and they may need extra coaching about workplace expectations and norms. Provide concrete feedback and additional resources and decide on specific action steps and benchmarks to measure progress.

- **Revisit the job description and the goals you agreed to at the beginning of the internship.** Decide together what steps you can take to ensure the student is able to meet their goals and fulfill the expectations outlined in the job description.

- **Identify and formally assign a second colleague to be a resource/mentor for the intern.** Students often feel more comfortable going to a fellow intern or other colleague to ask for help before going to their supervisor. You may not realize it, but your intern may feel intimidated by you simply because you are “the boss”!

- **Not sure what to do?** Contact the Menlo College Career Services team and we will schedule a site meeting (remote or in-person) with you and the intern. Please do not terminate an internship without first alerting the Career Services team and requesting help.
Menlo College does not require that internships be paid. However, to the extent that your organization is able to, we encourage you to offer some form of compensation. For one, you will attract a greater number of candidates. For two, students who are compensated report feeling more engaged, motivated, and satisfied during their internship.

The average hourly rate for Menlo College students is between $16.00-$18.00 per hour. If you are unable to offer an hourly wage, consider offering a one-time stipend or at the very least reimbursing the intern for lunch and travel expenses, so that the internship is cost-neutral for the student.

If you are offering unpaid internships, please ensure that the experience meets the U.S. Department of Labor Fair Labor Standards Act (FLSA) criteria for unpaid internships:

**The Test for Unpaid Interns and Students**

*Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:*

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

For more information:

- [http://www.naceweb.org/advocacy/position-statements/united-states-internships.aspx](http://www.naceweb.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.
Menlo College enrolls international students studying in the U.S. on an F-1 visa. Students on an F-1 visa are legally able to intern in the U.S. through a program called Curricular Practical Training (CPT).

Employers who hire international students must provide the student with an offer letter (on company letterhead) that contains the supervisor’s name and contact information, the title of the position, a brief description of the position (enough to substantiate that the experience is relevant to the student’s field of academic study), and the start and end date of the internship.

The student will then bring the offer letter to a Menlo College Designated School Official (DSO), who will then submit the proper documentation to U.S. Customs and Immigration Services (USCIS) and then issue the student a CPT I-20.

**If the internship is paid, students will need to apply for a social security number.**

**If the internship is either paid or the student receives remuneration (something of value), employers will need to complete a Form I-9, and a CPT I-20 is required to complete a Form I-9.** (Refer to [https://www.uscis.gov/i-9-central](https://www.uscis.gov/i-9-central) for more information.)

Students cannot begin working until the start date listed on the CPT I-20 issued by the College and they must stop working on the end date listed on that same I-20.

Aside from the I-9, all documentation for CPT is managed through Menlo College, and will not require any paperwork (aside from the initial offer letter) or additional cost to be borne by the employer beyond what would normally be required for a domestic student.

**CPT Designated School Official:** The ICS Director (Dylan Houle at dylan.houle@menlo.edu)
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.

Workplace Harassment

Employers must inform incoming interns on the organization’s anti-harassment policies and the process for filing a complaint should harassment occur. Interns must adhere to these policies and follow these processes.

Additionally, when students are completing an internship as part of the INT 499 - Internship in Major Field course, the internship is an extension of the classroom; because of this, both students and supervisors are expected to also adhere to all relevant Menlo College policies outlined in the Student Handbook.

According to the U.S. Equal Employment Opportunity Commission (EEOC):

Harassment is a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and the Americans with Disabilities Act of 1990, (ADA).

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

... The law protects you from retaliation (punishment) for complaining about harassment. You have a right to report harassment, participate in a harassment investigation or lawsuit, or oppose harassment, without being retaliated against for doing so.

Read more here: [https://www.eeoc.gov/harassment](https://www.eeoc.gov/harassment)
Read more here on sexual harassment: [https://www.eeoc.gov/sexual-harassment](https://www.eeoc.gov/sexual-harassment)

Menlo College Career Services will take one or more of the following actions – depending on the severity of the complaint or accusation – when students report any type of workplace harassment, discrimination, unconscious bias, stereotyping, or microaggressive acts (all hereafter called “misconduct”).

Step 1: We will advise the student to begin documenting the misconduct and to refer to the organization’s anti-harassment policies and process for filing a complaint. If the organization has laid
out a clear escalatory process, we will advise the student to start by initiating the first step in that process and continuing until the situation is resolved satisfactorily.

**Step 2:** We will advise the student to schedule a 1:1 meeting with their supervisor to report the misconduct. Once reported, the supervisor is expected to take action to resolve the situation satisfactorily.

**Step 3:** If it is the *supervisor* performing the misconduct, or if the student feels uncomfortable going to their supervisor, we will advise the student to contact Human Resources. Once reported, Human Resources is expected to take action to resolve the situation satisfactorily.

**Step 4:** If the student feels uncomfortable reporting the misconduct to anyone at the organization, or if they have reported it and the situation has not been resolved satisfactorily, we will do one or more of the following:

- **a)** Contact the supervisor or appropriate representative of the organization to report the misconduct.
- **b)** Request a meeting with the supervisor or appropriate representative of the organization to report the misconduct and discuss possible resolutions.
- **c)** Report the misconduct to Menlo College’s [Title IX](#) Coordinator.
- **d)** Provide students resources on how to file complaints with relevant government agencies, including the U.S. Department of Education’s Office for Civil Rights (OCR) and the U.S. EEOC.
- **e)** Advise the student to terminate the internship.

If one of our students is performing misconduct, follow your organization’s anti-harassment policies. Please also report any misconduct to Menlo College Career Services.

### Additional General Resources

12 Steps to Create an Internship Program:
https://www.internships.com/employer/resources/setup/12steps

15 Benefits of Starting an Intern Program:
https://www.internships.com/employer/resources/setup/benefits

Sample Internship Job Descriptions for Popular Roles:
https://www.internships.com/employer/resources/internships
Contact

Dylan Houle
Director, Internships & Career Services
dylan.houle@menlo.edu
650.543.3741

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

Thank You For Supporting Menlo College Students!