



# HIRE EDUCATION

GUIDE FOR STARTING AN  
INTERNSHIP PROGRAM

[internintulsa.com](http://internintulsa.com)

 *Tulsa's Young Professionals*

choose  
TulsaJobs  
.com

TULSA REGIONAL CHAMBER

Talent Attraction & Retention Benefactors



Bank of Oklahoma  
B + T Group



# TABLE OF CONTENTS

- I. Intern 101
  - a. Benefits of Establishing an Internship Program..... 1
  - b. What is an Internship? ..... 1
  - c. What an Internship is not..... 2
  - d. Internal Needs Assessment..... 3
  
- II. Preparing for an Intern
  - a. Roles & Responsibilities ..... 4
  - b. Understanding What Makes An Internship A Positive Experience ..... 5
  - c. Common Supervisory Concerns..... 5
  
- III. Recruiting and Hiring Interns
  - a. Getting the Word Out..... 6
    - i. Internship Announcements..... 6
    - ii. InterninTulsa.com ..... 7
    - iii. Utilizing TYPros as a Recruitment Resource..... 7
    - iv. College Career Fairs and Relationships with Colleges ..... 7
  - b. Promoting Tulsa..... 7
  - c. Interviewing..... 8
  - d. Hiring..... 8
  
- IV. Steps for a Successful Internship Experience
  - a. Orienting and Supervising Interns ..... 9
    - i. Orientation and On-boarding..... 9
    - ii. Starting off on the Right Foot ..... 9
    - iii. Ongoing Supervision and Training ..... 10
    - iv. Fostering Growth..... 11
  - b. What Interns Want..... 12
  - c. Setting Up a Work Schedule..... 12
  
- V. Evaluations
  - a. Intern Evaluations..... 13
  - b. Program Evaluations..... 13
  - c. Dismissal of an Intern ..... 13
  
- VI. Closing Remarks & Resources..... 14
  
- VII. Appendix
  - a. Sample documents (8) ..... 15

# INTERN 101

---

## BENEFITS OF ESTABLISHING AN INTERNSHIP PROGRAM

According to a recent report, college graduates with more than a year of experience will have 15 times more job opportunities than those who have no experience. Giving students the opportunity to cultivate knowledge gained in the classroom and apply it in a “real world” setting, provides your business with a well-trained workforce upon graduation. Plus, positive internship experiences help the city retain college graduates after graduation, which are in high demand.

### Employer Benefits

- Flexible, cost-effective workforce not requiring a long-term commitment
- Proven way to recruit and evaluate potential employees
- Year-round source of highly motivated pre-professionals
- Students bring new perspectives and innovative ideas to the workplace
- Increased visibility of your organization on campus for employer branding
- Quality candidates for temporary or seasonal positions and projects
- Enhanced community image by contributing your expertise to the educational enterprise

### Intern Benefits

- Test and apply academic theory in a work setting
- Develop skills and expand knowledge in a specific field
- Clarify career goals
- Opportunity to work and learn from professionals
- Smooth transition from the classroom to the world of work
- Sense of accomplishment by contributing to an organization
- Hands-on experience with potential recommendation or professional reference
- Opportunity to start building professional network

## WHAT IS AN INTERNSHIP?

An internship is an opportunity for a student to work and participate on assignments which will benefit an organization, and an opportunity to learn new skills, expand student knowledge of a particular field and explore career options. It allows students to apply academic learning and employers to provide 'hands-on' training in a professional setting.

**Following are some standards or guidelines that can be used when thinking about hiring an intern:**

- Duration is typically three to six months; however, depending on the student and/or industry, it can last one month to one year
- Generally a one-time experience
- May be part-time or full-time
- May be paid or non-paid
- Internships may be part of an educational program and evaluated for academic credit (students are responsible for fulfilling the requirements) or can be part of a learning plan
- Together students and employers can set learning objectives, observation, reflection, evaluation and assessment
- An effort is made to establish a reasonable balance between the intern's learning goals and the specific work an organization needs done
- Internships promote academic, career and personal development

## WHAT AN INTERNSHIP IS NOT

### **Intern ≠ Gofer**

An intern should not be hired solely to perform all the routine or uninteresting work of an organization. The intern may earn academic credit for the learning derived from the work experience. We recommend that routine work be limited to twenty percent of the intern's time when possible.

### **Intern ≠ Regular Staff Member**

An intern whether paid or unpaid, is not the same as a regular employee. Student is hired for the short-term and has a short-term perspective. Seeing results is important, and the student should be able to accomplish something valuable and tangible. It is recommended that a specific project with a beginning and an end is built into an internship assignment. The student is expected to perform in a professional manner, observing the organization's rules and procedures as a staff member.

If the internship is conducted during a standard academic year, most interns are involved in normal class/program activities and it should be realized by all parties that appropriate structuring of the internship is required. Realistic time management skills play an integral part of what students learn from internships.

Information related to Federal Fair Labor Standards Act (FLSA) - <http://www.opm.gov/flsa/>

## INTERNAL NEEDS ASSESSMENT

A careful discussion with management can create a consensus on program goals that can be understood by all involved. The program and internship can be designed to best meet those expectations. In order for a program to be successful, it will require the commitment from management.

### Initial Questions to Consider:

- What does your organization hope to achieve from the program?
- Are you a small organization searching for additional help on a project?
- Is your organization growing quickly and having difficulty finding motivated new employees?
- Are you a nonprofit that doesn't have a lot of money to pay, but can provide an interesting, rewarding or hands-on experience?
- Is your organization searching out new employees with management potential? (Try before you buy)

### More Specific Questions to Consider:

- Will you pay the intern? If so, how much? Wages vary widely from field to field, so be sure yours are competitive or offer competitive incentives. Link to department of labor information below.

<http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

- Where will you put your intern? Do you have adequate workspace for them? Will you help make parking arrangements, living arrangements, etc.? Area colleges may have available rooms during the summers when attendance is lower. Also, some apartments may consider short term leases to accommodate interns. Link below is a potential resource for identifying housing options.

[www.tulsahousingsearch.org](http://www.tulsahousingsearch.org)

- What sort of academic background and experience do you want in an intern? Decide on standards for quality beforehand – it will help you narrow down the choices and identify the best candidates.
- Who will have the primary responsibility for the intern? Will that person be a mentor or merely a supervisor?
- What will the intern do? Be as specific as possible. Interns need structure so they don't become lost, confused, overwhelmed or bored.
- Do you want to plan a program beyond the work you give your interns? Will there be special training programs, performance reviews, lunches with executives, social events? Keep in mind that your interns are walking advertisements for your company. If they have a good experience working for you, they're likely to tell their friends - word gets around. A bad internship, by contrast, can only hurt your chances of attracting good students for next year.

These are just some of the questions to consider. Your organization's approach will depend on your specific resources and needs.

An important part of your plan should be the assignment of a mentor and/or supervisor - someone from the intern's department managing day-to-day activities of the intern. This person doesn't have to be a teacher per se, but should be selected because student is committed to mentor and train with the resources to do it. If the person you select has never mentored or supervised before, provide basic training related to supervising and mentoring.

# PREPARING FOR AN INTERN

## ROLES + RESPONSIBILITIES

There are several people involved in creating a positive internship experience. The roles and responsibilities may vary among organizations/institutions. The following are examples of how you may structure your internship program:

### Employer/Site Supervisor

A professional staff person who has some expertise in the intern's work area supervises each intern. This person serves as the one responsible for managing the intern on a daily basis. In many ways, the site supervisor becomes a mentor/teacher responsible for orienting and training the intern as well as guiding and evaluating the intern's work. It means being accessible and available to discuss the intern's work, providing background information and resources, and pointing out opportunities to enhance learning (e.g. special meetings, workshops, new reports). The return on this investment is high when an intern provides capable assistance, fresh insights, and the personal satisfaction that accompanies a mentoring relationship.

### Responsibilities

- Provide orientation and training at the beginning of the internship
- Create challenging opportunities and assignments, training, coaching and counseling that lead to increased knowledge, skills, and problem-solving capabilities
- Schedule meeting with the intern on a regular basis (weekly) to discuss the student's progress and current projects
- Serve as a positive role model
- Share knowledge and skills so that the intern can quickly become a contributing member of the department and/or organization
- Provide the intern with direction, resources, and support necessary to successfully meet or exceed the requirements of the internship
- Evaluate intern's work. Evaluations may be conducted at the beginning, mid-term and at the end of the internship to communicate objectives and track progress along the way. If internship is for college credit, an easy template is typically provided by student college or school

### Faculty Internship Adviser/Sponsor (If internship is for College Credit)

Each intern has a faculty sponsor whose academic department and interests match the internship assignment. Sponsors also evaluate the learning derived by the student in order to assign academic credit. Procedurally, the faculty sponsor approves the internship placement; negotiates any academic requirements with the students (e.g. keeping a journal, writing a paper, making a class presentation), and assigns appropriate credit at the end of the semester.

### Responsibilities

- Provide students with requirements for earning college credit for internship experience
- Serve as adviser to interns throughout the semester, providing constructive feedback and guidance
- Address any questions or concerns that arise during the internship; intervene when a problem is presented and work toward an equitable solution in a timely manner
- Contact each site supervisor during the semester to solicit performance feedback for the interns (this may also be done by the student)
- Review student papers and site supervisor evaluation forms
- Submit a final grade based on the quality of academic work assigned, attendance at and participation in scheduled meetings, and the site supervisor's feedback

## Intern

The student who accepts an internship with a company and is earning college credit, meets student institution's internship standards and requirements. Roles and responsibilities may vary by institution.

## Responsibilities

- Register for internship the semester prior to participating in the internship – be aware of the deadline dates established by the institution's registrar
- Review internship listings and contact potential sites; interns are responsible for securing their own internship
- Attend all scheduled meetings and seminars at the site and the educational institution; to submit completed project assignments on or before the due date; and to meet all deadlines for internship-related school assignments – remember internships are letter graded. Students can and will receive failing grades for not completing all of the requirements of the internship
- Consistently and actively seek guidance and constructive feedback from the internship site supervisor during internship
- Act professionally by adhering to an established work schedule, arriving on time, dress appropriately, and following through on projects and tasks in a timely and diligent manner

## UNDERSTANDING WHAT MAKES AN INTERNSHIP A POSITIVE EXPERIENCE

As an employer, your goal should be to offer students an experience that will prepare them for the workforce. Here are few things to consider to create an engaging and solid learning opportunity for your internship program:

## COMMON SUPERVISORY CONCERNS

- No two interns are alike.
- Develop ways of communicating and working together, which incorporate and respect differences in styles.
- If a problem occurs the best strategy is usually to talk directly with the intern.
- If the site supervisor feels uneasy or unsure about bringing up a problem, placing a call to the internship coordinator/student supervisor may be helpful.
- The intern will typically be happy to listen to the situation and offer support and/or suggestions.
- If the problem involves the faculty sponsor, contacting the student is recommended.

Keep in mind that interns are generally enrolled in several courses and sometimes have outside jobs along with their internships. One of the challenges of an internship is to make the most of a time-limited experience. Setting realistic goals from the beginning and revising those goals if they turn out to be inadequate or overwhelming is an important part of the learning/negotiating process in an internship.

# RECRUITING AND HIRING INTERNS

## GETTING THE WORD OUT

Start the search at least three months in advance of the internship, be diligent and thoughtful in the search, and understand what it is that they are looking for in an experiential learning opportunity. With that in mind, you should think similarly: promote early (usually, the semester before the internship is scheduled to begin), and be very clear about the internship expectations and what you are offering. Take advantage of college career fairs and our web site, [www.internintulsa.com](http://www.internintulsa.com), where you can post your internship opportunity for no cost.

### Internship Announcements

Students respond well to detailed and clearly written internship postings that include the following:

- **Company background, information & web site**
- **Intern responsibilities**
  - What will the duties and responsibilities of the internship include?
  - If there are specific projects dedicated to the intern, what will they entail?
  - Internships offer a learning component and should be conveyed in the description of the duties.
  - Opportunities should not be more than 20 – 30% clerical in nature.
- **Qualifications**
  - These may range from Career Technology skills, Associate Degrees, Bachelor Degrees, Masters Degrees, EdD's or PhD's.
  - Specify what academic background you prefer including field of study or major, GPA, academic level, etc.
  - Required skills the student must possess; computer, language, software, technical, writing ability, etc.
- **Schedule**
  - Institutions require that students work a minimum number of hours a week for a designated period of time during the semester.
  - Specify the number of hours that will be required of the student, and any additional requirements; evenings, weekends, particular days, etc.
- **Compensation**
  - Internships can be compensated or uncompensated depending on the workforce environment and/or company structure.
  - If the internship is to be a compensated position, the pay depends on the duties and responsibilities required of the intern, as well as the skills and qualifications the student possesses.
  - Higher wages are usually offered to graduate students and/or students with specialized skills.
- **Contact Information**
  - Include the name and contact information for the person who will be hiring interns.
  - Students should be prepared to mail, fax, or email a cover letter and resume.

\*Sample internship announcements included in appendix

# internintulsa.com

## Website Connecting Students to Businesses

Be sure to post your internship opportunity on [www.internintulsa.com](http://www.internintulsa.com), a free web site listing for Tulsa internship opportunities. Students will be directed to the site through promotional items, flyers, ads with universities, through college career centers as well as college career fairs and the TYPros' social media sites. Through internintulsa.com, students can easily navigate the site searching by major for possible opportunities in the Tulsa metro region.

This site will allow you to post internship opportunities directly on the site. It's easy. Just visit [www.internintulsa.com](http://www.internintulsa.com) to submit.

## Utilizing TYPros as a Recruitment Resource

TYPros and the Tulsa Metro Chamber promote InternInTulsa.com through various online and print marketing initiatives. Utilize them to help you market Tulsa as a great place to start a career. Also, TYPros is available to assist with recruitment efforts including:

- Providing tours of Tulsa showing prospects areas that appeal to young professionals
- Speaking engagements promoting Tulsa as a great place to live and highlighting many advantages
- Assisting with entertaining recruits and getting them involved in the community
- Providing instant networking connections to Tulsa's Young Professionals, the fastest growing YP group in the nation
- TYPros Summer Intern Series—several events hosted throughout the summer to help interns network and explore the city

## College Career Fairs and Relationships with Colleges

Colleges and universities provide the link to a talented pool of internship candidates. Try to attend college career fairs to recruit quality interns. The Tulsa Metro Chamber and Tulsa's Young Professionals promote Tulsa as a great place to live, work and play.

Post your internship opportunities on a variety of college web sites. Also, form relationships with college career services departments so they are knowledgeable about your company and know that your company is looking for interns. Visit <http://www.univsource.com/ok.htm> or [www.okhigstudented.org](http://www.okhigstudented.org) for a listing of Oklahoma colleges and universities.

## TULSA'S LIVE, WORK & PLAY QUALITY OF LIFE

Utilize TYPros as a way to promote Tulsa. Interns may visit one of our websites to learn more about the benefits of living and working in Tulsa

– [www.TYPros.org](http://www.TYPros.org) [www.ChooseTulsaJobs.com](http://www.ChooseTulsaJobs.com) or [www.internintulsa.com](http://www.internintulsa.com).

## INTERVIEWING

Interviews are important for both the students and the employers. The interview process is part of the learning experience and offers you the opportunity to meet potential candidates. The employer and student should discuss learning and work-related expectations to ensure the student will be the right match for the opportunity. Introduce the student to individuals with whom student will be working with over the course of the internship. Be very clear about the responsibilities and what the internship entails.

#### **Sample Interview Questions:**

- Tell me about yourself including your background and qualifications.
- How did you choose your major?
- What classes are you taking in college to prepare you for this field?
- Tell me about how you've overcome a past challenge?
- Tell me how you've demonstrated skills that would apply to our internship opportunity.
- Why are you interested in an internship with our company or organization?
- What experience do you hope to gain from this internship?
- What computer programs are you familiar with – make it specific to internship needs.
- Are you planning on obtaining college credit for the internship?
- How many hours would you be able to work? What days or hours will you be available to work?

#### **Hiring an Intern**

When you've found the right candidate for the internship, offer them the position and follow your employee hiring procedure, including confirming first day details.

#### **First day details:**

- Start date
- Time to report
- Who do they report to
- Parking information
- Dress code
- Work schedule
- Confirm paid or unpaid
- What documents will they need to complete paperwork
- Contact information for questions

Also, notify other applicants that the internship position has been filled, especially those that were interviewed.

\*Sample rejection letter included in appendix

## **ORIENTING AND SUPERVISING INTERNS**

# STEPS FOR A SUCCESSFUL INTERNSHIP EXPERIENCE

## Orientation, On-boarding and Managing Interns

Be prepared and ready to welcome your new interns on their first day. Provide orientation to the work site, good communication among the staff and partners involved, and consistent supervision. Listed below are some suggestions for getting started off on the right foot.

### Internal Preparation

- Identify work space and have area ready to go on the interns first day.
- Phone, computer/email set up and security login (if applicable).
  - o Add intern to applicable and appropriate email distribution list(s).
- Basic supplies; chair, pen, paper, etc.
- Confirm interns start with employees who will have direct contact with the intern; role, responsibilities and schedule.
- Determine and confirm intern's work schedule.
- Provide staff list, directions for phone, voice mail, fax and copier usage, any specialized computer software, the company email system, etc.

### Orientation & On-boarding

- Complete necessary paperwork for time, attendance and payroll.
- Review company policies and dress code - provide intern with a company handbook if appropriate.
- Share company overview, mission, values and goals.
- Confirm functions, services, and procedures of the assigned agency/department and its relationship to the larger organization.
- Provide brochures, manuals, reports, and/or journals pertinent to the organization and field including organizational chart if applicable.
- Familiarize intern with facility – possibly with a tour; break room(s), bathroom(s), departments, copiers/printer, etc.
- Introduce intern to team members, colleagues and support staff
- Ensure the intern's safety.
- Provided information related to company activities or internal groups/committees that may help get the intern engaged with your company culture.

### Starting off on the Right Foot

- Provide a pre-internship interview or evaluation to be used as a guide for measuring learning.
- Clarify what is expected of the student with respect to deadlines, dress, quality of work, degree of independence, and confidentiality of certain information.
- Discuss specific projects the intern will be working on and explain how these projects fit into the larger picture and goals of the organization.
- Review goals and expectations.
- Students should not be placed in dangerous situations and should understand the risks involved in certain circumstances. Training should be provided on how to handle specific situations.

From semester to semester you will find that interns come to an internship with varying skills and strengths. Some students will need more guidance than others, and some will pick up on things more quickly. All of these characteristics should be taken into consideration when tasks and projects are assigned.

### Ongoing Supervision and Training

- In the first few weeks, get to know the student and develop an understanding of strengths, working and learning styles, maturity level,

and confidence.

- Schedule a regular meeting time (preferably weekly) with the intern to go over questions, discuss and evaluate progress on assignments, assign new responsibilities and to evaluate the internship experience in general.
- Students will learn the most by interacting with and observing the people and situations that are commonplace to the organization. Opportunities should exist that will allow the student to observe professionals at work in meetings and activities and encourage them to participate and contribute when appropriate.
- Be approachable and open to questions.
- Provide interns with a range of projects, so they are challenged and experience many different aspects while on the job.
- Explain to the intern how decisions are made. What are the alternatives and how conclusions are reached.
- Discuss career opportunities in the field; appropriate preparatory course work, and career paths of colleagues.

### **College Credit Internship**

If the intern is earning college credit for an internship, you may need to assist with the following (each college may have varying requirements):

- **COLLEGE/AGENCY MEMO OF UNDERSTANDING:** The organization will receive the memo of understanding at the beginning of the internship. This document clarifies the responsibilities of the college and those of the agency and must be signed and returned by the organization within the first week of the internship.
- **MID-SEMESTER EVALUATION:** At the mid-point in the semester, the site supervisor may be asked to complete an evaluation form to assess the intern's work to date. Discuss the evaluation with the intern. Share positive feedback and recommend areas for improvement. It is suggested site supervisors solicit feedback from the student on his/student perceptions of the internship.
- **FINAL EVALUATION:** Toward the end of the internship, the site supervisor will complete the final evaluation form to assess the intern's work throughout the semester. This is an opportunity to provide the intern with feedback on their performance overall as well as progress made since the mid-semester evaluation. It is highly suggested that the site supervisor discuss the evaluation with the intern and solicit feedback from the student on his/student perception of the internship experience.

### **Fostering Growth**

Students will learn the most by interacting with and observing the people and situations that are a commonplace to the organization.

Furthermore, follow up with students through regular meetings that will allow them to solicit feedback on projects, meetings, and their overall progress. These meetings will also help to synthesize what the student is seeing and learning.

As an intern supervisor, you use all the skills necessary in any effective supervisory relationship:

- Providing leadership
- Motivating
- Delegating
- Communicating
- Developing and training
- Evaluating
- Networking and introductions

Additionally, the student will look to you as a mentor who will assist their transition from the classroom to the work environment. Since the internship is an extension of the learning process, you will need to provide opportunities to bridge the two experiences.

We suggest that you meet with your interns regularly to provide feedback concerning their performance. During these meetings, the students can:

- Report on the status of the project
- Ask questions
- Learn how their work is contributing to the organization
- Participate in an evaluation of their strengths
- Discuss areas needing growth and development
- Get a sense of what kind of work lies ahead

At the same time you will have an opportunity to coach, counsel and reinforce positive attitudes and performance.

You should anticipate that you will have some interaction with your student's internship coordinator through telephone calls, onsite visits, and written evaluations. Such persons will help you find a solution if difficulties occur with attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts. Get in touch with the college contact if the internship conditions must be altered; supervisor change, project delays, internal staff changes, or other unanticipated changes.

## WHAT INTERNS WANT

- **Real work!** Interns want to work and learn. They can help you get a job done that you couldn't otherwise do. Utilize their skills well.

- **Do what you say, and say what you do!** Be honest about what the job entails to keep expectations realistic.
- **Feedback!** Interns are students and need information to assist with developing business skills and experience.
- **We want to be included!** Integrate your intern into the team as much as possible; staff meetings, project discussions, lunches and normal office functions.
- **Be clear and concise - please explain.** When assigning work, make sure you give a detailed explanation. It may seem trivial and obvious to you but this is new to an intern. Remember: Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.
- **I want a mentor!** Assign a mentor and/or supervisor to provide guidance. Make it someone who truly likes to teach and the experience will be even better.
- **A minute of your time.** An intern may not speak up if they aren't engaged, comfortable and part of the conversation or process. As a supervisor you should make yourself available to the intern for questions and feedback.
- **Show me the money (as best you can).** Interns have expenses. Your organization may not be able to pay much, but anything helps. Pay for parking, take them out to lunch every so often or develop some other creative way to assist and reward them.

## SETTING UP A WORK SCHEDULE

The number of hours per week that an intern is required to devote depends on the number of credits student is registered or how many hours are agreed upon by the intern and company. The general expectation is that students will work a minimum of 150 hours of service to the sponsoring organization for a three (3) credit hour internship. Typically students who complete internships during the academic year meet this requirement by working 12-15 hours per week for 10-12 weeks. Summer interns have more flexibility, as they are typically not taking classes. Summer internships are usually arranged on a part-time or full-time basis lasting from 10 to 15 weeks.

Following is a guide reflecting the number of work hours need to fulfill specific credit hour requirements. This is only a guideline and the student is primarily responsible for ensuring he or student meets the required objective.

<u>Credit hours earned</u>	<u>Hours worked on Internship</u>	<u>Hours worked per week</u>	<u>Recommended number of weeks</u>
2	100	8-10	10-12
3	150	12-15	10-12
4	200	16-20	10-12

## INTERN EVALUATIONS

Successful internships typically happen when informal evaluations are ongoing. These meetings provide interns with predictable times for questions, reactions, and feedback. Formal evaluations typically occur twice during the internship.

## EVALUATIONS

---

Feedback is most valuable when offered objectively and in a supportive, encouraging manner. Identify where the intern is doing a good job and provide specific examples of areas and ways. Helping an intern to see a personal or professional area which needs improvement and assisting the intern in developing a plan to do so is equally beneficial. Too frequently, critical comments are left until the final evaluation when the student can no longer use the practical setting of the organization for improvement. Some supervisors hesitate to criticize an intern's performance out of concern for the student's final grade.

Remember that the intern is ultimately graded on the basis of the learning derived from the work experience, not from the successful performance of work assignments alone. Be sure to solicit insights and suggestions from the intern about the assigned projects or about the organization's operation at this time. When invited to do so, interns often contribute helpful information. Please contact the internship coordinator if you have any questions about the evaluation process.

### PROGRAM EVALUATIONS

Evaluations should be put in place where the intern is able to provide feedback on their internship experience. This may provide a new perspective on ways to enhance your internship program.

### DISMISSAL OF AN INTERN

Dismissal of an intern should only occur in severe cases and should involve someone from management and/or human resources. Keep in mind interns may be more immature than your employees and may have an adjustment period while familiarizing them with a new work environment. Be as understanding as possible and help guide them through the process and be available to answer questions. Utilize evaluations as a tool to provide feedback on their performance and progress. Constructive criticism can often improve a less than ideal internship experience. If you must dismiss an intern, be sure to go through the proper channels at your company and be sure to consider any possible legal ramifications.

\*Sample evaluation forms included in appendix

Tulsa's Young Professionals and the Tulsa Metro Chamber are proud that you are exploring or implementing an internship program or expanding a current one. These efforts will help to attract and retain young talent in the Tulsa Metro region, thus working to eliminate the brain drain. We trust that hosting an intern will prove to be a win-win for all involved as well as for Tulsa's economic outlook.

## CLOSING REMARKS & RESOURCES

### Resources

National, member organizations can offer excellent assistance. The following organizations, and their regional and/or statewide affiliates, should be consulted:

National Association of Colleges & Employers (NACE) – [www.naceweb.org](http://www.naceweb.org)

Oklahoma State Regents for Higstudent Education – [www.okhigstudented.org](http://www.okhigstudented.org)

UnivSource - <http://www.univsource.com/ok.htm>

Cooperative Education and Internship Association (CEIA) - [www.ceiainc.org](http://www.ceiainc.org)

Oklahoma Association of Colleges and Employers (OKACE) - [www.okace.org](http://www.okace.org)

National Society for Experiential Education (NSEE) - [www.nsee.org](http://www.nsee.org)

JobSTART 101- [www.jobstart101.org](http://www.jobstart101.org)

We recommend partnering with your local college and university placement offices and/or career services offices to make the most of your internship program. They can be a resourceful partner and have a vested interest in seeing your program succeed.

\*For additional information about starting an internship program, you may be interested in contacting Z University at [www.zuniversity.org](http://www.zuniversity.org).

\*\*Sample confidentiality agreement & internship waiver included in appendix

## APPENDIX

### SAMPLE INTERNSHIP ANNOUNCEMENT

*(courtesy of Schnake Turnbo Frank, Inc.)*

#### **Public Relations Internship with Schnake Turnbo Frank, Inc.**

**Purpose:** The purpose of the position is to assist the firm in project planning, research and implementation for a variety of clients.

**Qualifications:** Applicants should have completed at least two years in college studying public relations, journalism, marketing, communications or a related field. Strong writing, organizational and inter-personal skills are required.

**Hours:** Interns are needed to work 15-20 hours per week for the spring and fall.

**Salary:** Interns receive an hourly salary and are paid weekly. College credit may also be available.

**Job Description:** Interns will be required to perform the following tasks:

1. Conduct research and maintain databases on an assortment of projects. Examples include maintaining media lists, tracking media results, maintaining resource library, obtaining vendor bids, and conducting online research.
2. Participate in staff creative sessions to brainstorm ideas for current and potential clients.
3. Assist staff in managing a variety of client projects. May include everything from planning special events, news conferences and seminars, to proofreading, copywriting, and developing creative concepts.
4. Participate in some client meetings.
5. Provide limited amount of administrative support.
6. Other duties as assigned.

**About the Firm:** Founded in 1970, Schnake Turnbo Frank has established a broad reputation for integrity and performance. From publicly held companies and educational institutions to private corporations and professional services firms, Schnake Turnbo Frank provides comprehensive public relations consulting and communication services to a wide range of clients. The firm is located at 400 S. Boston, in downtown Tulsa. For more information, visit [www.stfpr.com](http://www.stfpr.com).

**To Apply:** Send a cover letter, resume and writing samples to Seth Spillman, Schnake Turnbo Frank, Inc., 400 S. Boston, Suite 500, Tulsa, OK 74103, or email [sspillman@stfpr.com](mailto:sspillman@stfpr.com).

**Questions?** Call (918) 582-9151.

## SAMPLE INTERNSHIP ANNOUNCEMENT

*(courtesy of Bank of Oklahoma)*

### **Bank of Oklahoma Financial Internship**

Are you looking for a valuable, rewarding, challenging, yet fun way to spend your summer? Well then, an internship with BOK Financial is exactly what you seek. Internships are the ideal way to gain real-life experience, apply what you've learned in college, and get to know more about a company that you may be considering for full-time employment. Interning with BOK Financial will allow you to explore a career in the financial services industry while working side by side with our talented employees, the very people who are at the heart of our success. A limited number of internships are available in our Commercial Lending and Private Financial Services divisions. Our intern program targets high-potential students who have demonstrated leadership in academics, work experience, and extracurricular activities. We are primarily looking for students majoring in Finance or Accounting with a minimum GPA of 3.4 who are a year or less away from graduation. However, it is equally important that a student exhibits a high-level of interest and ability and be well rounded as well as technically educated. During the summer, in addition to work projects, interns will participate in activities including organizational overviews, social outings, training opportunities, and lunch with BOK Financial executive leaders. At the end of the summer, interns will have the opportunity to interview with BOK Financial for full-time employment in our Accelerated Career Track program. An internship is the best line of attack for you to experience first-hand why BOK Financial is the bank of choice.

**Application Instructions:** If you are interested in pursuing an internship opportunity with BOK Financial, apply via OSU, OU, or TU's career services center.

## SAMPLE REJECTION LETTER



<date>

Thank you for your interest in the advertising/public relations internship with the Tulsa Metro Chamber and Tulsa's Young Professionals. After reviewing several impressive resumes and undergoing the interview process, we have selected our interns for this summer. We will look for interns again in the fall and spring, if you're interested we would love for you to apply again. Thank you and best of luck with your college career and internship search.

Also, we hope you'll decide to make Tulsa your home after college and if so, I encourage you to get involved with Tulsa's Young Professionals upon graduation.

Sincerely,

<name>

## SAMPLE EMPLOYER EVALUATION OF STUDENT INTERN

Student: \_\_\_\_\_

Organization: \_\_\_\_\_

- 1 Unsatisfactory - never demonstrates ability/does not meet expectations
- 2 Uncomplimentary - seldom demonstrates ability/rarely meets expectations
- 3 Fair - sometimes demonstrates ability/meets expectations
- 4 Commendable - usually demonstrates ability/sometimes exceeds expectations
- 5 Exceptional - always demonstrates ability/consistently exceeds expectations

If any criteria are not applicable to this internship experience, please leave the response blank.

### A. Ability to Learn

- |                                                 |   |   |   |   |   |
|-------------------------------------------------|---|---|---|---|---|
| 1. Asks pertinent and purposeful questions      | 1 | 2 | 3 | 4 | 5 |
| 2. Seeks out and utilizes appropriate resources | 1 | 2 | 3 | 4 | 5 |
| 3. Accepts responsibility for mistakes          | 1 | 2 | 3 | 4 | 5 |
| 4. Learns from experience                       | 1 | 2 | 3 | 4 | 5 |

### B. Reading/Writing/Computation Skills

- |                                                          |   |   |   |   |   |
|----------------------------------------------------------|---|---|---|---|---|
| 1. Reads/comprehends/follows written materials           | 1 | 2 | 3 | 4 | 5 |
| 2. Communicates ideas and concepts clearly in writing    | 1 | 2 | 3 | 4 | 5 |
| 3. Understands mathematical procedures related to duties | 1 | 2 | 3 | 4 | 5 |

### C. Listening & Oral Communication Skills

- |                                                           |   |   |   |   |   |
|-----------------------------------------------------------|---|---|---|---|---|
| 1. Listens to others in an active and attentive manner    | 1 | 2 | 3 | 4 | 5 |
| 2. Effectively participates in meetings or group settings | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates effective verbal communication skills     | 1 | 2 | 3 | 4 | 5 |

### D. Creative Thinking & Problem Solving Skills

- |                                                     |   |   |   |   |   |
|-----------------------------------------------------|---|---|---|---|---|
| 1. Breaks down complex tasks into manageable pieces | 1 | 2 | 3 | 4 | 5 |
| 2. Brainstorms/develops options and ideas           | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates an analytical capacity              | 1 | 2 | 3 | 4 | 5 |

### E. Professional & Career Development Skills

- |                                                             |   |   |   |   |   |
|-------------------------------------------------------------|---|---|---|---|---|
| 1. Exhibits self-motivated approach to work                 | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrates ability to set appropriate priorities/goals | 1 | 2 | 3 | 4 | 5 |
| 3. Exhibits professional behavior and attitude              | 1 | 2 | 3 | 4 | 5 |

### F. Interpersonal & Teamwork Skills

- |                                                         |   |   |   |   |   |
|---------------------------------------------------------|---|---|---|---|---|
| 1. Manages and resolves conflict in an effective manner | 1 | 2 | 3 | 4 | 5 |
| 2. Supports and contributes to a team atmosphere        | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates assertive but appropriate behavior      | 1 | 2 | 3 | 4 | 5 |

## SAMPLE EMPLOYER EVALUATION OF STUDENT INTERN

*(continued)*

### G. Organizational Effectiveness Skills

1. Seeks to understand/support company's mission/goals	1	2	3	4	5
2. Fits in with norms and expectations of the organization	1	2	3	4	5
3. Works within appropriate authority	1	2	3	4	5

### H. Basic Work Habits

1. Reports to work as scheduled and on-time	1	2	3	4	5
2. Exhibits a positive and constructive attitude	1	2	3	4	5
3. Dress/appearance are appropriate for this organization	1	2	3	4	5

### I. Character Attributes

1. Brings a sense of values and integrity to the job	1	2	3	4	5
2. Behaves in an ethical manner	1	2	3	4	5
3. Respects the diversity of co-workers	1	2	3	4	5

### J. Open Category: Industry-Specific Skills

Are there any skills or competencies that you feel are important to the profession or career-field (represented by your organization) that have not been previously listed in this evaluation? If so, please list these skills below and assess the intern accordingly.

1. _____	1	2	3	4	5
2. _____	1	2	3	4	5
3. _____	1	2	3	4	5

### K. Comments:

### L. Overall Performance (if I were to rate the intern at the present time)

Unsatisfactory		Poor			Average			Good		Outstanding	
0	1	2	3	4	5	6	7	8	9	10	
(F	D	D+	C-	C	C+	B-	B	B+	A-	A)	

This assessment was reviewed with the intern on (Month/Day/Year) \_\_\_\_\_ .

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Position: \_\_\_\_\_ Telephone: \_\_\_\_\_

## SAMPLE BOK FINANCIAL COMMERCIAL INTERN EVALUATION

Intern Name \_\_\_\_\_

Supervisor Name \_\_\_\_\_

Department \_\_\_\_\_

Date \_\_\_\_\_

Please describe in detail what your intern will work on this summer:

Please evaluate the Intern's performance while working in your area. Indicate the rating for each goal and performance attribute that most accurately describes the performance of the individual being appraised. Your feedback will be shared with the intern in order to improve performance and enhance personal development.

<b>Outstanding = O</b>	<b>Exceeds Expectations = E</b>	<b>Fully Meets Expectations = M</b>	<b>Needs Improvement = N</b>	<b>Unsatisfactory = U</b>
Performance substantially exceeds expected results and objectives on a continual basis. Demonstrates extraordinary and exceptional achievements in all major areas of responsibility.	Performance exceeds expected results and objectives on a frequent basis. Demonstrates exceptional achievements, especially in the critical areas of responsibility.	Performance fully meets all expected results and objectives. Demonstrates success and is completely and fully satisfactory.	Performance is noticeably less than expected in achieving results and objectives. Remedial action is required.	Performance is seriously deficient and achievements do not meet requirements of the job. Remedial action is required.

GOALS

Mid Summer Rating

End of Summer Rating

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## SAMPLE BOK FINANCIAL COMMERCIAL INTERN EVALUATION

*(continued)*

PERFORMANCE ATTRIBUTES	Mid Summer Rating	End of Summer Rating
Commitment/Initiative to Task _____		
Written Communication _____		
Spoken Communication _____		
Decision Making & Problem Solving _____		
Peer Relations & Teamwork _____		
Assertiveness _____		
Innovation & Creativity _____		
Drive for Results _____		

COMMENTS:

Please return to internship coordinator/HR professional via e-mail.

## SAMPLE STUDENT EVALUATION OF INTERNSHIP

Please respond to the following questions regarding your internship experience.

The purpose of this form is to provide opportunity for frank appraisal of the internship location.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Location: \_\_\_\_\_ Supervisor: \_\_\_\_\_

### 1. Please rate the following aspects of your internship experience on the basis of this scale:

(1) Poor (2) Fair (3) Good (4) Excellent

#### Site

Physical environment was safe	1	2	3	4
An orientation was provided to the organization	1	2	3	4
Adequate resources were available to accomplish projects	1	2	3	4
Co-workers were accepting and helpful	1	2	3	4

#### Supervisor

Supervisor provided a clear job description	1	2	3	4
Regular feedback was provided on my progress and abilities	1	2	3	4
An effort was made to make it a learning experience for me	1	2	3	4
Provided levels of responsibility consistent with my abilities	1	2	3	4
Was supportive of the agreed-upon work days and hours	1	2	3	4

#### Learning Experience

Work experience related to my academic discipline/career goal	1	2	3	4
Opportunities were provided to develop communication skills	1	2	3	4
Opportunities were provided to develop interpersonal skills	1	2	3	4
Opportunities were provided to develop creativity	1	2	3	4
Opportunities were provided to develop problem-solving skills	1	2	3	4
This experience has helped prepare me for the workplace	1	2	3	4
Overall Value Rating for this Internship	1	2	3	4

Feel free to explain any of your responses to the above criteria here:

2. Would you work for this supervisor again? \_\_\_ Yes \_\_\_ No \_\_\_ Uncertain

3. Would you work for this organization again? \_\_\_ Yes \_\_\_ No \_\_\_ Uncertain

4. Would you recommend company to other students? \_\_\_ Yes \_\_\_ No \_\_\_ Uncertain

## SAMPLE CONFIDENTIALITY AGREEMENT

This Confidentiality Agreement ("this Agreement") is made and entered into this <date>, between <insert company name> and First Name Last Name ("Student"), but <insert company name> and Student may sometimes be referred to as "the Parties", or as a "Party" when used in the singular.

### WITNESSETH:

1. As used in this Agreement, CONFIDENTIAL INFORMATION shall mean all information owned, controlled or disseminated to Student by <insert company name>, including, but not limited to, correspondence (internal and otherwise), data, compilations, surveys, statistical analyses, summaries, reports, raw data, figures, results and such other forms of information that Student would not have come in contact with but for Student observing one or more special projects under the supervision of <insert company name>.
2. By Student's signature below, Student represents and warrants to <insert company name> that Student is of lawful age to contract, has read and fully understands this Agreement or has sought competent legal advice or has waived the seeking of such advice, and is fully aware of the rights and obligations of the Parties under this Agreement.
3. Student has agreed to observe only one or more special projects under the supervision of <insert company name>. Student understands, and agrees, that in the course of observing in conjunction with such special projects that Student will come in contact with CONFIDENTIAL INFORMATION and that <insert company name> expects Student to treat such CONFIDENTIAL INFORMATION as privileged, confidential, proprietary, sensitive, and deserving of the highest degree of care so as not to divulge, or cause to be divulged, under any circumstances, such CONFIDENTIAL INFORMATION to any unauthorized third party.
4. Student also understands, and agrees, that at all times (even after Student has completed Student's observation) the CONFIDENTIAL INFORMATION will remain the exclusive property of <insert company name>, and that Student will not make use of, either directly or indirectly, or disclose, publish, or otherwise reveal any CONFIDENTIAL INFORMATION which Student has received from <insert company name> to anyone, whether an individual or a business entity, by any means whatsoever, except with express prior written authorization from <insert company name>, which authorization <insert company name> may refuse for any reason or for no reason.
5. Student shall use reasonable efforts to prevent disclosure of the CONFIDENTIAL INFORMATION to any third party. Student shall immediately report to <insert company name> any disclosure (known to or by Student) to an unauthorized third party of CONFIDENTIAL INFORMATION, and to assist <insert company name> in a reasonable manner in the recovery of such disclosed CONFIDENTIAL INFORMATION.
6. Student understands, and agrees, that any violation of this Agreement by Student will cause immediate and irreparable injury to <insert company name>, and that, in addition to any remedies available at law, <insert company name> also shall be entitled to seek and obtain equitable relief from a court of competent jurisdiction. Student hereby waives any objection or defense to <insert company name> seeking such equitable relief. Such equitable relief may include, but is not limited to, temporary restraining orders, preliminary injunctions and permanent injunctions against

## SAMPLE CONFIDENTIALITY AGREEMENT

*(continued)*

Student and/or any third party to whom a disclosure has been made. It is further understood and agreed by Student that no failure or delay by <insert company name> in exercising any right, power or privilege under this Agreement shall operate as a waiver of <insert company name>'s rights under this Agreement.

7. In the event Student is requested or required (by oral question, interrogatories, requests for information or documents, subpoena, civil investigative demand or similar process) to disclose any CONFIDENTIAL INFORMATION supplied to Student in the course of Student's dealings with <insert company name>, it is agreed that Student will provide <insert company name> with prompt notice of such request. 21
8. If any provision of this Agreement is determined to be invalid or unenforceable in whole or in part, it shall be deemed not to affect or impair the validity of the remaining provisions. The Parties acknowledge that they fully understand this Agreement and that all covenants and provisions are reasonable and valid, and all defenses to the strict enforcement of this Agreement are hereby waived.
9. This Agreement will be governed, interpreted and enforced according to the laws of the State of Oklahoma, without regard to principles of conflicts of laws.
10. If a lawsuit is brought against Student for a willful violation of this Agreement, and <insert company name> prevails in the lawsuit, in addition to all other damages that <insert company name> is awarded, <insert company name> shall also be entitled to an award of its reasonable attorney fees, all court costs, and the costs of prosecuting its civil lawsuit.
11. It is understood, and agreed, that Student will not be paid by <insert company name> for rendering any service or turning over any work product to <insert company name> in conjunction with the special projects which Student will be observing.
12. This is the full and complete agreement and understanding between the Parties. No oral discussions, negotiations, representations, promises or understandings will survive the execution of this Agreement. This Agreement may not be modified without the express, written agreement of the Parties.

### ACCEPTED AND AGREED:

STUDENT

By: \_\_\_\_\_

Name: \_\_\_\_\_

Interns full name

COMPANY By: \_\_\_\_\_

Director – Human Resources

Date: \_\_\_\_\_

## SAMPLE INTERNSHIP WAIVER

I certify that I am offering my services to <the company> on a volunteer basis. I understand that I will receive no pay, benefits or other privileges of employment of any kind for my services. I further understand that I am not eligible for worker's compensation benefits if I am injured or become ill as a result of my volunteer work, and I am not eligible for unemployment compensation benefits when my volunteer assignment ends. I also certify that I have not been promised and have no expectation that I will receive a paid position as a result of my volunteer work.

I certify that I am a bonafide student at \_\_\_\_\_ (institution) and that I intend that the proposed volunteer work be counted as academic course credit toward a recognized degree plan at this institution. However, I understand I must complete the work in a satisfactory manner and meet all requirements of the course to receive credit.

Signature \_\_\_\_\_ Date \_\_\_\_\_



internintulsa.com

TULSA REGIONAL CHAMBER

Tulsa's Young Professionals

THE FORGE  
Powered by TYPROS

choose  
Tulsa jobs  
.com

LET'S DO BUSINESS

tulsa's future

TULSA  
WHERE BUSINESS GROWS

Tulsa Sports Commission

onevoice

VISIT TULSA

SourceLink  
POWERED BY TULSA METRO CHAMBER