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Dear Tulsa Area Employer:

The mission of Tulsa’s Young Professionals (TYPros) is to attract and retain young professionals in the Tulsa metro region. With baby boomers retiring at a record pace, it is more important than ever to attract and retain young professionals in our city and eliminate “brain drain,” the loss of talented young workers filtering to other cities in order to enjoy a prosperous future in Tulsa.

Tulsa’s Young Professionals needs your help to attract and retain young talent in our area. We encourage you to make an important decision regarding your business and the continued growth of our city by committing to incorporate internships into your business model or to expand your current internship program.

This internship guide, “Hire Education” will assist in creating or enhancing your company internship program. Plus, searching for interns just got easier. You may post internship opportunities for FREE on our new web site, www.internintulsa.com, which is actively promoted to college students through career fairs, career centers and advertising.

The benefits of internships are real. Internships provide students with real life work experience which better prepares them for the workplace upon graduation. Internships are an inexpensive way to influence your organization’s productivity and train your potential workforce. In addition, interns tend to bring new energy and a fresh perspective to an organization.

Tulsa’s Young Professionals is committed to attracting and retaining young talent within the Tulsa Metro area. Young talent is crucial to the future of Tulsa and if we can impress them as interns, hopefully, they will choose Tulsa to launch their career.

In an effort to connect interns with our city, be on the lookout for events where interns will learn more about Tulsa and meet other interns as well as area young professionals.

Thank you in advance for your commitment to this program. We believe that this is a step in the right direction to eliminate “brain drain” in our city.

Sincerely,

Karisha Arnett
2009 TYPros Chair
Arvest Next, Vice President
Tulsa Area Companies:

The Tulsa region is experiencing a workforce shortage and within the next five years, a shortage today will be a crisis tomorrow. Efforts to attract and retain a talented workforce must be equivalent to efforts to attract new jobs.

The Tulsa Metro Chamber’s economic development plan, Tulsa’s Future, is on target to create 10,000 new, high-quality jobs within five years, but one of the most critical challenges facing our employers today is the ability to find and hire qualified employees.

The nation’s hottest commodity in the next decade is talented, young professionals and metro regions all face a growing competition to attract and retain college graduates to supply its future workforce.

In 2004 the Chamber launched Tulsa’s Young Professionals (TYPros) as its first phase of workforce attraction. With more than 5,000 members, TYPros is now considered one of the largest and fastest-growing groups in the nation.

Research shows the more involved a college student is within a community prior to graduation the more likely he or she will remain in the community post graduation. We are glad that you have taken the first step to developing an internship program or expanding an existing program. In addition to utilizing this guide, also take advantage of posting opportunities for FREE on www.internin Tulsa.com.

This initiative will help us to retain our best and brightest employees upon college graduation. Thank you for participating in this exciting workforce attraction program.

Sincerely,

David Page  
Chairman of the Board  
Tulsa Metro Chamber  
Market President  
JP Morgan Chase & Co.

The Honorable Kathy Taylor  
Mayor, City of Tulsa

Steve Malcom  
Vice Chairman of the Board  
Tulsa Metro Chamber/Tulsa’s Future  
Chairman, President & CEO  
Williams
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 employer commitment
- Proven, cost-effective way to recruit and evaluate potential employees
- Year-round source of highly motivated pre-professionals
- Students bring new perspectives
- Increased visibility of your organization on campus
- Quality candidates for temporary or seasonal positions and projects
- Freedom for professional staff to pursue more creative 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
An internship is an opportunity for a student to work and participate on assignments which will benefit an organization, and in return the student is offered an opportunity to learn new skills, expand her/his 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/or personal development
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. For this reason, we recommend that routine work (which is part of everyone’s job) be limited to 20 percent of the intern’s time if possible.

Intern ≠ Regular Staff Member

An intern, whether paid or unpaid, is not the same as a regular employee. He or she is hired for the short-term and has a short-term perspective. Seeing results is important, and in the short time the intern is with an organization, the student should be able to accomplish something valuable and tangible. That is why it is recommended that a specific project with a beginning and an end is built into an internship assignment. He or she is expected to perform in a professional manner, observing the organization’s rules and procedures as other staff members would.

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. Although some report that their internships are the most interesting and challenging learning experiences, these students are juggling many demands of their time and energies. Realistic time management skills play an integral part of what students learn from internships.

Make sure that the internship provides learning opportunities and that the intern could not be considered an employee, in which case he or she may be entitled to rights dictated by the Federal Fair Labor Standards Act (FLSA).
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. As many staffing professionals may know, in order for a program to be successful, it will require the commitment of 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 non-profit that doesn’t have a lot of money to pay, but can provide an interesting and rewarding experience?
- Is your organization searching out new employees with management potential?

**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.
- 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 room during the summers when attendance is lower. Also, some apartments may consider short-term leases to accommodate interns.
- What sort of academic background and experience do you want in an intern? Decide on standards for quality beforehand – it’ll help you narrow down the choices and find 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, like others in the process of learning, need structure so they don’t become lost, confused 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 or 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.
Several people may be involved in creating a positive internship experience. The roles and responsibilities may vary among organizations/institutions. 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
- Provide challenging opportunities and assignments, training, coaching and counseling that lead to increased knowledge, skills, and problem-solving capabilities
- Meet with the intern on a regular basis (weekly) to discuss the student’s progress and current projects
- Serve as a positive role model for the intern
- Freely 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
- Provide evaluation of the 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 an internship is for college credit, an easy template is typically provided by his or her 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 their 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 if earning college credit, meets his or her 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; submit completed project assignments on or before the due date; and 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, dressing appropriately, and following through on projects and tasks in a timely and diligent manner.
As an employer, your goal should be to offer students an experience that will prepare them for the workforce. Here are some criteria to consider ensuring that the internships being offered will be solid learning experiences:

- Assign the intern a mentor/supervisor who can provide feedback, guidance and assistance
- Assign projects that are of value to the sponsoring company
- Interns are able to observe and interact with professionals in typical activities
- Interns have opportunities to learn about several departments within the organization other than the department in which they are interning
- Comprehensive orientation and training is provided
- Work assignments are appropriately challenging and provide variety
- Interns have the opportunity to get to know other interns. TYPros will host events to help area interns connect. To find out details, visit www.internintulsa.com.

As a site supervisor, you and your company have a responsibility to ensure that students are learning and developing their knowledge of skills in a particular area. Be prepared for an intern and anticipate their learning needs by making sure that the projects you delegate will be challenging, appropriate, and valuable.
No two interns are alike. Developing ways of communicating and working together that incorporate and respect differences in styles, is a challenge worth taking on. If problems occur, and they sometimes do, 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. He or she will be glad to listen to the situation and offer support and/or suggestions. If the problem involves the faculty sponsor, contacting him/her 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.
Students are encouraged to think of an internship search in terms of a full-time job search; that is, they need to start their 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 internship web site www.internintulsa.com, where you can post your opportunity for free.

**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? An internship must offer a learning component and therefore should be conveyed as such in the description of the duties.

  To provide you and the intern with the best possible experience, opportunities should not be more than 20 – 30% clerical in nature.

- **Qualifications**
  These may range from Career Technology skills, Associate Degrees, Bachelor Degrees, Master’s Degrees, EdD’s or PhD’s. Specify what academic background you prefer (including field of study or major, GPA, academic level, etc.) and any 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 resumé.
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.

**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.

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

INTERNSHIP 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 INTERNSHIP 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.
Be sure to post your internship opportunity on www.internintulsa.com, a FREE web site listing for Tulsa internships. Students will be directed to the site through promotional items, fliers, ads with universities, through college career centers and college career fairs and the TYPros’ social networking 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 to submit.
Utilizing TYPros as a Recruitment Resource

TYPros attends many area college career fairs. 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 cool place to live and highlighting many advantages (such as Salary.com ranking Tulsa as the fifth most affordable city in the country and being selected as one of America’s Most Livable Communities)
- Assisting with entertaining recruits
- Providing instant networking connections to Tulsa’s Young Professionals, considered one of the fastest growing YP groups in the nation

College Career Fairs and Relationships with Colleges

Colleges provide the link from your business to a talented pool of internship candidates. Do your best to attend college career fairs to recruit quality interns. Tulsa’s Young Professionals often is in attendance at larger university in-state career fairs and would be happy to promote Tulsa as a great place to live to any candidates you’re trying to convince to move to Tulsa.

Be sure to 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. For Oklahoma college listings, visit http://www.univsource.com/ok.htm or www.okhighered.org.
Utilize TYPros as a way to promote Tulsa. Interns may visit www.internintulsa.com to learn many cool aspects about Tulsa.

Why we call Tulsa home
Tulsa has such a unique charm, it’s big enough to offer excellent restaurants, high-end stores, an array of nightlife activities, and quaint, one-of-a-kind “hole in the wall” locations, but it’s also small enough to make everyday life convenient. For example, Tulsa has the 2nd shortest commute time in the nation thus giving you more time to do the things you really want to be doing. Plus, the people here are amazing, not only are they trendy, but they are passionate about Tulsa and our community.

Earn more and live better
Salary.com ranks Tulsa as the 5th most affordable in the country when examining salaries and cost of living, which means you can live large. Because you can afford more, you can spend more on your car, home, the latest technology, clothes – you name it.

Work to live…not live to work
Selected as one of America’s Most Livable Communities, Tulsa offers an abundance of things to do, whether it be hanging out in Brookside, Tulsa’s hip area lined with restaurants, bars and boutiques, checking out downtown’s surge of new hangouts, riding your bike along one of Tulsa’s beautiful parks, or taking advantage of Tulsa’s great shopping at places like Utica Square. Plus, Tulsa offers urban-style lofts and great homes in Brookside and midtown at an affordable rate.

Work hard then play hard
Catch a game from one of our many sports teams and experience the arts, whether it be checking out renowned museums or a Broadway performance. Tulsa also features fabulous art deco architecture, creating a terrific downtown skyline. Nox to the local music scene, catch a bite at one of our fabulous restaurants or hit the clubs. Tulsa is the perfect choice for every lifestyle.

Once you choose Tulsa, get involved with Tulsa’s Young Professionals, a group of emerging young professionals who are working to make Tulsa even more appealing for YPs – plus, it’s a great networking tool. Find out more at www.typros.org.
Interviews are important for both the students and the employers. The interview process is part of the learning experience for the intern and offers you the opportunity to meet potential candidates. The employer and student should discuss learning and work-related expectations to ensure that the student will be the right match for the organization. Be sure that the student has the opportunity to meet and talk with individuals with whom he or she will be working over the course of the semester. Be very clear concerning the function of the organization and what the opportunity entails.

You may consider asking the following:

- 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?
- Are you familiar with certain computer programs (whatever is needed for particular internship)?
- Are you planning on obtaining college credit for the internship?
- What does your schedule look like and how many hours would you be able to work?
When you’ve found the perfect intern for the position, offer them the position and follow your employee hiring procedure. Generally, a call is made to congratulate and offer them an internship. Also, be sure to notify other applicants that the internship position has been filled, especially those that were interviewed.

**SAMPLE REJECTION LETTER**

Thank you for expressing 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 two interns for this summer. We will look for interns in the fall and spring as well, so if you’re interested in those, 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. Visit www.typros.org for more information.

Sincerely,

Christina Oden
Director of Tulsa’s Young Professionals
Internships are most effective and satisfying to both interns and organizations if the internship includes an orientation to the work site, good communication among the partners involved (intern, site supervisor, and faculty sponsor), and consistent supervision. Listed below are some suggestions for the orientation of interns, as well as information on key points in the learning process.

Orientation

- Review goals and expectations with the intern including company policies and dress codes. Provide a pre-internship interview or evaluation to be used as a guide for measuring learning.

- Give the intern a tour of the office and introduce him or her to the people with whom he or she will be working.

- Email employees who will have direct contact with the intern and share the intern’s role, assignments, and schedule.

- Explain the goals, functions, services, and procedures of the agency/department and its relationship to the larger organization or professions. Provide an organizational chart, if applicable.

- Provide the student with access to brochures, manuals, reports, and/or journals pertinent to the organization and field.

- Clarify what is expected of the student with respect to deadlines, dress, quality of work, degree of independence, and confidentiality of certain information. If available, provide the intern with a company handbook.

- Discuss specific projects the intern will be working on and explain how these projects fit into the larger picture and goals of the organization.

- Determine intern’s work schedule. Make necessary physical arrangements for work space.

- Ensure the intern’s safety. 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.

- Provide details such as staff lists, client lists, directions for phone, voice mail, fax and copier usage, any specialized computer software, the company email system, etc. These resources are very useful for students and will assist in making them more productive from the start.
Ongoing Supervision and Training

• 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 the alternatives are and how conclusions are reached.

• Discuss career opportunities in the field; appropriate preparatory course work, and career paths of colleagues.

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

• The 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 or her 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 or her perception of the internship experience. Read more about evaluations on page 28.
STARTING OFF ON THE RIGHT FOOT

From semester to semester you will find that interns come to an internship with varying skills and strengths. In the first few weeks, take the time to get to know the student and develop an understanding of his or her strengths, and well as working and learning styles, maturity level, and confidence. Some students will need more guidance than others, and some will pick up on things more quickly than others. All of these characteristics should be taken into consideration when tasks and projects are assigned.

FOSTERING GROWTH

Throughout the internship, never lose sight of the fact this is a learning experience. Opportunities should exist that allow the student to observe a professional at work in meetings and activities and encourage them to participate and contribute when appropriate. 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
FOSTERING GROWTH

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, or written evaluations. Such persons will help you find a solution if difficulties occur (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts). Also, you should get in touch with the college contact if the internship conditions must be altered, such as a change in supervisors, delays in the availability of data needed by the students to complete an assignment, a strike by unionized employees, transfer or termination of an employee involved in the interns’ work, or other unanticipated changes.
The number of hours per week that an intern is required to devote depends on the number of credits he or she 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 needed to fulfill specific credit hour requirements. This is only a guideline and the student is primarily responsible for ensuring he or she meets the required objective.

<table>
<thead>
<tr>
<th>Credit hours earned</th>
<th>Hours worked on Internship</th>
<th>Hours worked per week</th>
<th>Recommended number of weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>100</td>
<td>8-10</td>
<td>10-12</td>
</tr>
<tr>
<td>3</td>
<td>150</td>
<td>12-15</td>
<td>10-12</td>
</tr>
<tr>
<td>4</td>
<td>200</td>
<td>16-20</td>
<td>10-12</td>
</tr>
</tbody>
</table>
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.

Feedback is most valuable when offered frankly, objectively, and in a supportive, encouraging manner. An intern needs to hear not only that he or she is doing a good job, but specifically in what areas, and in what ways. On the other hand, 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 helpful. 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.

Program Evaluations

Also, evaluations should be put in place where the intern is able to provide feedback on his or her internship experience. This may provide a new perspective on ways to enhance your internship program.
SAMPLE
EMPLOYER EVALUATION OF STUDENT INTERN
(Courtesy of Pittsburgh Technology Council)

Student: ______________________________________________________
Organization: __________________________________________________

1 Unsatisfactory (Never demonstrates this ability/does not meet expectations)
2 Uncomplimentary (Seldom demonstrates this ability/rarely meets expectations)
3 Fair (Sometimes demonstrates this ability/meets expectations)
4 Commendable (Usually demonstrates this ability/sometimes exceeds expectations)
5 Exceptional (Always demonstrates this 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 and learns from experiences 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. Works with mathematical procedures appropriate to the job 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/problems 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
G. Organizational Effectiveness Skills
1. Seeks to understand and support the organization’s mission/goals 1 2 3 4 5
2. Fits in with the norms and expectations of the organization 1 2 3 4 5
3. Works within appropriate authority and decision-making channels 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 and 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 (religious/cultural/ethnic) 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)

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1</td>
<td>2 3</td>
<td>4 5</td>
<td>6 7</td>
<td>8 9 10</td>
</tr>
<tr>
<td>( F  D  D+)</td>
<td>C-</td>
<td>C</td>
<td>C+</td>
<td>B- B+ A- A )</td>
</tr>
</tbody>
</table>

This assessment was reviewed with the intern on (Month/Day/Year) ___________________

Evaluator’s Signature: __________________ Date: __________________
Title/Position: ___________________ Telephone: __________________
SAMPLE BOK FINANCIAL COMMERCIAL INTERN EVALUATION

(Courtesy of Bank of Oklahoma)

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.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Mid Summer Rating</th>
<th>End of Summer Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Outstanding = O

Exceeds Expectations = E

Fully Meets Expectations = M

Needs Improvement = N

Unsatisfactory = U

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. Remediaal action is required.
<table>
<thead>
<tr>
<th>PERFORMANCE ATTRIBUTES</th>
<th>Mid Summer Rating</th>
<th>End of Summer Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment/Initiative to Task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoken Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making &amp; Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Relations &amp; Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovation &amp; Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drive for Results</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

Please return to internship coordinator/HR professional via e-mail.
# SAMPLE STUDENT EVALUATION OF INTERNSHIP

*(Courtesy of Pittsburgh Technology Council)*

Please respond to the following questions regarding your internship experience and site. The purpose of this form is to provide opportunity for frank appraisal of the internship location.

Your 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
- Supervisor provided levels of responsibility consistent with my abilities 1 2 3 4
- Supervisor was supportive of the agreed-upon work days and hours 1 2 3 4

### Learning Experience

- Work experience related to my academic discipline and/or career goal 1 2 3 4
- Opportunities were provided to develop my communication skills 1 2 3 4
- Opportunities were provided to develop my interpersonal skills 1 2 3 4
- Opportunities were provided to develop my creativity 1 2 3 4
- Opportunities were provided to develop my problem-solving abilities 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 (use other side if necessary):

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 this organization to other students?  __ Yes ___ No ___ Uncertain
Dismissal of an intern should only occur in severe cases, such as theft, assault or drug usage. Keep in mind that interns may be more immature than your employees and may have an adjustment period while familiarizing themselves with a new working environment. Be as understanding as possible and help guide them through the process and be available to answer questions. Also, 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.
Tulsa’s Young Professionals and the Tulsa Metro Chamber are proud that you are either implementing an internship program or expanding a current one. These efforts will do much 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.

**Contact Information**

**Chris Oden**  
Executive Director of Tulsa’s Young Professionals  
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D (918) 560-0286  
C (918) 830-0386  
chrisoden@tulsachamber.com

**Denise Reid**  
Director, Talent Strategies and Recruitment  
Tulsa Metro Chamber  
Two W. Second Street, Suite 150  
Tulsa, OK 74103  
D (918) 560-0255  
C (918) 633-0073  
denisereid@tulsachamber.com
You may want to take advantage of these resources:

National Association of Colleges & Employers (NACE) – www.naceweb.org

Oklahoma State Regents for Higher Education – www.okhighered.org

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

Cooperative Education and Internship Association (CEIA) - www.ceiainc.org

National Association of Colleges and Employers (NACE) - www.naceweb.org

National Society for Experiential Education (NSEE) - www.nsee.org

Z University - www.zuniversity.org
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.

W I T N E S S E T H:

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 Student and/or any third party to whom a disclosure has been made.

Page 1 of 2
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.

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

(Courtesy of Greater Oklahoma City Chamber)

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 __________
Tulsa’s Young Professionals and the Tulsa Metro Chamber thank the TYPros’ Colleges and Universities Work Crew volunteers for their dedicated time to creating, launching and leading the Intern In Tulsa program:

Stephanie Godwin
Seth Spillman
Sara Gillett
JJ Smith
Kate Hoback

**Additional Recognition:**

Sandra Massey
Bud Turman
Mary Smith
Dennis Hagy
Keina Newell
Ginger Holley
Paul Stewart
Mary Kutz
Steve Marks

(Special thanks to the Greater Oklahoma City Chamber, “Capture That Grad” Program and the Pittsburgh Technology Council in partnership with the Regional Internship Center of Southwestern Pennsylvania)