

WATERLOO | CO-OPERATIVE EDUCATION

Student Performance Evaluation

Zeer-Wanklyn, Lucas Robert
20466595
Winter 2015
2B Nanotechnology Engineering
Self-Employed under Enterprise Co-op Initiative

Job Title: CTO/Co-founder

Job Description: Business/ProjectDescription: Please provide a description of your business/project. e.g. what would you tell others about what your business will do? What is it? Is it sustainable? Can you grow it? Lani is an innovative cloud service aiming to make 3D printing accessible to everyone by connecting modellers and print centers together. We offer services for 3D model storage, gcode generation, payment transfer between print centers and clients, along with a simple to use dashboard and notification center to make the printing verification process easier. Applicant Description: What makes you the best person to run this business? Are you willing to commit the next 5+ years of your life working on this business? I have been working on Lani with Pablo for over a year and have gained a great deal of experience about running a business through this process. We continually find ways to expand our vision to new horizons and hold a long term plan to provide even more complex services in the cloud. After five years I imagine we will move beyond 3D printing alone and also provide build software and hardware for virtual reality devices. Start-Up Team Description: Who is working on this business with you; are these business partners? What are their roles? Do you have advisors? It is okay if you are working on your business alone. Pablo Eder, Rohit Verma, Austin Bianchini and myself. Pablo is our CEO and is the co-founder along with myself (CTO). He is the Vice President of the Entrepreneurship Society and has dedicated countless hours seeking investors, marketing our product, and managing deadlines. Pablo managed to raise over \$25,000 in less than 10 months for a previous project in DNA manipulation, and his same drive for business is pushing Lani forward at an incredible pace. Rohit Verma is a dedicated worker, and a talented programmer. After joining us he has developed push and payment services and has solved many complicated programming problems. Austin Bianchini leads the Lanibox project and is working on automating the 3D printing process completely in the cloud. He previously was part of the crescent robotics coyotes (team 610) and won first place internationally out of 3500 teams. Our Communitech advisor is Madusha Cooray. He has been closely supervising our launch this September and is helping us make business connections as well as providing general advice for moving forward. Together, the team has more than 15 years of experience coding and 5 years of experience 3D printing. Product/Service Description: What is the primary product/service you and your company will be producing? What make it unique and different? Lani currently allows print centres to manage customers, analyze prices, create quotes, and print. Our studies show that we save print centres about 85% of time spent dealing with customers and quotes. Customer: Who Are They? Why do they need what you are offering? Who will you be selling your business to? Can you define this customer and how will you reach this customer? We help print centres by managing their users while also helping designers by creating an online portfolio and storing their designs in the cloud. It's a win/win! We currently are in collaboration with the University of Waterloo and are getting introduced to more customers via this connection. Revenue Stream Description: How will you make money from your business/service? (e.g. sales direct to consumer, through distributors) We will take 15% of the price of every model printed and 30% of every model sold. To support our beta, the University of Waterloo is offering discounts to models purchased through our service. Traction: How much work have you already done on your business? Is this a fresh idea? Do you have a prototype? Do you have customers? We started the project in September 2013 where we created a web application to view models in sketchfab for the KikCup Hackathon. With our web application we made it to the finals and got the attention of the 3D print center. Since then we have competed in pitches held by velocity, received a Communitech advisor, began accepting customers through our beta program, and built the first prototype of our future project: the Lanibox. We are currently sponsoring Hack the North this weekend via providing our services free of charge to contenders in the event to build their projects. Personal Action & Learning Plan* This plan will be used by your mentor to evaluate your work term and will need to be fully developed within the first week of your co-op term, should you be accepted into E-Co-op. This can be written in point form. What do you need to do during the term to make your business and your term successful? This should describe what you will need to 1) Move your business/project ahead; 2) Learn to understand your business, industry, customer, business model better and, 3) The skills you need to develop. - Expand to other 3D print centers so that people all over the world can access our repository of models. We are currently in talks with Queens to launch our service at their centers as well as University of Waterloo's Stratford Campus. - Develop a gcode visualizer using the unity3d engine's web plugin so that users can see simulations of their models being printed - Complete the software required for the Lanibox and showcase to potential customers BET 300/400: Have you considered enrolling in BET300 or 400 to assist you with your venture? Why or why not? I plan to take BET 300 as an elective in a future school term. Pablo has already taken the course and has developed a strategic business plan, which we have been following. E Launch Week: During the first week of ECo-op, students are required to attend workshops in Waterloo. Are you able to attend the first week in its entirety? Yes I can. Working Location: ECo-op students are required to remain in Canada for the entirety of the term. Are you able to stay in Canada for the term? I will be able to. Financial Situation: Are you able to financially support yourself for an unpaid term? Are you planning to take another PT job? I will be able to support myself for an unpaid work term, and I am not planning on taking a part time job. Commitment: Are you willing to commit the required full-time (usually more!) hours to your business over the term? I am planning to commit all of my free hours to make this vision a reality. Office Space: If you are located in Kitchener-Waterloo, would you like access to the Communitech Hub to work on your idea? That would be incredible.

1. Interest in Work. The degree to which the student pursues goals with commitment and takes pride in accomplishments.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Shows little enthusiasm for assigned work, infrequently requests additional tasks 		<ul style="list-style-type: none"> Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks 			<ul style="list-style-type: none"> Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities 		

2. Ability to Learn. The extent to which the student becomes proficient with job duties and work processes.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Sometimes slow to become proficient at new tasks or work processes 		<ul style="list-style-type: none"> Quick to become proficient at new tasks 			<ul style="list-style-type: none"> Exceeds expectations in the complexity and difficulty of work they are able to successfully complete 		

3. Quality of Work. The ability of the student to set high standards for own personal performance; strive for quality work; put forth extra effort to ensure quality work.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Work does not meet expectations, has more than the expected number of errors 		<ul style="list-style-type: none"> Work is usually very thorough and well done, few errors 			<ul style="list-style-type: none"> Work is always very thorough and of excellent quality, few if any errors 		

4. Quantity of Work. The volume of work produced by the student, along with his or her speed and consistency of output.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Does not always complete work within time limits 		<ul style="list-style-type: none"> Completes the majority of work within specified deadlines 			<ul style="list-style-type: none"> Consistently completes work ahead of schedule; seeks additional tasks 		

5. Problem Solving. The student's demonstrated ability to analyze problems or procedures, evaluate alternatives, and select the best course of action.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Can make routine decisions but needs guidance and checking 		<ul style="list-style-type: none"> Can be relied upon to make good decisions, requires limited guidance 			<ul style="list-style-type: none"> Independently manages complex tasks and makes good decisions for work without guidance 		

6. Teamwork. The degree to which the student works well in a team setting.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Sometimes uncooperative; or experiences difficulty relating to others 		<ul style="list-style-type: none"> Frequently cooperative, good team worker 			<ul style="list-style-type: none"> Consistently cooperative, proactively seeks to improve working relationships 		

7. Dependability. The manner in which the student conducts his or herself in the working environment.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues 		<ul style="list-style-type: none"> Displays a strong work ethic and is present at work and meetings in a reliable and timely manner 			<ul style="list-style-type: none"> Displays an excellent work ethic and volunteers to adapt personal schedule to meet work demands 		

8. Response to Supervision. The manner in which the student responds to direction and constructive criticism.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Sometimes disregards direction and feedback from supervisor 		<ul style="list-style-type: none"> Integrates feedback from supervisor into their work to improve productivity & 			<ul style="list-style-type: none"> Takes the initiative to follow through on all feedback from supervisor and to 		

efficiency

continuously improve upon their daily tasks and approach to work

9. Reflection. The student's demonstrated ability to learn and adapt from previous experience.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance 		<ul style="list-style-type: none"> Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance 			<ul style="list-style-type: none"> Independently recognizes the errors in previous performance and proactively modifies their behaviour and approach to new work 		

10. Resourcefulness. The student's demonstrated ability to develop innovative solutions and display flexibility in unique or demanding circumstances.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances 		<ul style="list-style-type: none"> Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance 			<ul style="list-style-type: none"> Generates effective resolutions to new or stressful situations; readily adjusts to changing priorities and circumstances 		

11. Ethical Behaviour. The extent to which the student's behaviour demonstrates integrity and ethics in work and relationships.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests 		<ul style="list-style-type: none"> Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests 			<ul style="list-style-type: none"> Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues 		

12. Appreciation of Diversity. The degree to which the student shows understanding and sensitivity to needs and differences of others (i.e. ethnicity, religion, language, etc.)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Has difficulty interacting with others due to individual differences 		<ul style="list-style-type: none"> Has positive interactions with others and is respectful of individual differences 			<ul style="list-style-type: none"> Demonstrates leadership in promoting positive interactions and encouraging others to work together despite individual differences 		

13. Entrepreneurial Orientation. The student's demonstrated ability to take informed risks that demonstrate creativity and add value to the company.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Has difficulty evaluating alternative ideas and making choices that enhance the department or organization 		<ul style="list-style-type: none"> Able to evaluate alternative ideas and will sometimes make choices that enhance the department or organization 			<ul style="list-style-type: none"> Able to effectively evaluate alternative ideas and independently makes choices that enhance the department or organization 		

14. Written Communication. The extent to which the student demonstrates effective written communication.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Not consistently clear and concise or requires frequent checking and editing 		<ul style="list-style-type: none"> Normally clear, well organized and understandable and needs only moderate checking and editing 			<ul style="list-style-type: none"> Always clear, well organized and easily understandable; rarely requires checking and editing 		

15. Oral Communication. The extent to which the student demonstrates effective oral communication.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7	Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking 		<ul style="list-style-type: none"> Normally clear, well organized, understandable, and persuasive, good public speaker 			<ul style="list-style-type: none"> Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker 		

16. Interpersonal Communication. The extent to which the student effectively listens, conveys, and receives ideas, information, and direction.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input checked="" type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance		Good Performance			Superior Performance		
<ul style="list-style-type: none"> Displays inconsistent listening skills and is reluctant to seek input from others 		<ul style="list-style-type: none"> Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others 			<ul style="list-style-type: none"> Interactions with others demonstrate exceptional active listening skills and the ability to proactively seek the opinions, ideas, and expertise of others 		

OVERALL PERFORMANCE RATING

Outstanding Performance <ul style="list-style-type: none"> The student has significantly exceeded all behavioural and developmental performance expectations in respect to output, quality standards, delivery of goals and assignments This rating is reserved for only those few students who have distinguished themselves by their unique contribution or exceptional performance 	<input type="radio"/>
Your written comments are required below in order to register the rating of Outstanding.	
Excellent Performance <ul style="list-style-type: none"> The student has exceeded all performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is delighted with this student's performance 	<input checked="" type="radio"/>
Very Good Performance <ul style="list-style-type: none"> The student has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is very pleased with this student's performance 	<input type="radio"/>
Good Performance <ul style="list-style-type: none"> The student meets performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is pleased with this student's performance 	<input type="radio"/>
Satisfactory Performance <ul style="list-style-type: none"> The student has not fully met the performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is mostly satisfied with the student's performance 	<input type="radio"/>
Marginal Performance <ul style="list-style-type: none"> Overall performance requires improvement and/or certain key aspects of performance require improvement while other aspects may be satisfactory Receiving this rating means the manager is displeased with this student's performance 	<input type="radio"/>
Unsatisfactory Performance <ul style="list-style-type: none"> The student did not meet performance requirements 	<input type="radio"/>

Supervisor's Comments - Please comment on the student's overall job performance.

Student's Comments - Please comment on your overall performance including your ability to achieve learning objectives and your future employment expectations.

Supervisor's Recommendations - Please provide your recommendations for the student's personal and/or professional development (optional).

* required fields

*Did you review the completed evaluation form with the student? Please ensure the student has a copy.

☒ Yes

☐ No

*Do you wish to have the student return for the next work term?

☐ Yes

☐ No

☒ Not Applicable

***If yes, have you offered to re-employ the student for the next work term?**

☐ Yes

☐ No

☐ To be determined

If yes, was your offer:

☐ Accepted

☐ Declined

If the student accepted, please confirm the work term dates:

☐ Dates

☐ To be determined

Co-operative Education will contact you to confirm new job details.

Supervisor: Wayne Chang

Title: ECo-op Coordinator

Management/Human Resources:

Title: