

Student Performance Evaluation

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2B Psychology
Buytopia

Job Title: Customer Relations and Operations Specialist

Job Description: Buytopia.ca features local and brand name businesses for up to 50 - 90% off. As a daily deal and group buying company based in Toronto, we offer our customers the opportunity to experience and discover the best places to visit, shop and dine for a great deal less than they would normally pay. At the same time we help businesses find new, fun and exciting customers without any of the financial risk associated with conventional advertising. To view our offerings check out our web site at We're looking for enthusiastic individuals that can push forward the development of our company as we rapidly climb up the industry ladder! Individuals must be highly comfortable dealing with phone calls, emails and managing social media content. Be ready to deal with a diverse set of customers, as we feature deals nationwide, including Vancouver, Calgary, Montreal, Halifax and Toronto. This position is for a Customer Relations & Operations Specialist, but not strictly limited to the title. The basis of any company is the customer, so this is most definitely where you will start your fantastic journey! Your job will include: * Responding to customers in a positive and respectful manner utilizing active listening and problem solving skills. * Ability to work efficiently within established company standards and protocols. * Working with the customer service team in a manner that is cooperative and productive to resolve the customers' concerns. * Adapting to changing priorities and processes. * Upselling on inbound customer calls. * Identifying gaps, issues and improvements in the functions at the customer service desk. * Capable of working effectively independently, possesses strong time management skills, and a keen attention to detail. * Communicating with partner businesses on behalf of customers to resolve complaints. As you start understanding the structure of our company, there is potential for you to interact with the company's partner businesses. This opportunity normally exists outside your daily work schedule. This may include: * Managing Content on the website. * Contacting partner businesses to review and confirm contract information. * Assisting partner businesses with any inquiries and concerns. Required Skills: * People person, able to handle over the phone and e-mail customer challenges in professional manner * Speaking fluent French is an asset, but not required * Excellent communication skills, both written and verbal * Passion for providing great customer service * Driven to constantly do better and to take on more responsibilities * Highly organized with the ability to multi-task * Ability to follow instructions and guidelines

1. Interest in Work. The degree to which the student pursues goals with commitment and takes pride in accomplishments.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
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"/> 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		
• Does not always complete work within time limits		• Completes the majority of work within specified deadlines			• 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"/> 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		
• Can make routine decisions but needs guidance and checking		• Can be relied upon to make good decisions, requires limited guidance			• 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance		Good Performance			Superior Performance		
• Sometimes uncooperative; or experiences difficulty relating to others		• Frequently cooperative, good team worker			• 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"/> 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		
• Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues		• Displays a strong work ethic and is present at work and meetings in a reliable and timely manner			• 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"/> 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		
• Sometimes disregards direction and feedback from supervisor		• Integrates feedback from supervisor into their work to improve productivity & efficiency			• Takes the initiative to follow through on all feedback from supervisor and to 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"/> 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		
• Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance		• Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance			• 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"/> 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		
• Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances		• Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance			• 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"/> 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		
• Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and		• Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional			• Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues		

professional interests	interests	
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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"/> 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 <ul style="list-style-type: none"> Has difficulty interacting with others due to individual differences 	Good Performance <ul style="list-style-type: none"> Has positive interactions with others and is respectful of individual differences 	Superior Performance <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"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	<input type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Has difficulty evaluating alternative ideas and making choices that enhance the department or organization 	Good Performance <ul style="list-style-type: none"> Able to evaluate alternative ideas and will sometimes make choices that enhance the department or organization 	Superior Performance <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"/> 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 <ul style="list-style-type: none"> Not consistently clear and concise or requires frequent checking and editing 	Good Performance <ul style="list-style-type: none"> Normally clear, well organized and understandable and needs only moderate checking and editing 	Superior Performance <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"/> 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 <ul style="list-style-type: none"> Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking 	Good Performance <ul style="list-style-type: none"> Normally clear, well organized, understandable, and persuasive, good public speaker 	Superior Performance <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 <ul style="list-style-type: none"> Displays inconsistent listening skills and is reluctant to seek input from others 	Good Performance <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 	Superior Performance <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 <p>Your written comments are required below in order to register the rating of Outstanding. Angela was instrumental in creating and implementing a new training manual for the company. She was extremely diligent and thorough in managing her responsibilities. She was a positive influence not just on her colleagues but her supervisors as well.</p>	<input checked="" type="radio"/>
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 type="radio"/>
Very Good Performance	<input type="radio"/>

<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 	
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.

Angela was able to complete all tasks assigned to her with her dedication and hard-work. Her gentle and kind demeanor was appreciated by all her colleagues and supervisors. She was always the first one to arrive at work and she was always committed to her responsibilities.

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: Shalabh Upadhyay

Title: Sr. Manager, Operations

Management/Human Resources: Fazal Khaishgi

Title: Director, Operations