

WATERLOO | CO-OPERATIVE EDUCATION

Student Performance Evaluation

Vuong, David

Winter 2014

1A Computer Engineering

Multiple Sclerosis Society of Canada

Job Title: Information Technology Intern-Application Services

Job Description: Information Technology Intern (Application Services)

The Multiple Sclerosis Society of Canada is an international leader in providing innovative services for people with MS and their families and advancing research into the cause and cure of multiple sclerosis.

Reporting to the IT Department, the successful candidate will be involved in a number of IT projects across various technologies. Specific responsibilities will include:

- Develop and support Microsoft Office InfoPath forms using Microsoft InfoPath Designer
- Develop and support Microsoft SharePoint custom workflows using Microsoft SharePoint Designer
- Administer and support the Microsoft SharePoint 2013 Web Application
- Administer and support the online grants management system
- Work with Microsoft Business Intelligence productions/solutions

Qualifications:

- Working knowledge of Microsoft Office suite and HTML
- Detail and deadline oriented and able to work in a fast paced environment
- Demonstrate a strong attention to detail with a high level of accuracy
- Possess excellent time management skills with the ability to prioritize multiple tasks
- Ability to solve problems and practice good decision-making
- Strong communication skills, both oral and written, accompanied by solid interpersonal skills
- Knowledge of MS SharePoint 2013 administration would be an asset
- Knowledge of InfoPath and SharePoint programming would be an asset
- French language skills would be an asset

1. Interest in Work. The degree to which the student pursues goals with commitment and takes pride in accomplishments.				
● 1	● 2	● 3	● 4	● 5
Developing Performance		Good Performance		● 6
<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 		● 7
				● Not Observed
<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.				
● 1	● 2	● 3	● 4	● 5
Developing Performance		Good Performance		● 6
<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 		● 7
				● Not Observed
<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.				
● 1	● 2	● 3	● 4	● 5
Developing Performance		Good Performance		● 6
<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 		● 7
				● Not Observed
<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.				
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<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 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 & efficiency 			<ul style="list-style-type: none"> 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 checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input checked="" type="radio"/> 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input checked="" type="radio"/> 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"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input checked="" type="radio"/> 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"/> 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		
<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"/> 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		
<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 checked="" type="radio"/> 5	<input type="radio"/> 6	<input 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 <p>Your written comments are required below in order to register the rating of Outstanding. David's performance has been exceptional and has exceeded my expectations in all performance areas. The quantity and quality of his work has been outstanding.</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 <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	<input type="radio"/>

<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 	
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.

It has been a pleasure working with David. He consistently demonstrated sound judgment, thoughtful analysis, resourcefulness and creative solutions to business and technical problems. I was able to assign him additional work and involve him in several other projects with full confidence. I was so delighted with David's performance that his contract was extended by a week to train the incoming co-op student.

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

It was also a pleasure working with David. I have learned a lot about software development in the past, and it was great that I had the opportunity to apply my knowledge in a developer role. I felt that I have grown a lot in my technical skills (coding, IT support) as well as other soft skills (communication & people skills). I feel more confident in developing solutions to intermediate and complex problems. To me, this placement was considered a bridge: moving from IT support to developing software solutions. In the future, I hope to deal with more software development (both object-oriented programming and web development) and interfacing between hardware and software.

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: David Lighthouse

Title: Senior Project Manager

Management/Human Resources: Susie Parker

Title: Manager, HR & Collaboration