WATERLOO | CO-OPERATIVE EDUCATION

Student Performance Evaluation

Dineen,Leah Marie
20458886
Spring 2014
2B Computer Science
Achievers Inc.(formerly I Love Rewards)

Job Title: Software Developer

Job Description: Achievers, one of North America's Top Employers, is seeking a Software Developer Co-op! Are you looking to work for a Sequoia-backed, pre-IPO North American top employer? Software Developers at Achievers are researchers and developers who yearn to create and implement complex computer science solutions. You need to have a solid foundation in computer science in order to consistently come up with new ideas as well as strive for a deep understanding of our products and services in order to continually improve upon them. We are looking for entrepreneurial individuals who will help us to Change the Way the World Works. You have a preference for an aggressive, entrepreneurial company where change and variety are a part of life. If you want to be challenged in your work and be recognized and rewarded when you go above and beyond (which is often!). Most importantly, you want to work in a place that's full of people like you: A-Players who are great at what they do, share a passion for their work, and know how to have fun! Program Requirements: Computer Science or related degree As a Software Developer Co-op, you will be: - Contributing to major and minor releases - you will be helping to build new features and participate in all development activities including code reviews, automation testing, sprint planning and feature presentations - Supporting the development team - you will be helping to support our production system by fixing bugs and assisting with tasks Number of Positions: 2 Length of work term: Four months (May-August 2014) Compensation: Paid work term As a co-op student at Achievers, you will be paired with a mentor to guide you through your transition from the classroom to a work environment. We believe that having a mentor is important for providing leadership, support, and to help contribute to your success as a co-op student. Your mentor will provide you with regular check-ins, track your progress on projects, along with providing an open forum for communication and learning experiences. Achievers is one of North America's leading corporate rewards & recognition providers. Named one of the Best Small & Medium Employers, Most Democratic Workplaces, Next Generation Employer of Choice and Top 10 places where Employees Thrive. We offer an outstanding corporate culture, many opportunities for personal and professional growth, catered meals 3 times a week along with a fully stocked fridge, oh and we practice what we preach so all employees receive access to our software and get recognized for the value they add to the business and get to redeem great rewards for it! This is your chance to be part of an exceptional team of people to contribute to an environment where innovation and initiative are encouraged and rewarded. If you love a challenge, share our "work hard/play hard" mentality, thrive on change and continuously strive for excellence in all that you do, apply for a position with us today. To learn more about us visit : www.achievers.com/careers Only qualified candidates will be contacted directly.

---

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

1	2	3	4	5	6	7	Not Observed
○	○	○	○	⊙	○	○	○

Developing Performance	Good Performance	Superior Performance
• Shows little enthusiasm for assigned work, infrequently requests additional tasks	• Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks	• 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	6	7	Not Observed
○	○	○	○	○	⊙	○	○

Developing Performance	Good Performance	Superior Performance
• Sometimes slow to become proficient at new tasks or work processes	• Quick to become proficient at new tasks	• 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	6	7	Not Observed
○	○	○	○	○	⊙	○	○

Developing Performance	Good Performance	Superior Performance
• Work does not meet expectations, has more than the expected number of errors	• Work is usually very thorough and well done, few errors	• 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.

1	2	3	4	5	6	7	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.

1	2	3	4	5	6	7	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.

1	2	3	4	5	6	7	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.

1	2	3	4	5	6	7	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.

1	2	3	4	5	6	7	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.

1	2	3	4	5	6	7	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.

1	2	3	4	5	6	7	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.

1	2	3	4	5	6 ◉	7	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 professional interests	• Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests	• 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.)

1	2	3	4	5	6	7 ◉	Not Observed

Developing Performance	Good Performance	Superior Performance
• Has difficulty interacting with others due to individual differences	• Has positive interactions with others and is respectful of individual differences	• 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.

1	2	3	4	5	6 ◉	7	Not Observed

Developing Performance	Good Performance	Superior Performance
• Has difficulty evaluating alternative ideas and making choices that enhance the department or organization	• Able to evaluate alternative ideas and will sometimes make choices that enhance the department or organization	• 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.

1	2	3	4	5 ◉	6	7	Not Observed

Developing Performance	Good Performance	Superior Performance
• Not consistently clear and concise or requires frequent checking and editing	• Normally clear, well organized and understandable and needs only moderate checking and editing	• 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.

1	2	3	4	5 ◉	6	7	Not Observed

Developing Performance	Good Performance	Superior Performance
• Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking	• Normally clear, well organized, understandable, and persuasive, good public speaker	• 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.

1	2	3	4	5	6 ◉	7	Not Observed

Developing Performance	Good Performance	Superior Performance
• Displays inconsistent listening skills and is reluctant to seek input from others	• Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others	• 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 • 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 **Your written comments are required below in order to register the rating of Outstanding.**	○

Excellent Performance • 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	◯
Very Good Performance • 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 • 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 • 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	◯
Marginal Performance • 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	◯
Unsatisfactory Performance • The student did not meet performance requirements	◯

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

Leah was an amicable team member. She took on tasks happily and embraced the culture around her. Everything she did was done well, on time and she took feedback in stride, ensuring it was represented in her work going forward. Leah really engulfed herself in Achievers' culture, taking part in and planning many extracurricular activities. Leah was a great intern and we hope we can have the opportunity to work with her again in the future.

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

I thoroughly enjoyed my experience working in software development at Achievers. I learned a lot about the development process and I have noticed significant improvements in my coding style and abilities. The culture at Achievers was definitely one of the highlights of my work term. I had fun getting to know my coworkers through events like games night and first round fridays. If given the opportunity, I would love to return to Achievers for another work term.

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: Cynara Li
Title: Senior Software Developer

Management/Human Resources:
Title: