

WATERLOO | CO-OPERATIVE EDUCATION

Student Performance Evaluation

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20458886
Winter 2015
3A Computer Science
Achievers Inc

Job Title: Software Developer

Job Description: Achievers, one of North America's Top Employers, is seeking a Software Developer Co-Op!

Employee Success is our business at Achievers. That's why we hire passionate people who believe in creating engaged, productive workplaces-starting with their own. Achievers employees love coming to work every day because of our inimitable culture. It's our secret sauce that no other company can replicate, and we think that's pretty cool. Our thriving culture is the heartbeat of the organization and we hope you'll become a part of it. We are currently seeking a dynamic and creative Software Developer Co-Op to join our Binary Experience team.

Achievers is and always will be a SaaS company, meaning that the heart of our business is the Binary Experience team. The Binary Experience team builds world-class software that scales. This team codes and hosts the intellectual fuel that propels Achievers to disrupt the HR technology space. We hire people with a passion for information technology, writing brilliant code and who are excited about the opportunity to impact millions of employees around the world with our revolutionary software. At Achievers, our software, hardware, network storage, testing and site reliability revolutionize how businesses recognize and engage their employee base, and how businesses create success through their Employees Success. Program requirements: Computer Science or related degree.

As a Software Developer Co-op, you will:

- Help build new features on the latest version of our Employee Success software
- Work on our Support Team to support our production system and the critical functions of our engineering operations
- Work within a driven, fast-paced and tight-knit software engineering team
- Learn from some of the best and brightest developers in the field

Length of work term: Four Months (January-April 2015).

Compensation: Paid work term

Number of positions: 1

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.				
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input 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

☐ Not Observed

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 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 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 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"> 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 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"> 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 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"> 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 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"> 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 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"> 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 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"> 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
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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 checked="" 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"> Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests 	Good Performance <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 	Superior Performance <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 checked="" 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 checked="" type="radio"/> 4 <input 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 checked="" 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 checked="" type="radio"/> 4 <input type="radio"/> 5	<input checked="" type="radio"/> 6 <input 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 checked="" type="radio"/> 4 <input type="radio"/> 5	<input checked="" type="radio"/> 6 <input 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 Your written comments are required below in order to register the rating of Outstanding.	<input 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 	<input checked="" type="radio"/>

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	<input type="radio"/>
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	<input type="radio"/>
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	<input type="radio"/>
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	<input type="radio"/>
Unsatisfactory Performance • 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:

Title:

Management/Human Resources:

Title: