

Student Performance Evaluation

Dineen, Leah Marie
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Spring 2013
1B Computer Science
SAP

Job Title: Intern, Software Quality Assurance

Job Description: About SAP:

Do you demand the best from your professional career? Are you inspired by excellence? At SAP, you will have the power to make a real impact. As the global market leader for business software, SAP helps companies and organizations in more than 25 industries to run better.

SAP is the world's largest business software company with annual revenues exceeding €10.7 billion and approximately 60,000 employees worldwide. As a recognized leader, SAP provides collaborative business solutions for all types of industries in every major market. Over 97,000 companies in over 120 countries run SAP software within more than 25 industry solutions. SAP is truly international with 50 SAP locations worldwide on five continents.

OUR VISION - Help the World Run Better

OUR MISSION - Help Every Customer Become a Best Run Business

OUR CULTURE - Our people, our rich diversity, and our cultural wealth are SAP's greatest assets

Position Summary:

- Run automated and manual testing of the SQL Anywhere family of products on Windows, Linux, Solaris, Mac, or other supported platforms.
- Investigate, diagnose and report problems found in testing.
- Setup and configure testing hardware, software, and operating systems.
- Enhance testing or testing infrastructure.

Skills & Qualifications:

- Passion for delivering high quality software products.
- Ability to work both independently and in group settings.
- Expertise writing and executing test plans and test cases.
- Hands-on Linux/Unix and Windows 2003/2008 servers.
- Working knowledge of SQL language. Experience with RDBMS systems such as Oracle, DB2, SQL Server, MySQL or Sybase ASE would be an asset.
- Programming experience in Python, Perl, C++, Java, or similar language including the object oriented features of the language(s).

* Please note that you must include a full transcript of your grades to be considered.

The SAP Waterloo Co-op Experience:

Our Waterloo site has been recognized for offering one of the best work term experiences available anywhere. From the moment you arrive you'll be impressed with our commitment to creating an outstanding coop environment! Students do real work - period. We treat you like full-time staff. Students have the opportunity to challenge their skills while working on projects which support our leading position in the e-commerce market. We have approximately 30-40 co-op students at any given time, and being part of that community plays a big part in your experience. We make sure that you have a chance to interact and support each other, as well as socialize at co-op events. Our commitment to keeping you happy shows in the fun activities we put together just for our students. We offer flexible work hours, casual dress, free soft drinks and many other great perks!

We invite you to visit us online to learn more about our company and products.
Check out our website at: www.sap.com!

SAP'S DIVERSITY COMMITMENT

To harness the power of innovation, SAP invests in the development of its diverse employees. We aspire to leverage the qualities and appreciate the unique competencies that each person brings to the company.

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
<input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 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 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
<input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Not Observed				
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
<input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Not Observed				
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
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
<input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Not Observed				
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 checked="" type="radio"/> 5
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
<input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Not Observed				
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
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
<input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Not Observed				
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 checked="" type="radio"/> 5
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
<input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> Not Observed				

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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7
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"/>	<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
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 checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7
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 checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7
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 checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7
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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7
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 checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5	6	7
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"/>	<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
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.</p>	<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 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.

Leah worked in following areas:

- 1) Cloud GA testing with both Windows and Linux, focused on both EN and FR as testing languages
- 2) SA 12.0.1/16.0 SP testing on Windows
- 3) Improving automation coding with SilkTest for java tools with dbconsole, dbisql

By trainings in different areas, Leah could handle most of testing scenario as QA - either manual or automation. Please carry on such good experience in your future work. And keep learning and practicing in different areas (such as software engineering, programming, quality assurance technology).

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

I enjoyed my experience working in quality assurance at SAP with Hong and Linda. I learned valuable skills necessary to be thorough and successful at testing programs. The work allowed me to demonstrate my ability to learn and stay focused. For future co-op terms, I would like to further develop my adaptability and decision making skills while gaining experience in different fields of computer science. My goal is to challenge and develop my programming and problem solving skills.

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: Hong X Shi / Linda Zhou

Title: Staff / Senior Quality Specialist

Management/Human Resources: Heather Doering

Title: University Recruiter, SAP HR Operations