## WATERLOO | CO-OPERATIVE EDUCATION

## Student Performance Evaluation

Dineen,Leah Marie 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.							
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1	2	3	4	5	6	7	Not Observed
Shows little enthusia	Developing Performance Shows little enthusiasm for assigned work, infrequently requests additional tasks  Good Performance  Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks			Superior Performance  Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities			

2 Ability to Learn Ti	he extent to which the stu	ident hecomes	s nroficient with ic	ob duties and wor	k nrocesses		
2. Ability to Learn: 11	THE EXTERN TO WHICH THE STE		o pronoient with je	D daties and wor	N Processes.		
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new tasks or work		Quion 10 D	occinio pronoioni	at non taons		vork they are	
					successfully		
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3. Quality of Work. T to ensure quality work	he ability of the student to	set high star	ndards for own pe	rsonal performan	ce; strive for qu	ality work; put	forth extra effort
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4. Quantity of Work.	The volume of work prod	uced by the st	tudent, along with	his or her speed	and consistence	v of output	
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or action.							
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6. Teamwork. The de	gree to which the student	t works well in	a team setting.				
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1	2	3	4	-	6	7	Not Observed
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Sometimes uncoop difficulty relating to      T. Dependability. The lating to late of the late of	Performance and dervisor  Deformance is tent work ethic and port to work on time or ice issues  Performance is tent work ethic and port to work on time or ice issues  Performance is tent work ethic and port to work on time or ice issues  Performance is tent work ethic and port to work on time or ice issues  Performance is tent work ethic and ethic is tent work ethic and ethic is tent work ethic and port to work ethic and port t	Frequently  dent conducts  3      Displays a at work an timely man  which the stud  3      Integrates their work efficiency  ity to learn and their behave based on a	Good Performante to improve product dadapt from previous days reminded adapt from previous days reminded arrors in previous days and the street of the s	the working environce  the working environce  the working environce  to and is present eliable and eli	Su Consistently to improve we comment.  6 Su Displays an volunteers to meet work described by an approach of the continuously and approach of the continuous per modifies the new work described by and approach of the continuous per modifies the new work described by	recoperative, vorking relation 7 perior Performexcellent work of adapt personements of the perior Performetitative to follow supervisor of improve upon the towork 1  perior Performetitative to work 1  perior Performetitative t	Not Observed nance k ethic and nal schedule to  Not Observed nance w through on all and to n their daily tasks  Not Observed nance w through on all and to n their daily tasks
Sometimes uncoop difficulty relating to      To Dependability. The Developing     Displays an inconsidoes not always rehas some attendants.      Response to Superate Developing     Sometimes disregated feedback from superate Developing     Has to be told man modify their behavious work based on erroperformance.  10. Resourcefulness circumstances.	Performance and dervisor  Deformance is tent work ethic and port to work on time or ice issues  Performance is tent work ethic and port to work on time or ice issues  Performance is tent work ethic and port to work on time or ice issues  Performance is tent work ethic and port to work on time or ice issues  Performance is tent work ethic and ethic is tent work ethic and ethic is tent work ethic and port to work ethic and port t	Frequently  dent conducts  3      Displays a at work an timely mare which the stude of the	Good Performante to improve product dadapt from previous days reminded adapt from previous days reminded arrors in previous days and the street of the s	the working environce the working environce the working environce to and is present eliable and tirection and consecutive to experience.  To be consecutive to new work performance the solutions and do to the solutions and the solutions are solutions are solutions.	Su Consistently to improve wonment.  6 Su Displays an volunteers to meet work described by an approach of tructive criticism  6 Su Takes the in feedback from continuously and approach approach of the imprevious per modifies the innew work described by and approach of the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the imprevious per modifies the innew work described by the innew work	recoperative, vorking relation 7 perior Performexcellent work of adapt personements of the perior Performetitative to follow supervisor of improve upon the towork 1  perior Performetitative to work 1  perior Performetitative t	Not Observed nance k ethic and nal schedule to  Not Observed nance w through on all and to n their daily tasks  Not Observed nance the errors in proactively nd approach to  demanding  Not Observed

• Unsure how to approach new or stressful | • Responds appropriately to new or stressful | • Generates effective resolutions to new or

situations; has diffice changing priorities			can adjust to cha stances with gui			tuations; readily a riorities and circu	
44 Ethical Bahaviau	u. The extent to which the	a atuala mila la ak	aniana damanata	rata a integrity and	الموريد من مطاعم ال	and valationabia	
11. Etnical Benaviou	r. The extent to which the	e student's ber	naviour demonstr	rates integrity and	etnics in work	and relationship	S.
0	0	0	0	0	0	(0)	0
11	2	3	4	5	6	7	Not Observed
Developing Performance  Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests		Good Performance  Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests			Superior Performance  • Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues		
12. Appreciation of E ethnicity, religion, lang	Diversity. The degree to guage, etc.)	which the stud	ent shows under	standing and ser	sitivity to need	s and differences	of others (i.e.
						•	
1	2	3	4	5	6	7	Not Observed
	Developing Performance culty interacting with others due to all differences  Good Performance  Has positive interactions with others and is respectful of individual differences  Demonstrates leadership in positive interactions and end to work together despite individual differences			promoting couraging others			
13. Entrepreneurial (company.	Orientation. The student	s demonstrate	d ability to take i	nformed risks tha	t demonstrate	creativity and add	d value to the
	0		0				
1	2	3	4	5	6	7	Not Observed
		Able to eva sometimes	Good Performan aluate alternative make choices the or organization	ideas and will nat enhance the	,		
14. Written Commun	ication. The extent to wh	nich the studer	nt demonstrates	effective written c	ommunication.		
						0	
1	2	3	4	5	6	7	Not Observed
Not consistently cle	Performance ear and concise or hecking and editing	Good Performance  Normally clear, well organized and understandable and needs only moderate checking and editing  Superior Performa  Always clear, well organized understandable; rarely requant and editing			l and easily		
1							
15. Oral Communica	tion. The extent to which	the student de	emonstrates effe	ctive oral commu	nication.		
	$\circ$				•		
1	2	3	4	5	6	7	Not Observed
Occasionally encou	learly and persuasively;	<ul> <li>Normally c</li> </ul>	Good Performan lear, well organiz dable, and persua aker	zed,	Superior Performance  • Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker		
16 Internersonal Co	mmunication. The exter	of to which the	student effective	ly listens convey	s and receives	e ideae informatio	on and
direction.	minumenton. The exter	it to willon the	Student encetive	iy iistoris, correcy	o, and receive.	3 lacas, illioithau	ori, aria
					0		
1	2	2	4	5		7	Not Observed
	Performance ent listening skills and is put from others	Good Performance  Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others  Superior Performance Interactions with others demonstrate exceptional active listening subject to proactively seek the ideas, and expertise of other			nonstrate skills and the e opinions,		
OVERALL PERFORM	MANCE 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				0			
Your written comme	nts are required below	in order to reg	gister the rating	of Outstanding	•		
Excellent Performar	nce					f goals and	•
• The student has e	exceeded all performance	expectations i	iii respect to outp	out, quality Starioa	aius, uelivery 0	i guais and	

assignments	.h	a chi danda na farranza		
	the manager is delighted with this	s student's performance		
<ul> <li>Very Good Performance</li> <li>The student has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments</li> </ul>				
Receiving this rating means t	he manager is very pleased with	n this student's performance		
	nce expectations in respect to ou the manager is pleased with this	utput, quality standards, delivery of goals and assignments student's performance	0	
assignments	the performance expectations in the manager is mostly satisfied w	n respect to output, quality standards, delivery of goals and with the student's performance	0	
aspects may be satisfactory	s improvement and/or certain key	y aspects of performance require improvement while other his student's performance	0	
Unsatisfactory Performance  The student did not meet per	formance requirements		0	
Supervisor's Comments - Please	e comment on the student's over	rall job performance.		
Student's Comments - Please comployment expectations.	omment on your overall performa	ance including your ability to achieve learning objectives and y	our future	
Supervisor's Recommendations (optional).	s - Please provide your recomme	endations for the student's personal and/or professional develo	ppment	
* required fields				
*Did you review the completed	evaluation form with the stude	ent? Please ensure the student has a copy.		
<ul><li>Yes</li></ul>	O No			
*Do you wish to have the stude	nt return for the next work tern	m?		
Yes	No	Not Applicable		
*If you have you offered to re-	malou the etudent for the next	t work town?		
*If yes, have you offered to re-en	No	To be determined		
If yes, was your offer:  Accepted	Declined			
If the student accepted, please of Dates	confirm the work term dates:  To be determined			
Co-operative Education will contact	et you to confirm new job details.			
Supervisor: Title:				
Management/Human Resources Title:	):			