

**Student ID:** 20344528 Kraemer,Stephen Baldwin

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Customize   Find   First 1-16 of 16 Last											
	Term	Academic Career	Form Of Study	Academic Level	Academic Group	Academic Plan	Academic Load	Work Term Status	Employer Name	Performance Evaluation	Work Report Evaluation
1	<a href="#">Fall 2009</a>	UG	ENRL	1A	ENG	Mechatronics Engineering	F				
2	<a href="#">Winter 2010</a>	UG	COOP	1A	ENG	Mechatronics Engineering	P	EI	University of Waterloo	<a href="#">Outstanding</a>	
3	<a href="#">Spring 2010</a>	UG	ENRL	1B	ENG	Mechatronics Engineering	F				
4	<a href="#">Fall 2010</a>	UG	COOP	1B	ENG	Mechatronics Engineering	P	ER	University of Waterloo	<a href="#">Outstanding</a>	
5	<a href="#">Winter 2011</a>	UG	ENRL	2A	ENG	Mechatronics Engineering	F				
6	<a href="#">Spring 2011</a>	UG	COOP	2A	ENG	Mechatronics Engineering	P	ES	Netkeepers	<a href="#">Excellent</a>	
7	<a href="#">Fall 2011</a>	UG	ENRL	2B	ENG	Mechatronics Engineering	F				
8	<a href="#">Winter 2012</a>	UG	COOP	2B	ENG	Mechatronics Engineering	P	EI	Avvasi Inc	<a href="#">Very Good</a>	
9	<a href="#">Spring 2012</a>	UG	ENRL	3A	ENG	Mechatronics Engineering	F				
10	<a href="#">Fall 2012</a>	UG	COOP	3A	ENG	Mechatronics Engineering	P	EI	Autodesk Canada Co	<a href="#">Excellent</a>	
11	<a href="#">Winter 2013</a>	UG	ENRL	3B	ENG	Mechatronics Engineering	F				
12	<a href="#">Spring 2013</a>	UG	COOP	3B	ENG	Mechatronics Engineering	P	EI	Oracle	<a href="#">Outstanding</a>	
13	<a href="#">Fall 2013</a>	UG	ENRL	4A	ENG	Mechatronics Engineering	F				
14	<a href="#">Winter 2014</a>	UG	ENRL	4B	ENG	Mechatronics Engineering	F				
15	<a href="#">Spring 2014</a>	UG	ENRL	4B	ENG	Mechatronics Engineering	N				
16	<a href="#">Fall 2014</a>	UG	ENRL	4B	ENG	Mechatronics Engineering	N				

## Student Performance Evaluation

Kraemer, Stephen Baldwin  
20344528  
Spring 2013  
3B Mechatronics Engineering  
Oracle

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**Job Title:** Software Engineering

**Job** \*NOTE FROM CECA RE: EMPLOYMENT BASED IN THE USA\*

**Description:** This work opportunity will be based in the USA; therefore all applicants must determine whether they are eligible to eligibility please go to <https://uwaterloo.ca/co-operative-education/working-abroad/finding-international-job-opportunities> work-abroad and read the information listed in its entirety before you apply for this job. For specific information on the co-op employment, please refer to <http://uwaterloo.ca/co-operative-education/working-abroad/work-permits-international/usa-work-permit-1-visa>

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Endeca Technologies, a leading provider of search and data discovery tools, was purchased by Oracle in October 2012. Behind it, the Endeca brand is poised to continue to grow and add to its already impressive list of customers. Endeca is a quarter of Fortune 100 companies, working behind the scenes to enable companies like Nike and IBM to "search so people around the world access information via Endeca solutions implemented for clients including: Best Buy, Dell, Intelligence Agency, IBM, John Deere, the Library of Congress, Toyota, Texas Instruments, and Target.com.

At the top of our product stack we have sophisticated Web and Mobile interfaces that drive Information Discovery through search and type-ahead, guided navigation and drill-down, as well as data analysis and comparison. The experience is powered by a schema-less, columnar database engine that blazes through complex analytical queries and provides a rich set of capabilities (called the MDEX Engine) was recognized by Oracle as extremely important and different from its traditional transactional database.

Oracle-Endeca engineering is a stimulating environment full of fun and forward-thinking individuals. We are looking for talented individuals at all levels of our software stack. As a co-op, you will be working with teams that face challenging problems every day in the software development life-cycle. You will get the tools and hands-on experience to help you understand how to approach and solve challenges. We believe we can offer something to everyone (from Linux hackers to visual design gurus as well as experienced engineers).

An ideal co-op candidate should demonstrate excellent teamwork skills and strong technical capabilities. Responsibilities include the software development life cycle, including definition, design, implementation, testing and delivery.

### Qualifications:






- Ability to work in a collaborative environment
- Excellent communication skills
- Familiarity with software development principles and methods
- Exposure to Object Oriented design and development
- An overall academic average of 70% or greater






### Preferred Experience:






- Java
- C++
- Distributed systems
- Search Engine / Application Development
- Agile Development methodology
- Experience leveraging and developing web services. SOAP- and REST-based APIs a strong plus
- Experience with Front End Web Technologies such as: HTML5, CSS3, JavaScript a plus






- Experience with other programming languages a plus






Our offices are located in Kendall Square in vibrant Cambridge, Massachusetts, an emerging technology center and hotspot for y located just a stone's throw from central Boston, Harvard, and MIT. The office's social atmosphere will ensure that you have plen your co-op term.

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		Superior Performance
<ul style="list-style-type: none"> <li>Shows little enthusiasm for assigned work, infrequently requests additional tasks</li> </ul>		<ul style="list-style-type: none"> <li>Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks</li> </ul>		<ul style="list-style-type: none"> <li>Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities</li> </ul>









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		Superior Performance
<ul style="list-style-type: none"> <li>Sometimes slow to become proficient at new tasks or work processes</li> </ul>		<ul style="list-style-type: none"> <li>Quick to become proficient at new tasks</li> </ul>		<ul style="list-style-type: none"> <li>Exceeds expectations in the complexity and difficulty of work they are able to successfully complete</li> </ul>









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		Superior Performance
<ul style="list-style-type: none"> <li>Work does not meet expectations, has more than the expected number of errors</li> </ul>		<ul style="list-style-type: none"> <li>Work is usually very thorough and well done, few errors</li> </ul>		<ul style="list-style-type: none"> <li>Work is always very thorough and of excellent quality, few if any errors</li> </ul>









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
Developing Performance		Good Performance		Superior Performance
<ul style="list-style-type: none"> <li>Does not always complete work within time limits</li> </ul>		<ul style="list-style-type: none"> <li>Completes the majority of work within specified deadlines</li> </ul>		<ul style="list-style-type: none"> <li>Consistently completes work ahead of schedule; seeks additional tasks</li> </ul>









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
Developing Performance		Good Performance		Superior Performance
<ul style="list-style-type: none"> <li>Can make routine decisions but needs guidance and checking</li> </ul>		<ul style="list-style-type: none"> <li>Can be relied upon to make good decisions, requires limited guidance</li> </ul>		<ul style="list-style-type: none"> <li>Independently manages complex tasks and makes good decisions for work without guidance</li> </ul>









6. Teamwork. The degree to which the student works well in a team setting.
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 1	 2	 3	 4	 5	 6	 7	 Not Observed
Developing Performance • Sometimes uncooperative; or experiences difficulty relating to others		Good Performance • Frequently cooperative, good team worker			Superior Performance • Consistently cooperative, proactively seeks to improve working relationships		

<b>7. Dependability.</b> 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 • Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues		Good Performance • Displays a strong work ethic and is present at work and meetings in a reliable and timely manner			Superior Performance • Displays an excellent work ethic and volunteers to adapt personal schedule to meet work demands		









<b>8. Response to Supervision.</b> The manner in which the student responds to direction and constructive criticism.							
 1	 2	 3	 4	 5	 6	 7	 Not Observed
Developing Performance • Sometimes disregards direction and feedback from supervisor		Good Performance • Integrates feedback from supervisor into their work to improve productivity & efficiency			Superior Performance • Takes the initiative to follow through on all feedback from supervisor and to continuously improve upon their daily tasks and approach to work		

<b>9. Reflection.</b> The student's demonstrated ability to learn and adapt from previous experience.							
 1	 2	 3	 4	 5	 6	 7	 Not Observed
Developing Performance • Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance		Good Performance • Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance			Superior Performance • Independently recognizes the errors in previous performance and proactively modifies their behaviour and approach to new work		









<b>10. Resourcefulness.</b> 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 • Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances		Good Performance • Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance			Superior Performance • Generates effective resolutions to new or stressful situations; readily adjusts to changing priorities and circumstances		

<b>11. Ethical Behaviour.</b> 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 • 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 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
<b>Developing Performance</b> <ul style="list-style-type: none"> <li>Has difficulty interacting with others due to individual differences</li> </ul>		<b>Good Performance</b> <ul style="list-style-type: none"> <li>Has positive interactions with others and is respectful of individual differences</li> </ul>			<b>Superior Performance</b> <ul style="list-style-type: none"> <li>Demonstrates leadership in promoting positive interactions and encouraging others to work together despite individual differences</li> </ul>		









**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
<b>Developing Performance</b> <ul style="list-style-type: none"> <li>Has difficulty evaluating alternative ideas and making choices that enhance the department or organization</li> </ul>		<b>Good Performance</b> <ul style="list-style-type: none"> <li>Able to evaluate alternative ideas and will sometimes make choices that enhance the department or organization</li> </ul>			<b>Superior Performance</b> <ul style="list-style-type: none"> <li>Able to effectively evaluate alternative ideas and independently makes choices that enhance the department or organization</li> </ul>		









**14. Written Communication.** The extent to which the student demonstrates effective written communication.

 1	 2	 3	 4	 5	 6	 7	 Not Observed
<b>Developing Performance</b> <ul style="list-style-type: none"> <li>Not consistently clear and concise or requires frequent checking and editing</li> </ul>		<b>Good Performance</b> <ul style="list-style-type: none"> <li>Normally clear, well organized and understandable and needs only moderate checking and editing</li> </ul>			<b>Superior Performance</b> <ul style="list-style-type: none"> <li>Always clear, well organized and easily understandable; rarely requires checking and editing</li> </ul>		








**15. Oral Communication.** The extent to which the student demonstrates effective oral communication.

 1	 2	 3	 4	 5	 6	 7	 Not Observed
<b>Developing Performance</b> <ul style="list-style-type: none"> <li>Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking</li> </ul>		<b>Good Performance</b> <ul style="list-style-type: none"> <li>Normally clear, well organized, understandable, and persuasive, good public speaker</li> </ul>			<b>Superior Performance</b> <ul style="list-style-type: none"> <li>Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker</li> </ul>		

**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
<b>Developing Performance</b> <ul style="list-style-type: none"> <li>Displays inconsistent listening skills and is reluctant to seek input from others</li> </ul>		<b>Good Performance</b> <ul style="list-style-type: none"> <li>Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others</li> </ul>			<b>Superior Performance</b> <ul style="list-style-type: none"> <li>Interactions with others demonstrate exceptional active listening skills and the ability to proactively seek the opinions, ideas, and expertise of others</li> </ul>		

**OVERALL PERFORMANCE RATING**

<b>Outstanding Performance</b> <ul style="list-style-type: none"> <li>• The student has significantly exceeded all behavioural and developmental performance expectations in respect to output, quality standards, delivery of goals and assignments</li> <li>• This rating is <b>reserved for only those few students</b> who have distinguished themselves by their unique contribution or exceptional performance</li> </ul> <p><b>Your written comments are required below in order to register the rating of Outstanding.</b> comments included</p>	
<b>Excellent Performance</b> <ul style="list-style-type: none"> <li>• The student has exceeded all performance expectations in respect to output, quality standards, delivery of goals and assignments</li> <li>• Receiving this rating means the manager is delighted with this student's performance</li> </ul>	
<b>Very Good Performance</b> <ul style="list-style-type: none"> <li>• The student has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments</li> <li>• Receiving this rating means the manager is very pleased with this student's performance</li> </ul>	
<b>Good Performance</b> <ul style="list-style-type: none"> <li>• The student meets performance expectations in respect to output, quality standards, delivery of goals and assignments</li> <li>• Receiving this rating means the manager is pleased with this student's performance</li> </ul>	
<b>Satisfactory Performance</b> <ul style="list-style-type: none"> <li>• The student has not fully met the performance expectations in respect to output, quality standards, delivery of goals and assignments</li> <li>• Receiving this rating means the manager is mostly satisfied with the student's performance</li> </ul>	
<b>Marginal Performance</b> <ul style="list-style-type: none"> <li>• Overall performance requires improvement and/or certain key aspects of performance require improvement while other aspects may be satisfactory</li> <li>• Receiving this rating means the manager is displeased with this student's performance</li> </ul>	
<b>Unsatisfactory Performance</b> <ul style="list-style-type: none"> <li>• The student did not meet performance requirements</li> </ul>	

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

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

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**Supervisor's Recommendations** - Please provide your recommendations for the student's personal and/or professional development (optional).

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**\* 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.

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**Supervisor:**

**Title:**

**Management/Human Resources:**

**Title:**



**University of Waterloo**  
**Co-operative Education & Career Services**

## **Student Performance Evaluation**

BUILDING A TALENT TRUST

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Kraemer, Stephen Baldwin  
20344528  
Fall 2012  
3A Mechatronics Engineering  
Autodesk Canada Co

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**Job Title:** Software Developer - Alias

**Job** Autodesk, Inc., is a leader in 3D design, engineering and entertainment software.

**Description:** Customers across the manufacturing, architecture, building, construction, and media and entertainment industries - including the last 16 Academy Award winners for Best Visual Effects use Autodesk software to design, visualize, and simulate their ideas before they're ever built or created. From blockbuster visual effects and buildings that create their own energy to electric cars and the batteries that power them, the work of our 3D software customers is everywhere you look.

Since its introduction of AutoCAD software in 1982, Autodesk continues to develop the broadest portfolio of state-of-the-art 3D software for global markets.

<http://www.autodesk.com/>

This is a unique opportunity to work in the very high end software industry and support a global operation. We are looking for a creative Software Developer to internship with our Alias team: Autodesk® Alias® industrial design software powers creative design process with a range of innovative sketching, modeling, surfacing, and visualization tools that can help the creation of compelling designs faster than ever.

See more information about our Alias products on: <http://usa.autodesk.com/alias/>

Responsibilities may include:

- \* Design and implement software used for the creation, manipulation, animation and visualization of 3d models



- \* Maintain, debug, and update existing software
- \* Evaluate current software and implement enhancements as required
- \* Work as part of a team of software developers, expert users, QA specialists
- \* Contribute to user level and technical documentation

**Desired Experience:**

- \* Currently enrolled in undergraduate or graduate studies (Comp Sci, SW Eng, Comp Eng etc.)
- \* Some knowledge in computer graphics programming
- \* Object oriented design and C++ coding skills
- \* Experience with Windows, Macintosh OS X
- \* Interest in user interface design
- \* Ability to quickly learn new languages
- \* Self-Motivated

Download FREE (full-feature) versions of these products for students at  
<http://students.autodesk.com/>

The office is located downtown in the St. Lawrence Market area, easily reached by TTC, and walking distance from Union Station for GO Transit. There is also a secure bike room.

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**Interest**

- |  |  |  |   |  |
|--|--|--|---|--|
| <input type="checkbox"/> High Interest. Very Enthusiastic. Takes pride in doing work well. | <input checked="" type="checkbox"/> More than average amount of interest and enthusiasm. | <input type="checkbox"/> Satisfactory amount of interest and enthusiasm. | <input type="checkbox"/> Little interest or enthusiasm shown. | <input type="checkbox"/> Not Applicable. |
|--|--|--|---|--|

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**Initiative**

- |   |  |  |  |  |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> Self-starter. Asks for additional work. | <input type="checkbox"/> Displays initiative consistently. | <input type="checkbox"/> Acts voluntarily in routine situations. | <input type="checkbox"/> Lacks initiative. Must be told frequently what to do. | <input type="checkbox"/> Not Applicable. |
|---|--|--|--|--|

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**Planning and Organizing**

- |  |  |  |  |  |
|--|--|--|--|--|
| <input type="checkbox"/> Does an outstanding job of planning and organizing work and time. | <input checked="" type="checkbox"/> Plans and organizes work and time effectively. | <input type="checkbox"/> Does average amount of planning and organizing. | <input type="checkbox"/> Fails to plan and organize work and time effectively. | <input type="checkbox"/> Not Applicable. |
|--|--|--|--|--|

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**Setting Goals**

<input type="checkbox"/> Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.	<input type="checkbox"/> Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.	<input type="checkbox"/> Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.	<input type="checkbox"/> No evidence that the student set goals for the term.	<input checked="" type="checkbox"/> Not Applicable/ Not Evaluated.
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#### Ability to Learn

<input checked="" type="checkbox"/> Excellent.	<input type="checkbox"/> Above Average.	<input type="checkbox"/> Average.	<input type="checkbox"/> Below Average.	<input type="checkbox"/> Not Applicable.
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#### Quality of Work

<input type="checkbox"/> Excellent: very few errors.	<input checked="" type="checkbox"/> Good: few errors.	<input type="checkbox"/> Satisfactory: has normal number of errors.	<input type="checkbox"/> Unsatisfactory: frequent errors.	<input type="checkbox"/> Not Applicable.
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#### Quantity of Work

<input checked="" type="checkbox"/> Excellent productivity.	<input type="checkbox"/> Good productivity.	<input type="checkbox"/> Satisfactory productivity.	<input type="checkbox"/> Unsatisfactory productivity.	<input type="checkbox"/> Not Applicable.
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#### Creativity

<input type="checkbox"/> Continually offers new ideas; extremely imaginative.	<input checked="" type="checkbox"/> Frequently offers new ideas; imaginative.	<input type="checkbox"/> Has average imagination and a reasonable number of new ideas.	<input type="checkbox"/> Rarely offers new ideas; limited imagination.	<input type="checkbox"/> Not Applicable.
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#### Reflection and Integration from Prior Learning

<input checked="" type="checkbox"/> Frequently shows evidence of thinking deeply or reflecting in order to link previous	<input type="checkbox"/> Sometimes shows evidence of thinking deeply or reflecting in order to link previous	<input type="checkbox"/> Rarely shows evidence of thinking deeply or reflecting in order to link previous learning	<input type="checkbox"/> Shows no evidence of thinking deeply or reflecting in order to link previous learning	<input type="checkbox"/> Not Applicable/ Not Evaluated.
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learning experiences (from school or work) with current workplace activity.

learning experiences (from school or work) with current workplace activity.

experiences (from school or work) with current workplace activity.

experiences (from school or work) with current workplace activity.

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### Judgment

☐ Decisions always based on thorough analysis of the situation.

☒ Usually makes good decisions.

☐ Decisions are satisfactory in routine situations.

☐ Decisions often based on inadequate analysis of the situation.

☐ Not Applicable.

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### Problem Solving Skills

☒ Highly adept and innovative.

☐ Adept at solving problems.

☐ Satisfactory problem solving abilities.

☐ Exhibits inadequate problem solving abilities.

☐ Not Applicable.

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### Dependability

☐ Reliable in any situation.

☒ Reliable in most situations.

☐ Reliable in routine situations.

☐ Unreliable; requires close supervision.

☐ Not Applicable.

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### Interpersonal Behaviour

☐ Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness.

☐ Congenial and helpful. Works well with associates. Seen as an asset in furthering co-operation and group harmony.

☒ Relations with others are harmonious under normal circumstances.

☐ Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on group.

☐ Not Applicable.

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### Handling Conflict

☐ Effectively and consistently handles interpersonal conflict in most

☒ Handles interpersonal conflict adequately when absolutely necessary.

☐ Rarely handles interpersonal conflict appropriately.

☐ Shows no evidence of ability to handle interpersonal conflict.

☐ Not Applicable/ Not Evaluated.

situations.

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### Response to Supervision

- |  |  |  |   |  |
|--|--|--|---|--|
| <input type="checkbox"/> Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded. | <input type="checkbox"/> Willingly accepts suggestions and feedback from supervisor. | <input checked="" type="checkbox"/> Accepts suggestions and feedback from supervisor in a satisfactory manner. | <input type="checkbox"/> Often responds negatively to suggestions and feedback from supervisor. | <input type="checkbox"/> Not Applicable. |
|--|--|--|---|--|

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### Communication - Written (including work reports, if applicable)

- |   |   |   |  |  |
|---|---|---|--|--|
| <input type="checkbox"/> Exceptionally clear, well organized and concise. | <input checked="" type="checkbox"/> Clear, organized and concise. | <input type="checkbox"/> Satisfactory writing skills. | <input type="checkbox"/> Inadequate writing skills | <input type="checkbox"/> Not Applicable. |
|---|---|---|--|--|

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### Communication - Oral

- |   |   |   |   |  |
|---|---|---|---|--|
| <input type="checkbox"/> Exceptional oral communication; clear, well organized and easily understood. | <input checked="" type="checkbox"/> Clear and understandable. | <input type="checkbox"/> Satisfactory oral communication. | <input type="checkbox"/> Inadequate oral communication. | <input type="checkbox"/> Not Applicable. |
|---|---|---|---|--|

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### Leadership Qualities

- |   |                                     |   |   |  |
|---|-------------------------------------|---|---|--|
| <input type="checkbox"/> Excellent ability to motivate and direct others. | <input type="checkbox"/> Very good. | <input checked="" type="checkbox"/> Exhibits average leadership skills. | <input type="checkbox"/> Presently lacks the ability to motivate and direct others. | <input type="checkbox"/> Not Applicable. |
|---|-------------------------------------|---|---|--|

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### Adaptation to Formal Organizations, Rules and Policies

- |   |  |   |   |  |
|---|--|---|---|--|
| <input type="checkbox"/> Fully adaptable to recognized organizational structures, rules and policies. | <input checked="" type="checkbox"/> Adapts well to recognized organizational structures, rules and policies. | <input type="checkbox"/> Satisfactory adaptation to recognized organizational structures, rules and policies. | <input type="checkbox"/> Adapts poorly to recognized organizational structures, rules and policies. | <input type="checkbox"/> Not Applicable. |
|---|--|---|---|--|

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**Areas of Strength**

**Areas for Development**

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## Supervisor's Comments

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### Overall Performance Evaluation

- ☐ **Outstanding** (exceptional performance or unique contribution)
- ☒ **Excellent** (exceeded job requirements in all areas)
- ☐ **Very Good** (exceeded job requirements in one or more key areas)
- ☐ **Good** (met all job requirements)
- ☐ **Satisfactory** (need for improvement identified in one or more key areas)
- ☐ **Marginal** (needs improvement in many key areas)
- ☐ **Unsatisfactory** (did not meet job requirements)
- 

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

- ☒ Yes ☐ No

### Next Work Term

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
- 

## Student's Comments

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Supervisor:

Title:

**Management/Human Resources:**  
**Title:**



University of Waterloo  
Co-operative Education & Career Services

## Student Performance Evaluation

BUILDING A TALENT TRUST

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Kraemer, Stephen Baldwin  
20344528  
Winter 2012  
2B Mechatronics Engineering  
Avvasi Inc

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**Job Title:** Software Design Engineer, Media Processing (C++)

**Job** Online video like YouTube™ and Netflix® will soon account for the majority of

**Description:** network traffic for mobile devices like the iPhone, iPad, Android and Blackberry Smartphones and tablets. Mobile service providers are working with Avvasi to meet this growing demand and we are looking for ambitious and achievement-oriented engineers to join our team! We are a game-changing, dynamic company focused on providing cutting-edge software and hardware video solutions to mobile network operators. Our challenge is to make high-performance media processing products that are both exciting and unique. So, if you are passionate about streaming technologies and next generation mobile devices, uphold a firm belief in designing --not hacking--and are determined to develop efficient and well-tested software then we want to meet you! Bring your potential. Opportunity: You will be a contributor to the development of the Avvasi's media processing engine, which is application-level software that runs on Avvasi's carrier-grade platform. This software concurrently processes a very large number of streams of mobile video traffic, optimizing the user's experience based on network conditions. You will help to plan, design, implement and test features that are driven by a real customer need, contributing to shipping products that impact how customer experience mobile video. Relevant technologies for this position include: o C++, C, Python o Coding for high performance o Object-oriented software design o Embedded/DSP software development and cross-platform

development environments o Linux O/S o Video streaming protocols used by sites like YouTube™ and Netflix® to deliver video to laptops, tablets and smartphones: HTTP-PD, HTTP-Live Streamings, RTSP, and RTMP, etc. o Media containers: MP4/MOV/3GP, FLV, and WebM o Digital video and audio codecs such as H.264, MPEG-4, MPEG-2, AAC, MP3, etc. Benefits: Avvasi is an award-winning company that is helping service providers to assure, improve and monetize video streaming on their networks. At Avvasi we value diversity, intelligence and creativity; and we foster this in a culture of honesty, encouragement and fun! Here are some of the benefits of joining Avvasi: o Casual work environment o Flexible working hours o Excellent salaries o Free beverages, snacks and weekly lunches o Work on state-of-the-art technologies, with mentoring from top-notch developers o Contribute directly to shipping product o Gain valuable start-up experience; see the whole business o Shape the future of mobile video Your level of responsibility will be shaped by your abilities, drive, and ambition. If you feel you have the ability and motivation to play a key role in a visionary technology start-up, considered the thought-leaders in a rapidly-growing market, we'd love to talk to you. Come and help us build a great company together! To Apply: Please follow the UW JobMine application process. If you require additional information, please send a note to [careers@avvasi.com](mailto:careers@avvasi.com)

---

### Interest

- |  |  |  |   |  |
|--|--|--|---|--|
| <input type="checkbox"/> High Interest. Very Enthusiastic. Takes pride in doing work well. | <input checked="" type="checkbox"/> More than average amount of interest and enthusiasm. | <input type="checkbox"/> Satisfactory amount of interest and enthusiasm. | <input type="checkbox"/> Little interest or enthusiasm shown. | <input type="checkbox"/> Not Applicable. |
|--|--|--|---|--|
- 

### Initiative

- |   |  |  |  |  |
|---|--|--|--|--|
| <input checked="" type="checkbox"/> Self-starter. Asks for additional work. | <input type="checkbox"/> Displays initiative consistently. | <input type="checkbox"/> Acts voluntarily in routine situations. | <input type="checkbox"/> Lacks initiative. Must be told frequently what to do. | <input type="checkbox"/> Not Applicable. |
|---|--|--|--|--|
- 

### Planning and Organizing

- |  |  |  |  |  |
|--|--|--|--|--|
| <input type="checkbox"/> Does an outstanding job of planning and organizing work and | <input checked="" type="checkbox"/> Plans and organizes work and time effectively. | <input type="checkbox"/> Does average amount of planning and organizing. | <input type="checkbox"/> Fails to plan and organize work and time effectively. | <input type="checkbox"/> Not Applicable. |
|--|--|--|--|--|



time.

---

### Setting Goals

- |  |  |  |   |  |
|--|--|--|---|--|
| <input type="checkbox"/> Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term. | <input type="checkbox"/> Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term. | <input type="checkbox"/> Showed minimal effort early in the term to set goals; demonstrated no follow-up activity. | <input type="checkbox"/> No evidence that the student set goals for the term. | <input checked="" type="checkbox"/> Not Applicable/ Not Evaluated. |
|--|--|--|---|--|

---

### Ability to Learn

- |                                     |  |                                   |   |  |
|-------------------------------------|--|-----------------------------------|---|--|
| <input type="checkbox"/> Excellent. | <input checked="" type="checkbox"/> Above Average. | <input type="checkbox"/> Average. | <input type="checkbox"/> Below Average. | <input type="checkbox"/> Not Applicable. |
|-------------------------------------|--|-----------------------------------|---|--|

---

### Quality of Work

- |  |   |   |   |  |
|--|---|---|---|--|
| <input type="checkbox"/> Excellent: very few errors. | <input checked="" type="checkbox"/> Good: few errors. | <input type="checkbox"/> Satisfactory: has normal number of errors. | <input type="checkbox"/> Unsatisfactory: frequent errors. | <input type="checkbox"/> Not Applicable. |
|--|---|---|---|--|

---

### Quantity of Work

- |  |  |   |   |  |
|--|--|---|---|--|
| <input type="checkbox"/> Excellent productivity. | <input checked="" type="checkbox"/> Good productivity. | <input type="checkbox"/> Satisfactory productivity. | <input type="checkbox"/> Unsatisfactory productivity. | <input type="checkbox"/> Not Applicable. |
|--|--|---|---|--|

---

### Creativity

- |   |   |  |  |  |
|---|---|--|--|--|
| <input type="checkbox"/> Continually offers new ideas; extremely imaginative. | <input checked="" type="checkbox"/> Frequently offers new ideas; imaginative. | <input type="checkbox"/> Has average imagination and a reasonable number of new ideas. | <input type="checkbox"/> Rarely offers new ideas; limited imagination. | <input type="checkbox"/> Not Applicable. |
|---|---|--|--|--|
-

### Reflection and Integration from Prior Learning

- |   |   |   |   |   |
|---|---|---|---|---|
| <input type="checkbox"/> Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input checked="" type="checkbox"/> Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Not Applicable/ Not Evaluated. |
|---|---|---|---|---|
- 

### Judgment

- |  |   |  |   |  |
|--|---|--|---|--|
| <input type="checkbox"/> Decisions always based on thorough analysis of the situation. | <input checked="" type="checkbox"/> Usually makes good decisions. | <input type="checkbox"/> Decisions are satisfactory in routine situations. | <input type="checkbox"/> Decisions often based on inadequate analysis of the situation. | <input type="checkbox"/> Not Applicable. |
|--|---|--|---|--|
- 

### Problem Solving Skills

- |  |   |  |   |  |
|--|---|--|---|--|
| <input checked="" type="checkbox"/> Highly adept and innovative. | <input type="checkbox"/> Adept at solving problems. | <input type="checkbox"/> Satisfactory problem solving abilities. | <input type="checkbox"/> Exhibits inadequate problem solving abilities. | <input type="checkbox"/> Not Applicable. |
|--|---|--|---|--|
- 

### Dependability

- |  |   |  |  |  |
|--|---|--|--|--|
| <input checked="" type="checkbox"/> Reliable in any situation. | <input type="checkbox"/> Reliable in most situations. | <input type="checkbox"/> Reliable in routine situations. | <input type="checkbox"/> Unreliable; requires close supervision. | <input type="checkbox"/> Not Applicable. |
|--|---|--|--|--|
- 

### Interpersonal Behaviour

- |  |  |   |  |  |
|--|--|---|--|--|
| <input type="checkbox"/> Always works in harmony with others. An excellent | <input checked="" type="checkbox"/> Congenial and helpful. Works well with associates. | <input type="checkbox"/> Relations with others are harmonious under normal circumstances. | <input type="checkbox"/> Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to | <input type="checkbox"/> Not Applicable. |
|--|--|---|--|--|

team worker.  
Contributes  
to group  
relationships  
and  
effectiveness.

Seen as an  
asset in  
furthering  
co-operation  
and group  
harmony.

the point of  
having an  
adverse effect on  
group.

---

### Handling Conflict

☐ Effectively  
and  
consistently  
handles  
interpersonal  
conflict in  
most  
situations.

☐ Handles  
interpersonal  
conflict  
adequately  
when  
absolutely  
necessary.

☐ Rarely  
handles  
interpersonal  
conflict  
appropriately.

☐ Shows no  
evidence of  
ability to  
handle  
interpersonal  
conflict.

☒ Not  
Applicable/  
Not  
Evaluated.

---

### Response to Supervision

☒ Responds  
maturely,  
positively  
and promptly  
to  
suggestions  
and  
feedback  
from  
supervisor.  
Very open  
minded.

☐ Willingly  
accepts  
suggestions  
and  
feedback  
from  
supervisor.

☐ Accepts  
suggestions  
and  
feedback  
from  
supervisor in  
a  
satisfactory  
manner.

☐ Often  
responds  
negatively to  
suggestions  
and  
feedback  
from  
supervisor.

☐ Not  
Applicable.

---

### Communication - Written (including work reports, if applicable)

☐ Exceptionally  
clear, well  
organized  
and concise.

☒ Clear,  
organized  
and  
concise.

☐ Satisfactory  
writing skills.

☐ Inadequate  
writing skills

☐ Not  
Applicable.

---

### Communication - Oral

☐ Exceptional  
oral  
communication;  
clear, well  
organized and  
easily  
understood.

☒ Clear and  
understandable.

☐ Satisfactory  
oral  
communication.

☐ Inadequate oral  
communication.

☐ Not  
Applicable.

---

### Leadership Qualities

- |   |  |  |   |  |
|---|--|--|---|--|
| <input type="checkbox"/> Excellent ability to motivate and direct others. | <input checked="" type="checkbox"/> Very good. | <input type="checkbox"/> Exhibits average leadership skills. | <input type="checkbox"/> Presently lacks the ability to motivate and direct others. | <input type="checkbox"/> Not Applicable. |
|---|--|--|---|--|
- 

### Adaptation to Formal Organizations, Rules and Policies

- |   |  |   |   |  |
|---|--|---|---|--|
| <input type="checkbox"/> Fully adaptable to recognized organizational structures, rules and policies. | <input checked="" type="checkbox"/> Adapts well to recognized organizational structures, rules and policies. | <input type="checkbox"/> Satisfactory adaptation to recognized organizational structures, rules and policies. | <input type="checkbox"/> Adapts poorly to recognized organizational structures, rules and policies. | <input type="checkbox"/> Not Applicable. |
|---|--|---|---|--|
- 

#### Areas of Strength

1. C++ technical knowledge
2. Enthusiasm and work ethic

#### Areas for Development

1. Be more proactive in finding the "right" solution
  2. Write clean, maintainable code the first time
- 

### Supervisor's Comments

Stephen was very helpful this term, taking on a handful of features independently. He researched the problem domain, designed solutions, and implemented his work in a timely and efficient manner, and responded well to feedback. He was always eager to find additional tasks and we had trouble keeping up with him at times. Sometimes, it might have been better if he could seek out problems and offer to find solutions instead of asking his supervisor for new work, but his motivation was well appreciated regardless. In the future, Stephen should also focus on thinking about the maintainability of his code all the way through the design process. Overall, he was definitely an asset and a solid addition to our team.

---

### Overall Performance Evaluation

- ☐ **Outstanding** (exceptional performance or unique contribution)
- ☐ **Excellent** (exceeded job requirements in all areas)
- ☒ **Very Good** (exceeded job requirements in one or more key areas)
- ☐ **Good** (met all job requirements)
- ☐ **Satisfactory** (need for improvement identified in one or more key areas)

☐ **Marginal** (needs improvement in may key areas)

☐ **Unsatisfactory** (did not meet job requirements)

---

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

☒ Yes ☐ No

### **Next Work Term**

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

---

### **Student's Comments**

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**Supervisor:** Kevin Goertz

**Title:** Director, Design Engineering

**Management/Human Resources:** Jacqueline Roberts

**Title:** Director, Human Resources



University of Waterloo  
Co-operative Education & Career Services

## Student Performance Evaluation

BUILDING A TALENT TRUST

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Kraemer, Stephen Baldwin  
20344528  
Spring 2011  
2A Mechatronics Engineering  
Netkeepers

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**Job Title:** Technical Support Analyst

**Job** 12. Provide your job description. Provide information that would be similar to what your employer would post if advertised. The Technical Support Analyst is responsible for helping clients with computer-related issues, as well as maintaining software and data. This involves professional communication with clients, creation and analysis of technical documents, and a strong technological background. 13. What will your duties be in this job? List a minimum of 5 different duties. a. Fix/Install hardware/software on Laptops and PCs via telephone support, remote login and onsite when required. b. Help answer all trouble calls/emails and enters work orders into corporate tracking software. c. Assists in administering and maintaining local and web-based versions of our tracking software. d. Interact with clients to resolve basic help desk issues; communicates with clients in a professional manner maintaining confidentiality. e. Backup management for our customer base. f. Remote software upgrades and remote software technical support. g. Troubleshooting and solving application/network connectivity issues in a workstation/server environment. h. Spyware and virus removal. i. Creation of new users and setting user permissions in Active Directory. 14. What skills will you gain from this work experience? List a minimum of 5 different duties. a. In-depth knowledge of networking structure, application, and use. b. Ability to solve problems in a quick and efficient manner. c. Professional communication with clients and co-workers, both oral and written. d. Knowledge of internet

protocols, servers, and remote access software. e. Ability to create and maintain technical documents and diagrams. f. Working knowledge of using Windows Server operating systems. g. Ability to install and fix software and hardware on servers. 15. How did you find and arrange this employment? I contacted my uncle, Shaul Swartz, CEO and Vice President of NetKeepers. He then gave me the contact information for his co-worker, Eric Bogatie, CTO and President; to whom I submitted my resume and was interviewed by.

---

### Interest

- |   |   |  |   |  |
|---|---|--|---|--|
| <input checked="" type="checkbox"/> High Interest. Very Enthusiastic. Takes pride in doing work well. | <input type="checkbox"/> More than average amount of interest and enthusiasm. | <input type="checkbox"/> Satisfactory amount of interest and enthusiasm. | <input type="checkbox"/> Little interest or enthusiasm shown. | <input type="checkbox"/> Not Applicable. |
|---|---|--|---|--|
- 

### Initiative

- |  |   |  |  |  |
|--|---|--|--|--|
| <input type="checkbox"/> Self-starter. Asks for additional work. | <input checked="" type="checkbox"/> Displays initiative consistently. | <input type="checkbox"/> Acts voluntarily in routine situations. | <input type="checkbox"/> Lacks initiative. Must be told frequently what to do. | <input type="checkbox"/> Not Applicable. |
|--|---|--|--|--|
- 

### Planning and Organizing

- |  |  |  |  |  |
|--|--|--|--|--|
| <input type="checkbox"/> Does an outstanding job of planning and organizing work and time. | <input checked="" type="checkbox"/> Plans and organizes work and time effectively. | <input type="checkbox"/> Does average amount of planning and organizing. | <input type="checkbox"/> Fails to plan and organize work and time effectively. | <input type="checkbox"/> Not Applicable. |
|--|--|--|--|--|
- 

### Setting Goals

- |   |   |  |   |   |
|---|---|--|---|---|
| <input type="checkbox"/> Developed goals for the work term early and made excellent progress in working towards them; | <input checked="" type="checkbox"/> Developed goals for the work term early and showed some effort in working towards them; did not often | <input type="checkbox"/> Showed minimal effort early in the term to set goals; demonstrated no follow-up activity. | <input type="checkbox"/> No evidence that the student set goals for the term. | <input type="checkbox"/> Not Applicable/ Not Evaluated. |
|---|---|--|---|---|

referred back to goals and evaluated progress at various points during the term.

revisit goals or evaluate progress during the term.

---

### Ability to Learn

- ☒ Excellent. ☐ Above Average. ☐ Average. ☐ Below Average. ☐ Not Applicable.

---

### Quality of Work

- ☒ Excellent: very few errors. ☐ Good: few errors. ☐ Satisfactory: has normal number of errors. ☐ Unsatisfactory: frequent errors. ☐ Not Applicable.

---

### Quantity of Work

- ☐ Excellent productivity. ☒ Good productivity. ☐ Satisfactory productivity. ☐ Unsatisfactory productivity. ☐ Not Applicable.

---

### Creativity

- ☐ Continually offers new ideas; extremely imaginative. ☒ Frequently offers new ideas; imaginative. ☐ Has average imagination and a reasonable number of new ideas. ☐ Rarely offers new ideas; limited imagination. ☐ Not Applicable.

---

### Reflection and Integration from Prior Learning

- ☒ Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with ☐ Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with ☐ Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or ☐ Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current ☐ Not Applicable/ Not Evaluated.



current  
workplace  
activity.

current  
workplace  
activity.

work) with  
current  
workplace  
activity.

workplace  
activity.

---

### Judgment

- |  |   |  |   |  |
|--|---|--|---|--|
| <input type="checkbox"/> Decisions always based on thorough analysis of the situation. | <input checked="" type="checkbox"/> Usually makes good decisions. | <input type="checkbox"/> Decisions are satisfactory in routine situations. | <input type="checkbox"/> Decisions often based on inadequate analysis of the situation. | <input type="checkbox"/> Not Applicable. |
|--|---|--|---|--|

---

### Problem Solving Skills

- |  |   |  |   |  |
|--|---|--|---|--|
| <input checked="" type="checkbox"/> Highly adept and innovative. | <input type="checkbox"/> Adept at solving problems. | <input type="checkbox"/> Satisfactory problem solving abilities. | <input type="checkbox"/> Exhibits inadequate problem solving abilities. | <input type="checkbox"/> Not Applicable. |
|--|---|--|---|--|

---

### Dependability

- |  |   |  |  |  |
|--|---|--|--|--|
| <input checked="" type="checkbox"/> Reliable in any situation. | <input type="checkbox"/> Reliable in most situations. | <input type="checkbox"/> Reliable in routine situations. | <input type="checkbox"/> Unreliable; requires close supervision. | <input type="checkbox"/> Not Applicable. |
|--|---|--|--|--|

---

### Interpersonal Behaviour

- |  |  |   |  |  |
|--|--|---|--|--|
| <input checked="" type="checkbox"/> Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness. | <input type="checkbox"/> Congenial and helpful. Works well with associates. Seen as an asset in furthering co-operation and group harmony. | <input type="checkbox"/> Relations with others are harmonious under normal circumstances. | <input type="checkbox"/> Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on group. | <input type="checkbox"/> Not Applicable. |
|--|--|---|--|--|

---

### Handling Conflict

- |  |  |  |   |   |
|--|--|--|---|---|
| <input checked="" type="checkbox"/> Effectively and consistently handles | <input type="checkbox"/> Handles interpersonal conflict adequately | <input type="checkbox"/> Rarely handles interpersonal conflict | <input type="checkbox"/> Shows no evidence of ability to handle | <input type="checkbox"/> Not Applicable/ Not Evaluated. |
|--|--|--|---|---|

interpersonal  
conflict in  
most  
situations.

when  
absolutely  
necessary.

appropriately.

interpersonal  
conflict.

---

### Response to Supervision

- |   |  |   |   |  |
|---|--|---|---|--|
| <input checked="" type="checkbox"/> Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded. | <input type="checkbox"/> Willingly accepts suggestions and feedback from supervisor. | <input type="checkbox"/> Accepts suggestions and feedback from supervisor in a satisfactory manner. | <input type="checkbox"/> Often responds negatively to suggestions and feedback from supervisor. | <input type="checkbox"/> Not Applicable. |
|---|--|---|---|--|

---

### Communication - Written (including work reports, if applicable)

- |   |   |   |  |  |
|---|---|---|--|--|
| <input type="checkbox"/> Exceptionally clear, well organized and concise. | <input checked="" type="checkbox"/> Clear, organized and concise. | <input type="checkbox"/> Satisfactory writing skills. | <input type="checkbox"/> Inadequate writing skills | <input type="checkbox"/> Not Applicable. |
|---|---|---|--|--|

---

### Communication - Oral

- |   |   |   |   |  |
|---|---|---|---|--|
| <input type="checkbox"/> Exceptional oral communication; clear, well organized and easily understood. | <input checked="" type="checkbox"/> Clear and understandable. | <input type="checkbox"/> Satisfactory oral communication. | <input type="checkbox"/> Inadequate oral communication. | <input type="checkbox"/> Not Applicable. |
|---|---|---|---|--|

---

### Leadership Qualities

- |   |  |  |   |  |
|---|--|--|---|--|
| <input type="checkbox"/> Excellent ability to motivate and direct others. | <input checked="" type="checkbox"/> Very good. | <input type="checkbox"/> Exhibits average leadership skills. | <input type="checkbox"/> Presently lacks the ability to motivate and direct others. | <input type="checkbox"/> Not Applicable. |
|---|--|--|---|--|

---

### Adaptation to Formal Organizations, Rules and Policies

- |  |  |   |  |  |
|--|--|---|--|--|
| <input checked="" type="checkbox"/> Fully adaptable to | <input type="checkbox"/> Adapts well to recognized | <input type="checkbox"/> Satisfactory adaptation to | <input type="checkbox"/> Adapts poorly to recognized | <input type="checkbox"/> Not Applicable. |
|--|--|---|--|--|

recognized  
organizational  
structures,  
rules and  
policies.

organizational  
structures,  
rules and  
policies.

recognized  
organizational  
structures,  
rules and  
policies.

organizational  
structures,  
rules and  
policies.

---

### Areas of Strength

1. Excellent ability to learn and follow process
2. Identifid challenges and offers recommendation

### Areas for Development

- 1.
  - 2.
- 

### Supervisor's Comments

Since the start of Stephen's work term with NetKeepers, he has always shown a great deal of enthusiasm in his day to day work. I am certain that all staff at NetKeepers were happy to have Stephen as a team member - he is a quick learner and was eager to take on new tasks assigned to him.

---

### Overall Performance Evaluation

- ☐ **Outstanding** (exceptional performance or unique contribution)
- ☒ **Excellent** (exceeded job requirements in all areas)
- ☐ **Very Good** (exceeded job requirements in one or more key areas)
- ☐ **Good** (met all job requirements)
- ☐ **Satisfactory** (need for improvement identified in one or more key areas)
- ☐ **Marginal** (needs improvement in may key areas)
- ☐ **Unsatisfactory** (did not meet job requirements)
- 

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

☐ Yes ☒ No

### Next Work Term

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

---

**Student's Comments**

---

**Supervisor:** Ruby Khaira

**Title:** Project / Operations Manager

**Management/Human Resources:** Shaul Swartz

**Title:** President



University of Waterloo  
Co-operative Education & Career Services

## Student Performance Evaluation

BUILDING A TALENT TRUST

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Kraemer, Stephen Baldwin  
20344528  
Fall 2010  
1B Mechatronics Engineering  
University of Waterloo

---

**Job Title:** Teaching Assistant

**Job Description:** Provide information that would be similar to what your employer would post if advertised.  
To assist in lectures and tutorials for classes, and to help students on a one-on-one basis.

Duties include:

- Marking
- Lecturing
- Mentoring
- Creating assignments
- Creating solution sets to assignments
- Proctoring and grading midterms and final exams

Skills you will gain:

- communication, specifically in public speaking
- conflict resolution
- interpersonal
- leadership
- teamwork

---

### Interest

☒ High Interest. Very      ☐ More than average      ☐ Satisfactory amount of      ☐ Little interest or      ☐ Not Applicable.

Enthusiastic.  
Takes pride in  
doing work  
well.

amount of  
interest and  
enthusiasm.

interest and  
enthusiasm.

enthusiasm  
shown.

---

### Initiative



Self-starter.  
Asks for  
additional  
work.



Displays  
initiative  
consistently.



Acts  
voluntarily in  
routine  
situations.



Lacks  
initiative.  
Must be told  
frequently  
what to do.



Not  
Applicable.

---

### Planning and Organizing



Does an  
outstanding  
job of  
planning and  
organizing  
work and  
time.



Plans and  
organizes  
work and  
time  
effectively.



Does average  
amount of  
planning and  
organizing.



Fails to plan  
and organize  
work and  
time  
effectively.



Not  
Applicable.

---

### Setting Goals



Developed  
goals for the  
work term  
early and  
made  
excellent  
progress in  
working  
towards  
them;  
referred back  
to goals and  
evaluated  
progress at  
various points  
during the  
term.



Developed  
goals for the  
work term  
early and  
showed some  
effort in  
working  
towards  
them; did not  
often revisit  
goals or  
evaluate  
progress  
during the  
term.



Showed  
minimal effort  
early in the  
term to set  
goals;  
demonstrated  
no follow-up  
activity.



No evidence  
that the  
student set  
goals for the  
term.



Not  
Applicable/  
Not  
Evaluated.

---

### Ability to Learn



Excellent.



Above  
Average.



Average.



Below  
Average.



Not  
Applicable.

---

### Quality of Work



Excellent:  
very few  
errors.



Good: few  
errors.



Satisfactory:  
has normal  
number of  
errors.



Unsatisfactory:  
frequent  
errors.



Not  
Applicable.

---

**Quantity of Work**

- |   |   |   |   |  |
|---|---|---|---|--|
| <input checked="" type="checkbox"/> Excellent productivity. | <input type="checkbox"/> Good productivity. | <input type="checkbox"/> Satisfactory productivity. | <input type="checkbox"/> Unsatisfactory productivity. | <input type="checkbox"/> Not Applicable. |
|---|---|---|---|--|
- 

**Creativity**

- |  |  |  |  |  |
|--|--|--|--|--|
| <input checked="" type="checkbox"/> Continually offers new ideas; extremely imaginative. | <input type="checkbox"/> Frequently offers new ideas; imaginative. | <input type="checkbox"/> Has average imagination and a reasonable number of new ideas. | <input type="checkbox"/> Rarely offers new ideas; limited imagination. | <input type="checkbox"/> Not Applicable. |
|--|--|--|--|--|
- 

**Reflection and Integration from Prior Learning**

- |  |  |   |   |   |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Not Applicable/ Not Evaluated. |
|--|--|---|---|---|
- 

**Judgment**

- |   |  |  |   |  |
|---|--|--|---|--|
| <input checked="" type="checkbox"/> Decisions always based on thorough analysis of the situation. | <input type="checkbox"/> Usually makes good decisions. | <input type="checkbox"/> Decisions are satisfactory in routine situations. | <input type="checkbox"/> Decisions often based on inadequate analysis of the situation. | <input type="checkbox"/> Not Applicable. |
|---|--|--|---|--|
- 

**Problem Solving Skills**

- |  |   |  |   |  |
|--|---|--|---|--|
| <input checked="" type="checkbox"/> Highly adept and innovative. | <input type="checkbox"/> Adept at solving problems. | <input type="checkbox"/> Satisfactory problem solving abilities. | <input type="checkbox"/> Exhibits inadequate problem solving abilities. | <input type="checkbox"/> Not Applicable. |
|--|---|--|---|--|
- 

**Dependability**

- |  |   |  |  |  |
|--|---|--|--|--|
| <input checked="" type="checkbox"/> Reliable in any situation. | <input type="checkbox"/> Reliable in most situations. | <input type="checkbox"/> Reliable in routine situations. | <input type="checkbox"/> Unreliable; requires close supervision. | <input type="checkbox"/> Not Applicable. |
|--|---|--|--|--|
-

### Interpersonal Behaviour

- |  |  |   |  |  |
|--|--|---|--|--|
| <input checked="" type="checkbox"/> Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness. | <input type="checkbox"/> Congenial and helpful. Works well with associates. Seen as an asset in furthering co-operation and group harmony. | <input type="checkbox"/> Relations with others are harmonious under normal circumstances. | <input type="checkbox"/> Frequently quarrelsome, causes friction. Uncommunicative and withdrawn to the point of having an adverse effect on group. | <input type="checkbox"/> Not Applicable. |
|--|--|---|--|--|
- 

### Handling Conflict

- |   |   |   |   |   |
|---|---|---|---|---|
| <input checked="" type="checkbox"/> Effectively and consistently handles interpersonal conflict in most situations. | <input type="checkbox"/> Handles interpersonal conflict adequately when absolutely necessary. | <input type="checkbox"/> Rarely handles interpersonal conflict appropriately. | <input type="checkbox"/> Shows no evidence of ability to handle interpersonal conflict. | <input type="checkbox"/> Not Applicable/ Not Evaluated. |
|---|---|---|---|---|
- 

### Response to Supervision

- |   |  |   |   |  |
|---|--|---|---|--|
| <input checked="" type="checkbox"/> Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded. | <input type="checkbox"/> Willingly accepts suggestions and feedback from supervisor. | <input type="checkbox"/> Accepts suggestions and feedback from supervisor in a satisfactory manner. | <input type="checkbox"/> Often responds negatively to suggestions and feedback from supervisor. | <input type="checkbox"/> Not Applicable. |
|---|--|---|---|--|
- 

### Communication - Written (including work reports, if applicable)

- |   |  |   |  |   |
|---|--|---|--|---|
| <input type="checkbox"/> Exceptionally clear, well organized and concise. | <input type="checkbox"/> Clear, organized and concise. | <input type="checkbox"/> Satisfactory writing skills. | <input type="checkbox"/> Inadequate writing skills | <input checked="" type="checkbox"/> Not Applicable. |
|---|--|---|--|---|
- 

### Communication - Oral

- |  |  |   |   |  |
|--|--|---|---|--|
| <input checked="" type="checkbox"/> Exceptional oral communication; clear, well organized and easily understood. | <input type="checkbox"/> Clear and understandable. | <input type="checkbox"/> Satisfactory oral communication. | <input type="checkbox"/> Inadequate oral communication. | <input type="checkbox"/> Not Applicable. |
|--|--|---|---|--|
-



### Leadership Qualities

- |   |  |  |   |  |
|---|--|--|---|--|
| <input type="checkbox"/> Excellent ability to motivate and direct others. | <input checked="" type="checkbox"/> Very good. | <input type="checkbox"/> Exhibits average leadership skills. | <input type="checkbox"/> Presently lacks the ability to motivate and direct others. | <input type="checkbox"/> Not Applicable. |
|---|--|--|---|--|

---

### Adaptation to Formal Organizations, Rules and Policies

- |  |   |   |   |  |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> Fully adaptable to recognized organizational structures, rules and policies. | <input type="checkbox"/> Adapts well to recognized organizational structures, rules and policies. | <input type="checkbox"/> Satisfactory adaptation to recognized organizational structures, rules and policies. | <input type="checkbox"/> Adapts poorly to recognized organizational structures, rules and policies. | <input type="checkbox"/> Not Applicable. |
|--|---|---|---|--|

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### Areas of Strength

### Areas for Development

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### Supervisor's Comments

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### Overall Performance Evaluation

- ☒ **Outstanding** (exceptional performance or unique contribution)  
comments included.
- ☐ **Excellent** (exceeded job requirements in all areas)
- ☐ **Very Good** (exceeded job requirements in one or more key areas)
- ☐ **Good** (met all job requirements)
- ☐ **Satisfactory** (need for improvement identified in one or more key areas)
- ☐ **Marginal** (needs improvement in may key areas)
- ☐ **Unsatisfactory** (did not meet job requirements)

---

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

- ☐ Yes      ☒ No

### Next Work Term

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

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**Student's Comments**

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**Supervisor:**  
**Title:**

**Management/Human Resources:**  
**Title:**



University of Waterloo  
Co-operative Education & Career Services

## Student Performance Evaluation

BUILDING A TALENT TRUST

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Kraemer, Stephen Baldwin  
20344528  
Winter 2010  
1A Mechatronics Engineering  
University of Waterloo

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**Job Title:** WEEFTA and Lab Developer for GENE 121

**Job Description:** The Department of Mechanical and Mechatronics Engineering and the First Year Engineering office would like to hire a teaching assistant for the Winter 2010 offering of GENE 121. Some of the duties will involve typical TA tasks such as helping students during lab or tutorial sessions, holding office hours, proctoring exams, and marking. In addition, since GENE 121 is being extensively revised and updated for the winter term, the position will involve development of course assignments, and an end-of-term project, using Lego NXT robots programmed using RobotC.

Candidates should have an interest in teaching first year students, excellent knowledge of C++, good debugging skills, experience with Lego RCX and/or Lego NXT robots, and good communication skills.

---

### Interest

- |   |   |  |   |  |
|---|---|--|---|--|
| <input checked="" type="checkbox"/> High Interest. Very Enthusiastic. Takes pride in doing work well. | <input type="checkbox"/> More than average amount of interest and enthusiasm. | <input type="checkbox"/> Satisfactory amount of interest and enthusiasm. | <input type="checkbox"/> Little interest or enthusiasm shown. | <input type="checkbox"/> Not Applicable. |
|---|---|--|---|--|
- 

### Initiative

- |   |                                   |                               |                                |                              |
|---|-----------------------------------|-------------------------------|--------------------------------|------------------------------|
| <input checked="" type="checkbox"/> Self-starter. | <input type="checkbox"/> Displays | <input type="checkbox"/> Acts | <input type="checkbox"/> Lacks | <input type="checkbox"/> Not |
|---|-----------------------------------|-------------------------------|--------------------------------|------------------------------|

Asks for additional work.

initiative consistently.

voluntarily in routine situations.

initiative. Must be told frequently what to do.

Applicable.

---

### Planning and Organizing

☒ Does an outstanding job of planning and organizing work and time.

☐ Plans and organizes work and time effectively.

☐ Does average amount of planning and organizing.

☐ Fails to plan and organize work and time effectively.

☐ Not Applicable.

---

### Setting Goals

☐ Developed goals for the work term early and made excellent progress in working towards them; referred back to goals and evaluated progress at various points during the term.

☐ Developed goals for the work term early and showed some effort in working towards them; did not often revisit goals or evaluate progress during the term.

☐ Showed minimal effort early in the term to set goals; demonstrated no follow-up activity.

☐ No evidence that the student set goals for the term.

☒ Not Applicable/ Not Evaluated.

---

### Ability to Learn

☒ Excellent.

☐ Above Average.

☐ Average.

☐ Below Average.

☐ Not Applicable.

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### Quality of Work

☒ Excellent: very few errors.

☐ Good: few errors.

☐ Satisfactory: has normal number of errors.

☐ Unsatisfactory: frequent errors.

☐ Not Applicable.

---

### Quantity of Work

☒ Excellent productivity.

☐ Good productivity.

☐ Satisfactory productivity.

☐ Unsatisfactory productivity.

☐ Not Applicable.

---

### Creativity

- |  |  |  |  |  |
|--|--|--|--|--|
| <input checked="" type="checkbox"/> Continually offers new ideas; extremely imaginative. | <input type="checkbox"/> Frequently offers new ideas; imaginative. | <input type="checkbox"/> Has average imagination and a reasonable number of new ideas. | <input type="checkbox"/> Rarely offers new ideas; limited imagination. | <input type="checkbox"/> Not Applicable. |
|--|--|--|--|--|
- 

### Reflection and Integration from Prior Learning

- |  |  |   |   |   |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> Frequently shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Sometimes shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Rarely shows evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Shows no evidence of thinking deeply or reflecting in order to link previous learning experiences (from school or work) with current workplace activity. | <input type="checkbox"/> Not Applicable/ Not Evaluated. |
|--|--|---|---|---|
- 

### Judgment

- |   |  |  |   |  |
|---|--|--|---|--|
| <input checked="" type="checkbox"/> Decisions always based on thorough analysis of the situation. | <input type="checkbox"/> Usually makes good decisions. | <input type="checkbox"/> Decisions are satisfactory in routine situations. | <input type="checkbox"/> Decisions often based on inadequate analysis of the situation. | <input type="checkbox"/> Not Applicable. |
|---|--|--|---|--|
- 

### Problem Solving Skills

- |  |   |  |   |  |
|--|---|--|---|--|
| <input checked="" type="checkbox"/> Highly adept and innovative. | <input type="checkbox"/> Adept at solving problems. | <input type="checkbox"/> Satisfactory problem solving abilities. | <input type="checkbox"/> Exhibits inadequate problem solving abilities. | <input type="checkbox"/> Not Applicable. |
|--|---|--|---|--|
- 

### Dependability

- |  |   |  |  |  |
|--|---|--|--|--|
| <input checked="" type="checkbox"/> Reliable in any situation. | <input type="checkbox"/> Reliable in most situations. | <input type="checkbox"/> Reliable in routine situations. | <input type="checkbox"/> Unreliable; requires close supervision. | <input type="checkbox"/> Not Applicable. |
|--|---|--|--|--|
- 

### Interpersonal Behaviour

- |   |   |  |   |  |
|---|---|--|---|--|
| <input checked="" type="checkbox"/> Always works in harmony with others. An excellent | <input type="checkbox"/> Congenial and helpful. Works well with | <input type="checkbox"/> Relations with others are harmonious under normal | <input type="checkbox"/> Frequently quarrelsome, causes friction. Uncommunicative | <input type="checkbox"/> Not Applicable. |
|---|---|--|---|--|

team worker.  
Contributes  
to group  
relationships  
and  
effectiveness.

associates.  
Seen as an  
asset in  
furthering  
co-operation  
and group  
harmony.

circumstances.

and withdrawn to  
the point of  
having an  
adverse effect on  
group.

---

### Handling Conflict

- |   |   |   |   |   |
|---|---|---|---|---|
| <input checked="" type="checkbox"/> Effectively and consistently handles interpersonal conflict in most situations. | <input type="checkbox"/> Handles interpersonal conflict adequately when absolutely necessary. | <input type="checkbox"/> Rarely handles interpersonal conflict appropriately. | <input type="checkbox"/> Shows no evidence of ability to handle interpersonal conflict. | <input type="checkbox"/> Not Applicable/ Not Evaluated. |
|---|---|---|---|---|

---

### Response to Supervision

- |   |  |   |   |  |
|---|--|---|---|--|
| <input checked="" type="checkbox"/> Responds maturely, positively and promptly to suggestions and feedback from supervisor. Very open minded. | <input type="checkbox"/> Willingly accepts suggestions and feedback from supervisor. | <input type="checkbox"/> Accepts suggestions and feedback from supervisor in a satisfactory manner. | <input type="checkbox"/> Often responds negatively to suggestions and feedback from supervisor. | <input type="checkbox"/> Not Applicable. |
|---|--|---|---|--|

---

### Communication - Written (including work reports, if applicable)

- |   |  |   |  |   |
|---|--|---|--|---|
| <input type="checkbox"/> Exceptionally clear, well organized and concise. | <input type="checkbox"/> Clear, organized and concise. | <input type="checkbox"/> Satisfactory writing skills. | <input type="checkbox"/> Inadequate writing skills | <input checked="" type="checkbox"/> Not Applicable. |
|---|--|---|--|---|

---

### Communication - Oral

- |  |  |   |   |  |
|--|--|---|---|--|
| <input checked="" type="checkbox"/> Exceptional oral communication; clear, well organized and easily understood. | <input type="checkbox"/> Clear and understandable. | <input type="checkbox"/> Satisfactory oral communication. | <input type="checkbox"/> Inadequate oral communication. | <input type="checkbox"/> Not Applicable. |
|--|--|---|---|--|

---

### Leadership Qualities

- |  |                                     |  |   |   |
|--|-------------------------------------|--|---|---|
| <input type="checkbox"/> Excellent ability to motivate and | <input type="checkbox"/> Very good. | <input type="checkbox"/> Exhibits average leadership | <input type="checkbox"/> Presently lacks the ability to | <input checked="" type="checkbox"/> Not Applicable. |
|--|-------------------------------------|--|---|---|

direct others.

skills.

motivate and  
direct others.

---

### Adaptation to Formal Organizations, Rules and Policies

- |  |   |   |   |  |
|--|---|---|---|--|
| <input checked="" type="checkbox"/> Fully adaptable to recognized organizational structures, rules and policies. | <input type="checkbox"/> Adapts well to recognized organizational structures, rules and policies. | <input type="checkbox"/> Satisfactory adaptation to recognized organizational structures, rules and policies. | <input type="checkbox"/> Adapts poorly to recognized organizational structures, rules and policies. | <input type="checkbox"/> Not Applicable. |
|--|---|---|---|--|

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**Areas of Strength**

**Areas for Development**

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### Supervisor's Comments

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### Overall Performance Evaluation

- ☒ **Outstanding** (exceptional performance or unique contribution)  
Comments included.
- ☐ **Excellent** (exceeded job requirements in all areas)
- ☐ **Very Good** (exceeded job requirements in one or more key areas)
- ☐ **Good** (met all job requirements)
- ☐ **Satisfactory** (need for improvement identified in one or more key areas)
- ☐ **Marginal** (needs improvement in may key areas)
- ☐ **Unsatisfactory** (did not meet job requirements)

---

Did you review the completed evaluation form with the student? (Please ensure the student has a copy.)

☒ Yes      ☐ No

### Next Work Term

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

---

**Student's Comments**

---

**Supervisor:**  
**Title:**

**Management/Human Resources:**  
**Title:**