

UNIVERSITY OF WATERLOO UNDERGRADUATE UNOFFICIAL TRANSCRIPT

Name: Kraemer, Stephen Baldwin

Student ID: 20344528

Date Produced: May 21, 2014

Ontario Education Nbr: 249899790

Degrees Awarded

Degree: Bachelor of Applied Science

Honours Mechatronics Engineering, Co-operative Program

Confer Date: June 14, 2014

Winter 2014 4B Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

<i>Units</i>							
<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
ECE 417	Image Processing	0.50/0.50	93	Y	Y		
MTE 482	Mechatronics Engineering Project	0.50/0.50	90	Y	Y		
SYDE 372	Introduction to Pattern Recognition	0.50/0.50	77	Y	Y		
SYDE 522	Machine Intelligence	0.50/0.50	77	Y	Y		
WS 201	Images of Women in Popular Culture	0.50/0.50	71	Y	Y		
Term Avg	81.60	Term Units In Avg	2.50	Term Units Earned	2.50		
Cumulative Avg	81.73	Total Units In Avg	21.50	Total Units Earned	22.89		

Total Units Taken	21.63	Total Units Passed	21.50
		Total Transfer Units	0.00

Academic Standing: **Excellent standing**

Fall 2013 4A Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		<i>Units</i>							
<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>		
CS 343	Concurrent and Parallel Programming	0.50/0.50	88	Y	Y				
CS 456	Computer Networks	0.50/0.50	85	Y	Y				
ECE 484	Digital Control Applications	0.50/0.50	74	Y	Y				
MTE 481	Mechatronics Engineering Design Project	0.50/0.50	93	Y	Y				
RUSS 101	Elementary Russian I	0.50/0.50	94	Y	Y				
WKRPT 400	Work-term Report	0.13/0.13	65	Y	N	DRNA			
Term Avg	86.80	Term Units In Avg	2.50	Term Units Earned	2.63				
Cumulative Avg	81.75	Total Units In Avg	19.00	Total Units Earned	20.39				
Total Units Taken	19.13	Total Units Passed	19.00						
		Total Transfer Units	0.00						

Academic Standing: **Excellent standing**

Spring 2013 3B Part-Time**Co-op Work**

Program: Mechatronics Engineering, Honours, Co-operative Program

Units

<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
COOP 6	Co-operative Work Term		CR	N	N		
Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned		0.00	
Cumulative Avg	80.99	Total Units In Avg	16.50	Total Units Earned		17.76	
Total Units Taken	16.63	Total Units Passed	16.50				
		Total Transfer Units	0.00				

Winter 2013 3B Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

Units

<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
HRM 200	Basic Human Resources Management	0.50/0.50	86	Y	Y		
ME 351	Fluid Mechanics 1	0.50/0.50	82	Y	Y		
MSCI 261	Engineering Economics: Financial Management for Engineers	0.50/0.50	77	Y	Y		
MTE 322	Electromechanical Machine Design	0.50/0.50	73	Y	Y		
MTE 360	Automatic Control Systems	0.50/0.50	77	Y	Y		

MTE 380 Mechatronics Engineering 0.50/0.50 81 Y Y
 Design Workshop

Term Avg	79.33	Term Units In Avg	3.00	Term Units Earned	3.00
Cumulative Avg	80.99	Total Units In Avg	16.50	Total Units Earned	17.76
Total Units Taken	16.63	Total Units Passed	16.50		
		Total Transfer Units	0.00		

Academic Standing: **Good standing**

Fall 2012 3A Part-Time Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

		<i>Units</i>					
<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
C00P 5	Co-operative Work Term		CR	N	N		
PD 6	Problem Solving	0.50/0.00	CR	N	N		
Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.00		
Cumulative Avg	81.35	Total Units In Avg	13.50	Total Units Earned	14.76		
Total Units Taken	13.63	Total Units Passed	13.50				
		Total Transfer Units	0.00				

Spring 2012 3A Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		<i>Units</i>					
<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
ECE 309	Introduction to Thermodynamics and Heat Transfer	0.50/0.50	80	Y	Y		
ECE 325	Microprocessor Systems and Interfacing for Mechatronics Engineering	0.50/0.50	79	Y	Y		
ME 321	Kinematics and Dynamics of Machines	0.50/0.50	69	Y	Y		
MTE 320	Actuators & Power Electronics	0.50/0.50	85	Y	Y		
SYDE 351	Systems Models 1	0.50/0.50	68	Y	Y		
WKRPT 300	Work-term Report	0.13/0.13	65	Y	N	DRNA	
Term Avg	76.20	Term Units In Avg	2.50	Term Units Earned			2.63
Cumulative Avg	81.35	Total Units In Avg	13.50	Total Units Earned			14.76
Total Units Taken	13.63	Total Units Passed	13.50				
		Total Transfer Units	0.00				

Academic Standing: Good standing

Winter 2012 2B Part-Time

Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

		<i>Units</i>					
<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>

C00P 4	Co-operative Work Term		CR	N	N
PD 5	Project Management	0.50/0.00	CR	N	N

Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.00
Cumulative Avg	82.52	Total Units In Avg	11.00	Total Units Earned	12.13
Total Units Taken	11.13	Total Units Passed	11.00		
		Total Transfer Units	0.00		

Fall 2011 2B Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		<i>Units</i>					
<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
MTE 203	Advanced Calculus	0.50/0.50	90	Y	Y		
MTE 204	Numerical Methods	0.50/0.50	87	Y	Y		
MTE 220	Sensors and Instrumentation	0.50/0.50	80	Y	Y		
MTE 241	Introduction to Computer Structures & Real-Time Systems	0.50/0.50	81	Y	Y		
SYDE 252	Linear Systems and Signals	0.50/0.50	83	Y	Y		
WKRPT 200	Work-term Report	0.13/0.13	75	Y	N	DRNA	

Term Avg	84.20	Term Units In Avg	2.50	Term Units Earned	2.63
Cumulative Avg	82.52	Total Units In Avg	11.00	Total Units Earned	12.13
Total Units Taken	11.13	Total Units Passed	11.00		

Total Transfer Units 0.00

Academic Standing: Excellent standing

Spring 2011 2A Part-Time

Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

Units

<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
C00P 3	Co-operative Work Term		CR	N	N		
PD 3	Communication	0.50/0.00	CR	N	N		

Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.00
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Cumulative Avg	82.03	Total Units In Avg	8.50	Total Units Earned	9.50
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Total Units Taken	8.63	Total Units Passed	8.50
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Total Transfer Units	0.00
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Winter 2011 2A Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

Units

<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
ME 262	Introduction to Microprocessors and Digital Logic	0.50/0.50	86	Y	Y		

MTE 201	Experimental Measurement & Statistical Analysis	0.50/0.50	79	Y	Y
MTE 202	Ordinary Differential Equations	0.50/0.50	78	Y	Y
MTE 219	Mechanics of Deformable Solids	0.50/0.50	84	Y	Y
STV 100	Society, Technology and Values: Introduction	0.50/0.50	74	Y	Y
SYDE 182	Physics 2 (Dynamics)	0.50/0.50	83	Y	Y

Term Avg	80.67	Term Units In Avg	3.00	Term Units Earned	3.00
Cumulative Avg	82.03	Total Units In Avg	8.50	Total Units Earned	9.50
Total Units Taken	8.63	Total Units Passed	8.50		
		Total Transfer Units	0.00		

Academic Standing: **Excellent standing**

Fall 2010 1B Part-Time Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

<i>Units</i>						
<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit In</i>	<i>GPA</i>	<i>Desig DesGrd</i>
COOP 2	Co-operative Work Term		CR	N	N	
PDENG 25	Professional Development - Critical Analysis	0.50/0.50	CR	Y	N	
Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned		0.50
Cumulative Avg	82.77	Total Units In Avg	5.50	Total Units Earned		6.50

Total Units Taken	5.63	Total Units Passed	5.50
		Total Transfer Units	0.00

Spring 2010 1B Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

		<i>Units</i>					
<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
MATH 118	Calculus 2 for Engineering	0.50/0.50	83	Y	Y		
MTE 111	Structure and Properties of Materials	0.50/0.50	84	Y	Y		
MTE 119	Statics	0.50/0.50	77	Y	Y		
MTE 120	Circuits	0.75/0.75	79	Y	Y		
MTE 140	Algorithms and Data Structures	0.50/0.50	79	Y	Y		
WKRPT 100	Work-term Report	0.13/0.00	38	N	N	SUPP	S

Term Avg	80.27	Term Units In Avg	2.75	Term Units Earned	2.75
Cumulative Avg	82.77	Total Units In Avg	5.50	Total Units Earned	6.00
Total Units Taken	5.63	Total Units Passed	5.50		
		Total Transfer Units	0.00		

Academic Standing: Promotion Granted

Winter 2010 1A Part-Time

Co-op Work

Program: Mechatronics Engineering, Honours, Co-operative Program

Units

<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
COOP 1	Co-operative Work Term		CR	N	N		
PDENG 15	Professional Development	0.50/0.50	CR	Y	N		
	- Overview						

Term Avg	0.00	Term Units In Avg	0.00	Term Units Earned	0.50
Cumulative Avg	85.27	Total Units In Avg	2.75	Total Units Earned	3.25
Total Units Taken	2.75	Total Units Passed	2.75		
		Total Transfer Units	0.00		

Fall 2009 1A Full-Time

Program: Mechatronics Engineering, Honours, Co-operative Program

Units

<i>Course</i>	<i>Description</i>	<i>Attempt/Earn</i>	<i>Grade</i>	<i>Credit</i>	<i>InGPA</i>	<i>Desig</i>	<i>DesGrd</i>
CHE 102	Chemistry for Engineers	0.50/0.50	84	Y	Y		
GENE 121	Digital Computation	0.50/0.50	92	Y	Y		
MATH 115	Linear Algebra for Engineering	0.50/0.50	84	Y	Y		
MATH 116	Calculus 1 for Engineering	0.50/0.50	86	Y	Y		
MTE 100	Mechatronics Engineering	0.75/0.75	82	Y	Y		

Term Avg	85.27	Term Units In Avg	2.75	Term Units Earned	2.75
Cumulative Avg	85.27	Total Units In Avg	2.75	Total Units Earned	2.75
Total Units Taken	2.75	Total Units Passed	2.75		
		Total Transfer Units	0.00		

Academic Standing: **Excellent standing**

Non-Course Milestones

English Proficiency	Completed	September 28, 2009
Work Report 1	Completed	August 30, 2010
Work Report 2	Completed	December 30, 2011
Work Report 3	Completed	August 30, 2012
Work Report 4	Completed	December 30, 2013
Work Term 1	Completed	April 30, 2010
Work Term 2	Completed	December 30, 2010
Work Term 3	Completed	August 30, 2011
Work Term 4	Completed	April 30, 2012
Work Term 5	Completed	December 30, 2012
Work Term 6	Completed	August 30, 2013
Workplace Hazardous Materials	Completed	November 12, 2009

Scholarships & Awards

2009-2010	University of Waterloo President's Scholarship
2013-2014	Mechatronics Design Symposium Award

- - - - - **End of Transcript** - - - - -

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	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	Fall 2009	UG	ENRL	1A	ENG	Mechatronics Engineering	F				
2	Winter 2010	UG	COOP	1A	ENG	Mechatronics Engineering	P	EI	University of Waterloo	Outstanding	
3	Spring 2010	UG	ENRL	1B	ENG	Mechatronics Engineering	F				
4	Fall 2010	UG	COOP	1B	ENG	Mechatronics Engineering	P	ER	University of Waterloo	Outstanding	
5	Winter 2011	UG	ENRL	2A	ENG	Mechatronics Engineering	F				
6	Spring 2011	UG	COOP	2A	ENG	Mechatronics Engineering	P	ES	Netkeepers	Excellent	
7	Fall 2011	UG	ENRL	2B	ENG	Mechatronics Engineering	F				
8	Winter 2012	UG	COOP	2B	ENG	Mechatronics Engineering	P	EI	Avvasi Inc	Very Good	
9	Spring 2012	UG	ENRL	3A	ENG	Mechatronics Engineering	F				
10	Fall 2012	UG	COOP	3A	ENG	Mechatronics Engineering	P	EI	Autodesk Canada Co	Excellent	
11	Winter 2013	UG	ENRL	3B	ENG	Mechatronics Engineering	F				
12	Spring 2013	UG	COOP	3B	ENG	Mechatronics Engineering	P	EI	Oracle	Outstanding	
13	Fall 2013	UG	ENRL	4A	ENG	Mechatronics Engineering	F				
14	Winter 2014	UG	ENRL	4B	ENG	Mechatronics Engineering	F				
15	Spring 2014	UG	ENRL	4B	ENG	Mechatronics Engineering	N				
16	Fall 2014	UG	ENRL	4B	ENG	Mechatronics Engineering	N				

Student Performance Evaluation

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

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>

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 these challenges. We believe we can offer something to everyone (from Linux hackers to visual design gurus as well as experienced software 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"> Shows little enthusiasm for assigned work, infrequently requests additional tasks 		<ul style="list-style-type: none"> Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks 		<ul style="list-style-type: none"> Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities









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









3. Quality of Work. The ability of the student to set high standards for own personal performance; strive for quality work; put forth extra effort to ensure quality work.				
				
1	2	3	4	5
Developing Performance		Good Performance		Superior Performance
<ul style="list-style-type: none"> Work does not meet expectations, has more than the expected number of errors 		<ul style="list-style-type: none"> Work is usually very thorough and well done, few errors 		<ul style="list-style-type: none"> Work is always very thorough and of excellent quality, few if any errors









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









5. Problem Solving. The student's demonstrated ability to analyze problems or procedures, evaluate alternatives, and select the best course of action.				
				
1	2	3	4	5
Developing Performance		Good Performance		Superior Performance
<ul style="list-style-type: none"> Can make routine decisions but needs guidance and checking 		<ul style="list-style-type: none"> Can be relied upon to make good decisions, requires limited guidance 		<ul style="list-style-type: none"> Independently manages complex tasks and makes good decisions for work without guidance









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		

7. Dependability. The manner in which the student conducts his or herself in the working environment.							
 1	 2	 3	 4	 5	 6	 7	 Not Observed
Developing Performance • 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		









8. Response to Supervision. The manner in which the student responds to direction and constructive criticism.							
 1	 2	 3	 4	 5	 6	 7	 Not Observed
Developing Performance • 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		

9. Reflection. The student's demonstrated ability to learn and adapt from previous experience.							
 1	 2	 3	 4	 5	 6	 7	 Not Observed
Developing Performance • 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		









10. Resourcefulness. The student's demonstrated ability to develop innovative solutions and display flexibility in unique or demanding circumstances.							
 1	 2	 3	 4	 5	 6	 7	 Not Observed
Developing Performance • 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		

11. Ethical Behaviour. The extent to which the student's behaviour demonstrates integrity and ethics in work and relationships.							
 1	 2	 3	 4	 5	 6	 7	 Not Observed
Developing Performance • 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.)

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









13. Entrepreneurial Orientation. The student's demonstrated ability to take informed risks that demonstrate creativity and add value to the company.

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









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

 	  	 	
Developing Performance <ul style="list-style-type: none"> Not consistently clear and concise or requires frequent checking and editing 	Good Performance <ul style="list-style-type: none"> Normally clear, well organized and understandable and needs only moderate checking and editing 	Superior Performance <ul style="list-style-type: none"> Always clear, well organized and easily understandable; rarely requires checking and editing 	








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

 	  	 	
Developing Performance <ul style="list-style-type: none"> Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking 	Good Performance <ul style="list-style-type: none"> Normally clear, well organized, understandable, and persuasive, good public speaker 	Superior Performance <ul style="list-style-type: none"> Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker 	

16. Interpersonal Communication. The extent to which the student effectively listens, conveys, and receives ideas, information, and direction.

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

OVERALL PERFORMANCE RATING

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

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

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

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

*** required fields**

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

☒

Yes

☐

No

***Do you wish to have the student return for the next work term?**

☐

Yes

☐

No

☒

Not Applicable

***If yes, have you offered to re-employ the student for the next work term?**

☐

Yes

☐

No

☐

To be determined

If yes, was your offer:

☐

Accepted

☐

Declined

If the student accepted, please confirm the work term dates:

☐

Dates

☐

To be determined

Co-operative Education will contact you to confirm new job details.

Supervisor:

Title:

Management/Human Resources:

Title:



University of Waterloo
Co-operative Education & Career Services

Student Performance Evaluation

BUILDING A TALENT TRUST

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

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.

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 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; 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 checked="" type="checkbox"/> Excellent.	<input 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 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 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 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.
--	--	--	--	---

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.

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.

Problem Solving Skills

☒ Highly adept and innovative.

☐ Adept at solving problems.

☐ Satisfactory problem solving abilities.

☐ Exhibits inadequate problem solving abilities.

☐ Not Applicable.

Dependability

☐ Reliable in any situation.

☒ Reliable in most situations.

☐ Reliable in routine situations.

☐ Unreliable; requires close supervision.

☐ Not Applicable.

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.

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.

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. |
|--|--|--|---|--|

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 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. |
|---|-------------------------------------|---|---|--|

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

Areas for Development

Supervisor's Comments

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

Supervisor:

Title:

Management/Human Resources:
Title:



University of Waterloo
Co-operative Education & Career Services

Student Performance Evaluation

BUILDING A TALENT TRUST

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

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

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

- ☐ Excellent ability to motivate and direct others.
- ☒ Very good.
- ☐ Exhibits average leadership skills.
- ☐ Presently lacks the ability to motivate and direct others.
- ☐ Not Applicable.
-

Adaptation to Formal Organizations, Rules and Policies

- ☐ Fully adaptable to recognized organizational structures, rules and policies.
- ☒ Adapts well to recognized organizational structures, rules and policies.
- ☐ Satisfactory adaptation to recognized organizational structures, rules and policies.
- ☐ Adapts poorly to recognized organizational structures, rules and policies.
- ☐ 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

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

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

Job Title: Technical Support Analyst

Job 12. Provide your job description. Provide information that would be similar to
Description: 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

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

- | | | | | |
|--|--|---|--|---|
| <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 checked="" type="checkbox"/> Does an
outstanding
job of
planning and
organizing
work and
time. | <input 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;
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 checked="" type="checkbox"/> Excellent. | <input type="checkbox"/> Above
Average. | <input type="checkbox"/> Average. | <input type="checkbox"/> Below
Average. | <input type="checkbox"/> Not
Applicable. |
|--|--|-----------------------------------|--|---|

Quality of Work

- | | | | | |
|---|---|--|---|---|
| <input checked="" type="checkbox"/> Excellent:
very few
errors. | <input 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 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. |
|--|---|---|---|--|

Areas of Strength

Areas for Development

Supervisor's Comments

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:



Student Performance Evaluation

BUILDING A TALENT TRUST

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

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.

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. |
|--|---|---|---|--|

Areas of Strength

Areas for Development

Supervisor's Comments

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: