

EMPLOYER'S EVALUATION OF WORK TERM

Student: _____ Work Term: _____

Employer: _____ Supervisor: _____

Location: _____ Start Date: _____ / _____ / _____ Finish Date: _____ / _____ / _____
YEAR MONTH DAY YEAR MONTH DAY

USE OF THE EVALUATION FORM

This form is meant to be used by both the student and the supervisor, or other employer representative to evaluate the student's performance. Each student will benefit from constructive criticism given by a supervisor on job performance. The process works best if the student and supervisor discuss work term objectives at the beginning, middle and towards the end of the term. The student should arrange meetings with the supervisor for these discussions.

Section I is a statement of performance and professional/personal objectives for the term and should be completed during the first week of work.

Please Complete Section 1 by the end of the first week of work and upload it to COMPASS under the appropriate work term, under the "Work Term Record" tab.

Please complete Sections 2, 3 and 4 to be included with the student's work term report. Your cooperation in fulfilling this requirement in a timely fashion is essential to the student's final work term grade.

SECTION 1: WORK TERM OBJECTIVES

A. PERFORMANCE OBJECTIVES FOR THIS WORK TERM

Supervisor: What are the student's job performance objectives?

Student: What do you wish to learn?

B. PROFESSIONAL / PERSONAL OBJECTIVES FOR THIS WORK TERM

Supervisor: What professional / personal growth do you expect from the student?

Student: What are your professional / personal expectations for this work term?

SECTION 2: SKILLS AND ATTRIBUTES

A. INTEREST IN WORK

- Little interest or enthusiasm for job.
- Interest sporadic. Occasionally enthusiastic.
- Satisfactory amount of interest and enthusiasm for job.
- More than average amount of interest and enthusiasm for job.
- High interest in job. Very enthusiastic. Takes pride in doing work well.
- No basis for evaluation.

B. INITIATIVE

- Always wants to be told what to do next.
- Relies on others. Must be told what to do frequently.
- Acts voluntarily in routine matters.
- Acts voluntarily in most matters.
- Self-starter. Asks for new jobs. Looks for work to do. Does not waste time.
- No basis for evaluation.

C. ORGANIZATION AND PLANNING

- Consistently fails to organize and plan work effectively.
- More often than not fails to organize and plan work effectively.
- Does normal amount of planning and organizing.
- Usually organizes work and time effectively.
- Does an outstanding job of planning and organizing work and time.
- No basis for evaluation.

D. ABILITY TO LEARN

- Very slow in understanding new information.
- Rather slow in understanding new information.
- Average.
- Quick to learn.
- Excellent.
- No basis for evaluation.

E. QUALITY OF WORK

- Work usually done in a careless manner. Often makes errors.
- More than average number of errors for a student.
- Work usually passes review. Has normal number of errors.
- Usually thorough, good work. Few errors.
- Very thorough in performing work. Very few errors, if any.
- No basis for evaluation.

F. QUANTITY OF WORK

- Very low productivity.
- Less productivity than expected.
- Expected amount of productivity.
- More than expected amount of productivity.
- Highly productive.
- No basis for evaluation.

G. CREATIVITY / PROBLEM SOLVING

- Rarely has a new idea. Is not very innovative.
- Occasionally comes up with a new idea.
- Has reasonable number of new ideas.
- Frequently suggests new ways of doing things. Is very innovative.
- Continually seeks new and better ways of doing things. Is extremely innovative.
- No basis for evaluation.

H. JUDGMENT

- Poor judgment. Jumps to conclusions without sufficient knowledge.
- Judgment often undependable.
- Judgment usually good in routine situations.
- Uses good common sense. Usually makes good decisions.
- Exceptionally good. Decisions based on thorough analysis of problems.
- No basis for evaluation.

I. DEPENDABILITY

- Unreliable.
- Somewhat unreliable. Needs close supervision.
- Can be depended upon in routine situations.
- Can usually be depended upon in most situations.
- Can be depended upon in any situation.
- No basis for evaluation.

J. INTERPERSONAL SKILLS

- Frequently quarrelsome, causes friction. Overly quiet and withdrawn to the point of having an adverse effect on group.
- Sometimes antagonizes. Tends to be uncommunicative. Rarely contributes to team work.
- Most relations with others are harmonious under normal circumstances.
- Congenial and helpful. Works well with associates. Seen as an asset in furthering cooperation and group harmony.
- Always works in harmony with others. An excellent team worker. Contributes to group relationships and effectiveness.
- No basis for evaluation.

K. RESPONSE TO SUPERVISION

- Resents suggestions and criticism by supervisor or needs close supervision or has difficulty in accepting change.
- Reluctantly accepts suggestions and criticism by supervisor. Sometimes fails to recognize own limitations and needs to ask direction.
- Accepts suggestions and criticism by supervisor in satisfactory manner.
- Willingly accepts suggestions and criticism by supervisor.
- Expresses appreciation and takes prompt action on suggestions and criticism by supervisor. Very open-minded and confident.
- No basis for evaluation.

We encourage you to discuss the evaluation with the student.



SECTION 2: SKILLS AND ATTRIBUTES *continued*

L. COMMUNICATION — WRITTEN

- Not clear to the extent that it causes confusion or interferes with the performance of work.
- Satisfactory, occasionally is unclear and not concise.
- Usually clear and concise.
- Normally very clear, well organized and easily read.
- Always clear, well organized, concise, readable with few errors.
- No basis for evaluation.

M. COMMUNICATION — ORAL

- Not clear to the extent that it causes confusion or interferes with the performance of work.
- Satisfactory, occasionally encounters difficulty in speaking clearly and concisely.
- Usually clear and concise.
- Normally very clear and understandable.
- Conveys information in a clear, well organized and easily understood manner.
- No basis for evaluation.

N. LEADERSHIP QUALITIES

- Not approachable.
- Poor, unable to organize and motivate the work of others.
- Adequate.
- Above average.
- Excellent, promotes enthusiasm, can direct others.
- No basis for evaluation.

O. ADAPTATION TO FORMAL ORGANIZATIONAL STRUCTURES, RULES AND POLICIES *(including safety guidelines)*

- Not applicable.
- Poor, refuses to recognize formal procedures and rules.
- Adequate.
- Above average.
- Excellent, adapts to and recognizes formal organizational structures, rules and policies.
- No basis for evaluation.

P. ATTENDANCE

- Irregular
- Regular

Q. PUNCTUALITY

- Irregular
- Regular

R. GROOMING / APPEARANCE

- Inappropriate
- Appropriate

S. OVERALL PERFORMANCE

- Unsatisfactory
- Needs improvement
- Satisfactory
- Above average
- Excellent

Areas of Strength:

- _____
- _____
- _____

Areas of Improvement:

- _____
- _____
- _____

Recommended Academic Exposure (if applicable):

Recommended Work Experience:

T. FEEDBACK

Has the student been given feedback on his/her performance during the term? Yes No

Has the student made an effort to improve in areas noted? Yes No

Has the student made progress in areas noted? Yes No

We encourage you to discuss the evaluation with the student.



SECTION 3: ACHIEVEMENT OF OBJECTIVES

From the outline in Section 1, please indicate how well the student met the stated performance and professional objectives:

A. PERFORMANCE OBJECTIVES (ON THE JOB)

Supervisor's Comments:

Student's Comments:

B. PROFESSIONAL OBJECTIVES (ATTITUDE AND BEHAVIOUR)

Supervisor's Comments:

Student's Comments:

SECTION 4: GENERAL COMMENTS

Comment on overall performance.

Supervisor's Comments:

Student's Comments:

Name and title of employer representative completing this evaluation form (*usually the supervisor, a manager or human resources professional*).

Name: _____ Title: _____ Date: _____ / _____ / _____
YEAR MONTH DAY

Signature: _____ *We encourage you to discuss the evaluation with the student.*

Student Signature: _____ Date: _____ / _____ / _____
YEAR MONTH DAY

Reviewed by Institute for Co-operative Education:

Signature: _____ Date: _____ / _____ / _____
YEAR MONTH DAY



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