



QUIP QUEEN'S UNDERGRADUATE INTERNSHIP PROGRAM

Student Work Performance Evaluation – 4 Month **PART 1. Supervisor's Evaluation**

Guidelines: Please rate the student's performance in each of the following categories by checking the box which best indicates their performance and providing individualized comments where appropriate.

DATE: _____

Student Information:

Student Name:	Job Title:
Degree Program:	Company Name:
Key Job Duties:	

Employer Information:

Supervisor Name:	Job Title:
Phone:	Email:

QUIP Contact Information:

Queen's University | Career Services

QUIP Coordinators

Tel: 613-533-2992

Fax: 613-533-2535

Email: quip@queensu.ca

Website: <http://careers.queensu.ca>

1. QUALITY OF WORK

<input type="checkbox"/> Very thorough. Errors few if any.	<input type="checkbox"/> High level. Only occasional corrections needed.	<input type="checkbox"/> Work usually passes review. Some errors.	<input type="checkbox"/> Erratic quality. Not thorough. Work review required.	<input type="checkbox"/> Not measurable/ Applicable.
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Comments:

2. QUANTITY OF WORK

<input type="checkbox"/> Exceptionally fast, efficient. Often handles extra work.	<input type="checkbox"/> Deadlines always met. Willing to handle extra work.	<input type="checkbox"/> Steady results. Usually on time with assignments.	<input type="checkbox"/> Frequently late in completing assignments. Needs prodding.	<input type="checkbox"/> Not measurable/ applicable.
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Comments:

3. INITIATIVE AND DEDICATION

<input type="checkbox"/> Self-starter. Seeks challenge. Attacks problems, solves on own.	<input type="checkbox"/> Needs minimal supervision. Tries to exceed standards.	<input type="checkbox"/> Puts generally good effort into work. Meets standards.	<input type="checkbox"/> Shows minimal interest in meeting standards. Needs close supervision.	<input type="checkbox"/> Not measurable/ applicable.
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Comments:

4. COOPERATION AND TEAMWORK

<input type="checkbox"/> Always works in harmony with others. Great team player.	<input type="checkbox"/> Congenial and helpful. Works well with associates.	<input type="checkbox"/> Most relations with others are harmonious under normal conditions.	<input type="checkbox"/> Difficult to work with at times. Sometimes antagonizes others.	<input type="checkbox"/> Not measurable/ applicable.
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Comments:

5. JUDGEMENT

<input type="checkbox"/> Unusual ability to develop alternatives. Openly accepts responsibilities.	<input type="checkbox"/> Good methodical thought processes. Good problem solving. Seeks counsel when necessary.	<input type="checkbox"/> Makes decisions based on company policies. Generally, seeks counsel.	<input type="checkbox"/> Lacks confidence. Seeks supervision. Avoids responsibilities.	<input type="checkbox"/> Not measurable/ applicable.
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Comments:

6. LEADERSHIP

<input type="checkbox"/> High desire to achieve. Tactful. Excellent example for other workers.	<input type="checkbox"/> Good tolerance level. Accepts new challenges. Sets good examples.	<input type="checkbox"/> Calm and tactful. Displays patience. Tries to learn from criticism.	<input type="checkbox"/> Sometimes tactless. Reluctantly accepts criticism and ideas of others.	<input type="checkbox"/> Not measurable/applicable.
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Comments:

7. ADAPTABILITY

<input type="checkbox"/> Adapted instantly and successfully. Makes others comfortable.	<input type="checkbox"/> Adapted quickly and successfully. No problems.	<input type="checkbox"/> Comfortable in the workplace. Few problems.	<input type="checkbox"/> Uncomfortable in the workplace. Reluctant to attempt change.	<input type="checkbox"/> Not measurable/Applicable.
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Comments:

8. WRITTEN COMMUNICATION

<input type="checkbox"/> Always clear, well organized, and easily understandable.	<input type="checkbox"/> Usually clear, well organized, and understandable; needs occasional checking/editing.	<input type="checkbox"/> Sometimes clear and organized; requires some checking and editing.	<input type="checkbox"/> Not consistently clear and concise; requires frequent checking and editing.	<input type="checkbox"/> Not measurable/applicable.
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Comments:

9. ORAL COMMUNICATION

<input type="checkbox"/> Always clear, well organized, easily understandable; excellent public speaker	<input type="checkbox"/> Usually clear, well organized, and understandable; comfortable speaking/presenting to groups	<input type="checkbox"/> Sometimes clear and organized, developing public speaking skills	<input type="checkbox"/> Occasionally encounters difficulty with expressing ideas clearly; some discomfort with public speaking	<input type="checkbox"/> Not measurable/applicable.
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Comments:

General Feedback:

MAJOR STRENGTHS

AREAS FOR IMPROVEMENT

OVERALL PERFORMANCE

SUPERVISOR:

Supervisor **(Name)** Signature **(Signature)** Date

STUDENT:

I, _____ (student name), have read this evaluation and discussed it with my supervisor. I feel that it is a fair assessment of my performance.

Student **(Name)** Student **(Signature)** Date

Student Comments:

Student Work Performance Evaluation – 4 Month
PART 2. Student’s Self-Evaluation

CAREER / SKILLS DEVELOPMENT

Student Name: _____

It is not necessary for this portion of your evaluation to be seen or signed by your supervisor, but it does need to be completed and returned to the QUIP office as part of your evaluation to fulfill the requirements of the internship.

As discussed in the pre-departure workshop, the term of the Internship will allow you an excellent opportunity to add new skills to your professional portfolio. The addition of this activity to the required evaluation will require you to articulate some of the skills you are learning and reflect on your progress throughout your Internship. Each evaluation report you receive will have a different focus for your Career/Skills Development. We hope you will find this to be a worthwhile exercise that will benefit you at the end of your internship.

In the first Career/Skills Development exercise, we would like you to take some time to think about what you hope to gain from your Internship. Hopefully, more than a healthy pay cheque over the course of the 12 or 16 months!

Tackle this activity like a job interview (consider it preparation for your fourth-year recruiting). This will give you an excellent opportunity in the coming months to review your reply.

What prompted you to decide to take this internship and what specific skills (personal, soft, or technical) are you hoping to gain from your internship?

Student Work Performance Evaluation – 4 Month **PART 3. Student’s Self-Evaluation**

CAREER / SKILLS DEVELOPMENT

Student Name: _____

There is an innumerable set of skills you will gain over the course of your internship and you will find that in just four months, you have already added to your skills set. You will recall from the pre-departure workshop that skills are not only Work Specific but can also include Personal Management Skills and Transferable Skills. Below is a short list of some of transferable skills. Go through them and see what you have already added to your professional development in just a short four months and take a moment to expand on one of these skills.

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Analyzing | <input type="checkbox"/> Facilitating | <input type="checkbox"/> Negotiating | <input type="checkbox"/> Setting Deadlines |
| <input type="checkbox"/> Assessing | <input type="checkbox"/> Influencing | <input type="checkbox"/> Negotiating | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Assuring Quality | <input type="checkbox"/> Interviewing | <input type="checkbox"/> Organizing | <input type="checkbox"/> Supervising |
| <input type="checkbox"/> Drafting | <input type="checkbox"/> Managing Resources | <input type="checkbox"/> Researching | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Evaluating | <input type="checkbox"/> Monitoring | <input type="checkbox"/> Resolving Conflict | <input type="checkbox"/> Other: _____ |

Use the STAR technique from the job search workshops to explain how you have used one or more of these skills in your internship. Consider how the development of these skills is adding to your overall professional development.

S – Situation

T – Task

A – Action

R – Results / reflection

Student (**Name**)

Student (**Signature**)

Date