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:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Job Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Program:</td>
<td>Company Name:</td>
</tr>
<tr>
<td>Key Job Duties:</td>
<td></td>
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</tbody>
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Employer Information:

<table>
<thead>
<tr>
<th>Supervisor Name:</th>
<th>Job Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>Email:</td>
</tr>
</tbody>
</table>

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

- **Very thorough. Errors few if any.**
- **High level. Only occasional corrections needed.**
- **Work usually passes review. Some errors.**
- **Erratic quality. Not thorough. Work review required.**
- **Not measurable/Applicable.**

**Comments:**

### 2. QUANTITY OF WORK

- **Exceptionally fast, efficient. Often handles extra work.**
- **Deadlines always met. Willing to handle extra work.**
- **Steady results. Usually on time with assignments.**
- **Frequently late in completing assignments. Needs prodding.**
- **Not measurable/Applicable.**

**Comments:**

### 3. INITIATIVE AND DEDICATION

- **Self-starter. Seeks challenge. Attacks problems, solves on own.**
- **Needs minimal supervision. Tries to exceed standards.**
- **Puts generally good effort into work. Meets standards.**
- **Shows minimal interest in meeting standards. Needs close supervision.**
- **Not measurable/Applicable.**

**Comments:**

### 4. COOPERATION AND TEAMWORK

- **Always works in harmony with others. Great team player.**
- **Congenial and helpful. Works well with associates.**
- **Most relations with others are harmonious under normal conditions.**
- **Difficult to work with at times. Sometimes antagonizes others.**
- **Not measurable/Applicable.**

**Comments:**

### 5. JUDGEMENT

- **Unusual ability to develop alternatives. Openly accepts responsibilities.**
- **Good methodical thought processes. Good problem solving. Seeks counsel when necessary.**
- **Makes decisions based on company policies. Generally, seeks counsel.**
- **Lacks confidence. Seeks supervision. Avoids responsibilities.**
- **Not measurable/Applicable.**

**Comments:**
### 6. LEADERSHIP

- **High desire to achieve. Tactful. Excellent example for other workers.**
- **Good tolerance level. Accepts new challenges. Sets good examples.**
- **Calm and tactful. Displays patience. Tries to learn from criticism.**
- **Sometimes tactless. Reluctantly accepts criticism and ideas of others.**
- **Good tolerance level. Accepts new challenges. Sets good examples.**
- **Calm and tactful. Displays patience. Tries to learn from criticism.**
- **Sometimes tactless. Reluctantly accepts criticism and ideas of others.**
- **Not measurable/applicable.**

**Comments:**

### 7. ADAPTABILITY

- **Adapted instantly and successfully. Makes others comfortable.**
- **Adapted quickly and successfully. No problems.**
- **Comfortable in the workplace. Few problems.**
- **Uncomfortable in the workplace. Reluctant to attempt change.**
- **Not measurable/applicable.**

**Comments:**

### 8. WRITTEN COMMUNICATION

- **Always clear, well organized, and easily understandable.**
- **Usually clear, well organized, and understandable; needs occasional checking/editing.**
- **Sometimes clear and organized; requires some checking and editing.**
- **Not consistently clear and concise; requires frequent checking and editing.**
- **Not measurable/applicable.**

**Comments:**

### 9. ORAL COMMUNICATION

- **Always clear, well organized, easily understandable; excellent public speaker**
- **Usually clear, well organized, and understandable; comfortable speaking/presenting to groups**
- **Sometimes clear and organized, developing public speaking skills**
- **Occasionally encounters difficulty with expressing ideas clearly; some discomfort with public speaking**
- **Not measurable/applicable.**

**Comments:**

**General Feedback:**

**MAJOR STRENGTHS**
AREAS FOR IMPROVEMENT

OVERALL PERFORMANCE

SUPERVISOR:

__________________
Supervisor (Name)  Signature (Signature)  Date

STUDENT:

I, ___________________, 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:


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?
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.

☐ Analyzing  ☐ Facilitating  ☐ Negotiating  ☐ Setting Deadlines
☐ Assessing  ☐ Influencing  ☐ Negotiating  ☐ Speaking
☐ Assuring Quality  ☐ Interviewing  ☐ Organizing  ☐ Supervising
☐ Drafting  ☐ Managing Resources  ☐ Researching  ☐ Teaching
☐ Evaluating  ☐ Monitoring  ☐ Resolving Conflict  ☐ 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