



School of Human Kinetics & Recreation
Co-operative Education

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Co-operative Education

Employer's Evaluation of Work Term

STUDENT:	_____	WORK TERM:	_____
EMPLOYER:	_____	LOCATION:	_____
START DATE:	_____	FACULTY:	_____

SECTION 2 - Skills and Attributes

Interest in Work

- | | | | | | |
|---|---|--|---|---|---|
| <input type="checkbox"/> Little Interest or enthusiasm for job. | <input type="checkbox"/> Interest spasmodic. Occasionally enthusiastic. | <input type="checkbox"/> Satisfactory amount of interest and enthusiasm for job. | <input type="checkbox"/> More than average amount of interest and enthusiasm for job. | <input type="checkbox"/> High interest in job. Very enthusiastic. Takes pride in doing work well. | <input type="checkbox"/> No basis for evaluation. |
|---|---|--|---|---|---|

Initiative

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

Organization and Planning

- | | | | | | |
|--|---|---|---|--|---|
| <input type="checkbox"/> Consistently fails to organize and plan work effectively. | <input type="checkbox"/> More often than not fails to organize and plan work effectively. | <input type="checkbox"/> Does normal amount of planning and organizing. | <input type="checkbox"/> Usually organizes work and time effectively. | <input type="checkbox"/> Does an outstanding job of planning and organizing work and time. | <input type="checkbox"/> No basis for evaluation. |
|--|---|---|---|--|---|

Ability to Learn

- | | | | | | |
|--|---|-----------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> Very slow in understanding new information. | <input type="checkbox"/> Rather slow understanding new information. | <input type="checkbox"/> Average. | <input type="checkbox"/> Quick to learn. | <input type="checkbox"/> Excellent. | <input type="checkbox"/> No basis for evaluation. |
|--|---|-----------------------------------|--|-------------------------------------|---|

Quality of Work

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

Quantity of Work

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

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.

Dependability

- Unreliable. Somewhat unreliable, needs above average checking. 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.

Judgement

- Poor judgement. Jumps to conclusions without sufficient knowledge. Judgement often undependable. Judgement 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.

Interpersonal Skills

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

Response to Supervision

- Resents suggestions and criticism by supervisor or needs close supervision or has difficulty in accepting change. (Underline appropriate phrase). 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.

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, and readable, with few errors. No basis for evaluation.

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.

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.

Adaptation to Formal Organizations, Rules & Policies (including safety guidelines)

- Not applicable.
- Poor, refused to recognize formal procedures and rules.
- Adequate.
- Above average.
- Excellent, adapted to and recognized formal organization structures, rules and policies.
- No basis for evaluation.

Attendance

Irregular.

Regular.

Punctuality

Irregular.

Regular.

Grooming/Appearance

Inappropriate.

Appropriate.

Overall Performance

Unsatisfactory.

Needs improvement.

Satisfactory.

Above average.

Excellent.

Areas of Strength

1. _____
2. _____
3. _____

Areas for Improvement

1. _____
2. _____
3. _____

Recommended Academic Exposure: (if applicable)

Recommended Work Experience: (if applicable)

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.

SECTION 3 - Achievement of Objectives

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

Performance Objectives (On the Job)

Supervisor's Comments:

Student's Comments:

Professional Objectives (Attitude & Behavior)

Supervisor's Comments:

Student's Comments:

SECTION 4 - General Comments

Comment on Overall Performance

Supervisor's Comments:

Student's Comments:

EMPLOYER

Name and title of person completing this evaluation form - (usually the supervisor, a manager or a representative of human resources)

Name:

Title:

Date:

We urge that you discuss the evaluation with the student.

STUDENT SIGNATURE:

Reviewed by Co-operative Education.

Co-ordinator's Signature:

Date:
