

## Student Performance Evaluation

Student Matin Esfahani  
Matin Esfahani  
Student ID Number 20280796  
Company NexJ Systems

Term:  Jan.-April  May-Aug.  Sept.-Dec. Year 2012

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The evaluation process is instrumental to a student's personal and career development. Students appreciate an assessment of job performance and welcome constructive feedback. Thank you for taking the time to complete this evaluation and discussing it with your student.

### SUPERVISOR'S GUIDELINES FOR COMPLETION

#### MID-TERM REVIEW (Informal)

Please conduct a mid-term review with your student to assist in their progress during the work term. Using this form as a guideline, the mid-point discussion is an opportunity for the supervisor and student to discuss topics such as:

- Overall expectations and goals
- Student's work performance
- Training or mentoring

#### END OF TERM EVALUATION

The end-of-term performance evaluation allows the supervisor and student to fulfill the evaluation process. The return of this completed evaluation form is required for the student to receive credit for the work term. Please fill out this form near the end of the student's work term, and:

- Discuss the evaluation process with your student.
- Review:
  - Strengths/areas for development
  - Subsequent employment
- Provide the student with an opportunity to complete the "Student's Comments" section.
- Make one copy of the completed evaluation for the student, one copy for your records and return the original to the University.

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**Thank you for your interest in our students and for participating in preparing them to meet the challenges of the world outside the classroom.**

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Student's Job Title: *Product Manager*

Briefly describe the student's activities and responsibilities below:

*Requirements gathering, analysis and design for NexT's CRM solution for Filinvest Services.*

#### Interest in Work

- |   |   |  |   |  |
|---|---|--|---|--|
| <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/not evaluated. |
|---|---|--|---|--|

#### 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/not evaluated. |
|---|--|--|--|--|

#### 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/not evaluated. |
|---|---|--|--|--|

#### Setting Goals

- |   |  |  |   |  |
|---|--|--|---|--|
| <input checked="" 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 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/not evaluated. |
|--|---|-----------------------------------|---|--|

#### 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/not evaluated. |
|---|--|---|---|--|

#### 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/not evaluated. |
|---|---|---|---|--|

#### 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/not evaluated. |
|--|--|--|--|--|

#### 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 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 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 checked="" type="checkbox"/> Not applicable/not evaluated. |
|---|--|--|---|---|

**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/not evaluated.

**Problem Solving Skills**

- Highly adept and innovative.
- Adept at solving problems.
- Satisfactory problem solving abilities.
- Exhibits inadequate problem solving abilities.
- Not applicable/not evaluated.

**Dependability**

- Reliable in any situation.
- Reliable in most situations.
- Reliable in routine situations.
- Unreliable; requires close supervision.
- Not applicable/not evaluated.

**Interpersonal Behaviour (underline appropriate phrase(s))**

- 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/not evaluated.

**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/not evaluated.

**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/not evaluated.

**Communication - Oral**

- Exceptional oral communication; clear, well organized and easily understood.
- Clear and understandable.
- Satisfactory oral communication.
- Inadequate oral communication.
- Not applicable/not evaluated.

**Leadership Qualities**

- Excellent ability to motivate and direct others.
- Very good.
- Exhibits average leadership skills.
- Presently lacks ability to motivate and direct others.
- Not applicable/not evaluated.

**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/not evaluated.

Areas of Strength	Areas for Development
1. <u>Communication skills</u>	1. <u>Use case analysis</u>
2. <u>writing skills</u>	2. <u>Industry knowledge</u>
3. <u>Design skills</u>	3. _____

**Supervisor's Comments**

Comment on the student's overall job performance including, if possible, suggestions for additional academic or work exposure.

Mateen has strong design skills. Throughout his work term he demonstrated an ability to analyze requirements and deliver excellent designs under tough timelines. In order to improve his skills, I recommend more exposure directly or indirectly to how the user interacts with the software he's designing.

## Overall Performance Evaluation

- 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)

**Outstanding** (exceptional performance or unique contribution)

(This rating is **reserved for only those few students** who have distinguished themselves by their unique contribution or exceptional performance. **Your written comments are required** below in order to register the rating of Outstanding.)

Martin has demonstrated that he is fully capable of performing the tasks assigned. Throughout his work term he has executed a variety of tasks including several critical tactical designs under tight timelines. He has not only performed well, he has also been a pleasure to work with.

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

Comment on your overall performance including your ability to achieve learning objectives and your future employment expectations.

It was a pleasure working at NexJ's friendly environment. As my first corporate job, the product management role gave me great insight into how working at a company feels like. Frankly, I very much enjoyed working at NexJ, and I learnt a lot from the smart people working here about design, simplicity, and meeting <sup>customer</sup> requirements. In the future I hope to work in product management roles which deal with usability of the final product.

If the performance appraisal is submitted via email, it must be sent by the supervisor or hiring manager.

DEREK WAGLAND Derek Director Product Mgmt Aug 21 / 2012  
Supervisor's Name (Please print) Signature Title Date

Martin Sticha Martin Sticha Aug 23, 2012  
Student's Signature Date

Lauren Collier HR Manager Aug 23 / 2012  
Management/Human Resources Signature (Optional) Title Date