

Workplace internship for students in the professional master's

Performance evaluation grid

(To be completed by the workplace internship supervisor)

| | |
|-------------------------|----------------------|
| Intern name : | Student ID : |
| Company name : | |
| Supervisor's name : | Telephone (office) : |
| Internship start date : | |

Please fill out this form at the end of the internship.

- Provide a copy to the student and debrief the content with them.
- Send an electronic copy to the professor responsible for the intern.

Thank you for your involvement in training our students.

INSTRUCTIONS: Please check the appropriate box for each of the statements and add your comments as needed in the sections provided.

| Criteria/ Professional skills | Surpasses the expected level (excellent) | Meets the expected level (good) | Below the expected level (needs improvement) | Markedly below the expected level (improvement is crucial) | Not applicable |
|--|---|---|---|---|--------------------------|
| 1. Interest in the work | Frequently demonstrates in word, deed or attitude that the job is of interest, that he/she wants to do the work required. <input type="checkbox"/> | Generally demonstrates in word, deed or attitude that the job is of interest, that he/she wants to do the work required. <input type="checkbox"/> | Occasionally demonstrates in word, deed or attitude that the job is of interest, that he/she wants to do the work required. <input type="checkbox"/> | Does not demonstrate in word, deed or attitude that the job is of interest, that he/she wants to do the work required. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sense of initiative and autonomy | Often takes initiative (ex.: seeks out information), doesn't wait to be told what to do, works very autonomously. <input type="checkbox"/> | Takes initiative (ex.: seeks out information), doesn't wait to be told what to do, works autonomously. <input type="checkbox"/> | Occasionally takes initiative (ex.: seeks information), sometimes waits to be told what to do, works somewhat autonomously. <input type="checkbox"/> | Does not take initiative (ex.: seeks out information), often waits to be told what to do, lacks autonomy. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Organization and planning | Is very good at time- management and organization. <input type="checkbox"/> | Is good at time- management and organization. <input type="checkbox"/> | Is not always good at time- management and organization. <input type="checkbox"/> | Is not good at time- management and organization <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Desire to learn | Shows strong desire to learn (ex.: methods, software) and strong professional curiosity. <input type="checkbox"/> | Shows a desire to learn (ex.: methods, software) and professional curiosity. <input type="checkbox"/> | Does not always show a desire to learn (ex.: methods, software) or professional curiosity. <input type="checkbox"/> | Does not show a desire to learn (ex.: methods, software) or professional curiosity. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Rigour and attention to detail | Demonstrates great rigour and attention to detail in the use of his/her discipline's knowledge and methods. <input type="checkbox"/> | Demonstrates rigour and attention to detail in the use of his/her discipline's knowledge and methods. <input type="checkbox"/> | Sometimes lacks rigour and attention to detail in the use of his/her discipline's knowledge and methods. <input type="checkbox"/> | Often lacks rigour and attention to detail in the use of his/her discipline's knowledge and methods. <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Judgment | Always reads situations well, has strong critical thinking skills, makes very good decisions, evaluates the impacts very well. <input type="checkbox"/> | Reads situations well, engages in critical thinking, makes good decisions, evaluates the impacts well. <input type="checkbox"/> | Does not always read situations well, sometimes lacks critical thinking, sometimes makes poor decisions, sometimes evaluates the impacts poorly. <input type="checkbox"/> | Does not read situations well, often lacks critical thinking, rarely makes good decisions, does not evaluate the impacts well. <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Efficiency and reliability | Always produces the required work in the time allotted; can always be counted on. <input type="checkbox"/> | Produces the required work in the time allotted; can be counted on. <input type="checkbox"/> | Does not always produce the required work in the time allotted; can't always be counted on. <input type="checkbox"/> | Does not produce the required work in the time allotted; can't be counted on. <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Creativity | Often has new ideas, proposes original solutions, goes off the beaten path. <input type="checkbox"/> | Occasionally has ideas, proposes original solutions, goes off the beaten path. <input type="checkbox"/> | Rarely has new ideas, proposes original solutions, goes off the beaten path. <input type="checkbox"/> | Does not have new ideas, does not propose original solutions, does not go off the beaten path. <input type="checkbox"/> | <input type="checkbox"/> |

| Criteria/ Professional skills | Surpasses the expected level (excellent) | Meets the expected level (good) | Below the expected level (needs improvement) | Markedly below the expected level (improvement is crucial) | Not applicable |
|---|---|--|--|---|--------------------------|
| 9. Attitude and contribution to the work environment | Always demonstrates a positive attitude. Contributes to a pleasant work environment. Positively influences others. <input type="checkbox"/> | Generally demonstrates a positive attitude. Contributes most of the time to a pleasant work environment. <input type="checkbox"/> | Does not always demonstrate a positive attitude. Neither contributes to nor undermines a pleasant work environment. <input type="checkbox"/> | Demonstrates a negative attitude, contributes to a sometimes unpleasant work environment that's tense or disrespectful. May negatively influence others. <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Relations with other team members | Always works in harmony with others. Reacts very well within a team, is available and engaged. Suggests ideas for improving the team's operations as needed. <input type="checkbox"/> | Generally works in harmony with others. Works well with colleagues and is generally available. Contributes to the team's functioning by actively participating. <input type="checkbox"/> | Does not always work in harmony with others, or is not always available. Does not always actively take part in the team. <input type="checkbox"/> | Does not work in harmony with others. Sometimes inspires hostility from others. Does not indicate availability. Does not seem to want to integrate and actively take part in the team. <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Listening | Demonstrates excellent listening skills. Asks questions or reformulates statements to make sure he/she properly understands or interprets them. Demonstrates strong open-mindedness. <input type="checkbox"/> | Demonstrates good listening skills. Makes sure to properly interpret statements and verifies his/her own perceptions when necessary. Seems open-minded. <input type="checkbox"/> | Does not always demonstrate good listening skills. Sometimes misinterprets statements or makes assumptions without checking them. Does not always seem open-minded. <input type="checkbox"/> | Demonstrates poor listening skills. Often misunderstands or misinterprets statements. Does not verify his/her perceptions and may make mistakes. Does not seem open-minded. <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Openness to feedback | Is always open to criticism and suggestions. Asks for feedback in order to improve. <input type="checkbox"/> | Is open to and reacts well to criticism and suggestions. Doesn't lose motivation at work following more negative feedback. <input type="checkbox"/> | Is not open to or does not always react well to criticism and suggestions. May temporarily lose motivation following more negative feedback. <input type="checkbox"/> | Is not open to or reacts poorly to criticism and suggestions. Shows resentment or loses interest following more negative feedback. <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Written communication | Demonstrates excellent writing skills. Remarkable written language quality. <input type="checkbox"/> | Demonstrates good writing skills. Good written language quality. <input type="checkbox"/> | Sometimes demonstrates lacunae in writing skill or written language quality. <input type="checkbox"/> | Demonstrates major lacunae in writing skill and written language quality. <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Oral communication | Demonstrates excellent oral communication skills. Excellent spoken language quality. <input type="checkbox"/> | Demonstrates good oral communication skills. Good spoken language quality. <input type="checkbox"/> | Sometimes demonstrates shortcomings in oral communication ability. Needs to improve his/her spoken language quality. <input type="checkbox"/> | Demonstrates major shortcomings in oral communication ability. Absolutely must improve his/her spoken language quality. <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on the intern:

Thanks for your involvement with our students!