

ECON 987 MA GRADUATE COOP INTERNSHIP PROGRAM FINAL EMPLOYER EVALUATION

The University of Saskatchewan's Economics MA Graduate COOP Internship Program is designed to provide students with work-integrated learning opportunities that allow for personal and academic development.

This final employer evaluation is vital in providing the student intern with constructive feedback on their performance in the workplace and outlining areas for development. The National Association of Colleges and Employers Career Readiness Competencies are used as the foundation of this evaluation.

This evaluation should be completed by the student intern's direct supervisor or the person who can best assess the student intern's performance. **Please ensure that this evaluation is reviewed with the student intern.**

It is the student intern's responsibility to submit this completed evaluation to alfons.boving@usask.ca. Should you have any questions, please contact Alfons Boving, Academic Coordinator, MA Graduate COOP Program in Economics, at (306) 966-6910.

Company: _____

Student Intern Name: _____

Position: _____

Work Term Dates: _____

Supervisor's Name and Title: _____

I. Critical Thinking/Problem Solving

1. The student intern uses sound reasoning to analyze issues, make decisions and find solutions to problems.

Always

Often

Sometimes

Seldom

Not applicable

2. The student intern is able to obtain, interpret and use knowledge, facts and data in this process.

Always

Often

Sometimes

Seldom

Not applicable

II. Oral/Written Communication

1. The student intern articulates thoughts and ideas clearly and effectively in written and oral forms to colleagues within the workplace and/or external stakeholders.

Always

Often

Sometimes

Seldom

Not applicable

2. The student intern has public speaking skills, is able to write memos and technical reports in a clear and effective manner.

Always

Often

Sometimes

Seldom

Not applicable

III. Teamwork/Collaboration

1. The student intern builds collaborative relationships with colleagues and stakeholders.

Always

Often

Sometimes

Seldom

Not applicable

2. The student intern is able to work within a team environment and can negotiate and manage conflict.

Always

Often

Sometimes

Seldom

Not applicable

IV. Information Technology Application

1. The student intern is able to use appropriate technology to accomplish a given task.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Always

Often

Sometimes

Seldom

Not applicable

2.. The student intern demonstrates effective adaptability to new and emerging technologies.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Always

Often

Sometimes

Seldom

Not applicable

V. Leadership

1. The student intern leverages the strengths of others to achieve common goals and uses interpersonal skills to coach and develop others.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Always

Often

Sometimes

Seldom

Not applicable

2.. The student intern is able to assess and manage relationships with others.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Always

Often

Sometimes

Seldom

Not applicable

3. The student intern is able to organize, prioritize and delegate work.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Always

Often

Sometimes

Seldom

Not applicable

VI. Global/Intercultural Fluency

1. The student intern demonstrates openness, inclusiveness, sensitivity and the ability to interact respectfully with all people and understand individuals' differences.

Always

Often

Sometimes

Seldom

Not applicable

VII. Professionalism/Work Ethic

1. The student intern demonstrates accountability and effective work habits (including punctuality, working productively with others, time workload management).

Always

Often

Sometimes

Seldom

Not applicable

2.. The student intern demonstrates integrity and ethical behavior and acts responsibly in the interests of others.

Always

Often

Sometimes

Seldom

Not applicable

3. The student intern is able to learn from their mistakes.

Always

Often

Sometimes

Seldom

Not applicable

VIII. Career Management

1. The student intern is able to identify and articulate their skills, strengths, knowledge and experience relevant to their internship position.

Always

Often

Sometimes

Seldom

Not applicable

research among employers, and identified eight competencies associated with career readiness. (Details about the research are available [here](#).)

DEFINITION OF CAREER READINESS AND COMPETENCIES

CAREER READINESS IS THE ATTAINMENT AND DEMONSTRATION OF REQUISITE COMPETENCIES THAT BROADLY PREPARE COLLEGE GRADUATES FOR A SUCCESSFUL TRANSITION INTO THE WORKPLACE.

These competencies are:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary

for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

USING THE DEFINITION AND COMPETENCIES

Career Readiness for New College Graduates

[Download Fact Sheet](#)

How do the definition and competencies help those focused on ensuring new college graduates have the skills necessary to enter and become part of a strong, productive work force?

The definition and competencies provide for development of strategies and tactics that will close the gap between higher education and the world of work. They lay the foundation for the work necessary to prepare college students for successful entry into the work force by:

- Providing a common vocabulary and framework to use when discussing career readiness metrics on campus, within employing organizations, and as part of national public policy.
- Establishing defined competencies as guidelines when educating and advising students.
- Establishing defined competencies to identify and assess when hiring the college educated.

THE END