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.



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



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.



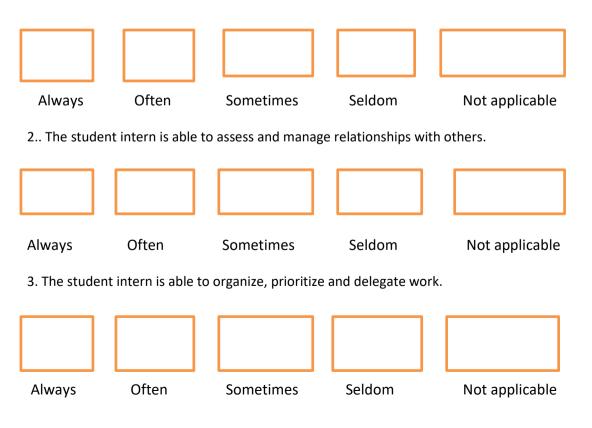
IV. Information Technology Application

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

Always	Often	Sometimes	Seldom	Not applicable				
2 The student intern demonstrates effective adaptability to new and emerging technologies.								
Always	Often	Sometimes	Seldom	Not applicable				

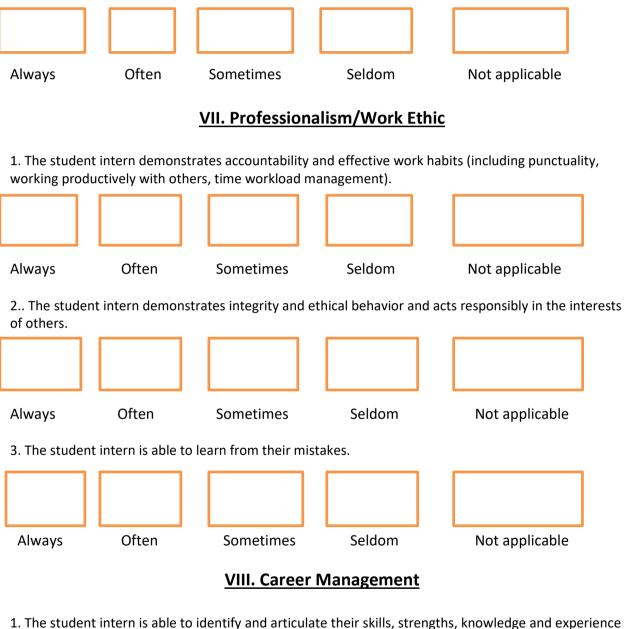
V. Leadership

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



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.



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



Please provide any written feedback, commenting on the student intern's overall performance.

Reflecting back on this student intern's work term, do you feel they were adequately workplace upon the commencement of their employment? Yes No	y prepared for the
If no, what knowledge, skills and/or abilities were missing?	
Would you expect to have a position available for this student intern once they grad	uate? Yes No
If yes, have you extended an offer of employment to the student? Yes No	
Has the student intern accepted the offer? Yes No	
Would you like to hire co-op and internship students in the future? Yes No	
Chudent Intern's Construct Date	

Student Intern's Signature Date

Evaluated by (please print) Title/Department Date Signature

CAREER READINESS DEFINED

NACE DEFINES CAREER READINESS, IDENTIFIES KEY COMPETENCIES

The career readiness of college graduates is an important issue in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, work force development, and public policy to work together effectively to ensure the career readiness of today's graduates.

The National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive

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

DEFINITION OF CAREER READINESS AND COMPETENCIES

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

These competencies are:

- <u>Critical Thinking/Problem Solving:</u> 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.
- <u>Oral/Written Communications</u>: 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.
- <u>Teamwork/Collaboration</u>: 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.
- <u>Digital Technology:</u> 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.
- <u>Leadership</u>: 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.
- <u>Professionalism/Work Ethic:</u> 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.
- <u>Career Management:</u> 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.

• <u>Global/Intercultural Fluency</u>: 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