

WATERLOO | CO-OPERATIVE EDUCATION

Student Performance Evaluation

Dineen, Leah Marie
20458886
Fall 2015
3B Computer Science
Yelp

Job Title: Software Engineering

Job Description: Yelp will be hosting an information session on May 27, 2015 from 5:30 PM - 7:00 PM at Fed Hall - Multi-Purpose Room A & B. Please plan to attend. Visit www.ceca.uwaterloo.ca/students/sessions.php to register.

NOTE FROM CECA RE: EMPLOYMENT BASED IN THE USA This work opportunity will be based in the USA; therefore all applicants must determine whether they are eligible to work in the USA. To assess your eligibility please go to <https://uwaterloo.ca/co-operative-education/working-abroad/finding-international-job-opportunities/are-you-eligible-work-abroad> and read the information listed in its entirety before you apply for this job. For specific information on the USA visa process that affects co-op employment, please refer to <http://uwaterloo.ca/co-operative-education/working-abroad/work-permits-international-co-op-work-terms/usa-work-permitj-1-visa>. Before you apply to this job, please be aware of mandatory and other requirements for students working outside Canada: <https://uwaterloo.ca/co-operative-education/working-abroad/found-international-job-jobmine>

Yelp wants Winter interns to work side-by-side with our passionate, creative software developers. That's right, each intern at Yelp has a mentor and substantial projects to work on during their time here. We are looking for students who wish to gain experience at a growth stage startup by working on real work projects for our site. One caveat, though, we would need those projects pushed to Yelp.com immediately as we use continuous deployment. Something we take a lot of pride in is our space we use for hosting meetup groups and tech talks. Yelp is looking for interns that want the chance to meet and greet with the best and most dynamic engineers in the Valley. Are we looking for you? Great! Then check out our engineering teams and let us know what you are interested in working on. We would love to find out more about you. Web Developer * Develop cool and useful features for our 117M+ Yelp community * Expertise in JavaScript, HTTP, HTML/DOM, and CSS Data-Mining Engineer * Our Search & Data Mining, Ads and Spam Prevention teams see 47M+ Yelp reviews and 117M+ monthly unique visitors as one giant playground for data mining * Strong grasp of algorithms and data structures; expertise in Python, Java, or C++ Back-end Engineer * Build whole systems that are simple and scalable * Expertise in your favorite modern programming language: Python, Ruby, Java, Objective-C, or C++ Mobile Developer * Create fun and useful mobile applications for the iPhone, Android, Blackberry platforms and beyond * Expertise in C++, Java and other mobile languages If your curiosity seeks past engineering intern projects, check out this posting: <http://engineeringblog.yelp.com/>

1. Interest in Work. The degree to which the student pursues goals with commitment and takes pride in accomplishments.

| | | | | | | | |
|---|-----------------------|--|-----------------------|-----------------------|--|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> Shows little enthusiasm for assigned work, infrequently requests additional tasks | | <ul style="list-style-type: none"> Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks | | | <ul style="list-style-type: none"> Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities | | |

2. Ability to Learn. The extent to which the student becomes proficient with job duties and work processes.

| | | | | | | | |
|--|-----------------------|---|-----------------------|-----------------------|--|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> Sometimes slow to become proficient at new tasks or work processes | | <ul style="list-style-type: none"> Quick to become proficient at new tasks | | | <ul style="list-style-type: none"> Exceeds expectations in the complexity and difficulty of work they are able to successfully complete | | |

3. Quality of Work. The ability of the student to set high standards for own personal performance; strive for quality work; put forth extra effort to ensure quality work.

| | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |

| | | |
|--|---|--|
| Developing Performance | Good Performance | Superior Performance |
| <ul style="list-style-type: none"> • Work does not meet expectations, has more than the expected number of errors | <ul style="list-style-type: none"> • Work is usually very thorough and well done, few errors | <ul style="list-style-type: none"> • Work is always very thorough and of excellent quality, few if any errors |

4. Quantity of Work. The volume of work produced by the student, along with his or her speed and consistency of output.

| | | | | | | | |
|--|--------|---|--------|--------|---|--------|-------------------|
| ○ 1 | ○ 2 | ○ 3 | ○ 4 | ● 5 | ○ 6 | ○ 7 | ○ Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> • Does not always complete work within time limits | | <ul style="list-style-type: none"> • Completes the majority of work within specified deadlines | | | <ul style="list-style-type: none"> • Consistently completes work ahead of schedule; seeks additional tasks | | |

5. Problem Solving. The student's demonstrated ability to analyze problems or procedures, evaluate alternatives, and select the best course of action.

| | | | | | | | |
|--|--------|--|--------|--------|--|--------|-------------------|
| ○ 1 | ○ 2 | ○ 3 | ○ 4 | ● 5 | ○ 6 | ○ 7 | ○ Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> • Can make routine decisions but needs guidance and checking | | <ul style="list-style-type: none"> • Can be relied upon to make good decisions, requires limited guidance | | | <ul style="list-style-type: none"> • Independently manages complex tasks and makes good decisions for work without guidance | | |

6. Teamwork. The degree to which the student works well in a team setting.

| | | | | | | | |
|---|--------|--|--------|--------|--|--------|-------------------|
| ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ○ 6 | ● 7 | ○ Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> • Sometimes uncooperative; or experiences difficulty relating to others | | <ul style="list-style-type: none"> • Frequently cooperative, good team worker | | | <ul style="list-style-type: none"> • Consistently cooperative, proactively seeks to improve working relationships | | |

7. Dependability. The manner in which the student conducts his or herself in the working environment.

| | | | | | | | |
|--|--------|--|--------|--------|---|--------|-------------------|
| ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ● 6 | ○ 7 | ○ Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> • Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues | | <ul style="list-style-type: none"> • Displays a strong work ethic and is present at work and meetings in a reliable and timely manner | | | <ul style="list-style-type: none"> • Displays an excellent work ethic and volunteers to adapt personal schedule to meet work demands | | |

8. Response to Supervision. The manner in which the student responds to direction and constructive criticism.

| | | | | | | | |
|---|--------|--|--------|--------|--|--------|-------------------|
| ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ● 6 | ○ 7 | ○ Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> • Sometimes disregards direction and feedback from supervisor | | <ul style="list-style-type: none"> • Integrates feedback from supervisor into their work to improve productivity & efficiency | | | <ul style="list-style-type: none"> • Takes the initiative to follow through on all feedback from supervisor and to continuously improve upon their daily tasks and approach to work | | |

9. Reflection. The student's demonstrated ability to learn and adapt from previous experience.

| | | | | | | | |
|--|--------|---|--------|--------|---|--------|-------------------|
| ○ 1 | ○ 2 | ○ 3 | ○ 4 | ○ 5 | ● 6 | ○ 7 | ○ Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> • Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance | | <ul style="list-style-type: none"> • Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance | | | <ul style="list-style-type: none"> • Independently recognizes the errors in previous performance and proactively modifies their behaviour and approach to new work | | |

10. Resourcefulness. The student's demonstrated ability to develop innovative solutions and display flexibility in unique or demanding circumstances.

| | | | | | | | |
|---|--------|--|--------|--------|--|--------|-------------------|
| ○ 1 | ○ 2 | ○ 3 | ○ 4 | ● 5 | ○ 6 | ○ 7 | ○ Not Observed |
| Developing Performance | | Good Performance | | | Superior Performance | | |
| <ul style="list-style-type: none"> • Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances | | <ul style="list-style-type: none"> • Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance | | | <ul style="list-style-type: none"> • Generates effective resolutions to new or stressful situations; readily adjusts to changing priorities and circumstances | | |

11. Ethical Behaviour. The extent to which the student's behaviour demonstrates integrity and ethics in work and relationships.

| | | | | | | | |
|--|-----------------------|---|-----------------------|-----------------------|--|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |
| Developing Performance <ul style="list-style-type: none"> Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests | | Good Performance <ul style="list-style-type: none"> Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests | | | Superior Performance <ul style="list-style-type: none"> Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues | | |

12. Appreciation of Diversity. The degree to which the student shows understanding and sensitivity to needs and differences of others (i.e. ethnicity, religion, language, etc.)

| | | | | | | | |
|---|-----------------------|--|-----------------------|-----------------------|--|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |
| Developing Performance <ul style="list-style-type: none"> Has difficulty interacting with others due to individual differences | | Good Performance <ul style="list-style-type: none"> Has positive interactions with others and is respectful of individual differences | | | Superior Performance <ul style="list-style-type: none"> Demonstrates leadership in promoting positive interactions and encouraging others to work together despite individual differences | | |

13. Entrepreneurial Orientation. The student's demonstrated ability to take informed risks that demonstrate creativity and add value to the company.

| | | | | | | | |
|---|-----------------------|---|-----------------------|----------------------------------|---|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |
| Developing Performance <ul style="list-style-type: none"> Has difficulty evaluating alternative ideas and making choices that enhance the department or organization | | Good Performance <ul style="list-style-type: none"> Able to evaluate alternative ideas and will sometimes make choices that enhance the department or organization | | | Superior Performance <ul style="list-style-type: none"> Able to effectively evaluate alternative ideas and independently makes choices that enhance the department or organization | | |

14. Written Communication. The extent to which the student demonstrates effective written communication.

| | | | | | | | |
|---|-----------------------|---|-----------------------|-----------------------|---|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |
| Developing Performance <ul style="list-style-type: none"> Not consistently clear and concise or requires frequent checking and editing | | Good Performance <ul style="list-style-type: none"> Normally clear, well organized and understandable and needs only moderate checking and editing | | | Superior Performance <ul style="list-style-type: none"> Always clear, well organized and easily understandable; rarely requires checking and editing | | |

15. Oral Communication. The extent to which the student demonstrates effective oral communication.

| | | | | | | | |
|--|-----------------------|--|-----------------------|-----------------------|--|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |
| Developing Performance <ul style="list-style-type: none"> Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking | | Good Performance <ul style="list-style-type: none"> Normally clear, well organized, understandable, and persuasive, good public speaker | | | Superior Performance <ul style="list-style-type: none"> Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker | | |

16. Interpersonal Communication. The extent to which the student effectively listens, conveys, and receives ideas, information, and direction.

| | | | | | | | |
|--|-----------------------|--|-----------------------|-----------------------|--|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not Observed |
| Developing Performance <ul style="list-style-type: none"> Displays inconsistent listening skills and is reluctant to seek input from others | | Good Performance <ul style="list-style-type: none"> Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others | | | Superior Performance <ul style="list-style-type: none"> Interactions with others demonstrate exceptional active listening skills and the ability to proactively seek the opinions, ideas, and expertise of others | | |

OVERALL PERFORMANCE RATING

| | |
|--|-----------------------|
| Outstanding Performance <ul style="list-style-type: none"> The student has significantly exceeded all behavioural and developmental performance expectations in respect to output, quality standards, delivery of goals and assignments This rating is reserved for only those few students who have distinguished themselves by their unique contribution or exceptional performance | <input type="radio"/> |
| Your written comments are required below in order to register the rating of Outstanding. | |

| | |
|--|----------------------------------|
| <p>Excellent Performance</p> <ul style="list-style-type: none"> The student has exceeded all performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is delighted with this student's performance | <input checked="" type="radio"/> |
| <p>Very Good Performance</p> <ul style="list-style-type: none"> The student has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is very pleased with this student's performance | <input type="radio"/> |
| <p>Good Performance</p> <ul style="list-style-type: none"> The student meets performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is pleased with this student's performance | <input type="radio"/> |
| <p>Satisfactory Performance</p> <ul style="list-style-type: none"> The student has not fully met the performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is mostly satisfied with the student's performance | <input type="radio"/> |
| <p>Marginal Performance</p> <ul style="list-style-type: none"> Overall performance requires improvement and/or certain key aspects of performance require improvement while other aspects may be satisfactory Receiving this rating means the manager is displeased with this student's performance | <input type="radio"/> |
| <p>Unsatisfactory Performance</p> <ul style="list-style-type: none"> The student did not meet performance requirements | <input type="radio"/> |

Supervisor's Comments - Please comment on the student's overall job performance.

Leah's been through a rocky transition here, and she has taken it unbelievably well. Her original mentor ended up leaving the company partway through her internship, which meant not only a mentor change but a complete team change. To top it off, this aspect wasn't communicated to her until the last day her original mentor was at the company. We botched the transition, and she shone through it all. She has a great attitude, and is clearly interested in and motivated by her work. Her technical skills are solid as well. The only real thing that she needs to work on is asking questions and admitting what she doesn't know faster. It's a hard part of the job for everyone, but she definitely spun her wheels for longer than was necessary on a few occasions, and didn't follow up with questions when she didn't fully understand the first answer. This has already improved through her time here, and I fully expect it to continue to do so, but it's something to make a concerted effort to work on.

Student's Comments - Please comment on your overall performance including your ability to achieve learning objectives and your future employment expectations.

My term at Yelp has been the best so far. I was given the opportunity to work on a really cool feature which has the potential to be used by millions of people. Having my code reach that many people is something I have dreamed of. There were many opportunities for me to learn and grow as a developer while I was working on this project. To top it all off, everyone at Yelp is super lovely. I got to work with many talented developers and I was able to learn from them all. Yelp also has an excellent intern program and they plan events for us so we can get to know each other and the city.

Supervisor's Recommendations - Please provide your recommendations for the student's personal and/or professional development (optional).

*** required fields**

***Did you review the completed evaluation form with the student?** Please ensure the student has a copy.

- Yes
 No

***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

If the student accepted, please confirm the work term dates:

- Dates To be determined

Co-operative Education will contact you to confirm new job details.

Supervisor: David Kiger
Title: Engineering Manager

Management/Human Resources:
Title: