

# SUPERVISOR TOOLS

RESOURCES TO BUILD SUCCESS IN THE WORKPLACE

**CENTRE FOR THE ADVANCEMENT  
OF CO-OPERATIVE EDUCATION**



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# WELCOME LETTER

Dear [Student's name],

Welcome to [Name of Organization] and the [Department Name] team! We are delighted to have you join us for the next [four/ eight] months as a [job title].

The information in this package is designed to serve as an introduction to [Department Name] and provide resources that will help you make a smooth transition into your role. Attached you will find a department organizational chart, job description, key contacts, work templates, and lots of other information that will help you to become familiar with [Department Name].

It is my pleasure to welcome you to [Department Name]. [Please enter other important information here such as start date, time, reporting location, etc.].

If you have questions, or need additional information, please feel free to ask.

Best regards,

[Name]  
[Title, Department]  
[Name of Organization]  
[Phone Number]  
[Email Address]

# JOB DESCRIPTION

Use this page to enter job description information.

# KEY CONTACTS

[Insert Contact Name]

[Insert Contact Position]

[Insert Contact Email]

[Insert Contact Phone]

[Insert Contact Office Location]

[Insert Contact Name]

[Insert Contact Position]

[Insert Contact Email]

[Insert Contact Phone]

[Insert Contact Office Location]

[Insert Contact Name]

[Insert Contact Position]

[Insert Contact Email]

[Insert Contact Phone]

[Insert Contact Office Location]

# ORGANIZATIONAL CHART

Use this space to insert an image or text to describe the organizational chart of the company/department.



THINK

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANCE

T

TIME

OBJECTIVE ONE

S »

M »

A »

R »

T »

OBJECTIVE TWO

S »

M »

A »

R »

T »

# WORK TERM OBJECTIVES

Students are encouraged to take some time at the beginning of the term to record objectives and then discuss them with their supervisor. Remember to the SMART goal-setting model: make your objectives Specific, Measurable, Attainable, Relevant, and Time-bound.

## OBJECTIVE THREE

**S** »

**M** »

**A** »

**R** »

**T** »

## OBJECTIVE FOUR

**S** »

**M** »

**A** »

**R** »

**T** »

# SPECIAL PROJECTS

During the work term, students may have an opportunity to develop and complete a special project. Use this page to come up with some ideas. Students can discuss these ideas with their supervisor to determine which one is the best fit.

PHASE



Conducting a mid-term evaluation assists the co-op student 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

## PERFORMANCE RATING DEFINITIONS

The following ratings must be used to ensure commonality of language and consistency on overall ratings: (There should be supporting comments to justify ratings of "Outstanding" "Below Expectations, and "Unsatisfactory").

### OUTSTANDING

exceptional performance or unique contribution.

### 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.

# MID-TERM EVALUATION

# MID-TERM EVALUATION

INTEREST IN WORK

ABILITY TO LEARN

QUALITY OF WORK

QUANTITY OF WORK

PROBLEM SOLVING

TEAMWORK

# MID-TERM EVALUATION

DEPENDABILITY

REPOSE TO SUPERVISION

REFLECTION

RESOURCEFULNESS

ETHICAL BEHAVIOUR

APPRECIATION OF DIVERSITY

# ENTREPRENEURIAL ORIENTATION

# WRITTEN COMMUNICATION

# ORAL COMMUNICATION

# INTERPERSONAL COMMUNICATION

# OVERALL



UNSATISFACTORY

GOOD

OUTSTANDING

# COMMENTS:

# MID-TERM EVALUATION

STRENGTHS AND ACCOMPLISHMENTS

AREAS OF IMPROVEMENT

PLAN OF ACTION



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# FINAL EVALUATION

The end-of-term performance evaluation allows the supervisor and student to fulfil the evaluation process. The return of this completed evaluation form is required for the student to receive credit for the work term.

## PERFORMANCE RATING DEFINITIONS

These scales measure the behaviours and abilities that all co-op students are expected to progressively attain and refine as they advance through their years of study.



### DEVELOPING PERFORMANCE 1 2

Students performing within this range require further development and support to meet the performance expectations with respect to output, quality standards, delivery of goals and/or assignments.

### GOOD PERFORMANCE 3 4 5

Students performing within this range are meeting and, in some instances, exceeding the performance expectations in respect to output, quality standards, and delivery of goals and/or assignments.

### SUPERIOR PERFORMANCE 6 7

Students performing within this range are consistently exceeding the performance expectations and they should be demonstrating the ability to take on broader responsibilities that would normally be reserved for a staff member working in a regular/permanent role (non-coop).

» ONLINE STUDENT PERFORMANCE EVALUATION «

# EXIT INTERVIEW

1. What did you like most about working here?

2. What components of the work contributed most to your co-op experience?

3. Identify three skills you can state with confidence that you are going to add to your resume based on this co-op experience:





# EXIT INTERVIEW

7. What projects did you work on this term?

8. What value did these projects add to your role?

9. How did you find the balance between your job expectations and additional projects/tasks?



# EXIT INTERVIEW

**10.** Feedback for supervisor:

**11.** Advice for next co-op student:

# EXIT INTERVIEW

# 4

# PHASE

