Co-operative Placement in Business – Work Term 1
Winter 2016

Co-operative Education web site – http://haskayne.ucalgary.ca/programs/co-op
Career Centre web site – http://haskayne.ucalgary.ca/services/career-centre

Course Description
Coop is an academic program and work-term assignments are mandatory to satisfy the academic requirements for the University of Calgary. To link the academic portion of your degree to your work-term experience, the first assignment focuses on basic written and oral business communication skills.

Course Requirements and Deadlines

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<th>Date Due</th>
<th>Deliverable</th>
<th>Additional Information</th>
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| January 8th, 2016 OR within 1 week of start date | Job Address Information: company name, address, your company email address, supervisor’s name, contact information etc. required. | 1. Login to the work term information form: https://careerlink.ucalgary.ca/home.htm  
2. Click on “Haskayne Career Centre”  
3. Choose the “Co-op” tab  
4. Select “Work Term Record”,  
5. click on “Create My Record”  
6. Under the appropriate term, select “Create Work Term Record”  
7. Complete the work-term information  
8. Click “Submit work Term Record” |
| January 15th OR end of 3rd week of work term. | Learning Objectives | Submit through the D2L Dropbox. Students whose work term starts later in the semester must contact their Career Consultant to arrange a delivery deadline for the Learning Objectives. |
| 2 Business Days before Scheduled Site Visit | Mid-term Self Assessment | The Self-Assessment form is available on D2L. The form must be uploaded on to D2L 2 business days before your work site visit. |
| Approximately 6-8 weeks into your work-term | Work Site Visit | 30-45 minute site visit with you and your supervisor |
| April 22nd, 2016 | Performance Evaluation | For more information see Appendix C. Email evaluation to: louise.grunerud@haskayne.ucalgary.ca |
| April 29th, 2016 | Written Work Term Report | For more information see Appendix A. Email report to: louise.grunerud@haskayne.ucalgary.ca |

You are expected to submit your required documents on time. Work term reports submitted more than three days after the due date, without previous arrangements having been made for extenuating circumstances, will receive a grade of “F” and you will be required to withdraw from the Haskayne Coop Program. Work term reports and performance evaluations are due at the end of every four month long work term.
Contact Information

Cooperative Education website (handbook, forms, awards):
http://haskayne.ucalgary.ca/programs/co-op

Career Centre Website (job search tips, job databases):  http://haskayne.ucalgary.ca/services/career-centre

Academic Co-op Program Director

Sherry Weaver, Associate Dean, Undergraduate Programs

Academic Issues  -  (Admissions, Grades, Scholarships, Work Term Assignments)

Louise Grunerud (Coop Program Coordinator)
SH 346
Tel:  403.220.7533   Fax:  403.282-0095
E-mail: louise.grunerud@haskayne.ucalgary.ca

Career Consultants

Susan Basudde:  (FNCE, RMIF, RMIN, PFPL,)
SH350B
Tel:  403.220.6393   Fax:   403.282.0095
E-mail:  susan.basudde@haskayne.ucalgary.ca

Tania Jamault (MKTG, ENTI, IBUS, GENL, TOUR, TRMK, REAL ESTATE)
SH 350
Tel:  403.2203658   Fax:   403.282.0095

Jennifer Whitnall:  (BPMA, ENMG, HROD, MGIS, OPMA, PLMA, SCMA)
SH348
Tel:  403.220.6735   Fax:   403.282.0095
Email:  Jennifer.whitnall@haskayne.ucalgary.ca

Danielle Wolf:  (ACCT)
SH346
Tel:  403.220.8649  Fax:  403.282.095
Email:  danielle.wolf@haskayne.ucalgary.ca

WEBSITES

D2L: http://d2l.ucalgary.ca
P2015COOP 523.01 B01 – (Spring 2015)  Co-op Placement in Mgmt I
Academic: http://haskayne.ucalgary.ca/programs/co-op
Career Centre: http://haskayne.ucalgary.ca/services/career-centre
Career Link: https://careerlink.ucalgary.ca/home.htm

RECOMMENDED TEXT

Checkmate: A Writing Reference For Canadians, 3rd Canadian Edition, Buckley, J., Nelson Education; 2013.  (This text is also used in SGMA 217 and MKTG 317. Limited copies are available on reserve in Business Library)
COURSE OBJECTIVES
1. Successful completion of a four-month full-time professional work-term.
2. Development of written communication skills through a written report.
3. Application of key business functional area concepts in order to enhance employability skills.

QUESTIONS REGARDING CO-OP COURSE
For work term issues contact your Career Consultant.
For academic issues contact the Co-op Coordinator.

GRADING
Co-op work terms are extra-to-degree and students receive either a Completed Requirements (CR) or Fail (F) grade. The grade is evaluated on three criteria:
1. Job Site Visit/Call
2. Performance Evaluation
3. Work Term Report

COURSE REQUIREMENTS
Written Report: See Appendix A
Performance Evaluation: See Appendix C

Students should regularly check D2L for announcements, due dates etc.

You must receive at least a satisfactory rating on all deliverables in order to receive credit for COOP 523.01

ADDITIONAL ACADEMIC COURSES
While on a work term, students may take only one academic course, either in the evening or on Saturday.

UPASS
Coop/Intern students are not automatically assessed the UPass fee, but are eligible to have the fee added for the sessions they are an active Co-op Student (Fall, Winter or Spring/Summer) by completing the following steps:
- You must be registered as a Coop/Intern student.
- Contact Enrolment Services to have the UPass fee added to your student account.
- Provide proof of assessment to the Campus Ticket Centre when you pick up your UPass.
- Receive the sticker.

** If you are registered in a course at the U of C while you are a Coop/Intern student, you will automatically be assessed the compulsory UPass fee.**

Employer Appreciation Awards
You are invited to nominate supervisors who you feel have been exceptional mentors and supervisors by providing outstanding direction, feedback and encouragement throughout the work term. The form is available on the Co-op web site under “forms” at http://www.haskayne.ucalgary.ca/programs/co-op/forms-and-documents or on D2L.
Academic Accommodation:
The Student Accessibility Services (SAS) offers services to students with documented disabilities ranging from learning deficit, learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Academic Honesty:
Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the Faculty by the Dean. If a student allows his/her name to stand on group work when in fact there is essentially no contribution made, then that student is guilty of academic misconduct. Please refer to the current University Calendar for further details.

Plagiarism:
Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

(a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

(b) Parts of the work are taken from another source without reference to the original author,

(c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

Software Policy:
Faculty, students and staff of the University of Calgary are expected to use software in a lawful manner in accordance with the Canadian law of copyright and the software's specific license conditions.

Copyright and Photocopying:
All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please visit: http://library.ucalgary.ca/copyright. All copyright related questions can be directed to the Copyright Office: copyright@ucalgary.ca

Counselling and Student Development Centre:
The Counselling Centre focuses on three major areas; personal counselling, career development and academic success. Should you require assistance, please phone 220-5893 or review the website at: http://www.ucalgary.ca/counselling/
Student Accessibility Services (SAS)
Student Accessibility Services exists to create an accessible and inclusive educational environment for those students with permanent disabilities or temporary impairments.

Students' Union Representative: Email: haskayne1@su.ucalgary.ca, haskayne2@su.ucalgary.ca

Freedom of Information and Protection of Privacy Act:
For information on the Freedom of Information and Protection of Privacy Act please visit http://www.ucalgary.ca/secretariat/privacy

Safe Walk: http://www.ucalgary.ca/security/safewalk

Office of the Ombudsperson: http://www.ucalgary.ca/provost/students/ombuds
Haskayne Undergraduate Statement of Student Responsibility

RESPONSIBILITY is:
Respect for Everyone I care about, impact and represent, So I make a Positive impact On my Neighbours, peers, colleagues, and family. Staying responsible Is what keeps me grounded By reminding me the way I Live is Influenced by The actions of others; my actions impact You – today and in the future.

As a Haskayne School of Business Student:
- When faced with tough choices, I have a responsibility to ensure that alternatives are explored, their consequences understood, and priorities are set based on ethical values so that “win-win” solutions are possible.
- I am accountable for my actions and responsible for their consequences – both in the short and long term.
- I will be consistent in my actions, words, and intentions so they reflect commitment to my ethical and responsible core values.
- I can play a role in respectfutly raising awareness among others and encouraging my peers and colleagues to find positive solutions to ethical challenges.
- I will develop and sustain lasting relationships through open and honest communication, and demonstrating personal integrity.
- I have the responsibility to strive for a career and life that embody my passions and reflect my sound values while living to an ethical standard.
- It is my responsibility as a student to develop to my full potential and in turn make a positive contribution to the world around me. It is my social responsibility to help my fellow students, coworkers, and members of the community at large to fully realize their potential as well.
- I am responsible for shaping a positive world for future generations, including the management of my own ecological footprint and respect for the environment in my decisions and actions.
- I have a responsibility to embrace, encourage, and sincerely accept diversity. Diversity of opinion, background, and belief is a competitive advantage and helps build a positive future.

My ethics become “real” when I choose to live my life in a way that is true to my core values. It is my responsibility to live ethically – no one can do it for me.

This statement was created with the input of over 400 Haskayne undergraduate students in the 2008 – 2009 academic year. It was officially unveiled March 20, 2009 at the Corporate Social Responsibility and Sustainable Development Program conference on Corporate Tools. This statement applies to add undergraduate students at the Haskayne School of Business, University of Calgary.
CO-OP CONTRACT – TERMS AND CONDITIONS FOR HASKAYNE CO-OP STUDENTS

Academic Requirements - I understand and agree that:

- I will abide by all Regulations and Requirements as outlined in the Academic Calendar and the Co-op Education Handbook
- I will at all times be registered in either a full-time academic term or work-term
- A leave of absence from the Co-op Program, including vacations and exchanges will be arranged in advance with the Academic Co-op Program Coordinator
- The maximum length of any work term is eight-months and then I will return to school for at least one full-time academic semester before going out on another work-term
- I will complete my first work-term or be actively searching for a work-term within one year of acceptance in the Coop Program
- I will complete my first work-term before I have completed more than 30 courses towards my degree
- My rotation of work terms will end on an academic term

Job Applications, Interviews and Job Offers for Coop Work Terms - I understand and agree that:

- I am required to attend all Co-op workshops and seminars; if I am unable to attend a session I will communicate with my Career Advisor in advance
- I must actively participate in the job search process, by applying to jobs and searching on my own
- Upon acceptance of a job offer I will register my work term in the jobs database and advise my Career Consultant in the Haskayne Career Centre.
- I will respond to any email or phone call from the Career Centre in a timely manner, as I would treat any professional correspondence
- Before refusing a job offer I will confer with my Career Consultant
- If I apply to a position and am selected for an interview, I am required to go to the interview, unless I have already accepted another Co-op position
- I will treat the acceptance of a job as a contract with the employer and will not renege
- Work-term placements cannot be guaranteed

Work Term - I understand and agree that:

- I am an ambassador of the Cooperative Education Program, of the Haskayne School of Business, and for my fellow students both current and future. I will conduct myself professionally at all times and in accordance with these terms and conditions
- During my work terms, I shall give priority to my employment responsibilities and perform duties reasonably requested of me as long as they are legal and safe
- I must notify my employer in advance should I be late or absent
- I will submit all required assignments, such as the Learning Objectives and work term reports by the specified deadlines

Students cannot renege on a job offer they have accepted because they have received another job offer they would rather accept. Students who do this will receive a grade of “F” for the work term and be dismissed from the Haskayne School of Business Co-operative Education Program. A permanent notation will be placed on the transcript of record that the student was required to withdraw.

Students cannot leave a work term or withdraw from a Co-operative Education course without permission from both their Co-operative Education Program Office and the faculty. Please see you Co-operative Education Academic Program coordinator for details. Violation of any of the terms and conditions may result in immediate withdrawal from the Haskayne Co-operative Education Program.

I have read the above terms and conditions of enrolment in the Co-operative Education Program and I agree to abide by them during my participation in the Program. I understand that failure to follow these may result in my expulsion from the program.

Signature: _________________________________________ Date________________________
Appendix A: Written Report

Proper Formatting
The written component should be maximum three pages double-spaced. Report must be in Times New Roman, 12-point font, with one-inch margins. The three page limit does not include the title page, the executive summary, or the appendices (all of which are mandatory).

The report must be professional in appearance. Organize sections and subsections with headings and subheadings, to ensure clear and consistent coverage of material. Please ensure that report is only left justified. Use APA citation style.

Refer to Checkmate textbook for guidelines on proper referencing and professional presentation.

Your title page (which is not included in the page limit) is to include the following:
1. “University of Calgary”
2. “Haskayne School of Business”
3. “Work Term 1”
4. Report Title
5. Name and location of employer
6. Your name and ID number
7. Your e-mail address
8. Completion date of the report

Logic and Organization
Develop your ideas cogently, organizing them logically and connecting paragraphs with effective transitions.

The following list provides details on the order and content of the written report.

- Executive Summary (Separate page, single spaced, one page maximum - not included in page limit)
  Include a short and concise summary of all the key points from your paper, written to engage the CEO of your company. Your executive summary should be able to stand on its own.

- Body of Report (include headers for each section, the body should be maximum 3 pages double-spaced)
  1. Provide an introduction to your work-term and organization. Outline your responsibilities. Be clear and specific. (1 paragraph - 200 words maximum)
  2. Describe how your role fit into your work group and into the organization as a whole. (1 paragraph)
  3. Choose one to two skills from your learning objectives contract. Explain how you developed that skill(s) using specific examples. How successful were you? Comment on what you will do to develop further. (2-3 paragraphs)
  4. Discuss how one or two specific class(es) prepared you for this role. (1 paragraph)
  5. Write a cohesive and compelling conclusion. (1 paragraph – 200 words maximum)
Appendices

1. A copy of your learning objectives, not included in page limit (required).

2. Updated resume, not included in page limit (required): prepare an updated resume that will include information on your latest work term, new skills you have acquired and any relevant academic course or projects you have completed.

   Please view on D2L the Experiential learning and Career Management: Resume Writing Competency Rubric based on the National Association of Colleges and Employers (NACE) Resume Rubric, 2014. NOTE that if your resume is either in the “1=Missing” or “2=Minimal” categories, this will be considered unacceptable.

3. Other relevant appendices to support your report (optional, but only use if the appendix adds value and you refer to it in the main body of the paper).

Language
Throughout your paper, write concise sentences. Avoid slang, jargon and text message language. Define terms as necessary. Finally, structure sentences effectively, building in variety.

Spelling and Grammar
Spelling and grammar quality must meet a minimum standard. Ensure that you have followed the English standard of writing.

Idea Development
Explore your ideas vigorously, creating realistic ideas with effective examples, references and details. Support your points fully, making useful distinctions.

Purpose
Your paper's focus, organization, style and content needs to relate to your learning objectives. Use the functional area concepts specific to your paper, associating them with your work achievements.
BComm Co-operative Education Program
Work Term Report Grading Form
COOP 523.01 - WINTER 2016

Student Name: ______________________        Student ID#: ______________________
Date Received:    ______________________        Grade: ____________________________
Faculty Signature: _____________________        Recommended for Scholarship: _________

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<th>Acceptable</th>
<th>Exemplary</th>
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<td>• Headings, text left justified</td>
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<td>• Transitions between ideas</td>
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<td><strong>Language</strong></td>
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<td>• Effective use of idioms and phrases</td>
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<td>• No slang, jargon or text message language</td>
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<td>• Absence of errors</td>
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<td>• No typos</td>
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<td><strong>Idea Development</strong></td>
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<td>• Supports and expands on ideas with effective examples</td>
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<td>• Properly separates ideas</td>
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<td><strong>Purpose</strong></td>
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<td>• Relates to attached learning objectives</td>
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<td>• Uses functional area concepts</td>
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| Updated Resume | |

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<th>TRAIT</th>
<th>Unacceptable</th>
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<tr>
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<td>Does not develop ideas cogently; uneven and ineffective overall organization; unfocused introduction or conclusion</td>
<td>Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together; good introduction and conclusion</td>
<td>Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion</td>
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<tr>
<td>Language</td>
<td>Uses words that are unclear; sentence structures inadequate for clarity; errors may be distracting</td>
<td>Word forms are correct. Sentence structure is effective</td>
<td>Develops concise standard English sentences. Balances a variety of sentence structures effectively</td>
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<tr>
<td>Spelling and Grammar</td>
<td>Writing contains more than one spelling or grammatical error</td>
<td>The writing follows normal conventions of spelling and grammar throughout and has been carefully proofread</td>
<td>The writing is essentially error-free in terms of spelling and grammar</td>
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<tr>
<td>Development of Ideas</td>
<td>Several ideas unsupported; confusion between personal and external evidence; reasoning flawed</td>
<td>Supports the majority of ideas with effective examples, references, and details; makes key distinctions</td>
<td>Explores ideas vigorously; supports points fully using a balance of subjective and objective evidence; reasons effectively, making useful distinctions</td>
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<td>Purpose</td>
<td>The purpose and focus of the writing are not clear to the reader</td>
<td>The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing</td>
<td>The writer’s decisions about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the centre of the piece</td>
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Appendix B: Performance Evaluation

We suggest that this form be given to your supervisor shortly after you begin work term so your supervisor is aware of the types of skills being evaluated.

The form is available at the end of this document, on D2L or can be found at:

http://www.haskayne.ucalgary.ca/programs/co-op/forms-and-documents

You are responsible for submitting your performance evaluation form at the end of each four month work term by the due date given.
Co-op Program Objectives

The objective of the Haskayne Co-operative Education program is to support the learning goals of the university by offering students the opportunity to develop and apply these skills in a business-related job. The goal of the Co-op program is to develop skills in the areas of: critical thinking, analytical, oral and written communication, problem solving, teamwork, and personal management skills. Co-op enables students to develop an understanding of key business area functional concepts and group dynamics through work experience and related assignments.

The specific work term objectives are divided into: relationship building and communication; creativity, problem-solving, and continuous improvement skills; personal management, and teamwork skills. These learning objectives are aimed to support the goals of the Co-op program and student learning.

How to Develop Learning Objectives / Considerations for goal setting

- Two or three weeks into the work term, review your job description and reflect on your day-to-day responsibilities
- Use the SMART goals or the Compass vision to develop your objectives

SMART Goals

- **Specific:** What you want to accomplish? “For learning goals, do they describe what you will learn?”
- **Measurable:** “Framed in terms that will permit you to evaluate whether you have achieved them.”
- **Action Oriented:** What action are you going to take to achieve your goal? “Are they in tune with your skills, background, and abilities?”
- **Realistic:** Is it challenging and also attainable? (discuss with your supervisor if it can be attainable)
- **Timely:** “Do they include a target date?” (you can break down the goal into smaller goals)

Once you have written your objectives, discuss them with your supervisor

- In order to make the Learning Objectives Contract easier to read, it is suggested that you download this course outline, fill out the contract in Word, and then print off to sign
- Learning objectives should be reviewed throughout your work term and may need to be revised as you come to understand your role better
- Learning objectives should be set for every four-month work term and will be discussed at the work-term site visit
RELATIONSHIP BUILDING AND COMMUNICATION SKILLS

The skills, attitudes, and behaviours needed to develop and maintain interpersonal relationships. You will be better prepared to add value to a task, project, or activity when you can:

**Act and contribute**
- Build and maintain relationships inside and outside your organization, and with people from diverse backgrounds
- Recognize that relationships are reciprocal—invest in building and maintaining relationships
- Share information and expertise inside your organization—explain and clarify new and different ideas
- Listen to and value diverse opinions and perspectives
- Seek feedback and guidance in a constructive manner

**Manage and support others**
- Encourage others to share ideas and speak freely—foster an atmosphere of open mindedness
- Make it easy for groups of people to collaborate and deliver new solutions
- Utilize resources for networking and sharing ideas, knowledge, and skills
- Seek constructive feedback and guidance

**Communicate**
- Read and understand information presented in forms of (e.g., words, graphs, charts, diagrams)
- Listen and ask questions to understand and appreciate the points of view of others
- Share information using a range of communications technologies (e.g., voice, e-mail, computers)
- Use relevant business, technological, and university courses and skills to explain or clarify ideas

**Oral Communication**
- Well organized structure and content is related to overall goals of the presentation
- Content presented fills requirements, and uses appropriate sources. Research can go beyond minimum requirement
- Clear transitions to next topic or speaker; introduce name and topic
- Demonstrate appropriate pace and volume in easily understood language. Modulate voice, projects enthusiasm, interest and confidence
- Demonstrate no distracting mannerisms, decent posture and maintains audience interest
- Appropriate number of slides and content that is not distracting and used to enhance speech
- Summarize main points covered previously and delivers persuasive conclusion

**Written Communication**
- Develop unified and coherent ideas within paragraphs connected with effective transitions. Clear and specific introduction and conclusion.
- Use correct word forms and sentence structure within concise standard English sentences with few errors
- Writing follows normal conventions of spelling and grammar and has been carefully proofread
- Support ideas with effective examples, references, details using a balance of subjective and objective evidence
- Focus, organization, style and content achieve the purpose of the writing.
TEAMWORK SKILLS

The skills and attributes needed to contribute productively. You will be better prepared to add value to the outcomes of a task, project, or team when you can:

Work with others
- Understand and work within the dynamics of a group
- Be flexible: respect, and be open to and supportive of the thoughts, opinions, and contributions of others in a group
- Recognize and respect people’s diversity, individual differences, and perspectives
- Accept and provide feedback in a constructive and considerate manner
- Contribute to a team by sharing information and expertise

Participate in projects and tasks
- Plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes
- Develop a plan, seek feedback, test, revise, and implement
- Work to agreed-upon quality standards and specifications
- Select and use appropriate tools and technology for a task or project
- Adapt to changing requirements and information
- Continuously monitor the success of a project or task and identify ways to improve

CREATIVITY, PROBLEM SOLVING, AND CONTINUOUS IMPROVEMENT SKILLS

The skills, attitudes, and behaviours needed to generate ideas. You will be able to offer yourself and your organization greater possibilities for achievement when you can:

Act and contribute
- Look for new ways to create value in products, processes, services, strategies, and capabilities
- Identify problems and potential solutions—question assumptions, recognize opportunities for change and improvement
- Seek different points of view—ask questions, explore options, solicit feedback
- Be adaptable and flexible when challenging ideas, seeking solutions, and solving problems
- Rethink the way things are done—break the mould
- Approach challenges creatively—think outside the box; Suggest alternative ways to achieve goals
- Look for surprising connections—be open-minded, seek and apply knowledge from a wide variety of fields
- Put forward your own ideas with confidence
- Check to see if a solution works, act on opportunities for improvement, and provide recommendations

Manage and support others
- Nurture and promote creativity and inventiveness
- Question and challenge the way you operate—think beyond individual and organizational comfort zones
- Project a vision of where you want to go—keep the big picture in mind
- Be open to new ideas and different ways of doing things—commit to continuous improvement
- Monitor successes and failures to find ways to continuously improve
IMPLEMENTATION SKILLS

The skills, attitudes, and behaviours needed to turn ideas into strategies, capabilities, products, processes, and services. You will be better prepared to carry a task, project, or assignment through to success when you can:

Act and contribute
- Set realistic goals and priorities
- Access and apply knowledge and skills from inside and outside your organization
- Plan for alternative strategies
- Adapt to changing circumstances
- Use the right tools and technologies to complete a task, project, or assignment
- Be tenacious—show initiative, commitment, and persistence to get the job done
- Accept feedback and learn from mistakes
- Check to see if a solution works, and act on opportunities for improvement
- Use metrics to measure and show the value of a solution
- Be accountable for what you implement

Manage and support others
- Adopt and promote a “can do” attitude
- Understand how change affects the performance of your organization
- Be proactive in leading and responding to change
- Tolerate mistakes when trying out new ideas
- Make change visible—highlight new and improved products, services, processes, strategies, and capabilities
- Measure the impacts of a solution on performance, productivity, and financial results

PERSONAL MANAGEMENT SKILLS

The personal skills, attitudes, and behaviours that drive one’s potential for growth. You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate positive attitudes and behaviours
- Deal with people, problems, and situations with honesty, integrity, and personal ethics
- Recognize your own and other people’s good efforts
- Show interest, initiative, and effort

Be responsible
- Set goals and priorities balancing work and personal life
- Plan and manage time, money, and other resources to achieve goals
- Be accountable for your actions

Be adaptable
- Work independently or as part of a team
- Carry out multiple tasks or projects
- Be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- Be open and respond constructively to change
- Learn from your mistakes and accept feedback
- Cope with uncertainty

Learn continuously
- Be willing to continuously learn and grow
- Assess personal strengths and areas for development
- Set your own learning goals
- Identify and access learning sources and opportunities
- Plan for and achieve your learning goals

Safety
- Be aware of personal and group health and safety practices and procedures, and act in accordance with them

FUNCTIONAL AREA LEARNING OBJECTIVES

Functional area learning objectives include objectives aimed at practicing or improving a skill, learning a new task, or solving a specific problem with measurable results that would enable you to improve your work performance.

Choose two of the functional areas supported by the Haskayne School of Business and create two specific learning objectives in support of these areas. The learning objectives you develop should:

- Relate directly to your job assignment, and
- Represent the job functions and duties you will be performing during your Co-op work term
- Support one or more of the functional area concepts as described below

<table>
<thead>
<tr>
<th>Functional Area Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haskayne School of Business Key Business Functional Area Concepts</td>
</tr>
</tbody>
</table>

Students will understand:

1. The need to identify and assess strategies to create value
2. How to evaluate and communicate the financial status of an organization to internal and external decision makers
3. How to make effective financial decisions, namely how to manage and use funds to achieve organizational objectives
4. How to use information systems to support business decisions
5. How customer relationships benefit the organization and its stakeholders
6. How to manage processes effectively to produce and distribute products and services
7. How to manage an organization’s human capital effectively
8. Understand the legal environment of business
9. Understand the international environment of business
CO-OP LEARNING OBJECTIVE CONTRACT – WINTER 2016

Name: _______________________________________________     U of C ID# ________________________

Work Term:   1        2        3     Company Name: __________________________________________________

Please create one or two unique objectives to complete during your work term that will help support each of the areas listed below:

<table>
<thead>
<tr>
<th>Relationship Building and Communication, or Teamwork Objective (#1):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship Building and Communication, or Teamwork Objective (#2):</td>
</tr>
<tr>
<td>Creativity, Problem Solving, and Continuous Improvement Objective (#1):</td>
</tr>
<tr>
<td>Creativity, Problem Solving, and Continuous Improvement Objective (#2):</td>
</tr>
<tr>
<td>Implementation or Personal Management Objective (#1):</td>
</tr>
<tr>
<td>Implementation or Personal Management Objective (#2):</td>
</tr>
<tr>
<td>Functional Area Objective #1 (Area #__): )</td>
</tr>
<tr>
<td>Functional Area Objective #2 (Area #__): )</td>
</tr>
</tbody>
</table>

Student Signature: _____________________________________________ Date: ______________________
Supervisor Signature: ______________________________________________ Date: ______________________
HASKAYNE SCHOOL OF BUSINESS
Bachelor of Commerce Co-operative Education Program

CO-OP PERFORMANCE EVALUATION (CONFIDENTIAL) – Winter 2016

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Company Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student I.D.#:</td>
<td>Supervisor’s Name</td>
</tr>
<tr>
<td>Concentration:</td>
<td>Supervisor’s Title:</td>
</tr>
<tr>
<td>Work term:</td>
<td>Time Period Covered: January – April 2016</td>
</tr>
</tbody>
</table>

**Supervisor:** Please complete the evaluation and review the information with the student.

**Student:** Please submit this form by the end of each 4-month term.

Email to Louise Grunerud
louise.grunerud@haskayne.ucalgary.ca
Subject Line: Last name, First name, Performance Evaluation

**Skill Levels** (Depending on position, some skills may be more relevant than others)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Rating Options</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Confident, friendly and engaging</td>
<td>1 - Far short of expectations, 2 - Short of expectations, 3 - Meets expectations, 4 - Exceeds expectations, 5 - Far exceeds expectations, N/A - Not Applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effectively uses body language, voice tone, pace and volume</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Writes clearly and concisely</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Produces high quality, error-free emails and documents</td>
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<td></td>
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<tr>
<td>Analytical</td>
<td>Identifies and summarizes the problem at issue</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Evaluates data validity; distinguishes between fact and opinion</td>
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<tr>
<td></td>
<td>Conclusions follow logically from analysis</td>
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<tr>
<td></td>
<td>Creates value through strategic thinking</td>
<td></td>
<td></td>
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<tr>
<td>Personal Leadership</td>
<td>Punctual; calls in and maintains agreed hours</td>
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<tr>
<td></td>
<td>Willing to speak up, communicate information and ask for clarification</td>
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<tr>
<td></td>
<td>Develops and adheres to a calendar or checklist of priorities</td>
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<tr>
<td></td>
<td>Listens to feedback and acts to improve, is flexible and adapts to change</td>
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<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Makes a positive impact on the team by forming rapport and credibility</td>
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</tr>
<tr>
<td></td>
<td>Shares information and resources openly with others</td>
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<tr>
<td></td>
<td>Pitches in to help co-workers, is willing to put in extra time and effort</td>
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Comments:
### Major Strengths

<table>
<thead>
<tr>
<th>Comments</th>
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### Areas for improvement

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
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<tbody>
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<td></td>
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</table>

### Initiative

- Seeks opportunities to learn, never sits idle when work is completed
  - Comments:
- Resourceful and proactive when gathering information
  - Comments:
- Self-motivated; takes initiative to complete work despite obstacles
  - Comments:
- Resolves problems within adequate time frames
  - Comments:

### Technical

- Has technical skills required for the position
  - Comments:
- Is willing to enhance technical skills
  - Comments:
- Uses technology to perform work efficiently
  - Comments:

### Overall Level of Satisfaction

- Excellent
- Very Good
- Good
- Fair
- Poor

If given the opportunity, I would hire the student in a future, full time role? Yes ☐ No ☐

I have discussed this evaluation with the student? Yes ☐ No ☐

### Other Comments

<table>
<thead>
<tr>
<th>Comments</th>
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<td></td>
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Supervisor’s Signature

Date

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### Student’s Comments

Were your personal expectations for growth and development during this work experience:

- Accomplished
- Somewhat accomplished
- Not accomplished

<table>
<thead>
<tr>
<th>Comments</th>
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<tbody>
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<td></td>
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</tbody>
</table>

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Student’s Signature

Date
Bibliography

Employability Skills 2000+. (n.d.). Retrieved from The Conference Board of Canada:
http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx

Innovation Skills Profile 2.0. (n.d.). Retrieved from The Conference Board of Canada:
http://www.conferenceboard.ca/cbi/innovationskills.aspx