Professionalism Handouts

For students majoring in: Anthropology, Human Services, and Sociology

Co-op Faculty: Lisa Worsh
Cultural Anthropology, Human Services, and Sociology
Office: 579 Holmes
email: L.worsh@neu.edu
Phone: 617-373-4773
Fax: 617 -373-8130

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topics</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>p. 3</td>
</tr>
<tr>
<td>Professionalism/ Ethics Case Studies</td>
<td>p. 4</td>
</tr>
<tr>
<td>Professional vs. Amateur</td>
<td>p. 5</td>
</tr>
<tr>
<td>Managing your Career Success</td>
<td>p. 6</td>
</tr>
<tr>
<td>On the job Techniques for Co-op Success</td>
<td>p. 7</td>
</tr>
<tr>
<td>Sexual Harassment policy</td>
<td>p. 8</td>
</tr>
<tr>
<td>Ten Tips to Interpreting your Boss</td>
<td>p. 9</td>
</tr>
</tbody>
</table>

| APPENDIX A                                   | Co-op Agreement Form | p. 11 |
| APPENDIX B                                   | Cooperative Education Student Performance Evaluation | p. 12 |
| APPENDIX C                                   | Student Self-Assessment of Co-op Experience | p. 15 |
PROFESSIONALISM!!

Professionalism includes integrity, courtesy, honesty, and willing compliance with the highest ethical standards. Professionalism goes beyond observing the profession’s ethical rules: professionalism sensitively and fairly serves the best interests of clients and the public. Professionalism fosters respect and trust among co-workers and between co-workers and the public, promotes the efficient resolution of disputes, simplifies transactions, and makes work more enjoyable and satisfying.

(Adapted 8-05)- COURTESY OF THE Oregon State Bar rules and regulations

Taking Initiative at School and Work

A Key to Academic and Professional Success

- Don’t be afraid to ask for help or consultation.
- Communicate regularly with your supervisors and professors.
  - Keep people up-to-date with your progress
  - Write thank you notes
  - Go to office hours
  - Develop formal/informal mentoring relationships
  - Don’t ASSUME anything – be clear about intentions and expectations.
- Communicate effectively with your supervisors, professors, and peers.
  - Ask for what you want/need
  - Don’t lay blame or make excuses
  - Take responsibility Make “I” statements
  - Don’t be defensive
  - Put yourself in another person’s shoes
  - Be open minded and flexible
  - LISTEN
1. You are interviewing for co-op and have just finished your fourth interview. When you arrive home, the phone rings and it is an employer offering you a co-op position at XYZ Company for $12.00 an hour. You are so excited you have obtained a co-op position with a good organization and accept the job immediately. A few hours later, ABC Company calls and offers you the job that you really wanted, and offer you $14.00 an hour. What do you do?

2. Ann has recently begun working at a non-profit firm in downtown Boston. This is her first co-op job and she is very excited to be working in the non-profit field. After a few weeks, Ann is very discouraged because her position is primarily administrative. Although this is how the position was described, Ann thought that the position would be more interesting and she wants to quit. What are some of the questions/suggestions that you would have for Ann?

3. John has just had a first interview with a human service organization to join their residential care department. During his second interview, John is told that the company is required to do drug testing as part of their contract with the Department of Mental Health. After his second interview, John is given a job offer contingent upon passing the drug test. John smoked some marijuana with his roommates a few months ago, and doesn’t think it will show up in the drug test. What would you do?

4. Michelle has been working as a Behavioral Therapy assistant for a little more than a month. She has had a previous co-op where she received an excellent evaluation for her clinical skills. Her current supervisor is very critical and is always making negative remarks to Michelle and the other staff. She has even yelled at Michelle in front of others. Often times the supervisor will ask for one project then change her request later. What are some suggestions that you have for Michelle?

5. Rob is working as a college advisor at a non-profit that helps at-risk students get into, and stay in college. The advisors work with high school counselors and college admissions offices daily. Rob overhears one of the head advisors call the Dean’s office where one of their students attends. That student is in the midst of a judicial matter. Rob hears him lying to help the student. What would you do?

6. Lynn has been working on her co-op assignment for five months and has been offered a part-time position with the company when she returns to school. Her supervisor has given her a preliminary evaluation praising her work ethic and overall contribution to the department. Although everyone uses it, the company has a strict policy regarding the use of the Internet and prohibits using the Internet for inappropriate materials. As part of a birthday prank Lynn and her friends were playing on a girlfriend, Lynn downloaded some off-color jokes and e-mailed them to her personal computer so she could use them later. Lynn’s supervisor found out. How should Lynn approach the situation?

7. Joe is working as a research assistant at a large pharmaceutical company. He is working on a time sensitive project that will make the organization millions of dollars. The results aren’t matching the desired outcome so his direct supervisor asks him to manipulate the results. Who are the stakeholders (who has a stake in the results/outcome of the organization)? How should Joe approach the situation?

8. Juanita is working in a hospital setting as a hearing screener. She is constantly on the run, and at times doesn’t even have time for lunch. She notices that her co-worker, Bob, takes an excessive amount of time to do simple tasks. To make matters worse, she has had to redo Bob’s work because he is constantly making mistakes. She hears through the “grapevine” that Bob has a “disability”. How should she approach the situation?

9. Jane is a research assistant at ABC Hospital. The head research assistant asks Jane for a date. Jane politely declines the invitation. The next day the research associate acts coldly towards Jane. Soon, Jane finds that some of her key responsibilities have been taken away from her. What should she do?
10. Cynthia’s co-workers invite her out for a drink after work. Since she is over 21 years old, she agrees to go. After an hour or so of drinking, Cynthia hears her co-workers gossiping about the boss. She doesn’t think she should join in, but she wants to be part of the “gang”. What should she do?

11. Bill is working in a very casual environment in a non-profit office. There is frequent bantering and teasing among the staff and managers. One day the CEO comes in to meet with the staff for a casual meet and greet. During the CEO’s time there, she overhears Bill making an inappropriate joke to a co-worker. Bill is now being called to his direct supervisor’s office. How should he respond?

12. Craig and Lisa start dating while they are working at a co-op. They have decided to keep the relationship private because dating is discouraged (although not forbidden) in the work place. When Lisa breaks up with Craig a few months later, the staff begins to notice some tension that is effecting the whole work environment. How should this situation be handled?

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### Professional vs. Amateur

<table>
<thead>
<tr>
<th>PROFESSIONAL</th>
<th>AMATEUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>learns every aspect of the job</td>
<td>skips the learning process whenever possible</td>
</tr>
<tr>
<td>carefully discovers what is needed and wanted</td>
<td>assumes what others need and want</td>
</tr>
<tr>
<td>looks, speaks and dresses like a professional</td>
<td>is sloppy in appearance and speech</td>
</tr>
<tr>
<td>keeps his or her work area clean and orderly</td>
<td>has a messy, confused or dirty work area</td>
</tr>
<tr>
<td>is focused and clear-headed</td>
<td>is confused and distracted</td>
</tr>
<tr>
<td>does not let mistakes slide by</td>
<td>ignores or hides mistakes</td>
</tr>
<tr>
<td>jumps into difficult assignments</td>
<td>tries to get out of difficult work</td>
</tr>
<tr>
<td>completes projects as soon as possible</td>
<td>is surrounded by unfinished work piled on unfinished work</td>
</tr>
<tr>
<td>remains level-headed and optimistic</td>
<td>gets upset and assumes the worst</td>
</tr>
<tr>
<td>handles money and accounts very carefully</td>
<td>is sloppy with money or accounts</td>
</tr>
<tr>
<td>faces up to other people’s upsets and problems</td>
<td>avoids others’ problems</td>
</tr>
<tr>
<td>uses higher emotional tones: Enthusiasm, cheerfulness, interest, contentment</td>
<td>uses lower emotional tones: anger, hostility, resentment, fear, victim</td>
</tr>
<tr>
<td>persists until the objective is achieved</td>
<td>gives up at the first opportunity</td>
</tr>
<tr>
<td>produces more than expected</td>
<td>produces just enough to get by</td>
</tr>
<tr>
<td>produces a high-quality product or service</td>
<td>produces medium-to-low quality product or service</td>
</tr>
<tr>
<td>earns high pay</td>
<td>earns low pay and feels it’s unfair</td>
</tr>
<tr>
<td>has a promising future</td>
<td>has an uncertain future</td>
</tr>
</tbody>
</table>

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**Are you a professional?**

Adapted 8/05 – from http://www.tipsforsuccess.org/professionalism.htm

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**MANAGING YOUR CAREER SUCCESS (ON CO-OP)**

Many new co-op hires report having to guess at the right things to do and say, wanting more reassurance from their bosses than they get, and worrying that their co-workers are talking about them in a negative manner. Following are several suggestions to make your job experience positive and productive ones.

**ASK QUESTIONS** - Co-op Award winner Rick Salvo CE ’96 once said “There is no such thing as a stupid question at VHB — and I certainly put that to the test.” One of the most common causes of poor job performance is failure to ask when you don’t know something. Good, thoughtful questions demonstrate a searching mind and a desire to learn. On the other hand,

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1 Adapted from materials developed by R. Canale and E. Duwart, Electrical and Computer Engineering Co-op Program, Department of Cooperative Education, Northeastern University, 2000.
repeatedly asking the same question over and over conveys the sense that you have poor listening skills. One of the best things you can learn on co-op is when to ask a question and when to try and figure the problem out for yourself.

GET TO KNOW the company’s various departments, branches, goals services, procedures and people. Reading an orientation and/or policies and procedures manual is a good idea if one is available. Study the organizational chat if available; follow the appropriate chain of command.

PAY ATTENTION TO OFFICE CULTURE- Learn the unwritten rules, read memos, listen to lunchroom talk and observe people. Find out what skills or behaviors get rewarded and identify the people with clout. Begin to network with people in other departments to find out about the overall organization. The more you know about the total organization, the better you can understand how your job fits in with others.

ACQUIRE GOOD WORK HABITS- arrive on time, keep reasonable lunch hours, be a team player. Professional behavior will be noticed and rewarded.

PERSONAL APPEARANCE- Dress in a professional way that suits your job. Pay attention to personal hygiene, neatness, and overall appearance.

REALIZE THAT EVERY JOB has its menial or boring parts. Accept them, this is part of your job. Always put forth your best effort and perform these tasks cooperatively. Performing poorly on routine or menial tasks sends the message that you are not ready for more advanced work.

DEVELOP GOOD TIME MANAGEMENT SKILLS- Be able to prioritize tasks to get work done on time. If your supervisor doesn’t say how quickly he or she needs a request fulfilled, ask, so that you don’t wrongly put it at the bottom of your list of things to do. Generally speaking, your supervisor’s priorities should be your priorities. Tune into what’s important.

TAKE ADVANTAGE of opportunities to learn on the job. When possible, attend staff meetings and in-service education programs. Use free time to read appropriate professional literature. This is a good time to start developing the context for the Advanced Writing in the Technical Professions paper.

TAKE CONTROL OVER YOU OWN CAREER DIRECTION- take the initiative to talk to you supervisor. Let the supervisor know your goals and the skills you would like to develop.

MAXIMIZE YOU POTENTIAL- Don’t be limited by your job description. Bring curiosity, creativity, and enthusiasm to the job. Don’t limit yourself.

MAKE A COMMITMENT- organizations that promote an individual do so because the individual has shown a level of commitment to the organization. Commitment is and will always remain one of the major factors for an individual’s success.

Remember to focus on what you want to do and what you want to accomplish during each work experience. Once you are on the job, continually monitor and evaluate yourself and the experience. Be aware of what working conditions are best for you. Discover the skills you enjoy using and would like to enhance. Don’t be afraid to experiment- you won’t know what your potential is unless you test your talents.
On-the-Job: Techniques for Co-op Success

✓ Make certain you understand the expectations your boss and your organization have of you… then try to exceed them.

✓ Be enthusiastic.

✓ Develop communication skills up and down the organization.

✓ Know the business, as much of it as you can, apart from your own job.

✓ Learn the organization “culture” – what is acceptable, what isn’t.

✓ Responsibility – take it on, follow through. Do what you say you are going to do.

✓ Politics – they may not be natural to you, but learn to live in a “political arena”.

✓ Honor the chain-of-command, communicate clearly with others, be aware of your behavior and its effect on others.

✓ Team abilities are becoming more important than individual decision-making.

✓ See challenging issues as opportunities, not problems.

✓ Control your attitude – don’t let someone else do it. Attitude = a voluntary mental condition with regard to a fact.

✓ You are responsible for yourself and you own career development. Don’t expect others to take responsibility for your future. Spend time with your boss, career development, and human resource people for help on how to advance.

✓ Start networking – maintaining and nurturing relationships. This should be an ongoing process and career skill, not a “use people when I need them” activity. Continually widen your network circle.

✓ Don’t just rely on your boss or the organization to provide motivational systems; provide them to yourself.

✓ Understand that in any encounter you are being judged and evaluated by others.

✓ Don’t try to change the world all at once. Go for singles, not always home runs.

✓ Maintain ethical conduct. In the vast majority of organizations, unethical conduct will not be tolerated. It may cost you a career.

✓ Accomplishments count for more than the hours you put in.
Sexual Harassment Policy

No agent, supervisory personnel or faculty member shall exercise his or her responsibilities or authority in such manner as to make submission to sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature an explicit or implicit term or condition of evaluation, employment, admission, advancement or reward within the University.

Neither shall any agent, supervisory personnel or faculty member make submission to or rejection of such conduct the basis for employment or academic decisions affecting any employee or student. Neither shall any agent, supervisory personnel or faculty member conduct himself or herself with respect to verbal or physical behavior of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance, or creating an intimidating, hostile or offensive work or classroom environment.

EXAMPLES OF SEXUAL HARASSMENT

- Sexual comments or remarks about your body, your hair, your clothing
- Sexual jokes in the classroom or workplace
- Physical gestures such as stroking your hair or arm, massaging your shoulders, kissing you or rubbing, touching or brushing against your body
- Verbal harassment such as the use of names like "broad," "bitch," "bimbo" when referring to a specific woman or to women in general
- Requests for sexual favors that may be subtle or overt but particularly when you suspect the requests are linked to career advancement or academic reward
- Physical assault of a sexual nature such as the touching of intimate body areas and rape
- Sexual intercourse may occur through physical force (rape) or by coercion where you feel that certain consequences will follow if you refuse (or agree) to submit to the harasser’s request or demand

Affirmative Action and Diversity - Sexual Harassment

Complete information about the University's Sexual Harassment Policy, Sexual Harassment Grievance Procedure, and the University's Policy Statement on Consensual Relationships is available in the Affirmative Action and Diversity Office, 424 Columbus Place, x2133. For additional information, visit our website http://www.neu.edu/aa.
Ever wonder what your boss is actually thinking? In this quick article, at-work issues expert Liz Ryan offers some insights into your supervisor's mind, motives and wishes.

Workers have it tough these days. Longer hours, more work, fewer perks and "bennies," and organizations are not quite as focused on being "employers of choice" as they were a couple of years ago. But if you think your boss is the source of your higher stress level, you might be surprised. Being a boss — fending off pressure from both above and below — is harder than ever these days. Managers have smaller budgets and fewer staff members to accomplish a lot more work as cash-strapped organizations frantically try to turn their fortunes around. Sure, there are incompetent, unfriendly, and just plain evil bosses out there, but the majority of middle managers are reasonable people who are trying to do the best they can for the employees they supervise and the higher-ups.

Skeptical? We've polled middle managers and developed this list of 10 things your manager wants you to know: "If Your Boss Could Talk (What He or She Would Say)."

1. **When I am abrupt/impersonal, it's probably because I'm doing something I don't want to do.**
   Feel shut down by your boss sometimes? Your great ideas may interest your manager personally, but he or she may not have the approval or the budget dollars to say yes very often right now. If your manager is acting squirrelly or suddenly gets very corporate, it may be because he or she isn't comfortable telling you, "The answer is no." A rough exterior helps shield your boss from the reality that it's him or her — not a title or a job description — disappointing you once again. A good tactic when this happens is to ask, "Is this topic uncomfortable for you?" That might throw your manager off enough for him or her to open up and tell you the real problem.

2. **I care about a lot of stuff that you care about, but I can't make a federal case out of every slight that you experience; you have to let me pick my battles.**
   Your boss is, among other things, the one who's supposed to stick up for you when those punks in marketing or the bureaucrats in accounting do you wrong. But there are only so many battles that one person can fight. Don't be disgusted when the boss doesn't march off to blast someone in HR on your behalf because they goofed up your insurance claim again. Let things go sometimes.

3. **Don't try to make me King Solomon, especially about the small stuff.**
   Your boss is saying, "I know that you and your co-worker both want the cubicle next to the window, but I really don't want to have to make that call. I'd rather see you play Rock-Paper-Scissors, if I had my way. When you try to put me in the King Solomon mode, somebody ends up being upset about something really inconsequential. I'll be very grateful if sometimes you and your colleague can figure these things out on your own. You don't even have to tell me when it happens."

4. **I don't want to watch you like a hawk, so don't give me a reason to.**
   Here the message is, "With precious few perks to dole out, I'd love to at least give you some schedule flexibility, the little that the workload allows. I'd let you come in and leave the office when you choose (roughly) as long as the work gets done, if you're a great employee in every other way. So make my job easier, please, and get your work done and don't disappear just when you're most likely to be needed. I can give you a little slack if you work with me, but if you don't, I'll have to come down on you like a ton of bricks."
5. **You will always be more familiar with everything about your job than I will.**
When we talk, your boss wants to say, "Remind me what you're working on, what's causing you trouble, and what's going well. Remind me what's important to you and what you need from me. It's hard to remember the priorities, needs, and obstacles of my department members, so any help you can give me is welcome. I do value you, but you're just much closer to your work than I am. If I'm micromanaging you in your own work, let me know."

6. **When you're angry with me, let me know.**
The boss wants to say, "I've got a lot on my mind. You could spend two weeks on hard stares, monosyllabic answers to my questions, and other pointed signals that you're mad at me, and I might still miss the message, so just tell me what's wrong. Pick a moment when I'm not up to my eyeballs in crises and ask me for a quick meeting. Tell me what I did that ticked you off and why it was a bad call. I promise to try and listen and not be defensive. If you don't tell me, how will I know?"

7. **Don't ask me to tell you what you know I can't talk about.**
Are layoffs coming? Are we merging with XYZ organization? If the boss knows, he or she can't tell you: "If I could tell you, I would. Don't ask me to tell you what you know I can't, and don't be offended because you think we're friends, and I should spill the beans. Don't create tension by making this unreasonable request."

8. **Bring me problems as far in advance as possible.**
Any boss loves to be surprised when things are going better than expected, but "Don't surprise me with bad news. Let me know far in advance when something's not working. At the last minute, problems are much harder to solve, so feel the fear and tell me anyway that Project X is behind schedule. I may shoot the messenger just a little, but it's better than my reaction will be further down the road."

9. **Create a feedback network to give me painless advice on my management style.**
Here's how this works. "If I badger Sally mercilessly, and I tend to ignore Joe, then trade feedback bits and deliver them to me in a friendly way. Sally, say to me, 'You know, Stan, you're probably not aware of it, but at times you seem to miss what Joe is telling you.' I can take that without being defensive. And Joe, you say to me, 'You know what, Stan? For some funny reason, even though you're a patient guy in general, you seem to give Sally a lot of grief.' That way, no one has to take the feedback heat on themselves, and I still get the message."

10. **Don't do anything stupid.**
Finally, a boss might conclude, "I can help you out if you goof up to a certain degree, but if you misuse the organization's credit card, download garbage from the Internet, or slug a co-worker, I'm out of the loop — you're gone. So help me out and don't do anything stupid."

What's the gist of what your boss is telling you? Let's work together. Why create tension in the relationship when the environment has enough of that already? You might as well team up with your boss (and vice versa) to lessen the stress and get the job done that much more easily. And if you put yourself in your boss's shoes just a little, you'll be surprised how much you learn. You might even consider becoming a boss yourself!
Co-Op Agreement

Cooperative education placements are an integral part of my educational program at this University and their successful completion is necessary for graduation. As a participant in the cooperative education program, I understand and agree to adhere to the following:

- I will work for the cooperative employer for the specific period of time indicated within this Agreement.
- I have familiarized myself with the Cooperative Education Handbook and will adhere to the stated policies and procedures.
- I have met with my cooperative education coordinator and will complete all required paperwork (Agreement Form, International Paperwork – if applicable, and the Student Performance Evaluation).
- I have notified my coordinator and potential employers I had met with or had been invited to meet with, that I have accepted a position.
- I recognize my responsibility to perform all tasks assigned to me to the best of my ability, to meet all of the standards and conditions of my employment, and to abide by the work schedule established by my employer.
- I will return my Student Performance Evaluation, completed by my employer/supervisor, to my coordinator at the end of my co-op assignment.
- I understand that Reflection is a necessary part of the Co-op process, and failure to complete Reflection with my coordinator may result in my not receiving credit for the experience.
- I am to notify my coordinator of any significant changes in my status or issues that arise that would have a direct effect on my performance as a participant in the cooperative education program.
- I will not refer other students directly to any employers.

Name: ___________________________ ID #: ___________________________

Year: ___________________________ Division: _________________________ Major: ___________________________

Address (while on co-op): ___________________________

City: ___________________________ State: __ Zip: ________ Telephone: ___________________________

E-Mail Address: ___________________________ Co-op Coordinator: ___________________________

Employer: ___________________________

City: ___________________________ State: ________ Telephone: ______________

Position Title: ___________________________ Rate of Pay: ________ Hours/Week: ___

Initial Cooperative Work Period: (month/date/year)____________________ to ______________________

Brief Description of Responsibilities:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Additional Information:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Co-op Faculty Signature ___________________________ Date ________________

Student Signature ___________________________ Date ________________

For International Students Only:
International paperwork completed and Eligibility Form received from coordinator. (Please initial.) ___________________________
Northeastern University
Cooperative Education Student Performance Evaluation

Statement of Purpose: Cooperative Education at Northeastern University is an educational process. The information contained in this evaluation will be used to enhance individual reflection and encourage growth in the student. This evaluation instrument is also designed to be a developmental tool to assist cooperative education and academic faculty in preparing students to become better learners and employees. Employer feedback is an essential part of this process. As an employer, you are not only contributing to the growth and development of students but assisting in the preparation of a better workforce for the future.

STUDENT NAME:          STUDENT ID#:

JOB TITLE:

START DATE (mm/dd/year):      END DATE (mm/dd/year):

RATE OF PAY: $ 

YEAR OF GRADUATION: MAJOR: COOP: 1RD 2ND 3RD

TELEPHONE: E-MAIL:

CO-OP FACULTY COORDINATOR NAME:

SECTION TWO - - TO BE COMPLETED AT THE END OF CO-OP

BRIEF DESCRIPTION OF DUTIES - - EMPLOYER
Please describe briefly the duties as assigned to this student during his co-op period.

EVALUATION EXAMPLE
Check the corresponding number of the answer which applies to the standard.

Verbal Communication: The way in which the student organizes and communicates ideas and information appropriate to the listener and situation.

Exceeds standard: Clear, concise, appropriate language and tone.  
Meets standard: Clear and understandable.  
Approaching standard: Sometimes struggles to be clear and concise.  
Not meeting standard: Has difficulty being clear and concise.  

Comments: Kelly presents her ideas clearly to colleagues, both individually and in a group setting. Her comments are generally well received.

JOB PERFORMANCE: The way a student performs job responsibilities (quality, quantity, and accuracy of work).

Exceeds standard: Performs all job responsibilities and demonstrates willingness and ability to complete tasks beyond the scope of the job.  
Meets standard: Performs all job responsibilities according to job description and employer expectation.  
Approaching standard: Does not always complete job responsibilities.  
Not meeting standard: Does not perform job responsibilities to employer expectations.  

Comments:

VERBAL COMMUNICATION: The way in which a student organizes and communicates ideas and information appropriate to the listener and situation.
<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds standard</th>
<th>Meets standard</th>
<th>Approaching standard</th>
<th>Not meeting standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN COMMUNICATION</td>
<td>Exceptionally clear, concise error free and well organized.</td>
<td>Clear and organized.</td>
<td>May contain error or inaccuracies.</td>
<td>Unclear and/or unorganized.</td>
</tr>
<tr>
<td>PROBLEM SOLVING</td>
<td>Exceptional ability to identify evaluate and recommend solutions to problems.</td>
<td>Identifies, evaluates and recommends solutions to problems as needed.</td>
<td>Sometimes struggles to evaluate and recommend solutions to problems.</td>
<td>Has difficulty with problem solving.</td>
</tr>
<tr>
<td>INTERPERSONAL</td>
<td>Always works well with people of various levels and backgrounds within the organization and interacts appropriately with external constituencies.</td>
<td>Works cooperatively with others.</td>
<td>Sometimes demonstrates difficulty working with and/or interacting with others.</td>
<td>Has difficulty interacting and/or working with others.</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>Demonstrates extensive knowledge and ability to use technology beyond the scope of the job.</td>
<td>Utilizes the technology required for the job.</td>
<td>Does not always demonstrate proficiency with technology needed for the job.</td>
<td>Has difficulty utilizing technology needed to perform the job.</td>
</tr>
<tr>
<td>PROFESSIONAL ETHICS</td>
<td>Adheres to ethical standards and follows appropriate guidelines for addressing ethical concerns.</td>
<td>Adheres to ethical standards.</td>
<td>Unknowingly violates ethical standards.</td>
<td>Ignores ethical standards.</td>
</tr>
</tbody>
</table>
PROFESSIONAL BEHAVIORS: The way in which a student exhibits professional behaviors in the workplace (dress, reliability, time management, language, boundaries).

☐ Exceeds standard: Exhibits professional behavior at all times, in and out of the workplace, in accordance with both written and unwritten guidelines, without specific instruction.

☐ Meets standard: Adheres to professional behavior guidelines and expectations within the workplace.

☐ Approaching standard: Does not always exhibit professional behavior within the workplace.

☐ Not meeting standard: Fails to act professionally.

Comments:

WORK ETHIC: The way in which a student approaches the job (attitude, interest, enthusiasm, consistency).

☐ Exceeds standard: always approaches tasks with equal enthusiasm, sets high standards and works to achieve them.

☐ Meets standard: Approaches tasks with equal enthusiasm.

☐ Approaching standard: Demonstrates interest in some tasks more than others.

☐ Not meeting standard: Reluctant to or does not always complete some tasks.

Comments:

SUPERVISION: The way a student responds to feedback from supervisors.

☐ Exceeds standard: Responds exceptionally well back and successfully incorporates it into daily performance.

☐ Meets standard: Accepts positive and negative feedback and usually incorporates it in a satisfactory manner.

☐ Approaching standard: Responds to positive and negative feedback and attempts incorporating into daily performance.

☐ Not meeting standard: Does not accept positive and negative feedback from supervisors.

Comments:

ATTENDANCE: ☐ Regular ☐ Irregular

PUNCTUALITY: ☐ Acceptable ☐ Unacceptable

Comments:

EMployer summary

Strengths/ Developmental Needs:

⇒ [ ] ALLOW [ ] DO NOT ALLOW THE COOPERATIVE EDUCATION DEPARTMENT TO COPY AND DISTRIBUTE THIS EVALUATION TO OTHER INDIVIDUALS OUTSIDE OF THE UNIVERSITY COMMUNITY.

⇒ BASED ON THIS EVALUATION, IS THIS STUDENT ELIGIBLE FOR REHIRE AT THIS ORGANIZATION? [ ] YES [ ] NO

⇒ SUPERVISOR’S SIGNATURE

⇒ DATE:

STUDENT SUMMARY

Comments: [ ] AGREE [ ] DISAGREE WITH THIS EVALUATION. IF YOU DISAGREE WITH THIS EVALUATION, PLEASE COMMENT.

⇒ DID YOU DISCUSS THIS EVALUATION WITH YOUR SUPERVISOR? [ ] YES [ ] NO

⇒ STUDENT’S SIGNATURE DATE

FOR OFFICE USE ONLY

SUMMARY OF PERFORMANCE FACTORS:

<table>
<thead>
<tr>
<th>Job Performance</th>
<th>- Technology</th>
<th>- TOTAL</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Communication</td>
<td>- Professional Ethics</td>
<td>- Exceeds Standards</td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td>- Professional Behaviors</td>
<td>- Meets Standards</td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>- Work Ethic</td>
<td>- Approaching Standards</td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td>- Supervision</td>
<td>- Not Meeting Standards</td>
<td></td>
</tr>
</tbody>
</table>

14 of 16
Northeastern University
Department of Cooperative Education
Student Self-Assessment of Co-op Experience

Statement of Purpose: Cooperative Education at Northeastern University is an educational process. The information contained in this evaluation will be used to enhance individual reflection, as well as career and academic planning. This information on this form may be accessed by members of the Cooperative Education Division for the purposes of data collection.

Please complete this form at the end of your co-op experience.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>ID #</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Company/Organization</th>
<th>Dates of work experience</th>
<th>Co-op Number</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-op Job Title:</th>
<th>Hours per week</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BRIEF DESCRIPTION OF DUTIES - - Student**

Describe your normal activities in this position:

**FOR EACH SKILL LISTED BELOW, PLEASE RATE THE EXTENT TO WHICH THAT SKILL WAS IMPROVED IN YOUR CO-OP POSITION:**

**VERBAL COMMUNICATION:** My ability to organize and communicate ideas and information appropriate to the listener and situation.

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly improved</td>
<td>Improved</td>
<td>Stayed the same</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Give example(s):

**WRITTEN COMMUNICATION:** My ability to communicate ideas and information in writing (e-mail, reports, correspondence and graphs).

<table>
<thead>
<tr>
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<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly Improved</td>
<td>Improved</td>
<td>Stayed the same</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Give example(s):

**PROBLEM SOLVING:** My ability to recognize and respond to problems.

<table>
<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Give example(s):

**INTERPERSONAL:** My ability to interact with others and function as a member of a team.

<table>
<thead>
<tr>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
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<td>Improved</td>
<td>Stayed the same</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Give example(s):
TECHNOLOGY: My ability to learn and utilize industry specific technology.

4 ☐ Greatly improved 3 ☐ Improved 2 ☐ Stayed the same 1 ☐ N/A

Give example(s):

PROFESSIONAL ETHICS: My understanding of the ethical standards of the profession and the employer.

4 ☐ Greatly improved 3 ☐ Improved 2 ☐ Stayed the same 1 ☐ N/A

Give example(s):

PROFESSIONAL BEHAVIORS: My ability to exhibit professional behaviors in the workplace (dress, reliability, time management, language, boundaries).

4 ☐ Greatly improved 3 ☐ Improved 2 ☐ Stayed the same 1 ☐ N/A

Give example(s):

WORK ETHIC: The way I approach a job (attitude, interest, enthusiasm, consistency)

4 ☐ Greatly improved 3 ☐ Improved 2 ☐ Stayed the same 1 ☐ N/A

Give example(s):

SUPERVISION: My ability to respond to feedback from supervisors.

4 ☐ Greatly improved 3 ☐ Improved 2 ☐ Stayed the same 1 ☐ N/A

Give example(s):

OVERALL JOB PERFORMANCE: The way I performed my job responsibilities (quality, quantity, and accuracy of work).

4 ☐ Exceeded standard 3 ☐ Met standard 2 ☐ Approached standard 1 ☐ Did not meet standard

Comments:

Describe how your academic background contributed to your success in this position:

Describe how your co-op experience might contribute to your future academic success:

Describe other technical and non-technical skills you used and/or developed while in this position:

What additional skills would you like to develop in your next work experience?