

Student Employee Performance Appraisal

EMPLOYEE INFORMATION

Employee Name

Employee ID Number

Date Completed

Job Title

Department

Evaluation Term

Supervisor Name

Supervisor Email

Supervisor Phone

The National Association of Colleges and Employers (NACE) has identified key skills as the foundation necessary to prepare college students for successful entry into the work force. NAU promotes professional development and career readiness with a focus on these transferable skills from the beginning of the student's employment experience. This performance appraisal is designed to provide structure for student employees to self-reflect on the key skills, strengths, knowledge, and experiences that contribute to their professional growth and career readiness; supervisors provide meaningful feedback and examples of how employees demonstrate these skills and how they can improve.

JOB RESPONSIBILITIES & RESULTS

Describe the job duties for this position within the evaluation period. For each item, describe how the student employee has performed against the identified expectations.

ORAL/WRITTEN COMMUNICATIONS: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

<input type="checkbox"/> Beginner	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Advanced	Examples or comments:
<ul style="list-style-type: none"> Attempts to share thoughts and ideas with others. Communication may be unclear, too informal, inappropriate, or untimely. 	<ul style="list-style-type: none"> Communication is increasingly clear, professional, appropriate, and timely. Sometimes able to share ideas clearly and effectively, verbally or in writing. 	<ul style="list-style-type: none"> Consistently able to articulate ideas clearly and effectively using appropriate medium, <i>both</i> verbally and in writing. Able to express ideas to a variety of audiences, both inside and outside of the organization, with an appropriate level of formality. Ensures that communication positively represents the department, being aware of surroundings and others present. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> Demonstrates skill in communicating complex ideas, using both written and oral mediums, tailoring message to a variety of audiences. May take initiative to start professional conversations. Ensures work products are reviewed prior to publication if necessary. May be given independence in content creation without a need for feedback. 	

TEAMWORK/COLLABORATION: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

<input type="checkbox"/> Beginner	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Advanced	Examples or comments:
<ul style="list-style-type: none"> Unsure of role within team. May focus only on own priorities. May avoid interacting or sharing information in order to avoid interpersonal conflict. 	<ul style="list-style-type: none"> Gaining clarity about role within team, as well as other's roles, contributions, and strengths. Interpersonal conflict(s) may be present; or may be uncomfortable and unsure about how to manage interpersonal conflict. 	<ul style="list-style-type: none"> Builds collaborative relationships with colleagues or customers. Knowledgeable of colleagues' roles, contributions, and strengths. Shares knowledge with team member(s), to enable success of team. Able to recognize and identify strategies to manage interpersonal conflict. Brings own ideas to the table and is open to feedback from peers, supervisors, and/or others. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> Delegates to peers to best utilize strengths. Understands and leverages the strengths, interests, and personalities of others to achieve team goals. Understands department mission and how that influences daily actions. Able to proactively prevent interpersonal conflict. Actively seeks feedback from peers, supervisors, and/or others. 	

LEADERSHIP: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage their emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

<input type="checkbox"/> Beginner	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Advanced	Examples or comments:
<ul style="list-style-type: none"> Waits idly to be assigned a task or project. May allow their emotions to impact their response to others. 	<ul style="list-style-type: none"> Gaining ability to prioritize own work. Actively seeks out next task; task may still need to be assigned. Developing strategies to recognize the impact of own emotions on others. Developing interpersonal skills and/or awareness of other's emotions; may be overly influenced by others'. 	<ul style="list-style-type: none"> Able to organize and prioritize own work. Takes ownership of all assigned projects and completes work products fully and in a timely manner. Takes initiative to identify and complete next task. Able to develop strategies to manage the impact of own emotions on others. Effective interpersonal skills, including appropriate levels of empathy for others' emotions. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> Manages stress, communicating with supervisor when issues arise and support is needed to accomplish work. Uses interpersonal skills to delegate work to peers, or guide, coach, and/or motivate others. Actively seeks feedback from supervisees or peers. Identifies and articulates one's strengths, interests, values. Recognizes areas necessary for growth and seeks developmental opportunities. 	

PROFESSIONALISM/WORK ETHIC: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from mistakes.

<input type="checkbox"/> Beginner	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Advanced	Examples or comments:
<ul style="list-style-type: none"> Experiences frequent tardiness or absences from work; may or may not attempt to get shifts covered in a timely manner. May struggle to stay engaged in tasks. Relies on others to help manage or balance workload. Learning how to build productive working relationships with others. May not yet be aware of own mistakes. 	<ul style="list-style-type: none"> Arrives to work on time and is engaged in tasks. Arrives to work appropriately attired for position and with gear required to accomplish tasks. May rely on others to help manage or balance workload. Works productively with those with whom they have pre-established working relationships. Able to identify and correct simple mistakes. 	<ul style="list-style-type: none"> Demonstrates effective time and workload management. Works productively with others, regardless of whether the coworker is well-known or new-to-them. Completes tasks to same standard of excellence, regardless of preference for task. Understands the impact of non-verbal communication on professional work image. Able to identify and correct complex or nuanced mistakes. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> Able to share the learning from their own mistakes, privately or with others, as appropriate. Represents the mission and values of the department through every interaction. Consistently demonstrates professionalism, integrity, and ethical behavior. 	

CRITICAL THINKING/PROBLEM SOLVING: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

<input type="checkbox"/> Beginner	<input type="checkbox"/> Developing	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Advanced	Examples or comments:
<ul style="list-style-type: none"> Unable to identify issue(s) that may hinder goal achievement. Relies on external authority (peers or supervisor) to identify problems and determine solutions. 	<ul style="list-style-type: none"> Identifies issue(s) and solutions to basic problems independently. Gaining clarity about which situations warrant supervisor approval; may consult coworkers or supervisor to analyze and confirm appropriate course of actions. 	<ul style="list-style-type: none"> Is fully aware of context and implications of actions. Selects and implements the appropriate solution. Consults supervisor if multiple solutions are possible or if the situation warrants supervisor approval. 	<p><i>Elements from 'Accomplished' AND:</i></p> <ul style="list-style-type: none"> Proactively identifies and prevents problems through creative solutions. Is able to guide peers in critical thinking. 	

GLOBAL/INTERCULTURAL FLUENCY: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

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DIGITAL TECHNOLOGY: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

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ADDITIONAL COMMENTS

Use this space for additional comments regarding the performance appraisal, or to identify goals or expectations for the next performance period and strategies to meet those goals or expectations.

CONFIRMATION OF REVIEW

I understand that my signature indicates that I have seen and discussed this evaluation with my supervisor.

Employee Signature

Date

Supervisor Signature

Date

Student Employee Performance Appraisal: Self-Evaluation

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ADDITIONAL COMMENTS

Use this space for examples or comments regarding your self-evaluation of the skills above: