Student Employee Performance Appraisal

EMPLOYEE INFORMATION		
Employee Name	Employee ID Number	Date Completed
Job Title	Department	Evaluation Term
Supervisor Name	Supervisor Email	Supervisor Phone
necessary to prepare college development and career read student's employment exper employees to self-reflect on professional growth and care employees demonstrate thes JOB RESPONSIBILITIES & F Describe the job duties for the	liness with a focus on these transferationce. This performance appraisal is of the key skills, strengths, knowledge, er readiness; supervisors provide mese skills and how they can improve. RESULTS	e work force. NAU promotes professional



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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. Examples or comments: □ Beginner □ Developing ☐ Accomplished □ Advanced Elements from 'Accomplished' AND: Attempts to share • Communication is • Consistently able to articulate ideas clearly and effectively using appropriate • Demonstrates skill in communicating complex thoughts and ideas with increasingly clear. ideas, using both written and oral mediums, professional, appropriate, medium, both verbally and in writing. others. tailoring message to a variety of audiences. and timely. Communication may be Able to express ideas to a variety of May take initiative to start professional unclear too informal. · Sometimes able to share audiences, both inside and outside of inappropriate, or ideas clearly and the organization, with an appropriate conversations. untimely. effectively, verbally or in level of formality. Ensures work products are reviewed prior to writing. Ensures that communication positively publication if necessary. represents the department, being aware • May be given independence in content of surroundings and others present. 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. □ Beginner ☐ Advanced Examples or comments: □ Developina ☐ Accomplished Elements from 'Accomplished' AND: • Unsure of role within Gaining clarity about role Builds collaborative relationships with within team, as well as colleagues or customers. • Delegates to peers to best utilize strengths. team. other's roles. May focus only on own Knowledgeable of colleagues' roles. Understands and leverages the strengths. contributions, and contributions, and strengths. interests, and personalities of others to priorities. strengths. achieve team goals. May avoid interacting or Shares knowledge with team Interpersonal conflict(s) sharing information in member(s), to enable success of team. • Understands department mission and how may be present; or may be order to avoid that influences daily actions. Able to recognize and identify strategies uncomfortable and unsure interpersonal conflict. to manage interpersonal conflict. Able to proactively prevent interpersonal about how to manage conflict. • Brings own ideas to the table and is interpersonal conflict. open to feedback from peers, Actively seeks feedback from peers, supervisors, and/or others. 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. Examples or comments: □ Beginner □ Developina ☐ Accomplished ☐ Advanced Elements from 'Accomplished' AND: Waits idly to be Gaining ability to prioritize Able to organize and prioritize own Manages stress, communicating with assigned a task or own work. work. project. supervisor when issues arise and support is Actively seeks out next • Takes ownership of all assigned projects needed to accomplish work. May allow their and completes work products fully and task: task may still need to emotions to impact their in a timely manner. Uses interpersonal skills to delegate work to be assigned. response to others. peers, or guide, coach, and/or motivate • Takes initiative to identify and complete Developing strategies to others. next task. recognize the impact of Actively seeks feedback from supervisees or own emotions on others. Able to develop strategies to manage the impact of own emotions on others. Developing interpersonal Identifies and articulates one's strengths, skills and/or awareness of Effective interpersonal skills, including interests, values. appropriate levels of empathy for other's emotions; may be • Recognizes areas necessary for growth and others' emotions. overly influenced by others'. seeks developmental opportunities.



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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. □ Beginner Examples or comments: ☐ Accomplished □ Advanced ☐ Developing Elements from Experiences frequent tardiness or Arrives to work on time and is Demonstrates effective time and workload 'Accomplished' AND: absences from work; may or may engaged in tasks. management. not attempt to get shifts covered Able to share the learning Works productively with others, regardless Arrives to work appropriately in a timely manner. from their own mistakes. attired for position and with gear of whether the coworker is well-known or required to accomplish tasks. privately or with others, • May struggle to stay engaged in new-to-them as appropriate. tasks. May rely on others to help Completes tasks to same standard of manage or balance workload. • Represents the mission Relies on others to help manage excellence, regardless of preference for and values of the or balance workload. • Works productively with those department through every Learning how to build productive with whom they have pre- Understands the impact of non-verbal interaction. working relationships with others. established working relationships. communication on professional work • Consistently demonstrates Able to identify and correct May not yet be aware of own professionalism, integrity, mistakes. simple mistakes. • Able to identify and correct complex or and ethical behavior. nuanced mistakes 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. □ Beginner Examples or comments: □ Developing ☐ Accomplished □ Advanced Elements from Unable to identify issue(s) that • Identifies issue(s) and solutions to Is fully aware of context and implications 'Accomplished' AND: may hinder goal achievement. basic problems independently. of actions. Proactively identifies and Relies on external authority (peers Gaining clarity about which • Selects and implements the appropriate prevents problems or supervisor) to identify problems situations warrant supervisor solution. through creative and determine solutions. approval; may consult coworkers • Consults supervisor if multiple solutions solutions. or supervisor to analyze and are possible or if the situation warrants confirm appropriate course of • Is able to guide peers in supervisor approval. actions. 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. □ Beginner □ Advanced Examples or comments: ☐ Developing ☐ Accomplished Elements from May be unaware of own identities Recognizes individuals' Able to interact respectfully with all 'Accomplished' AND: and viewpoints. differences. people. • Demonstrates eagerness • May feel uncomfortable or unsure May be surprised by differences in Understands and respects others' personal to learn from diverse cultures or identities. about how to work with those boundaries in the workplace. cultures and different from themselves. May not attempt to learn about • Demonstrates openness, inclusiveness, perspectives. and sensitivity to individuals' differences. others. Able to educate others respectfully about diverse cultures and identities.



	verage existing digital technologive adaptability to new and emergi		ve problems, complete tasks, and	accomplish goals. The
☐ Beginner	☐ Developing	☐ Accomplished	☐ Advanced	Examples or comments:
 May be able to identify technologies needed to accomplish tasks and goals. May struggle to learn new technologies. 	 Still learning to use technology in their job to complete tasks. Uses familiar technologies comfortably, but struggles when adapting to new capabilities or technologies. 	 Effectively uses technology to complete tasks. Recommends the use of existing technology to solve problems, complete tasks, and accomplish goals. 	Elements from 'Accomplished' AND: Trains or coaches others in using technology. Researches and recommends new technology to better accomplish goals.	
ADDITIONAL COMMENTS Use this space for additional of and strategies to meet those	comments regarding the perfo	ormance appraisal, or to identi	fy goals or expectations for th	e next performance period
CONFIRMATION OF REVIEV I understand that my signatur	V e indicates that I have seen ar	nd discussed this evaluation v	vith my supervisor.	
Employee Signature		Supervisor	Signature	Date



Student Employee Performance Appraisal: Self-Evaluation

Employee Name	Employee ID No	umber [Date Completed
Job Title	 Department		Evaluation Term
inside and outside of the orga	INICATIONS: Articulate though inization. The individual has public technical reports clearly and effe	nts and ideas clearly and effectively in c speaking skills; is able to express ide actively.	written and oral forms to persons eas to others; and can write/edit
☐ Beginner	☐ Developing	☐ Accomplished	☐ Advanced
Attempts to share thoughts and ideas with others. Communication may be unclear, too informal, inappropriate, or untimely.	 Communication is increasingly clear, professional, appropriate, and timely. Sometimes able to share ideas clearly and effectively, verbally or in writing. 	 Consistently able to articulate ideas clearly and effectively using appropriate medium, both 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. 	 Elements from 'Accomplished' AND: Demonstrates skill in communicating complex ideas, using both written and oral mediums, tailoring message to a variety of audiences.
TEAMWORK/COLLABOR races, ages, genders, religion manage conflict.	ATION: Build collaborative relat s, lifestyles, and viewpoints. The	tionships with colleagues and custome individual is able to work within a tean	ers representing diverse cultures, n structure, and can negotiate and
☐ Beginner	□ Developing	☐ Accomplished	☐ Advanced
 Unsure of role within team. May focus only on own priorities. May avoid interacting or sharing information in order to avoid interpersonal conflict. 	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.	 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. 	 Elements from 'Accomplished' AND: 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.
		ommon goals, and use interpersonal sl use of others; use empathetic skills to g	
☐ Beginner	☐ Developing	☐ Accomplished	☐ Advanced
Waits idly to be assigned a task or project. May allow their emotions to impact their response to others.	 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'. 	 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. 	Elements from 'Accomplished' AND: 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.



☐ Beginner	. ☐ Developing	☐ Accomplished	☐ Advanced
 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. CRITICAL THINKING/PRCThe individual is able to obtain	 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 preestablished working relationships. Able to identify and correct simple mistakes. 	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. Ind reasoning to analyze issues, make acts, and data in this process, and may	Elements from 'Accomplished' AND: 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. decisions, and overcome problems.
inventiveness. □ Beginner	☐ Developing	☐ Accomplished	☐ Advanced
 Unable to identify issue(s) that may hinder goal achievement. Relies on external authority (peers or supervisor) to identify problems and determine solutions. 	 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. 	 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. 	Elements from 'Accomplished' AND: Proactively identifies and prevents problems through creative solutions. Is able to guide peers in critical thinking.
	onstrates openness, inclusiveness	nd learn from diverse cultures, races, a s, sensitivity, and the ability to interact i	
□ Beginner	□ Developing	☐ Accomplished	☐ Advanced
 May be unaware of own identities and viewpoints. May be surprised by difference in cultures or identities. May not attempt to learn about others. 	 Recognizes individuals' differences. May feel uncomfortable or unsure about how to work with those different from themselves. 	 Able to interact respectfully with all people. Understands and respects others' personal boundaries in the workplace. Demonstrates openness, inclusiveness, and sensitivity to individuals' differences. 	Elements from 'Accomplished' AND: Demonstrates eagerness to learn from diverse cultures and perspectives. Able to educate others respectfully about diverse cultures and identities.
		gies ethically and efficiently to solve p ability to new and emerging technologi	
Beginner	□ Developing	□ Accomplished	□ Advanced
 May be able to identify technologies needed to accomplish tasks and goals. May struggle to learn new technologies. 	Still learning to use technology in their job to complete tasks. Uses familiar technologies comfortably, but struggles when adapting to new	Effectively uses technology to complete tasks. Recommends the use of existing technology to solve problems, complete tasks, and accomplish goals.	Elements from 'Accomplished' AND: Trains or coaches others in using technology. Researches and recommends new technology to better accomplish goals.
	capabilities or technologies.		

