

WMU Student Employee Performance Evaluation



Student Employee's Name:
Student's Job Title:

Date:
Evaluation Period:
Supervisor's Name:

Please select the rating from the dropdown menu under each competency. If a competency cannot be rated, enter "N/A."

	Beginning	Developing	Competent	Advanced
Critical Thinking <i>Problem solving</i>	Does not propose a solution, or proposed solution does not address the problem.	Proposed solution only addresses one aspect of the problem. Gaps exist for implementation of the solution.	Proposed solution matches situation or problem.	Identifies multiple solutions to address the problem. Able to identify problem roots. Gains enthusiasm from others for the solution.
Critical Thinking <i>Decision making</i>	Relies heavily on others to make decisions for them.	Potential decisions are identified. Needs support in making decisions. Starts to identify multiple perspectives.	Identifies and incorporates multiple perspectives to make a decision.	Identifies intended and unintended consequences of a decision. Provides rationale for a decision. Recognizes personal biases in decision making.
Professionalism <i>Accountability and effective work habits</i>	Does not consider the consequences of their action; places blame on others or the environment; is unwilling or unable to determine an alternative course of action. Does not meet expectations regarding deadlines, punctuality, timesheets, participation in meetings.	With prompting, recognizes, and acknowledges their behavior. With support is able to determine an alternative course of action. Needs reminders and support to meet expectations regarding deadlines, punctuality, timesheet completion, participation in meetings.	Demonstrates personal responsibility of actions; can articulate how their actions impact others; can identify what would have been a better course of action. Demonstrates motivation to meet expectations regarding deadlines, punctuality, timesheet completion, participation in meetings.	Identifies consequences of actions; takes ownership for the consequences of decisions, and recognizes the impact on others. Challenges inappropriate behavior of others. Consistently meets expectations regarding deadlines, punctuality, timesheet completion, participation in meetings.
Teamwork <i>Group dynamics and group conflict</i>	Unaware of group dynamics; avoids or addresses conflict inappropriately.	Is aware of group dynamics; needs support to positively influence the dynamics. Is learning personal conflict resolution style, and needs support to address conflict productively.	Successfully navigates and influences group dynamics. Productively engages in conflict resolution and engages the rest of the team to do so as well.	Successfully navigates and influences group dynamics while helping others see diverse multiple perspectives, learn group dynamics, and productively engage in conflict.
Technology <i>Application of appropriate technology</i>	Does not express interest in learning technology to improve work processes. Does not represent self and department well through social media.	Needs support and encouragement to learn and use technology to perform tasks. Shows progress in appropriate use of social media.	Productively uses technology to complete tasks. Able to appropriately represent self and workplace through social media.	Competently utilizes technology to perform tasks effectively and efficiently. Proactively represents self and workplace in a positive light through social media. Serves as a resource for others in respect to technology choices and usage.
Multicultural Mindedness <i>Cultural self-awareness</i>	Shows minimal awareness of own traditions or identities and biases (e.g. uncomfortable with identifying possible cultural differences with others).	Identifies own identities, cultural traditions and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others).	Recognizes new perspectives about own identities, cultural traditions and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer).	Articulates insight into own identities, cultural traditions and biases. Aware of complexities. Aware of how own experiences have shaped perspective. Responds to cultural biases resulting in a shift in self-description.

WMU Student Employee Performance Evaluation



	Beginning	Developing	Competent	Advanced
Multicultural Mindedness <i>Curiosity and openness</i>	States minimal interest in learning about other identities and cultures. Has difficulty suspending judgment in interactions with those different from their own identify and culture. Unaware of own judgement.	Asks simple or surface questions about other identities or cultures. Is aware of their own judgement. Interacts with openness to most cultural or identity groups.	Asks deeper questions about other identities and cultures and seeks answers to these questions. Initiates interactions with culturally different groups. Begins to suspend judgment in valuing interactions with those different from their own identity and culture.	Asks complex questions about other identities and cultures. Articulates answers to these questions that reflect multiple perspectives. Initiates and develops interactions with culturally different groups. Able to articulate differences between own identities and experiences and those of others.
Career and Self-Development <i>Skills, knowledge, and experiences</i>	Has not yet clearly identified and articulated their skills, strengths, knowledge, and experiences as they relate to career goals.	Starting to identify and articulate their skills, strengths, knowledge, and experiences as they relate to career goals; needs support/guidance to do so. Is not yet able to translate past experiences to employer needs.	Can clearly identify and articulate their skills, strengths, knowledge, and experiences as they relate to career goals via both written and verbal forms of communication. Clearly translates past experiences to employer needs.	Can clearly identify and articulate their skills, strengths, knowledge, and experiences as they relate to career goals. Can translate past experiences to employer needs and supports others in doing the same. Able to apply skills to various projects or work environments.
Communication <i>Listening and responding</i>	Does not use active listening techniques or adapt communication to meet individual or group needs.	Needs support and encouragement to engage others, take turns speaking and listening to others without interrupting. Restates what others have already said.	Engages others in ways that facilitate their contributions to discussions by summarizing the views of other team members and/or asking questions for clarification.	Engages others in ways that facilitate their contributions to discussions by building upon or synthesizing the contributions of others as well as encouraging others to engage. Able to effectively convey others' ideas.
Communication <i>Verbal and written communication</i>	Does not articulate ideas clearly. Delivery detracts from understandability.	Responses and ideas are difficult to follow. Needs support to communicate clearly verbally and/or in writing.	Able to communicate ideas, thoughts, and comments clearly and in a way that others can understand.	Able to easily communicate ideas verbally and in writing. Can help clarify others' ideas verbally and/or in writing. Able to convey ideas in various mediums.
Leadership	Acts independent of the group, does not delegate responsibilities; runs through group meetings/discussions without facilitating engagement; seeks to serve personal over group goals.	Shows progress in their ability to give and accept feedback, seek input from group, delegate responsibilities, facilitate group meetings/discussions, manage group dynamics, and guide group towards goals.	Gives and accepts feedback; seeks input from group; delegates responsibilities; facilitates group meetings/discussions; manages group dynamics; and guides group towards common goals. Needs little guidance.	Coaches peers and provides opportunities for others to give and accept feedback. Seeks input from group, delegates responsibilities, facilitates group meetings/discussions, manages group dynamics, guides group towards goals.
Wellbeing <i>Resilience</i>	Lacks basic coping skills, or employs harmful strategies in coping with stressful situations or environments. Gives up easily when faced with barriers or challenges.	Has developed basic coping skills, but all strategies may not be positive or applied appropriately across stressful situations or environments. Needs support to persist when faced with barriers or challenges.	Starting to be able to anticipate challenges. Has developed and employs positive strategies to manage stress. Demonstrates motivation and effort to overcome challenges; seeks resources and asks for help.	Effectively anticipates challenges and employs positive strategies to manage stress. Demonstrates motivation and effort to overcome barriers and challenges. Encourages resilient behavior in others.

Supervisor's comments: