Student Employee Performance Evaluation – Manager Version

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| Student’s Name: |  |
| Your Name: |  |
| Date: |  |

Background: This evaluation was designed to align with the [**Career Readiness Competencies**](http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/) identified by the National Association of Colleges & Employers (NACE) as critical for a successful transition from college to the workplace. The questions also align with the [**Student Leadership Competencies**](http://studentleadershipcompetencies.com/) (SLC; Seemiller, 2014) that have also been identified as critical for students’ early career success. This form is intended to help students learn more about their strengths and the areas they might need to focus on in order to be maximally successful in future workplaces and leadership roles.

Instructions: If you would like to add one or more questions in any of the categories, feel free. If you have not observed a student in an area, please mark “NA”. Managers are encouraged to complete the form and review it with their student employees in a scheduled one-to-one meeting.

Suggested Timing: Given the depth and breadth of the evaluation, managers are encouraged to complete it at the end of a student’s first quarter of employment, midway through the year, or at the end of the year.

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| **NACE: Critical Thinking / Problem Solving**  **SLC: Learning & Reasoning** | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
| 1. Shows a sincere interest in understanding the organization, their role, and their assigned tasks |  |  |  |  |  |
| 1. Practices sound judgment based on an analysis of available data and information |  |  |  |  |  |
| 1. Uses creativity to effectively approach tasks, solve problems, make decisions, and overcome obstacles |  |  |  |  |  |
| 1. Seeks out resources and/or asks for help when unsure about how to proceed on tasks |  |  |  |  |  |
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| **NACE: Communication / Leadership**  **SLC: Communication / Interpersonal Interaction** | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
| 1. Clearly and efficiently conveys ideas verbally in a manner suitable for the context and audience |  |  |  |  |  |
| 1. Communicates ideas clearly in writing using a style and medium suited to the intended audience |  |  |  |  |  |
| 1. Manages their own emotions, listens effectively, and works to understand and empathize with others |  |  |  |  |  |
| 1. Takes initiative and seeks opportunities to contribute |  |  |  |  |  |
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| **NACE: Teamwork / Collaboration / Intercultural Fluency**  **SLC: Group Dynamics / Civic Responsibility** | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
| 1. Builds productive working relationships with individuals from a range of backgrounds |  |  |  |  |  |
| 1. Demonstrates inclusiveness, sensitivity, and respect for individuals’ differences |  |  |  |  |  |
| 1. Contributes effectively to collaborative projects |  |  |  |  |  |
| 1. Adapts well to emerging requests from managers, coworkers, and customers |  |  |  |  |  |
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| **NACE: Professionalism / Work Ethic / Technology**  **SLC: Personal Behavior / Strategic Planning** | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
| 1. Demonstrates respect for organizational staff, policies, and norms |  |  |  |  |  |
| 1. Maintains a regular schedule, makes up missed hours, and is punctual and present |  |  |  |  |  |
| 1. Manages time, prioritizes work, develops goals and action plans, and manages tasks from start to finish |  |  |  |  |  |
| 1. Identifies and effectively uses appropriate technologies and programs to complete work |  |  |  |  |  |
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| **NACE: Career Management**  **SLC: Self-Awareness & Development** | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
| 1. Accepts constructive feedback from others and is able to learn from mistakes |  |  |  |  |  |
| 1. Self-advocates in a professional manner |  |  |  |  |  |
| 1. Can identify their styles, strengths, and weaknesses |  |  |  |  |  |
| 1. Can articulate next steps to help them develop competencies and prepare for their future |  |  |  |  |  |
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Comments:

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If learning or performance goals were established, please describe the student’s progress towards their goals.

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What do you perceive to be the student’s greatest strengths that are assets to your unit? If possible, please give specific examples/stories to illustrate your student’s strengths.

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What areas of growth could improve the student’s success in future workplaces? If possible, please give 1-3 specific examples.

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| Supervisor Signature: | Date Signed: |
| Student Signature: | Date Signed: |