

Welcome to your NAU Student Employment Performance Appraisal (Self-Evaluation)!

Your progress will save as you go and you can come back to it if you need to.

Please change and submit this self-evaluation for each job you have on campus. (i.e. if you have two on-campus jobs, you would submit this self-evaluation twice, one for each job because your supervisors and job duties are probably different)

Let's get started!

Page break _____

Your Name: (e.g. Louie Lumberjack)

Your NAU Email: (e.g. ab123@nau.edu)

Your NAUID: (e.g. 1234567)

Page break _____

The department or program you work for:
(e.g. Academic Success Centers or Cline Library or Chemistry)

Your supervisor(s) email:
If you have multiple supervisors for this position separate their emails with a comma.
(e.g. Michael.Scott@nau.edu, Dwight.Schrute@nau.edu)

Your position title:
(e.g. Desk Attendant or Student Researcher or Peer Mentor)

Job responsibilities and results: Describe your job duties/responsibilities for this position within the evaluation period. For each item, describe how you have performed against the identified expectations for your position.

Connecting to the classroom: Describe what you have learned in your classes that you have applied in your job OR what you have learned in your job that you have applied to your classes.

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This performance appraisal is designed to provide structure for you to self-reflect on the key skills, strengths, knowledge, and experiences that contribute to your professional growth and career readiness.

On the following pages you will see a description of transferable skills. On each page, select the level that best describes your abilities at this time.

Keep in mind, we don't expect everyone to be advanced! Beginning and developing are respectable places to be as you learn and grow and practice. Be honest with yourself and your supervisor.

Page break

Oral/Written Communication: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside the organization. Has public speaking skills, is able to express ideas to others, and can write/edit memos, letters, and complex technical reports clearly and effectively.

Buttons:

Beginner: Attempts to share thoughts and ideas with others. Communication may be unclear, too informal, inappropriate, or untimely.

Developing: Communication is increasingly clear, professional, appropriate, and timely; Sometimes able to share ideas clearly and effectively, verbally, or in writing.

Accomplished: 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 the organization, with an appropriate level of formality; Ensures that communication positively represents the department, being aware of surroundings and others present.

Advanced: Elements of Accomplished; AND: 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.

Examples/Comments (highly encouraged):

Page break

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, gender, religions, lifestyles, and viewpoints. Able to work within a team structure and can negotiate and manage conflict.

Buttons:

Beginner: Unsure of role within team. May focus only on own priorities. May avoid interacting or sharing information in order to avoid interpersonal conflict.

Developing: 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.

Accomplished: 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.

Advanced: Elements of *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.

Examples/Comments (highly encouraged):

Page break _____

Leadership: Leverage strengths of others to achieve common goals and use interpersonal skills to coach and develop others. Able to assess and manage emotions and those of others, use empathetic skills to guide and motivate, and organize, prioritize, and delegate work.

Buttons:

Beginner: Waits idly to be assigned a task or project. May allow their emotions to impact their response to others.

Developing: 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'.

Accomplished: 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.

Advanced: Elements of *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.

Examples/Comments (highly encouraged):

Page break _____

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (punctuality, working productively with others, time workload management) and understand the impact of non-verbal communication on professional work image. Demonstrate integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from mistakes.

Buttons:

Beginner: 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.

Developing: 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.

Accomplished: 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.

Advanced: Elements of *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.

Examples/Comments (highly encouraged):

Page break _____

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. Able to obtain, interpret, and use knowledge, facts, and data in this process and may demonstrate originality and inventiveness.

Buttons:

Beginner: Unable to identify issue(s) that may hinder goal achievement. Relies on external authority (peers or supervisor) to identify problems and determine solutions.

Developing: 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.

Accomplished: 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.

Advanced: Elements of *Accomplished*; AND: Proactively identifies and prevents problems through creative solutions. Is able to guide peers in critical thinking.

Examples/Comments (highly encouraged):

Page break _____

Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Buttons:

Beginner: May be unaware of own identities and viewpoints. May be surprised by differences in cultures or identities. May not attempt to learn about others.

Developing: Recognizes individuals' differences. May feel uncomfortable or unsure about how to work with those different from themselves.

Accomplished: Able to interact respectfully with all people. Understands and respects others' personal boundaries in the workplace. Demonstrates openness, inclusiveness, and sensitivity to individuals' differences.

Advanced: Elements of *Accomplished*; AND : Demonstrates eagerness to learn from diverse cultures and perspectives. Able to educate others respectfully about diverse cultures and identities.

Examples/Comments (highly encouraged):

Page break _____

Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. Demonstrates effective adaptability to new and emerging technologies.

Buttons:

Beginner: May be able to identify technologies needed to accomplish tasks and goals. May struggle to learn new technologies.

Developing: Still learning to use technology in their job to complete tasks. Uses familiar technologies comfortably, but struggles when adapting to new capabilities or technologies.

Accomplished: Effectively uses technology to complete tasks. Recommends the use of existing technology to solve problems, complete tasks, and accomplish goals.

Advanced: Elements of *Accomplished*; AND : Trains or coaches others in using technology. Researches and recommends new technology to better accomplish goals.

Examples/Comments (highly encouraged):

*Page break*_____

Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Buttons:

Beginner: Lacks awareness of strengths, interests, and values. May pursue career paths influenced by family, mentors, popular culture or the media. May be unfamiliar with the realities of the 21st century workforce. Unable to connect current experiences to future career and professional development.

Developing: May be able to identify strengths, interests, and values. Beginning to apply strengths and interests toward selecting developmental experiences and career experiments. Able to identify transferable skills, but is still learning to communicate how they can be applied towards career goals. May pursue professional development or career coaching.

Accomplished: Effectively communicates transferable skills learned both on the job and through other experiences. Able to articulate the realities of the 21st century workplace. Asks to take on projects that stretch and build skills. Can confidently navigate professional relationships to ask for references and seek out future opportunities. May have demonstrated knowledge of resume writing, interview techniques, and the job search process.

Advanced: Elements of *Accomplished*; AND : Consciously applies strengths, interests, and values to the job search process. Sets goals in alignment with professional development and career aspirations; actively seeks out career experiments and asks for opportunities to meet those goals. May participate in the recruitment and selection process; may review applications or be part of a hiring committee or interview panel. May coach and mentor peers on how to pursue professional skills and opportunities, or the job search process.

Examples/Comments (highly encouraged):

Page break

Which skills would you like to focus on or improve for the next performance period?

Buttons:

Oral/Written Communication

Teamwork/Collaboration

Leadership

Professionalism/Work Ethic

Critical Thinking/Problem Solving

Global/Intercultural Fluency

Digital Technology

Career Management

Please list your goals for the next performance period, and any strategies to meet those goals:

You've come to the end. Now is the time to go back and review your answers, if needed.

By clicking "Next" on this page you will submit your self-evaluation; both you and your supervisor(s) will receive an email report/receipt.

End
