

## Purdue University Student Employment Student Employee Performance Evaluation Competencies

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### Performance Rating Scale

**1 – Needs Improvement:** Student employee demonstrates performance that is unsatisfactory and/or detrimental to the organization. Performance characterized as: I don't, I can't

**2 – Approaching Standard:** Student employee demonstrates knowledge, but does not fully perform all aspects of the competency standard. Performance characterized as: I know

**3 – At Standard:** Student employee demonstrates knowledge and fully performs all aspects of the competency standard. Performance characterized as: I do

**4 – Above Standard:** Student employee meets and exceeds the competency by performing at a higher standard and understanding the meaning of their work. Performance characterized as: I do this because

**5 – Exemplary:** Student employee far exceeds the competency by working at the highest standard and using knowledge and experience to create new methods that enhance the organization. Performance characterized as: I created

### Performance Competencies

#### **Communication**

*Performance Area Examples: Listening, Speaking, Writing, Comprehension*

- Listen and observe to understand meaning of communication and audience needs
- Share relevant and meaningful information in a clear, concise, and coherent manner
- Utilize credible and relevant sources; Makes appropriate references to support message
- Use appropriate tone and expression to deliver a compelling message that portrays confidence

#### **Ways of Thinking**

*Performance Area Examples: Problem Solving, Decision Making, Job Specific/Technical Knowledge*

- Acquire knowledge by locating needed information and integrating previous experiences
- Interpret information, draw conclusions, and execute strategies to achieve desired goals
- Develop innovative ideas and creative methods that address issues and solve problems
- Make informed decisions that consider multiple sides of an issue

#### **Interpersonal Skills & Intercultural Knowledge**

*Performance Area Examples: Teamwork, Collaboration, Customer Service, Influencing Others, Valuing Diversity*

- Foster inclusion by showing awareness and appreciation for cultural and human differences
- Promote cooperation and help team members complete tasks to enhance the groups' efficiency and effectiveness
- Build and maintain productive relationships based on trust and mutual respect; Respond to conflict directly and constructively
- Inspire and motivate others to achieve results

#### **Intrapersonal Awareness and Development**

*Performance Area Examples: Attendance, Appearance, Attention to Detail, Dependability, Attitude*

- Take personal responsibility for achieving results; Manage time, priorities, and resources effectively
- Show an ongoing commitment to learning by expanding and improving current skills, abilities, knowledge, and understanding
- Work independently and take initiative to complete tasks without supervisor directive
- Maintain composure and resiliency during adversity; Tolerate ambiguity and adapt to change

1 – NEEDS IMPROVEMENT	2 – APPROACHING STANDARD	3 – AT STANDARD	4 – ABOVE STANDARD	5 – EXEMPLARY
<b>COMMUNICATION</b>				
Performance Area Examples: Listening, Speaking, Writing, Comprehension				
Communication is untimely or non-existent; Information shared is incorrect or irrelevant; Does not utilize credible sources; Message delivery is not understood; Uses inappropriate, offensive, and/or unprofessional language	Waits to be approached before responding to audience; Learning to engage further and probe deeper to understand audience needs; Information shared is basic, general, and touches on most of the key points; No explanation or alternatives provided; Can identify, but may not reference reliable sources; Message understood, but delivery lacks flair	Initiates contact, asks clarifying questions and responds to obvious audience needs; Hits on all key points, but added detail would aid clarity; Answers questions correctly and directs others to more resources; Uses basic style and originality to enhance delivery of message	Communication becoming more proactive and forward thinking; Communication is thorough, contains clarifying details and explains “why”; Possesses a good understanding of central message, exhibits credibility; Uses multiple senses and learning styles to convey message	Identifies queues from audience and preemptively addresses needs of others; Communication style and delivery are professional and precisely balanced with the right amount of detail; Uses knowledge and experience from across disciplines to support message; Message is compelling, memorable, and repeated to others
<b>WAYS OF THINKING</b>				
Performance Area Examples: Problem Solving, Decision Making, Job Specific Knowledge				
Fails to seek out or identify resources to solve problems; Tasks performed have glaring errors and/or omissions; Alternative methods are minimally considered; Decisions have a negative impact	Aware of available resources, but does not utilize when necessary; Can identify steps necessary to complete tasks, but work may sometimes be incomplete or incorrect; Identifies creative solutions when prompted, but does not independently execute; Decisions resolve problem at hand, but have limited consideration for future impact	Utilizes job specific resources to guide decision making; Completes tasks correctly, independently, and as instructed; Incorporates new approaches that build upon current practices; Makes routine decisions, but defers to others to resolve non-standard problems and issues; Decision making process shows some consideration of future impact	Connects external information and ideas to deepen understanding; Fully performs job responsibilities; Shows an understanding of the purpose and meaning behind job tasks; Generates new ideas and alternative processes that enhance current methods, but does not fully execute; Capable of resolving complex situations successfully, but more favorable pathways and outcomes existed	Uses depth of experiences and knowledge to develop new ways to complete tasks that are more effective and efficient; Critically examines environment, challenges the status quo; Resolves complex problems independently by fully examining all outcomes and choosing the best course of action; Forward thinking, prevents problems before they become problems
<b>INTERPERSONAL SKILLS &amp; INTERCULTURAL KNOWLEDGE</b>				
Performance Area Examples: Teamwork, Collaboration, Customer Service, Influencing Others, Valuing Diversity				
Unwilling to accommodate or accept differing views, beliefs, or abilities; Actions create barriers and do not support group goals; Unreliable and untrustworthy; Puts co-workers in difficult situations; Unpleasant, unapproachable, not respected; Outside factors impact effort and attitude	Aware of differing views, beliefs, and abilities, but unsure of how to foster inclusion; Completes individual assignments, but doesn’t seek out ways to help others; Quiet, passive, not fully engaged in being part of the work team; Addresses conflict timidly; May enforce policy without explanation or alternative; Wants to serve as a team leader and mentor, but needs more experience and confidence	Shows appreciation and recognition for cultural differences; Team oriented, helps co-workers work more efficiently and effectively; Friendly, helpful, enjoyable to work with; Treats others with respect; Capable of addressing routine conflict, but may defer when situation escalates; Able to train new employees; Supports and encourages peers	Respects and promotes human and cultural differences; Spearheads and promotes collaboration and teamwork in the organization; Maintains professional working relationships with co-workers and understands how to manage difficult conflict; Strengthens relationships with trust and positive motivation	Shows strong admiration and dedication to fostering an environment of inclusion; Exhibits a positive outlook that is infectious and boosts the entire organization; Addresses and resolves destructive conflict tactfully and effectively; Serves as an example of leadership for students to mirror
<b>INTRAPERSONAL AWARENESS &amp; DEVELOPMENT</b>				
Performance Area Examples: Attendance, Appearance, Attention to Detail, Dependability				
Misses deadlines; Ignores or avoids completing tasks independently; Poor work quality; Unprepared for work; Difficulty managing time and upholding obligations; Regularly has attendance issues and conflicts with schedule; No interest or involvement in personal development opportunities; Difficulty managing emotions during stressful situations; May snap or shut down	Meets most deadlines; May need reminders or direction to complete tasks; Work quality nearly meets expectation and improves with feedback; Present, but not fully prepared for work; Occasional scheduling conflicts communicated, but not always resolved in advance; Passive participant in job related training and development opportunities; Unsure during adversity and times of ambiguity; May attempt to resolve difficult situations, but most comfortable turning to others for assistance	Meets deadlines; Completes assigned task without direction, but may ask what else they can do to help; Quality of work is acceptable; On-time and prepared for work; Conflicting obligations are minimal and addressed in advance; Active participant in job related training and development opportunities; Can get frazzled during adversity or ambiguity, but able to resolve the situation with a favorable outcome	Meets and usually beats deadlines; Completes assigned tasks independently and routinely helps others; Quality of work is good; Arrives early for a smooth shift transition; Conflicting obligations are rare and resolved with no noticeable impact to the organization; Participates in personal development beyond routine job related training (organization member, conference attendee, etc.); Maintains poise and finds resolve during times of stress and uncertainty; Developing ability to calm others	Beats deadlines; Identifies high impact tasks to complete beyond standard job duties without being told; Produces work of the highest quality; Arrives early, mentally prepared and focused adjusting to job demands; Effectively balances commitments and obligations with no impact on the organization; Devoted to personal development through professional presentations, leadership roles, new credentials, etc.; Stays cool, calm, and collected during stressful situations; Puts others at ease and de-escalates intense situations