



THE NATIONAL SOCIETY OF
LEADERSHIP AND SUCCESS

BERKELEYLEADS:

A TOOLKIT FOR LEADING AND MANAGING STUDENT EMPLOYEES

INTRODUCTION	2
LEADING STUDENT WORKERS	4
BEFORE YOU HIRE A STUDENT WORKER	10
INTERVIEWING STUDENT WORKERS	12
MANAGING STUDENT WORKERS	15
EVALUATING STUDENT WORKERS	19



INTRODUCTION TO THE UC BERKELEYLEADS TOOLKIT

Welcome to this toolkit on leading and managing student workers. This is your go-to resource for handling the hiring, management and evaluation of student workers. Here you'll find not only ideas for successfully managing a student worker, but also tools and forms that should make your job easier.

Why is this toolkit necessary?

First, it provides an opportunity for managers to reflect on their approach to student management as well as introducing the unique work environment that is created when hiring a student worker. Second, the resources linked, referenced and provided here are invaluable tools managers are encouraged to use in an effort to maintain consistency across work settings in this organization.

How does it work?

This is a self-led learning toolkit and resource. You should feel free to make notes but also consider discussing questions regarding your role and responsibilities as a manager with your direct supervisor. Beginning your work with students free from ambiguity will enable both you and the student worker to maintain clarity in their role. In addition to this tool, a wide variety of UC Berkeley courses and tools are linked here for user reference.

How does this toolkit align with UC Berkeley's perspectives on leadership and management?

This toolkit aligns with UC Berkeley's perspectives in two ways. First, UC Berkeley has an established set of Core Competency behaviors and [Achievement Criteria](#). This toolkit coordinates with those materials, specifically from a knowledge, skills, and behaviors perspective. Overall, toolkit users should reference the [UC Systemwide Core Competency ABCs](#) as foundational to this work. Specifically incorporated in these materials are the competencies regarding continuous improvement and learning, collaboration, and communication.

Secondly, [the Berkeley People Management \(BPM\) program series](#) offers an extensive set of video, face-to-face and written resources for developing leadership skills. Employees managing student workers are encouraged to review the materials available through BPM and specific courses will be mentioned throughout this toolkit in an effort to guide the search for additional resources.





LEADING STUDENT WORKERS

In this section, you will gather information on best practices in leading student workers. Complementary course materials from the BPM Series include [BPM 104 Communicating Goals, Objectives & Key Results](#), [BPM 202 Communicating with Impact](#), [BPM 205 Delegation Skills](#), and [BPM 206 Growing as a Coach](#). In addition, we focus on the knowledge necessary to be an effective leader as you guide students in their professional development. Two key leadership perspectives emerge as useful resources to this end: Leading by example and Coaching students.

1) LEADER AS AN EXEMPLAR

One of the best ways to consider leadership within this context is through modeling professional behaviors. Oftentimes, **a position on campus is the first experience a student worker has had with professional work**, particularly if the student is contracted to an office setting. Personally demonstrating effective communication, time management, and relationship skills starts with you as the leader. Students are watching and tend to match their behaviors to the ones they see modeled as acceptable within your department setting.

What are some of those demonstrable behaviors leaders can model? The following chart offers specific areas with descriptions for consideration.

LEADERSHIP AREA	DESCRIPTION	EXAMPLE(S)
Time	Students are watching the clock and how you use it. This is particularly relevant in the context of work-life balance.	<p>Arrive to work on time.</p> <p>Productively use your time in the office.</p> <p>Balance your time between professional tasks in the office and personal time spent out of the office.</p>
Effective Communication	Choosing effective and appropriate language during interactions. This includes answering phones, emails, and walk-ins.	Offer a template for emails (Greetings, salutations, signatures, etc.) to allow the student worker a starting point for communication best practices.
Relationship Maintenance	Healthy and appropriate interpersonal relationships are important to any workplace setting. Model relationship building and maintenance skills such as respect for employees; diversity, equity, inclusion, and belonging (DEIB) considerations; and effective communication.	In a discussion regarding conflict in the office, the effective leader maintains composure and models self-control when interacting with others.
Task Completion	Tasks are handled in a timely manner and in a way that demonstrates the responsibility required for the role.	Model completion of tasks by required deadlines, particularly in the case of items that are more challenging or require self-motivation.
Organizational Culture	A culture of DEIB, and innovation is clearly conveyed by leadership.	Encourage student workers to excel and be their best selves by setting the tone in the workplace.

Do you wish to learn more about these or other behaviors that have been found to be particularly transferable at UC Berkeley? Check out the [UC Berkeley Transferable Skills Library](#) for a curated list of courses from LinkedIn Learning that map to UC Berkeley’s job descriptions.

2) LEADER AS A COACH

Another approach leaders can take to the student management process is that of a coach. Coaches are often not directly engaged in the 'action' but are on the sidelines, providing support to the 'athlete' in ways that resonate most. Support can take the form of encouraging words or emails, a general 'well done,' or constructive feedback.

In scenarios where leaders need to provide constructive feedback, consider the following resources:

- 1) UC People Management Series: [Giving and Receiving Feedback](#)
- 2) UC Berkeley Grow on the Go: [Dynamic Feedback at UC Berkeley](#) (20 min video)
- 3) UC Berkeley Grow on the Go: [Having Difficult Conversations](#) (15 min video)

It is hard for anyone to hear that they are not performing to the best of their ability. Maintaining awareness of how students might receive your feedback will help you discern the most effective way to coach the student worker to success. Overall, managers must keep student development front of mind and maintain awareness of how their words and feedback might be received.

LEADING STUDENTS WITH BEST PRACTICES

In addition to these two specific leadership approaches, there are also best practices in leadership that will help with student worker management regardless of the specific approach. For instance, communication plays a fundamental role in appropriate and effective leadership. This can take the form of positive, constructive interactions with student workers, and at the same time, leaders should consider how to best motivate, encourage and reward stellar performance.

To accomplish this task, leaders should engage in feedback cycles by setting an intentional schedule for "check-ins" with student employees. Weekly or biweekly check-ins would be a standard, with more frequent check-ins when necessary.

- These check-ins can be casual and quick conversations where positive encouragement is communicated.
- At the same time, the leader should also be open to listening for opportunities to engage in more meaningful interactions when necessary.
- Finally, during check-ins, leaders should focus on collaborative goal-setting with student workers, especially when they show interest in the same field of work or an adjacent industry.

This is yet another opportunity to help a student develop their professional goals and interests while also helping them co-construct their own definitions of success in your department.

Unfortunately, while communication can yield positive results and opportunities to build relationships, it can also be an opportunity to demonstrate less than favorable habits to the student worker. Consider the following scenario.

COMMUNICATION AND SELF-AWARENESS SCENARIO 1

Anita is an international student who has come to the International Affairs office seeking assistance with funding. She did not adequately prepare for her stay in California and needs assistance getting money sent to her U.S. bank account. This is the third time Anita has come to the office for the same issue. She doesn't seem to follow the instructions offered by the front desk student worker and asks to see the person in charge. You handle the matter courteously and Anita goes about her business.

WHAT HAPPENS NEXT?

Option A: After Anita leaves, you make a side comment to the student worker that Anita spends money like crazy and always blames someone else for the issue.

OR

Option B: After Anita leaves, you make a side comment to the student worker that despite the challenges faced with Anita, you are both representing the International Affairs office and the school at large. Maintaining professionalism in any scenario is key.

Debrief: In Option B, your student worker has watched the interaction you've had and judged your responses to Anita as genuine and helpful. The student worker has learned an important lesson about authenticity in communication and in your character. In Option A, gossip about anyone, be it internal or external stakeholders, only teaches student workers that "the way we do things here" includes belittling others. Be sure to monitor your own communication and demonstrate self-awareness as a leader.

COMMUNICATION AND SELF-AWARENESS SCENARIO 2

The Vice President for Student Affairs has been in the Student Activities office more frequently in the past few weeks as she works with you (the Student Activities director) to address a pressing student issue. Her oversight is grating on you and is only being made worse by the fact that this issue has been picked up by the student newspaper on campus. It's only a matter of time before the issue gains wider media coverage. All of this stress is bringing you to a boiling point and you are looking for a place to vent your frustrations. Your student worker has been in the office on several of the occasions when the VP is present, knows that you are feeling tense, and has probably overheard some of what's going on.

WHAT HAPPENS NEXT?

Option A: To build rapport with the student worker, and feel a little better about the situation, you tell the student worker about what's been going on. While you leave out critical names, you don't hold back on your feelings about being micromanaged by someone in a position above your own. Venting, particularly about the strain regarding the VP, has definitely relieved some of your stress, but now you're worried you didn't make it clear that this information was confidential.

OR

Option B: In your next 1:1, you ask the student to recount what they have overheard, if anything. You confirm their understanding or correct errors without adding details or new information. You then explain that sometimes challenging situations arise in the workplace and remind the student that any press-related questions should come directly to you, so that you can ensure the right information is being presented in an effort to maintain privacy requirements. You end the conversation by asking if the student worker has any questions so they know you view them as part of the team.

Debrief: In Option B, you demonstrate professionalism in leadership by explaining that challenging situations can arise in the workplace, and you stress that the best thing you can do is maintain confidentiality while keeping your professional "cool." The student may know you are frustrated, but you've not confirmed that by complaining about the situation to the student. While it can be therapeutic to vent, you need to ensure you are always doing so in the right direction. It is completely appropriate for you to speak with your supervisor about a challenging situation; it is not appropriate for you to vent to one of your employees, particularly someone new to the workforce. Doing so can cause harm to your student worker in a number of ways: they can think it's appropriate for a manager to talk about a client behind their back, they can misunderstand confidentially and unintentionally spread rumors that could get them in trouble, or worse yet, they could start to model your behavior of talking badly about people behind their back vs. dealing with challenges and frustrations in healthy, productive ways.

COMMUNICATION AND SELF-AWARENESS SCENARIO 3

Last semester your student worker was really top notch. They trained quickly on all of your systems and seemed well-prepared for their tasks. They even took initiative and improved some outdated processes using new technologies from their design classes. Your job satisfaction and the success of the team were both positively impacted by having this student on board. This semester, however, is a very different story. Despite your best efforts during the interview and training process, your new student worker is not even close to the level of last semester's student employee. It's becoming increasingly difficult to manage your disappointment. You're feeling really frustrated by the whole situation, and your own productivity is being affected.

WHAT HAPPENS NEXT?

Option A: You begin counting the weeks until the end of the term. If you can just make it to that point, you can probably undo some of the mistakes that are being made, especially to the internal processes that were so well streamlined before. This is going to take time out of your own schedule, but at least you'll know it has been done correctly.

OR

Option B: You communicate your expectations to the student, perhaps trying a different technique by personally walking them through a process or writing out specific directions. You maintain your calm demeanor and control any desire to demonstrate frustration with this student who is learning and developing their own professional skills in the workplace. Behaving like a coach, you are determined to help this student improve. Your own self-awareness allows you to revise your expectations and consider the student and the developmental experience they are having as part of your team in a more holistic manner.

Debrief: In Option B, communication is the catalyst for student development and growth. You cannot expect every student worker who is employed in your department to come in with the necessary skills for the job. Helping a student become a better employee is one of the most rewarding and important tasks for you, their manager. See this as an opportunity rather than a challenge, and your own mindset around working with student employees will improve for the better.

Considering your own overall leadership style as well as the unique developmental aspects of student worker management will allow everyone to find their flow in the workplace.



BEFORE YOU HIRE A STUDENT WORKER

The process of leading student workers begins with crafting a well-written, transparent, and accurate job description. Prior to developing the job description, managers can refer to the resources in [BPM 109 Compensation and Benefits](#) and [BPM 104 Communicating Goals, Objectives & Key Results](#) for guidance.

The following worksheet offers ideas for elements that can be included in a job description.

JOB DESCRIPTION WORKSHEET

Job Title and Department	
Weekly hours	
Schedule flexibility (or lack thereof)	
Breaks and finals week schedules	

Routine duties and tasks with quantifiable information where possible (e.g. Handle 40-50 walk-ins per week; process 200-300 emails)	
Professional expectations (e.g., punctuality, writing and communication skills)	
Qualifications	
Compensation	
Measurable goals and outcomes	
Other	

As a further resource to developing the job description, managers may use the following worksheet to develop a list of routine duties and responsibilities for the student worker. Ensure that these tasks are accurate to the job expectations so there are no surprises when the student worker is hired and asked to perform these tasks.

ROUTINE TASKS

Job Title	
Tasks	Frequency Daily, Weekly, Monthly



INTERVIEWING STUDENT WORKERS

Interview questions for student worker positions should incorporate components from [BPM 108 Recruiting and Hiring Staff](#) as well as an understanding that potential student workers may have limited professional experience. The student worker position may be their first job, so interview questions should be revised accordingly. Framing questions to potential student workers about either their work experience or their academic experiences allows the student to respond without feeling inadequate to the position.

Potential interview questions include the following:

1. Tell me about a time when you had to manage conflict in your life or in the workplace.
2. Name and describe one of the biggest challenges you have had to overcome in your life or work experiences.
3. How do your interpersonal communication skills set you apart from your peers?
4. Why do you feel you are a great match for this role?
5. Tell me about a time when you received feedback on your performance.
 - a) How did the feedback make you feel?
 - b) How did you use the feedback the next time you were working on a similar task or in a similar situation?
6. How would this position fit into your plan for growing as a professional and in your career?
7. How do you plan to balance work responsibilities with your class work and other responsibilities?

In addition to unique ways of framing questions, managers should develop a set of criteria by which to evaluate student worker application materials and interviews. Consider a scoring rubric such as the one below.

STUDENT WORKER HIRING RUBRIC CRITERIA	SCORE					NOTES
Cover letter: Well-written and error-free	1	2	3	4	5	
Resume: Required skills	1	2	3	4	5	
Resume: Overall Quality	1	2	3	4	5	
Interview: Interpersonal Skills (verbal and nonverbal)	1	2	3	4	5	
Interview: Professional potential (well-presented)	1	2	3	4	5	
Overall Score	___ /25					

Good leaders also set expectations for the contract during the interview. The following items should be discussed where appropriate so there are no surprises once the student begins work. This provides specific expectations for the work to be completed. Evaluation standards are discussed after hiring.

TOPICS TO COVER:

- Specific outputs, such as number of tasks to complete.
 - Examples could include: processing at least 30 applications per week
- Behavioral expectations, such as office etiquette and professionalism.
 - Examples could include: Arriving to work on time, responding to emails within 48 hours, personal cell phone usage while working, appropriate dress
- Daily tasks, such as filing paperwork each morning and other general office/work duties.
 - Examples could include: Expectations to clear inboxes before leaving for the day, checking resource levels and replacing/reordering as needed, taking general support inventories and restocking shelves

Providing time to discuss these specifics will reduce uncertainty during and after the interview and set the student worker up for success.



MANAGING STUDENT WORKERS

If the above process goes well, then managing the student worker should be fairly straightforward. Expectations have been clearly outlined and the manager is modeling effective leadership and professional skills. However, there can be unexpected challenges in the workplace related to managing students. They are developing their own professional skill set and, just like leadership, will perhaps make mistakes. For students, mistakes can take the form of arriving late to work, failing to complete tasks, or any number of other errors that we all can make any day we work.

Leaders should utilize these situations as learning opportunities to help students continue in their developmental process. There are healthy ways to deal with a variety of challenging scenarios, especially when it comes to hard conversations with students. When leaders take on a coaching role in the workplace or model expectations, they can help successfully guide students into becoming their best selves. The following scenarios and situations offer a glimpse into appropriate ways to offer constructive performance feedback, remind students of scheduling concerns, or encourage students to take their work to the next level.

PROBLEM

The student worker shows up to work dressed inappropriately. You notice ripped jeans and a t-shirt with inappropriate language written on it. You have discussed what is appropriate work attire, and this does not match with your previously established guidelines. Other employees in the office have noticed that the student is not following the dress code and have complained about the situation.

SOLUTION

This issue should be addressed immediately and privately. Depending on the severity of the infraction, you may need to ask the student to go home and change. If the infraction is less severe (ripped jeans, for example), you should still meet with the student as soon as possible to reestablish what is acceptable dress for work and what is not. Keep in mind that students come from a variety of backgrounds and may not always have the same expectations for professional attire as you do or the means for a professional wardrobe. Keeping this in mind, you should indicate that certain items are not permissible in this workplace. Explain why you are calling a certain clothing item into question, being specific to point out problem areas, areas that are acceptable, and some ways a student might judge their wardrobe choice themselves before coming to work. Make sure the student knows this isn't a personal attack on their style or individuality. Instead, frame it as presenting the same professional persona that others on the team are held to.

PROBLEM

The student worker has arrived late the past few scheduled work days. Other employees in the office have made comments in an effort to draw leadership's attention. Not only is the student monitoring how you handle the situation, but so are other staff members in the office.

SOLUTION

During a weekly check-in, ask the student to walk you through their daily schedule. Be sure to listen carefully for challenges they may be experiencing so you can be sensitive to issues where necessary. Then, if the student appears to be arriving late due to controllable variables, ask for them to think of what they might do differently and/or offer suggestions for improvement. Perhaps share a time when you were late for an important event and the strategies you have found helpful in time management. Show grace where needed, but also make it clear that timeliness is an important component of the evaluation and being late will cause you and others on the team to see the student worker as undependable, which erodes trust and harms one's professional reputation. (Consider exploring [BPM 210 Building Trust](#) for other examples of professional presence important in the creation and maintenance of a trust filled workplace.)

PROBLEM

The student worker has failed to complete all assigned tasks for the past two weeks. Other office staff members are picking up the slack and it is causing some resentment in the department. The student worker is feeling like they failed the staff and noticing some tension from co-workers.

SOLUTION

During a weekly check-in, ask the student to describe the tasks they have successfully completed in the past week and those that have given them problems. Be sure to listen carefully for subtle references to challenges they've experienced, particularly if they had a challenging week in the classroom or with homework assignments and due dates. Remember, they are a student first, and an employee second. Identify areas for improvement in task completion, if they exist, or consider shifting responsibilities. Discuss how being competent, believable, and dependable are key aspects of building trust in the workplace (see [BPM 210 Building Trust](#)), and how the student's inability to complete tasks is harming their professional reputation and the perception of you and others in the office. Build a collaborative plan to move forward towards success where the student feels supported and knows they can turn to you if they start to slip in the future. Finally, be sure to communicate any changes or updates to other staff members in the office to address their concerns or residual tension.

PROBLEM

The student worker is consistently using their mobile device while in the workplace. The expectation was set from the beginning of their contract that it is inappropriate to use a personal phone in the workplace.

SOLUTION

When you see the student using their mobile device inappropriately, immediately ask them to join you in a private space (your office, a free conference room). Remind the student of your department policies and expectations regarding the use of personal devices in the office. Acknowledge that sometimes emergencies occur that require immediate communication, but that those are few and far between. Note that task completion is more difficult if the student is constantly distracted by phone use. Share some tips and tricks from your own experiences when it comes to finding a balance between task completion and free time on devices. And finally, discuss the impact to you and others (how this behavior influences the perception of others on the team related to the student's professionalism), and re-set expectations moving forward.

PROBLEM

The student worker is using work time to complete class assignments. They prefer to use the technology in your department because their laptop is not as functional. The department also offers a quiet space that the student is not able to attain in their dorm room.

SOLUTION

Much like using a personal cellphone while working, this issue should be addressed immediately and privately. The student worker should be reminded that it is inappropriate to use work devices to complete personal tasks, especially during hours the student is being paid. Discuss how this behavior is seen by you and others, and how that perception is harming your opinion of the student's professionalism. Help the student locate other areas on campus, either through library or technology resources, so they can still be successful in the classroom while maintaining a strict barrier between their paid time in the department.

The next section on evaluating student workers will offer another opportunity for clear feedback which can be used to address issues, if any arise.



EVALUATING STUDENT WORKERS

Student worker evaluations are an important opportunity to offer actionable feedback and reiterate workplace best practices. Managers should consider recording examples for each of these criteria periodically as a means to offer specific feedback related to the work completed by student employees. Use the space below to both record those items and score students, if needed. In any case, review these criteria with student workers (and provide them with a copy of the document) when they begin their appointments to set expectations. Clarity is a best practice when it comes to evaluating student work performance.

Consider attending [BPM 105 Achieve Together Performance Management](#) to learn more about our performance program at UC Berkeley for non-represented staff. During the program, you will also be able to learn from your colleagues how you might translate the Achieve Together program to work for your staff (including your student workers).

STUDENT WORKER EVALUATION FORM

You'll notice that this rubric includes the [Achieve Together Achievement Criteria](#) and additional competencies and behaviors that have been found to be critical in successfully developing and evaluating the performance of student employees.

EVALUATION CRITERIA	NEEDS ATTENTION SCORE: 1	WELL DONE SCORE: 2	STAND OUT SCORE: 3	NOTES WITH EXAMPLES
Collaboration	<ul style="list-style-type: none"> Does not volunteer to support others Inflexible or unconstructive Shuts down communication and/or collaboration among teammates 	<ul style="list-style-type: none"> Volunteers to support others Flexible and constructive Consistently communicates openly and partners effectively to get work done 	<ul style="list-style-type: none"> Prioritizes volunteering to support others Sought after to lead or participate in collaboration Always facilitates open dialogue among appropriate contributors and is a role model for collaborative work 	Score: _____
Goal Accomplishment	<ul style="list-style-type: none"> Does not achieve goals Does not focus on critical issues Does not use resources appropriately (tangible or intangible) 	<ul style="list-style-type: none"> Achieves goals Consistently prioritizes critical issues Uses resources (tangible or intangible) appropriately 	<ul style="list-style-type: none"> Exceeds goal expectations Always prioritizes critical issues Models effective use of resources (tangible/ intangible) for self and others 	Score: _____
Inclusion & Belonging	<ul style="list-style-type: none"> Does not value, encourage, or adapt to different perspectives Lacks sensitivity of other cultural norms or ways of communicating Uses language and behavior that is exclusionary or offensive 	<ul style="list-style-type: none"> Values differences and applies others' perspectives to get results Sensitive to cultural norms, expectations, and ways of communicating Uses inclusive and non-offensive language and behaviors 	<ul style="list-style-type: none"> Appropriately encourages and incorporates diverse points of view for enhanced results Senses how and takes action related to how differences impact needs, values, and motivators Creates a culture of inclusion that does not tolerate exclusionary language and behavior 	Score: _____

EVALUATION CRITERIA	NEEDS ATTENTION SCORE: 1	WELL DONE SCORE: 2	STAND OUT SCORE: 3	NOTES WITH EXAMPLES
Job Mastery	<ul style="list-style-type: none"> • Does not meet expectations for quality of work in contributing to the department and tasks. • Repeated mistakes despite communication of corrections. • Does not perform job functions effectively • Does not make decisions within scope of role and job description guidelines • Not receptive to direction, coaching, feedback, and development 	<ul style="list-style-type: none"> • Performs job functions effectively and may exceed work expectations • Makes sound decisions within scope of role and job description guidelines • Responsive to direction, coaching, feedback, and development 	<ul style="list-style-type: none"> • Exemplary contributions to department projects; Few if any task-related mistakes • Always demonstrates expertise in completing job functions • Always demonstrates effective decision making within scope of role and enables sound decision-making up/down stream from role • Takes ownership of development, seeks feedback, highly coachable, anticipates and accepts guidance and direction 	Score:_____
Innovation	<ul style="list-style-type: none"> • Fails to bring attention to inefficiencies • Does not seek out work upon task completion • Does not flexibly adapt to change or seek efficiencies • Discourages diverse and creative initiatives of others • Does not experiment with new ways of thinking or doing 	<ul style="list-style-type: none"> • Seeks out opportunities to streamline processes • Seeks efficiency and adapts to change • Encourages diverse thinking to nurture innovation • Comes up with useful ideas that are better or unique 	<ul style="list-style-type: none"> • Asks for additional tasks when those assigned are completed; generally an asset to the team • Challenges low-value practices, leads changes that enhance effectiveness- • Finds/champions the most diverse and creative ideas and proposes action • Moves beyond traditional practices and pushes beyond the status quo 	Score:_____

EVALUATION CRITERIA	NEEDS ATTENTION SCORE: 1	WELL DONE SCORE: 2	STAND OUT SCORE: 3	NOTES WITH EXAMPLES
Professional Communication	<ul style="list-style-type: none"> • Consistent errors in communication with stakeholders • Messaging incorporates the bare minimum and requires additional clarification requests • Consistently late with communication or does not reply at all • Inflexible or unconstructive during discussions 	<ul style="list-style-type: none"> • Maintains a professional tone in written and verbal communication • Offers appropriate detail in response to internal and external requests • Demonstrates communication competence in both timeliness and content • Facilitates open dialogue among appropriate contributors 	<ul style="list-style-type: none"> • Leads communication efforts in crafting and distributing select messages as role appropriate • Through a track record of success, shows that they can be trusted in crafting and distributing all communication at the highest professional level 	Score: _____
Receiving Feedback	<ul style="list-style-type: none"> • Dismisses feedback from direct supervisor and others in administrative roles • Fails to make necessary adjustments when constructive feedback is offered • Gets overly-emotional or defensive when feedback is offered 	<ul style="list-style-type: none"> • Open to feedback from direct supervisor and others in administrative roles • Makes necessary adjustments when constructive feedback is offered • Maintains a professional presence during feedback situations 	<ul style="list-style-type: none"> • Not only hears and takes feedback when it's offered, but also seeks out feedback from direct supervisor and others • Initiates discussions related to using feedback to build a strong professional presence 	Score: _____

EVALUATION CRITERIA	NEEDS ATTENTION SCORE: 1	WELL DONE SCORE: 2	STAND OUT SCORE: 3	NOTES WITH EXAMPLES
Time Management	<ul style="list-style-type: none"> • Consistently arrives late to work or work-related events and meetings • Fails to use time in the workplace productively resulting in missed deadlines • Often uses work time for personal/school task completion 	<ul style="list-style-type: none"> • Arrives to work, work-related meetings and events on time and ready for success • Consistently uses time in the workplace productively to achieve the goals of the department/unit 	<ul style="list-style-type: none"> • Through a track-record of success, is trusted to manage work time and tasks without direct supervisor intervention • Always uses time productively while in the workplace and seeks opportunities to help others to do the same 	Score:_____
				Yotal Score:_____



Created in collaboration with Berkeley People & Culture's People & Organization Development Team