

INTERN PERFORMANCE EVALUATION

While HR/REE/REC does not require that you complete a performance evaluation for each intern, some interns may require one to receive academic credit. Some feel that a performance evaluation is an important part of the intern experience. You can contribute to the professional development of the intern by giving an objective performance evaluation.

We've attached a performance evaluation form. It may look like a lot of material, but it requires only a few minutes to complete. If the intern requests an evaluation, we suggest that you review the form with the intern at the beginning of the internship so you both understand the standards that will form the basis of the evaluation. We also suggest a review with the intern mid-way through the internship and a discussion of the final evaluation with the intern at the end of the program. Some notes on filling out the form:

- The attached package consists of a one page, double-sided **Pickering Fellow/Intern Performance Evaluation Record** and a seven page **Evaluation Guide**. The **Guide** describes thirteen performance areas for you to rate each on a scale of one to seven. Below the scale are descriptions of the performance that would merit various scores. On each page the description in the left-hand box describes scores 1-2; the middle box describes scores 3-5; and the right-hand box describes scores 6-7. Use the Guide to give the intern one score for each area that best describes his/her performance, based on the descriptions, and indicate it on the Performance Evaluation Record.
- We realize that interns will not necessarily have an opportunity to perform the full range of work described in the Guide. Where that is the case for a particular performance area, please enter N/A.
- On the back of the **Performance Evaluation Record** we provide room for a half-page narrative, which highlights the intern's greatest strengths and weaknesses through the use of concrete examples. We hope this section will help the intern better understand the areas in which he/she excels and those in which he/she needs improvement. In addition, the bottom of the form asks for any additional comments you have on the intern or our program administration.

HR/REE does not require a copy of the evaluation. However, if you have any comments about our program administration, please forward a copy to: Intern Coordinator, HR/REE/REC; Room H-518, SA-1.

If you have questions about the form or the intern program, please contact Carolyn Lee on extension 4-8912, Patricia Roberts on 4-8855, Megan Statnon on 4-8892 or Maria Beyzerov on 4-8910; they can also be reached on unclassified e-mail.

Pickering Fellow/Intern Performance Evaluation Record

Name of Fellow/Intern: _____ SSN: _____
 Name of Rating Officer: _____ Title: _____

How long have you supervised this Fellow/Intern: < 3 months 3 – 6 months > 6 months

How often did you work with this Fellow/Intern: daily weekly other

If other, please explain circumstances:

Are you the direct supervisor of the Fellow/Intern: yes no

If not, please explain how the Fellow/Intern is supervised and how you observe actual performance:

Please rate the Fellow's/Intern's performance in the following areas, using the ratings in the Evaluation Guide:

	<u>Rating</u>
A. Initiative and Leadership	_____
B. Cultural Adaptability	_____
C. Resourcefulness	_____
D. Judgment	_____
E. Oral Communications	_____
F. Written Communication	_____
G. Information Integration and Analysis	_____
H. Planning and Organizing	_____
I. Working with Others	_____
J. Composure	_____
K. Objectivity and Integrity	_____
M. Experience and Motivation	_____
L. Overall Performance	_____

Please provide brief narrative comments on the back of this page.

Rating Officer Signature: _____

Date: _____

Fellow/Intern comments, if any (attach extra page if desired):

Fellow/Intern Signature: _____

Date: _____

I acknowledge receipt of a copy of this evaluation.

NAME OF FELLOW/INTERN:

SSN:

Referring to the categories in the Evaluation Guide, describe one or two areas in which the Fellow/Intern shows the greatest strength, and one or two areas where he/she needs the most improvement. Please illustrate with specific examples. (Use this sheet or an attachment, whichever is easier for you.)

Additional comments on the Fellow/Intern or program administration (optional):

PERFORMANCE EVALUATION GUIDELINES

A. Initiative and Leadership

To recognize and assume responsibility for work that needs to be done; to persist in completion of a task; to influence significantly a group activity, direction or opinion; to motivate others to participate in the activity one is leading.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> • Shirked responsibility by inappropriately referring action to supervisor, subordinates or colleagues. • Had minimal influence on outcome. • Demonstrated insensitive, overbearing, or domineering leadership behavior. • Needed heavy and repeated prodding. 			<ul style="list-style-type: none"> • Assumed responsibility, but was satisfied with partial solution after taking several steps and reaching some goals. • May have needed encouragement to continue. • Sought or supported compromises and mediated some conflicts. 		<ul style="list-style-type: none"> • Took charge and needed no prompting. • Exploited opportunities to reason, argue, persuade and motivate others to complete the task. • Persistently mediated all conflicts. • Won broad respect and approval of colleagues. 	

B. Cultural Adaptability

To work and communicate effectively with persons of other cultures, value systems, political beliefs and economic circumstances; to recognize and respect differences in values, behaviors, and attitudes; to adapt easily and to work effectively in new and different cultural environments.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> • Ignored local environment. • Disparaged local values or practices. • Insisted upon American values or practices without explaining rationale. • Abandoned American values rather than seek compromise. 			<ul style="list-style-type: none"> • Worked within local institutions. • Recognized cultural conflicts. • Provided rationale for imposing American ethical standards. 		<ul style="list-style-type: none"> • Showed deep respect for other cultures and devised compromise both sensitive to local traditions and consistent with American values. 	

C. Resourcefulness

To formulate creative alternatives or solutions to resolve problems; to show flexibility in response to unanticipated circumstances.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Failed to identify alternatives. Was slow to respond. Could not get beyond the obvious. Was often stymied, despite clues. 			<ul style="list-style-type: none"> Presented some workable problem-solving ideas. Responded with some imagination or flexibility to changed circumstances. 		<ul style="list-style-type: none"> Generated creative, novel or multiple options to resolve problems. Displayed imagination/mental agility in addressing changed circumstances or contingencies. 	

D. Judgment

To discern what is appropriate, practical and realistic in a given situation; to weigh relative merits of competing demands.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Showed little or no awareness of consequences of proposals. Took inappropriate steps. Failed to see need to consult/inform others. Assumed too much personal responsibility. 			<ul style="list-style-type: none"> Made some realistic assumptions. Recognized need to consult/inform some key players. Reconsidered action when made aware of negative consequences. Spoke and behaved appropriately as a USG representative. 		<ul style="list-style-type: none"> Consistently made realistic assumptions and accurately predicted consequences of actions. Sensibly weighed relative merits of competing demands and proposed practical and solutions. 	

E. Oral Communication

To speak fluently in a concise, grammatically correct, precise and persuasive manner; to convey nuances of meaning accurately; to use appropriate styles of communications to fit the audience and purpose.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Virtually never made eye contact. Spoke in a monotone. Phrased arguments poorly and/or described project elements unclearly. Used poor grammar. Was unclear and awkward in speaking. Was verbose. 			<ul style="list-style-type: none"> Used a competent oral style. Presented points in a clear, readily understandable manner. Made few or no errors in grammar or syntax. 		<ul style="list-style-type: none"> Employed engaging opening. Spoke clearly and concisely and left no aspect of the message in doubt. Maintained eye contact and interest throughout. Voice conveyed conviction and enthusiasm. Used apt words. 	

F. Written Communication

To write concise, well-organized, grammatically correct, effective and persuasive English under severe time pressure.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Report had no apparent structure. Lacked context and/or close. Failed to support general/analytical statements with relevant detail. Imprecise language conveyed confusing or inaccurate message. Was verbose. Was replete with errors in grammar, syntax, spelling, punctuation. 			<ul style="list-style-type: none"> Report was generally well-structured to include context. Most general/analytical statements supported by relevant detail. Transitions generally smooth. Essential elements clear and concise. Had some errors in word choice, grammar, syntax, spelling, or punctuation. 		<ul style="list-style-type: none"> Report was structured to include context and close. Supported general/analytical statements with relevant detail. Transitions were smooth. Used precise language to convey message. Was concise. Had only minor mistakes in spelling, grammar and/or punctuation. 	

G. Information Integration and Analysis

To absorb and retain complex information drawn from a variety of sources; to draw reasoned conclusions from analysis and synthesis of available information; to evaluate the importance, reliability and usefulness of information; to remember details of a meeting or event without benefit of notes.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Failed to identify facts or misrepresented information. Proceeded on basis of unfounded assumptions. Made factual errors. Failed to justify recommendations to questions and comments. Omitted or misstated various positions. 			<ul style="list-style-type: none"> Identified most key factors and drew reasoned conclusions. Made few or insignificant factual errors. Provided a generally accurate report. Provided a basic, acceptable justification. 		<ul style="list-style-type: none"> Identified all key factors. Identified relevant, reliable sources of information. Provided an insightful, comprehensive, justification. Accurately and completely reported facts. 	

H. Planning and Organizing

To prioritize and order tasks effectively to employ a systematic approach to achieving objectives; to make appropriate use of limited resources.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Did not devise a solution in the allotted time. Failed to prioritize. Focused on irrelevancies. 			<ul style="list-style-type: none"> Organized a fairly effective plan of action. Partially used available resources. Sometimes became sidetracked by details. 		<ul style="list-style-type: none"> Clearly defined objectives. Mobilized all available resources. Offered logical procedure and/or criteria for project evaluation. 	

I. Working with Others

To interact in a constructive, cooperative and harmonious manner; to work effectively as a team play; to establish positive relationships and gain the confidence of others; to use humor as appropriate.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Was indifferent, aloof, or condescending. Failed to consider employee morale. Dismissed or ignored colleagues' perspectives. Resisted conceding to an acceptable group consensus. 			<ul style="list-style-type: none"> Was affable and attentive. Displayed courtesy, tact. Responded to objections and challenges in a businesslike manner. Showed willingness to compromise. Assisted others in difficulty, even at personal inconvenience. 		<ul style="list-style-type: none"> Participated actively and constructively throughout. Solicited others' views. Praised colleagues' contributions. Set harmonious tone or eased tension through humor or other appropriate comments. 	

J. Composure

To stay calm, poised and effective in stressful or difficult situations; to think on one's feet, adjusting quickly to changing situations; to maintain self-control.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Easily becomes flustered, angry or reduced to silence. Speaks too loudly or over-excitedly at times. 			<ul style="list-style-type: none"> Showed few signs of situational stress, which did not detract significantly from performance. 		<ul style="list-style-type: none"> Maintained poise and self-control throughout, even when challenged. Adjusted quickly and calmly to follow-on challenges. 	

K. Objectivity and Integrity

To be fair and honest; to avoid deceit, favoritism and discrimination; to present issues frankly and fully without injecting subjective bias; to work without letting personal bias prejudice actions.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> Sacrificed principle to appease others. Flip-flopped repeatedly in response to challenges or obstacles. Demonstrated bias. Fabricated or manipulated information. Purposely omitted or down-played negatives. 			<ul style="list-style-type: none"> Assisted others despite disapproval of their conduct. Sought guidance or precedents within law or regulation. Shared information appropriately. Explained most but not all negatives. Admitted to lack of information. 		<ul style="list-style-type: none"> Refused to compromise principle or ethics, even under heavy challenge. Was forthright and unwavering in providing rationale and defending principled course of action chosen. Explained all advantages and difficulties in a well balanced presentation. 	

L. Experience and Motivation

To demonstrate knowledge, skills, or other attributes gained from previous experience of relevance to the Foreign Service.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> • Provides general and less convincing reasons for motivation to join the Foreign Service. • Cross-cultural experiences of limited relevance for the Foreign Service. • Education and work experience is of limited relevance for the Foreign Service and allowed the development of skills of limited importance for Foreign Service work. 			<ul style="list-style-type: none"> • Provides specific, but less convincing reasons for motivation to join. • Cross-cultural experiences are moderately relevant • Education and work experience is moderately relevant for Foreign Service and allowed the development of skills of moderate importance to Foreign Service work. 		<ul style="list-style-type: none"> • Provides specific, convincing reasons for motivation to join. • Cross-cultural experiences are highly relevant for the Foreign Service. • Education and work experience is highly relevant for the Foreign Service and allowed the development of skills of high importance to Foreign Service work. 	

M. Overall Performance

Rate the overall effectiveness. Consider all important performance areas. Provide your best assessment of the overall performance. It is not necessary to average your previous ratings.

Does Not Meet Expectations			Fully Meets Expectations		Far Exceeds Expectations	
1	2	3	4	5	6	7
<ul style="list-style-type: none"> • Performs poorly in important areas of the job. • Falls below standards or expectations for minimum job performance. 			<ul style="list-style-type: none"> • Performs competently in important areas of the job. • Fully meets standards or expectations for minimum job performance. 		<ul style="list-style-type: none"> • Does exceptional work in almost all areas of the job. • Far exceeds standards or expectations for performance on this job. 	