

# LETTER OF REFERENCE

Professional/Workplace    Peer/Team (please check one box)

Name of Applicant: \_\_\_\_\_

Last (Family)

First (Given)

Middle

App ID

Name of Recommender: \_\_\_\_\_

Last (Family)

First (Given)

Rec ID

Job Title: \_\_\_\_\_ Address: \_\_\_\_\_

Organization: \_\_\_\_\_

May we contact you at work regarding this applicant? Yes  No  Telephone: \_\_\_\_\_

When have you had the most frequent contact with the applicant? Email: \_\_\_\_\_

From (month/year) \_\_\_\_\_ To (month/year) \_\_\_\_\_ Are/were you the candidate's direct supervisor? Yes  No

How long have you known the applicant? Years \_\_\_\_\_ Months \_\_\_\_\_ Did you use a translator? Yes  No

Translator Name: \_\_\_\_\_ Translator Telephone: \_\_\_\_\_

This recommendation will remain confidential. If the applicant is admitted, this recommendation may also be used as part of any selection process for a different graduate program or for financial support derived from any source available to the University.

SIGNATURE OF RECOMMENDER

DATE

## TO THE RECOMMENDER

The most useful recommendations provide detailed descriptions, candid anecdotes, and specific evidence that highlight the candidate's behavior and impact on those around her or him. This kind of information helps us distinguish the very best applicants from a pool of many well-qualified candidates.

While we recognize that you are extremely busy, it is most helpful to the candidate if you answer the specific questions that we ask. Please write your answers to the following questions in a separate document and upload them into the online application. **Most recommenders find two to four pages (double-spaced, using 12-point font) sufficient to relay their impressions and perspectives.**

Thank you for your effort and time.

## REFERENCE QUESTIONS

1. Please describe your relationship to the candidate, and describe the circumstances under which you have known her or him.
2. How is the candidate's impact on your organization different from that of other well-qualified individuals in similar roles?
3. What do you like most about the candidate?
4. Please describe the most constructive feedback you have given the candidate. Please also detail the circumstances that caused you to give the feedback.
5. Is there anything else (positive or negative) about the candidate that we should know?

## TO THE APPLICANT

Name of Applicant: \_\_\_\_\_

Last (Family)

First (Given)

Middle

Name you prefer to be called

I understand that United States federal law provides me, after enrollment, with a right of access to this Letter of Reference if it is retained by the School, and that no school may require me to waive this right.

I DO WAIVE my right to inspect the contents of this Letter of Reference. I understand that if I am admitted, Stanford University reserves the right to use the recommendation as part of any selection process for a different graduate program or for financial support derived from any source available to the University.

I DO NOT WAIVE my right to inspect the contents of this Letter of Reference.

SIGNATURE OF APPLICANT

DATE

1

2

3

4

5

No Basis

## SKILL / QUALITY

**COMMUNICATION**

<b>Listening</b>	<input type="checkbox"/> Listens but may not ask questions needed to improve understanding	<input type="checkbox"/> Listens and usually asks appropriate follow-up questions	<input type="checkbox"/> Listens actively and asks pertinent follow-up questions	<input type="checkbox"/> Listens actively and understands subtext of others' views	<input type="checkbox"/> Listens actively and understands subtext and rationale of others' views	<input type="checkbox"/>
<b>Speaking</b>	<input type="checkbox"/> Sometimes rambles and is occasionally unfocused	<input type="checkbox"/> Is generally to-the-point and organized	<input type="checkbox"/> Presents views clearly and always in a well-structured manner	<input type="checkbox"/> Presents views persuasively; tailors content to audience	<input type="checkbox"/> Is sought out to speak for others; tailors content to audience	<input type="checkbox"/>

**INTEGRITY**

<b>Respect for others</b>	<input type="checkbox"/> Is sometimes self-absorbed or overly self-interested	<input type="checkbox"/> Usually shares praise and credit; generally treats others with respect	<input type="checkbox"/> Consistently shares praise and credit; always treats others with respect	<input type="checkbox"/> Is unfailingly generous with praise and credit; is polite and respectful to all	<input type="checkbox"/> Is gracious in accepting praise while acknowledging efforts of others; is humble and respectful to all	<input type="checkbox"/>
<b>Trustworthiness</b>	<input type="checkbox"/> Shows occasional lapses in trustworthy behavior	<input type="checkbox"/> Generally acts consistently with stated intentions	<input type="checkbox"/> Acts consistently with stated intentions even in difficult circumstances	<input type="checkbox"/> Is reliable and authentic even at some personal cost	<input type="checkbox"/> Unfailingly reliable and authentic; enhances reputation of organization	<input type="checkbox"/>

**INTERPERSONAL SKILLS**

<b>Empowering others</b>	<input type="checkbox"/> Dominates discussions; always appears to be the smartest person in the room	<input type="checkbox"/> Listens politely; shares attention appropriately	<input type="checkbox"/> Solicits others' ideas and perspectives	<input type="checkbox"/> Values and promotes others' abilities; helps others to feel competent	<input type="checkbox"/> Consistently brings out best qualities in others; enables others to succeed and to feel confident and effective	<input type="checkbox"/>
<b>Influence</b>	<input type="checkbox"/> Displays limited range of influence techniques	<input type="checkbox"/> Is beginning to expand range of influence styles	<input type="checkbox"/> Has developed a wide range of influence skills	<input type="checkbox"/> Uses a wide range of influence skills including subtle tactics; viewed as motivator within immediate area of organization	<input type="checkbox"/> Uses complex strategies to build consensus; is viewed by all as key motivator within organization	<input type="checkbox"/>
<b>Relationship management</b>	<input type="checkbox"/> Typically does not build bonds with others	<input type="checkbox"/> Builds bonds with team members in immediate area of organization	<input type="checkbox"/> Builds relationships with team members and with those outside of immediate area	<input type="checkbox"/> Has wide network of productive relationships; leverages relationships to advance own work	<input type="checkbox"/> Cultivates extensive and mutually beneficial relationships; shares relationships to benefit entire organization	<input type="checkbox"/>

**MOTIVATION**

<b>Initiative</b>	<input type="checkbox"/> Completes assigned tasks; frequently misses opportunities if not identified by others	<input type="checkbox"/> Completes assigned projects; grasps most opportunities	<input type="checkbox"/> Identifies and follows through on opportunities even if missed by others	<input type="checkbox"/> Consistently initiates and pursues opportunities; feels responsibility for outcome	<input type="checkbox"/> Has unique ability to seek and capitalize on opportunities; raises effectiveness of entire organization	<input type="checkbox"/>
<b>Resilience</b>	<input type="checkbox"/> Sometimes lets distractions or setbacks reduce effectiveness	<input type="checkbox"/> Quickly recovers from minor setbacks	<input type="checkbox"/> Is not discouraged by minor setbacks	<input type="checkbox"/> Shows optimism when facing major setbacks; maintains high level of effectiveness	<input type="checkbox"/> Views adversity as intellectual challenge and consistently increases effectiveness in response	<input type="checkbox"/>

**PROBLEM-SOLVING**

<b>Intellectual curiosity</b>	<input type="checkbox"/> Demonstrates interest in problem at hand	<input type="checkbox"/> Frequently demonstrates interest beyond problem at hand	<input type="checkbox"/> Demonstrates strong interest in delving beyond obvious issues	<input type="checkbox"/> Is always willing to learn; demonstrates intellectual enthusiasm and commitment	<input type="checkbox"/> Becomes fully engaged in challenges; is viewed as thought leader in organization	<input type="checkbox"/>
<b>Synthesis</b>	<input type="checkbox"/> Understands implications of analysis with moderate guidance	<input type="checkbox"/> Understands implications of work with minimal or no guidance	<input type="checkbox"/> Independently forms preliminary conclusions from work	<input type="checkbox"/> Consistently identifies implications and creates recommendations	<input type="checkbox"/> Generates insightful and action-oriented recommendations	<input type="checkbox"/>

**SELF-AWARENESS**

<b>Self-assessment</b>	<input type="checkbox"/> Sometimes underestimates or overestimates own capabilities	<input type="checkbox"/> Displays accurate understanding of own capabilities	<input type="checkbox"/> Exhibits strong sense of own capabilities	<input type="checkbox"/> Exhibits strong sense of own capabilities and of perception by others	<input type="checkbox"/> Has extraordinary sense of own capabilities and of perception by others	<input type="checkbox"/>
<b>Response to feedback</b>	<input type="checkbox"/> May become defensive when criticized or challenged	<input type="checkbox"/> Accepts criticism or challenge and adjusts actions accordingly	<input type="checkbox"/> Responds inquisitively to criticism or challenge and adjusts actions accordingly	<input type="checkbox"/> Proactively and rapidly improves weaknesses	<input type="checkbox"/> Proactively and rapidly eliminates weaknesses	<input type="checkbox"/>

**SELF-MANAGEMENT**

<b>Judgment</b>	<input type="checkbox"/> Must be told unspoken rules of behavior; needs considerable guidance	<input type="checkbox"/> Understands basics of organizational values and behavior	<input type="checkbox"/> Makes good decisions if given moderate guidance; weighs impact of choices	<input type="checkbox"/> Makes good decisions even if given no guidance; makes appropriate adjustments	<input type="checkbox"/> Is sought out for advice; takes appropriate calculated risks	<input type="checkbox"/>
<b>Task management</b>	<input type="checkbox"/> Procrastinates and occasionally misses deadlines	<input type="checkbox"/> Generally paces work though occasionally must rush to meet deadlines	<input type="checkbox"/> Paces work to avoid last-minute crises; anticipates potential problems	<input type="checkbox"/> Paces work to allow for reflection before deadline; manages expectations	<input type="checkbox"/> Paces work to allow for reflection and to over-deliver before deadline	<input type="checkbox"/>

**SUMMARY**

Based on your professional experience, how do you rate this candidate compared to her/his peer group?

	<input type="checkbox"/> Below average	<input type="checkbox"/> Average	<input type="checkbox"/> Very good (well above average)	<input type="checkbox"/> Excellent (top 10%)	<input type="checkbox"/> Outstanding (top 5%)	<input type="checkbox"/> One of the top few encountered in my career
Overall, I	<input type="checkbox"/> do not recommend	<input type="checkbox"/> recommend with reservations	<input type="checkbox"/> recommend	<input type="checkbox"/> enthusiastically recommend	this candidate to Stanford.	