Self-Review

Goals for this period

The following are the goals that were agreed for this period:

- Ship project Thanos successfully: hitting the deadline, and keeping quality high.
- Keep the code quality high on the team.
- Take on at least one one public speaking engagement.
- Be involved in at least one RFC discussion outside the team.
- Mentor Alex on the team.

My accomplishments

I have hit all major goals set, but one:

- Shipped project Thanos ahead of schedule. Thanos is expected to generate $3M in annual revenue. A few notable pull requests I made include T84293, T23920 and T42808
- Improved our coding quality both by formalizing coding guidelines, partially automating them through linting and by pairing with people more often.
- I've reviewed and discussed 3 RFCs outside the team (Geo RFC, Payback RFC and MoneyUp RFC)
- Mentored Alex throughout the period, and I'm seeing good growth from him.
- I did not do a public talk, deciding to focus on Thanos instead, given it's business impact. However, I have helped Alex prepare for the university presentation.

Additional achievements:

- Jumped in and shipped the Payback project, working with 3 other engineers on another team. Payback is a strategic project, and the #1 priority for the Payback team for this period.
  - Sent weekly update emails on to Payback stakeholders, jumping in for a few weeks, while the project lead was unexpectedly out (an example email)
- Drove the postmortem and improvements after the cache system outage. These changes should help us detect similar incidents in 5 minutes over 2 hours, resulting in impact reduction of up to $20,000 per incident (the business impact of this incident was $22,000 in losses).
- Onboarded Sam to the team.
- Proposed architecture improvements to the Gamma system. this work is in our backlog for the next period. This work should accelerate the retirement of 50% of the current Gamma infrastructure.
- Pushed 130 pull requests and did 160 code reviews in this period.
- Did 19 interviews (10 phone screens, 9 architecture ones)

See a list of all my accomplishments in my work log document.

How I worked with others

I try to put the team and others ahead of myself: this is how I feel I can help the team the most. A few highlights in this area:

- I kept the coding quality high, through thorough code reviews. Examples of high-quality code reviews include:
  - T23423: pointing out tests that don't do what they are expected to do
  - T74262: pushing back on an inbound, low-quality code change coming in from another team
  - T38499: giving feedback to Sam on our coding style (note: I later followed up in-person)
- Alex has been giving me very positive feedback and said that my support means a lot to him in growing. I try to prepare with ideas and suggestions to our catch-ups, and pair with him on code reviews, when I have the time.
- I spent considerable time onboarding Sam. He had issues with his setup and his first few commits. I paired with him more frequently than I planned to. This seems to have paid off, as he's now just as productive as any team member.
- I'm a frequent point of contact for team stakeholders. Our data scientist (John) and engineers from the Payback and Chat team (Zeno, Emily and Tom) frequently directly ping me for questions and we have a good relationship.
- Though I did no public speaking myself, I mentored Alex to prepare for the university talk - that went very well.
- I received numerous thank you messages from within, and outside the team
  - Emily from the Chat team: "Thank you, for helping us out with the last minute debugging and deployment. You making yourself available made it possible to hit our deadline, despite the last minute issues."
  - John: "I want to send a quick thanks for how much you're helping me with analytics queries. Keep it up!"

Levels and competencies assessment

Here are my thoughts on the expectations and competencies for the past period.

- **Overall**: I feel I've made strong progress towards exceeding what is expected at my level. I'll be curious to hear observations and feedback on where I am.
- **Software engineering**: I focused a lot on this are
- **Collaboration**: I worked a lot with people from other teams: data science (John), Payback (Zeno) and Chat (Emily and Tom). I've also been involved with architecture discussions with 3 other teams.
- **Design and architecture**: I really focused on this area for the period, expanding my involvement from beyond the team. The multiple, significant RFC contributions are a good example of this.
- **Results and impact**: I've been prioritizing business results, and the impact shows. All key projects were shipped on time or before. I achieved this by putting other priorities later, such as some of my citizenship commitments, or delaying my public speaking engagement.
- **Citizenship**: I spent a lot of time mentoring and onboarding others. I did not put additional focus on this area, external to the company, though.

Self Evaluation Sample For Software Engineer

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Self Evaluation Sample For Software Engineer:

    Software Engineering Krzysztof Zieliński,Tomasz Szmuc,2005 The capability to design quality software and implement modern information systems is at the core of economic growth in the 21st century This book aims to review and analyze software engineering technologies focusing on the evolution of design and implementation platforms as well as on novel computer systems   *Software Management* Donald J. Reifer,1993   <u>Assessment for Experiential Learning</u> Cecilia Ka Yuk Chan,2022-09-29 Chan s book explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i e 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the ethical dilemmas that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at www taylorfrancis com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license   **The Complete Guide to Performance Appraisal** Richard C. Grote,1996 This guide to performance appraisal provides comprehensive up to date

coverage based on 25 years of personal experience Grote makes the dreaded task of performance appraisal easier and rewarding using anecdotes and real life examples   *Tutorial, Human Factors in Software Development* Bill Curtis,1981 Presents a board overview of the experimental research on human factors in software development Introduction

Software engineering Institute of Electrical and Electronics Engineers,I E E E * Standards,1999 Collected standards from the Institute of Electrical and Electronics Engineers for the year 1999   Academic Performance ,2024-09-18 Academic performance is an unavoidable topic for educational scientists instructional experts students faculty staff academic managers parents families and policymakers While student academic performance is a topic of passionate discussion it is also interconnected with both faculty staff and higher education institutions Achieving academic success requires more than just the efforts of the student The teaching profession in higher education increasingly demands measurable results to attest to its efficiency And the need for the accountability required from higher education institutions tends to influence institutional strategic plans according to tangible and measurable goals This book will aim to cover the different perspectives of academic performance placing on the stage the different actors in higher education students faculty and institutions   **Encyclopedia of Software Engineering** John J. Marciniak,2002 Covering all aspects of engineering for practitioners who design write or test computer programs this updated edition explores all the issues and principles of software design and engineering With terminology that adheres to the standard set by The Institute of Electrical and Electronics Engineers IEEE the book features over 500 entries in 35 taxonomic areas as well as biographies of over 100 personalities who have made an impact in the field

Effectively Teaching Inspections to a Software Engineering Course Tracey Conn,2002   **Automating Self Evaluations for Software Engineers** Jonathan Rodrigo Alaura Miranda,2016 UNBIASED Useful New Basic Interactive Automated Self Evaluation Demon stration is a web application designed to tackle the challenges of performing a self evaluation by automatically gathering data from existing third party APIs performing an analysis on the data and generating a self evaluation starting point for software engineers to build off The third party APIs currently supported are Bitbucket Gmail Google Calendar GitHub and JIRA   *Engineering Education* John Heywood,2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author s first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology

sociology determine the aims and objectives of the curriculum and the curriculum s internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation   *Software Engineering Education* Carol Sledge,1992 This book presents the proceedings of the sixth annual conference on software engineering education and training sponsored by the Software Engineering Institute SEI and held in cooperation with the ACM and the IEEE Computer Society The book includes refereed papers from an international group of software engineering educators along with reports from the SEI panel discussions and papers from invited speakers The book is aimed at three audience groups academia industry and government The material targets academic educators and practitioner trainers and many of the paperswill interest multiple groups Several of the papers focus on the theme of the 1992 conference putting the engineering into software engineering These papers address various aspects involved in applying the principles and methods of traditional engineering disciplines to software engineering The book presents state of the art and state of the practice work in software engineering education and training PUBLISHER S WEBSITE   Flawed Self-assessment David A. Dunning,2004   Software Engineering Education ,1992   **Software Engineering Process with the UPEDU** Pierre N. Robillard,Patrick D'Astous,Philippe Kruchten,2003 This book provides a general introduction to the essentials of the software development process that series of activities that facilitate developing better software in less time It starts with the basic aspects of software process which are the methods tools and the concepts of the software life cycle The second and third parts emphasize the engineering and management disciplines that are the core of any software engineering process The fourth part which is concerned with the quality aspects of software process presents the aspects of process assessment and measurement The last chapter introduces a software process metamodel which is the theoretical foundation for any software process The approach is general and the explanations are not tied to a particular commercial process The book includes an ongoing case study example which does use the Unified Process for Education which is derived from The Rational Unified Process This book thus enables readers to gain experience with some of the basics of the Rational Unified Process the industry s most powerful tool for incorporating the best practices into

software development and prepares them to work with any organization s software process The book includes a robust Website with all the sample deliverables and artifacts created from the case study as well as chapter by chapter sections with further up to date readings on process advancements the PDF files for all the figures in the book links to Software Engineering news sites chapter by chapter information on commercial tools industry standards etc **Knowledge-based Software Engineering** Tatjana Welzer,Shuichiro Yamamoto,Ivan Rozman,2002 Annotation The book captures the latest developments in the areas of knowledge engineering and software engineering Particular emphasis is placed upon applying knowledge based methods to software engineering problems The Conference from which the papers are coming originated in order to provide a forum in which the latest developments in the field of knowledge based software engineering could be discussed Although initially targeting scientists from Japan the CIS countries and countries in Central and Eastern Europe the authors come from many countries throughout the world JCKBSE 2002 continues with this tradition and is anticipating even wider international participation Furthermore the scope of the conference as indicated by its topics has been updated to reflect the recent development in all the three covered areas i e knowledge engineering software engineering and knowledge based software engineering **C++ how to Program** Harvey M. Deitel,Paul J. Deitel,2005 With over 250 000 sold Harvey and Paul Deitel sC How to Programis the world s best selling introduction to C programming Now this classic has been thoroughly updated The Deitels groundbreaking How to Program series offers unparalleled breadth and depth of programming concepts and intermediate level topics for further study The books in this series feature hundreds of complete working programs with thousands of lines of code Deitels C How to Programis the most comprehensive practical introduction to C ever published with hundreds of hands on exercises roughly 250 complete programs written and documented for easy learning and exceptional insight into good programming practices maximizing performance avoiding errors debugging and testing The updated Fifth Edition now includes a new early classes pedagogy classes and objects are introduced in Chapter 3 and used throughout the book as appropriate The new edition uses string and vector classes to make earlier examples more object oriented Large chapters are broken down into smaller more manageable pieces A new OOD UML ATM case study replaces the elevator case study of previous editions and UML in the OOD UML case study and elsewhere in the book has been upgraded to UML 2 The Fifth Edition features new mini case studies e g GradeBook and Time classes An employee hierarchy replaces Point Circle Cylinder to introduce inheritance and polymorphism Additional enhancements include tuned treatment of exception handling new Using the Debugger material and a new Before You Begin section to help readers get set up properly Also included are separate chapters on recursion and searching sorting The Fifth Edition retains every key concept and technique ANSI C developers need to master control statements functions arrays pointers and strings classes and data abstraction operator overloading inheritance virtual functions polymorphism I O templates exception handling file processing data structures and more It also includes a detailed introduction to Standard Template Library STL containers

container adapters algorithms and iterators The accompanying CD ROM includes all the source code from the book A valuable reference for programmers and anyone interested in learning the C programming language and object oriented development in C **Library & Information Science Abstracts** ,2007 <u>Visual C++ .NET</u> Harvey M. Deitel,2004 Written by the authors of the world s best selling introductory intermediate C and C textbooks this comprehensive book examines Visual C NET Visual C NET How to Program features the Deitels signature LIVE CODE approach to teaching programming with thousands of lines of code in hundreds of complete working programs Start with an introduction to computers and Visual C NET programming then move on to more advanced topics such as graphical user interfaces GUIs multimedia databases and networking Learn how to create reusable software components with classes and assemblies Create database connections using ADO NET create Web based applications using ATL Server and create Web services using ASP NET and ATL server The book features detailed LIVE CODE examples that illustrate managed C code highlight crucial files and streams concepts show how to create custom GUI controls demonstrate how to use sockets to hide network details show real examples of Web services in action demonstrate attributed programming in ATL COM illustrate COM components and illustrate several substantial case studies Benefit from the Deitels outstanding and consistent pedagogy with icons that highlight good programming practices common errors software engineering observations portability tips performance tips and testing and debugging tips For anyone interested in learning how to program Visual C NET Previously appeared in 12 2002 catalog *Sociological Abstracts* Leo P. Chall,1983

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