

Examiner Performance Assessment

Your assessment of the examiners on your team is very helpful to us in creating training and development activities, as well as making future selection decisions.

Please assess the performance of all the examiners on your team, including seniors and alums. The survey should take approximately 20 minutes to complete.

Thank you!

OMB Control #0693-0079
Expiration date: 10/31/2019

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* 1. What is your application/team number?

New and Returning Examiner Performance Ratings

* 2. Name of **NEW / RETURNING** Examiner #1:

* 3. How would you rate the performance of Examiner #1 on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

New and Returning Examiner Performance Rating

* 4. Name of **NEW / RETURNING** Examiner #2:

* 5. How would you rate the performance of Examiner #2 on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

New and Returning Examiner Performance Rating

* 6. Name of **NEW / RETURNING** Examiner #3:

* 7. How would you rate the performance of Examiner #3 on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

New and Returning Examiner Performance Rating

* 8. Name of **NEW / RETURNING** Examiner #4:

* 9. How would you rate the performance of Examiner #4 on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

New and Returning Examiner Performance Rating

10. Name of **NEW / RETURNING** Examiner #5 (if applicable):

11. How would you rate the performance of Examiner #5 (if applicable) on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

New and Returning Examiner Performance Rating

12. Name of **NEW / RETURNING** Examiner #6 (if applicable):

13. How would you rate the performance of Examiner #6 (if applicable) on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

New and Returning Examiner Performance Rating

14. Name of **NEW / RETURNING** Examiner #7(if applicable):

15. How would you rate the performance of Examiner #7 (if applicable) on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

New and Returning Examiner Performance Rating

16. Name of **NEW / RETURNING** Examiner #8 (if applicable):

17. How would you rate the performance of Examiner #8 (if applicable) on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

New and Returning Examiner Performance Rating

18. Name of **NEW / RETURNING** Examiner #9 (if applicable):

19. How would you rate the performance of Examiner #9 (if applicable) on the following competencies as demonstrated during both IR and CR?

	Needs Improvement	Basic Competence: can work with guidance	Competent: can work independently	Fully Competent: can guide others
Understanding the Baldrige Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining Key Factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an award application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Strengths/OFls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Feedback-Ready Comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining a Scoring Range and Score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Skills (honoring Ground Rules during calls, providing feedback, overall communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments

Returning Examiner Readiness to Lead a Team

* 20. Please list the names of Returning Examiners on your team and rate their readiness to lead a team as a Senior Examiner.

Returning Examiner #1:

Returning Examiner #2:

Returning Examiner #3 (if applicable):

Returning Examiner #4 (if applicable):

Returning Examiner #5 (if applicable):

Returning Examiner #6 (if applicable):

* 21. How would you rate each Returning Examiner's readiness to be a team leader?

	Not Ready	Can Lead a Team with Assistance	High Performer - Team Leader Next Year	N/A
Returning Examiner #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returning Examiner #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returning Examiner #3 (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returning Examiner #4 (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returning Examiner #5 (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returning Examiner #6 (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rating Your Seniors and Alums

The primary purpose of this portion of the survey is to determine the effectiveness of our most experienced examiners in supporting the Award process through the various leadership activities on teams. This information may be used for future assignments as team leaders, internal coaches, and tech editors. Please rate your Seniors/Alums on the competencies listed.

* 22. Name of Senior/Alumni Examiner #1.

* 23. How would you rate the current performance of Senior/Alumni Examiner #1 in each of the competencies below?

	Needs Improvement	Fully Competent: can guide others effectively	Exceeds expectations - a real strength for this examiner	Cannot Rate
Mentoring/coaching less experienced examiners re: Criteria and evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management Skills (meeting deadlines, making suggestions to improve the team's efficiency/effectiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Actionable Feedback-Ready Comments and/or Key Themes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Skills (setting clear expectations, role-modeling appropriate team behavior, taking on additional assignments to assist the team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

24. Name of Senior/Alumni Examiner #2.

* 25. How would you rate the current performance of Senior/Alumni Examiner #2 in each of the competencies below?

	Needs Improvement	Fully Competent: can guide others effectively	Exceeds expectations - a real strength for this examiner	Cannot Rate
Mentoring/coaching less experienced examiners re: Criteria and evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management Skills (meeting deadlines, making suggestions to improve the team's efficiency/effectiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Actionable Feedback-Ready Comments and/or Key Themes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Skills (setting clear expectations, role-modeling appropriate team behavior, taking on additional assignments to assist the team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

26. Name of Senior/Alumni Examiner #3 (if applicable).

27. How would you rate the current performance of Senior/Alumni Examiner #3 (if applicable) in each of the competencies below?

	Needs Improvement	Fully Competent: can guide others effectively	Exceeds expectations - a real strength for this examiner	Cannot Rate
Mentoring/coaching less experienced examiners re: Criteria and evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management Skills (meeting deadlines, making suggestions to improve the team's efficiency/effectiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Actionable Feedback-Ready Comments and/or Key Themes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Skills (setting clear expectations, role-modeling appropriate team behavior, taking on additional assignments to assist the team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

28. Name of Senior/Alumni Examiner #4 (if applicable).

29. How would you rate the current performance of Senior/Alumni Examiner #4 (if applicable) in each of the competencies below?

	Needs Improvement	Fully Competent: can guide others effectively	Exceeds expectations - a real strength for this examiner	Cannot Rate
Mentoring/coaching less experienced examiners re: Criteria and evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management Skills (meeting deadlines, making suggestions to improve the team's efficiency/effectiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Actionable Feedback-Ready Comments and/or Key Themes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Skills (setting clear expectations, role-modeling appropriate team behavior, taking on additional assignments to assist the team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

30. Name of Senior/Alumni Examiner #5 (if applicable).

31. How would you rate the current performance of Senior/Alumni Examiner #5 (if applicable) in each of the competencies below?

	Needs Improvement	Fully Competent: can guide others effectively	Exceeds expectations - a real strength for this examiner	Cannot Rate
Mentoring/coaching less experienced examiners re: Criteria and evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management Skills (meeting deadlines, making suggestions to improve the team's efficiency/effectiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Actionable Feedback-Ready Comments and/or Key Themes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Skills (setting clear expectations, role-modeling appropriate team behavior, taking on additional assignments to assist the team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Enhanced Tech Editing Process

The enhanced tech editing process is intended to provide the team feedback on the scorebook before it is finalized. This page asks how well that was accomplished.

* 32. Did you find the tech editor's input on the team's R-3 scorebook beneficial?

Yes

No

Comments (Strengths and/or OFIs)

Suggestions for Improvements to Independent Review and Consensus Review

Please provide feedback on how the Award process could be improved.

33. Please share your thoughts on your experience as a team leader and recommendations for improving the IR and CR phases of the Award process.

Privacy Act Statement

Authority: The National Institute of Standards and Technology Act, as amended, 15 U.S.C. 271 et seq. (which includes Title 15 U.S.C. 272) and section 12 of the Stevenson-Wydler Technology Innovation Act of 1980, as amended, 15 U.S.C. 3710a. The Baldrige Awards Program was created under public law 100-107 The Malcolm Baldrige National Quality Improvement Act of 1987. 5 U.S.C. App.-Inspector General Act of 1978, § 2; 5 U.S.C. App.-Reorganization Plan of 1970, § 2; 13 U.S.C. § 2; 13 U.S.C. § 131; 15 U.S.C. § 272; 15 U.S.C. § 1151; 15 U.S.C. § 1501; 15 U.S.C. § 1512; 15 U.S.C. § 1516; 15 U.S.C. § 3704b; 16 U.S.C. § 1431; 35 U.S.C. § 2; 42 U.S.C. § 3121 et seq.; 47 U.S.C. § 902; 50 U.S.C. App. § 2401 et seq.; E.O. 11625; 77 FR 49699 (Aug. 16, 1012).

Purpose: The National Institute of Standards and Technology (NIST) oversees the Baldrige Performance Excellence Program (BPEP) which is the nation's only Presidential award for performance excellence and offers a wide array of award-winning products and services, including the world-renowned Baldrige Excellence Framework. The function/purpose of the information collections is to support the needs and activities of the internal and external customers in support of this mission.

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