



2021 CR Team Leader Evaluation of Team Members

Examiner Performance Assessment

Your assessment of the examiners on your team is 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 masters. The survey should take approximately 20 minutes to complete.

Thank you!

OMB Control #0693-0079
Expiration date: 11/30/2022

A Federal agency may not conduct or sponsor, and a person is not required to respond to, nor shall a person be subject to a penalty for failure to comply with an information collection subject to the requirements of the Paperwork Reduction Act of 1995 unless the information collection has a currently valid OMB Control Number. The approved OMB Control Number for this information collection is 0693-0079. Without this approval, we could not conduct this survey/information collection. Public reporting for this information collection is estimated to be approximately 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the information collection. All responses to this information collection are voluntary. Send comments regarding this burden estimate or any other aspect of this information collection, including suggestions for reducing this burden to the National Institute of Standards and Technology, 100 Bureau Drive, Gaithersburg, MD 20899, Dawn Bailey, dawn.bailey@nist.gov.

* 1. What is your application/team number?



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Rating Your SENIORS and MASTERS

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, backup team leaders, and tech editors. Please rate your seniors/masters on the competencies listed.

* 2. Name of SENIOR/MASTER Examiner #1.

* 3. How would you rate the current performance of SENIOR/MASTER 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

* 4. Name of **SENIOR/MASTER** Examiner #2.

* 5. How would you rate the current performance of SENIOR/MASTER 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

6. Name of **SENIOR/MASTER** Examiner #3.

* 7. How would you rate the current performance of SENIOR/MASTER Examiner #3 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

* 8. Name of **SENIOR/MASTER** Examiner #4.

* 9. How would you rate the current performance of SENIOR/MASTER Examiner #4 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

10. Name of **SENIOR/MASTER** Examiner #5 (if applicable).

11. How would you rate the current performance of SENIOR/MASTER 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

12. Name of SENIOR/MASTER Examiner #6 (if applicable).

13. How would you rate the current performance of SENIOR/MASTER Examiner #6 (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



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NEW and RETURNING Examiner Performance Ratings

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

* 15. 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

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

* 17. 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

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

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

	Basic Competence:			
	Needs Improvement	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

20. Name of **NEW/RETURNING** Examiner #4 (if applicable):

21. How would you rate the performance of Examiner #4 (if applicable) on the following competencies as demonstrated during both IR and CR?

	Basic Competence:			
	Needs Improvement	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

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

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

	Basic Competence:			
	Needs Improvement	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

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

25. 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



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Returning Examiner Readiness to Lead a Team

* 26. 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):

* 27. 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"/>



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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.

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

Yes

No

Comments (Strengths and/or OFIs)



2021 CR Team Leader Evaluation of Team Members

Overall Feedback

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

30. Overall, do you feel online examiner training effectively prepared new and returning examiners to complete IR and CR?

* 31. New this year was the Results Call with the applicant at the beginning of IR. Please provide feedback on the following areas:

Was the call useful to the team's evaluation?

Were there questions that you could *not* ask, but would have been helpful to the team's evaluation? If so, what were the questions?

Should the call take place sooner or later in the process?