INSTRUCTIONS FOR COMPLETION OF NTP PERFORMANCE APPRAISAL INSTRUMENT

INTRODUCTION: The new instrument is designed to allow for effective evaluation of employees in less time and with less writing than has been the case with past forms. In the least complicated case, a supervisor can check a few boxes, make a few explanatory comments and pass the form along to the employee who, in turn, can check a couple of boxes. Supervisor and employee then have a brief meeting to reconcile any differing views on performance, training needs and job description, and to set a few goals for the coming year. The supervisor checks a few more boxes, lists the goals and forwards the completed instrument up the administrative chain.

Obviously, any noted needs for performance improvement, disagreements about ratings, identification of significant training needs or changes to job description will increase the amount of writing necessary. The new instrument calls for only brief statements even where changes or differences are indicated.

The following instructions are intended to supplement the brief instructions on the forms themselves, and should provide clarification where necessary.

PART A: Supervisory ratings

STEP 1: The supervisor rates the employee on the three-point scale provided for each of three areas of function common to all NTP positions. The rating scale is self-explanatory but the three common or universal factors may require further explanation and examples.

a. Program/subject matter knowledge: Every NTP position requires the exercise of knowledge about the profession and the College program. Some is brought with the employee by virtue of prior education and experience, and some is developed on the job. No matter how experienced an employee might be when hired, he/she still needs to learn how the College administers a given program. Being fully knowledgeable about the subjects and the College processes is the goal. This factor might cover achievement or level of requisite knowledge, maintenance of requisite knowledge (staying current) and application of requisite knowledge.

b. Organizational skills/Responsiveness: Every NTP position requires that the employee demonstrate an ability to respond to assignments in an organized and efficient manner, to get the job done in a timely and thorough way without unwarranted supervision. The factor might reflect work habits, prioritization skills, cooperation with supervision or ability to "follow-through" on assignments.

c. Communication skills: Every NTP position, no matter how isolated, involves effective communication. At a minimum, verbal communication with one's supervisor cannot be avoided. Most NTPs have regular communication with immediate coworkers, support staff, administrators, students and external parties like state agencies or professional associations. This rating might reflect verbal and written forms of communication and might also reflect interpersonal skills conducive to effective working relationships.
STEP 2: The supervisor rates the employee on supervisory skills only where such job duties are present. The factor might reflect such issues as delegating, coaching/counseling, leadership, ability to understand and apply College policy and labor agreements.

STEP 3: While all NTP positions involve some degree of the universal factors rated in Step 1, each position is, in ways, unique. The factors in Step 3, if any are selected, should represent important areas of function not covered by the universal factors. This step allows a supervisor to completely characterize performance, even if no other NTP position in the College shares the critical skills.

The appended list of factors may suggest areas of appraisal, but the supervisor is free to identify factors as he/she sees fit. If the universal factors are sufficient to accurately portray an employee's performance, Step 3 may simply be ignored. It is possible that Step 3 is most useful to identify areas of necessary improvement which are not sufficiently well-identified by the universal factors.

STEP 4: Summary rating: The overall rating format is the same as in the past instrument. It should reflect the factor ratings but it should also reflect achievement of goals for the year. The goals are prospectively identified in Part E of the instrument, the annual meeting between supervisor and employee. Obviously in the first year of this new instrument, no goals will have been established.

PART B: Supervisory identification of training needs

All NTP positions evolve over time; tools change, laws and regulations change, curriculums change. It is sometimes necessary to be trained in new areas of subject matter just to keep up with developments in one's field. Beyond such evolutionary change, there is always a method or approach which may produce greater efficiency or productivity. Training may be available through both external and internal sources to assist with both situations, but the need must be known in order for the College to respond. For item 1, the supervisor is expected to indicate areas in which training might produce such enhancements.

For item 2, the supervisor is expected to identify training which might allow the employee to move to the next level of professional function. This might be attainment of a degree but will more likely be related to certain proficiencies.

THE SUPERVISOR NOW SENDS COMPLETED PARTS A AND B TO THE EMPLOYEE FOR REVIEW AND COMMENT

PART C: Employee response to supervisory ratings

Upon receipt of the Part A ratings and Part B training indicators from the supervisor, the employee provides responses where the employee feels them to be appropriate. If the employee is satisfied with the supervisor's ratings, he/she need only check the box. If the employee wishes to counter any of the supervisory ratings or training indicators, brief spaces are provided.
PART D: Employee review/update of job description

As indicated in Part B, it is expected that all NTP positions change over time. Some changes are significant and others do not alter the actual focus or level of function of the position. Part D provides an opportunity for an annual update in both respects. The employee will review the job description, indicate any changes in the spaces provided for Part D, and the discussion with the supervisor will finalize any changes for recommendation to administration.

THE EMPLOYEE RETURNS COMPLETED PARTS C AND D TO THE SUPERVISOR WHO SCHEDULES THE ANNUAL MEETING.

PART E: Supervisor/employee meeting

This meeting is an opportunity for the supervisor and employee to review Parts A through D and reconcile views or agree to disagree. Importantly, it also offers an opportunity for mutual goal-setting for the coming year even if differences still exist. At the end of the meeting, signatures are affixed to Parts A and C by supervisor and employee respectively, and the supervisor provides a brief summary of the meeting in the categories provided.

The completed instrument is then sent to the next administrative level for review.
ADDITIONAL PERFORMANCE FACTORS TO BE UTILIZED AS NEEDED IN
PART A STEP 3

The following list of factors may be useful in characterizing the performance of your employee during the appraisal period. Part A, Step 3 of the device allows you to supplement the three universal factors with additional job-specific factors either from this list or from your own analysis of the position.

Analytic Ability

Attendance and Punctuality

Customer Service

Flexibility/Adaptability

Initiative

Innovation/Creativity

Judgment

Leadership

Planning

Problem Solving

Project Management

Quantity/Volume

Teamwork