NRCTC’s performance appraisal process is based on the belief that employees our most critical resource, and individual performance and development is the prime consideration in determining their value and contribution toward fulfilling teaching, research, and service goals. Therefore, the process is designed to improve job understanding and job competency; for mutual goal-setting to help motivate staff toward higher objective; to learn about staff development needs; improve communications between management and staff; identify unsatisfactory performance and counsel employees toward corrective actions. Performance appraisal must be viewed as a continuing process throughout the year, with a formal appraisal conducted at least once a year using the performance appraisal form. Informal meetings should be held frequently with the employee. The once-a-year performance appraisal should be a summary of earlier meetings, with a major portion of the interview devoted to a discussion of future performance planning.

**GUIDE TO CONDUCTING A SUCCESSFUL PERFORMANCE APPRAISAL**

**BEFORE**
- Schedule the forthcoming evaluation with the employee at least three weeks in advance of the session.
- Provide the employee with a pre-appraisal worksheet to prepare for the session and explain how the performance interview will be conducted.
- Ensure that the job description tasks and related measures are output-oriented and relate to quality, quantity, timeliness of service, etc.
- Provide the employee with a current job description and relate specific measures of output and results established for the job.
- Prepare for the session by reviewing all performance documentation compiled over the review period.
- Ensure that performance will be appraised on the basis of direct measures of output and results.
- Ensure that employee behavior and personal traits will be considered only to the extent that they are job-related and affect job results.
- Appraise the employee's performance using the applicable performance criteria listed on the form as a guide in the evaluation process.
- Identify the critical or key elements of the job plus any goal setting standards and relate them to the specific criteria listed that best measure the actual performance. For example, the major job function of "answers all inquiries about admissions from students, faculty, the public, etc." relates to *Interpersonal Relations and Oral and Written Communications*.
- Determine one of three degrees of performance results in each category, making specific comments in the space provided.
- Review the appraisal comments with your superior to assure general agreement regarding the employee's performance.

**DURING**
- Meet with the employee on schedule and ensure a private setting without interruption.
- Review the purpose and then plan for the appraisal interview.
- Mutually review the job description to ensure it is accurate and current.
- Proceed with the interview, giving the employee the opportunity to respond to the evaluation.
- Discuss summary comments, including strengths, areas needing improvement, and plan for development.
- Conclude the appraisal with an overall summary of the evaluation.
- Plan and schedule any follow-up activities concerning performance, development or mutual goal-setting.
- Offer the employee the opportunity to make written comments regarding the appraisal.
- Inform the employee when to expect the next formal evaluation.
- Secure the employee's signature.

**AFTER**
- Secure signature of next level supervisor.
- Give a photocopy of the completed appraisal form to the employee.
- Forward completed appraisal to the Human Resource’s Office to include in the employee's personnel file by **February 28, 2007**.
- Conduct follow-up activities for performance improvement as discussed with the employee and continue ongoing appraisal each day.

Forms Enclosed:  
- Employee Pre-Appraisal Worksheet  
- DOP Form EPA-3  
- Goal Worksheet