

**Plastics Molding Company**  
Production Competency Evaluation

NAME: \_\_\_\_\_ DEPT: \_\_\_\_\_ EMP. #: \_\_\_\_\_  
APPRAISAL PERIOD: FROM: \_\_\_\_\_ TO: \_\_\_\_\_ TYPE: ~ Probationary ~ Annual  
~ 6 Month ~ Special

The following is an evaluation regarding the competency, awareness, and training needed for specific Production Personnel.

**Primary Job Classification:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Leadperson    | <input type="checkbox"/> Operator - Presses | <input type="checkbox"/> Tow Motor Driver |
| <input type="checkbox"/> Set-up Person | <input type="checkbox"/> Utility Person     | <input type="checkbox"/> Warehouse        |

**Training:**

- |   |   |
|---|---|
| <input type="checkbox"/> Time clock procedures        | <input type="checkbox"/> General machine safety                       |
| <input type="checkbox"/> Personal safety equipment    | <input type="checkbox"/> Purpose and use of operational/set-up manual |
| <input type="checkbox"/> Housekeeping of work station | <input type="checkbox"/> Completion of molding report                 |

**Skills and Equipment:**

- |   |   |
|---|---|
| <input type="checkbox"/> Presses – Automatic Operations | <input type="checkbox"/> Tow Motors                             |
| <input type="checkbox"/> Presses – Manual Operations    | o Trained on general operation and safety by designated trainer |
| <input type="checkbox"/> Robotic Operations             | o Procedures on pre-operation checklist                         |
| <input type="checkbox"/> Cooling Fixtures               | o Handling of tooling   |
| <input type="checkbox"/> Material Grinders              | o 5,000 lb  |
| <input type="checkbox"/> Material Dryers                | o 10,000 lb   |
| <input type="checkbox"/> Material Mixers                | o 15,000 lb   |
| <input type="checkbox"/> Counting Scales                | o 40,000 lb   |
| <input type="checkbox"/> 1 Ton Hoist                    |   |
| <input type="checkbox"/> 2 Ton Hoist                    |   |
| <input type="checkbox"/> Mixing Materials               |   |

**Activities:**

- |   |  |
|---|--|
| <input type="checkbox"/> Secondary Operations   | <input type="checkbox"/> Ultrasonic welding        |
| <input type="checkbox"/> Hoist Operations       | <input type="checkbox"/> Vibration welding         |
| <input type="checkbox"/> Counting Parts         | <input type="checkbox"/> Thermal Hot Plate welding |
| <input type="checkbox"/> Making Boxes           | <input type="checkbox"/> Leak tester               |
| <input type="checkbox"/> Mold Storage           | <input type="checkbox"/> Machining plastic parts   |
| <input type="checkbox"/> Finished Goods Storage |  |

Is this individual aware of how their performance contributes to the achievement of the Production objectives? (See current Company objectives in the quality manual.)

Are there any training recommendations at this time?

Are there any areas the employee feels the need for additional training at this time?

\_\_\_\_\_  
Manager's signature & date

\_\_\_\_\_  
Employee's signature & date

## Plastics Molding Company Performance Appraisal

*INSTRUCTIONS: Using the competencies on the reverse side of this form rate the employee on the following factors:*

| PERFORMANCE FACTOR  |                   | Appraisal Statement (Check the one most appropriate statement for each Performance Factor)<br>For any unsatisfactory ratings, please provide support documentation. |  |  |  |  |
|---|-------------------|---|--|--|--|--|
| Rating Level Definitions  | ~ Outstanding:    | Performance meets the expected level of performance <b>and</b> exceeds performance levels in most areas, most of the time.  |  |  |  |  |
|   | ~ Very Good:      | Performance meets the expected level of performance <b>and</b> exceeds performance levels in some areas, some of the time.  |  |  |  |  |
|   | ~ Effective:      | Performance meets the expected level of performance in <b>all</b> areas, all of the time.   |  |  |  |  |
|   | ~ Marginal:       | Performance fails to meet the expected level of performance in one or more areas, some of the time.   |  |  |  |  |
|   | ~ Unsatisfactory: | Performance fails to meet the expected level of performance in most areas, most of the time.  |  |  |  |  |
|   |                   | Unsatisfactory  | Marginal   | Effective  | Very Good  | Outstanding  |
| <b>Job Knowledge:</b> Understanding present job duties & related work   |                   | ~ Unable to list & describe duties & knows little about related work  | ~ Able to list & describe minimum requirements of the position. Knowledge should improve with experience | ~ Can list & describe job mechanics. Routine instructions given.                             | ~ Has very good knowledge of job & related work. Needs little instruction.           | ~ Exceptionally well-informed on all phases of work. Rarely needs instruction, even in new situations.         |
| <b>Job Skills:</b> Demonstrated skills & abilities necessary for full job performance   |                   | ~ Not able to perform job functions despite training / instruction  | ~ Demonstrates minimal skills & abilities  | ~ Possesses satisfactory skills & abilities to produce acceptable work.                      | ~ Above average competency in use of necessary skills & abilities                    | ~ Consistently superior use of skills & abilities  |
| <b>Quality of Work:</b> The accuracy, completeness, neatness, & effectiveness of work performed   |                   | ~ Consistently below minimum standards. Work is unacceptable. Work must often be redone.  | ~ Usually meets minimum standards however, improvement is needed. Work must be redone occasionally.      | ~ Produces satisfactory work. Meets all expectations of the position. Work is seldom redone. | ~ Frequently exceeds expectations. Does above average work.                          | ~ Consistently exceeds expectations. Does exceptional work.  |
| <b>Judgment:</b> Ability to organize & achieve logical conclusions in a timely manner   |                   | ~ Makes frequent errors in judgment   | ~ Judgment adequate in routine situations.   | ~ Exercises satisfactory judgment in nearly all cases  | ~ Exercises good judgment & anticipates consequences of actions.                     | ~ Exercises exceptional judgment. Displays maturity in handling most situations.                               |
| <b>Dependability:</b> Performance of job duties in the absence of direct or indirect supervision  |                   | ~ Needs constant direct supervision   | ~ Needs frequent direct supervision  | ~ Needs routine indirect supervision   | ~ Seldom needs direct or indirect supervision  | ~ Justifies utmost confidence. A self-starter. Needs no supervision.   |
| <b>Adaptability / Flexibility:</b> The ability to successfully alter activities to cope with demands of new situations that require acceptance & support. For example, being open to ideas & suggestions from others. |                   | ~ Unable / unwilling to adapt to new situations.  | ~ Shows immediate resistance & delays transition to change.  | ~ Accepts the changing situation   | ~ Embraces change & views it as an opportunity for positive improvement.             | ~ Initiates & promotes positive change   |
| <b>Initiative:</b> Resourcefulness, self-reliance, willingness to accept & ability carry out responsibility, seeks out and assumes additional duties when necessary   |                   | ~ Needs detailed instructions. Rarely develops more effective ways of handling assignments. Requires constant follow-up   | ~ Demonstrates minimal initiative. Seldom exhibits creative thought. Requires some follow-up.            | ~ Takes initiative to solve problems & carry out responsibility                              | ~ Has drive & resourcefulness to deviate from routines & make effective suggestions. | ~ Frequently makes ingenious suggestions, develops ideas & solutions to problems & follows through completely. |
| <b>Communication Skills:</b> Ability to communicate with others orally and/or writing   |                   | ~ Written Spoken Frequently unable to communicate clearly   | ~ Written Spoken Occasionally unable to communicate clearly  | ~ Written Spoken Possesses appropriate communication skills for position                     | ~ Written Spoken Better than average ability to communicate thoughts & ideas.        | ~ Written Spoken Exceptional communication skills.   |
| <b>Attendance:</b> Attendance and punctuality   |                   | ~ Often absent &/or frequently tardy without good excuse  | ~ Lax in attendance or reporting on time.  | ~ Attendance & punctuality are satisfactory.   | ~ Rarely absent or tardy.  | ~ Extremely conscientious. Absent only when unavoidable.   |
| <b>Relationship with People:</b> Works harmoniously & effectively with others   |                   | ~ Has difficulty relating to others, which frequently inhibits effectiveness  | ~ Relates fairly well to others, works with some better than others.                                     | ~ Works well with others, which promotes effectiveness in carrying out duties.               | ~ Gets along extremely well with others.   | ~ Demonstrates outstanding interpersonal skills & abilities, which are assets on the job.                      |
| OVERALL PERFORMANCE EVALUATION  |                   |   |  |  |  |  |
| OVERALL RATING:   | ~ Outstanding:    | Employee exceeds the expected level of performance in most Performance Factors, most of the time.   |  |  |  |  |
|   | ~ Very Good:      | Employee exceeds the expected level of performance in some Performance Factors, some of the time.   |  |  |  |  |
|   | ~ Effective:      | Employee meets the expected level of performance in all Performance Factors, all of the time.   |  |  |  |  |
|   | ~ Marginal:       | Employee fails to meet the expected level of performance in one or more Performance Factors, some of the time.  |  |  |  |  |
|   | ~ Unsatisfactory: | Employee fails to meet the expected level of performance in most Performance Factors, most of the time.   |  |  |  |  |