

BMC Welding Dept.
Competency Evaluation

Name: _____ Title: _____ Emp #: _____
Manager: _____ Immediate supervisor: _____ Leadman: _____
Appraisal Date: _____ Reason for Appraisal: Annual 6 Month Probationary
Last Appraisal: _____ Other: _____

The following is an evaluation regarding the competency, awareness, and training needs for specific Welding dept. employees. Our objective is to use this as a quantitative management tool to assess skill levels and plan for continual improvement through experience and effective training.

On a scale of 1 – 5 (1 = inexperienced; 5 = proficient), rate the following, as applicable.

Level #1

- ___ Knowledge of all safety requirements, responsibilities and equipment, i.e. safety glasses, ear plugs, personal protective equipment...etc.
- ___ Understands the importance of housekeeping and organization.
- ___ Understands the basic operator responsibilities of the set-up manual
- ___ Understands how to fill out job sheet.
- ___ Understands time clock operation and how to key parts in.
- ___ Knowledge of who to report to as far as “instructions”, “location of items”, and quality issues.
- ___ Knowledge of how to power up and enable machine to run production
- ___ Understands how to visually inspect individual parts while loading them into fixture.
- ___ Understands how to safely load parts into fixture and identify correct fit of sub-assy parts.
- ___ Understands how to safely unload welded parts from fixture, visually inspect welds and place in the go/nogo fixture for quality purposes.
- ___ Understands the use of any required gages
- ___ Understands how to properly stack parts in baskets for next operation
- ___ Understands how to maintain a continuous flow of the process
- ___ Knows where to find all required items for operation, i.e. parts, baskets, gloves, etc.
- ___ Demonstrates a significant level of communication with the group leader/supervisor about the condition of parts, gauge, fixture, etc.
- ___ Understands how to clean and prep the area for next shift or operator.

Level #2

- ___ All aspects of Level #1, Plus
- ___ How to do a tip change
- ___ How to clean nozzle
- ___ How to clean gas diffuser.
- ___ Where to find and keep tools to do the level #2 maintenance tasks.
- ___ How to enable the weld on teach pendant.
- ___ How to find the part count register.
- ___ How to fill anti-spatter reservoir.
- ___ How to maintain a clean area throughout shift while running production.
- ___ All above Level #1 & #2 as applicable to the Genesis Welder (3086).
- ___ How to change gas diffuser on the Genesis Welder.

BMC Welding Dept.
Competency Evaluation; Continued

Name: _____ Title: _____ Emp #: _____

Level #3

- ___ All aspects of Level #1 & #2, Plus
- ___ How to run a "T-Mate"
- ___ Possesses a confident, yet cautious presence inside cell with teach pendant.
- ___ How to choose proper coordinates and adjust speed in order to control Robot through teach pendant.
- ___ How to recover from minor weld faults
- ___ How to change a drum of wire
- ___ All prior requirements of normal control operation of 3086, 3106, and 3107 moved to 3112 (Teachpendant and Control are different)
- ___ How to run machine and at the same time provide components for others.

Level #4

- ___ All aspects of Level #1, #2 & #3, Plus
- ___ How to change whip liner
- ___ How to remove torch, use gauge to check its condition and re-install it.
- ___ How to do "touch-ups" on existing programs
- ___ How to adjust speed/accuracy of air movements
- ___ Perform fixture maintenance
- ___ Able to disassemble and assemble
- ___ Swap parts between fixtures or robots
- ___ Add shims / Remove shims
- ___ Replace sensors
- ___ Adjust weld/weave schedules
- ___ Add registers

Level #5

- ___ All aspects of Level #1, #2, #3 & #4, Plus
- ___ Create Programs
- ___ Create weld/weave schedules

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

Are there any training recommendations at this time?

Production Supervisor's signature Date

Production Manager's signature Date

Production Employee's signature Date

Bachman Machine Company

Performance Appraisal

INSTRUCTIONS: Using the competency evaluation form, rate the employee on the following factors:

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