

# High Performance Tire Company 2015

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## High Performance Tire Company

Annual Performance Review  
Line-Foremen

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# HPT Performance Assessment Instructions

The purpose of the annual review is identify areas of improvement, promotion potential and to continue to professional develop our employees. Providing line-foremen with performance feedback on competencies gives them the information they need to be successful.

HPT line-foremen performance assessment include the following three components:

- **Competencies:** The line-foremen will be evaluated on **ten** key competencies that were benchmarked and determined to be essential for the position. The competencies are measured based on the *behavioral characteristics that impact results*.
- **Objectives:** Identifying and evaluating line-foremen major work objectives – this is a measurement of *results*.
- **Development:** Creating Individual Development Plans (IDPs) to enhance line-foremen strengths and to close performance gaps as determined by the competency evaluation.

## Tip:

- ✓ Competencies measure the **How** of the job.
- ✓ Objectives measure the **What** of the job.

Demonstrated behaviors (behavioral characteristics) are listed for all competencies to help supervisors determine the appropriate rating they should give to their line-foremen.

For example, if the line-foremen consistently demonstrate behaviors listed in the performance above standards in a competency they should be given the performance above standard rating in that competency. A [rating scale and definitions](#) are provided at the end of this document.

Supervisors will provide **specific examples** for all competencies of how their employees did or did not demonstrate the listed behaviors so they can provide constructive feedback to their employees and develop next year IDPs and objectives.

This will require the supervisors to meet with all their line-foremen every **90-days** to provide feedback and work closely with their line-foremen to monitor progress toward meeting the major work objectives and follow through with planned professional development activities.

All new supervisors will take the *How to Conduct a Performance Review* eLearning series upon their appointment and all supervisors will be required to take the training once a year.

# HPT Performance Assessment and Individual Development Form

## Employee Identification

Name:	Employee ID Number:
Classification:	Work Unit:
Supervisor's Name:	Review Period Start Date: Ending Date:

## Review of the Performance Plan

I certify that I have reviewed the competencies, performance objectives and Individual Development plan identified on this form and received a copy.	I certify that the competencies, performance objectives, and Individual Development Plan will provide the basis for reviewing this employee's performance.
<b>Employee Signature and Date:</b>	<b>Supervisor Signature and Date:</b>

## Performance Review Summary

<b>Overall Evaluation:</b>				
<b>Exceptional Performance Above Standard</b>	<b>Performance Above Standard</b>	<b>Achieves Performance Standard</b>	<b>Below Performance Standard</b>	<b>Unsatisfactory</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>				

## Certification

I certify that I have had the opportunity to read this review and understand that I am to receive a copy of it. I further understand that my signature does not necessarily mean that I agree with the review.
<b>Employee's Signature and Date:</b>
I certify that this report constitutes my review of the performance of this employee for the period covered.
<b>Supervisor's Signature and Date:</b>
I certify that I have read this review and concur with it.
<b>Area Manager's Signature and Date:</b>

## Section 1: Required Competencies for the Line-Foreman Position

### Competency: Initiative

Ability to act and take steps to solve or settle an issue within the scope of authority. Makes decisions confidently on the basis of their own initiative and delivers results with a sense of urgency.

#### Demonstrative Behaviors: Performance Above Standards

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Proactively addresses potential issues and problems before they become a greater problem/issue.        |
| <input type="checkbox"/> | Brings ideas and solutions outside of scope forward to others who can address.                         |
| <input type="checkbox"/> | Quickly senses what will help or hinder accomplishing a goal; eliminates roadblocks and creates focus. |

#### Demonstrative Behaviors: Performance Standard

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Confidently makes decisions and resolves issues within span of control; keeps all individuals (e.g. supervisor) informed of situations and resolutions in a timely manner. |
| <input type="checkbox"/> | Understands the structure of department and organization and can accurately identify what they can solve on their own and what needs to be raised up.                      |
| <input type="checkbox"/> | Spends time and the time of others on what's important.  |

#### Demonstrative Behaviors: Below Performance Standard

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Knows what needs to be done, but doesn't take action in a timely manner or at all or has little sense of what is mission-critical and what's just nice to do. |
| <input type="checkbox"/> | Rushes into a situation where he/she shouldn't or not move when they should.  |
| <input type="checkbox"/> | Hesitant to make a decision and/or does not know how to say no  |

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples):**

**Competency: Safety Awareness**

Identifies and corrects conditions that affect employee safety and upholds safety standards. Acts as a model for employees with respect to safety. Actively promotes safety across the organizational and enforces safety rules and guidelines at all times.

**Demonstrative Behaviors: Performance Above Standards**

- Pro-actively identifies existing and potential safety issues before they occur; either resolves problem immediately or notifies those who can solve the problem.
- Ensures that safety behavior is part of team’s culture and team members are actively engaged in safety awareness and safe behavior practices.
- Keeps abreast of current safety practices and techniques; assist in developing and updating safety policies as necessary

**Demonstrative Behaviors: Performance Standard**

- Serves as a model of safety behavior at all times; actively corrects safety issues immediately (e.g. corrects improper lifting techniques, unsafe behaviors).
- Actively involved in safety programs at work (e.g. Safety Observation program, ergonomics follow-ups, Safety Incentive program).
- Demonstrates understanding that safety is the responsibility of everyone

**Demonstrative Behaviors: Below Performance Standard**

- Does not follow or enforce all safety rules on a consistent basis; allows safety to suffer during busy and stressful times.
- Does not actively engage in safety programs (e.g. Safety Observation program, ergonomics follow-up, safety Incentive program).
- Views safety as being someone else’s job.

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples):**

**Competency: Accountability**

Ability to accept personal responsibility for work and results, both positive and negative. Clearly communicates progress on projects and tasks. Holds direct reports accountable for their actions. Looks for ways to create an environment of accountability within the team.

**Demonstrative Behaviors: Performance Above Standards**

<input type="checkbox"/>	Learns from setbacks and actively puts a plan in place to prevent errors from happening in the future.
<input type="checkbox"/>	Establishes clear objectives and measures for self and others; pro-actively works to shift priorities to ensure that deadlines are met.
<input type="checkbox"/>	Willing to be the champion for an idea or position.

**Demonstrative Behaviors: Performance Standard**

<input type="checkbox"/>	Takes personal responsibility when things don't go well, both for personal and team results.
<input type="checkbox"/>	Listens attentively and responds to feedback; provides relevant, direct feedback (both positive and corrective) to others.
<input type="checkbox"/>	Comfortable working alone on a tough assignment.

**Demonstrative Behaviors: Below Performance Standard**

<input type="checkbox"/>	Denies mistakes and faults and assigns blame to others, rationalizes away failures.
<input type="checkbox"/>	Struggles with being open to criticism; is defensive when projects and tasks don't go well.
<input type="checkbox"/>	Unwilling to take the lead on popular stands.

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples):**

**Competency: Time Management**

Ability to effectively utilize available time for the completion of necessary job tasks. Keeps production forecasts and is able to maintain composure when faced working under pressure or faced with short deadlines.

**Demonstrative Behaviors: Performance Above Standards**

- Can be counted on to meet deadlines in difficult or stressful circumstances and maintains professional composure during these times.
- Keeps production forecasts, even in unusual circumstances.
- Able to get more done in less time than others and is able to focus on a broader range of activities.

**Demonstrative Behaviors: Performance Standard**

- Uses time effectively and efficiently; concentrates efforts on the more important priorities.
- Able to focus on multiple and competing priorities and develops and follows a plan to complete all priorities (both important projects and smaller tasks) by deadlines.
- Establishes priorities and maintain production schedule.

**Demonstrative Behaviors: Below Performance Standard**

- Is disorganized and does not use time and resources effectively.
- Can only concentrate on one thing at a time and doesn't set priorities.
- Doesn't establish priorities or maintain production schedule.

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples):**

**Competency: Management Skills**

Achieves desired production forecast by setting priorities and goals that deliver results. Ability to achieved desired production forecast by planning and allocating appropriate resources at the appropriate time.

**Demonstrative Behaviors: Performance Above Standards**

<input type="checkbox"/>	Empowers team members (subordinates) by involving them in the priority and goal setting process for their team to meet the desired production forecast.
<input type="checkbox"/>	Successfully leads teams through challenging or stressful
<input type="checkbox"/>	Quickly senses what will help or hinder accomplishing a goal; eliminates roadblocks and creates focus.

**Demonstrative Behaviors: Performance Standard**

<input type="checkbox"/>	Confidently makes decisions and resolves issues within span of control; keeps all individuals (e.g. supervisor) informed of situations and resolutions in a timely manner.
<input type="checkbox"/>	Understands the structure of department and organization and can accurately identify what they can solve on their own and what needs to be raised up.
<input type="checkbox"/>	Spends time and the time of others on what's important.

**Demonstrative Behaviors: Below Performance Standard**

<input type="checkbox"/>	Knows what needs to be done, but doesn't take action in a timely manner or at all or has little sense of what is mission-critical and what's just nice to do.
<input type="checkbox"/>	Rushes into a situation where he/she shouldn't or not move when they should.
<input type="checkbox"/>	Hesitant to make a decision and/or does not know how to say no

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples):**

**Competency: Relationship Building**

Establishes and maintains good rapport and cooperative relationships with subordinates, supervisors, and area managers. Able to work effectively with different types of people to build rapport and trust.

**Demonstrative Behaviors: Performance Above Standards**

<input type="checkbox"/>	Pro-actively works through challenging relationships/situations and improves relationship or situation.
<input type="checkbox"/>	Defuses high-tension situations comfortably using diplomacy, tact and builds common ground.
<input type="checkbox"/>	Actively listen to subordinates and is approachable.

**Demonstrative Behaviors: Performance Standard**

<input type="checkbox"/>	Quickly finds common group and solves problems for the good of all, including openness to other ideas, needs or thoughts.
<input type="checkbox"/>	Addresses interpersonal conflicts that impact effective working relationships; resolves tense situations and easily gains trust and support of peers.
<input type="checkbox"/>	Relates well to all kinds of people and builds rapport.

**Demonstrative Behaviors: Below Performance Standard**

<input type="checkbox"/>	Deals with relationships/situations in a reactive manner; does not read others well.
<input type="checkbox"/>	Doesn't have the greater good of the department or organization in mind; withholds resources from others and does not respect others.
<input type="checkbox"/>	Does not build relationships easily; lacks approachability and/or good listening skills.

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples):**

**Competency: Leadership**

Ability to guide and motivate others to ensure performance in accordance with clear expectations and goals. Attracts, supports, develops and retains a diverse workforce. Is comfortable making tough decisions and takes a leading role.

**Demonstrative Behaviors: Performance Above Standards**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Creates a climate in which people want to do their best; empowers others and makes each individual feel his/her work is important.  |
| <input type="checkbox"/> | Relishes and is able to motivate many different individuals in a variety of situations (e.g. one on one, team or meeting production forecast) to ensure that everyone shares ownership of tasks and responsibilities. |
| <input type="checkbox"/> | Is looked to for direction in a crisis and is energized by tough challenges.  |

**Demonstrative Behaviors: Performance Standard**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Easily gains trust and support of peers; encourages collaboration in order to meet production forecast.                                    |
| <input type="checkbox"/> | Can encourage and motivate other employees (e.g. direct reports, peers, team members) to their best; is someone others enjoy working with. |
| <input type="checkbox"/> | Handles conflict and crises with minimal input from the supervisor.  |

**Demonstrative Behaviors: Below Performance Standard**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Is reluctant to make decisions on their own.   |
| <input type="checkbox"/> | Intentionally or unintentionally demotivates others; may have difficulties working with people who are different from him/her and may not see the business value of diversity. |
| <input type="checkbox"/> | Avoids conflict and crises; has trouble taking a tough stand and is too concerned about what others may say or think.  |

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples):**

**Competency: Decision Making**

Ability to select an effective course of action while controlling resources (e.g. workers hours).

Evaluates information and decides on an appropriate course of actions. Able to tackle tough problems while making decisions quickly and confidently.

**Demonstrative Behaviors: Performance Above Standards**

- Considers all the facts and quickly makes difficult decisions as needed.
- Uses effective processes (reviews reports, data talk to supervisor) to get relevant information from others for decision making.
- Able to make effective, timely decisions during time of crisis and without complete information.

**Demonstrative Behaviors: Performance Standard**

- Takes facts into account when making decisions and exercises flexibility when needed.
- Anticipates impact of decision on future events based on broad perspective (across departments/company).
- Understands authority when it comes to making decisions and is able to make routine decisions quickly and effectively.

**Demonstrative Behaviors: Below Performance Standard**

- Has a minimal comfort level with making quick decisions or decisions that require more thought, without approval.
- Makes some decisions too quickly without analysis on input from others.
- Doesn't take time to define a problem; may jump to conclusions based on prejudice, past situations or narrow perspectives (within department/functional area).

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples):**

**Competency: Problem Solving**

Ability to think through an issue and develop good solutions to problems. Confronts issues before they turn into major problems. Recognizes a course of action which can be taken to handle problems or potential problems and applies contingency plans to solve those problems.

**Demonstrative Behaviors: Performance Above Standards**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Uses solid logic and methods to solve difficult problems with effective solutions to avoid future problems. |
| <input type="checkbox"/> | Looks beyond the obvious or traditional solution and doesn't stop at the first answer.                      |
| <input type="checkbox"/> | Can see hidden or secondary problems and develops plans to solve those problems.                            |

**Demonstrative Behaviors: Performance Standard**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Able to resolve issues and develop solutions with minimal assistance from their supervisor for usual and routine problems; understands when to involve supervisor for assistance. |
| <input type="checkbox"/> | Stops and analyzes the problem; is able to come up with second and better solutions to problems.  |
| <input type="checkbox"/> | Puts plan in place to prevent problems or issues from recurring.  |

**Demonstrative Behaviors: Below Performance Standard**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Does not stop define and analyze the problem; becomes impatient and jumps to conclusions too soon.  |
| <input type="checkbox"/> | Waits too long to resolve a problem or confront an issue; struggles with developing course of action to resolve the problem; is stuck in the past and goes to what worked before. |
| <input type="checkbox"/> | Gets hung up in the process and misses the big picture.   |

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments (Specific Examples) :**

**Competency: Communication Skills**

Ability to communicate effectively (both verbally and in writing) one on one or in a group setting; creates concise, organized and well-planned communication. Listens first to understand other's thoughts, feelings and points of view. Practices active listening to understand other's message and intent.

**Demonstrative Behaviors: Performance Above Standards**

- Creates an environment that encourages sharing of information; attuned to others and seeks and shares relevant information, both verbally and in writing.
- Maintains composure during stressful situations; listens and responds both verbally and non-verbally in an appropriate manner; able to handle controversial topics.
- Able to command the attention of group and can change tactics midstream with something isn't working.

**Demonstrative Behaviors: Performance Standard**

- Practices attentive and active listening; has the patience to hear people out.
- Able to construct a logical argument or be able to tailor message to different audiences.
- Communicates verbally and in writing in a clear and compelling manner; provides clarification when needed.

**Demonstrative Behaviors: Below Performance Standard**

- Has difficulty articulating clear and concise information.
- Struggles with actively listening to the needs of others and being able to restate others opinions.
- Not a clear communicator in writing, hard to tell what the point is; may be too wordy or terse or have grammar/usage problems.

**Rating Scale: In the drop down menu below choose the rating standards that best represents the above demonstrative behaviors.**

Choose an item.

**Comments(Specific Examples):**

## Section 2: Line-Foremen Objectives

### Guidelines For Drafting Objectives

**Specific** – They must state exactly what an employee is to achieve.

**Measurable** – They must include quantifiable terms, usually dealing with quality or quantity. They must be measurable enough to determine whether the employee met the objective.

**Achievable** – They must be reasonable and realistic with a reasonable effort. While many organizations use the term “stretch” objectives to connote the idea of challenging one’s capacity, they must still be something the employee believes is possible to achieve.

**Relevant** – They must be aligned with the strategic direction of the organization or the employee’s own personal development.

**Time-bound** – They must state when the employee is expected to complete the objective.

**Objective:** Over the course of the coming year, 95% of production forecast will be met.

**Evaluation:**

EXAMPLE

Exceeded	Achieved	Partially Achieved	Did Not Achieve	Relative Weight (% of total job importance)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<b>30%</b>
<b>Objective 1:</b>					
<b>Evaluation:</b>					
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Relative Weight (% of total job importance)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Objective 2:</b>					
<b>Evaluation:</b>					
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Relative Weight (% of total job importance)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<b>Objective 3:</b> Evaluation:					
<b>Exceeded</b>	<b>Achieved</b>	<b>Partially Achieved</b>	<b>Did Not Achieve</b>	<b>Relative Weight</b> <b>(% of total job importance)</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Objective 4:</b> Evaluation:					
<b>Exceeded</b>	<b>Achieved</b>	<b>Partially Achieved</b>	<b>Did Not Achieve</b>	<b>Relative Weight</b> <b>(% of total job importance)</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Objective 5:</b> Evaluation:					
<b>Exceeded</b>	<b>Achieved</b>	<b>Partially Achieved</b>	<b>Did Not Achieve</b>	<b>Relative Weight</b> <b>(% of total job importance)</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

### Section 3: Individual Development Plan

Competency to Develop	Developmental Activities	Target Date	Date Completed	Supervisors Comments
Communication	1 Join toastmasters and attend at least 5 meetings during the year.	01/15/16	01/15/17	
	2 Complete web-based training – “Effective Listening”	03/7/16	04/29/15	
	3			
<b>Competency to Develop</b>	1			
	2			
	3			
<b>Competency to Develop</b>	1			
	2			
	3			
<b>Competency to Develop</b>	1			
	2			
	3			
<b>Competency to Develop</b>	1			
	2			
	3			

Employee Signature \_\_\_\_\_ Start Date \_\_\_\_\_ Review Date \_\_\_\_\_  
 Supervisor Signature \_\_\_\_\_ Start Date \_\_\_\_\_ Review Date \_\_\_\_\_

# Competencies Rating Standards and Definitions

## **Rating Scale:**

**Exceptional Performance above Standard:** Outstanding performance standards; line-foremen meets all of their objectives, IDP goals and demonstrate above standards in all competencies, even under unusual circumstances. Performance far exceed expectations due to exceptionally high quality of work performed in all essential areas of resulting in an overall quality of work that was superior.

**Performance above Standard:** Consistent exceeding of objectives; line-foremen meets all of their objectives, the 98% of their IDPs goals and demonstrate above standards in all competencies. Shows a grasp of the “big picture”. Thinks beyond details of the job, and works toward the overall objectives of the department and company. Line-foremen exceed expectations in essential areas of responsibility, and the quality of work overall was excellent.

**Achieves Performance Standard:** Full satisfactory performance that meets the established competencies listed under the *Performance Standard*. Also meet 95% of their objectives and IDPs. Line-foremen is considered a good, solid member of the team and can usually take on any kind of assignment within the scope of the job and level. Line-foremen met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good.

**Below performance Standard:** Did not meet objectives, IDPs and need improvement in some of the competencies. Performance may not significantly add value; may require additional supervision. Line-foremen did not consistently meet expectations and failed to meet expectations in one or more of the listed competencies. Line-foremen may be new to position and is still learning all tasks associated with role. Line-foremen produce somewhat consistently, but may need direction. Requires more supervision and direction to produce quality work.

**Unsatisfactory:** Unsatisfactory performance that does not meet established standards; does not sufficiently contribute to HPT productivity; requires additional supervision. Departmental performance is being impacted by the performance of this line-foremen. The line-foremen has been on the job long enough to have shown better performance.

# Objectives Rating Standards and Definitions

Setting meaningful and measurable performance objectives is key to any good performance assessment. The SMART acronym will be useful as supervisors and line-foremen design appropriate objectives. Good performance objectives should be:

- **Specific** - They must state exactly what an employee is to achieve.
- **Measurable** – They must include quantifiable terms, usually dealing with quality or quantity. They must be measurable enough to determine whether the employee met the objective. Type of measurement include:
  - **Quality**- how well the work is performed (e.g. accuracy, effectiveness)
  - **Quantity** – amount produced (e.g. raw numbers, percentages)
  - **Timelines** – how quickly the work is completed (e.g. a certain time period)
  - **Cost Effectiveness** – how efficiently the product or service was produced and/or outcomes that results in a saving of time or money. (e.g. dollar amount saved by creating an efficient method of performing a duty)
- **Achievable** – They must be reasonable and realistic with a reasonable effort. They must be something the line-foremen believes is possible to achieve.
- **Relevant** – They must be aligned with the strategic direction of the organization or the line-foremen’s own personal development.
- **Time-bound** – They must state when the line-foremen is expected to complete the objective.

## Tip:

- ✓ For most line-foremen, focusing on between three and six objectives is appropriate during each performance evaluation cycle.

The performance objectives concentrate on **outcomes**, not on activities.

- A work activity is the *action* that a line-foremen takes when performing his or her job.
- A performance objective specifies the *outcome* or *end results* of the work activity.

A performance objective is a specific end results that contributes to the success of the department or organization and that the line-foremen is expected to accomplish or produce. The objectives can be either short-term (every 90-days) or yearly objectives. The [checklist](#) provides criteria to help you evaluate the effectiveness of your performance objectives.

For examples and more information on how to write an effective objective, please review the *How to Conduct a Performance Review* eLearning series *How to write SMART goals*.

## Checklist for Writing Effective Performance Objectives

<input type="checkbox"/>	Does the performance objective clearly link to the strategic goals or objectives of the organization?
<input type="checkbox"/>	Does the performance objective clearly link to the goals or objectives of the department?
<input type="checkbox"/>	Does the performance objective relate to a critical or important work activity the line-foremen perform (Was the objective written using a position description, duty statement, performance example, or other guidelines as a reference to ensure relevance?)?
<input type="checkbox"/>	Is the performance objective broad or flexible enough to allow for minor changes in the job?
<input type="checkbox"/>	Is completing the performance objective within line-foremen control, given environmental constraints and available resources?
<input type="checkbox"/>	Is the performance objective appropriate to line-foremen work categories and work level?
<input type="checkbox"/>	Does the performance objective provide a degree of challenge that will stretch the line-foremen, yet will still be achievable?
<input type="checkbox"/>	Does the performance objective specify an end result rather than just the work activity?
<input type="checkbox"/>	Is the result described in the performance objective observable or verifiable?
<input type="checkbox"/>	Does the performance objective include at least one type of measurement (e.g., quality, quantity, cost-effectiveness, or timeliness)?
<input type="checkbox"/>	Does the performance objective specify a period of performance (i.e., is it time-bound, such as "within one month" or "by June 1st")?
<input type="checkbox"/>	Can the performance objective be accomplished within a single evaluation period?
<input type="checkbox"/>	Is the performance objective written in a way that allows line-foremen to exceed it (i.e., it is not written as pass/fail and avoids using words like all, always, or never.)?
<input type="checkbox"/>	Is the performance objective written in a way that avoids the use of jargon or acronyms?
<input type="checkbox"/>	Is the performance objective focused around a single result or outcome?

# Performance Summary

(Attach additional pages as necessary)

1. List all aspects of employee's performance that contribute to his or her effectiveness.
2. List aspects of employee's performance that require improvement for greater effectiveness.
3. In what way is the employee ready for increased responsibility? What additional training will he/she need to be successful?

## References

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