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Introduction

The Employee Performance Development Process is a collaborative process between employees and managers based on a set of established competencies. The primary purpose is to develop and enhance skills for improved employee performance. This is a yearlong process culminating with the Employee Performance Review and the creation of an Individual Development Plan for each employee. Forms, tools, and resources for each step in this process are on the UIC HR website: https://www.hr.uic.edu in the Managing My Performance or Developing and Guiding Employees sections.

University policy 602 refers to Employee Performance Review. This policy applies to all Civil Service and academic professional employees unless specifically exempted by an outside agency, accreditation requirements, or status.

This guide will help all employees to understand their role, the manager’s role, and where to find the tools and forms needed to comply with this policy.

The goal of this policy is for each employee to develop through giving and receiving performance expectations, regular feedback and coaching, and annual performance reviews.
Steps in the Employee Performance Development process

Typical Performance Year = July 1 – June 30

1. Set Annual Performance Expectations: August – September
2. Obtain Guidance: Provide/ receive continuous feedback and coaching throughout the year
3. Participate in Annual Review: June- August
4. Create an Individual Development Plan: August – September

Documentation of interactions should occur all year.
UIC Competencies

At UIC, Professional Development and the Employee Performance Review Process are competency-based. All employees are expected to exhibit a level of proficiency in each Core Competency. These Core Competencies form the foundation from which employees will continue to build and enhance skills, knowledge, and abilities.

Employees with different levels of experience and length of employment may be expected to have varying levels of competency development and demonstrate specific behaviors. Following each competency description you will find behavioral descriptors that each employee is expected to demonstrate, based on length of time with the University.

Core Competencies

Accountability:

While addressing job-related responsibilities, confirms established processes are followed. Accomplishes job related tasks and goals by adhering to policies and procedures. Accepts responsibility for actions and engages in appropriate behavior to address work-related issues associated with job.

<table>
<thead>
<tr>
<th>Leveled Behavioral Examples to Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual contributor</strong> with 0-3 years tenure</td>
</tr>
<tr>
<td>• Documents work progress and maintains necessary records as requested</td>
</tr>
<tr>
<td>• Completes assignments on or ahead of schedule</td>
</tr>
<tr>
<td>• Demonstrates ability to notify others of his/her actions that may conflict with UIC’s processes</td>
</tr>
<tr>
<td>• Takes responsibility for work products, services and results; does not shift blame to others</td>
</tr>
</tbody>
</table>
**Communication:**

Effectively expresses ideas and information in oral and written form. Facilitates exchange of ideas and fosters an atmosphere of open communication. Shares information and resources with others as appropriate in a timely manner.

<table>
<thead>
<tr>
<th>Leveled Behavioral Examples to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td><strong>Individual contributor with 0-3 years tenure</strong></td>
</tr>
<tr>
<td>• Uses language that is appropriate for workplace communication</td>
</tr>
<tr>
<td>• Speaks to colleagues and coworkers in a respectful, easy to understand manner</td>
</tr>
<tr>
<td>• Responds to verbal messages and other cues from coworkers and management to complete work assignments</td>
</tr>
<tr>
<td>• Follows up with appropriate individuals to request clarity before taking action on work tasks that may be unclear</td>
</tr>
</tbody>
</table>
Cooperation:

Establishes and maintains effective working relationships with employees in all colleges/departments/units. Demonstrates flexibility and willingness to assist as needed in the workplace. Accepts challenging tasks or assignments to help the team achieve a goal.

<table>
<thead>
<tr>
<th>Leveled Behavioral Examples to Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td><strong>Individual contributor with 0-3 years tenure</strong></td>
</tr>
<tr>
<td>- Maintains a positive attitude as demonstrated by day-to-day communication with colleagues and management</td>
</tr>
<tr>
<td>- Assists others in completing their tasks as needed</td>
</tr>
<tr>
<td>- Takes an active role in completing work assignments and projects in a timely manner</td>
</tr>
<tr>
<td>- Willingly responds to feedback as demonstrated by application of recommended techniques and different approaches to complete work assignments</td>
</tr>
<tr>
<td>- Modifies work habits as necessary to adjust to changes in policies and procedures</td>
</tr>
</tbody>
</table>
**Customer Service:**

-listens to internal and external customers and actively works to meet their expectations and needs. Responds to customers in a timely manner. Demonstrates respect for all individuals regardless of background, culture or organizational level.

<table>
<thead>
<tr>
<th>Leveled Behavioral Examples to Meet Expectations</th>
<th>Individual contributor with 0-3 years tenure</th>
<th>All managers and supervisors as well as individual contributors with 3+ years tenure</th>
<th>All executives (e.g. directors, deans and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates fairness and respect for all employees, regardless of culture, race, age, religion, gender, sexual orientation, or disability</td>
<td>• Identifies, analyzes, and communicates internal and external customer needs</td>
<td>• Anticipates customer needs and develops long-term plans demonstrating a customer-centric approach</td>
<td></td>
</tr>
<tr>
<td>• Assists customers with their needs in a timely manner</td>
<td>• Provides employees with guidelines for interacting with customers</td>
<td></td>
<td>• Identifies opportunities for employee training to improve customer service</td>
</tr>
<tr>
<td>• Answers questions to customers’ satisfaction or identifies appropriate resource to help address concerns presented</td>
<td>• Tracks customer satisfaction and seeks to improve customer experience</td>
<td></td>
<td>• Addresses customer requests in a professional and polite manner</td>
</tr>
<tr>
<td>• Tracks customer satisfaction and seeks to improve customer experience</td>
<td>• Identifies opportunities for employee training to improve customer service</td>
<td></td>
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<th>All managers and supervisors as well as individual contributors with 3+ years tenure</th>
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<tbody>
<tr>
<td>• Anticipates customer needs and develops long-term plans demonstrating a customer-centric approach</td>
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</tbody>
</table>
Integrity:

Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; is consistent and follows through; and demonstrates a sense of university responsibility and commitment towards the UIC values: Knowledge, Access, Openness, Excellence and Collaboration.

<table>
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</thead>
<tbody>
<tr>
<td><strong>Individual contributor</strong> with 0-3 years tenure</td>
</tr>
<tr>
<td>• Demonstrates responsible use of work time and UIC property</td>
</tr>
<tr>
<td>• Admits mistakes</td>
</tr>
<tr>
<td>• Follows through on commitments to complete tasks or assignments</td>
</tr>
<tr>
<td>• Adheres to UIC policies and procedures when addressing job responsibilities</td>
</tr>
<tr>
<td><strong>All managers and supervisors</strong> as well as individual contributors with 3+ years tenure</td>
</tr>
<tr>
<td>• Recognizes potential ethical issues or conflicts of interest and works to ensure they are promptly addressed</td>
</tr>
<tr>
<td>• Makes self-aware of and upholds confidentiality agreements</td>
</tr>
<tr>
<td>• Establishes a reputation for being honest, fair, and open</td>
</tr>
<tr>
<td>• Investigates any allegations of wrongdoing</td>
</tr>
<tr>
<td>• Provides advice and support to employees when questions of ethics arise</td>
</tr>
<tr>
<td><strong>All executives</strong> (e.g. directors, deans and above)</td>
</tr>
<tr>
<td>• Makes firm, clear, transparent decisions that are consistent with UIC’s mission and values</td>
</tr>
</tbody>
</table>
Manager Competencies

Managers and supervisors at UIC are below director level that may be responsible for guiding one or more individuals to accomplish goals associated with a specific university functional area.

Allocating Resources:
Identifies and confirms staffing, training, and monetary resources required for effective college/department/unit operations.

<table>
<thead>
<tr>
<th>Leveled Behavioral Examples to Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers with less than 1 year tenure</td>
</tr>
<tr>
<td>• Determines staffing, training, and monetary resources required for effective department operations</td>
</tr>
<tr>
<td>• Seeks to accomplish department objectives in a cost effective manner consistently</td>
</tr>
<tr>
<td>• Creates a work climate in which performance efficiency is valued and rewarded</td>
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</table>

Collaborative Conflict Resolution:
Resolves workplace conflict in a timely, collaborative manner, minimizing negative impact on employee work performance.

<table>
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</thead>
<tbody>
<tr>
<td>Managers with less than 1 year tenure</td>
</tr>
<tr>
<td>• Gathers information to identify and resolve workplace conflict</td>
</tr>
<tr>
<td>• Encourages constructive, open discussion between employees to resolve conflict</td>
</tr>
<tr>
<td>• Listens to ideas and solutions proposed by others to resolve conflict</td>
</tr>
<tr>
<td>• Models behavior in the workplace that fosters collaborative working relationships among staff</td>
</tr>
</tbody>
</table>
**Developing Others:**
Encourages employees and supports their efforts to develop skills to perform well in current role and plan for career advancement.

<table>
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</thead>
<tbody>
<tr>
<td>Managers with less than <strong>1 year tenure</strong></td>
</tr>
<tr>
<td>• Provides ongoing opportunities for employees to acquire new work-related knowledge and skills</td>
</tr>
<tr>
<td>• Gives necessary guidance and instructions for employees to address work expectations</td>
</tr>
<tr>
<td>• Provides constructive feedback in a timely manner</td>
</tr>
<tr>
<td>• Helps employees identify solutions to overcome on-the-job performance concerns</td>
</tr>
<tr>
<td>• Encourages employees to continue learning and developing skills aligned with college/unit goals and talks with employees to identify training goals</td>
</tr>
<tr>
<td>• Informs employees of new expectations or policies promptly</td>
</tr>
<tr>
<td>• Participates in UIC’s performance management process to help employees develop job-related competencies</td>
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</table>
Managing Budgets:
Reviews and balances college/department/unit funds while anticipating future needs.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Managers with less than 1 year tenure</td>
</tr>
</tbody>
</table>
| • Allocates budget resources responsibly and balances college/unit funds while anticipating future needs | • Prepares budget justifications and proposals that reflect department needs  
• Translates UIC objectives, priorities, and analysis of current resources into accurate budget plans | • Considers additional revenue sources  
• Defines strategy to manage additional revenue streams |
| • Demonstrates proficiency in following UIC budgeting policies and practices using required forms | • Prepares complete and thoughtful product and service cost estimates | |
| • Prepares complete and thoughtful product and service cost estimates | |

Results Focused:
Confirms college/department/unit performance goals, identifies actions required of team to achieve defined goals within a specific timeframe, and discusses with employees.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Managers with less than 1 year tenure</td>
</tr>
</tbody>
</table>
| • Manages time and schedules to maximize efficiency  
• Identifies department goals and confirms staff actions necessary to achieve goals  
• Defines metrics to monitor and track progress toward achieving department goals | • Identifies underperforming employees and provides guidance and support to improve their work product  
• Simplifies processes to enable employees to work in a more efficient manor | • Collaborates with employees, alumni, and community to achieve defined college/unit goals  
• Outlines best practices and goal-setting targets to achieve college/unit strategic intent and benchmarks for success |

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UIC | Employee Performance Development Process Resource Guide 2015
Executive Competencies

Executives at UIC are director/dean level and above, typically responsible for directing business operations. Executives have overall accountability for college/administrative unit or department strategic direction and the execution of operational plans.

Alliance Capitalization:
Confirms and builds partnerships with internal and external constituents that are needed to execute UIC’s long-term strategy.

Long-Term Strategic Thinking:
Contributes to the development and implementation of UIC vision by incorporating plans that are linked to future student population growth and expanded research portfolio.

Additional information and learning opportunities about UIC Competencies are on the UIC HR Website: https://www.hr.uic.edu/managing_my_performance/
Confirm Annual Performance Expectations

The first step in the Employee Performance Development Process is setting performance expectations. **Employees** and **their managers** should work together to establish clear expectations for job performance for the upcoming year.

**Form Used:**
- **Employee Performance Development** form, select document type Annual Performance Expectations
- Click one of these links to find this form
  - [https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/](https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/)
  - [https://www.hr.uic.edu/managing_my_performance/forms/](https://www.hr.uic.edu/managing_my_performance/forms/)

An important part of managing performance is establishing clear expectations and setting professional goals. During the performance review discussion, the manager and employee should establish at least one goal for the upcoming year, but more may be established if appropriate. The goal(s) should be one of the following types: operational/task, performance improvement, professional development, project or managerial. The established goals need to be professional and directed toward improving individual performance in an effort to help UIC overall or a college or unit achieve defined goals. Employees need to understand how their goals support unit/college goals.

**SMART Goals**
A common approach for confirming performance goals is to think “SMART.” When employing the “SMART” process, managers and employees focus on defining goals that are **Specific**, **Measurable**, **Attainable**, **Realistic/Relevant** and **Timely**.

**Specific (S)** – Straightforward and emphasize end result. The goal needs to be clear and concise, providing details on what is to be achieved within a specific timeframe.

**Measurable (M)** – How is goal achievement confirmed? Consider documenting measures of success in one or more of the following ways:
- **Behavior**: observable actions
- **Quantity**: number or amount
- **Quality**: how well the result met the criteria (requires confirming performance criteria during the expectations meeting.)
- **Cycle Time**: time from start to finish in a process (requires documenting and confirming understanding of expected cycle time)
- **Efficiency**: how well resources (time, budget, people) are applied to achieve the result

**Attainable/Achievable (A)** – Is this within the realm of this employee’s ability? It can be a stretch within the employee’s competency range, but the employee and manager need to agree that there is commitment to achieve a stretch goal and what resources and learning are needed for the employee to accomplish it.

**Realistic/Relevant (R)** – Does it make sense that this employee is being assigned this expectation/goal? Is it within their responsibilities at the University?

**Timely (T)** – Putting a time horizon on your goal gives you a clear target to work toward.
Goal Setting: The “SMART” Way

When setting performance goals for the year, document the goals on the Employee Performance Development form for each year. This will allow for easy follow-up. Document the following:

- **Goal** – establish and document a “SMART” goal during the employee performance review discussion
- **Action Plan** – document the “how to” during the employee performance review discussion
- **Measure** – document how the manager and employee plan to measure the success of the goal during the employee performance review discussion
- **Target Goal Date** – document target goal ACHIEVEMENT date during the employee performance review discussion
- **Result** – document actions completed toward achieving goals on a regular basis; during the annual performance review discussion meeting, progress notes information may be reviewed to confirm overall goal achievement.

The **employee** is responsible for completing the goal(s) with the manager’s guidance and support.

During the performance review discussion, establish a date, time, and location to review progress toward goal achievement. This might be a quick conversation or a 30-minute discussion on a monthly, bi-monthly, or quarterly basis. Continuous feedback is an important part of the Employee Performance Development process.

**Form(s) Using SMART Goals:**
- Employee Performance Development form, select Annual Performance Expectations
- Individual Development Plan form
- Click one of these links to find these forms
  - [https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/](https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/)
  - [https://www.hr.uic.edu/managing_my_performance/forms/](https://www.hr.uic.edu/managing_my_performance/forms/)
Obtain/Provide Guidance

Constructive Feedback

Giving and receiving feedback in a professional setting is a critical part of managing performance, interacting with colleagues, and listening to your associates at work. Constructive feedback focuses on changing behavior that is not meeting expectations. Employees need to be open to receiving constructive feedback and work with their manager to improve that behavior.

Occurs as soon as possible after a behavior is observed:

- State the behavior you observed
- Clarify and confirm any questions you may have
- Explore options together for correcting the behavior
- Agree on steps to remedy the behavior and timeline for action
- Summarize agreements and responsibilities

Prior to the conversation, plan what you will say, do your research, and focus on observed behaviors and facts.

Form Used

- Employee Performance Development form, select Real-time Coaching/Feedback
- Click one of these links to find these forms
  - [https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/](https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/)
  - [https://www.hr.uic.edu/managing_my_performance/forms/](https://www.hr.uic.edu/managing_my_performance/forms/)

Praise

Praise is a type of feedback that focuses on behaviors you want to see repeated. Providing praise is an important part of employee development.

Occurs as soon as possible after a positive behavior is observed.

- Be specific and include:
  - What the behavior was
  - Why it was good
  - The benefits to the employee, the team, and/or the unit/ university

Any employee can deliver praise to any other employee. Prior to the conversation, plan what you will say, do your research, and focus on observed behaviors and facts.

Form Used

- Employee Performance Development form, select Real-time Coaching/Feedback
- Click one of these links to find these forms
  - [https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/](https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/)
  - [https://www.hr.uic.edu/managing_my_performance/forms/](https://www.hr.uic.edu/managing_my_performance/forms/)
Coaching

The focus is on education. Coaching is a partnership between the coach and the coachee—helping the coachee work on improving job performance, achieving new skills, or achieving attainable goals. Employees may request coaching or managers may offer coaching. Coaching relationships are often outside of the reporting structure.

- Make sure you have a shared understanding of the purpose of the conversation
- Keep the tone positive, emphasizing sincerity in your desire to help the other person
- Share perspective on the situation or opportunity at hand
- Share relevant observations
- Listen to the coachee
- Share advice and suggestions
- Give the individual the opportunity to present their ideas and respond to yours.
- Discuss pros and cons and agree on outcomes
- Gain commitment from coachee to develop an action plan and schedule a follow-up meeting

Prior to the conversation, plan what you will say, do your research, and focus on the observed behaviors and facts.

Form Used

- Employee Performance Development form, select Real-time Coaching/Feedback
- Click one of these links to find these forms
  - https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/
  - https://www.hr.uic.edu/managing_my_performance/forms/

Document Performance Progress Notes

Document all conversations regarding constructive feedback, praise, and coaching. This can be done using the form provided or in an email. The email would state what was discussed, what was decided, and when the follow up will occur. When completing the performance review this allows the employee and the manager to have first-hand information for completing both the self-review and the annual performance review.

Documentation DOs and DON’Ts

<table>
<thead>
<tr>
<th>DOs</th>
<th>DON’Ts</th>
</tr>
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<tbody>
<tr>
<td>Describe behaviors</td>
<td>Use labels (e.g., “sloppy”)</td>
</tr>
<tr>
<td>Be specific</td>
<td>Be general</td>
</tr>
<tr>
<td>Document observed behavior</td>
<td>Use hearsay</td>
</tr>
<tr>
<td>Keep working files on everyone</td>
<td>Keep working files selectively</td>
</tr>
<tr>
<td>Document immediately</td>
<td>Create files retroactively</td>
</tr>
<tr>
<td>Document behavior</td>
<td>Document personality</td>
</tr>
</tbody>
</table>
Annual Performance Review Meeting

The responsibility for this process lies with both employees and managers. UIC has established a collaborative process that is competency based and developmental for employees. The primary purpose of the process is to develop and enhance skills of employees at all levels. At UIC, Annual Performance Review Meetings occur between May and mid-August each year.

**Form Used**
- Employee Performance Development form, select Annual Performance Self-Review or Annual Performance Review
- Click one of these links to find these forms
  - [https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/](https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/)
  - [https://www.hr.uic.edu/managing_my_performance/forms/](https://www.hr.uic.edu/managing_my_performance/forms/)

**Employee(s)** complete the Annual Performance Self-Review prior to scheduling the annual Employee Performance Review Meeting. Be sure to include examples of actions taken.

The **manager** is encouraged to remind employees in May to complete a Self-Review form in preparation for the Annual Performance Review Meeting. It is recommended that employees complete and give to their manager the Self Review at least two weeks prior to the scheduled Annual Review Meeting.

**Manager** completes the Annual Performance Review with behavior-based examples about job performance collected during the prior year.

Manager schedules performance review discussion meeting with **employee(s)** to discuss job performance, development, and professional goals for the next academic year. The Annual Performance Review form and Annual Review Meeting should be completed by August 15 each year.

**Employee** and **manager** sign the completed Annual Performance Review form. This may be a printed hard copy signed document or an electronic document with electronic signatures applied.

Manager files completed EPR form in the college or unit confidentially, separate from employee personnel file, and provides a copy to the employee.

If the employee receives an overall rating of “Development Opportunity,” it is recommended that a **Performance Improvement Plan (PIP)** be completed during the review discussion. This plan will address the performance issues and establish action required to improve job performance within 30 or 60 days.
Tips for the Performance Review Meeting

The setting for the meeting should be a private location where you are free to talk, such as the manager’s office or a conference room, which is free of distractions (e.g. computer, email, cell phone, desk phone, and other interruptions).

This should be a **dialog**, not a one-way conversation. The meeting begins with the sharing of the Annual Performance Self-Review and Annual Performance Review.

This is a great time to **review** the Employee Performance Development process, job description, and clarify if there are any questions on the performance definitions (exceeds, meets, development opportunity). Clarify where needed.

**Share** the comments sections and allow the employee to clarify and confirm where necessary. This should be a two-way conversation not a monologue from the manager.

**Remain** focused on behavior, issue, or situation, not personal characteristics.

If the discussion will include expectations and employee development for the coming year, have the **Annual Performance Expectations** and **Individual Development Plan** forms ready and discuss those pieces after the performance review conversation. The decision to complete these three conversations at the same time or separately will depend on your business needs, logistics (field persons who are only in the office occasionally), and time.

For a difficult review, remember be direct and clear with your comments, and be attentive to (visual) feedback from the employee (i.e. body language). Both employee and manager should have an opportunity to share thoughts and information. A Performance Improvement Plan may be used to help formalize the expectations for behavior improvement.
Create a Plan

Individual Development Plan

Each employee should have an Individual Development Plan. It is the employee’s responsibility to create the plan and share it with the manager. The manager should help coach and guide the employee to achieve the goals indicated on the Individual Development Plan.

As an employee, this is your plan to develop and enhance your skills in areas that will help you achieve your current business goals, your college or unit’s business goals, and your own professional development goals. This is a working document that should be consulted several times throughout the year and, when applicable, revised to continuously improve your own skills.

Form Used

- Individual Development Plan form
- Click one of these links to find these forms
  - [https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/](https://www.hr.uic.edu/developing_and_guiding_employees/helpful_forms/)
  - [https://www.hr.uic.edu/managing_my_performance/forms/](https://www.hr.uic.edu/managing_my_performance/forms/)
EPR Tracking Tool

It is UIC’s policy (Policy 602) to complete annual employee performance reviews by August 15th each year. Campus Human Resources monitors compliance (e.g., completion of Annual Performance Reviews) with Policy 602.

The EPR Tracking Tool, designed and developed by Campus HR, provides managers or their designated proxy a place to indicate completion of each individual review in an easy to use database. Only those designated with proper authentication will have access to this website.

If you have questions or concerns please contact oe@uillinois.edu.

Link: http://vm1.hr.uic.edu/new/EPR
Resources

Books:

Harvard Business School Press Pocket Mentor Series

- Coaching People: Expert Solutions to Everyday Challenges, 2006
- Developing Employees: Expert Solutions to Everyday Challenges, 2009
- Performance Appraisal: Expert Solutions to everyday Challenges, 2009


How to Say It Performance Reviews, Meryl Runion and Janelle Brittain, December 2006

UIC HR Website https://www.hr.uic.edu/

Policies and Procedures: Policy 602 https://www.hr.uic.edu/policies/

Forms: https://www.hr.uic.edu/hr_forms/

EPR Tracking Tool: http://vm1.hr.uic.edu/new/EPR
Appendix 1

Do’s and Don’ts of Performance Reviews

Top DO’s of a Performance Review:
1) DO document facts instead of opinions.
2) DO play devil’s advocate with yourself.
3) DO take plenty of time to prepare and present the review.
4) DO give the employee opportunity for self-review and for comment right on the form.
5) DO create a written plan to correct serious performance concerns.
6) DO have a Human Resources representative (or other manager) read the written review before you review it with the employee.

Top DON’Ts of a Performance Review:
1) DON’T make statements that are not job related or that delve into personal or protected areas during the review (e.g., personal life, disability, age).
2) DON’T provide exclusively negative feedback.
3) DON’T raise your voice or be belittling.
4) DON’T make promises you cannot deliver on.
5) DON’T comment on someone’s poor attendance or interruption to operations if the employee was on protected leave, such as under the Family and Medical Leave Act.
6) DON’T miss the opportunity to give feedback, even if things are running smoothly (praise).
7) DON’T make statements that are inconsistent with the written review.
8) DON’T provide the written review without an explanation.
9) DON’T avoid or discount the employee’s input or explanation of concerns.
10) DON’T use casual idioms.
Appendix 2

Focusing on Job Performance: Tips for Managers

1) Establishing expectations is an important component of the Employee Performance Development process. The Annual Performance Expectations form is provided as a tool for managers to document annual performance expectations for each employee. It is advised that annual expectations be established in collaboration with an employee.

2) Meet with employee(s) within 30-days of the completion of the annual performance review meeting. Review the Annual Performance Expectations form during the meeting. Discuss and document observable and measurable performance expectations for the upcoming year.

3) During the Annual Performance Expectations meeting, communicate UIC and college/unit goals. Discuss the link between employee job responsibilities and roles and those of UIC and the college/unit.

4) Create a “working file” [either electronic or paper] with two sub-folders, including “Performance Goals” and “Employee Notes.” The “working file” can be as simple as a file folder.
   a. The “Performance Goals” sub-folder allows the manager to track the progress of the professional goals established during the annual performance review.
   b. The “Employee Notes” sub-folder allows managers to capture and collect job performance data throughout the year (e.g. letters of support, positive feedback about an employee, emails regarding opportunities to improve service)
   c. Document progress an employee makes toward goals and performance requirements as well as an employee’s efforts to resolve performance issues.

5) Track an employee’s job performance throughout the year. Using the coaching and feedback tools on a monthly or quarterly allows the manager to track performance on a consistent basis.

6) During the year, meet informally with employee to provide feedback on a regular basis.

7) There should be NO SURPRISES during the Annual Performance Review discussion. Feedback should be consistent and continuous throughout the year to avoid surprises. If there is a job performance issue, address the issue when it happens. Use the tools available to you to document progress and consult with Employee Relations if discipline is necessary.
Appendix 3

Employee Checklist

☐ Did I meet with my manager to discuss and agree on performance expectations at the beginning of the review year?

☐ Do my expectations align with the college-unit/department/team goals?

☐ Did we confirm my job description?

☐ Did I meet with my manager throughout the year to discuss my progress and receive feedback and coaching?

☐ Did I receive follow up documentation?

☐ Did I prepare my Annual Performance Self-Review and provide it to my manager at least two weeks prior to my Annual Performance Review meeting?

☐ Did I meet with my manager to discuss my performance review prior to the August 16th deadline?

☐ Did I prepare an Individual Development Plan to improve my competencies and skills in the coming year in relation to college-unit/department/team/personal goals?
Appendix 4

Manager Preparing to Conduct Performance Review: Checklist

☐ Review job description (if available) and job responsibilities.

☐ Consider performance information provided by the employee in the Annual Performance Self-Review (if completed and returned to you) prior to completing the employee’s annual review.

☐ Seek feedback from others (e.g. managers in other units that employee may work with, manager overseeing project employee is assigned) as appropriate.

☐ Complete the Annual Performance Review form prior to the EPR discussion

☐ Prepare for the Annual Performance Review discussion

☐ Consider the following before the Annual Performance Review discussion with the employee

☐ Confirm understanding and next steps with employee; both the manager and employee sign the FINAL Annual Performance Review Form.

☐ Confirm a meeting within 30 days after Annual Performance Review discussion, to complete the Annual Performance Expectations and Individual Development Plan forms to discuss job performance expectations and professional development opportunities for the upcoming year (if not done during the review meeting).

☐ Provide a printed or electronic signed copy of the completed Annual Performance Review form to the employee and file the original in the college or unit confidentially and separate from employee personnel files.