STRATEGIES FOR EFFECTIVE PERFORMANCE APPRAISALS

Supervisor’s Guide
Objectives

By the end of this workshop, you will be able to:

- Explain why continual performance feedback is the key to motivating employees and reaching organizational goals.
- Apply the Plan Do Check Act (PDCA) process for preparing for and conducting effective performance evaluations.
- Write effective performance evaluations that give the employee a clear understanding of their goals, in what areas they have excelled in, and what areas need more focus.
- Deliver performance evaluations confidently.
- Implement a simple coaching strategy that will enhance employee performance.

Agenda

1. Objectives / Agenda
2. The Process
   a. Big Picture Process
   b. Operational Process
3. Three Step Approach
   a. Prepare
   b. Participate
   c. Follow-Through
4. Coaching for Performance
5. Conclusion / Evaluations
Common Myths about Performance Appraisals

**Myth #1:** Performance Appraisals are just a formality. They do not have any real effect on our department.

**Fact #1:** When done as a part of a continual process of communication and coaching, performance appraisals can be a valuable tool that allows supervisors and employees to check-in and see how we are doing.

**Myth #2:** Performance Appraisals are just uncomfortable for everyone involved.

**Fact #2:** If we are communicating on a regular basis and providing continual feedback to our employees, there should be no surprises in the annual appraisal. Having no surprises takes the fear-factor out of the appraisal.

**Myth #3:** Performance Appraisals are not a meaningful tool for measuring an individual’s performance. They force us to rank people on criteria that do not apply to what we really do on a daily basis.

**Fact #3:** The new evaluation forms focus more on the competencies that we, as an organization, adhere to and allow supervisors will be able to assess employees performance.

We can take the fear out of the appraisal process by clearly communicating our expectations about performance and by giving employees continual feedback about how they are doing.
The Big Picture

Performance Appraisal Process

Unit Goals
Annual Review of Results
Review Competencies
Vision, Mission, Strategy, Goals
Set Work Goals
Review Job Description
Review Career Development Plan
Conduct Work & Record
Observe & Record
Interim Checks
Adjust Plan if Needed
Annual Review of Results

Operational Process

Employee completes checklist and Self-evaluation
Supervisor schedules appraisal meetings
Supervisor & employee sign final appraisal forms

Supervisor gathers and analyzes data Supervisor checklist
Supervisor facilitates appraisal meeting
Supervisor obtains signature from level-up supervisor

Supervisor drafts performance evaluation
Supervisor modifies appraisal content, if needed
Supervisor and employee maintain copies of signed forms
Plan, Do, Check, Act (PDCA) Cycle

A common misconception pertaining to performance appraisals is that they are an event that takes place once a year. If we can see the appraisal as a continual process, as opposed to a formal annual event, it becomes more of a tool for communication and success in the workplace.

Using the total quality model of Plan, Do, Check, Act (PDCA), we can put the performance appraisal into four steps:

- **Plan**
  Planning for the review consists of reviewing accomplishments, writing a self-evaluation, and preparing discussion questions for the appraisal meeting. There are elements for the employee and the supervisor that come together with the completion of the performance appraisal and the work/development goals, two documents required for the performance appraisal process.

<table>
<thead>
<tr>
<th>Employee</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist</td>
<td>Checklist</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>Performance Observations</td>
</tr>
<tr>
<td>Work and Development Goals</td>
<td>Performance Appraisal</td>
</tr>
</tbody>
</table>

- **Do**
  The facilitation of the performance appraisal is led by the supervisor. Participation involves the employee taking an **ACTIVE** role in the actual appraisal meeting.
• **Check**  
  *Upon completion of the appraisal, alignment and sign-off by the employee, supervisor, and the supervisor’s manager completes the appraisal. Subsequent meetings will focus on the development of work and professional development goals and a specific plan to improve performance within a specified time frame, if appropriate.*

• **Act**  
  *Acting on the employee’s performance between the end of the appraisal cycle and the beginning of another review period may include supervisory coaching, ongoing feedback, quarterly reviews of goals, or support for the employee to help them accomplish their goals.*

*In this workshop, we will take a closer look at each of these components, beginning with preparation.*

**Planning for the Appraisal**

"**By failing to prepare you are preparing to fail.**"

  *Ben Franklin*

The University Administration Performance Assessment packet is available online, and can be completed electronically. The forms packet is comprised of:
The Employee Checklist

The purpose of the checklist is to provide the necessary steps to take before, during, and after the appraisal meeting. This form also contains discussion questions to be discussed during the appraisal meeting. This form is not a requirement for employees to complete.

Supervisor Checklist

The purpose of the checklist is to provide a guideline for the supervisor in the preparation of the performance reviews. It will help the supervisor collect the appropriate material and organize their feedback. This form is not a requirement for supervisors to complete.

Employee Goals

The Employee Goals portion is divided into three segments:

Previous Year's Goals – these goals, if applicable, should be taken from the previous year's appraisal forms and the progress on these goals should be listed by the employee in their self-evaluation and by the supervisor in the draft performance appraisal. Alignment is reached in the performance appraisal discussion.

Next Year's Goals – the goals being set that align with department and organizational missions and goals. These goals are drafted by the employee and then the supervisor discusses the draft with the employee for alignment.

Professional Development Goals – focus on personal efforts designed to reach career goals. These goals are drafted by the employee and then the supervisor discusses the draft with the employee for alignment.

Performance Assessment

The performance assessment forms are based on competencies identified as key factors to be successful in University Administration. This form provides an area to describe how you have demonstrated the competencies, and/or identify areas that could be further developed. This form and documentation is a requirement of the performance appraisal process.

Employee Self-Evaluation

The self-evaluation will provide opportunities to closely examine the progress that has been made during the previous year. It also provides the means for giving input towards departmental and professional development goals.

The self-evaluation process allows employees to:

- Assess performance based on work goals and on UA core competencies.
- Additional competencies for the job role may be added.
- Set goals for the upcoming year.
- Complete discussion questions on the employee checklist.

Having your employees evaluate themselves is an essential part of the appraisal process. The self-evaluation allows you to see things from the employee's perspective, reminds you of their achievements, and lets them know that their input is important.
For the self-evaluation, give each of your employees a copy of the Performance Evaluation Process forms. Ask them to complete the discussion questions on the Employee Checklist, the Employee Goals, and the Performance Assessment pages. Remember that people are often harder on themselves; therefore they may rate themselves lower than you would expect. This will give you the opportunity to build them up during the appraisal.

Collecting Data for the Appraisal

Before writing the appraisal, you need to gather data on the employee’s performance and the performance standards by which they are being measured.

The performance observation form is shorter than the performance assessment. It may be used by the supervisor to organize their thoughts and outline the data they prepare for the performance discussion. This is not a required form for supervisors.

Sources we can use to collect data for the appraisal:

Information on Employee’s Performance

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

Information on Performance Standards

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
Analyzing the Data

Once you have gathered all of your data and have the employee’s self-evaluation in hand, you should be ready to conduct your analysis.

Questions to ask when doing your analysis:

1. What are my expectations of this employee?
2. Where is the employee’s performance now?
3. Where does the employee’s performance need to be?
4. How do we get to the desired performance level?
5. How has the employee progressed on the previous year’s goals?
6. How can I motivate this employee to want to work towards their goals? What’s in it for them?
7. How can I help them succeed?

Performance Assessment – Competencies

The Performance Assessment section of the performance appraisal is centered on competencies and work results. A competency is the application of KSAs (knowledge, skills, and abilities) into a series of behaviors or actions that are necessary for successful performance. UA core competencies are described as follows:

Advancing the Organization – Demonstrates the ability to develop and use collaborative relationships to facilitate the accomplishment of work goals. Identifies opportunities and takes action to develop, maintain and strengthen partnerships with others inside or outside of the organization. Identifies and seizes worthwhile opportunities. Demonstrates willingness to take calculated risks to achieve goals. Seeks out opportunities to improve, streamline and reinvent work processes. Serves as a positive agent for changes in the organization. Demonstrates support for organizational changes (i.e., structural alignment, climate, operational processes) needed to improve effectiveness. Learns about and proactively advocates for and encourages the adoption of organizational change. Identifies issues, seeks information needed to clarify the situation from appropriate sources, relates and compares data from multiple sources, and identifies solutions. Approaches a problem by using a logical, systematic, sequential approach. Thinks through the implications and consequences of situations and takes appropriate action to be prepared for various outcomes. Willingly cooperates and works collaboratively toward solutions that generally benefit all involved parties. Promotes cooperation by building consensus through give-and-take to obtain information and accomplish goals. Understands situations in order to utilize personal influence to persuade others and to gain support and commitment. Supports a common vision and fully participates in getting results.

Communication – Respectfully presents clear and convincing information to individuals or groups either orally or in writing to ensure the audience understands the information and the message. Integrates the act of listening to what individuals are saying, seeks clarification as needed, facilitates an open exchange of ideas and understands the implications of what is being said.

Technology Acumen – Possesses and applies a technical skill or knowledge in a job-related technical area. Keeps up with current developments and trends to support this technical knowledge.
Performance Management – Takes responsibility for one’s own performance by setting personal goals, tracking progress towards the goals, soliciting feedback and addressing performance shortfalls promptly. Demonstrates responsibility, reliability, credibility, and trustworthiness in all work situations. Identifies what needs to be done and takes action to achieve goals. Maintains social, ethical, and organizational norms. Firmly adheres to codes of conduct and ethical principles.

Organizational Performance – Understands the university and unit's mission, strategic goals, the function of the specific work unit, and how it interacts with other units to serve the customer. Exhibits the ability to speak fluently with others using common university terminology. Uses effective approaches for choosing a course of action or developing appropriate solutions and/or reaching conclusions. Takes action consistent with available facts, constraints, and anticipated outcomes. Feels empowered to make decisions and act in ambiguous situations. Understands the impact and implications of decisions on the unit and/or university community. Possesses and applies knowledge of appropriate policies and procedures for day-to-day management of the financial aspects of a program, project, or assignment. Provides good stewardship of the University’s existing resources and identifies opportunities for more efficient operations.

Understands one's discipline, (i.e. accounting, employee relations, computer programming, etc.) within the context of the organization's mission and strategy. Applies the practical application of the discipline to the needs of the operating unit.

Customer Focus – Recognizes that every person with whom an individual interacts should be seen as a customer and treated as such. Demonstrates concern for satisfying the customer by listening to and assessing the customer's agreed upon needs. Develops and presents the customer's interests in all matters.

For each of the competencies listed on the Performance Assessment form:

- List examples of how you demonstrate this competency in your work.
- List ways that you that can improve your performance, and further develop these skills.

Space is provided on the performance appraisal form to add unit specific competencies.

Performance Assessment – Work Results

The second part of the performance assessment is focused on RESULTS. What did you accomplish as the result of your contributions to the organization during the year? This part of the appraisal and assessment is tailored directly to each individual. This should be tied directly to your annual work goals and be as quantifiable as possible. Tasks completed should result in something. Here you want to demonstrate the impact of your contributions.

For each of the goals and corresponding results you list on the Performance Assessment form:

- Describe the results of your work goals.
- Describe the impact of the results.
- Identify extenuating circumstances that augmented or hindered your accomplishments.
Suggestions for Describing Performance:

When describing your performance:

- Be specific.
- Use action verbs.
- Provide concrete performance examples.

Example 1:
Unspecific Description:
“I do a good job when I take care of my customers.”

Specific Description:
“I pleasantly greet customers and ask them how I may help them. I then take care of their needs promptly, asking if there is anything else they need, and thank them.”

“I increased my customer call rate by 10% over last year with the same level of customer satisfaction.”

Example 2:
Unspecific Description:
“I get my work done.”

Specific Description:
“I finish my work on time, and make sure it is accurate and contains no errors.”

“I am relied upon for my technical expertise when sought out for advice.”

Sample Phrases to Describe Performance

When using the sample phrases, you need to add substantiating information to the phrase. For example, “I demonstrate a strong, functional knowledge by providing accurate information when responding to customer inquiries.”

Advancing the Organization
…considers alternative course of action
…effectively diagnoses situation or conditions
…excels in developing new perspectives
…promotes cooperative behavior and activities with teammates
…approaches problem by using a logical, systematic approach

Communication
…prevents clear and convincing information
…facilitates an open exchange of ideas
…encourages open communication to achieve mutual understanding
…keep other departments informed of developments affecting their functions
…ensure that the audience understands the information and the message

**Technology Acumen**
…applies technical knowledge in job
…keeps current with trends and developments in technology field relevant to job
…applies basic technology as a tool in communication
…embraces changes in technology
…provides advice or solutions to technological issues within field of expertise

**Performance Management**
…is consistent, dependable and accurate
…fully accepts all responsibilities and meets deadlines
…shows responsibility for results of work and development goals
…demonstrates compliance to all policies
…can be entrusted to use good judgment

**Organizational Performance**
…displays strong knowledge of job responsibilities
…is exceptionally well informed
…demonstrates a strong, functional knowledge
…thoroughly understands all aspects of job
…exhibits good stewardship of university resources

**Customer Service**
…shows professional concern for quality work
…is committed to excellence
…quality of work is consistently high
…always greets customer and stays focus on his/her needs
…excels in finding solutions for customers’ problems

**Suggestions for Writing Effective Appraisals**

*Write descriptions of the employee’s performance that support both your view of their good performance and your view of their performance that needs improving.*

- Use action verbs to describe performance.
- Use pre-existing standards and job requirements.
- Include specific actions needed to reach the desired performance level.
- Focus on performance, not personalities.
- Examine valid, concrete issues, not subjective emotions or feelings
- Judge results achieved.
Performance Assessment Writing

On the sample forms provided, write evaluative phrases for three of the competencies. Focus one of the comments on something the employee is doing well. Focus the other two comments on areas that the employee needs improvement.

Using the Effective Phrases for Performance Appraisals book:
1. Start with a phrase that accurately describes the employee.
2. Add the employee’s name and substantiating information to the phrase.

   Original Phrase: demonstrates sound cost effectiveness

   Revised Phrase: Terry demonstrates sound cost effectiveness by achieving an 8% reduction in departmental expenses in 2007.

3. Use the phrases as a base for describing areas that need improvement.

   Original Phrase: provides quick responses to customer complaints

   Revised Phrase: Justin could improve customer satisfaction ratings by providing quicker response times to customer complaints.

Performance Assessment Activity

Choose two competencies and describe how you have demonstrated them over the past year on the job. Then describe one additional competency that you feel could be further developed. Remember to make your descriptions as specific as possible.

Advancing the Organization: ________________________________
_______________________________
_______________________________
_______________________________
_______________________________
Communication: 

__________________________________________

__________________________________________

__________________________________________

Technology Acumen: 

__________________________________________

__________________________________________

__________________________________________

Performance Management: 

__________________________________________

__________________________________________

__________________________________________

Organizational Performance: 

__________________________________________

__________________________________________

__________________________________________

Customer Focus: 

__________________________________________

__________________________________________

__________________________________________

Job/Position Specific: 

__________________________________________

__________________________________________

__________________________________________


Employee Goals

*Only those who will risk going too far can possibly find out how far one can go.*

*T.S. Eliot*
Writing SMART Goals

Use the SMART technique to help you define meaningful goals.

**Specific**
Goals should have their expected outcome stated as simply, concisely and explicitly as possible. Answer the questions: Who? What? When? Why?

**Measurable**
Goal has an outcome that can be easily measured

**Achievable**
Goal has an outcome that is challenging, yet realistic given current situation, resources and time available.

**Relevant**
Goal aligns with organizational, department, or unit goals. Helps work toward the “bigger picture”

**Timely**
Goal statement specifies a realistic timeframe for meeting the goal.

Types of Goals

*The employee goals page is broken into three sections:*

1. **Previous Year's Goals**

   These goals, if applicable, should be taken from the previous year's appraisal forms and the progress on these goals should be listed by the employee in their self-evaluation and by the supervisor in the draft performance appraisal. Alignment is reached in the performance appraisal discussion.

*Previous Year Goal - Example*

<table>
<thead>
<tr>
<th>Previous Goal 1</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update department website on a weekly basis so that clients are apprised of the status of their projects.</td>
<td>Susan has successfully updated the department website every Monday in 2007. Thanks to her efforts, client calls regarding status updates have decreased by 42% from the previous year.</td>
</tr>
</tbody>
</table>
2. Next Year’s Goals

These goals need to be aligned with department and organizational missions and goals. They are drafted by the employee and then the supervisor discusses the draft with the employee for alignment.

**Work Goals** – *Write a sample goal in the space provided*

<table>
<thead>
<tr>
<th>II. Planning for Next Year</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address strategic connections, qualitative/quantitative measures, timeframe and resources needed.</td>
<td>Start</td>
</tr>
<tr>
<td>Work Goal 1 <em>Sample</em> Enter all client information into new electronic database.</td>
<td>3/1/2008</td>
</tr>
<tr>
<td>Work Goal 2</td>
<td></td>
</tr>
</tbody>
</table>

3. Professional Development Goals

These goals focus on personal efforts designed to reach career goals. They are drafted by the employee and then the supervisor discusses the draft with the employee for alignment.

**Professional Development Goal** – *Write a sample goal in the space provided.*

<table>
<thead>
<tr>
<th>III. Professional Development Goals</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize and develop a plan of action to reach career goals, focus on personal efforts in areas of interest, identify, outline, and use resources, and create an action plan that is clear and achievable. Include competencies needed to attain professional goals, actions to be taken and any resources needed. Expect obstacles and work to overcome them. Celebrate your success along the way!</td>
<td>Start</td>
</tr>
<tr>
<td>Goal 1 <em>Sample</em> Complete the Oracle 10g Certification Program to be able to better assist clients with configuration issues.</td>
<td>1/1/2008</td>
</tr>
<tr>
<td>Goal 2</td>
<td></td>
</tr>
</tbody>
</table>
DO – Facilitate the Meeting

To listen well is as powerful a means of communication and influence as to talk well.

John Marshall

Have a Plan

In order to stay focused, avoid being sidetracked and ensure all important areas are discussed. It is important to have a plan for the meeting.

1. Set your objectives for the meeting.
2. Determine what areas are most important to discuss.
   - Focus on the greatest needs.
   - Reward the positives that contribute most to your department’s success.
   - Focus on the performance that, if improved, will have the greatest impact.
3. Make a written plan or outline.
4. Schedule the meeting.
   - Choose a place that is free from distractions.
   - Allow enough time for open discussion.

**Communication – The Key to Success**

*Consistent and continual communication is fundamental to the performance appraisal process. Communication involves much more than speaking and listening. It covers a wide range of experiences and use of the senses such as sight, sound, hearing, and perhaps touch.*

**On-going Communication:**

- Helps contribute to a mutual understanding.
- Creates a balanced flow of information to and from each party involved.
- Keeps the vision and goals at the forefront.

**Guidelines for Communication:**

- Show respect
- Give honest feedback
- Be positive
- Manage emotions
- Embrace your strengths
- Face your shortcomings

**Conducting the Appraisal Meeting**

1. Put the employee at ease.
2. Communicate that the appraisal process is a collaborative effort to help them in their job and for both of you to reach mutual goals.
3. Give them an idea of what will happen over the time you spend on the appraisal: examining performance areas, recognize success, identify challenges and work together on mutual solutions and goals.
4. Be sure to ask for the employee’s input, challenges, ideas, solutions and goals.
   - Anticipate the areas the employee will want to discuss.
   - Have strategies and resources for helping them succeed.
   - Ask for the employees’ reaction to the meeting. Share your reaction.
- Summarize the key areas discussed, the agreements to sustain good performance and to improve performance.
- End with a sincere show of your gratitude for their contribution to your team.
- Keep the appraisal on track. Avoid sidetracks.

5. On each area of the appraisal form you have decided to discuss, cover their strengths first.
6. Ask directed questions that allow the employee to communicate openly and honestly. Listen more, talk less.
7. Ask them if there are other areas they would like to talk about and successes they would like to share.
8. Ask the employee how well they feel they have done and for their ideas on improving their performance.
9. Use “I” language and speak in behavioral terms, describe what you observed and what you expect.
10. Agree on a plan to improve each item.
11. Relate to goals – short term and long term.
12. Record your mutual decisions and set some follow up plans.

**Activity: Conducting an Appraisal**

Work with your partner to role-play an actual performance appraisal meeting. Discuss the goals and comments that you wrote in the previously. Use the space provided below to plan your discussion.
Post-Appraisal Check

- Modify the performance evaluation write-up based on the joint discussion, if appropriate.
- Finalize and sign the Employee Evaluation Form.
- Give final copy of form to employee for his/her signature.
- Route all completed forms to next level supervisor for his/her signature.
- After all signatures are secured, retain copies for departmental file.
- Give final copy to employee.
Follow-up with your employees on a regular basis.
Check in periodically to see how they are progressing with their goals.
Remember to continuously coach for performance.

Coaching for Performance

"Ignoring something won’t make it go away. It will only make it worse."
Unknown

Characteristics of Effective Coaches

Below are the 20 characteristics employees have used to describe bosses who are effective coaches. Please rate yourself using the scoring key below:

<table>
<thead>
<tr>
<th>Scoring Key:</th>
<th>1 = Seldom displayed</th>
<th>2 = Sometimes displayed</th>
<th>3 = Almost Always displayed</th>
</tr>
</thead>
</table>

As a coach, I:

<table>
<thead>
<tr>
<th></th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capitalize on employee’s strengths</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Give employees visibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Provide freedom to do job</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
4. Set standards of excellence 1 2 3
5. Orient employees to university values and organizational strategies 1 2 3
6. Hold employee accountable 1 2 3
7. Protect employee from undue stress 1 2 3
8. Encourage employee when they are discouraged or about to undertake new or difficult assignments 1 2 3
9. Provide information about the company and the employee’s role in the attainment of company goals 1 2 3
10. Make performance expectations and priorities clear 1 2 3
11. Take time to build trust 1 2 3
12. Provide appropriate training and support when needed 1 2 3
13. Solicit and listen to ideas 1 2 3
14. View employees as partners and critical to the success of the unit 1 2 3
15. Serve as a good role model 1 2 3
16. Won’t let employees give up 1 2 3
17. Don’t divulge confidences 1 2 3
18. Explain reasons for decisions and procedures and give advance notice of changes whenever possible 1 2 3
19. Provide employees with regular feedback about their job performance 1 2 3
20. Give employees credit when they deserve it 1 2 3

**TOTALS**
*Total of each column*

**GRAND TOTAL**
*Total of all scores*

Now choose the three characteristics you feel need the most improvement:
1. ____________________________
2. ____________________________
3. ____________________________

What Makes a Great Coach?

Coaching is telling employees that they matter and giving them an opportunity to understand how they make a difference. We coach because we care.

1. Work with your employees regularly.
2. Be supportive.
4. Praise good performance – when you see it, say it.
5. Correct poor performance – make it private, make it positive.
6. Work together on solutions to reach employee, department, and organizational goals.

Think of an individual whose feedback made a major difference in your life and exemplified great coaching. What traits or behaviors come to mind when you think of that person?

When is coaching important?

There are three times when we need to coach our employees. Those times are:

1. ______________________
2. ______________________
3. ______________________
Links

Forms

- **Supervisor Checklist** - [https://nessie.uihr.uillinois.edu/pdf/HR_Services-Supervisor_Checklist-2009-09-25.rtf](https://nessie.uihr.uillinois.edu/pdf/HR_Services-Supervisor_Checklist-2009-09-25.rtf)
- **Performance Assessment** - [https://nessie.uihr.uillinois.edu/pdf/HR_Services-Performance_Assessment-2009-09-25.rtf](https://nessie.uihr.uillinois.edu/pdf/HR_Services-Performance_Assessment-2009-09-25.rtf)
- **Performance Observations** - [https://nessie.uihr.uillinois.edu/pdf/HR_Services-Performance_Observations-2010-03-10.doc](https://nessie.uihr.uillinois.edu/pdf/HR_Services-Performance_Observations-2010-03-10.doc)
- **Goals Form** - [https://nessie.uihr.uillinois.edu/pdf/HR_Services-Performance_Observations-2010-03-10.doc](https://nessie.uihr.uillinois.edu/pdf/HR_Services-Performance_Observations-2010-03-10.doc)

Other Links

- **ER/HR website** - [http://hr.uillinois.edu/HRServices](http://hr.uillinois.edu/HRServices)
- **Talent Management** - [https://netfiles.uiuc.edu/wkstahl/shared/Talent%20Management/eBook/](https://netfiles.uiuc.edu/wkstahl/shared/Talent%20Management/eBook/)
- **UA Training** - [http://hr.uillinois.edu/HRServices/UATraining/index.cfm](http://hr.uillinois.edu/HRServices/UATraining/index.cfm)
- **Preventing and Solving Poor Performance** - [https://nessie.uihr.uillinois.edu/pdf/training/Course_Flyer-Solving-Poor-Performance-2009-11-03.pdf](https://nessie.uihr.uillinois.edu/pdf/training/Course_Flyer-Solving-Poor-Performance-2009-11-03.pdf)

If You Need Assistance

*If you have questions regarding the performance appraisal process, or need assistance with employee relations issues, please contact the Employee Relations and Human Resources office.*

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