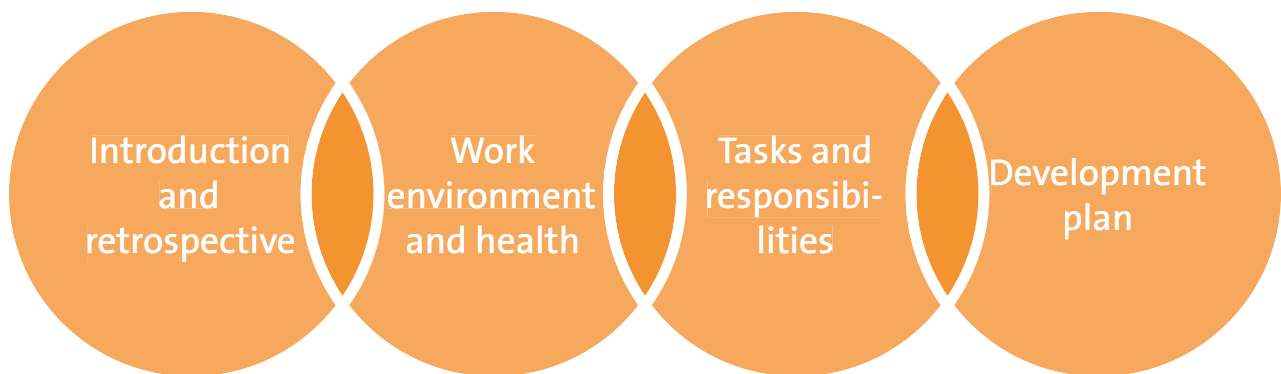




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Performance review

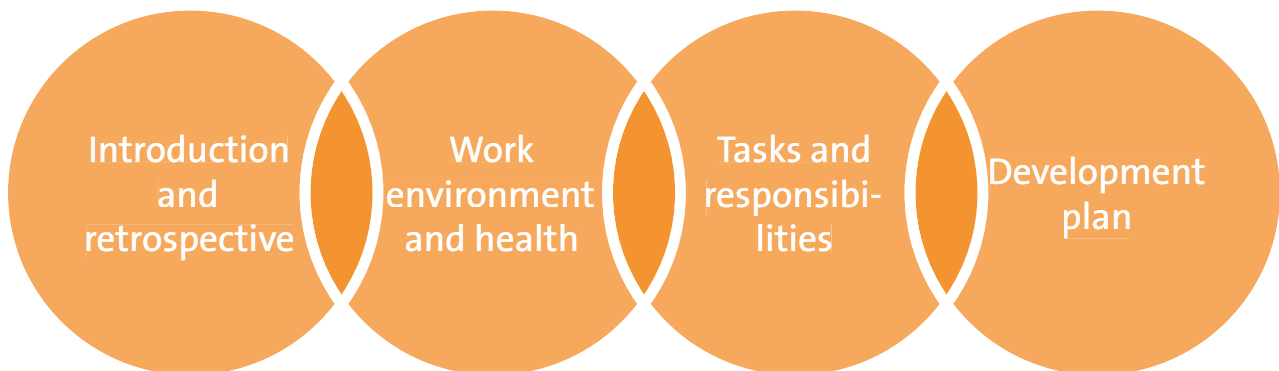
between a manager and a teacher/researcher



February 2014

One of the most important tasks for a manager is to continuously communicate the aims of the organisation and clarify how the staff can help achieve these aims. An annual performance review is a part of this work. In the performance review, the manager and employee should focus on: the employee's working environment, tasks, and responsibilities; the organisation's aims; and the employee's needs for professional development. Moreover, it is an important opportunity for the manager and employee to set mutual expectations and give each other feedback on the past year.

There are four topics that a performance review should address, moving from the past to the present and into the future:




Below is a guide for both the manager and the teacher/researcher on how to conduct a performance review.

1. Prepare for the review using the questions in this template.
2. Dedicate 60-90 minutes to the meeting, preferably in a neutral location.
3. Make sure that you are able to speak privately, and switch off your mobile phones.
4. The manager will lead the discussion, ask and answer questions, and provide feedback to the teacher/researcher.
5. The teacher/researcher will answer and ask questions, as well as provide feedback to the manager.
6. What is said during the meeting should stay between the manager and the teacher/researcher.
7. "Park" issues that tend to take a long time.
8. Be respectful of each other's views and experiences.
9. Be open to alternative solutions.
10. The teacher/researcher should bring the previous year's development plan and is responsible for filling in the development plan for the coming year.
11. Finish with a summary of the discussion.

Introduction and retrospective

1. Is there anything specific that you want to address or would like an answer to during the meeting?
2. What has happened since the last performance review? Go through the previous year's development plan (*do not spend too much time on this*).

Work environment and health

3. How do you feel about the atmosphere, collaboration, and team spirit at your department/equivalent and in your various work groups?
4. How happy are you at work? *Place a mark on the line and explain your reasoning.*

Not at all happy Very happy
5. What do you think is the most important action that could be taken to increase job satisfaction?
6. How do you feel about your physical work environment (safety, ergonomics, noise, lighting, etc.)?
7. How do you reconcile work with your private life (parenthood, illness, family, age, etc.)? What is the balance between the two?
8. How you feel about your health/stress?

Tasks and responsibilities

9. How do you feel about your tasks and responsibilities as a teacher/researcher? (The operational plan and other relevant policy documents may be used as a starting point.)
10. How would you summarise your work and accomplishments in teaching/research over the past year?
11. What are you most proud of or satisfied with?
12. How do you feel about the demands and expectations put on you, and the responsibilities, resources, and authority you have?
13. Are you receiving the support you need from me as a manager, or from others?
14. How do you think your tasks and responsibilities could develop or change?
15. How do you contribute to the results and development of your work groups?
16. How do you think the department/equivalent could develop?
17. How can you contribute to this?



Development plan

- 18. If we summarise our conversation, what is the most important thing we have talked about?
- 19. Based on your tasks and responsibilities, what do you feel you may need to develop?

Name

Date

What should be done, developed, or changed?	What concrete actions need to be taken?	Who is responsible?	Follow-up/ coordination	Completed?

This development plan will be followed up at the next performance review.