

Introduction

This brochure explains the function of an annual interview (formerly *appraisal interviews*) and the points for attention that should be discussed in an annual interview. It also describes the relation of the appraisal interview to the personal development plan. The brochure also provides both the superior and the staff member with a checklist that contains the points of attention relevant or obligatory in the annual interview.

Within the UT each superior will conduct this interview with his or her staff members once a year. In this context the form is used as this is accessible via the web application FJUT (Annual Interviews Form UT). In this way the UT implements article 6.6 of the Collective Labour Agreement Dutch Universities.

The web application FJUT (Annual Interviews Form UT) has been developed to support the annual interviews. The major functions of the web application include the easy storage and/or printing of what was discussed during the interview and recording the agreements for the next annual interview. The web application is accessible to staff members and superiors during the entire year using the staff member number and password. You can find more [information](#) on the web application

What is an annual interview?

The annual interview – between you as a staff member and a superior – focuses on the way in which the staff member fulfils his or her job, and under which conditions this takes place. The functioning in the past period will of course be taken into account. Starting point in this context will be the agreements made in the previous annual interview. You will discuss and evaluate these agreements together. Subsequently you will lay down new agreements for the next period using the form. The agreements shall be *results-oriented* and *development-oriented*. This involves for example the output to be realised and/or career and personal developments. You will formulate the agreements according to the *SMART* guidelines (Specific, Measurable, Acceptable, Realistic and Time-linked).

The annual interview will be conducted in an open atmosphere, with an equal input from both parties. The point of the annual interview is to make agreements for the next year, based on the functioning in the previous period.

Annual interview versus Personal Development Plan (PDP)

Both in an annual interview and in an interview within the context of a Personal Development Plan (PDP) one's personal development is an important topic of conversation. Nevertheless, there are differences between an annual interview and a PDP interview. In an annual interview the focus lies on the functioning of a staff member in a previous period within his/her own job. Subsequently you will make agreements on the next year. From this perspective it is important in particular to discuss together the development within the job. How has a staff member developed over the past year and what improvements are (still) required from an organisational perspective in the next year? Apart from the development within the present job, a PDP may also cover the development towards another job. A PDP is future-oriented. Together you will indicate what realistic possibilities for development you see on the longer run, both within and possibly outside the UT. This is something you will discuss, possibly during the annual interview but you can also decide to plan a separate appointment for an interview about the PDP. You will subsequently record the agreements you make on development in a PDP. You draw up a PDP for a longer period of time (between 3 and 5 years). Each year you will discuss the progress of the agreements made in the annual interview.

Annual interview versus assessment interview

The *annual interview* is intended as a *two-way* interview in which you, based on the experience you have gained in the previous period, together make new agreements about the next period. The focus therefore lies on the next period: how do you together ensure that the staff member can (continue to) properly function or how do you together ensure that, under the preconditions set by the organisation in this context, the staff member can develop optimally?

In an *assessment interview* the superior *one-sidedly* expresses an opinion on the functioning of the staff member in the previous period. Usually an assessment interview focuses on taking a decision relating to the legal position, such as a higher ranking or a conversion of temporary employment into permanent employment.

General points for attention in an annual interview

The course of an annual interview is determined by all kinds of factors, such as new developments within the staff member's job or training requirements. With a proper preparation you can together determine a satisfactory agenda for the interview. This agenda will ordinarily consist of several items to be discussed (no more than 5). You determine these subjects based on:

- *separate result areas* applicable to the staff member based on the assigned UFO profile, and/or
- *a set of several result areas* applicable to the staff member based on the assigned UFO profile, and/or
- *projects or interrelated activities* such as are involved in the staff member's job, and/or
- *competences* relevant to the job.

Examples of subjects to be discussed:

"Managing the agenda"	from the result area "Managing the agenda" in case of a secretary
"Education"	combining the result areas 1,2,3,4 and 9 in case of a Lecturer
"FOM project (xxx)"	interrelated activities surrounding a research project in case of a Researcher,
"Client-oriented"	competence 'Client-orientation" in case of an ICT Supporter

The assigned result areas from the assigned UFO profile initially determine your choice of subjects to be discussed in the annual interview. This involves the risk of the interview taking an unnatural or forced course. In this case you can opt for a different approach. For example, in case of a project-oriented job structuring the interview according to projects would be more obvious than according to result areas. This is for example the case for UFO profiles that are described in a less specialised way, such as the job profile Policy Advisor.

You can also choose (to develop) competences or specific behavioural aspects as topics of conversation. By choosing competences as separate topics of conversation, you pay specific attention to the development of certain competences that are relevant to several result areas or projects. The competences linked to the UFO profile (see for this also [the website on UFO](#)) may be helpful in this respect.

Questions?

Do you have any questions? Do not hesitate to ask the Personnel advisor within your unit. We wish you both a pleasant and useful annual interview!

CHECKLIST for superiors and staff members:

Preparation:

- What subjects (no more than 5) do you wish to discuss, based on result areas UFO, projects, and/or competences. In this context translate the department's objectives into objectives for the job in question. Make this translation process a subject of discussion.
- Prepare the agenda; specify the subjects you wish to discuss. No later than one week in advance the superior will inform the staff member of the annual interview to be conducted.
- Agree on whom of you will record the interview in the web application FJUT.
- What is your idea of the functioning? If necessary, superiors will collect information. Take into account the major result areas, competences and/or projects in the job and what results you expect for the next year as superior or as staff member.
- Formulate in advance, whether or not based on past experience, concrete propositions for any possibilities of development for the staff member (in the area of activities and/or personal development) in order to meet these results.

Interview

- Work with a clear agenda and use the Annual Interview Form UT (FJUT) as a framework.
- For each subject, inquire as to the opinion and any proposals of the other party.
- Make agreements that are **SMART (Specific, Measurable, Acceptable, Realistic and Time-linked)**. Therefore: make it known if you have any doubts about this in respect of certain agreements. In case of disagreement it is important to carefully listen to one another, to summarise, and to continue to ask questions. This makes clear what precisely the differences of perception are, and this in turn makes it easier to look for a solution that is acceptable to both parties.

Obligatory points for attention (possibly to be incorporated in the agreements to be made):

- **Inflow and the moving on of women:** (agreements to encourage women moving on to higher jobs)
- **Combination work and private life** (agreements for example on working part-time)
- **Deployability of older staff members** (agreements for example on working part-time, as a method to anticipate retirement; other tailor-made arrangements to arrive at a satisfactory balance between company time and working time; facilitating gradual transition to retirement by, for example, coordinating individual working hours; agreements on subject-oriented and/or job-oriented training courses, coaching, career advice/possibilities for orientation, job rotation, etc.)
- **Internationalisation** (agreements on English language skills and cultural awareness; agreements on staff member's international mobility and career opportunities (academic and non-academic staff), for example with respect to subsidised programmes (for example Marie Curie for researchers).
- **Employment conditions and absenteeism due to illness:** Absenteeism due to illness over the past year, workload and work stress, health and safety aspects at the workplace. (If this is relevant: if the staff member's lifestyle has, or could have, a negative effect on his/her functioning, you can make agreements on this. Because of the ethical and/or moral aspects involved in such agreements, it is advisable to consult on this with the Personnel advisor in advance.)
- **For WP: Training activities:**
 - Basic Educational Qualifications (DUIT course and further didactic professionalisation)
 - Training given and to be given (subjects and estimated number of hours work involved)
 - Graduation supervision – (names of graduates; as first or second supervisor)
 - Summaries of subject evaluations
 - Other contributions to education (description, estimated number of hours work involved)
 - Contributions to educational development
(new subjects: contents, result, estimated number of hours work involved)
- **For WP: Research activities:**
 - Involvement with institutes
 - State of affairs of research project (completed, according to plan or delayed, with explanation)
 - Overview of publications
 - Supervision of doctoral students and researchers (not graduates)
 - Activities for obtaining external funds (2nd and 3rd flows of money) and results

Completion

- See to a proper written recording of the agreements. After approval the form is also stored automatically in the electronic personal file of the staff member, to be used during the staff member meeting (at the end of the annual interviews) with the management of the faculty.