



University
of Basel

Review Forms

Annual Staff Review

Evaluating performance
Agreeing on objectives

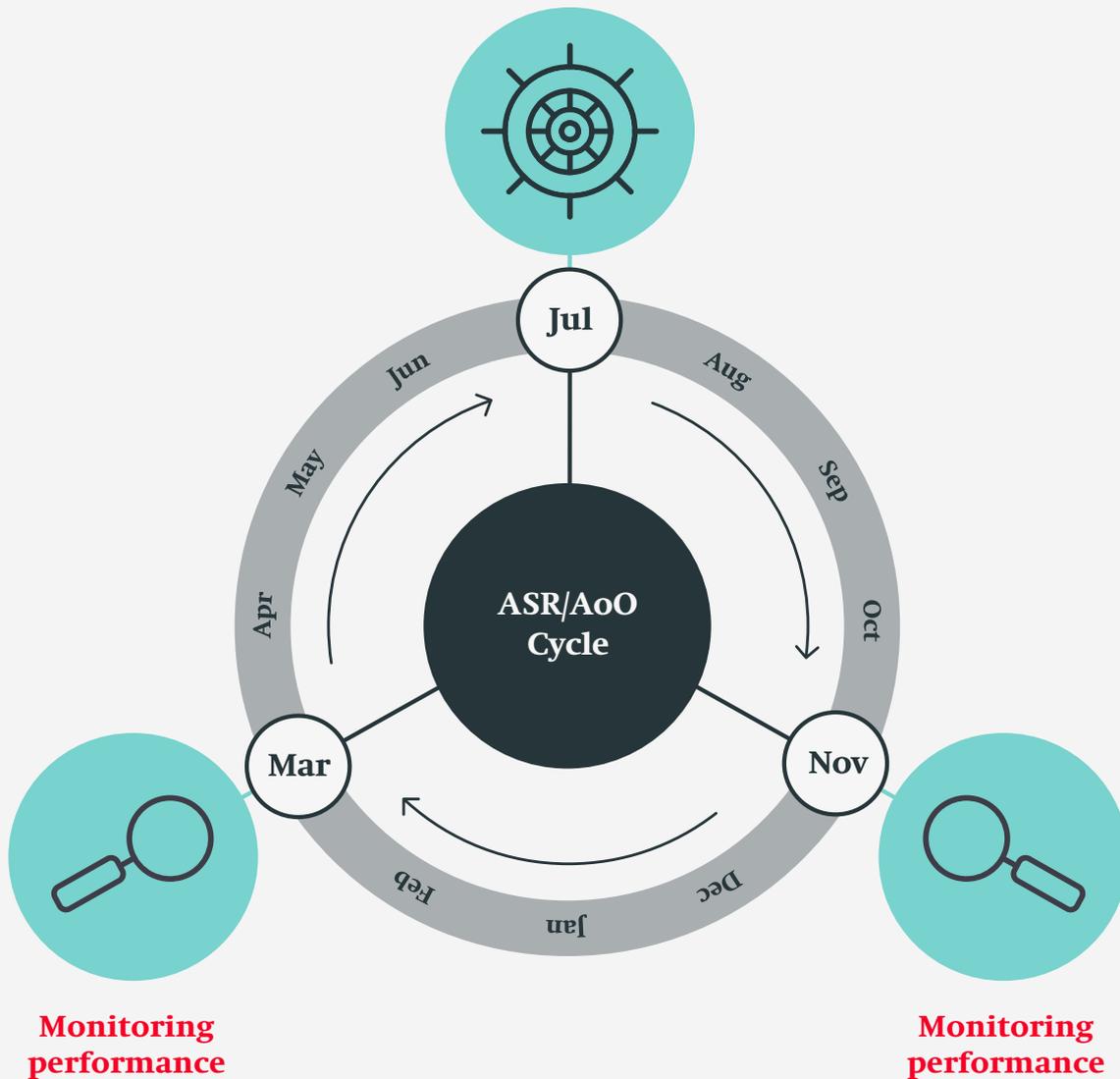




Table of contents

	Pages
A Basic information	3
B Achievement and performance	3-7
B.1 Professional competence and performance	4
B.2 Social competence	5
B.3 Leadership	6
B.4 Evaluation of objectives	7
C Working conditions	8
D Professional development	8
E Feedback for team leader	9
F Comments, signatures, documentation	10



A Basic information

Last name, first name of team member

Assignment / full or part-time employment

Team leader

Date of meeting

The reason for the meeting / topics for the meeting?

(Define and tick off when arranging the meeting)

Annual staff review covering the period from _____ to _____

Meeting at the end of the probationary period from _____ to _____

B Achievement and performance

Procedure: The team leader [TL] and team member [TM] should aim for an open two-way conversation in which they take turns leading the discussion (see suggestions below; no firm order of sequence). Keywords relating to positive examples as well as development needs with details about what a team member needs to change and how to go about it should be noted in the spaces “strong points” and “development needs.” The team leader and team member should agree on the assessments, or their differing evaluations should be noted.



B.1 Professional competence and performance

Indicators of good performance:

- Team member (TM) has the necessary professional knowledge and skills; uses and broadens knowledge and skills on own initiative. [TM/TL]
- TM uses existing tools (information, exchange of views, etc.) to carry out assignments well. [TL/TM]
- TM orients him/herself in carrying out assignments on the agreed-upon tasks and prevailing conditions. [TM/TL]
- TM shows commitment and initiative in achieving objectives. [TL/TM]
- TM shows tenacity even under exceptional pressure and in difficult situations. [TM/TL]
- TM's results meet quality requirements including with regard to time and content. [TL/TM]
- TM's results are critical to the success of the team/lab/unit. [TM/TL]

Praise for good performance with examples of success (strong points) and development needs (cite actual examples); record keywords:

Overall assessment of professional competence and process skills:

Development needs (may also be points of reference for future objectives):



B.2 Social competence

Indicators of appropriate interactions:

- Team member has an open, considerate approach to people in his/her team as well as to other people he/she interacts with such as students or clients. [TL/TM]
- TM is aware of his/her role in the university's organization and hierarchies. [TM/TL]
- TM cooperates constructively with relevant contributions and comprehends both the actual work and the necessity of communicating with coworkers. [TL/TM]
- TM can handle conflicts, is loyal even in difficult situations, and has a constructive attitude toward differences of opinion, other points of view, and criticism. [TM/TL]
- TM is aware of the effects of his/her behavior and adapts it to interact respectfully with people from the university and from outside of the university, with a sense of their diverse backgrounds and potentials. [TL/TM]

Praise for social competence and examples of successful interactions (strong points) and development needs (cite actual examples); record keywords:

Overall assessment of social competence:

Development needs (may also be reference points for future objectives):



B.3 Leadership (if needed for assignment)

Indicators of good leadership:

- TM ensures that tasks, expectations, and responsibilities are clear.
- TM supports and encourages the communication necessary to complete tasks and processes and achieve group objectives.
- TM ensures transparency in important decisions and supports the team in dealing with changes.
- TM handles questions, concerns, and differences of opinion in a constructive manner and deals with conflicts in good time.
- TM supports learning processes and the development of staff (or masters or doctoral students) so that they can achieve a high level of performance in their present field of work and advance their professional careers.

Praise for good leadership and examples of success (strong points) and development needs (cite actual examples); record keywords:

Overall assessment of leadership:

Development needs (may also be reference points for future objectives):



B.4 Evaluation of objectives

Team leader and team member discuss objectives they agreed to in the last review:

- Which of the objectives have been achieved?
- How far have projects advanced since they started?
- What conclusions can be drawn from this evaluation?
- Do any of the objectives need to be adapted, or have any of the objectives become obsolete?
- Do you need to design a plan of action to follow up on objectives and changes?
- Where applicable, reaffirm objectives that have been achieved so as to ensure a continued high standard of performance.

Evaluation of objectives:

Conclusions for forming future objectives:



C Working conditions

Are the working conditions (infrastructure, information, communication, workload, etc.) favorable for optimal performance? What changes should/could be made (for example, better communication between the team leader and team member or among team members; transparent delegation of assignments and responsibilities; a healthy balance of workload and personal resources; sustainable use of available resources; contributions to a positive working environment, etc.)? Who should take the initiative? What needs to be done and by when should a necessary change be implemented?

Conclusion and measures to be taken with regard to working conditions:

D Professional development

What can the team member learn in the current field of work? What are her/his career goals? What skills does the team member need to develop further? Can one make a concrete plan based on this assessment? Who is responsible for taking action, what action, and by when (for example, taking one of the University of Basel's further education courses > **Fortbildung**, or taking on responsibilities in an ongoing or upcoming project). Contact Training and Development to assess the situation and needs as well as to learn about the courses and solutions on offer.

Concrete plan:



E Feedback for team leader

Points for team members to prepare. What type of feedback will best improve the future working relationship?

- Team leader (TL) communicates assignments, objectives, and responsibilities clearly and realistically.
- TL informs team appropriately about important information for carrying out assignments.
- TL promotes team cooperation and facilitates team-building.
- TL takes up team members' questions, concerns, and suggestions.
- TL gives regular feedback on achievements and performance (recognition and constructive criticism).
- TL deals with conflicts promptly and with measures to resolve them successfully.
- TL supports the professional (and, where applicable, academic) development of team members and encourages their efforts.

Overall assessment (praise and criticism) of the team leader's leadership:

What agreements or conclusions can be made based on the discussion?

