Differences between performance review and assessment

The chart below shows the changes in focus between a performance review and an assessment. In practice these differences may not always be very explicit.

Performance review

- Acquiring information regarding the quality of job performance

- Mutual expectations with regards to performance, cooperation, work behavior

- Geared towards agreement, optimization of job execution

- Positive influence on the work situation through supervision and development

- Begin of or continuation of a development

- Informal nature; there is no objection procedure

- Equal discussion partners despite the functional difference in position and responsibility

- Joint perspective

- Dialogue

- Employee's role is active

Assessment

- Passing judgment on job performance, delivered work.

- Job execution compared to job requirements

- An assessment is geared towards the formal report of an assessment

- Awarding a negative or positive award

- Closure

- Formal in nature; there is an objection procedure

- Hierarchical relation; the assessed is subordinate to the assessor

- Balanced assessment

- One-sided conversation

- Employee's role is passive

Assignment Job performance interview

1. What would you like to discuss with your supervisor about the process of your PhD project?
   - Make use of the questions from the hand-out 'Contract of Expectations'
   - Make use of the checklist 'Job evaluation'

2. Prioritise: what would you like to ask/tell your supervisor above all?

3. Do you find that difficult. And if so, why? How will you put it into words despite this?

4. What would you like to practise here especially?

Subjects of conversation for performance review

This is a list of possible subjects of conversation for the performance review. Naturally other subjects can also be discussed.

work
- type of work
- scope of work
- attraction of the work
- variation in the work
- helping colleagues
- taking on work from colleagues
- overwork
- information provision

work execution
- the organization of the work
- the distribution of the work
- the quality of the work to be done
- the amount of work
- the work tempo
- working with automated systems

work atmosphere
- the atmosphere in general
- the atmosphere in the group
- the relationships with certain colleagues
- relationship with manager
- important events affecting atmosphere
- extracurricular activities

work environment
- lighting
- air/humidity/heat
- sound
- space
- storage
- machines
- facilities

miscellaneous
- need for parttime/fulltime work
- need to decrease/increase work load
- special circumstances (home/work)
- (progress) study/education
- further possible academic interests (study/thesis)

Competence definitions for PhD

Analytical ability	Understands a situation by dividing it into small parts or establishing the consequences. This means that various parts or aspects are compared with each other and that there is understanding of the cause-effect or if-then relationships of the facts.

Self confidence	Adopts own standpoints and undertakes actions based on own convictions. Acts calmly and confidently and continues to give this impression, even when faced by opposition or emotions of others.

Communication	Communicates ideas and information clearly and correctly, taking into account discussion partners, audience and readers, so that the message is received and understood.

Drive	Maintains long-term focus on achieving a set goal, also in the face of adverse circumstances and/or personal opposition.

Extra competence definitions for researchers

Conceptual ability	Sees similarities between situations which do not seem to be clearly related and discovers key factors in complicated situations. Creates thinking frameworks or models and formulates multiple concepts, hypotheses or ideas based on complex information.

Presentation	Presents facts, ideas and evaluations in a systematic, coherent and stimulating way.

The contract of expectations

Write a short discussion on how the ideal supervision would look like
Make use of the following questions:

Supervision
- How frequent, how long?

- How businesslike or informal?

- At which time of the day?

- How often in the course of your PhD project (less and less)?

- Are there periods of absence? (this is just a fact to take into account)

- How autonomous would you like to be?

- What kind of feedback would you like?

    In writing/oral

    Positive/Negative

- What kind of supervisor would you like best?

- Strong on content/process/social matters?

- What are the strong and weak points of your day-to-day supervisor?

- What are your strong and weak points?

- What role would you like your supervisor to play?

    Motivator/coach/father figure/inspirator/expert/teacher/educator /….

- What kind of PhD student are you to your supervisor?

Planning a four year PhD Project

Assignment

Step 1
Take a flip over sheet and divide it into four years.
Make a 12 month division for every year.
Make a planning of your PhD project by putting the little cards on the sheet.
Use blank cards when you need extra items.
If you want to take a photograph.

Step 2
What are the unknown factors?
What are the risky parts in your planning?
Create alternative scenarios for those risky parts.

Step 3
What issues do you want to discuss with your supervisor?

Golden rules for project management
PhD course

- Plan from back to front, you usually know when things need to be ready; as a PhD student you are in a four year schedule.

- Use milestones; make your own extra deadlines.

- Keep in mind the difference between time you need to work on the different steps and the total duration of the project (this is usually longer).

- Plan types of activities, like teaching, writing, making a presentation for a conference.

- Use the plan to identify what is still unclear.

- Start writing ASAP; don't wait until the final results.

- Make a risk analysis: where are the potential dangers that could cost a lot of time? Do you have an alternative plan?

- Keep some space in your time schedule; you can use it for opportunities and things that go wrong. Golden rule: one hour per day and one day per week.

- Also plan your holidays.

- Block at least one day per week in your diary for your core task. Don't make any appointments, don't read email and don't answer the phone. Do not miscalculate the time you can spend on core tasks.

- Adjust your plan frequently.