Annual Review (MAG)

Meeting guidelines for annual review meetings (MAG) for supervisors

Dear colleagues,

You will have an annual review meeting (MAG) with your staff member the near future. The meeting is an important contribution to shaping the content, working relationships, work goals, and the working environment at the University of Hohenheim. In order for the meeting to be an open dialogue that is beneficial to all parties, it is important that you take sufficient time to prepare. This guide is intended to support you in this process by providing orientation and assistance for both planning and conducting the MAG.

What topics are discussed?

1. Work tasks - working conditions

2. Cooperation between staff member (MA) - supervisor (FK) and staff member - colleagues

3. Professional development and qualification

In each topic area, there are specific questions to help you start talking about the different aspects of each topic. As part of your preparation, it makes sense to answer the questions for yourself and to record important keywords on the form. You can then take these notes with you into the conversation to help you remember important points.

Occasionally, the MAG is also carried out with research associates. In order to take into account the questions from this partially different work context, special questions for this target group are added to the respective block of questions.

What are the goals of the MAG?

- Appreciative mutual feedback between FK and MA
- Rethink the work of the MA, the MA-FK cooperation, and the leadership behavior of the FK
- Discuss the MA's individual development
- Take up ideas and suggestions of the MA
- Improve work processes, increase satisfaction

Conditions

- The talks always take place in the first quarter of the year.
- They take place by arrangement on campus or online.
- The date for the MAG is arranged by the FK. The FK invites the MA to the MAG.
- The date must be announced at least one week in advance to allow sufficient time for preparation.
- Care must be taken to ensure that the meeting takes place in a pleasant and confidential atmosphere.
- Both conversation partners must ensure that the conversation is free of disruptions (no telephone calls, no working on emails, etc.).
- The MAG should provide opportunities to agree on specific steps and actions. By mutual agreement, these are recorded on the MAG feedback sheet.

We wish you success and a constructive conversation!

Your Personnel and Organizational Development Unit

1. Work tasks -- Working conditions

Work tasks

General questions:

1. Looking back, what were the main focuses of the MA's work?

2. What went particularly well, and what was less successful?

3. Did I communicate the work objectives (content and deadlines) to the MA in good time and was the information required to process the work tasks also available to the MA?

4. Was the MA able to implement/process the agreed work tasks - what was helpful in doing so, what made things more difficult?

5. Do the work tasks offer the MA sufficient scope for independent, autonomous action? Do they actively use this scope?

6. Does the MA know their customers or clients and their requirements?

7. Does the MA actively contribute with suggestions for change and/or ideas for improvement? How can I motivate and support them even more?

8. Were there situations in which work products had to be redone or revised? How can I support my MA so that this does not happen again, if possible? What have we learned from this situation as a team?

9. What developments do I see in my area of responsibility and how will these affect the tasks of the MA in the future?

10. In retrospect, how useful is the participation of MA in specific events (conferences, training sessions, etc.) in terms of practical application of what has been learned?

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11. How is the MA integrated into the "scientific community" (publication output, participation in conferences, etc.)?

12. How is teaching and contact with students?

<u>Working conditions</u>

<u>General questions:</u>

1. Does the MA work from home (in part)? How is the communication between the MA and me or colleagues during this time?

2. Is the split between mobile work and office/lab appropriate and adequate for the work tasks?

3. Are there personnel, organizational, and/or technical difficulties and problems in the work environment that make work difficult? Are there any suggestions for change on the part of the MA?

4. Is the equipment of the work/laboratory workplace (office and mobile work) sufficient, are all necessary resources available?

5. How does the MA cope with their work in terms of quantity and quality?

6. How is the MA's satisfaction with their work-life balance?

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7. How is the working time of the MA distributed among research, teaching, and organization/administration?

8. How is the working time of the MA distributed among provision of internal services and organization/administration?

2. Cooperation

<u>General questions:</u>

1. How do I experience the cooperation with my MA? Where does the cooperation work well and where and why do problems occur?

2. How does my MA experience cooperation with me? Where does the cooperation work well and where and why do problems occur?

3. Has the cooperation between my MA and me changed due to increasing digitalization (mobile working, etc.)? Do we need further or more concrete agreements on this?

4. Do I inform my MA about important matters promptly and sufficiently? Is it guaranteed that the MA can work independently?

5. Do I listen to suggestions from my MA and, if possible, involve them in the decision-making process?

6. Do I recognize the performance of my MA both within the team and to others?

7. Do I give my MA constructive feedback about the quality of their work?

8. Do I treat my MA fairly and with respect?

9. Do I support my employees, especially in difficult situations? (e.g. through time resources on my part, feedback, material resources, etc.)

10. How is the cooperation between my MA and their colleagues in their own organizational unit? Where does cooperation work well and where and why do problems occur?

11. Has the cooperation between my MA and their teammates changed due to increasing digitalization (mobile working, etc.)? Do we need further or more concrete agreements on this?

12. How is cooperation between my MA and their colleagues outside of their own organizational unit? Where does cooperation work well and where and why do problems occur?

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13. How is the networking of the MA on campus e.g. participation in joint (third-party funds) projects?

3. Professional development and qualification

<u>General questions:</u>

1. Is the employee aware of the goals of their own field of work and those of the superordinate organization (unit) for the current year, so that they can derive qualification needs or opportunities for themself?

2. In coordination with the goals of the organization, what are the MA's personal goals?

3. Where do I see the professional and interdisciplinary strengths and talents of my MA? What measures are available to support these?

4. Do I feel that they can properly use their skills and strengths in the context of the current job?

5. Is there interest on the part of the MA to participate in committees or to assume certain functions?

6. Do I see professional development opportunities (e.g. further activities, taking on special tasks/projects...) for the MA? If so, which ones?

7. Does the MA see professional development opportunities for themself? If so, which ones? How can I support the MA in achieving their goals?

8. What can the employee do to strategically advance their professional development or to maintain their qualifications?

9. What further education/qualification is possible for my MA with regard to the current or future requirements at their workplace? Which of these should be done and when?

10. What can be done so that the team can also benefit from the individual knowledge and experience of the MA? Knowledge transfer to colleagues?

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11. What professional development opportunities do I see for them, particularly with regard to the decision "career in the academic system or outside the academic system"? Where does the MA see themself?

12. What are the requirements to achieve these career goals? How can task assignments be made to further develop the required skills?