**International staff**

**Last modified: 22.09.2014**

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| |  | | --- | | NTNU is a workplace with employees from all over the world. For instance, a quarter of the researchers employed by NTNU are from countries outside Norway. In terms of the International Action Plan 2011-2014, international mobility is an important area, which is to be strengthened. This presents an additional challenge for managers conducting appraisal interviews.  **Attitude to appraisal interviews** In Norway, appraisal interviews are an established instrument, based on the principles of participation, co-determination and development referred to in the Working Environment Act *Arbeidsmiljøloven*. In cultures outside the Nordic countries, employees may view the prospect of an interview with their manager in a different way. For many people, especially for those who come from cultures where authority, command and control are normal aspects of leadership style, the Norwegian approach to management may be difficult to understand. In this context, it may be especially challenging for the manager to communicate what the appraisal interview is expected to achieve. Another difficulty is to pave the way for the mutual trust needed so that the interview will benefit both parties; to be open and ask questions about the employee's expectations and inputs for the interview. Some managers have approached these issues by starting the interview with a focus on feedback on performance and deliverables at the beginning, gradually building up the trust needed for an appraisal interview that is more "typically Norwegian".  **Special topics and challenges**  On the subject of the working environment, teamwork and cooperation, it is especially important to understand and gain insight into the employee's situation in the workplace, their academic environment in general, their social networks, trust in their manager and colleagues, and sense of belonging in the workplace. Other key factors include settling in, adaptation and integration outside the workplace (accommodation and living conditions, family, social network and opportunities). For employees who have a smaller network outside the workplace than Norwegian staff usually have, this will be an extremely important issue.  A checklist for appraisal interviews is available in English. It is important to adapt the subjects that you want to discuss to the situation. Special checklists is available for PhD-candidates and Post-docs. | |

# Checklist: Employee appraisal interview topics – PhD candidates

##### Sist endret: 08.10.2014 Ansvarlig: [Kari Rueslåtten](https://feide.compendia.no/ntnu/kilder/ph.nsf/unique/13A99E23A6408E64C1257ABD00313955)

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| The employee appraisal interview should be a natural conversation which covers the themes included in the checklist. However, the line manager/person with the formal or delegated responsibility should adapt the checklist to their unit/situation before the interview and give the adapted checklist to the employee in order for both parties to prepare.  **Please note that the questions listed under each theme are not intended to be used as obligatory questions, rather as an assistance to help covering the theme in greater depth**.  **Follow-up and conclusions from the previous employee appraisal interview**   * Has the employee achieved the desired development through implemented measures? * Have wishes and needs changed? How have these been taken into account?   **Work areas and progress**   * What have the employee’s most important contributions and deliveries been during the last period? * What is the employee’s evaluation of the progress and remaining work/challenges? * What are the most important focus areas and tasks going forward? * How can the work be carried out in the best possible way? * What important suggestions should the manager take forward in the strategy and planning process?   **Development and career opportunities**   * What contribution does the employee aim to achieve trough his/her research? * Where does the employee want to be (professionally, personally, organisationally) in one – three – five – ten (select the appropriate timeframe) years? * What further professional development would the employee like to pursue, and what would he/she like to work with? * Who/what type of organisation may be relevant employers (academia/industry (public/private sectors), nationally/internationally)? * What opportunities exist, and how can these be developed (development/use of networks, sources, searches etc.)? What can the manager/advisor/NTNU do to assist the employee? * What kind of additional competence does the employee need in order to achieve his/her career goals following attaining his/her degree? * What are the possibilities for further collaboration/employment with NTNU?   **Balance between work/career/tasks and private life**   * How does the balance between own/others’ expectations at work and personal needs/wishes function (life phase, health)? * What can be done to improve this balance?     **Working environment and collaboration**   * How does the employee experience the physical and psychosocial working environment? * How does the employee collaborate internally and externally (colleagues, students, external partners, etc.)? * In what way does the employee contribute to a positive working environment and effective collaboration (networking, relations)? * What specific challenges/areas for improvement should be dealt with, and how?   **Supervision**   * What does the employee expect of his/her supervisor? * Are these expectations met/what needs to happen for these expectations to be met? * What expectations might be difficult to meet?   **Management**   * What does the employee expect of the line manager/person with the formal or delegated responsibility? * What does the line manager/person with the formal or delegated responsibility expect of the employee? * What needs to happen for these expectations to be met? What expectations might it be difficult to meet?   **Cultural understanding and integration**   * How does the employee experience being a part of a Norwegian working environment (regulations, policy, culture)? * Does the employee need assistance with knowledge/practical solutions regarding matters outside of the workplace (for example residency permits, housing, family arrangements, social network, etc.)? * What can the employee contribute in order to develop his/her own and others’ cultural understanding? * What specific challenges/areas for improvement should be dealt with, and how?   **Follow-up**   * When and what goals and measures are to be achieved? * What will indicate that these goals have been achieved? * How shall this be followed up by the line manager/person with the formal or delegated responsibility and the employee him/herself?  |  | | --- | | Adaptation of the checklist:   * The line manager/person with the formal or delegated responsibility must adapt questions to the unit, common situation and relationship * There are separate checklists for research fellowships and postdoc/temporary research positions * In the English version, questions about cultural understanding and integration are included * For senior employees, emphasis may also be placed on plans for retirement, opportunities/challenges relating to knowledge and competence transfer. This should be discussed and adjusted in relation to whether or not separate senior interviews will be held * For employees with a particularly independent position (i.e. line managers with professional or organizational responsibility) strategic dimensions should be emphasized in the dialogue | |

**Checklist: Employee appraisal interview topics – postdoc**

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| The employee appraisal interview should be a natural conversation which covers the themes included in the checklist. However, the line manager/person with the formal or delegated responsibility should adapt the checklist to their unit/situation before the interview and give the adapted checklist to the employee in order for both parties to prepare.  ***Please note that the questions listed under each theme are not intended to be used as obligatory questions, rather as an assistance to help covering the theme in greater depth***.  **If relevant: follow-up and conclusions from the previous employee appraisal interview**   * Has the employee achieved the desired development through implemented measures? * Have wishes and needs changed? How have these been taken into account?   **Work areas and progress**   * What have been the employee’s most important contributions and deliveries during the last period? * What have the employee’s most important contributions to the project/professional environment/unit been during the last period? * What are the most important focus areas and tasks going forward? * How does this relate to the unit’s goals and priorities? * How can the work be carried out in the best possible way? * What important suggestions should the manager take forward in the strategy and planning process?   **Development and career opportunities**   * What contribution does the employee want the research work to make? * Where does the employee want to be (professionally, personally, organisationally) in one – three – five – ten (select the appropriate timeframe) years? * What further professional development would the employee like to pursue, and what would he/she like to work with? * What is the employee’s current status with regard to qualifying for work in top academic/scientific positions? * Are there long/short term opportunities for further work at NTNU? * What other national and international opportunities exist, and what can NTNU do to assist with the employee’s further career development? * What additional competence does the employee need in order to achieve his/her career goals?   **Balance between work/career/tasks and private life**   * How does the balance between own/others’ expectations at work and personal needs/wishes function (life phase, health)? * What can be done to improve this balance?     **Working environment and collaboration**   * How does the employee experience the physical and psychosocial working environment? * How does the employee collaborate internally and externally (colleagues, students, external partners, etc.)? * In what way does the employee contribute to a positive working environment and effective collaboration (networking, relations)? * What concrete challenges/areas for improvement should be dealt with, and how?   **Professional advice**   * What does the employee expect in terms of professional advice? * Are these expectations met, and what can be done to develop this?   **Management**   * What does the employee expect of the line manager/person with the formal or delegated responsibility? * What does the line manager/person with the formal or delegated responsibility expect of the employee? * What needs to happen for these expectations to be met? What expectations might it be difficult to meet?   **Cultural understanding and integration**   * How does the employee experience being part of a Norwegian working environment (regulations, policy, culture)? * Does the employee need assistance with knowledge/practical solutions regarding matters outside of the workplace (for example residency permits, housing, family arrangements, social network, etc.)? * What can the employee contribute in order to develop his/her own and others’ cultural understanding? * What specific challenges/areas for improvement should be dealt with, and how?   **Follow-up**   * When and what goals and measures are to be achieved? * What will indicate that these goals have been achieved? * How shall this be followed up by the line manager/person with the formal or delegated responsibility and the employee him/herself?  |  | | --- | | Adaptation of the checklist:   * The line manager/person with the formal or delegated responsibility must adapt questions to the unit, common situation and relationship * There are separate checklists for research fellowships and postdoc/temporary research positions * In the English version, questions about cultural understanding and integration are included * For senior employees, emphasis may also be placed on plans for retirement, opportunities/challenges relating to knowledge and competence transfer. This should be discussed and adjusted in relation to whether or not separate senior interviews will be held * For employees with a particularly independent position (i.e. line managers with professional or organizational responsibility) strategic dimensions should be emphasized in the dialogue | |

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