Lund University logotype.HR Division

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SUPPORT MATERIALS, STAFF APPRAISALS

# Staff appraisals

The staff appraisal is an annual and compulsory conversation between line managers and employees at Lund University. The conversation is to be based on the following three main areas:

* Looking back
* Current situation
* Looking forward

The conversation is to be documented with an agreement on individual goals and a plan for the employee’s professional development. For teaching staff, their duties plan should form the basis of the staff appraisal. Read more about duties plans on the [Staff Pages](https://www.staff.lu.se/employment/working-hours/working-hours-teaching-staff) or the [HR website](https://hr-pages.prodwebb8.lu.se/employment/working-hours/working-time-agreement-teaching-staff).

The staff appraisal is closely linked to the follow-up appraisal and the salary appraisal/salary-setting appraisal, in which the manager and employee follow up on what was agreed during the staff appraisal. It also forms the basis for the review of salaries carried out within the framework for the salary review/RALS[[1]](#footnote-1).

## Looking back

During the review part of the appraisal, the manager and the employee follow up on what has happened since the last appraisal, and also review the documented agreement concerning individual goals and the professional development plan.

This part should not be confused with the follow-up appraisal, where the manager provides structured feedback on the employee’s performance before the salary review.

Time: About 20 % of the meeting.

Examples of questions:

* What do you feel about the past year’s work situation and your performance (enjoyable, stimulating, challenging, etc.)?
* Have you achieved your individual goals set out in the professional development plan?
  + Do any goals need to be transferred to the discussion about future individual goals and professional development (see section Looking forward)?

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## Current situation

In this part of the appraisal, the manager and employee discuss the employee’s current work situation.

Time: About 40 % of the meeting.

Examples of questions:

* Is the assignment defined and clear (based on the plan of operations, objectives, etc.)?
* Are your duties clear?
* Are decision-making powers and resources sufficient for you to carry out your assignment and duties?
* Does the distribution between your different assignments and duties function well?
* What do you feel about the workload in relation to resources available (time, knowledge, skills, etc.)?
* What do you feel about the physical working environment (ergonomics, premises, etc.)?
* What do you feel about the organisational and social work environment?
  + Do we have the right organisation to carry out our assignments and duties?
  + Does workplace cooperation work well (within the department/equivalent, other parts of the organisation, etc.)?
  + What is the atmosphere in the workplace?
  + Do we treat each other respectfully?
  + Have there been issues of victimisation or harassment (victimisation, harassment and sexual harassment)?
  + Do you know where to turn if you experience victimisation or harassment?
  + What do you feel about the support offered by your manager?
  + What functions well in relation to your manager’s leadership and what could be done differently?
  + How is your health and wellbeing in general?
  + Are there any issues in your private life that are affecting your wellbeing or work situation that you would like to share?
* Anything else you would like to share?
* Do you have any secondary employment?
  + *Teaching staff must submit an annual declaration of secondary employment during the first quarter of the year, but no later than 31 March, even if they have no secondary employment. Read more on the* [*Staff Pages*](https://www.staff.lu.se/employment/secondary-employment)*.*

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## Looking forward

In the section that deals with the future, the manager and the employee are to create a common understanding of the employee’s duties and how these are to be prioritised in the coming year, as well as areas for the employee to develop.

Time: About 40 % of the meeting.

### Documentation of individual goals and the professional development plan

Together, define and document the employee’s upcoming assignments, duties and individual goals. Discuss and link these to the organisation’s goals. The purpose of documenting this is to clarify what was agreed upon during the staff appraisal. The documentation is used as a basis for the follow-up appraisal, the salary appraisal that follows and the following year’s staff appraisal.

Template for the documentation of individual goals and the professional development plan is available on medarbetarwebben, staff pages and the HR web.

Examples of questions:

* Are your goals, assignments and duties clear?
* Do you have what you need to carry out your duties?
* Do you feel involved and able to influence your assignment and duties?
* How do you think your assignment and duties could be developed or changed?
* What do you find stimulating about your work?
* How do you currently contribute to the performance and development of your team(s)?
* How do you think the department/equivalent could be developed?
* How do you see your role and career now and in the longer term? Short and long-term future plans.

### Professional development plan – short and long-term

Discuss what professional development may be relevant based on your current assignment, role and skills. Professional development could include internal or external training courses, internal skills exchanges between colleagues, mentoring or similar, as well as new or more advanced duties.

Examples of questions:

* What skills do you need to develop or maintain during the year?
* Which areas are relevant for you to develop based on your role and your duties?
* What actions do you think are necessary for your development?

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1. RALS refers to the framework agreement for public employees (Ramavtal om löner m.m. för arbetstagare inom det statliga avtalsområdet). [↑](#footnote-ref-1)