



Pilot 'Annual Interview' | Interviewcards



Universiteit
Leiden

A good conversation about development



Purpose & suggestions for use

Purpose of the interview question cards

- A good interview helps to promote cooperation, connect the participants better and encourage them to take responsibility for achieving results and for their own development.
- This process can occur during the Start Interview or the Annual Interview, but also at other times. There are a number of points throughout the year when it makes sense to return to this ongoing dialogue.
- Every question card addresses a specific topic and includes example questions that can help everybody to reflect and look ahead – both the employee and the supervisor.

How to use the question cards

- Dialogue is all about openness, listening to and understanding each other, describing the ideal situation and reflecting on what is needed. The employee is the owner of his/her own development; the supervisor sets the parameters and provides support.
- Choose questions from the question cards that are relevant to you and that you would like to discuss with a colleague or supervisor
- Ask the other person for his/her perspective on relevant questions. Answer these questions yourself in preparation for the interview.
- Where possible, make specific agreements and make a note of these together, so that you can build on them. Discuss what comes next.

Your role

Leadership is an essential quality for everyone, and helps us to connect people and activities, develop self-reflection skills, give and receive feedback, understand one another, and support one another. Leadership is crucial for the development of talent, ideas, the ability to learn, and to ensure a safe and creative work environment. It is a vital ingredient in delivering quality.

At Leiden University, we focus on four personal and connecting leadership skills: making connections, working with others, taking responsibility and pushing our limits. For us, leadership is an essential skill for every staff member.



There are four different leadership roles at Leiden University.

For all of us, leadership begins at home – with you.

But also, we all work together and are part of a team or (project) group.

Depending on who you lead, your role may grow and expand (to a team or organisation).

YOURSELF

You take control of your own development and performance

OTHERS

You work with other people – internally with (direct) colleagues and possibly externally too

You may lead others, formally or informally

ONE TEAM | GROUP

You are part of a team, (project) group or partnership

You lead a team, group or partnership

ORGANISATION

You provide leadership within the organisation, faculty or unit



Your role & reflection questions

Yourself

- How are things going? What makes you proud or happy – at work and outside work?
- Which goals have you achieved and what lessons have you learned?
- What do you find difficult sometimes? Looking at yourself and your own behaviour, which issues do you notice occurring regularly?
- What do you want to get better at? Why is that important to you?
- Who can help you do this? How will you involve them in your personal development? What role can your supervisor play in this?
- What feedback have you received recently, or asked for recently?
- What will achieving your goal look like? How will it benefit you?
- What would you like to spend more time on? Why?

Working with others

- Are the expectations and goals within the team clear to you? Is your contribution to them clear to you?
- What would help you to perform at your best?
- Does this role suit your talents? If so, which ones? What do you need for this?
- What challenges do you encounter when working with others? What do you need to perform at your best in the team?
- Do you feel encouraged to try new ideas, make mistakes and start again?
- How do you handle your colleagues in the team when situations do not go well, goals are not achieved, no progress is made?
- What role can your supervisor play in this?
- How do you ensure that your successes and efforts are recognised? How do you share (and/or celebrate) them together?

Leading a team or organisation

- What results has my unit achieved that I am proud of? Why? How has my leadership contributed to this?
- What mistakes have I learned from? What have I learned from this, and how will it help me develop my leadership?
- Think of something that you never thought would work out. Why did you think that? How did you manage to make it happen and what kind of leadership did it take?
- What is the working environment like in my team/organisation? How do I ensure that everyone has the chance to have their say, contribute new ideas, share mistakes and ask for help?
- What will our next goal be? How do I involve people in my vision, goals, the bigger picture, expectations and values?
- What do we want to get even better at? Why? What will help us do this? How will we achieve that?

At Leiden University, we focus on four personal and connecting leadership skills. Looking at these skills (sheet 10), what is going well and what do you want to hold on to? Where are the opportunities to grow and develop? Also use the leadership cards [Competences - Leiden University \(universiteitleiden.nl\)](https://www.universiteitleiden.nl/competences)

Personal development



Development

- What knowledge, skill(s) or experience would you like to acquire in order to excel in your current position?
- What are you already doing and what would stretch you even further? Do you feel that you have the opportunity to do this and make a personal development plan?
- What activities are currently helping you to develop? Which developments within the unit are you enthusiastic about? What experience would you like to gain?
- Who would you like to learn from, inside or outside the unit?
- Which training or education do you need but have not yet arranged?

Also see: [HRM Learning & Development Courses 2023 - Overview](#)
[| Rise 360 \(articulate.com\)](#)

Career

- How do you see your career and development within our organisation (faculty, unit), the university or beyond?
- How can you make the best use of your strengths?
- Which talents do you have that the organisation is not yet using?
- What would help you to work towards this? What can the organisation do for you in this regard?
- Which ancillary activities do you engage in that may help you?
- Would you like to talk to a career coach about your development?
- What is your next step?

Also see: [Home | Career Platform \(universiteitleid.nl\)](#)

Working environment

Leiden University strives to provide a pleasant, healthy and inclusive learning and working environment; one where you can feel free to express yourself and express your opinions (even if these go against the norm); one where everybody's point of view is listened to and taken seriously and diversity of experience and perspectives is recognised.



Working environment

- Do you feel like you can say what you really think?
- Are mistakes acknowledged and discussed?
- Do we include different perspectives? Are minority voices heard?
- Are people open with each other? And with their supervisor(s)?
- Is it possible to express emotions that are not directly related to work?
- What is important to you in a safe and good working environment?

Also see: [Advice from a confidential counsellor - Leiden University \(universiteitleiden.nl\)](https://www.universiteitleiden.nl/advisee)

Inclusivity

- How does your team handle inclusion? Are you able to be yourself?
- Do you feel that your opinion matters? Do you feel accepted and valued?
- Can everyone be themselves, and nobody has to pretend to be someone they are not?
- How is everybody's voice heard?
- Do newcomers always receive a warm welcome?
- Are we doing everything we can to make everyone feel at home?

Also see: [Working in a diverse environment - Leiden University \(universiteitleiden.nl\)](https://www.universiteitleiden.nl/working-in-a-diverse-environment)

Vitality & working conditions



Vitality

- Do you have a good work-life balance? Would you like to change anything about it? If so, what can help you do this?
- When do you feel like everything is going smoothly? And when do you feel like you have too much to do? What would help you to relax?
- How does your workplace (or home workplace) contribute to your vitality? Are any changes possible?
- How do you try to stay healthy (physically and mentally)? What do you need to achieve that?
- How can your team or supervisor help with this?

Also see: [Work pressure](#) - Leiden University

Working conditions

- Are you satisfied with your current workplace or home workplace?
- Is there anything you would like to change about it? If so, why?
- How is the balance between working at the office and working from home? Would you like to see a change in this? If so, why?
- Do you feel connected to your team? What about when you are working at home? How do you maintain that connection?
- Do you need more knowledge or skills in the field of hybrid working? If so, why?

Also see: [Health and Safety Coordinators](#) - Leiden University

Giving and receiving feedback



Advice

- Feedback can be very valuable as it helps you to understand how others see you.
- Feedback has the most power when you ask for it yourself and keep asking questions. By learning to ask about the effect of what you do and how you do it, you can continue growing and developing.
- Giving feedback works well when it is framed in a constructive, positive way. A sincere compliment can be very powerful.
- Decide which colleagues and/or (external) partners whom you would like to ask a number of questions. Choose up to three questions.

Examples

- How would you describe me?
- What do you think my strengths are? When would you come to me for help?
- What would you recommend me for? When am I at my best?
- What do you think my pitfalls are? What should I watch out for? Or: STOP | START | CONTINUE: What should I stop doing, what should I start doing and what should I continue doing?
- What is my added value in our team/department?
- Where do you see room for development? What would you like to see me do?
- What allowances would you make for me?

Teaching and research



Teaching

- What (else) would you want to achieve in the field of teaching and education? What do you need for this?
- What role do teaching and education have in your plans for the future?
- How do you feel about blended, online and/or hybrid education? Are there any related skills that you would like to develop further?
- How have you done, shared or expanded your education-related activities with a wider team or community in a new or innovative way?
- Which education-related activity are you most proud of? Do you feel this is recognised and appreciated?









Research

- How has your research work been going in the past year? What are you satisfied with? What would you like to change?
- What research-related knowledge and skills do you want to develop further? What will you need to do this?
- How have you done, shared or expanded your research activities with a wider team or community in a new or innovative way?
- Do you work according to FAIR principles, and according to the motto 'as open as possible, as closed as necessary'. Have you registered your output and created a Data Management Plan?
- Which research activity are you most proud of? Do you feel this is recognised and appreciated?

Impact

- What societal impact would you like to achieve?
- How are you working on that at present? How do you intend to make progress on that in the coming year? Which goal(s) do you want to achieve in this way?
- What do you need in order to achieve these (team) objectives? What role can the organisation play for you in this regard?
- Who or what inspires you in the pursuit of impact? How can you incorporate this into your work?

Role you take on

	 MAKING CONNECTION	 WORKING TOGETHER	 TAKING RESPONSIBILITY	 MOVING BOUNDARIES
YOURSELF 	<input type="checkbox"/> Self awareness <input type="checkbox"/> Dealing with your emotions <input type="checkbox"/> Communication <input type="checkbox"/> Assertiveness	<input type="checkbox"/> Helping others <input type="checkbox"/> Flexibility <input type="checkbox"/> Adaptability	<input type="checkbox"/> Action orientation <input type="checkbox"/> Perseverance <input type="checkbox"/> Clear expectations	<input type="checkbox"/> Resilience <input type="checkbox"/> Learning agility <input type="checkbox"/> Challenge status quo
OTHERS 	<input type="checkbox"/> Empathy <input type="checkbox"/> Show interest <input type="checkbox"/> Feedback	<input type="checkbox"/> Search for new collaboration <input type="checkbox"/> Focus on the common goal <input type="checkbox"/> Involving others	<input type="checkbox"/> Providing frameworks and space <input type="checkbox"/> Decisiveness <input type="checkbox"/> Addressing behaviour <input type="checkbox"/> Monitoring progress	<input type="checkbox"/> Entrepreneurship / Courage <input type="checkbox"/> External view <input type="checkbox"/> Stimulate learning <input type="checkbox"/> Agile working
A TEAM 	<input type="checkbox"/> Work climate <input type="checkbox"/> Support and attention <input type="checkbox"/> Talent development <input type="checkbox"/> Building relationships	<input type="checkbox"/> Leveraging diversity <input type="checkbox"/> Setting goals together <input type="checkbox"/> Working with different styles <input type="checkbox"/> Conflict Management	<input type="checkbox"/> Give confidence <input type="checkbox"/> Ownership <input type="checkbox"/> Balance	<input type="checkbox"/> Dot on the horizon <input type="checkbox"/> Guiding change <input type="checkbox"/> Stimulate innovation <input type="checkbox"/> Break down barriers
THE ORGANISATION 	<input type="checkbox"/> Ambassador <input type="checkbox"/> Role model <input type="checkbox"/> Servant leadership	<input type="checkbox"/> Bringing people together <input type="checkbox"/> External collaboration <input type="checkbox"/> Shared leadership	<input type="checkbox"/> Giving direction <input type="checkbox"/> Vigor <input type="checkbox"/> Focus on the bigger picture	<input type="checkbox"/> From the outside in <input type="checkbox"/> Creating awareness <input type="checkbox"/> Inspiring vision

The four associated competencies