Planning and Evaluation Interviews

Introduction
Planning and evaluation interviews (held at least once a year) will help the supervisor(s) and PhD-candidate to perform the PhD-research in an effective manner.

Planning and evaluation interviews in practice.
A planning and evaluation interview is held between the supervisor(s) and the PhD-candidate at least once a year. There are two forms available for reporting on this annual planning and evaluation interview (both forms should be used)

1. Form for evaluation/assessment of the previous year, in which
   - the performance given and research results obtained in the previous year are evaluated by the PhD-supervisor, and following on from this:
   - the PhD-candidate is assessed by the PhD-supervisor.

2. Form for planning of the upcoming year, in which
   - the research plan for the coming year is discussed and drawn up
   - arrangements are made regarding supervision and/or training of the PhD-candidates.

Throughout the entire period of employment PhD-supervisor and PhD-candidate will hold a planning and evaluation interview at least three times.
The first time, at the end of the first year, is at the same time the Go/No-go evaluation, after which the employment contract may or may not be extended to four years.
The second interview is to be held at the end of the second year and the last one at the end of the third/beginning of the fourth year.
For PhD-candidates entering their fourth year a paragraph is added about their future career perspective. The Faculty of Science wants PhD-candidates to choose a career that suits their capabilities and ambitions. A statement is also requested on the possibilities of continuing either an academic career or a career outside of academia.
You will find all interview forms compiled here in this loose-leafed set. This makes it easier to consult plans and evaluations from previous years, in case where this is needed by way of preparation for the next planning and evaluation interview.

What is the reason for planning and evaluation interviews between the supervisor(s) and the PhD-candidate?
The planning and evaluation of doctoral research by the PhD-candidate and the supervisor(s) should be geared towards completing the research project and obtaining a PhD within the employment period of 4 years.
During this period priority is given to aspects of their education and training that are highly relevant to their future performance in their later professional career. A goal-oriented and planned approach to work is one of these aspects.

Labour market data of former PhDs indicate that completion of the doctoral studies within 4 years considerably increases the chances of finding a subsequent job. In addition, employers of former PhD’s of the Faculty of Science indicate to us that good supervision and the ability to work according to plan are important factors to give PhD’s a good start on the labour market. PhD students also indicated that they want to get into the good habit of taking a goal-oriented and planned approach to their work.
# RETROSPECTIVE EVALUATION OF FIRST YEAR

12 months after appointment: **Go – No Go decision**

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PERFORMANCE REVIEW
Describe as concretely as possible the areas in which the individual in question is in need of further development and/or the areas in which he/she has performed satisfactorily.

1. **Knowledge and skills**: depth, range, overview, orientation on the problem area, problem analysis, insight, ability to distinguish main issues from side issues, orientation towards other disciplines ......

2. **Planning and organization**: setting effective goals, determining priorities and necessary action, indicating the time and the resources needed to attain goals, monitoring progress, taking responsibility, investing energy in maintaining progress of activities, effective use of time available....

3. **Written and verbal presentation**: structure and style of written material, formulating a message that is clear and to the point, tailoring material to suit audience, power of persuasion, maintaining central lines of argument, self-awareness ......

4. **Interpersonal skills**: leadership skills: giving direction and guidance to others, creating cooperative ventures in order to achieve a goal, convincing others of a point of view, motivating others to do something for you, taking initiative, seeking active consultation ......

5. **Safety and working conditions**: working safely and responsibly in laboratories, at experimental set-ups and computer workstations
**COMMENTS OF PHD-CANDIDATE REGARDING RETROSPECTIVE EVALUATION OF FIRST YEAR AND/OR NATURE/FREQUENCY OF THE SUPERVISION RECEIVED.**

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<tr>
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**Final conclusion after first year:**

- **Ο** Performance is good to excellent. Research is on schedule. Employment contract can be extended to the full 4-year period.
- **Ο** Performance is reasonable. PhD-candidate will be set additional targets and will be re-assessed on that after three months. At that point in time it will be decided whether the employment contract will be extended to four years or legally terminated after this contract of 18 months. Final assessment on: ...............
- **Ο** Performance is insufficient; doctoral research will not be continued. Employment contract will be legally terminated after 18 months. Any further arrangements refer to the last six months of the appointment. Tasks related to conclusion and coaching towards future employment are to be in consultation with the Personnel Department.

**Signature Thesis advisor:**  
**Daily supervisor 1**:  
**Daily Supervisor 2**:  

**Independent supervisor**

**Seen by PhD-candidate**

**PLEASE SEND A COPY OF THIS FORM TO THE PHD-COORDINATOR AND PERSONNEL DEPARTMENT**
PLANNING THE SECOND YEAR

12 months after appointment

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AIM OF THE RESEARCH AND TRAINING IN THE COMING YEAR

Research:

Training:

PLANNING RESEARCH AND TRAINING IN THE COMING YEAR

1. What are the most important ‘milestones’ and results for the coming year?

   Research:

   Training:

2. What activities have to be carried out to this end, in what order and what is the final date for their completion?

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3. What **obstructive/delaying factors** are expected in the realization of this schedule? (problems with equipment, delays in the delivery of equipment, technical support, problems of scientific nature, others?)

4. How will you **anticipate or respond** to such developments?

**WISHES WITH REGARD TO EDUCATION, TRAINING AND SUPERVISION**

RU-training (please mark where appropriate)
- Academic writing
- Advanced conversation
- Management for PhD-candidates
- Education in a nutshell
- Lay-out and realization of doctoral research
- How to present your own research?
- Presentation Skills
- Science writing
- The Art of Presenting Science
- Scientific journalism
- Digital tools

**Involvement third parties?** (e.g. additional focus on content, personal coaching, Personnel Dept.)

Professional training (including attendance at congresses)
REPORT AND PROGRESS

1. **Progress interviews** planned on:
   - 
   - 
   - 
   - 
   - 
   - 

2. Nature and frequency of **reporting** by the PhD-candidate

The following parties have reached agreement on this plan and its actions:

Thesis advisor: daily supervisor 1 daily supervisor 2

PhD student

PLEASE SEND A COPY OF THIS FORM TO THE PHD-COORDINATOR AND PERSONNEL DEPARTMENT
## RETROSPECTIVE EVALUATION OF SECOND YEAR

### 24 months after appointment

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### EVALUATION

1. **What are the most important results of last year?**

   **Research:**

   **Training:**

2. **In which areas did the activities depart from the planned schedule and/or did delays occur? Which activities proceeded more efficiently than planned?**

   **Research**

   **Training:**

3. **What was the cause of the departure from schedule and/or delay and what was the response to this?**

   **Research:**

   **Training:**
PERFORMANCE REVIEW

Describe as concretely as possible the areas in which the individual in question is in need of further development and/or the areas in which he/she has performed satisfactorily.

1. Knowledge and skills: depth, range, overview, orientation on the problem area, problem analysis, insight, ability to distinguish main issues from side issues, orientation towards other disciplines …….

2. Planning and organization: setting effective goals, determining priorities and necessary action, indicating the time and the resources needed to attain goals, monitoring progress, taking responsibility, investing energy in maintaining progress of activities, effective use of time available….

3. Written and verbal presentation: structure and style of written material, formulating a message that is clear and to the point, tailoring material to suit audience, power of persuasion, maintaining central lines of argument, self-awareness …….

4. Interpersonal skills: leadership skills: giving direction and guidance to others, creating cooperative ventures in order to achieve a goal, convincing others of a point of view, motivating others to do something for you, taking initiative, seeking active consultation …….

5. Safety and working conditions: working safely and responsibly in laboratories, at experimental set-ups and computer workstations
ATTENDED TRAINING – SUPERVISION
RU-training (please mark where appropriate)

- Academic writing
- Advanced conversation
- Management for PhD-candidates
- RU-training (please Education in a nutshell
- Lay-out and realization of doctoral research
- How to present your own research?
- Presentation Skills
- Science writing
- The Art of Presenting Science
- Scientific journalism
- Digital tools

Additional attended courses/training/conferences (or e.g. personal coaching)

COMMENTS OF PHD-CANDIDATE REGARDING EVALUATION OF THE PREVIOUS YEAR AND/OR
NATURE/FREQUENCY OF THE SUPERVISION RECEIVED.

Does your PhD-supervisor provide the necessary preconditions to function satisfactorily?
Yes/ no, because .............

Is your PhD-supervisor receptive to new ideas, questions, problems and complaints?
Yes/no, because .............

Further comments, remarks regarding the evaluation of the first year:
-
-
-

Thesis advisor: daily supervisor 1 daily supervisor 2

Seen by PhD-candidate:

PLEASE SEND A COPY OF THIS FORM TO THE PHD-COORDINATOR AND PERSONNEL DEPARTMENT
PLANNING THE THIRD YEAR

24 months after appointment

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AIM OF THE RESEARCH AND TRAINING IN THE COMING YEAR

Research:

Training:

PLANNING RESEARCH AND TRAINING IN THE COMING YEAR

1. What are the most important ‘milestones’ and results for the coming year?
   Research:

   Training:

2. What activities have to be carried out to this end, in what order and what is the final date for their completion?
   
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3. What **obstructive/delaying factors** are expected in the realization of this schedule? (problems with equipment, delays in the delivery of equipment, technical support, problems of scientific nature, others?)

4. How will you **anticipate or respond** to such developments?

**WISHES WITH REGARD TO EDUCATION, TRAINING AND SUPERVISION**

RU-training (please mark where appropriate)
- Academic writing
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- Education in a nutshell
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- Digital tools

**Involvement third parties?** (e.g. additional focus on content, personal coaching, Personnel Dept.)

Professional training (including attendance at congresses)
REPORT AND PROGRESS

1. **Progress interviews** planned on:
   - 
   - 
   - 
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2. Nature and frequency of **reporting** by the PhD-candidate

The following parties have reached agreement on this plan and its actions:

Thesis advisor: daily supervisor 1 daily supervisor 2

PhD candidate

PLEASE SEND A COPY OF THIS FORM TO THE PHD-COORDINATOR AND PERSONNEL DEPARTMENT
# RETROSPECTIVE EVALUATION OF THIRD YEAR

## 36 months after appointment

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## EVALUATION

1. What are the most important **results of last year**?
   - **Research:**
   - **Training:**

2. In which areas did the activities depart from the planned schedule and/or did delays occur? Which activities proceeded more efficiently than planned?
   - **Research:**
   - **Training:**

3. What was the cause of the departure from schedule and/or delay and what was the response to this?
   - **Research:**
   - **Training:**
PERFORMANCE REVIEW

Describe as concretely as possible the areas in which the individual in question is in need of further development and/or the areas in which he/she has performed satisfactorily.

1. **Knowledge and skills**: depth, range, overview, orientation on the problem area, problem analysis, insight, ability to distinguish main issues from side issues, orientation towards other disciplines ........

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5. **Safety and working conditions**: working safely and responsibly in laboratories, at experimental set-ups and computer workstations
RU-training (please mark where appropriate)
- Academic writing
- Advanced conversation
- Management for PhD-candidates
- Education in a nutshell
- Lay-out and realization of doctoral research
- How to present your own research?
- Presentation Skills
- Science writing
- The Art of Presenting Science
- Scientific journalism
- Digital tools

Additional attended courses/training/congresses (or e.g. personal coaching)

Comments of PhD-candidate regarding evaluation of the previous year and/or nature/frequency of the supervision received:

Does your PhD-supervisor provide the necessary preconditions to function satisfactory?
Yes/ no, because ..............

Is your PhD-supervisor receptive to new ideas, questions, problems and complaints?
Yes/no, because ..............

Further comments, remarks regarding the evaluation of the first year:
- 
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Thesis advisor  daily supervisor 1  daily supervisor 2

Seen by PhD-candidate:

Note: After completion of the third year of your doctoral research you are to send a first draft of the table of contents and the title of your thesis to the PhD coordinator of your institute.

PLEASE SEND A COPY OF THIS FORM TO THE PHD-COORDINATOR AND PERSONNEL DEPARTMENT
### PLANNING THE FOURTH YEAR

#### 36 months after appointment

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#### AIM OF THE RESEARCH AND TRAINING IN THE COMING YEAR

**Research:**

**Training:**

#### PLANNING RESEARCH AND TRAINING IN THE COMING YEAR

1. **What are the most important ‘milestones’ and results for the coming year?**

   **Research:**

   **Training:**

2. **What activities have to be carried out to this end, in what order and what is the final date for their completion?**

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4. How will you **anticipate or respond** to such developments?

**WISHES WITH REGARD TO EDUCATION, TRAINING AND SUPERVISION**

RU-training (please mark where appropriate)
- O Academic writing
- O Advanced conversation
- O Management for PhD-candidates
- O Education in a nutshell
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**Involvement third parties?** (e.g. additional focus on content, personal coaching, Personnel Dept.)

Professional training (including attendance at congresses)
CAREER ASPECTS

1. What are the career ambitions of the person concerned? In what direction would he/she like to develop his or her career after the appointment has ended?

2. What ideas does the manager have about the future career of the person involved?

3. What actions need to be taken in order to help secure a job following on termination of employment?

Training/coaching RU:
- career management
- job application and networking

REPORT AND PROGRESS

1. Progress interviews planned on:
- 
- 
- 
- 
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2. Nature and frequency of reporting by the PhD-candidate

The following parties have reached agreement on this plan and its actions:

Thesis advisor daily supervisor 1 daily supervisor 2

PhD candidate

PLEASE SEND A COPY OF THIS FORM TO THE PHD-COORDINATOR AND PERSONNEL DEPARTMENT