Personnel Development Dialogue

For technical and administrative staff of the University of Cologne
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THE PDD – HOW DO YOU BENEFIT?

Of course, supervisors and employees talk to each other – often several times a day. However, how much time and tranquillity does the usual workday leave to look at cooperation and employee development?

This is where the Personnel Development Dialogue (PDD) comes in.

How do I benefit from the PDD as an employee?

» The PDD offers you the opportunity to talk systematically with your supervisor once a year about your task, your working environment, and your cooperation as well as your professional ideas and perspectives.

» You receive personal feedback on the assessment of your work, your strengths and areas for development. This will help you determine where you stand.

» Together with you supervisor, you can clarify professional expectations and opportunities and determine the focus of your work and personal development.

How do I benefit from the PDD as a supervisor?

» The PDD helps you to better understand the needs, interests and goals of your employees.

» You can define focal points and priorities for your cooperation and find out what you need to pay particular attention to in managing and promoting the employee in the coming year.

» You will receive feedback on how your leadership behaviour and cooperation among the team are perceived and thus receive important suggestions for your own personal development and your leadership work.

The goals of the PDD are:

» To strengthen cooperation and mutual understanding,

» To promote the motivation and professional/personal development of staff members,

» To create transparency about tasks, expectations and professional perspectives,

» To develop ideas and measures for upcoming tasks and issues.
GOOD TO KNOW – THE MOST IMPORTANT INFORMATION AND RULES REGARDING THE PDD

The PDD takes place once a year.

As a rule, the PDD takes place in the first quarter. It covers a period of 12 months but can also be conducted for shorter periods of cooperation. Ideally, the interview is conducted in a cascade „from top to bottom“. That way, you as a supervisor can incorporate the findings from your own PDD into the PDD with your employees. The regulations around the PDD can vary depending on the organizational unit, e.g. with regard to the time period.

The PDD does not replace everyday exchange – and vice versa.

Many task-related feedbacks have to take place immediately after the completion of a task. Beyond everyday dialogue, the PDD offers both partners the opportunity and structure for a more fundamental look at the (joint) work and the development of the employee.

The PDD is a confidential interview between employee and direct supervisor.

The essential agreements on cooperation and feedback are documented exclusively for the two participants of the interview. Only the last two pages of the interview guideline are also sent to the next higher supervisor. This gives them an overview of individual development wishes and potential as well as planned development measures in the respective area. Of course, you can pass on further contents to third parties by usual agreement, if it serves the implementation of agreements, for example.

Conducting a PDD is mandatory.

Supervisors and employees are obliged to conduct the PDD once a year.

As supervisor, you invite your employees to a meeting in an agreed timeframe and are responsible for the organizational preparations and the conduct of the meeting.

If one of the two parties to the interview refuses, it will take place with the next higher supervisor to clarify the causes or a possible conflict.

Take part in a PDD training.

For all new employees and supervisors in the administration, attendance at the PDD training is mandatory. Additional seminars on the topics of feedback and communication are listed in our internal training programme.
Prepare for the interview.
Read the brochure and the guideline at your leisure before the dialogue and answers the guiding questions listed there for yourself – then you will be well prepared.

Reach agreements and keep track of them.
Record important findings, measures and agreements in the interview guideline. With your signature, you both agree to implement the agreements as discusses. Regularly review your agreements and ideally schedule meetings during the year to discuss the status of discussed measures.

As a supervisor, involve the next higher management level.
Coordinate in advance, if there is a need for additional input or exchange during the dialogues. After the dialogues, take stock of the development wishes and potentials of your employees based on the forwarded pages.
Take the opportunity to tell your supervisor about the general conclusions you have drawn for your work from the dialogues. Personal data and content will of course remain confidential between the parties to the dialogue.

Give feedback regularly.
Make feedback an integral part of your everyday work – not just once a year during the PDD.
The dialogue guideline has several functions:

1. With the help of the guideline, both the supervisor and the employee prepare for the interview by making notes on the guiding questions.

2. During the interview, the guideline is intended as a structuring aid. If necessary, you can adapt the questions to the situation. Depending on the situation of the employee, different priorities can be set for the dialogue.

The guideline is available as a PDF document that can be filled in either per hand or on the computer.
Fill out a joint version during the dialogue as a record of the exchange. Both of you can sign this directly or the employee can complete a computer version afterwards, which you can sign together.
The last two pages should be sent to the next higher supervisor. Please note that there may be differences depending on the organizational unit.

Supervisors destroy the records after three years. In the event of a change of supervisor in the meantime, the dialogue records must not be presented to the new supervisor. Only agreements on development wishes and qualification measures that are still pending are made between the new supervisor and the employee.
PROCEDURE AND CONTENTS OF THE PDD

1. Main tasks and priorities in the of the past year

2. Agreements and results from the last interview

3. Main tasks and priorities in the upcoming year

4. Work satisfaction and cooperation among the team

5. Feedback on competencies and work results

6. Feedback on cooperation and leadership behaviour

7. Development wishes and perspectives

8. Planned qualification measures
1. Main tasks and priorities of the past year

Let the last year pass in review:

» What were the most important tasks and priorities of the past year?
» Are there any topics that are particularly memorable or events about which you would like to have an exchange or draw a conclusion together?
» Are there common experiences or insights that should be taken into account when planning the coming year?

If the staff member with whom the PDD is being conducted is a supervisor him: herself, the role descriptions (AKV) should be included for the central administration.

2. Agreements and results from the last interview

Take a look at the agreements of the previous year:

» Which topics have developed positively; which topics are still being worked on?

3. Main tasks and priorities in the upcoming year

Look into the future together:

» What changes can be expected in the coming year that might have an impact on work or priorities?
» Are there any overarching or strategic issues that the supervisor would like to inform the employee about?
» What issues does the employee see coming up? Are there any hopes or questions in this context?

In the case of supervisors in the central administration, involve the role description (AKV) as well.

4. Work satisfaction and cooperation

The aim of this discussion phase is to give the supervisor the opportunity to understand where the employee stands in terms of his: her own motivation and how he: she perceives the situation within the team and at work.

» What aspects is the employee happy and satisfied with?
» What aspects, if any, would he/ she wish to change?

This part does not need to be prepared by the supervisor. Only the employee makes notes on this section in advance. The supervisor can of course add notes or comments during the interview.
5. Feedback on competencies and work results including development agreements

» Feedback and subsequent development measures are an essential part of the staff development interview. Supervisors should act as coaches, advisors, and learning partners for their employees in this phase of the discussion. The more practical, concrete, and useful the feedback and defined practice opportunities are ‘on the job’, the greater the likelihood that the employees will grow in their competencies.

» The feedback is structured according to the competency model for technical and administrative staff at the UoC. The competency model can be found on page 15. On pages 16 to 21, the competencies are explained with concrete descriptions of behaviour. For staff without management responsibility, the competency ‘Promoting and developing people’ is omitted.

» For feedback, the six competency areas of the competency model are listed (e.g. ‘Communicating professionally’). Please note: You do not have to discuss all aspects of a competency (i.e., communication skills, meeting management, consultation skills, and information management within the competency ‘Communicating professionally’). Limit yourself to those with the highest priority for everyday work and for which you can also describe examples.

» While preparing, both the supervisor and the employee determine for themselves where strengths are seen in each competency area and where there is room for development and learning. At this point, both can already start thinking about possible development measures.

» In the interview, the employee first describes his/her self-assessment, then the supervisor gives feedback on the individual competencies. The aim is to gain a common perspective on the strengths as well as the learning and development areas within the respective competency, and to agree on development measures if necessary.

» Development measures at this point are not primarily about defining workshops or qualification measures. The last page of the interview form is intended for this purpose. If such measures come up in this phase of the discussion, they can be specified at the end of the form. Above all, however, very practical, concrete, and also ‘small-scale’ ideas are needed that can be quickly implemented ‘on the job’ in everyday work. An example could be a learning partnership with a colleague. Direct feedback from colleagues on their own behaviour or job shadowing can also be helpful, depending on the area of development. Further suggestions and ideas for possible development measures can be found at the end of the brochure.

Feedback on work results and achievements including development agreements

This involves feedback on the work results and performance of the past 12 months (e.g. quality, reliability, adherence to deadlines, scope of performance, efficiency, usability of the work results or comparable points).

» Employee and supervisor discuss positive aspects and areas for learning and development. If necessary, agreements on improvement should be made. These can again be measures ‘on the job’ or workshops and qualification measures are addressed which are specified on the last page of the form.
6. **Feedback on cooperation and leadership**

The aim of this discussion phase is to give supervisors the opportunity to better understand how their leadership behaviour is perceived by employees and where they see opportunities for improvement.

7. **Development wishes and perspectives**

At this point, the employee and the supervisor exchange views on the employees development wishes and perspectives.

8. **Planned qualification measures**

If further qualification or development measures are necessary or useful in addition to the already agreed ‘on the job’ measures, record them using the template.

Measures can be e.g.: job shadowing, expanding the area of responsibility, project participation, job rotation, staff mobility, internal and external workshops, further training, etc.
MAKING IT WORK: PRACTICAL ADVICE ON HOW TO CONDUCT THE PDD

Before the interview: thorough preparation

For supervisors

» Invite people in good time (at least 2 weeks in advance) before the interview. This allows for the good preparation of both interview partners.

» Allow sufficient time (at least 1 hour) without making direct follow-up appointments.

» Ensure an undisturbed, pleasant atmosphere for the discussion (quiet room, no interrupting phone calls, refreshment, etc.)

For employees and supervisors

» Prepare for the interview. Use the interview guideline and the manual.

During the interview: show respect and appreciation

For employees and supervisors:

» Let the other person talk.
  Do not hold monologues. Do not interrupt. Follow up if anything is unclear.

» Approach the interview without prejudice and with appreciation.
  Express your appreciation. Make sure not only to address critical points in the conversation, but also the other person’s strengths. Allow for criticism of your own person. Avoid blaming the other person.

» Speak openly.
  The conversation goes well when people speak ‘openly’. The goal is to address your own position and view of things. Have the courage to make clear what is important and what matters to you. Then you can work together to find solutions.

» Make sure the conversation is constructive and goal-oriented.
  Talk about the ways in which positive developments can be set in motion. Come up with concrete and realistic results, development goals or measures that you will implement together until the next PDD. Make sure that the result is understood in the same way by both partners.

After the interview: implement what you agreed on

For employees and supervisors:

» Record your results.
  Document the discussion, sign the document together and send a copy of the last two pages to the next higher supervisor. Please note that there may be different agreements depending on the organizational unit and ask your supervisor for more information.

» Implement agreements.
  Initiate actions according to the competency framework agreed with your supervisor. Regularly review the agreements together and schedule interim meetings.
OUR COMPETENCY MODEL
FOR SUPERVISORS AND EMPLOYEES
TECHNICAL AND ADMINISTRATIVE STAFF

Exemplary behaviour
and leadership
- Authenticity
- Self-organization
- Commitment
- Responsibility

Promoting and
developing people
- Delegating tasks
- Employee orientation
- Staff development &
  coaching competency

Understanding
and shaping the
organization
- Expert knowledge
- General knowledge
- Process competency
- Strategic-conception competency
- Change and innovation management

Communicating
professionally
- Communication skills
- Meeting management
- Consultation competency
- Information and
  knowledge management

Goal and result
orientation
- Planning and
  management tasks
- Readiness to
  take decisions
- Project management

Proactive cooperation and
networking
- Cooperation competency
- Managing interactions
- Conflict management

Goal and result
orientation

Personnel Development Dialogue
COMMUNICATING PROFESSIONALLY ...

... means for employees:

Communication competency:
- Communicates appreciation and respect for others
- Let's others finish what they want to say, listens
- Expresses themselves clearly and comprehensibly
- Is able to adapt to the language of the person they are talking to
- Expresses himself/herself appropriately, has the necessary technical vocabulary at his/her disposal
- Presents his/her own topics in a comprehensible and structured way

Meeting management:
- Comes to meetings punctually and well prepared
- Brings relevant topics and contributions from his/her area of responsibility to the meeting
- Responds to others' contributions in a constructive and appreciative manner
- Argues in a structured and comprehensible manner, thereby contributing to a result-oriented and efficient meeting

Consultation competency:
- Can communicate ones ow knowledge to others in a comprehensible way
- Can grasp the situation the other person is coming from and adjust the consultation accordingly
- Wants to secure mutual understanding, asks questions, brings conversations to a successful conclusion

Information & knowledge management:
- Actively seeks information
- Recognizes when information is relevant to supervisors or colleagues; passes it on promptly and in an appropriate form
- Uses existing exchange and information platforms for knowledge transfer; contributes content (if necessary in consultation with the supervisor)
- Is available as a professional contact person for supervisors and colleagues

... means for supervisors:

Communication competency:
- Communicates appreciation and respect or others
- Let's others finish, listens actively and asks questions
- Expresses themselves clearly and comprehensibly
- Is able to adapt his/her language to different people and discussion situations
- Presents his/her own topics confidently, convincingly and with the appropriate technique

Meeting management:
- Organizes, maintains and manages regular and efficient communication in his/her area of responsibility
- Arrives at meetings punctually and well-prepared
- Handles meetings professionally from invitation to documentation
- Ensures an appreciative and respectful discussion culture
- Can successfully structure and manage meetings; ensures a result-oriented meeting culture

Consultation competency:
- Is able to make his/her expert knowledge accessible to others in a stimulating and transparent way; uses this competence when answering questions from external/internal clients
- Can grasp the situation the other person is coming from and adjust the consultation accordingly
- Uses appropriate consultation and discussion techniques; brings discussions to a successful conclusion

Information & knowledge management:
- Creates a platform within his/her area of responsibility for knowledge management and transfer; ensures methodical-technical access to all relevant data
- Actively promotes the transfer of know-how within and outside his/her area of responsibility
- Passes an information quickly; ensures that everyone has the same level of information
- Encourages staff to actively gather and pass on information
... means for employees:

Cooperation competency:
- Is willing to work together with others to solve a task, works towards constructive and trusting cooperation
- Contributes to an appreciative working atmosphere (e.g. through appropriate manners, listening, signalling willingness to cooperate)
- Includes the skills and experience of other people or departments; takes into account different points of view and interests
- Is able to put his/her interests aside for the sake of the matter at hand/finding a solution

Managing intersections:
- Keeps an eye on all interfaces relevant to his/her own area of responsibility – including the interface between administration and science – when carrying out his/her work
- Cooperates constructively with them and supports regular communication
- Is the reliable contact person for interface partners

Conflict management:
- Addresses problems and critical situations in a timely and solution-oriented manner
- Accepts other points of view but can also represent his/her or job-related interests and positions
- Accepts criticism from others; is able to admit mistakes and learn from them
- Remains factual and respectful even in difficult conversations

... means for supervisors:

- Actively approaches others, works towards constructive and trusting cooperation
- Creates an appreciative working atmosphere (e.g. through appropriate manners, listening, signalling willingness to cooperate)
- Includes the skills and experience of other people or departments; takes into account different points of view and interests
- Can put themselves in the situation and perspectives of other people; assesses people without prejudice
- Is able to put his/her interests aside for the sake of the matter at hand/finding a solution

- Cooperates with other departments and areas; builds and maintains networks
- Has all relevant interfaces in mind when carrying out his/her work – also the interface between administration and science
- Ensures good cooperation and regular communication with interface partners; is a reliable contact person
- Actively positions and represents his/her area of responsibility with relevant stakeholders and reference groups

- Addresses problems and critical situations actively and promptly; takes a solution-oriented approach
- Tolerates other points of view but also represents his/her own (departmental) interests appropriately; can say 'no'
- Accepts criticism from others and is able to admit mistakes and learn from them
- Manages to integrate different opinions; shows diplomatic skills
- Remains factual and respectful even in difficult conversations
### Goal and Result Orientation

#### ...means for employees:

**Goal and result orientation:**

- Coordinates tasks and goals regularly with the manager; sets realistic goals for himself/herself
- Persistently pursues agreed goals; fulfills assigned tasks independently and purposefully within the agreed timeframe
- Checks the achievement of goals, signals deviations from goals, ideally points out solutions

**Planning and management of tasks**

- Can organize and structure his/her area of responsibility; uses or develops tools for planning and controlling tasks
- Prioritizes tasks in consultation with the manager; anticipates tasks
- Is disciplined in the completion of tasks, follows up on them
- Works carefully, conscientiously and reliably

**Readiness to take decisions:**

- Can assess when a decision can be made by himself/herself or when the supervisor should be consulted
- Is prepared to make decisions within his/her area of competence as responsibility
- Weighs up the relevant aspects before making a decision; involves the people needed for a decision at an early stage
- Makes necessary decisions within a reasonable period of time
- Supports the implementation of decisions taken

**Project management:**

- Represents his/her area of responsibility in coordination with projects (as a project member or project manager)
- Coordinates the necessary resources with supervisors
- Complies with the university’s project management rules; can efficiently plan and control their own project work
- Communicates decisions and results from projects to the department in coordination with supervisors; implements these in his/her area of responsibility

#### ...means for supervisors:

- Defines clear and realistic goals and tasks as a framework for employees
- Agrees on goals and tasks together with employees
- Develops mechanisms (with the help of figures) to control the achievement of goals
- Persistently pursues set goals; initiates necessary goal corrections in a timely manner; points out consequences

**Planning and management of tasks**

- Organizes and controls both own tasks and those of own area of responsibility in a planned and efficient way; uses tools for planning and controlling tasks
- Sets (correct) priorities
- Is disciplined in the completion of tasks; keeps up with them
- Provides the necessary tools to complete tasks; empowers employees; is disciplined in the completion of tasks

**Readiness to take decisions:**

- Is prepared to make decisions and to take responsibility for the consequences
- In urgent cases, is prepared to make decisions even if the available data or discussions do not point to a clear solution
- After clarifying the possible alternative solutions, tries to move decision-making processes forward quickly and in a goal-oriented manner
- Informs the persons affected by the decision promptly or involves them at an early stage; ensures that decisions taken are comprehensible and transparent

**Project management:**

- Represents his/her area of expertise and responsibility in projects
- Can plan and manage projects efficiently and effectively; consistently adheres to the university’s project management rules
- Successfully coordinates resources for own projects with superiors
- Implements decisions and results from projects in his/her area of responsibility
UNDERSTANDING AND SHAPING THE ORGANIZATION...

... means for employees:

Expert knowledge:
- Has the required training and the necessary specialist knowledge in his/her area of responsibility
- Keeps knowledge up to date, develops it further
- Contributes his/her (specialized) knowledge to the team/organization in a goal-oriented manner; acts as a multiplier if necessary
- Coordinates issues within their area of responsibility (as agreed with supervisor)

General knowledge:
- Has broad knowledge in his/her own area of responsibility
- Shows willingness to gain knowledge and experience beyond his/her immediate area of responsibility
- Is broadly employable to task, may already have knowledge and experience in related areas of expertise

Process competency:
- Knows the processes and procedures relevant to his/her function and the performance of tasks
- Observes the necessary coordination processes and official channels
- Organizes his/her own work processes effectively and transparently
- Makes suggestions for improvement, if necessary, and integrates new processes and requirements into his/her work processes

Strategic-conception competency:
- Can grasp things according to his/her function; is able to develop coherent, realizable measures, ideas, concepts, etc.
- Makes use of creative leeway in his/her area of responsibility, takes into account effects on other areas
- Orients his/her work to the communicated goals and interests of the Department/UoC
- Incorporates relevant aspects into his/her work in consultation with the supervisor

Change and innovation management:
- Is open to new suggestions, ideas and ways
- Keeps informed about changes or innovations within his/her area of responsibility (and beyond if necessary)
- Identifies the need for change in his/her area of responsibility; makes (initial) proposals for change
- Supports change processes in the Department/Division/UoC; participates in working groups, projects, etc. as required in consultation with the supervisor

... means for supervisors:

Expert knowledge:
- Has proven expertise in his/her field and is constantly developing it further
- Consistently contributes his/her (technical) knowledge to the team/organization
- Actively controls or decides on technical issues within his/her area of responsibility

General knowledge:
- Had broad knowledge in his/her area of responsibility
- Has a good foundation of knowledge also in related disciplines
- Has knowledge and experience beyond his/her direct area of responsibility

Process competency:
- Can analyse and organize processes; understands and shapes the organization (structure, strategic orientation, etc.)
- Knows procedures of the different areas; observes necessary coordination processes and official channels
- Continuously reviews and improves (intra- and interdepartmental) processes and procedures, removes obstacles
- Integrates new processes and requirements into the work processes of his/her area of responsibility

Strategic-conception competency:
- Thinks strategically in terms of the future and holistic orientation of the university; takes overarching interests into account
- Is oriented towards the administrative strategies and takes responsibility for their realization
- Develops challenging goals and strategies for his/her own area of responsibility; develops realizable concepts
- Sees himself/herself as a shaper of the area (team, department, division); takes responsibility for the strategic development of his/her area of responsibility

Change and innovation management:
- Drives change and innovation within his/her area; proactively addresses future issues (e.g. digitalization, legal or political changes)
- Looks beyond the boundaries of their own area, continuously pursues best practice/benchmarks
- Participates in projects, working groups, experience groups; also encourages staff to do so
- Involves staff in change processes; can win them over for necessary changes and motivate them
- Thinks ‘outside the box’ and allows for new or unusual suggestions, ideas and ways
EXEMPLARY BEHAVIOUR & LEADERSHIP...

... means for employees:

Authenticity
» Creates trust and credibility through his/her behaviour
» Acts transparently and predictably
» Is punctual, reliable and obliging (e.g. keeping promises, deadlines, agreements)

Self-management
» Remains accessible and is able to act even in stressful situations; performs well even in times of high workload
» Takes care of his/her mental and physical health, recognizes his/her limits and stress situations; implements stress-reducing measures (if necessary, in consultation with the supervisor)
» Examines his/her behaviour and actions
» Is open to feedback and actively seeks it
» Exhibits readiness for professional and personal development

Engagement
» Is committed and able to work under pressure, even in phases of intense workload
» Identifies with the tasks assigned to him/her; works independently; signals when support is needed
» Independently identifies tasks and necessity for action; sees where there is work to be done

Sense of responsibility:
» Adheres to deadlines and agreements
» Feels committed to set goals and tasks, pursues these persistently
» Accepts responsibility for his/her actions, admits to mistakes
» Is prepared to support and implement decisions, expresses dissenting opinions and assessments in a constructive manner
» Behaves loyally towards the university, superiors, colleagues

... means for supervisors:

» Creates trust and credibility by setting a positive example
» Coherent in appearance and action
» Acts in a transparent and predictable manner
» Is punctual, reliable and obliging

» Remains accessible and confident even in stressful situations
» Recognizes stressful situations and implements stress-reducing measures for himself/herself and others
» Deals constructively with his/her own behaviour and actions (self-reflection)
» Actively seeks feedback on his/her personality; uses impulses from others for personal development
» Has a positive and open attitude

» Can be enthusiastic about tasks and topics
» Is also enthusiastic about tasks and goals
» Shows commitment and resilience in work-intensive phases
» Reacts flexibly to changes

» Adheres to deadlines and agreements
» Pursues the set goals stringently and persistently
» Is prepared to make decisions and take responsibility for the consequences
» Is loyal to the university, superiors, colleagues and staff
... means for supervisors:

**Delegating tasks**
- Is willing to delegate tasks, makes clear task assignments
- Can correctly assess the abilities of staff members and assign tasks accordingly
- Encourages the autonomy and self-management of staff through the delegation of tasks and responsibilities
- Involves staff in decision-making processes
- Can tolerate different paths, approaches, and mistakes and support employees as needed

**Employee orientation**
- Knows the possibilities, abilities, and interests of the employees
- Has the trust of employees; they seek advice and guidance from the supervisor on their own initiative
- Shows care and appreciation for employees
- Consistently implements measures and guidelines to ensure health and fitness for work and to a good work-life balance
- Takes diversity and equal opportunities into account when making personnel decisions

**Staff development and coaching competency**
- Conducts regular staff meetings; provides staff with timely, differentiated feedback
- Plans and promotes the professional and personal development of employees; trains and coaches them through targeted on- and off-the-job measures
- Accompanies employees on their learning journey by encouraging them, guiding them, challenging them, and discussing mistakes
- Identifies talents and high potentials in their area of responsibility and promotes them
- Ensures good teamwork through joint activities, agreements, and team-building measures
- Clarifies team conflicts in a timely manner; seeks support for this if necessary
FEEDBACK: TIPS ON CONSTRUCTIVE AND HELPFUL COMMUNICATION

Goals of feedback

Feedback ...

» promotes learning processes, controls behaviour
» helps with self-assessment
» creates certainty about one's own effect on others
» opens one's eyes to aspects one does not pay attention to oneself
» is motivating for many people – most people want more of it
» encourages – in the right dose both helpful and important
» can disappoint (in the sense of the end of a self-deception), can also be painful

Rules and assistance for the formulation of feedback

I-statements

» Neutral description of observations
» Description of own feelings and thoughts evoked by the behaviour
» Description of the effects the behaviour has on me/others
» Ask for correction of the behaviour

On request or for clarification: describe examples

Examples:

» ‘I noticed that you interrupt me more often when I say something
   (for example, just now and 10 minutes ago).’
» ‘It seems to me that you do not value my contributions.’
» ‘This makes me uncomfortable and upsets me.’
» ‘I ask that you please let me finish.’
GOOD FEEDBACK IS ...

... more describing than judging
„You have repeatedly interrupted the person you are talking to."
„You are constantly trying to get attention."

... more concrete than general
„You did not participate in the brainstorming and therefore hardly contributed anything to the overall result."
„You are always so quiet."

... more inviting than reprimanding
„Think about what you could achieve with others if you paid more attention to the sensitivities of your conversation partners."
„You should ask yourself what you trigger in others through your arrogant manner."

... more focused on behaviour than character
„Sometimes you don’t create the best climate in a conversation when you formulate criticism in a harsh way."
„You are often in a bad mood."

...more asking than enforcing
„On what would you like me to give you feedback?"
„Even if you don’t like it – you should nevertheless listen in detail to what we have to say to you."

...more clear and pointed than blurry and vague
„In my opinion, you seem to have difficulty explaining complicated issues diplomatically to the person you are talking to."
„You seem a bit rude to me most of the time."

...more oriented towards the requirement than purely issuing from the feelings and impressions of the feedback giver
„In relation to the requirement to the communicate professionally I would like to share with you that ..."
„I don’t like people who, like you, always ..."
WHAT YOU NEED TO KNOW REGARDING ‘PROMOTING AND DEVELOPING PEOPLE’

Learning and development do not take place primarily by attending courses or workshops. We make our greatest learning and development progress through training ‘on the job’, i.e. through

» the challenges we face in our work,
» taking on tasks that offer opportunities for practice and training,
» the chance to familiarize ourselves with new topics and approaches,
» tasks and challenges that may seem too big at first glance.

Please note: Supervisor support & feedback are important

1. Declare the task as a training opportunity.
2. Offer guidance and explanation during the process.
3. Provide feedback not only on performance results but also on learning progress.
DEVELOPMENT MEASURES THE 70-20-10-RULE

70 %
Making experiences

20 %
Exchange & reflection

10 %
Attaining knowledge

- Transfer of (new/extended) tasks
- Training on the job (e.g. presentations, moderation, negotiations)
- Involvement in (new) topics
- Responsibility for (technical) topics
- Job rotation
- Job shadowing
- Participation in projects and working groups
- Multiplier function
- Substitutions
- Supervision of trainee, interns etc.
- Staff Mobility

- Coaching (intern/extern)
- Feedback
- Mentoring
- Learning partnerships
- Professional networks
- Peer counselling
- Exchange of experiences/Best practice (intern/extern)

- Internal/external seminars, workshops, trainings, coaching
- Lectures, fairs, events
- Self-study/literature/e-learning
- Internal knowledge transfer/knowledge management
- Exchange of experiences/Best Practice (intern/extern)
- Further training (in-service) studies
QUESTIONS & FEEDBACK

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