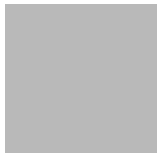




Miriam Zehnder :: HR Manager :: Paul Scherrer Institut

# Professional Development Support for PhD Students and Postdocs

Division Meetings in February / March / April 2018





- Initial position / Mission
- Developed tools
- Workshops for supervisors
- Communication



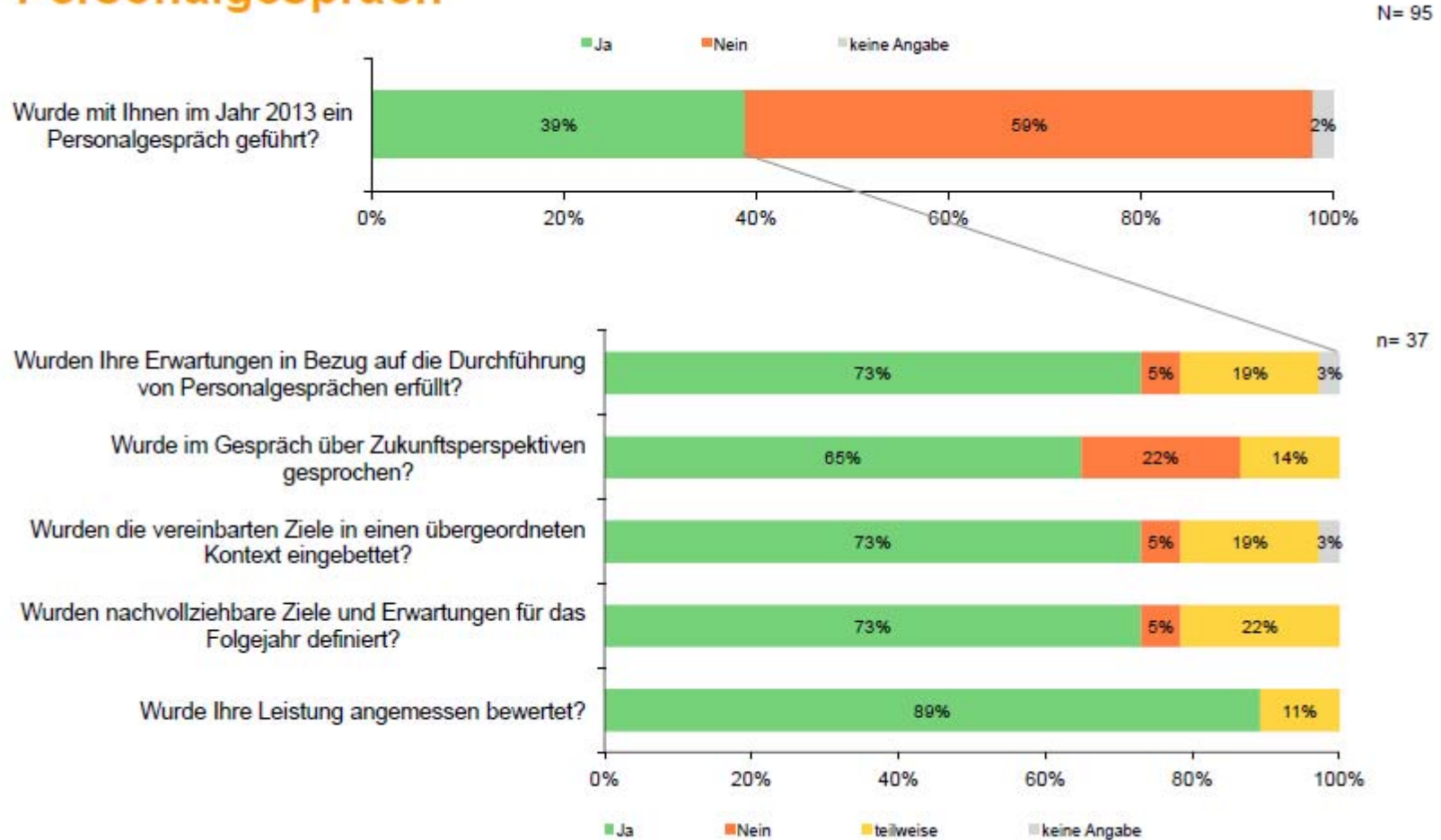
**Initial Position** The results of the survey among PSI employees in summer 2014 showed that there is room for improvement when it comes to conducting appraisal interviews and supporting PhDs and Postdocs in their career development.

**Mission** Introduction of a new concept to support PhDs and Postdocs

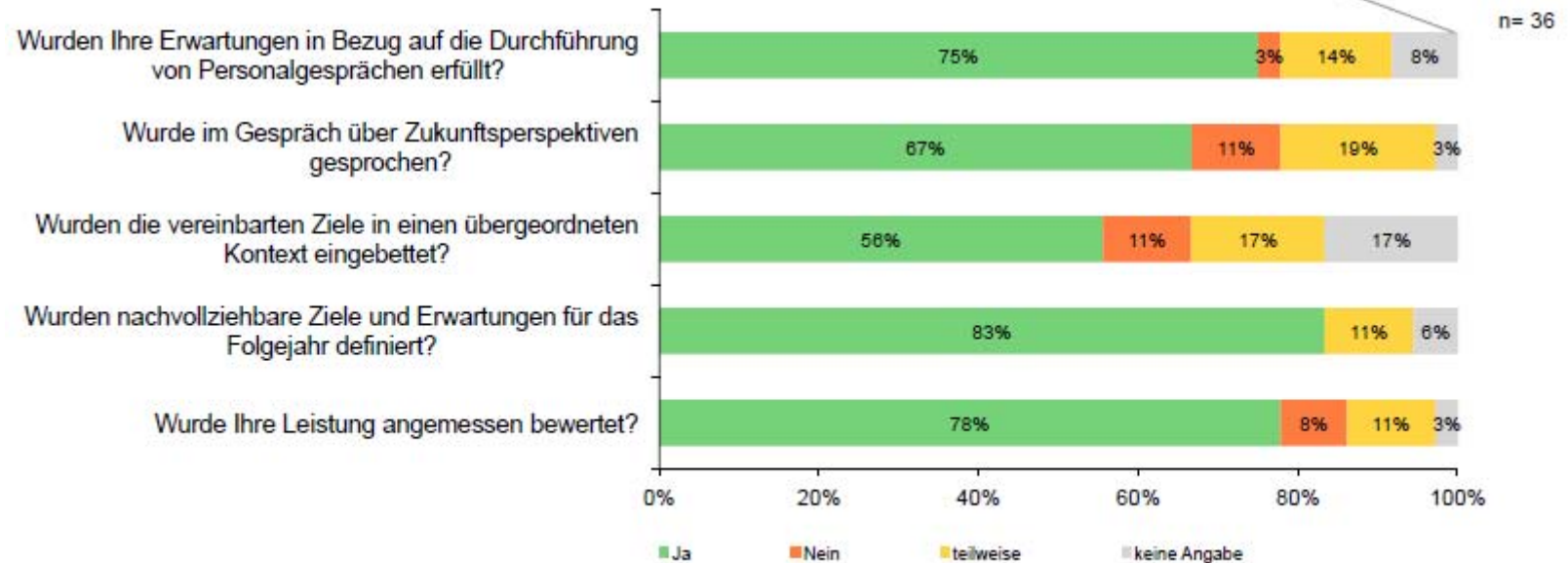
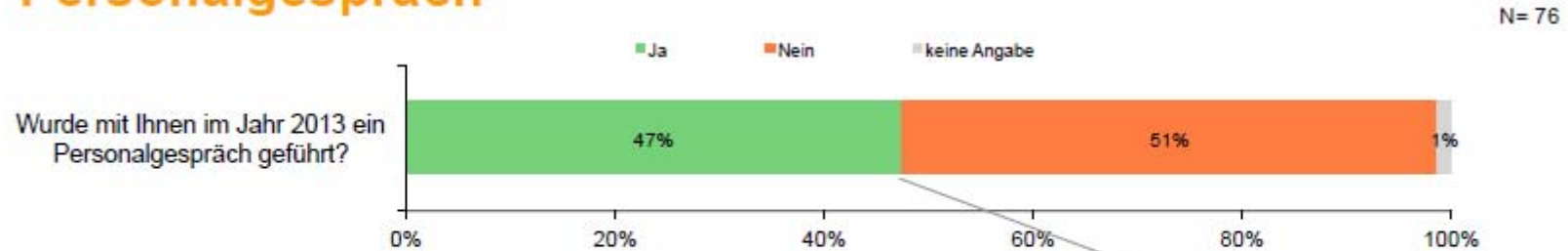
**Goal**

- structured and trust-based exchange
- support in personal and career development
- establish tools (i.e. guideline) for supervisors and line managers

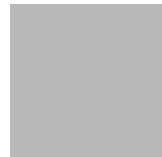
## Personalgespräch



## Personalgespräch







Function	Division	Name
PhD Student (PeKo Representative / Student Association)	NUM	Ralph Harti
Postdoc	SYN	Katja Henzler
Supervisor	ENE	Sigita Trabesinger
Line Manager and Thesis Advisor	BIO	Michel Steinmetz
Head of PSI Education Center	PER	Philipp Hediger
Head of Human Resources Management	PER	Karsten Bugmann
Diversity Manager	PER	Natalie Lerch-Pieper
Project Manager	PER	Miriam Zehnder
External consultant		Cuno Künzler

# Outcome of Needs Assessment



- Strengthening of personal responsibility among PhDs and Postdocs
- Encourage supervisors and line managers to assume their responsibilities more
- Clear definition of the role of the reference people and their responsibilities
- Raising awareness for career development (especially for postdocs)
- Stakeholders support a structured process, which is easy to handle





## For PhDs and Postdocs

- Leaflet «Information for PhD Students and Postdocs»

## For supervisors and line managers

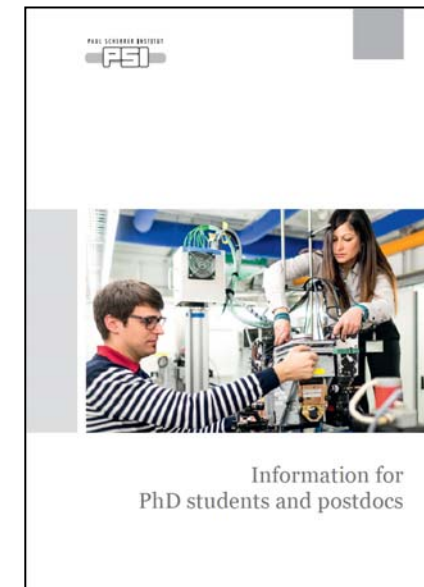
- Form «Annual progress review»
- Guideline «Professional Development Support»
- Workshop for supervisors



- Clarification in terms of expectations, key milestones and definition of the role of reference people / responsibilities
- As help to get started at PSI
- Info within HR Interview / hand over together with the employment contract
- Link to intranet with a summary of important information

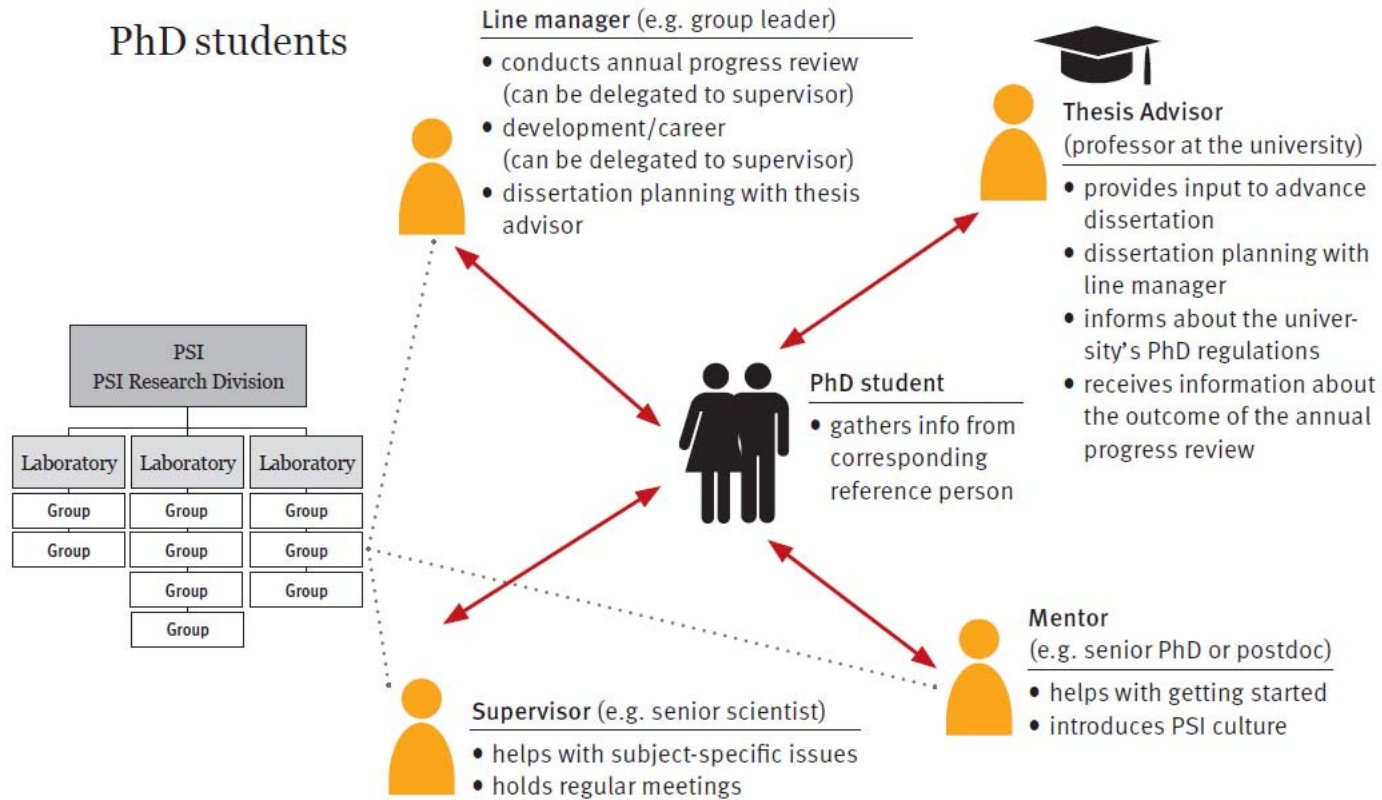
**Personalmanagement**

- Das Personalmanagement
- Berufsbildung
- PSI Bildungszentrum
- Mitarbeitende / Kontakt
- Personalebewegungen / Mutationen
- + Prozesse
  - Arbeiten am PSI
  - Arbeitszeit / Absenzen
  - Führung
  - Honorierung
  - Versicherungen / Vorsorge
  - Personalentwicklung
  - Beratung
  - Austritt
  - Praktikum / Externe
  - **PhD Students / Postdocs**
  - Alles auf einen Blick (A-Z)
- Mitteilungen des Personalmanagements



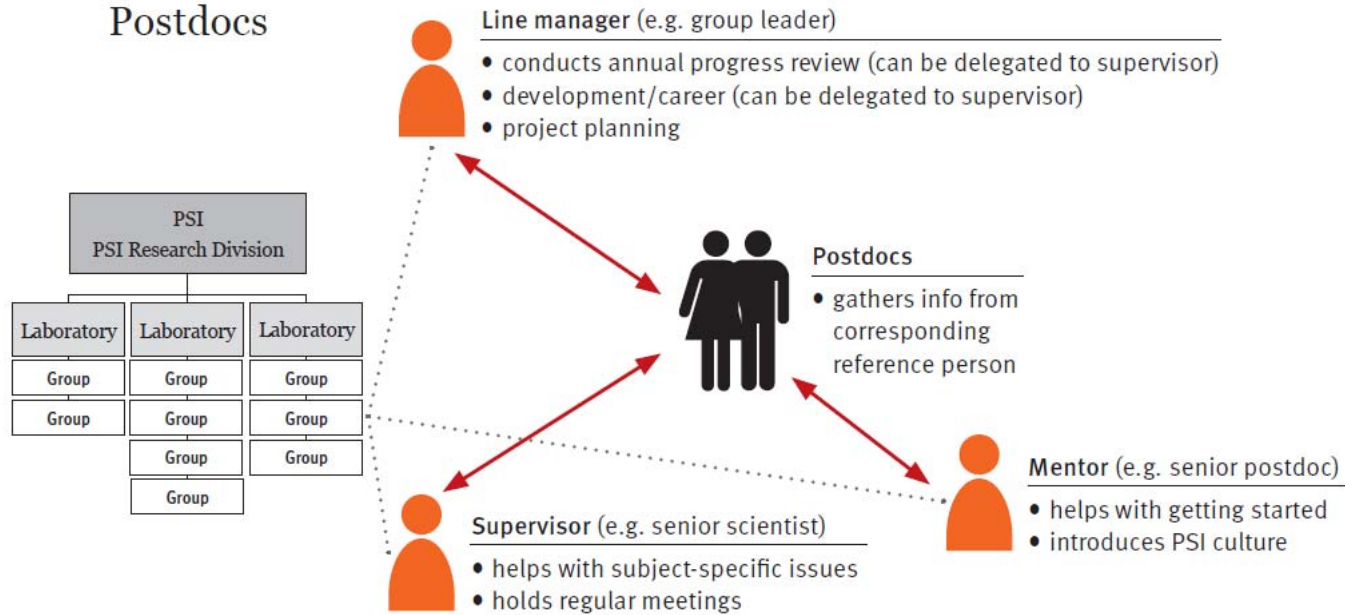
# Reference people / responsibilities

## PhD students

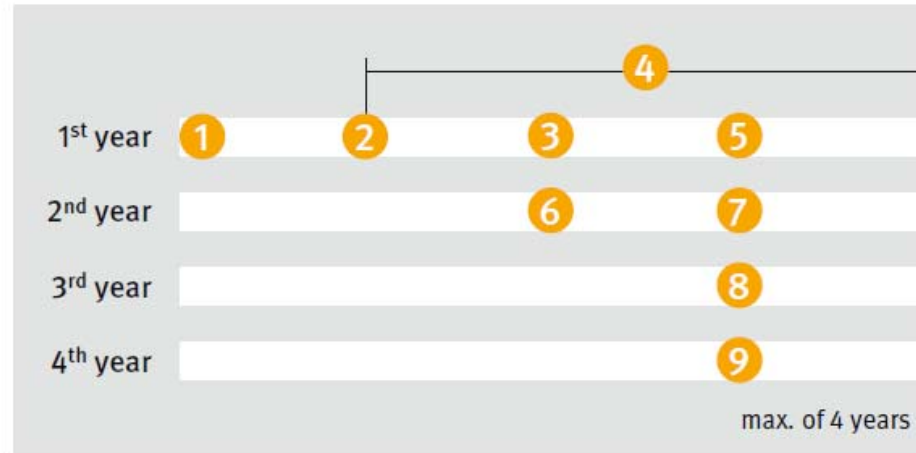


# Reference people / responsibilities

## Postdocs



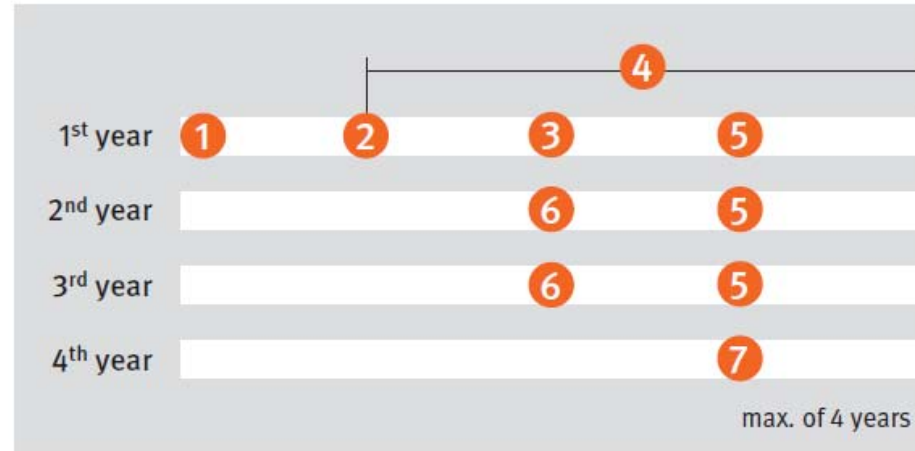
# Employment cycle for PhD students



## Key milestones

1. Start of employment
2. End of three-month trial period
3. End of the official six-month induction period
4. Compiling a research plan
5. Annual progress review / extension of employment
6. Course on the topic of Research Integrity
7. Annual progress review
8. Annual progress review
9. Annual progress review and exit interview

# Employment cycle for Postdocs



## Key milestones

1. Start of employment
2. End of three-month trial period
3. End of the official six-month induction period
4. Course on the topic of Research Integrity
5. Annual progress review
6. Evaluation of extension of employment
7. Annual progress review and exit interview

# Checklist to get started at PSI

- Do you know your reference people (thesis advisor, line manager, supervisor, mentor etc.) and are you clear on the respective responsibilities?
- Were you given your induction schedule when you joined?
- Are you aware of the tasks you will have to perform during your trial period?
- Have you planned to attend a course on the topic of Research Integrity?
- Are you familiar with your university's PhD regulations and the requirements for compiling your research plan? (PhD students only)
- Have you received or requested an appointment for your initial meetings?
- Were you informed about the process for the annual progress review?
- Do you know the right forms that serve as guidelines for your meetings?

# Annual progress review

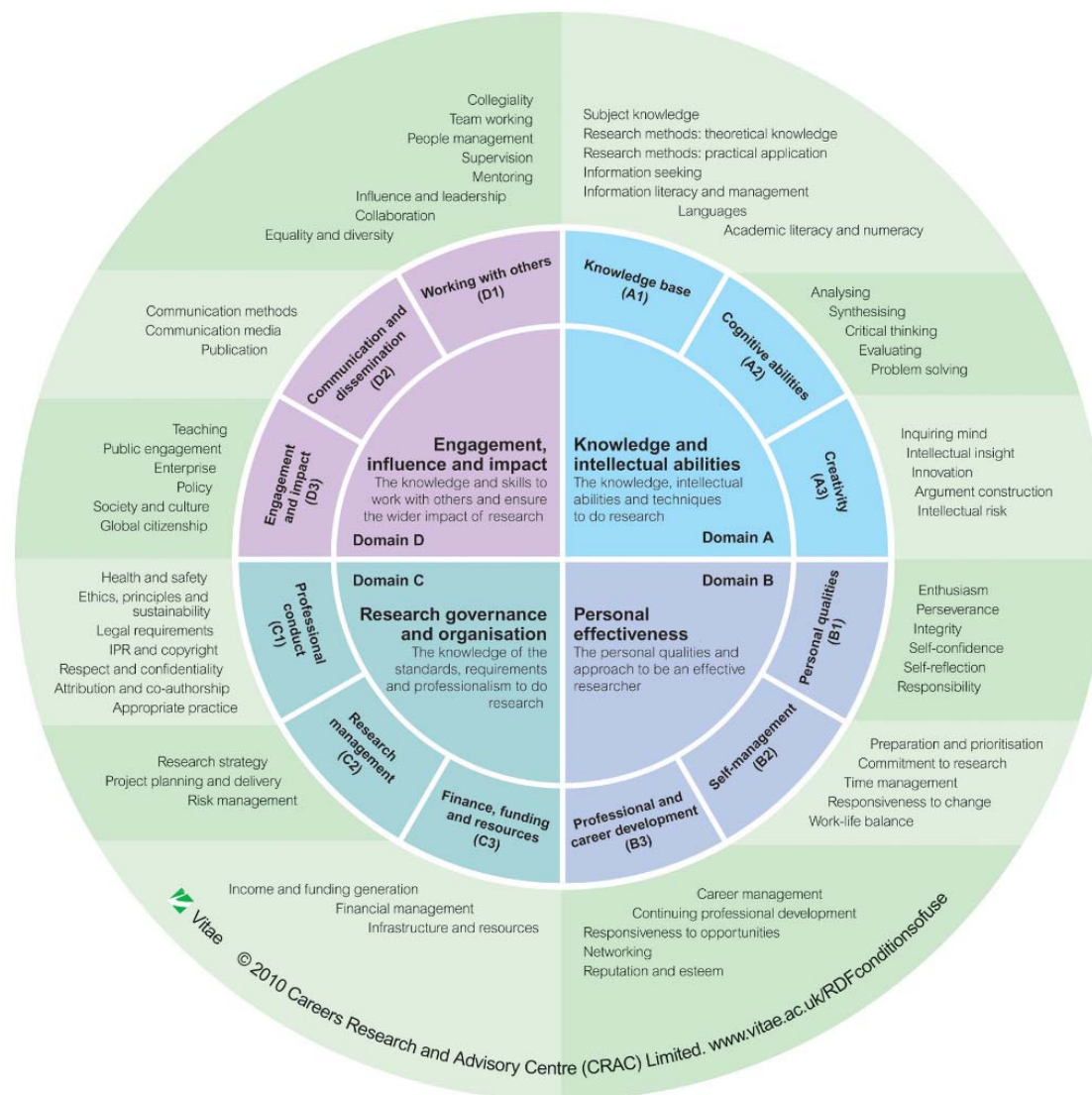


- Modified appraisal talk according to the needs of PhDs and Postdocs
- The characteristics chosen for the assessment of skills are based on the “Researcher Development Framework RDF” (professional development framework for researchers in higher education).
- Assessment: «Outstanding», «Good» and «to be improved»
- The focus is on personal and career development
- Planning: the tasks will be planned based on the research plan or project, instead of setting goals
- The annual progress review can be delegated to the supervisor (with the approval of and report to the line manager)
- The execution of the annual progress reviews is the responsibility of the division (no report to HR needed)

PAUL SCHERRER INSTITUT		Human Resources Management	
Annual talk for PhD Students and Postdocs			
CONFIDENTIAL			
Name	<input type="text"/>	Department/line	<input type="text"/>
Location	<input type="text"/>	Name of line manager	<input type="text"/>
		Name of supervisor	<input type="text"/>
<b>1. Assessment of skills*</b>			
<small>*The characteristics chosen for the assessment of skills and areas focus on obtaining the responsibility for research, good to be improved.</small>			
	to be assessed as an excellent researcher	to be assessed as a good researcher	to be improved
<b>Researcher role</b> <small>(e.g. research responsibility, research methods, publications, teaching, supervising, writing, consulting)</small>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Personal development</b> <small>(e.g. self-management, project management, professional development, communication, leadership, team working, networking, professional development)</small>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Working conditions</b> <small>(e.g. team working, communication, culture, work environment, flexibility, adaptability, innovation)</small>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Resources and impact</b> <small>(e.g. communication and dissemination, education, public engagement, teaching)</small>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<small>*The characteristics chosen for the assessment of skills are based on the „Researcher Development Framework RDF“. The RDF is a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education.</small>			
<b>2. Overall assessment of skills (written statement)</b>			
<input type="text"/>			
<b>3. Personal and professional development (1 year perspective)</b>			
<input type="text"/>			



# Vitae Researcher Development Framework





## Annual progress review for PhD Students and Postdocs

**CONFIDENTIAL**

Name	<input type="text"/>	Organizational Unit	<input type="text"/>	Name of Line Manager	<input type="text"/>
Function	<input type="text"/>			Name of Supervisor	<input type="text"/>

### 1. Assessment of skills\*

Describe skills from each category (on the left) and assess them by allocating into the corresponding box (outstanding, good, to be improved).

	Outstanding	Good	To be improved
<b>Knowledge base</b> e.g. subject knowledge, research methods, info seeking, critical thinking, problem solving, creativity	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Personal effectiveness</b> e.g. self-management, project management, enthusiasm, integrity, responsibility, networking, continuing professional development	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Working with others</b> e.g. teamwork, communication, collaboration, knowledge transfer, collegiality, supervision	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Influence and impact</b> e.g. communication and dissemination, publication, public engagement, teaching To be assessed for senior PhDs & Postdocs	<input type="text"/>	<input type="text"/>	<input type="text"/>

\*The characteristics chosen in the "Assessment of skills" are based on the "Researcher Development Framework RDF". The RDF is a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education.

### 2. Overall assessment of skills (written statement)

<input type="text"/>
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### 3. Personal and professional development (1-year perspective)

Which actions are necessary to foster the skills (see "Assessment of skills") which need further development/improvement?	<input type="text"/>
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#### 4. Career development (3 to 5-year perspective)

<p>Which career steps are you planning after your post at PSI? Would you like to pursue a career in academia or industry? In what position? Which tasks could help to support your career objective? Do you have any questions regarding the reconciliation of work and family life?</p>	
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#### 5. Employee's feedback on line manager and supervisor

<p>How do you feel supported in your dissertation/project? Do you get constructive and regular feedback? What are the enjoyable/critical aspects of the collaboration? Do you feel supported in your personal, professional and career development?</p>	
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#### 6. Tasks based on the research plan / project

Plan and describe the tasks for the next 12 months	Timeline
Scientific tasks	■
	■
	■
Planned manuscripts	■
Planned academic training	■
Additional tasks (max. 20% of worktime)	■

#### 7. Signatures

	Date	Signature for acknowledgement	Distribution
PhD Student / Postdoc			<ul style="list-style-type: none"> <li>- Original: Line Manager</li> <li>- Copy: PhD Student / Postdoc, Supervisor, Thesis Advisor</li> </ul>
Supervisor			
Line Manager (also in absentia)			



- Explanation of employment cycle from the start to the end of the employment until leave
- Preparation and carrying out of «Annual progress review»
- Process will be in line with the individual employment cycle of the PhD and Postdoc
- The supervision during the employment cycle can be fully delegated to the supervisor (with the approval of and report to the line manager)

Professional Development Support for PhD Students and Postdocs	
I Guideline for line managers and supervisors	
Table of contents	
1.	Philosophy of the feedback culture at PSI
2.	Overview of the employment cycle
3.	Roles and responsibilities
4.	Milestones and actions
4.1.	Joining the institute
4.2.	Orientation
4.3.	Induction period
4.4.	Developing the research plan
4.5.	Research strategy
4.6.	Evaluating contract extension
4.7.	Regular meetings
4.8.	Annual progress review
4.8.1.	Preparing for the meeting
4.8.2.	Content of the annual progress review
4.9.	Exit interview
5.	Further information



<p><b>Professional Development Support for PhD Students and Postdocs</b></p> <p><b>Guideline for line managers and supervisors</b></p> <p><b>Table of contents</b></p> <ol style="list-style-type: none"> <li>Philosophy of the feedback culture at PSI</li> <li>Overview of the employment cycle</li> <li>Roles and responsibilities</li> <li>Milestones and actions             <ol style="list-style-type: none"> <li>Joining the Institute</li> <li>Induction period</li> <li>Developing the research plan</li> <li>Research integrity</li> <li>Evaluating contract extension</li> <li>Regular meetings</li> <li>Annual progress review</li> <li>Preparing for the meeting                 <ol style="list-style-type: none"> <li>Content of the annual progress review</li> </ol> </li> <li>Exit Interview</li> </ol> </li> <li>Further information</li> </ol> <p><small>© IBC, Personalentwicklung/PSI, Mitarbeitergespräche/Interviews, Personal/Personal Development/2018/17</small></p>	<p><b>Table of contents</b></p> <ol style="list-style-type: none"> <li>Philosophy of the feedback culture at PSI</li> <li>Overview of the employment cycle</li> <li>Roles and responsibilities</li> <li>Milestones and actions             <ol style="list-style-type: none"> <li>Joining the Institute</li> <li>Induction period</li> <li>Developing the research plan</li> <li>Research integrity</li> <li>Evaluating contract extension</li> <li>Regular meetings</li> <li>Annual progress review</li> <li>Preparing for the meeting                 <ol style="list-style-type: none"> <li>Content of the annual progress review</li> </ol> </li> <li>Exit Interview</li> </ol> </li> <li>Further information</li> </ol> <p><small>© IBC, Personalentwicklung/PSI, Mitarbeitergespräche/Interviews, Personal/Personal Development/2018/17</small></p>	<p><b>4.6 Evaluating contract extension</b></p> <p><b>Time limits for PhD students</b></p> <p>PhD students start with a one-year contract. The contract can be extended by two years depending where the thesis address works. Entrance exams are required, these must be passed within the first year of employment.</p> <ul style="list-style-type: none"> <li>A positive performance assessment (internally at PSI and by the external PhD or examining board) is mandatory by the external review board.</li> <li>Full-time guidance and supervision of the PhD student by the thesis advisor.</li> </ul> <p>Based on the rules of the Swiss National Science Foundation (SNSF), payment for the PhD at PSI is limited for a maximum of four years. The PhD student will be notified of the decision regarding a temporary extension or not by the direct line manager at a meeting two to three months before the end of the contract and subsequently in writing. The corresponding form "End of contract" is sent to the direct line manager by HR three months before the end of the contract (link to Formulas).</p> <p><b>Time limits for postdocs</b></p> <p>The maximum employment period for postdocs is four years (this generally ends with a two-year contract). The postdoc will be notified of the decision regarding a temporary extension or not by the direct line manager at a meeting two to three months before the end of the contract and subsequently in writing. The corresponding form "End of contract" is sent to the direct line manager by HR six months before the end of the contract (link to Formulas).</p> <p><b>4.7 Regular meetings</b></p> <p><b>hour fee</b></p> <p>Between the milestone meetings (such as triad period, annual progress review, evaluation of contract extension etc.) with the direct line manager, the supervisor keeps in regular contact with the PhD student/postdoc to support the progress of the dissertation or research project. These meetings can be held ad hoc or scheduled as a fix fee.</p> <p><b>Development/career meeting</b></p> <p>The PhD student/postdoc relies on regular feedback from the line managers. This is important to receive to discuss any development points and to set out corresponding measures (e.g. attending a course on presentation techniques or scientific writing). The line manager is responsible for providing this support. It is also important for the line manager to provide career support by exchanging experiences. There are no prospects for PhD students to be hired as PhD subsequently, while the prospects for postdocs are only slight. This means that it is especially important to provide career support in the form of advice and information on various possibilities.</p> <p><small>© IBC, Personalentwicklung/PSI, Mitarbeitergespräche/Interviews, Personal/Personal Development/2018/17</small></p>	<p><b>4.8 Annual progress review</b></p> <p><b>4.8.1 Preparing for the meeting</b></p> <p>The annual progress review is carried out by the direct line manager. The most important preparation for a successful annual progress review is good preparation. The following information rules must be observed during the meeting itself:</p> <ul style="list-style-type: none"> <li>Active listening (openly, confirmation)</li> <li>Ask open questions (what, how, ...)</li> <li>Take employee seriously</li> <li>Feedback rules: objective, calm, appropriate, specific, honest</li> <li>Accept feedback as an opportunity</li> </ul> <p>The individual preparatory steps for the direct line manager are:</p> <ul style="list-style-type: none"> <li>Prepare an assessment of skills using the "Annual progress review" form (link to Formulas). The basis for this is the research plan or project plan in the previous year, the job description, observations during the year and any information or feedback from third parties such as supervisors, the thesis advisor, project partners etc. serve as a basis for this assessment.</li> <li>Make decisions on development measures and career development</li> <li>Develop new plan for tasks based on the research plan or project (PhD student/postdoc and direct line manager separately)</li> <li>Provide input to PhD student/postdoc for the independent preparation for the annual progress review (at least two weeks in advance) with the help of the "Annual progress review" form, the research project plan and the basis based on the previous year.</li> </ul> <p>An example is provided on the internet to help with the preparation of the annual progress review (link to brochures).</p> <p><b>4.8.2 Content of the annual progress review</b></p> <p><b>Assessment of skills</b></p> <p>The basis for the assessment is primarily the activities pursuant to the job description and the tasks based on the research or project plan in the previous year (see No. 4.4 "Annual progress review" form, link to Formulas). The assessment should relate to the entire year and not only recent work. The line managers (together with the PhD student/postdoc) to contribute details on their activities and updates and their own assessment of how well they are fulfilling their tasks. They use the same "Annual progress review" form for this. In their assessment, the line managers mention both strengths and areas that require development measures. There are three categories for this: "sufficient", "good" and "to be improved". They provide detailed explanations for the assessment. The following aspects are assessed: "Knowledge base", "Personal effectiveness", "Working with others" and "Influence and impact". The aspect "Influence and impact" is assessed only for PhD students from year 3 onward and for postdocs. The aspects to be assessed are based on the "Researcher Development Framework RDF". The RDF is a professional framework for planning, further development and evaluation of personal and professional development of researchers at university level. You can find the exact description of the skills using the following link (link to research framework development Formulas)</p> <p><small>© IBC, Personalentwicklung/PSI, Mitarbeitergespräche/Interviews, Personal/Personal Development/2018/17</small></p>								
<p><b>Professional Development Support for PhD Students and Postdocs</b></p> <p>This guideline for line managers and supervisors shows the main milestones in the employment cycle of PhD students and postdocs and is intended as a manual for ensuring optimum support and advice by the responsibilities.</p> <p><b>1. Philosophy of the feedback culture at PSI</b></p> <p>It is very important to foster a strong feedback culture between the PhD student and postdoc and their line managers and supervisors. This enhances the quality of the scientific work (results) and prepares young researchers for their successful career step.</p> <p>Line managers and supervisors assist PhD students and postdocs in a task-oriented way and support their activities in their personal and professional development. They maintain a trusting and open dialogue, provide regular feedback and encourage initiative. They also take responsibility for setting out tasks on the basis of the research plan/project together with the PhD student/postdoc and their respective responsibilities.</p> <p>Holding regular and systematic meetings is one of the most important management tools. This involves mutual trust and is an important foundation for a successful working relationship.</p> <p><b>2. Overview of the employment cycle</b></p> <p><b>Employment cycle for PhD students (link to brochures)</b></p> <p><b>Employment cycle for postdocs (link to brochures)</b></p> <p><b>3. Roles and responsibilities</b></p> <p><b>Roles and responsibilities for PhD students (link to brochures)</b></p> <p><b>Roles and responsibilities for postdocs (link to brochures)</b></p> <p><b>Responsibilities when holding the meetings</b></p> <p>The meetings during the triad period, the annual progress review, the meeting to evaluate contract extension and the exit interview are generally the responsibility of the direct line manager. In the case of PhD students and postdocs supervised by a scientific supervisor, the supervisor may also attend the meeting. The line manager is also authorized to delegate these meetings to the supervisor. If most of the work has to be discussed in advance with the direct line manager, the following text only mentions the direct line manager as the key person responsible. However, the meetings can always be delegated to him with the principle outlined above. The supervisors receive special training for these meetings in a workshop organized by PSI. This workshop is obligatory for all scientists.</p> <p><small>© IBC, Personalentwicklung/PSI, Mitarbeitergespräche/Interviews, Personal/Personal Development/2018/17</small></p>	<p><b>4. Milestones and actions</b></p> <p><b>4.1 Joining the Institute</b></p> <p>When the PhD student/postdoc joins the Institute, the direct line manager provides an induction schedule (form is sent to HR by the line manager, link to Formulas) that defines tasks for the first three months. These are reviewed and discussed after the first week, half way through the triad period and at the end of the triad period. The direct line manager also appoints a mentor for the new employee to introduce them to the activities at PSI and to support them with general questions. If the direct line manager does not supervise the PhD student/postdoc, himself or her or the appointing a supervisor (senior scientist). On joining the Institute, the PhD student/postdoc will be introduced clearly on the various reference persons (thesis advisor, line manager, supervisor, mentor) and their respective responsibilities.</p> <p><b>4.2 Triad period</b></p> <p>The triad period lasts three months, with the option of extending it up to six months. It allows both parties to review their decision, so that at the end of the triad period there is certainty that the tasks can be fulfilled and that the individual approach conforms to PSI's principles. The triad period meeting form is sent by HR to the line manager, link to Formulas) is conducted by the direct line manager. The direct line manager assesses the quality and quantity of the performance work, scientific skills and method skills and makes the decision regarding contractual employment. After the triad period meeting, the planning of the tasks for the following months in line with the annual progress review (see No. 4.9 of Form, link to Formulas) commences. This planning is important to familiarize the PhD student/postdoc with his or her tasks before the annual progress review.</p> <p><b>4.3 Induction period</b></p> <p>After six months, the PhD student/postdoc has the opportunity to assess his/her induction period. The line manager, mentor and HR are informed of the outcome of the assessment using a standardized process. Important instructions are followed and can trigger measures. The form is sent to the employee by HR (link to Formulas).</p> <p><b>4.4 Developing the research plan (applies only to PhD students)</b></p> <p>Within six to twelve months, the PhD student must work together with the supervisor to prepare a research plan in line with the rules of the university and submit this plan to the university. If the university does not require a research plan, the research plan (link to Formulas) is submitted to the thesis advisor.</p> <p><b>4.5 Research integrity</b></p> <p>All PhD students at PSI are required to attend the course "Research integrity" information for PhD student/postdoc within no more than 18 months of commencing employment. If they fail to attend the course within this period, the line manager is the key person responsible. However, Postdocs who have not attended any such training are also required to complete the course on this topic at PSI.</p> <p><small>© IBC, Personalentwicklung/PSI, Mitarbeitergespräche/Interviews, Personal/Personal Development/2018/17</small></p>	<p><b>Overall assessment</b></p> <p>The overall assessment of PhD student/postdocs does not affect that salary level. The aim of the assessment is to support the development of the employee. To give the PhD student an indication of the progress of his or her dissertation and the position in relation to the progress of his or her research project, we recommend submitting the assessment in a written statement under "Overall Assessment".</p> <p><b>Personal and professional development</b></p> <p>This year relates to development measures as part of a post at PSI with a one-year perspective, based on the results of the "Assessment of skills", the category "to be improved" shows which aspects require a development measure. This is where the line manager plans specific help and further training or workplace support together with the employee to overcome the skills that need to be developed. The measures and the timing of their implementation must be set out in writing. The measures set out in the prior year are also reviewed.</p> <p><b>Career development</b></p> <p>The line manager is also responsible for supporting the PhD student/postdoc with career-related matters. This relates to the long-term perspective of three to five years. PhD students must leave PSI after their period of employment. Postdocs can apply internally at PSI for a position as a scientist. However, the majority of postdocs also leave PSI at the end of their employment contract. The important aspect here is to encourage the PhD student/postdoc to think about their career after leaving PSI. The line managers and supervisors can be contacted to learn about or give advice. It is also important to pass on information on career support opportunities internally at PSI. At the annual progress review, the line managers can find out about the employee's aims and wishes. They can then give their recommendations based on the assessment. The objective is for each party to know what the other party is thinking and ultimately agree on measures in writing under this point.</p> <p><b>Employee's feedback to line manager and/or supervisor</b></p> <p>The annual progress review should serve as a mutual status review. PhD student/postdocs also have the opportunity to give feedback to their line managers. The important aspect in this context is for the PhD student/postdoc to provide an open atmosphere so that they can provide honest feedback and thus help to improve the working relationship.</p> <p><b>Tasks based on the research plan / project</b></p> <p>It is important for the line manager and the PhD student/postdoc to use the annual progress review to plan the tasks to be carried out in the coming year. The line manager should also discuss the research or project plan. Clear planning enhances the line manager's ability to manage and provide motivation and support for the employee.</p> <p><small>© IBC, Personalentwicklung/PSI, Mitarbeitergespräche/Interviews, Personal/Personal Development/2018/17</small></p>	<p>The necessary scope and flexibility must be provided when setting out the tasks. The task activities of the young researchers should not be limited by tasks that are too specific and short-term. The tasks are classified into different categories:</p> <table border="1"> <tr> <td><b>Scientific tasks</b></td> <td>e.g. individual project tasks, data collection, data analysis, presentation, exchange of knowledge etc.</td> </tr> <tr> <td><b>Planned manuscripts</b></td> <td>e.g. planned publications</td> </tr> <tr> <td><b>Planned academic training</b></td> <td>e.g. planned participation in conferences, summer/winter schools, seminars etc.</td> </tr> <tr> <td><b>Additional tasks</b></td> <td>Tasks outside of their own dissertation or own research project to support team members or the line manager; in the case of PhD students, this accounts for max. 20% of their working time.</td> </tr> </table> <p>The tasks must be formulated clearly. It should be possible for the employee to complete the tasks with an appropriate amount of effort and for the line manager to review and assess this. Also, well-defined tasks should be set for completing the tasks.</p> <p><b>Signatures / Mailing list</b></p> <p>The "Annual progress review" form is signed by the meeting facilitator (the manager or supervisor) and the PhD student/postdoc. If the line manager has delegated the meeting to the supervisor, the line manager signs the form in acknowledgement. The employee confirms the signature that they have acknowledged the status review and the assessment and that this was discussed with the manager/supervisor. The line manager keeps the original form and gives a copy to the employee. The content of the annual progress review is confidential and cannot be made available to unrelated third parties. The exact level of this manager and Personnel Management are authorized to inspect this content. The retention period is 5 years. In the event of changes in management, the documents from the review must be handed over to the new line manager in a orderly fashion.</p> <p><b>4.9 Exit interview</b></p> <p>Approximately three months before the PhD student/postdoc leaves, the line manager holds the exit interview in consultation with the annual progress review. The focus is on evaluating the skills pursuant to the "Annual progress review" form (link to Formulas), career development after dissertation/leave postdoc as well as a final assessment of the employment at PSI (positive aspects of the role, suggest of changes, work satisfaction, assessment by line manager/supervisor) by the PhD student/postdoc.</p> <p>The line manager or the supervisor writes a "Letter of reference" (link to Formulas) and gives this to the PhD student/postdoc no later than one month before leaving the PSI. It must be ensured that all PSI materials have been handed back upon exit. This is confirmed with the signature of the line manager or supervisor on the reference return list.</p> <p><b>5. Further information</b></p> <p>If you have any questions regarding the process, please get in touch with Human Resources Management (link to brochures/brochures).</p> <p><small>© IBC, Personalentwicklung/PSI, Mitarbeitergespräche/Interviews, Personal/Personal Development/2018/17</small></p>	<b>Scientific tasks</b>	e.g. individual project tasks, data collection, data analysis, presentation, exchange of knowledge etc.	<b>Planned manuscripts</b>	e.g. planned publications	<b>Planned academic training</b>	e.g. planned participation in conferences, summer/winter schools, seminars etc.	<b>Additional tasks</b>	Tasks outside of their own dissertation or own research project to support team members or the line manager; in the case of PhD students, this accounts for max. 20% of their working time.
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# Workshop for supervisors



- Scientists with supervision responsibilities (participation mandatory)
- 2 to 3 times per year / duration: 1 day
- Tutors: Guido Toivanen, Miriam Zehnder, experienced senior Scientists

## **the supervisors ...**

- know the PSI concept and the guidelines for line managers and supervisors
- are aware of the responsibilities during the process
- feel prepared to conduct the annual progress review (giving feedback)
- get input for handling difficult situations professionally
- get the possibility to create a network among peers

# Initial workshops



## Initial phase

Division head defines together with lab heads the potential supervisors to register for the following dates: **17<sup>th</sup> May, 6<sup>th</sup> July, 14<sup>th</sup> September, 19<sup>th</sup> October 2018**

## Starting from April 2018

Each new scientist needs to register for the workshop



## PSI Akademie

## PSI Academy

Die PSI Akademie qualifiziert und erweitert Handlungskompetenzen von Lehrgangs- und Kursteilnehmenden für ihre professionelle Tätigkeit mittels praxisnahen Bildungsangeboten in fachlichen und überfachlichen Bereichen sowie in der Erweiterung der zielgerichteten Führungs-/Management-Kompetenz.

The PSI Academy qualifies and extends the professional skills of its course participants offering practice-oriented educational programmes in professional or multidisciplinary areas. Techniques to improve targeted management and leadership competences are also offered by the PSI Academy.

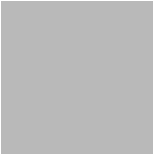
<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• Führungsausbildung / CAS Leadership in Science</li> <li>• Mbo Mitarbeitergespräche</li> <li>• Betriebswirtschaft</li> <li>• Projektmanagement</li> <li>• Konfliktmanagement</li> </ul>	<p><b>Leadership &amp; Management</b></p> <ul style="list-style-type: none"> <li>• Leadership Training / CAS Leadership in Science</li> <li>• Performance reviews</li> <li>• Business management</li> <li>• Project management</li> <li>• Conflict management</li> </ul>
<p><b>Fachliche Kompetenzen</b></p> <ul style="list-style-type: none"> <li>• Arbeits-, Labor-, Chemie-, Laser-, Gas-, Elektro-Sicherheitskurse; Brandschutz</li> <li>• IT-Kurse (Office, Linux, Adobe Illustrator, OneNote)</li> <li>• Schreibkurse für technische Berichte</li> <li>• Sprachen</li> </ul>	<p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Safety courses for workplaces, laboratory, chemistry, laser, gas, electronics and fire protection courses</li> <li>• IT courses (Office, Linux, Adobe Illustrator, OneNote)</li> <li>• Technical report writing</li> <li>• Languages</li> </ul>
<p><b>Überfachliche Kompetenzen – Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• Kommunikations- und Präsentationstraining</li> <li>• Kreativität und Innovation</li> <li>• Umgang mit eigenen Ressourcen und Stress im Alltag</li> <li>• Konfliktmanagement</li> <li>• Research integrity</li> </ul>	<p><b>Extra-professional Skills – Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• Communications and presentation training</li> <li>• Creativity and innovation</li> <li>• Use of internal resources and dealing with daily stress</li> <li>• Conflict management</li> <li>• Research integrity</li> </ul>
<p><b>Dienstleistungen</b></p> <ul style="list-style-type: none"> <li>• Laufbahnberatung</li> <li>• Coaching / Organisations Entwicklung / Mediation</li> <li>• Teamentwicklung / Supervision</li> <li>• Assessments</li> <li>• Seminar / Tagungsmanagement / Raummanagement</li> <li>• Kurskonzeption / Kursentwicklung</li> <li>• Aus- / Weiterbildungsmonitoring PSI</li> <li>• Mentoring</li> </ul>	<p><b>Services</b></p> <ul style="list-style-type: none"> <li>• Career guidance</li> <li>• Coaching / development of organisations / mediation</li> <li>• Team development / supervision</li> <li>• Assessments</li> <li>• Workshop / conference management / space management</li> <li>• Course conception / course development</li> <li>• Education and training monitoring PSI</li> </ul>

### Extra-professional Skills – Transferable Skills

- Communications and presentation training
- Creativity and innovation
- Use of internal resources and dealing with daily stress
- Conflict management
- Research integrity



# Communication

- 
- A solid grey square is positioned to the left of the first bullet point.
- PSI Divisions (line managers/supervisors) will be informed until the end of April
  - PhD students and postdocs will be informed via E-Mail after Division meeting

**Thank you for your  
attention! Questions  
are welcome!**

