

The five domains within Recognition and Rewards as part of the P&TD conversation

This document has been prepared as a tool to discuss the five domains that are central to Recognition and Rewards during the Performance & Talent Development (P&TD) conversation. It provides guidance for discussing the five domains.

This is an initial version of this tool. We aim to develop it further through an iterative process and would, therefore, like to receive reactions and experiences from those using this tool. If you have any questions or suggestions, please share them by sending an email to: recognitionandrewards@tilburguniversity.edu.

How are the different domains interrelated?

An important principle of Recognition and Rewards is that academics are not expected to excel in all five domains. Given the university's core tasks, the starting point is that all academics are involved in the domains of education and research. The emphasis on the five domains may differ from person to person and may change during a career. It is possible to place an emphasis on societal impact, but impact always stems from education and/or research. Tilburg University considers personal leadership important for all employees. In addition, it is possible to put an emphasis on leadership in the sense of formal leadership roles. The domain team spirit is of a different order. It is not possible to place an emphasis on this; we expect team spirit from all our employees.

Although we want to enable individual employees to place accents in line with their talents, strengths and ambitions, it is important to find the right balance within the team and the department. The individuals strengths and talent development should be the focus of the P&TD conversation and the individual's ambitions should be addressed, but always in relation to the team or department as a whole.

Talent and career development (general)

- What are your talents and strengths?
- How can you best contribute to the team goals from your strengths?
- What are your goals regarding talent and career development?
- What do you need in order to achieve your goals?

Domain Research

Definition Tilburg University Academic Careers: acquiring, conducting, and publishing research.

Questions

Looking back:

- What has been the most rewarding aspect of your research (process) this past year?
- What has been the most challenging in your research (process) this past year?

- In what ways have you focused on (multidisciplinary) collaborations and team science this past year?
- Which article/publication that was published this past year do you feel added the most value in the sense of scientific impact?
- What actions have you undertaken to increase the visibility of your research?

Looking forward:

- What activities would you like to undertake to (further) develop your research skills?
- What activities would you like to undertake in terms of grant applications in the coming year?
- In what ways would you like to participate in interdisciplinary collaborations (*team science*) in the coming year?
- What are your ambitions regarding open science (pre-registration, open access publishing, open data, etc.)? What do you need to achieve those ambitions?
- What are your ambitions within the domain of research for the coming year? What do you need to achieve those ambitions?

Behaviors / Examples

- The employee has published articles that have had a demonstrable scientific impact.
- The employee has participated in conferences that are key to the discipline.
- The employee has contributed to / organized a seminar or research colloquium.
- The employee has published articles in collaboration with other scientists as part of a interdisciplinary collaboration (*team science*).
- The employee has pre-registered articles, published open access, has shared datasets, or has taken other steps to make his or her research more accessible, verifiable, and robust and to enlarge its impact.
- The employee has participated in the peer review process.
- The employee has written a grant application.
- The employee has supervised a PhD candidate.
- The employee has been a member of a PhD committee.
- The employee has been a member of an editorial board.

Domain Education

Definition Tilburg University Academic Careers: developing, providing, and evaluating teaching-related activities.

Questions

Looking back:

- In what ways have you been able to make an impact in the domain of education?
- In what ways have you sought feedback and/or peer review to evaluate your teaching?
- Have you been able to conduct education-related research or contribute to educational innovation in the past year?

Looking forward:

- How would you like to develop yourself further in the domain of education and what do you need to be able to do so?
- What are your ambitions with regard to education?

Behaviors / Examples

- The employee has contributed to / developed a course.
- The employee has attained a University Teaching Qualification (UTQ) or Senior Teaching Qualification (STQ).
- The employee has supervised students in writing their thesis / during an internship.
- The employee has taken one or more training courses with the Teacher Academy.
- The employee has taught courses outside of the regular curricula (post-academic education).
- The employee has applied educational innovation in his / her course.
- The employee has actively contributed to educational innovation practices.
- The employee has successfully incorporated IT applications in his / her course.
- The employee has effectively aligned his / her course with the Tilburg Educational Profile or has developed new initiatives in line with the Tilburg Educational Profile.
- The employee incorporates current developments and societal issues in his / her teaching.
- The employee has written a Comenius application.
- The employee has participated in / organized education-related meetings.

Domain Impact

Definition Tilburg University Academic Careers: the contribution made by scientific research to changes in sectors of society and to challenges facing society, with assessment of both ex-ante impact that the scientific research can have and ex-post impact after the research has been carried out.

Questions

Looking back:

- In what ways have you been able to contribute to societal impact this past year?
- Which of your publications or activities this past year do you feel added the most value in the sense of societal impact?
- Have you collaborated with external partners in your research or education?

Looking forward:

- What are your ambitions within the domain of impact for the coming year? What do you need to achieve your goals (infrastructure, support, training)?

Behaviors / Examples

- The employee has increased the visibility of his / her research through publications in professional journals or aimed at the general public, through contributions to or appearances in the (digital) media, or by given interviews or lectures aimed at a broader public.

- The employee has participated in public debate on a current topic.
- The employee has participated in a project with external (societal) partners.
- The employee has been involved in creating new structures for collaboration with external (societal) partners on a specific research theme.
- The employee has been involved in knowledge transfer (for example by setting up an academic startup).
- The employee serves as board member for an external organization.
- The employee serves as a deputy judge.

Domain (Personal) Leadership

Definition Tilburg University Academic Careers: participation in creating an open and diversified culture of excellence based on the principles of reciprocity, transparency, trust, connection, inclusivity, and joint responsibility for the university as a whole. Participation in committees and/or other associations, and performing management duties.

Note: Leadership can be distinguished into personal (informal) leadership and formal leadership. Investing in the development of personal leadership is important for all employees.

Questions

Looking back:

- In what ways have you invested in your (personal) leadership skills over the past year?
- Have you been given sufficient opportunities to develop in the domain of (personal) leadership?
- Have you developed your coaching / mentoring skills this past year?
- How have you contributed to creating a socially safe and inclusive environment within the team?
- How have you contributed to creating a culture of trust, openness and transparency within the team?
- How have you (further) developed your leadership style?

Looking forward:

- How would you like to (further) develop your personal leadership skills in the coming year? What do you need in order to do so?
- What are your ambitions regarding (personal) leadership for the coming year?

Behaviors / Examples of Personal Leadership

- The employee has taken initiative, been pro-active, and has taken responsibility.
- The employee has coordinated / organized a research seminar, colloquium or conference.
- The employee has organized a team event.
- The employee has fulfilled one or more informal leadership roles. This could include: serving as project coordinator; serving as team lead; participating in a working group at the department, School, or university level; participation in the Tilburg Open Science Community, the Tilburg Young Academy, PhD Council, Tilburg PhD Platform

(TiPP); serving as a member of a participatory body at the level of the department, School, or University (School Council, University Council).

Behavior / Examples of Formal Leadership

- The employee has led others in driving and devising educational innovations.
- The employee has participated in a workshop or training as part of the Connected Leading program.
- The employee has fulfilled a formal leadership role. For example: Head of Department, Vice Dean, program director, chair of the exam committee, chair of the research and ethics committee.

Domain Team Spirit

Definition Tilburg University Academic Careers: bearing in mind that you are part of a team. This involves a willingness to cooperate with other team members and to share and value each other's contributions.

What is a team?

Within Tilburg University, we are usually part of a basic team and we also work together in various teams in the field of education and research. Students, external partners, and colleagues from the Divisions also form part of these teams. We also increasingly work together across Department and Division boundaries. Within these teams, everyone contributes from their own strength and expertise. In a well-functioning team, all team members make an active contribution to the team, look after each other's well-being, and make a joint effort to achieve the team's objectives (Bindl & Parker, 2011). By team spirit, we mean offering an active contribution to the greater whole (team, School, University): active participation in the team, contributing to team goals, and creating a positive culture within the team (Brief & Motowidlo, 1986; Smith et al., 1986).

Questions

Looking back:

- In what ways have you contributed to the team goals over the past year?
- In what ways have you contributed to a positive culture within the team?
- Do you feel that your role within the team makes the best use of your strengths?
- Have you been able to give feedback to and receive feedback from your colleagues over the past year?
- What has been your contribution to the team, the School, and/or the University community as a whole this past year?
- How have you contributed to the values of Tilburg University (Connected, Curious, Caring Courageous)?
- What has been your contribution to team collaboration across departments or disciplines (in education, or in research)?
- Do you feel that you received appropriate recognition for your contribution to the team?

Looking forward:

- What activities would you like to engage in to contribute to the team and team culture in the coming year?

Behaviors / Examples

- The employee has stepped in to help or support a team member, for example as a buddy or mentor.
- The employee has helped a new colleague find his / her in getting acquainted with the department.
- The employee has participated in a working group or steering committee (at the level of the department, School, or University).
- The employee has been a member of a review committee for grant applications.
- The employee has been a member of the APC.
- The employee has actively contributed to giving feedback to colleagues (for example by sitting in on classes for peer review purposes, or giving feedback on grant applications).
- The employee has sought feedback and has actively engaged with this feedback.
- The employee has participated in ad hoc teaching communities.