AAU's staff performance and development review material is built around Tønnesvang's medarbejdervitaliserende samtale [staff vitalising dialogue] with a focus on the development of the individual as a whole and the motivation for the development of the individual's competences, potential and well-being (Tønnesvang, Schou and Hansen, 2020). There is a particular focus on basic psychological needs and how particularly demanding conditions in people's lives promote motivation, well-being and qualified self-determination in their way of developing and mastering their lives.

The ‘staff vitalising dialogue’ is a conversation between manager and staff member about what matters to the staff member in their work life – not only in relation to completing tasks, but also the meaning the staff member sees in their work life, the sense of belonging and community the staff member feels in their collegial relationships, and the experience of the staff member in being themselves in their working life. The staff performance and development review provides an opportunity to reflect on these important conditions for the staff member’s work life. The manager helps facilitate and support the staff member in having a good work life and thus utilising their potential and competencies for the greatest benefit for both the staff member and organisation.

The staff revitalising dialogue is built around four basic psychological needs:

- Mastery (mastering my tasks)
- The need for meaning (experiencing meaning)
- Belonging (feeling connected, accepted)
- Autonomy (being who I am)
Staff Performance and Development Review
The four basic psychological needs of the review

**Mastery**
Mastery is a basic need to do something in the world. When we have to master things in a work life context, we meet this need with the skills we have. It is about experiencing success in what you do, while at the same time experiencing that what you do fits into the context you work in (task completion and the core task).

**Meaning**
Meaning is about the need to see yourself in a larger context that goes beyond the self. You can thus see yourself in the world and create meaning about who you are and how you relate to the world. In a work life context, it is about seeing meaning in the organisational context you are part of. How does this reflect the tasks the staff member solves in day-to-day life?

**Belonging**
Belonging is about being in relationships with other people. Both belonging and autonomy must be reconciled in the contexts you find yourself in, because there are norms and codes for how you interact with each other here. It is important that you feel you can exercise the self-determination and influence you want to have in this context.

**Autonomy**
The need for autonomy is about having the ability to be yourself with your personal integrity, your ambitions, thoughts and feelings, regardless of life stage, gender, ethnicity or seniority.

Source:
The dialogue compass

The ‘dialogue compass’ is the visual tool used in the staff revitalising dialogue. The compass is built around how the staff member experiences mastering their tasks (mastery), meaning of their work life (meaning), belonging in their work life (belonging) and being themselves in their work life (autonomy). The four basic needs are placed in four dimensions with a scale from 1-6 with a statement relating to each basic need. The scale is used as a kind of temperature measurement of how the staff member experiences themselves and the four basic needs in the current situation. The scale can thus provide a snapshot of the staff member’s well-being in their work life. It is the staff member’s subjective assessment of themselves.
Staff Performance and Development Review
Using the dialogue compass in the dialogue

By having the staff member relate to their current situation on the four basic psychological needs prior to the interview, the manager and staff member can discuss how the staff member is thriving and motivated in their work, as well as how their well-being and development are related to the organisation’s and department’s task performance and development. The conversation can help both manager and staff member to see the staff member’s task completion in a larger context. It can also help clarify how the staff member contributes to (and possibly can further contribute to) realising the organisation’s strategic goals. Finally, the manager and staff member must together create a framework, prioritising the staff member’s individual competence development based on their current situation, but seen in the organisational context.

Manager and staff member together take the current situation as their starting point, as the staff member’s compass illustrates, and the staff member has the opportunity to elaborate on what the individual scores mean to them.