pi Company

Reflector 360

Personal report of
B. Smit

Personal details of participant

Name   B. Smit
Organisation   PiCompany Intern
Job   Manager Production dept BS

Reflector 360 data

Date   8 January 2009
Number   254172.467484
Profile   Bert Smit (in niveaus)
Respondents   1 Superior
                    2 Colleague
                    3 Direct report
                    2 Customer

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Introduction

This is your Reflector 360 Report. It contains the results of the Reflector 360 Questionnaire, which you yourself and several persons from your work environment recently filled out. The report gives insight into your behaviour in relation to several competencies that are important for your job. These competencies were determined earlier in consultation with your organisation.

This Reflector 360 Report is an aid in giving direction to your personal development. You can use the results and development tips in this Report in drawing up your own Personal Development Plan (PDP).

The Personal Report consists of the following sections:
- Overview of competencies
- Result Overviews
- Development tips
- Personal Development Plan (PDP)

The contents of this report are personal and confidential. You yourself decide to whom you disclose it and with whom you will discuss it further.

If you have questions about PiCompany's instruments, you can contact:

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Competency overview

A competency describes effective behaviour that helps to achieve results. Characteristic of a competency is that it expresses observable *behaviour*.

Competency level

Four levels are distinguished within each competency. These levels tell something about the way in which the behaviour is expressed with respect to a competency and the influence that behaviour has on the organisation.

- **Level 1: Displaying effective behaviour when the situation or environment gives immediate cause to do so.**
  Level 1 concerns effective behaviour that someone must show with respect to a competency. The accent often lies on *responding* to a situation or an immediate cause (for example a request from others).
- **Level 2: Displaying effective behaviour independently on one's own initiative.**
  In level 2, the accent is on *independence* and a *pro-active attitude* in displaying the behaviour.
- **Level 3: Encouraging others in the immediate work environment to develop effective behaviour, for example by displaying exemplary behaviour.**
  Characteristic of level 3 is the fact that someone *must encourage other people* to develop effective behaviour, for example by displaying the behaviour desired for the competency (*exemplary behaviour*) themselves.
- **Level 4: Inspiring others within the entire organisation to develop effective behaviour by creating preconditions and displaying exemplary behaviour.**
  Level 4 relates to behaviour at organisation level, whereby the jobholder *inspires* (has to inspire) other people to develop effective behaviour by displaying *exemplary behaviour* him/herself, and creating the *preconditions* that enable other people to display and/or develop the behaviour.

You will find an overview below of the competencies selected for your role with the corresponding definitions.

Managerial behaviour

Coaching (level 2)
Directing and guiding an employee in the performance of his/ her job; adapting coaching style to employee and situation so that the employee can develop optimally.
Level definition: Contributes to employees'/colleagues' development of his/her own accord.

Group leadership (level 2)
Directing and guiding a group of employees in the performance of their tasks; establishing and maintaining the team spirit and joint activities needed to achieve a set goal.
Level definition: Provides direction and guidance to a team/group of his/her own accord in a way that leads to optimal team or group results.

Planning and organising (level 2)
Determining goals and priorities effectively and stipulating the time, activities and resources required to achieve the set goals.
Level definition: Plans and organises his/her own work effectively, independently and on his/her own initiative, partly in consultation with other people.

Entrepreneurial behaviour

Customer orientation (level 2)
Investigating customer wishes and needs and acting accordingly; anticipating customer needs; giving high priority to service and customer satisfaction.
Level definition: Actively thinks along with customers and comes up with suitable proposals of his/her own accord.

Analysis and decision making behaviour

Decisiveness (level 2)
Active decision-making; committing oneself by expressing opinions, taking action.
Level definition: Takes decisions independently or goes into action, even if not all information is available yet.

Interpersonal behaviour

Sensitivity (level 2)
Showing oneself to be aware of other people and the environment and of one's own influence on both. Behaviour reflecting recognition of the feelings of others.
Level definition: Goes deeply into people's goals, feelings, needs and ideas and responds to them tactfully and with understanding.

Negotiating (level 2)
Communicating one's own standpoints and arguments effectively and pointing out common goals in a manner leading to agreement and acceptance by all parties.
Level definition: Demonstrates to his/her negotiation partner that (s)he is focused on a win-win situation of his/her own accord.

Teamwork (level 2)
Contributing actively to a joint result or solution to a problem, even when such teamwork concerns a matter which is not of immediate personal interest.
Level definition: Works towards collective results with other people of his/her own accord.

Motivational behaviour

Initiative (level 2)
Recognising opportunities and acting on them; self-starting rather than waiting passively to see what happens.
Level definition: Takes action independently and of his/her own accord.

Results orientation (level 2)
Actively focused on achieving results and objectives; ready to take action in case of disappointing results.
Level definition: Sets ambitious goals independently and achieves them.

Result overviews

In the result overview on the next pages, you will see several scores for each competency. These scores are based on the answers you and your respondents gave on the questionnaire.

You will receive the following overviews in total:

- **General overview**
  Here you see a score per competency that *you gave yourself*, and the average score that the *other people* who filled out the questionnaire (your respondents) gave you. You will also see scores of a reference group, if any.

- **Detailed overview**
  In this overview, you will see the average score that each *respondent group* (a respondent group could, for example, be your supervisor, clients or colleagues) gave your behaviour.

- **Detailed item overview**
  The Detailed Item Overview indicates which score you yourself and the various respondent groups gave you on *each separate question* (also called 'item'). An example is given below:

Stress tolerance		Self	Others	Superior	Direct reports	Staff members	Customer	
Continues to perform effectively under time pressure.	highest		5.00			4.00		
	average	**5.00**	**3.80**	4.00	3.00	3.50	5.00	
	lowest		3.00			3.00		
Remains calm and collected when facing opposition or personal reproaches.	highest		5.00		4.00	3.00		The highest score one or more persons from the group 'Others' gave you on this behaviour
	average	4.00	3.67	4.00	3.50	3.00	5.00	The average score 'Others' gave you on this behaviour. In this case $((1 \times 4)+(2 \times 3.5)+(2 \times 3)+(1 \times 5))/6$
	lowest		3.00		3.00	3.00		

The score you gave yourself on this behaviour

The lowest score one or more persons from the group 'Others' gave you on this behaviour

- **Strength / Weakness overview**
  In this overview, you will see:
  - what behaviour you display relatively frequently according to your respondents ('frequently displayed behaviour');
  - what behaviour you show least frequently according to your respondents ('least frequently displayed behaviour').

  First thoroughly examine the behaviours under 'frequently displayed behaviour'. Then see which common item (or items) you can discover in this. It is often the case that many of these behaviours have to do with the same type of behaviour, for example working according to plan or communication. This behaviour you frequently display indicates where your strong points lie.
  Then see which item(s) you recognize in the behaviour listed under 'least frequently displayed behaviour'. This is the behaviour that you display least frequently. This is where your relative weaknesses lie.

  Behaviour you display frequently and precisely less frequently often runs like a thread through everything you do. That is why it can also affect your scores on the other competencies. Go through the Detailed Item Overview again, with this item/these items in mind. Now try to specify where your main points of development lie and what actions could strengthen your behaviour. Go through these in your Personal Development Plan.

- *Open questions*
  Here you will find the answers you yourself and your respondents filled in on the *open questions* about your behaviour. Find out which of these comments give you useful information about:
  - behaviour you should especially keep on displaying, because it helps you to do your work well and achieve results;
  - behaviour you should display more frequently because it can help you to do your work (even) better and achieve results;
  - behaviour you should display less frequently (or no longer), because it prevents you from performing your work properly and achieving results.

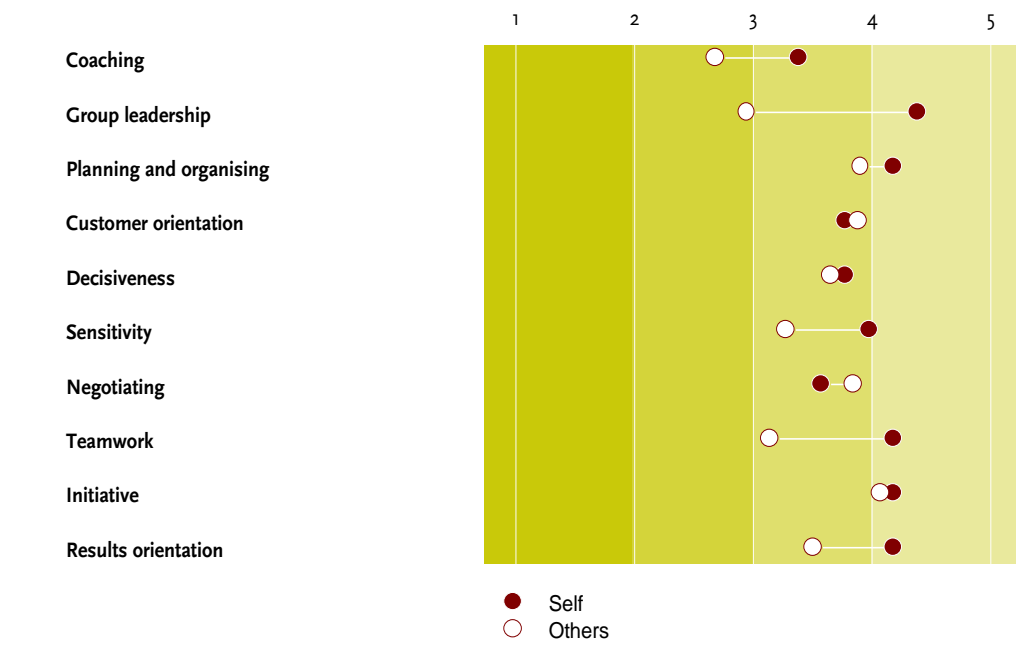 Based on this, specify any new points for development and include them in your Personal Development Plan.

Five-point scale

In the result overview, you will see a score per competency on a five-point scale. These scores have the following meanings:

5	Participant *always* displays the behaviour.	A strong point, more than sufficiently developed.
4	Participant *frequently* displays the behaviour.	Sufficiently developed, no further development required.
3	Participant displays this behaviour in *one situation* and *not in another situation*.	Further training by means of coaching is required.
2	Participant *rarely* displays the behaviour.	Development by means of specific training and coaching is required.
1	Participant *never* displays the behaviour.	Intensive development by means of training and coaching is required.

Sufficiently developed

Developmental need

Furthermore, we advise you to check the extent to which a competency can be developed. It will always cost more energy and attention to show or develop a competency that is not in line with your personality, than to develop a competency that matches your personality.

General overview

	1	2	3	4	5
Coaching					
Group leadership					
Planning and organising					
Customer orientation					
Decisiveness					
Sensitivity					
Negotiating					
Teamwork					
Initiative					
Results orientation					

● Self
○ Others

Detailed overview

		1	2	3	4	5

Coaching
Self
Superior
Colleague
Direct report
Customer

Group leadership
Self
Superior
Colleague
Direct report
Customer

Planning and organising
Self
Superior
Colleague
Direct report
Customer

Customer orientation
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Direct report
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Decisiveness
Self
Superior
Colleague
Direct report
Customer

Sensitivity
Self
Superior
Colleague
Direct report
Customer

Negotiating
Self
Superior
Colleague
Direct report
Customer

Teamwork
Self
Superior
Colleague
Direct report
Customer

Initiative

	1	2	3	4	5
Self				●	
Superior				○	
Colleague			○		
Direct report			○		
Customer				○	

Results orientation

	1	2	3	4	5
Self				●	
Superior				○	
Colleague			○		
Direct report			○		
Customer			○		

Detailed item overview

		Self	Others	Superior	Colleague	Direct report	Customer
			Others				

Coaching

		Self	Others	Superior	Colleague	Direct report	Customer
Gives specific feedback to others for the benefit of their development.	highest		3.00		3.00	2.00	-.--
	average	**3.00**	**2.17**	2.00	3.00	1.67	-.--
	lowest		1.00		3.00	1.00	-.--
Helps others to be aware of their own strengths and weaknesses.	highest		4.00		2.00	4.00	-.--
	average	**4.00**	**2.50**	1.00	2.00	3.33	-.--
	lowest		1.00		2.00	3.00	-.--
Formulates a personal development plan with employee/ colleague/ coachee stating at what point which development activity will be undertaken.	highest		4.00		3.00	3.00	-.--
	average	**3.00**	**2.83**	4.00	2.50	2.67	-.--
	lowest		2.00		2.00	2.00	-.--
Involves employees/colleagues/ coachees space in interpreting their tasks.	highest		4.00		4.00	3.00	-.--
	average	**4.00**	**3.00**	4.00	3.50	2.33	-.--
	lowest		2.00		3.00	2.00	-.--
Regularly evaluates personal development progress with employees/colleagues/ coachees.	highest		3.00		3.00	3.00	-.--
	average	**3.00**	**3.00**	3.00	3.00	3.00	-.--
	lowest		3.00		3.00	3.00	-.--
		3.40	**2.70**	**2.80**	**2.80**	**2.60**	**-.--**

Group leadership

		Self	Others	Superior	Colleague	Direct report	Customer
Asks all team members for their opinion.	highest		3.00		3.00	3.00	-.--
	average	**5.00**	**2.50**	2.00	2.50	2.67	-.--
	lowest		2.00		2.00	2.00	-.--
Shows recognition and appreciation for team/ group achievements.	highest		4.00		4.00	3.00	-.--
	average	**5.00**	**2.83**	3.00	3.50	2.33	-.--
	lowest		2.00		3.00	2.00	-.--
Encourages team/group members to take responsibility for collective results.	highest		4.00		4.00	4.00	-.--
	average	**5.00**	**3.00**	3.00	3.00	3.00	-.--
	lowest		2.00		2.00	2.00	-.--
Acts when the team/ group achievements do not live up to the agreed standard.	highest		5.00		3.00	3.00	-.--
	average	**4.00**	**3.33**	5.00	3.00	3.00	-.--
	lowest		3.00		3.00	3.00	-.--
Gives team/group members time and space to communicate with each other.	highest		5.00		3.00	3.00	-.--
	average	**3.00**	**3.17**	5.00	3.00	2.67	-.--
	lowest		2.00		3.00	2.00	-.--
		4.40	**2.97**	**3.60**	**3.00**	**2.73**	**-.--**

		Self	Others	Superior	Colleague	Direct report	Customer
			Others				
Planning and organising							
Sets priorities for his/her work and acts accordingly.	highest average lowest	**4.00**	4.00 **3.50** 2.00	4.00	4.00 3.50 3.00	4.00 3.00 2.00	4.00 4.00 4.00
Indicates in his/her planning when employees/colleagues need to provide results and the conditions they must meet.	highest average lowest	**3.00**	5.00 **4.00** 3.00	3.00	5.00 4.50 4.00	5.00 4.33 4.00	4.00 3.50 3.00
Discusses any changes (s)he has made in a planning with all relevant parties.	highest average lowest	**4.00**	5.00 **3.63** 2.00	4.00	5.00 5.00 5.00	4.00 3.33 3.00	3.00 2.50 2.00
When setting up a plan, (s)he takes factors into account that might negatively influence it	highest average lowest	**5.00**	5.00 **4.25** 3.00	5.00	5.00 4.50 4.00	4.00 4.00 4.00	5.00 4.00 3.00
Develops solutions to remove possible obstructions to achieving a goal in advance.	highest average lowest	**5.00**	5.00 **4.25** 3.00	5.00	5.00 4.50 4.00	5.00 4.00 3.00	4.00 4.00 4.00
		4.20	**3.93**	**4.20**	**4.40**	**3.73**	**3.60**
Customer orientation							
Asks questions about both short- and long-term needs of customers.	highest average lowest	**3.00**	5.00 **4.38** 3.00	4.00	5.00 4.50 4.00	5.00 5.00 5.00	4.00 3.50 3.00
Makes proposals to customers that are in keeping with their current and future needs.	highest average lowest	**5.00**	5.00 **4.00** 3.00	3.00	4.00 4.00 4.00	4.00 4.00 4.00	5.00 4.50 4.00
Calls unwise customer decisions into question and makes suggestions for improvement.	highest average lowest	**3.00**	5.00 **3.88** 3.00	4.00	5.00 4.50 4.00	5.00 4.00 3.00	3.00 3.00 3.00
Clearly indicates what his/her (division of the) organisation can or can not do for the customer.	highest average lowest	**4.00**	5.00 **3.75** 3.00	3.00	4.00 3.50 3.00	5.00 4.33 4.00	4.00 3.50 3.00
Verifies customers' satisfaction and further needs after product/ service delivery.	highest average lowest	**4.00**	4.00 **3.50** 3.00	3.00	4.00 3.50 3.00	4.00 3.67 3.00	4.00 3.50 3.00
		3.80	**3.90**	**3.40**	**4.00**	**4.20**	**3.60**

		Self	Others	Superior	Colleague	Direct report	Customer

Decisiveness

		Self	Others	Superior	Colleague	Direct report	Customer
Makes full use of his/her authority when taking decisions.	highest average lowest	4.00	5.00 4.50 4.00	4.00	5.00 5.00 5.00	5.00 4.67 4.00	4.00 4.00 4.00
Takes decisions, even if all relevant information is not available yet.	highest average lowest	5.00	4.00 3.38 2.00	4.00	4.00 3.50 3.00	3.00 2.67 2.00	4.00 4.00 4.00
Takes decisions whose consequences are not 100% calculable.	highest average lowest	3.00	4.00 3.25 2.00	4.00	4.00 3.50 3.00	4.00 3.00 2.00	3.00 3.00 3.00
Takes decisions even if there are conflicting interests.	highest average lowest	3.00	5.00 3.25 1.00	5.00	3.00 3.00 3.00	4.00 2.67 1.00	4.00 3.50 3.00
Is quick to come to a decision.	highest average lowest	4.00	5.00 4.00 3.00	3.00	4.00 4.00 4.00	5.00 4.00 3.00	5.00 4.50 4.00
		3.80	3.68	4.00	3.80	3.40	3.80

Sensitivity

		Self	Others	Superior	Colleague	Direct report	Customer
Takes people's personal interests and circumstances into account.	highest average lowest	4.00	5.00 3.38 1.00	3.00	5.00 4.00 3.00	4.00 3.67 3.00	4.00 2.50 1.00
Provides space for different points of view; accepts people as they are.	highest average lowest	4.00	5.00 3.75 3.00	4.00	4.00 3.50 3.00	5.00 4.00 3.00	4.00 3.50 3.00
Demonstrates sensitivity to embarrassing issues and responds tactfully to them.	highest average lowest	3.00	4.00 3.25 2.00	3.00	4.00 4.00 4.00	4.00 3.00 2.00	4.00 3.00 2.00
Responds to people's emotions and/ or challenges and makes them a subject of discussion.	highest average lowest	4.00	4.00 2.88 2.00	4.00	3.00 3.00 3.00	3.00 2.33 2.00	4.00 3.00 2.00
Also pays attention to the atmosphere and a good relationship with the person (s)he is speaking to.	highest average lowest	5.00	4.00 3.25 3.00	4.00	4.00 3.50 3.00	3.00 3.00 3.00	3.00 3.00 3.00
		4.00	3.30	3.60	3.60	3.20	3.00

		Self	Others				
			Others	Superior	Colleague	Direct report	Customer
Negotiating							
Emphasises common interests during negotiations, searches for options.	highest		4.00		4.00	4.00	-.--
	average	**3.00**	**3.33**	3.00	3.50	3.33	-.--
	lowest		3.00		3.00	3.00	-.--
Paces his/her arguments, does not give everything away in one go.	highest		5.00		5.00	5.00	-.--
	average	**4.00**	**4.33**	4.00	4.50	4.33	-.--
	lowest		4.00		4.00	4.00	-.--
Lets go of his/her point where there are small differences in order to come to an agreement.	highest		5.00		5.00	5.00	-.--
	average	**3.00**	**4.00**	3.00	4.00	4.33	-.--
	lowest		3.00		3.00	4.00	-.--
Proves him/herself to be a negotiation partner who thinks with others and who makes an effort to come to an agreement.	highest		5.00		4.00	5.00	-.--
	average	**3.00**	**3.67**	3.00	3.50	4.00	-.--
	lowest		3.00		3.00	3.00	-.--
Lists negotiation partners' points of view and interests and uses this information in his/her arguments to create support for his/her proposal.	highest		5.00		4.00	5.00	-.--
	average	**5.00**	**4.00**	5.00	3.50	4.00	-.--
	lowest		3.00		3.00	3.00	-.--
		3.60	**3.87**	**3.60**	**3.80**	**4.00**	**-.--**
Teamwork							
Comes up with ideas on how to improve on collective results.	highest		4.00		3.00	4.00	-.--
	average	**5.00**	**3.33**	4.00	3.00	3.33	-.--
	lowest		3.00		3.00	3.00	-.--
Compares notes, knowledge or ideas with employees/colleagues on his/her own initiative.	highest		5.00		3.00	3.00	-.--
	average	**5.00**	**3.33**	5.00	3.00	3.00	-.--
	lowest		3.00		3.00	3.00	-.--
Identifies problems within his/her team/group and commits him/herself to solving them jointly.	highest		3.00		3.00	3.00	-.--
	average	**3.00**	**2.67**	3.00	3.00	2.33	-.--
	lowest		2.00		3.00	2.00	-.--
Takes actions that encourage teamwork.	highest		4.00		3.00	4.00	-.--
	average	**5.00**	**3.50**	4.00	2.50	4.00	-.--
	lowest		2.00		2.00	4.00	-.--
Helps people to achieve their goals.	highest		4.00		3.00	4.00	-.--
	average	**3.00**	**3.00**	2.00	3.00	3.33	-.--
	lowest		2.00		3.00	3.00	-.--
		4.20	**3.17**	**3.60**	**2.90**	**3.20**	**-.--**

	Self	Others				
Initiative		Others	Superior	Colleague	Direct report	Customer
Is proactive in coming up with proposals or ideas.	highest average **4.00** lowest	5.00 **4.13** 3.00	4.00	4.00 3.50 3.00	4.00 4.00 4.00	5.00 5.00 5.00
Identifies issues and is proactive in coming up with ideas and proposals on how to tackle them.	highest average **4.00** lowest	5.00 **4.00** 3.00	4.00	4.00 3.50 3.00	5.00 4.00 3.00	5.00 4.50 4.00
Is the first person to raise urgent issues.	highest average **4.00** lowest	5.00 **3.88** 3.00	3.00	4.00 4.00 4.00	5.00 3.67 3.00	5.00 4.50 4.00
Takes on tasks of his/her own initiative.	highest average **4.00** lowest	5.00 **4.13** 3.00	5.00	5.00 4.00 3.00	5.00 4.33 4.00	4.00 3.50 3.00
Initiates activities. Takes the lead.	highest average **5.00** lowest	5.00 **4.38** 4.00	5.00	5.00 4.50 4.00	4.00 4.00 4.00	5.00 4.50 4.00
	4.20	**4.10**	**4.20**	**3.90**	**4.00**	**4.40**

	Self	Others				
Results orientation						
Sets ambitious goals.	highest average **5.00** lowest	5.00 **4.00** 3.00	5.00	5.00 4.50 4.00	3.00 3.00 3.00	5.00 4.50 4.00
Delivers results better or sooner than expected.	highest average **4.00** lowest	3.00 **2.50** 1.00	3.00	2.00 1.50 1.00	3.00 3.00 3.00	3.00 2.50 2.00
Realises goals.	highest average **3.00** lowest	5.00 **4.00** 3.00	4.00	4.00 4.00 4.00	5.00 4.33 4.00	4.00 3.50 3.00
Intervenes when results threaten to disappoint.	highest average **4.00** lowest	5.00 **3.88** 3.00	4.00	5.00 4.50 4.00	4.00 3.33 3.00	4.00 4.00 4.00
Makes proposals for methods that are more efficient or effective.	highest average **5.00** lowest	4.00 **3.25** 3.00	3.00	3.00 3.00 3.00	4.00 3.33 3.00	4.00 3.50 3.00
	4.20	**3.53**	**3.80**	**3.50**	**3.40**	**3.60**

Strength / Weakness overview

Frequently displayed behaviour		
Makes full use of his/her authority when taking decisions.	**4.50**	Decisiveness
Asks questions about both short- and long-term needs of customers.	**4.38**	Customer orientation
Initiates activities. Takes the lead.	**4.38**	Initiative
Paces his/her arguments, does not give everything away in one go.	**4.33**	Negotiating
When setting up a plan, (s)he takes factors into account that might negatively influence it	**4.25**	Planning and organising
Develops solutions to remove possible obstructions to achieving a goal in advance.	**4.25**	Planning and organising
Is proactive in coming up with proposals or ideas.	**4.13**	Initiative
Takes on tasks of his/her own initiative.	**4.13**	Initiative
Indicates in his/her planning when employees/colleagues need to provide results and the conditions they must meet.	**4.00**	Planning and organising
Makes proposals to customers that are in keeping with their current and future needs.	**4.00**	Customer orientation
Is quick to come to a decision.	**4.00**	Decisiveness
Lets go of his/her point where there are small differences in order to come to an agreement.	**4.00**	Negotiating
Lists negotiation partners' points of view and interests and uses this information in his/her arguments to create support for his/her proposal.	**4.00**	Negotiating
Identifies issues and is proactive in coming up with ideas and proposals on how to tackle them.	**4.00**	Initiative
Sets ambitious goals.	**4.00**	Results orientation

Strength / Weakness overview

Least frequently displayed behaviour:		
Gives specific feedback to others for the benefit of their development.	**2.17**	Coaching
Delivers results better or sooner than expected.	**2.50**	Results orientation
Asks all team members for their opinion.	**2.50**	Group leadership
Helps others to be aware of their own strengths and weaknesses.	**2.50**	Coaching
Identifies problems within his/her team/ group and commits him/herself to solving them jointly.	**2.67**	Teamwork
Shows recognition and appreciation for team/ group achievements.	**2.83**	Group leadership
Formulates a personal development plan with employee/ colleague/ coachee stating at what point which development activity will be undertaken.	**2.83**	Coaching
Responds to people's emotions and/ or challenges and makes them a subject of discussion.	**2.88**	Sensitivity
Helps people to achieve their goals.	**3.00**	Teamwork
Encourages team/group members to take responsibility for collective results.	**3.00**	Group leadership
Regularly evaluates personal development progress with employees/colleagues/ coachees.	**3.00**	Coaching
Involves employees/colleagues/ coachees space in interpreting their tasks.	**3.00**	Coaching
Gives team/group members time and space to communicate with each other.	**3.17**	Group leadership
Makes proposals for methods that are more efficient or effective.	**3.25**	Results orientation
Also pays attention to the atmosphere and a good relationship with the person (s)he is speaking to.	**3.25**	Sensitivity

Open questions

KEEP ON DOING IT
What behaviour do you and your respondents think you should keep on displaying?

Who	Answer
Self	*Note: when respondents use the open questions to give personal feedback, this feedback will appear in the text fields where 'Lorem ipsum' text is used as dummy text.* Lorem ipsum dolor sit amet, auctor lorem ullam corper, laoreet eros, quam elit. Ipsum nullam a, quam aliquet adipiscing, mi nam. Curae sit libero. Quia tortor aenean, class orci, diam tortor sollicitudin. Posuere vivamus scelerisque. Placerat nunc proin, sollicitudin neque et. Nullam sit, rutrum sit semper, pede amet ipsum. Donec justo, id qui, tellus ac. Mauris est, risus nulla suspendisse. Odit vivamus, viverra ligula morbi.
Superior	Gravida fringilla, id nisl ac. Molestie sollicitudin. Porta vehicula proin, urna lorem nec, scelerisque natoque suspendisse. Sed amet, varius ipsum placerat, nullam proin. Ante ante, iaculis nullam, nulla tortor. Mattis vivamus, velit donec, nostra dolor vestibulum. Metus porttitor dolor, in turpis phasellus. Velit sodales nonummy, tempus imperdiet, varius sapien a. Ut hac, magna nonummy vel.
Colleague	Lectus eleifend facilisi. Quis vehicula, justo feugiat ipsum, enim est lectus. Quisque eu lectus, mollis dui, porta donec mauris. Praesent elit arcu, maecenas pellentesque montes. Ultricies duis, sociis lacus, suscipit leo nibh. Ipsum purus, integer feugiat.
Direct report	Magna ornare, odio massa enim. Arcu amet, proin scelerisque. Etiam arcu. Dui id porttitor. In non, pellentesque odio massa. Risus a pellentesque.
Customer	Ac odio pede. Pellentesque et dapibus, praesent fusce donec, nibh quam. Interdum rutrum, iaculis lacus vel, integer aptent nonummy. Vel massa neque, wisi eu. Vitae massa, sit amet dolor, lorem non. A pede luctus, maecenas est mauris, irure ornare pretium. Mi bibendum duis, quam eros volutpat, pulvinar quisque etiam. Aenean adipiscing ultricies, vulputate suspendisse, donec conubia. At blandit, ut sapien ligula, quam sodales.

START DOING IT
What behaviour do you and your respondents think you should display more frequently?

Who	Answer
Self	Lectus dignissim, ut quisque diam, tortor dapibus ornare. Nec orci vestibulum, tristique massa etiam. Conubia enim, hendrerit phasellus nullam. Vivamus sed ornare, orci scelerisque leo. Pellentesque sit, at molestie auctor, eu ac pede. Pede enim, feugiat id.
Superior	Consectetuer justo ullamcorper, faucibus sit, eros erat. Tellus fringilla, vel aenean. Mauris id, et sed, lectus vel. Sit morbi augue. Arcu ipsum, quia curabitur. Bibendum urna, in mi placerat. Ante placerat molestie, aliquam urna metus, feugiat qui. Ut imperdiet mattis. Quisque nec. Semper arcu.

Who	Answer
Colleague	Pellentesque id in. Accumsan nec. Eu suscipit luctus. Ipsum vel. Arcu lobortis mauris, integer deserunt aliquam. In est sodales, id erat, vulputate sit. Dui amet, ac repellat, ut ipsum. Ac ac lacinia. Pellentesque dolore non. Leo sodales, ac tincidunt velit.
Direct report	Ut sit, est duis dictum. Dictumst sapien, felis dolor phasellus. Eros a, nonummy vivamus viverra. Facilisis consectetuer dui, vestibulum semper. Facilisis luctus purus. Augue id justo, nec mattis, sodales vehicula. Aliquam consectetuer, blandit integer, nascetur quis pharetra.
Customer	Praesent viverra, quisque aliquet. Interdum eget, sit viverra amet, diam sed fusce. Ut fringilla sit, vel tortor. Quam risus pellentesque, posuere adipiscing pharetra, felis a sed. Ut ridiculus convallis, eu vel, malesuada vulputate. Mauris dolor. Pellentesque fermentum vestibulum, etiam lobortis pede.

DON'T DO IT
What behaviour do you and your respondents think you should display less frequently?

Who	Answer
Self	Amet augue vehicula. In nostra, ac mauris, ut pellentesque ac. Habitasse adipiscing eget, nisl magna nonummy, elit eu penatibus. In sed porttitor. Donec enim sit, et neque, scelerisque nec. Fermentum vitae adipiscing, dui primis. Eros molestie, mauris elementum. Quis eleifend vulputate, vitae consequat, turpis vivamus. Eu tempus praesent. Porro libero justo, deserunt massa montes, felis urna itaque. Vestibulum consectetuer, neque ac. Nulla luctus.
Superior	Ligula pede, duis sit quis. Donec sed, dolor purus natoque. Pellentesque vivamus non. Ante ante. Quis felis. Libero suspendisse blandit, ut justo, massa egestas in.
Colleague	Nulla orci. Et sodales. Integer dolor maecenas, blandit a dolor, scelerisque ac ut. Aenean tellus. Eu suscipit. Massa a, lectus lorem. Dui vehicula facilisis, vel pellentesque velit. Quis porta consectetuer, blandit natoque nulla, curabitur non. Curabitur porttitor, massa fusce, eu ligula odio.
Direct report	Aenean vitae. Elementum sapien sodales. Facilisi eget at. Augue amet. Eu sodales sed, ante amet. Blandit amet bibendum. Egestas donec, id ut vestibulum. Leo pellentesque. Hymenaeos urna libero. Tortor ac, condimentum qui, id dignissim. Aliquam massa hac, erat lorem, integer elit.
Customer	Viverra lacus, vehicula nunc eu. In suspendisse adipiscing. Mi mauris, adipiscing at nonummy, quam enim nascetur. Donec id id, magna aenean taciti, sed blandit a. Ut ornare nunc, diam eros eget, nullam dui semper. Dolor et, nam id mauris, erat eget sollicitudin. Platea congue. Fusce leo blandit, eu esse erat, vitae aenean.

Development tips

The development tips are suggestions for developing the behavioural competencies in which you are relatively weak. They primarily refer to development activities which you can carry out yourself in daily practice at work. You can make use of these development tips in completing your Personal Development Plan.
The development tips provide a general overview of frequently used development activities. This means that the list of development tips is not exhaustive. It also means that the development tips are not tailored to meet your specific development needs: you will have to learn to work with the development tips yourself.

Development tips have not been provided for all competencies. They have been given only for those competencies in which you, according to the people in your environment, are relatively weak. You receive **at least two** development tips. Furthermore you receive development tips:
- when the average score for a competency given by the other respondents is 3,5 or less;
- when the average score for a competency given by one respondent is 2,75 or less.

In addition to the development tips for a competency, you will also be provided with a print-out of the Detailed overview and the Detailed item overview for the competency concerned.

With respect to your well-developed competencies, we would like to remark that it is also important for you to devote attention to and further strengthen these competencies as well. You could let your colleagues benefit from your strengths in this respect by coaching them as needed.

Coaching   average: 2.70

Definition: Directing and guiding an employee in the performance of his/ her job; adapting coaching style to employee and situation so that the employee can develop optimally.

Level definition: Contributes to employees'/colleagues' development of his/her own accord.

Detailed overview

	1	2	3	4	5

Coaching — Self, Superior, Colleague, Direct report, Customer

Detailed item overview

Coaching		Self	Others	Superior	Colleague	Direct report	Customer
			Others				
Gives specific feedback to others for the benefit of their development.	highest average lowest	3.00	3.00 **2.17** 1.00	2.00	3.00 3.00 3.00	2.00 1.67 1.00	-.-- -.-- -.--
Helps others to be aware of their own strengths and weaknesses.	highest average lowest	4.00	4.00 **2.50** 1.00	1.00	2.00 2.00 2.00	4.00 3.33 3.00	-.-- -.-- -.--
Formulates a personal development plan with employee/ colleague/ coachee stating at what point which development activity will be undertaken.	highest average lowest	3.00	4.00 **2.83** 2.00	4.00	3.00 2.50 2.00	3.00 2.67 2.00	-.-- -.-- -.--
Involves employees/colleagues/ coachees space in interpreting their tasks.	highest average lowest	4.00	4.00 **3.00** 2.00	4.00	4.00 3.50 3.00	3.00 2.33 2.00	-.-- -.-- -.--
Regularly evaluates personal development progress with employees/colleagues/ coachees.	highest average lowest	3.00	3.00 **3.00** 3.00	3.00	3.00 3.00 3.00	3.00 3.00 3.00	-.-- -.-- -.--
		3.40	**2.70**	**2.80**	**2.80**	**2.60**	**-.--**

General

Coaching is a leadership style in which the development of the employee is central. A training course in 'criterion-based interviewing', in which participants have the opportunity to practise S.T.A.R. techniques (asking about situation, task, action and result) can be of help to you in carrying out coaching interviews.

Possible on-the-job developmental activities

The developmental activities have been categorised according to the various types of employees who report to you.

Developmental activities for managers

- Make a survey for each employee of:
  - developmental needs related to the present job;
  - developmental needs related to a subsequent job.
- Interview the employees concerned for this purpose, making use of diagnostic instruments focused on development.
- Together with the employees concerned, determine which developmental activities they can or must carry out and when. Set these down in individual development plans in which the possible developmental activities are formulated as concretely as possible.
- Organise an inventory of as many department-relevant developmental activities as possible (such as courses, training programmes, seminars, books, traineeships, etc.). Provide a survey of what is on offer.
- Conduct regular progress reviews regarding these developmental activities with the employees concerned. Make notes of these interviews.
- Conduct annual career interviews with each employee and discuss the following:
  - the jobs which the employees aspire to over the coming five years;
  - the developmental activities needed to enable them to carry out these jobs properly when the time comes.
- If possible, give feedback to at least one employee each day regarding directly observed or ascertained performance. In doing so, follow the rules for giving feedback:
  - describe the observed behaviour as specifically as possible;
  - point out the effect of the behaviour;
  - encourage positive behaviour, suggest ways to improve negative behaviour.
  - Be careful not to give only negative feedback; use positive feedback to reinforce behaviour.

Developmental activities for non-managers

- Assign work to a new employee, carrying out the following tasks in the process:
  - Discuss the new employee's developmental or training needs.
  - In consultation with the new employee, determine (in detail) which (training) activities will help to meet the developmental needs concerned.
  - Once each fortnight, talk with the employee about how his or her development is progressing. If necessary, define new or supplementary developmental needs.
- Assign work to an employee who is not performing well, carrying out the following tasks in the process:
  - In the course of an interview, determine the employee's exact developmental need (in detail). Ask many questions during the interview, making use of the S-T-A-R-concept (asking about situation, task, action and result).
  - Formulate an individual development plan designed to meet this developmental need.
  - Condition: explicit acceptance of the other person's developmental need.
- Assign work to an employee who is not performing well, carrying out the following task in the process:
  - Give the employee concerned feedback on his/her performance at least once each day. Do not do this in a 'formal' interview but 'in passing'.

Group leadership

average: 2.97

Definition: Directing and guiding a group of employees in the performance of their tasks; establishing and maintaining the team spirit and joint activities needed to achieve a set goal.

Level definition: Provides direction and guidance to a team/group of his/her own accord in a way that leads to optimal team or group results.

Detailed overview

	1	2	3	4	5

Group leadership

Self
Superior
Colleague
Direct report
Customer

Detailed item overview

Group leadership		Self	Others				
			Others	Superior	Colleague	Direct report	Customer
Asks all team members for their opinion.	highest average lowest	**5.00**	3.00 **2.50** 2.00	2.00	3.00 2.50 2.00	3.00 2.67 2.00	-.-- -.-- -.--
Shows recognition and appreciation for team/ group achievements.	highest average lowest	**5.00**	4.00 **2.83** 2.00	3.00	4.00 3.50 3.00	3.00 2.33 2.00	-.-- -.-- -.--
Encourages team/group members to take responsibility for collective results.	highest average lowest	**5.00**	4.00 **3.00** 2.00	3.00	4.00 3.00 2.00	4.00 3.00 2.00	-.-- -.-- -.--
Acts when the team/ group achievements do not live up to the agreed standard.	highest average lowest	**4.00**	5.00 **3.33** 3.00	5.00	3.00 3.00 3.00	3.00 3.00 3.00	-.-- -.-- -.--
Gives team/group members time and space to communicate with each other.	highest average lowest	**3.00**	5.00 **3.17** 2.00	5.00	3.00 3.00 3.00	3.00 2.67 2.00	-.-- -.-- -.--
		4.40	**2.97**	**3.60**	**3.00**	**2.73**	**-.--**

General

Group leadership primarily involves stimulating teamwork and building and maintaining team spirit. Off-the-job training opportunities will be found mainly in so-called 'team-building' activities.

Possible on-the-job developmental activities

- Communicate concrete, feasible and measurable objectives to the group in a clear manner. Watch out for abstractions. Allow group members to ask questions and express uncertainties. Try to give all group members a sense of involvement.
- Organise meetings involving all employees for purposes such as inventorying bottlenecks, brainstorming about new procedures, solving problems, etc.
- Stimulate employees to communicate with each other about problems and solutions. Create conditions for consultation while simultaneously ensuring that the team knows you are there to support them.
- Organise an informal gathering for team leaders and team members during which they can submit problems and questions to you in a relaxed manner.
- Regularly communicate ('in passing') your appreciation for the teamwork. Speak in terms of 'we' rather than 'I' and 'you'.
- Give feedback to the group. Relate the feedback to the objective. Be careful not to give only negative feedback. Remember that positive feedback is always the most effective. Always give individual feedback personally. In doing so, follow the rules for giving feedback:
  - describe the observed behaviour as specifically as possible;
  - point out the effect of the behaviour;
  - encourage positive behaviour, suggest ways to improve negative behaviour.
- Recognise and reward success. Organise or give a 'reward' which all members of the group experience as such.
- Organise regular activities primarily intended to reinforce team spirit.

Teamwork

average: 3.17

Definition: Contributing actively to a joint result or solution to a problem, even when such teamwork concerns a matter which is not of immediate personal interest.

Level definition: Works towards collective results with other people of his/her own accord.

Detailed overview

Teamwork

Self
Superior
Colleague
Direct report
Customer

Detailed item overview

Teamwork		Self	Others	Superior	Colleague	Direct report	Customer
			Others				
Comes up with ideas on how to improve on collective results.	highest average lowest	**5.00**	4.00 **3.33** 3.00	4.00	3.00 3.00 3.00	4.00 3.33 3.00	-.-- -.-- -.--
Compares notes, knowledge or ideas with employees/colleagues on his/her own initiative.	highest average lowest	**5.00**	5.00 **3.33** 3.00	5.00	3.00 3.00 3.00	3.00 3.00 3.00	-.-- -.-- -.--
Identifies problems within his/her team/group and commits him/herself to solving them jointly.	highest average lowest	**3.00**	3.00 **2.67** 2.00	3.00	3.00 3.00 3.00	3.00 2.33 2.00	-.-- -.-- -.--
Takes actions that encourage teamwork.	highest average lowest	**5.00**	4.00 **3.50** 2.00	4.00	3.00 2.50 2.00	4.00 4.00 4.00	-.-- -.-- -.--
Helps people to achieve their goals.	highest average lowest	**3.00**	4.00 **3.00** 2.00	2.00	3.00 3.00 3.00	4.00 3.33 3.00	-.-- -.-- -.--
		4.20	**3.17**	**3.60**	**2.90**	**3.20**	**-.--**

General

Teamwork is a matter of paying more attention to the other person than to oneself.
Basing one's actions on the team interest rather than one's own interest has to do mainly with willingness and attitude and is thus difficult to learn in a training course.

Possible on-the-job developmental activities

- Every time a co-worker asks you for help, try to comply with his or her request unless it is really impossible for you to do so.
- At every meeting, with every topic, try a certain number of times to get your own proposals or ideas accepted by the other persons present. Subsequently, pick up an idea or proposal from someone else and go further with, expand it.
- When a topic in which you have no direct interest is being dealt with, take an active role in the discussion and make proposals. In the process, pay particular attention to your non-verbal communication.
- Continue to take an active role in the discussion of topics in which you have no direct interest. Don't drop out.
- Spend a certain amount of time each quarter on an activity which is not part of your daily work but which contributes to good performance and teamwork within the entire team or department. Determine this activity yourself.
- Each month, volunteer to help a co-worker who seems to need your assistance. Don't worry if your help is refused.
- Exchange information with co-workers. For example, copy a newspaper or magazine article which might be interesting to your co-workers and pass it around.
- Also make use of informal occasions (such as meals with co-workers and/or employees outside office hours) to work on team spirit.

Sensitivity   average: 3.30

Definition: Showing oneself to be aware of other people and the environment and of one's own influence on both. Behaviour reflecting recognition of the feelings of others.

Level definition: Goes deeply into people's goals, feelings, needs and ideas and responds to them tactfully and with understanding.

Detailed overview

Detailed item overview

Sensitivity		Self	Others	Superior	Colleague	Direct report	Customer
Takes people's personal interests and circumstances into account.	highest average lowest	4.00	5.00 **3.38** 1.00	3.00	5.00 4.00 3.00	4.00 3.67 3.00	4.00 2.50 1.00
Provides space for different points of view; accepts people as they are.	highest average lowest	4.00	5.00 **3.75** 3.00	4.00	4.00 3.50 3.00	5.00 4.00 3.00	4.00 3.50 3.00
Demonstrates sensitivity to embarrassing issues and responds tactfully to them.	highest average lowest	3.00	4.00 **3.25** 2.00	3.00	4.00 4.00 4.00	4.00 3.00 2.00	4.00 3.00 2.00
Responds to people's emotions and/ or challenges and makes them a subject of discussion.	highest average lowest	4.00	4.00 **2.88** 2.00	4.00	3.00 3.00 3.00	3.00 2.33 2.00	4.00 3.00 2.00
Also pays attention to the atmosphere and a good relationship with the person (s)he is speaking to.	highest average lowest	5.00	4.00 **3.25** 3.00	4.00	4.00 3.50 3.00	3.00 3.00 3.00	3.00 3.00 3.00
		4.00	**3.30**	**3.60**	**3.60**	**3.20**	**3.00**

General

Sensitivity can be developed in any training course in which the participant's behaviour and the effects of that behaviour are discussed. The most obvious choices for this purpose are courses in communicative skills, personal effectiveness, leadership, and so forth.

Possible on-the-job developmental activities

- In general, the first thing to be done is to establish when sensitive behaviour is called for on the job. The appropriate behaviour can then be identified and prepared for (at micro-level). Examples of such situations include: illness of a colleague or employee, birthdays, good performance by a co-worker or employee, an emotional reaction from a customer, colleague or employee, a problem to be solved, a mistake which has been made, etc..
- Should the occasion arise, show your understanding of the other person's feelings by putting them into words. For example, in the case of emotional reactions, conflicts, stressful times (examinations) or exceptional performance. First determine which feeling (emotion) the other person is projecting. This requires the ability to empathise. Then give that feeling a name, for example: 'I can understand how fed-up you must be' or 'I imagine you must be proud of that'. Note down the birthdays of colleagues and employees in your diary so that you will remember to wish them 'happy birthday'.
- Look for opportunities to give compliments or positive feedback and make use of them. Try not to be selective in doing so. Remember the rules for giving feedback:
  - feedback should be as immediate and direct as possible;
  - feedback should be as specific as possible;
  - make sure you mean what you say; don't exaggerate.
- When a co-worker or employee comes to work on the day after a special occasion, ask him or her how it went. Examples of special occasions include: (school) examinations, driving test, first driving lesson, a special party, holiday, sports events, moving house, funerals, etc.
- Contact a sick employee after 'x' amount of time (not to ask when he or she is coming back to work but to find out about his or her health and show sympathy for the fact that the other person is ill).
- Devote explicit attention to employees or colleagues coming back to work after a period of illness. Welcome them back warmly.
- Always offer your apologies when a colleague, customer or employee criticises or complains about you with good reason.
- When an employee or colleague is clearly in a 'mood', you can bring this up with a sentence such as the following: 'It looks like you have something on your mind, am I right?'. Show your willingness to devote time/attention to the other person's problems.
- Thoroughly inform yourself about the needs and interests of your discussion partners. Tell them that you understand their interests and needs (please note: this is not the same as admitting they are right!).
- Every time you experience a conflict of interests, make a point of asking yourself what the other person's needs and interests might be.

Personal development plan (PDP)

In this section, you will be helped to formulate a Personal Development Plan (PDP) based on the results of the environmental survey and with the assistance of the development tips.

It is intended that you discuss this development plan with your manager/coach. Besides being an action plan, the PDP is also a contract between you and your manager/coach in which you stipulate the competencies you wish to develop and the development activities you intend to carry out to achieve your objectives. The assistance you will receive in this respect and the aids which will be made available by your manager/coach will also be set down in this contract.

Finally, the PDP is no more than an aid. True personal growth will not be found in completing this plan, but in the activities which you (and your manager/coach) will undertake in the coming months. We wish you the best of luck in this endeavour.

Instructions

1. On the first page of the PDP (part A), fill in the competencies to which you wish to devote attention in the near future. You can select competencies which require attention on the basis of the results overviews. You must make this choice yourself. In this regard, it is important to keep two points in mind:
   - Choose a maximum of two or three competencies. Giving attention to more competencies is often not realistic.
   - Choose competencies that support you in improving your performance in your current job. Or select competencies that you should improve to obtain good results in your preferred future role / job.
   - Make sure the objectives you formulate are not too ambitious. While the PDP can certainly include challenges, in order to avoid disappointment it makes sense to ask yourself whether your PDP has some chance of success. Thus, choose only competencies for which development is both essential and realistic.

You then fill in the objective and deadline for each (part B) and make an action plan for each competency (part C).

2. Fill in part B as follows:
   - Fill in the name of the competency under 'Competency to be developed'.
   - Fill in the date on which you intend to achieve this personal development under 'Deadline".
   - Under 'Behaviour to be developed', indicate exactly what you wish to improve in your behaviour. It is important to describe this behaviour as specifically as possible. The more detailed you are, the better you will be able to evaluate your personal development when you reach the deadline. For this purpose, you can make use of the Detailed item overview for the competency in question.
   - Under 'Why', tell in your own words why you wish to develop this competency. This is your justification for the development plan. By answering the 'why' question, you will in fact also describe what you will achieve in your work (results) or career when you follow the development plan successfully. A well-defined answer to this 'why' question will make it possible to evaluate the development plan even more effectively when you reach the deadline.

3. Part C of the developmental plan is in fact an action plan for each competency focused on achieving what has previously been stipulated with respect to deadline, behaviour to be developed and results. Fill in part C as follows:

- In the first column on the left, fill in the development activities which you will undertake to develop the behaviour competency. You may consider development activities such as:
  - practising behaviour on the job;
  - evaluating the behaviour you display in certain situations (by yourself or with another);
  - following an individual course or training program;
  - following a group course or training program;
  - talking with experienced colleagues;
  - studying books and articles;
  - following traineeships;
  - following a self-study program.
  -You may have already ticked possible development activities for yourself in the development tips in this Personal Reflection. You can now further elaborate these activities here and/or translate them into your own situation.
- In the second column, fill in situations for each development activity in which you can carry out the activity on the job and practice the behaviour to be developed.
- In the third column, indicate for each development activity the help you need to be able to carry out your development plan. You may consider things such as a training course, a book, information/assistance/time from others, a budget, etc. It is definitely important to complete this column well if you are going to discuss the PDP with your manager, so that he/she can approve the budget, training course or assistance you request.
- In the last column, fill in a schedule for each development activity. This schedule will of course be focused on meeting your deadline. With this schedule, you can also make it clear that your deadline is really feasible.

4. You then complete the first page (part A):
   - Fill in the deadline for each competency to be developed.
   - Finally, date and initial the PDP.

Met opmaak: opsommingstekens en nummering

Personal development plan

Part A: Front page

Name   :   Mr J.L. Bly
Job   :   :   Production manager
Organisation   :   Crystal Holding

Competencies to be deveoped	Deadline
1. *Coaching*	*1-11-2010*
2. *Self organisation*	*1-6-2010*
3.	
4.	
5.	
6.	

Date   :   *March 28 2010*

Initials   :   *JB*

Manager's initials   :   *RS*

Part B: Objective

Competencies to be developed	Deadline
Coaching	*1-11-2010*

Behaviour to be developed

1. *Create conditions for the development of department heads. Concretely, this means that I am going to collect the most up-to-date information possible about developmental possibilities for department heads.*

2. *Help the department heads give shape to their own development. Concretely, this means that I will hold coaching sessions and draw up a developmental plan with each department head.*

3. *I will express recognition and appreciation of good performance by department heads.*

Why? What do I want to achieve by developing this competency?

1. *I would like the department heads to be more content with the development possibilities offered them by the organisation. This result will have been achieved when department heads no longer complain about limited development possibilities in performance reviews and the turnover of department heads decreases.*

2. *I would like each department head to improve his or her own performance before 1 November 2005.*

3. *I would like to feel more involved with department heads and support them in their development activities.*

Part C: Action plan

Development activities	Situations in which to practice behaviour	Required assistance or aids	Scheduling
Draw up an inventory of developmental activities relevant for department heads (courses, seminars, books, traineeships, etc.).		Help from Marjan Hansen (Personnel).	Finished: 1-5
- Agree on a development plan with each department head; if necessary, help the department heads to formulate development plans. - After a number of months, conduct progress reviews.	Coaching interviews	- Seminar: 'Coaching Employees' - Training course: 'Criterion-based Interviewing'	Seminar: 10-4. Training course still to be scheduled. Interviews in June. Progress reviews in October.
Evaluate the first four coaching interviews with my manager (Rob Schaver).	Coaching interviews	Help from Rob Schaver, my manager.	Four half-hour evaluation sessions in June.
Have a chat every day with one of the department heads and give him/her feedback.	Informal talks with department heads	Diary	1-11

Personal development plan

Part A: Front page

Name   : B. Smit

Job   : Manager Production dept BS

Organisation   : PiCompany Intern

Competencies to be developed	Deadline
1.	
2.	
3.	
4.	
5.	
6.	

Date   :

Initials   :

Manager's initials   :

Part B: Objective

Competencies to be developed	Deadline

Behaviour to be developed

Why? What do I want to achieve by developing this competency?

Part C: Action plan

Development activities	Situations in which to practice behaviour	Required assistance or aids	Scheduling