

piCompany

 **Reflector 360**

PEOPLE IMPROVE PERFORMANCE

Personal report of B. Smit

## Details of participant

Name B. Smit

## Test data

Test date May 21, 2013

Test number 354.3728346

Profile Manager

## Respondents

Superior 1

Colleague 4

Direct report 4

## Disclaimer

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# Introduction

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This is your Reflector 360 Report. This report contains the results from the questionnaires you and a number of people in your work area recently completed. The report offers insight into your attitude regarding various competencies important to your job. These competencies were determined earlier in consultation with your organization.

This Reflector 360 is a tool to guide your personal development. Using the results and development tips of this report, you can write your own Personal Development Plan (PDP).

Your Personal Report consists of the following sections:

- Competency Overview
- Result Overviews
- Personal Development Plan (PDP)

The contents of this report are personal and confidential: You yourself determine to whom you want to show it and with whom you want to discuss it.

# Competency Overview

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Competency describes effective behavior that contributes to the targeted results. It is typical for a competency to be expressed in **observable** behavior.

## Competency level

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

### **Level 1: Displaying effective behavior when the situation or environment gives immediate cause to do so.**

Level 1 concerns effective behavior 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 behavior independently on one's own initiative.**

In level 2, the accent is on independence and a pro-active attitude in displaying the behavior.

### **Level 3: Encouraging others in the immediate work environment to develop effective behavior, for example by displaying exemplary behavior.**

Characteristic of level 3 is the fact that someone must encourage other people to develop effective behavior, for example by displaying the behavior desired for the competency (exemplary behavior) themselves.

### **Level 4: Inspiring others within the entire organization to develop effective behavior by creating preconditions and displaying exemplary behavior.**

Level 4 relates to behavior at organization level, whereby the jobholder inspires (has to inspire) other people to develop effective behavior by displaying exemplary behavior him/herself, and creating the preconditions that enable other people to display and/or develop the behavior.

The competencies selected for your role/job including the corresponding definitions are listed in the following overview.

## Managerial behavior

### **Leadership (level 3)**

Directing and guiding employees in the performance of their jobs; employing management styles and methods which are tailored to the employee/ team and situation in question.

### **Management control (level 3)**

Establishing and monitoring procedures to control and regulate employee tasks and activities as well as one's own tasks and responsibilities.

## Analysis and decision making behavior

### **Judgement (level 3)**

Drawing correct and realistic conclusions based on the information available.

### **Organisational sensitivity (level 3)**

Recognising the effects and results of one's own decisions or activities on other parts of the organisation; recognising the interests of other parts of one's organisation.

## **Interpersonal behavior**

### **Listening (level 3)**

Attentive listening, as demonstrated by the capacity to pick up significant information from verbal communications; continuing to ask questions; investigating reactions.

## **Motivational behavior**

### **Discipline (level 3)**

Complying with organisational policy and/ or procedures; seeking confirmation from the proper authorities in case of ambiguous or changing circumstances.

### **Organisational loyalty (level 3)**

Bringing one's own behaviour into line with the culture, requirements, priorities and goals of the organisation.

### **Quality orientation (level 3)**

Setting high standards regarding the quality of products and services and acting accordingly.

# Result Overviews

The Result Overviews on the following pages list various scores for each competency. These scores are based on the answers to the questionnaires given by you and your respondents.

All in all you will receive the following overviews:

- General Overview**  
 This shows the score you gave yourself for each competency and the average score other people who completed the questionnaire (your 'respondents') gave you. It may also show scores from a reference group, if any.
- Detailed Overview**  
 This overview shows the average score for each competency given by each respondent group (a respondent group might be your manager, customers or colleagues) on your behavior.
- Detailed Item Overview**  
 The Detailed Item Overview shows the score you and the various respondent groups gave you on each separate question (also called 'item'). See the following example:

		Others					
		Self	Others	Manager	Colleagues	Employees	Customer
<b>Organizing your work</b>	Schedules time to prepare for unexpected matters.		5,00	4,00	3,00	3,50	5,00
	highest						
	average	5,00	3,80				
	lowest		3,00			3,00	
Combines interrelated activities when planning his/her work.	highest		5,00	4,00	3,00		
	average	4,00	3,67	4,00	3,50	3,00	5,00
	lowest		3,00	3,00	3,00		

The highest score one or more persons from the 'Others' group gave you for this behavior

The score you gave yourself for this behavior

The lowest score one or more persons from the 'Others' group gave you for this behavior

The average score 'Others' gave you for this behavior. In this case  $((1 \times 4) + (2 \times 3.5) + (2 \times 3) + (1 \times 5)) / 6$

- Overview of Strengths and Weaknesses**  
 This overview shows:
  - the behavior you display relatively often according to your respondents ('frequently displayed behavior');
  - the behavior you display least often according to your respondents ('least frequently displayed behavior').
 First review carefully the behavior in 'frequently displayed behavior'. Look for the common theme (or: themes) you are able to detect. Frequently, many of these behaviors are related to the same type of attitude, for example to working systematically or to communicating. The behavior you display frequently shows what your strengths are.
 

Next, study the theme(s) you recognize in the behavior listed under 'least frequently displayed behavior'. This is the behavior you display less frequently. This is where your relative weaknesses are.

Behavior you display often and behavior you display less often, usually runs like a thread through everything you do. That is why this may affect your scores in other competencies. Review the Detailed Item Overview again keeping this theme/ these themes in mind. Now try to identify concretely what your major development points are and which actions would strengthen your behavior. Include these in your Personal Development Plan.

- **Open questions**

Here are the answers to the open questions about your behavior you and your respondents filled out. Check which of these comments provide you with useful information about:

- behavior you should continue to display because it helps you to perform your work well and to achieve results;
- behavior you should display more often because it may help you to perform your work (even) better) and to achieve results;
- behavior you should display less often (or: not anymore) because it prevents you from doing a good job and from achieving results.

Based on the above, identify any new development points and include them in your Personal Development Plan.

## Five-point scale

The result overviews list a score on a five-point scale for each competency. These scores signify the following:

<b>Developed sufficiently</b>	↑	<b>5</b>	Participant always displays this behavior.	Strength: more than sufficiently developed.
		<b>4</b>	Participant frequently displays this behavior.	Developed sufficiently: no further development needed.
<b>Needs to be developed</b>	↓	<b>3</b>	Participant displays this behavior in some situations and not in others.	Further development is necessary, by way of coaching or training, for example.
		<b>2</b>	Participant seldom displays this behavior.	Focused development is necessary, by way of coaching or training, for example.
		<b>1</b>	Participant never displays this behavior.	Intensive development is necessary, by way of coaching or training, for example.

We also recommend that you also study the development potential of the competencies in need of development as indicated, based on your personality profile. It is a fact that it will take more energy and concentration to display or develop a competency that does not match your personality than to develop a competency that does.

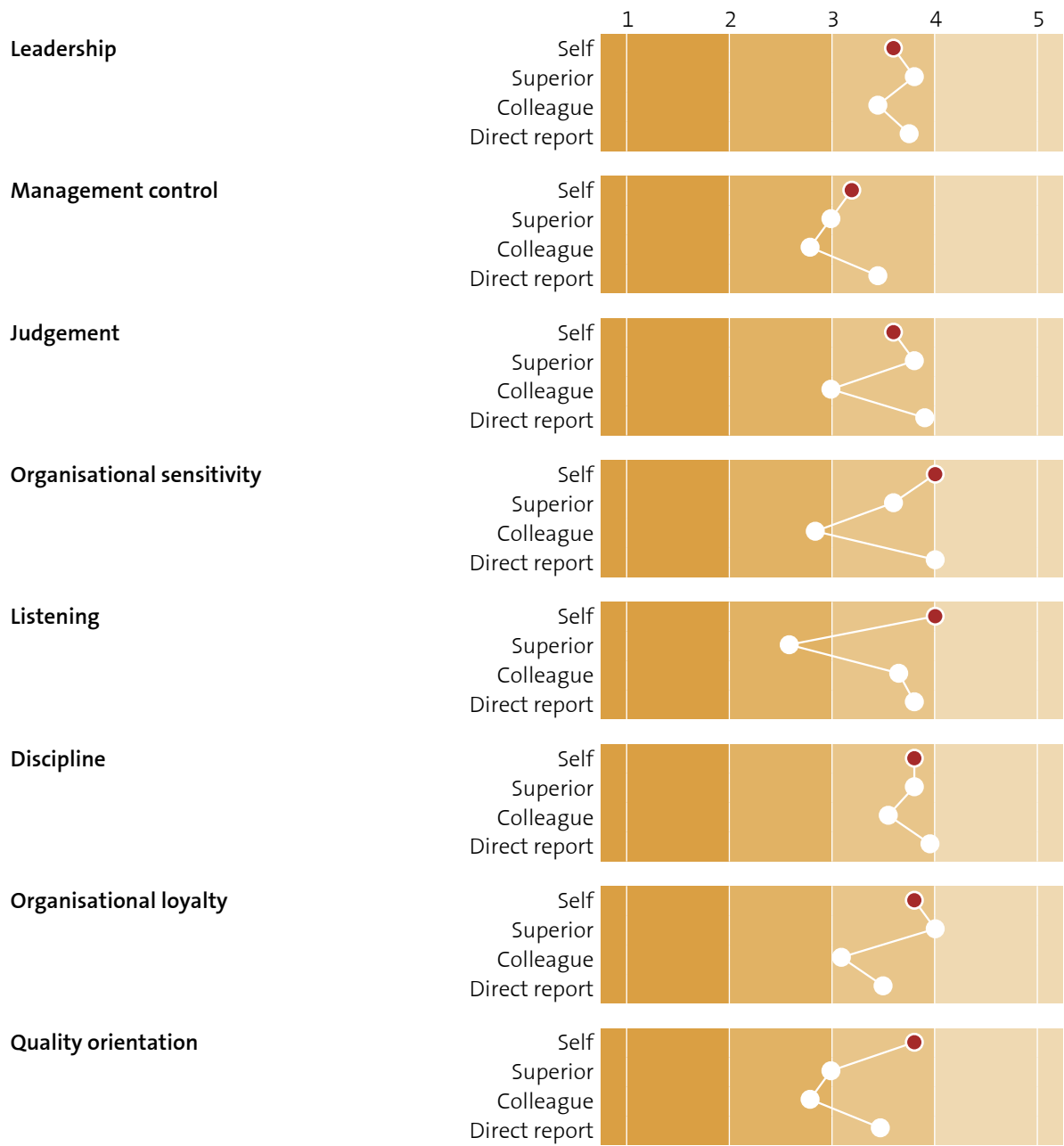


# General Overview

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# Detailed Overview



# Detailed Item Overview

		Self	Others			
			Others	Superior	Colleague	Direct report
<b>Leadership</b>						
Periodically discusses topics such as 'effective guidance/ management' with employees/ colleagues.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,50	3,00	3,75	3,33
	lowest		2,00		3,00	2,00
Discusses employees'/ colleagues' guidance style.	highest		5,00		5,00	4,00
	average	<b>3,00</b>	3,86	4,00	3,75	4,00
	lowest		3,00		3,00	4,00
Invites others to provide feedback on his/ her management style.	highest		5,00		5,00	5,00
	average	<b>4,00</b>	4,33	5,00	3,75	4,75
	lowest		3,00		3,00	4,00
Indicates to employees/ colleagues how their individual performance indicators are connected with the goals of their own division.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,63	4,00	3,50	3,67
	lowest		3,00		3,00	3,00
Clarifies to employees/ colleagues how to monitor their own results.	highest		3,00		3,00	3,00
	average	<b>3,00</b>	2,78	3,00	2,50	3,00
	lowest		1,00		1,00	3,00
		<b>3,60</b>	<b>3,61</b>	<b>3,80</b>	<b>3,45</b>	<b>3,75</b>

## Management control

Stimulates employees/ colleagues to monitor the progress of projects/ activities periodically.	highest		4,00		4,00	4,00
	average	<b>3,00</b>	3,33	3,00	3,00	3,75
	lowest		1,00		1,00	3,00
Stimulates employees/ colleagues to periodically compare notes on progress monitoring of projects/ activities.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,44	3,00	3,00	4,00
	lowest		2,00		2,00	4,00
Asks for feedback on projects for which he/ she has final responsibility.	highest		4,00		3,00	4,00
	average	<b>3,00</b>	2,44	2,00	2,25	2,75
	lowest		1,00		1,00	2,00
Checks periodically whether long, complex projects/ activities are still running according to plan.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,22	3,00	2,75	3,75
	lowest		2,00		2,00	2,00
Preceding projects/ activities, he/ she draws attention to employees'/ colleagues' responsibility to run projects according to an appointed time scheme.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,11	4,00	3,00	3,00
	lowest		1,00		1,00	2,00
		<b>3,20</b>	<b>3,11</b>	<b>3,00</b>	<b>2,80</b>	<b>3,45</b>

		Self	Others			
			Others	Superior	Colleague	Direct report
<b>Judgement</b>						
Stimulates employees/ colleagues to distinguish between the relevant and irrelevant aspects of an issue.	highest		4,00		3,00	4,00
	average	<b>3,00</b>	2,78	3,00	2,00	3,50
	lowest		1,00		1,00	3,00
Provides employees/ colleagues with feedback about the validity of the arguments on which their conclusions are based.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	3,67	4,00	3,75	3,50
	lowest		2,00		3,00	2,00
Chooses feasible solutions.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,33	4,00	2,50	4,00
	lowest		1,00		1,00	4,00
Nominates the consequences of various possible actions before taking a decision.	highest		5,00		5,00	5,00
	average	<b>4,00</b>	4,00	4,00	3,50	4,50
	lowest		2,00		2,00	4,00
Clarifies to employees/ colleagues the facts on which his/ her judgement is based.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,67	4,00	3,25	4,00
	lowest		2,00		2,00	3,00
		<b>3,60</b>	<b>3,49</b>	<b>3,80</b>	<b>3,00</b>	<b>3,90</b>

### Organisational sensitivity

Discusses the interests of different divisions with employees/ colleagues.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,22	3,00	3,25	3,25
	lowest		2,00		3,00	2,00
Discusses with employees/ colleagues ways of creating support for plans with different groups within their organisation.	highest		4,00		4,00	4,00
	average	<b>3,00</b>	3,44	3,00	3,00	4,00
	lowest		2,00		2,00	4,00
Considers the mutual relations within his/ her (division of the) organisation when making decisions or taking action.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	4,00	4,00	3,25	4,75
	lowest		2,00		2,00	4,00
Checks beforehand whether there is support for his/ her plans with the right parties.	highest		5,00		4,00	5,00
	average	<b>5,00</b>	3,44	4,00	2,75	4,00
	lowest		2,00		2,00	2,00
Tunes his/ her presentation of plans to how they might be received.	highest		5,00		3,00	5,00
	average	<b>4,00</b>	3,11	4,00	2,00	4,00
	lowest		1,00		1,00	3,00
		<b>4,00</b>	<b>3,44</b>	<b>3,60</b>	<b>2,85</b>	<b>4,00</b>

		Self	Others			
			Others	Superior	Colleague	Direct report
<b>Listening</b>						
Stimulates employees/ colleagues to continue to ask questions in conversations before responding.	highest		5,00		5,00	4,00
	average	<b>4,00</b>	3,56	2,00	4,00	3,50
	lowest		2,00		3,00	3,00
Emphasises with employees/ colleagues the importance of listening to one another.	highest		5,00		5,00	5,00
	average	<b>5,00</b>	3,67	3,00	3,75	3,75
	lowest		2,00		2,00	3,00
Summarises what employees/ colleagues have said in order to check to what extent his/ her interpretation is correct.	highest		4,00		4,00	4,00
	average	<b>2,00</b>	3,44	2,00	3,50	3,75
	lowest		2,00		2,00	3,00
Continues to ask the person he/ she is speaking to questions in order to map every aspect of their message.	highest		5,00		5,00	5,00
	average	<b>5,00</b>	3,89	2,00	4,25	4,00
	lowest		2,00		4,00	3,00
Makes inquiries about the opinion of employees/ colleagues who do not have the floor very often in their group.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	3,44	4,00	2,75	4,00
	lowest		2,00		2,00	2,00
		<b>4,00</b>	<b>3,60</b>	<b>2,60</b>	<b>3,65</b>	<b>3,80</b>

## Discipline

Calls employees/ colleagues to account when they deviate from standard rules and/ or procedures.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	3,89	4,00	3,75	4,00
	lowest		3,00		3,00	3,00
Communicates standard rules and procedures to the people whom he/ she works with.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,78	3,00	3,75	4,00
	lowest		3,00		3,00	3,00
Stimulates the people whom he/ she works with to standardise procedures for repeatable activities.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,44	4,00	3,25	3,50
	lowest		2,00		2,00	2,00
Acts according to standard rules and procedures in a way that is visible to people in his/ her immediate working environment.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	4,22	4,00	3,75	4,75
	lowest		3,00		3,00	4,00
Prior to joint activities, makes concrete agreements with people about the work process to be followed.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	3,44	4,00	3,25	3,50
	lowest		2,00		3,00	2,00
		<b>3,80</b>	<b>3,76</b>	<b>3,80</b>	<b>3,55</b>	<b>3,95</b>

		Self	Others			
			Others	Superior	Colleague	Direct report
<b>Organisational loyalty</b>						
Monitors activities within his/ her group to ensure that they fit in with the goals and priorities of his/ her (division of the) organisation.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	3,11	4,00	2,50	3,50
	lowest		1,00		1,00	2,00
Calls people to account when their behaviour does not fit in with standard values within his/ her organisation.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	4,00	4,00	4,00	4,00
	lowest		3,00		4,00	3,00
Demonstrates loyalty to management decisions when cooperating with people, even if they do not fit in with his/ her personal opinion.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,00	4,00	2,50	3,25
	lowest		1,00		1,00	1,00
Continues to back management decisions, even if the first effects turn out to be negative.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,22	4,00	3,25	3,00
	lowest		2,00		3,00	2,00
Commits him/ herself to realising formulated organisation goals, even if he/ she does not agree with the choice or interpretation of those goals.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,56	4,00	3,25	3,75
	lowest		2,00		2,00	3,00
		<b>3,80</b>	<b>3,38</b>	<b>4,00</b>	<b>3,10</b>	<b>3,50</b>

### Quality orientation

Encourages employees/ colleagues to come up with proposals with regard to quality improvement.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,11	3,00	2,75	3,50
	lowest		2,00		2,00	2,00
Periodically brings the delivered quality of products and/ or services up for discussion with others in his/ her immediate working environment.	highest		5,00		3,00	5,00
	average	<b>4,00</b>	3,11	3,00	2,75	3,50
	lowest		2,00		2,00	2,00
Makes it clear that he/ she sets high quality standards for the result of joint activities/ projects.	highest		5,00		3,00	5,00
	average	<b>4,00</b>	3,22	3,00	2,50	4,00
	lowest		2,00		2,00	3,00
Comes up with proposals for improvement of his/ her or employees'/ colleagues' quality of products and/ or services, of his/ her own accord.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,11	4,00	2,75	3,25
	lowest		2,00		2,00	2,00
Nominates quality criteria for new situations, products and/ or services towards employees/ colleagues.	highest		4,00		4,00	4,00
	average	<b>3,00</b>	3,00	2,00	3,25	3,00
	lowest		1,00		2,00	1,00
		<b>3,80</b>	<b>3,11</b>	<b>3,00</b>	<b>2,80</b>	<b>3,47</b>

# Overview of Strengths and Weaknesses

<b>Frequently displayed behavior:</b>		
Invites others to provide feedback on his/ her management style.	4,33	Leadership
Acts according to standard rules and procedures in a way that is visible to people in his/ her immediate working environment.	4,22	Discipline
Nominates the consequences of various possible actions before taking a decision.	4,00	Judgement
Considers the mutual relations within his/ her (division of the) organisation when making decisions or taking action.	4,00	Organisational sensitivity
Calls people to account when their behaviour does not fit in with standard values within his/ her organisation.	4,00	Organisational loyalty
Continues to ask the person he/ she is speaking to questions in order to map every aspect of their message.	3,89	Listening
Calls employees/ colleagues to account when they deviate from standard rules and/ or procedures.	3,89	Discipline
Discusses employees'/ colleagues' guidance style.	3,86	Leadership
Communicates standard rules and procedures to the people whom he/ she works with.	3,78	Discipline
Provides employees/ colleagues with feedback about the validity of the arguments on which their conclusions are based.	3,67	Judgement
Clarifies to employees/ colleagues the facts on which his/ her judgement is based.	3,67	Judgement
Emphasises with employees/ colleagues the importance of listening to one another.	3,67	Listening
Indicates to employees/ colleagues how their individual performance indicators are connected with the goals of their own division.	3,63	Leadership
Stimulates employees/ colleagues to continue to ask questions in conversations before responding.	3,56	Listening
Commits him/ herself to realising formulated organisation goals, even if he/ she does not agree with the choice or interpretation of those goals.	3,56	Organisational loyalty

# Overview of Strengths and Weaknesses

<b>Least frequently displayed behavior:</b>		
Asks for feedback on projects for which he/ she has final responsibility.	2,44	Management control
Stimulates employees/ colleagues to distinguish between the relevant and irrelevant aspects of an issue.	2,78	Judgement
Clarifies to employees/ colleagues how to monitor their own results.	2,78	Leadership
Nominates quality criteria for new situations, products and/ or services towards employees/ colleagues.	3,00	Quality orientation
Demonstrates loyalty to management decisions when cooperating with people, even if they do not fit in with his/ her personal opinion.	3,00	Organisational loyalty
Comes up with proposals for improvement of his/ her or employees'/ colleagues' quality of products and/ or services, of his/ her own accord.	3,11	Quality orientation
Periodically brings the delivered quality of products and/ or services up for discussion with others in his/ her immediate working environment.	3,11	Quality orientation
Encourages employees/ colleagues to come up with proposals with regard to quality improvement.	3,11	Quality orientation
Monitors activities within his/ her group to ensure that they fit in with the goals and priorities of his/ her (division of the) organisation.	3,11	Organisational loyalty
Tunes his/ her presentation of plans to how they might be received.	3,11	Organisational sensitivity
Preceding projects/ activities, he/ she draws attention to employees'/ colleagues' responsibility to run projects according to an appointed time scheme.	3,11	Management control
Makes it clear that he/ she sets high quality standards for the result of joint activities/ projects.	3,22	Quality orientation
Continues to back management decisions, even if the first effects turn out to be negative.	3,22	Organisational loyalty
Discusses the interests of different divisions with employees/ colleagues.	3,22	Organisational sensitivity



Checks periodically whether long, complex projects/ activities are still running according to plan.

3,22

Management control

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# Open questions

## CONTINUE THIS WAY

Which behavior, in your opinion and that of your respondents, should you continue in particular?

Who	Answer
Self	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc. In hac habitasse platea dictumst. Mauris ut orci vel mi semper vestibulum eget vel purus. Morbi luctus ligula interdum velit tincidunt, et ultrices est lacinia. Integer tincidunt nisl eu eros pretium, eget adipiscing sapien malesuada. Nullam rhoncus urna eget commodo aliquam.</p>
Superior	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc. In hac habitasse platea dictumst. Mauris ut orci vel mi semper vestibulum eget vel purus. Morbi luctus ligula interdum velit tincidunt, et ultrices est lacinia. Integer tincidunt nisl eu eros pretium, eget adipiscing sapien malesuada. Nullam rhoncus urna eget commodo aliquam.</p>
Colleague	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.</p> <p>In hac habitasse platea dictumst. Mauris ut orci vel mi semper vestibulum eget vel purus.</p> <p>Morbi luctus ligula interdum velit tincidunt, et ultrices est lacinia.</p> <p>Integer tincidunt nisl eu eros pretium, eget adipiscing sapien malesuada. Nullam rhoncus urna eget commodo aliquam.</p>
Direct report	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.</p> <p>In hac habitasse platea dictumst. Mauris ut orci vel mi semper vestibulum eget vel purus.</p> <p>Morbi luctus ligula interdum velit tincidunt, et ultrices est lacinia.</p> <p>Integer tincidunt nisl eu eros pretium, eget adipiscing sapien malesuada. Nullam rhoncus urna eget commodo aliquam.</p>

## START DOING

Which behavior, in your opinion and that of your respondents, should you display more often?

Who	Answer
Self	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.</p>
Superior	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.</p>
Colleague	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.</p> <p>In hac habitasse platea dictumst. Mauris ut orci vel mi semper vestibulum eget vel purus.</p> <p>Morbi luctus ligula interdum velit tincidunt, et ultrices est lacinia.</p> <p>Integer tincidunt nisl eu eros pretium, eget adipiscing sapien malesuada. Nullam rhoncus urna eget commodo aliquam.</p>

Direct report

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Morbi luctus ligula interdum velit tincidunt, et ultrices est lacinia.

Integer tincidunt nisl eu eros pretium, eget adipiscing sapien malesuada. Nullam rhoncus urna eget commodo aliquam.

## DO NOT DO

Which behavior, in your opinion and that of your respondents, should you display less often?

Who	Answer
Self	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.
Superior	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.
Colleague	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.</p> <p>In hac habitasse platea dictumst. Mauris ut orci vel mi semper vestibulum eget vel purus.</p> <p>Morbi luctus ligula interdum velit tincidunt, et ultrices est lacinia.</p> <p>Integer tincidunt nisl eu eros pretium, eget adipiscing sapien malesuada. Nullam rhoncus urna eget commodo aliquam.</p>
Direct report	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod laoreet orci ut bibendum. Sed quam eros, vestibulum quis nunc id, ornare dapibus nunc.</p> <p>In hac habitasse platea dictumst. Mauris ut orci vel mi semper vestibulum eget vel purus.</p> <p>Morbi luctus ligula interdum velit tincidunt, et ultrices est lacinia.</p> <p>Integer tincidunt nisl eu eros pretium, eget adipiscing sapien malesuada. Nullam rhoncus urna eget commodo aliquam.</p>

# Development Tips

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The following pages list a number of development tips. These development tips describe concrete activities you can use to strengthen your behavior for any competency.

You will receive development tips for those competencies whose behavior you displayed least frequently according to your respondents. These happen to be the competencies with the relatively weakest development. Development tips are printed for a competency to which the following applies:

- the average competency assessment by your respondents is equal or less than 3.5.

- the average competency assessment by one respondent is equal or less than 2.75.

If all your competency scores are higher than 3.5, you will receive development tips for the two competencies which *compared to the other competencies* are least developed in your case. So you will always receive two development tips.

The development tips describe activities anyone could apply to strengthen his/her behavior regarding this competency. Accordingly, these are generally applicable tips for a particular competency. From these tips, choose the activities that apply to your specific situation. You may also use the tips and include them in your Personal Development Plan (PDP).

In addition to development tips for a particular competency, the Detailed Overview and the Detailed Item Overview for that competency are also printed.

We would also like to note that you may also focus on your strongly developed competencies, in addition to your less developed competencies. Your colleagues may benefit, for instance, if you coach them in behavior that is part of this competency/ these competencies, if they think it necessary.

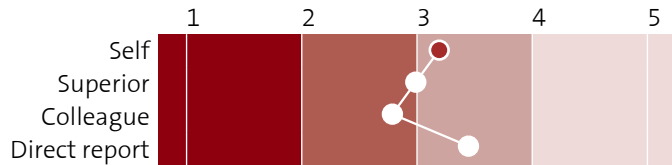
## Management control

3,11

**Definition** Establishing and monitoring procedures to control and regulate employee tasks and activities as well as one's own tasks and responsibilities.

### Detailed Overview

#### Management control



### Detailed Item Overview

Management control		Others				
		Self	Others	Superior	Colleague	Direct report
Stimulates employees/ colleagues to monitor the progress of projects/ activities periodically.	highest		4,00		4,00	4,00
	average	<b>3,00</b>	3,33	3,00	3,00	3,75
	lowest		1,00		1,00	3,00
Stimulates employees/ colleagues to periodically compare notes on progress monitoring of projects/ activities.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,44	3,00	3,00	4,00
	lowest		2,00		2,00	4,00
Asks for feedback on projects for which he/ she has final responsibility.	highest		4,00		3,00	4,00
	average	<b>3,00</b>	2,44	2,00	2,25	2,75
	lowest		1,00		1,00	2,00
Checks periodically whether long, complex projects/ activities are still running according to plan.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,22	3,00	2,75	3,75
	lowest		2,00		2,00	2,00
Preceding projects/ activities, he/ she draws attention to employees'/ colleagues' responsibility to run projects according to an appointed time scheme.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,11	4,00	3,00	3,00
	lowest		1,00		1,00	2,00
		<b>3,20</b>	<b>3,11</b>	<b>3,00</b>	<b>2,80</b>	<b>3,45</b>

## General

Behaviour in the area of management control consists of two elements:

- Determining measuring points and measuring times.
- Making actual use of and implementing the measuring points and moments determined.

The development of behaviour in the area of management control is relatively simple. After all, it is about determining measuring points and measuring times and recording them in order to use them subsequently. The last-mentioned aspect may often be more related to self-discipline than to the ability or inability to display behaviour in the area of management control.

## Possible on-the-job developmental activities

- Set a good example:
  - Write down all planning agreements an employee or colleague makes with you. Indicate content, result, working method and terms when doing this. Check regularly whether the agreements are kept.
  - Agree with yourself that you will monitor time explicitly during a particular meeting. During this meeting, check regularly whether the time scheduling is observed and take action if the group exceeds the time limit.
  - Regularly check whether others carry out activities for which you have final responsibility as planned.
  - Create a working environment that makes it easy for others to control management. For example, think of the availability of an automated time registration system. This system enables you to see how much time has been spent by whom on a particular project on a screen by pushing a button.
- Determine which tasks and activities qualify for regular management control in consultation with your employees. Make sure your employees make use of an action point list for monitoring the progress of their work. Have the decisions which the employees have made, but which others have to carry out, recorded on a separate page, for example in their calendars. Then communicate with your employees about the progress of these activities. Have colleagues or employees who are not ready at the agreed time indicate when they do expect to be ready and have them put this in writing.
- Together with your employee, determine how much time you want to spend on a particular interview. Discuss with your employee how long the interview may last and have the employee check regularly whether this schedule is met.
- Have your employees regularly consult with others about the progress of the work for which they have final responsibility. Make sure minutes are kept in which the activities and agreements are recorded.
- Write down all agreements you make with others (not only agreements about time, but also agreements about certain activities) and check regularly whether every agreement has been or is being carried out.

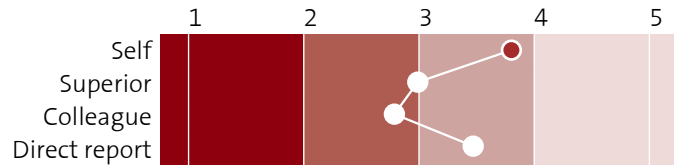
## Quality orientation

3,11

**Definition** Setting high standards regarding the quality of products and services and acting accordingly.

### Detailed Overview

#### Quality orientation



### Detailed Item Overview

Quality orientation		Others				
		self	Others	Superior	Colleague	Direct report
Encourages employees/ colleagues to come up with proposals with regard to quality improvement.	highest		4,00	3,00	4,00	4,00
	average	<b>4,00</b>	3,11	3,00	2,75	3,50
	lowest		2,00		2,00	2,00
Periodically brings the delivered quality of products and/ or services up for discussion with others in his/ her immediate working environment.	highest		5,00	3,00	3,00	5,00
	average	<b>4,00</b>	3,11	3,00	2,75	3,50
	lowest		2,00		2,00	2,00
Makes it clear that he/ she sets high quality standards for the result of joint activities/ projects.	highest		5,00		3,00	5,00
	average	<b>4,00</b>	3,22	3,00	2,50	4,00
	lowest		2,00		2,00	3,00
Comes up with proposals for improvement of his/ her or employees'/ colleagues' quality of products and/ or services, of his/ her own accord.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,11	4,00	2,75	3,25
	lowest		2,00		2,00	2,00
Nominates quality criteria for new situations, products and/ or services towards employees/ colleagues.	highest		4,00		4,00	4,00
	average	<b>3,00</b>	3,00	2,00	3,25	3,00
	lowest		1,00		2,00	1,00
		<b>3,80</b>	<b>3,11</b>	<b>3,00</b>	<b>2,80</b>	<b>3,47</b>

## General

Displaying insufficient quality orientation does not have as much to do with a person's ability or inability to display this behaviour as with a person's choice and motivation to display it or not. There are no regular programs or training courses for the development of this behavioural competency.

### Possible on-the-job development activities

- Set a good example yourself:
  - See to it that the quality of products and services is measurable.
  - See to it that agreements on quality have been recorded, for example in a quality control system.
  - See to it that others are aware of the prevailing standards and procedures.
- Discuss with colleagues and employees how you can jointly optimise the quality of products, services and results. Make sure that specific, measurable agreements are made. Closely monitor the progress of proposed improvements and have your employees do this in their own team. Discuss the results regularly.
- Aim at keeping the quality control system up-to-date, so that working on quality will be and remain a 'living' process.
- Always give others immediate feedback when insufficient quality is delivered.
- Organise a consultation in which you encourage others to make proposals to improve the quality of certain working methods, products or services of the department or your own organisation.
- Launch an investigation into the quality of the products and services of their own department or the organisation. If applicable, involve the opinions of (internal or external) customers in this. For example, have several customers interviewed about how they experience the quality of your organisation's products and services.



## Organisational loyalty

3,38

**Definition** Bringing one's own behaviour into line with the culture, requirements, priorities and goals of the organisation.

### Detailed Overview



### Detailed Item Overview

		Others				
		Self	Others	Superior	Colleague	Direct report
Monitors activities within his/ her group to ensure that they fit in with the goals and priorities of his/ her (division of the) organisation.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	3,11	4,00	2,50	3,50
	lowest		1,00		1,00	2,00
Calls people to account when their behaviour does not fit in with standard values within his/ her organisation.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	4,00	4,00	4,00	4,00
	lowest		3,00		4,00	3,00
Demonstrates loyalty to management decisions when cooperating with people, even if they do not fit in with his/ her personal opinion.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,00	4,00	2,50	3,25
	lowest		1,00		1,00	1,00
Continues to back management decisions, even if the first effects turn out to be negative.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,22	4,00	3,25	3,00
	lowest		2,00		3,00	2,00
Commits him/ herself to realising formulated organisation goals, even if he/ she does not agree with the choice or interpretation of those goals.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,56	4,00	3,25	3,75
	lowest		2,00		2,00	3,00
		<b>3,80</b>	<b>3,38</b>	<b>4,00</b>	<b>3,10</b>	<b>3,50</b>

## General

See to it that you regularly think about the meaning and application of this behavioural competency. Encourage yourself to comply with what the organisation expects of you. The age of 'shielding' or 'kicking upstairs' is disappearing.

### Possible on-the-job development activities

- Set a good example yourself:
  - Show within your own organisation that you are loyal to decisions by the management, even if you would have made a different choice yourself.
  - Examine the extent to which you are aware of various standards and values, expectations and requirements set by your own organisation.
  - Whenever you have difficulty with certain standards, values, expectations or requirements, ask yourself why this is the case.
- Communicate regularly on a broad basis within your own organisation what the organisation's goals are. Then specify this by giving examples of recent activities or projects which are well in line with the organisation's goals. In doing so, try to mention examples at different levels in the organisation. This way, you give people who work on different organisational levels the feeling that they can make an important contribution to the organisation's goals.
- When an employee fails to show loyalty to the organisation, examine what the cause is. Is the person insufficiently aware of the various standards, values, expectations and requirements, or does he/she know them but have difficulty in complying with them?
- In the event of insufficient knowledge of the standards and values:
  - provide clarity and make joint agreements on how the other person can adjust his/her behaviour better to the expectations and requirements set.
- In the event of difficulty with the standards and values:

## Organisational sensitivity

3,44

**Definition** Recognising the effects and results of one's own decisions or activities on other parts of the organisation; recognising the interests of other parts of one's organisation.

### Detailed Overview



### Detailed Item Overview

Organisational sensitivity		Others				
		self	Others	Superior	Colleague	Direct report
Discusses the interests of different divisions with employees/ colleagues.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,22	3,00	3,25	3,25
	lowest		2,00		3,00	2,00
Discusses with employees/ colleagues ways of creating support for plans with different groups within their organisation.	highest		4,00		4,00	4,00
	average	<b>3,00</b>	3,44	3,00	3,00	4,00
	lowest		2,00		2,00	4,00
Considers the mutual relations within his/ her (division of the) organisation when making decisions or taking action.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	4,00	4,00	3,25	4,75
	lowest		2,00		2,00	4,00
Checks beforehand whether there is support for his/ her plans with the right parties.	highest		5,00		4,00	5,00
	average	<b>5,00</b>	3,44	4,00	2,75	4,00
	lowest		2,00		2,00	2,00
Tunes his/ her presentation of plans to how they might be received.	highest		5,00		3,00	5,00
	average	<b>4,00</b>	3,11	4,00	2,00	4,00
	lowest		1,00		1,00	3,00
		<b>4,00</b>	<b>3,44</b>	<b>3,60</b>	<b>2,85</b>	<b>4,00</b>

## General

Organisational sensitivity is a particularisation of the behavioural competency 'sensitivity'. There are no regular programs or training courses by means of which this behavioural competency can be developed.

However, participating in business or management games (in which a person participates in an imaginary situation) can contribute to the development of organisational sensitivity. If the employee has to make decisions and engage in activities as part of the game, he/she needs to realise what the impact of those decisions and activities is on other parts of the (imaginary) organisation.

## Possible on-the-job development activities

- Set a good example:
  - Show that you have equal appreciation of the various services and departments within the organisation. Emphasize common organisational objectives in talks with colleagues.
  - Show during meetings that you are interested in and aware of the impact that decisions can have on other parts of the organisation.
  - Expand your good contacts with people within and outside the department. Personal attention promotes mutual understanding in the area of work. For example, have a colleague introduce you to a different department.
  - Make a long-term plan that pays particular attention to the consequences for the interests of other departments and colleagues.
- Before making a decision affecting other parts of the organisation or job levels, discuss the possible consequences for other interested parties with your team.
- Ask team members, whenever they want to do something that may affect other parts of the organisation, to always consider the way the effects are experienced by those others.
- Tell group members how you yourself take effects on other parts of the organisation into account in your decision-making.
- Urge your employees to discuss their experiences with various decisions and activities with people from other parts of the organisation. Everyone can benefit from this, since things are looked at from various perspectives.
- Ask yourself who of your colleagues easily obtains support within the organisation for his/her ideas and gets things done quickly. Analyse his/her behaviour in this respect, have a talk with him/her and go along with this person for a day.
- Press for the early inclusion in the decision-making process of others who are going to experience the consequences of a decision. This is in order to prevent people from putting up resistance when they suddenly find themselves faced with a fait accompli.
- Press for the discussion of the consequences of a decision with all interested parties outside the decision maker's immediate area of work.

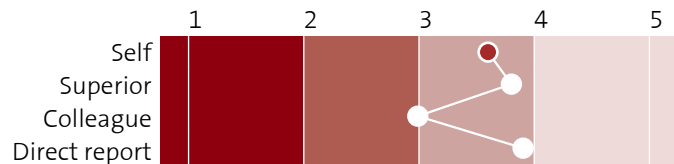
## Judgement

3,49

**Definition** Drawing correct and realistic conclusions based on the information available.

### Detailed Overview

#### Judgement



### Detailed Item Overview

Judgement		Others				
		Self	Others	Superior	Colleague	Direct report
Stimulates employees/ colleagues to distinguish between the relevant and irrelevant aspects of an issue.	highest		4,00		3,00	4,00
	average	<b>3,00</b>	2,78	3,00	2,00	3,50
	lowest		1,00		1,00	3,00
Provides employees/ colleagues with feedback about the validity of the arguments on which their conclusions are based.	highest		5,00		4,00	5,00
	average	<b>4,00</b>	3,67	4,00	3,75	3,50
	lowest		2,00		3,00	2,00
Chooses feasible solutions.	highest		4,00		4,00	4,00
	average	<b>4,00</b>	3,33	4,00	2,50	4,00
	lowest		1,00		1,00	4,00
Nominates the consequences of various possible actions before taking a decision.	highest		5,00		5,00	5,00
	average	<b>4,00</b>	4,00	4,00	3,50	4,50
	lowest		2,00		2,00	4,00
Clarifies to employees/ colleagues the facts on which his/ her judgement is based.	highest		5,00		4,00	5,00
	average	<b>3,00</b>	3,67	4,00	3,25	4,00
	lowest		2,00		2,00	3,00
		<b>3,60</b>	<b>3,49</b>	<b>3,80</b>	<b>3,00</b>	<b>3,90</b>

## General

The behavioural competency 'judgement' is hard to develop. Any training course that appeals to the ability to reason and to weigh information based on certain criteria qualifies in principle. In that case, the development of this behavioural competency is worked on indirectly.

### Possible on-the-job development activities

- Set a good example:
  - Involve others who can provide relevant input in the formation of judgements about troublesome issues you personally face.
  - Always ask the other person afterwards to take another look at how he/she arrived at his/her own judgement.
  - Ask the other person to draw up diagrams of the pros and cons of possible solutions to problems.
- You can view the formation of judgements as a process that consists of several stages that have to be worked through. From this angle, you can ask the other person to ask him/herself, whenever he/she has to assess a situation:
  - which viewpoints are the most important for the assessment;
  - which viewpoints he/she deliberately does not want to include in the assessment;
  - whether a different view of the situation is possible that would lead to other actions;
  - which priority he/she gives to various viewpoints to be assessed;
  - what the pros and cons are of various actions (always try to choose the best of the two alternatives);
  - what the practical feasibility is of each possible action;
  - whether the right information has been considered and whether the reasoning is correct;
  - how realistic and relevant the final judgement is;
  - what the experiences are with similar situations that occurred in the past;
  - whether he/she can properly support the judgement with arguments.
- Ask the other person about the 'why' of his/her judgements on a regular basis. Show that other viewpoints and considerations are possible and together examine what the best way is to deal with them. Ask him/her to work out several possibilities alongside each other a sheet of paper in order to make a better comparison. In the end, the best way to arrive at a choice is always to choose between two possibilities.
- Check whether there are prejudices and together discuss how they can have a negative effect on the healthy formation of a judgement.

# Personal Development Plan

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This section guides you step-by-step in filling out your Personal Development Plan. It also shows an example of a (partially) completed development plan.

The idea is that you will discuss this development plan with your manager/ coach. Aside from being an action plan, this plan also constitutes a 'contract' between you and your manager/ coach. In this contract you establish the competencies you want to develop and the development activities you want to perform for that purpose. You may also stipulate the assistance you will receive as well as the tools your manager/ coach will make available to you.

Finally: the Personal Development Plan is just a tool. Genuine personal growth is not produced by filling out this plan, but by performing the actions you (and your manager/ coach) will undertake in the upcoming months.

## Instruction

1. On the cover page (section A) of the Personal Development Plan, fill out the competencies you want to focus on in the near term. Select these yourself. It is important to keep a few things in mind here:
  - Do not choose more than two or three competencies. Focusing on more competencies is often unrealistic.
  - Choose competencies that contribute directly to improving your current role/ job performance. Or, select any competencies you must improve to be able to achieve good results in your desired future role/ job.
  - Take the competencies' development potential into account (Chapter 2 of the book entitled 'Steering toward your own growth and career' might be helpful in this regard. See [www.picompany.nl](http://www.picompany.nl)). Be realistic and ambitious at the same time!

Next, fill out the goal and deadline for each competency (section B) and write an action plan for each competency (section C).

2. Fill out Section B as follows:
  - In 'Competencies to be developed', fill out the name of the competency/ competencies.
  - In 'Deadline', you fill out the date by which you want to achieve this personal development.
  - In 'Behavior to be developed' you indicate what exactly you want to improve in your behavior. Describe this behavior in as much detail as possible: the more details you provide, the better you will be able to assess your personal development by the deadline (you may want to use the behavior descriptions in the Detailed Item Overview).
  - In 'Why?', you will describe in your own words why you want to develop this competency. This actually is your 'justification' of the development plan. By answering the 'why question', you will also describe what you will achieve in your work (results) or career if you realize your development plan. Answering the 'why question' in specific detail will make it easier at the time of the deadline to clearly assess to which extent you have realized your development plan.
3. In section C you specify the actions you will undertake to achieve the deadline, behavior to be developed and results you described earlier.
  - In the left column, fill out the concrete development activities you will undertake to develop the competency. Development activities you might contemplate:
    - Evaluate the behavior displayed in certain situations yourself or with someone else;
    - Take a course or training by yourself;
    - Take a course or training in a group;
    - Exercise behavior on the job;
    - Do internships;
    - Study using self-study programs.
    - You may already have checked off potential development activities among the development tips in this Personal Report: you can specify and/or interpret these development activities below as they apply to your personal situation.
    - Have discussions with experienced colleagues;
    - Study books and articles;

- In the second column, fill out for each development activity the situations where you will apply these development activities in practice and when you will be able to practice the behavior to be developed.
  - In the third column, indicate for each development activity the help you need to be able to perform this activity. This might include a training course, a book, information from others, assistance and/or other people's time, a budget etc. Especially if you are going to discuss the plan with your manager, it is important to fill this column out properly, thereby ensuring that he/she will be able to agree to the budget, the training or the assistance you are requesting.
  - In the last column, fill out a time schedule for each development activity. Of course this schedule is aimed at making your deadline as described in section B. This schedule will enable you to demonstrate that the deadline is actually feasible.
4. Next, continue filling out the cover page (section A):
- For each competency to be developed fill out the deadline.
  - Enter the date and place your signature at the bottom of the development plan.



# Personal Development Plan

## Section A: Cover page

Name : Mr. J.L. Blij  
Title : Production Manager  
Organization : Crystal Holding

Competencies to be developed	Deadline
1. Organizing your work	1-11-2009
2. Coaching	1-6-2009
3.	
4.	
5.	
6.	

Date : 28-03-2009  
Signature : JB  
Manager's signature : RS

## Section B: Goal

Competencies to be developed	Deadline
<b>Organizing your work</b>	1-11-2009
<b>Behavior to be developed</b>	
<ol style="list-style-type: none"><li>1. Formulate long-term goals for your own job function and focus on working toward these goals. In essence this means that I will be formulating goals for the next six months and will be making monthly schedules.</li><li>2. Schedule all appointments in the daily planner, also schedule time for preparation and unexpected matters.</li><li>3. Improved filing of all customer information.</li></ol>	
<b>Why? What do I want to achieve by developing this competency?</b>	
<ol style="list-style-type: none"><li>1. I want to achieve a more focused path toward my commercial goals. Currently, I can go off course because I respond to matters I encounter on a daily or weekly basis.</li><li>2. In the future I want to avoid making double appointments or scheduling too many appointments making me pressed for time (and having to work overtime or ask for an extension).</li><li>3. I want to improve the filing of all customer information so as to get and keep a better overview. In that way, I will, for example, be able to address any specific customer situation and customer needs directly and in a more focused way.</li></ol>	

## Section C: Action plan

Ontwikkel Activiteiten	Situations to practice the behavior	Required help or tools	Schedule
Formulate goals for the next year.	Coaching discussion with manager Rob Schaver.	<ul style="list-style-type: none"> <li>■ Coaching discussion</li> <li>■ Training Time Management (this training is also necessary to support other development activities for organizing my own work.)</li> </ul>	<ul style="list-style-type: none"> <li>■ Coaching discussion: 3-30-2009.</li> <li>■ Training: 4/5 and 4/6.</li> </ul>
Set up a monthly schedule focused on realizing my sales goal for this year, prior to the start of each month.	Set up schedules.	Contribution from colleague Ruud Vermeer (Implementation department manager) who is good at organizing his work. Discuss each monthly schedule with him.	Appointment with Ruud Vermeer last Thursday of every month from 9 – 10.30 AM (starting today).
Daily planner: <ul style="list-style-type: none"> <li>■ Also scheduled preparation and travel time and time for unexpected events.</li> <li>■ Write down all scheduled events immediately and inform secretary.</li> <li>■ Make a to-do list first thing every day.</li> </ul>	Entire day.	Daily planner.	Starting now
Develop a usable information system with customer data and history.		Together with Jan Bergman in ICT and in consultation with director Henk Blok.	Establish basic principles and set up work agreements with Jan and Henk on 4/10.

## Section A: Cover page

Name : B. Smit

Title :

Organization : PiCompany

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

Date :

Signature :

Manager's signature :

## Section B: Goal

Competencies to be developed	Deadline
Behavior to be developed	
Why? What do I want to achieve by developing this competency?	

## Section C: Action plan

Ontwikkel Activiteiten	Schedule	Required help or tools	Schedule