



**Utrecht
University**

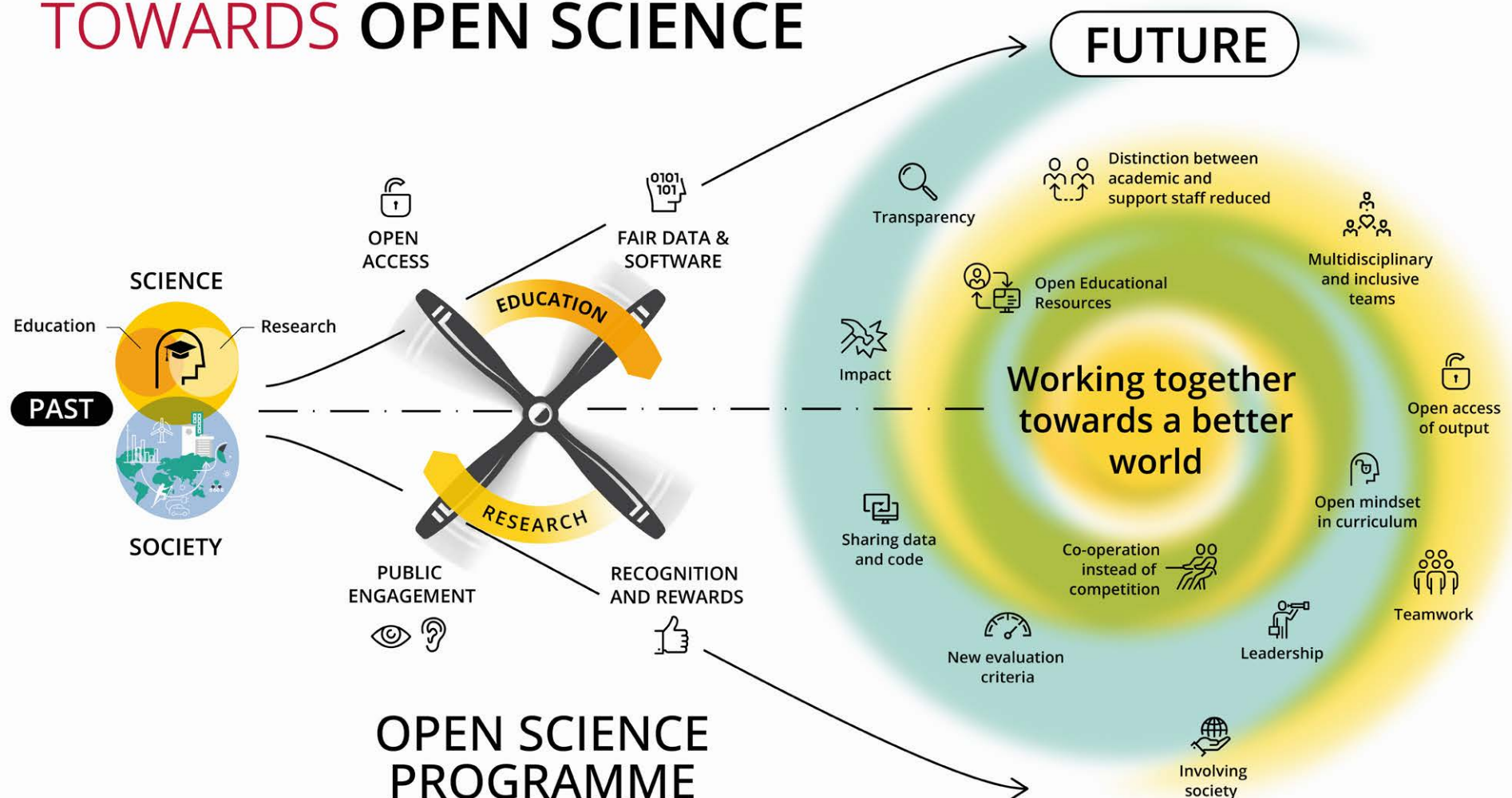
Sharing science,
shaping tomorrow

Recognition and Rewards

CONVERSATIONAL GUIDELINES



TOWARDS OPEN SCIENCE



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Chapter 1

Introduction

What this guide is about and how to use it

At Utrecht University (UU), we recognise and value everyone's contribution to the organisation and to our shared goals. We are working for a better world. Our contributions to it vary but are all important. Utrecht University promotes open science as part of its mission to make science more open and even more reliable, efficient and relevant to society. For this culture change, recognising everybody's contribution and rewarding all aspects of open science is essential.

The following principles have been formulated in Utrecht University's vision on recognition and rewards:

- » The collective is our point of departure
- » Leadership is key
- » Room for individual development and dynamic career paths
- » Openness: open mind, open attitude, open science
- » Recognise and reward quality over quantity: no one size fits all criteria



The TRIPLE model above is an elaboration of these principles. Please find more information about TRIPLE in the [R&R vision paper](#).

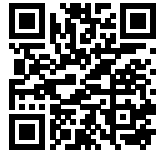


The R&R-transition requires change in the way we interact with each other on an individual, interpersonal level and within teams. On all these levels discussion and conversation are needed to allow for a transformation in our way of working that fits in local contexts and will create a movement towards open science.

To achieve the Utrecht University recognition and rewards ambitions, we strive for an open, transparent, inspiring and safe environment for our employees and students with room for involvement and development.

LEADERSHIP AT UU

Good leadership (intranet.uu.nl/en/leadership)



takes the collective as a starting point and has a positive effect on attitude and behaviour. It is key for an open, transparent, inspiring, inclusive and safe environment.

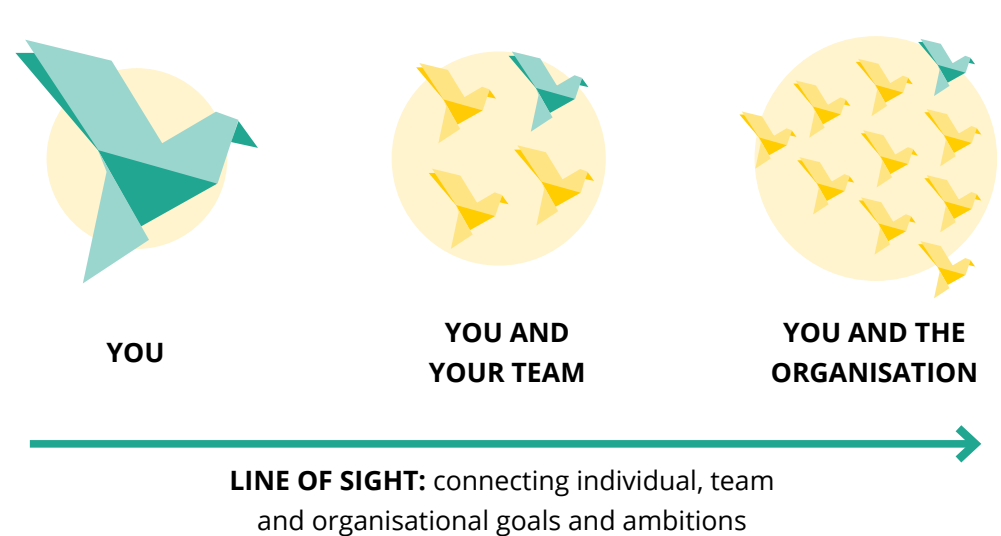
Leadership is a requirement for all the work at Utrecht University. It is crucial to its appreciation and impact. It is also a requirement for a well-functioning team.

At UU, there are three dimensions of leadership, each with a number of relevant competencies:

<p>PERSONAL LEADERSHIP</p> <ul style="list-style-type: none"> » Self-reflection » Cultivating mutual trust, giving and taking responsibility » Recognising and nurturing diversity of employees » Clear communication 	<p>ORGANISATIONAL LEADERSHIP</p> <ul style="list-style-type: none"> » Collaboration (interdisciplinary or otherwise) » Reinforcing the culture of improvement » Encouraging development » Result-orientation 	<p>STRATEGIC LEADERSHIP</p> <ul style="list-style-type: none"> » Setting objectives for your own unit and linking them to UU objectives » Realising objectives in the UU Strategic Plan » Taking responsibility for the bigger picture
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Personal leadership is the starting point for more formal leadership and for a well-functioning team.

Leadership is in the big and the small things. It is about how different levels within the UU are in dialogue with each other. It is about how you give feedback to your colleague and how you yourself are open to feedback. It is about constructively raising issues that could be improved, having an eye for others and giving direction.



LEADERSHIP AND TEAM SPIRIT

Leadership and team spirit are closely intertwined and reinforce each other. For a well-functioning, engaged team, a safe working climate based on trust is crucial. This requires a proactive attitude and personal leadership from everyone. The team leader has a special responsibility in this: as an individual colleague and team member, but also in the role of leader to create a socially safe environment.

TIP: *Consider what the situation is like now, but also how it would be in an ideal situation. Make agreements on the basis of that ideal situation.*

TEAM DEVELOPMENT

Team development is about shared goals, collaboration, and creating synergy. Team development is also about learning from each other and creating a safe, inclusive work environment for all. Through team collaboration, we ensure better results and a more enjoyable way of working. UU offers several tools and trainings around collaboration and team development. You can read more about them in Chapter 2.

REFLECTIVE QUESTIONS

The questions are for the whole team. All team members contribute to the culture in a team (the team spirit) and some form of leadership is therefore expected from everyone.

- » *To what extent are we willing and able to give and receive feedback?*
- » *To what extent do we take our responsibility and trust each other?*
- » *How much room and respect for diversity is there in our group?*
- » *How do we work on our personal and professional development?*
- » *Are our team goals clear? How does our individual work relate to these team goals?*
- » *Are we sufficiently informed about developments outside our team/organisation unit?*

OVERVIEW OF THIS GUIDE



This guide (to be found on intranet.uu.nl/media/31175) presents resources (tools) for group conversations, both for teams and for larger groups such as departments (Chapter 2) and for one-on-one conversations (Chapter 3). The tools are intended to facilitate conversations and thereby advance the transformation to a culture of recognition and rewards. It is not necessary to apply all the tools. Each tool in each subchapter has its own purpose, and depending on what you want to achieve, choose the most appropriate one, or a combination of several tools.

The second chapter describes three resources (tools):

A) A method to start conversations about recognition and rewards in teams. Teams will get insight in what they want to recognise and reward and how they can achieve that: the KoersKaart (course card).

B) A method for exploring as a team the collective impact of the group: Impact Backcasting. What makes the work important? This is useful in itself and can be used, for example, for self-evaluations in research reviews. In addition, by focusing on impact in a team discussion, team members will feel more connected and engaged with each other, which will enhance team spirit.

C) A method of bringing the bigger picture into focus: Mapping collective activities. Who does what on the team? Where do tasks overlap? Where are individual development desires and where are the needs from the team? Mapping this out together can start a conversation about diversification, development and career prospects.

The third chapter describes ways (tools) to have one-on-one conversations. The tools have in common that they facilitate conversations focused on talent and qualities. They are useful as preparation for an assessment and development (B&O) conversation, but also for reflection moments throughout the year.

OUTSIDE THE SCOPE OF THIS GUIDE

In addition to conversations that contribute to culture change, more structural changes are needed to put open science and recognition and rewards into practice. Both cultural and structural changes are taking place in a national and international context. These developments can be followed online (www.recognitionrewards.nl).



NEED HELP?

Want to learn more about what recognition and rewards can do for you and your team and how to get started? Utrecht University offers workshops for developing a personal vision and skills in recognition and appreciation. All the topics covered in this guide are also covered in the workshop (intranet.uu.nl/en/knowledgebase/workshops-recognition-rewards).



QUICK START

Where do you start? What first steps can you take to put recognition and rewards into practice? What tools are available for each step? Use the “Quick start” for an initial orientation.

Quick start for
leaders and employees
(intranet.uu.nl/en/knowledgebase/rewards-recognition-quick-start)



Chapter 2

Team Development

How to engage in conversation with teams and departments

To make change happen it can be very effective, not to start with individual awareness and training, but to start with team conversations. After all, a lot of important change and work is done in teams.

In this chapter we present a couple of tools to help teams get the conversation going and give it some much needed structure.

TIP: You can also combine the tools from this chapter, or use only individual elements from them.



HOW DO YOU ORGANISE A GROUP SESSION?

Could you use help organising a group session? Especially if you want to engage with a larger group, for example a department, department or school, it is important that you prepare the session well.

What is your objective? Who are you inviting? What do you want the participants to do after the talk?

For this purpose, UNL's national R&R programme has designed the 'toolkit for dialogue'

(www.recognitionrewards.nl/practices/toolkit-for-dialogue).



This toolkit guides you through relevant points to think about in preparing for a session. A great addition to the resources in this guide.

Tool A

KOERSKAART

The KoersKaart (pron. ‘CourseCard’) is self-guiding and facilitates the conversation without the need for a manual or a facilitator

The KoersKaart is a method that can be used both digitally and printed. It facilitates a meaningful and structured conversation within the team. These conversations take place in a two-hour session with 3 to 9 players.

At the end of this session the team will have a plan how they, as a team, are going to contribute to a culture of recognition and rewards. The recognition and rewards KoersKaart is available in English and Dutch on the UU intranet, as well as other tools, for example about work pressure or social safety.

TIP: You can also choose to use only individual questions from the KoersKaart, and use them in a meeting about recognition and rewards. For example, the question “When did you feel recognised and appreciated?” works well as an ‘icebreaker’ at the beginning of a session.

EN

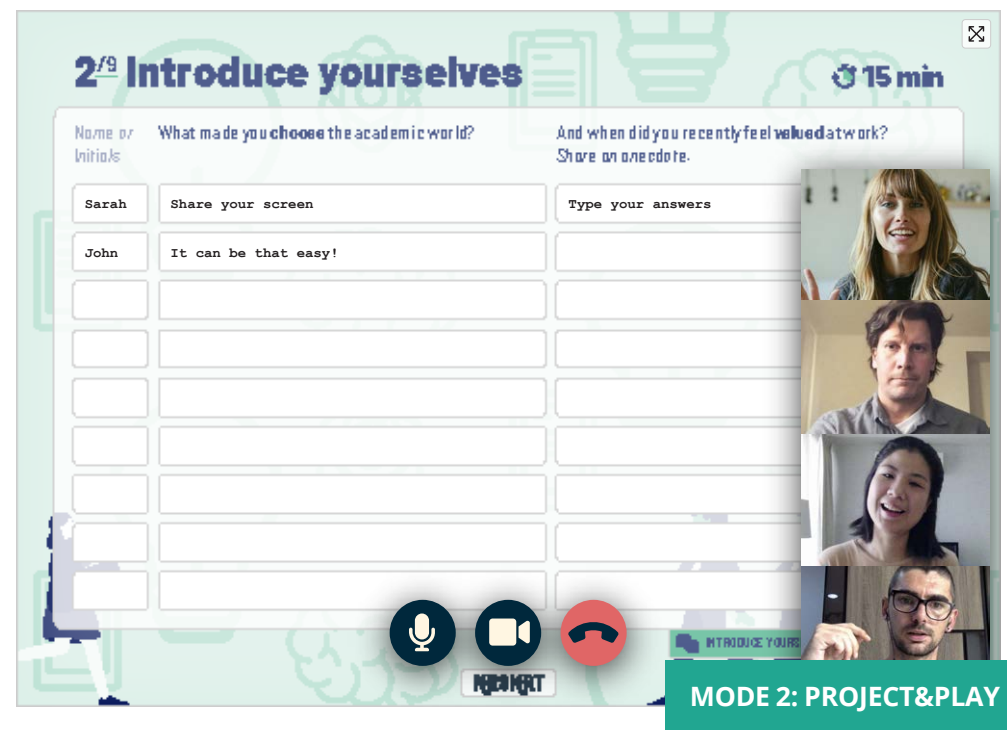


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SELF-EXPLAINING: NO NEED FOR MANUAL OR FACILITATOR

When you download the PDF file, you can either choose to print it on A4 size (**print&play**) or play it directly inside the PDF, for example in a video conference or on a large screen (**project&play**).

The KoersKaart has no need for a facilitator or a manual, the tool guides the conversation from start to finish. This means you can

choose for yourselves where and when you wish to play, without all the work of planning and preparing a workshop.

This also means you can scale the conversation to any size, by using one KoersKaart for every table. Every team takes notes during the conversation. By combining, you can, for example, create a policy on Recognition and Rewards together, completely bottom-up.

Tool **B**

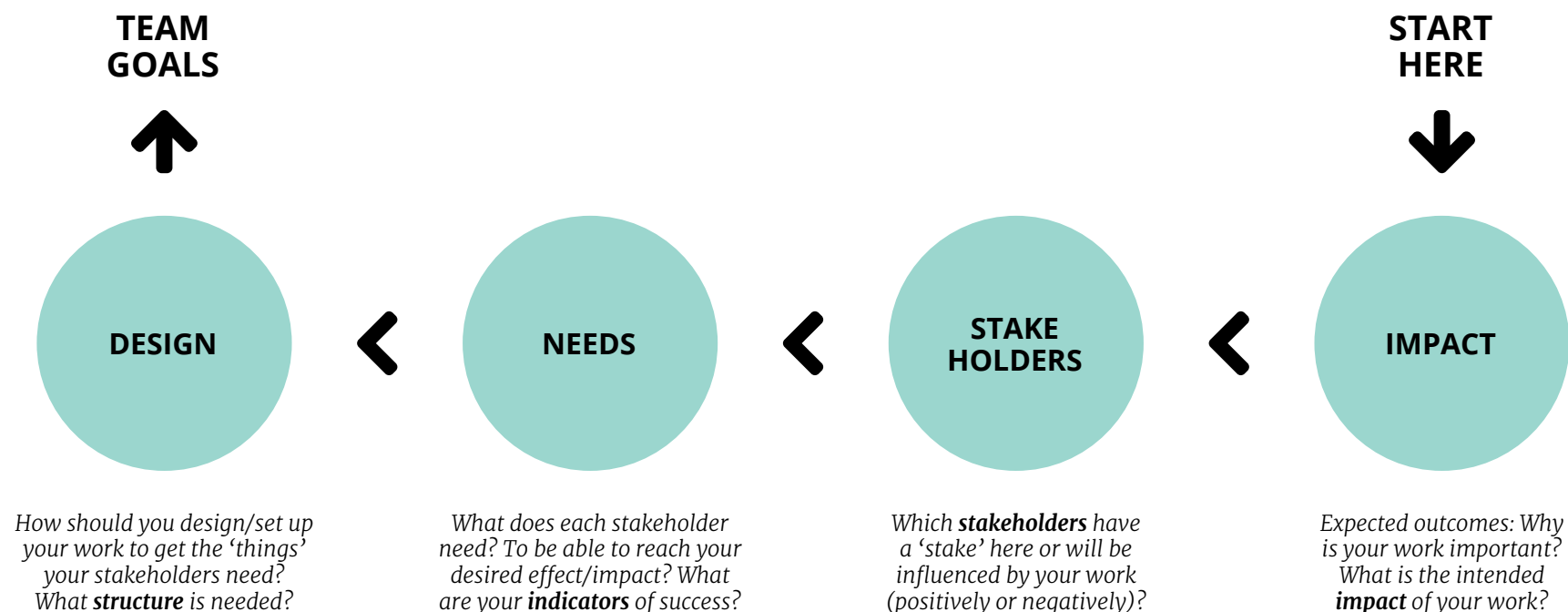
IMPACT BACKCASTING

Get more insight in the intended impact of the team

Impact backcasting is a method to get more insight in the intended impact of the team. With this method, expected outcomes are discussed first. Then you will think about who has an interest in this (stakeholders).






You will think of products or output that are needed to reach the desired impact for these stakeholders. Subsequently, you design your work in such a way that it is tailored to these needs. Finally, you will discuss what the implications are for your team goals.

Impact backcasting helps to create a situation where impact is a way of working and to create more team spirit.



Impact backcasting can be applied during a regular team meeting or teams can schedule a dedicated session to be able to discuss it more thoroughly. After one session, teams usually have more insight in their impact. To get an idea about the stakeholders perspective, team members may want to schedule interviews with their stakeholders.

Thereafter, the team goals can be aligned with these perspectives. In this way the back casting method becomes an iterative process in which outcomes, indicators and goals are developed and refined over time. Teams may want to use these analyses in research proposals, teams plans and self-assessments, for example for visitations.

TEAM GOALS <i>What do we want to accomplish as a team?</i>			START HERE <i>Which TRIPLE domain(s) will you be discussing?</i>
			<input type="checkbox"/> RESEARCH <input type="checkbox"/> LEADERSHIP <input type="checkbox"/> EDUCATION <input type="checkbox"/> TEAM <input type="checkbox"/> PROF. PERF. <input type="checkbox"/> (IMPACT) <input type="checkbox"/> Other: <input type="text"/>
 DESIGN <i>How should you design/set up your work to get the 'things' your stakeholders need? What structure is needed?</i>	NEEDS <i>What does each stakeholder need? To be able to reach your desired effect/impact? What are your indicators of success?</i>	STAKEHOLDERS <i>Which stakeholders have a 'stake' here or will be influenced by your work (positively or negatively)?</i>	 IMPACT <i>Expected outcomes: why is your work important? What is the intended impact of your work?</i>
  			

EXAMPLE TO PRACTICE WITH THE IMPACT BACKCASTING CANVAS

Setting: Multiple participants, e.g. in a workshop.

15 minutes: Walk around the room and tell whoever you meet in 1 minute: Why is your work important? What is the intended impact of your work? The other continues to ask until it is clear; Change roles and then walk on.

15 minutes: Pitch in duos: Tell your partner about the impact of your work; the other person indicates which stakeholders there could be. Complete it with other stakeholders. Change roles.

10 minutes: Individually: Write down what different stakeholders need. What are your indicators of success?

20 minutes: In the group: What surprising or new indicators have you come across? Can you fit this into your work?

Multiple TRIPLE domains? Answer this additional question together: How do the domains work together and strengthen each other?

TIP: Impact backcasting also works well in combination with the next tool in this guide (Mapping collective activities). You then start to visualise as a team what your collective impact is. In the next step, you look at the activities of the team members. How do they contribute to the impact you want to achieve?

HOW TO USE THE CANVASES IN THIS GUIDE?

Here's what you need:

1. Bring the right team of people together
2. Provide a space to hang large sheets of paper
3. Print or draw the canvas on a large sheet of paper
4. Make sure you have plenty of post-its and markers handy
5. Allow yourself 45–60 minutes of undisturbed time per domain

And this is how it works:

1. Consider whether to discuss the different TRIPLE domains separately or together.
2. Brainstorm and write down on sticky notes
3. Talk about your collective harvest
4. Prioritize the most important takeaways

Tool C

MAPPING COLLECTIVE ACTIVITIES

Start with the team members and the work everyone does

By mapping the collective activities, groups will get more insight in what is going on and who is active on which domain. It also shows possible gaps. This creates opportunities for diversification in profiles and dynamic career paths.

DOMAIN <i>(if applicable)</i>	ACTIVITIES	TEAM MEMBER 1 _____	TEAM MEMBER 2 _____	TEAM MEMBER 3 _____	TEAM MEMBER ... _____
EDUCATION					
RESEARCH					
PROFESSIONAL PERFORMANCE					
LEADERSHIP					

EXPLANATION OF USE

You start with a table in which you note the different types of activities of the team in the left-hand column. With a large team or if there are many different activities, it may help to cluster the activities into work domains.

In the top row, put the names of all team members, each team member one column. Now have the team members stick post-its to the activities in which they are active. This gives an overview of the distribution of work in the team. Are there activities in which everyone is involved? Are there any blank spots (activities that none of the team members feels responsible for)?

You can now easily start the conversation about division of tasks and cooperation within the team. Based on this, you can make working

agreements: How do we want to divide the work in the future? Who does what? Where is overlap? Where can we work together?

You can also add depth by asking team members a second question: From which activity do you get energy and what mostly costs you energy? Everyone can stick two post-its: a green one for energy boost and a red one for energy leak.

You can also think of other in-depth questions, for example: Where do team members have a leadership role? Where would they like to develop further?

In the future division of tasks, you can try to take these personal preferences into account as much as possible.



Tool **D**

TEAM EFFECTIVENESS MODEL

Improve collaboration in your team

A clear mission creates a common feeling within the team and awareness of why the team is working together. From the mission, team goals can be formulated that contribute to achieving the mission. A clear objective can be translated into a division of roles and tasks.

Each team member is given a specific task and role needed to achieve the set goals. Once the division of tasks within a team is clear, procedures can be worked on. This particularly relates to how work is done within a team. Finally, personal relationships play a role within the team. When there are poor interpersonal relationships between some members of the team, it can have a negative effect on the performance of the whole team.

If a team is not functioning optimally, it is important to investigate the level at which this is happening. The model shows that the problem often lies one level higher. Example: poor mutual relationships often stem from a lack of clarity at the levels above. By clarifying the key issues above, the effectiveness of a team can be improved.

So the cause of conflict in teams lies at a higher level in the pyramid than where it appears. Dialogue to improve cooperation starts at the top of the pyramid. The team effectiveness model assumes a



hierarchy of five themes, with the themes higher in the hierarchy (the pyramid) influencing the lower ones. For example, an unspoken conflict over the division of roles may be the actual cause of skewed relationships. Also, different views on the purpose of a team, can lead to work agreements not being kept regularly. As a team, you would therefore be wise to start a discussion on improving cooperation with the themes at the top of the pyramid.

HELPFUL QUESTIONS

Mission and vision

1. What is the team's contribution to the bigger picture, to the organisation? TIP: Use the Impact Backcasting (tool A).
2. To what extent is this understood and supported by all team members?

Goals

1. What goals does the team need to achieve? What goals does the organisation set? What additional goals, if any, does the team set for itself?
2. Are these goals understood and accepted in the same way by all team members? Where might tension occur?

Roles and tasks

1. Does everyone have a clear idea of what is expected from them? Where does this show up?
2. Is there sufficient clarity on tasks, responsibilities and authority (for individual team members, between team members, between team members and colleagues outside the team, between team leader and team members, between team leader and their own supervisor)?
3. Is there overlap in tasks, responsibility and authority within the team? If so, where?
4. Are there any role or task conflicts?

Procedures

1. What working procedures does the team use? Are they effective? Are they followed/used?
2. How does the team come to decisions and is it effective?
3. In what way are problems addressed and is it effective?

Personal relationships

1. What is the atmosphere and way of working together in the group? What do you notice about this? How do you see this in the behavior of team members?
2. To what extent do people trust each other, help each other (or not), respect each other (or not)?
3. What is done about mutual conflicts?
4. Who can or cannot work well together, and to what extent is a less well-run collaboration related to personal relationships or to one of the "higher" levels in the model?

General

1. What is your conclusion about your team's effectiveness based on the team effectiveness model?
2. What could possibly be improved? How do you want to tackle this?



Chapter 3

Personal Development

How to engage in conversation between individuals

Just as change in teams is important, one on one conversations can be a very effective driver for change as well. In this chapter we present some tools to use with individuals, to make them aware and to help them determine their course for the future.

In the Development Guide (intranet.uu.nl/en/development-guide) you will find the opportunities that Utrecht University offers its employees to work on their development: more than a hundred training courses, tests and (online) modules.





POSITIVE CONVERSATION - GOING IN DEPTH

As a manager, you are constantly having conversations with employees about their performance and development. But how do you conduct these conversations properly?

Inspiration from positive psychology and 'Appreciative Inquiry' can help make it a 'good conversation' together, from which you both walk out with energy and practical intentions.

Rosa Helmantel and Saskia Tjepkema (Kessels & Smit) have written a workbook about it (www.kessels-smit.com/nl/bookshop/werkboek-positief-in-gesprek in Dutch). A nice deepening

of the four tools in this conversation guide. Saskia Tjepkema also contributed to the tools in this chapter.



Tool E

JOB CRAFTING

Using your strengths at work

People often have more room to tailor their own work to their strengths than they realize. Designing one's own approach to things and tailoring the work package to one's talents is an effective way of making use of one's strengths.

THERE ARE MANY WAYS

Jobcrafting can be done in a number of ways:

- » **Change the approach to certain tasks:** Tailoring the way you do something to your own strengths. For example, while one manager may start with individual interviews when they want to analyze a problem, another may want to bring the whole group together to brainstorm with post-its, and a third may first start with an analysis themselves. Design an approach that fits their own strengths.
- » **Shift in certain tasks:** As far as possible: take tasks off or add tasks to make more use of strengths. Exchange tasks with co-workers.
- » **Make changes in the people you work with:** Sometimes it helps to make other choices in the people you have contact with at work, and/or to invest in certain relationships that are powerful for you (or to do something about those work relationships that make you or the other person lose their power). It concerns both contacts you have inside and outside the immediate team. For example: reshuffling client portfolios from one consultant to the other, working with first year students rather than older ones.
- » **Adjustment in the context:** Small shifts in the work environment can sometimes make a big difference. Where you work, how you arrange the space, it can all matter.
- » **Change your perspective by (re)discovering the impact and relevance of what you do:** You can look at your work in different ways. A cleaner with a strong sense of responsibility will experience more joy in their work when they regard it as 'contributing to a safe workplace' rather than 'cleaning up someone else's mess'. A student administration officer can get a motivation boost when participating in the graduation ceremony and seeing the students get their diploma: they also contributed to their success! A different view of work can do a lot to your motivation.

DESIGNING AN EXPERIMENT

Once you know what you want to tackle in your work, it's important to take action on it. All too often we leave it at that, because the step is too big. It helps to think in terms of an experiment, which you can reflect on, after which you can do another experiment, which you can reflect on again, And so on.

The first step, the first experiment is very important: it sets everything in motion. So think of and design one thing you can do different and keep it small, so that the chances are high that you will do it. A buddy to help you design the experiment and reflect on it is very helpful.

SOME HELPFUL QUESTIONS

- » In your job, what is the first situation you are going to encounter that you want to change?
- » How could you design or arrange that situation differently?
- » What is the smallest thing you could do differently?
- » Who and what do you need to be able to do this?
- » Who are you going to ask for help? With whom are you going to reflect on the experiment and design a next step?



Tool F

STRENGTH BASED COACHING

An appreciative inquiry approach

The strengths-based approach assumes that there's more satisfaction and performance gain for an individual who focuses energy on developing their proficiencies, rather than over-identifying with weaknesses. The idea is: what we focus on grows.

A POSITIVE GOAL OR A REVERSE PROBLEM?

When reviewing someone's performance (your own or someone else's), we are always drawn to those elements in which someone doesn't meet the expectations. Our brain reacts more strongly to negative deviations from a goal. As a result, we often only notice when someone is NOT doing what we want or consider important. Or when we fail to do something we set out to do. However, it doesn't work well to start directing at those things that don't work out. 'I wish you would stop doing that', or 'I wish I would no longer...' gives very little starting points for new behavior.

THE FIRST STEP IN STRENGTH BASED COACHING

Step 1 is therefore: translate the problem into the behavior you would like to see and formulate a positive goal. In doing so, make sure you don't get a 'reverse problem'. Like 'stop smoking' or 'fewer complaints'. A positive goal is a description of what you would like to see yourself or the other person do. If you wouldn't smoke anymore, what would that look like? If the customers wouldn't complain anymore, what would they do? Make it as concrete as

possible. Which behaviour would you like to see? Which results? Learning needs a positive goal. Something we can work towards.

FOCUS ON WHAT'S NOT (YET) WORKING, OR ON THE POSITIVE EXCEPTION?

To get ideas on how to improve someone's performance, it might be interesting to focus on those moments in which someone is already succeeding, even if only a little bit, in order to get ideas for strategies that come natural to them and strengthen their self-assurance. We call this the strategy of examining the 'positive exception'. Even if someone is really bad at a certain task, things never go wrong for 100%, or 10 times out of 10. They may go wrong 8 times out of 10, in which case it is interesting to find out what people did in the 2 positive experiences. For example, you can ask someone who is not very assertive, "what was an example of a situation in which you did behave assertively?". This helps to discover strengths and building blocks that can be used to enhance performance.

A SUCCESS INTERVIEW

A success interview on a ‘positive exception’ is very insightful. But also when someone is really good at a particular task, the ‘appreciative inquiry’ of a success situation is instructive. People often do not reflect on situations that are already going well. Sometimes, in high achievers, this even leads to anxiety: they know they are expected to perform well (and they expect it of themselves) but they are not completely sure what helps them to achieve the success. Not merely complimenting someone on their performance but also helping them to understand how it came about strengthens self-awareness and motivation.

In a success interview, the aim is to analyze what someone did that leads to a particular ‘success’ – big or small. To properly

focus the success interview, use the positive goal as a guide to select an example. It is not about analyzing a random success, you want to explore an example of a situation where someone already achieved a particular goal that is important for them.

For example, if the positive goal was to create energizing lectures, and someone has succeeded, the success interview helps you both to understand why it went well, what strengths someone used. This builds trust and gives new ideas for next steps.

Please note: it is important that someone selects a story that they themselves are enthusiastic about. It is not just about the performance, it is also important that someone felt energised and proud.

EXAMPLE QUESTIONS SUCCESS INTERVIEW

- » Can you tell me about a moment that you look back on positively, and in which you –deliberately or accidentally– [name positive goal extensively].
It's a good example of [positive goal], which energised you.
- » Briefly sketch the situation (who, what, where).
- » What did you do in that situation (specifically: what did you do that worked)?
- » What was the effect of your actions (on others, on yourself, on work/growth/performance....)?
- » What are you proud of? What energised you?
- » What does that say about your strengths when it comes to [positive goal], and what is important to keep in mind? What are building blocks for success?

Tool **G**

ASSESSMENT AND DEVELOPMENT INTERVIEW

Possible questions to ask

To prepare for an assessment and development interview, it may help to think about these questions that help you discover strengths and find the energy and opportunities for growth.

What would you like to ask? To whom? Why?

QUESTIONS THAT HELP TO 'LOOK BACK'

1. History line: Draw a line of ups and downs that show how last year went for you. When were you in flow (high energy, good performance)? What were times when you weren't? What do the 'highs' say about where your talents and strengths lie and when you are at your best? What do the 'lows' tell us? How did you get out of your low periods, what did you do to turn the tide again? (This says a lot about your resilience and strengths).

2. Peak Interview: What was a moment or period in the last year when, looking back, you really went to work with a smile on your face? You worked with a high level of energy and satisfaction and achieved good results.

- » *Briefly sketch the situation (who, what, where).*
- » *What did you do in that situation (especially: what did you do that worked)?*
- » *What was the effect of your actions (on others, on yourself, on the work/growth/performance....).*

- » *What in the situation are you proud of/satisfied with/energises you?*
- » *What does all of this say about your qualities/strengths when it comes to this kind of work, and what is important to keep in mind? What are building blocks for success?*

3. Compliments question: (when someone has achieved something special): an outstanding achievement or something that was really hard for this person): 'What made you succeed at this? What factors played a role? What talents did you deploy? What do we learn from this?

4. Taking stock: Write down your main goals that you formulated for the past year on cards/post its (1 goal/plan per card). Write additional cards with goals that have been added during the year. Then, arrange the goals in categories:

Achieved / Not achieved / Stopped / No longer relevant

Look at the patterns: what is the common thread in each category?

If you rank the cards according to your energy level (tasks/goals for which you have a lot of energy on top, low energy goals at the bottom): what pattern do you see then? What can you read from that?

5. Feedback from others: what feedback did you get from others on your performance (think of clients, employees, colleagues, manager, citizens,). (NOTE: you can also look for additional feedback). Review the feedback and indicate:

- » *What are you proud of? Why?*
- » *What moves you? Why?*
- » *What did you expect and what came as a surprise?*
- » *What is a feedback that you want to do something with and why? (NB. may either be positive or negative)*

QUESTIONS THAT HELP TO 'LOOK AHEAD'

1. Pitch: If you look at what is needed in your work and at your strengths ...

- » *What next work goals/achievements do you see for yourself?*
- » *What do you want to work on?*
- » *What goals do you want to (help) achieve?*
- » *What result do you want to be able to toast to at the end of the year?*
- » *What will I see you doing then (if I were to film you), please make it tangible and concrete?*
- » *What makes it worthwhile for you?*
- » *How can you make the most use of your strengths?*
- » *Which strengths can you grow and strengthen in the coming period? How?*

2. Dream question: Suppose you wake up five years later and you do work every day that fits you perfectly... You are able to use your strengths on a daily basis.

» *What do you see yourself doing?*

» *Who do you work with?*

» *What kind of environment do you see yourself in?*

» *What is the essence that matters to him?*

A. Now look at what you are doing today:

» *Which of your qualities and what aspects of your job are most important to develop and grow in order to move toward that dream?*

B. Consider yourself and your work:

» *What do you want to focus your attention on?*

» *What do you want to invest in?*

» *As a first step, what will you do differently/more/less?*

3. Make a plan for what is not (yet) going as well as it should. What areas of your performance need improvement? Think of a strategy to work on that, for example:

A. *Try a new approach to the task, one that directly plays to your strengths*.*

B. *Find support, or create a support structure, so you don't have to learn it, but still take responsibility for improving this area of your work.*

C. *Formulate a clear development goal and create a learning process for yourself. For example a coach, peer-to-peer intervision, a course...*

* A peak interview can help you discover this: what was a situation in which you did succeed – even if it wasn't perfect? What did you do then? A strengths test (intranet.uu.nl/en/development-guide/test-tests-for-insight-into-qualities-and-interests) may also help. Design an approach that deploys your strengths to the task.



For example: a teacher who is not great at classroom management but has the strength of individualisation may use more group work and place the tables in clusters (so they may walk across the different groups and provide feedback) instead of rows (facing the whole class).

Tool **H****PROGRESS CIRCLE***Draw what you have yet to master/achieve*

Making progress is motivating. Researcher Teresa Amabile calls it the Progress Principle: whenever we see the progress we make on a task that is meaningful to us, we get a boost to do more. Unfortunately, our brain is wired in a way that makes it hard for us to see our progress. We tend to focus on our failures and on the mountain of work that still lies ahead...

When talking to your team members in the A&D interview or more informal conversations about their development, it is very worthwhile to shine a light on the progress that someone has made. The progress circle is a fairly easy but very effective technique.



GETTING STARTED

As a first step, think of the subject of the progression circle. That could be your overall performance of course, but often it is more interesting to highlight a particular aspect, especially if it something you want to grow in. The more precise, the better. You'll get more depth and detail. Write your topic as a title on top of the page. Then, draw two circles: an inner and an outer circle. Draw the inner circle nice and big. Because you probably have already achieved much more than you think.

PROGRESS ACHIEVED

In the inner circle you write down everything you have already achieved. Take your time to write down every big step, but also every small step forward. Nothing is too small. And what you perceive as progress is personal, so everything you write down is true.

PROGRESS YET TO BE MADE

Now, write down all the growth and progress that you still wish to make in the outer circle. This can be everything else that is needed, important or necessary with respect to the chosen theme. Describe it in positive and concrete terms. Instead of writing something like 'talk less' (that's what you don't want) choose a description like 'allowing more silences to fall in my conversations' (that's what you do want). Describing positive behavior is often quite difficult. It is therefore best to first write down everything that comes to mind and then see how you can formulate this in a positive and concrete way.

PICK LOW-HANGING FRUIT

Making a progress circle is not a goal in itself. It provides overview and therefore inspires action. What is the next step forward? When you look at your outer circle: which step could you most easily take? Then think about how and when you want to do this.



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