



Utrecht  
University

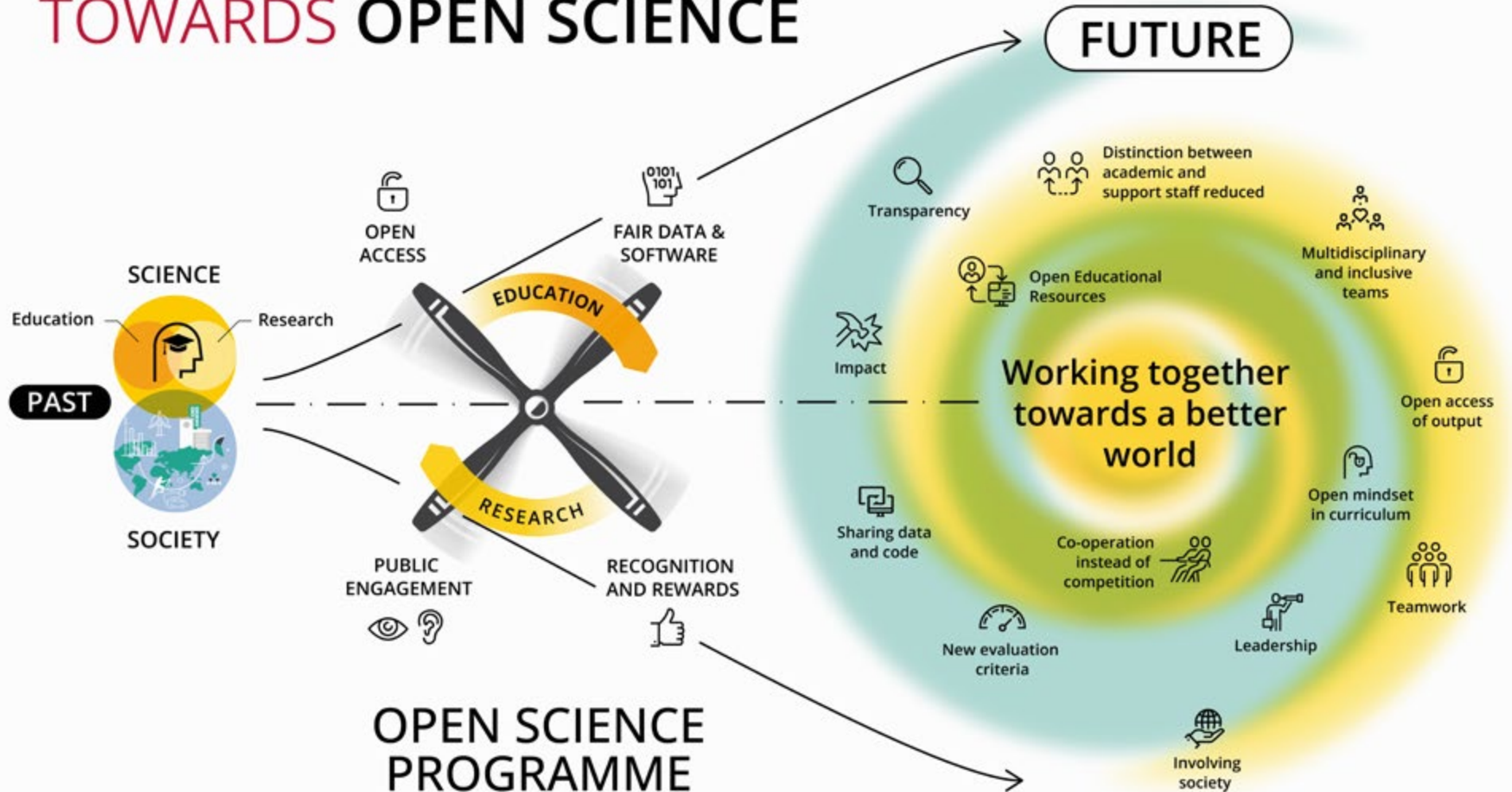
Sharing science,  
*shaping tomorrow*

# Recognition and Rewards

**CONVERSATIONAL  
GUIDELINES**



# TOWARDS OPEN SCIENCE



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## Chapter 1

# Introduction

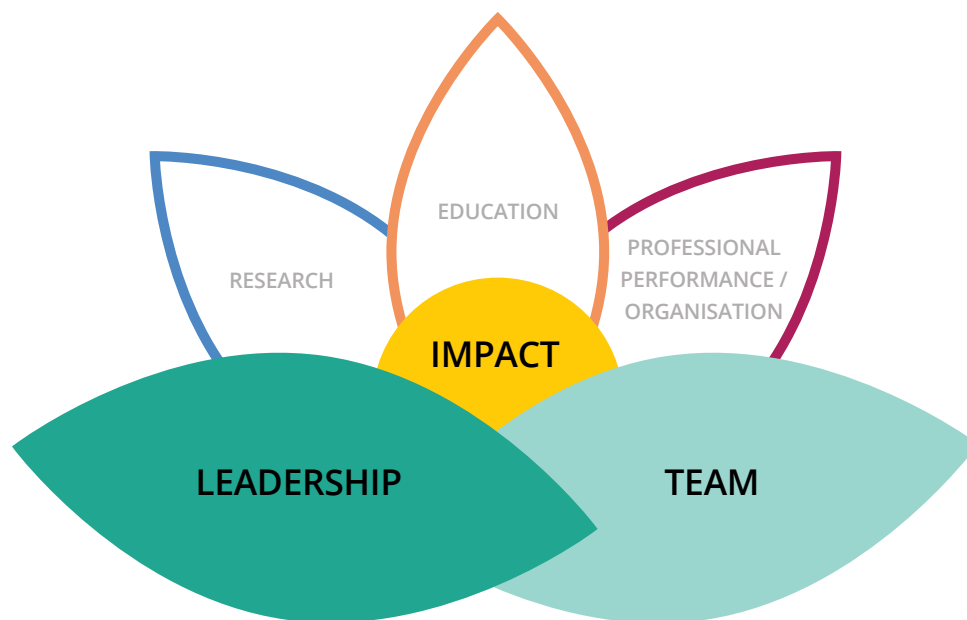
*What this guide is about and how to use it*

At UU, we recognise and value everyone's contribution to the organisation and to our shared goals. Utrecht University promotes open science as part of its mission to make science more open and even more reliable, efficient and relevant to society. The way we offer recognition and reward to academics and university staff is key in bringing about the transition that Utrecht University aims for.

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
- » Recognise and reward openness in all domains
- » Recognise and reward quality over quantity: no one size fits all criteria

The TRIPLE model 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](https://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:



### PERSONAL LEADERSHIP

- » *Self-reflection*
- » *Giving and taking trust and responsibility*
- » *Recognizing employee diversity*
- » *Communicating clearly*

### ORGANISATIONAL LEADERSHIP

- » *(Interdisciplinary) cooperation*
- » *Promoting a culture of improvement*
- » *Stimulating development*
- » *Result-oriented work*

### STRATEGIC LEADERSHIP

- » *Determine objectives of own section and link to UU objectives*
- » *Realise UU strategic plan objectives*
- » *Take responsibility for the bigger picture*

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. 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 actor/team member, but also in the role of leader to promote 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.*

## 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 communicate with each other?*
- » *How is our cooperation going?*
- » *To what extent are we focused on improvement?*  
*Is there room to make mistakes?*
- » *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?*
- » *To what extent does our work contribute to the goals of UU?*
- » *What is our vision on our contribution as a team, also in relation to external developments?*

## OVERVIEW OF THIS GUIDE

This guide presents conversational guidelines for team discussions and for larger groups such as departments (chapter 2) and for one-to-one conversations (chapter 3). Each (sub)chapter shows ways to facilitate conversations that may positively affect the transformation toward recognition and rewards. It is not necessary to apply all guidelines. Each guideline in each subchapter has its own purpose and depending on what you want to achieve, choose the most appropriate one.

**The second chapter** shows a method to start conversations about recognition and rewards in teams. Teams will get insight in what they want to recognize and reward and how they can achieve that.

Furthermore, we describe a method (impact back casting) to create a situation where impact is a way of working. This provides

the team with more insight in their impact, which is meaningful in itself. Also this can be used for self-assessments for visitations. Moreover, by focusing on impact in a team discussion, team members will connect more with each other and they will feel involved, which will enhance team spirit.

This chapter also takes the larger perspective into account. By using *the team canvas* groups will get more insight on what is going on and who is active on which domain. It is a hands-on guide to put the principles outlined in the vision into practice.

**The third chapter** contains ways to prepare for one-to-one conversations. They have in common that they facilitate conversations that focus on talent and qualities. They are useful to prepare for an assessment and development interview (B&O-gesprek), but also throughout the year to take a moment of reflection.



### **OUTSIDE THE SCOPE OF THIS GUIDE**

Besides discussions that lead to a culture change, the transition towards open science and recognition and rewards also needs structural change. Both cultural and structural changes take place in a national and international context. These developments regarding recognition and rewards can be followed online.

### **HELP?**

Would you like to learn more about what recognition and rewards can mean to you and your team, and how to get started? Utrecht University offers workshops to develop a personal vision and skills related to recognitions and rewards. All guidelines introduced in this guide are addressed in this workshop, too.

## 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.



## Tool A

# KRSKRT / KOERSKAART

*The KrsKrt (pron. 'CourseCard') is self-guiding and facilitates the conversation without the need for a manual or a facilitator*

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

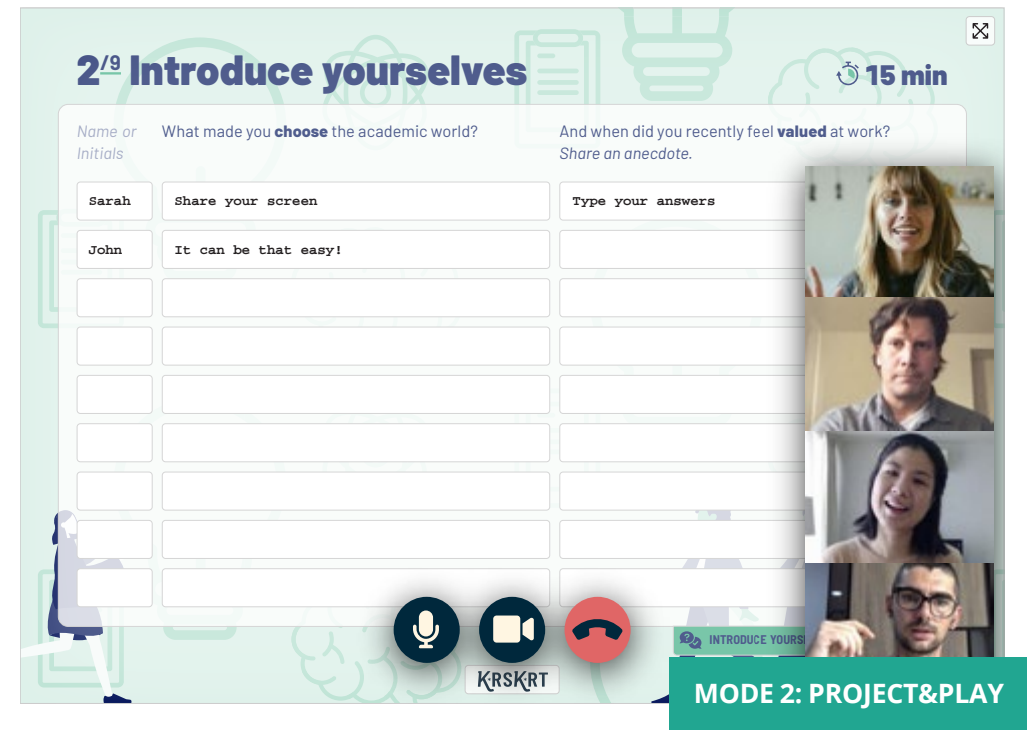
At the end of this session the team will have a plan how they, as a team, are going to contribute to a culture of recognition and rewards. It is available in English and Dutch (called 'KoersKaart') on the UU intranet, as well as other KrsKrt's.

EN



NL





### 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 KrsKrt 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 hassle of planning and preparing a workshop.

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

*Tool* **B**

# IMPACT BACKCASTING

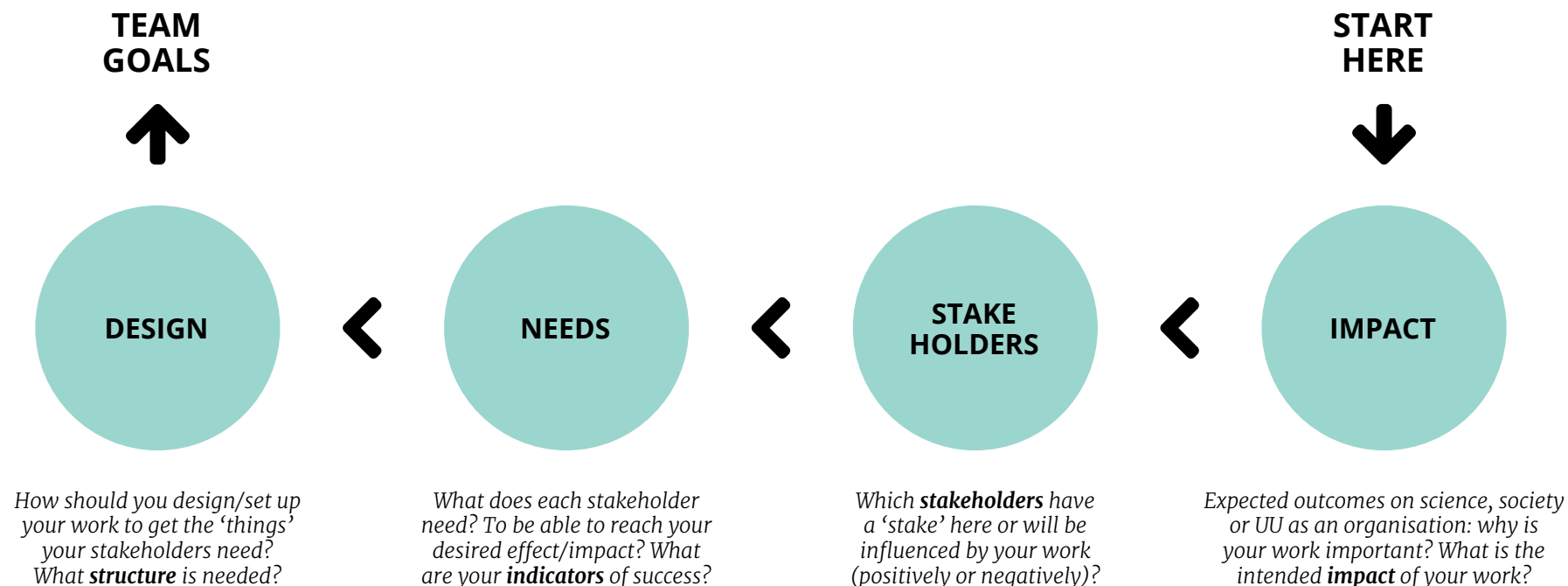
*Get more insight in the intended impact of the team*

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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).






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

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 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.

<p><b>TEAM GOALS</b> <i>What do we want to accomplish as a team?</i></p>			<p><b>START HERE</b>  <i>Which TRIPLE domain(s) will you be discussing?</i></p> <p> <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 style="width: 100px;" type="text"/> </p>
<p>  <b>DESIGN</b>  <i>How should you design/set up your work to get the 'things' your stakeholders need? What <b>structure</b> is needed?</i></p>	<p><b>NEEDS</b>  <i>What does each stakeholder need? To be able to reach your desired effect/impact? What are your <b>indicators</b> of success?</i></p>	<p><b>STAKEHOLDERS</b>  <i>Which <b>stakeholders</b> have a 'stake' here or will be influenced by your work (positively or negatively)?</i></p>	<p>  <b>IMPACT</b>  <i>Expected outcomes: why is your work important? What is the intended <b>impact</b> of your work?</i></p>
<p></p>		<p></p>	
			<p></p>



## 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 us about the impact of your work; the another 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?

## HOW TO USE THE CANVASES IN THIS GUIDE?

We have developed multiple canvases to help you guide the conversation for every TRIPLE Domain. This way it becomes more easy to have a structured conversation around every domain that actually helps you progress.

All the canvases are based on ‘reversed engineering’, by working backwards with the end in mind. This is a proven method that helps to break down a big topic to its smaller parts.

### This is what you need:

1. Get the right team of people together
2. Get a room with some wall space
3. Print or draw the canvas on a big sheet of paper
4. Have plenty of sticky notes and markers ready
5. Allow yourself 45–60 minutes of undisturbed time per domain

### And this is how it works:

1. Use one sheet per TRIPLE domain
2. Work through all the fields in the right order
3. Brainstorm and write down on sticky notes
4. Talk about your collective harvest
5. Prioritize the most important takeaways
6. Move on to the next sheet for the next TRIPLE domain






*Tool C*

# MAPPING COLLECTIVE ACTIVITIES

*Start with team members and activities*

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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.

<p><b>ACTION AGENDA</b> <i>An overview of who will do what and when</i></p>			<p><b>START HERE</b> Which TRIPLE domain(s) will you be discussing?</p> <p> <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 style="width: 100px;" type="text"/> </p>
<p><b>ASSIGNING</b> <i>Who will be executing every activity?</i></p> <p>WHO?</p>	<p><b>COMPETENCES &amp; QUALITIES</b> <i>Reflect on roles, competences and qualities of team members and profiles that are needed for each activity.</i></p> <p>HOW?</p>	<p><b>ACTIVITIES</b> <i>What has to be done?</i></p> <p>WHAT?</p>	<p><b>TEAM MEMBERS</b> <i>Who have a stake in the selected domain(s)?</i></p>
			
			
			
			
			

*Tool D*

# TEAM SPIRIT BACKCASTING

*Put the Recognition and Reward principles into practice in your team*

Team Spirit Backcasting is developed to put the principles outlined in the vision into practice by translating the TRIPLE domains to team goals, structure, indicators of quality, impact and team spirit.

*In the discussion please have eye for the interests and ambitions of the individuals with the team, the team as a whole, and how the team interacts with the larger organisation.*

Team Spirit back casting is intended to guide discussions:

- » To position a team (faculties, departments, divisions, institutes, strategic themes and focus areas, educational programs, research groups e.g., team that will be evaluated as a unit)
- » With regard to their mission, vision, strategy and goals.
- » A group can be small (e.g. a team of course coordinators) or large (e.g. a faculty, department or division).
- » These discussions will facilitate the transition to open science and specifically recognition and rewards at UU.

<p><b>TEAM SPIRIT</b> <i>What will contribute to strengthening the team spirit in the domain?</i></p>			<p><b>START HERE</b> Which TRIPLE domain(s) will you be discussing?</p> <p> <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 style="width: 150px; height: 20px;" type="text"/> </p>
<p><b>CAPACITY AND RESOURCES</b> <i>What is needed in the team to achieve team goals? How do team members (including support staff) collaborate?</i></p>	<p><b>SYNERGY</b> <i>How do domains strengthen each other?</i></p>	<p><b>DESIGN AND DELIVERY</b> <i>What is needed to optimize the quality of our work?</i></p>	<p><b>MISSION AND VISION</b> <i>What do we want to achieve? How does the UU Open Science mission impact our vision?</i></p>
<p style="text-align: center;">↑</p>			<p>↓</p>
<p>&lt;</p>		<p>&lt;</p>	

## THE TEAM SPIRIT CANVAS - EXAMPLES FOR EDUCATION AND RESEARCH WITH KEY QUESTIONS

DOMAIN	<b>MISSION AND VISION</b> <i>What do we want to achieve? How does the UU Open Science mission impact our vision?</i>	<b>DESIGN AND DELIVERY</b> <i>What is needed to optimize the quality of our work?</i>	<b>SYNERGY</b> <i>How do domains strengthen each other?</i>	<b>CAPACITY AND RESOURCES</b> <i>What is needed in the team to achieve team goals? How do team members (including support staff) collaborate?</i>	<b>TEAM SPIRIT</b> <i>What will contribute to strengthening the team spirit in the domain?</i>
<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>» How does the open science mission impact the vision behind educational programs?</li> </ul>	<ul style="list-style-type: none"> <li>» Is there alignment between educational design, learning activities and assessment? How is the education practically organized?</li> </ul>	<ul style="list-style-type: none"> <li>» Are students encountering complementary perspectives in their education (e.g. through challenge-based, interdisciplinary, and/or community-engaged learning)</li> </ul>	<ul style="list-style-type: none"> <li>» Is the collective the point of departure, or is internal competition the driving force?</li> </ul>	<ul style="list-style-type: none"> <li>» Education is team work</li> <li>» The quality of education relies on collaboration, reflective practice, a scholarly approach, and a shared mission</li> </ul>
<b>RESEARCH</b>	<b>RESEARCH LINES / PRIORITIZATION</b> <ul style="list-style-type: none"> <li>» Level at which research lines are developed</li> <li>» Dependence on funding sources and mechanisms – decide on strategy</li> <li>» Societal and scientific/scholarly relevance</li> <li>» Relation to UU strategic themes / focus areas</li> <li>» Multidisciplinary research</li> </ul>	<b>RESEARCH DESIGN</b> <ul style="list-style-type: none"> <li>» Necessary resources</li> <li>» Necessary competences (relation to team composition)</li> <li>» Human resources policy to guide and select talent as well as create a diverse research unit</li> <li>» Methodology (relation to research quality)</li> <li>» Multidisciplinary research</li> <li>» Preregistration</li> <li>» (Re)use of data</li> </ul>	<b>RESEARCH PROCESS</b> <ul style="list-style-type: none"> <li>» Forms of collaboration and co-creation</li> <li>» Integration/autonomy of team members</li> <li>» Talent development</li> <li>» Integration of PhD training in the research process</li> <li>» Expertise of team members</li> <li>» Academic culture (openness, social safety and inclusivity)</li> <li>» Research integrity</li> <li>» Sharing knowledge during research (internal/external)</li> </ul>	<b>KNOWLEDGE DISSEMINATION</b> <ul style="list-style-type: none"> <li>» Intended impact / target groups</li> <li>» Publication / dissemination strategy</li> <li>» Open access / preprints</li> <li>» Sharing data and code</li> <li>» Public engagement (in agenda setting, co-creation, public dialogue, citizen science, science communication)</li> </ul>	<ul style="list-style-type: none"> <li>» Strategic dimensions follow the logic of research planning: goals – design – process – dissemination</li> <li>» Puts SEP topics (open science, PhD training and coaching, academic culture, research integrity, diversity and talent management) into their strategic context</li> <li>» Broad range of strategic choices to allow different disciplines to articulate their strategic priorities</li> </ul>



## 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.





*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 he wants 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 himself..... 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. Trade 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

his or her 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 has more joy in his or her work when he regards it as ‘contributing to a safe workplace for the construction workers’ than as ‘cleaning up someone else’s mess’. Someone in pupils admin 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*

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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? Paint a picture that is as con-

crete as possible. Both of the behaviour and of the 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 improving someone's performance, it might be interesting to shine the spotlight 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’ – albeit big or small. To prop-

erly focus the success interview, use the positive goal as a guide to select an example. It is not about analyzing any 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 energized and proud.



**SUCCESS INTERVIEW**

(either on a 'positive exception' or something that happens more often)

- » Will 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 energized 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 energized 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*

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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.

Which 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/energizes 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 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 do 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...*

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*\* 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 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 individualization may use more group work and place the tables in clusters (so she 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*

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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 colleagues in 'B&O' or more informal development or performance reviews 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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