

Developing a sustainable supply of leaders a partnership between Pon and ORMIT



Case study for the EFMD
Excellence in Practice Awards 2010

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1. Introduction

Partnership in Learning and Development

This case study guides you through how the collaboration between ORMIT and Pon came about, and how it developed into a strategic MD partnership. Our collaboration dates back to 2005. Pon set itself the objective of taking more managers from its own pool of talent with the objective of forming a powerful company; working as a team meeting the challenges posed by its business environment. ORMIT has been supporting Pon since then by acting as a partner to discuss MD objectives with, and translating these aims into a Learning & Development framework. In this case study, we demonstrate the impact of our joint initiatives on achieving Pon's strategic objectives.

PON (Client company)

Pon is one of the Netherlands' largest family-run companies. With over 10,000 employees in 12 different countries, it aims to offer the best proposition to its customers - a proposition built on selling premium products from top suppliers, and offering additional services such as maintenance, repair, leasing, rental and funding.

It's the people at Pon that make the difference; they take a pride in working with the brands and with Pon. The company's core values are summarised in the abbreviation COSTA: Commitment, Originality, Simplicity, Teamwork and Ambition.

ORMIT (Learning & Development partner)

ORMIT specialises in implementing effective behavioural changes among managers, changes that are adapted to the challenges of the organisation in which the managers work. Since 1994, ORMIT has selected, trained, coached, challenged and developed hundreds of managers. As a result, the company has gained broad expertise in the area of Management Development (MD). Organisations call upon ORMIT to apply this expertise to resolving their MD issues by deploying and developing management trainees and organising management development programmes.

2. The challenge: developing a sustainable supply of leaders for strategy deployment, now and in the future

Business challenge

Pon is a large, family-run organisation with ambitious growth plans in terms of both volume and quality. To achieve this ambition, excellent management is a must; management that enables employees to reach their full potential.

In 2005, Pon's executive board reached the conclusion that too often they were forced to fill management vacancies from outside the company. Conversely, the company believed that the most reliable and cost-effective strategy is to grow your own leaders.

"Synergy and Service"

At the same time, the company's strategic ambition was to become more of a **service** organisation in addition to a trading organisation and stimulate greater **synergy**, exchange and **collaboration** within and between the various parts of business. Pon was keen to create a culture that would bring people together - particularly in a period of exponential growth - as well as develop a well-oiled machine for its customers and provide career opportunities both within and outside each business division.

The managers were to become 'change agents' in achieving these desired developments. Not only did managers need to change their own mindset and behaviour in line with corporate strategy, they also needed to guide their colleagues' necessary behavioural changes.

Desired impact

- ◆ to fill 75% of management vacancies with internal candidates within 5 years;
- ◆ to develop the right attitude and behaviour to support the culture and management approach desired within Pon
- ◆ to create a single culture where everyone contributes to the overall aim in their own individual way within a shared culture and shared ambition
- ◆ increased mutual understanding and collaboration between departments
- ◆ better career opportunities and the chance to switch between different divisions of the business

Ownership and stakeholders

In light of this challenge, the CEO asked the HR director of Pon Holdings to come up with a suitable plan of action. The HR director turned to the HR directors of Pon's two divisions, Pon Automotive (PA) and Pon Equipment + Power Systems (PEPS), to help him address the issue. They in turn involved the boards of the two divisions in the decision-making. Progress was reported to the CEO who 'owned' the strategic project.

3. The commitment

Wanted: a partner

In 2005, Pon invited ORMIT to provide its vision of an effective MD policy to develop leadership within the organisation in order to meet the challenges mentioned above.

The specific question was: how can MD help to:

- ◆ develop the leaders of the future such that the flow through to management roles from the company's own pool of talent would be increased;
- ◆ develop (future) managers at different phases of their careers;
- ◆ develop managers who understand and can tackle the challenges facing Pon;
- ◆ stimulate company-wide collaboration.

Pon selected ORMIT on the basis of its broad experience in supporting and advising organisations in the area of MD, its specific experience with graduate managers, and its vision that real results are achieved only if there is sufficient interaction and trust between the coach/provider and the client company.

Gap analysis

Discussions were held between ORMIT consultants, the heads of HR and the line managers in order to analyse the gap between the leadership required and current leadership. ORMIT's framework for MD (see figure 1) was adopted as the working model in this process.

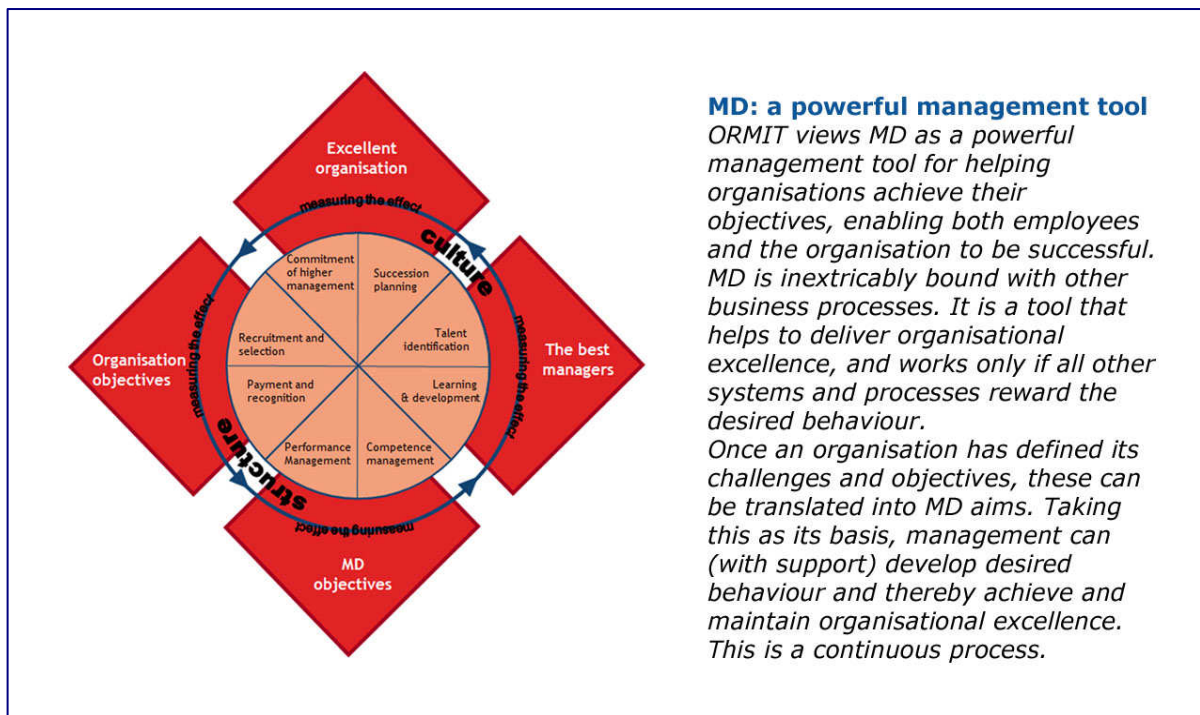


Figure 1: Management Development Framework

Shared areas for development of the "best managers"

For (potential) management at all levels these issues were important.

Shared areas of development	Specific shared competences
<ul style="list-style-type: none"> ◆ people management ◆ personal leadership ◆ culture focused on development ◆ craftsmanship ◆ management of processes ◆ collaboration and understanding of the business ◆ service and customer-focus 	<ul style="list-style-type: none"> ◆ independence ◆ the ability to think and act autonomously ◆ openness towards others ◆ receptiveness to the external world ◆ curiosity, the capacity to innovate ◆ able to apply values and standards

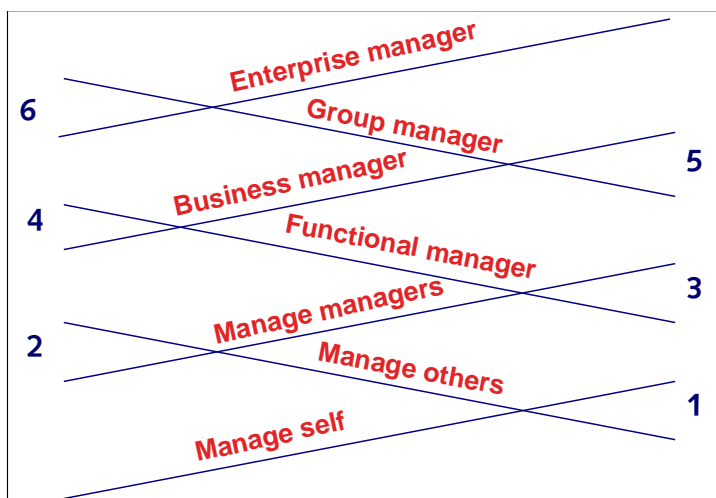
Development topics per target group

The development needs of various target groups are then derived while taking the company-specific areas as mentioned above into account. To support Pon in developing a sustainable supply of leaders for strategy deployment, ORMIT proposed a structured, systematic approach: the development of a leadership pipeline based on the concept of R. Charan, S. Drotter & J. Noel, (2001).

The leadership pipeline

In the leadership pipeline system, key requirements of leaders at different levels are identified. Leaders are developed throughout the course of their careers, with particular support provided for key job transitions. Each job transition represents a major change in job requirements. Not every managerial skill is relevant in the next phase. Each transition has:

- ◆ new (management) skill requirements
- ◆ new time applications that govern your work
- ◆ new work values



Using the leadership pipeline in organisations means:

- ◆ defining leadership in the organisation
- ◆ defining behaviour that supports the corporate strategy and values
- ◆ defining what the company expects of its talents at all levels

Aligning L&D with other HR processes

During this period, performance management and competency management were introduced to Pon Automotive. The performance management criteria and competency profiles serve as a starting point in defining development objectives. From this point onwards, the same starting points are used to identify talent and to recruit and select new managers.

L&D framework

ORMIT put together an L&D framework for Pon, and developed three consecutive programmes for different career phases and target groups:

- ◆ Young Professionals for potential future management
- ◆ Young Managers for new managers
- ◆ Advanced Managers for senior managers

Each programme runs for between 12 and 18 months. A new programme starts when enough people have signed up for it, which in practice means that the programmes are held at least once a year. Since 2005, 18 programmes have commenced: 9 programmes for Young Professionals, 6 for Young Managers and 3 for Advanced Managers. In light of their success, and good internal advertising by participants, the plan is to roll out the programmes again in 2010.

Commitment by stakeholders

The L&D framework and associated development areas are shared with the relevant Pon stakeholders. As part of this process, the stakeholders had the opportunity to make suggestions which were agreed prior to the programmes. As a result, there was explicit commitment to the project from both parties. Pon's top-down commitment was also communicated to all the programme participants, including in a speech given by the CEO at the start of each programme.

Pon and ORMIT committed to bringing the content of the L&D programmes into line with organisational developments and strategy on an annual basis. The structure of consultation in this case forms part of the measurement of results, and is further detailed in chapter 5.

4. The learning and development framework

In this chapter, we explain the specific content of the L&D framework. The illustration below plots the framework programmes using the leadership pipeline model.

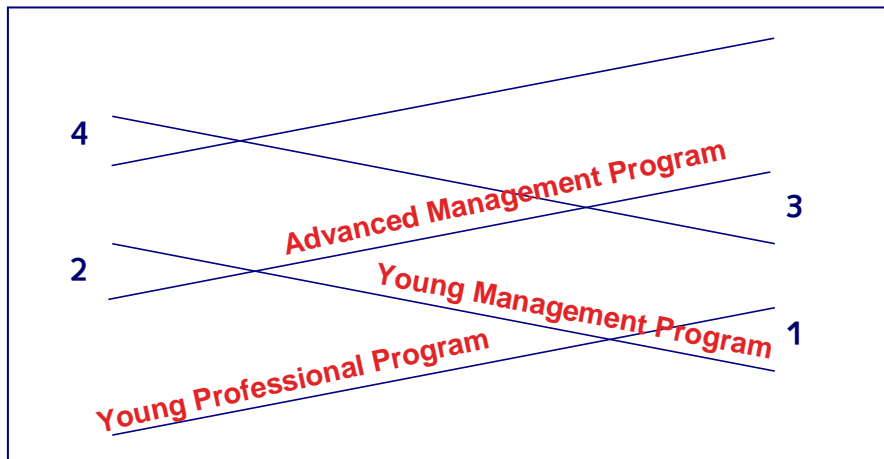


Figure 2: Three PON Programmes

The target groups and development objectives

Programme	Young Professionals	Young Managers	Advanced Managers
Entry requirements	Aged up to 30 1 to 3 years' work experience Graduate level Not a manager	Aged 30 to 35 Minimum 4 years' work experience Graduate level New manager	Aged 35 to 40 Minimum 7 years' work experience Graduate level Manager
Development objectives	Increase personal leadership in the work situation	Increase own leadership in the work situation and stimulate the same development among colleagues	Broaden personal leadership skills and find/exploit leadership opportunities within the organisation

For further detail see appendix I.

Entry requirements

The selection process to determine who will participate in the programmes is as follows:

- ◆ Define the potential participant's training needs in consultation with their line manager and HR manager;
- ◆ The participant submits a programme application to the coordinator;
- ◆ The coordinator assesses whether the participant meets the intake criteria and determines whether any explanation or tests are necessary;
- ◆ Development objectives are defined using baseline measurements derived from a 360-degree feedback system, and/or a development assessment;

- ◆ These development objectives are shared and brought into focus in a discussion with the candidate's own manager and are used to guide individual development throughout the programme.

“Shared judgement”: The Pon board and HR together assess the potential of the top 300 young managers. Based on their shared judgement, ‘high potentials’ may be considered for their next career move. If they have the right experience and are the right age, they may also be eligible for the Advanced Management Programme.

Learning methods

Learning interventions used on the various programmes are:

- ◆ Start phase: intake, assessment, 360-degree feedback, three-way discussion, kick-off and personal learning plan
- ◆ Learning interventions: core modules, personal coaching, reflective reports and personal feedback, intervision, games, action learning, assignments
- ◆ Measuring outcomes: final meeting and presentation of certificates with managers, 360-degree questions (measuring outcomes), three-way discussion, overall evaluation

An explanation of different elements of each programme and their role in the various programmes is set out in appendix II.

Programme overview

To provide an example of the design of the different programmes, we have included an overview of the Young Management development programme below. The other programmes are organised in the same way.

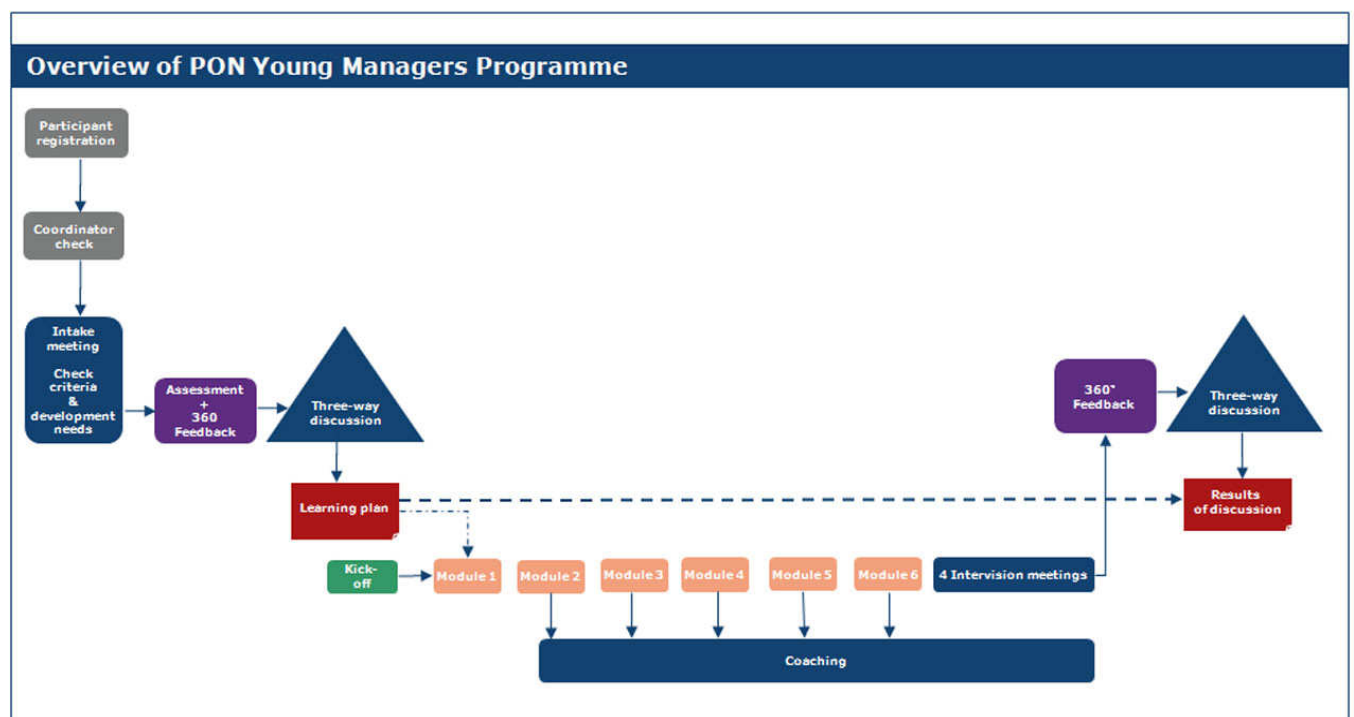


Figure 3: Programme overview

Learning Platform

The Learning Platform is used to support the programmes. This is an interactive digital platform where, on the one hand, participants can find programme information (invitations, homework assignments, assessment forms etc.). On the other hand, participants are able to exchange cases among themselves, share their experiences and post interesting articles and reports that relate to what they are learning.

Learning environments

Trainers and coaches ensure a **safe yet challenging learning environment** during training, action learning, intervision and coaching etc. They all have their own style, but what they all have in common is that they "**bring up for discussion what needs to be discussed**". They **make participants actively responsible for learning** and, while providing stimulation and encouragement. They also track the participants' process.

At the start of the learning project, the participants and coaches draw up **team agreements** with each other, about what they need to create a safe and challenging learning environment.

Transferring what is learnt into practice is guaranteed by **involving the participant's own manager, colleagues and buddies**. With careful support, participants learn to be open, and a safe learning environment is created.

5. Joint impact on the MD

Division of roles

To ensure the programme's success, everyone involved works closely together. Within this, everyone has his/her own role and responsibilities.

ORMIT – programme managers and coaches:

Focus: facilitate effective and unique learning experiences

- ◆ develop excellent programmes and engage the right coaches
- ◆ integrate business values into the programmes
- ◆ flag up factors which restrict and stimulate participants' development in the organisation and raise these in the right places
- ◆ provide advice regarding alignment between HR processes and the change in behaviour required among managers

Pon – customer/higher management:

Focus: sponsor employee development

- ◆ provide time and materials for learning
- ◆ define priorities and give the programme priority over other matters
- ◆ embed and transfer learning into working practices/the organisation

Pon - HR:

Focus: sponsor and communicate the importance of development in the organisation and make the (informative) link between programmes and organisational development

- ◆ monitor the programmes' effect on behaviour
- ◆ feed current developments and signs within the organisation through to ORMIT
- ◆ encourage applications
- ◆ highlight and change obstructive aspects of the system

Pon - direct management of the target groups:

Focus: facilitate and promote employee development

- ◆ stimulate and motivate
- ◆ provide feedback
- ◆ use performance management to monitor changes in behaviour
- ◆ provide personal support and make time available
- ◆ display exemplary behaviour

Pon - participants:

Focus: take responsibility for their own learning path

- ◆ be open to development
- ◆ attend the different programme elements
- ◆ get on with applying what they have learned in practice

Consultative structures for alignment

Objectives, results and content are updated annually at various levels by stakeholders of Pon and ORMIT.

Alignment of strategy and programmes

The MD framework was explained in chapter three. This framework is based on the organisation's objectives. These are translated into MD objectives, which are then converted into specific learning interventions. This is a continuous process. We will now take three examples to illustrate how this works in practice.

A new framework of competencies – an example of translating Pon's strategic objectives into the programmes

In line with the desired strategic development mentioned previously, Pon reviewed its COSTA business values (Commitment, Originality, Simplicity, Teamwork, Ambition) in 2008. Pon asked ORMIT to translate these values into new criteria for effective managers at the various levels and into the development programmes. ORMIT worked with Pon to develop a framework with the desired behaviour for each (management) level. All the programmes were then reviewed on this basis. Some of the emphases shifted, and certain elements were replaced where necessary. Appendix III includes the results of the "teamwork" business value transition as an example.

Crisis period – an example of how we incorporated issues of current concern to Pon into the programmes in the short-term

The crisis that manifested itself in 2008 also took its toll on Pon. Pon told its employees that, despite all the cut-backs, staff development would remain a high priority because the company was convinced that this would help to secure its future success. Pon banked on surviving the crisis precisely by using its people. Rather than halting the programmes, Pon asked ORMIT to help it think things through. Financially, we came up with an attractive plan that created a win-win situation, and ensured that the programmes could continue. The topics 'managing in times of crisis' and 'resilience' have a place in the programmes. This means time can be dedicated to what the managers are going through, and that we work together to create opportunities for demonstrating good leadership and seizing chances that are present right now.

A question for the future from Pon – incorporating Pon Fit into the programmes

It's not just mental health – physical health also plays a crucial role in employees' wellbeing and, as a result, how effective they are. Which is why Pon developed its Pon Fit programme. Looking ahead, Pon and ORMIT will jointly investigate how physical health can form part of the management development programmes.

The programmes' impact

The impact of the MD framework was outlined using Jack J. Philips' 'ROI methodology model'.

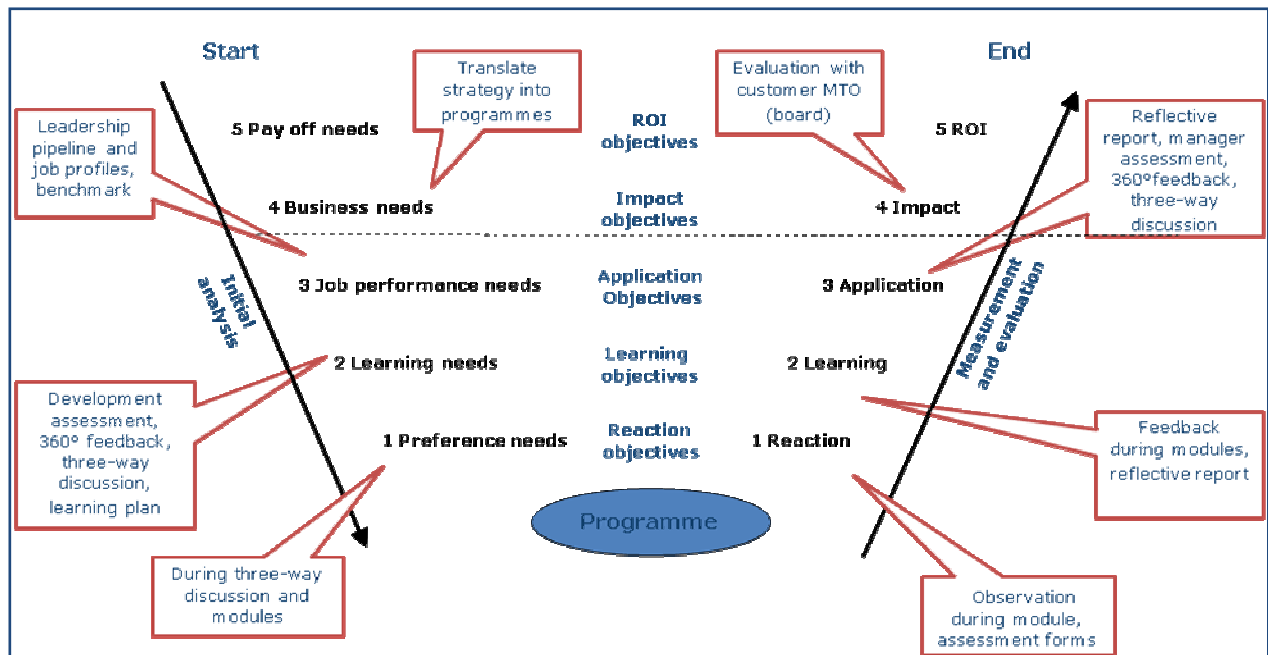


Figure 4: The ROI methodology model' (Source: Jack J. Philips. ROI Institute)

This model goes through various steps to translate the business need into a planned learning intervention. This process was described in detail in the previous chapter. The effect of the Return on Development learning intervention was then evaluated at the same levels. At level 1 and 2 impact measurement is relatively simple and clear. The assessment forms, reflective report and programme managers observations provide an accurate indicator of this. At level 3 and 4 it's more difficult to measure results. While the effect of this is indirect, and difficult to set apart from other events and interventions, a number of tools provide clear insight into the effects at these levels.

Level 1 – How are programmes assessed?

The assessment forms measure each module as well as the overall programme:

- ◆ alignment of intervention with learning styles;
- ◆ alignment of content, depth and target group's working styles;
- ◆ relevance of what has been learned to a person's own work situation.

Below are the assessments of the programmes to-date (on a scale of 1 to 10):

- ◆ Young professionals: 7.9 (9 groups)
- ◆ Young management: 8.1 (6 groups)
- ◆ Advanced management: 7.7 (3 groups)

Common reactions:

- ◆ 'We became a very close-knit group that learned a lot together as well as from each other.'
- ◆ 'The programme got quite confronting and challenging at times, but that brought new insights and breakthroughs which mean I now approach things differently.'
- ◆ 'The coaches are able to give everyone in a group of 14 people individual support, and the coaching makes an additional contribution.'
- ◆ 'The topics covered provided a precise definition of the issues I face at work and how to deal with them.'

Level 2 – How can you guarantee to meet personal learning objectives on the programme?

Throughout the programme, the participant, buddy and trainer monitor the participant's learning objectives, while progress in terms of personal knowledge, attitude and skills are regularly assessed (during the start phase and then later in buddy meetings, training exercises and reflective reports).

Common reactions:

- ◆ *By focusing from the outset on my learning objectives, I was able to carry this focus with me throughout the whole programme and concentrate on it both while on the programme and at work.'*
- ◆ *During the bilateral meetings with my manager, we talked after every module about the new insights I had received.'*
- ◆ *Extra attention was dedicated to my personal learning objectives in the reflective report/coaching.'*
- ◆ *'I have learned to use performance management, and now see it far more as a tool to stimulate my employees' development.'*

Level 3 – How is what has been learned really visible in (changed) behaviour at work?

This is measured along the way in the feedback meeting with the manager and buddy. The learning platform gives the buddy, manager and programme manager the opportunity to contribute, and provide feedback about the participant's ability to translate learning objectives into practice.

Overall, concrete changes in behaviour are measured during the end phase using 360-degree feedback (measurement of outcomes), the three-way discussion with the line manager and the final review. Developments are also visible in the performance management cycle. Young managers hold more effective PM meetings. More focused on the individual employee and his/her personal development in line with the department's objectives.

The fact that former participants promote the programme to their colleagues demonstrates to Pon that they have delivered great added value. Young managers who themselves were on the YP programme often advise their own staff to follow the YP programme for their personal development. Currently an average of 25% of participants on the Young Management Programme were also participants on the Young Professionals Programme. We expect a continued flow through to the Advanced programme.

Important findings

- ◆ *Around 95% of participants say that they are more self-confident, that they drive things more, and bring more to their role through their own strength and qualities.*
- ◆ *(former) Participants say that they are aware of how they can increase their own impact within the organisation in line with organisational values.*
- ◆ *Programme participants thought not only about how to fulfil their current role, but also about future ambitions. This means they are better able and more focused in defining next steps for themselves.*
- ◆ *Most of the managers say they enjoy their job more, and are better equipped to get more out of their team.*

- ◆ *The discussion turns to opportunities to move up into other departments, particularly at the point in the programme where participants express their ambitions (during final meetings) and HR or management are present.*

Level 4 – To what extent were desired impact objectives achieved through interventions in the partnership?

This is shown below for each target impact.

Business need	Impact
◆ to fill 75% of management vacancies with internal candidates within 5 years	Achieved
◆ to develop the right attitude and behaviour to support the culture and a management desired within Pon	Analysis of start and end measurement (360-degree feedback) shows an overall increase of competency level. However, these scores fluctuate (0-8%) due to increased expectations, higher self-consciousness and the timing of the end measurement (directly after programme). Concrete examples of changed behaviour and attitude are evident in three-way discussions.
◆ a culture where everyone contributes to the overall aim in their own individual way within a shared culture and shared ambition	There is increasingly a more uniform approach and better exchange of tools, ways of working etc. between business divisions. Greater uniformity in the deployment of an overarching Performance Management is an example of this.
◆ increased mutual understanding and collaboration between departments	There is a structure where more consideration is given to brands both internally in order to learn from each other and externally towards the customer in the form of cross-brand customer teams. Informally, too, people make more effort to seek each other out in different departments, especially when they know each other from a programme they were on. The role of programmes in networking has had a positive effect here.
◆ better career opportunities and the chance to move between different business units	15% of managers exploit the career opportunities outside their own business unit. <ul style="list-style-type: none"> ◆ The assessments and discussions which have been introduced make it easier to discuss career opportunities. ◆ A wider personal network and personal visibility within the organisation also have an effect.

Level 5 – What concrete financial results and other data show the impact of the programmes?

- ◆ Savings on recruitment and selection costs: with 75% (compared to 50% in 2005) of management vacancies now filled with internal candidates, Pon saves on average 20% of the annual salary of 285 managers.
- ◆ Employee satisfaction: Pon was granted the title “Top Employer” in both 2009 and 2010. This is an independent international seal of quality granted by CRF (www.crf.com) which is based on overall HR policy. In 2009, Pon scored 3.5 for training and education, and 4.5 (out of 5) in 2010.
- ◆ Developing employees and offering career opportunities retains employees/managers and means investment in development remains within the organisation.

6. Reflections and concluding remarks

Over the past few years, Pon and ORMIT have demonstrated themselves as professional partners in the area of MD. The collaboration is best described as $1 + 1 = 3$. Through open discussions, brainstorming, mutual respect, including for each other's way of thinking and a combination of theory (ORMIT) and practice (Pon), the programmes have developed into a must for all 'high potential' employees within the organisation. Whether we win the award or not, for us the collaboration is the perfect example of “outstanding partnership between companies and L&D providers”.

7. References

- ◆ Charan, R., Drotter, S. & Noel, J. 2001, *The Leadership Pipeline – How to build the leadership*, San Francisco: Jossey Bass.

Appendix I – Development objectives for the 3 development programmes

Programme	Young Professionals	Young Managers	Advanced Managers
Development objectives	<p>Increase personal leadership in the work situation</p> <ul style="list-style-type: none"> • Acquire insight into own personality, talents/strengths, and increase impact in the work situation. • Increase ability to recognise behavioural styles and proactively apply these effectively. • Understand the effects of own behaviour in interaction with other people. • Create an internal network of colleagues and promote the organisation's values and identity. 	<p>Increase own leadership in the work situation and stimulate the same development among colleagues</p> <ul style="list-style-type: none"> • Acquire and expand management skills. A lot of emphasis on practising management skills. • Understanding of own and other people's personality, qualities and talents. • Gain insight into own management style and increase ability to adapt behavioural style. • Create an internal network of colleagues and promote the organisation's values and identity. 	<p>Broaden personal leadership skills and find/exploit leadership opportunities within the organisation</p> <ul style="list-style-type: none"> • Acquire and expand management knowledge and skills and apply these in practice. Mutual exchange of experiences. • Gain insight into own preferred management styles and acquire the ability to adapt behavioural style. • Understand and increase personal effectiveness (attitude to risk and powers of persuasion). • Create an internal network of colleagues and promote the organisation's values and identity.

Appendix II – Learning interventions for the 3 development programmes

Activities	YP	YM	AM
<p>Kick-off meeting/intake Acquaintance between the participant and the ORMIT programme manager, exploration of mutual expectations, motivations and participants' backgrounds.</p>		Selection	Selection
<p>Assessment To assess where (potential) strengths lie and where there are areas for development, ORMIT conducts a thorough development assessment with the participants prior to the start of the programme.</p>		Yes	Yes
<p>360-degree form start (measurement) Form which participants use to gather information about their own behaviour at work. Various people complete the form: colleagues, line managers, possibly customers, and the participant him or herself.</p> <p>effect (measurement) At the end of the programme, the participant is again asked to complete (and to have it completed) the 360-degree feedback form to provide complete insight into development throughout the programme.</p>	Yes	Yes	Yes
<p>Three-way discussion start At the start, there is a three-way discussion between the participant, his/her direct line manager and the ORMIT programme manager. During this discussion, they talk about how they can work together to ensure the participant's development in practice.</p> <p>end The participant's development throughout the programme is evaluated (including using the recent 360-degree feedback form) and how this development can be continued after the programme.</p>	Yes	Yes	Yes
<p>Kick-off To mark the official start of the programme, there is a kick-off meeting which lasts half a day, during which the programme is explained and where participants can get to know each other and the programme managers.</p>	No	Yes	Yes
<p>Core modules Focused on specific development topics for each target group. The modules last two days (including one overnight stay) and take place every five to six weeks at a conference location.</p>	5 Modules	6 Modules	6 Modules
<p>Personal coaching To work on personal areas of development (adds extra personal depth to the rest of the programme)</p>	No	Voluntary	Fixed element

<p>Reflective reports Following each module, participants write down what they learned in the module. The report is used for participants to translate what they have learned into their own learning objectives and practical work and to put this into an action plan. They receive written feedback and tips from the trainer.</p>	Yes	Yes	No
<p>Intervision Participants advise/coach each other regarding personal and/or work-related issues in 2 intervion groups. Intervision is supported by an ORMIT consultant.</p>	Yes	Yes	Yes
<p>MBTI The Myers-Briggs Type Indicator provides constructive insight into the differences and similarities between people. The self-awareness and understanding of other people that the participants gain from this form the basis for a common language and bring depth to communication, collaboration and dealing with conflict.</p>	Yes	Yes	Yes
<p>Management game Participants are invited as fictitious management teams to turn a fictitious international company into the most successful company in the market. Being in a position to manage various business challenges, interpret important ratios, ensure risks are manageable and assess market opportunities call upon the individual's personal business ability. The management team that ultimately posts the best corporate results wins the game.</p>	No	Yes	No
<p>Action learning Participants work in two learning groups on an Action Learning assignment within the Pon organisation. This project is sPONSored by senior management and thus delivers immediate added value for both the participant and the organisation. This assignment is completed independently under the supervision of an ORMIT coach.</p>	No	No	Yes

Appendix III – The “teamwork” business value transition

	Teamwork
Advanced Management	<p>Connected management:</p> <ul style="list-style-type: none"> - effectively inspires and facilitates others to work towards the result - allows subordinates to communicate with each other and resolve problems together <p>Developing teams:</p> <ul style="list-style-type: none"> - ensures other people have clearly formulated objectives and job descriptions - values and acknowledges the team’s achievements
Young Management	<p>Connected management:</p> <ul style="list-style-type: none"> - is enthusiastic about organisational objectives and ideas which contribute to optimal team performance - organises activities to build a sense of belonging, synergy and team spirit <p>Coaching:</p> <ul style="list-style-type: none"> - evaluates behaviour and how tasks are completed with an eye on personal development - enables signs of resistance and criticism to be discussed and helps the team to think through solutions
Young Professionals	<p>Listening:</p> <ul style="list-style-type: none"> - probes during interaction to bring out all aspects of the message (including non-verbal) - summarises what the other person has said, checking his or her own interpretation <p>Communicating:</p> <ul style="list-style-type: none"> - discusses his/her ideas regarding achieving objectives with other relevant people, looks for synergy - asks other people for their opinion, is opening to calling in other people
Pon COSTA basic set	<p>Sociability</p> <ul style="list-style-type: none"> - is open to new contacts - finds it easy to talk to other people <p>Collaboration</p> <ul style="list-style-type: none"> - doesn’t think in terms of we/they - is able to see overlapping interests