



## ***My Development***

*reflecting, planning, doing & reviewing*

**A guide to personal development**

*.....above all, it's about people*



INVESTOR IN PEOPLE

# ***My Development - a guide to personal development***

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## Introduction

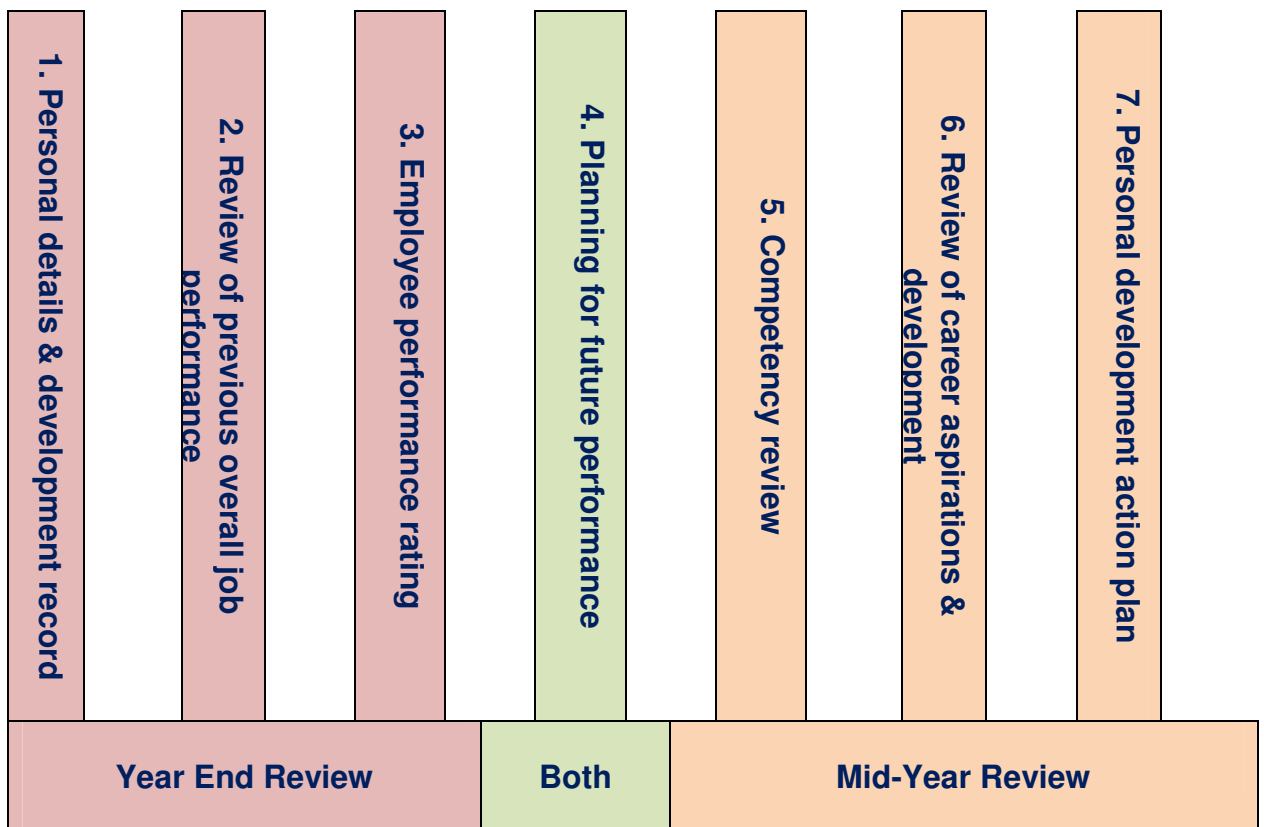
Successful businesses set goals and plan ahead. They know that in order to generate the important change and growth necessary to sustain success it is imperative to identify priorities each year and focus their energy and effort in a way that will guarantee success

The secret of achieving personal success is the same – thinking about where we want to be, setting goals, making plans, taking action and constantly reviewing our progress

The Wates Performance and Development Review (PDR) process is designed to help you do this in 2 stages:-

- **Year End Review** – 70% focus on job performance/30% personal development
- **Mid-Year Review** – 70% focus on personal development/30% job performance

### *Stages of the Wates PDR process*



A copy of the PDR form can be found on the intranet in Mine of Information/People/PDR.

This guide introduces you to personal development and explains how you can use the PDR process to help you create and use a Personal Development Plan. The guide will help you think about your job performance and your development needs; now and for the future.

## Personal Development

Personal development at Wates is about helping you to achieve your personal goals and aspirations in alignment with the company in order to help achieve the strategy, vision and values of the organisation.

Your personal development will be most effective when it's supported by your line manager, with you identifying your current needs and future aspirations and your manager helping, encouraging, feeding back and coaching you to continuously improve.

The hardest part of development planning is deciding what your needs are and how they will best be met; this guide will help you. Once you have thought about your development needs you will be in a good position to have meaningful discussions with your manager at your PDR and 1:1 meetings and coaching sessions.

As you work your way through this guide and reflect on your development needs you may want to make some notes on any insights or questions. These notes can be used to help you prepare for your development discussions with your manager. There are some pages at the back of the book where you can record your thoughts.

Most of us want to grow our capability; we want **to do things well**, we want **to do things better** and we want **to do better things**

Your capability is a combination of 4 things:-

**Knowledge** – what you know, understand and can pass on/explain to others e.g. contract law

**Qualities** – personal attributes you have and use e.g. patience

**Skills** – things you can do e.g. read drawings

**Experience** – things you have done e.g. a particularly complex project you have worked on

By continuously developing yourself and growing your capability you are increasing your **personal value** and **employability** and, by realising your full potential, you will enjoy greater job satisfaction, recognition and hopefully reward!

## To do things well

We all want to be competent and skilled at what we do. Doing things well is particularly important when you are new in a job or role, taking on new or additional tasks and responsibilities and trying to improve standards in your work. None of us can afford to be complacent and rely on past successes, we need to constantly be asking ourselves how well we are doing and make the changes necessary to continually **do things well**.

## To do things better

The next challenge is **to do things better**. We all want to be best at what we do, don't we? In order to do this we need to -

- Work on acquiring job knowledge and understanding
- Increase our professional and technical skills
- Seek continuous improvements in the way we do things
- Develop our behaviours in line with the Wates Behavioural Competencies

## To do better things

Ultimately, most of us want to continuously grow, deepen and broaden during our working lives, we want to take on bigger challenges, do different jobs, fulfil our potential and reap the appropriate rewards. This could involve -

- Changing the way you do things
- Influencing and leading others
- Taking on greater responsibility and accountability
- Taking on a new job
- Getting involved in a project or stretching assignment

For example

<b>To do things well</b>	To use project planning software effectively
<b>To do things better</b>	To utilise additional features of the software to produce reports for project and construction managers
<b>To do better things</b>	To present plan proposals to the client and train others in the use of the software

As you think about your personal development try to focus on what you *want* and *need* to achieve in your career

- ❖ What could you do to help the business?
- ❖ What could you achieve for yourself, the team and the business?
- ❖ What other roles could you do?
- ❖ What further responsibility could you take on?

**Make notes at the back of this guide as you think about these questions**

## My Best Development Ever

Personal development is most effective when we have the **energy** to fully engage with it, the **openness** to accept that learning and change may be possible and the **focus** to not be distracted from the learning opportunity. As you read this guide and reflect on your personal development consider how you feel about various development opportunities that may be available to you. How would you rate, on a scale of 1-10, your **energy, openness & focus** towards your personal development? Jot your thoughts down and continue to assess your scores as development opportunities arise for you.

Why might scores be low sometimes? What's holding back your development? What can you do to overcome any barriers to learning and developing? E.g. time pressures

When are the scores highest? Why is that? When do you learn best? E.g. when you have full support from your manager

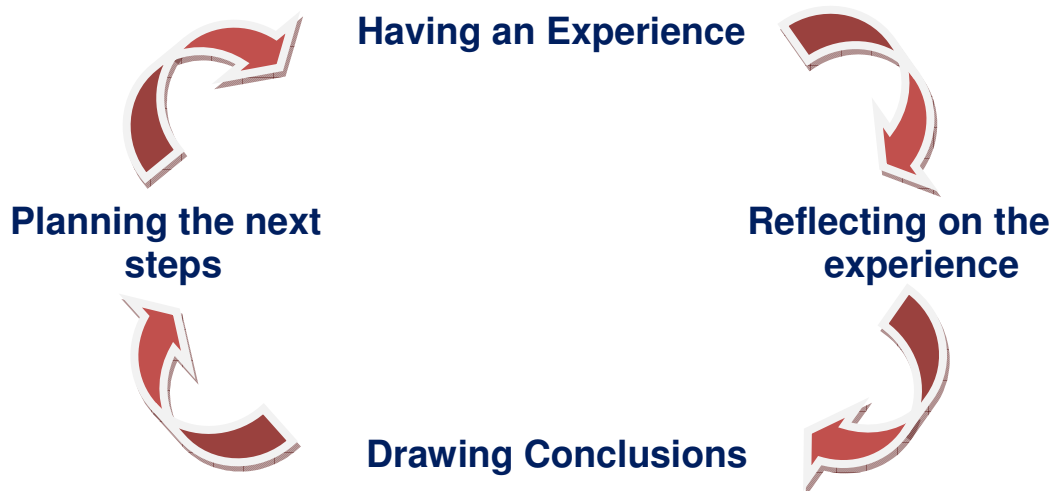
As you approach your PDR, Year End or Mid-Year, what are your scores? How can you get the most from the process? E.g. proper preparation

What needs to happen to enable you to make more effective use of all development opportunities? E.g. recognise that they are opportunities and then reflect on the learning gained and put it into practise

Please now think of an activity or experience which had a major impact on your development either personally or professionally; what made it so impactful? Why was it your best development ever?

## The Learning Cycle

The main principle of Learning Cycle is that people learn through discovery and experience and that we learn best when we go through all 4 steps in the cycle.



Think about something that you would need to learn as part of your development. What activities could you use to help each stage of the Learning Cycle to be most effective?

Element	Description	Activities which might help you learn
<b>Having an Experience</b>	The learning cycle starts with an experience; doing something which you are assigned as a task or something that happens to you at work. The key to learning is active involvement; you cannot learn by simply watching or reading about it, you need to actually do it	<ul style="list-style-type: none"> <li>• Attending a team meeting</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Reflecting on the Experience</b>	This means taking time out from the “doing”; stepping back and reviewing what you’ve done and experienced. It can help to keep a journal and also solicit feedback at this stage is key and lots of questions should be asked of those around you about your performance	<ul style="list-style-type: none"> <li>• Asking for feedback</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Drawing Conclusions</b>	This stage is all about making sense of what has happened, interpreting events and understanding relationships. You can start to make comparisons between what you have done and reflect and compare with your previous knowledge and experience	<ul style="list-style-type: none"> <li>• Reading a textbook</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Planning the Next Steps</b>	You need to consider how you are going to put this into practice; the planning stage. For learning to be useful, most people need to put it into a relevant context otherwise it may be forgotten quickly	<ul style="list-style-type: none"> <li>• Planning for the next team meeting</li> <li>•</li> <li>•</li> <li>•</li> </ul>

## Learning Styles

Based upon the Learning Cycle we can identify four distinct learning styles or preferences: **Activist, Reflector, Theorist, Pragmatist**

To help you understand your learning style a Learning Styles Questionnaire (LSQ) is included at **Appendix 1** for you to use to discover more about how you like to learn.

- Increase your own understanding of your own preference
- Understand the perception of others
- Make better choices of learning activities
- Understand why you don't learn
- Add depth to your business and personal development
- Improve your ability to coach others

### Activists

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Flexible</li> <li>• Happy to have a go</li> <li>• Happy to be exposed to new situations</li> <li>• Optimistic</li> </ul>	<ul style="list-style-type: none"> <li>• Take action without thinking</li> <li>• Take unnecessary risks</li> <li>• Do too much</li> <li>• Enjoy the attention</li> <li>• Get bored with implementation</li> </ul>

### Reflectors

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Careful</li> <li>• Thorough and methodical</li> <li>• Good at listening to others</li> <li>• Rarely jump to conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Hold back from direct participation</li> <li>• Slow to reach a decision</li> <li>• Too cautious – not risk takers</li> <li>• Not assertive – no small talk</li> </ul>

### Theorists

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Logical “vertical” thinkers</li> <li>• Rational and objective</li> <li>• Good at asking probing questions</li> <li>• Disciplined approach</li> </ul>	<ul style="list-style-type: none"> <li>• Restricted in lateral thinking</li> <li>• Low tolerance for uncertainty and disorder</li> <li>• Intolerant of anything subjective or inventive</li> </ul>

### Pragmatists

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Keen to test things in practice</li> <li>• Practical and realistic</li> <li>• Business-like</li> <li>• Technique-oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Resist anything without practical application</li> <li>• Not interested in theory or basic principles</li> <li>• Impatient with talk for talk's sake</li> <li>• Task-oriented, not people-oriented</li> </ul>

Now that you understand more about learning styles see if you can decide what activities would be most effective with each type; try to come up with four different activities for each learning style.

Learning style	Activities
<b>Activist</b>	<ul style="list-style-type: none"> <li>• Take on a project to manage</li> </ul>
<b>Reflector</b>	<ul style="list-style-type: none"> <li>• Job shadowing</li> </ul>
<b>Theorist</b>	<ul style="list-style-type: none"> <li>• Training in management models</li> </ul>
<b>Pragmatist</b>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>

What activities appeal to you most?

How can you build more of these types of activities into your development plan?

It can be useful to develop some of the other learning styles; how would you do this?

## Growing your Capability

There are 4 key steps you need to undertake to grow your capability -

1. **Identify your needs** – what do you need to develop in order to be successful in your role? Prepare you for future roles? Meet your personal aspirations?
2. **Create your plan** – prioritise your needs, draft measureable actions, ensure they are *best fit* and suit your learning style, complete the appropriate sections of the PDR form
3. **Execute your plan** – undertake the agreed actions, ensure that you approach development opportunities with energy, openness and focus
4. **Review it and revise it** – record your main learning points identify any further coaching or development needed, what support do you need to put the learning into practice? Ensure you regularly review your learning with your manager

### Identify Your Needs

It is helpful to focus on 4 areas when identifying your personal development needs:

#### **Job Performance development needs** – short to mid-term focus

- How well are you performing in your job and SMART objectives?
- What development do you need to do things well or better?
- Are there any changes in the business that will require you to work differently?
- Is your role or responsibilities likely to change in the near future?
- What development do you need to meet these changes?

#### **Behavioural Competency development needs** – short, mid or long-term focus

- Read the behavioural competencies for your level and complete the Competency Rating Worksheet at Appendix 2
- Which behaviours are you strong in?
- How can you use your strengths to overcome less strong areas?
- What areas are priorities to work on?

There is some information about the behavioural competencies in the next section; more detail can be found on the intranet under Mine of Information/People/PDR

#### **Professional & Technical development** – short, mid or long-term

- What professional or technical competencies do you need to develop?
- What Continuing Professional Development (CPD) do you need to undertake?
- How will this help you and the company?

#### **Career development needs** – mid to long-term

- What are your career aspirations?
- How realistic are your career ambitions?
- What do you need to do/change to realise your aspirations?
- What are the short, mid and long-term steps you need to take?

## Create Your Plan

Now that you've decided on some of your development needs you need to prioritise them and turn them into SMART development objectives see sections 5, 6 & 7 of the PDR form.

- Consider your short, mid & long-term development goals
- What are the specific actions you need to take to achieve each of your goals?
- How will measure your progress?
- What are your timescales?
- Consider your learning style and remember no more than a 1/3 of your development actions should be formal off-job courses
- What are the various development methods available to you - see the **Learning & Development Guide** available on the intranet under Mine of Information/People/PDR
  - ✓ Development in the role
  - ✓ Feedback/Coaching & Mentoring
  - ✓ Stretching Assignments/Job Changes
  - ✓ Courses/Workshops & Seminars
  - ✓ Reading/Other

## Execute Your Plan

Stephen Covey, in his influential book, *7 Habits of Highly Effective People*, identifies the first habit effective people develop is **Being Proactive** this simply means that you have to get on and do stuff, experience it and make mistakes if you're going to learn and grow

- Take initiative and ownership for your own development, don't wait for others to develop you
- Focus on small step change activities that you have a good chance of completing well
- Ensure that the plan is within your control
- Tell people what you're trying to do
- Don't be afraid to ask for help if needed

## Review & Revise It

Once you have produced your PDP, section 7 of the PDR, you need to ensure that it is not gathering dust in the drawer, it needs to be a dynamic document constantly reviewed, acted on and amended where necessary. You need to:-

- Keep track of your learning experiences – use the PDP and a learning journal
- Stay with the plan and amend in line with changing objectives
- Have regular progress reviews with your manager – ask for feedback and coaching and make time for it!

# The Wates Behavioural Competencies

To achieve the Wates Strategy for 2012 and beyond, the people programme will recruit, develop and retain the right people and develop the capabilities of all our employees. The Wates leadership framework and behavioural competencies introduce a common language for our leadership and people activities. They have been developed by looking at the business challenges facing Wates and talking to people around the Company to capture what great performance looks like.

The four **leadership** themes are:

- Understanding the business landscape
- Delivering value for customers
- Engaging people across the business
- Delivering on commitments

Within each theme is a set of competencies describing the behaviours required to achieve high performance and take Wates forward in a dynamic, competitive market. Together they form the building blocks of the people programme, and provide a common language across Wates for recruitment and selection, PDRs, development planning and career development.

The competencies are presented at three different levels so that a common framework and language is used for people across the business.

- Business Leadership Level for employees at Bands 1- 3
- Professional Level for employees at Bands 4 and 5
- Associate Level for employees at Band 6

The associate level competencies provide guidance for hourly paid employees who wish to progress with their personal and career development plans.

## Wates Leadership Framework and Behavioural Competencies

### Understands the Business Landscape

- **Takes a Big Picture View**  
Understands the Wates business and is alert to changes in the external market and longer term trends that will impact on the business
- **Open to and Delivers Change**  
Identifies opportunities for change, is open to and enthusiastically supports new initiatives and encourages others to embrace change.

### Delivering Value for Customers

- **Understands the Customer's Business**  
Has an in-depth understanding of the customer's business needs and builds close relationships with customers to identify new opportunities and win repeat business
- **Is a Trusted Partner**  
Builds a network of strong relationships across the customer's business and supply chain and has the credibility and confidence to successfully influence their agenda and achieve a win-win outcome
- **Creates a Sustainable Future**  
Identifies future environmental, legislative and social requirements and develops best practice to influence the industry and customer activity to the long term benefit of Wates.

### Engaging People across the Business

- **Collaborates with Others**  
Builds a real sense of common purpose and focus within and across teams to drive business growth and success, treats people with integrity and respect and values their contribution
- **Coaches and Develops People**  
Develops the skills and capabilities of self and others to deliver for the business and invests time supporting others to undertake difficult or challenging tasks

### Delivering on Commitments

- **Drives Performance and Achieves Results**  
Drives self and others to achieve, and manages risk to deliver for customers on time and on budget, whilst protecting Wates' profitability and reputation
- **Strives for Continuous Improvement**  
Drives improvements in processes, shares learning and introduces new thinking that will enhance the business as a whole
- **Makes Commercial Judgements**  
Uses a good understanding of the business and a high level of commercial awareness to make sound decisions

## How to use the competencies

Each competency has an overall description and is divided into 3 levels: Business Leadership, Professional and Associate. These reflect the level of performance expected at each career stage. Within each level of competency there is bullet point indicators showing examples of the behaviour demonstrated. This is described as High, Expected and Requires Development.

<b>Understanding the business landscape</b>	<i>This is the <b>LEADERSHIP THEME</b></i>
<b>Open to and Delivers Change</b> Identifies opportunities for change, is open to and enthusiastically supports new initiatives and encourages others to embrace change.	<i>This is the <b>BEHAVIOURAL COMPETENCY and DESCRIPTION</b></i>

<b>Professional Level</b>			<i>This is the competency <b>LEVEL</b></i>
<b>High</b>	<b>Expected</b>	<b>Development Required</b>	<i>This is the <b>BEHAVIOUR DEMONSTRATED</b></i>
Identifies new opportunities for change within own area  Is enthusiastic about change and recognises that the business needs to constantly evolve to stay ahead  Embraces change and is willing to try out new approaches	Recognises opportunities for change in own working area  Understands the need to change with the times  Open to trying new approaches & ways of working	Misses opportunities for change; is more comfortable dealing with familiar situations  Demonstrates scepticism about the business' need or ability to change and move with the times  Prefers to stick to what's been done before	<i>These are the competency <b>INDICATORS</b></i>

All Wates employees should demonstrate as a minimum the '**Expected**' level of behaviour represented by the indicators in the middle column of the Competency Guide. The column on the far left describes '**High**' levels of behaviour. Individuals demonstrating these behaviours are strong in this particular competency. If the individual is demonstrating behaviour in the far right column headed '**Development Required**', this could have a negative impact both on their own work and on their team, so development action is needed.

# Forming Development Objectives

When forming your development objectives it is helpful to consider the **AIM** model -

- ❖ **Aspirations** – you cannot be developed unless you want to be; you must develop yourself and you need to be motivated to do this; there can be no development without motivation; the basis of motivation is **aspiration** i.e. what you want, need or are driven to achieve.
  
- ❖ **In yours and the company's interests** – the organisation must benefit from your development too, if not there's no point; the trick is matching the organisation's **interests** with your **aspirations**. If you try to talk about the organisation's interests before the individual's they may feel manipulated so always start with what the employee wants and needs .
  
- ❖ **Measurable** – Development is about improving performance and it is therefore imperative that we find ways of measuring the change in performance to ensure our development has been effective.

You will remember the development objectives should be **SMART**:-

**Specific**

**Measureable**

**Agreed**

**Realistic**

**Time bound**

As you begin to finalise your development plan give careful thought to how you will measure its success.

- What needs to change?
- What will be different as a result of your development?
- How will you know you're making progress?
- What might others see or hear?
- How soon can you start?
- When will you complete the development?
- Is the timeframe realistic?

## Finalising the Personal Development Plan

The final part of the Mid-Year Review process is to summarise your agreed development actions in the **Personal Development Plan** in **Section 7**.

At the **Year End Review** you will have identified training and development needs to support the achievement of the coming year's objectives for your team member. Now you have reviewed the SMART objectives, discussed competency profile and career plans please review the existing Action Plan and **record any additional development activities**.

The revised **PDP** should be a joint agreement between you and your manager; it is likely to include development actions to help them with.

- Performance of SMART objectives
- Behavioural Competency Development
- Professional & Technical Development
- Career Development

Examples of development activities that can be undertaken at any time include new tasks and responsibilities, broadening projects, coaching and mentoring support. Use the **Learning and Development Guide** to prompt development ideas for specific competencies. This is also your opportunity to plan and record training and development needs for the following year.

No more than 1/3 of development options overall should be from formal training courses.

Development Needs/Area	Steps/Actions	Target date

Development Needs/Area	Steps/Actions	Target date

## Learning Styles Questionnaire

This questionnaire is designed to find out your preferred learning style(s)

Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style

There is no time limit to this questionnaire. It will probably take you about 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (✓). If you disagree more than you agree put a cross by it (✗). Be sure to mark each item with either a tick or a cross

- 1. I have strong beliefs about what is right and wrong, good and bad
- 2. I often act without considering the possible consequences
- 3. I tend to solve problems using a step-by-step approach
- 4. I believe that formal procedures and policies restrict people
- 5. I have a reputation for saying what I think, simply and directly
- 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
- 7. I like the sort of work where I have time for thorough preparation and implementation
- 8. I regularly question people about their basic assumptions
- 9. What matters most is whether something works in practice
- 10. I actively seek out new experiences
- 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice
- 12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- 13. I take pride in doing a thorough job
- 14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people
- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions
- 16. I like to reach a decision carefully after weighing up many alternatives
- 17. I'm attracted more to novel, unusual ideas than to practical ones
- 18. I don't like disorganised things and prefer to fit things into a coherent pattern
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done
- 20. I like to relate my actions to a general principle

- 21. In discussions I like to get straight to the point
- 22. I tend to have distant, rather formal relationships with people at work
- 23. I thrive on the challenge of tackling something new and different
- 24. I enjoy fun-loving and spontaneous people
- 25. I pay meticulous attention to detail before coming to a conclusion
- 26. I find it difficult to produce ideas on impulse.
- 27. I believe in coming to the point immediately
- 28. I am careful not to jump to conclusions too quickly
- 29. I prefer to have as many sources of information as possible – the more data to think over the better
- 30. Flippant people who don't take things seriously enough usually irritate me
- 31. I listen to other people's points of view before putting my own forward
- 32. I tend to be open about how I'm feeling
- 33. In discussions I enjoy watching the manoeuvrings of the other participants
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
- 36. It worries me if I have to rush a piece of work to meet a tight deadline.
- 37. I tend to judge people's ideas on their practical merits.
- 38. Quiet, thoughtful people tend to make me uneasy
- 39. I often get irritated by people who want to rush things
- 40. It is more important to enjoy the present moment than to think about the past or the future
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
- 42. I tend to be a perfectionist
- 43. In discussions I usually produce lots of spontaneous ideas
- 44. In meetings I put forward practical realistic ideas
- 45. More often than not rules are there to be broken
- 46. I prefer to stand back from a situation and consider all the perspectives
- 47. I can often see inconsistencies and weaknesses in other people's arguments
- 48. On balance I talk more than I listen

- 49. I can often see better, more practical ways to get things done
- 50. I think written reports should be short and to the point
- 51. I believe that rational, logical thinking should win the day
- 52. I tend to discuss specific things with people rather than engaging in social discussion
- 53. I like people who approach things realistically rather than theoretically
- 54. In discussions I get impatient with irrelevancies and digressions
- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version
- 56. I am keen to try things out to see if they work in practice
- 57. I am keen to reach answers via a logical approach
- 58. I enjoy being the one that talks a lot
- 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations
- 60. I like to ponder many alternatives before making up my mind
- 61. In discussions with people I often find I am the most dispassionate and objective
- 62. In discussions I am more likely to adopt a 'low profile' than take the lead and do most of the talking
- 63. I like to be able to relate current actions to a longer term bigger picture
- 64. When things go wrong I am happy to shrug it off and 'put it down to experience'
- 65. I tend to reject wild spontaneous ideas as being impractical
- 66. It's best to think carefully before taking action
- 67. On balance I do the listening rather than the talking
- 68. I tend to be tough on people who find it difficult to adopt a logical approach
- 69. Most times I believe the end justifies the means
- 70. I don't mind hurting people's feelings so long as the job gets done
- 71. I find the formality of having specific objectives and plans stifling
- 72. I'm usually one of the people who puts life into a party
- 73. I do whatever is expedient to get the job done
- 74. I quickly get bored with methodical, detailed work
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events
- 76. I'm always interested to find out what people think

- 77. I like meetings to be run on methodical lines, sticking to laid down agendas, etc.
- 78. I steer clear of subjective, ambiguous topics
- 79. I enjoy the drama and excitement of a crisis situation
- 80. People often find me insensitive to their feelings

### Learning Styles Questionnaire – Scoring

You score one point for each item you ticked (✓). There are no points for items you crossed (✗)

Simply indicate on the lists below which items were ticked

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

**TOTALS**

<b>Activist</b>	<b>Reflector</b>	<b>Theorist</b>	<b>Pragmatist</b>

Ring your scores on this chart and join up

<b>Activist</b>	<b>Reflector</b>	<b>Theorist</b>	<b>Pragmatist</b>	
20	20	20	20	<b>Very Strong Preference</b>
19				
18		19	19	
17	19			
16		18	18	
15		17	17	
14	18			
13		16	16	<b>Strong Preference</b>
12	17	15	16	
	16			<b>Moderate Preference</b>
11	15	14	15	
10	14	13	14	
9	13	12	13	
8				
7	12	11	12	<b>Low Preference</b>
6	11	10	11	
5	10	9	10	
4	9	8	9	
3	8	7	8	<b>Very Low Preference</b>
	7	6	7	
	6	5	6	
2	5	4	5	
	4	3	4	
1	3	2	3	
	2		2	
	1	1	1	
0	0	0	0	

## Wates Competency Rating Worksheet

For use in preparation for your PDR Development Review meeting; use the Competency Guide and select the right level for your Band.

Rated against (√): Associate \_\_\_ or Professional \_\_\_ or Business Leadership\_

Understands the Business Landscape			
<b>Takes a Big Picture View</b>			
Understands the Wates business and is alert to changes in the external market and longer term trends that will impact on the business.			
	High		Low
Importance to role	←~~~~~>		
Currently demonstrates	←~~~~~>		
<b>Open to and Delivers Change</b>			
Identifies opportunities for change, is open to and enthusiastically supports new initiatives and encourages others to embrace change.			
	High		Low
Importance to role	←~~~~~>		
Currently demonstrates	←~~~~~>		
Delivering Value for Customers			
<b>Understands the Customer's Business</b>			
Has an in-depth understanding of the customer's business needs and builds close relationships with customers to identify new opportunities and win repeat business.			
	High		Low
Importance to role	←~~~~~>		
Currently demonstrates	←~~~~~>		
<b>Is a Trusted Partner</b>			
Builds a network of strong relationships across the customer's business and supply chain and has the credibility and confidence to successfully influence their agenda and achieve a win-win outcome.			
	High		Low
Importance to role	←~~~~~>		
Currently demonstrates	←~~~~~>		
<b>Creates a Sustainable Future</b>			
Identifies future environmental, legislative and social requirements and develops best practice to influence the industry and customer activity to the long term benefit of Wates			
	High		Low
Importance to role	←~~~~~>		
Currently demonstrates	←~~~~~>		

Engaging People across the Business			
<b>Collaborates with Others</b>			
Builds a real sense of common purpose and focus within and across teams to drive business growth and success. Treats people with integrity and respect and values their contribution.			
	High		Low
Importance to role	← ~~~~~>		
Currently demonstrates	← ~~~~~>		
<b>Coaches and Develops People</b>			
Develops the skills and capabilities of self and others to deliver for the business and invests time supporting others to undertake difficult or challenging tasks.			
	High		Low
Importance to role	← ~~~~~>		
Currently demonstrates	← ~~~~~>		
Delivering on Commitments			
<b>Drives Performance and Achieves Results</b>			
Drives self and others to achieve, and manages risk to deliver for customers on time and on budget, whilst protecting Wates' profitability and reputation.			
	High		Low
Importance to role	← ~~~~~>		
Currently demonstrates	← ~~~~~>		
<b>Strives for Continuous Improvement</b>			
Drives improvements in processes, shares learning and introduces new thinking that will enhance the business as a whole.			
	High		Low
Importance to role	← ~~~~~>		
Currently demonstrates	← ~~~~~>		
<b>Makes Commercial Judgements</b>			
Uses a good understanding of the business and a high level of commercial awareness to make sound decisions.			
	High		Low
Importance to role	← ~~~~~>		
Currently demonstrates	← ~~~~~>		