# BMC Services




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## I. Overview of Services

BMC bvba is a management consultancy practice that is specialized in providing tailor-made, strategic HR solutions for international organizations.
We work together through sustainable networks: Future Search Network www.futuresearch.net.

We add value to business performance by providing advice and support built around the most advanced thinking in global management.

Our integrated solutions operate at four levels:
Whole System Applications
Organization, Change, Development and Learning Services
Team effectiveness
Individual and leadership performance.

Both local and international executives request our assistance to support their strategic or operational efforts.
Our consultants are accomplished strategic HR advisers with advanced qualifications and many years experience working in an international environment.

### Whole System Applications

- Faced with diversity?
- Complex issues you can't solve on your own?
- Encountering many stakeholders
- Limits of your knowledge?
- Top-down or bottom-up?

Our Whole System application approach facilitates multiparty solutions.
Services include:

- ✓ Assessment of issues and advice for interventions
- ✓ Workshops Whole System Change, Lange Scale Interventions
- ✓ Facilitation of Large Scale Co-creation
- ✓ Train the facilitator programs
- ✓ Reporting results of LSC workshops
- ✓ Applying LSI's, like Open Space, Future Search, Appreciative Inquiry, World Café, …

### Organization, Change, Development and Learning styles

- Aware of the changing world?
- Challenging thinking?
- Responsive and flexible?
- Living the vision?
- Real engagement?

Our Organizational Development Line focuses on self-organization networking and learning organizations.
Services include:

- ✓ Post merger and acquisition integration
- ✓ Vision and strategy development
- ✓ Organization structure facilitation
- ✓ Corporate culture analyses and implementation
- ✓ HR Systems growth
- ✓ Organization surveys and data collection

Our Learning services enable organizational agility and self-organization.
Services include:

- ✓ Developing a learning organization towards self-organization
- ✓ Competence framework development
- ✓ Needs analysis and designing tailored training
- ✓ Programs in Leadership and Management Development
- ✓ Operating internationally preparation and enablement
- ✓ Executive education

## Team Effectiveness

- ➢ Great team synergy?
- ➢ Out-performing expectations?
- ➢ Working with Commitment and excitement?
- ➢ Aligned objectives?
- ➢ Clear communication?

Our Team Effectiveness approach achieves early team performance.
Services include:

- ✓ International teambuilding
- ✓ Project team development
- ✓ Virtual team enablement and self-managing teams
- ✓ Team assessment & follow-up
- ✓ Team leadership development
- ✓ Effective communication and decision-making

## Individual and Leadership Performance

- ➢ The right people in the right place?
- ➢ Planned succession?
- ➢ Effective performance?
- ➢ Optimized individual potential?
- ➢ Informed and motivated?

Our Assessment and Individual Development services help make informed judgements and support accelerated performance.

Services include:

- ✓ Individual and leadership talent identification
- ✓ Executive and performance coaching
- ✓ Enhanced individual development towards self-leadership
- ✓ Putting together assessment and development centers
- ✓ Competence definition
- ✓ Expatriate support services

## II. Whole System Applications

Our approaches facilitate effective organization transition, applying meeting technology and methods oriented towards maximum participation through co-creation and ownership. Experience in applying Open Space, Appreciative Inquiry, Principles of Future Search and other Large Scale Intervention approaches.

### How We Add Value

A co-creative approach offers you major benefits that ease change processes. These advantages relate to relevance, support, motivation, results, collaboration, costs effectiveness..

- The outcomes of a co-creative process are highly relevant and attractive for the whole system, because participants have elaborated the results through active co-operation.

- The open and inviting character of the process stimulates broad support among the stakeholders since they are directly involved. Together all the actors involved have produced the results.

- Co-creation is highly motivating. From the start it is clear how the process to address the issue or challenge will be organized. The actors participate because they wish to. The co-creative process provides space for all the stakeholders in the room. Exploring and working with these different and common interests in open dialogue is highly motivating.

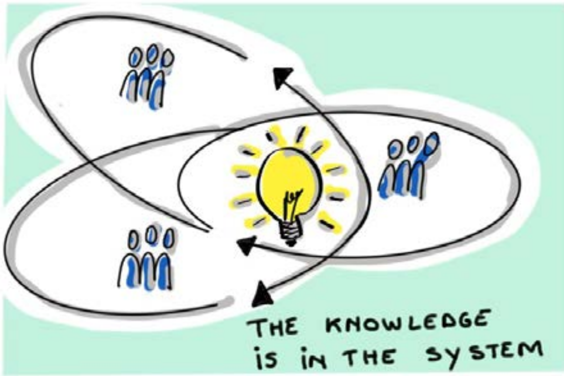
- Co-creative processes have a positive impact on the quality of the result.
  The results take into account the different perceptions, realities and interests of all parties.The quality of the output is higher and more sustainable as the results are endorsed by all participants.

- The co-creative approach prevents decisions based on unilateral perspectives, wrong decisions, the time and energy spent in separate meetings, unaddressed conflicts based on wrong assumptions and a lack of communication.
  Trusting relationships are established enabling smoother collaboration in the future.

- Co-creative processes are effective and efficient on a financial level. At first glance, it seems time and money consuming to work with the whole system in the room. In the long run however, a co-creative approach results in outcomes and projects that are supported by the whole system overcoming time and money losses through resistance and countermeasures.

## Working Principles

We design our interventions in such a way that leaders/organizations are enabled to find solutions for problems and challenges, can make decisions and can implement plans for change.
Which are the underlying principles for meetings that matter?




1. Bring the whole system in the room.
   To tackle the issue at hand, a diversity of actors needs to be involved: those who have authority, resources, expertise, information and a need to be involved.

2. Explore the whole elephant.
   A sustainable solution first of all requires a comprehensive perspective on the problems or challenges. This perspective is built on the input of all parties: their experiences, worries, hopes, interests, dreams, ideas, etc. This enables all the actors involved to develop a systemic view and to identify the connections and interdependence in the system. This holistic view allows the participants to make better choices that benefit the whole.
3. Control what you can and let go of what you can't.
   In the preparatory phase with the planning group, a maximum of control is sought (e.g. who to invite; identify a relevant topic or question). Watching over the structure and methods during the meetings with the system, creates space for exchange, dialogue and creativity.

4. Let people be responsible.
   Leadership is prepared to give responsibility to the participants in the room so that they can to create solutions. This requires confidence that the solutions are among the people in the room. The participants apply self-management by taking changing roles in the meeting, facilitator, scribing, presenting and timekeeping.

5. Find common ground
   Common ground is made up of those statements that everybody agrees on. This can only be achieved after all views have been heard and all disagreements have been made public. The major benefit of establishing common ground is increased responsibility and cooperation and fast action on matters of shared concern.

6. Use difference in opinion to get new and fresh solutions. Diversity is needed for better solutions. Real dialogue can help us integrating differences in opinion, enabling creative ideas to blossom.

## Co-creative Approach

- Together with the organization we analyze the issue and decide whether a co-creative approach is relevant and possible or not.
- A first step is that we facilitate the set-up of a planning team - preferably a mixed group of different stakeholders – that is responsible for preparing the intervention. Together we clarify roles and responsibilities.
- The planning team's first task is to determine clear goals and results of the intervention. This results in a focused question.
- The planning team validates the approach of the intervention: type of intervention, timing, identification of the actors to be involved, and the follow-up.
- The team is self-managing and experiences, while preparing the intervention, what co-creation is about.
- We facilitate the planning team in its co-creative work.
- After the intervention with the whole system, the planning team meets again to decide how to follow-up and continue the process.

## Conditions for Applying Large Scale Co-creation

Large Scale Co-creation is not just a method or workshop for working with large groups. It is a fundamentally different way of thinking about change and of organizing a change process. There are a number of essential conditions to be met:

## Top managers and leaders should

- ✓ Connect the change process with the business: both customers and the organization have to win
- ✓ Allow multiple stakeholders from outside and inside the organization to play an active and equal role in organizing the work
- ✓ Act as sponsor and create the conditions for dialogue between relevant parties. Involve different actors representing different voices in the dialogue
- ✓ Watch over a clear focus of the change processes
- ✓ Be prepared and able to live the uncertainty and complexity of these processes and allow it time
- ✓ Be prepared to build on the results of the co-creative meetings, even if these don't meet their expectations for 100%
- ✓ Engage for a long-term process. The concrete steps to be taken are not always clear upfront and are developed together with the stakeholders involved.

# III. Organization Change Development and Learning Services

Our approach is always tailor made. Together with the client we analyze the opportunities to help the organization assess itself before suggesting any solutions. Only after setting clear objectives and contracting for an intervention, including how to evaluate performance together, we will continue our approach.
We proceed by inviting relevant members of the organization to take part in the roll-out of our intervention(s), this can be through training and development programs like the example set out below or through consulting by walking around and all imaginable other applications that add value for the client.
We always apply following working principles:

- ✓ <u>Open climate – stimulating sharing, finding out, trying-out new behaviour</u>
  We belief it is essential that participants can feel at ease during a training session or workshop. Only than are people ready to try-out something different or difficult. It is the facilitator / trainers' task to make sure this climate develops.

- ✓ <u>Facilitating more than training / teaching</u>
  We belief that people can do more than they are showing / using today. In our approach a difference is made between training / teaching skills / competencies and stimulating and triggering what is already there. This is what we call facilitating – it is our way of working. We are not telling how to do it, but we offer possibilities to find out more. It is from this conviction we stimulate people to grow and develop.

- ✓ <u>Experiential learning</u>
  We belief that people will recall more when they learn by doing. This means we will provide the participants with real life situations and complex problems to deal with. Resolving these together and sharing feedback will provide opportunities to learn from each of them.
  In order to practise, we will develop situations together, that can be used by the trainees to apply their skills. The situations will be role played and (video) taped so that participants can learn more looking at themselves and each other.

- ✓ <u>Minimal theory – logbook</u>
  We belief that people do not remember a lot of theory. We will use practical checklists (do's/don'ts) backed up by relevant articles and useful theory presented in a logbook which participants may use for follow-up and as a reminder.

- ✓ <u>Buddy system & small training groups</u>
  We belief helping each other offers strong opportunities to learn. We will stimulate participants to help / coach each other during a module, but even more so in between modules acting as buddies for one another. Also it is important to create very mixed and relatively small groups of 6 participants – so that it is more easy to work on an individualized basis (personalized).

**Example of a tailormade training program delivered to a multinational firm with 500 participants spread over 2 years**

## Training objectives

- Improve personal organization (priority and time management)
- Develop teamwork & co operation (whole is more than the individual parts)
- Learn to set objectives (goals for oneself + others)
- Stress management skills development
- Learn to communicate more efficiently in all directions
- How to lead a team and apply different management styles

## Program design

Module 1 – personal organization, goal setting & basic management skills
Module 2 – self management & managing difficult situations
Module 3 – team management & working together

Module 1
We use a starting module to create a learning atmosphere – where people can be open and make mistakes as a first step towards real individual development. Participants work together and in pairs to resolve issues, do role-plays and fill out a questionnaire which will show them their influencing styles. Personal learning objectives are formulated and buddy groups created. 1 to 1 feedback sessions are used to conclude this module.

Module 2
Here we use a personal mirror for the participants using the TAIS questionnaire– providing rich information about their behavioural preferences related to performance and working under pressure. Participants are asked to fill out a web based questionnaire, the TAIS and they will receive 1 to 1 feedback before this module starts. The results are used during this module to better understand one's own behaviour and their colleagues. Outdoor exercises will illustrate what was learnt.

Module 3
The focus is on the team and how to influence each other in order to improve effectiveness and efficiency.  A number of exercises will be done to proof that 1 + 1 is more than 2, or synergy. Which roles can be distinguished and what fits me best? How can one build a (project) team even if one is not the leader.
At the end of this module the knowledge is tested for all 3 modules by a paper & pencil test. A final feedback round finalizes the training.

## IV Team Effectiveness

### Team development (alignment, building)

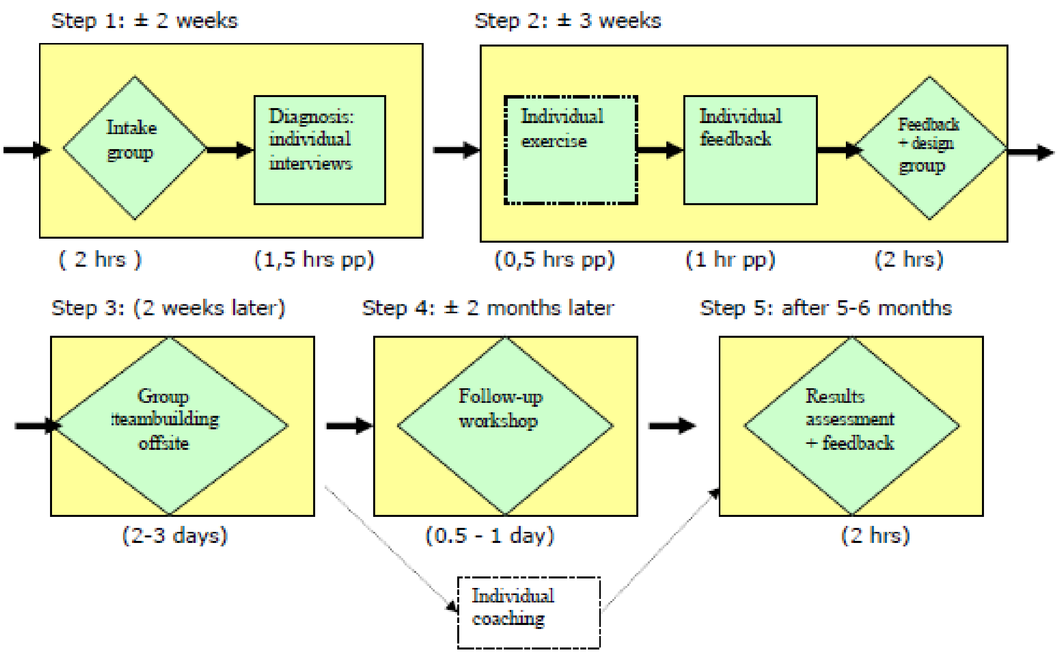
The society becomes more and more complex: think about globalization and individualization. This has also consequences for companies (organizations). In search for more efficiency and better performance companies try to do more with less people. This asks for different skills / competencies from the employees and management. One of the highly asked for skills is teamwork: being able to successfully work together – align behind shared goals even when one is not located in the same place: virtual co-operation.

The concept is also misused though – when people have their own tasks and goals which do not interfere with each other – a team approach is not needed.
BMC has developed a method that takes into account the specific situation and needs of a group of people. Whether they work physically from the same location or when they work from several locations, so called virtual teams.

### Our approach consists of 5 steps

1. Intake and diagnosis of the situation
2. Individual and group feedback and design
3. Teambuilding off site workshop
4. Follow-up workshop
5. Measurement of results and feedback

### Overview of BMC approach to team development



Step 1: Intake and diagnosis of the situation

In our approach it is crucial to understand the real needs of the team as we want to develop an approach based on the assessed expectations and gaps or needs. We therefore need basic trust – if not between members of the group at least towards the facilitator. We meet with the whole team to create buy-in and understanding. We present our basic approach and group members briefly describe their expectations / experiences. We present the idea to interview each member individually to gain a better understanding of the situation and different viewpoints that exist. It is essential in this phase that participants dare to speak freely and to trust the facilitator to keep information anonymous or confident if needed. Issues discussed during these interviews are in a random order: goals and tasks of the team, stakeholders, SWOT of team, relationships, roadblocks, ideas for improvement, link with corporate strategy, etc.. At the end of the interview one is asked to do an online questionnaire (e.g.: International TAIS) as an individual development exercise.

Step 2: Individual + group feedback and design

After people have filled out their questionnaire online, individual feedback sessions will be organized about their own results. The aim of this step is to create awareness about individual strengths + weaknesses and to have an overview of competencies and likes / dislikes of the group. Also we develop further trust between participants and the facilitator and stimulate a climate of openness about their results so that they start reflecting on individual development needs. When the last participant has received feedback the consultant meets again with the whole team (this can also be done at the start of the teambuilding workshop). The facilitator presents his feedback of the group results of the individual interviews. This includes gaps with challenges / strategy / business plan and customer feedback. It also includes major expectations / needs and provides input for the teambuilding workshop. The 'last' resistance should be neutralized here so that all team members are ready to start the off-site teambuilding.

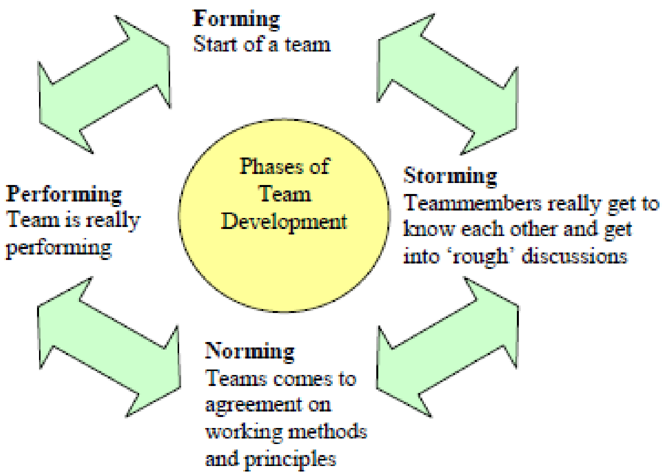
Step 3: teambuilding off-site workshop

Only now do we have the teambuilding workshop as such. Many people only regard this step as teambuilding and often mix it with events and fun instead of emphasizing the learning experience. For us it is important to organize the workshop off-site and preferably at a green / quiet location. The activities that are done have less importance than the sharing of feedback and learning of the participants as a result of it. We believe in experimental learning so the design should be developed as such. A teambuilding workshop is very energetic, participants are kept active – individually and or in (sub) group(s). The agenda is so varied and tied that people tend to forget the time until the workshop is at its end. We often work with logbooks that stimulate participants to keep track of their learnings. Both out and indoor exercises are done so that people are stimulated to use different competencies during the workshop. For more complex and challenging outdoor stuff we work together with very experienced international partners. We also could use business simulation, role-play, theatre, art-gallery, but whatever the agenda we always finish the workshop with an extensive feedback round.
During the workshop participants develop their own team action plan as well as a list of do's and don'ts. When time allows we will also share individual results of the questionnaire from step 2 and develop the team profile so that learnings and feedbacks can be fitted in a frame of reference. The facilitator(s) will keep theory input to a minimum needed to develop or provide participants with

useful knowledge that can be implemented immediately. At the end of the workshop an evaluation is made and a SMART action plan will guide the team members afterwards.

Step 4: follow-up workshop

After 2-3 months a follow-up workshop is organized. This can de done at the office premises – but a nice green location again is more stimulating. Focus here is on progress of the team. Where are they now compared to the moment the teambuilding workshop ended? 1 or 2 exercises will remind participants to principles of good teamwork and co-operation. If the team was only in the forming stage before – by now they should be in norming / performing. When this is not yet the case, countermeasures can be developed together. Much time for open and free discussions is built in during this step.




Step 5: measurement of results and feedback

To conclude our intervention we advice teams to objectively measure results of cooperation, after ± 6 months. A good way to do this is by using a 360° approach in which participants and principle stakeholders are questioned about the group activities and results over the last 6 months. This can be done by short focused interviews and/or online questionnaires. The results will be fed back to the team during a final meeting. Eventually new actions will be developed or existing actions are refocused.

**Conclusions**

Consultants of BMC have acquired a large international experience of teamdevelopment. Based on this we developed a 5 step approach that guarantees success (see list of references). Beside the 5 steps there is room for tailor made approaches – especially during the most important middle step: the teambuilding workshop. We would like to discuss any questions or specific needs you may have– we provide you with a creative answer that is our promise!

## V. Individual and leadership Performance

### Executive Coaching

For us, coaching involves developing people in an individual manner through consultation and discussion. It's rather like a tailor-made training program developed for an individual.

A coaching relationship can only start once an assessment of an individual's needs and development opportunities has been completed. This process is achieved through the PDE – a Professional Development Exercize, which is explained in a separate section.

Based on the PDE a development report is written and validated with the participant and often the hierarchy. From this a coaching contract is developed. This contract consists of an agreement between coach participant and hierarchy about performance areas to be developed by the participant, the resources that will be needed and/ or the people who need to be involved and what their role needs to be.

Typically, a series of 10 coaching sessions spread over a period of no longer than 6 months is agreed upon. Each session lasts a maximum of 2 hours. Throughout the process specific milestones are established defining what has to be achieved and by when and progress is documented in a logbook or coaching diary.

The areas defined for development are related to the participant's job so there is a direct relationship between coaching and the performance of the individual. Often development focuses on (aspects of) leadership, presenting oneself or working cooperatively.

During each session specific challenges are dealt with and the coach asks questions designed to make the participant reflect on their performance. The coaching logbook helps participants to structure their thoughts and actions. Alternative approaches for future action are discussed and the participant chooses from these to create an action plan. During the following session their progress is discussed:

- How successful was the planned action?
- What has to be changed / improved?

Often the participant's line management + HR are involved in the coaching as they can better observe and assess the results and changes in behavior of the participant.
Also they can play a role in helping the participant change.
After the fifth session a 360° feedback process is implemented in order to assess the individual progress and development of the participant.
This is done, by using short interviews or questionnaires. The results are used to adapt the coaching process where necessary. In some situations a video camera may be used to show performance advancements to the participant himself.

## The Professional Development Exercise (PDE)

1. Introduction

The PDE is a psychological assessment of an executive or manager. A report is produced describing the strengths, weaknesses, and developmental challenges of the interviewee. The report is based mainly on a 4 to 5 hour interview of the individual carried out by a consultant of BMC.

Before carrying out a PDE it is important to know the environment in which the individual operates. Therefore a lot of emphasis is put on getting acquainted with the company culture and the requirements of the position. This enables the consultants to determine the right fit of an individual in a given position.

The PDE process and in particular the interview is conducted in a non-threatening way. It is critical that the individual feels comfortable and relaxed in order to remain open to developmental suggestions.

We believe it is positive to influence and modify human behavior. The PDE can be a new start in developing the skills of an executive or manager.

2. The PDE Process

A typical PDE Process consists of the following steps:
- Getting acquainted with the company and the business issues
- Analysing the requirements of the position
- Carrying out the interview
- Feedback to the supervisor
- Writing and delivering the report
- Feedback session with the individual

3. When to use a PDE


A PDE is recommended in a variety of situations, some of which are:
- ➢ at the entry level
- ➢ before an important career move
- ➢ in the framework of succession planning
- ➢ as a management audit tool
- ➢ as a developmental tool
- ➢ as a feedback tool
- ➢ as a career counselling approach
- ➢ before considering an expatriate assignment

In some cases PDE's are used by a CEO or top management for familiarizing themselves as quickly as possible with the management team below them. This approach can be used in the following examples:
- ✓ new CEO
- ✓ mergers
- ✓ acquisitions
- ✓ venture capital
- ✓ important business change(s)

4. The PDE interview

The interview takes 4 to 5 hours and is conducted in an open unrestrictive style. The interview is semi-structured and covers the following issues:

- ✓ Educational background
- ✓ Professional experience
- ✓ Insight into business priorities
- ✓ Leadership style
- ✓ Vision
- ✓ Achievements
- ✓ Workskills
- ✓ Motivation and ambition
- ✓ Social skills
- ✓ Decision making
- ✓ Self assessment

BMC makes limited use of tests to obtain a better idea of the problem-solving ability of the interviewee. Depending on the attitude of the individual a personality test may be used. In either case the tests are processed and interpreted immediately. The consultant discusses the results with the individual.

5. The PDE report

The main body of the PDE report describes the following dimensions of the interviewee's personality:

- ✓ Intellectual style
- ✓ Emotions
- ✓ Motivation
- ✓ Interpersonal style
- ✓ Psychological insight
- ✓ Management skills

In the conclusion of the report a balance of the strengths and weaknesses of the individual is provided. Only their psychological profile is taken into account. Technical skills are not assessed. Finally, a number of recommendations about how the evaluees can improve their managerial effectiveness is made.

6. Conclusion

The PDE process is a tool for evaluating the managerial effectiveness of the interviewee. However, the difference with similar approaches is that we aim to go beyond a pure assessment by (re)launching the development of the individual. In this sense the PDE process is also a powerful tool for influencing the managerial climate of the organization.

BMC's ultimate goal is to increase the competitiveness and profitability of corporations by optimizing the behavior of their leaders and managers.

## VI CV Hans Begeer

**Education**

| | |
|---|---|
| 1976-1979 | Royal Dutch Military Academy, NL<br>Officers Degree |
| 1979-1985 | Tilburg University, NL |
| 1979-1981 | Bachelor in Sociology |
| 1979-1985 | Master Degree in Managerial or Occupational Psychology |
| 1984-1985 | Université d'Aix-Marseille III, France<br>Diplôme d'Etude Supérieure Spécialisée (DESS)<br>Psychologie Sociale et Industrielle |
| 1987-1988 | Institute for Group & Organizational Psychology (IGOP), NL<br>Process consulting program (1 year) |
| 1991 | Consultative Selling Skills, Coopers & Lybrand, Belgium |
| 2001-2002 | Professional Development Institute, Belgium<br>International Development Program – Leading Meaningful Change (1 year) |
| 2007 | Future Search, South Africa – leading meetings that matter |
| 2009 | Future Search, California – Learning Exchange |
| 2010 + 2013 | Future Search, Belgium – Training Future Search |
| 2011 | Future Search, Netherlands – Learning Exchange |
| 2014 | Future Search, Philadelphia - Master Class |
| 2015 | Future Search, Berlin – Learning Exchange |

**Key Qualifications**

Professional experience: 30 years. Extensive experience in:

- Facilitation, design and meeting development: applying meeting technology and methods oriented towards maximum participation through co-creation and ownership. Experience in Open Space, Appreciative Inquiry, Principles of Future Search and other Large Scale Intervention approaches.
- Organizational development: analysing and improving organizational structures and processes, major change program development, learning organization, translating business and strategy plans into structures, developing and / or aligning corporate culture.
- Business development: strategy workshops, strategic coaching, SWOT analysis, benchmarking, improvement programs, team-alignment, board-room consulting, business-process re-engineering, starting-up several businesses from plan to reality, Total Quality implementation.
- Leadership development: executive counselling & development, (executive) teambuilding, leadership talent scouting, seminars & workshops on leadership & coaching, management development programs, 360° feedback.
- Human resource development: training & development programs in-company and externally on a wide range of subjects, educational re-engineering, translate company strategy into HR programs, implementing change: creating buy-in, coaching and individual development, development and implementation of several tools for HR: training, assessment, recruitment and selection, appraisal, job-classification, quick scans of HRM effectiveness.

**Country experience**
United States, United Kingdom, Austria, Germany, Switzerland, Belgium, The Netherlands, Luxembourg, Portugal, Spain, France, Italy, Turkey, Russia, South Africa, Sweden, Denmark, Rumania

**Certifications** FIRO-B (1992) TAIS (1998) OPQ (2005)

**Professional experience**

| | |
|---|---|
| 1992-present | owner of BMC consultancy |
| 2012-2013 | Associate Senior Program Developer Baak Belgium |
| 2012-2015 | Member Advisory Board of Quasus |
| 1996-2006 | (Board) member of C-Square, The Consultants Federation |
| 1988-1992 | Manager at PricewaterhouseCoopers in Brussels, Belgium |
| 1985-1988 | Consultant at PricewaterhouseCoopers in Utrecht, The Netherlands |
| 1984-1985 | Free-lance consultant in France (worked for SNCF, Merlin Gerin, EDF) |
| 1983-1984 | Training co-ordinator at Pegus, Utrecht, The Netherlands |
| 1981-1983 | Researcher at IVA, Institute for Social Research, Tilburg, The Netherlands |

**Languages** Dutch (mother tongue); English (very good); German (good); French (good)

**Publications**

- Doe-het-zelf leiders – Lannoo Campus 2018 (Do it yourself leaders – a book about self-organization on individual level (leadership), team level, and organizational level)
- Cocreation is 13 myths debunked – Lannoo Campus 2$^{nd}$ edition 2016
- Co-creatie is…. 13 mythen ontkracht – Lannoo Campus 2e edition 2016
- “Overdracht bij familiebedrijven, een praktische gids voor ondernemers en consultants”, Story Publishers 2009 (conveyance of family owned SME’s, a practical guide for entrepreneurs and consultants)
- “Menselijke en organisatorisch aspecten van opvolging in de familiale onderneming” in Praktijkgids – KMO overdracht. Kluwer 2005 (Human and organizational issues of succession in family owned companies)
- Coaching for business results in Russia, 2003 (published in Russia)
- “Nouveaux rôles et exigences imposés aux managers dans un environnement changeant”, Gestion 2000 3, mai / juin 1998 (new roles and requirements for managers in a changing environment)
- “Sturen van organisatieverbetering” – Kluwer Bedrijfsinformatie, Deventer 1998 (guiding organizational improvement)
- “Leiden in Woelige Tijden”, Roularta Books Zellik 1993, 1997 (leading in turbulent times)
- “Loopbaanontwikkeling in strategisch perspectief”, M&O/4 – 1990 (career development in strategic perspective)

BMC
CHANGE & HUMAN RESOURCE MANAGEMENT

## Examples of some clients and projects

| Organization characteristics<br>Types | Size<br><50-150> | <150-500> | >500 | Ownership | | | Countries | Sector | Type of intervention<br>1= LSI<br>2= OD + Training<br>3= Team<br>4= Coaching |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Stock ex | Fam. | Gov. | | | |
| DevGen | X | | | (X) | X | | B | Biotech | 2,3,4 |
| Ablynx | | X | | X | | | B | Biotech | 2,3,4 |
| Johnson&Johnson | | | X | | | | B, NL, I, CH | Pharma | 1,2,3,4 |
| Biocartis | X | | | (x) | X | | B | Biotech | 3 |
| Roche | | | X | (x) | X | | CH, G, B, NL | Pharma | 2,3,4 |
| DSM | | | X | X | | | NL, B, F, CH | Bio, Pharma R&D | 2,3,4 |
| Flemish Government | | | X | | | X | B | Government Services | 1,2 |
| Institute of Tropical Medicine | | | X | | | X | B | R&D | 1,2 |
| Wolters Kluwer | | | X | X | | | B,NL,F,R,P,G,I | Transport +data | 2,3,4 |
| TriFinance | | X | | | X | | B,NL | Interim + | 1,2,3,4 |
| GM (Opel) | | | | X | | | G,T | Automotive | 2,3,4 |
| ATKearney | | | | X | | | B,NL,F,CH,G | Strategy Consulting | 2,3 |
| Siemens | | | | X | | | G,CH | Automotive | 2,3 |
| Gemalto | | | X | | | | F,B,G,NL | Data Cards Security | 2,3,4 |
| Thales | | | X | X | | | F | Defense Industry | 3,4 |
| Krupp | | | | X | | | G | R&D | 3 |
| Actiris | | | X | | | X | B | Government Services | 1,2 |
| Gea | | | X | X | | | Global | Technical services | 1,2 |
| Exellys | X | | | | X | | B | IT | 1,2 |
| CSC | | X | | X | | | B,F | IT | 3,4 |
| DELL | | X | | X | | | B | IT | 3,4 |
| European Commission | | X | | | | X | Eur | | 1,2,3,4 |
| Aviapartner | | X | | X | | | B | | 4 |