

Confidential

**Feedback
for
Terry Smith
Supervisor**

**Designed by
The ProCon Group
for
ProCon Credit Union**

Survey opened December 4, 2001
Compiled December 12, 2001
Number of responses: 11
Supervisor(s): 1 Direct Reports: 5 Peers, Others: 4 Self: 1

Understanding Your Feedback Report

What You Will Find Here

The report is a summary of the 360-degree feedback provided by your responders. It is in the form of charts, plus unstructured comments in your responders' own words. The information is organized according to behaviors which are relevant to your job.

First Chart Page

The first page offers a "Headline" view of your report, charting the average of how you were rated under each major heading of the questionnaire. Your own response is provided as well, so you can see how your self-ratings compare with those of others.

Second Chart Page

The next page covers the same headings, but provides more detail, reporting each one by category of responder. Being able to compare how you are viewed by various categories of responders gives you valuable information about how your behavior may vary depending on whom you're with.

Following Chart Pages

Each of the following pages focuses on one of the headings. Although they show the categories of responders in the same way as the second page, these pages report on the individual behavior descriptions in the questionnaire.

Small triangles on the graph bars show you the highest and lowest ratings you received, to help you see whether the responders were generally in agreement with each other, or provided widely varying responses. (For the sake of confidentiality, the triangles are displayed only when there are 4 or more responders.)

After each chart, you will find verbatim comments related to that particular heading. Responders often have useful information for you that cannot be communicated by numbers or graphs. These comments provide valuable detail about the impact you have on others, which of your behaviors other people appreciate, and any specific changes they would like to see.

Concluding Comments

In the next section, you will find verbatim comments entered by responders as they reached the end of the questionnaire.

Highest/Lowest Skills Summary

The final section of your report lists your two top competency headings, as seen by each category of responder. Under each competency are listed the two highest-rated behaviors. Finally, the top competency headings are displayed as reported by all responders (except yourself). These are skills that provide an excellent foundation for your work. On the next pages, you will find your lowest-rated skills, suggesting areas for further improvement.

Confidentiality

The report does not inform you about who said what -- except in the case of your supervisor and yourself. That's in order to protect the confidentiality of the responders, encouraging them to be frank and honest.

Receiving Feedback

A word about receiving feedback. It can be anxiety-producing to discover how you are perceived by those with whom you work day in, day out. It's important that you view this not as a threatening situation, but as an opportunity for learning and development.

It is human nature, when we get feedback, to remember the critical comments and to discount the affirmations. Ask this person to help you focus on the positives in the report, and avoid being overwhelmed by any negatives.

Keep an open mind. Even if behaviors are evaluated in ways that don't match how you intend to act, the report does, in fact, represent the way that other people see you.

Next Steps

It often feels difficult, and sometimes risky, for responders to provide honest feedback. You may wish to meet with yours as a group and tell them that you appreciate the feedback they provided.

At that time, you can ask for clarification and specific examples of behaviors they have mentioned. It is important to do this in a non-defensive, open manner, making it clear that you are asking this for the sake of your own development, and that no one will be penalized for what they have to say.

Personal Planning

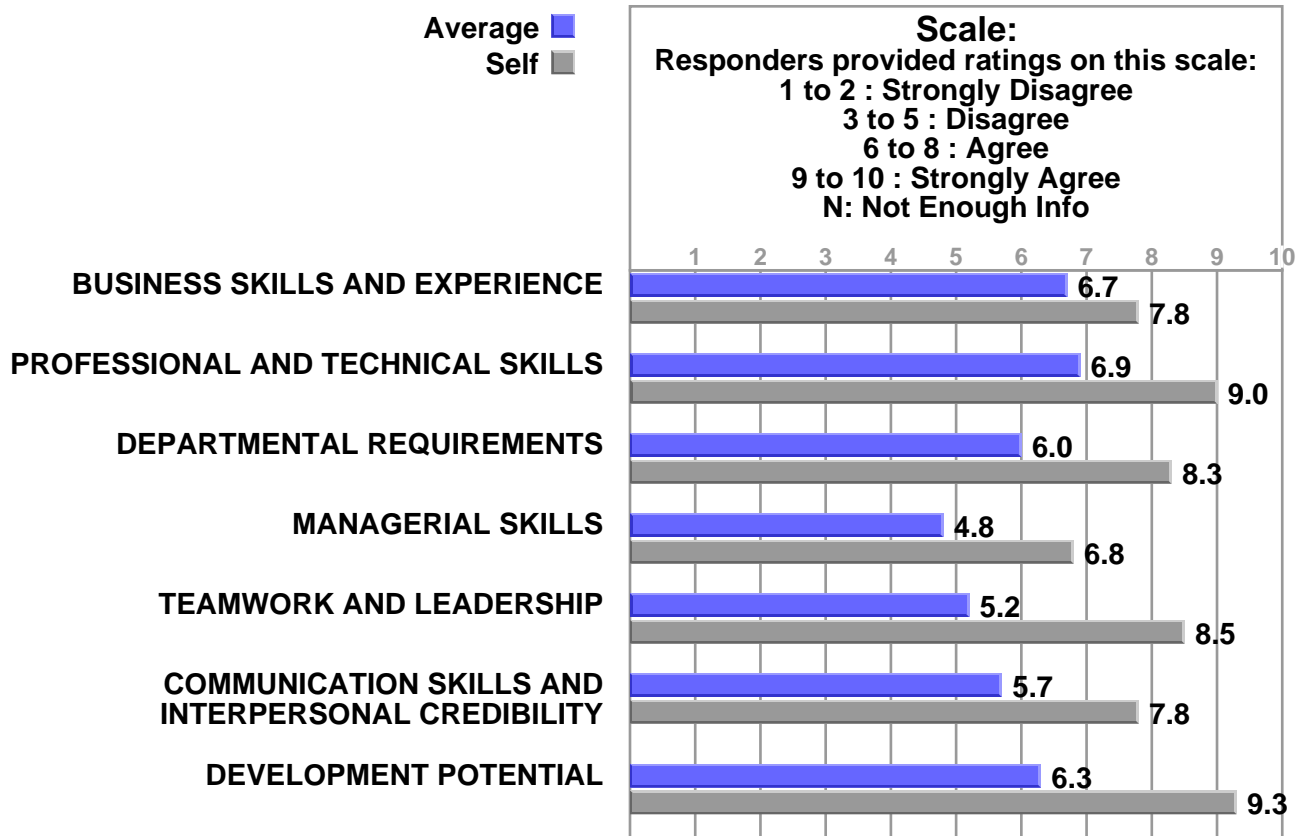
The next stage in getting maximum benefit from this report is to undertake your own personal development planning process. You may wish to seek the guidance of a coach, supervisor, or trusted mentor at this point. You will find this outline useful:

- 1) Determine your personal goals, based on what you have learned through this process. One of those goals should be to maintain the positive behaviors noted in this report.
- 2) To help yourself focus on how you would like to make changes, describe each goal in specific terms. For example, "More delegation" is vague, whereas "I intend to delegate more interesting and challenging work to my direct reports" is clear and focused.
- 3) For each specific goal, identify steps you can take that will support your development. These might include getting relevant training, finding a personal coach, using the enclosed development workbook, doing selected reading, working more closely with your supervisor, practising new behaviors, or asking for more on-going feedback.
- 4) Identify markers that will tell you that you are progressing in your development. For example, "The people who report to me will be less nervous talking to me," or "I'll complete my strategic plan on time." These markers will help you measure your changes and build in positive reinforcement.

**This report is only the beginning of a process.
Good luck and good learning as you move ahead
on your journey of self-awareness and development.**

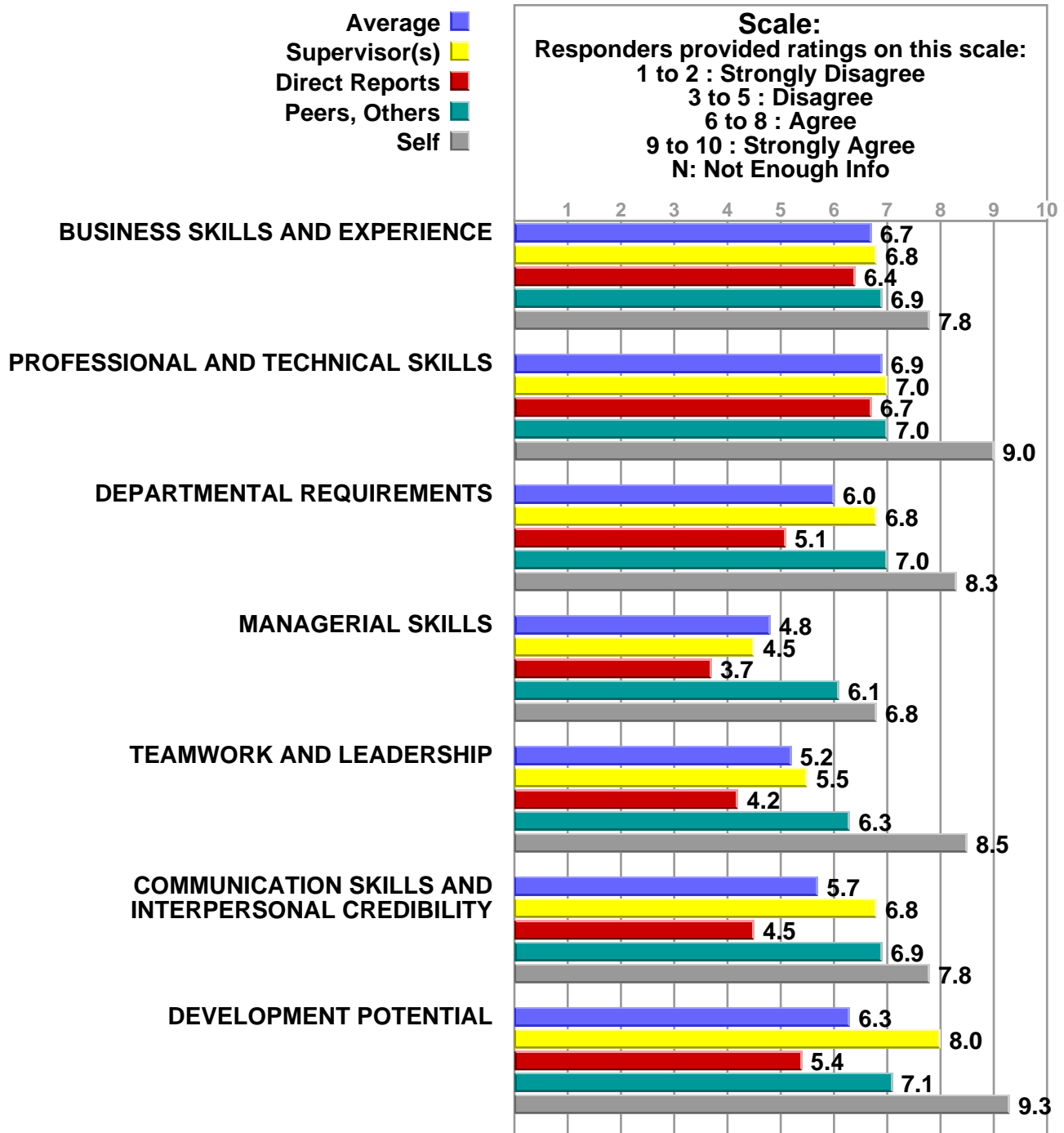
HEADLINES

Average of responses for each Heading (only Self and Average)

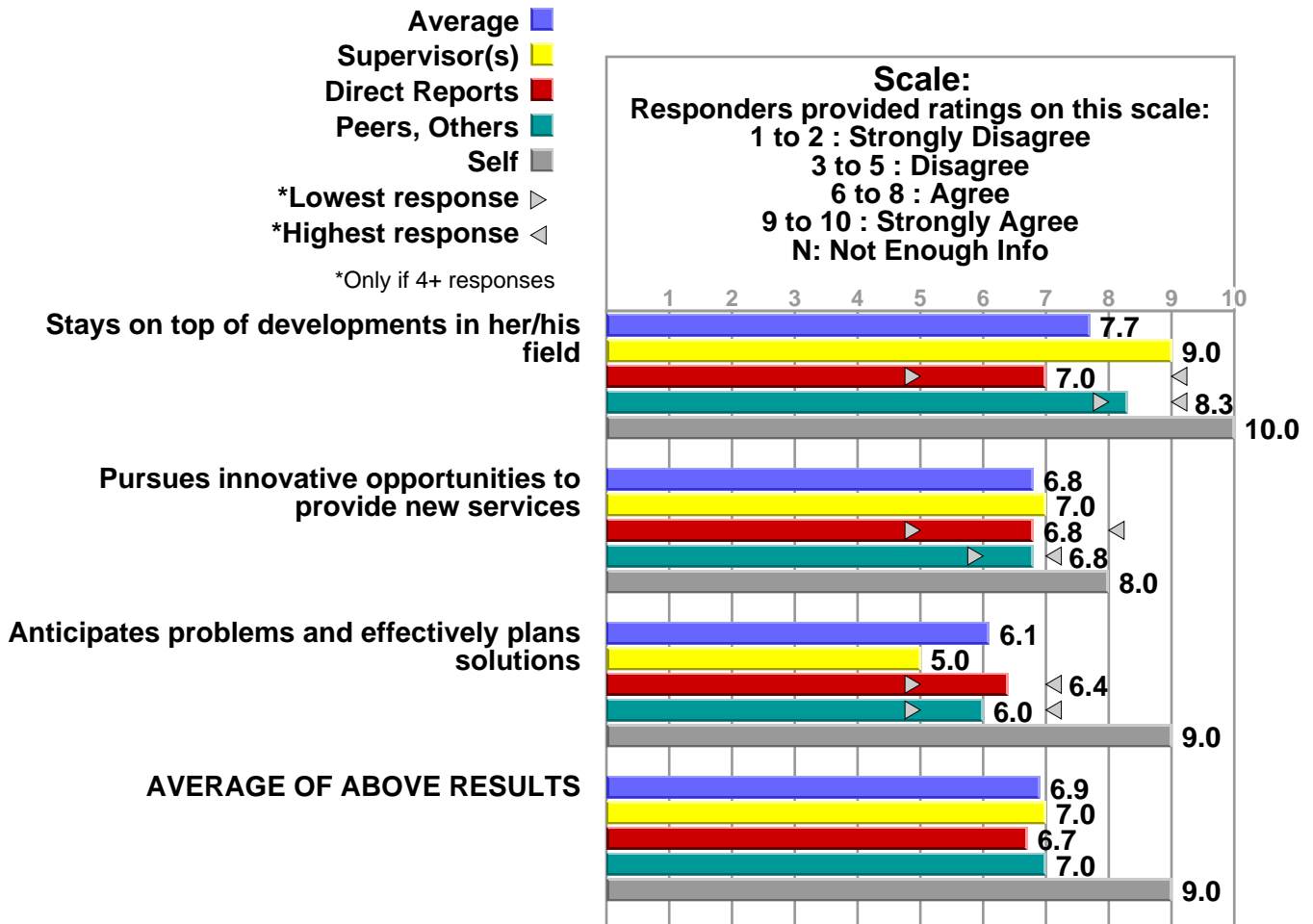


DETAILS

Average of responses for each Heading, by response category



Feedback for Terry Smith re: PROFESSIONAL AND TECHNICAL SKILLS



Unedited Comments re: PROFESSIONAL AND TECHNICAL SKILLS

Comments from Supervisor(s)

"Is constantly on the lookout for areas of improvement."

Comments from Direct Reports (random order)

"Has brought our company into the forefront of technology quickly. This has meant a challenging and exciting time for us in the department who are involved in this, but a lowering of morale for those not involved."

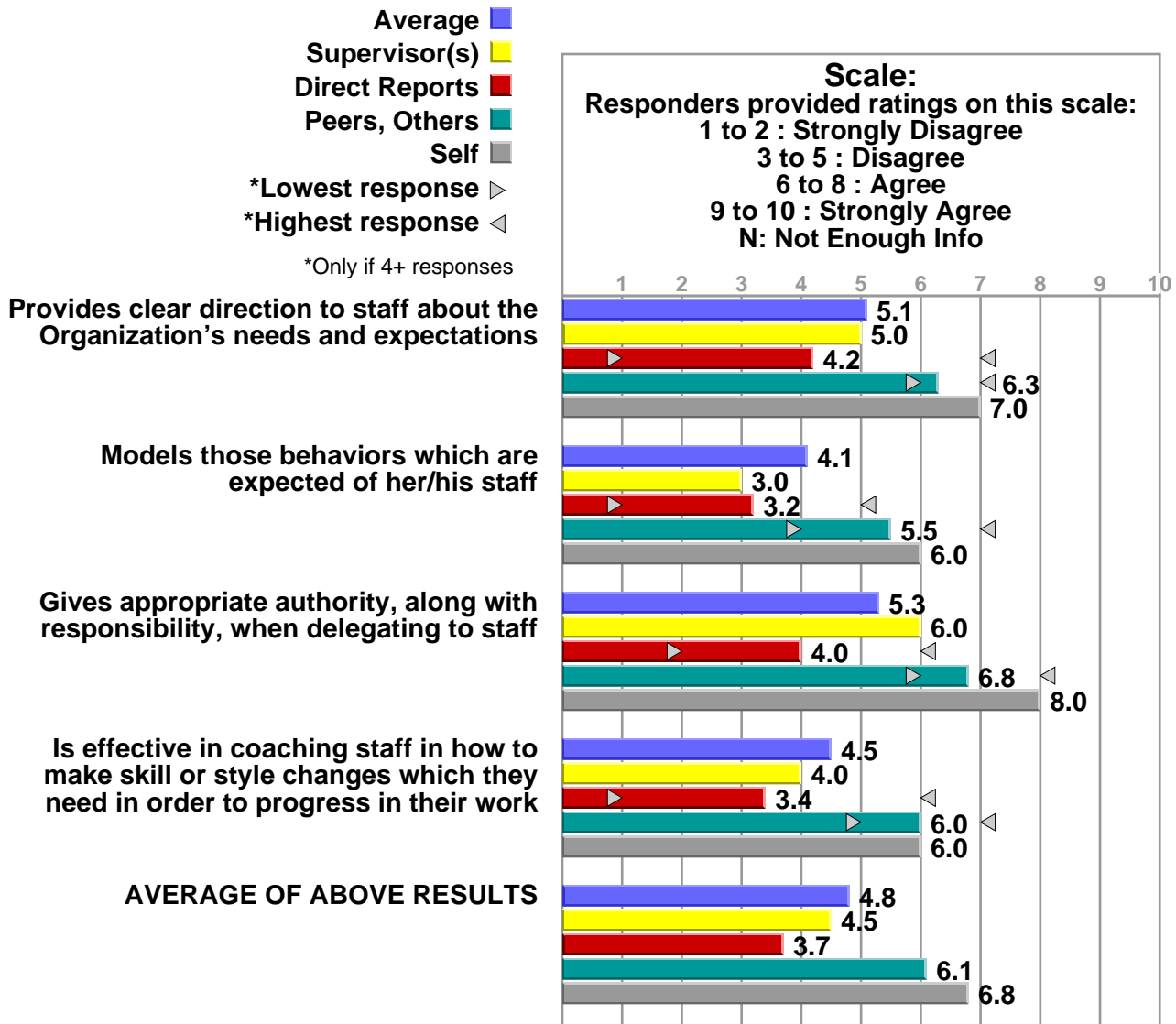
Comments from Peers, Others (random order)

"Spots difficulties ahead of time.
 Less successful getting staff on-board and pulling together."

Comments from Self

"I do my best to stay on top of developments."

Feedback for Terry Smith re: MANAGERIAL SKILLS



Unedited Comments re: MANAGERIAL SKILLS

Comments from Supervisor(s)

"Seems unclear sometimes about how to lead and motivate staff."

Comments from Direct Reports (random order)

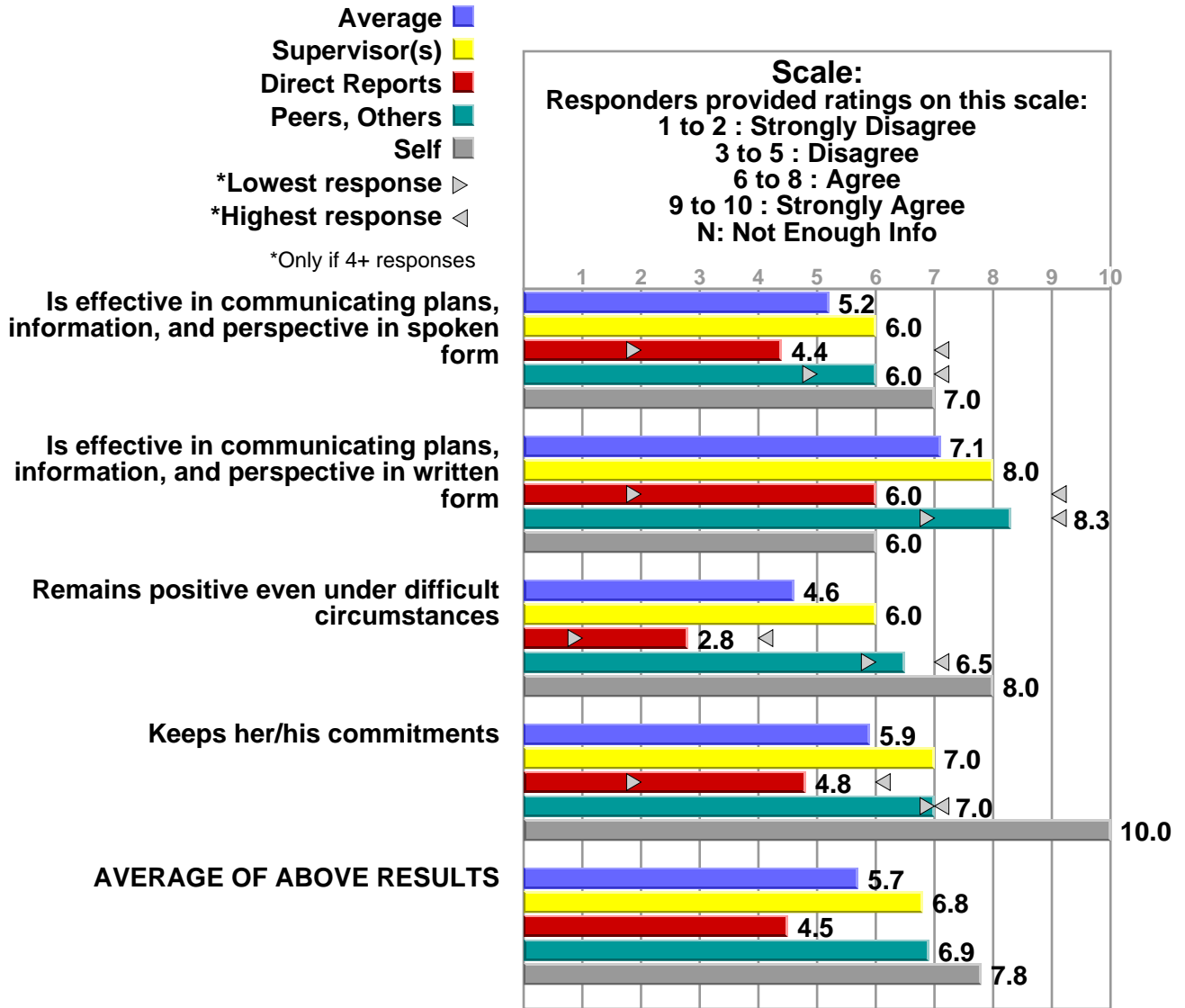
"He shouldn't ask us to do anything he wouldn't do."

"We should have weekly meetings to air concerns and deal with issues before they escalate."

Comments from Self

"I'm a little puzzled by the attitude of some of my staff. If there are problems, I wish they'd talk to me."

Feedback for Terry Smith re: COMMUNICATION SKILLS AND INTERPERSONAL CREDIBILITY



Unedited Comments re: COMMUNICATION SKILLS AND INTERPERSONAL CREDIBILITY

Comments from Direct Reports (random order)

"Gets very angry and his temper flares quickly. It's not a pretty sight. I wish he would get help in controlling that.

Doesn't respond to our e-mails."

"I actually think he's shy and insecure. That's why people think he's arrogant.

Meetings shouldn't be scheduled at quitting time."

"Seems to give the best ie the most challenging work to the loudest people in our department. I guess the squeaky wheels get the grease."

"Rarely shows any understanding of the pressures we deal with, although some improvement in the last

Feedback for Terry Smith re: COMMUNICATION SKILLS AND INTERPERSONAL CREDIBILITY

Unedited Comments re: COMMUNICATION SKILLS AND INTERPERSONAL CREDIBILITY

Comments from Direct Reports (random order)

. . . few weeks.

Causes problems by not communicating with us early enough, then lets us take the blame for bad decisions or work not completed on time."

Comments from Peers, Others (random order)

"Very quick to blame everyone else when things don't go well. Rarely takes any personal responsibility."

"Terry is smart and has a good heart....I wish he'd get some help with his team performance."

"Rude inappropriate language."

Comments from Self

"People can trust me to tell it like it is. When there's a problem with someone, things sometimes get pretty hot. But it's rarely a problem."

UNEDITED CONCLUDING COMMENTS

CONCLUDING COMMENTS

In the questionnaire, the introduction to this comment section said:
Consider these guidelines:

What do you appreciate about Terry's work style?
What are the key challenges you believe he should focus on?
What suggestions do you have about how he should do so?

Comments from Supervisor(s)

"Bottom line -- he really knows his stuff and the company really needs him."

Comments from Direct Reports (random order)

"I find it hard to understand how a person can be so clueless when it comes to people, yet so brilliant in other ways."

"He doesn't keep us in the loop, and we need that in order to do our work properly.
I'm nervous about his reaction to this feedback. I hope we won't get his anger for it."

"He seems to find it quite difficult to relate to us--even at company social events."

"He really has to learn to be more approachable and personable with all the staff."

Comments from Peers, Others (random order)

"Terry is this technically brilliant guy who doesn't quite get it, as far as people are concerned.
If he was to put half the time and energy into inter-personal skills that he devotes to providing services to the organization, he'd be fantastic!"

"Terry, you're very capable, work hard, but it's not easy to get close to you, to work side by side."

Comments from Self

"I like my job. It's a real challenge, especially the people side of it. But it keeps me thinking all the time."

Highest Ratings As Assessed by Responder Category

For each group of people who replied to the questionnaire, this list displays up to 2 of your highest-rated Headings (cluster of behaviors).

Under each Heading, this list displays up to 2 of your highest-rated individual behaviors.

Average rating is shown in parentheses.

Responder Category: Supervisor(s)

DEVELOPMENT POTENTIAL (8.0)

- Shows evidence of growth and development as a manager (10.0)
- Is willing to learn from from mistakes and successes (8.0)

PROFESSIONAL AND TECHNICAL SKILLS (7.0)

- Stays on top of developments in her/his field (9.0)
- Pursues innovative opportunities to provide new services (7.0)

Responder Category: Direct Reports

PROFESSIONAL AND TECHNICAL SKILLS (6.7)

- Stays on top of developments in her/his field (7.0)
- Pursues innovative opportunities to provide new services (6.8)

BUSINESS SKILLS AND EXPERIENCE (6.4)

- Is pro-active, responding to opportunities, solving problems, planning for action (7.2)
- Understands the business requirements and financial policies of the Organization (6.5)

Responder Category: Peers, Others

DEVELOPMENT POTENTIAL (7.1)

- Shows evidence of growth and development as a manager (7.8)
- Is willing to learn from from mistakes and successes (7.0)

PROFESSIONAL AND TECHNICAL SKILLS (7.0)

- Stays on top of developments in her/his field (8.3)
- Pursues innovative opportunities to provide new services (6.8)

Highest Ratings As Assessed by Responder Category

Responder Category: Self

DEVELOPMENT POTENTIAL (9.3)

- Is willing to learn from from mistakes and successes (10.0)
- Shows genuine appreciation for honest feedback (9.0)

PROFESSIONAL AND TECHNICAL SKILLS (9.0)

- Stays on top of developments in her/his field (10.0)
- Anticipates problems and effectively plans solutions (9.0)

All responders except Self

PROFESSIONAL AND TECHNICAL SKILLS (6.9)

- Stays on top of developments in her/his field (7.7)
- Pursues innovative opportunities to provide new services (6.8)

BUSINESS SKILLS AND EXPERIENCE (6.7)

- Is pro-active, responding to opportunities, solving problems, planning for action (7.3)
- Understands the business requirements and financial policies of the Organization (6.9)

Lowest Ratings As Assessed by Responder Category

For each group of people who replied to the questionnaire, this list displays up to 2 of your lowest-rated Headings (cluster of behaviors).

Under each Heading, this list displays up to 2 of your lowest-rated individual behaviors.

Average rating is shown in parentheses.

Responder Category: Supervisor(s)

MANAGERIAL SKILLS (4.5)

- Models those behaviors which are expected of her/his staff (3.0)
- Is effective in coaching staff in how to make skill or style changes which they need in order to progress in their work (4.0)

TEAMWORK AND LEADERSHIP (5.5)

- Helps people accomplish goals together as a high-performing team (5.0)
- Ensures that staff are recognized and rewarded for their efforts (5.0)

Responder Category: Direct Reports

MANAGERIAL SKILLS (3.7)

- Models those behaviors which are expected of her/his staff (3.2)
- Is effective in coaching staff in how to make skill or style changes which they need in order to progress in their work (3.4)

TEAMWORK AND LEADERSHIP (4.2)

- Helps people accomplish goals together as a high-performing team (3.4)
- Ensures that staff are recognized and rewarded for their efforts (3.4)

Responder Category: Peers, Others

MANAGERIAL SKILLS (6.1)

- Models those behaviors which are expected of her/his staff (5.5)
- Is effective in coaching staff in how to make skill or style changes which they need in order to progress in their work (6.0)

TEAMWORK AND LEADERSHIP (6.3)

Lowest Ratings As Assessed by Responder Category

- Helps people accomplish goals together as a high-performing team (5.8)
- Shows fairness in assigning challenging tasks to members of her/his department (6.3)

Responder Category: Self

MANAGERIAL SKILLS (6.8)

- Models those behaviors which are expected of her/his staff (6.0)
- Is effective in coaching staff in how to make skill or style changes which they need in order to progress in their work (6.0)

BUSINESS SKILLS AND EXPERIENCE (7.8)

- Makes wise tactical decisions and sticks with them (7.0)
- Understands the business requirements and financial policies of the Organization (8.0)

All responders except Self

MANAGERIAL SKILLS (4.8)

- Models those behaviors which are expected of her/his staff (4.1)
- Is effective in coaching staff in how to make skill or style changes which they need in order to progress in their work (4.5)

TEAMWORK AND LEADERSHIP (5.2)

- Helps people accomplish goals together as a high-performing team (4.5)
- Ensures that staff are recognized and rewarded for their efforts (4.8)