Welcome to giving effective feedback. My name is Bill Tourville and I am the Assistant Director for Campus Programs in the Student Activities office. If you would like additional materials or graphics pertaining to this subject please feel free to contact student activities anytime. Well let's get started.

First, let's talk about why effective feedback is important. Feedback is the processes of letting others know when they have done a great job and when their performance needs improvement. Leaders of any sized organization will need this skill to help individuals and groups grow. Every day, we face many opportunities every day for feedback, but being intentional and meaningful is essential for effective feedback. Effective feedback is a skill that has taken a back seat in communication today. We text, email, and call each other on the phone more than often talking with each other. This type of communication, called asynchronous communication, is not a very effective form of communicating feedback, because we lose the largest part of communication….non-verbal cues. A recent UCLA study found that about 93 percent of all communication is non-verbal. For example, I can say "I don't feel good" (monotone) You have no idea why I am not feeling good, You cannot here inflection in my voice. I could say "I don't feel good" (Sick) and you would know that I am sick, but you wouldn't know if I am pointing to my stomach, back, or head. It is for this reason that effective feedback is always given in person. Furthermore, the millennial generation has grown up with little exposure to giving or receiving feedback. Hence the need to being even more adapt to effective feedback.

OK, well now we know why we need the skill, but how do we know when to give feedback. This first step to effective feedback is training yourself to observe actions and behaviors in those you lead. You want take good notes of others behavior in formal and informal situations. It is very important to observe someone's actions, facial expressions, movements, and body language for context. It is also extremely important to make notes, because effective feedback has to be specific. Just saying "you did a good job" or "you need to do better" is not effective feedback. A good example of positive feedback might be, "I

notice on Tuesday during the dance you went out of your way to help one of the new members get to their spot because they looked confused. That's what we are all about, and you made his/her day." An example of effective constructive feedback might be, " At the event on Saturday night you were on your phone almost the entire evening. When you are unavailable to assist with setup it brings down the whole team. Other's noticed your behavior and it may have a big impact on your status with the rest of the organization." As you noticed the feedback had some very distinct sections.

When giving feedback it is important to include the WHAT, WHEN, WHERE, WHY, and HOW. You want to include what behavior your observed, When and Where the action took place. More importantly, you need to address why the action or behavior was important for the individual, the group or organization, and MSU as a whole. The WHY and How are the most important part of the feedback, because its helps the person understand the importance behind the feedback. Including all this information in feedback will at first be a daunting task. That's why it's important to prepare.

When giving feedback it's important to prepare. The first step is selecting a location. When giving feedback, especially constructive feedback, it's important to make sure you are in a quiet private area. You don't what others to overhear the conversation or interrupt you. Next it is very important that you conduct the feedback setting or standing directly across from each other. Direct eye contact helps to convey the importance of the feedback and eliminate any possible miss communication. Being prepared also includes a lot of practice. Only after giving feedback on consistent basis, will you become well versed in the process. Also, feedback is as much a skill and a style. You'll learn a lot how your style helps or hurts the feedback process. Brainstorming with someone experienced in feedback is very useful. Being ready for common behaviors is essential to effective feedback. Before we move on to more of the particulars for constructive feedback let's talk about balance. We all have been meetings where everyone complains; no one likes those meetings. The same principle applies to feedback; no one

likes someone who always is giving constructive feedback. It is always important to give out 5 times the amount of positive feedback as constructive feedback. This shows that you care about others, re-enforces good behavior, builds trust, and builds equity to cash in when you need to be constructive.

However, when constructive feedback is needed there are a couple of tips to help the process. First, do not be confrontational. Frame all feedback in a future focused mindset. For example, do not dwell on what the person did wrong; rather, focus on what they will do next time. This is where the WHY comes into play, because during constructive feedback you are attempting to prevent future action that may be unproductive. It's also important to constantly demonstrate that you are critiquing the action, not the person. You may like someone outside of work, but they are not the best worker. This will often be the case for student leaders. Besides being non-confrontational, it is important to begin by asking a question. Say, you saw a resident playing video games all night after they just told you they are having trouble with grades. You might start off the conversation, "So how was studying last Wednesday night before your big test?" Asking the question lets them tell their side of the story, you find out if there were mitigating factors, as puts them into a position of control. 99 percent of the time people know when they did something they shouldn't have.

Some things to stay away from during constructive feedback is problem solving. Giving them the answer right away does no good. Asking them how they will change their behavior is important. Asking questions is always preferred to giving advice. Finally, letting emotions spiral out of control is not productive either. There will be times when people become emotional upset, angry, displease, or despondent. When emotions take over the brain cannot think rationally. It is best to acknowledge that the person is upset or crying. Then you should set up a time to talk again. This gives both sides time to process what was said and how they feel. It is imperative that you meet again to process the behavior. Dealing with constructive feedback and emotions is difficult. The first few times will be very

uncomfortable, but with practice you will get better. This skill is essential for leadership and well worth

the practice. You'll notice as you give more feedback a style will appear. You may do things a little

differently than others; that is a good thing. Once you know your style you refine it to be better leader.

I hope this pod-cast gave you the tools to begin giving effective feedback. For additional materials or

questions please contact the student activities office. Thank You for your time. A wise person once said,

"Listening to someone else is the greatest gift you can give someone."