QUICK TIPS

Giving Feedback on Performance

Constructive Criticism is given to inform the person of his/her behavior and the effect it has on others. It:

• Should be done in private with only the person involved.

• Should be given when the receiver is
  1. Least defensive and most open to receiving it
  2. Close to the time the inappropriate behavior was made, not weeks later
  3. When the list of concerns is small, not a long list which may overwhelm the individual
  4. When you are honestly trying to help the person improve, not to punish them (check your motives)

• Should be specific and descriptive of the behavior and your feelings about how the behavior has affected you; it should be directed toward behavior over which the person has some control and not the person

Recognition is given to reward the person for his/her efforts and encourage them to continue. It:

• Can be given in private or public settings. Public praise may also encourage others to continue their efforts, but be careful to be consistent with recognition to all members of the group.

• Should be given when the person has
  1. Done something deserving praise
  2. Worked hard for the organization
  3. Completed a task that was especially difficult or time-consuming
  4. Been feeling down and needs some motivation (there are many other reasons!)

• Can be given in more than 100 ways, including a “thank you” note, a smile, a box of cracker jacks or other favorite treat, or just a simple verbal “thank you.”

LEADING BITS TOPICS

- Advising Groups
- Agendas
- Assertiveness
- Brainstorming
- Communication
- Community Service
- Conflict Management
- Constitution/By-Laws
- Co-Sponsorship with Other Groups
- Delegation
- Difficult Members
- Elections
- Evaluation Series
  • Group Performance
  • Individual Performance
  • Meeting Evaluation
  • Program/Event Evaluation
- Financial Series
  • Budgeting Organization Funds
  • Corporate Sponsorship
  • Fundraising
- Getting Involved
- Goal Setting
- Group Dynamics
- Icebreakers
- Marketing your Leadership Skills
- Meetings
- Minutes from Meetings
- Motivation
- Newsletters
- Officer Transition
- Parliamentary Procedure
- Program Planning
- Public Speaking
- Publicizing Events
- Recognition
- Recruiting Volunteers
- Retreats
- Starting an Organization
- Stress Management
- Team Building
- Time Management
- University Events

LEADING BITS

Tips on Leadership Development
For GROUPS

Evaluation Series

INDIVIDUAL PERFORMANCE

is a publication of the Office of Student Activities at LeTourneau University.

Copies are available from the O|SA in MSC-1 or by calling extension 3127.

The O|SA staff offers programs and consultation in these and other areas of personal and organizational leadership.

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The organization member should list each task, job responsibility, and expectation and then rank his/her performance. (It also works well if the leader has the same list of tasks and ranks the individual’s performance separately, and then the two are compared.)

**Ranking:**
5 = excellent performance, surpassed all expectations  
4 = performed above expectations  
3 = performed at average level, reached minimum expectations  
2 = performed below expected level, but attempted to reach expected level  
1 = performed poorly and did not attempt to reach expectations

It is important to give comments on specific behaviors. What behaviors were excellent and should be continued? What behaviors did not allow the individual to meet expectations or complete responsibilities? If a score below “3” is given, comments should include suggested ways to improve behavior.

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Given and receiving feedback on performance can be difficult for both persons involved. Use this checklist when planning an EVALUATION SESSION:

- Allow the individual to reflect on his/her own performance by beginning with “How did your year/semester go?” and other questions that will get them talking about the things they have done.
- The feedback given should not be a laundry list of all the bad things they’ve ever done. (You should be communicating with the officers and members as things happen, trying to correct inappropriate or ineffective behaviors and reinforcing effective practices with praise.)
- Allow the officer/member to give feedback to you on both your performance and the group’s.
- Use this time to reevaluate job descriptions/tasks/expectations.
- Reduce tension by finding a comfortable place, by avoiding “blame,” by remembering that positive reinforcement is as important as corrective feedback, and by listening to what the person has to say without becoming defensive.