

Structuring Student Conferences for Success



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Agenda

- Introductions
- Performance reviews
- Best practices
- Summary
- Closing Remarks

Performance Reviews

Complete this sentence...

If you can't say something nice...

Don't say anything at all!

- Mom

We use feedback to do one of two things:

- Reinforce good behaviors
 - Improve behaviors
- * There should be no other motive!



Attributes vs. Behaviors

Attribute

A distinguishing characteristic or quality; especially of one's nature

For example –
“Unorganized”

Behavior

Anything a person does in response to action or stimuli

For example –

- Desk is cluttered
- Papers not together
- Late assignments

Performance Reviews

Process

We want to borrow from business in this area and structure and model our feedback process to prepare students for the workplace. This can be a significant aspect of your WIOA plan.

Delivery

We want to be sure we maximize our ability to give feedback by borrowing the best practices in the field.

Receiving

We must teach people how to effectively receive feedback as well. People get feedback all the time from others (wanted or not) and learning to take even poorly given feedback well can dramatically impact a student's life.

Performance Review Process

By modeling a performance review process after those used in businesses you prepare students for their future and provide a realistic look at how the process will work once they have completed their education. It also keeps them focused on their long-term goal.

- Establish a consistent timeline – prefer quarterly
- Document positives and negatives throughout the period for review
- Be sure the individual has the form ahead of time and understands what will be discussed
- Start slow and build over time
- Implement a reward system if possible

Performance Review Forms

<http://hrweb.mit.edu/performance-development/forms/performance-review-forms>



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Employee's Name:

Title:

Supervisor:

Review Period:

Descriptive Performance Review Form

Job Definition

1. Attach a current position description; if applicable, make note of any significant changes since last year's performance review.
2. If performance goals were set at the last performance review, attach a copy of these goals and comment on the employee's progress.

Performance Competencies (Depending on position, some competencies may be more relevant than others.)

Exceptional:	Performance is consistently superior and significantly exceeds position requirements.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Highly Effective:	Performance frequently exceeds position requirements.	
Proficient:	Performance consistently meets position requirements.	
Inconsistent:	Performance meets some, but not all position requirements.	
Unsatisfactory:	Performance consistently fails to meet minimum position requirements; employee lacks skills required or fails to utilize necessary skills.	
New/Not Applicable:	Employee has not been in position long enough to have demonstrated the essential elements of the position and will be reviewed at a later agreed upon date.	
1. Skill and proficiency in carrying out assignments		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<i>Brief explanation:</i> <input type="text"/>		

Delivery

What are some reasons that giving feedback to students in AE can be difficult?

Example: Students are hyper-sensitive to criticism

The bottom line is this: You are NOT helping students if you cannot give them honest feedback about their performance.

In the absence of feedback, people will fill in the blanks with a negative. They will assume you don't care about them or don't like them.

Pat Summitt

Delivery

*Here's a simple,
seven step
formula for
providing candid
feedback!*

Expect to have the
conversation multiple times.

1. Introduce the conversation
– Got a minute?
 2. I've noticed...
 3. The impact is...
 4. What are your thoughts
(expect defensiveness)
 5. I have a
suggestion/request...
 6. Would you be willing...
 7. Thanks for the conversation
- Shari Harley (search YouTube for great videos)

Delivery

The trick in being candid around feedback is setting the expectation that it is coming. Doing that takes the fear away from actually saying what needs to be said.



- You will learn ways to improve yourself
- I will tell you when things are going well
- I will make suggestions on how to improve

Receiving

Improvement

Love/Respect



We have a battle when it comes to receiving feedback –
The need to improve vs the need to be loved/respected.

Receiving



How to use others' feedback to learn and grow | Sheila Heen | TEDxAmoskeagMillyardWomen

Receiving

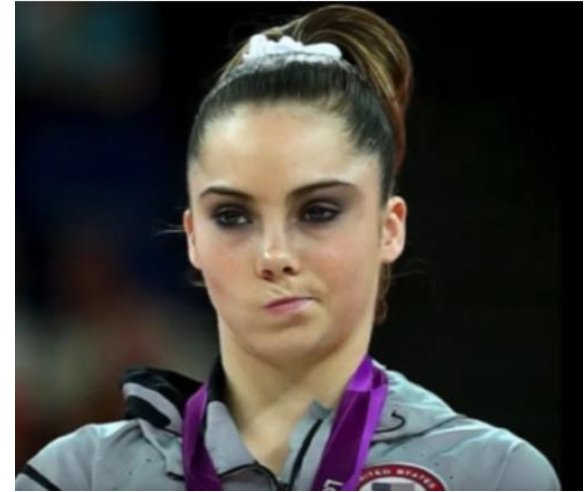
There are 3 “triggers” that initiate our defensive posture/feelings. These triggers stand in our way to taking feedback effectively. The variance in these triggers can be up to 3000% difference between individuals.

- Truth Trigger – tricky to see – what is true, how can we be sure, can I see myself
- Relationship Trigger – all feedback is “housed” in the relationship between giver and receiver
- Identity Trigger – how does the feedback align with the “story” I tell myself about who I am

Receiving

The real power in the feedback loop is in the hands of the receiver! You can choose to accept or reject. We must give students the understanding necessary in order for them to make a good decision.

Key question: What is one thing I can change to make things better?



Reactions

- 50% - Genetic wiring
- 40% - The “story” we tell
- 10% - The actual facts of life

Baseline Happiness – set point for individuals (like scale of 1 to 10)

Swing – how far are you knocked off baseline

Sustain/Recovery – how long to come back

** Up to 3000% difference

What to Teach

In order to begin and effectively implement a systematic review process, you must teach students the following things:

1. The process – should be taught as part of an orientation so students know it is coming
2. Goal Setting – students need goals so you have something to measure and provide feedback around
3. Delivery – students should be taught to understand how the feedback will be delivered and what key terms mean
4. Receiving – students should clearly be taught how to effectively receive feedback
5. Self-evaluation – students need to learn how to provide themselves effective feedback

Summary

- *Establish a clear and consistent process*
- *Focus on behaviors*
- *Have candid conversations that people expect*
- *Model and teach how to receive feedback*
- *Consider the “triggers”*

Closing Remarks/Q&A

Thank you for all you do for adult education! We are honored to partner with you to change lives, families and communities.



There's an old saying: a champion is someone who is willing to be uncomfortable.

The willingness to experiment with change may be the most essential ingredient to success at anything.