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## Training Experience Outline **Building a Culture of Frequent Feedback**

**Length of Program:** 90 Minutes (flexible from 60-90)

**Qualifications for facilitating this session:**

Daniel has gathered feedback from 100 staff across numerous camps to identify the key motivators of staff being enthusiastic toward their work and planning to come back the following summer as well as how to reduce burnout. One of the primary drivers is support from direct supervisors, which comes in the form of feedback and acknowledgement. Daniel's academic research on employees feeling valued, along with his 5 summers of camp leadership, drives the application of his research. This training build on previous iterations, adding the immersive experiential component.

**Timing Options for Program:**

- Pre-camp Training
- In-summer Professional Development session

**Intended Audiences:**

- Camp Leadership/Professional Staff
- Staff Supervisors
- Parallel session for Staff Members available: Sharing & Receiving Feedback

**The "Why" Behind the Program:**

- Giving feedback to coworkers can be difficult and/or uncomfortable (especially when coworkers are close in age)
- Giving feedback is a skill that can be practiced and developed
- This program provides a structured opportunity to practice
- Formal check-ins and meetings for feedback can't always be timely/specific

**Evidence from Research:**

- \*Support from supervisors is a key driver of staff engagement and retention
  - Camp staff voice that they want to receive clear and timely feedback
  - Feedback is a primary leadership strategy for making staff feel supported
- (\*Data from 100 staff across numerous camps at multiple times during the summer)

**Learning Objectives:**

- Identify opportunities for positive and constructive feedback
- Practice the skill of feedback language so it feels more natural to deliver
- Experience giving and receiving feedback (also builds empathy among staff)
- Start the learning process and set up participants for further development
- **PLAN: Set goals to continue growing and maintaining feedback skills**

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# Program Elements

(\*All programmatic elements are customizable per your camp's preferences and priorities)

## Exploration and Initial Practice

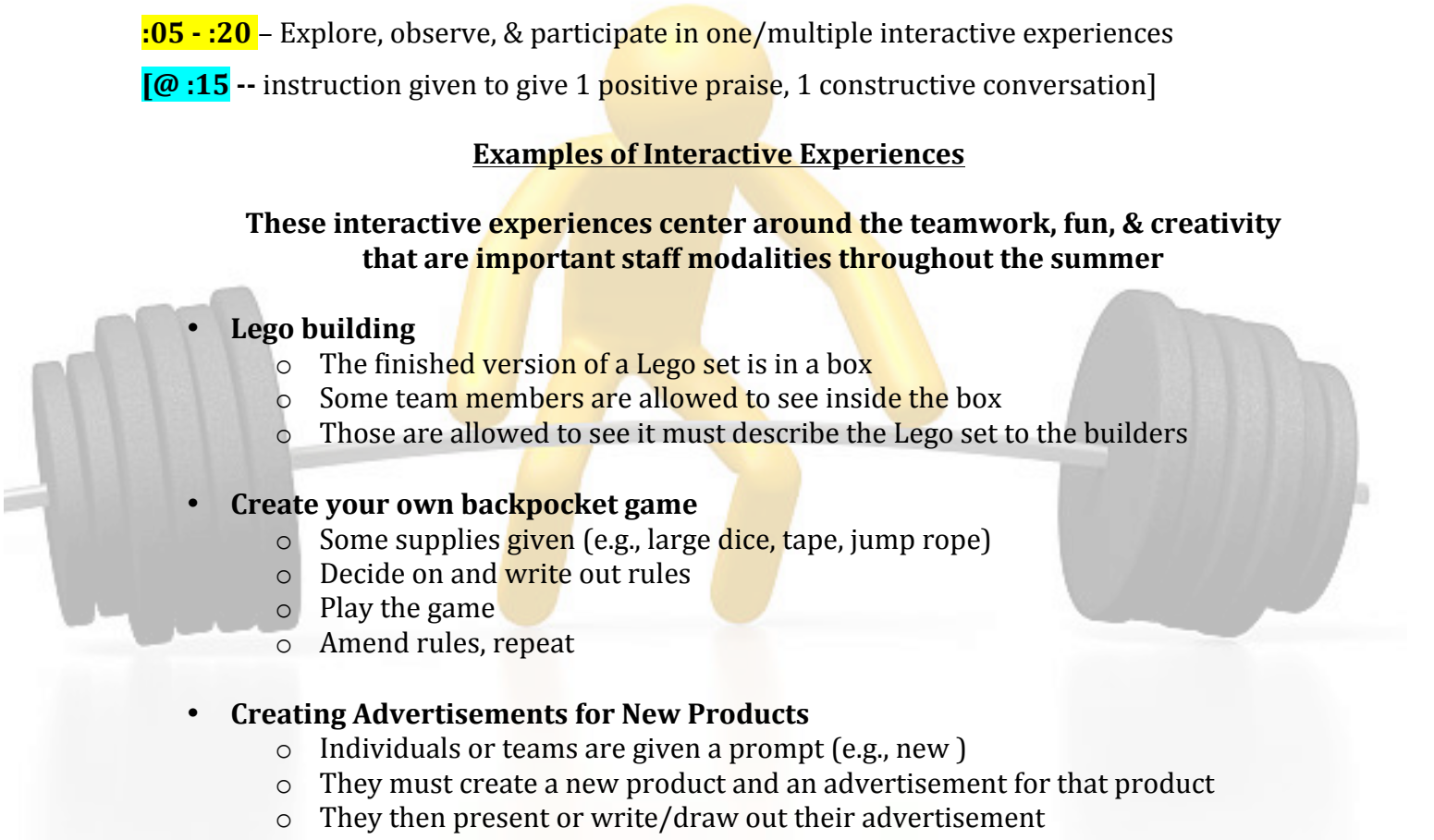
**:00 - :05** – Introduction to the experience

**:05 - :20** – Explore, observe, & participate in one/multiple interactive experiences

**[@ :15** -- instruction given to give 1 positive praise, 1 constructive conversation]

### Examples of Interactive Experiences

These interactive experiences center around the teamwork, fun, & creativity that are important staff modalities throughout the summer

- 
- **Lego building**
    - The finished version of a Lego set is in a box
    - Some team members are allowed to see inside the box
    - Those are allowed to see it must describe the Lego set to the builders
  - **Create your own backpacket game**
    - Some supplies given (e.g., large dice, tape, jump rope)
    - Decide on and write out rules
    - Play the game
    - Amend rules, repeat
  - **Creating Advertisements for New Products**
    - Individuals or teams are given a prompt (e.g., new )
    - They must create a new product and an advertisement for that product
    - They then present or write/draw out their advertisement
  - **Solving riddles/brain teasers together**
    - Examples: <https://www.puzzleprime.com/brain-teasers/>
  - **Minute (or less) To Win It challenges—Individual or Versus**
    - Pong-Tac-Toe
    - Stacking thick washer with chopstick and using one hand
    - Bouncing ping pong balls off of wall into cups

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## Finding Feedback Moments

**:20 - :35** -- Share your experiences (successes, challenges, parallels to camp life/your job)

### **Possible Discussion Questions**

- What type of behaviors did you observe?
- What types of feedback did you provide to others?
- What other types of feedback could you have provided
- How did it feel to provide feedback?
- How did it feel to receive feedback?
- Did you know how it was going as you provided or received feedback?

### Examples of Identifiable Behaviors

- **Teamwork**
  - Working together/collaborating
  - Contributing
- **Interpersonal interactions**
  - Clear communication
  - Being honest with peers
- **Responding to others**
  - Listening
  - Patience
- **Leadership**
  - Decision-making
  - Leadership/Followership
  - Delegating
- **Performance**
  - Productivity
  - Efficiency
  - Creativity
  - Adaptability
  - Resilience/Persistence (especially when failing)
- **Setting & Meeting Goals** (even if informally)
- **Managing conflicts/disagreements**



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## Owning the Feedback You Give

**:35 - :45** – Discuss the elements of effective positive praise and constructive conversations

- **General Attributes**
  - Be Specific (Look for the micro-behaviors/interactions)
  - Be Timely, Brief
  - Give Individually, Privately
- **Content**
  - Have entry phrases
  - Acknowledge behavior, not just outcomes or the person
  - Be genuine/Honest
  - Encouraging/Developmental (both for maintain or change)
- **Constructive Attributes**
  - Assume good intention
  - Inquire about what and why took place
  - Reflect on the behaviors and outcomes of this specific situation
  - Discuss how to act in/respond to similar situations in the future

**:45 - :60** – Repeat exploring space, observing, and participating in interactive experiences

**[@ :50** -- in next 5 minutes: give 4 people positive praise or a constructive conversations]

**[@ :55** -- in next 5 minutes: give **1 person** positive praise **AND** a constructive conversation]  
**which one do you prefer to start with?**

**:60 - :75** -- Share your experiences (successes, challenges)

### **Possible Discussion Questions**

- What types of feedback did you provide to others?
- Which was more likely positive praise or a constructive conversation?
- What other types of feedback could you have provided?
- How did it feel to provide feedback?
- How did it feel to receive feedback?
- Did you know how it was going as you provided or received feedback?

**:75 - :90** – Make a Game Plan, How to continue/practice during staff week and beyond

- How to transfer skills from the session
- SMART goals (See Sample Appendix)
  - What does successful use of this look like?
  - How do you measure *that*?
- Accountability
  - Buddy system
  - Sharing your goals
  - Incentives to keep doing it

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## Sample Resource Sheet

### Setting **SMART** Goals for Priority Strategies

- Specific
- Measurable
- Attainable
- Result-oriented
- Time-specific

**Feedback Skill #1:** \_\_\_\_\_

I want to \_\_\_\_\_  
(action—aka how? by doing what?)

and evaluate my progress by \_\_\_\_\_.  
(specific time/deadline)

I will know we made progress on this goal  
because \_\_\_\_\_.  
(a way to measure success)

**Feedback Skill #2:** \_\_\_\_\_

I want to \_\_\_\_\_  
(action—aka how? by doing what?)

and evaluate my progress by \_\_\_\_\_.  
(specific time/deadline)

I will know we made progress on this goal  
because \_\_\_\_\_.  
(a way to measure success)