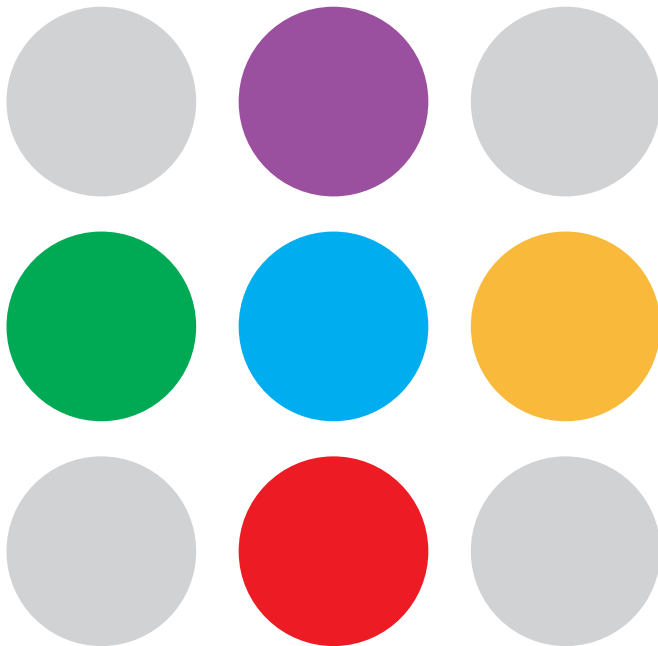


OUR VIEW ON **FEEDBACK**



COVEYBEFRIENDING

A guide for effective team working for
Staff, Board and Volunteer Befrienders



FEEDBACK INTRODUCTION

WHY FEEDBACK MATTERS

Feedback is an essential part of communication to create effective development for everyone involved with COVEY.

It helps staff, board members and volunteers understand what they are doing well and not so well - thus helping them fulfil their potential; helping COVEY as an organisation and ultimately our young people become the best that they can be.

We would expect that staff and board members would offer feedback on a continual basis throughout the year within the team as there should be no surprises in any Values Based Appraisals about their behaviours. Volunteers would also give feedback to their young people where appropriate to help them grow and develop.

We would expect in COVEY that feedback would be ongoing and fluid with people prepared and enabled to give feedback at the time, making it more tangible and meaningful. Feedback does not always have to be a formal action and in relation to openness we would seek to constantly increase our opportunities for informal feedback placing the most emphasis on everyone feeling able to ask for and give feedback at any point in our interactions together.



FOLLOWING OUR VALUES IN TERMS OF FEEDBACK WE WILL

- Give positive, constructive, open feedback when someone does something good, ensuring we spread any good practice by telling them and others
- Take a colleague aside when we feel they are doing something that could hurt them or the organisation
- Have input into a colleague or leader's Values Based Appraisal
- Ensure we give positive and constructive feedback as well as address negative behaviours when mentoring or befriending a young person
- Give feedback in a way that is respectful to themselves, COVEY and the other person.



WE GIVE FEEDBACK TO

- Help staff, board members or volunteers
- Offer another point of view
- Ensure that we ourselves live by our values
- Help a colleague live by our values
- Keep everyone on track with our objectives
- Encourage, support and motivate.



FEEDBACK HOWTO



CREATING THE RIGHT ENVIRONMENT FOR A FEEDBACK SESSION

- Ask them when it would be best to have the session - give control away
- Be sensitive as to when and how the person can best receive feedback
- Where appropriate - prepare and ask the person to prepare
- Create a neutral space where you will not be interrupted
- Offer the choice of seat to the recipient - again give them control
- Ensure that both seats are at the same height and avoid barriers like desks between you and them
- No surprises - don't save up your feedback for this event
- Set an expectation of time - to avoid any lingering on specific areas
- Take a break if necessary - pace this important communication
- Remain available - suggest a follow-up if necessary.

SBI A MODEL FOR GIVING FEEDBACK*

Describe the specific **Situation**

Describe the **Behaviour** you observed

Describe the **Impact** on you and/or others

An example of SBI feedback:

Situation: "At last week's meeting ..."

Behaviour: "This is what I saw you do ..."

Impact: "The impact it had on me (others) was ..."

** from 'Feedback That Works' - Centre for Creative Leadership*

QUESTIONS TO HELP THE PERSON REFLECT ON A SIGNIFICANT EVENT

- What surprised you about this experience?
- What would you do differently if you were to be in the same situation again?
- What did you do well?
- What do you wish you'd done better?
- What did you learn?
- Are you OK with what we have discussed?

GUIDANCE ON STAFF, BOARD MEMBER OR VOLUNTEER FEEDBACK

Written feedback is given at annual Values Based Appraisals or the Volunteer's Annual Review. Notes on verbal feedback are also taken for the regular one-to-one sessions.

The value of written feedback

- Reinforces the right actions and behaviours
- Allows less room for misinterpretation
- Gives you a reference/reminder for later review
- Clearly identifies any issues, actions or behaviours that are problems
- Gives a struggling person a clear picture and the opportunity to improve
- Clarifies the character areas of behaviour (values) which are of concern.



FEEDBACK EXAMPLES

AFFIRMING A JOB WELL DONE

Situation:

Alex, this morning when you were sharing the new procedures for evaluation with Laura and Mark ...

Behaviour:

you did a very thorough job of explaining why the changes were made and you allowed plenty of time for them to ask questions.

Impact:

That gave me great confidence in your ability to help support the team through changes. Mark mentioned later what a good job you did. He appreciated the time you took with them and I did too.



CORRECTIVE ACTION WHERE REQUIRED

Situation:

Alison, I have just finished reviewing the last quarterly report you submitted.

Behaviour:

There were areas that had been omitted. This is the second time in two months you have provided incomplete information and your analysis could be improved.

Impact:

These reports and statistics are a critical part of our information to our funders. Accurate and complete reporting is a requirement of your role and commitment. I am really worried about these errors and now feel the need to double check your work. What is it that is getting in the way of giving us the information we need?

Situation:

Robyn, when you are out with me at a restaurant ...

Behaviour:

you make loud burping noises with your coke and are often rude to the waitress.

Impact:

This is embarrassing and is not respectful to other people in the restaurant or to me. How can we come to some agreement about not doing this anymore?



PROVIDING ADDITIONAL FEEDBACK

Situation:

Sam, when you were at the group with other befrienders ...

Behaviour:

you spent a lot of time with your young person John as well as working on your own craft project. I think when you are working on your own project if you share what your approach is with John this will help him learn new skills from you and remain engaged for a longer period of time.

Impact:

Rather than him beginning to lose interest it's good to know that you take the time to be with John at these workshops and I look forward to hearing what difference it makes when you begin to talk to him about how you go about trying out new things and keeping him involved in what you are doing together.



TOP FIVE TIPS FOR THOSE GIVING AND RECEIVING FEEDBACK

- **Look for opportunities to deliver feedback more regularly**
- **Be specific about the situation, behaviour and impact**
- **Deliver feedback as soon as possible after the event**
- **Check for understanding**
- **If you're not getting the feedback you need or would like, ask for it**



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Adding Colour to Lives

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