Living Our Values: Giving and Receiving Generative Feedback

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December 16, 2021

Credit & Disclaimer

This presentation is part of a project entitled the SOS (Supporting Organizational Sustainability) Institute, supported by the U.S. Department of Justice, Office on Violence Against Women.

This project is supported by Grant No. 2015-TA-AX-K047, awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Learning Objectives

As a result of this presentation, you will be better able to:

- ➢ Identify elements of your organizational values regarding feedback
- ➢ Examine personal reactions to giving and receiving feedback and practice skills to regulate your response and promote ongoing communication
- ➢ Identify strategies for a reflective practice to promote staff development

Please note...

Some of you may choose to share personal experiences in the chat—please be mindful to remove names and identifying information when sharing, because confidentiality cannot be guaranteed in this context.

Yasi's Story

- Survivor
- Psychologist
- DV Advocate
- Former Executive Director

Supervision Structure

- Collaborative Development

- Implementation

- Impact

Feedback

What is the most challenging feedback

you've ever had to deliver?

- Malodorous staff person
- Loss of hearing

Organizational Assessment

- What is our value and practice of giving and receiving feedback?

- How do we value the supervisor/supervisee relationship?

- Do supervisors learn how to supervise?

What might be impacting feedback culture?

- Practices of systemic oppression
- Unconscious bias
- Privilege
- Power-over hierarchical org structures
- Use of punishment or consequences
- Merit-based salary raises
- Lack of fair/unbiased/restorative conflict resolution process

Expectation Setting

Feedback takes place after an occurrence.

- How do you practice expectation setting?

- How are a person's needs assessed in order to meet an expectation?

A plan you have been working on for a long time is beginning to take shape.
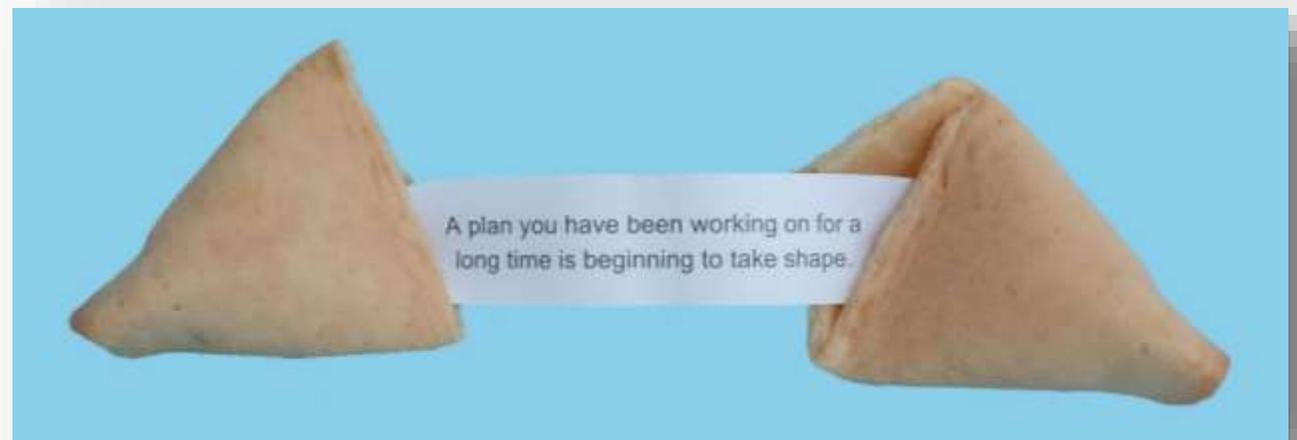
The Steps to Giving Feedback

Describe the behavior

Name the impact (positive or negative)

Re-ground in expectations

Request for future (stop/start/ continue)

Giving "Growth" or "Developmental" Feedback

Things to determine:

- Does person understand/know how to do the work? Understand the reason? ⟶ staff person

- Are resources needed? ⟶ co-construct

- What's a reasonable change timeframe? ⟶ co-construct

- How will change be observed? ⟶ co-construct

"Growth" or "Developmental" Feedback Ex. 1

1. Describe the behavior

2. Name the impact

3. Re-ground in expectations

4. Request for future stop/start/continue

"Growth" or "Developmental" Feedback Ex. 2

1. Describe the behavior

2. Name the impact

3. Re-ground in expectations

4. Request for future stop/start/continue

Giving "Appreciative" or "Recognition" Feedback

- A practice within supervision

- Recognize a job well done!

- Use the steps

"Appreciative" or "Recognition" Feedback Ex.

1. Describe the behavior
2. Name the impact
3. Re-ground in expectations
4. Request for future stop/start/continue

Large vs. Small Organizations

Smaller Orgs: system-wide

Large Orgs: smaller systems

- Practice of sharing growth
- Practice of appreciative feedback
- Feedback within teams
- Sr. level growth transparency

- Internal Assessment
- Invest in what matters

Reflective Practice and Feedback

"Leadership is not a person or a position. It is a complex moral relationship between people based on trust, obligation, commitment, emotion, and a shared vision of the good."

Joanne Ciulla

Ingredients of Effective Supervisory Relationships

Values Base
- Advocacy, accessibility, cultural and community context, survivor defined, trauma-informed

Ethics
- Individual, professional, organizational

Strengths base
- Skills, abilities, passions, interests. talents

Problem Solving Orientation
- Solutions focused

Clear Expectations
- Role clarity, supervisory structure, job descriptions, competencies

Cave and Johnan, 2014
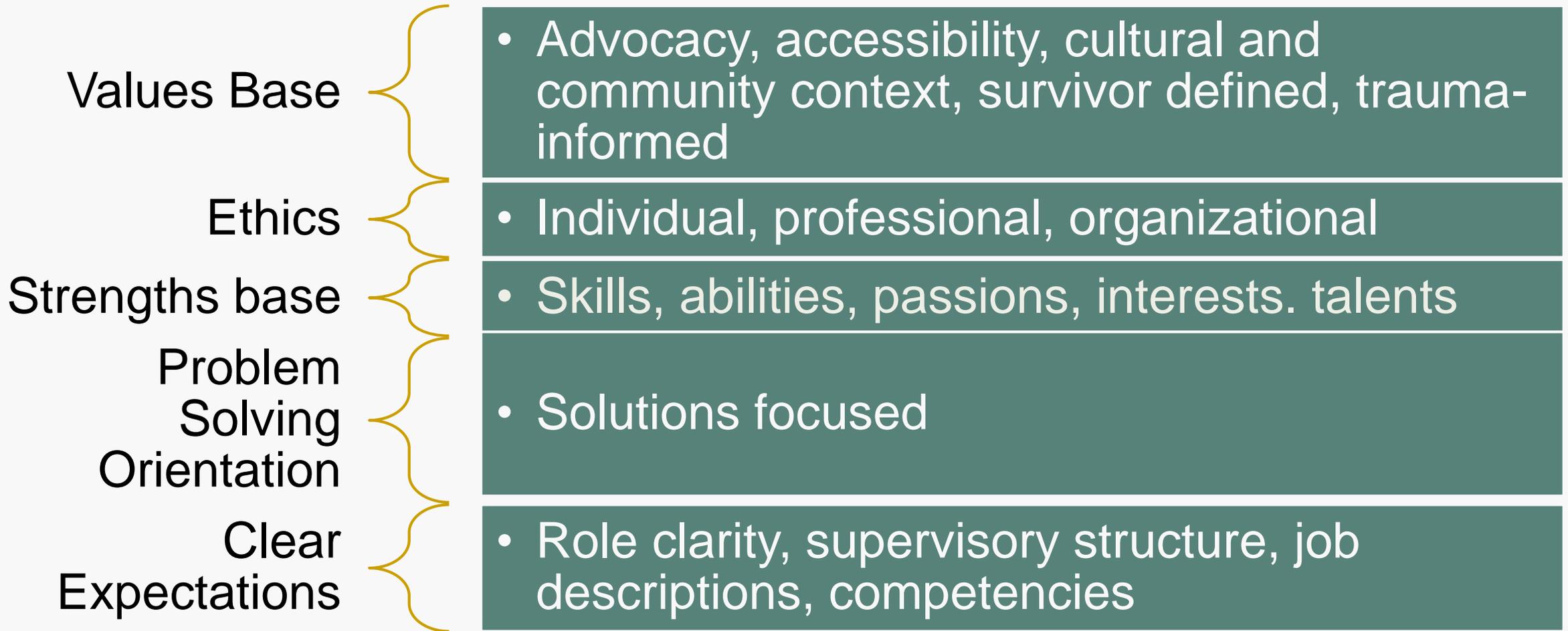
Ingredients of Effective Supervisory Relationships (continued)

Accountability
- Leadership; collaboration, team approach, survivor centered, creating a culture of growth and learning

Modeling Competence
- Intentional demonstration of of what staff are expected to do

Feedback
- Giving and receiving feedback to support everyone's growth and learning

Situational Leadership
- Staff development. Matching leadership[style to staff need for direction and support in a task

Reflective Practice
- Cultivating staff's self-awareness through collaborative exploration of situations occurring in the work

Cave and Johnan, 2014

Having a situation in mind…

Who?

What happened?

What concerned you?

Were there any unconsidered

alternatives?
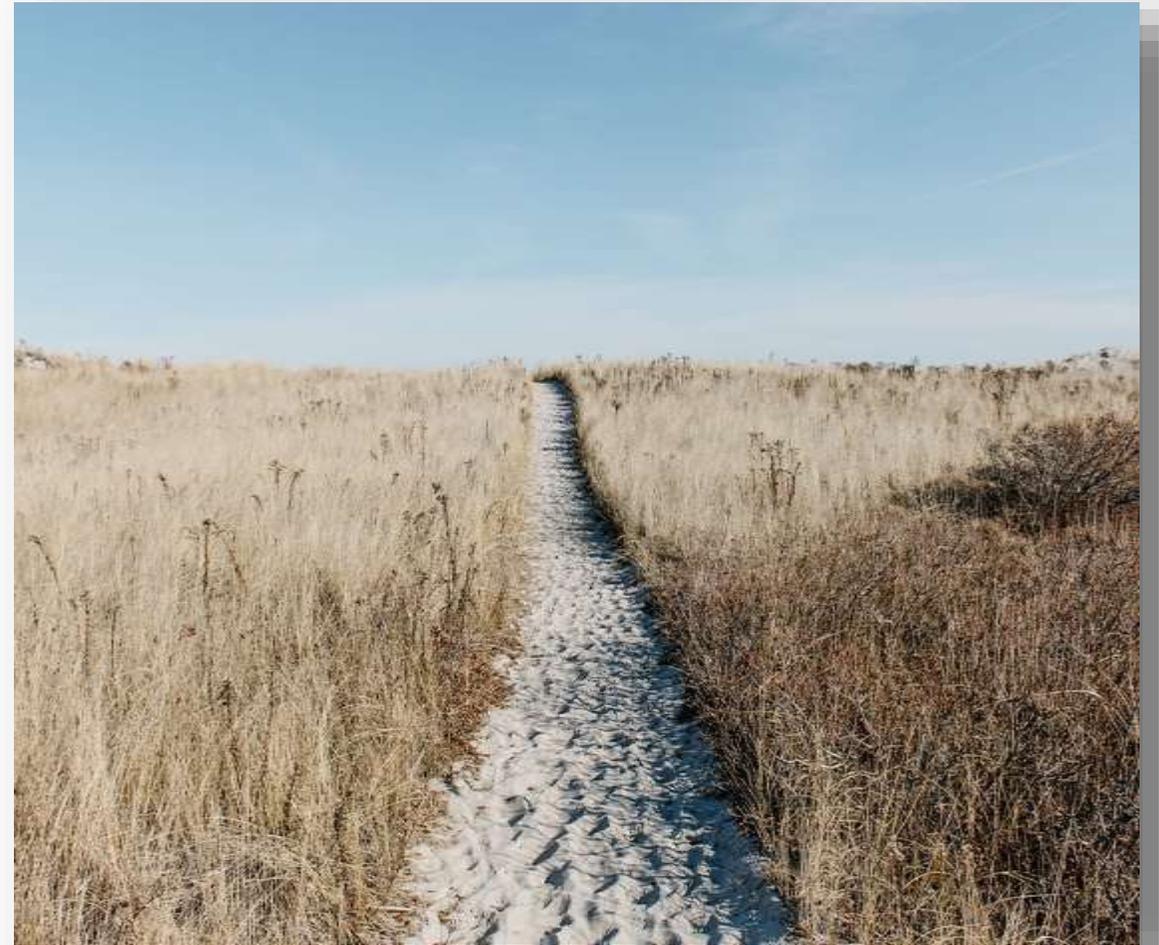
Competency-Based Feedback

Giving

- ❑ Be consistent, link the issue to a competency
- ❑ Focus on one concern at a time
- ❑ Be specific, calm, respectful and clear
- ❑ Provide reason for the concern
- ❑ Discuss questions
- ❑ Express appreciation
- ❑ Follow-up

Receiving

- ❑ Be open and expect feedback as part of the supervisory process
- ❑ Be concerned, calm and respectful
- ❑ Don't make excuses
- ❑ Ask clarifying questions
- ❑ Ask for more feedback
- ❑ Express appreciation
- ❑ Follow-up

Johnan, 1998

Reflective Practice Supports Staff Development

Providing a trustworthy and reliable space to explore interactions and individual responses to them, as they occur in our work.

Reflective Practice:
Incorporating All Supervisory Ingredients

Together, explore strengths, interactions, experiences, thoughts and feelings and the…

- Impact on relationships

- Effectiveness with others

- Feedback and modeling

The goal is to move forward in a new way!

Offers and Opportunities

For staff to consider a challenging situation from an alternative perspective!

HOWEVER...

If the relationship is not based on connection and trust, then reflection is not the approach to use.

Skills and Strategies for Reflection

- Attunement and mindfulness

- Attention, slowing down

- Sitting with another's strong feelings

- Sorting and selecting

- Perspective taking and offering

- Gentle inquiry

- Holding back

- Raising concerns, addressing differences of opinion, or spotlighting

Quality of Reflection Opportunities

I know there is strength in the differences between us. I know there is comfort where we overlap.

Ani DiFranco. 1994

Reflection and Co-reflection

➢ Cultivate self-awareness through curiosity

➢ Sustain and protect empathy

➢ Create an intentional process to explore, learn, and grow

➢ Strengthen capacity to consistently "begin within"

➢ Incorporate strategies to navigate dysregulation by supporting self-regulation and co-regulation

Cave and Johnan, 2014

Event or Experience

Reflection

Explore Thoughts and Feelings

Collaborative Problem-solving and Planning

Check Perspectives Feedback

Cave and Johnan, 2014

Reflective Practice Process

Examples of questions to understand what happened

- Can you tell me what happened?

- What were you thinking or feeing about this at the time? Are you thinking or feeing differently now?

Checking Perspectives and Giving Feedback

- What were you hoping for?

- What did others experience?

- Were there any unconsidered resources or options?

Reflective Practice Process Continued

Sharing your perspective, learning, wisdom, and experience

- Link to values, policy, or skill expectations
- Transparently give feedback
- Share non-confidential experiences of others
- Offer resources

Partnering for Solutions

- What do you think you could try differently next time?
- Is relationship repair needed?

Navigating the Nuances

When staff are receiving disciplinary action or as a supervisor, you need to provide high direction:

❑ Developing the plan during "collaborative problem-solving and planning" is led by the supervisor.

❑ Include closing with a clear agreement that staff will implement their plan.

❑ Follow- up in writing.

❑ Keep in mind that staff may not feel safe for using reflection.

Cave and Johnan, 2014

Revisiting Your Situation

Any questions or thoughts?

Any ideas for moving forward in a new way?

Relational Approaches and Supervisory Cautions

- Reflective Practice is not a substitute for the any of the other supervisory relationship ingredients.
- If supervisors are most comfortable providing support- it can be challenging to give staff feedback and hold accountability when needed.
- Being inconsistent about needed feedback and accountability can lead to confusion, frustration, and inequitable treatment.
- If too harsh, direction will feel authoritarian.

Cave and Johnan, 2014

Preparing for Collaborative Supervision

- ✓ Be Transparent
- ✓ Remember, supervision is "done with" not "done to"
- ✓ Provide orientation to **Situational Leadership** and **Reflective Practice** for everyone
- ✓ Model
- ✓ Be open
- ✓ Be equitable and consistent
- ✓ Stay curious
- ✓ Listen, honor, and respect
- ✓ Repair your own supervisory relationships first!

Cathy Cave, 2014

Closing Points

✓ As a leader of your organization, create the right environment for staff to thrive.

✓ Match the supervision style with each employee's need in that particular task

✓ Explore practices that build on the strengths of staff for well-being, growth and sustainability.

Handouts

❑ Handout 1: Leadership Styles

❑ Handout 2: Questions that Encourage Problem Solving

❑ Handout 3: Sample Advocate Competencies

❑ Handout 4: Webinar Resource List

❑ Handout 5: Leadership Skills and Strategies – Webinar Participants

❑ Handout 6: Reflection: A Skill to Enhance Supervisory Practice in DVSA Programs

❑ Handout 7: SOS Project Organizational Sustainability Resources

https://www.futureswithoutviolence.org/supervisionandfeedback

Additional Resources (See Handout)

- Grappling with Feedback: Lessons in Trying, Failing, and Trying Again (CompassPoint)
- Toolkit on Becoming Accessible, Culturally Responsive, and Trauma-informed Organizations, (National Center on DV Trauma, Mental Health)
- *Supporting Change Leadership, (Cathy Cave)*
- Three Building Blocks of Reflective Supervision, (Zero to Three)
- Virtual Room of Refuge by Truman Medical Centers https://mailchi.mp/751f8d07b5db/virtualroomofrefuge
- Virtual Team Bonding During COVID-19 (JustWorks)

Thank you!

Please provide feedback regarding today's webinar, submit any questions, and request a certificate of participation:

https://www.surveymonkey.com/r/supervisionEval2

SOS Institute page with webinars and resources:

https://www.futureswithoutviolence.org/organizational-leadership-training/supporting-organizational-sustainability-training/

For information, resources, and technical assistance, please contact the Learning and Leadership team at learning@futureswithoutviolence.org