

Providing Feedback is as Easy as 1, 2, 3!

September 22, 2020

WELCOME

The word "WELCOME" is displayed in a playful, handcrafted style on a corkboard. Each letter is cut from a different colored piece of paper and is pinned with a matching colored pushpin. The letters are: 'W' (blue paper, white pin), 'E' (white paper, red pin), 'L' (red paper, blue pin), 'C' (yellow paper, yellow pin), 'O' (white paper, red pin), 'M' (light green paper, white pin), and 'E' (red paper, blue pin). The letters are arranged in a slightly staggered, horizontal line across the center of the frame.

Learning Series

Rethinking Volunteer Recognition

Volunteer Retention

Providing Feedback is as Easy as 1, 2, 3!

**“Engaging” Conversations: Recruiting
Volunteers through Meaningful Discussions**

Finding the Fit: Interview and Screening Tips

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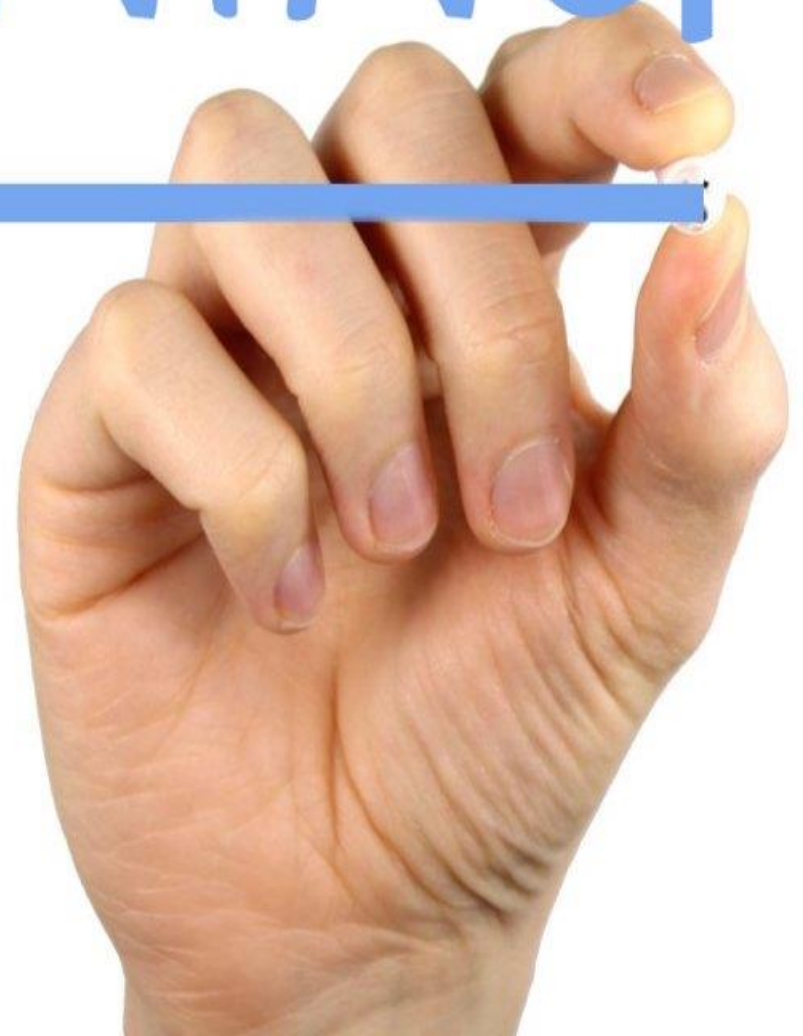
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LEARNING

- Learn how to avoid challenges by setting expectations for accountability
- Be able to identify signs that it is time to provide feedback to volunteers
- Gain perspective on how to avoid exacerbating problems through one's own behaviors
- Receive tools and tips to apply immediately to provide meaningful feedback to help volunteers grow and succeed



Agenda

- Feedback – Why and When?
- Feedback Models
- Tips and Tools
- Discussion

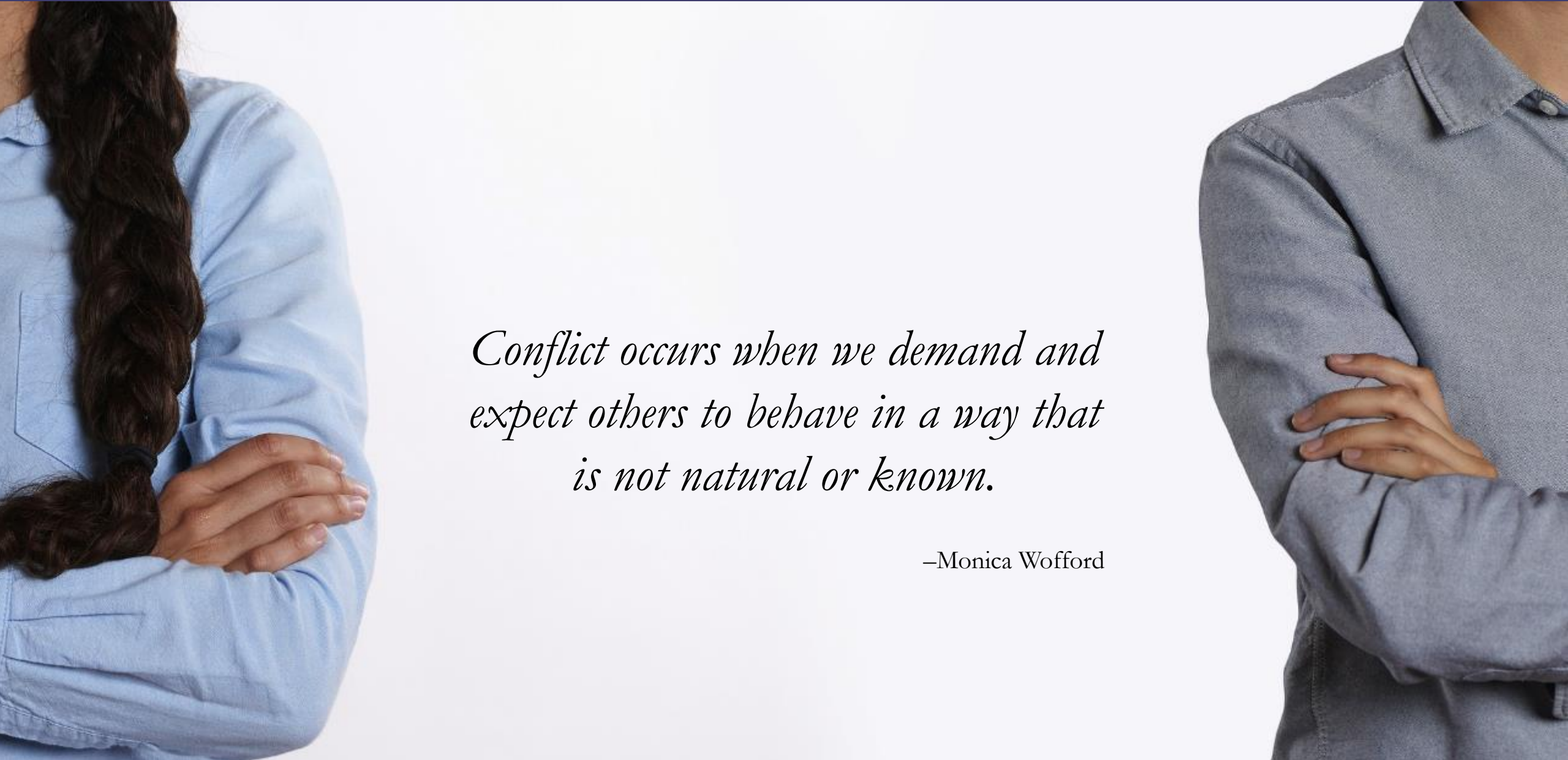


Feedback – Why and When?



Feedback provides
information about
how an individual is doing
in their efforts
towards achieving a goal.

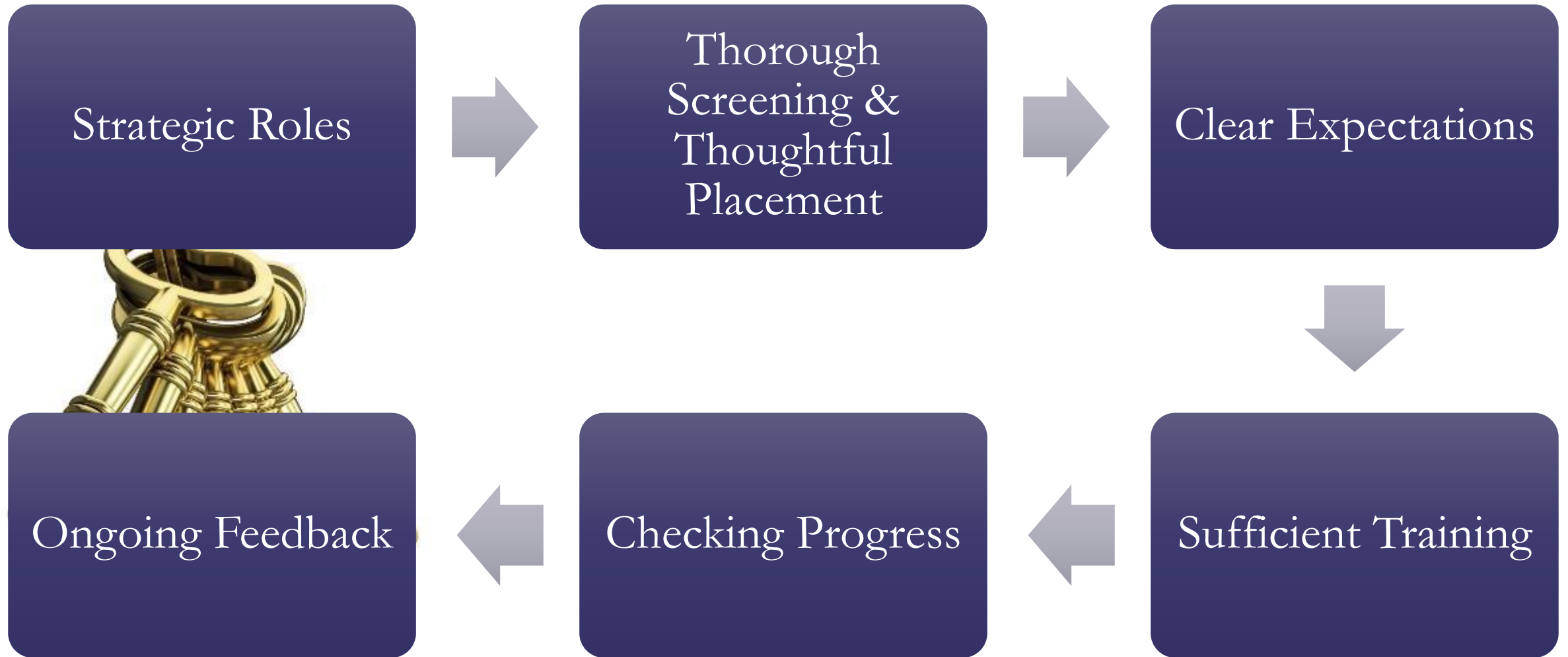
Where does conflict originate?

A photograph of two people from the chest up, standing against a white background. The person on the left has long, dark hair in a braid and is wearing a light blue button-down shirt. The person on the right is wearing a grey button-down shirt. Both individuals have their arms crossed over their chests.

Conflict occurs when we demand and expect others to behave in a way that is not natural or known.

—Monica Wofford

Setting Yourself Up For Success



Feedback Goals



Why provide feedback?

- To provide information and tools to help reach a goal
- Get an individual back on track, or keep that individual on track
- To maintain or fuel motivation
- To nurture a team spirit
- Other?

Common Warning Signs



- Quality/quantity of work declines
- Volunteer is often late or no show
- Lack of enthusiasm
- Sudden silence or lack of response
- Avoidance of certain elements of job

Clues It's Time to Give a Volunteer Feedback



Someone asks for
feedback

A problem is
persisting

A volunteer, staff
member, or other
stakeholder
complains OR
compliments

Performance
doesn't meet
expectations

You notice a
volunteer doing
something well

A volunteer has
(or hasn't) made a
change based on
prior feedback

You think to
yourself, "I really
don't want to have
to deal with this"

You think to
yourself, "I can't
believe I'm still
dealing with this!"

8 Myths about Difficult Volunteers

1. Ignoring a problem will make it go away.
2. No one else notices, I'm the only one who is suffering.
3. I can fix/change the problem person.
4. There's good in everyone. I just need to give them time to show it.
5. If I confront them, it will make things worse.
6. If I confront them, they will leave, and the program will die.
7. If I'm really the caring and all-accepting person I should be, I can handle them.
8. If I push them out, they will be mad at me.



Feedback



Why leaders of volunteers become *part* of the problem by avoiding problem volunteers

- *Having a problem volunteer may reflect badly on me.*
- *I want to be nice and give the volunteer a chance (I don't like confrontation).*
- *I don't want to criticize the volunteer.*
- *I have enough problems to deal with already.*
- *I don't really think it's the volunteer's fault.*

Feedback Goals



Positive and Negative Feedback



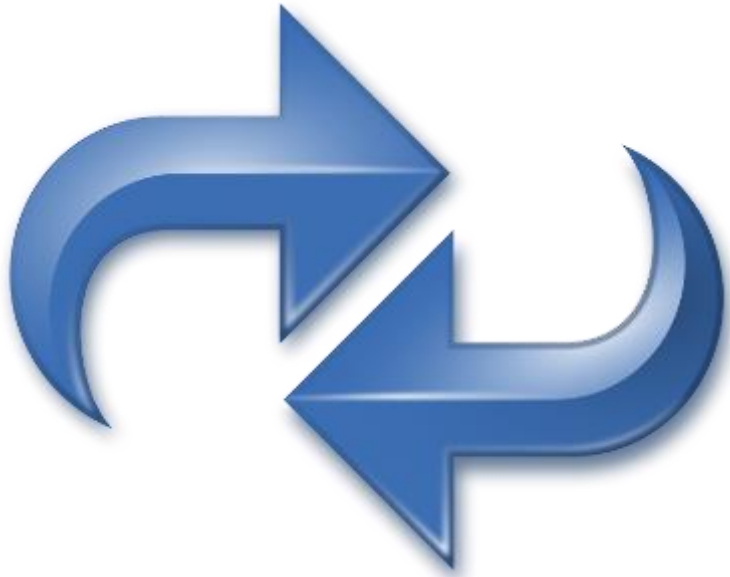
Feedback should be specific.

Be Specific



- ***Great job** describing what to expect from the proceedings.*
- ***Thank you** for noticing that Marco needed help.*
- ***I loved how** you answered those visitors' questions so thoroughly.*
- ***Great work** focusing on information to be presented at the event without getting distracted by that group of people in the back.*

Feedback



There's a time and place for everything.

- Timing: Feedback is most effective when given soon after the event.
- Objectivity: Avoid moments of high emotion (yours or the volunteer's).
- Place: Usually, having this conversation in private is better.

Feedback Models

- “Magical Feedback”
- Feedforward
- RAP Approach



Magical Feedback

I'm giving you these comments because I have very high expectations and I know that you can reach them.

You are part of this group.

This group is special. We have standards here.

I believe you can reach those standards.



“The Secret Phrase that Increases Effort 40%”

Daniel Coyle

Traditional Feedback vs. Feedforward

Traditional Feedback

- Focuses on past performance problems, which can't be changed
- Limited, static

Feedforward

- Focuses on future actions and the potential for success
- Expansive, dynamic

Feedforward Questions



Feedforward

- How can we discuss the issue in a solution-focused way?
- How can this conversation be most useful to you?
- What insights did you gain from what has happened?
- What have you learned from this situation?
- What are you going to do differently next time?
- How will you go about this?
- How can I help and support you?

8 Reasons to Feedforward

We can change the future. We can't change the past.

Help people be “right,” rather than prove they were “wrong.”

Feedforward isn't taken as personally as feedback.

Feedback can reinforce personal stereotyping.

People can hate getting and giving negative feedback.

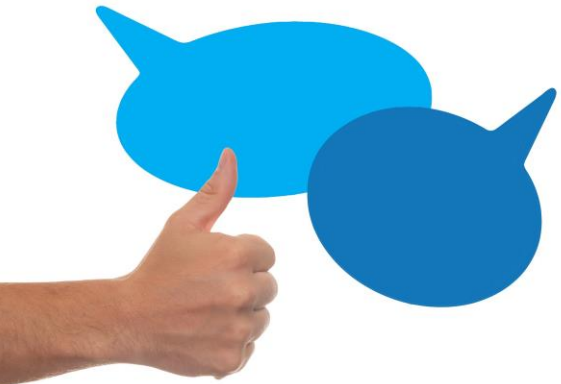
Feedforward can address almost all the same issues as feedback.

Feedforward tends to be faster and more efficient.

People tend to listen more attentively to feedforward than feedback.

Volunteer Evaluation

- *Review* the past
- *Analyze* the present
- *Plan* the future



RAP Framework



Framework

- Review the Past
 - What expectations were communicated?
 - What previous interventions/actions have occurred?
- Analyze the Present
 - What is the key problem?
 - What are the details?
 - What is the impact of the behavior?
- Plan the Future
 - What is your expectation moving forward?
 - What will you do to support this change?
 - Who else will be involved in supporting this change?
 - What will happen if things don't change?
 - How and when will you follow up with the volunteer?

Sticky Situations

1. A CASA/GAL volunteer is late with filing reports and doesn't change behavior despite earlier feedback.
2. A CASA/GAL volunteer complains to a staff member in one department about a staff member in another department and does so "as a friend.
3. A CASA/GAL volunteer is overheard using language that is not inclusive or is derogatory of others from different backgrounds.
4. Others?

Sticky Situations



- What's really happening?
(especially in regard to your desired outcomes)
- Am I contributing to the problem?
- What steps can be taken to improve the situation and ensure success?

Sticky Situations

First, as a group, discuss the following:

1. What is the problem behavior?
2. How does the behavior conflict with expectations?
3. What is the desired change in behavior?

Second, make a plan for RAP – Review, Analyze, Plan

Review the past – What points could you make about the expectations that have been previously communicated (and agreed upon)?

Analyze the present – What are the behaviors you have seen or heard about? How are those behaviors putting someone or something at risk or counter to our culture?

Plan the future – What expectations do you have for the future? How and when will you check in on the matter?

Tips and Tools



Readiness

I know I'm ready to give feedback when I'm ready to..

- Sit next to you rather than across from you
- Put the problem in front of us rather than between us
- Listen, ask questions, and accept that I may not fully understand the issue
- Recognize your strengths and how you can use them to address your challenges
- Hold you accountable without blame or shame
- Own my part
- Talk about how resolving these challenges will lead to growth and opportunity
- Model vulnerability and openness that I expect to see from you

Conversation Starters



I know you want to do
what's best for the
animals, so

I know you want to learn
as much as you can about
how we do things here,
so

I've noticed that....

I have something I'd like
to discuss with you that I
think will help to

I'd like to talk about

today or within the next 2
days, can we chat now?

I would love to talk to
you because I think there
may be a
misunderstanding that
may be very easy to clear
up.

Before talking to a difficult person...



3 Pep Talks Everyone Needs

- Don't Take the Bait
- Be Compassionate and Curious
- Don't Try to Fix It – Accept It

Deborah Grayson Riegel

Ending a Feedback Conversation

3 Ways to Wrap Up

- Ask, “What are you committing to?”
- Schedule your next check-in
- Say thank you

Deborah Grayson Riegel



Takeaways



The “Resistor”

- “Veteran volunteer” who is reluctant to change
- Challenges new processes
- Rallies others against the change
- Pulls rank

Strategies for “Resistors”

- Invite to be part of a team providing input into the new policies
- Frame new policies/ procedures around safety and efficiency
- Frame training on new procedures as professional development
- Offer to transition to “emeritus” role

Takeaways



The “Overloader”

- Volunteer who takes on too much
- Doesn't leave room for others to step in
- May or may not actually complete the work

Strategies for “Overloaders”

- Discuss importance of creating space for others
- Ensure position is time-limited (if appropriate)
- Revise position descriptions so that volunteer is responsible for training up a successor
- Implement screening processes for all positions

Takeaways



The “Jekyll/Hyde”

- Volunteer who acts out behind your back (but never in front of you)
- Staff, other volunteers, or clients complain but you never witness it

Strategies for “Jekyll/Hydes”

- Honor both the volunteer in question and those reporting complaints by taking both seriously
- Gather details (including observing the volunteer)
- Share feedback and gather their perspective
- Establish a plan of action and deadline
- Follow up (whether positively or negatively)

Discussion



Upcoming Sessions in the Learning Series

**“Engaging” Conversations: Recruiting
Volunteers through Meaningful Discussions
– October 7**

**Finding the Fit: Interview and Screening Tips
– November 12**

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