

GIVING FEEDBACK

Be **CLEAR**: about the feedback you want to give. Being vague will increase anxiety and confusion in the receiver. And the feedback will not be perceived as helpful.

OWN: your feedback – remember it's subjective and based on your experience of the person and event. Your feedback is not a universal truth. Use 'I' statements rather than 'You are...'

REGULAR: Try to give feedback as close to the event as possible. Regular feedback is more likely to be perceived as helpful by the receiver.

BALANCED: It is best to balance positive and challenging feedback – if the only feedback you give is challenging/negative this will demoralise the receiver and lower their confidence as a practitioner. Begin with positive, followed by what you would like to be different.

If you give only praise the receiver may interpret this as dishonest and a reluctance to really engage with their desire to grow in competency

SPECIFIC: Generalised feedback is hard to learn from and may lead to hurt and anxiety. Specific feedback provides the receiver with information that they can choose to respond to or ignore.

Adapted from Hawkins & Shoet, *Supervision in the Helping Professions*, 2007, London: Routledge. pp. 133-135.

SUPPORTIVE: Feedback needs to be constructive. Its function is to help us grow in competence and confidence. I encourage you to do more ofI would like to see you developmore.