



***Value-Added Feedback Worksheet***

1. **Ask if the time is right**
2. **State the behavior**
3. **State the impact**
4. **Pause**
5. **Ask for Change**
6. **Offer Support**

**Purpose:** What behavior are you trying to reinforce or correct?

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**State the Behavior:** What did the person specifically do or say, or not do or say?

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**State the Impact:** What was the consequence of their action or inaction?

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**Ask for Change:** What could the person do differently to bring about the desired results?

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## Providing Effective Feedback to Guide Performance

### Case Study 1

#### Instructions:

- Form groups of three
- Review the scenario
- Take turns role playing using the Value-Added Feedback model
  - Giving feedback (Circulation Supervisor)
  - Receiving feedback (Susan)
  - Observing (Fly on the Wall)

#### Scenario

Susan has been a Circulation Clerk at the Library for 19 years. You are new to the position of Circulation Supervisor. Yesterday you explained that you will begin meeting with her, one-on-one, bi-weekly and you would like her to bring agenda items to discuss such as: new projects, concerns, questions, etc. She told you that none of her other supervisors have ever had these regular meetings before and she has been able to do her job just fine. After that, she looked disinterested and gave one or two word answers to your questions. The meeting with her then ended because you had to get to another meeting with your manager. You decided that you want to give Susan feedback.

Keep in mind the following:

- The background information in a case study is incomplete – just like the real world.
- You'll need to make reasonable assumptions about unknowns.
  - When playing the Circulation Supervisor consider how Susan's behavior would impact you.
  - When playing "Susan" adopt the role and try and imagine who she might be and respond to the feedback appropriately.
- There is no "best" approach – successfully communicating your intent and moving toward getting the desired results is the objective.





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## **Providing Effective Feedback to Guide Performance**

### **Case Study 2**

#### **Instructions:**

- Form groups of three
- Review the scenario
- Take turns role playing using the Value-Added Feedback model
  - Giving feedback (Social Work Supervisor)
  - Receiving feedback (Juan)
  - Observing (Fly on the Wall)

#### **Scenario**

Juan is a Social Worker with 5 years of experience. He meets with clients in the community to conduct assessments and recommend services. Yesterday you received calls from 2 of his clients who told you that although they appreciate his services, he seems to be consistently 15 to 20 minutes late in arriving. They are upset because his lateness causes a conflict in their afternoon schedule. This is the first time you are aware of any issue with Juan being late. Juan is quick to get defensive when questioned or challenged. You decided that you want to give Juan feedback.

Keep in mind the following:

- The background information in a case study is incomplete – just like the real world.
- You'll need to make reasonable assumptions about unknowns.
  - When playing the “Social Work Supervisor”, consider all of the potential impacts of Juan’s behavior.
  - When playing “Juan” adopt the role and try and imagine who he might be and respond to the feedback appropriately.
- There is no “best” approach – successfully communicating your intent and moving toward getting the desired results is the objective.







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## Providing Effective Feedback to Guide Performance

### Case Study 3

#### Instructions:

- Form groups of three
- Review the scenario
- Take turns role playing using the Value-Added Feedback model
  - Giving feedback (Unit Supervisor)
  - Receiving feedback (Joan)
  - Observing (Fly on the Wall)

#### Scenario

Joan is an Analyst with 10 years of experience who does not submit formal updates on key projects to you, her supervisor. You've been a little concerned about the lack of information, but so far it hasn't been a problem. You received a complaint earlier today from one of Joan's co-workers explaining that Joan told them she did not have time to meet with them or to hold meetings. You have noticed that Joan's team is beginning to miss deadlines for the projects they are working on. You decided that you want to give Joan feedback.

Keep in mind the following:

- The background information in a case study is incomplete – just like the real world.
- You'll need to make reasonable assumptions about unknowns.
  - When playing the "Unit Supervisor", recognize that what worked before may not be working now, and that a change(s) may be required.
  - When playing "Joan" adopt the role and try and imagine who she might be and respond to the feedback appropriately.
- There is no "best" approach – successfully communicating your intent and moving toward getting the desired results is the objective.





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