

COMMUNICATION

Giving constructive feedback

LEVEL

Intermediate (B1)

NUMBER

EN_B1_3121X

LANGUAGE

English

Learning outcomes

- I can explain what the S-B-I model is and use it to give feedback at work.
- I can recognise and recall a range of vocabulary related to giving feedback.

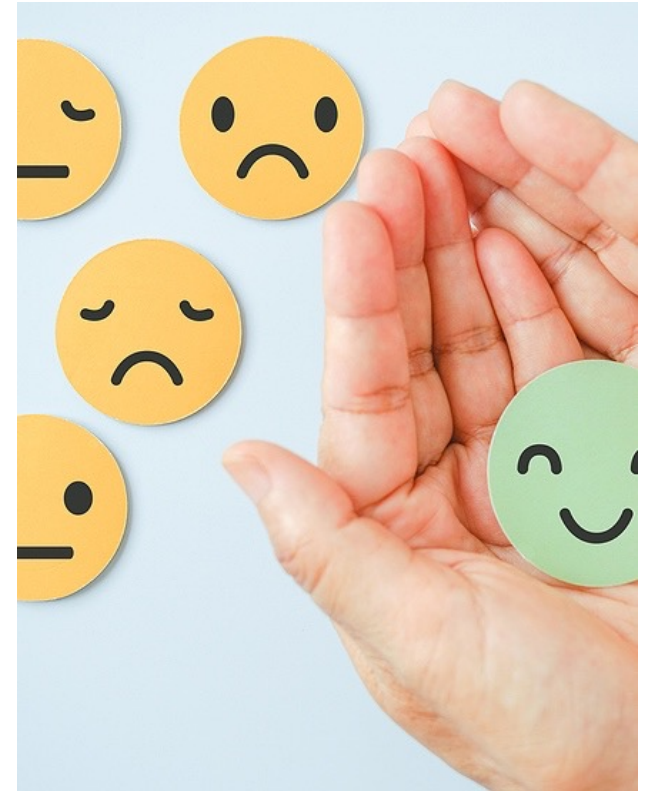


Warm-up

Discuss in breakout rooms or together as a class.

**What does the word
feedback make
you think of?**

**How often do you receive
feedback at work? And who
from?**





Reading

1. **Read** the introduction to the article. 2. **Answer** the questions below.

Telling someone they're doing something wrong is never easy. Yet studies show that today's workers value this kind of feedback highly; their managers are just not giving them enough of it. According to research from Gallup, 28% of employees receive corrective feedback "a few times a year" and 19% "once a year or less". How can we make giving this kind of feedback easier?

One way is to use the S-B-I model: a tool developed by the Center for Creative Leadership. The S-B-I model focusses on an employee's behaviour and not on their personality. In doing so, workers are able to understand how their behaviour affects others and are less likely to feel personally 'attacked' by feedback. So, what's this model all about? Let's find out...

What specific issue does the text talk about?

What do the percentages 28% and 19% refer to?

What is the benefit of this model for employees?



Reading

1. **Read about** the S-B-I model. 2. **Complete** the three tasks below.

Structuring your feedback using the S-B-I model

1

Situation: first, describe the **situation**. Specifically when and where did you observe the behaviour? This will help put the feedback into context.

2

Behaviour: then, describe the **actual behaviour** that you observed or noticed. Stick to the facts. Don't include your own opinion or judgments.

3

Impact: finally, describe what happened **as a result** of this behaviour and how you felt: *Concerned? Angry?* Be honest and only refer to **your** feelings!

Write an example of a **specific time** or **place** to give as a 'situation'.

Explain the difference between a **fact** and an **opinion**.

Give **another example** of a **feeling** to give as 'impact'.

An example of S-B-I feedback

1. **Read** Jenny's piece of feedback. 2. **Highlight** the three parts of the model in the example.

Yesterday morning, I asked you to send me the final sales figures for last year by 4 p.m. I saw that you only emailed them to me at 10 a.m. this morning. As a result, important data was missing from the presentation I gave to the Director this morning – this left me feeling pretty frustrated.



Situation

in what context?

Behaviour

what did you observe?

Impact

what was the result?



Key vocabulary

1. **Read** the examples of Situations and Behaviours.
2. **Discuss** the meaning of the words **in bold** with your teacher.

Situation	Behaviour
In yesterday's team meeting,	you talked over four of your colleagues and didn't let them finish what they were saying.
On Tuesday, while I was presenting,	you interrupted me four times while I was speaking.
In your response to the client's email,	you failed to answer all of his questions about the product's design.
On two occasions last week,	you didn't attend our daily team meeting.
In the report you submitted yesterday,	you left out several key dates.
During your call with the customer today,	you didn't inform her of our latest promotion while answering her questions.



Match with a synonym

Match the verbs to describe behaviour with the correct synonym.

1 **to talk over someone**

2 **to fail to do something**

3 **to interrupt someone**

4 **to attend**

5 **to leave something out**

6 **to inform someone**

a not manage to

b stop or cut off when speaking

c tell

d not include

e go to

f speak louder at the same time as



Fill in the gaps

Choose the correct verb from the red box.

1 Let's try not to _____ one another! It's becoming very difficult for me to follow what everyone is saying!

2 If we _____ prepare for the meeting, it will be a total disaster!

3 Feel free to _____ me if you don't understand something.

4 Would you kindly _____ me if you're able to _____ the event or not?

5 You _____ the client's surname in your email.

inform
talk over
attend
left out
fail to
interrupt



Expressing consequence

1. **Read** the grammar explanation and example.
2. **Discuss:** is Jenny describing the behaviour or the impact?



Jenny

As a result, important data was missing from the presentation I gave the Director this morning.

- We use linking words, like **as a result**, to explain the consequence of an action.
- Notice it comes at the beginning of a new sentence.
- **Other linking words:**
 - Therefore,...*
 - Consequently,...*
 - This meant that...*



~~In consequence,~~

**As a result,
Consequently,**

→ ***In consequence*** can sound rather formal or old-fashioned.
→ ***As a result*** and ***consequently*** are more common in everyday English.



Expressing consequence

1. **Form** a sentence with: *as a result, therefore, consequently* or *this meant that*.
2. **Invent** your own consequences for 4), 5) and 6).

- | | | | |
|---|--|---|--|
| 1 | <p>You didn't meet your deadline.</p> <p>Consequence: Project wasn't finished on time.</p> | ➤ | <p>I didn't meet my deadline. As a result, the project wasn't finished on time.</p> <hr/> <hr/> <hr/> |
| 2 | <p>Your team refused to do any market research.</p> <p>Consequence: No clear vision for the campaign.</p> | ➤ | <hr/> <hr/> <hr/> |
| 3 | <p>Your colleague shouted a lot in a meeting.</p> <p>Consequence: Everyone felt uncomfortable.</p> | ➤ | <hr/> <hr/> <hr/> |
| 4 | <p>You closed the report, but failed to press save.</p> <p>Consequence:</p> | ➤ | <hr/> <hr/> <hr/> |
| 5 | <p>You had an argument with an important client.</p> <p>Consequence:</p> | ➤ | <hr/> <hr/> <hr/> |
| 6 | <p>You didn't attend 3 important meetings at work.</p> <p>Consequence:</p> | ➤ | <hr/> <hr/> <hr/> |





Reviewing the S-B-I model

Sort the explanation and tips into the correct part of the S-B-I model.

- 1 Here you describe what the result was.
- 2 Here you give the context of the feedback.
- 3 Only describe what you observed or noticed.
- 4 Here you describe what the person did.
- 5 Give specific times or places.
- 6 State the effect on the team or your feelings.

Situation

Behaviour

Impact

Re-writing as constructive feedback

1. **Read** the four examples of **non-constructive** feedback.
2. **Transform** them into **constructive** feedback. **Use** the S-B-I model.
3. **Write** your answers in the chat.

You're lazy and never hand work in on time! We missed the last deadline because of you!

You're disorganised and forgetful! Why didn't you prepare your presentation?

You're such a loud and aggressive person in meetings!

Your emails are always full of spelling mistakes. Be more careful!

*Think of a specific situation:
When and where did it happen?*

*Describe the behaviour:
What **behaviour** did you observe?*

*Describe the impact of the behaviour:
How did it affect the team?*



End of the lesson

Idiom

to take something the wrong way

Meaning: to be offended by a remark that was not intended to be offensive.

Example: Now, don't take this the wrong way, but I need you to start working a bit harder.



Additional practice



Order the text

Put the text into the **correct order** and **match the headlines** to each part.

Situation

Behaviour

Behaviour

Impact

- A** But you failed to attend. We delayed the start of the meeting by 15 minutes as I promised you were coming.
- B** When I asked you, you said yes, you would be there.
- C** Consequently, I was left feeling embarrassed and frustrated and you wasted the time of some very important members of the organisation.
- D** On Tuesday, I asked you if you could attend a meeting at 12 pm with the board of directors.



Fill in the gaps

Fill in the gaps with the words in the red box to complete the questions.

- 1 Have you ever _____ turn up to a meeting you said you would be in?
- 2 Do you have a colleague who often _____ other people in meetings?
- 3 What is a polite way to _____ someone in a meeting?
- 4 Do you always _____ someone in advance if you're unable to go to a meeting?
- 5 Have you ever forgotten to _____ an event or meeting?

attend
interrupt
talks over
inform
failed to



About you



Now answer the questions on the previous slide with a partner.

Ask for some more information about their answers, focusing on the impact of someone's behaviour.





Non-constructive feedback

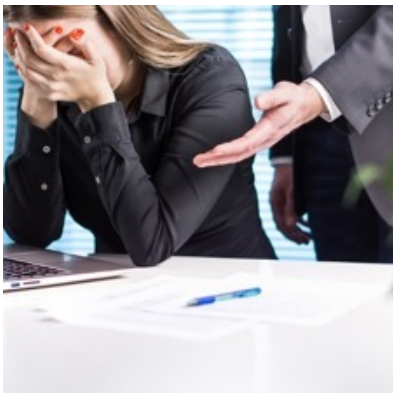


Non-constructive feedback can be worse than getting no feedback at all.

Do you agree with the statement?

Have you ever received any non-constructive feedback?

If yes, how did it make you feel?





Answer key

P. 8: 1f, 2a, 3b, 4e, 5d, 6c

P. 9: 1. talk over, 2. fail to, 3. interrupt, 4. inform, attend, 5. leave out

P. 13: Situation: 2 & 5, Behaviour: 3 & 4, Impact: 1 & 6

P. 18: 1d, 2b, 3a, 4c

P. 19: 1. failed to, 2. talks over, 3. interrupt, 4. inform, 5. attend



Summary

Learning how to **structure feedback** using the **S-B-I** model:

- S = **situation**
- B = **behaviour**
- I = **impact**

Using the **S-B-I model**:

- Describe the **situation**. Specifically **when** and **where** did you observe the behaviour?
- Describe the actual **behaviour** that you observed. Stick to the facts. Don't include your own opinion or judgments.
- Describe the **impact** of this behaviour and how you **felt**

Learning how to **express consequence**:

- We use linking words, like **as a result, therefore, consequently** and **this meant that** to explain the consequence of an action.
- These words come at the beginning of a new sentence



Vocabulary

situation

behaviour

impact

to talk over

to interrupt

to fail to

to attend

to leave out

to inform

as a result

