

CHECK!

Providing feedback at work

LEVEL

Intermediate (B1)

NUMBER

EN_B1_3124C

LANGUAGE

English

Let's check!

Can I provide feedback at work?

- Can I explain what the S-B-I model is and use it to give feedback at work?
- Can I describe the imagined results of a past action using the third conditional?
- Can I compare leadership styles with one another and explain when to use each one?



Warm-up

Discuss in breakout rooms or together as a class.

**Have you ever given
someone feedback?
How well did it go?**

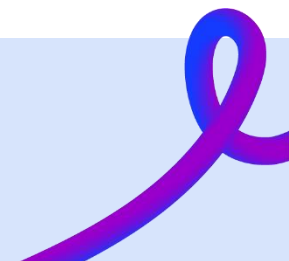


**Do you think people
should receive training
on giving feedback in
the workplace?**



Learning outcome 1

Can I explain what the S-B-I model is and use it to give feedback at work?



The S-B-I model

Can you remember what the **S-B-I model** for giving **feedback** is? Talk to a partner about what the letters stand for and briefly explain how the model works.



S-B-I role play

1. **Work with** a partner and **choose one role play** to prepare each.
2. **Take** a few minutes alone to prepare your S-B-I feedback.
3. Then, **role-play** the two situations with your partner.

Last Monday, I was sitting in your team meeting and...

On Friday morning, we had a meeting about...



Role play 1

You are a senior manager and you noticed that one of the team leaders called a meeting to an end without asking for anyone else's opinion on an important decision. You think the whole team should have been asked for their input. Talk to the team leader using the S-B-I method.

Role play 2

You manage a team of five people. One person in your team never speaks up at meetings but they often talk to their colleagues about decisions made there that they disagreed with. Use the S-B-I method to give them feedback. Make sure to relate it to a specific event.



Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples

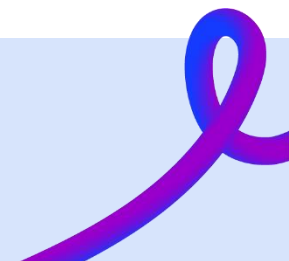


Find the mistake!



Learning outcome 2

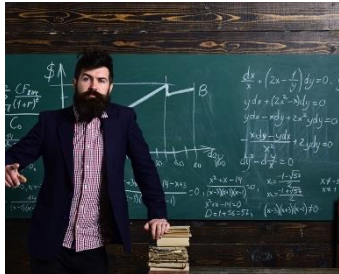
Can I describe the imagined results of
a past action using the third
conditional?



What would have been different?

1. **Read through** the instructions in the red box.
2. **Use the third conditional** in your answers.
3. **Look at** the examples in the orange boxes to help you.

- Think back to your **first job** or the first job that was **important** to you.
- Take a couple of minutes to think of three or four things that **would have been different** if you hadn't got that job.
- Talk to your classmates. They might want to ask you questions for some more information!



If I hadn't got my first job at a school in London, I wouldn't have met my friend Otis.

If I hadn't met my friend Otis, I wouldn't have moved to Japan. We moved there together and I wouldn't have gone without him.

If I hadn't moved to Japan, I wouldn't have met my wife!



Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake!



Learning outcome 3

Can I compare leadership styles with one another and explain when to use each one?



Do you agree?

Read the statements below and **answer** the questions in the red boxes with a partner.



If you have a large team of inexperienced employees, it's good to just tell them exactly what to do.

When your employees have lots of experience, it's always the best idea to take a hands-off approach.



Which styles of leadership are the people talking about?

Do you agree with the statements?

Do you think a manager can be or should be flexible in their leadership style?



Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake!



- Can I explain what the S-B-I model is and use it to give feedback at work?
- Can I describe the imagined results of a past action using the third conditional?
- Can I compare leadership styles with one another and explain when to use each one?

Your teacher will now recommend whether you should move on to the next chapter or review lessons from this chapter.

End of the lesson

Idiom

to have the last word on something

Meaning: the last comment about something.

Example: My boss always wants to have the last word on every decision we make!



Additional practice



Leadership styles

What are the **pros** and **cons** of each of these leadership styles?

1	2	3
Delegating	Democratic	Authoritarian



Leadership styles in industry

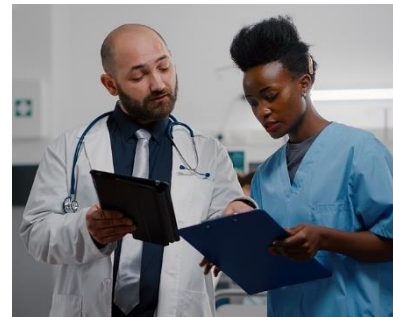
**Do different leadership styles
work better in certain industries?
Do you find one style more than
others in the industries below?**



marketing



finance



healthcare



IT





Feedback and leadership

Do you think leadership style impacts how managers give feedback?



What type of feedback would you expect from a delegating leader?



My regret

1. **Think of** an opportunity that you said no to in the past.
2. **Talk to** a partner about what would have been different if you had said yes.



When I was 22, I was offered a six-month work placement in Spain but I turned it down.

If I had said yes, I would have learnt Spanish.

...

Why didn't you go?

Definitely! And what else?



Check Summary

Giving constructive feedback

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



Check Summary

Using the third conditional

When to use the third conditional:

- We use the **third conditional** to talk about **imagined past events** and their consequences.
- The person is thinking about **an event in the past** and imagining it **with a different result**.

How to form the third conditional:

- **If + past perfect, + would have + past participle**
- If I hadn't bought that red dress, I would have bought the blue one instead.

Using the third conditional:

- We often use this form to express **regrets** or **relief** about the **past**
- **Regret:** If I had selected the BCC: option, I wouldn't have lost the company 900 important contacts in a single day.
- **Relief:** If Sarah hadn't stopped me, I would have told my boss all my secrets!



Check Summary

Comparing leadership styles

Describing leadership styles:

- Authoritarian or autocratic style
- Democratic or participative style
- Delegating or “laissez-faire” style

Vocabulary to describe leadership styles:

- **Authoritarian:** the leader **cracks the whip** and must act **decisively**
- **Democratic:** all team members involved in **decision-making** but leader has the **final say**
- **Delegating:** the leader adopts a **hands-off** approach

Reviewing the use of *to do* and *to make*:

- **Do:** used for **jobs and tasks**, e.g., *do a course*, and **non-specific tasks**, e.g., **do something**
- **Make:** used for **communication**, e.g., *make a phone call*, and **plans and decisions**, e.g., *make an arrangement*



Vocabulary

situation

behaviour

impact

to talk over

to interrupt

to fail to

to attend

to miss out

to inform

as a result



Vocabulary

to let it slip

unreal past

imaginary past

regret

relief



Vocabulary

authoritarian

autocratic

to crack the whip

tendency

decisively

democratic

participative

decision-making

the final say

delegating

hands-off

to adopt

approach to

