

- In this unit:
- setting objectives
  - giving and receiving feedback



### 8.1 Talking points

- 1 Consider these questions.  
Do you worry about appraisals? Why / why not?  
How can an appraisal help an employee?
- 2 While you watch other people talking about the questions above, compare their experience with yours.

### 8.2 The appraisal

- 3 Maria joined the company QPG as the Training Manager a year ago. She is having her first appraisal with her line manager Paul. As you watch, make notes on Maria's appraisal form.

**CORE AREAS**

1 Researching and responding to the training needs within different departments  
 Maria's assessment of her performance: 1  
 Agreed objective: 2

**STRENGTHS**

Maria's assessment of her strengths: 3  
 Manager's feedback on her strengths: 4

**WEAKNESSES AND AREAS FOR IMPROVEMENT**

Maria's assessment of her weaknesses: 5  
 Manager's feedback on her time management skills: 6  
 Agreed action: 7

**OVERALL PERFORMANCE** (✓ tick one)

<sup>8</sup> Excellent  Performing well  Satisfactory  Poor

Manager's summary of her overall performance this year: 9

### 8.3 The expert view

- 4 As you watch Andrew talk about two aspects of successful appraisals, complete the missing words on the graphics below and make notes on what each word means.

#### SMART objectives

Specific M \_\_\_\_\_ A \_\_\_\_\_ R \_\_\_\_\_ Time-based

#### Feedback

Positive feedback	Improvement feedback
Specific	Specific
I _____	I _____
Third-party endorsement	Perspective
S _____	S _____

For a summary of how to lead a successful appraisal, read the article on pages 56–57.

### 8.4 Analysis

- 5 As you watch the appraisal again, analyse the performance of the appraiser. Tick or cross (✓ / X) the comments and note examples where appropriate.

**Setting objectives**

The appraiser encourages the appraisee to define an objective.

He sets SMART objectives.

**Positive feedback**

The feedback is specific and describes the impact of their behaviour.

He provides third-party endorsement.

He explains the skills demonstrated.

**Improvement feedback**

The feedback is specific and describes the impact of their behaviour.

He puts things in perspective.

He seeks solutions and discusses any support needed.

**General**

The appraisal is collaborative.

### 8.5 The expert feedback

- 6 Watch Andrew's analysis of the appraisal. How do his comments compare to your analysis?



## Language focus

## 8.6 Encouraging self-evaluation

1 In the video, Paul asks questions to encourage Maria to evaluate her own strengths and to identify areas for improvement. Match the two halves of his questions.

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1 How well do you think ...    | a how you might deal with this? |
| 2 How would you like ...       | b score yourself overall?       |
| 3 What do you feel are ...     | c you've achieved this so far?  |
| 4 Do you feel that you are ... | d your main strengths?          |
| 5 Do you have any idea on ...  | e weak in any area?             |
| 6 How would you ...            | f to define that objective?     |

2 Match these sentences from Maria's replies to the questions in 1.

- I think that's something that needs more work this year. 1
- I don't think a training course would help. \_\_\_\_\_
- I would give myself a 'performing well' rating. \_\_\_\_\_
- I suppose time management has been the hardest thing for me. \_\_\_\_\_
- I feel fairly confident about my own abilities as a trainer. \_\_\_\_\_
- How about ...? To set up a clear process for finding out department training needs. Something as simple as that? \_\_\_\_\_

3 Watch the video again and check your answers in the 1 and 2.

## Identifying goals and setting objectives

4 Paul and Maria use certain verb + noun collocations during the appraisal. For example: 'So perhaps we should set this as one of your objectives for the next 12 months.'

Complete these sentences with the collocations below.

do + job    rate + performance    express + opinion    set + objective  
give + feedback    carry out + appraisal

- How would you \_\_\_\_\_ your \_\_\_\_\_ on a scale of one to ten?
- Could you \_\_\_\_\_ me some \_\_\_\_\_ on my performance this year?
- Can we \_\_\_\_\_ that as a personal \_\_\_\_\_ for you to aim for?
- This appraisal is a chance for you to \_\_\_\_\_ your \_\_\_\_\_ on any issues related to your work.
- Is there any training that would help you to \_\_\_\_\_ your \_\_\_\_\_ more effectively?
- Before we \_\_\_\_\_ the \_\_\_\_\_, you'll need to complete the self-assessment questionnaire.

## Giving feedback and rating performance

5 Towards the end of the appraisal, Paul gives positive feedback but also suggests areas for improvement.

*'In many ways I'd rate your performance as excellent ... But as we agreed, I think this year some of your core management skills around time management and prioritization need work on.'*

Replace the underlined words in these sentences with the phrases below.

address the issue of \_\_\_\_\_ would gain from  
need to work on \_\_\_\_\_ could improve  
demonstrated exceptional ability \_\_\_\_\_  
improved a great deal \_\_\_\_\_

- Overall, you're performing very well although I think your ability to prioritize tasks requires attention.
- I think you have to improve your attention to detail and general organizational ability.
- The feedback from your team has been excellent – you've shown outstanding skill in people management.
- We've identified some areas that need attention but overall you've made great progress this year.
- I think you would benefit from some training in presentation skills so you would like to recommend that you attend a course.
- We've both agreed you're going to deal with the problem of how to communicate with other departments more effectively.

## TIP: SPEAKING GENERALLY

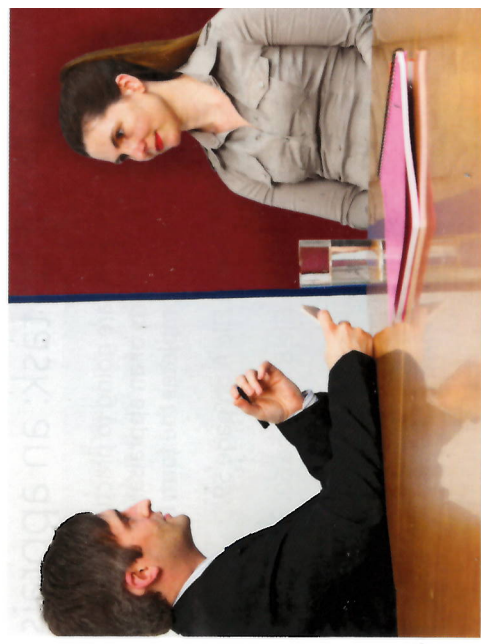
At the beginning and at the end of an appraisal we talk in general terms about the person's performance like this:

*Overall, we're very happy ...  
In general, your performance is good ...  
On the whole I'd rate your performance as satisfactory.*

6 Look at the sentences in 5. What kind of performance is the speaker describing? Match these ratings (a–c) to each sentence.

- a = The feedback is very positive.  
b = The person's performance is good but the feedback suggests areas for improvement.  
c = The feedback is not positive (= improvement feedback).

- |   |          |   |       |
|---|----------|---|-------|
| 1 | <u>b</u> | 4 | _____ |
| 2 | _____    | 5 | _____ |
| 3 | _____    | 6 | _____ |





## Meetings task: an appraisal

Work in pairs. You are going to practise an appraisal with a company's Sales Manager using parts of an appraisal form. During the appraisal, the appraiser takes notes and completes the form below.

Student A: Turn to File A on page 59.

Student B: Turn to File B on page 60.

### Alternative task

Carry out the appraisal like a real-life appraisal. The appraiser uses the form below to structure the meeting, and the employee responds with comments about his or her real-life work.

### CORE AREAS

Core area: *To manage the sales team in North America.*

Student B's assessment of his / her performance: \_\_\_\_\_

Agreed objective for next year: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Deadline for objective: \_\_\_\_\_

### FEEDBACK

Student B's assessment of his / her strengths: \_\_\_\_\_

Agreed feedback on strengths: \_\_\_\_\_

Student B's assessment of his / her areas for improvement: \_\_\_\_\_

Agreed action: \_\_\_\_\_

### OVERALL PERFORMANCE (✓ tick one and add comments)

Excellent performance  Performing well

Satisfactory performance  Poor performance

## Useful phrases

### Encouraging self-evaluation

How well do you think you've done this year?

What do you feel are your main strengths?

Do you feel that you are weak in any area?

Can you identify any areas that need improvement?

Do you have any views on how you might deal with this?

How would you score yourself overall?

### Setting objectives

Shall we set that as one of your objectives?

Is that an objective we can set for next year?

How would you like to define that objective?

What date could we set as the deadline for that?

When would that be completed by?

### Giving positive feedback

Well done. / You've done well.

You've demonstrated the ability to work with other people.

You've made a real difference to / impact on the department.

Overall, your progress has been good this year.

There's plenty to be positive about.

### Giving improvement feedback

We've identified two key areas to improve.

We've both agreed you're going to address the issue of ...

You could work on / develop your ... skills.

You need to show greater interest in ...

You'd benefit from some training in ...

## Task assessment

Use this form to assess the appraisal. Tick (✓) and make comments where appropriate.

### Setting objectives

The appraiser encourages the appraisee to define an objective.

He/She sets SMART objectives.

### Positive feedback

The feedback is specific and describes the impact of their behaviour.

He/She provides third-party endorsement.

He/She explains the skills demonstrated.

### Improvement feedback

The feedback is specific and describes the impact of their behaviour.

He/She puts things in perspective.

He/She seeks solutions and discusses any support needed.

### General

The appraisal is collaborative.