

## Lesson 10: Setting personal goals

<b>Group size:</b> any; also one-to-one
<b>Level:</b> pre-intermediate upwards
<b>Lesson focus:</b> talking about and role-playing appraisals
<b>Language focus:</b> talking about setting and achieving work-related goals and objectives; talking about how happy you are in your job and what changes could be made to improve your performance
<b>Materials:</b> one copy of the worksheet per student; one set of Business Top Trump cards

### 1 Definition

Students use the words given to complete the definition of *appraisal*.

**Key:** 1. *interview*; 2. *judge*; 3. *progress*; 4. *evaluated*; 5. *targets*; 6. *discussed*

### 2 Your work situation

Students fill in the gaps with information that is true for them. When they have done this, they should read out and compare their completed statements.

If the students are not currently in work, find out how it was in their last job or in a company they trained at.

### 3 Self-assessment questions

Students match the sentence halves to make questions that they can use in Task 5.

**Extension:** Students think about, and possibly write down, how they would answer these questions for themselves in their current job.

**Key:** 1. *h*; 2. *i*; 3. *g*; 4. *a*; 5. *b*; 6. *d*; 7. *c*; 8. *j*; 9. *f*; 10. *e*

### 4 The cards

Distribute the Top Trump cards. Students find employee-supervisor pairs from the cards and write them into the table.

See the organogram in Lesson 2 for reference. Other pairs are possible, especially when including Jolene as the manager. Robert could even interview the department heads, Michael, Jolene, Su Lin and Frank.

**Key:**

<i>employee</i>	<i>supervisor</i>
<i>Philippe</i>	<i>Jolene</i>
<i>Marco</i>	<i>Frank</i>

<i>Andi</i>	<i>Frank</i>
<i>Dina</i>	<i>Michael</i>
<i>Lee</i>	<i>Ralf</i>
<i>Nicole</i>	<i>Murat</i>
<i>Yuri</i>	<i>Murat</i>
<i>Jason</i>	<i>Murat</i>

### 5 Role-play

First, go through the language boxes with the students, answering any questions they have. Then, explain that, in pairs, they must prepare and hold two appraisal interviews. Before the role-plays, the students should choose which pairs they are going to be from Task 4 and prepare, in note form, the answers they believe the employee would give to the questions. After the first role-play, they should swap roles so they both have the chance to play both the employee and the manager.

**Variation:** If you have a large group and are unable to monitor all the interviews by yourself, get the students to work in groups of three. They should choose three pairs of employees and role-play three appraisals. The student who is not playing one of the parts should be an observer and make notes on what the other two students say and how successfully they conduct themselves during the interview. The notes can be used for immediate personal feedback and again for a group debriefing session.

### 6 Debriefing

After the interviews, hold a feedback session with the students and discuss their answers to the questions. Find out whether they felt more comfortable in the role of employee or of manager and why this was. Discuss how close this role-play was to what actually happened at their last appraisal.

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### 1 Definition

Complete the definition of *appraisal* using the words in the box.

progress      evaluated      discussed      interview      targets      judge

A **performance review** or **appraisal** is an \_\_\_\_\_ (1) between a manager and an employee that allows the manager to \_\_\_\_\_ (2) how well the employee is doing their job. Usually, during the meeting, the employee's \_\_\_\_\_ (3) is checked and \_\_\_\_\_ (4) by comparing it to the \_\_\_\_\_ (5) that were set in the previous appraisal. Then, further goals, which should be achieved before the next appraisal, are \_\_\_\_\_ (6) and set.

### 2 Your work situation

Complete the text with information that is true for you and your work situation.

In my company, the interview between an employee and their manager is called a \_\_\_\_\_.  
This kind of meeting takes place every \_\_\_\_\_. My last appraisal was \_\_\_\_\_ ago.

At my last appraisal, the following goals were set:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My next appraisal will be in \_\_\_\_\_.

### 3 Self-assessment questions

Match these sentence halves to make questions that someone might be asked before or during an appraisal.

- |  |  |
|--|--|
| 1. Have the past six months been good / bad / satisfactory ... | a. ... you find most difficult?                |
| 2. What did you achieve in ...                                 | b. ... you the most?                           |
| 3. What do you like and dislike about ...                      | c. ... important tasks in the next six months? |
| 4. What elements of your job do ...                            | d. ... part of your job?                       |
| 5. Which elements of your job interest ...                     | e. ... training would help you in your job?    |
| 6. What is the least interesting ...                           | f. ... do to help you achieve this?            |
| 7. What will be your most ...                                  | g. ... working in this department?             |
| 8. What could you do to improve your ...                       | h. ... for you and why?                        |
| 9. What could your boss ...                                    | i. ... the past six months?                    |
| 10. What sort of further ...                                   | j. ... performance in your current position?   |

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**4 The cards**

Look through the cards and find pairs of cards: an employee and the manager or supervisor, or another person, who will hold their appraisal. Complete the table with the pairs.

employee	supervisor

**5 Role-play**

**Language box 1 – talking about goals, aims, targets and objectives**

set	goals
fix	aims
reach	targets
achieve	
decide on	
agree on	

**Language box 2 – progress made**

Since my last appraisal, ...  
 ... I have managed to ...  
 ... I succeeded in ...  
 ... the situation has improved / worsened / changed.

**Language box 3 – progress that needs to be made**

I'd like to be able to ...  
 My biggest challenge is ...  
 I'm not happy with ...  
 I would like to improve ...

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**In pairs, prepare two appraisal interviews. Choose two pairs from the table in task 4. Make notes before you start.**

### Preparation

Student A – You are the employee in Interview 1. Reading the employee's card, decide how that employee would answer the interview questions in Task 3.

Student B – You are the employee in Interview 2. Reading the employee's card, decide how that employee would answer the interview questions in Task 3.

**Hold both interviews, using some of the words and phrases from the language boxes. Invent any information you cannot find on the Top Trump cards.**

### 6 Debriefing

**After the interviews, take part in a feedback session and answer the questions below.**

#### As the employee

- How easy was it to answer the questions?
- Do you feel that you were able to put your points across?
- Are you happy with the way your manager talked to you?
- Are you happy with the feedback and suggestions your manager gave you?
- Did you set any goals or objectives? What were they?

#### As the manager

- Were you happy with the way the employee had prepared for the interview?
- Was the employee able to answer all your questions?
- Did you ask any further questions?
- Were you satisfied with the way the employee talked to you?
- Did you set any goals for the employee? What were they?