



## Measuring feedback and impact

Duration	Topic	Activity	Social Setting	Used media
10 min	Theoretical input	Short theoretical input on giving and receiving feedback	Plenary	Powerpoint presentation on "PPT_Feedback_Theory"
15 min	Experience on giving and receiving feedback	<p>Plenary Discussion on:</p> <p><i>What experience do you have with giving and receiving feedback?</i></p> <ul style="list-style-type: none"><li>• Which feedback methods do you know and how do they work?</li><li>• Which feedback methods did you already experience? Where they efficient?</li><li>• How can I broaden that portfolio of methods / exercises / approaches?</li><li>• Which (if any) support do I need to broaden that portfolio?</li></ul>	Discussion in small groups, presenting results in plenary setting	Flipcharts and markers to document main ideas and to present them to the rest of the group
15 min	Theoretical input	Theoretical input: Different feedback methods, their background and practical application	Plenary setting, plenary discussion	Powerpoint presentation on "PPT_Feedback_Methods"
15 min	Analysis of Force Fields	<p>Exemplary method to include in the portfolio: Analysis of Force Fields</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"><li>• Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method?</li></ul>	Group work, plenary discussion	See Appendix, 1  Flipcharts (if needed with prepared questions), paper sheets and pens



		<ul style="list-style-type: none"> <li>• In which situation, at which point of the decision-making-process, for which target groups is the method useful?</li> <li>• Which are the strengths, which the weaknesses of the method?</li> </ul>		
15 min	Flash Feedback	<p>Exemplary method to include in the portfolio: Flash Feedback</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> <li>• Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method?</li> <li>• In which situation, at which point of the decision-making-process, for which target groups is the method useful?</li> <li>• Which are the strengths, which the weaknesses of the method?</li> </ul>	Group work, plenary discussion	<p>See Appendix, 2</p> <p>Object that can be thrown and caught easily (such as a ball).</p>
15 min	Plus – Minus – Question Mark	<p>Exemplary method to include in the portfolio: Plus – Minus – Question Mark</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> <li>• Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method?</li> <li>• In which situation, at which point of the decision-making-</li> </ul>	group work, plenary discussion	<p>See Appendix, 3</p> <p>Flipcharts and marker pens</p>



		<p>process, for which target groups is the method useful?</p> <ul style="list-style-type: none"> <li>Which are the strengths, which the weaknesses of the method?</li> </ul>		
15 min	Self Assessment	<p>Exemplary method to include in the portfolio: Self Assessment</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> <li>Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method?</li> <li>In which situation, at which point of the decision-making-process, for which target groups is the method useful?</li> <li>Which are the strengths, which the weaknesses of the method?</li> </ul>	group work, plenary discussion	<p>See Appendix, 4</p> <p>Document “Worksheet_Feedback_Questionnaire Counsellors”</p> <p>Document “Worksheet_Feedback_Questionnaire Clients”</p>
15 min	Intervision	<p>Exemplary method to include in the portfolio: Intervision</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> <li>Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method?</li> <li>In which situation, at which point of the decision-making-process, for which target groups is the method useful?</li> </ul>	group work, plenary discussion	See Appendix, 5



		<ul style="list-style-type: none"> <li>Which are the strengths, which the weaknesses of the method?</li> </ul>		
15 min	Quality Development Interview	<p>Exemplary method to include in the portfolio: Quality Development Interview</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> <li>Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method?</li> <li>In which situation, at which point of the decision-making-process, for which target groups is the method useful?</li> <li>Which are the strengths, which the weaknesses of the method?</li> </ul>	group work, plenary discussion	See Appendix, 6
15 min	Peer Observation	<p>Exemplary method to include in the portfolio: Peer Observation</p> <p>After explaining the methods, the mentor offers the mentees to try the method themselves. Afterwards, the whole group discusses briefly:</p> <ul style="list-style-type: none"> <li>Do I already use that or a similar method? If yes, is there any advice I could give my fellow mentees when using the method?</li> <li>In which situation, at which point of the decision-making-process, for which target groups is the method useful?</li> <li>Which are the strengths, which the weaknesses of the method?</li> </ul>	20 min	<p>See Appendix, 7</p> <p>Document "Worksheet_Feedback_Peer Observation"</p>



5 min	Conclusion	<p>Concluding discussion:</p> <ul style="list-style-type: none"><li>• Which of the methods discussed in the training will I use to broaden my portfolio?</li><li>• Do I feel prepared for the QA procedure? What (and from whom) do I know to feel confident about supporting decision-making?</li></ul>	plenary discussion	
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## Appendix

### 1. Analysis of Force Fields

**SOURCE:** Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel.

**AIMS:** Anticipating possible obstacles as well as positive factors, weighing pros and cons of a given situation.

**FORM:** Group work, Plenary work

**DURATION:** 30 - 60 min

**MATERIALS:** Flipcharts (if needed with prepared questions), paper sheets and pens

#### STAGES:

The participants/trainees give their feedback on the training/education. For this, the trainer asks structuring questions such as:

- “What helps and what hinders you in profiting from the training/education?”
- “What helps and what hinders you in having a positive attitude towards the training/education?”

Then, the participants gather in small groups, each around a flipchart, and collect all of the helping and hindering factors (positive and negative forces). Based on that, the forces are drawn on the flipchart as smaller or bigger arrows, accordingly labelled.

In the course of designing the flipchart, the small groups reflect on the results. Structuring questions can be:

- “Which differences/similarities exist between the forces and our viewpoints?”
- “How can we deal with hindering factors (negative forces)?”
- “How can we profit the most from the training/education?”

Afterwards, the results are presented and discussed in a group session. Altogether, the participants try to find ways to improve the situation by strengthening positive and weakening negative forces. To support the brainstorming process, the flipcharts can be hung up somewhere clearly visible.

Questions that can be asked to structure the process could be:

- “What should the trainer do to improve the situation?”
- “What can the participants/trainees do to profit the most (or: have the most fun) over the course of the training/education?”

**SUMMARY:** To evaluate their learning process, the participants state what helps and what hinders them in profiting from the training.



## 2. Flash Feedback

**SOURCE:** Bastian, Johannes / Combe, Arno / Langer, Roman (2007): Feedback-Methoden. Erprobte Konzepte, evaluierte Erfahrungen. Weinheim & Basel, Beltz; Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotoxia; Reich, Kersten (2007) (Ed.): Methodenpool. Available at [www.methodenpool.uni-koeln.de](http://www.methodenpool.uni-koeln.de) [31.08.2018].

**AIMS:** Getting feedback on the training or training sections by each and every of the participants and explore differences as well as similarities between the participants' opinions.

**FORM:** Group work

**DURATION:** 15 – 30 min

**MATERIALS:** Object that can be thrown and caught easily (such as a ball).

**STAGES:** One participant is given a ball (or a similar object) and, by that, the right to speak. The other participants have to let him/her speak uninterrupted and just listen.

The person with the ball makes short feedback comments, either freely or structured by questions that channel the participants' statements. The trainer as well as the other participants do not comment on the statements that are made.

Then, the participant throws the ball to another person; they now have the right to speak. The process continues until each of the participants has had the chance to contribute something.

Then, the whole group can comment on the statements or discuss which conclusions could be drawn.

It can be wise to offer structuring questions. However, to implement the Flash Feedback method, it is important to ask just one single question, such as:

- How did you feel in the group?
- What did you like / didn't you like?
- What influenced your level of cooperation in a positive / negative way?
- What insights did you gain in the course of the training?

**SUMMARY:** One participant is given a ball and, by that, the right to speak. He or she gives the trainer a quick and short piece of feedback before throwing the ball to another person.

## 3. Plus – Minus – Question Mark

**SOURCE:** Common method, adapted by Maria Gutknecht-Gmeiner.

**AIMS:** Getting basic information, serving as summative or formative feedback.

**FORM:** Group work



**DURATION:** 15 – 30 min

**MATERIALS:** Flipcharts and marker pens

**STAGES:** The trainer places flipcharts marked with a plus (“+”), a minus (“-”) and a question mark (“?”) in the room, easily seen by everybody. Then, the participants are invited to give their feedback, while the trainer notes on the Plus-Flipchart what they liked a lot about the training, on the Minus-Flipchart what they didn’t like too much and on the Question-Mark-Flipcharts any questions that were left open. When the participants state something that doesn’t fit the Plus-Minus-Scheme, it can be added to the Question-Mark-Flipchart as well.

Each of the participants should have the chance to give his/her feedback, but they are asked to keep it short and simple. When several participants have the same opinion on something, the trainer can just draw a line next to the already mentioned statement.

Variation: The exercise can be combined with the exercise “Flipcharts with open questions”. The respective flipcharts with open questions are for this divided into three segments labelled with a “+”, a “-” and a “?”. In that case, the exercise will take a little longer, but the feedback will be thorough and detailed.

**SUMMARY:** The participants note on a flipchart marked with a plus (“+”) what they liked about the training, on a flipchart marked with a minus (“-”) what they didn’t like and on a flipchart marked with a question mark (“?”) any questions that were left open.

## 4. Self Assessment

**SOURCES:** Schiersmann, Christiane / Bachmann, Miriam / Dauner, Alexander / Weber, Peter (2008): Qualität und Professionalität in Bildungs- und Berufsberatung. Bielefeld, Bertelsmann; Gaiswinkler, Wolfgang / Roessler, Marianne (2007): Der lösungsfokussierte Ansatz: Qualität in der Beratung. Available at [http://www.netzwerk-ost.at/publikationen/pdf/selbstevaluation\\_evaluierung.pdf](http://www.netzwerk-ost.at/publikationen/pdf/selbstevaluation_evaluierung.pdf) [13.12.2018].

**AIMS:** Starting point for reflection on counselling quality.

**FORM:** Individual work, Interview

**DURATION:** 10 - 15 min

**MATERIALS:** Self assessment sheet containing open and/or standardized questions (documents “Worksheet\_Feedback\_Questionnaire Clients” and “Worksheet\_Feedback\_Questionnaire Counsellors”)

**STAGES:** Clients receive assessment sheets at some point after a counselling interview or might be asked questions at the end of an interview. The counsellors then fill out the assessment sheets on their own.

Questions might include:

- Was I satisfied with the interview overall?
- Was the client’s concern identified correctly?
- Was I able to create a pleasant atmosphere?





- Which methods or tools did I use?
- What proved useful?

Results can be reflected individually or compared and interpreted across institutions.

**SUMMARY:** Answering assessment questions after counselling serves as a starting point for reflection on counselling quality.

## 5. Peer Guidance: Two Options for Intervision

**SOURCES:** Rabenstein, Reinhold / Reichel, René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen: 4. Reflektieren. Münster, Ökotoxia.

**AIMS:** Guidance and support of each participant.

**FORM:** Group work, Peer review

**DURATION:** 60 - 90 min

**MATERIALS:** Notebook. Also, a moderator has to be chosen.

**STAGES:** As the case or problem is presented, the group of peers can either call out whatever comes to their mind regarding the problem (the "Balint-Group-Model"), or offer one sentence as a response, one at a time (the "Intervision Star").

### *Variant 1: Balint-Group-Model*

The basis for this variant lies with the Freudian free associations and is suitable for groups between 5 and 10 people. One of the group acts as a moderator who is responsible for sticking to the meeting structure, time requirements and positive attitude between participants. The other team members act as counsellors and sit opposite the moderator and the person presenting the case – the 'stakeholder'.

The process follows a rigid structure (see Materials): The stakeholder illustrates his or her issue or goal while everybody else is listening. After this, the group of counsellors may talk freely while the stakeholder listens until a fixed amount of time has passed. Note that even vague or odd statements should be voiced. After this period, the moderator summarises the comments to the best of his or her abilities after which the stakeholder voices their conclusions.

### *Variant 2: Intervision Star*

This variant is similar to the Balint-Group-Model but has an even more rigid structure and is suited for groups between 8 and 20 people.

The group of participants forms a half circle around the stakeholder and the moderator. After this, everybody is given the right to speak one at a time. Every participant may ask exactly one question or voice a remark until it is his or her turn to speak again. He or she may not ask any follow-up questions that might arise until the others have had



their say. The comments and questions should be as concise and specific as possible. The person who currently has the right to speak may forfeit their turn but will have to wait until the next turn if he/she changes his/her mind.

**SUMMARY:** A selected member out of a group of colleagues presents a current “case” or problem they have. After that, peers give any insights or solutions they have. Finally, the comments are summarized and the person who presented the case in the first place makes a final statement.

## 6. Quality Development Interview

**SOURCES:** Reglement zur Qualitätssicherung und Qualitätsentwicklung bei BeraterInnen BSO, available at [www.bso.ch](http://www.bso.ch) [18.12.2018]; Österreichischer Verband für Supervision und Coaching OEVC; SFV Schweizerischer Feldenkraus Verband.

**AIMS:** Examination of quality portfolio and professional guidelines; reflection on one’s personal development.

**FORM:** Peer review

**DURATION:** 60 - 90 min

**MATERIALS:** Documents necessary for portfolio, worksheets on introductory questions (documents “Worksheet\_Feedback\_Questionnaire Clients” and “Worksheet\_Feedback\_Questionnaire Counsellors”)

, pens.

**STAGES:** The quality development interview focuses on one’s professional and quality development. In regular professional discourse, colleagues examine their personal quality portfolio and their compliance with professional guidelines (or similar).

The individual 5 elements of the portfolio are defined as follows:

5 Elements of the portfolio:

1. *Concept of training:* Which attitudes, which theories etc. lie beneath the training actions?
2. *Contract procedure:* How are aims stipulated, agreements made etc.?
3. *Evaluation and feedback by participants:* Regarding satisfaction, achieving aims, efficacy and so on
4. *Reflection of training performance and of the ongoing training process:* Is there any regular intervision, supervision etc.?
5. *Further education:* Does the trainer undergo professional development, e.g. at seminars, conferences etc.?

The collected information is then used to create a comprehensive quality portfolio which gives the counsellors a solid overview on their performance. The quality portfolio comprises of all documents (principles, concepts, proof, forms etc.) and, as the case may be, further individual elements, for example references on teaching activities, professional publications, networks. The quality portfolio should be made available for everybody involved, as well as supervisors.



**SUMMARY:** The Quality Development Interview outlines a structured professional discourse between colleagues on their quality portfolios.

## 7. Peer Observation

**SOURCES:** Schiersmann, Christiane / Bachmann, Miriam / Dauner, Alexander / Weber, Peter (2008): Qualität und Professionalität in der Bildungs- und Berufsberatung. Bertelsmann Verlag, Bielefeld; Kempfert, Guy / Rolff, Hans-Günter (2000): Pädagogische Qualitätsentwicklung. Ein Arbeitsbuch für Schule und Unterricht. Beltz, Weinheim/Basel.

**AIMS:** Reflection of specific aspects of teaching with the help of colleagues; adoption of the criteria framework.

**FORM:** Peer review

**DURATION:** Not allotted (see method description)

**MATERIALS:** The specific areas of observation need to be agreed on beforehand, as well as the evaluation scheme that will be used (e.g., response to participant's questions/answers/statements, reaction to conflicts, comprehension of teaching methods, participant interaction). For an example of an observation evaluation, see handout "Worksheet\_Feedback\_Peer observation".

**STAGES:** Peer observations consist of one of the colleagues of the trainer sitting in on a class while the trainer is teaching his/her course. It is essential that this is agreed to (by written agreement) prior to the observation so that the trainer is aware.

The written agreement should be about the:

1. aims and expectations of the exercise, and
2. specific aspects that should be observed and analysed.

After sitting in on class, a debriefing and evaluation takes place which happens according to the upfront agreement. It is recommended to draft the observation evaluation together with colleagues and to sit in on each other's training.

**SUMMARY:** The training session is observed by colleagues who evaluate the performance of the trainer and identify possible areas of improvement.