

3.3.2 Feedback and evaluation

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There is a need to distinguish between feedback and evaluation. Feedback usually involves looking back into the recent past, at the previous training session or - on an individual level - at something that has happened a short time ago for example. During workshops, it is advisable to allocate some time after each session for feedback. Evaluation on the other hand, looks back over a longer period and at a wider selection of topics. Usually, questionnaires are a good method of carrying out an overall evaluation of a complete training course. The activities "Target Evaluation" or "The Fish Bowl" are also suitable for such a purpose.

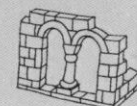
This section addresses two target groups: the trainer(s) and the trainees:

Trainer:

Trainer(s) should use the following activities as tools to design the workshop, and as a useful means of obtaining feedback from the trainees: see "CODE Feedback", "Feedback in One Sentence", "Star" and "Thumb Feedback". The evaluation activities ("Target Evaluation", "Fish Bowl" and questionnaires) have just been mentioned. The appendix of this manual contains a sample questionnaire. A combination of feedback and evaluation is the most effective way for trainers to understand how trainees benefited from the workshop. On this basis, the trainer(s) may alter, improve or customize the training according to the trainees' needs: what do the trainees still need, which topics have been sufficiently addressed and which one are still missing? For future workshops, it is valuable to enhance training.

Trainees:

The following activities have a double relevance for trainees. Firstly, it is very important for them to have the opportunity to provide the trainer(s) with feedback, having the chance to voice constructive criticism, or offer positive comments. Secondly, this section blends into the overall concept of the "here and now," of developing skills, and of constructive conflict transformation, a concept that was introduced at the beginning. Feedback and evaluation establish a true two-way communication between the group and the trainer(s) breaking the routine of teacher-centered-education. The trainees should take responsibility for their needs. In order to connect their needs, they must look back at the past sessions, reflect about how they acted and interacted, and draw conclusions: one part of self-awareness. Criticism should be constructive. This will allow the trainer(s) to adapt; part of creating an appreciative and constructive atmosphere. The activity "Constructive Feedback" focuses on how to communicate positive and negative - which is certainly much more difficult - criticism as well as how to receive it. It is very important for the trainees to understand that criticism is an opportunity for improvement rather than "destroying" or "rejecting" a person or idea. The "Fish Bowl" activity in this section serves as a tool to facilitate an evaluation discussion. However, it is also applicable in facilitating any other kind of discussion in order to utilize communication skills. In conclusion, this section is a good example of implementing the overall concept of constructive conflict transformation by using very practical skills exercises.



Constructive Feedback



Goal(s): Learn about and practice *constructive* feedback



Duration: 60 min



Age groups: 9 years and above (see variation)



Materials needed: None



Description:

- 1) The group divides into pairs. Each partner sits across from one other in two circles (one small inner circle and one bigger outer circle).
- 2) Initially, the pairs sit calmly across from each other without saying anything.
- 3) Now the people in the inner circle give feedback to the people in the outer circle. The trainer should help the group by presenting and explaining the ground rules of constructive feedback (see below). Possible feedback might include something they liked about their partner and something they disliked.

For example: "You always have a smile on your face. I really like this and it always cheers me up. I notice that you often criticize. I feel insecure about it. I do not like it because I have a hard time understanding what you would like me to do."

The person giving feedback should put the same effort in the following statements on their partner's behavior:

- What did you do?
 - How was I affected by this?
- 4) Now the couples change their partners, with one of them moving to the next chair in the circle.
 - 5) The exercise continues until everyone in the inner circle has given feedback to everyone else in the outer circle. Now it is the turn of the participants in the outer circle to give feedback to those in the inner circle.



Variation:

It may be difficult for groups aged 9 to 13 to perform this activity. An activity entitled "Hot Chair" might be more appropriate for this age group. Here, a volunteer is selected to sit on a chair in the middle of the room. The others now have the opportunity to tell him/her what they have always wanted to say (positive and negative) about this person's behavior in class. Care should be taken to ensure that these comments are not aggressive and insulting. The trainer should introduce the activity to communicate the basic feedback rules in version adapted for youth.

The basic idea behind this activity is that in the daily school context, there is rarely an opportunity to give feedback about how much a person "is getting on one's nerves". The hot chair finally gives the chance to do so, thereby also working on

the relationships between students.



Discussion points: Was it difficult to give feedback?
Was it difficult to accept the feedback?
Have I learnt anything new about how others seem me?



Attentiveness: This activity should only be conducted after the participants have bonded as a group and know each other better than at the beginning. Hot chair: the trainer must be very careful that this activity does not get out of hand and that feedback does not degenerate into insults, addressing past grievances, or even mobbing.



Source: Method widely used in communication theory. "Hot chair" inspired by Georg Rössler, trainer for de-escalation, Jerusalem.

The following ground rules written on the board/flipchart paper before the activity starts are helpful. The giving of feedback should happen within the following guidelines:

Choose the right time

Give feedback as soon as possible after the incident in question has happened. However, only give feedback if the other person is ready for and open to it. The most appropriate procedure is to give feedback if the other person has asked you for it. You may also propose giving feedback.

Only make unambiguous statements

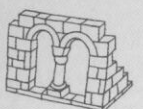
Communicate your observations and feelings from the beginning. Try not to analyze and interpret the other person's behavior or statements. If you do, express clearly that this is your hypothesis or the conclusion you have drawn. Make sure that your opposite correctly understands your statements (active listening!).

Be constructive

You do not have the right to judge other people. However, you are free to tell her/him your opinion on certain things. Try to give constructive criticism only ("I believe it might help you to do [a certain aspect/thing] better..."). This will leave your partner room for improvement. Destructive criticism might only cause a defensive reaction. Make sure to give positive feedback to empower ("I really liked that you ... and I think you should keep on doing.....") as well.

Give constructive feedback in three steps:

- 1) "You should keep up...." (something the person has done well)
- 2) "You could enhance..." (something the person did but could be improved)
- 3) "You could add..." (something the person has not done but should in the future)



No objection

People tend to misunderstand feedback as being “criticized” or “judged”. Thus, it might provoke counter reactions like objections, attempts to deny or to justify. However, there is no need to perceive constructive feedback is such a way. Feedback provides an outside view on one’s behavior and is supposed to be an opportunity to improve. The person giving the feedback should keep this sentence in mind: “I cannot tell you what you are like but only how I see you.”

Giving and Receiving Compliments



Goal(s): To learn how to accept compliments; affirmation



Duration: 30 minutes



Age groups: All ages



Materials needed: None



Description:

1. The participants sit in a circle.
2. One participant volunteers to start.
3. The rest of the participants take turns in giving the person in the middle one compliment. The compliments must be genuine!
4. The person receiving the complement should not laugh or make any comment about it. S/he should just accept it by saying “thank you”.
5. Steps 2-4 continue until everyone has gotten the chance to receive compliments.



Variation: Using the same procedure, focus on something they think the person needs to work more on.



Discussion point: How was it to receive compliments? How did the person feel about it? Was it difficult to accept the compliments? How was it for the person giving compliments? Was it difficult to find a compliment? If so, why?



Attentiveness: The group should have known each other for a while before doing this exercise. It is most appropriate to conduct this activity after the group has worked together for a couple sessions. It is very important that the compliment is true, genuine and meaningful. It is not the purpose simply to flatter the other person. The compliment must contain something that is truly good about this person.



Source: Mona Nasir, trainer for special education

CODE Feedback



Goal(s): Give intensive and concentrated feedback of a training session



Duration: 15 to 30 minutes



Age groups: All ages



Materials needed: Flipchart paper with the letters "CODE" written on it



Description of activity:

1) At the end of a training session, the trainer asks the participants for feedback. Each participant should limit the feedback to four sentences, which start as follows:

Crucial I believe was...

Open remained...

Disturbing was...

Enjoyable I experienced...



Variation: None



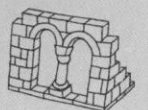
Discussion point: None



Attentiveness: This method of feedback can be helpful in order to prepare for the "Feedback in One Sentence" activity in the next session



Source: Lind, Hera: Das Superweib. Frankfurt 1994.



Feedback in One Sentence



Goal(s): Very quick and focused feedback



Duration: 10 to 15 minutes



Age groups: All ages



Materials needed: None



Description:

- 1) The trainer(s) ask(s) for very brief feedback.
- 2) S/he gives the group a few minutes.
- 3) The feedback should be very condensed and presented in **one single sentence**.

Attentiveness: The trainer needs to be very strict about the one sentence rule, and no one should talk more than this. It may be useful to give the participants a couple minutes to think about how to condense effectively the feedback into just one sentence.



Source: Unknown

Star Feedback



Goal(s): Quick feedback from the group



Duration: 10 to 15 minutes



Age groups: All ages



Materials needed: None



Description:

- 1) Participants stand in a circle.
- 2) One group member steps into the middle and makes a statement on his/her evaluation of today's session.
- 3) The group moves closer or further away from this person depending on the extent to which they agree (closer) or disagree (further away) with their feedback, thereby forming an uneven star.
- 4) One by one, each participant steps into the middle and makes a comment.



Source: Unknown

Thumb Feedback



Goal(s): Very quick feedback



Duration: 10 minutes



Age groups: All ages



Materials needed: None



Description:

The trainer(s) ask(s) for quick feedback on the day's training session:

1. Thumb up means good.
2. Thumb horizontal means medium.
3. Thumb down means not good.



Source: Unknown



Target Evaluation



Goal(s): Evaluation of training session

Duration: 10 to 15 minutes

Age groups: All ages

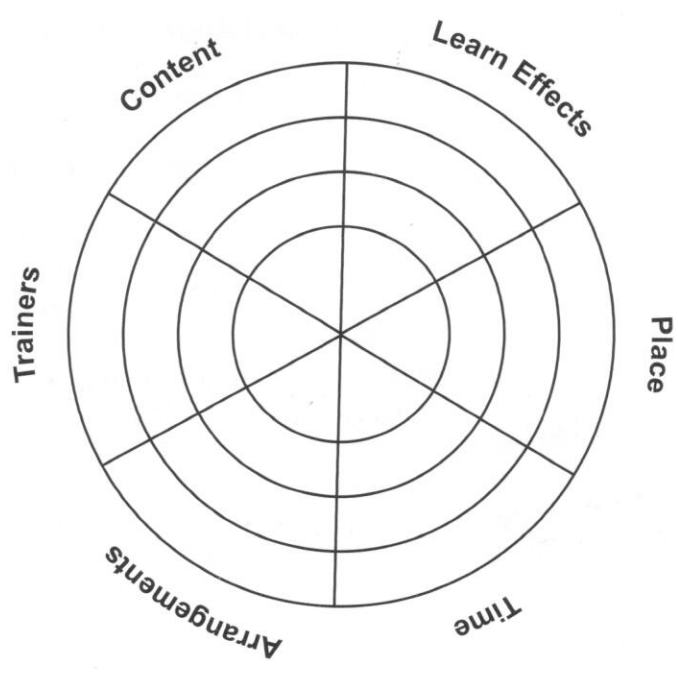
Materials needed: "Target" with different sections to evaluate; Small round stickers

Description:

- 1) The trainer(s) prepare(s) a big "target" on a flipchart paper with different aspects to be evaluated (see example below; aspects may be changed, removed or added).
- 2) Participants receive sticking dots equal in number to the number of aspects they should evaluate.
- 3) In each section, the participants sticks a dot either close to the centre if s/he is happy with this aspect, or further away (close to the outer line) if s/he rates is unhappy with it.

Discussion points: It is possible for participants to complete the target evaluation by additionally voicing their evaluations.

Source: Training with Youth Education Centre Kaubstrasse, Berlin/Germany



Fish Bowl Discussion



Goal(s): Discuss a topic in depth with the whole group (possibly to evaluate a seminar)

Duration: According to needs, but at least 45 to 60 minutes

Age group: 14 years and above

Materials needed: None

Description:

- 1) The participants divide into three groups. Each group should discuss the same topic (see examples below).
- 2) The group has some time to discuss the topic.
- 3) Four chairs are in the middle of the room. The other participants build a forum around this centre.
- 4) Each group selects a delegate to sit on one of the chairs in the middle. One chair remains empty.
- 5) Each delegate represents her/his group's theses/topic to the other two group delegates.
- 6) At any point, someone from the outer chair circle may sit on the free chair and join in the discussion. If all chairs are occupied, someone from the outer circle may ask someone from the inside to swap with her/him by tapping on her/his shoulder.
- 7) After a certain time agreed upon beforehand, the discussion ends and the group discusses the activity in the plenum.

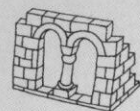
Possible theses/topics:

- 1) The methods given in the training on communication and constructive conflict transformation help with the work of a counselor at school. They can bring about change in schools.
- 2) These methods are only theoretical and do not apply to the daily working environment and reality.
- 3) The whole situation and system needs to change before these kinds of methods can be effective.
- 4) (In order to evaluate a workshop) What did I learn in this workshop and how does it help me in my daily work?

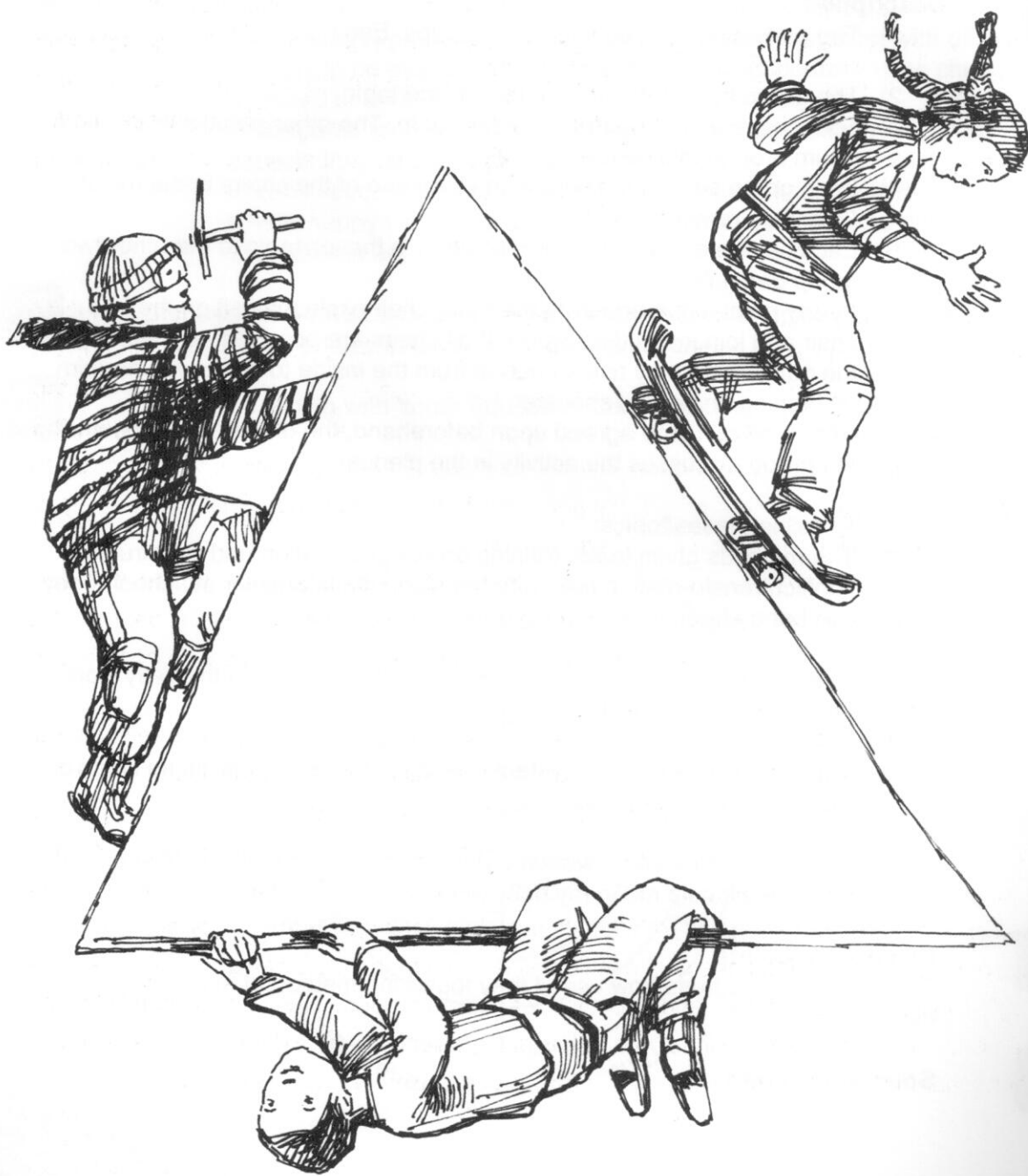
Discussion points:

The group may address how useful they found the method of "fish bowl" discussion.

Source: Unknown



3.4 Understanding and Analysis of Conflict



4.0 Understanding and Analysis of Conflict

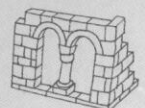
Understanding Conflict

What does conflict actually mean to us? What lies behind this word? How do we perceive it? Each of us has a certain understanding of conflict that we gain through education, family background, and the society and culture around us. The trainer should use the workshop as an opportunity to encourage participants to reflect critically upon this image. This process starts by questioning the common attitude of perceiving conflict as a danger, as a threat and as a nuisance. Part II of this manual has already focused on the opportunities and creative potential that are inherent in conflict. The activities "What is a Conflict?" and "Conflict Barometer" aim towards developing this understanding. In addition, it is useful to establish a clear definition of conflict with the group, such as that by Friedrich Glasl (see Part I). In a workshop, conflict understanding should be addressed if not through theory, then through the activities "Letter to an Extra Alien", "Person and Problem/Win-Win", and "The Orange" are good examples of this.

Analyzing Conflict

A certain event usually triggers conflicts. Yet in most cases, there is more behind it. Conflicts can be compared to a bucket filled to the brim with water. Adding more water will make it overflow. The actual cause of the over spilling is not the extra water added, as much as the water already inside the bucket. Just with a certain event, adding more 'water' triggers the 'spilling'. The trainees need to find out about the water already in the bucket, which, in terms of conflict transformation, means finding out about the background to conflicts. In this context, it is important to consider a few basic understandings.

- 1) Person and problem: Constructive conflict transformation entails a separation between the person and the conflict. The opposing parties should work on the conflict in search of a common solution without putting the person into question (see the "Separate between Person and Problem" activity).
- 2) Vertical and horizontal level: From an abstract perspective, there is always a certain vertical depth to conflicts, which is rarely open. Very often, people stick to a certain position in a conflict without saying what they really need. If these needs are not addressed, it will be hard to resolve the conflict. There is a visible side to conflicts however. "The Onion" activity is helpful in analyzing this. There is usually even more hidden behind a conflict, stemming from a past misunderstanding, power struggles, relationships or hurt feelings perhaps. Certain tools help to bring out these underlying causes of conflicts and to put them into a certain order (see "The Iceberg", "Spider Web Analysis", and "Conflict Triangle" activities). Additionally, conflicts also have a horizontal aspect, which, if not internal, is always about relationships. Activities such as "Conflict Mapping" or "Conflict Landscape" provide useful ways to work on this issue.



- 3) Levels of Conflict: Conflicts start little and – if not resolved – become bigger and bigger and escalate more and more. Naturally, with a higher degree of escalation, the transformation becomes more and more difficult, if not impossible. Knowing the degree of escalation is therefore helpful in conflict transformation.

Conflict analysis needs to be addressed through “The Iceberg” at the very least. The other activities are helpful in both developing analysis skills and the understanding of conflicts.

It is important as trainer to be aware of the line between conflict analyses and therapy. Some relationship and behavioral issues may require professional intervention and cannot be addressed by a constructive conflict transformation program of this nature.

Letter to an Alien



Goal(s): Clarify the definition of conflict;
find a common group definition



Duration: 45 minutes



Age group: All ages



Materials needed: None



Description:

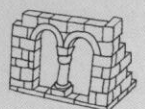
- 1) Participants divide into two groups
- 2) Each group now has to draft a short letter (not more than 4 to 5 sentences) to an alien explaining the term 'conflict'
- 3) The results are presented in the plenum



Discussion points: The participants should discuss the definitions found by the two groups



Source: Inspired by an activity in Kurt Faller, Wilfried Kerntke, Maria Wackmann: Konflikte selber lösen. Mülheim, 1996, p. 43



Conflict: Risk or Opportunity?



Goals: Discuss/find out about individual attitudes towards conflict



Duration: 30 minutes



Age group: 9 years and above (greater adaptation is required for younger students)



Materials needed: Flipchart paper



Description:

- 1) Ask the group the following question: "What do you think of when involved a conflict? What does conflict mean to you? Name everything that crosses your mind when hearing the word 'conflict'!"
- 2) The participants should then brainstorm these questions and write down their responses on a flipchart paper or on a board.



Discussion points:

This activity may serve as an introduction to the topic of conflict, and as a discussion point for individual perceptions of conflict. Possible questions the trainer may ask are:

"Why are conflicts seen as negative?"

"Are conflicts always destructive?"

The trainer(s) may underline/circle different terms that are related to each other ('war' and 'weapons', and 'love' and 'relationship' for example) highlighting different areas or fields of conflict.

The idea is to frame the concept of conflict in a new perspective. Conflicts are often seen as disturbing, negative and destructive. Certainly, conflicts can be threatening. However, a conflict can also be a challenge and a basis for further development. It largely depends on how we deal with the conflict. The Chinese symbol for Conflict or Crisis expresses this ambivalence. It consists of two characters, one meaning risk or danger, and the other opportunity:



Attentiveness: This activity is a valuable way of introducing the sub chapter on conflict understanding. It can be followed by the "Conflict Landscape" activity.



Source: unknown

Chinese Symbol for Conflict/Crisis

Risk

Opportunity

Conflict Barometer

**Goal(s):**

Reflect on understandings of conflict and violence;
Explore group attitudes towards a certain topic ("personal attitude in conflict", and "what is violence" for example)



Duration: Depends on the number of questions asked and room left for discussion



Age group: All ages (statements need to be adapted depending on the age group however)



Materials needed: Pieces of tape or chairs to mark 0%, 50% and 100% on the floor (optional)

**Description:**

This activity encourages participants to think about conflict and violence, question their understandings of these concepts and listen to other opinions.

- 1) The trainer(s) ask a number of questions on the understanding of conflict and behavior in conflict situation.
- 2) According to their opinion, the participants line up along an imaginary line in the room: representing 0% (disagree) on one side and 100% (agree) on the other.

Possible questions:

Attitude towards conflict:

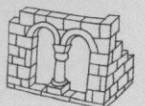
- I understand conflict as a challenge and an opportunity for change and development.
- Conflicts always put me under pressure.
- Conflicts are disruptive.
- Social structures encourage conflict.
- Resolving conflicts always means that someone wins and someone loses- When I am having a conflict with someone, the best solution is to avoid each other.
- Sometimes, it needs a big bang before a solution can be found.
- There is no solution to some conflicts.
- I do not worry about stepping on the feelings of others if I am so convinced that I am right.
- Recently, I have experienced a lot of/few conflicts in my workplace.

Conflict in the context of personal background:

- There were many conflicts in my family.
- My family dealt with conflicts openly/"under cover".
- I tend to support my father/my mother during conflicts.
- My father/my mother dominated conflicts.

Is it violence if...

- A teacher yells at a child who has not done their homework.



- A father hits his son/daughter because s/he repeatedly disobeys his order to come home at a certain time.
- People have to line up at a checkpoint for over one hour to get to work.
- The Israeli army reoccupies a Palestinian town and imposes curfew.
- A person commits a suicide bombing in a crowded public place.
- A child in a poor country dies of hunger and illness.
- A man harasses a woman in the street by making offensive (sexual) remarks.
- A young woman is married to an unknown man she was promised to by her family



Discussion points:

At least some of the participants should explain their answers: The trainer(s) call on people at the extreme or the middle positions, for example.



Attentiveness:

Standing around on the barometer line and listening to the others tends to get boring quickly for youth (and tiring for adults). Yet, it is important to discuss understandings of conflict. Trainers should start with a few questions and see how the group responds. Additionally, they need to ensure to customize the questions to the participants. For youth, it is also possible to sit on the ground so that they do not have to stand all the time.



Source: Widely used as activity to discuss understandings of conflict and violence. Original source unknown.

From Person and Problem to Win-Win



Goal(s): Introduction to the concepts of separation of person and problem and win-win



Duration: 15 to 20 minutes



Age group: All ages



Materials needed: Model of person and problem



Description:

*The trainer must not reveal the background concept before starting the activity!
(Explanation below)*

- 1) The group divides into pairs. Partners should be roughly the same size (height).
- 2) The partners face each other and shake hands.
- 3) The aim is to win as many points as possible by pulling the partners' hand towards one's hip, thereby scoring a point.
A demonstration by the trainer and a volunteer helps the trainees to understand the exercise.
- 4) After 30 seconds to one minute, the trainer asks the participants how many points they scored.
The trainer marks the points scored by each pair - *not by each partner* - on the board.



Variations:

Variation 1:

A further element of competition can be added in that, each time the other's hand is at one's hip, a chocolate drop is earned. The participants will try even harder to pull the other's hand to their hip! The stronger will certainly win most chocolate drops. Once the idea of cooperation within this game is understood, it becomes very clear that even for the strongest it is worthwhile and profitable to cooperate!

Variation 2:

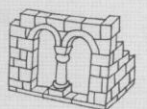
It is possible to explain the conflict square (see Part I) to the group using this activity.



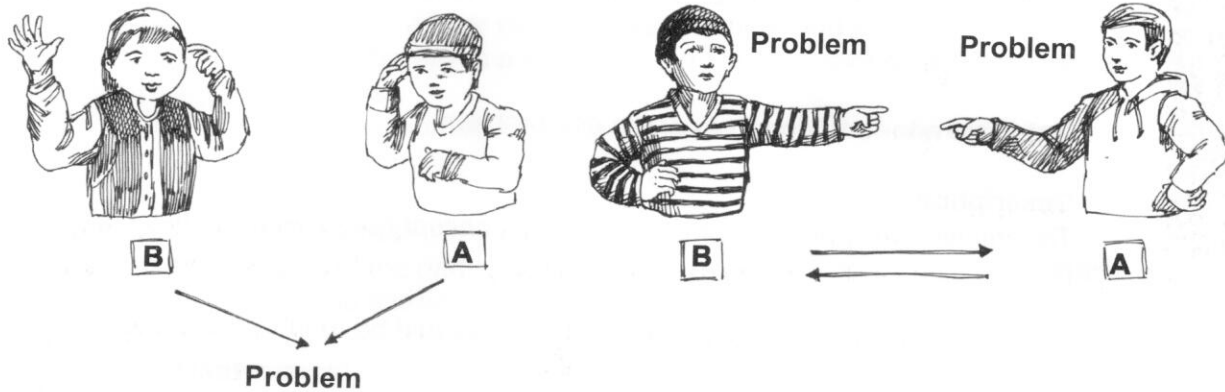
Discussion points:

It is very likely that the partners will compete for points within their group. If, however, the partners cooperate and leave their hands loose, this will allow them to move their hands quickly from one hip to the other hip. Thus, they will be able to score many points quickly instead of competing as individuals for the most points.

This activity reflects the common attitude when getting into conflicts or when



facing problems. People usually tend to project their conflict onto the other person. However, if the other person is stigmatized as one's 'problem', it will be harder to solve the conflict. This is reflected in the activity when one partner sees the other as an opponent against whom they have to win the most points.



Constructive conflict transformation takes a different approach. The person is separated from the problem, and solving the problem becomes a common task. This perspective allows the partners to look at the problem from an outside perspective and to address it together. Just like in the "Hand-activity", the problem is to win as many points as possible. The "other" is not an opponent (the problem), but the conflict is perceived as a common problem external to the participants. This allows them to win as many points with the other as possible.



Attentiveness:

This activity is a useful lead-in to the "Orange-Example". It is also possible to do the "Orange-Example" first to create a sense of the concept of 'win-win,' and followed by this activity. Either way, carrying out the two activities together will help a great deal in understanding the idea behind, and potential benefits of win-win.



Source: Inspired by an activity from The Conflict Resolution Network: Trainer's Manual. Chatswood/Australia, 2004. p. A.1.1 (<http://www.crnhq.org>).

The Orange Example



Goal(s): Presenting the 'win-win' concept; introducing the idea of looking under the surface of conflicts (Iceberg Model)



Duration of activity: 30 minutes



Age group: All ages



Materials needed: One orange



Description:

- 1) Two trainers begin acting out the orange story (see Part II). They stop acting at the point when the mother comes in while the siblings are still fighting.
- 2) The participants should suggest what the mother should do in this situation in order to end the fight and have both siblings satisfied.



Variations:

A similar example involves three people fighting over a pumpkin (one wants to make a pumpkin face, the other wants to make pumpkin soup with the pulp and the third likes the seeds) or two people in a room brightened by the sun shining into it. One wants the shade closed to be able to sleep, while the other wants it open in order to read. Possible solution: close the shade half way to darken the room and switch on a small light for the other to read.



Discussion points:

This exercise shows that most groups do not find the solution to this conflict. The common solution suggested is to divide the orange in two. This is a very good example of our common behavior, i.e. quickly wanting to find solutions to conflicts. The activity is useful to explain a number of issues around constructive conflict transformation:

- 1) It is an example of the possibility of finding win-win solutions (peel for one sister and juice for the other) in situations where a compromise (cut the orange in half) seems to be the only one. This also connects well to the handshake exercise!
- 2) The trainer(s) can explain all possible solutions to a conflict using the conflict square introduced in Chapter I.
- 3) This exercise emphasizes the need to explore the background to conflicts before proceeding to the search of a solution. The activity on the iceberg addresses this issue in more depth.
- 4) The orange exercise is a good example for the role of a mediator. Mediation, which will be introduced later in this manual, requires a person to facilitate a conflict (like asking the siblings what they want to do with the orange) rather than suggesting quick solutions.

In the workshop, trainers should clarify the purpose of this activity by referring

