

Appendix 1



Team Co-operation

This questionnaire can be useful to help you recognise, and if you wish also change, the dynamics of co-operation in your team. There is a six-level scale between the opposite statements. Each team member should circle the number that corresponds to her own estimation.

1. My ideas and suggestions never receive adequate attention.	1	2	3	4	5	6	My ideas and suggestions always receive adequate attention.
2. I do not have the feeling that the team leader is interested in my ideas.	1	2	3	4	5	6	I feel that the team leader is very interested in my ideas.
3. There is not enough good co-operation and too few reasonable agreements are taken in this team.	1	2	3	4	5	6	The team co-operates well and makes reasonable agreements.
4. The team members are not involved in the decisions that concern them.	1	2	3	4	5	6	The team members are involved in the decisions that concern them.
5. I feel uncomfortable talking in the team about the mistakes I have made.	1	2	3	4	5	6	I feel so well in the team that I can talk about mistakes I have made.
6. Our team is not able to openly address conflicts and to learn from them.	1	2	3	4	5	6	Our team is able to openly address conflicts and to learn from them.
7. I do not receive enough responsibility to perform well and further develop my work.	1	2	3	4	5	6	I receive enough responsibility to perform well and further develop my work.
8. Discussions during our team meetings never reach a satisfying result.	1	2	3	4	5	6	Discussions during our team meetings always reach a satisfying result.
9. We never discuss about how everyone in the team feels about the team co-operation.	1	2	3	4	5	6	We often discuss about how everyone in the team feels about the team co-operation.
10. We never evaluate our teamwork.	1	2	3	4	5	6	We regularly evaluate our teamwork.
11. There is a low level of quality and performance in our team.	1	2	3	4	5	6	There is a high level of quality and performance in our team.
12. The team members never exchange preparation or background materials for our work.	1	2	3	4	5	6	The team members often exchange preparation or background materials for our work.
13. This organisation practices too many rules and restrictions for me.	1	2	3	4	5	6	This organisation has adequate rules and restrictions.
14. The organisation/team leadership controls my work too often and too much.	1	2	3	4	5	6	The control of the organisation/team leadership is reasonable and gives me some guidance and orientation.

Translated and adapted from Philipp (1992) pp 104-105.



Suggested Report Outlines

Brief outcome report

Target group:

For info:

Aim: To briefly inform about results and outcomes of the seminar, and to raise issues and make specific recommendations concerning the theme of the event

Proposal for headings:

- Aim, objectives
- Achievement and specific outcome
- Future challenges and concerns referred to the topic of the event
- Recommendations clearly addressed to

Optional Attachment

Outline of the program

List of participants

Resource report on seminar

Target group:

For info:

Aim: To provide training resource material on the theme of the seminar

Proposal for headings:

- Background information on the topic of the event
- Tools and relevant materials prepared for / arising from the event
- Methods used during the event
- Groups dynamic process
- Details of where to seek further information on the topic (Organisations / resources / internet)
- Expert input (speeches / specific session outlines etc)

Optional Attachment

Outline of the full program

List of participants

Evaluation report on seminar / event theme.

Target group:

For info:

Aim: On the same line with the outcome report this will inform about the results achieved during the course but will contain as well elements of its evaluation

Proposal for headings:

- Aims and objectives
- Achievement and specific outcome
- Evaluation of the event, which could be used for future event on similar topic, or should be considered as part of the culture and background of an organisation.

Optional Attachment

Outline of the full program

List of participants

Appendix 3



Training Sheet: Session Design

Watch your flow of energy!

Completing this training sheet can be helpful when preparing a training session. What are your objectives? What methods do you want to use? How much time and what materials do you need? And how much energy, do you think, will the participants need to be actively involved in the activities?

Session:

Time:

Activity	Objectives	Method	Time needed	Materials needed	Supposed energy level of the activity (from 1 (very low) to 5 (very high))
					1 2 3 4 5
1				
2				
...				

Appendix 4



Evaluation

Level 1 Evaluation Forms

ONE MINUTE FEEDBACK

This is for a quick check of the “temperature”. It is also useful after some striking emotional moments. The group may feel at ease after writing down some impressions that were in the air.

One minute feedback

So far I am finding this training course (workshop etc.) to be (circle your response)...

Uninteresting	1	2	3	4	5	Interesting
Too slow	1	2	3	4	5	Too fast
Too difficult	1	2	3	4	5	Too easy
Irrelevant	1	2	3	4	5	Relevant (to my interests)
Disorganised	1	2	3	4	5	Organised
Tense	1	2	3	4	5	Relaxed

Please provide brief comment for improving this workshop:

SESSIONS HIGHS AND LOWS

This form is very convenient for gathering feedback at the end of a workshop, session, day, half-day.

End of session Feedback

I was most energised today when (please be specific)...

I was least interested today when (please be specific)...

Comments and suggestions for improving the session (workshop)...

DAILY EVALUATION – DAILY HIGHS AND LOWS

This is very convenient form for encouraging the participant to write down their everyday feelings and feedback. It can be organised as a diary during longer training courses (> 7 days) and it should serve as a daily participants’ own feedback (not to be given to the trainer).

End of the day Feedback

My feelings today:

My learning points:

Relation of the training to my work (organisation):



DAILY EVALUATION – EVALUATION GROUPS

These groups are very frequently used during longer training courses (> 7 days).

Aim of the T-Groups:

- To provide space for a reflection about the training course. It is a moment to step back, give feedback to the trainers and analyse the training course
- To have place of confidence where people can share their feelings about the training and their emotional experiences during the training.

These T-Groups are composed of 5-6 members. They meet at the end of the each working day for 30-45 minutes during the course, with a team member assigned to a group. The members of the team in the groups present the aims of these groups.

Example method for the first meeting:

1. One of the trainers asks the participants to take something from their luggage that illustrates a characteristic of them, which they would like to share with the others. In the T-group they will present what they brought with them and tell in which way it describes them.
2. The participants draw a face (smile, angry, tired etc.) which describe best the feeling about the day and then they discuss the day.

TAILORED AND QUANTITATIVE EVALUATION

The following example is tailored to a program aimed at developing workshop and training – program leaders. Quantitative evaluation allows the trainer to compare reactions among the participants in a given event and across different training courses and workshops. Asking “why” after each response helps clarify the ratings.

Training for workshop leaders – Quantitative evaluation

Rate the following questions on a scale of 1 to 5 (1 low, 5 high) and briefly outline “why” you have circled a particular rating.

1. How would you rate this workshop in terms of its value to you individually?

1	2	3	4	5
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 Why? _____
2. How would you value this workshop in terms of the value to your target group (young people that you are working with):

1	2	3	4	5
---	---	---	---	---

 Why? _____
3. I received useful feedback following the workshop I have delivered

1	2	3	4	5
---	---	---	---	---

 Why? _____
4. My confidence as a workshop leader or trainer has improved

1	2	3	4	5
---	---	---	---	---

 Why? _____
5. I received valuable insights, models and suggestions for

Planning workshops	1	2	3	4	5
Why? _____					
Design workshops	1	2	3	4	5
Why? _____					
Organising workshops	1	2	3	4	5
Why? _____					
Evaluating workshops	1	2	3	4	5
Why? _____					

Other comments:



TAILORED AND QUALITATIVE EVALUATION

The following example is also tailored to a training program aimed at developing workshop and training-program leaders. It uses superlative adjectives (e.g. most, least, worst) to test the boundaries of participants' feedback and seeks help for improving the training program. It also solicits participants' suggestions on how they can continue to develop as workshop and training-program leaders.

Training for workshop leaders – Qualitative evaluation

1. What did you like most about this workshop?
2. What did you like least about this workshop?
3. What are the three ways this training can be improved?
4. What would you most like to improve about how you lead workshops?
5. What three things are you going to do to further develop your skills as a workshop leader or trainer?

CRITICAL INCIDENT

This approach is designed to gather descriptions of specific incidents where participants felt their strongest reactions during the workshop (e.g. helpful actions, puzzling actions). It encourages description as well as evaluation. Thus, it is an excellent tool for assessing workshop leader performance and for understanding and appreciating participants' emotions, involvement and learning.

Critical Incident Evaluation

At what moment during the workshop did you feel most engaged and enthusiastic about what was happening?

At what moment during the workshop did you feel most unresponsive and disinterested in what was happening?

What action (by anyone) during the workshop did you find most affirming and helpful?

What action (by anyone) during the workshop did you find most puzzling and confusing?

What about the workshop surprised you (e.g. your own reactions, what someone did or said)?



Selected readings on conflict and conflict transformation

- *Uprooting Violence, Building Nonviolence*. Pat Patfoort. For the author, violence is not only manifested physically, but is a larger concept defining the kinds of social relationships we are acclimatised to engaging in. Many different kinds of social relationships can be characterised by what is termed here the Major\Minor system – unbalanced and often competitive interaction motivated by the maintenance of various power dynamics. The author examines wider questions of social education and constructing relationships built on equivalence, and offers strategies of intervention built on unmasking the foundations of conflicts. Cobblestone Press (1995)
- *Negotiation in Social Conflict*. Dean G. Pruitt and Peter Carnevale. This study offers a review of socio-psychological research on negotiation and mediation in a range of contexts, and may act as a detailed overview for deeper involvement in the area. Open University Press (1997)
- *Sitting in the Fire*. Arnold Mindell. According to the author, facilitating groups involves precisely what the title suggests; placing oneself in the conflict and reflecting on the demands it places on the facilitator as well as the conflict unfolding. Lao Tse Press (1995)
- *The New Conflict Cookbook*. Thomas Crum et al. The authors apply the principles of the Japanese martial art Aikido to unmasking anger, aggression and our reactions in conflict. It is written as a parent/teacher guide for work with young people, but you may find it highly adaptable. Aiki Works (2000)
- *Games for Actors and Non-Actors*. Augusto Boal. Role play is a popular and useful method of conflict analysis. The Brazilian theatre director Augusto Boal has developed an entire arsenal of people's theatre, where issues can be physically staged, unmasked and transformed. Facilitation possibilities range from improvised situation analysis to carefully staged representations of the conflict situations, which are then transformed by the interventions of the group. Routledge (1992). For further references, and a description of the methods within youth work, see "Theatre of the Oppressed and Youth", Peter Merry and Gavan Titley, *Coyote* Issue 1.