Evaluation Report

on the seminar sequence
'Empowerment through Action Learning'
(Pilot Workshops)

A methodological training for employees in organisations of social counselling in the Federal State of Schleswig Holstein / Germany

in seminar rooms of Wirtschaftsakademie Schleswig-Holstein branch Kiel

21st June 2018:   Kick-off Seminar

29th June 2018:   Chat by Skype

18th July 2018:   Workshop on Variations of Methods

19th September 2018: Final Workshop, Evaluation and Closing of Seminar Sequence

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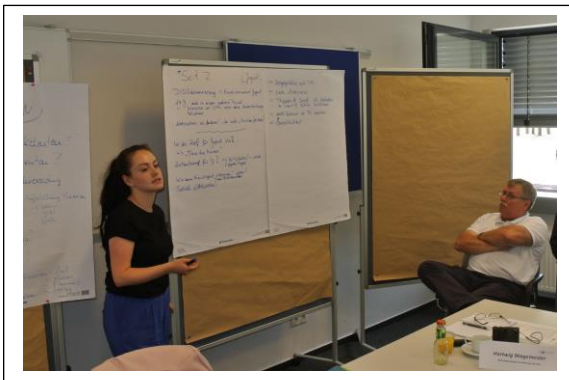4. Results of Evaluation by Metaplan

1 Pilot training ‚Empowerment through Action Learning': concept

The advanced training ‚Empowerment through Action Learning', was designed in a form of a four step sequence (with roughly one month time in between the different sequences) in order

- to integrate practical experiences from the daily work of the participants for the next workshop step
- to allow at least one on-line chat within the sequence on one hand to gather information from the participants based on their daily work with the new methods and on the other hand to gain experience with the integration of an online medium
- to allow and adopt the preparation of additional inputs and methodological enrichment to the following workshops
- To develop a practice-oriented documentation which is not too difficult to write and to integrate into the action learning sets, but also keeps the innovative approach of a three-dimensional 'memory' of a steady vitalization of 'past experiences – present problem-solutions – need for future adjustments' related to the areas of 'client's progress – implementor's personal development – organisation's change'.

In general, the results of this process were positive. There is now a broad toolset available for the implementation of action-learning-workshops and the imparting of central ideas from empowerment and action learning in a German context. Suitable additional methods to vary the training are tested. All these points would enable institutions or firms to concentrate the training e.g. to two days with additional following-ups by online chats; thus, to collect the work experiences of participants and react accordingly to constraints by recommendations and additional inputs of the lecturer. In the long run, changes of administrative- or political-based changes in the work environment of social workers, employment counsellors or other similar occupations could be considered, too. Thus, the perspective of a self-developing workshop sequence with three-dimensional impacts is laid out.

2   The Perspective of Participants - Results of Seminar Evaluation

2.1 Basis: evaluation questionnaires: quantitative answers

The return of evaluation questionnaires from the 8 participants (*v. annex 1*) was complete. The results from the quantitative answers in the questionnaires (*v. annex 3.1*) were constructively positive. On a scale between 1 (for ‚not satisfied') to 7 (for 'very satisfied') the general average accounted for 5.4 and the averages for all 7 questions were situated between 5.1 and 5.6. The ranking of the different evaluated aspects from the 4 seminar sequences (*v. annex 2*, incl. online chat) has the following appearance:

1. Relationship between imparted contents and further training objectives   5.6
2. Learning environment and group spirit   5.5
3. Combination of methods
   (theory, practice, role games, individual work and group work)   5.4
4. Relevance of submitted learning material   5.4
5. Pedagogical approach and structured imparting of contents by the lecturer   5.4
6. Participant-oriented presentation and training of methods   5.3
7. Acquisition of new contents, which are valuable for one's working future   5.1.

Summarized, the pilot workshops and chats were successfully implemented, but there is still some space for improvements, especially for a higher degree of structuring in between the learning / training steps and a larger reservation of time for practical exercises.

2.2 Basis: evaluation questionnaires: qualitative answers

Deduced from the remarks by the participants in the evaluation questionnaires the first summary from the chapter above is confirmed and explicated further. This means for the *positive assessments*:

- ✓ Fair balance in between theory and practice; practice was diversifying
- ✓ Appropriate balance in between the different methods
- ✓ Interesting and useful introduction of new methods for empowerment and action-learning
- ✓ Hints for communication and behaviour (beyond the pure methodological trainings)
- ✓ Fruitful learning from the role games and the experiences from other group members; very positive: the different professional backgrounds and counselling roles of the participants
- ✓ Alternative perspectives for already known methods; deepening of known methods
- ✓ Possibility to gain experience in between the sequences
- ✓ Helpful material and documentation; reasonable progress in the action-learning-protocol
- ✓ Important: practical training of the methods; supply with a lot of 'tools' for creativity in workshops.

"Thank you very much for the preparation [of the workshops]; in any case, it brought me forward."

"Many good impulses for reflection, several ideas I could already 'test'."

"The lecturer owes a lot of broad knowledge …

by using different methods each workshop had a diverting run."

"The composition of participants was 'super'."

There were no real negative statements. The critics can be summarized under the following aspects:

- ✓ Lack of time
- ✓ theory sometimes too theoretical
- ✓ Re-structuring of some topics (-> theoretical contents, practical exercises); not ideal for clear understanding
- ✓ More group-work
- ✓ Group sometimes too heterogeneous.

"We were not able to exercise all intended items [esp. presented methods, GK],
but the most important steps [of action-learning, GK] were well trained."

Generally, the positive aspects clearly dominated the judgement of the participants' group.

"Altogether, a very positive and concrete event."

2.3 Basis: collected answers by pin-wall

The answers to the following questions:

Advanced Training ‚Empowerment through Action Learning –
Final evaluation of 4 seminar sequences –

Which were positive aspects?
            critical aspects?
            proposals for improvement?

were collected and clustered by pin-wall.

The ***positive answers*** confirmed and strengthened the following aspects, which were already collected by the other methods, already laid down in the report before:

- ✓ good exercises esp. by role games
- ✓ many useful cases as examples
- ✓ learning environment
- ✓ positive seminar atmosphere -> exchange of opinions and experiences -> enrichment in many directions -> e.g. reflection on one owns' behaviour and internal structures
- ✓ learning from other fields of work and different groups of clients.

New points are tackled by the following statements:

- ✓ inputs resp. contents newly developed and adopted for the participants
- ✓ training of methods by means of reality-based examples
- ✓ moderation had a character of humour and loosening up
- ✓ to see the 'problem development' resp. the 'solution development' in a longer time process
- ✓ functioning skype-conference as intermediate follow-up
- ✓ good meals.

The *critical feedback* was concentrated on three factors:

- ✓ many presented methods were not new
- ✓ by reason of easier legibility, in documents often only the male form was used
- ✓ too little interconnectedness (amongst the participants) for helpful work contacts in the future.

As *proposals for improvement* the following ideas were developed:

- ✓ elaboration of, and agreement on common goals
- ✓ more reality-based scenes, cases, role games
- ✓ concrete tasks and questions to be answered for the skype conference
- ✓ more interconnectedness amongst the participants
- ✓ more attention to the female form in documents (and speaking)
- ✓ elaboration of a short summary / handout 'action learning to go'.

3   The Workshops from Perspective of the Lecturer

The pilot workshop in general with its 4 seminar sequences had a very good performance based on a newly developed concept to train action learning as a method for the counselling approach of empowerment in social organisations in rural areas. The small group size helped to intensify the training parts and the group's internal communication and problem understanding. In addition, the high motivation and interest of participants, their openness for new methodological experiments and role games, but especially their very high interaction and willingness to learn from each other built the groundwork for the high satisfaction with the pilot advanced training.

The very positive feedback to the general concept, the focal training in action learning sets, the introduction to varied participative methods (mainly from the SEMPRE handbook), the possibility to exercise different forms of methodological variations esp. by role games as well as the enriching the outcomes by hints for communication and behaviour have proven the success of the implemented procedure of piloting the methodological training.

Altogether, the evaluation brought an inspiring result. This will lead to some improvements, which

- ✓ will give the workshops a stronger and clearer structure
- ✓ make the existing concept also transferable for other groups of participants from social institutions but also from firms, who are interested in internal self-developing progresses
- ✓ give the possibility to concentrate the four-parted sequence to 2 days, either in a block or in 2 separated days, complimented by 1 to 2 online chats
- ✓ shorten a bit the theoretical parts in favour of more time for exercises and hints
- ✓ foster the interconnectivity in between the group members
- ✓ will cause to pose more concrete questions for the online chats.

In general, the 'good' results of the quantitative evaluation were well explained by the even 'more positive' qualitative answers in the questionnaires and by the participants' cards via Metaplan. By the same sources and the final seminar discussion, the critical points of feedback became concrete and realisable.

4 Summary and Proposals for Improvement

The quantitative and especially the qualitative feedback of the participants shows a positive up to very positive evaluation result related to the run of the pilot project ‚Empowerment through Action Learning', executed by the Wirtschaftsakademie Schleswig-Holstein, branch Kiel.

The content- and method-oriented preconditions, set by the Wirtschaftsakademie as a framework for the pilot scheme met the interests of the participants up to a very high degree. The participants showed high motivation and explained their satisfaction for:

- ✓ interesting theory and inputs related to action learning and other methods
- ✓ high practice-orientation by work-related exercises and role-games, especially within the framework of empowerment and action learning
- ✓ the well-balanced mixture between theory and practice
- ✓ the helpful adding of hints/inputs for communication and behaviour
- ✓ the valuable exchange of work experiences and problem situations with clients amongst the participants
- ✓ positive feedback to different methods; newly gained perspectives to methods in practice, although some of the methods were already known in other contexts
- ✓ the stress-relieved workshop atmosphere with parallel imparting of relevant contents
- ✓ the very positive seminar environment and group spirit.

From the constructive critical remarks on

- ✓ lacks in structures and interrupted presentations/exercising of several methods
- ✓ not enough work-related interconnectedness between the participants

derive the solution proposals:

- ✓ to reduce the number of presented methods and concentrate the seminar more on empowerment and action learning, accompanied by some methods for variation
- ✓ to look for exchanges and more work-based interaction between the participants during the workshops in order to foster business contacts and networks
- ✓ from the side of the lecturer: to increase slightly the number of participants to have more flexibility and participants' inputs especially for exercises and role games.

Mannheim, 22.10.2018

Günther Koegst

SOKRATES Wissenschaftliche Dienstleistungen

Advanced Training Sequence ‚Empowerment by Action Learning'
Wirtschaftsakademie Schleswig-Holstein, Kiel – June to September 2018

Annex 1   **Teilnehmerliste zum Pilot-Workshop "Empowerment durch Action Learning"**

Vorname	Name	Organisation
Bahar Ercan	Nadiye	Türkische Gemeinde in Schleswig-Holstein e.V.
Zick	Tina	Wirtschaftsakademie Schleswig-Holstein
Heckmann	Matthias	SOKRATES Wissenschaftliche Dienstleistungen
Holtorf	Regina	Jobcenter Dithmarschen
Koegst	Günther	SOKRATES Wissenschaftliche Dienstleistungen
Krause-Fuchs	Petra	Wirtschaftsakademie Schleswig-Holstein
Mengel	Ruth	Ärztezentrum Büsum gGmbH
Möbius	Lydia	Wirtschaftsakademie Schleswig-Holstein
Möllenbruck	Melanie	Fortbildungsakademie der Wirtschaft (FAW)
Tischkau	Aljoscha	Türkische Gemeinde in Schleswig-Holstein e.V.
Wagemester	Hartwig	Wirtschaftsakademie Schleswig-Holstein

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Annex 2   l Kick-off-Seminar 'Empowerment durch Action Learning'

für Soziale Dienstleister in Schleswig-Holstein
am Donnerstag, 21. Juni 2018 in der Wirtschaftsakademie Schleswig-Holstein in Kiel
im Rahmen des EU-Programms SEMPRE Social Empowerment in Rural Areas

In der Vorbereitung: TN bringen Engpässe / *Probleme ihres Arbeitsfeldes* mit.

08.30   Begrüßung durch Hrn. Hartwig Wagemester
        Seminareröffnung   Vorstellung des Programms
        Vorstellungsrunde und Erwartungen

09.00   Schwerpunkt 1 *'Empowerment'*
        Input und Fragebogen 1

10.00   Schwerpunkt 2 *'Action Learning'*
        Input: Die Rollen 'Facilitator / Moderator', 'Enabler / Durchführer' und
        Observer / Dokumentator', der Zusatzfaktor 'Reflection / Nachdenkensphasen
        Fragebogen 2

11.00   *Praktische Umsetzungen 1* 'Runder Tisch der Durchführer'
        Vertiefte Vorstellung eines Problemfalls seitens der Durchführerin 1
        Abfragen durch den Moderator, Nachdenkensphase
        Diskussion von Umsetzungvorschlägen /-ideen der Kollegen/innen
        Abwägen eines Handlungskonzepts durch den jeweiligen 'Durchführer' – dessen Verschrift-
        lichung durch den Dokumentator per Mitschrift und späterer Visualisierung
        Der Durchführer im Fachgespräch mit einem Klienten / End-user (Rollenspiel 1)
        Bewertung des Rollenspiels aus verschiedenen Perspektiven

12.30   Mittagspause

13.15   *Praktische Umsetzungen 2* (eventuell mit methodischen Veränderungen)
        Runder Tisch der Durchführer
        Vertiefte Vorstellung von Problemfällen durch Durchführer/innen 2 bis maximal 4
        Abfragen durch den Moderator
        Nachdenkensphasen
        Diskussion von Umsetzungvorschlägen/-ideen der Kollegen/innen
        Abwägen eines Handlungskonzepts durch den jeweiligen Durchführer
        Die Durchführer in Fachgesprächen mit Klienten (Rollenspiele 2 bis maximal 4)
        Bewertung aus verschiedenen Perspektiven – Diskussion weiterer Verbesserungspotentiale
        und deren Verschriftlichung / Visualisierung (z.B. per Metaplankarten)
        Kurze Rollenkritik 'Moderator/in', 'Durchführer/in' und 'Dokumentator/in'

15.30   *Erweiterung der Methoden*
        Input 'Problembaum wird Lösungsbaum'
        Vertiefung an einem Beispiel des heutigen Tages

16.30   *Besprechung des weiteren Vorgehens* und Terminierung des Online-Coachings

16.50   Zusammenfassung und Verabschiedung

ca. 17.00   Abschluss der Veranstaltung

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II Online-Chat (without agenda)

III Vertiefungsworkshop ‚Empowerment durch Action Learning'
   Schwerpunkte: Methodenvielfalt – Hinweise zur Kommunikation

für Soziale Dienstleister in Schleswig-Holstein
am Mittwoch, 18. Juli 2018 in der Wirtschaftsakademie Schleswig-Holstein in Kiel
im Rahmen des EU-Programms SEMPRE Social Empowerment in Rural Areas

Beibehaltene Übungsbasis: *Engpässe / Herausforderungen / Probleme aus den Arbeitsfeldern der TN*

09.00   Begrüßung durch Hrn. Hartwig Wagemester
        Seminareröffnung
        Vorstellung des Programms
        Erfahrungen / Zusammenfassungen / offene Punkte der Kick-off-Veranstaltung vom 21. Juni
        Erwartungen an den aktuellen Workshop

09.30   Schwerpunkt 1 *‚Sets' im Rahmen des Action Learnings*
        Durchführung von mindestens 2 Sets mit unterschiedlichen Rollen und Nachbesprechungen

10.45   Schwerpunkt 2 *‚Offene Fragen zum Action Learning'*
        1. Gliederung von Dokumentationen
           Input und Diskussion
        2. Der Unterschied zwischen Sets und Kollegialen Fallberatungen
           Input und Diskussion
        3. Offene Fragen aus dem TN-Kreis

11.30   *Schwerpunkt 3* ‚Problembaum - Lösungsbaum'
        Vertiefung: Vorstellung eines Problemfalls im Bereich ‚Ärztehaus'
        Problemanalyse mit 2 Moderatoren/innen
        Bewertung der Methode aus verschiedenen Perspektiven

12.15   Mittagspause

13.00   Input *‚Transaktionsanalyse'* mit Übungen

13.30   Training zu weiteren Methoden
        • *Kartenfixierung* und Punktebewertungen als gemeinsamer Arbeitsplan mit Kunden
          Beispiele und Nachdiskussion
        • *Backpack Method* (building trust) – *Ressourcendiagnose* (nach Herringer)
          Beispiele und Nachdiskussion

14.45   Input *‚Aktives Zuhören'*
        • *Zukunftswerkstatt*
          Beispiele und Nachdiskussion

16.00   Abschlussdiskussion mit Vorschlägen für die Abschlussveranstaltung

16:25   Zusammenfassung, Ausblick und Verabschiedung

ca. 16.30   Abschluss der Veranstaltung

Im Nachgang: vor der Abschlussveranstaltung Chat/Telefonat mit allen TN

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IV Abschluss-Workshop ‚Empowerment durch Action Learning': Zusammenfassung und Evaluierung

für Soziale Dienstleister in Schleswig-Holstein
am Mittwoch, 19. August 2018 in der Wirtschaftsakademie Schleswig-Holstein in Kiel
im Rahmen des EU-Programms SEMPRE Social Empowerment in Rural Areas

08.00   Begrüßung durch Hrn. Hartwig Wagemester
          Seminareröffnung
          Vorstellung des Programms und Abfrage der Erwartungen

08.15   Schwerpunkt 1 *‚Empowerment durch Action Learning'*
          Besprechung der vorgestellten Dokumentation
          Kurze Rollenkritik ‚Moderator/in', ‚Durchführer/in' und ‚Dokumentator/in'
          Klärung offener Fragen

09.00   Schwerpunkt 2 *‚Ressourcenanalyse - Stärkenanalyse'* (nach R. Herringer statt Backpack-Methode)
          Rollenspiele

10.00   Input zur Kommunikation **‚Aktives Zuhören'**

10.30   *Praktische Umsetzung / Vertiefung* ‚Problembaum – Lösungsbaum'
          Rollenspiel zum Thema ‚Arztehaus'

11.00   Methodentraining **‚Zukunftswerkstatt'**
          Praktische Umsetzung in drei Kleingruppen
          Übergabe des Zertifikats (und des Evaluierungsbogens) an Fr. Mengel

12.45   Mittagspause

13.45   **Evaluierung der Workshopreihe**
          1. per Fragebogen
          2. per Metaplan
          Abschlussdiskussion und Zukunftsperspektiven

14.45   **Überreichung der Seminarzertifikate**

15.30   Verabschiedung und Abschluss der Gesamtveranstaltung

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Wirtschaftsakademie Schleswig-Holstein, Kiel – June to September 2018

Annex 3.1.   **Results of Evaluation by Questionnaire: Quantitative Results**

Question-No.	Question	1	2	3	4	5	6	7	
		Disagree…						…agree completely.	Average
1	The combination of different work methods (theory, practice, role play, individual work, group work) was balanced in a good way?	1	0	0	0	2	3	2	**5,4**
2	The material was relevant and helpful?	0	1	0	0	0	5	2	**5,6**
3	The material was relevant and helpful?	1	0	0	0	2	3	2	**5,4**
4	The different methods were presented and practiced in a participant-oriented way?	0	1	0	0	2	5	0	**5,3**
5	The trainers have been pedagogical and structured?	1	0	0	0	2	3	2	**5,4**
6	The learning environment was allowing and I felt comfortable in the group?	1	0	0	0	0	3	4	**5,5**
7	I have learnt new things that will be useful in my future work?	1	0	0	1	1	4	1	**5,1**
8	Other comments *(s. Evaluation 3.2.)*								**Average in total 5,4**

Pilot Worshops: Advanced Training Sequence 'Empowerment by Action Learning'
Wirtschaftsakademie Schleswig-Holstein, Kiel – June to September 2018

Annex 3.2.   Results of Evaluation by Questionnaire: Qualitative Results

Question 1:   The combination of different work methods (theory, practice, role play, individual   work, group work) was balanced in a good way?

1.   Design 5 / individual
2.   ./.
3.   Partly confused; but not or transformations; Theory was sometimes too theoretical?
4.   Even though group work did not really happen, it was a good balance between the methods.
5.   theory well prepared, good selection, balance of practice and theory balanced, relaxed/limbered-up practice

6 – 8.: ./.

Question 2:   The content was relevant in relation to the purpose of the training programme?

1 – 8.:. /.

Question 3:   The material was relevant and helpful?

1. – 4.: ./.
5.   good documentation, protocol
6. – 8.: ./.

Question 4:   The different methods were presented and practiced in a participant-oriented way?

1. – 2.: ./.
3.   Lack of time.
4.   We did not manage to practice everything, but the important things became good practiced.
5. – 8.: ./.

Question 5:   The trainers have been pedagogical and structured?

1. – 8.: ./.

Question 6:   The learning environment was allowing and I felt comfortable in the group?

1. – 2.: ./.
3.   good rooms, group very heterogeneous, maybe too much.
4.   It was a good mix.
5. – 8.: ./.

Question 7:   I have learnt new things that will be useful in my future work?

1.   familiar (mostly) methods refreshed with different view
2. – 3. ./.
4.   Good food for thought, some already tried.
5.   Methods that I already know, I could repeat / deepen; I like to take new contents to my   heart!
6. – 8. ./.

Question 8:   Other comments

1.   Overall, a very positive + vivid event. The composition of the group with different professional backgrounds, I think it makes sense. Organization, design, support + speaker very positive!
2.   ./.
3.   ./.
4.   Thank you very much for the preparation, it has definitely brought me further.
5.   ./.
6.   Although I was not part of the target group of this workshop, I was able to take a lot of "tools" for my work. The case studies from the work of the different participants were very helpful here.
7.   ./.
8.   The composition of the participants was great. Since many came from different areas, a great exchange took place. The lecturer has a broad knowledge -> TOP; by different methods, the individual events were pleasantly entertaining.

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Annex 4   Results of Evaluation by Metaplan