



Learning and capacity development¹ Individual preparation for a seminar on feedback and perspectives Questionnaire for leaders and specialists

Introduction and overview:

Capable, dedicated, and flexible colleagues, who are willing and able to efficiently solve and work with new problems, processes and patterns and are eager to acquire skills matching their constantly changing tasks, are essential to public, private and social spaces. As the expectations for services are continuously growing, it is necessary to obtain a high degree in working individually as well as proving creativity and commitment.

Knowledge and skill are an important part of the qualifications new employees must bring along. Advanced trainings increasingly focus on one gaining necessary competences that are up-to-date and include a lifetime learning process. For this purpose, it is not only required to demonstrate necessary skills but rather the appropriate motivation, values, social behavior and decision-making.

Communicational and social behavior are in particular important. The harder the work task, the stronger grows the importance of teamwork, communication and exchange of ideas and experiences. The critical factors to success is the degree to which everyone is treated well, collaboration, coordination and team work harmonizes, communication and negotiation happen in a smooth manner and – only if necessary- conflicts are resolved.

This questionnaire collects the information about learning and capacity development in a chosen context which will be utilized to reflect processes with the people involved in the situation.

Context: What area do the questions focus on?

Please answer the questionnaire on learning and developing concepts as a leader in this context.

1st Step: Evaluation

8 tension areas will be described. Each area has two opposing scenarios which are to be rated according to the current situation. Please read the two contrasting descriptions with caution and mark the circle appropriate to your situation with one "x".

2nd Step: Observations

After you evaluated the 8 tension areas, describe an every-day life situation related.

3rd Step: Perspectives

For the final step you are asked to personally identify the importance of the areas for learning and capacity development. Please use the chart in the final part of the questionnaire and give feedback on priorities you chose in the context.

Please be cautious to comment a current situation in your selected context.

"Thank you very much for contributing".

¹ Author: Martin Carnap (2016)

² Leaders and specialists can be department heads, group leaders, managers, directors, etc.

1st Step: Evaluation and **2nd Step:** Observations

Please read the following descriptions about learning culture with caution and mark one “x” in the appropriate circle that fits to your situation.

Tension area 1: Identifying subjects and targets		
Topics are presented by the leader and/or specialist and targets are developed, negotiated and concerted with the entire staff.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Problems and targets are presented by the leader and/or specialist according his or her responsibility. The professional logic of the subject indicates how to proceed.
Mark “x” in the circle that fits to your situation		
Observation from your everyday life in the selected context:		

Describe an observation that matches your ranking

Tension area 2: Deciding how to proceed with tasks		
The leader and/or specialist of a subject presents based on his knowledge how to proceed with the task and what steps it takes.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Employees create tasks and steps to acquire further knowledge, skill, proficiency and the solutions of the problems.
Mark “x” in the circle that fits to your situation		
Observation from your everyday life in the selected context:		

Tension area 3: Accessing information		
The leader and/or specialist and other employees involved use their information sources freely to fulfill the task.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The information needed for the task is complete and the leader and/or specialist add(s) information if necessary.
Mark “x” in the circle that fits to your situation		
Observation from your everyday life in the selected context:		

Tension area 4: Work and learning processes		
Employees focus on the the leader’s and/or specialist’s statements and his/her evaluation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The solution and learning process is the result of interaction of everyone involved.
Mark “x” in the circle that fits to your situation		
Observation from your everyday life in the selected context:		

Please read the following descriptions of learning culture with caution and mark one "x" in the appropriate circle that fits to your situation.

Tension area 5: Handling mistakes		
Mistakes are handled harshly, e.g. mistakes are considered bad and are punished in different ways.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Handling of mistakes is open, e.g. finding a mistake confirms experience. Mistakes are seen as an opportunity to improve.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Tension area 6: Positioning gained knowledge		
The solutions are useful to the employees. The process is more than a learning experience. Gained knowledge is of high importance to the individual group member.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	No benefit is perceived by knowing the subject. Gained knowledge and competence are not important for the individual beyond the evaluation received from the leader and/or specialist.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Tension area 7: Evaluating performance and processes		
Employees accept the established bench-marks used by leader and/or specialist for quality assessment. Leaders and specialists are in charge of the evaluation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The group reflects upon their own achievements. Together they discuss the benchmarks for the quality assessment.
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

Tension area 8: Work environment with humor		
The leader and/or specialist reduce(s) happiness in the group when handling business. Disturbances are commented with bad emotions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The leader and/or specialists spread happiness under the employees when handling business. Incidents are covered with laughter and often create humorous
	Mark "x" in the circle that fits to your situation	
Observation from your everyday life in the selected context:		

3rd Step: Perspectives

Please name what you consider important for the development of further innovation towards learning and capacity development.

Distribute the numbers 1, 2, 3, 4, 5, 6,7, and 8 in the left column according to the area's importance for the future.

1: very important 8: unimportant.

Rank	Areas of innovation development
	Identifying the subjects and targets
	Deciding how to proceed with tasks
	Accessing information
	Work and learn processes
	Handling mistakes
	Positioning gained knowledge
	Ranking performance and processes
	Work environment with humor

Of course the questionnaire is anonymous (without indicating names) and can be presented nameless in the participants' seminar material. Please take your time to complete the questions

Thank you very much for your contribution.

The framework for the development of cooperation is presented by Zimmermann (2011, 2016)³. The creation of this questionnaire and the presentation in e-meta was supported by Gunter L. Huber, University Tuebingen, Germany. Didactics and methodology for change process and the electronic platform e-meta have been created by Metaaccion S.A., The certification "Change processes" of Metaaccion provides access to the electronic platform for managing interview campaigns of collaborators and create materials for participants, and skills to facilitate events with a big group of people. This helps to integrate teams, promote cooperative leadership and develop competences needed. The orientation to practical application and the active learning approach are the real advantages of this process.

³ Zimmermann, Arthur 2011: Kooperationen erfolgreich gestalten. (Shaping Cooperation Networks). Konzepte und Instrumente für Berater und Entscheider. Reihe: Systemisches Management. Schäffer-Poeschel, Stuttgart and its spanish version

Zimmermann, Arthur 2016: Sistemas de cooperación. Conceptos y herramientas. Abya-Yala, Quito