Feedback in professional adult trainings and how trainers react to it

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1. **Introduction**

Adult learning has become a huge part of education itself and the variety of classes and professional trainings delivered for adults are widespread. The profession of being a trainer, coach etc. is very popular and today there are a lot of areas a trainer could specify such as:

- Conflict management
- Time management
- Presentation skills
- Leadership
- Facilitation
- Teamwork

An important part of adult learning and how students and trainers learn is feedback, which is “information provided by an agent (e.g., student, teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (Hattie and Timperley, 2007, p. 82). Feedback plays a vital role in the assessment of students’ and trainers’ performances and their development as individual learners or educators. It can provide useful information, clarification or encouragement and a source of further motivation. The topic of feedback has been examined by many researchers, each studying it from various aspects, not just education. For example, Krot and Rudawska (2016) examine the topic of feedback between doctors and patients, and Manias with his fellow researchers (Manias et al. 2013) did the same along with many professionals. Feedback in education, specifically from teachers to students were also an often examined aspect, for instance Akalin and Sucouglu (2015) write about how feedback can help in classroom management, Wilson and Czik (2015) examine how computer software can assist teachers’ ability to provide effective feedback and Ruiz-Primo with his colleague Li (2013) write about feedback in science classrooms. However, it is not that easy to find proper literature on how educators, specifically trainers, receive feedback from students or other parties.

In this paper I will first examine literature about adult learning and how it is related to feedback, and then discuss general aspects of feedback and narrow my focus as to how trainers ask for and receive feedback and whether they act on it, therefore my research question is following: (“How do professional adult trainers ask for and receive
feedback and how do they act on it?”). This paper will not cover the aspects of feedback in online education because it possesses different properties, such as the lack of personal contact and group dynamics which are relevant to this paper. Moreover, trainers usually do not deliver online courses, therefore different individuals would be required to get answers for this specific area and that would mix my research question. Therefore, peer-to-peer feedback, specifically from both the participants and fellow trainers, as well as other active participators will be addressed herein.

Since there is a lack of material on feedback to trainers, especially professional trainers, besides secondary research I decided to create a primary data as well. In my research I have used both quantitative and qualitative methods to discover how Hungarian trainers ask for feedback, whether they act on it, and if they do, then how. During my quantitative research I created a questionnaire to get statistical data about how trainers ask for feedback. To supplement the findings I have conducted interviews with several professional trainers to obtain information that a quantitative research cannot, and, moreover, to see how trainers act on such feedback. Are they implementing the suggestions provided by participants? Which feedback do they deem valuable? What factors can influence a trainer’s decision? Although the research is based on a small sample and it cannot be considered entirely representative, it forms a stable basis for future endeavors to investigate more about the topic.

2. Adult learning

Adult learning has become a huge part of education itself and the variety of classes and trainings delivered for adults are varied. There are numerous studies already about certain aspects of adult learning, in this section I am going to introduce some of those that are relevant and related to my topic, that is feedback in professional adult trainings and connect the it with adult training.

Murray and Mitchell (2013) examined the adult learning environment in Australia, and although the country has a different environment than many others, some conclusions can be universal for all Western countries. They found that freedom and autonomy plays a vital importance in adult learners’ education, both students and teachers think it has a positive effect on learners’ development. One part of autonomy is feedback because providing feedback means that a learner or educator has control over the process and the content of the training and it can provide a form of freedom.
However, the study also introduced the second “edge of this sword”, meaning that autonomy can result in poor attendance and although adult learners wish to be treated respectfully based on adultship, some students still did not quite behave as adults would, thus being detrimental to the class performance. This shows a dilemma for teachers, since if teachers apply too much pressure, adult learners would feel that it is too much like school and feel uncomfortable (Murray and Mitchell, 2013).

Ramsay and Holyoke (2014) examined the motivation of adults to learn. In their study they introduce a simple model:

![Adult Motivation To Learn](image)

Figure 1: Adult motivation to learn
Source: Ramsay and Holyoke, (2014)

According to this study, the main discovery is the role hedonistic emotions play in learning and the motivation. All four parts of the model, which are ‘Concerns’, What to Learn, Background and Beliefs, Stated Motivations are linked with hedonistic emotions. “Hedonistic emotions fall under two principles: (1) emotions that demonstrate pleasure or a desire to experience pleasure; and (2) emotions that demonstrate a desire to avoid pain or an experience of pain” (Ramsay and Holyoke, 2013, p. 13). This is connected to another study by Seevers and his colleagues, who find that providing positive
feedback, praise in public, is beneficial because it provides a good emotional support for a learner (Seevers et al., 2014).

Sogunro (2014) introduced a more expanded model for adult learners’ motivation:

![Motivating factors for adult learners in higher education](source: Sogunro (2014))

This model shows various factors, however the one point that is important for this paper is progressive assessment and timely feedback, which shows how important feedback is for adults’ motivation. More detailed importance will be discussed in later sections.

Radovan and Makovec (2015) observed the relationship between attitudes of learners and teachers and students’ satisfaction and self-confidence. “In general, negative attitudes towards learning correlate negatively with both the variables of satisfaction and confidence, while positive attitudes lead to higher satisfaction. We observed higher correlations of satisfaction with the learning environment, and found the highest association between well-organized classroom work, a supportive teacher, active learning and satisfaction with the learning process” (Radovan and Makovec,
This implies that proper and effective feedback, which is part of active learning and being supportive, between the parties can produce higher satisfaction.

The models I have introduced here were all indicated that feedback in a way play a huge importance in adult learning and trainings. In the next section I am going to discuss the topic of feedback.

3. Feedback
In the previous section I have discussed some literature on adult trainings and detailed their findings that are relevant to the topic of feedback. In this next section I will discuss the aspects of feedback regarding professional trainings, using different literatures and my personal experience. First I will provide emphasis on a broader scale although each aspect will in some way be relevant to this paper, then I narrow my focus to the research question and I will review goals and focus of feedback then discuss the types of feedback a trainer can get.

As we have seen, quite a lot of literature exists already that covers the topic of feedback, each from different viewpoints and focusing on certain elements. Hattie and Timperley (2007) focus on the power of feedback. They introduce a model for feedback which introduces four levels of enhancing learning.

Figure 3: Model of feedback
Source: Hattie and Timperley, (2007)
The four levels are: task, process, self-regulation and self. Although the model primarily focuses on feedback provided for students as individual learners, but since trainers are learners as well, the four levels can be tailored to them. Feedback questions regarding tasks include task performance and evaluation. Process level means how the student understood the process a trainer explained, as well as the environment in which the task was performed. Self-regulation level implies autonomy and trainers monitoring their own development, whereas self-level implies feedback specifically about a person, and usually has the purpose for motivation. Here are some examples of each level:

1. Task: How did students understand the task a trainer has provided?
2. Process: Did students understand the structure of the training as well as the aim a trainer set up for it?
3. Self-regulation: Is the trainer open to suggestions from participants? Is he/she ready to develop?
4. Self: Did the trainer enjoy delivering the training? What did students perceive about his/her style?

According to the model’s findings, feedback for the self-level, such as praise, can have little to not affect, but negative feedback has a huge impact. In order to enhance learning, feedback for the first three levels should be taken into consideration. Task level is more powerful when it results from faulty interpretations, not a lack of understanding. Feedback at the process level is most beneficial when it provides cues to directions for searching and strategizing. Feedback that attends to self-regulation is powerful to the degree that it leads to further engagement with or investing further effort into the task (Hattie et al., 2007, p. 103). Each level of feedback will be examined in the study I have conducted in order to see which levels trainers are curious about the most.

Gamlem and Munthe (2013) discuss and research the quality aspect of feedback. According to them, communicating and providing feedback itself is not enough, teachers and trainers should ask for quality feedback which means creating feedback that influences both students’ and trainer’s abilities to reflect on learning and performance outcomes (Gamlem and Munthe, 2013). As to how trainers ensure that they get quality feedback, my study will provide insights into it.

Seevers and his colleagues focused on aspects of private and public feedback (feedback transparency), combining it with positive and negative feedback (feedback
valence). Furthermore, they examined these conditions for two factors separately: motivation and perception of fairness and satisfaction. Regarding trainers’ motivation, both in the educational and managerial environment, they find that positive feedback is effective in public, it leads to higher motivation, on the other hand, negative feedback can have detrimental effect in public, whereas in private it can lead to further engagement and provide encouragement. However, when examining perceptions of fairness and satisfaction, they found that positive and negative feedback would be more efficient in private. This indicates that the use of public and private feedback is required, giving positive feedback in both environments, but negative only in private (Seevers et al., 2014).

3.1. Goals and layers of feedback

When discussing the topic of feedback, it is vital to see what goals feedback might have for trainers. Below I have listed my main points that I see as crucial:

- **Motivation:** Motivation plays a huge part not just for students but for trainers as well, as I have discussed previously. Enhanced motivation allows a trainer to perform better and also develop him or herself or the training’s structure, content as well. Feedback can also motivate participants since they feel they are involved in the process and feel a sense of autonomy.

- **Outcome:** Trainers can ask for feedback to see the effects a training had on participants. This means that trainers set up certain goals (change behavior, learn to write essays in English etc.) that they want to achieve by delivering the training or multiple trainings and after that, measure whether it has achieved it.

- **Development:** Feedback is also relevant for trainers for the purpose of personal and professional development. Trainers could get valuable information from participants, fellow trainers or other parties about their soft skills, such as presentation, involving participants, explaining theories, as well as about their theoretical knowledge about the topic.

- **Learning:** Feedback is valuable for participants not just from the aspect of motivation, but from a point of learning. As we discussed, adult learners prefer more autonomy and providing feedback not only enhances motivation but provides them with further insight into the
topics the training covered, and furthermore, they could learn about themselves from a personal (e.g. how they value other participants’ and trainers’ opinion) from a professional (e.g. topics that were not discussed in the training but in connection with it) view as well.

- Cooperation: Last, but not the least, feedback can enhance cooperation amongst trainers and participants. By learning together and evaluating each other based on proper rules, set by the trainer, and participants acting according to it, both parties could develop teamwork skills and thus provide opportunities for further cooperation such as doing projects together or sharing knowledge with each other.

I have detailed what goals feedback might have. In connection with this, one other dimension of feedback is when trainers ask for it and in addition, what kind of answers, results they are looking for. In order to get answers to these questions, Kirkpatrick’s model of evaluation proves to be of great support:

![Kirkpatrick's evaluation model](source.png)

Figure 4: Kirkpatrick’s evaluation model
Source: Kirkpatrick (2005)
Kirkpatrick’s model of evaluation (see Figure 4) forms four levels each describing a different aspect of training outcome trainers wish to get answered by feedback. Reaction means how participants felt during the training or how they feel after it. Questions aiming to get answers for this are usually asked during the training or right on the spot after it has ended. This is the most basic level because it provides no insight about mid- or long-term outcomes, results, since trainings are rarely that influential.

Learning is a more complex level of the model. Trainers usually form ideas as to what they intend participants to get from attending their trainings besides general feelings, such as certain practical knowledge (e.g. how well they can write an essay in English). Trainers could ask questions that aim to see the difference between a person’s original knowledge of the topic and the knowledge after it. Since learning occurs often over a long-time, feedback can often happen a long time after a training. Trainers can provide written forms, individual or group meetings weeks after a training to see what participants learned or implemented.

In connection with long-term results, behavior plays an even more important role. Behavior change happens after a longer time and it happens not as much as learning. Therefore, achieving a change of behavior is even more successful than achieving that a person learned something because of our training. To observe change of behavior trainers can form personal meetings, interviews even after months depending on the extent and the topic of the training.

The fourth and highest level according to Kirkpatrick is results. Companies order trainings in order to improve a specific aspect or group in the company. Ultimately, trainers’ main objective is to meet the need and goals a company sets for the training(s), therefore the most important is to get feedback about what results it provided. By participants learning did they change their behavior? Did this change result in change of performance? Did employee fluctuation decrease? Did sales figures increase?

All in all, Kirkpatrick’s model provides a great insight into trainer evaluation and thus, the topic of feedback itself. In my research I will provide emphasis on the aspects this model raises questions about.
3.2. Types of feedback

Moving on to the types of feedback, common practice, observation and literature together provide a good list. The two major types are without any doubt, oral and written feedback. Both, however, have different frames in which feedback can occur. These are detailed in Figure 5 below:

<table>
<thead>
<tr>
<th>Oral feedback</th>
<th>Written feedback</th>
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<tr>
<td>Peer-to-peer interviews</td>
<td>Questionnaire</td>
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<tr>
<td>Group discussion</td>
<td>Online evaluation</td>
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<td>Small group discussion</td>
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Figure 5: Types of oral and written feedback
Source: Edited by author

Peer-to-peer interviews provide the most flexibility for trainers and students as well, and in most cases, the most comfort, especially for participants. Without other participants observing, they can share every insight they would like and provide suggestions without either the fear of others judging or the group effect (participant does not state an opinion because the majority of the group believes the opposite and state it to the trainer and he/she does not want to get into confrontation). Peer-to-peer interviews provide the chance for trainers to ask questions tailored to each participant and get individual insight. However, because of this, trainers could get many different suggestions, all with the possibility of being influenced by personal feelings and judgements thus they may become less valuable. Moreover, some participants might feel less comfortable when being put in the focus and obliged to speak their mind, so trainers should create the necessary environment as well. In many aspects, these interviews bear resemblance to coaching sessions.

Group discussion means that every participant is present and they all provide feedback at once in the same environment. As opposed to peer-to-peer interviews, they are much less time consuming and they provide a more general insight for trainers, since some individual suggestions could get lost because they do not want to speak their mind thanks to the reasons explained above. Group discussions, however, provide space for group learning. Trainers and participants together could learn from each other from a theoretical and practical aspect, thus generating learning and, possibly, cooperation as well. Moreover, if trainers or participants are being praised because of their
performance, style etc., they could not only become more motivated, but other members might feel that too.

Between the two methods explained above, small group discussions form a middle-way. This method means that the trainer first separates participants into groups and then provides them time to discuss the training amongst themselves. This enables participants that feel uncomfortable to speak in front of bigger groups to share their thoughts and also learn from each other and enhance motivation and cooperation. After small group discussions, the trainer could still allow the whole group to discuss together and each of them explain what they have come up with within the group or combine it with written feedback.

As opposed to oral feedback, written methods vary less and possess different properties. First and foremost, since feedback is written down and not discussed, the possibility of group learning and cooperation does not exist. Moreover, they cannot be tailored to each participant therefore individual suggestions are less than in case of oral feedback. However, they can be quantified thus are able to provide not only statistical data for trainers, but are also able to justify the training much easier than personal feedback. Here is a list about the types of questions that trainers could ask and, with one exception, which help quantify the results. For each element I have written an example or explanation to illustrate them.

- Simple choice: Did the training meet your expectations?
- Multiple choices: Choose which word/s best describe the training!
- List: Which section of the training was the most informative for you?
- Scale: On a scale of 5, how did you enjoy the training?
- Matrix: This type of questions contains multiple rows and columns and responders could provide more than one answer in each row/column.
- Text: As opposed to the previous types, this aims to get qualitative information to supplement the one that gives statistical data. For instance: What would you change in the training?

Trainers usually give questionnaires for participants to fill in, the only aspect that could vary is the time and the platform. Trainers could either have participants fill in the form right after the training on the spot, or at home/work after a certain amount of
time. The latter follows that such questionnaires can be made available online as well. As a result of this, online and on the spot questionnaires could have different questions as well. People prefer to spend less time at home or work, therefore such forms may consist of shorter, numerical questions rather than text types. On the other hand, in certain aspects, participants may need time to process and reflect on those that they have experienced and learned during the training, thus such questions could be asked online.

3.3. Summary

In this section I have discussed some theoretical aspects about adult learning, specifically related to professional trainings and then the topic of feedback. I have used several literatures each focusing on a certain aspect, and I have also used personal thoughts and assumptions. First I have defined a basis for adult learning, then the definition of feedback. Drawing from various researchers’ ideas, I have detailed the levels of feedback, the quality, goal, timing, types of feedback and the layers of evaluation. Since there is small amount of research on how trainers get feedback and whether they act on it, I have chosen to conduct a research of my own and further dive into the topic and get a picture of how Hungarian trainers evaluate themselves and ask for feedback, by drawing ideas from the theoretical section. In the next chapter I am going to outline the results of this research.

4. Research method

To get an answer as detailed and informative as possible for my research question (“How professional adult trainers ask for and receive feedback and how do they act on it?”) I conducted primary research as well, besides reviewing literature about the topic. Since there is little research on the specific topic I am investigating and the second part of my research question is hardly quantifiable, I have decided to, on one hand, to create a questionnaire about how trainers ask for feedback, on the other hand to conduct individual interviews with several trainers and coaches about both topics in order to deliver quantifiable results, as well as get a deeper insight as far as possible. “Quality research is an unstructured research method based on small sample, and it does not aim to generalize and quantify” (Bódi et al, 2012). For the research I formed my assumptions and questions based on the secondary research and the topics discussed in the theoretical section of my thesis.
As I introduced in the theoretical parts, literature on the reaction to feedback of trainers is scarce, therefore I will provide more focus on discussing how the trainers I have observed receive and ask for feedback rather than how they act on it, even though it can be considered a more useful section for future papers and researches than the former. Even so, I am confident that it will provide a proper basis for professionals and academics who wish to further research this area.

The next step was to define the audience I am trying to reach and interview. For the quantitative research I have reached out to several groups and organizations consisting of trainers and coaches and asked them to fill out the questionnaire which consisted of 14 questions. My choices for the interviews were completely random, I have reached out to them online with the help of acquaintances and friends. The trainers and coaches who participated in my research were all female, Hungarian and are between the age of 25 and 44. Since the method was based on subjectivity and on which trainer was available to participate, this research cannot be considered representative and transmit a complete picture of my topic. However, based on how many people actually practice as professional trainers for adults, who I have tried to reach and what they did tell me during the interviews, it is safe to assume that the sample of my research is quite close to the real composition itself.

First I will disclose and discuss my findings of the questionnaire. In it I have approached the topic of receiving feedback and created various questions to get a proper picture and quantifiable results. First I found out the professional background of the trainers, then I asked about receiving feedback, for instance what types of questions they ask, when they ask for feedback and who they ask. The questionnaire was filled by 7 trainers so it can be considered a small sample. Below is their demographical composition:
Figure 6: Demographical composition of trainers who filled in the questionnaire

After detailing my findings from the questionnaire, I will move on to the next chapter, which discusses the results of my interviews. I conducted 5 interviews with 5 different trainers with a wide range of background and area of expertise so the results are somewhat colorful. Like in the questionnaire, I first asked about how they ask for feedback, but I had more emphasis on the details and providing questions that answered the “Why” as well and provided a deepened insight into the topic. The interviews had a second section where I tried to get an answer about how trainers react to these feedbacks. Do they use the feedback? Do they find it useful? Whose feedback do they find useful? Do they change the structure, method of their trainings because of feedback? Such questions I wanted to get answers for. Below you can find the demographical composition of those who participated in my interviews.
Since the trainers I interviewed asked me for anonymity, I decided not to disclose their personal information, their names in my thesis. However, I will quote a lot from them in order to strengthen and support the results and arguments. I will also shortly introduce each of them:

1. Interviewee 1: She has been a trainer for a little more than 11 years and she is also working as a coach. She is part of a training company along with 7 other trainers, although they deliver trainings for various companies mostly alone, there are just a few occasions when they co-deliver.

2. Interviewee 2: She is a freelancer who trains employees of small and medium sized enterprises for more than 3 years. Mostly she delivers trainings about communication. She recently became a coach as well, however she still practices it on a small scale.

3. Interviewee 3: She is an experienced trainer and coach with more than 10 years of expertise. Her focus areas involve cooperation, teamwork and conflict management, often co-delivering these with other experienced trainers. She teaches in a university as well.

4. Interviewee 4: Along with all the previous interviewees, she is part of an organization of coaches aiming to provide space for sharing knowledge and best practices among each other and create ideas about how to increase the use of coaching in companies and society itself. Besides being a coach, she delivers training, either as a freelancer or in the company she is working.
5. Interviewee 5: She is a freelancer, however she was originally working in the HR department of a large multinational company and was responsible for the trainings of employees in the company. Since then she created her own business and delivers training mostly alone. Combined together, she has almost 14 years of experience.

5. **Quantitative research – Receiving feedback**

In this section I am going to outline the findings of my quantitative research about how trainers ask for feedback. Although my questionnaire consists of 14 questions each aiming to shine light on a certain aspect of the topic, I will not detail it to the full extent, only a larger portion of these (see Appendix 11.1 for the complete questionnaire). The reason behind this is that some of the results were either not crucial for this research or they were lacking due to participants only filling the questionnaire partially.

As I have written in the chapter on research method, all of my participants were female, and they were from between the age of 25 and 44. They are all professional trainers, two of them working as freelancers, one of them working only at a training company with other trainers and four of them doing both. Regarding how long they have been working as a trainer, we could get a mixed picture. Two responders wrote 1-3 years, another two 3-5 years and another two have been working for more than 10 years and one of the responders works as a trainer for 5-10 years. As of the topics they usually deliver, there are two threads that almost all of the trainers do, which are communication (or certain subtopics of it) and conflict management. Besides these coaching competences, leadership and cooperation were among the topics they also mentioned to deliver often.

According to the results, trainers define the goal of a training every time before starting and more importantly, they even define the feedback questions which they ask from various parties in order to get feedback. This means that they all create the proper structure, goal of the training and the outcomes they wish to get. Figure 8 shows from what parties trainers ask for feedback during or after trainings.
It should not be surprising that participants get a 100% result, however there were two columns that should be discussed further. Only two of the participants responded that she asks for feedback from other trainers. Even though there are six responders who said that they work at a training company with other trainers, it seems that either they do not ask for feedback intentionally or the structure of the training company follows that. Based on personal experience and the results of interviews, I have seen that in some training companies, trainers work not together, but rather as a freelancer, the company as a frame and background is the only thing that connects them, with an occasional sharing of experience.

The other figure that should also be interesting is how many trainers get feedback from the person/people/company who order the training or trainings themselves. According to the questionnaire, five of the responders were getting feedback from a contracting party. In my interviews, all of the trainers said that they deliver trainings for companies who wish to develop a certain aspect of one of their team. Keeping this in mind and that all of the responders come from a similar background and with similar experience, it is safe to assume that the responders of the questionnaire deliver training for companies as well. Therefore, I think that there could be two reasons why trainers do not ask for feedback from contracting companies. Either they do not find it useful for development because they deem that the liaison of the company does not give useful feedback, or the company itself does not provide
intentionally because they deem the training itself as successful or rather very unsuccessful.

My next question was about when trainers ask for feedback from each party (see Figure 9 below). Responders could provide more than one answer for each party and each column. The majority of trainers ask for feedback from participants during the training right on the spot but some of them have a follow-up after the training as well and ask for feedback within and additional week. This could be in connection with Kirkpatrick’s second layer of evaluation which is learning. These trainers would like to evaluate whether participants learned anything thanks to the training, however it is surprising to see that only a fraction of responders do this.

As for trainers, they give feedback mostly after a training, to discuss it while it is still a fresh memory and each of them can get the most out of it. They only evaluate the immediate reactions and results. Even though there are 2 responders who evaluate participants’ learning, they do not further evaluate themselves based on the result of these participant evaluations.

<table>
<thead>
<tr>
<th></th>
<th>During the training</th>
<th>After training on the spot</th>
<th>Within 1 week after the training</th>
<th>After more than 1 week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>5 100.0%</td>
<td>3 60.0%</td>
<td>2 40.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Trainers</td>
<td>3 60.0%</td>
<td>4 80.0%</td>
<td>0 0.0%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Contracting company</td>
<td>2 33.3%</td>
<td>3 50.0%</td>
<td>3 50.0%</td>
<td>1 16.7%</td>
</tr>
</tbody>
</table>

Figure 9: When do trainers ask for feedback?

Another, and in my opinion the most important, result is that none of the trainers ask for feedback and do not have a follow-up after 1 week of the training meaning that they do not evaluate long-term results and get feedback about that. As I have discussed in Kirkpatrick’s model of training evaluation, there are 4 parts: reaction, learning, behavior and results. In order to observe a change of behavior in participants, trainers have to observe participants more than 1 week after it happened. Figure 10 shows the summary of when trainers ask for feedback from participants and it seems that none of the trainers evaluate with participants how their training changed their behavior.
Speaking of a contracting company, most of the trainers still evaluate only the immediate results with them and do not discuss long-term effect. However, as we have seen in the previous figure, one trainer responded that she discusses it with the company who ordered the training, but it is still a very small percentage compared to my assumption. It would seem that trainers have still a lot to develop regarding long-term evaluation.

In the next part I am going to discuss, how trainers ask for feedback, what methods they use and whether they combine them. When designing the questionnaire, I have formed three possible methods (a written and two oral) and an extra field with a label “Other”. Although in the theoretical part I have detailed two versions of group feedback, I combine them because in the interviews I have conducted I only got large group or peer-to-peer as a response. The table below lists all the answers responders gave to the question.

<table>
<thead>
<tr>
<th></th>
<th>Written</th>
<th>In a group</th>
<th>Peer-to-peer</th>
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<tbody>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>100.0%</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Trainers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>25.0%</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Contracting company</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>40.0%</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Figure 11: In what form, trainers receive feedback
For participants, trainers mostly provide an opportunity for feedback in written or personal feedback in a group (see Figure 11). Since the number of responses are above the number of responders, it seems that some trainers provide more than one form of feedback. Based on the previous charts and findings, it is fair to assume that written and oral feedback in group happens during the training or right after it on the spot before participants leave. Moreover, in connection with previous findings, stating that only a small portion of trainers evaluate longer term effects of the trainings, I think that these happen in the form of peer-to-peer conversations.

It should not be a surprising result that most trainer companions provide feedback in face-to-face personal meetings with the trainer who delivers the training. However, it still seems that some trainers also give feedback in written form or in the group when participants are still present. Based on these, I think that in rare cases, observing trainers act as participants as well in the trainings and behave as participants in the group to give feedback, naturally using their expertise to provide effective feedback and support the participants so that they can also provide effective feedback that the trainer can implement or learn from.

Based on the results, a contracting company provides feedback in various forms and some trainers use multiple forms here too, although the dominant ones are group and peer-to-peer feedback since these discussions require more time and cannot be simplified into written forms as the previous ones.

As we have seen, not all trainers ask for feedback in written form, but still, it is vital to see it in order to compare it with the theoretical part, earlier discussed in the thesis. To further reveal information regarding this topic, I was curious what types of questions trainers ask in the forms that they give to participants to evaluate them. I provided the following possible answers (including one labeled “Other”):

1. Simple choice
2. Multiple choices
3. Scale
4. Matrix
5. Text
6. List
First and foremost, perhaps the most important result we can see is that every trainer who filled in this question uses scale types. I even asked for examples, however the findings of my qualitative research will shed more detailed light on this such as why they use these types of questions the most. Besides scale types, the text was also a popular choice for trainers and only one-one trainer said that they use simple choice or multiple choice types of questions. Matrix or list was not even picked by a single trainer. Here are some examples for the questions trainers ask from participants:

- On a scale of 1-10, how useful did you find the training? (scale)
- Please provide an example for how you can use and implement the things you learned at the training in your workplace? (text)
- Did the training reach its goal? (simple choice)
- On a scale of 1-6, how satisfied were you with the professional expertise and preparedness of the trainer? (scale)
- Which exercise did you like the most and why? (text)
- On a scale of 1-5, how satisfied were you with the soft skills of the trainer? (scale)
- What is the most important thing you have learned here? (text)

When I compared the questions with the four levels of feedback by Hattie and Timperley (2007), we can conclude the questions regarding self-regulation (the types
that aim to evaluate the performance of the trainer) and task (the ones that ask for the most useful things) were the most important and were written by several responders so they can be deemed the two most common and important types of questions.

After discussing the types of written questions, I also wished to further dive a little bit into the oral feedback. As we have seen, the majority of trainers ask for feedback in a large group, meaning that participants speak in front of other participants. Based on the responses, the types of questions trainers ask are similar to the ones detailed in the section about written form, but naturally with less structure. Therefore, I will show only a matrix about the frame of questions trainers ask. The list goes from asking a specific set of questions and going through them one at a time to asking questions without any frame, meaning that participants are asked to speak their mind freely (see Figure 13).

<table>
<thead>
<tr>
<th></th>
<th>Controlled, by specific guidelines</th>
<th>Couple guiding questions</th>
<th>Without any guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Trainers</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Contracting company</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Figure 13: In what form trainers ask for personal, oral feedback

When evaluating with participants, trainers mostly provide some questions that could guide participants as well as motivate them to provide an effective and honest feedback for trainers. This result can even stand together with a previous assumption that says observing trainers are sometimes part of the group and provide feedback like participants in order to nurture further discussion and generate openness among participants towards the trainer.

When evaluating the training with observing trainers, however, we get a little different outcome, although not a surprising one, which states that more often the discussion goes without any guideline. The reason behind this can be that the trainers are experts and possibly know each other very well, which makes them provide a truly effective and useful feedback.

When evaluating with the liaison of the contracting company (whether it is a person from the HR department, a CEO or other member of the company), the picture
gets a little bit more mixed than the previous ones. Although in most cases the feedback is still given based on either small or no guideline at all, some feedback is provided in a more controlled environment, with specific guidelines.

In the last section of my quantitative research I have observed how valuable trainers deem the feedback of participants, observing trainers and the contracting company (see Figure 14 below). I have provided an even scale without a neutral answer in order to get clear answers from responders.

<table>
<thead>
<tr>
<th></th>
<th>Very worthless</th>
<th>Rather worthless</th>
<th>Rather valuable</th>
<th>Very valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>0.0%</td>
<td>0.0%</td>
<td>40.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Trainers</td>
<td>0.0%</td>
<td>0.0%</td>
<td>33.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Contracting company</td>
<td>0.0%</td>
<td>0.0%</td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

Figure 14: How valuable do trainers deem each party’s feedback

The matrix gives unequivocal results showing that trainers deem the feedback of each party as valuable. However, the rate of the two scales in each row is a bit different, with participants’ feedback deemed the most valuable by four responders. Two believe that trainers’ feedback is also very valuable, thus they are very important. The findings of my qualitative research will indicate a bit different picture so I will provide more insight about it in that section. The evaluation made by a contracting company is deemed a bit less valuable than the previous two but it is still useful for trainers. The answers do not provide a lot of information as to why trainers think this way, and the results of my qualitative research are a bit different to these ones, therefore I will disclose more information about this topic in that chapter.

The results of my questionnaire provided a basic but an intriguing insight into the topic I am researching. Trainers are all asking for feedback from participants but not all of them do for observing trainers or the company who ordered the training itself. Furthermore, they rarely evaluate long-term effects and success of the training, rather just ask for feedback on the spot or within one week of the training. The feedback is more often provided orally rather than in written form and takes place either in the group or as a peer-to-peer discussion. Oral feedback is usually less structured or not structured at all, only when evaluated by the contracting company is there a specific
guideline. Last but not the least, all of the trainers deem all of parties’ feedback valuable but with participants and observing trainers leading the way. In the next chapter I will further dive into the topic of how trainers ask for feedback and discover the reasons behind each result, as well as compare them with the ones in my quantitative research and get a complete picture.

6. Qualitative research – Receiving feedback

In this chapter, I am going to further discuss the topic of how trainers ask for feedback from various parties. I will discuss each section detailed in the previous chapter but emphasizing more on answering the “Why” and identifying the reason behind certain findings along with quoting trainers who I interviewed personally.

During the interviews I first established a basis regarding what kind of trainings trainers deliver, as well as how much expertise they possess in this topic and in what frame (company or freelancer) they work. Mostly they share similar properties as the responders of my questionnaire, without any notable exception. They also define the goal of their trainings and create an outline as to what questions they would like to get answers to during the evaluation process (“It should be the first and most important job when designing a training. If you don’t know what you want as an outcome and what questions can answer whether that outcome occurred, then to be honest you are not doing a very good job.” – Interviewee 1). Regarding the aim of their feedback, every one of them has said development and learning. Enhancing cooperation and getting motivation was mentioned only as an automatic side effect of effective feedback.

After establishing the basis of the interviews, I moved on to the focus at hand. Firstly, I discussed who they ask feedback from and at what point. Not all interviewees besides getting feedback from participants, mentioned contracting company and observing trainers as the other two party. In fact, only two interviewees said that they either co-deliver trainings or have a trainer just as an observer in the group. The rest stated that they do this either because of the circumstances, meaning that they are freelancers or because of the structure of the company (“I work in a company where we are colleagues but all of us sell our own packages, trainings and therefore we are all responsible for our own trainings completely.” – Interviewee 1) or they are do not feel the need to because they are confident enough to do it on their own (“I am working as a freelancer and maybe it would be beneficial to have another trainer as observer, but I
have my own style and pace and other trainers are not acquainted with it and I think that could result in less effective feedback for myself.” — Interviewee 2). Both are in line with the assumptions I made in the previous chapter. Regarding the contracting company, they all said that they always ask for feedback from them.

Moving on to when trainers ask for feedback from these various parties, I got a quite a mixed picture. First and foremost, all of the trainerssaid that they ask for feedback right on the spot when the training is finished but three of them only about how they felt and what they have learned during the training, basically a general reaction and learning. Three of them however also provide a written feedback opportunity with a specific set of questions that participants can fill in still on the spot. Two, however, only send the written form after the training online and participants need to fill it in at home or work. (“I prefer to give participants a little time to reflect and sort through what they have learned during my trainings and send them an evaluation form a couple of days after the training.” — Interviewee 1). The other three do not consider that wise because they said that many participants either do not even fill out the form or mix their memories with impressions and give false feedback. Regarding long-term follow-up, they all agreed that long-term evaluation is vital (“It is important to not only check short term reactions but observe long-term change of behavior as well.” — Interviewee 5). However, they also said without exception that long-term evaluation costs more money for the company who ordered the training and they often fail to see the benefits of such evaluation, therefore they hardly want it and thus it will not happen regardless of what the trainers as professionals advise. (“For a lot companies, trainings are still just a sort of teambuilding, people have fun together or educate themselves. But they often do not see how trainings can be implemented to help long-term business goals or if they even do, they do not wish to spend that much money unfortunately.” — Interviewee 3).

Since Gamlem and Munthe (2013) state that quality feedback is necessary, I was also curious about how trainers make sure that they get such feedback from participants and I got the same answer from all of them: “At the beginning of the training I always tell participants that this is a safe place where they are free to speak their mind either in front of everyone or come talk to me personally. The exercises during the training or at least some of them are not only aiming to educate participants but also to bring them
together and make them comfortable with each other in order so that each of them would be brave enough to provide feedback in front of everyone else.” – Interviewee 4.

As for asking feedback from trainers, everyone who said that they evaluate themselves with other trainers, told me that they do so right on the spot after the training and in oral form in order to share everything and have a fresh memory to get the most out of the evaluation. When trainers talk with the contracting company, trainers always sit down with a liaison of the company to discuss the training and further developments so this is slightly different to what occurred in the previous chapter. If we look at the forms of asking for feedback, there are two types. Trainers either do a couple of days after the training personally or in written form or combine the two of them. (“A form allows me to collect quantitative data, which I can analyze and compare with other trainings I held, personal discussion is useful for diving deeper and answering any concerns a client might have as well as convince him/her that they need more trainings if that is the case.” – Interviewee 2).

Although the findings of Seevers and his colleagues (2008) show that negative feedback is detrimental in public, trainers encourage participants and other trainers to provide feedback regardless of what it is. Since trainers create an environment that aims to make participants feel safe, I believe that trainers do not need to be afraid that they get negative feedback that is not constructive, simply because the one who gives the feedback is grateful to have the opportunity and feels they are cooperating and also the trainers set rules in the beginning of the training, with one of the rules saying that participants should provide constructive feedback.

We have seen when and in what form trainers ask for feedback, here I was also curious (just like in the quantitative research) about what types of questions, guidelines they use for each form. In the case of written forms, scale (“I prefer writing scale types of questions in order to see numerical trends and figures that I can analyze later. Scale is also practical for participants because they do not have to choose but rather share a point at which they stand.” – Interviewee 1) and text (“Providing them with at least one additional text box where they can provide further answers, for which I have not thought to ask any question, is beneficial. You would be surprised how many responses you can get if you made them feel during the whole training that it is safe place and they can share their thoughts without consequences.” – Interviewee 4) were the dominant
forms here as well. As to whether scale questions with even or uneven numbers were more popular, unfortunately there is almost a balance in this because two trainers said that they prefer even numbers to force them to choose a side but three other mentioned uneven ones because for the opposite reasons. Therefore, I believe that further research is necessary to determine exactly what the majority of trainers believe.

Regarding oral feedback, the interviews delivered the same results as the ones in the previous chapter. When speaking with participants, trainers either prefer a small set of guiding questions or no guidelines at all which is line with the results of the questionnaire. When evaluating with trainers, the lack of guidelines can be observed. If trainers ask for feedback from companies, in some cases a set of specific questions can happen but in most cases a couple of guiding questions exist. (“It is wise to prepare some questions to structure the conversation and get answers for those questions that I have set up before the training itself, but you also need to be flexible and adjust if the conversation requires that. This is often the case with companies, especially when discussing with the CEO or other non-HR liaison.” – Interviewee 3).

Last but not the least, I wanted to get a picture about how valuable trainers deem each parties’ feedback for their development and the results were quite different than those in the previous chapter. First and foremost, trainers deemed the feedback of other trainers the most valuable followed by participants and then the company. Trainers believe trainers to be the best evaluators because of their expertise. This of course does not mean that participants cannot share valuable information too (“In some cases participants do provide feedback which I think about. But most of the time I find a participant’s feedback valuable if a lot of other participants share that too because that means that this isn’t about one person’s subjectivity but rather a common objectivity.” – Interviewee 5). In the case of the company, trainers shared mixed information. They sometimes deem their feedback rather not valuable if they talk about the performance of the trainer at the training itself because either they were not present or they lack knowledge for that. On the other hand, when discussing long-term effect, obviously the company is the best to give feedback but only if one condition is met, which is that they properly analyze their company’s processes. Unfortunately, this is something that often does not happen. (“As I said earlier, companies often do not have money to evaluate long-term effects with trainers, but the problem is that, if they wish to analyze is by themselves, they still run into problems because a lot of companies often do not have the
proper framework to do that. This is something that a lot of companies still need to focus on!” – Interviewee 3).

In this section I have outlined the findings of the first part of my qualitative research about how trainers receive feedback. In the next chapter I will discuss how trainers react to feedback they get and at the end, summarize both the quantitative and the qualitative research to reach a proper conclusion for the reader.

7. Qualitative research – Acting on feedback

In the previous two chapters I have discussed how trainers ask for feedback using two types of research. This chapter will focus on whether trainers react in any way to feedback, whether they change their trainings in some way and what makes them do so. This chapter will be based on the interviews I have conducted, therefore it will not provide any statistical data that can be considered representative. The chapter will consist more of quoting from trainers as well as stories and examples they told.

Firstly, I would like to list some examples said by trainers as to what they changed due to feedback coming from a giver. All of the interviewees said that they changed at least once.

- “Based on participants’ evaluation, I have created a structure that provided a solution for not their real problems.” – Interviewee 2
- “In an English business language development training program, the manager asked for specific leadership development tools, however after 2 modules, he asked to take it out of the program.” – Interviewee 4
- “A participant thought the theory too complicated therefore I use charts in similar groups since then to visualize the theory.” – Interviewee 1
- “In a conflict management training I covered too much topic in a short time, which participants also mentioned, so next time I shortened it.” – Interviewee 3

As you can see, there are several examples, most of them are about the structure and topic of the training. I asked trainers whether they change their performance style in any way, and they either said that they do not because firstly a trainer should be comfortable. Additionally, they can be comfortable if they can stay in their own style or if they do not change but they keep this in mind and sometimes co-deliver with another trainer whose style they know will fit more to part of the group they are delivering the
training for ("I am you could say an elephant: I move slow, my pace is slow but steady and I rely on my professional expertise and by hooking people with surprising information and results. However sometimes I do agree that a group needs another style as well, but in that case not me who is going to change, but I ask a fellow trainer to co-deliver, a trainer I know is more energetic and relies more on emotions." – Interviewee 1). Therefore, it seems that the fourth layer of the model of Hattie and Timperley (2007) which is self-level, is not evaluated by trainers and they are less keen on changing that which is in line with the findings of Hattie and Timperley (2007).

When asking about the differences between feedback from participants and from trainers and companies, the only, but very important information I got, is that trainers consider other trainers and companies’ feedback more because: “Trainers approach the topic from a professional viewpoint and thus they are very reliable. The company is important because they can also be valuable and more importantly, they are the ones who pay.” – Interviewee 5Since these evaluations are more important to trainers and they consider it very well, in the next section I will only discuss feedback from participants because the aspects discussed there are only relevant to them.

After getting some examples to what they changed and why, I asked whether there was an occasion when trainers received a constructive feedback yet they still did not take that into consideration. Most of them answered no with two exceptions, both stating that: “If a participant provides suggestions based on his/her own exact experiences, it is not sure that the next time it will have any relevance. I mean for example if 9 out of 10 say how good it was to spend that much time evaluating an exercise but one says it was too much talk about feelings.” – Interviewee 1. This could be in line with a result in the previous section about how valuable trainers deem each party’s feedback. According to my interviews, they all deem individual feedback as valuable, but they often use it only if it shows up multiple times by many participants.

Based on the model of Ramsay and Holyoke (2014) that stated the importance of emotions, I also wished to see this dimension of reacting to feedback. Do emotions influence trainers’ choice in deeming a certain feedback valuable?
As can be seen in Figure 15, according to three trainers I interviewed, the answer is yes, but for two it is no. For the latter the reason behind is that they believe that a trainer should not be influenced by emotions ("This is a job, and it is very important to, especially for ourselves to consider every feedback I get, because it is for our development."– Interviewee 3). However, those three trainers acknowledged that: “Since we are human beings, sometimes it can happen that a personal event can get us in a bad mood and therefore we can see a negative but constructive feedback completely negative and tend to throw it away in mind.”– Interviewee 2.I think that this question requires much more research and the expertise of psychologists and other professionals in order to get the full picture but I believe these answers can form a basis.

Last but not the least, when discussing the difference between oral and written feedback, trainers said that in the case of written feedback, they consider the use of suggestions more when more participants provide this but in case of personal feedback it is either that or they implement individual suggestions too ("When I am talking within a group or just face-to-face, I focus more on their emotions, feelings. This is why I like having personal feedback rather than written one. Anyway, when I am doing that, I can connect more with that person and see their point and discover how it can be implemented into the training in contrast with written feedback where I am just relying on logic and tend to refuse some suggestions at first."– Interviewee 4).

All in all, the topic of how trainers react to feedback is a very complex question that cannot be addressed in such a small research. This section is merely a sample which
is not representative, but I think it can provide further questions that can answer researchers to help them get deeper knowledge about the topic.

8. Conclusion

Adult learning has become a huge part of education itself and the variety of classes and trainings delivered for adults are very varied. An important part of learning and adult learning itself is feedback, which plays a vital role in the assessment of trainers’ performances and their development as individual learners and educators. In my thesis, my aim was to observe how trainers ask for feedback and whether they act on it and if yes, then how. Firstly, I have created a small theoretical background and approached the topic of adult learning and trainings then moved onto feedback and examined specific aspects of it such as quality, goal, timing, form, level etc. Since there is not a lot of a material on feedback from the aspect of professional trainings and feedback for trainers, I decided to conduct primary research as well in both quantitative and qualitative forms. In my quantitative research I wanted to get statistical data about how trainers ask for feedback. To that end I created a questionnaire that was filled by 7 trainers. My qualitative research consisted of 5 individual interviews with 5 different trainers. The interviews aimed to supplement the findings of the previous one and get more information as to why trainers do what they do. The second part of my qualitative research was about trainers acting on feedback. Do they take suggestions into consideration? What do they change because of feedback and why? What influences them during consideration?

Although the research did shine a light on many aspects and answered a lot of questions, it still has many limits. First of all, the sample of both aspects of the research were small therefore it cannot provide a representative data for readers. Secondly the topic whether trainers act on feedback is more complex and it cannot be summarized in such a small paper, it needs researchers with more expertise. However, I believe that the study raised valuable questions and provided useful information for researchers and it can help them to further dive into this topic.

First and foremost, trainers all ask for feedback from participants and the company who ordered the training, but not all of them do for fellow (participating or observing) trainers. The reason behind this is mostly the structure of their job, meaning that they are either freelancers, or if they work within a company, the frame follows that
they rarely co-deliver trainings. Further studies could be initiated to discover the reasons behind this.

Furthermore, trainers rarely evaluate long-term effects and success of the training, rather just ask for feedback on the spot or within one week of the training. They are mostly curious about the reaction of participants and whether they learned something because of the training. They also wish to observe change of behavior but since it costs more money for the company and they rarely see the importance, most of the time the company rejects to order any follow-up. Observing results and how company processes and metrics changed, is also not always evaluated often because companies do not have the proper channels, knowledge or attitude to measure them. I believe that future endeavors should be made to find solutions for these issues.

The feedback is more often provided orally rather than in written form and takes place either in the whole group or as a peer-to-peer discussion. Oral feedback is usually less structured or not structured at all, only when evaluating with the contracting company is there a specific guideline. Most of the trainers have group feedback on the spot of the training, peer-to-peer discussion is in most cases after the training, in long-term follow-up, if they do that at all. In group discussion there is room for both positive and negative feedback, but trainers always make sure to provide the necessary environment so that participants provide the most useful feedback they can and share either positive or constructive and not any negative.

The timing of written feedback varies, sometimes it occurs right after the training, other times a couple of days, weeks after it. However, in the case of participants, the aim for trainers is always to get statistical data with which they can measure whether they have reached their goals and what participants have learned as well as supplement individual, unquantifiable feedback. The majority of trainers stated that they prefer scale and text types of questions in written forms. Scale types help them get trends and data, and it is comfortable for participants as well because they do not feel they have to choose from options but rather share what they are inclined to agree with more. Texts are beneficial because they provide a chance for people to write any suggestions, thoughts the trainers have not thought about, thus a lot of valuable information could arise from them. An intriguing effort could be to investigate further
options for questions that could actually be useful for trainers, since at the moment only two is considered even though there are a lot of them at their disposal.

Regarding what trainers change because of feedback, the structure and topic of the training are the two most often cited. I asked trainers whether they change their performance style in any way, and they either said that they do not because firstly a trainer should be comfortable and they can be if they can stay in their own style or if they do not change but they keep that in mind and sometimes co-deliver with another trainer whose style they know will fit more to part of the group they are delivering the training for. I also asked whether there was an occasion when trainers received constructive feedback yet they still did not take that into consideration. Most of them answered no with two exceptions, both stating that they did because the feedback was too subjective.

Last but not the least, all of the trainers deem all of the parties’ feedback as valuable but with observing trainers leading the way. Trainers deem other trainers’ feedback most valuable because they have expertise and knowledge and they do not become victims of subjectivity. Trainers value participants’ feedback as well, but in most cases they change their training because the suggestions that come up are from most participants and it is a general opinion made by the group. If we take a look at companies, trainers find their feedback important since they are the ones who pay them but they have little effect on changing the structure or other aspects of the training because mostly company liaisons are dissatisfied because expectations were badly or not clearly defined and communication between the two parties were not perfect.

Ultimately, this is an important area of study with numerous avenues for future research. The topic of reacting to feedback requires much more research and the expertise of psychologists and other professionals in order to get the full picture. This thesis is but a small although a useful contribution to this field.
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11. Appendices

11.1. Questionnaire – receiving feedback

1. Gender
2. Age
3. What kind of trainings do you deliver mostly?
4. Do you work as a freelancer or at a trainer company with multiple trainers?
5. Do you define a goal of a training before it?
6. Do you define what questions do you wish to get answers from in feedback before the training?
7. From who do you ask for feedback?
8. Do you ask for feedback the same each time, each training?
9. When do you receive feedback from each party? (you can choose more)
10. In what form do you receive feedback?
11. If you ask for written feedback, what type of questions do you ask?
12. Please write examples for each!
13. If you ask for personal feedback, in what form do you do?
14. How valuable do you deem the feedback of each party?

11.2. Interviews – receiving feedback and reacting to it

11.2.1. Introduction

1. How long have you been a trainer?
2. Are you part of a training organization or a freelancer?
3. What kind of trainings do you deliver?
4. Do you define the goal of a training?
5. Do you define what questions do you wish to get answers from in feedback before the training?

11.2.2. Receiving feedback - participants

1. When do you receive feedback?
2. Which one do you find useful and why? How can they be useful?
3. What is the goal of the feedback?
4. What types of feedback do you get? (written, face-to-face questions, participants speak their mind)
5. What types of questions do you ask in written feedback? Why?
7. Were there any occasions when you did not receive answer to the question you asked?
8. How do you ensure that you get answers for your questions as well as get participants real thoughts on your training?

11.2.3. Receiving feedback – trainers and contracting company

1. Do you receive feedback from trainers?
2. When do you receive feedback?
3. Which one do you find useful and why? How can they be useful?
4. What is the goal of the feedback?
5. What types of feedback do you get? (written, face-to-face questions, participants speak their mind)
6. What kind of feedback do you get in written form?
7. What kind of feedback do you get in oral form?
8. Do you discuss these feedbacks with the trainers?

11.2.4. Reacting to feedback
1. Do you change your training practice, structure, methods because of feedback?
2. Can you give examples where you changed and why did you do that?
3. Can you give examples when you decided not to and why did you? Let’s assume the feedback was constructive!
4. In these cases, is there a difference between the feedback from participants and trainers?
   a. Do you consider participants’ suggestions the same as suggestions of trainers?
5. In these cases, is there a difference between types of trainings?
6. Which questions’ answers in the feedback do you consider the most and least?
7. Do personal feelings influence you when you decide to change/not change?
8. If the goal of the training is met, do you still change if there are suggestions?