

RIVER Methodology

Assessment methods



This project has been funded with support from the European Commission (Reference: 517741-LLP-1-2011-1-AT-GRUNDTVIG-GMP) This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Some general hints

TIMEFRAME

- two time stamps are needed
 - One at the beginning
 - One at the end of the volunteering activity

Some general hints

TAKE IT SERIOUS & BE SENSITIVE

- To assess someone is always a complex and serious procedure.
- It contains maybe sensitive data about the personal development of the volunteer
- The assessment should be as objective as possible.

Some general hints

KEEP IT SHORT AND SIMPLE

- The problem with assessment is often that it is formulated too complicated.
- So keep in mind that you want people to read and understand your assessment.
- Use short sentences and build the essence of what you want to say.

Some general hints

CONCENTRATE ON WELL KNOWN METHODS

- The Assessment concept and methods should be chosen according to the given context and objectives.
- The better you know the method the easier is it to assess the volunteer

Some examples

Self assessment

with the help of the reference sheet
volunteers rate themselves and give a
short explanation why they rate
themselves on a certain level

Some examples

Peer assessment

follows the process of the self-assessment, but the procedure is done in pairwork together with another volunteer or the volunteering facilitator.

Some examples

Focus group

The volunteers take part in a focus group discussion with the assessors. They analyse their own profile in relation to the specified competences and establish a rating in relation to the descriptions of competences provided.

Some examples

Observation

the volunteers are accompanied while they are working. It is crucial to be a silent partner who watches what he/she is doing and how the volunteer react in different situations. A kind of diary can be used to take notes on the observation.

Some examples

Three chairs

Three chairs are a specific and systemic method that lead to very good results.

The person who is evaluated is in a room with three chairs. One is marked as the cognitive chair, one is the active and one the affective chair. The person is asked to sit down on one chair after the other and he/her is made aware which one it is. Now the volunteer is asked how he/she sees himself/herself in regard to the dimension he/she is focusing on. The results are recorded by taking notes.