LEARNOVATE

# Designing a Peer Feedback Mobile Application as a Professional Development tool

Evangelos Kapros, Mirjam Neelen, Eddie Walsh

TECHNOLOGY CENTRE
SUPPORTED BY ENTERPRISE IRELAND

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

# Project Overview

# Industry Challenge

- Assessing Transversal Competencies in the Workplace
  - Current talent and performance management systems do not always deliver **sufficiently accurate data** based on employees' day-to-day performance.
  - **Integrated systems** are needed that capture and measure **on the job performance** – something that maps real-time activity to transversal competencies.

# Project Objectives

- Develop an approach to assist **performance assessment** and **professional development** of employees

- Map **day-to-day learning** and **on-the-job activity** of employees to **transversal competencies**

- To provide employees and managers with **transversal competency analytics**

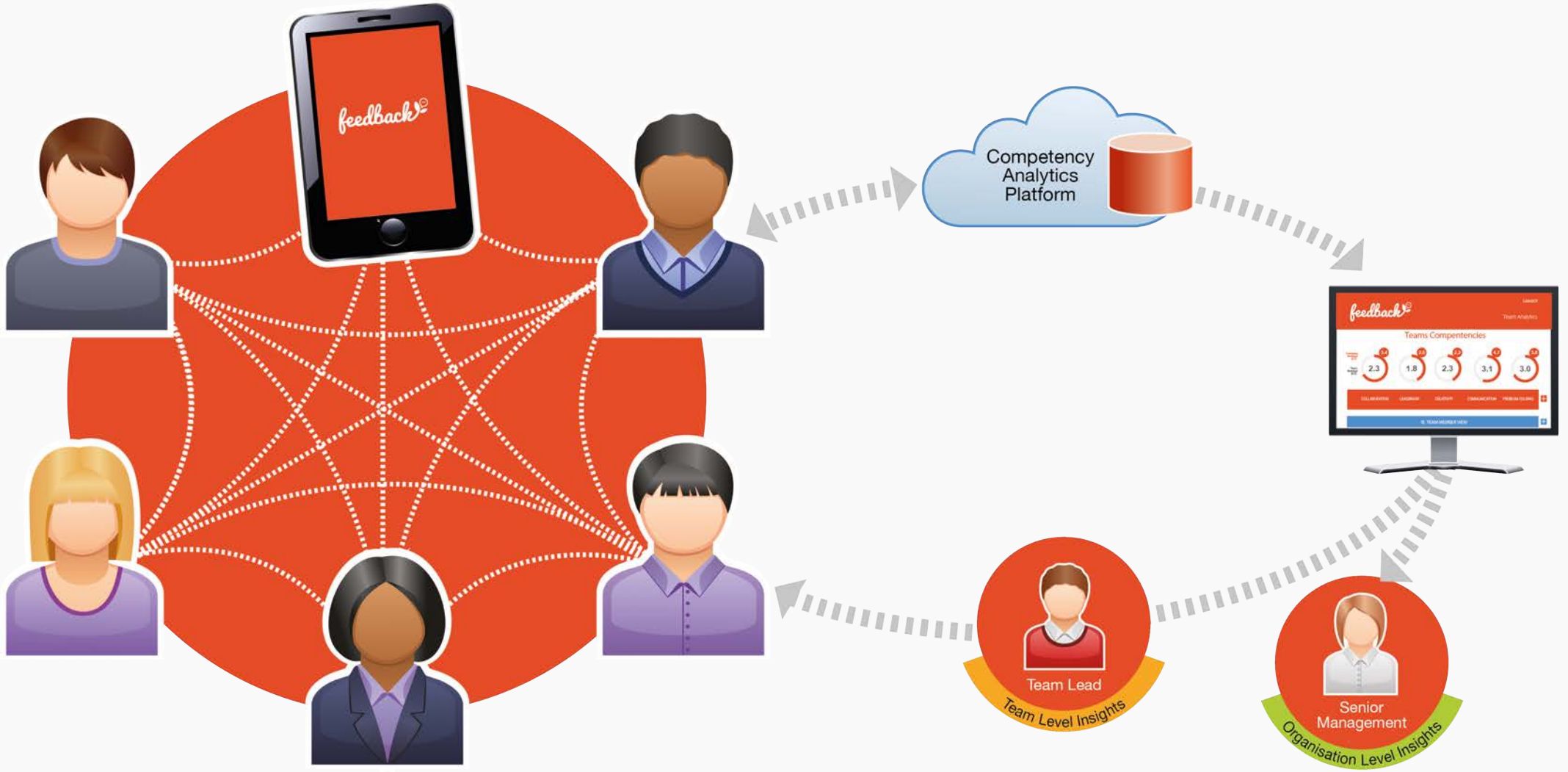
# Peer Feedback

- Transversal competency assessment through **peer feedback:**
  - of interest to project industry partners
  - forms in use in companies – 360° reviews
  - integrates into existing employee workflows

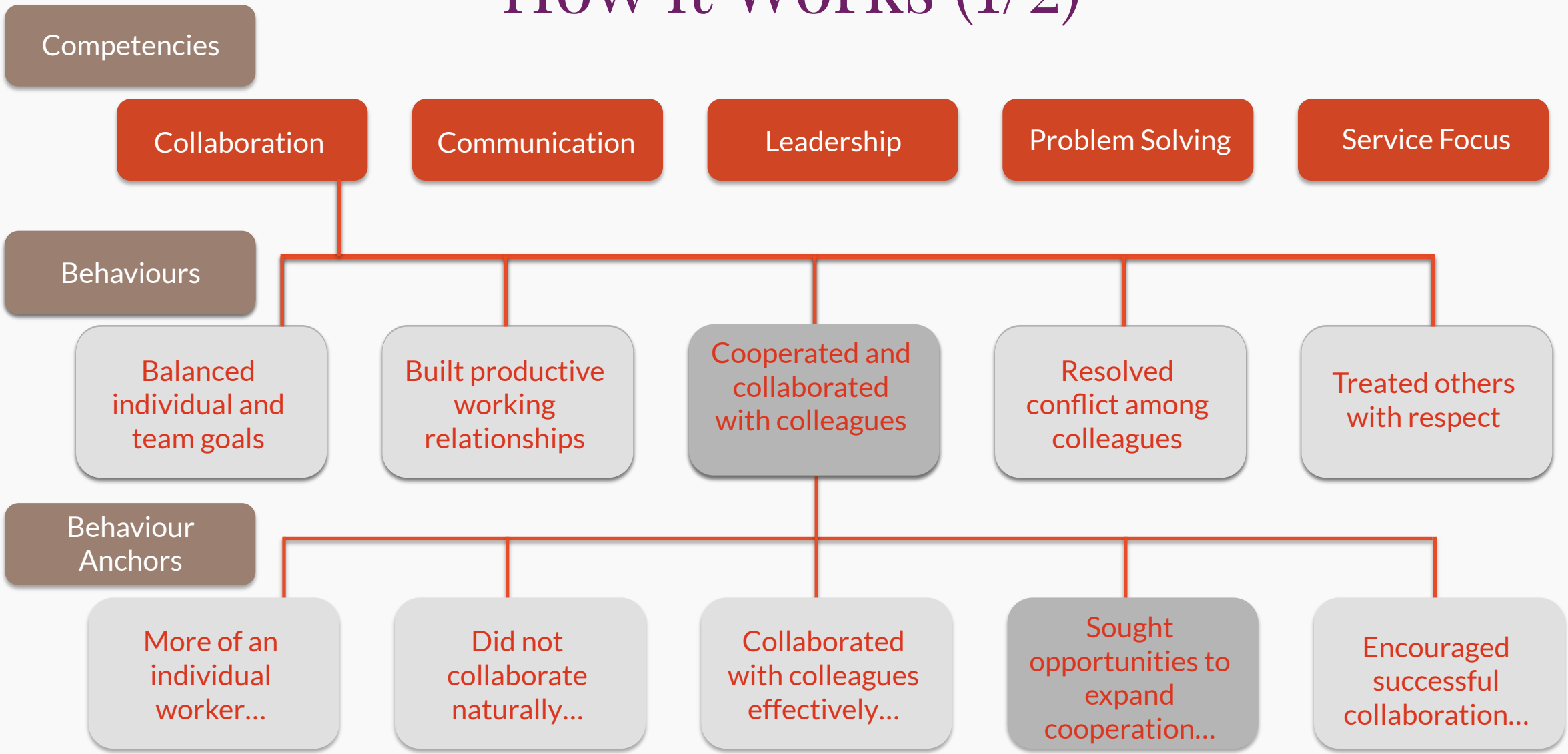
# Key Innovations

- Continuous, event-driven **competency capture** through feedback using BARS
- Flexible and accessible **competency framework** for employees
- **Integrated competency analytics** in the workflow of different users

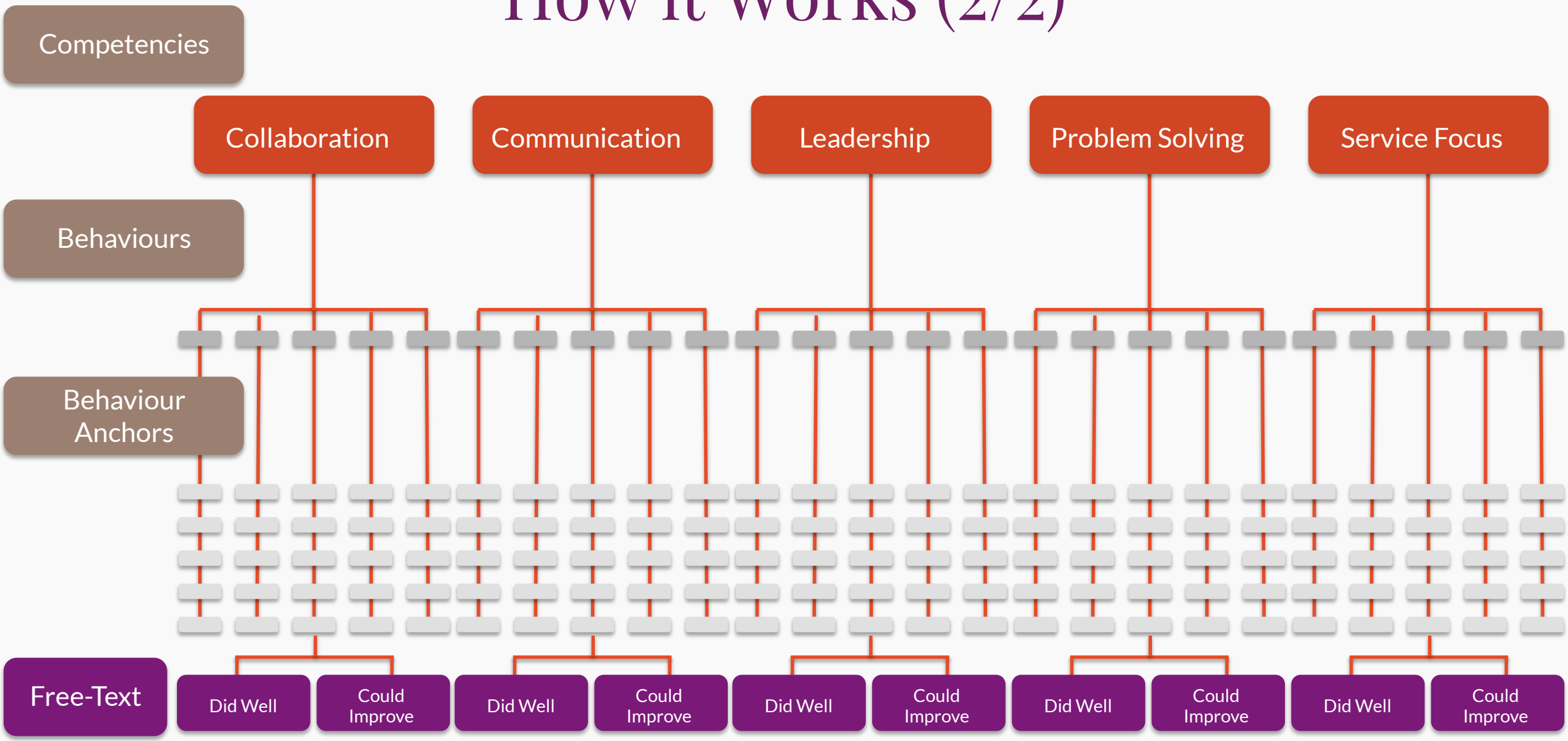
# Competency Capture using Peer Feedback



# How it Works (1/2)



# How it Works (2/2)



feedback

Grow your skills with peer feedback

# Use Case: Individual Employee

**MOBILE APPLICATION**

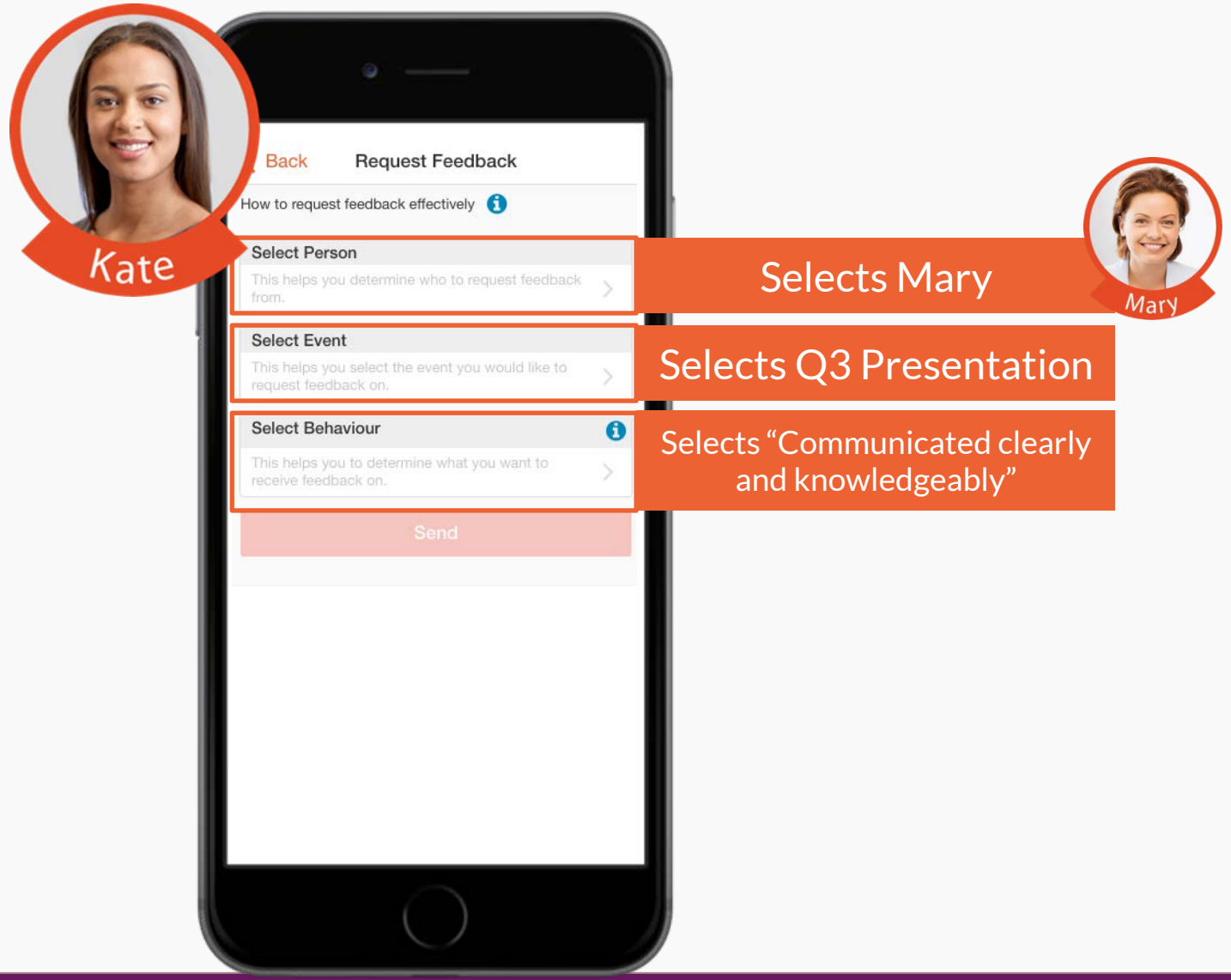
Evangelos Kapros, Mirjam Neelen, Eddie Walsh

Kate's presenting on Q3 results.

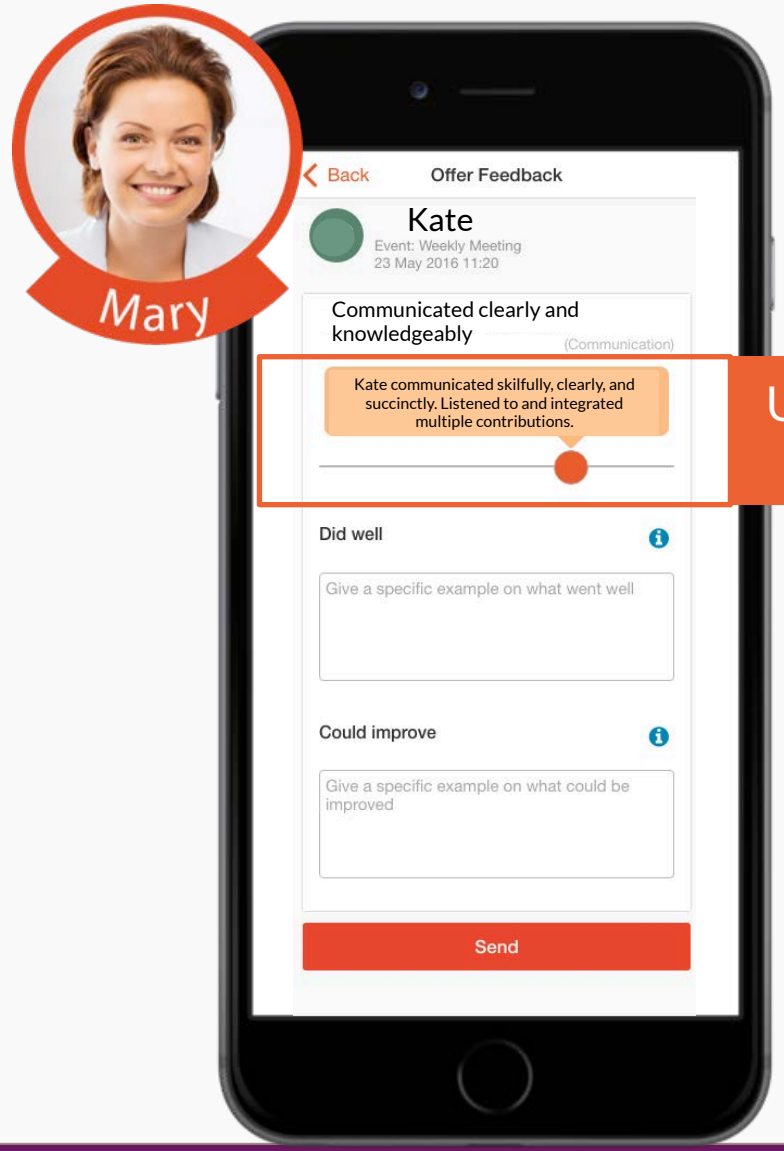
"…and more importantly, we improved by 22% at Q3.

Thank you so much for your attention."

Kate **wonders if her presentation was clear**. She **requests feedback** from Mary.



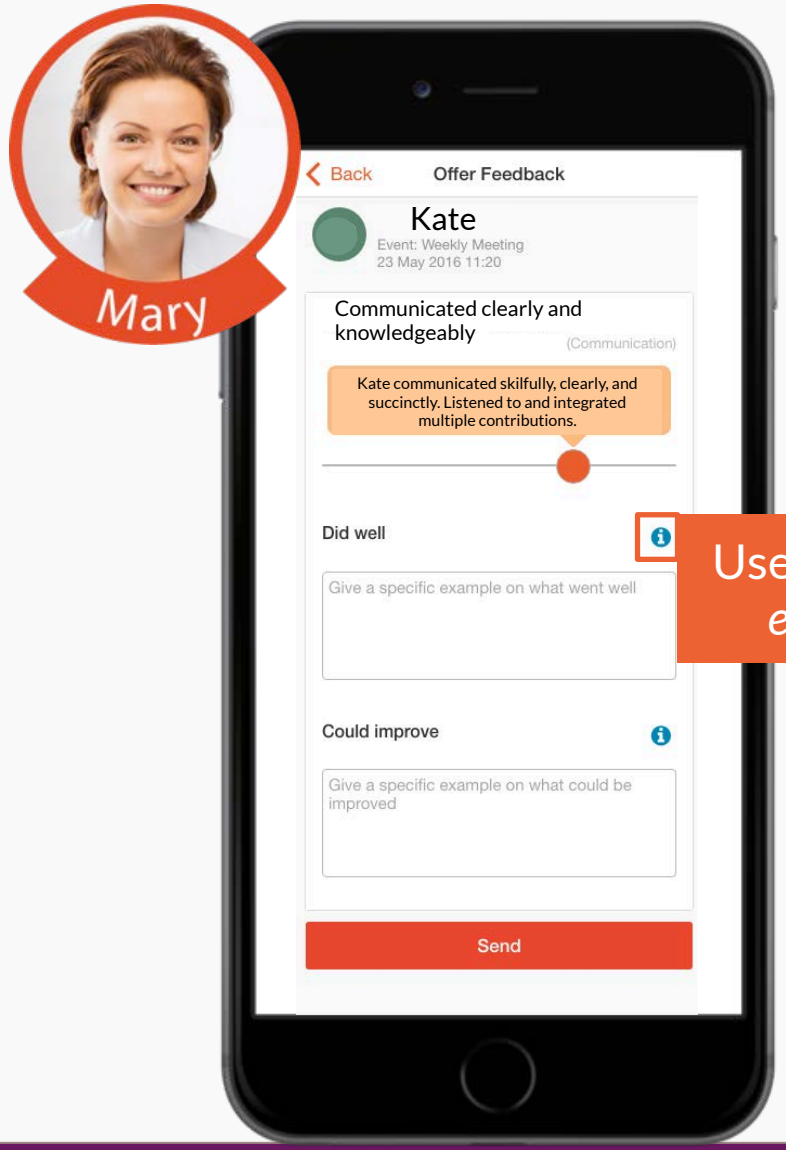
Mary receives **a notification** on her phone. She offers feedback on Kate's communication in the presentation.



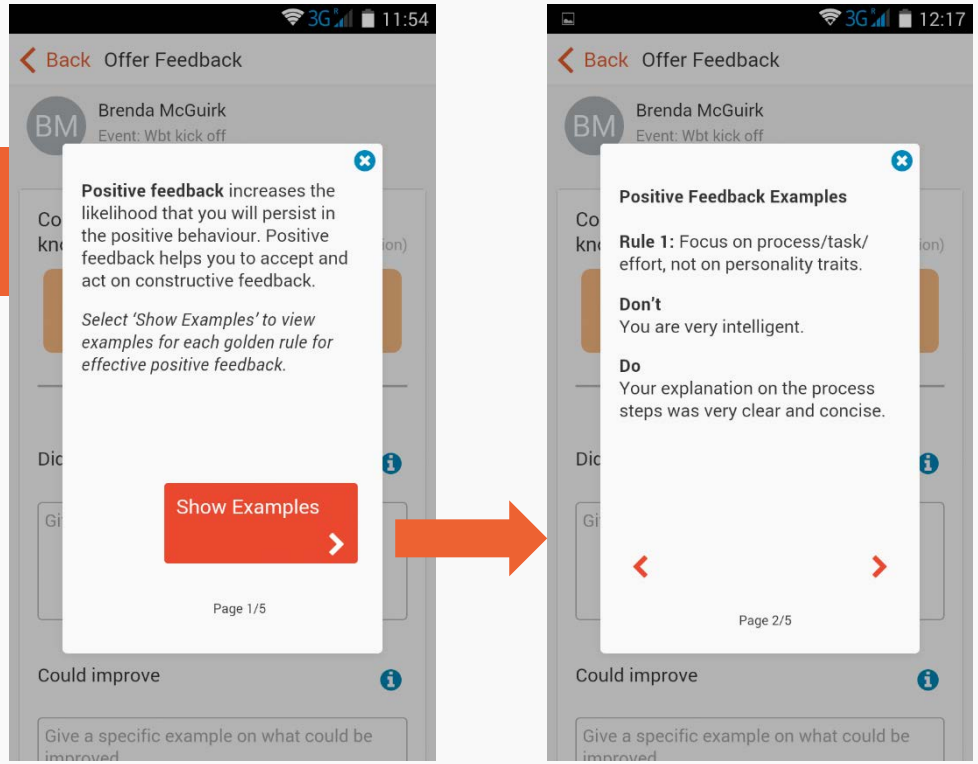

Uses the slider to select a behavioural anchor.

Kate communicated skillfully, clearly, and succinctly. Listened to and integrated multiple contributions.

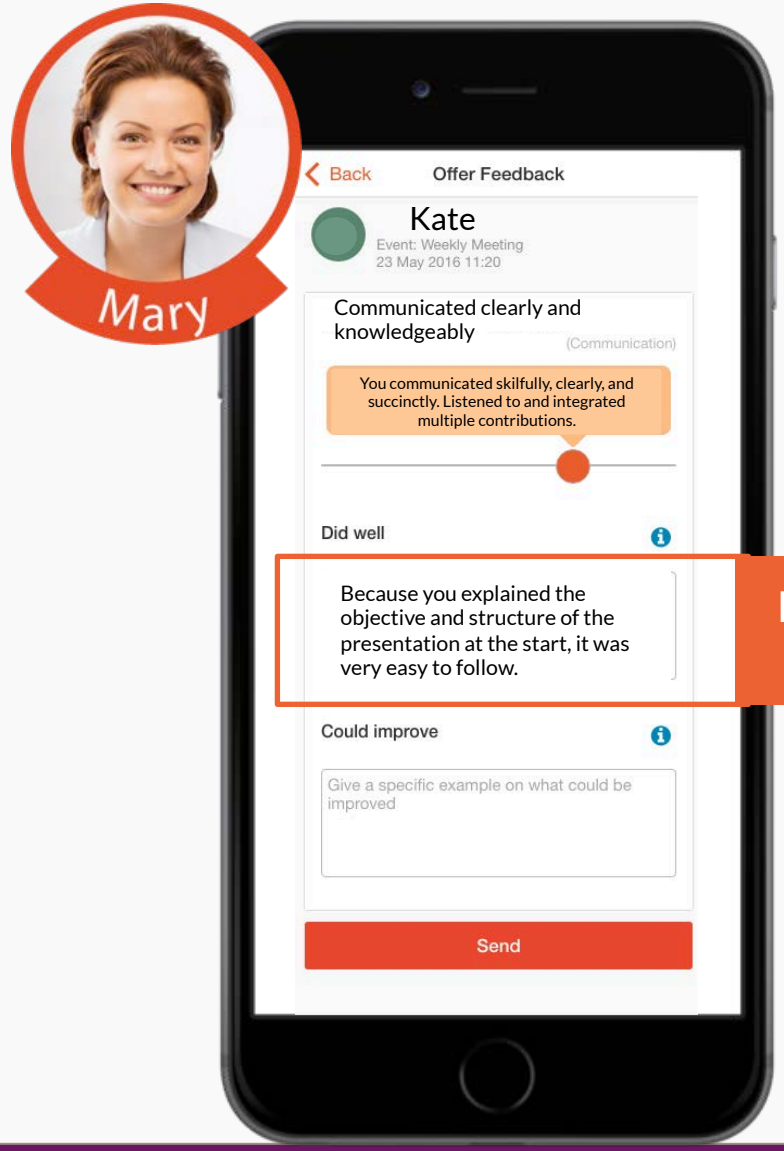
Mary uses the **just-in-time scaffolding**. This shows her **examples of effective feedback**.




Uses scaffolding to give *effective* feedback.

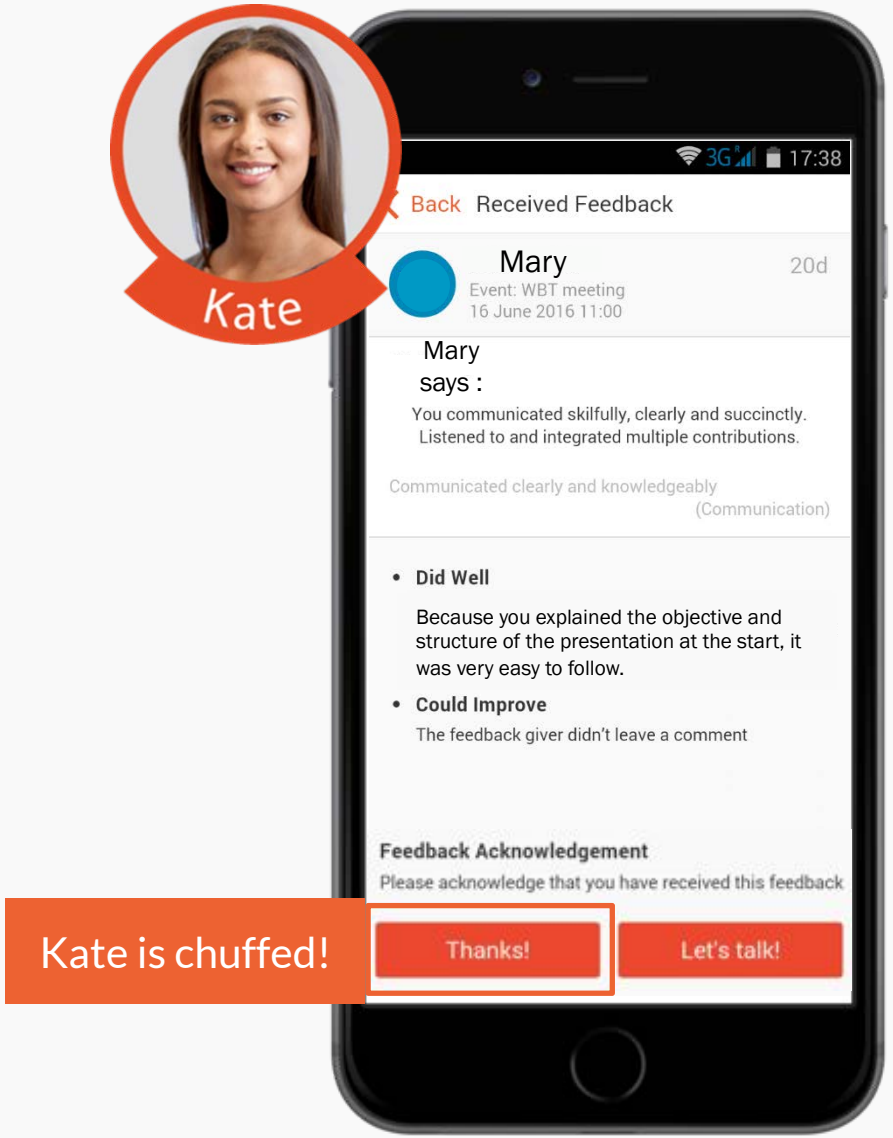


Mary explains to Kate *what* she **did well** during her presentation and *what impact* that had on her audience.




Explains Kate's behaviour and impact of behaviour.

Because you explained the objective and structure of the presentation at the start, it was very easy to follow.




Kate is chuffed!

feedback

Grow your skills with peer feedback

# Use Case: Team Lead

## ANALYTICS DASHBOARD SUITE

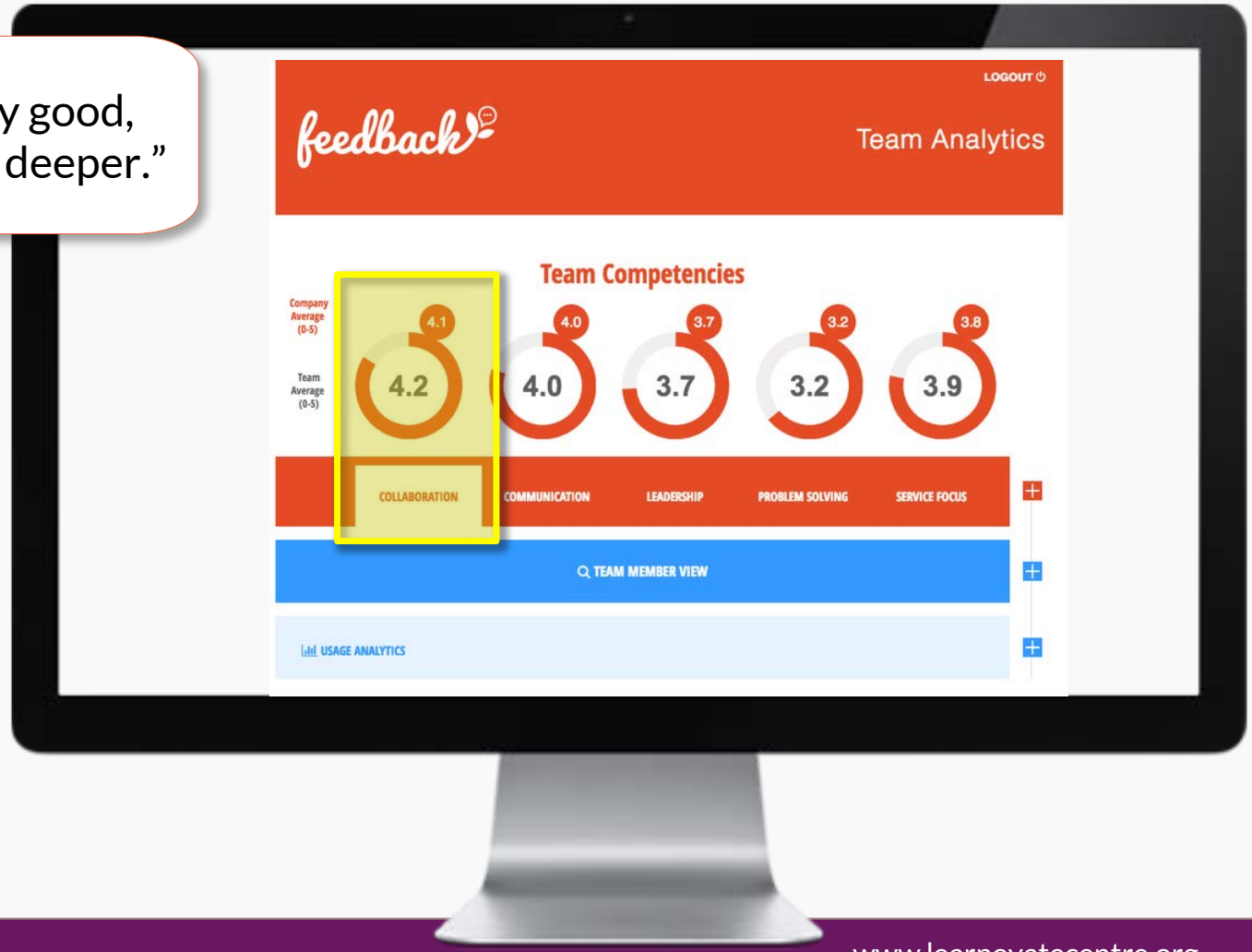
Evangelos Kapros, Mirjam Neelen, Eddie Walsh, Sue Patterson

Jeremy's team has missed several deadlines in the last 6 months because of a lack of collaboration.

"How can I help my team to become more effective collaborators?"

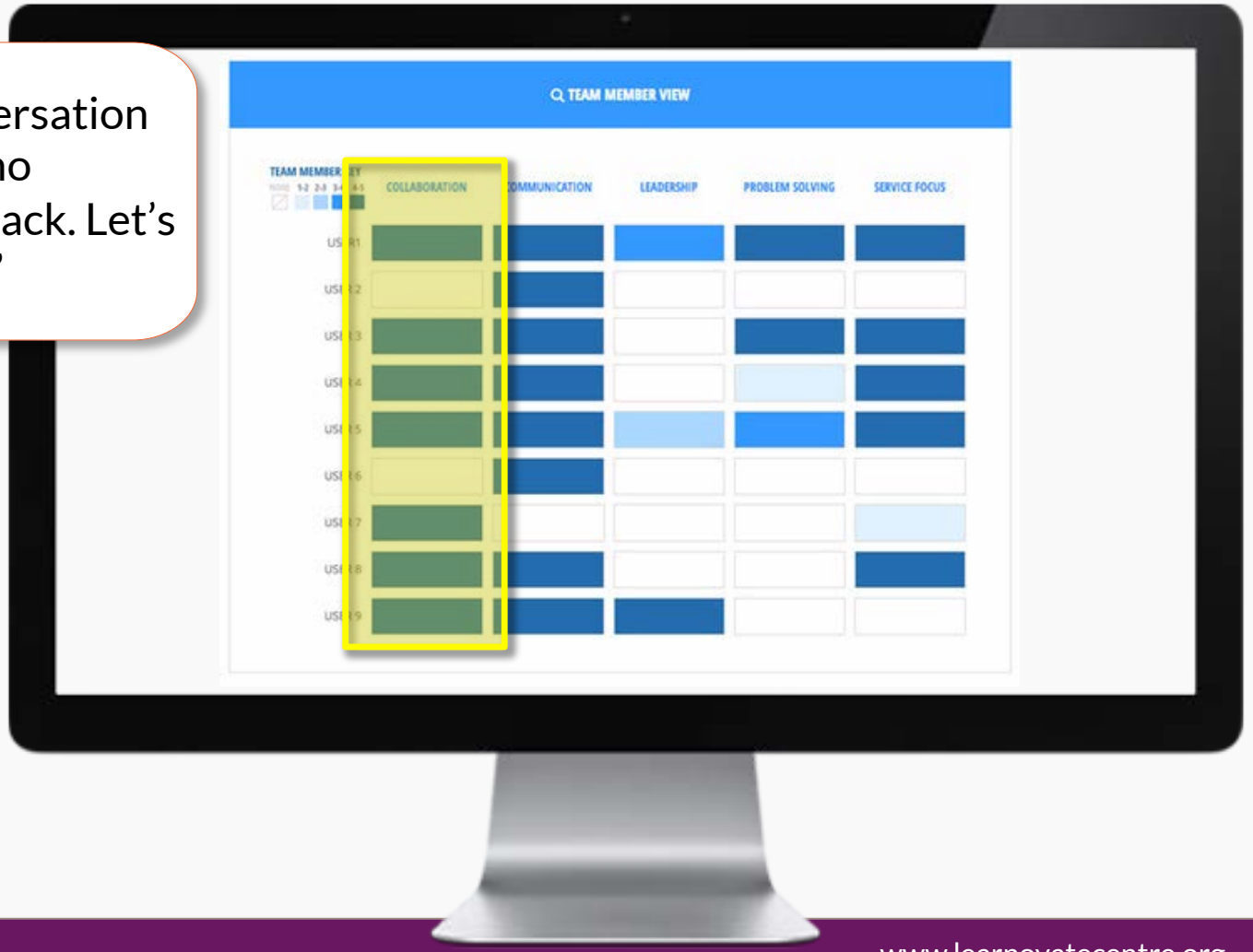
Jeremy looks at his dashboard to get a high level overview of his team competencies. He can also compare them to the company average.

"These analytics look pretty good, actually. But let's dive a bit deeper."



Jeremy can see that most of his team members are actually perceived as quite good collaborators by their peers. Two team members have not yet received any feedback on collaboration.

"Hm. I need to have a conversation with the team members who haven't received any feedback. Let's figure out what's going on."



LEARNOVATE

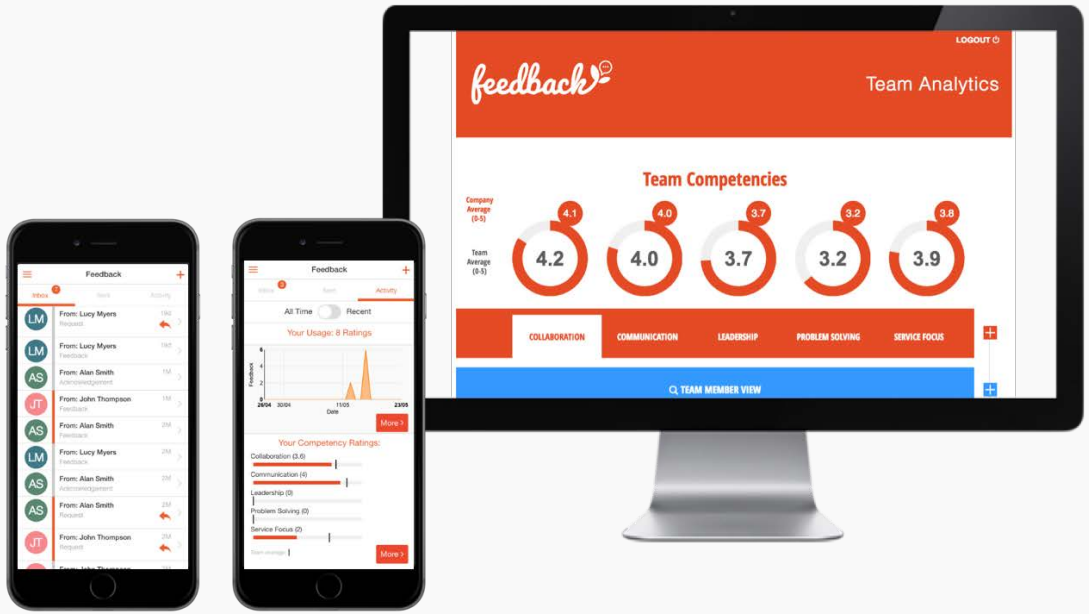
# Industry Trials

## METHODOLOGY AND FINDINGS

# User Trials

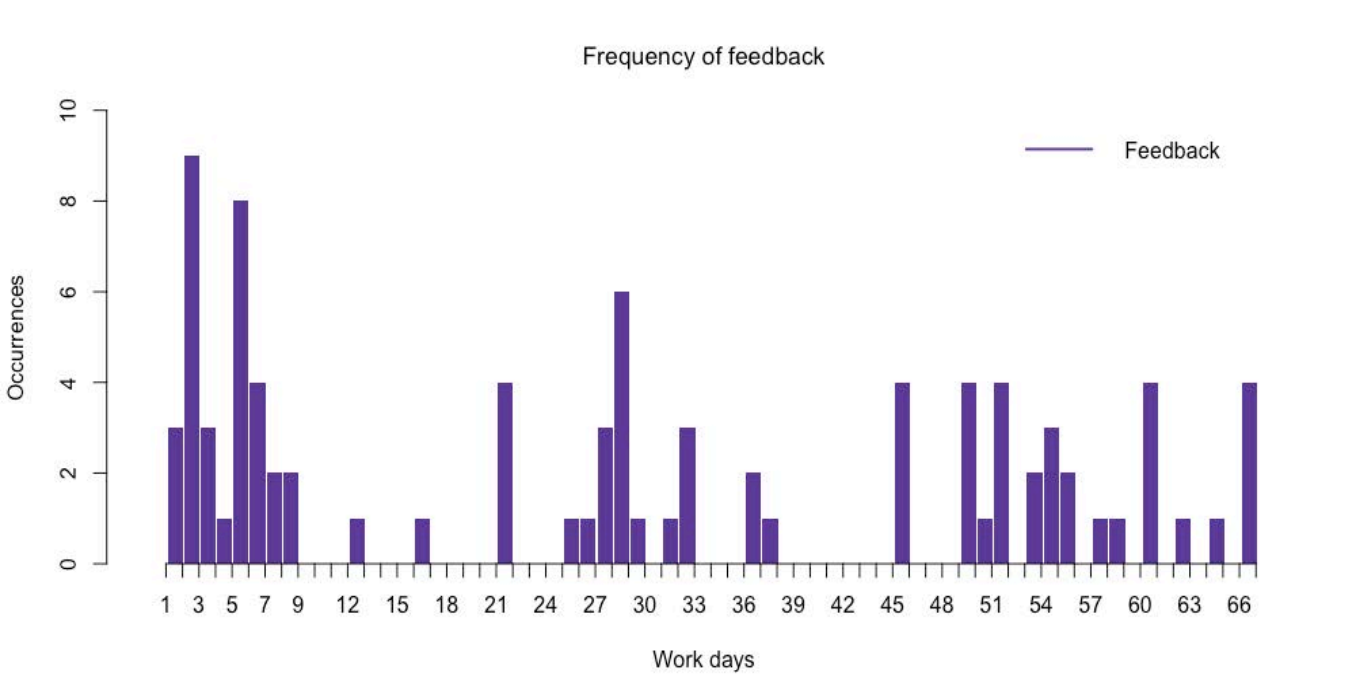
- Completed 3 trials
  - 1 x 3-week-long functional trial (SME)
  - 2 x 3-months-long trials (SME and multi-national)

- Analysis
  - 32 Total participants: tech, sales, management
  - 39 pre- and post-trial surveys
  - 10 interviews



# Findings (1/5)

## Participants found the app intuitive and were committed to using it

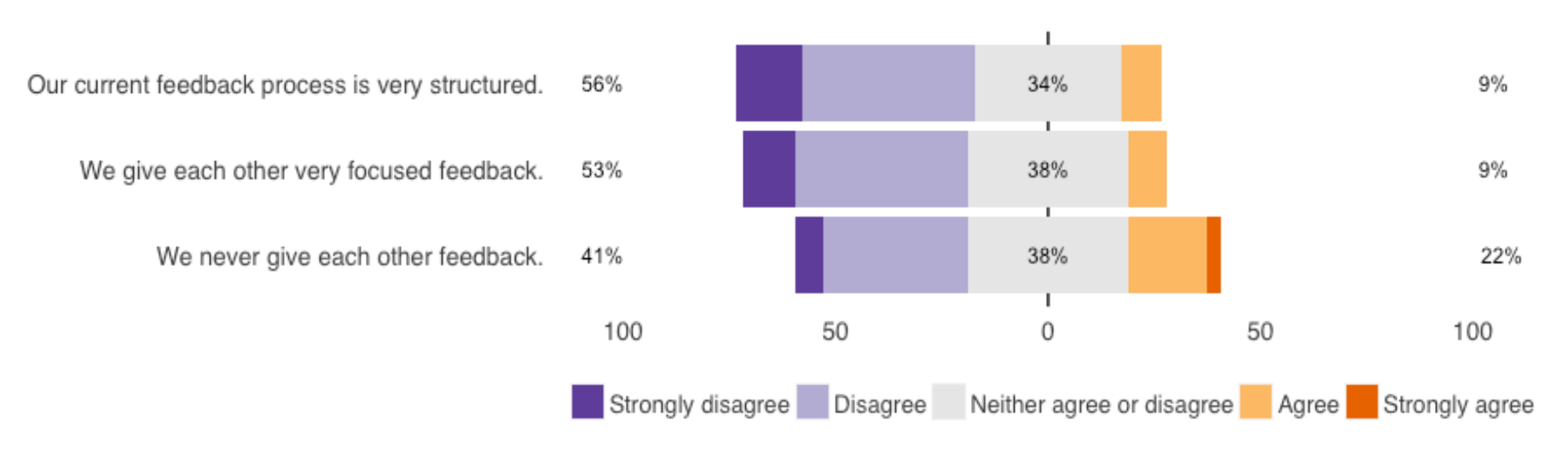



*"...very quick and it's easy to do. Literally, when somebody is used to using it, it would take 30 seconds to provide feedback."*

- SUS: 69.7 (Mobile app)
- SUPR-Q: 78.5% (Dashboard)
  - Usability 77.5
  - Credibility 70
  - Appearance 80

# Findings (2/5)

## Current feedback processes don’t provide enough structured or focused feedback

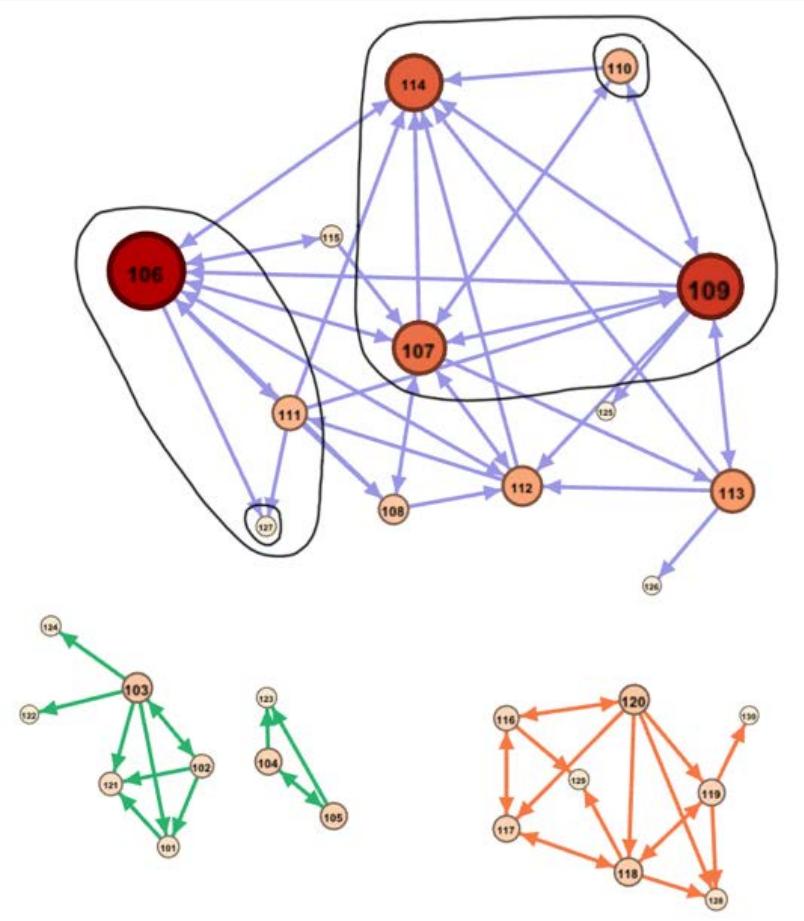


# Findings (3/5)

Social Network Analysis

- Diverse usage but clusters could develop over time

- Different preferences in how users gave or requested feedback
  - Some focused on only a few competencies
  - Others used a broader range
  - Similar for selection of behaviour and anchour statements



# Findings (4/5)

## Balance between assessing performance and supporting professional development

- Many users saw it as a performance assessment tool

*"It would want to be reasonably benign, you tie it into bonuses and all that, all bets are off."*

# Findings (5/5)

Broader organisational culture change is required to facilitate regular peer feedback to drive competency assessment

*"App is good tool if process already in place but for us it's a huge cultural change don't have culture to give and receive construct or whatever [sic] feedback."*

# Discussion & Conclusions

# Overall: Different institutional approaches

- Patterns imply feedback culture variation

Feedback can be an effective professional development tool, iff the appropriate institutional support is offered.

LEARNOVATE

# Designing a Peer Feedback Mobile Application as a Professional Development tool

Evangelos Kapros, Mirjam Neelen, Eddie Walsh

TECHNOLOGY CENTRE
SUPPORTED BY ENTERPRISE IRELAND

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

www.learnovatecentre.org

---

Hosted by:

TECHNOLOGY CENTRE
SUPPORTED BY ENTERPRISE IRELAND

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin