

# University of Winnipeg PACE, Team Building Seminar Evaluation

Susan Kuz 5718128, PDAL 0160 Program Evaluation, Assignment #1

## Program Summary

This seminar is designed for adult learners of the University of Winnipeg's Professional, Applied and Continuing Education program. It is a new 1-day seminar to develop self-awareness, foster team building, and provide skills and tools for dealing with conflict. Students will develop personal strategy to maximize their contribution to group and minimize conflict as they move through their program year. A team charter will be developed for class cohorts. Students are from as many as 16 countries, some very new to Canada, with ages ranging from 20 to 60.

## Program Evaluation Standards

There are five program evaluation standards identified by the Canadian Evaluation Society which are intended to serve as a guide to evaluating the design, purpose or implementation of various programs for the purpose of decision making and increased knowledge. These standards are defined as:

*Utility* standards ensure the evaluation provides value to all stakeholders for their purposes including but not limited to timeliness, clear communications and relevance of information reported.

*Feasibility* standards ensure the evaluation provides the best value possible by using effective and efficient means in conducting the evaluation, taking into consideration time, effort, resources, and the awareness of program delivery details.

*Proprietary* standards help ensure legalities, human rights and elements of fairness are incorporated into the process of the evaluation.

*Accuracy* standards ensure the methodology of data collection, analysis and reported findings and interpretations follow a systematic rigor resulting in reliable and valid results that are delivered in a clear manner and are free of bias.

*Accountability* standards ensure the evaluation methodology is itself measured and documented at a higher level for appropriateness and to contribute to ongoing improvement should it be required.<sup>1</sup>

During my evaluation, it is important to provide *Utility* as this is a new seminar and timeliness is critical so adjustments can be made before it is finalized. It is important that stakeholders be considered to ensure the best value for this pilot and final seminar delivery. Stakeholders include students, student families, employers, PACE coordinators, and other instructors.

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Canadian Evaluation Society. (2011) Yarbrough, D. B., Shulha, L. M., Hopson, R. K., and Caruthers, F. A. *Program Evaluation Standards* <https://evaluationcanada.ca/program-evaluation-standards> 1

*Feasibility* is key as the University has limited funds, and time is of the essence in receiving feedback for the initial pilot program.

*Proprietary* standards are critical as awareness of the demographics and cultural differences among students are many.

*Accuracy* of the evaluation process is important as we are measuring soft skills development among a varied group of students with seminar results being judged by another group of stakeholders.

Finally, *Accountability* is important as the program will be ongoing and may be delivered by various instructors.

### **Ethical Considerations**

During the evaluation of the Team Building seminar a few ethical considerations will apply. At this point I am hired to design and deliver the pilot seminar. I also have the option to deliver future seminars. I have a vested interest in a favorable outcome of the pilot and future seminar deliveries. I must also be sensitive to the situation of the university and its program funding as it related to the current political climate where budgets are being cut and programs are being pressured in the post-secondary institutions in Manitoba.

Additionally, students come from up to 16 countries around the world. With the current COVID-19 situation and travel restrictions there may be additional financial pressure for the university. It is something to be aware of.

### **Program and Evaluator Readiness**

The program being evaluated (Team Building seminar) is new to the PACE programs so no evaluations have been done in the past. However, the full PACE programs have had evaluations conducted as has the previous personality segment portion of the programs.

I am also early in my relationship with the PACE coordinators and the University of Winnipeg which will impact my readiness as an instructor and evaluator. I have done multiple evaluations in the past in other settings and am confident in my ability to conduct an evaluation and present results but recognize that I do have an inherent bias as the seminar creator. However, I am not the creator of the tools I will be using in the seminar.

I also recognize that students may see the evaluation coming from me and thus want to please the instructor. In a perfect world (outside of this course) I would not be evaluating my own program.

## **Purposes for Evaluation**

I have chosen to evaluate the Team Building program primarily to use as a basis for learning to improve the program. The evaluation is formative as it is new and in the developmental stages.

The initial pilot program being evaluated consists of two deliveries of the seminar.

All aspects of the seminar will be evaluated to see what works best for the participants, assess any weaknesses and enhance the seminar's strengths with the purpose of making modifications before the second facilitation. This next facilitation will also be evaluated and based on the feedback, modifications will be made to complete the delivery of the new Team Building seminar.

The stakeholders are many: future students; future instructors; and program coordinators.

Participants will have an opportunity to give feedback and suggest improvements. Formative evaluation; quality enhancement; learning reviews; reflective practice; and participant feedback will all be covered.<sup>2</sup>

Once the pilot feedback is received, an additional evaluation level will be added to monitor the seminar. This second layer of evaluation includes all previous stakeholders, program funders and employers. It is intended to monitor by measuring performance indicators and ensure quality control.<sup>3</sup>

## **Users and priority questions**

Identify intended uses, users and priority questions to be answered in your evaluation.

The intended uses for this evaluation are to immediately fine tune the pilot program and finalize the seminar offering. Then to monitor the seminar to ensure it is enhancing the PACE programs as intended. Users of the reporting include PACE coordinators and program funders.

Questions of most interest at this stage might include:

1. How often is this seminar presented?
2. How many students participate?
3. What are the facilitator and seminar feedback results?
4. Are there any critical items that need to be addressed and adjusted?
5. Is the seminar content producing the intended results during the students' time in PACE?

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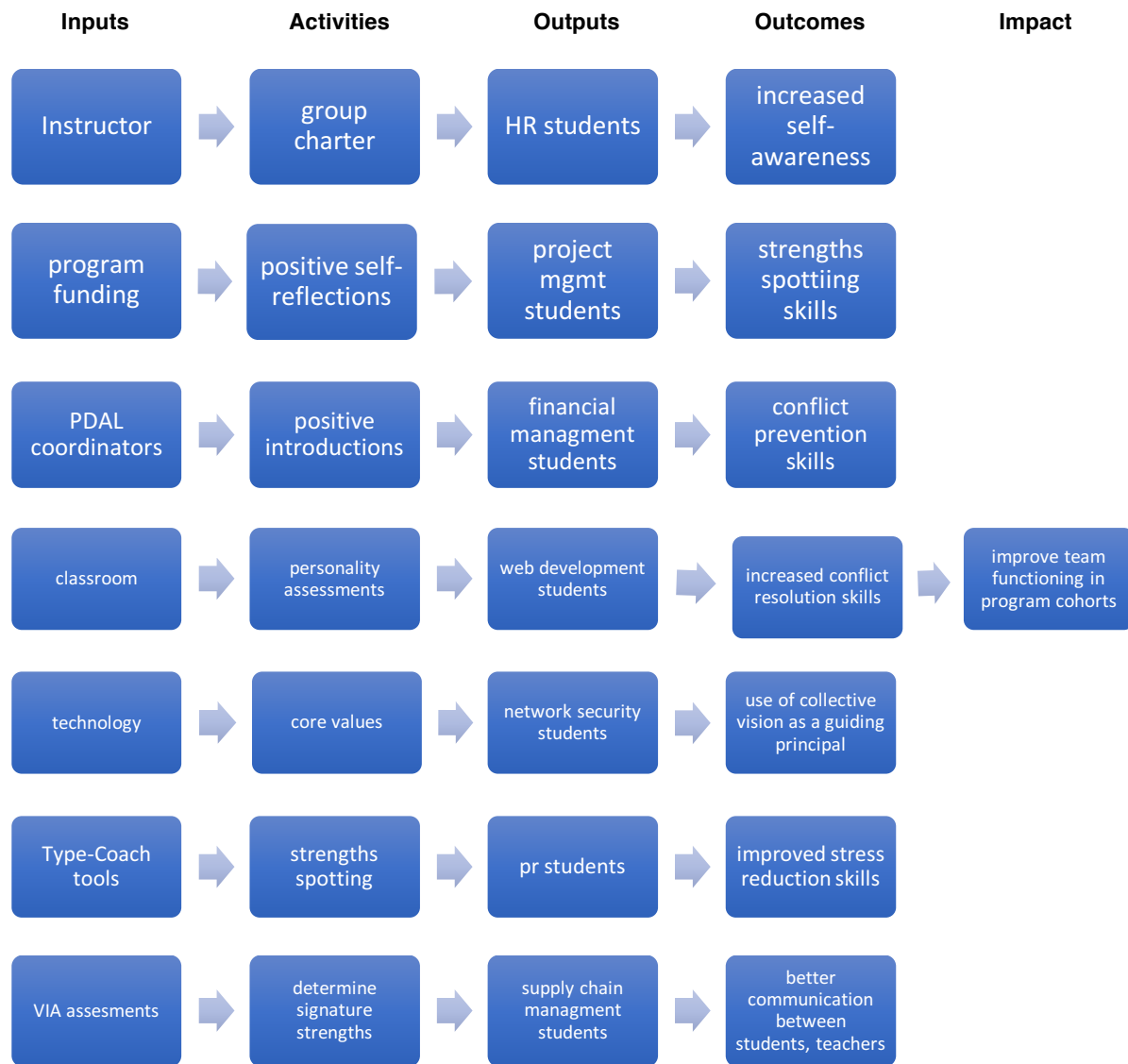
Patton, Michael Quinn (2012). *Essentials of Utilization-Focused Evaluation, Identify and Prioritize Primary Intended Uses* (ch. 5, pp. 113-137).<sup>2,3</sup>



Susan Kuz 5718128, PDAL 0160 Program Evaluation, Assignment #2

The logic model I propose for my evaluation follows the flow outlined below. Overall the program is designed to be delivered to several cohorts of students, however the program remains the same.

Logic Model:



**Assumptions**

In the logic model above there are several assumptions and variables that will affect the success of this evaluation. They include:

- assuming instructors and students will be able to recall examples of when students used the tools they were taught in the original program. Timing of the questionnaires may not line up with recall.

- assuming instructors will be available and have time to complete questionnaires and journaling.
- assuming that budgets are tight for evaluation.
- assuming that time is limited for respondents.
- assuming that there is no relevant data on conflict from previous sessions so we are starting from scratch here. It may be anecdotal at best.

### **Possible Methods**

Several potential methods of data collection could be used with the PACE Team Building project.

1. Qualitative - **Observations** as a data collection method include individuals being present in the classroom to observe interactions between students to see if certain conflict or teamwork related behaviors happen. An observer might look for specific actions or behaviors and record the number of times they happens and details of what is observed. Because of the time required to observe they can be costly to administer. To gather data observations of class activities throughout the year to observe positive and negative activities with respect to the goals and teaching points of the program. This could include having an observer in each PACE program at various times to observe cohort behavior.
2. Qualitative - **Interviews** for data collection happen when interviewers meet with subjects and use a scripted set of questions to gather feedback on various aspects of the program. Interviews are a conversational style approach where the interviewer can probe further to understand an answer and go off script to dig deeper on a given topic. Data collection can be written down or recorded. Interviewer bias can influence the results, especially if there are several interviewers used. They can be more costly to administer due to the time required for interviewer training, setting up and holding appointments, and data analysis and coding. Strict training to avoid bias is helpful. They can be conducted a couple of times during the longer programs to gather data on how students are doing regarding conflict management.
3. Qualitative - **Focus groups** gather groups of participants for a round table, guided discussion where the moderator probes for insights to predetermined questions or areas of discussion. Moderators can go off script to dig deeper if a conversation goes in an interesting direction. Groups of participants usually have something in common - men/women, instructors/students, Canadians students/international students - to see if there are different responses between psychographic groups. Focus groups are usually 90 to 120 minutes with 8 to 12 participants. Observers can watch behind a one-way mirror, take notes and record sessions for future analysis. They can be costly as they require a moderator, focus group space, participant recruiting, participant incentives, recording equipment, and analysis. For this purpose, focus groups can be conducted with instructors and students at various times of the year to gauge how they are using the tools and managing through conflict and team work. I would suggest group be conducted after mid-terms for best recall and for time constraints. For a more holistic picture, groups could be held at the end of the term as well to see how the entire program term went.

4. Quantitative - **Questionnaires** include a list of predetermined questions given to participants on paper, online (Survey Monkey) or via telephone. They typically include open and closed ended questions to guide the respondent and enable easier coding of answers. Questions can be formatted in many ways and include ranking, rating, scales, quantities, multiple answers, or single answers, among others. They are fairly easy to administer with the bulk of the work happening at the question development and analysis stages. Incentives to complete, reminders, length and timing will increase the response rate. They can be given to both students and instructors at various times of the year and can cover feedback just after the program is run, post mid-term season and later in the program season. This would give various points of time to see if trends emerge when conflict arises and how the students use the tools they've learned.
5. Qualitative – **Journals** offer participants the opportunity to write down their experiences on a regular basis or over a period of time such as one week or one month. The journal questions can be predetermined or free flowing and allow the respondent to write as much or as little as they like (unless specified). Due to the amount of open-ended data they can take a while to analyze but other than that they are relatively inexpensive to administer. Journals would be given to both students and instructors with the intention that they write down experiences on a regular basis, both good and bad. They could note if they used the tools and learnings from the program, how well they worked, and what feedback they'd have to improve upon the program content – what they wish they had at the time of need.

For the qualitative methods mentioned above data is analyzed by grouping answers together in a non-numerical way. One can say “many said” “most say” but not “68% of respondents agreed”. Quantitative data offers the advantage of being able to dig deeper to uncover unexpected insights. Qualitative data on the other hand can be analyzed in numerical fashion, in tables, and with statistical analysis leading to a measured reporting style such as correlates and statistical reliability.

### **Methods Chosen**

I've chosen to use questionnaires and journaling to evaluate my Team Building course.

**Questionnaire** – After the first presentation of the one-day seminar students will be asked to complete an questionnaire. After the second run through they will be asked to complete the same questionnaire. At various times in the full PACE program additional questionnaires will be completed to gather information on efficacy of the tools learned in the Team Building seminar.

Questionnaires delivered in an online format are low cost to administer. Survey Monkey is \$27 Cdn per month and is only charged for the time used. The total cost would be around \$100 for this service and it is possible that they have a free or less costly plan for higher education. The survey can be easily sent out via a link and any necessary changes can be made quickly should they come up - for example, adjustment in question logic. This method takes time to set up the questions up front but then subsequent deliveries of the questionnaire are relatively easy and can be compared to original results. Online survey tools offer quick analysis of the quantifiable results and those that are designed for easy coding. As an example, a check list would be easier for coding than an open-ended question.

Questionnaires allow for some anonymity of respondents but it is possible to know who completed which answers. Care in area is necessary to remain ethical.

**Journaling** – Online journals will be used to monitor the ongoing effectiveness of the course at various times in the year. Both students and Instructors can contribute through an online tool at their convenience but also at a prescribed time. This online tool is easy to administer via a link that can be sent to students and instructors. As well, monitoring of journal entries can be done and reminders can be sent when entries are late. As with online questionnaire, care must be taken to keep respondent anonymity in check.

The cost of using this tool is very inexpensive for distribution and collection. The costs are higher when it comes to analyzing the data as the nature of a journal is open-ended.

**Process of Data Collection**

Activity	Timing	Audience
<b>Questionnaires - Initial Pilot Program Evaluation</b>		
<b>First Seminar</b>		
Draft questions in Survey Monkey	3 weeks prior to pilot seminar	PACE coordinators and evaluator
Test questions and future analysis details	2 weeks prior to pilot seminar	PACE coordinators will be interested in the testing to assure they are getting the information they need to make decisions
Set up questionnaire email for students and test	1 week prior to first seminar	evaluator
Send out questionnaire to students	After the first pilot seminar	students
Remind students to complete questionnaire	3 days after 1 <sup>st</sup> email	students
<b>Second Seminar</b>		
Send out questionnaire to students	Repeat after second seminar	students
Remind students to complete questionnaire	3 days after 1 <sup>st</sup> email	students
<b>Mid-Program Questionnaire</b>		
Repeat the same steps as the first questionnaire but the questions will ask about conflict resolution, team building experiences, self-awareness and use of the tools presented.	Post mid-terms	Students and instructors. They will each receive a slightly different survey but some questions will be the same so comparisons can be made, keeping in mind statistical validity.
<b>Program-End Questionnaire</b>		



Repeat the same steps as the first questionnaire but the questions will ask about conflict resolution, team building experiences, self-awareness and use of the tools presented	At the end of program 'year'. (some programs are less than a year). Send out survey just as the program is ending to capture students before they disengage.	Students and instructors. They will each receive a slightly different survey but some questions will be the same so comparisons can be made, keeping in mind statistical validity.

<b>Activity</b>	<b>Timing</b>	<b>Audience</b>
<b>Journaling - Seminar Effectiveness Evaluation</b>		
<b>30%-Program Journaling</b>		
Draft journal questions in online tool	4 weeks prior to first journal request	Evaluator, PACE coordinators
Test journal questions and analysis to ensure the desired output will come from entries for the evaluation	3 weeks prior to first journal request	Evaluator, PACE coordinators
Develop sample of students, instructors to request journaling from	2 weeks prior to first journal request	
Journaling about the weeks' activities: conflict, team relationships, self-awareness, etc.	3 to 6 weeks after the seminar, depending on how long the PACE program is. About 30% of the way through.	A sampling of students and instructors
Reminder to fill out journals	1 week after journal request.	Sampled students, instructors
<b>70%-Program Journaling</b>		
Develop sample of students, instructors to send journal questions to	2 weeks prior to second journal request	
Journaling about the weeks' activities: conflict, team relationships, self-awareness, etc.	About 70% of the way through the PACE program.	A sampling of students and instructors
Reminder to fill out journals	1 week after journal request.	Sampled students, instructors

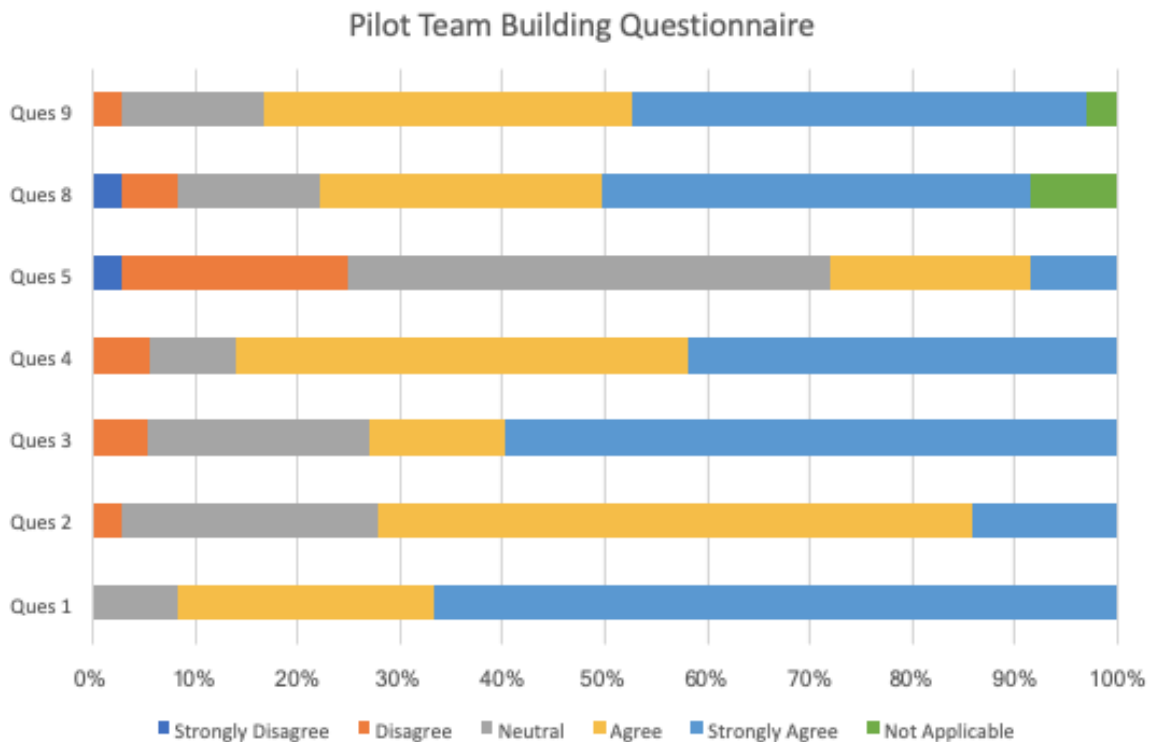
## Final Evaluation Report and Meta-evaluation

### Presentation of Data

The Team Building pilot program is a new one-day seminar delivered through the Professional and Applied Continuing Education programs at the University of Winnipeg. The purpose of the first pilot offering of this seminar was to develop self-awareness, foster team building, and provide skills and tools for dealing with conflict among students. They were to also develop a personal strategy to maximize their contribution to their group and minimize conflict as they move through their program year.

This evaluation summary uses data from the two pilot seminar offerings. The purpose of showing this data is to make modifications for the final Team Building seminar. It also uses data from one journal point at the 30% progress mark to help understand how students are able to put their skills to use.

The seminar pilot of 72 students completed a questionnaire. The data is summarized below, followed by a sample of the data set.



I chose to represent the data from the closed-ended questions in a stacked bar format. This representation shows visually how the block of respondents completed the questionnaire and although the number is small (72) all participants completed the questionnaire. Below is a table

that shows the numbers of respondents who answered each question along with the question wording. **Appendix A** includes the complete questionnaire.

Question	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Not applicable (9)
1.The Values In Action (VIA) Character Strengths Assessment pre-work was valuable in helping me prepare for the class discussions.	0	0	3	9	24	0
2.The introduction to strengths module helped me to understand the language of character strengths.	0	1	9	21	5	0
3.The Signature Strengths module helped me understand my unique strengths.	0	2	8	5	22	0
4.The Strengths Spotting module helped me to see and appreciate strengths of others.	0	2	3	16	15	0
5.The Strengths Spotting module helped see and appreciate my own strengths.	1	8	17	7	3	0
8.The Type-Coach Verifier Plus pre-work was valuable in helping me prepare for the class discussions.	1	2	5	10	15	3
9.The 4 type scales and temperaments module helped me to understand personality type.	0	1	5	13	16	1

The open-ended questions were coded for themes for all 72 respondents.

These are a sample of the open-ended questions. In all 72 respondents completed the questionnaire and 8 of those are shown here as an example.

<b>Section 1 – Question 6. What was the most valuable part of this morning’s session on character strengths?</b>		
<b>Theme</b> (SS=signature strengths, SSp=Signature Strengths Spotting, SR=Self-reflection)	<b>Survey number</b>	<b>Verbatim</b>
SS	1	Learning about my signature strengths.
SSp, Tolerance	2	Realizing that I can appreciate and have more tolerance for those I don’t agree with, by looking at their strengths.
SSp	3	How to spot strengths in others.
SR	4	The self-reflection time.
SS	5	The signature strengths.
SS	6	Knowing my signature strengths and their benefits.
SSp	7	Spotting strengths.
SR	8	Reflecting exercises.

<b>Section 1 – Question 7. - Is there anything you'd recommend to improve this part of the program (character strengths content)? Please be as specific.</b>		
<b>Theme</b> (TMI=too much information, SR=Self-reflection, Ti=Timing comments)	<b>Survey number</b>	<b>Verbatim</b>
SR, Ti	1	More time for self-reflection.
	2	No, it was good.
TMI, Ti	3	There was a lot of information and we went through it pretty fast. I'd like more note pages to review afterwards.
	4	All good.
	5	Nothing to add. It was well done.
Ti	6	More group time to discuss.
	7	All good.
	8	Nothing to add.

<b>Section 2 – Question 10. - What was most valuable part of this afternoon's session on personality type?</b>		
<b>Theme</b> (TCV=Type-Coach Verifier, Str=Stress Spotting, Mtg=Meeting/project tips, Ty=Type general)	<b>Survey number</b>	<b>Verbatim</b>
TCV	1	The pre-work assessment was helpful.
Str	2	Learning about the different signs of stress and how to come back to neutral.
Ty	3	How to read others' type.
Ty	4	About my type.
Str	5	How to deal with stress.
Mtg	6	The order to run a meeting and include introverts.
Mtg	7	Meeting and project tips.
Str	8	Stress buster tips.

<b>Section 2 – Question 11. - Is there anything you'd recommend to improve this afternoon's session on personality type? Please be specific.</b>		
<b>Theme</b> (Web=Website tools, Ti=Timing comments, Str=Stress info)	<b>Survey number</b>	<b>Verbatim</b>
Ti	1	The afternoon was great and I would've liked more time.
Ti	2	More time to discuss in groups. That was pretty fast.
Web	3	It would be good to have more time to use the website tools.
	4	It was good.

Str	5	I'd like a cheat sheet for the type stress info.
	6	Stress is a hot topic and I would like to learn more.
Str	7	Nothing to add.
	8	Nothing to recommend. Thanks!

**Section 3 – Question 12. - What was most valuable part of this afternoon's session on developing a Team Charter?**

Theme (VaCl=Group values, clarity of values, Team=Team working together)	Survey number	Verbatim
VaCl	1	Learning about everyone's values.
Team	2	Working together to agree on a way to move forward.
Team	3	Having a north star we can move towards as a team.
Team	4	Coming together to create a charter we can all work towards. The feeling of team work was great.
VaCl	5	Clarifying the group's values.
VaCl	6	Clarity offered through the charter.
Team	7	Working with the team.
Team	8	The team exercise.

**Section 3 – Question 13. - Is there anything you'd recommend to improve this afternoon's session on developing a team charter? Please be specific.**

Theme (Ti=Timing comments)	Survey number	Verbatim
	1	Nothing.
Ti	2	More time for this section.
Ti	3	Maybe add a bit more time to the final section.
	4	It was good.
	5	No.
	6	Nothing really.
	7	Nothing specifically.
	8	All good.

**Section 4 – Question 14. - There are several self-reflection exercises throughout the sessions. In what way did you find these exercises helpful?**

Theme (Fut=Future use, Dif=Differences, Gen=General)	Survey number	Verbatim
Dif	1	I had time to learn about myself and think about how the content related to how I behave. It was good to think about how my way of doing things is not always everyone's way.

Fut	2	It was good to write out how I plan to use this info after today.
Fut	3	Taking the time to absorb the information and see how I could use it going forward. At school and home.
Gen	4	I like personal development work so the self-reflection work was good.
Na	5	I didn't know what to write in these parts.
Dif	6	To think about how stress affects me and my anxieties. Others have these too and they may express them differently than me.
Na	7	Not helpful for me.
Na	8	They were ok. Not really helpful.

**Section 4 - Question 15. - If you didn't find them helpful, please help us to understand why.**

Theme (UK=Unknown what to write, DL=Don't like)	Survey number	Verbatim
	1	
	2	
	3	
	4	
UK	5	I didn't know what to write in these parts.
	6	
DL	7	This part of the course was just not my thing.
UK	8	I don't do this self-reflection stuff often so I don't know what to write.

**Section 5 - Question 16. - Do you have any additional comments about the program sessions.**

Theme (La=Language)	Survey number	Verbatim
	1	
	2	
	3	This is different than most programs I've taken. I think the tools will be helpful as I move forward through the program. Thanks.
	4	
	5	
La	6	Some times it was hard to understand the teacher. My English is not so good.
	7	
	8	

10 Students were asked to complete journals at the 30% completion mark and two are posted below as examples.

<b>Journal Question #1 - Please tell us about stressful experiences you've had inside and outside of class. Please be as specific.</b>	
<b>Theme</b>	<b>Verbatim</b>
Family	<ol style="list-style-type: none"> <li>1. Today was really stressful. It's mid-terms and I have soooo much to do. Plus my partner is really busy at work and with my heavy work load he has to take the kids to daycare and school. A super busy time and stressful for my family.</li> <li>2. At school today our project team was fighting again. There are 6 of us in group and not everyone is pulling their own weight. One person in particular.</li> <li>3. Our team is still not flowing well. There is a fair bit of fighting around this project. Some of us like to do things well in advance (me) and some people like to wing it and leave it to the last minute. Drives me crazy. And causes a lot of stress.</li> </ol>
Group conflict	
Group conflict	
Family	<ol style="list-style-type: none"> <li>1. This week was difficult. I miss my family a lot. Especially when its stressful at school. I have made some new friends but it is still hard. Everyone is really nice usually but they are not so patient when we have assignments due. It think what is hardest right now is missing my family.</li> <li>2. Today I had an assignment presentation due and a test. So a lot of pressure. I don't like doing presentations and have been thinking about it for weeks. Speaking is stressful for me.</li> </ol>
Stress mgmt	

<b>Journal Question #2 - How did you manage or work though these stressful situations? Please tell us about your strategies, actions and behaviors.</b>	
<b>Theme</b>	<b>Verbatim</b>
Strength	<ol style="list-style-type: none"> <li>1. I've been able to use my strength of perseverance to move through this time. And add some humor as well.</li> <li>2. Because I know I'm journaling this week, I reminded the group of the team charter poster on the wall to see if it can help us work through this. It's helped a little but I can see myself (and others) going back to old habits.</li> <li>3. Again, because I'm journaling this week, I looked at the Type to Type tool to get some tips on how to approach the people who are causing me the most stress and tried some of the tips. It seems to have helped a bit. I reminded my team mates of it as well. Plus I recognized how my stress can escalate and was able to do somethings to calm myself down.</li> </ol>
Charter	
P Type	
Stress mgmt	<ol style="list-style-type: none"> <li>1. I miss my family so I took the time to walk alone outside, and to talk to them on face-time. My mom encouraged me and we had a good talk.</li> <li>2. I don't like public speaking so I was really nervous. I used my strength of love of learning to really prepare and to practice which made it better. I guess I also used hope too. And maybe prudence – I got a good sleep last night. Can you tell that I reviewed my strengths profile? It was good.</li> </ol>
Strength	
Stress mgmt	

## Summary of Findings

Several major findings came from this evaluation.

Two Pilot Seminars:

The first is students' request for additional time for covering each of the three main sections of the seminar: character strengths, personality type, and the development of the team charter. This was consistent throughout the evaluation.

Students were given two assessment tools to complete prior to the daylong seminar on team building. In both cases, nearly all students agreed or strongly agreed that being able to complete these assessments in advance enhanced their learning. Given that students also asked for more time with the main sections of the seminar, using this time in advance is an important way to prepare the students to make the most of the time they have in the seminar, and enhance their learning on these interesting and important subjects.

Students enjoyed the self-reflection exercises and found learning more about themselves an unexpected benefit of this seminar. Most felt this deepened their learning and some added that it enabled them to be more open to the differences they see in the style and strengths of others – a goal of this program.

Students appreciated the opportunity to be part of the class team charter and learning more about the groups values. They were able to begin using strengths spotting during this exercise and bring their own strengths out as well as observe others using theirs.

30% Program Completion:

The journaling evaluation exercises were conducted when students were about 30% of the way through their programs. Journaling entries mentioned that the request to do journaling reminded the students of the tools and skills they learned in the initial Team Building seminar. They found they used them more often with this reminder. They also mentioned the Team Charter posters in their classrooms helped during times of stress (mid-terms and project due dates).

Students found they automatically reverted to old habits of communicating when stressed and dealing with conflict. They did like and refer to the Team Charter that was posted in the classroom.

Question finding summaries:

### **Section 1 – Question 6. What was the most valuable part of this morning's session on character strengths?**

Most students felt the section on signature strengths was most valuable followed by strengths spotting. A few mentioned the self-reflection as being most valuable it a small number mentioning an appreciation of differences in others.

*"Realizing that I can appreciate and have more tolerance for those I don't agree with, by looking at their strengths."*

### **Section 1 – Question 7. - Is there anything you'd recommend to improve this part of the program (character strengths content)? Please be as specific.**



Most comments for improvement in the character strengths sessions were around lack of time. Students would have preferred more time on the self-reflection and group discussion time.

*“More time for self-reflection.”*

*“More group time to discuss.”*

**Section 2 – Question 10. - What was most valuable part of this afternoon’s session on personality type?**

Most students mentioned dealing with stress as the most valuable portion of the afternoon session on personality type. Many mentioned the meeting and project management section as highly valuable with a few saying the pre-work Type-Coach Verifier

*“Learning about the different signs of stress and how to come back to neutral.”*

**Section 2 – Question 11. - Is there anything you’d recommend to improve this afternoon’s session on personality type? Please be specific.**

Most comments for improvement in the personality type sessions include increasing the amount of time in group discussions and for using the web tools. A suggestion was made to have a cheat sheet for the information on stress.

*“Stress is a hot topic and I would like to learn more.”*

*“I’d like a cheat sheet for the type stress info.”*

**Section 3 – Question 12. - What was most valuable part of this afternoon’s session on developing a Team Charter?**

Most students felt the aspect of working as a team to be most valuable in this part of the afternoon session. A few went further to say they found the ability to clarify the groups values and to be high on their list.

*“Coming together to create a charter we can all work towards. The feeling of team work was great.”*

**Section 3 – Question 13. - Is there anything you’d recommend to improve this afternoon’s session on developing a team charter? Please be specific.**

There weren’t many mentions of areas of improvement for the section on the team charter development. Most comments mentioned increasing the amount of time on this section of the afternoon.

*“Maybe add a bit more time to the final section.”*

**Section 4 – Question 14. - There are several self-reflection exercises throughout the sessions. In what way did you find these exercises helpful?**

Students had several exercises for self-reflection during the day. Many mentioned that they found these times useful for planning how to use their new skills and knowledge as well as reflecting on how their approach can easily vary from their classmates. A few didn't find the self-reflection exercises to be all that useful. (see next question)

*"I had time to learn about myself and think about how the content related to how I behave. It was good to think about how my way of doing things is not always everyone's way."  
"To think about how stress affects me and my anxieties. Others have these too and they may express them differently than me."*

**Section 4 - Question 15. - If you didn't find them helpful, please help us to understand why.**

Those that didn't find the self-reflection exercises useful either did not know what to write or suggested it was not something they are used to doing.

*"I don't do this self-reflection stuff often so I don't know what to write."*

**Section 5 - Question 16. - Do you have any additional comments about the program sessions.**

There were a few additional comments about the seminar. One in particular mentioned the use of English language making it harder to understand at times.

*"Some times it was hard to understand the teacher. My English is not so good."*

**Recommendations**

As a result of the analysis on the initial pilot seminars and the follow-up journaling exercise we'd suggest a number of changes be implemented in the final seminar and continued communications.

1. To enhance the continued learning of the tools, offer students regular reminders to use the three main tools throughout their programs to manage stress, problem-solving, and conflict resolution:
  - a. Character Strengths
  - b. Personality Type
  - c. Team Building
2. Be mindful of using language that is clear and ideally at a grade 8 level for communications. This is helpful for students new to Canada whose English is not as advanced as others in the class. A grade 8 level is often used as the bar when companies such as insurance companies develop communications for the general population.

3. When conflict arises, old habits die hard so help students by creating 'cheat sheets' or 'job aid' tools to serve as a quick reference. Having these things handy will increase the likelihood they are used and their impact as an early intervention will increase.

Overall the pilot seminar on Team Building is producing the intended results at the time of the seminar however it is pertinent that reminders or primers be used throughout the program year to help students create new habits that will help in stress management and conflict resolution.

### **Meta-evaluation**

**Evaluator challenges:** I recognize that I have a bias in writing questions. As the creator of the program I also have a bias to how the tools perform when people use them but I also know that we are creatures of habit so patience is key, and I can be impatient when I know something can help.

This program is still in the development phase so I had to imagine a lot of it. With the recent COVID-19 events my seminar project was put on hold so I had a harder time basing this project on facts. There were likely a lot of places where I missed the mark as a result.

I also lack of access to broader PACE programs to more fully understand where conflict and stress management training comes in, so again I was using my imagination here.

**Experience with this process:** I was unsure what priority questions to ask at first. I am unaware of any previous data for the seminar this is replacing. I don't know how it will be evaluated and what is possible. I also found as I went on that I have the tendency to make things more complicated than they might otherwise be. I added more evaluation points along the way but in reality it would be much more costly than is realistic.

Anticipate challenges based on my personality include my tendency to be a visionary thinker so I create a big picture plan and then realize how difficult it can be to realistically do it in actuality. I also did not experience any of these steps along the way and I'm a circular thinker so what I really wanted to do was go back to my first assignment and make changes but by then it was too late.

This course was very helpful for me to think of all parts of the evaluation process, should I ever be part of a large evaluation such as this. I feel I would like to be careful to scale things into manageable parts to keep within the resources I have.

## **Appendix A**

**Level 1 Evaluation** – this level evaluates the pilot program to see what works best for participants, assesses any weaknesses and enhances the seminars strengths with the purpose of making modifications.

### **Pilot Seminar Questionnaire**

#### Section 1

1. The Values In Action (VIA) Character Strengths Assessment pre-work was valuable in helping me prepare for the class discussions.

- a. Scale: Strongly disagree – Disagree – Neutral - Agree – Strongly agree – Not applicable
- 2. The introduction to strengths module helped me to understand the language of character strengths.
  - a. Scale: Strongly disagree – Disagree – Neutral - Agree – Strongly agree – Not applicable
- 3. The Signature Strengths module helped me understand my unique strengths.
  - a. Scale: Strongly disagree – Disagree – Neutral - Agree – Strongly agree – Not applicable
- 4. The Strengths Spotting module helped me to see and appreciate strengths of others.
  - a. Scale: Strongly disagree – Disagree – Neutral - Agree – Strongly agree – Not applicable
- 5. The Strengths Spotting module helped see and appreciate my own strengths.
  - a. Scale: Strongly disagree – Disagree – Neutral - Agree – Strongly agree – Not applicable
- 6. What was the most valuable part of this morning’s session on character strengths?

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- 7. Is there anything you’d recommend to improve this part of the program (character strengths content)? Please be as specific.

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Section 2

- 8. The Type-Coach Verifier Plus pre-work was valuable in helping me prepare for the class discussions.
  - a. Scale: Strongly disagree – Disagree – Neutral - Agree – Strongly agree – Not applicable
- 9. The 4 type scales and temperaments module helped me to understand personality type.
  - a. Scale: Strongly disagree – Disagree – Neutral - Agree – Strongly agree – Not applicable
- 10. What was most valuable part of this afternoon’s session on personality type?

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- 11. Is there anything you’d recommend to improve this afternoon’s session on personality type? Please be specific.

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Section 3

- 12. What was most valuable part of this afternoon’ session on developing a Team Charter?

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- 13. Is there anything you’d recommend to improve this afternoon’s session on developing a Team Charter? Please be specific.

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Section 4

- 14. There are several self-reflection exercises throughout the sessions. In what way did you find these exercises helpful?

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- 15. If you didn’t find them helpful, please help us to understand why.

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## Section 5

16. Do you have any additional comments about the program sessions?

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**Level 2 Evaluation** – this level evaluates the program quality to measure how it affects student’s ability to use the tools throughout the PACE programs they are enrolled in. This Journaling exercise is included in the first year’s evaluation and may change in subsequent years.

**Journaling questions** – Students will fill out journal for a 5-day period in the chosen week.

1. Please tell us about stressful experiences you’ve had inside and outside of class. Please be specific.
2. How did you manage or work through these stressful situations? Please tell us about your strategies, actions and behaviors.