

UMGC

Leadership Learning and Development Program

Post-Beta Launch Report and Change Recommendations



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1.0 Introduction

This report summarizes the analysis of feedback gathered from the Beta-Launch offering of the Understanding and Applying Emotional Intelligence Course that was offered on May 30th through June 6th.

Feedback considered includes:

- Pre- and Post-Assessment Answers
- Level 1 Evaluation Responses
- Any direct input provided by participants or project team members

2.0 Summary

This section is a high-level summary of the feedback and C²'s analysis of that feedback.

2.1 Assessment Analysis Summary

Based on Pre- and Post-Assessment Answers, our team concludes:

- Some questions in the pre-assessment and post-assessment need to be revised to have better distractor choices so that the correct answer is not so obvious.

2.2 Overall Impressions or Feedback for the Course

The following sub-sections present the themes or general feedback received regarding the course overall.

2.2.1 Positive Themes and Feedback

Positive themes and general feedback include:

- Overall, team members found the course to be “interactive,” “relevant,” and “helpful.” They look forward to others in the organization taking it and taking other courses themselves.
- Team members enjoyed the scenarios, real-world examples, and opportunities to reflect.
- Team members found the EQ Assessment to be enlightening. They said it afforded them better self-understanding and gave them practical strategies for improvement.
- Team members felt the course had good variety in content, activities, and presentation modes.

2.2.2 Critical Themes and Feedback or Items that Need Addressed

Critical themes and feedback, or items that need addressed when developing final course materials include:

- Team members indicated that the Next/Continue/Arrow buttons are a bit confusing. They think this should be clarified at the beginning of the course.

-
- Team members indicated that the scenario exchanges between Kacey and co-workers should be more in-depth, nuanced, and rigorous. They are currently too easy and basic.
 - Team members suggested that a statement be made about institutional support and resources, and offer resources in the course itself, in areas that cover psychological tendencies, like reactive behavior and System 1 thinking. They point out that learners may have emotional responses to these sections and to screens that ask them to reflect.
 - Team members think more assessments, reflections, and questions should connect EQ and related strategies to specific roles, situations, and circumstances at UMGC.
 - Team members stated that the course would benefit from a more emphasized conclusion, including a message of congratulations, revisiting learning objectives, key-takeaways, and a completion certificate.
 - Team members identified that the words on pop-up layers of the course are too small and difficult to see.
 - Team members indicated that the answers to pre-assessment questions and some questions within the course are too obvious and should have more challenging distractors.
 - Team members pointed out that the course should be more accessible. Since not all of the narrator's audio is fully displayed as text on-screen, the course should have a full text transcript.
 - Team members indicated that the course could be improved by adding an area where participants can asynchronously discuss course content or share ideas

3.0 Specific Recommended Actions or Changes

#	Feedback Item / Requested Change	Location/ Screen Reference	C ² Response / Recommended Action	Decision Made with UMGC
1	Questions and answer choices in the pre-assessment need to be revised so that the correct answer isn't the only reasonable choice.	Pre-Assessment Survey	A change should be made. Several people made this comment, and the test results indicate that the assessment is not discerning enough.	AGREE
2	Team members suggested adding a screen that instructs learners on how Next, Continue, arrow button, close, re-try, and play buttons should be used.	Beginning of course	A change should be made. Many participants commented on a need for this.	AGREE, assuming this is the standard navigation within C2 built courses curious how this has been handled with other client courses
3	Team members suggested changing the forward button to have both an arrow and the word "Next" on it.	Global	Need to evaluate the overall impact of this change on the need for re-recording of audio as well as the textual change vs the benefit. The need for this may decrease if we add the navigation tutorial.	
4	Team members stated that the sections of the course that ask learners to reflect (submit a typed response) should have a statement ensuring the confidentiality of what they submit so that learners do not	Reflection questions	This change should be made. It could be on-screen text.	AGREE

#	Feedback Item / Requested Change	Location/ Screen Reference	C ² Response / Recommended Action	Decision Made with UMGC
	feel like they are risking exposure or retaliation.			
5	Team members indicated that many of the assessment questions throughout the course are too easy and the answer is too obvious.	Knowledge Checks throughout the course	A change should be made to some of the questions. A mix of challenge level is good. Learners still learn from 'easy' questions because the correct and incorrect answers are emphasized even if the learner had no trouble identifying the answer.	AGREE with this approach. Note we had people at different organizational levels
6	Team members suggested increasing the font size of pop-up text.	Global	A change should be made. Many team members had this recommendation. Pop-up boxes could be made larger (where needed) to accommodate the larger font size.	AGREE
7	Team members identified that the course should save a learner's progress and bring the learner back to the spot where they left off if they have to log out of the course and return.	Global	No change required. As discussed in the kick-off meeting, the only reason it doesn't save progress is that it's in the test platform. It is already programmed to bookmark when running through Workday.	AGREE
8	Team members thought UMGC-specific resources for conflict resolution, use of check-ins, and	Global	This change should be made. The course will have a resources page at the end that can include these things and	AGREE

#	Feedback Item / Requested Change	Location/ Screen Reference	C ² Response / Recommended Action	Decision Made with UMGC
	annual performance evaluations should be included.		the summary document. UMGC input may be needed.	
9	Change course length (on-screen text) to 2 to 3 hours	Course Map	This change should be made, as most learners took 2 to 3 hours to complete the course.	AGREE
10	A team member had an issue seeing the content because of a UMGC Dell laptop display running Google Chrome. It blurred, cut off, or doubled the text.		No change needed. Cannot duplicate and was only mentioned by one participant. Seems to be a system issue for that person.	AGREE, although I would like to have this user take our next e-learning if possible, to see if they can re-create. This was a user in Asia.
11	A team member stated they could not complete the training on their mobile device.		C ² will explore this with our programmers. It would be helpful if UMGC can identify the participant who attempted to take the course on a mobile device and get clarification on what prevented them from doing so.	For feedback like this its important for us to be able to follow-up with the user – in the assessment can we think about a way to have users add their identity. I would also suggest that perhaps in Beta we assign a few participants specific use cases for completing in mobile device going forward.
12	Team members suggested adding statements of and information about UMGC support and resources related to psychological tendencies (reactive behavior, System 1	Module 2, Reactive vs. Proactive Behaviors Areas that mention reactive/proactive	This change should be made. The information and resources could be on a resources page at the end and on the same page as related content. Audio	AGREE

#	Feedback Item / Requested Change	Location/ Screen Reference	C ² Response / Recommended Action	Decision Made with UMGC
	thinking, ABCs of Life, reflection points). They believe a deep dive into the psyche warrants real, tangible support if there are consequences for the introspection.	behavior, System 1 & System 2 thinking, ABCs of Life, Reflection text-entries	narration should state the availability of UMGC resources and support.	
13	Replace image of woman (sheer blouse/inappropriate attire)	Module 2, Proactive Behavior	Will make this change.	AGREE
14	Team members suggested including more examples of System 1 and System 2 thinking.	Module 2, Reactive vs. Proactive Behaviors	No change recommended. Only one team member made this comment.	AGREE
15	Team members suggested revising some examples, assessments, scenarios (content in general) to make clearer and more direct connections between EQ, EQ strategies, and specific UMGC roles.	Various locations	This change should be made in some places. Several team members made this comment.	Can you make specific recommendations on which areas of content?
16	Team members indicated they would like a “choose your own path” style of learning with specific feedback for various responses to situations.	Global	No change recommended. Only two team members made this comment, and it’s beyond scope for this course.	AGREE
17	Team members indicated that there should be more of an explanation of the significance and purpose of the self-assessment test (why taking the test is important and what the results will show and mean for the learner).	Module 3, TalentSmartEQ	No change recommended. The course as a whole makes clear how awareness of, ongoing reflection about, and continuous improvement of one’s emotional intelligence, strengths/weaknesses, triggers,	AGREE

#	Feedback Item / Requested Change	Location/ Screen Reference	C ² Response / Recommended Action	Decision Made with UMGC
			etc. afford personal and professional benefits.	
18	Team members indicated that there should be resources or information provided to learners about how to seek help if they have challenges with the TalentSmart portal or need to re-request the emailed assessment link.	Module 3, TalentSmartEQ	This change should be made. This could be modified audio narration and on-screen text and a link.	AGREE
19	Team members indicated that there should be more specific directives related to EQ Developmental Resources in TalentSmart and how they relate to the course (They would like to know the following: Are the resources optional? When should the resources be accessed? Are learners to develop a plan while using the resources?)	Module 3, EQ Developmental Resources	This change should be made.	AGREE
20	Team members indicated that the self-assessment being administered and sent through a different vendor may prompt a lot of questions from and challenges for learners: not receiving or accidentally deleting the link, not being able to finish the course, etc.		Only one participant noted that there was any disjoint with taking the assessment in the middle of the course, so we don't think a change should be made to the course. Perhaps something needs considered about the communication regarding the assessment. To discuss with UMGC.	From a delivery point of view our team will need to deliver the link to the assessment once a learner has registered/has access to the course. This will require a course change.

#	Feedback Item / Requested Change	Location/ Screen Reference	C ² Response / Recommended Action	Decision Made with UMGC
21	Team members thought there should be more “What would you do?” interactions but with more nuanced and sophisticated exchanges and less obvious answer choices.	Global Module 4, Strategies for Improving Your Emotional Intelligence	No change recommended. Only one team member made this comment.	AGREE
22	Team members indicated that the scenarios with Kacey and co-workers should be more rigorous, in-depth, and nuanced with better answer options.	Module 4, Knowledge Check: Shifting to System 2 Questions	This change should be made. A few team members made this comment. We agree that the interactions are too basic, as are the two response choices.	AGREE
23	Team members indicated that it is not clear enough at the end that the course has come to an end. They suggested a completion certificate and more emphasis on course completion.	Module 4, Wrapping It Up	This change should be made. Many team members commented on this. A completion certificate is already intended.	AGREE, while learners will receive a certificate that will be a separate moment so the end in the course should be more significant
24	Replace “Wrapping It Up” screen title at the end of the course with a more explicit statement of course completion, such as “Congratulations! You’ve completed this course.” (or keep “Wrapping It Up” at the top but add “Congratulations! You’ve completed this course.”)	Module 4, Wrapping It Up	This change should be made. The course audio narration does make clear that the learner has finished the course, but more explicit on-screen text may help make that clearer. “Wrapping It Up” may not be direct enough.	AGREE
25	Team members thought the course would benefit from templates, “tip sheets,” “cheat sheets,” etc. that	Global	This change should be made. The items could be on a Resources page at the end.	AGREE, and referenced in relevant sections

#	Feedback Item / Requested Change	Location/ Screen Reference	C ² Response / Recommended Action	Decision Made with UMGC
	they can download for reminders of healthy reactions and responses.			
26	Team members stressed the importance of accessibility. They pointed out the importance of having a full text transcript for the entire course since narrated audio is not represented in full on-screen most of the time.	Global	To be discussed. There is CC that is timed to the audio on every page where there is audio. That is the 508 requirement. A transcript could be added to the resources page, but is it actually helpful since it wouldn't cover every screen?	For discussion
27	Team members indicated that they would like a place in the course to comment on content and asynchronously share ideas with others who have taken the course.	General	This decision has to be made by UMGC because it would need supported by your staff and infrastructure/technical mechanisms.	We are exploring options for Forums
28	Team members thought that the whole course (including pop-up layers) should have audio narration, not just the narration on main screens.	Global	No change recommended. Only one team member recommended this, and it's better for learner cognition if they have to do part of the work and not just listen to everything.	

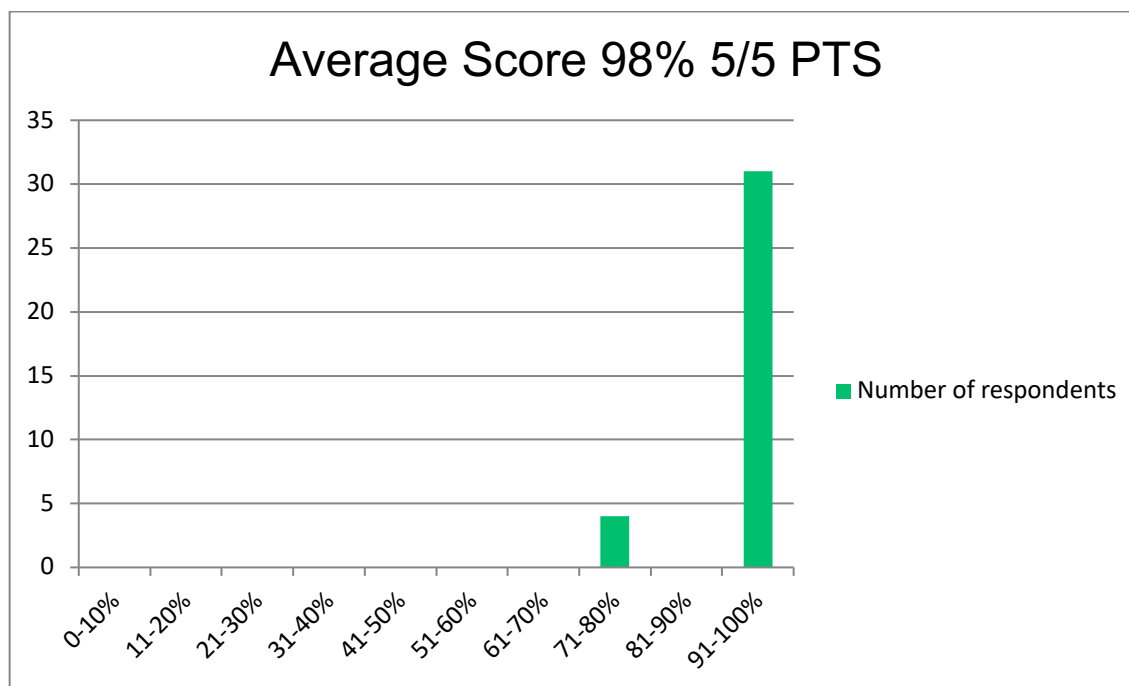
4.0 Appendix A: Pre-Assessment Data

Understanding and Applying Emotional Intelligence Pre-Assessment Data Analysis

Analysis Overview: This is a preliminary analysis of the pre-assessment survey participants' data (thirty-five survey respondents) collected prior to participating in the beta launch of the Understanding and Applying Emotional Intelligence Course of UMGC's Leadership Learning and Development Program.

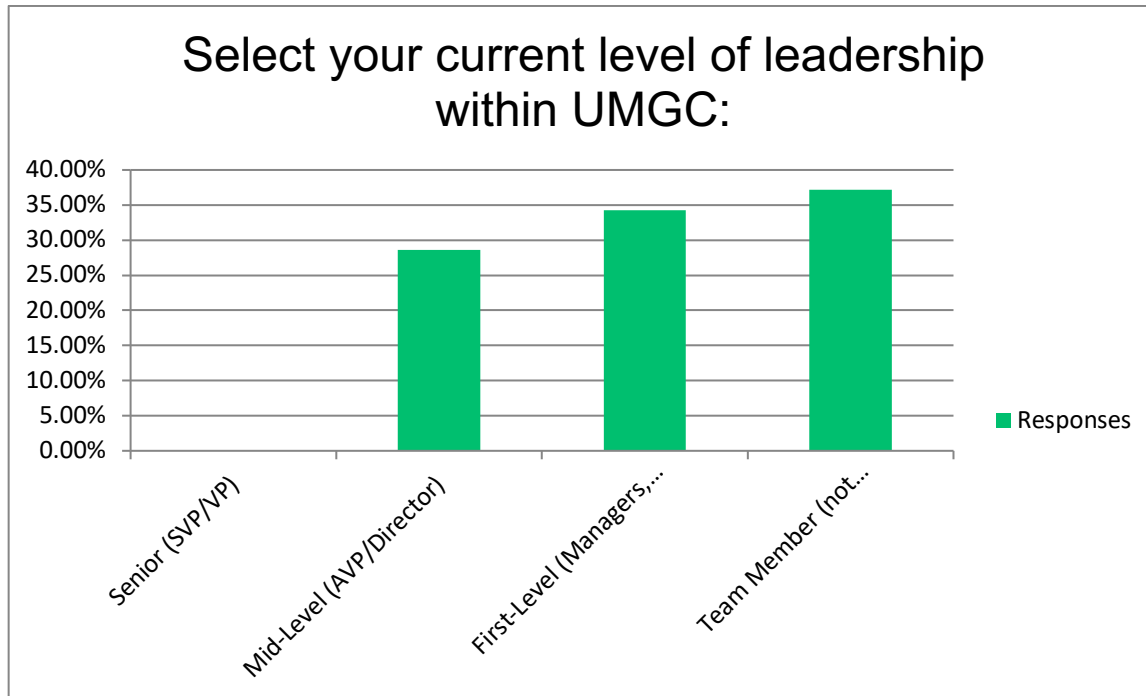
Overall Pre-Assessment Results:

The average score was 98% (5 out of a possible 5 points). Participants struggled most with the questions concerning the impact of emotional intelligence on personal development and success and the five steps of data-driven decision making.



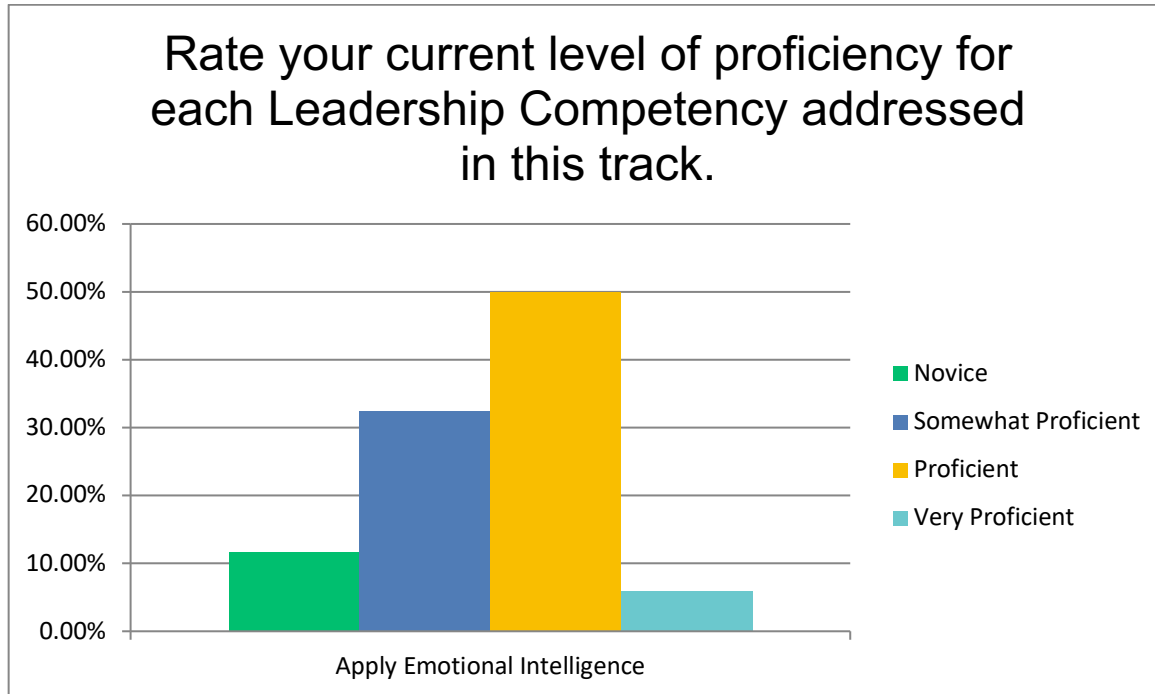
Question 1 Analysis (Current Level of Leadership within UMGC):

Of the 35 survey respondents, 28.57% (10) were in mid-level leadership roles, 34.29% (12) were in first-level leadership roles, and 37.14% (13) were team members not currently in a leadership role.



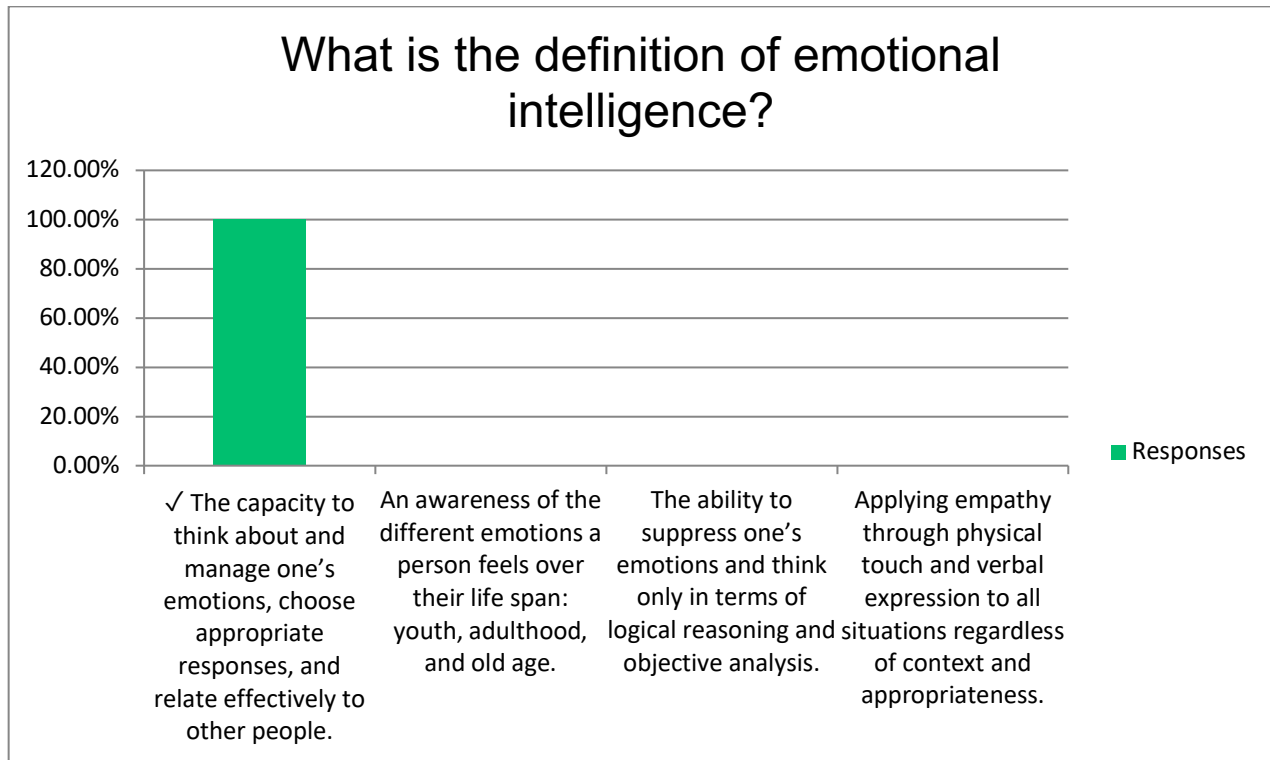
Question 2 Analysis (Leadership Competency Analysis):

For the one (1) competency presented, about half of the participants indicated they were “proficient.” Roughly a third of participants 32.35% (11) answered they felt “somewhat proficient.” Four participants (11.76%) rated themselves as “novice.” Two participants (5.88%) said they were “very proficient.” One participant skipped the question.



Question 3 Analysis (What is the definition of emotional intelligence?):

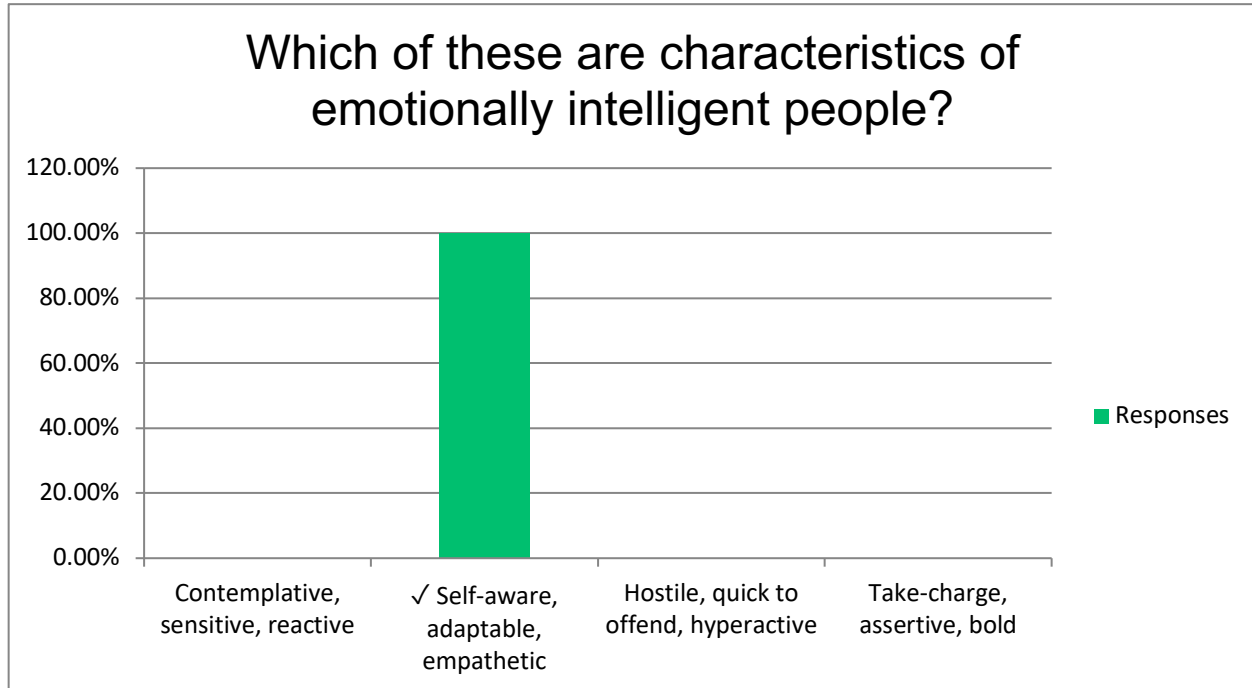
100% (35) of participants answered Question 3 correctly.



Correct Answer – (A) The capacity to think about and manage one's emotions, choose appropriate responses, and relate effectively to other people.

Question 4 Analysis (Which of these are characteristics of emotionally intelligent people?)

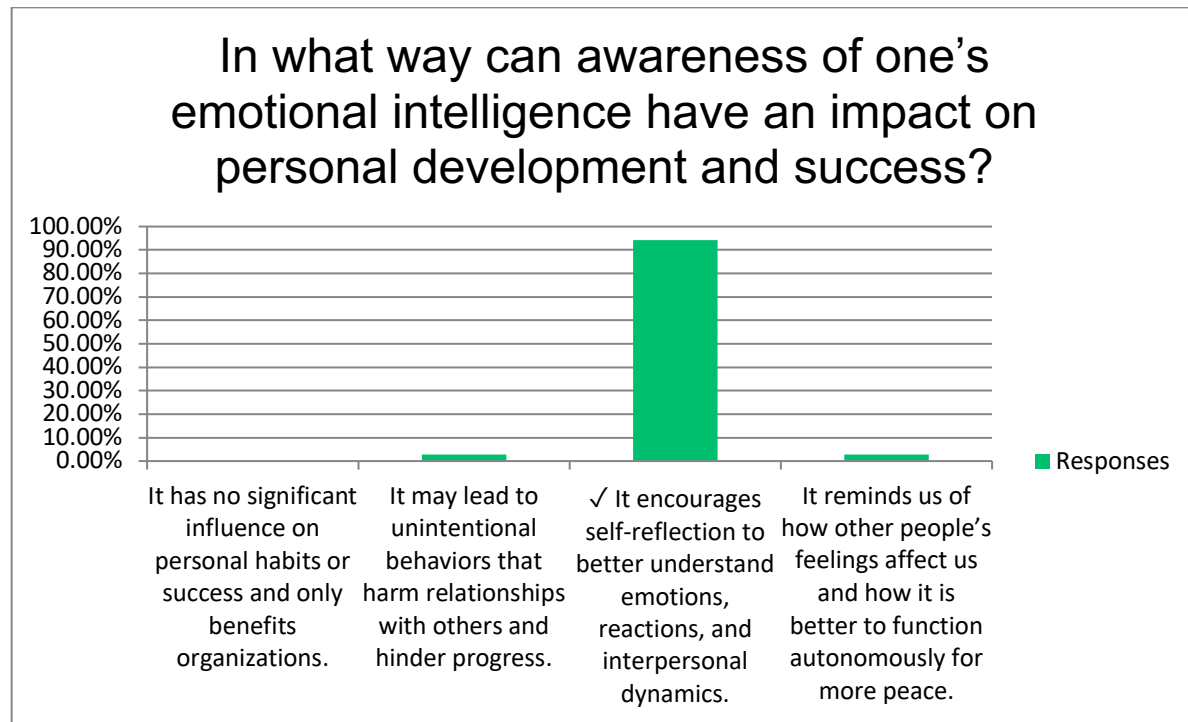
100% (35) of participants answered Question 4 correctly.



Correct Answer - (B) Self-aware, adaptable, empathetic

Question 5 Analysis (In what way can awareness of one’s emotional intelligence have an impact on personal development and success?):

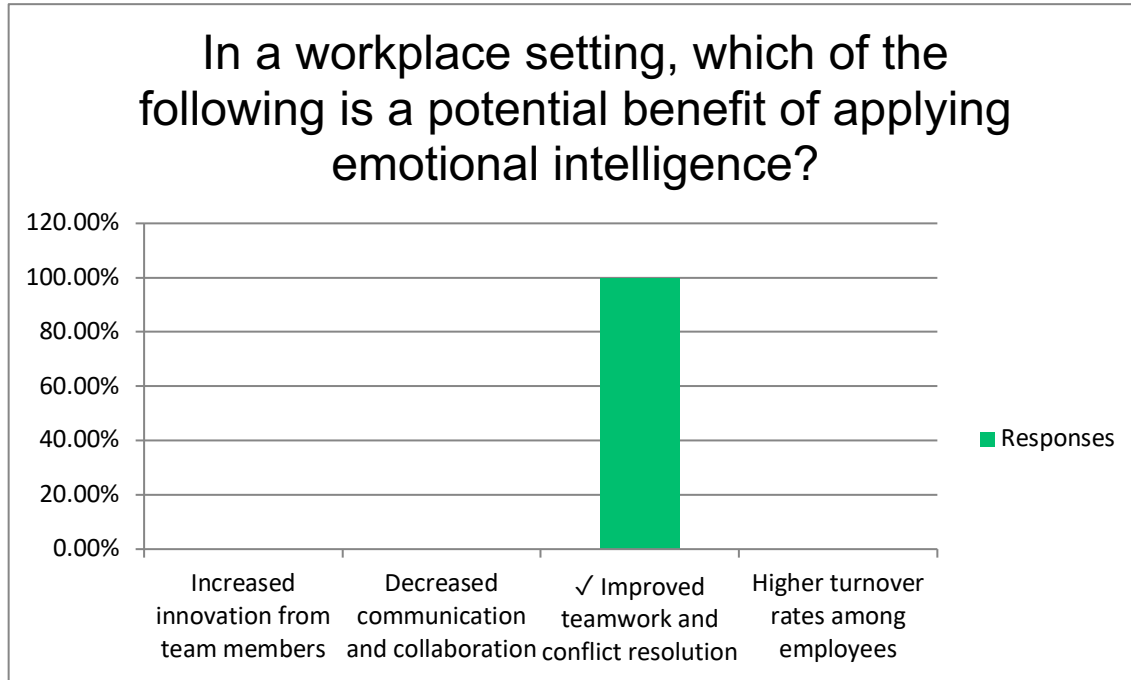
94.29% (33) of participants answered Question 5 correctly. One participant (2.86%) answered incorrectly and thought the answer was “It may lead to unintentional behaviors that harm relationships with others and hinder progress.” One participant (2.86%) answered incorrectly and thought the answer was, “It reminds us of how other people’s feelings affect us and how it is better to function autonomously for more peace.”



Correct Answer (C) – It encourages self-reflection to better understand emotions, reactions, and interpersonal dynamics.

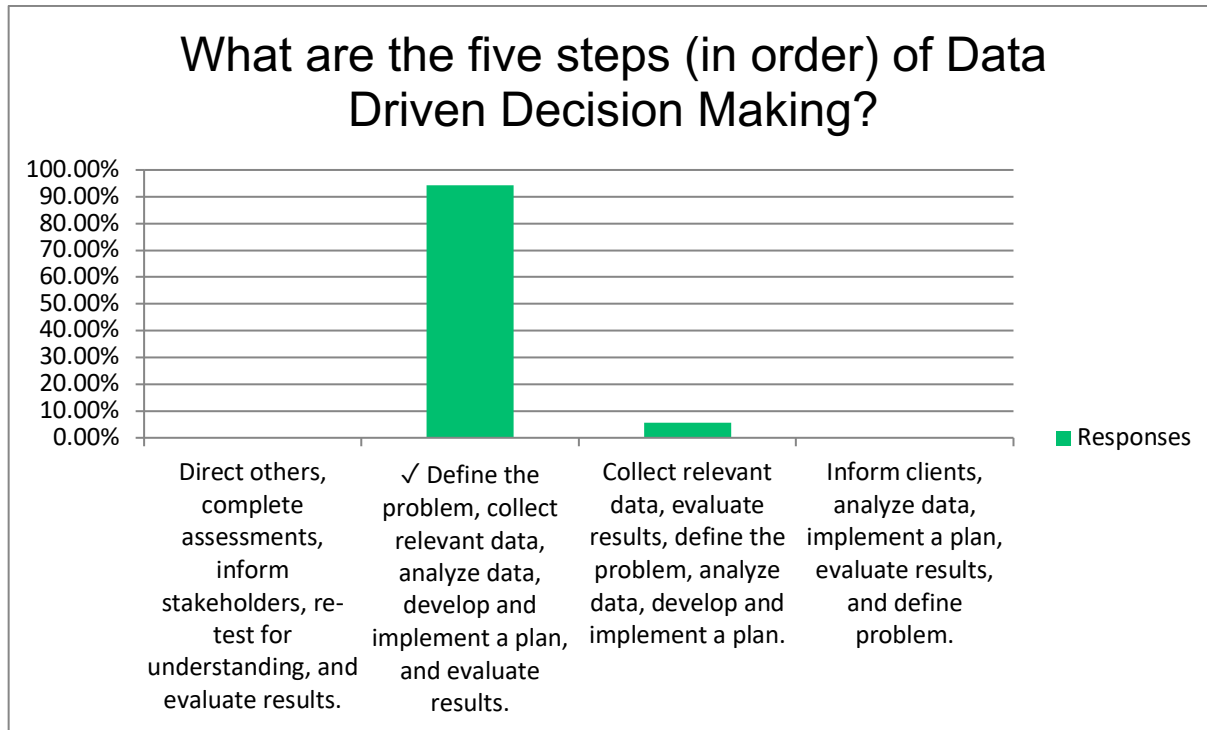
Question 6 Analysis (In a workplace setting, which of the following is a potential benefit of applying emotional intelligence?):

100% (35) of participants answered Question 6 correctly.



Correct Answer (C) – Improved teamwork and conflict resolution.

Question 7 Analysis (What are the five steps (in order) of Data-Driven Decision-Making?):
94.29% (33) of participants answered Question 7 correctly. 5.71% (2) of participants answered this question incorrectly and thought the answer was, “Collect relevant data, evaluate results, define the problem, analyze data, develop and implement a plan.”



Correct Answer (B) – Define the problem, collect relevant data, analyze data, develop and implement a plan, and evaluate results.

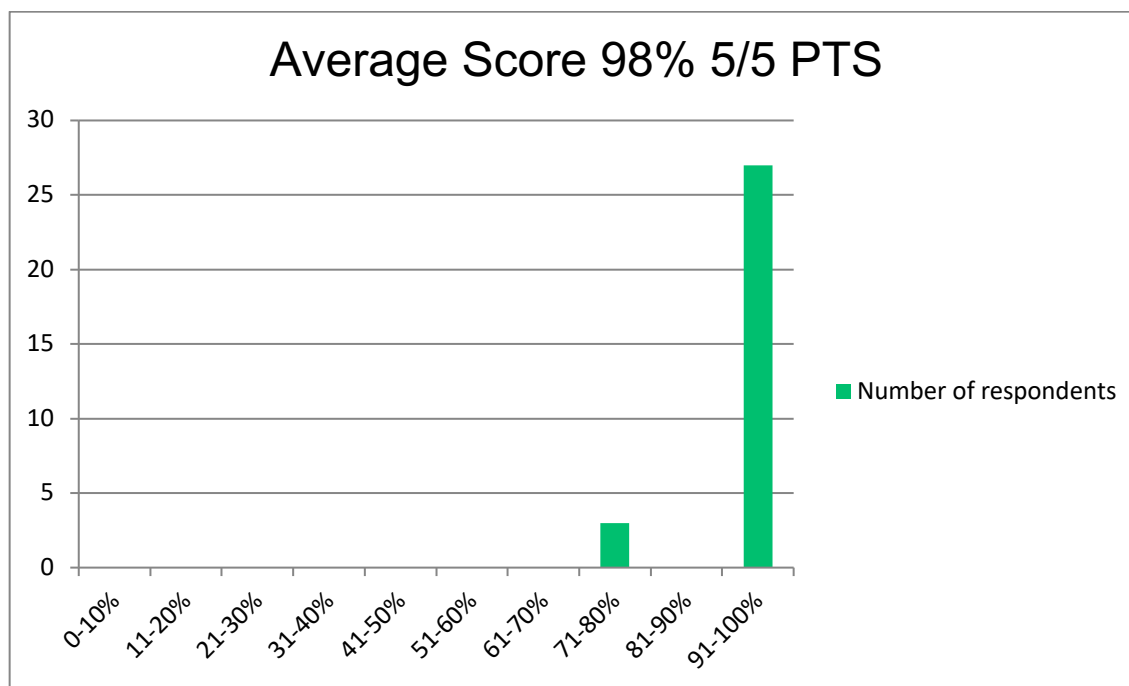
5.0 Appendix B: Post-Assessment Data

Understanding and Applying Emotional Intelligence Post-Assessment Data Analysis

Analysis Overview: This is a preliminary analysis of the post-assessment survey participants' data collected after participating in the beta launch of the Understanding and Applying Emotional Intelligence Course of UMGC's Leadership Learning and Development Program. Please note that findings below are based upon the thirty (30) post-assessment survey respondents of a possible thirty-five (35) beta participants.

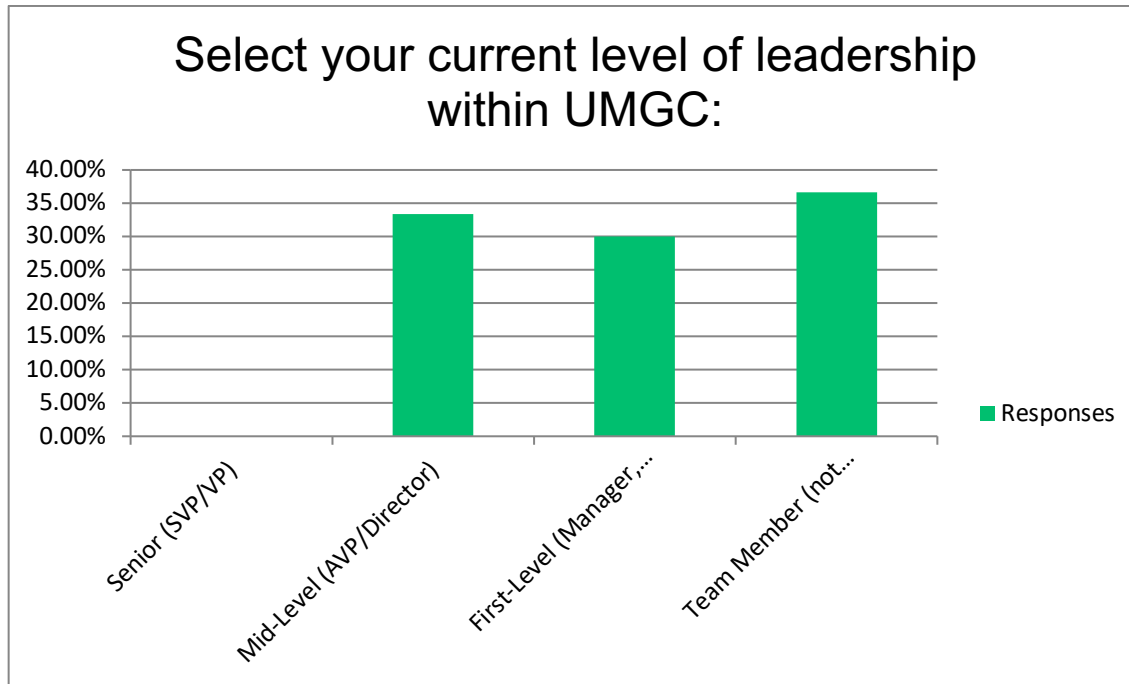
Overall Post-Assessment Results:

The average score was 98% (5 out of a possible 5 points).



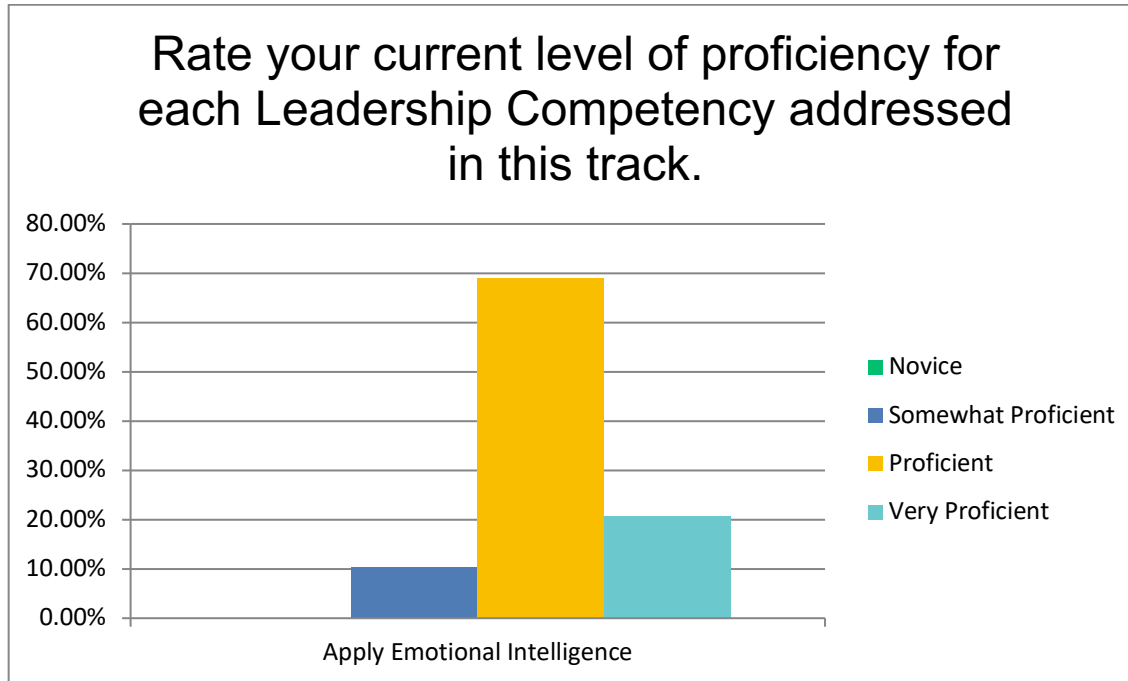
Question 1 Analysis (Current Level of Leadership within UMGC):

Of the 30 survey respondents, 33.33% (10), were in mid-level leadership roles, 30% (9) were in first-level leadership roles, and 36.67% (11) were team members not currently in a leadership role.



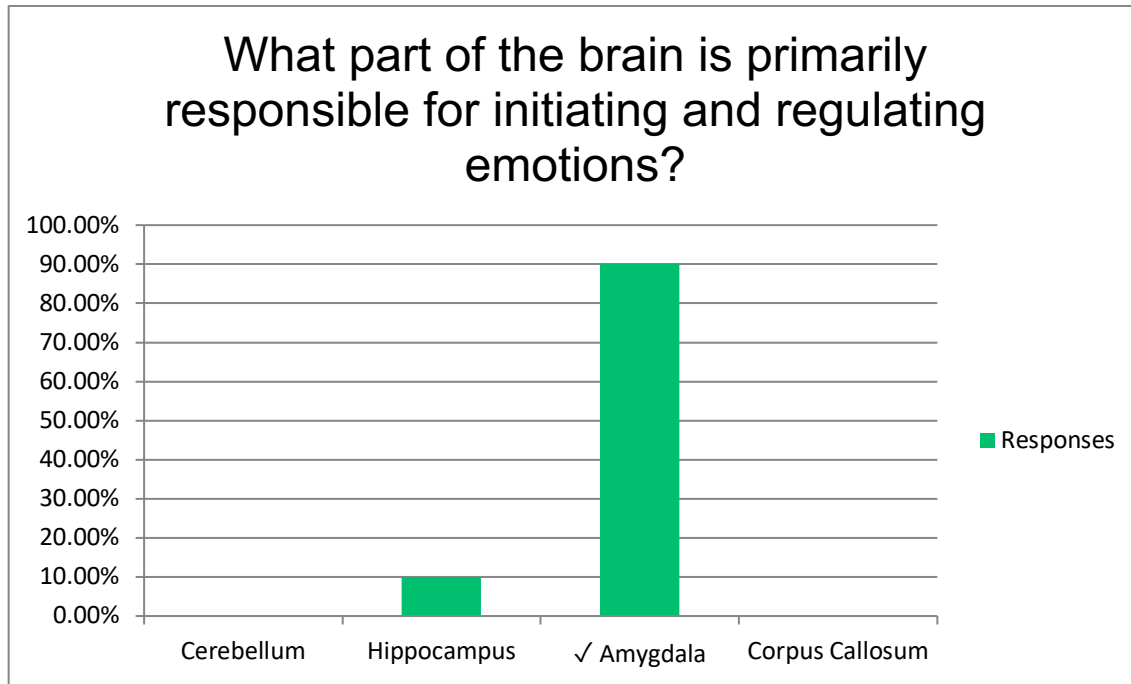
Question 2 Analysis (Leadership Competency Analysis):

For the one (1) competency presented, the majority of participants (68.97% - 20 participants) indicated they were at least “proficient.” 20.69% (6) of participants answered they felt “very proficient.” 10.34% (3) of participants answered they were “somewhat proficient.” One survey respondent skipped this question.



Question 3 Analysis (What part of the brain is primarily responsible for initiating and regulating emotions?):

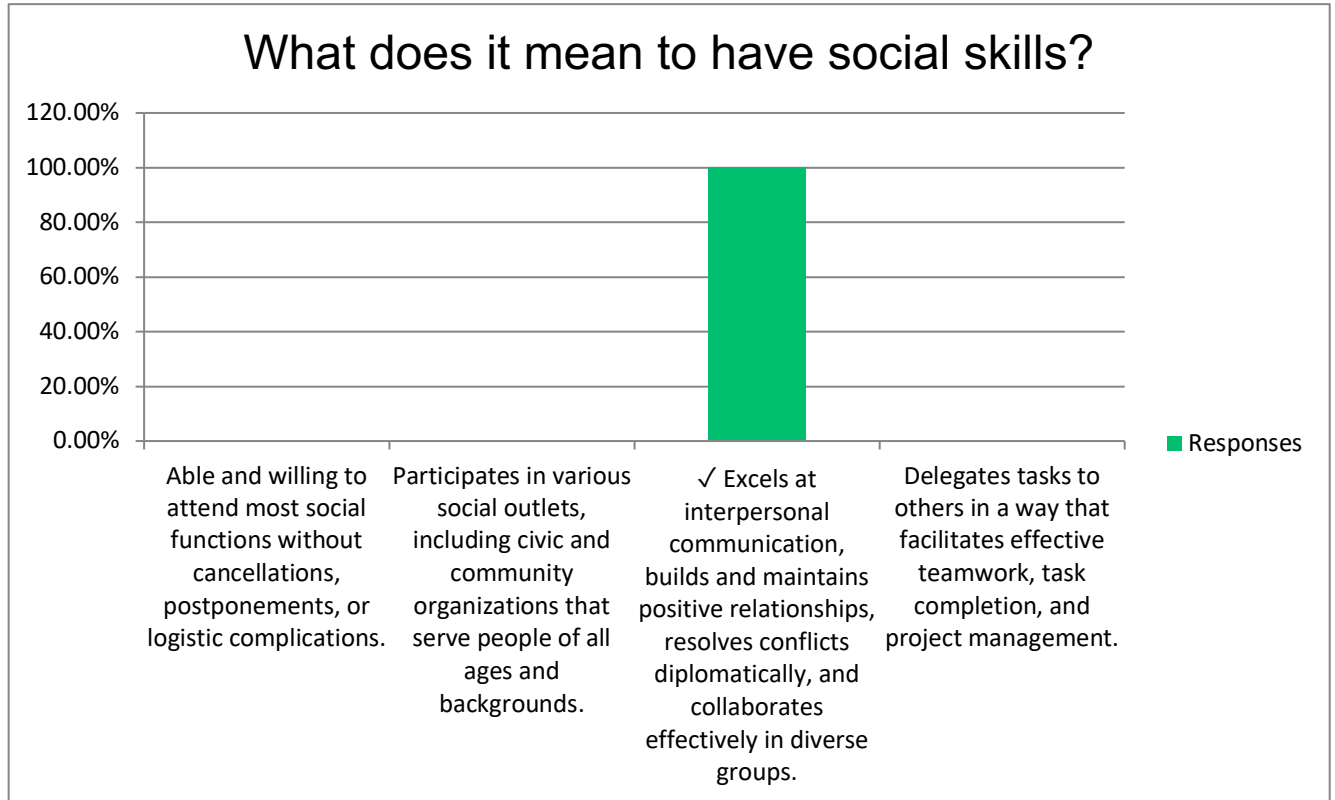
90% (27) of participants answered Question 3 correctly. 10% (3) of participants answered the question incorrectly and thought the answer was “Hippocampus.”



Correct Answer - (C) Amygdala

Question 4 Analysis (What does it mean to have social skills?)

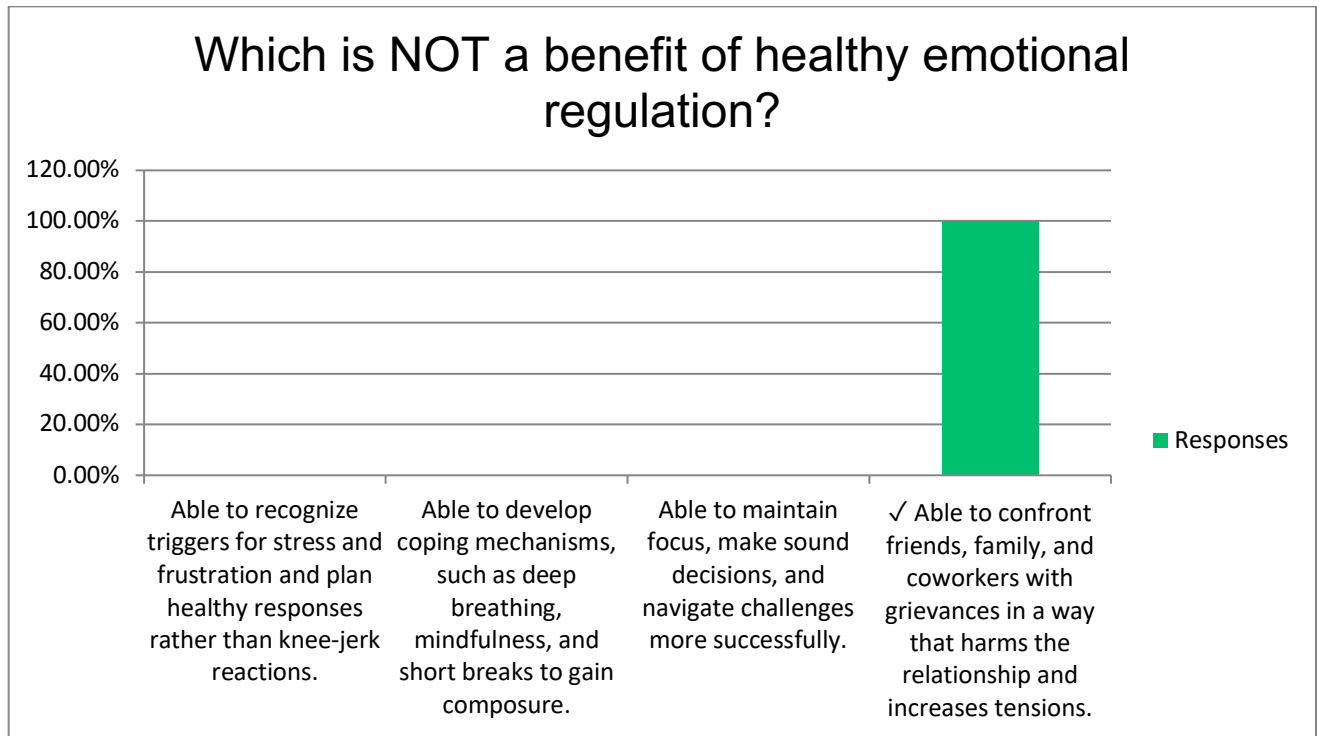
100% (30) of participants answered Question 4 correctly.



Correct Answer - (C) Excels at interpersonal communication, builds and maintains positive relationships, resolves conflicts diplomatically, and collaborates effectively in diverse groups.

Question 5 Analysis (Which is NOT a benefit of healthy emotional regulation?):

100% (30) of participants answered Question 5 correctly.



Correct Answer (D) – Able to confront friends, family, and coworkers with grievances in a way that harms the relationship and increases tensions.

Question 6 Analysis (How can emotional intelligence contribute to effective leadership in a professional setting?):

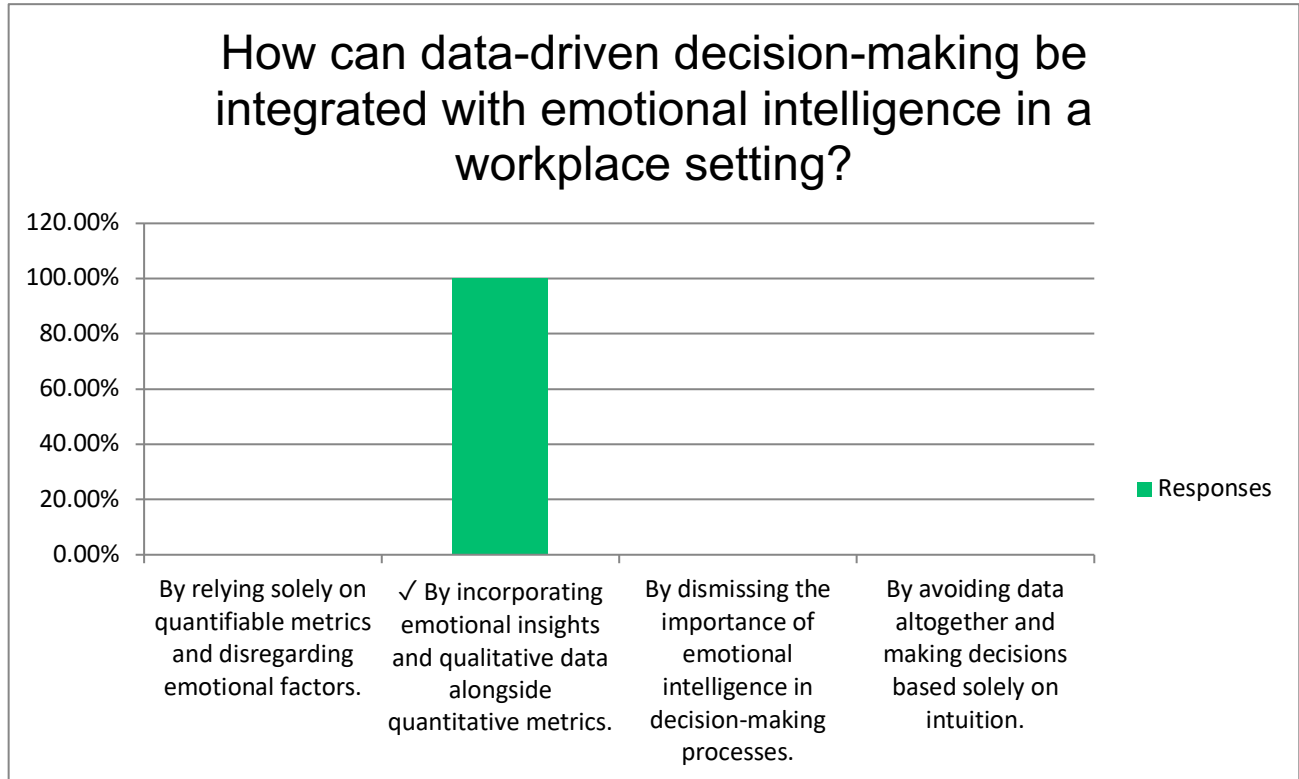
100% (30) of participants answered Question 6 correctly.



Correct Answer (C) – By promoting empathy, understanding, and clear communication

Question 7 Analysis (How can data-driven decision-making be integrated with emotional intelligence in a workplace setting?):

100% (30) of participants answered Question 7 correctly.



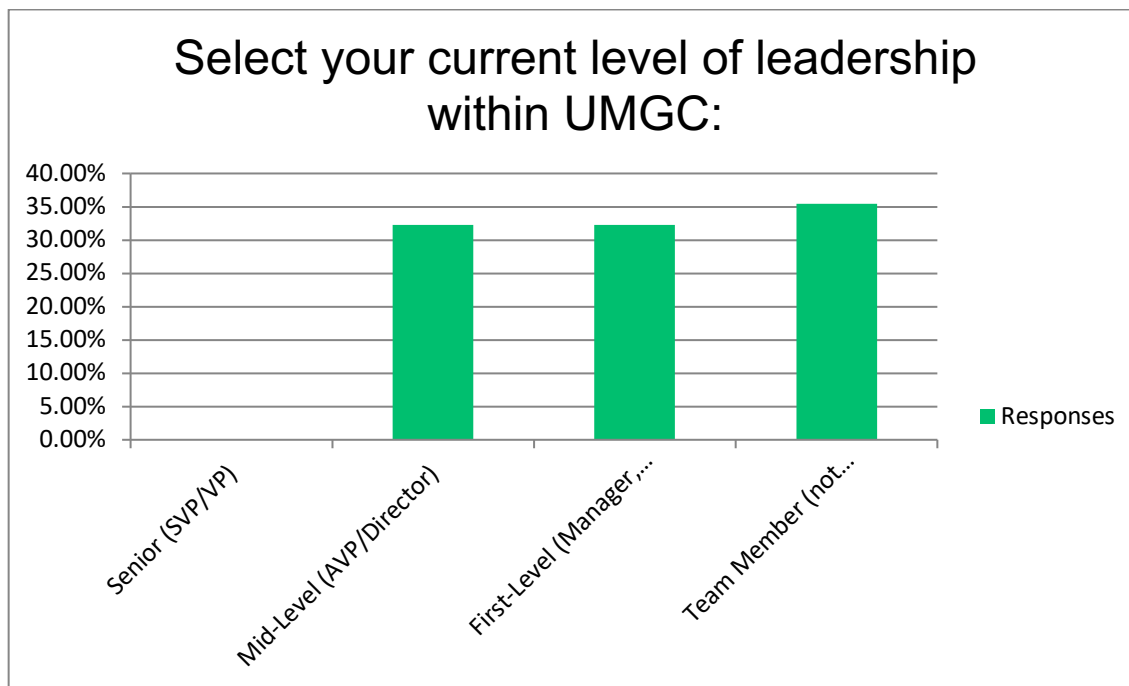
Correct Answer (B) – By incorporating emotional insights and qualitative data alongside quantitative metrics.

6.0 Appendix C: Level 1 Evaluation Data

Understanding and Applying Emotional Intelligence Level 1 Evaluation: This is an analysis of the Level 1 Evaluation data that was collected from participants after their participation in the beta launch of the Understanding and Applying Emotional Intelligence Course of UMG's Leadership Learning and Development Program. Out of the 35 team members who participated in the beta launch, thirty-one completed this evaluation.

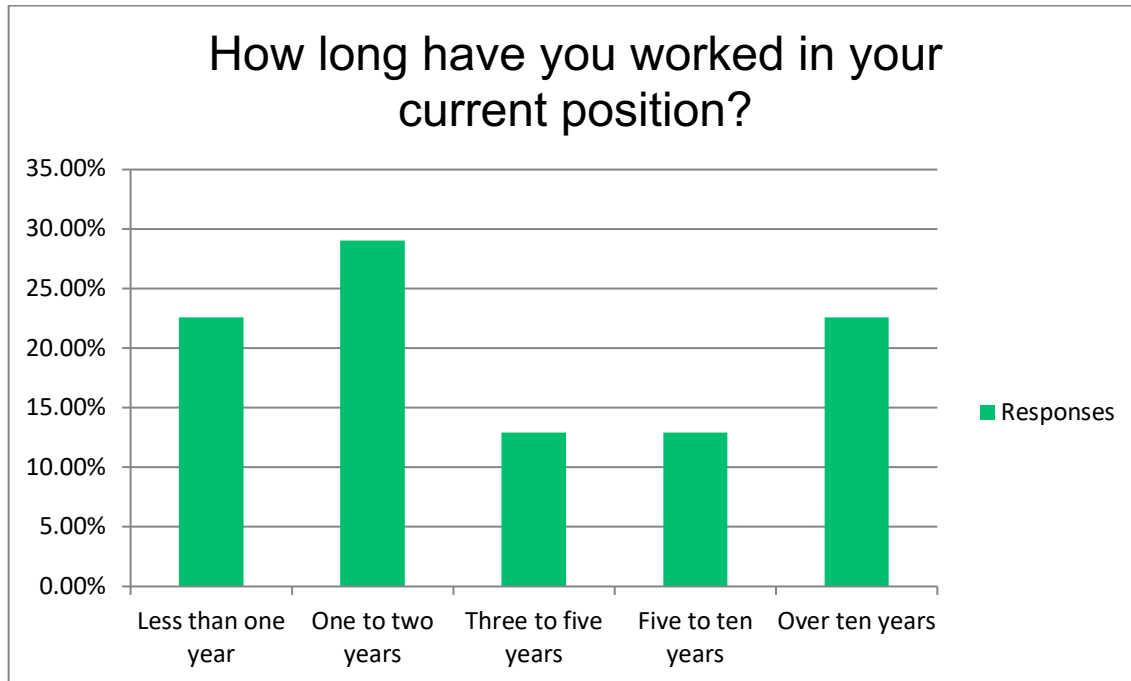
Question 1 Analysis (Select your current level of leadership within UMG):

Of the participants who completed the evaluation, 32.26% (10) were a Mid-Level Leader, 32.26% (10) were a First-Level Leader, and 35.48% (11) were a team member that was not in a leadership position.



Question 2 Analysis (How long have you worked in your current position?):

Of the participants who completed the evaluation, 22.58% (7) have worked in their current position for over ten years, 12.9% (4) have worked in their current position for five to ten years, 12.9% (4) have worked in their current position for three to five years, 29.03% (9) have worked in their current position for one to two years, and 22.58% (7) have worked in their current position for less than one year.



Question 3 Analysis (How long have you worked in a leadership position?):

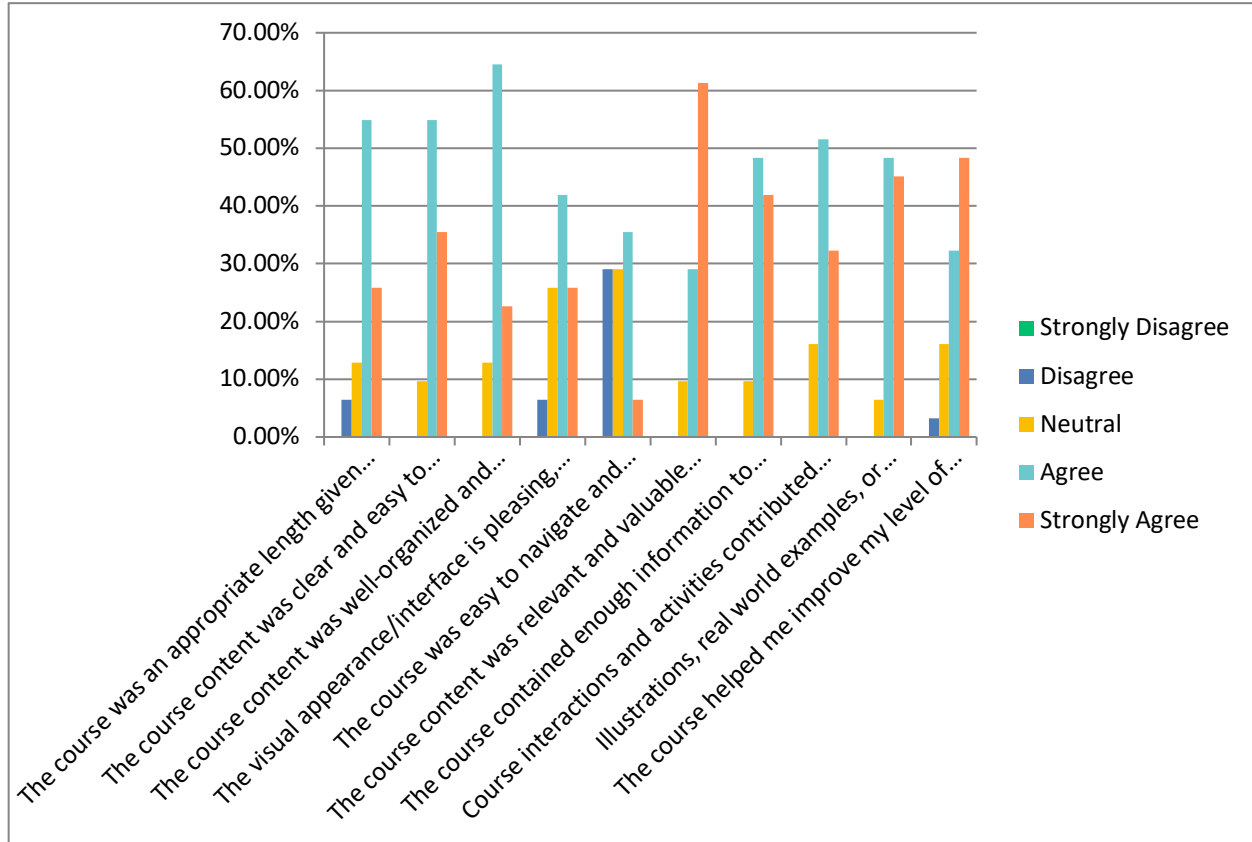
Of the participants who completed the evaluation, 16.13% (5) have been in leadership position for over ten years, 19.35% (6) have been in a leadership position for five to ten years, 6.45% (2) have been in a leadership position for three to five years, 6.45% (2) have been in a leadership position for one to two years, 9.68% (3) have been in a leadership position less than a year, and 41.94% (13) were not in a leadership position.



Question 4 Analysis (How many minutes (or hours) did it take you to complete the course?)

Of the participants who completed the evaluation, 6.45% (2) said the course took them exactly one hour to finish. The majority (45.16% - 14) stated they finished the course in 1 to 2 hours. 29.03% (9) of participants took more than two hours but less than three to finish the course. 16.12% (5) of participants stated the course took them more than 3 hours but less than 5 hours. One participant (3.23%) took six hours to finish the course.

Question 5 Analysis (Select a rating to indicate your agreement with each statement. Please provide additional information for any “Disagree” or “Strongly Disagree” rating. Feel free to provide an explanation for any of your ratings in the text box below.):



- The course was an appropriate length given the information that was covered.

No participants strongly disagreed with this. 6.45% (2) disagreed. 12.9% (4) were neutral. 54.84% (17) agreed. 25.81% (8) strongly agreed.

- The course content was clear and easy to understand.

No participants disagreed or strongly disagreed with this. 9.68% (3) were neutral. 54.84% (17) agreed. 35.48% (11) strongly agreed.

- The course content was well-organized and presented in a logical sequence.

No participants disagreed or strongly disagreed with this. 12.9% (4) were neutral. 64.52% (20) agreed. 22.58% (7) strongly agreed.

- The visual appearance/interface is pleasing, and graphics support the content.

No participants strongly disagreed. 6.45% (2) disagreed. 25.81% (8) were neutral. 41.94% (13) agreed. 25.81% (8) strongly agreed.

- The course was easy to navigate and instructions for using the buttons, completing the activities, etc., were clear.

No participants strongly disagreed. 29.03% (9) disagreed. 29.03% (9) were neutral. 35.48% (11) agreed. 6.45% (2) strongly agreed.

- The course content was relevant and valuable to my job.

No participants disagreed or strongly disagreed with this. 9.68% (3) were neutral. 29.03% (9) agreed. 61.29% (19) strongly agreed.

- The course contained enough information to be useful and meet learning objectives.

No participants disagreed or strongly disagreed with this. 9.68% (3) were neutral. 48.39% (15) agreed. 41.94% (13) strongly agreed.

- Course interactions and activities contributed to meeting training objectives.

No participants disagreed or strongly disagreed with this. 16.13% (5) were neutral. 51.61% (16) agreed. 32.26% (10) strongly agreed.

- Illustrations, real world examples, or scenarios were used effectively to teach the content.

No participants disagreed or strongly disagreed with this. 6.45% (2) were neutral. 48.39% (15) agreed. 45.16% (14) strongly agreed.

- The course helped me improve my level of proficiency for the competency covered in the course, in terms of my role in UMGC's future (Competency covered: Apply Emotional Intelligence).

No participants strongly disagreed with this. 3.23% (1) disagreed. 16.13% (5) were neutral. 32.26% (10) agreed. 48.39% (15) strongly agreed.

Explanation Comments:

- "I had a lot of issues even seeing the content because on my display (UMGC Dell laptop running google chrome) a lot of the text was blurred, cut off, doubled, etc. Obviously, that needs to be fixed! It is a bit difficult for me to provide more evaluation as a result. In general, though, it is a good topic and everyone can benefit from thinking about it."
- "This was amazing"

- “I believe that there is a lot of opportunity to include videos of scenarios/examples in this course. While the audio content was clear and detailed, a lot is left to be desired to see examples in action. I also felt that there were very few connections to be able to practice implementing EQ strategies in current roles. I would like more "choose your own path" type activities in here to see what would/could happen if someone reacts a certain way or says one thing versus another. Having these interactive paths through conversations or interactions would be valuable for some to see how they might react and what the possible outcomes are in order to be self-reflective.”
- “I thought the course was beneficial. One small issue was some slides used the 'next' button to advance and some used the 'continue' button. Once I got used to that it was fine. Content was good and relevant. I think it could have used some more examples though.”
- “Overall it was a great course. The reason that I put disagree the navigation part was at a few points in was unclear whether I should hit play, next, or click on an icon. I got through it easily enough but did find myself clicking the wrong buttons. When it goes live, I believe that it will save where you left off and that will help. The examples were helpful to further understand the knowledge.”
- “It was a good review of emotional intelligence. I was just not comfortable responding personally to the prompts as we don't know who is going to see the results and do not want to risk exposure.”
- “I thoroughly enjoyed this course! I thought it provided the right amount of interactivity, a great amount of variation in style, and was all-around fun and really valuable. I did start the course on my phone, but I got logged out in the middle of typing a reflection response. It was very difficult for me to access all the remaining parts of the course when I switched to my laptop. But honestly, if I had just done the course on a computer, I don't think I would have had any issues.”
- “The course was good, just needs some minor changes with navigation and instructions.”
- “The statements that got a 4 was mostly due to the fact that it really didn't end; or did it. For an ending it might be helpful to reiterate what the learning objectives and then have some kind of congratulatory message for completing the course.”
- “The course navigation was odd when it told me to click "next" but what it meant was to click the right arrow.”
- “Some of the user interface details, for example: Next, Continue, Correct Answers to Knowledge Checks, Accessible Text feature, Audio feature, End of Training Confirmation, Hamburger Table of Contents, are not clear or easy to understand.”
- “Content was too basic; I'd imagine that most people already know this information. Content was also too repetitive.”
- “The course was easy to navigate and instructions for using the buttons, completing the activities, etc. were clear: I disagreed with this statement because it took getting used to the "NEXT" button and the on-screen options like "CONTINUE." I also felt sometimes like I did not know when to advance, and the instructions on the slide were extremely small and hard to see which indicated to select "NEXT." Additionally, the text was oftentimes very small and hard to read. Finally, it was unclear if I successfully completed the course as there was not a confirmation screen or any option for a completion certificate that I saw.”

- “I studied emotional Intelligence for my master's program.”
- “The course provided examples of how you could reframe situations, slow down and think proactively instead of reactively”

Question 6 Analysis (What were the most beneficial aspects of this course?)

A concise summary of the responses can be found in section 2.2.1 of this report.

Participants that provided an explanation stated:

- “Providing skills to help us change our behavior and thoughts in response to unsettling behaviors and interactions with others”
- “Data driven decision-making process”
- “As a mid-level manager all of it was helpful. I believe at times we have to reset and learn new things and lead new ways. This was perfect.”
- “The graphic representations in the modules”
- “The examples provided.”
- “Examples that were used throughout the training. I also enjoyed learning more about the triggers.”
- “I appreciated the interactivity of the course, including the reflections and the work-place scenarios”
- “A step-by-step explanation of data-driven methodology”
- “I think the most interactive aspects were the opportunities for knowledge checks because they were interactive.”
- “I think emotional intelligence is an important workplace skill, so even having the training is beneficial.”
- “Highlights include practical applications (real world scenarios), self-reflection opportunities, and comprehensive content.”
- “The explanation of why there is a biological difference in how the two forms of thinking are activated.”
- “The assessments, activities, and examples.”
- “Good reminder about how to stay professional even during conflict.”
- “The video and exercises to test knowledge.”
- “The interactive portions where we were able to click on different segments and sections to learn more about different topics”
- “I really loved this course! My favorite part of it was definitely the personalized Emotional Intelligence Assessment! Overall, the course provided practical exercises that really helped me identify and understand my own emotional intelligence strengths and weaknesses. I found the case studies particularly valuable in applying the concepts of emotional intelligence to real-world workplace scenarios. The course offered very clear and concise explanations of key emotional intelligence concepts, making them easy to grasp and remember.”
- “I really liked the self-assessment and report portion of the course. That was extremely valuable and helped me understand more about the techniques to apply and improve EI. I also appreciated the delivery mode of the course - being self-guided/self-paced. I learn more easily when I can go back, re-read, and make sure I understand the content at my own pace, rather than feel like I will be left behind if the instructor moves on or others got the information right away.”
- “The scenarios”

- “I scored 100 on the pre-assessment, which gave me an idea, that I'm on the correct track for EI, however, it was beneficial to know more that EI as a course.”
- “I really like the real life scenario examples that gave the participant multiple choice items to select. This is very helpful for to apply what you have learned.”
- “The discussion between System 1 and System 2”
- “TalentSmartEQ assessment. For me, this assessment alone provides valuable information - and it would be awesome to see this kind of tool used in an ongoing, interactive way (along the lines of how we use the DISC assessment on specific teams). I can foresee myself revisiting this tool in the future, retaking the assessment in 6-12 months, and actively implementing the ideas presented in my personalized feedback.”
- “Very diverse and helpful information”
- “Course provided a basic overview of the concept of emotional intelligence, which might be useful to the few employees who have never encountered this concept before”
- “I really enjoyed the EQ Assessment from TalentSmartEQ and understanding myself better. I also like the use of videos sprinkled throughout the training.”
- “I appreciated the real world examples as they helped me understand the content and have stood out in my memory.”
- “The ability to relate to real world experience and real-world examples.”
- “Assessment that was taken.”

Question 7 Analysis (What ideas do you have for improving this course?)

A concise summary of the responses can be found in section 2.2.2 of this report.

Participants that provided an explanation stated:

- “The EQ Appraisal questionnaire is very weak. The Emotional Intelligence 2.0 book and course offer practical strategies but the appraisal itself is not rigorous. They need qualified psychometric professionals to help them design a better EQ appraisal.”
- “I think perhaps discussion sessions or breakout rooms to have discussions about the content and just bounce best practices.”
- “Maybe make the whole course audible. Increase font size on pop-ups.”
- “Most of the ideas were mentioned in the comments.”
- “I would recommend not using auto-play for the videos, but rather having the learner click play when they are ready (this would avoid having some slides play each time a short scenario is completed as well). I would clarify the expectations for the resources provided by the external vendor where the EQ test is performed: Are we to go through all of those materials? Is this optional? When should we explore those materials if we are to go over what they offer? Are we to develop a plan, for example?”
- “A type of embedded preassessment to set a baseline for the participants current skill level”
- “Reactive decision making vs proactive decision making, this seemed fine to me. The brain science parts were fine. I think the few moments when the training seemed to move into psychoanalysis, I thought this might make some colleagues uncomfortable. If we are going to encourage colleagues to delve into their psyche and consider why they are in System 1 Reactive, we need to provide real, tangible support if there are consequences to that introspection.”
- “Improvement opportunities include limiting animations, improving accessibility, cohesive storytelling.”
- “There was an issue where the course went from advancing with the next button to using a continue button that threw me for a loop at first.”
- “Add more “what would you do?” activities with some more ambiguous options for answers. The answers were too easy to it made it easy to select the right one without paying attention to the content. Who knows, maybe it was easy because I paid attention...I just thought that they were “gimme” answers.”
- “Need a clear ending of the course, going back to the menu to exit was annoying.”
- “For some, based on the feedback from others, I would suggest adding verbiage for Next and Back above the applicable buttons.”
- “I wouldn't change anything, honestly. I really enjoyed this course and truly learned a lot.”
- “I believe that the course could benefit from incorporating examples more specific to UMGC or the higher education sector. Additionally, providing additional resources, such as templates or cheat sheets, could be really helpful for future reference.”
- “I think some of the navigation wasn't as initially intuitive to me, but once I got used to it, it was easy. I also think we need to think about accessibility in trainings and also taking

into account different learning styles. Most of the narrative was not word-for-word on the screen (i.e. the screen displayed a summary or bullet points of the narration) but the full transcript wasn't available or closed captioning automatically on either. The captions were also very small on a monitor (the laptop seemed fine, but when I put the window on the monitor it was still very small). The "Zoom to Fit" function also did not work for my monitor - it zoomed in on a single corner."

- "Fix the navigation and instructions."
- "I think the course is fine. Only improvement that may help is adding a "Next" button instead of us figuring out to use the arrow. This comment was already made on the training. I did notice, the training did not tell us that we've completed the course at the end. I wasn't sure if I was done for use at the end."
- "A solid ending with a review of what you have learned and congratulations for completing the course."
- "More suggestions for how to help people notice system 1 and work to enhance system 2."
- "Since this course is being tailored to a UMGC-audience, it would be great to have some more UMGC-specific action items. Example: What UMGC-specific resources do we have for conflict resolution on teams? How can UMGC employees use check-ins & annual performance evaluations to highlight strengths?"
- "More accessibility features and updated or more concise user interface."
- "It'd be nice if the content were written at a higher level; it was written at such a low level that it came across as almost patronizing"
- "Increase font sizes throughout, especially on slides where you have to click into one of the components to open a new text window. 2) Add in a final slide that confirms completion, and potentially a completion certificate. 3) Clarify instructions for how to navigate the system - perhaps this could be something quick at the very beginning of the training."
- "Some of the answer options on the pre-check and assessments throughout the course felt a little obvious. Additionally, just fixing some of the navigational items that were addressed in the comments."
- "Slide Ending: Observation: The end of the slides feels a bit confusing. Suggestion: Consider adding a summary slide or a clear conclusion to signal the end of the presentation. "Next" Button: Observation: The "Next" button is confusing at first. Suggestion: It might be more intuitive to use a button labeled with an arrow or the word "Next" combined with an arrow to indicate progression. For example: (→ Next). Color Patterns: Observation: While the different color patterns are visually appealing, the white lettering on red backgrounds can be too intense. Suggestion: To enhance readability, consider using a slightly softer color contrast or darker text on lighter backgrounds. Self-Assessment Test: Observation: The purpose and significance of the self-assessment test are not clearly explained. Suggestion: Provide more explanation on why taking the self-assessment test is important and what the results will show and mean for the learner."
- "Have employees follow the four modules and change wording so they cannot skip around - that was confusing"

Question 8 Analysis (How would you describe this course to your colleagues?)

A concise summary of the responses can be found in section 2.2.1 of this report.

Participants that provided an explanation stated:

- “The course is probably not as helpful as reading the small Emotional Intelligence 2.0 skills- and strategies-based book. The book is 280 pages and this training is stated as 3 hours and doesn’t address all the strategies in the book.”
- “to get the basic concept of emotional intelligence”
- “Great for professional/personal development.”
- “Learning how your brain works under stress and emotion”
- “An online course that was yoy through Emotional Intelligence and how you can use it at work and in everyday situations.”
- “The course provides an introduction to emotional intelligence, exploring the physical as well as psychological affects it can have. It will guide learners through workplace scenarios to apply the concepts presented.”
- “An interesting course about emotional intelligence that is helpful.”
- “A basic and interactive introduction to the concept of emotional intelligence and its applications”
- “I would describe this course as a high-level overview/introduction to EQ that would be the foundation for taking a deeper dive in future sessions.”
- “Asynchronous 2–3 hour training on emotional intelligence.”
- “I would describe it as a beneficial development tool.”
- “As a course that they should take the time to read and listen to to help them understand the importance of EQ and how to apply it to their daily lives. A good course.”
- “A reminder to try and process situations before reacting based on assumptions.”
- “Offers very helpful ways to prevent "knee-jerk" reactions, which can lead to conflicts between co-workers.”
- “It's a beautifully-designed, interactive, virtual course that teaches the scientific basis of emotional intelligence, provides real world examples of how we can identify and grow our own EQs, and gives excellent advice for how to better build trust and communicate with our teams.”
- “I would tell my colleagues that this course is an extremely valuable tool for developing emotional intelligence skills, which are essential for effective leadership and communication in the workplace (as well as in our personal lives). It covers topics including self-awareness, self-regulation, empathy, social skills, and building stronger relationships with colleagues. It is also a very interactive course that helps you develop your EI through real-world scenarios and practical exercises.”
- “This course will teach you about emotional intelligence and offers strategies and techniques to support your leadership and team goals in creating effective and emotionally intelligent decisions.”
- “Very interesting and helpful with our line of work.”
- “I would describe is as a good course and have them take it. I think it will help think about how they act and think about others.”

- “A great opportunity to learn about emotional intelligence and how to put it into practice.”
- “A good overview of emotional intelligence with quite a bit of interaction.”
- “I would describe this course as a must-take - as far as increasing awareness around EQ competencies that can enable employees to better work on teams & reach individual & collective goals.”
- “Very informative, with a mix of videos, real-world knowledge checks, and strategies for incorporating Emotional Intelligence into the workplace.”
- “This is a basic class about emotional intelligence that provides an introduction to the concept, along with some (overly simplistic) examples of how emotional intelligence can be applied in the workplace”
- “An in-depth look at Emotional Intelligence (EI), including what EI is, what it means to be emotionally intelligent, impacts that EI has within the workplace, and how to improve EI within the workplace.”
- “Insightful. The course provided an opportunity for me to reflect on personal experiences and better understand my own thoughts/feelings, as well as, build skills to better handle situations in the future”
- “It is understanding your own emotions and how to show them within the professional setting.”
- “Good information on how to use emotional intelligence in the workplace and outside the workplace”

Question 9 Analysis (What additional comments regarding the training would you like to share?)

A concise summary of the responses that provided positive feedback for the course can be found in section 2.2.1. of this report. Additional suggestions to improve the course can be found in section 2.2.2 of this report.

Participants that provided an explanation stated:

- “The scenarios with Kacey could be more rigorous. The answer options need more depth. The entire course could use assistance from a professional psychometrician.”
- “I think the training was well designed and engaging. My biggest concern is the relation between what's offered with the self-assessment portal and what the course offers and clarifying this for your learners”
- “I appreciate the quality of the presentation and the content. Thank you for allowing me the opportunity to beta-test!”
- “The course was a mix of psychoanalysis (one of the scenarios mentioned someone acting in a certain way because of some trauma they had experienced earlier) and then ending with the importance of data. I think some of the questions/textboxes in the course, that asked for personal experience, could evoke emotional responses in the colleagues taking the course.”
- “I was not able to complete the training on my mobile device.”
- “I really enjoyed it, can not wait for the next one.”
- “I enjoyed it. I personally like more activities/assessments. Thank you for letting me join this test.”
- “I enjoyed this training and appreciate the videos, which prevent the need for a lot of reading. I hope all other trainings are offered in this same manner, allowing us to take on our own schedule, within a mandatory time-frame.”
- “The course length was appropriate; however, if there is room for expansion, including a section on managing conflict constructively more in-depth could be beneficial. The course content was very well-structured and engaging! I look forward to putting these skills into practice even more and telling my teammates and Associate Director about this course! Emotional intelligence is very near and dear to me so I cannot thank you all enough for this training! I sincerely appreciate the opportunity to participate in the beta testing a second time, and I really look forward to it again in the future!!”
- “With the self-assessment being administered and sent through a different vendor, I imagine you will be getting a lot of questions from folks not receiving it or accidentally deleting it and not being able to complete the course, etc. It will probably be fine, but I did think that portion was a bit of jumping around. Given that this one isn't instructor-led, there will definitely have to be some guidance here, even if it seems obvious or overkill.”
- “I would like for my staff to take it when it's launched.”
- “None at this time. I'm looking forward to beta testing the next course!”
- “I think this is very well done. It's almost too interactive for me - meaning I wanted the information to flow without my having to push the next button so often. That said, I understand that the shorter informational bites help keep people engaged.”

- “It took me about 2 hours to complete the course.”
- “My final comment is around the ability to step away from this training and re-visit at a later time. Although my intention was to complete this in one sitting, I was unable to do so because of the needs of my team. Advancing back through the training to get to where I stopped was very difficult as it did not pick up where I left off. Given the length of this training, I believe those who take this training may also need to complete it in pieces, so I think it is important to allow them to save their progress and easily get back to the point where they left off if possible.”
- “Great job”