Analysis Results from Data Analysis

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The "Nurturing Constructive Workplace Connections" learning solution was designed to help employees improve their communication, empathy, conflict resolution, and teamwork skills. By developing these skills, employees can build stronger relationships with their colleagues,

resolve conflict more effectively, and work more collaboratively to achieve common goals. This can lead to a more positive and productive work environment.

The evaluation phase of this solution took place in four steps. The pre-assessment survey and interviews, a review of the initial program, and a post-assessment survey and interview. The pre-assessment survey was administered to each participant to assess the initial grasp of workplace communication and interpersonal skills. Subsequently, participants were granted access to the learning solution to explore its diverse elements, encompassing modules, knowledge assessments, case studies, and scenarios. The third and fourth phases of the evaluation encompassed a survey and interviews to gather their perspectives on the solution, including any recommendations for enhancements.

Analysis of the Pre-assessment.

The four evaluators took two pre-assessments to evaluate the learning solution. The first pre-assessment (Appendix A) was an in-person interview in which participants were asked a series of questions about positive workplace environments and whether they felt their current workplace reflected a positive environment. The second pre-assessment was a questionnaire for a "Nurturing Constructive Workplace Connections" learning solution using a scaled rating system.

Pre-assessment Interviews

Analyzing the participants' responses to the pre-assessment interview, it is clear that they all value effective communication, collaboration, self-awareness, and personal growth. These factors play a key role in their ability to build positive and productive workplace relationships, resolve conflicts, and achieve professional development goals. By emphasizing the importance of these elements, the participants demonstrate their commitment to creating a work environment that fosters cooperation and mutual respect among colleagues.

From this initial analysis and a review of the other interview questions, a prominent pattern or trend appears as a shared recognition of the importance of effective communication, collaboration, and self-awareness in building and maintaining positive workplace relationships.

These trends shed light on the participants' perspectives and approaches to workplace relationships. One common thread among the participants was their self-awareness, reflected in their willingness to assess their relationship-building skills impartially. They displayed a range of self-ratings (from 3 to 5), indicating a diverse perception of their abilities.

This self-rating revealed that communication and active listening were essential to how participants evaluated themselves. In this scale, the participants were asked to rate themselves on a scale of 1 to 5 for their ability to develop positive relationships at work. Most participants rated themselves three or Higher: 100% or an average rating of 3.5 on a scale of one to five on how they would rate their ability to develop positive workplace relationships.

When asked why they chose those ratings, the participants consistently cited these skills as influencing their self-assessments. They emphasized the importance of transparent and sincere communication, active listening, and engaging in meaningful conversations as fundamental elements in building effective work relationships.

Collaboration and teamwork also emerged as key principles when participants discussed the factors contributing to healthy workplace connections. They acknowledged the significance of collaboration, idea-sharing, and nurturing a spirit of cooperation to establish robust relationships with their peers. Respect for colleagues and adaptability were also recurring themes. Treating others respectfully, irrespective of differences, was important for fostering positive relationships. Additionally, participants recognized the need for flexibility and adaptability in dynamic work environments.

Another trend was a shared desire for continuous learning, and personal development was evident. Participants wanted to improve their skills, particularly in time management, communication, and collaboration. They saw participation in the "Nurturing Constructive Workplace Connections" learning solution as a chance for professional development in building teamwork and collaboration. Additionally, participants leaned towards constructive methods in conflict resolution. They emphasized open dialogue, mutual understanding, and the pursuit of common ground as preferred approaches. The school administrator even highlighted using HR or mediation resources for fair and effective conflict resolution.

Finally, the overarching pattern in these responses is a collective recognition of the importance of self-awareness, effective communication, collaboration, and continuous personal growth in building and nurturing positive workplace relationships. By embracing these principles, participants exhibited a shared commitment to fostering harmonious and productive work environments.

Pre-assessment Survey

In the pre-assessment survey for the "Nurturing Constructive Workplace Connections" learning solution, participants were asked to rate their self-perceived abilities and awareness in building positive workplace relationships (Fig1). Notably, all participants rated themselves quite highly (with ratings of 4 or 5) regarding their ability to develop positive relationships with colleagues and coworkers and their confidence in communicating effectively with diverse individuals in the workplace.

However, they were slightly less confident in their familiarity with key factors contributing to healthy workplace connections, with an average rating of 3.0. Interestingly, participants acknowledged facing

Figure 1: Pre-assessment survey.

challenges or conflicts when building workplace connections, yet their confidence in addressing these issues was relatively high. Regarding awareness of workplace policies for making positive connections and avoiding conflicts, opinions were more mixed, with only 50% of participants rating themselves three or higher. These results suggest a general optimism about participants' interpersonal skills but also indicate room for improvement in understanding the key factors and policies associated with constructive workplace connections.
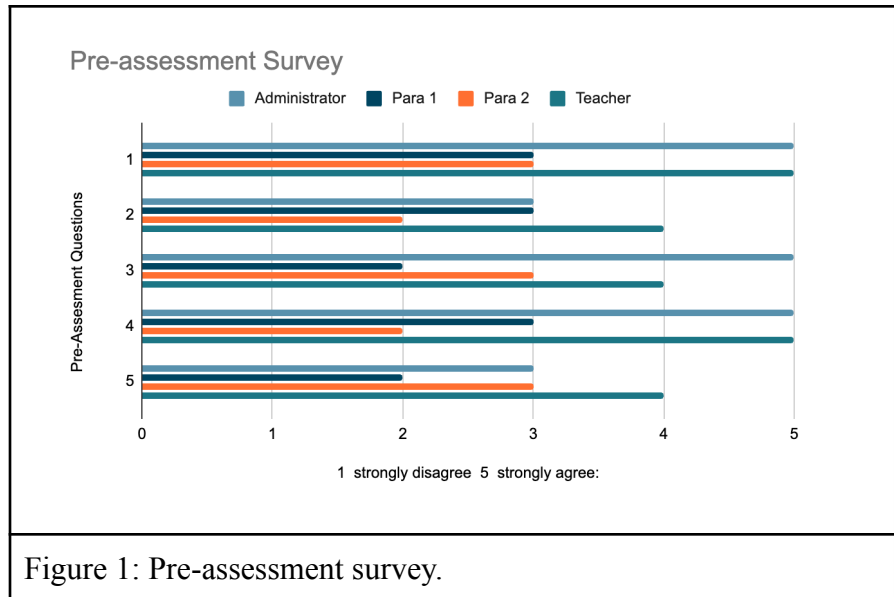
Analysis of Testing the Learning Solution

In the second phase of this evaluation, a trial run or a pilot test was executed with the participation of the four selected individuals. The objective of this trial run was to elicit a peer review of the product, encompassing feedback on necessary adjustments and an overall assessment of the program. This approach was selected for its capacity to provide valuable input from learners and experts, ultimately enhancing the learning assets' effectiveness, relevance, and usability. This process enables external parties to review the learning assets and offer feedback, revealing any issues overlooked during the design phase and identifying areas for improvement before full implementation.

Each participant gained access to the online learning platform individually and through sessions with the designer in this phase. Participants were also allowed to provide feedback directly within the learning material and were requested to complete a survey upon course completion. Three of the four participants in the testing and feedback process participated in the online evaluation. Through this approach, participants shared their screens, and the designer observed their interactions with the modules, incorporating feedback to enhance the online learning experience. This evolving process led to the development of a more user-friendly and engaging online learning solution, ultimately benefiting learners.

Moreover, opportunities for feedback and comments were integrated throughout the learning material, allowing the team to fine-tune the learning experience based on user input. Participants expressed increased engagement and confidence in their learning journey. Subsequently, a survey was administered to participants upon completing the module.

One of the initial recommendations was to improve accessibility features. Reviewers suggested this would help reach a wider audience by making the content more inclusive, such as adding alt text to images, closed captions to videos, and compatibility with screen readers.

The second suggestion entailed the incorporation of discussion forums, pointing out that this activity would encourage interaction among learners, which in turn can foster a sense of community and peer-to-peer learning. The discussion forum can also provide a platform for learners to ask questions and share their ideas. This can help create a more engaging learning experience and allow learners to learn from each other.

A final suggestion was reducing the written content within the training program. Specifically, the reviewers felt condensing information would make it more focused, enabling learners to concentrate on crucial points and enhance information retention while reducing the time required to complete the learning material, thus making it more engaging.

This recommendation came from the participants and from the analysis of time spent on each learning module (fig. 2).
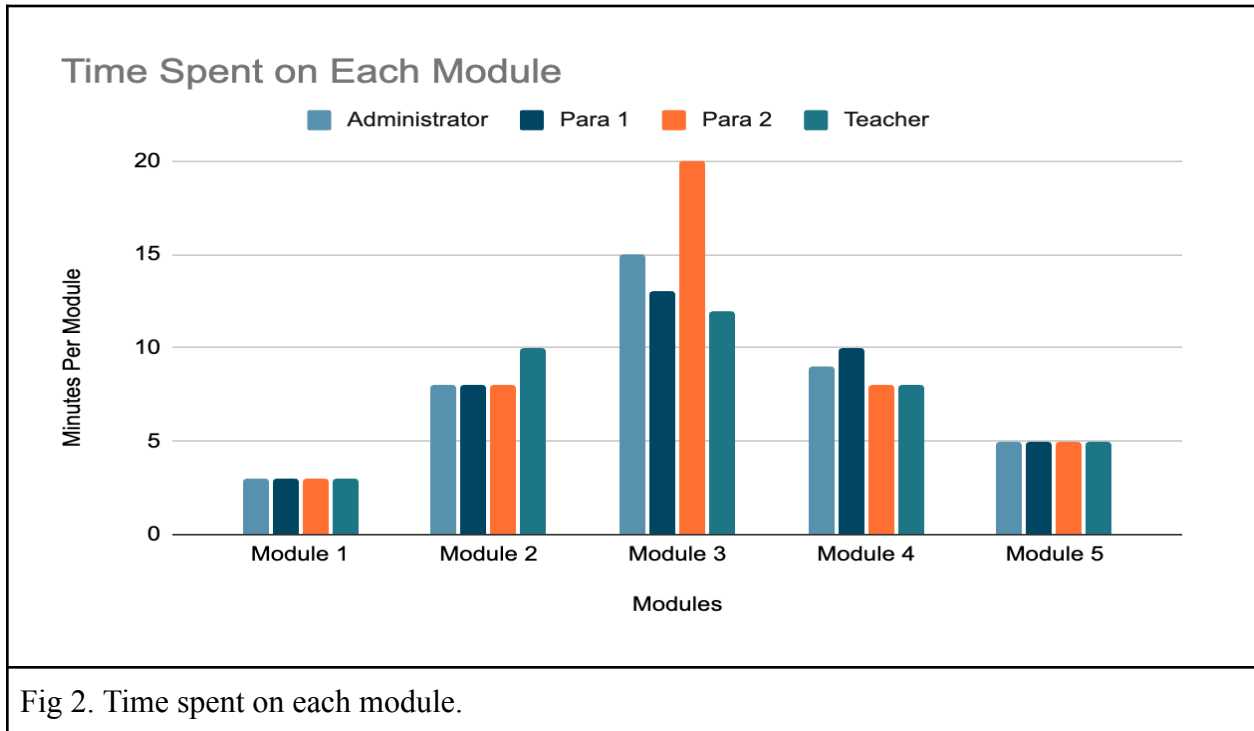

Fig 2. Time spent on each module.

Participants allocated an average of 2 minutes to Module 1, resulting in a total combined time of 8 minutes. This initial module provided a foundational understanding of the course's overarching themes and objectives. The relatively brief time here indicates that participants found this introductory material straightforward and eager to delve into more substantive topics.

Module 2, which centered on trust, respect, and teamwork, received a notably higher average time of 8.5 minutes, totaling 34 minutes across all participants. This module explored fundamental aspects of positive workplace relationships, focusing on building trust, fostering respect, and promoting effective teamwork. The extended time here suggests that participants engaged deeply with these critical concepts, recognizing their importance in creating a positive work environment.

Module 3, devoted to the topic of communication, attracted the most attention from participants, with an average of 14.5 minutes and a total of 58 minutes. However, when asked why so much time was given to Module Three, the participants noted that while the information was engaging, there was so much information that there was not enough time to explore the topics adequately. As a result, participants wanted more time to discuss the topics in depth and better understand the importance of effective communication. They also felt this module would be better if the information was condensed and used more visuals or other methods to convey the message.

On average, participants spent 7.25 minutes on Module 4, accumulating to a total of 29 minutes. This module delved into self-awareness and accountability within the context of workplace relationships. Participants were encouraged to reflect on their roles and behaviors in cultivating positive connections. The time allocation suggests that participants were willing to engage with the introspective relationship-building aspects. While not as comprehensive as the communication module, the participants used this module as another example of how the material could be condensed and presented using more visuals or other methods.

The conclusion module, Module 5, received an average of 5 minutes from participants, with a total combined time of 20 minutes. This module summarized key takeaways, provided a course wrap-up, and encouraged participants to reflect on their learning throughout the program. The moderate amount of time spent here indicates that participants valued the opportunity to consolidate their knowledge and reflect on the course's key insights.

Overall, participants displayed varying levels of engagement with each learning module, with the highest attention given to communication, trust, respect, and teamwork. The distribution of time spent underscores the importance participants placed on these fundamental aspects of workplace relationships. The insights gained from this analysis will be instrumental for course

designers and facilitators to tailor future learning materials to meet participant preferences and

expectations.

Analysis of the Post-Assessment

During the final phase of the evaluation was conducted much the same way as the the

first phase, in that Participants were given a Post-assessment survey and also interviewed about

their experience with the module. In both post-assessments, the learners were interviewed and

surveyed about their satisfaction with the learning experience, the effectiveness of the learning

assets, and areas for improvement.   These assessments were conducted and the results of the

surveys were used to refine the learning material further and make it more effective and

engaging.

Post-Assessment Interviews

The responses provided by the participants in the post-assessment interviews (Appendix

B) offer valuable insights into their experiences with the "Nurturing Constructive Workplace

Connections" learning solution, their self-assessment of relationship-building abilities, the skills

acquired, and their plans for applying these skills in their workplace interactions.

Firstly, the participants' self-assessment of their ability to build positive relationships after

completing the learning solution shows a range of ratings. The teacher and Administrator rated

themselves quite high, at 4 and 5, respectively, indicating that they believe the training has

significantly improved their skills in this area. In contrast, Paraprofessionals 1 and 2 rated

themselves slightly lower while acknowledging progress, suggesting that they see room for

further development. This variance in self-assessment reflects the subjective nature of personal

growth and self-awareness.

Secondly, the participants shared the specific strategies and techniques they learned from

the training. The teacher highlighted active listening, empathy, and open communication,

providing a concrete example of applying these techniques during team meetings. The Administrator mentioned conflict resolution and team-building skills without specifying a particular instance. Paraprofessional 1 emphasized the importance of active listening and conflict de-escalation, sharing how these skills have benefited interactions with students and colleagues. Paraprofessional 2 acknowledged learning valuable strategies but lacked the opportunity to apply them. This indicates that the training equipped them with practical tools for building positive workplace connections.

Lastly, the participants outlined their plans for applying the learned skills. The teacher intends to collaborate with colleagues from different classes and actively seek feedback from their team to enhance their relationships. The Administrator aims to maintain open communication, promote teamwork, and suggest team-building activities while aspiring to be a role model for positive workplace connections. Paraprofessional 1 intends to keep it simple by being friendly and understanding daily and addressing issues through discussion and solutions. Paraprofessional 2 outlined a structured daily routine involving mindfulness, journaling for progress tracking, and a focus on active listening and empathy during interactions. These plans highlight a proactive approach to integrating the training into daily work routines and a commitment to creating a positive work environment through collaboration and effective communication.

Post-Assesment Survey

The surveys with the four participants who completed the "Nurturing Constructive Workplace Connections" learning solution revealed several key insights (Fig. 3). First, when asked about their ability to build positive relationships with colleagues and coworkers, all participants,

Post-assessment Survey

Legend: Administrator, Para 1, Para 2, Teacher

Y-axis: Post-Assessment Questions (1, 2, 3, 4, 5)

X-axis: 0 to 5
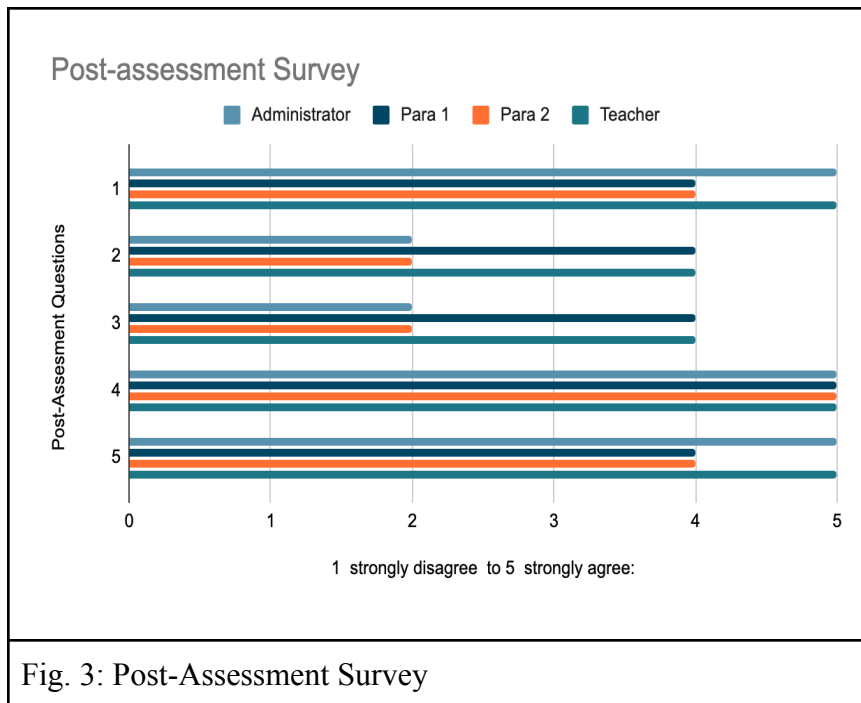
1 strongly disagree to 5 strongly agree:

Fig. 3: Post-Assessment Survey

including the Teacher, Administrator, Para 1, and Para 2, agreed strongly, with an average rating of 4.5 on a scale of 1 to 5. This indicates that they perceived a significant improvement in their ability to foster positive workplace connections as a direct result of the training. However, the participants' responses became more nuanced when it came to applying specific strategies or techniques learned from the training to enhance their workplace connections and address conflicts. While half of the participants expressed agreement with these statements, the other half appeared less confident in their ability to apply the training's principles effectively. This suggests that the training may have been successful in imparting knowledge but may require further reinforcement or practical application to ensure participants can readily use these strategies in real-world scenarios.On a more positive note, all participants affirmed that the "Nurturing Constructive Workplace Connections" learning solution had a positive impact on their ability to nurture constructive workplace connections, indicating a high level of satisfaction and perceived effectiveness of the program. Lastly, participants reported increased confidence in their interpersonal skills and communication style due to the learning solution. While there was a slight variation in responses, with one participant rating this aspect lower than the others, the overall average rating was 4.5. This suggests that the training

successfully boosted participants' confidence in their ability to engage with colleagues and coworkers more effectively.

Overall, the participants' responses highlight the positive influence of the training on their ability to build positive relationships and feel more confident in their interpersonal skills. However, there is room for improvement in the application of specific strategies and techniques learned, suggesting a need for ongoing support or reinforcement of these skills in real workplace contexts.

Overall Trends and Patterns

Several trends and patterns emerge when analyzing the responses to the pre- and post-assessment questions. These trends and patterns can inform future training and professional development initiatives. They can also provide insight into the strengths and weaknesses of the current system. Finally, they can be used to identify areas for improvement.

Trend 1: Self-Ratings on Ability to Build Positive Relationships:

In the pre-assessment, all participants (teacher, Administrator, Paraprofessional 1, and Paraprofessional 2) provided self-ratings of their current ability to build positive relationships. The ratings varied, with scores ranging from 3 to 5. The administrator gave the highest rating of 5, indicating high confidence in their ability. In contrast, Paraprofessionals 1 and 2 rated themselves at 3, suggesting room for improvement. The teacher rated themselves at 3 as well but provided additional context, highlighting their ease of getting along with others but their hesitation in taking the lead in team-building activities.

Trend 2: Factors Contributing to Healthy Workplace Connections:

In response to the question about key factors contributing to healthy workplace connections, participants emphasized themes of communication, teamwork, respect, and adaptability. Open and honest communication, respect, and the ability to listen and understand

colleagues' perspectives were mentioned by multiple participants. Teamwork and collaboration were highlighted as essential, and flexibility in changing situations was noted.

Trend 3: Goals and Outcomes of Participating in the Learning Solution:

Participants expressed a desire for personal and professional growth when asked about their goals for participating in the "Nurturing Constructive Workplace Connections" learning solution. The teacher aimed to create a positive and collaborative classroom environment, while the Administrator sought to promote unity and camaraderie among staff. Paraprofessional 1 wanted to build better relationships with teachers and students, and Paraprofessional 2 desired personal and professional growth and improved communication and collaboration skills.

Trend 4: Approach to Handling Difficult Conversations or Conflicts:

Participants shared their strategies in response to the question about handling conflicts or difficult conversations with coworkers. Active listening, understanding different perspectives, and seeking common ground were common approaches. Maintaining respectful and constructive discussions and, when necessary, involving HR or mediation resources for conflict resolution were also mentioned. Participants emphasized the importance of addressing issues professionally and finding solutions collaboratively.

Trend 5: Self-Ratings in the Post-Assessment:

In the post-assessment, participants (Teacher, Administrator, Paraprofessional 1, and Paraprofessional 2) provided self-ratings of their ability to build positive relationships after completing the learning solution. The ratings remained consistent with their pre-assessment ratings. The Administrator maintained a high rating of 5, indicating continued confidence in their abilities. Paraprofessionals 1 and 2 held their ratings at 3, suggesting they still saw room for improvement. The teacher also maintained their rating at 3 but mentioned the valuable insights gained from the training.

Trend 6: Application of Learned Strategies and Techniques:

Participants shared strategies and techniques they learned from the training and how they applied them. Active listening, empathy, open communication, and conflict resolution emerged as key skills. The teacher provided an example of actively listening during team meetings, while the Administrator mentioned implementing conflict resolution and team-building skills. Paraprofessional 1 cited active listening and de-escalation in interactions with students and colleagues. Paraprofessional 2 acknowledged learning these skills but had not yet been able to apply them.

Trend 7: Future Plans for Using Learned Skills:

Participants outlined their plans to continue using the skills they learned. Collaboration, open communication, and teamwork were emphasized. The teacher planned to collaborate with colleagues from different classes. The Administrator aimed to maintain open communication, promote cooperation, and suggest team-building activities. Paraprofessional 1 intended to keep interactions simple, focusing on friendliness and understanding. Paraprofessional 2 planned to start each day with mindfulness, a journal for progress tracking, and prioritize active listening and empathy.

Recommendation One Page write up

In today's dynamic work environments, positive workplace relationships are pivotal to organizational success. This analysis delves into the pre-assessment, testing of the learning solution, post-assessment, and overall trends and patterns derived from these phases to understand the impact of the "Nurturing Constructive Workplace Connections" learning solution.

The pre-assessment phase commenced with in-person interviews and a questionnaire to understand participants' perspectives and approaches to workplace relationships. A prominent pattern emerged: participants valued effective communication, collaboration, and self-awareness as essential for building positive workplace relationships. Self-awareness was highlighted, with diverse self-ratings indicating varied perceptions of individual abilities.

The initial recommendations for improving the instructional solution on "Nurturing Constructive Workplace Connections" by making it more accessible, interactive, and engaging. This can be done by enhancing accessibility features, incorporating discussion forums, and reducing written content. These suggested modifications reveal that the initial design of the instructional solution had shortcomings in terms of accessibility, interactivity, and content delivery.

The first suggestion was to improve accessibility features within the e-learning modules. Reviewers suggested adding alt text to images, closed video captions, and compatibility with screen readers. Implementing these accessibility features ensures inclusivity for individuals with disabilities, enhancing content access and benefits for all. (Hassam, 2023). Another suggestion was to incorporate discussion forums.

The reviews also suggested that discussion forums can encourage interaction between learners, allowing them to ask questions and provide feedback. Also, discussion forums allow learners to share their experiences and ideas (Gasmi, 2022). A final suggestion was to reduce the amount of text by using more visuals, such as images and videos, to help explain concepts. Additionally, providing interactive activities keeps the material concise and focused, which can help to keep learners engaged and motivated to learn.

In the final phase, post-learning solution completion, self-ratings remained consistent, highlighting the subjective nature of personal growth and self-awareness, with the administrator maintaining a high rating while Paraprofessionals 1 and 2 expressed room for further development. Participants shared strategies from training like active listening, empathy, open communication, and conflict resolution and offered examples of applying them in the workplace.

Recommendations Alignment Table

Identified Area of Weakness in the Instructional Solution	Recommended Modifications and Next Steps	Rationale and Data Justification
Modules 3 and 4 had too much text and not enough visuals	*to reduce the amount of text by using more visuals, such as images and videos.*	*Ninety-nine percent of the learners spent 10 minutes or more on these two modules. When asked, they stated there was so much information that there was insufficient time to explore.*
Lack of accessibility,	adding alt text to images, closed video captions, and compatibility with screen readers.	Two reviewers struggled with reading text on a computer screen and felt that accommodations should be made to allow accessibility. Also, because there was so much text in 3 and 4 modules, they felt text readers or videos relaying the information might help.
Not enough interactions between participants	incorporate discussion forums	The participants felt that even though this was a self-paced program, some interactions between learners would be beneficial. They felt having a discussion board would reinforce student understanding and promote a collaborative learning environment.

Appendix A: Preassessment Questions for Interviews.

During in-person interviews, we asked four reviewers questions: a teacher, an administrator, and two paraprofessionals. We selected these reviewers from the organization where the learning solution will be implemented.

1. On a scale of 1 to 5, with 1 being very low and 5 being very high, how would you rate your current ability to build positive relationships with colleagues and coworkers?

2. What are the key factors you believe contribute to a healthy and constructive workplace connection?

3. What goals or outcomes do you hope to achieve by participating in this "Nurturing Constructive Workplace Connections" learning solution?

4. How do you handle difficult conversations or conflicts with coworkers? Please describe your approach or any strategies you currently use.

Participant Responses:

Heath: On a scale of 1 to 5, where 1 is very low, and 5 is very high, how would you rate your ability to develop positive relationships at work?

Teacher one: I would give myself 3.
Administrator: I am a 5
Para 1: a 3.
Para 2: a 3.

Heath: Why did you give yourself the answers you did?

Teacher 1: I'm usually pretty easygoing and get along well with most people at work. But at the same time, I'm not always the one to speak up at the school get-togethers or take the lead in team-building activities, so I'd put myself in the middle.

Administrator: Well, I've got a decent gift for meeting new people. I make an effort to keep things friendly and team-oriented. But you know what? There's always something new to learn and ways to get even better at it. So, I'm all about seizing those chances to sharpen my people skills and keep the workplace positivity rolling.

Para-professional 1: I feel like I am somewhat of a people person, but I think because I am still new to the school, there is still room for improvement, and I occasionally face challenges in connecting with certain colleagues.

Para-professional 2: I think I can work well with others, but I think my impatience gets the best of me, and that makes it hard to work with others

Heath: What key factors help build a healthy and constructive workplace connection?

Teacher 1: Open and honest communication is what helps. You gotta be able to talk things out and listen to each other. It's all about being real with others. If you are stuck, then let others know so they can help

Administrator. Teamwork is a must. No one likes a lone wolf. When you collaborate, share ideas, and work together, it builds strong connections.

Para-professional 1: It comes down to respect. You gotta treat others how you wanna be treated. Being respectful goes a long way when you have to work with others..

Para-professional 2: Being Flexible. Things change all the time around here. So, being willing to go with the flow helps build a healthy team.

Heath: What do you hope to get from participating in this "Nurturing Constructive Workplace Connections" learning solution?

Teacher: I want to learn new ways to create a positive and collaborative classroom environment. Teaching can be isolating, so I want to learn how to connect with other educators to share experiences and improve teaching methods.

School Administrator: I want to encourage a stronger sense of unity and camaraderie among our staff. I hope this learning solution can provide me with tools and ideas to improve communication and collaboration across the school, ultimately leading to a more productive and collaborative environment.

Paraprofessional 1:
I want to understand better how to build positive relationships with teachers and students.

Paraprofessional 2: For me, it's about personal and professional growth. I also want to learn skills to manage my time, communicate, and be more collaborative.

Heath: In the event of a conflict or difficult conversation with another employee, how do you deal with it? Please describe your approach or any strategies you currently use.

Teacher one: I address the issue directly and privately when it comes to tough conversations or conflicts with coworkers. First, I try to understand their perspective by actively listening. Then, I express my thoughts and concerns calmly and professionally, focusing on the specific problem rather than making it personal. Finding common ground and a mutually acceptable solution is always the goal.

Administrator: I like to start by listening to both sides in a conflict. Mainly to understand the complete picture. I encourage discussions that prioritize respect and constructive feedback. HR or mediation resources are brought in when necessary for fair and effective resolution. My objective is to ensure a positive school environment while dealing with concerns.

Paraprofessional 1: I like to find common ground and listen to my coworkers' perspectives and concerns. When they are done, I will give my opinion, and hopefully, we can work on solutions.

Paraprofessional 2: I am impatient, so I need to be more patient, take my time to understand the situation, and be open to different solutions. I don't always do that, but when I step back and listen, I can usually find a way to work out what is between me and my coworker

Appendix B: Post-Assessment questions:

1. On a scale of 1 to 5, with 1 being very low and 5 being very high, how would you rate your current ability to build positive relationships with colleagues and coworkers after completing this learning solution?

2. What specific strategies or techniques have you learned from this learning solution that you have successfully applied to improve your workplace connections? Please provide examples.

3. Have you encountered any workplace conflicts or challenges since completing the learning solution? If so, how did you apply the conflict resolution strategies discussed in the training to address these issues?

5. Reflecting on your experience with this learning solution, what advice or recommendations would you offer to colleagues or team members looking to nurture constructive workplace connections?

Answers:
Heath: On a scale of 1 to 5, with 1 being very low and 5 being very high, how would you rate your current ability to build positive relationships with colleagues and coworkers after completing this learning solution?

Teacher: I rate my ability to build positive relationships with colleagues and coworkers as a 4. The training provided valuable insights into effective communication and conflict resolution, which I feel I can carry out.

Administrator: I would rate the impact of this learning solution as a 5. The Ideas and skills reviewed will benefit the school and improve collaboration.

Paraprofessional 1: After the training, I would rate my ability to build positive relationships as a 3. While I've made progress, there's still room for improvement.

Paraprofessional 2: After completing the training, I would rate my ability to develop positive relationships as a 3. While it was a lot of information, the concepts were simple to understand, and I could see how to put them into practice.

Heath: What specific strategies or techniques have you learned from this learning solution that you have successfully applied to improve your workplace connections? Please provide examples.

Teacher: I've learned active listening, empathy, and open communication strategies. One example of applying these techniques is during team meetings, where I actively listen to my colleagues' perspectives and provide constructive feedback.

Administrator: Although there has not been a specific instance yet, the skills, such as conflict resolution and teambuilding exercises, have already been implemented.

Paraprofessional 1: I learned how to listen actively and de-escalate conflict. These skills have been super helpful in my interactions with students and colleagues. For example, I'm now better at addressing student behavior issues through communication.

Paraprofessional 2: I've learned some good strategies, such as active listening and conflict resolution, which I believe can be great, I just have not had the opportunity to use these skills yet.

Heath: How do you plan to keep using the cool stuff you learned to get along better with folks at work?

Teacher: I'll use these skills by teaming up with teachers from different classes. The more we work together, the more I can practice listening and being friendly. Plus, I'll chat with my team and see how I'm doing to get even better.

Administrator: I'll talk with my team often and make sure we're all on the same page about being teamwork. If we run into problems, we'll discuss and figure out how to do better next time.

I'll also suggest regular team-building activities to maintain and strengthen our connections. Ultimately, I aim to be a role model for nurturing positive workplace connections and inspiring others to do the same.

Paraprofessional 1: I will keep it simple and be friendly and understanding every day. If there's an issue, I'll discuss it and find a solution.

Paraprofessional 2: I intend to start each day with a mindful moment, reminding myself to practice active listening and empathy during interactions. I'll also maintain a journal to track my progress and identify areas where I can further refine my skills.

Appendix C: Represents the data for Question 1: "Ability to Build Positive Relationships." from the pre-and post-assessment.
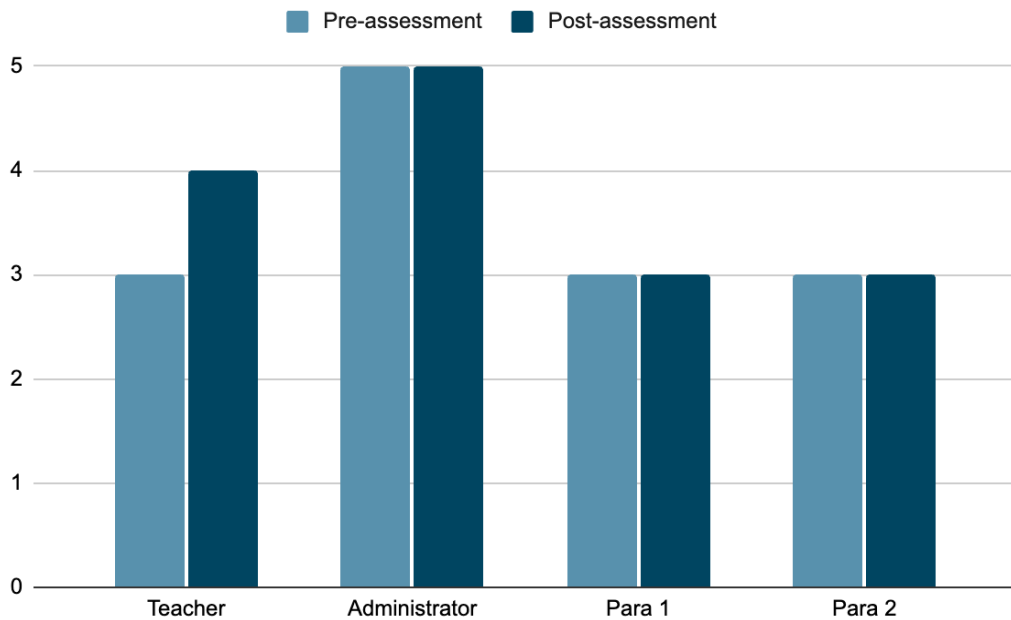
Appendix D: Time Spent Per Module
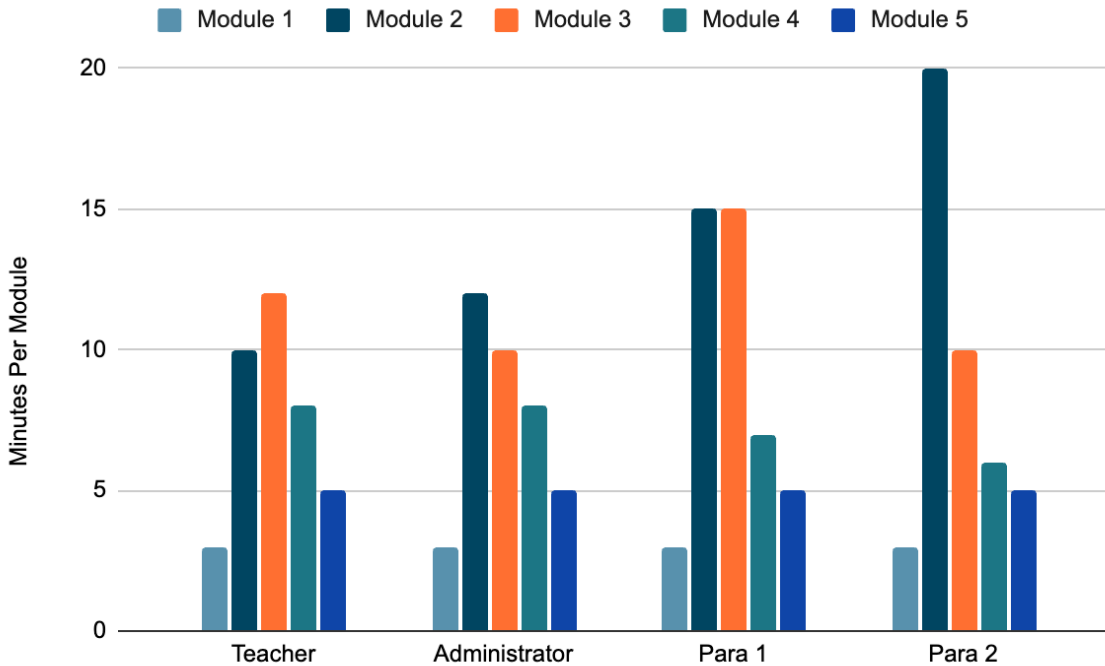
Appendix E: Online Pre and Post-assessment survey questions for a "Nurturing Constructive

Workplace Connections" learning solution using a scaled rating system:

Pre-Assessment Survey:
On a scale of 1 to 5, please rate the following statements, with one being strongly disagreed and 5 being strongly agreed:
   1. I have a strong ability to build positive relationships with colleagues and coworkers.
1 2 3 4 5
   2. I am familiar with key factors that contribute to a healthy and constructive workplace connection.
1 2 3 4 5
   3. I have faced challenges or conflicts when trying to build workplace connections in the past.
1 2 3 4 5
   4. I feel confident in my ability to communicate effectively with diverse individuals in my workplace.
1 2 3 4 5
   5. I am aware of workplace policies or guidelines for building positive workplace connections and avoiding conflicts.
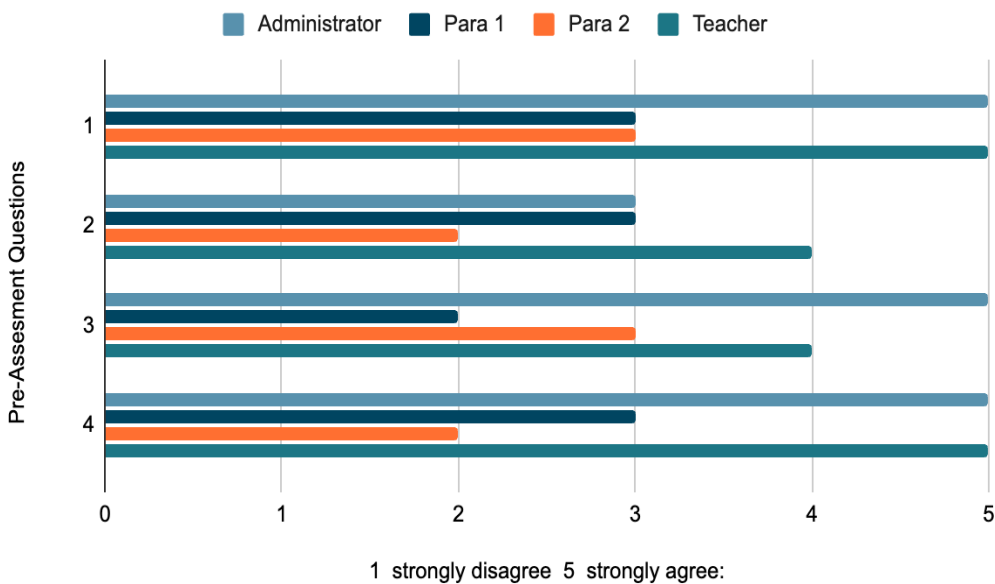1 2 3 4 5

Appendix F: Post-Assessment Survey:

On a scale of 1 to 5, please rate the following statements based on your experience after completing the "Nurturing Constructive Workplace Connections" learning solution, with 1 being strongly disagreed and 5 being strongly agreed:

1. My ability to build positive relationships with colleagues and coworkers has improved.

1 2 3 4 5

2. I have successfully applied specific strategies or techniques learned from the training to improve my workplace connections.

1 2 3 4 5

3. I have encountered workplace conflicts or challenges since completing the learning solution, and I have applied conflict resolution strategies from the training to address them.

1 2 3 4 5

4. The "Nurturing Constructive Workplace Connections" learning solution has positively impacted my ability to nurture constructive workplace connections.

1 2 3 4 5

5. Due to this learning solution, I feel more confident in my interpersonal skills and communication style.
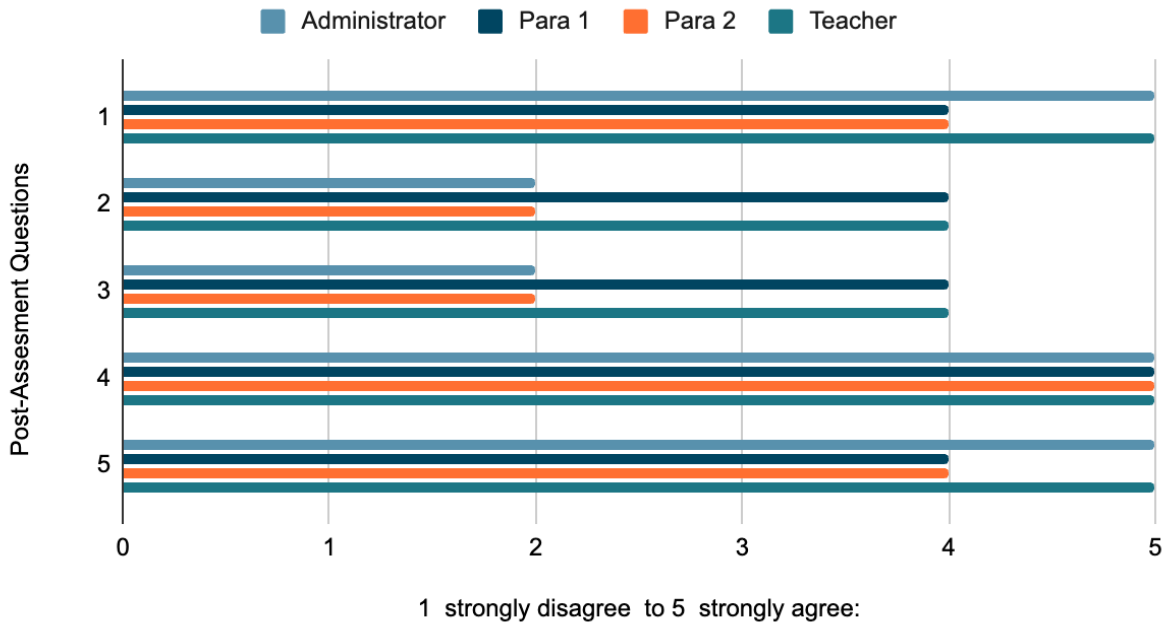
1 2 3 4 5

Appendix G: Pre-assessment Survey

Pre-assessment Survey

1 strongly disagree 5 strongly agree:

Appendix H: Post-assessment Survey

Post-assessment Survey

Legend: Administrator | Para 1 | Para 2 | Teacher

Y-axis: Post-Assessment Questions (1–5)
X-axis: 1 strongly disagree to 5 strongly agree:

Appendix I: End of Course Survey Questions:

Dear Participant,
Thank you for participating in our "Nurturing Constructive Workplace Connections" course.
Your feedback is valuable to us as we strive to continually improve our training programs. Please take a few minutes to provide your honest feedback by answering the following questions.

Section 1: General Information

Name (Optional):
Position/Role:
Department/Organization:

Section 2: Course Content

1. How would you rate the overall content of the "Nurturing Constructive Workplace Connections" course?

   Excellent Very Good Good Fair Poor

2. Did the course meet your expectations? Please explain.

3. What specific topics or concepts from the course did you find most valuable or relevant to your role?

Section 3: Instructor

4. How would you rate the instructor's effectiveness in delivering the course content?
Excellent Very Good Good Fair Poor

5. Did the instructor create an engaging and interactive learning environment?
Yes   No

6. Please provide any feedback or suggestions for improving the instructor's delivery of the course.

Section 4: Course Materials

7. Were the course materials (slides, handouts, resources) helpful in understanding the content?
 Yes No
Do you have any suggestions for improving the course materials?

Section 5: Learning Experience

8. How would you rate the overall learning experience in this course?

 Excellent Very Good Good Fair Poor

9. Did the course provide practical and actionable insights into nurturing constructive workplace connections?   Yes No

10. What aspects of the course contributed most to your learning experience?

Section 6: Application of Knowledge

11. Have you been able to apply the knowledge and skills learned in this course in your workplace? Yes   No

12. Please provide an example of how you have applied what you learned to improve workplace connections.

Section 7: Suggestions for Improvement

13. What suggestions do you have for improving this course?

Section 8: Overall Evaluation

14. On a scale of 1 to 5, with 1 being very dissatisfied and 5 being very satisfied, how would you rate your overall satisfaction with the "Nurturing Constructive Workplace Connections" course?

1   2   3   4   5

15. Would you recommend this course to your colleagues or peers?   Yes   No

Section 9: Additional Comments

16. Do you have any additional comments, feedback, or suggestions related to the course or your learning experience?

Thank you for taking the time to complete this evaluation. Your feedback is essential in helping us enhance our courses and provide valuable learning experiences. Your responses will remain confidential and used solely for course improvement purposes.

Appendix J: End of Course Survey