



**Maharashtra Institute of Educational Planning and
Administration (MIEPA), Aurangabad**



**Feedback & Follow-Up Report of
Effective Team Management (ETM) Program**

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Acknowledgement

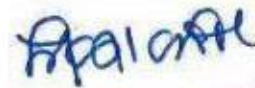
A research study on the Feedback & Follow-Up Report and Synopsis of Effective Team Management (ETM) Program was conducted by MIEPA, Aurangabad in collaboration with the Department of Education, University of Mumbai.

We would appreciate enthusiast learners, M.Ed. Interns (2020-22) of Department of Education, University of Mumbai - Ms. Karuna Bhosale, Ms. Geetanjali Behl, Ms. Nayan Dias, Ms. Manasvi Kaklotar, Ms. Neha Dubey & Ms. Meena Chauhan. This report has been prepared with the constant support and encouragement, under the guidance of Dr. (Prof.) Sybil Thomas, Dr. Viraj Pandagle & Dr. Arunadevi Kurane and enable us with research insights with respect to LEAD- Effective Team Management Program.

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We hope this study will be useful to catalyze to improve LEAD-ETM Program.



(Ramakant Kathmore)

Director

Maharashtra Institute of Educational
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ABBREVIATIONS

NEP - National Education Policy

NIEPA - National Institute of Educational Planning and Administration

MIEPA - Maharashtra Institute of Educational Planning and Administration

LFE - Leadership For Equity

DIET - District Institution for Education and Training

SCERT- State Council of Educational Research and Training

SLDP - School Leadership Development Program

ELDP - Educational Leadership Development Program

ETM - Effective Team Management

M&E - Monitoring and Evaluation

LEAD - Leadership Enhancement and Academic Development

PLC - Professional Learning Communities / Peer Learning Community

FGD - Focus Group Discussion

SIEMAT - State Institute of Educational Management and Training

NCSL - The National Centre for School Leadership

WHO - World Health Organization

SMART - Specific, Measurable, Achievable, Relevant and Time-Bound

1 INTRODUCTION

National Education Policy (NEP, 2020) is also focusing on the importance of ethical leadership. “Leadership and governance deeply influence all aspects of institutions. All other efforts can be brought together for developing good institutions by strong governance and effective leadership, but the same efforts would be mostly wasted with weak institutional governance and poor leadership” (NEP, 2020). As per NEP (2020) reports, leadership positions and heads of institutions will be offered to persons with high academic qualifications and administrative and leadership capabilities with the ability to manage complex situations. With qualities such as strong social commitment, recognition of teamwork, pluralism, ability to work with different people and a positive outlook, leaders of high-ranking officers will show strong links to constitutional values and the overall vision of the institution.

The state has revised new policies in education for the educational officers keeping in mind the long-term goal of improving the academic performance of the students. State agencies like MIEPA, DIET and SCERT have taken steps to design courses, workshops and other Professional development frameworks. MIEPA has been spearheading professional development programs for Educational officers. A few of them are the Effective Team Management (ETM) and Monitoring and Evaluation (M&E) courses conducted under the LEAD (Leadership Enhancement and Academic Development) program. This report focuses on evaluating the Effective Team Management (ETM) course.

1.1 NIEPA

National Institute of Educational Planning and Administration (NIEPA), New Delhi is the national body which works at the national level. It was established by the Ministry of Human Resource Development, Government of India, a premier organization dealing with capacity building and research in the planning and management of education not only in India but also in South Asia. NIEPA has worked on one very important vision, to evolve a human learning society through the advancement of knowledge. The National Institute has its origin from the year 1962.

The National Centre for School Leadership (NCSL) established in 2012 at NIEPA is committed to transformation of schools in the country. With transformation of schools as the prime objective, NCSL-NIEPA is working towards addressing the leadership requirement and contextual school issues in 35 states and Union

Territories, 679 districts and 6500 blocks across the country. Mainly all activities of the Centre focus on pursuing a transformative agenda for every school in each State. The Centre also focuses on functioning towards evolving differential and workable leadership models. Furthermore, the Centre has conceptualized school leadership development through operational activities along with the four components: Curriculum and Material Development, Capacity Building, Networking and Institutional Building and Research and Development. NIEPA works at the national level whereas MIEPA is working at the state level in the state of Maharashtra.



National Institute of Educational Planning and Administration *(Deemed to be University)*



NIEPA, New Delhi

1.2 MIEPA

MIEPA is an autonomous body of the state government of Maharashtra. The State Institute of Educational Management and Training (SIEMAT) for Maharashtra was established in 1994-95 at Aurangabad. SIEMAT was renamed as MIEPA, the Maharashtra Institute of Educational Planning and Administration. Through MIEPA, training programs for educational administrators are being organized that includes principals to divisional, district, department and other educational officers of the state. As per Government Gazette dated 5th January 2017, this organization has been declared as School Leadership Academy (SLA) of the state. Therefore, in addition to the above training programs, training programs for officers in the context of School

Leadership Development Program (SLDP) and Educational Leadership Development Program (ELDP) are conducted by the organization. Mr. Ramakant Kathmore is the director of MIEPA, Aurangabad.

OBJECTIVES OF MIEPA

- Developing training courses for educational administration on the goals of education for all.
- Development of innovative approaches for effective supervision and evaluation of the school.



MIEPA, Aurangabad

1.3 LFE (Leadership for Equity)

Leadership for Equity (LFE) is a system change and advisory organization following a two-fold approach to change; aiming to build the capacity of government system leaders and attempt to influence system processes. Partnering with the local and state education bodies such as MIEPA, co-creating programs like ETM and M&E courses to shift teaching-learning practices, improve student learning and their well-being. All these coupled with LFE's research and advisory support influence policies with a hope to create effective public education systems in India. In collaboration with MIEPA Aurangabad and Leadership for Equity, an online training program for school education officers is organized in the context of school leadership development in the state.

1.4 LEAD (Leadership Enhancement and Academic Development)

The LEAD (Leadership Enhancement and Academic Development) program has been started by LFE along with MIEPA, Aurangabad for the professional development of the educational officers of the state. It is an initiative for officer development aims to improve state capacity to implement effective educational programs. The LEAD program is blended coursework on specific knowledge and skills in combination with PLCs. This approach combines 3 online course materials with capstone projects (self-learning), and a PLC format to improve a specific skill and knowledge in areas like leadership, project management and monitoring and evaluation etc. This takes the form of certification programs where officers take online courses, attend in-person professional learning circles, and attend virtual webinars.

It improves the process, i.e., administrative capacity, through training and support as well as improving outcomes through improved program design and implementation. In the long term the program aims to improve educational outcomes for students, it does so by directly working with officers and educational departments.

The LEAD program conducted by MIEPA also aims to improve the skills, knowledge and mindset of those working in the public education system with the hope to see an improvement in program implementation, improvement in delivery of education, and eventual improvement in student learning.

2 EFFECTIVE TEAM MANAGEMENT (ETM)

The ETM (Effective Team Management) and M&E (Monitoring and Evaluation) are the two courses conducted through the LEAD (Leadership Enhancement and Academic Development) program.

2.1 DEFINITION

- Effective team management involves supporting, communicating with and uplifting team members so they perform to the best of their abilities and continue to grow as professionals.
- Teamwork is the process of collaborating with a group of people to achieve a goal.

2.2 PURPOSE OF THE STUDY

- 1) To understand the concept of team management and its application by educational leaders.
- 2) To learn and explore new perspectives.
- 3) To increase performance of the team members
- 4) To improve the concepts of team accountability and motivation
- 5) To develop hands on practice in designing action plan and support structures for the team

2.3 THEORETICAL FRAMEWORK OF THE STUDY

Effective team management is essential for both team and organizational success. A manager who excels in fundamental areas - such as setting goals, delegating tasks, and providing consistent feedback - is more likely to have engaged employees, working towards the company's goals.

Team management is a manager's ability to carry out and coordinate a team to execute their tasks and common goals. Team management usually involves a manager, a team, active listeners, objective setting, creating a positive culture. Efficient team management skills are crucial because they help employees feel more productive and motivated.

The context of the present paper deliberates 6 models i.e. Rubin, Plovnick, and Fry's GRPI Model of Team Effectiveness, the Katzenbach and Smith Model, The T7 Model of Team Effectiveness, The LaFasto and Larson Model, The Hackman Model of Team Effectiveness and The Lencioni Model and speaks about its component with regards to Commitment, Skills, Accountability, Trust, Talent, Teaming skills, Task skills, Team leader, Team support from the organization. This course was designed for the educational officers to gain new knowledge and understanding about the Effective Team Management, SMART strategy to achieve the goal or objectives, Skill Will technique, management memo, one-on-one meeting, 5c's and to apply it effectively in their work. This would help them in capacity building at their workplace.

Relating to the 6 models i.e. Rubin, Plovnick, and Fry's GRPI Model of Team Effectiveness, the Katzenbach and Smith Model, The T7 Model of Team Effectiveness, The LaFasto and Larson Model, The Hackman Model of Team Effectiveness and The Lencioni Model we could see the program aims at team

management and its application by educational leaders, thereby focusing on new perspectives, working collaboratively, increasing performance of the team members, team accountability and motivation and hands on practice in designing action plan and support structures for the team. We also observed the program provides scope for reflective practice through assignments given to the officers.

Thus, we can see the program designed for the officers has strong alignment with all the 6 models i.e. Rubin, Plovnick, and Fry's GRPI Model of Team Effectiveness, the Katzenbach and Smith Model, The T7 Model of Team Effectiveness, The LaFasto and Larson Model, The Hackman Model of Team Effectiveness and The Lencioni Model, with respect to effective team management, wherein the program offers knowledge to experiential learning and concludes with reflection.

Following are the diagrammatic presentation of the above mentioned 6 models:

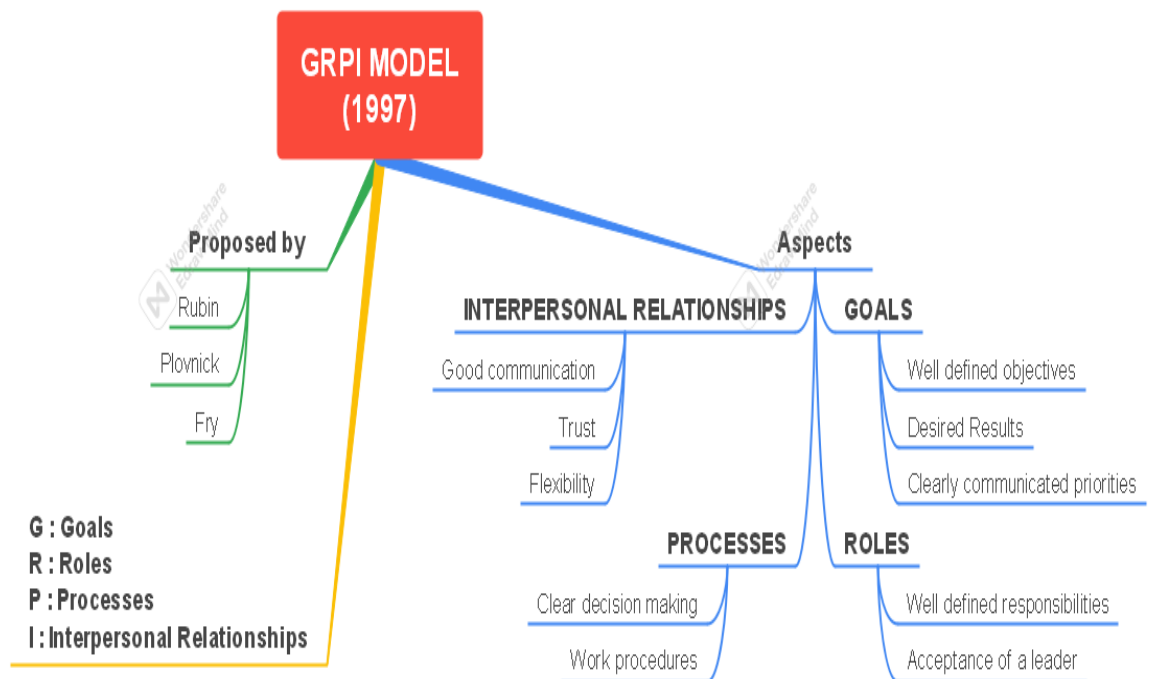


Figure 1: Rubin, Plovnick, and Fry's GRPI Model of Team Effectiveness

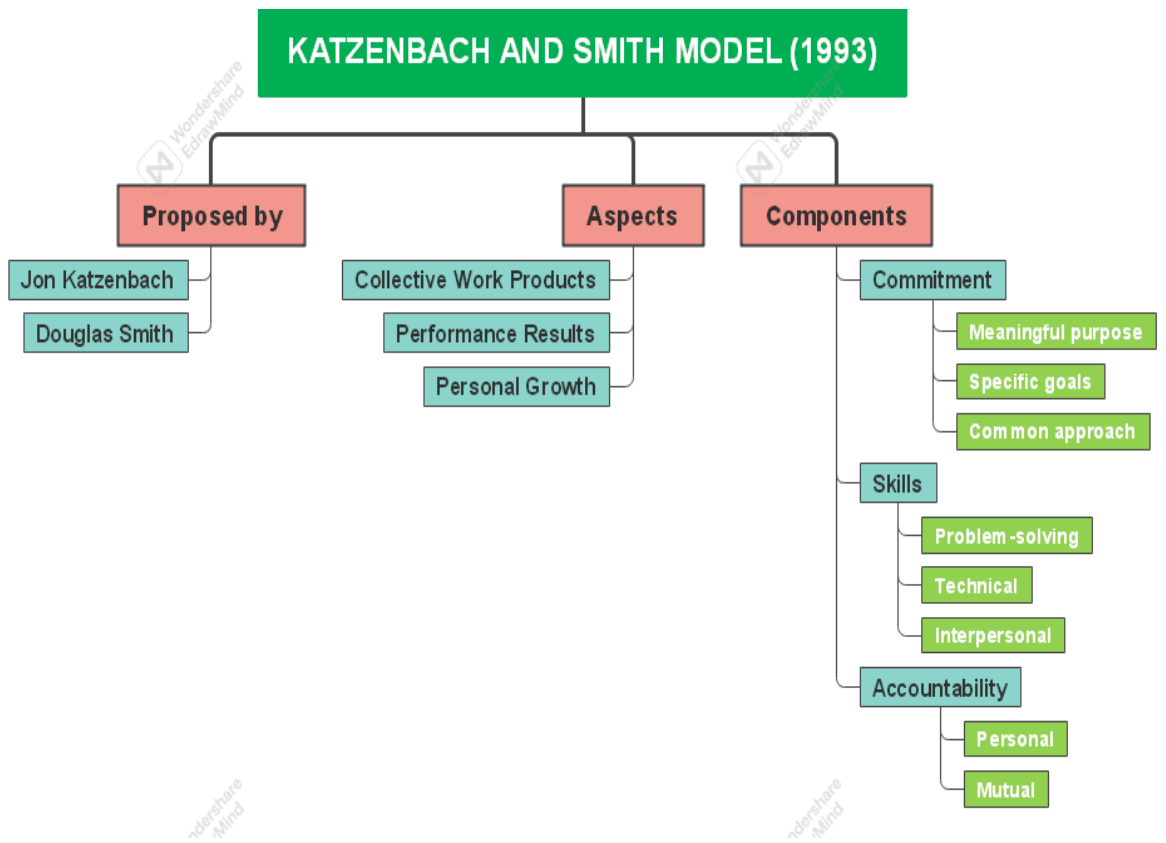


Figure 2: The Katzenbach and Smith Model

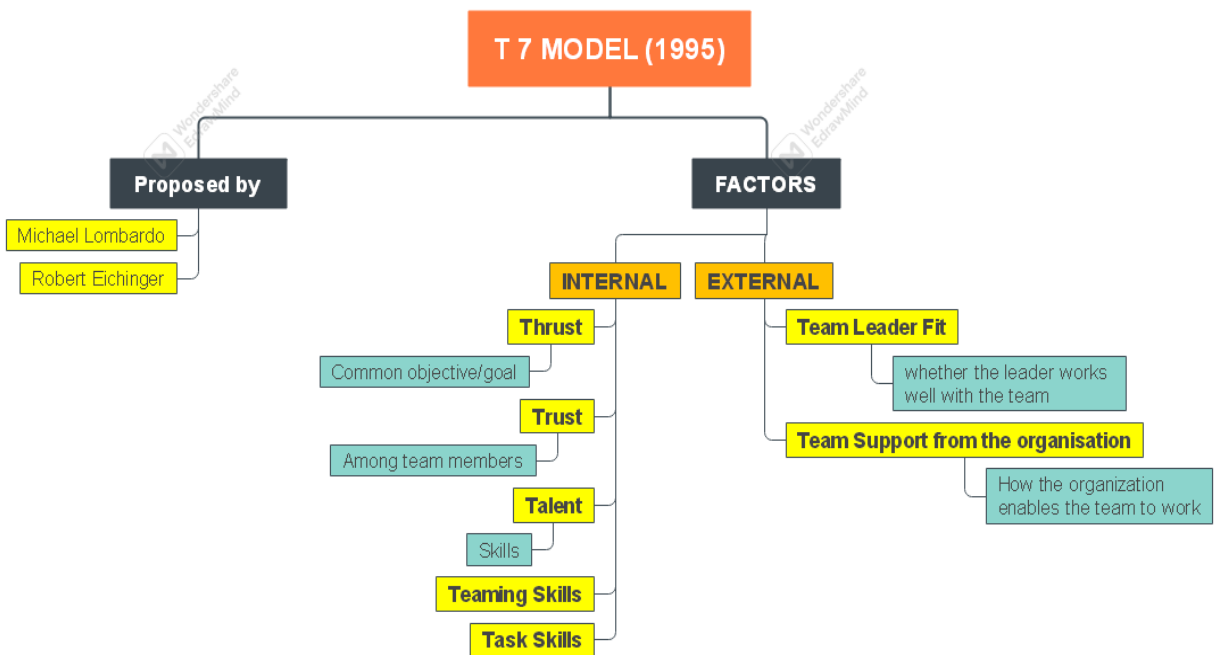


Figure 3: The T7 Model of Team Effectiveness

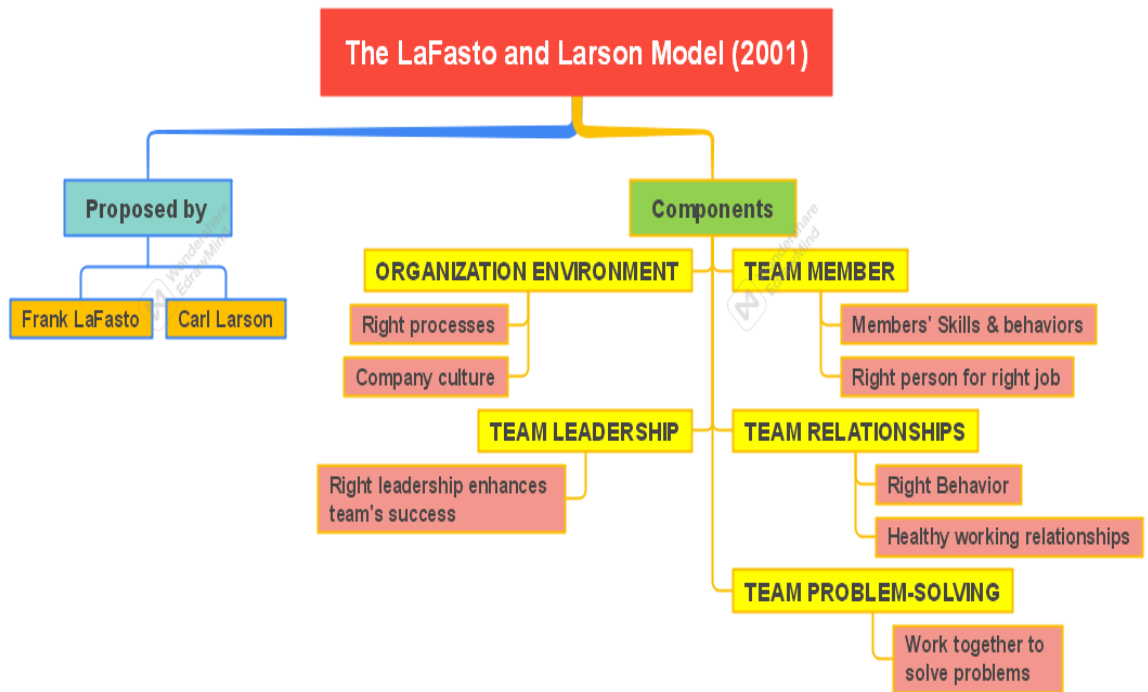


Figure 4: The LaFasto and Larson Model

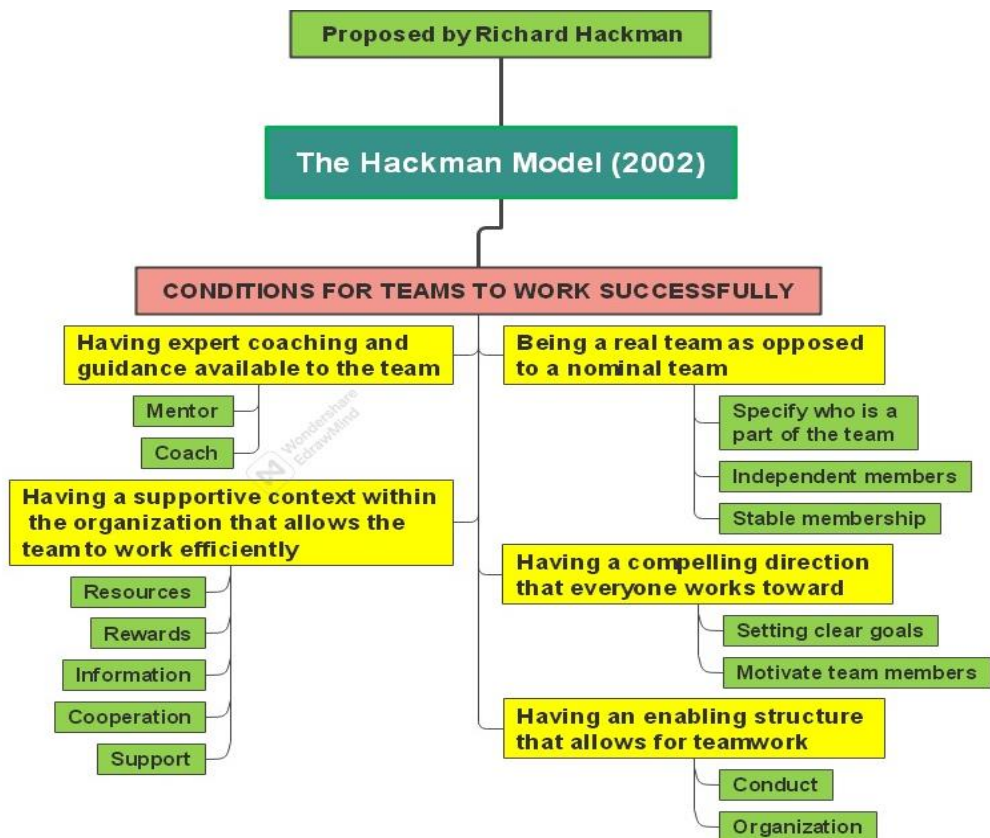


Figure 5: The Hackman Model of Team Effectiveness

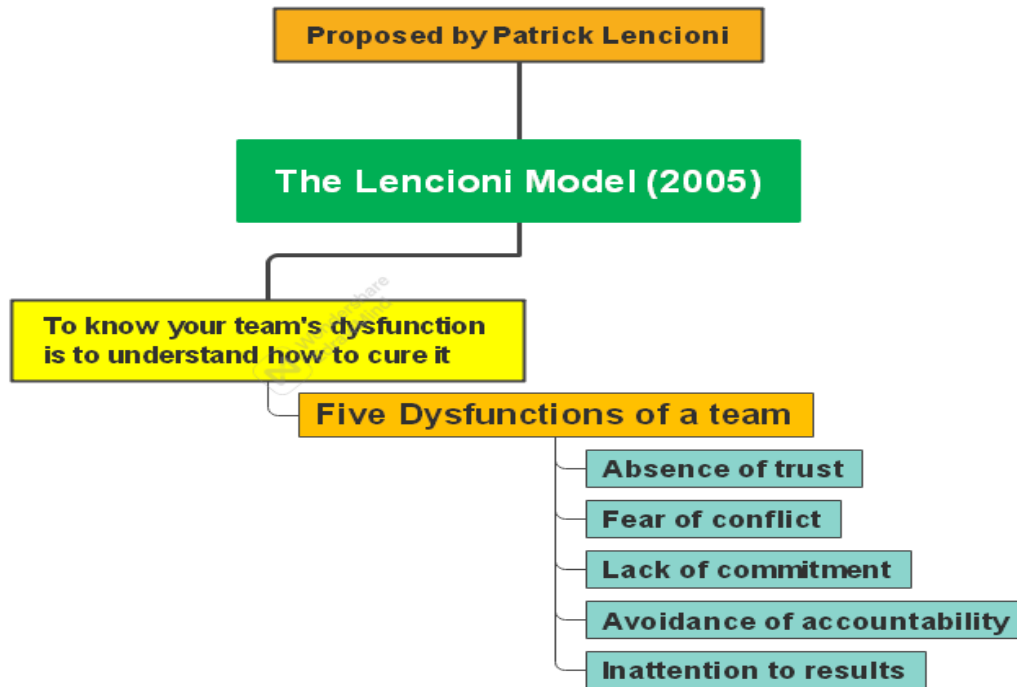


Figure 6: The Lencioni Model of Effective Team Management

3 LITERATURE REVIEW

Situma, K. R. (2009) conducted a study on strategies used to enhance teamwork among employees in the school of business university of Nairobi. The objectives of the study were to determine the strategies used by the School of Business, University of Nairobi to enhance team work among the staff members and to determine the challenges employees encounter in the School of Business in enhancing teamwork. The study adopted survey research design. The targeted populations were employees in supervisory roles in the School of Business, University of Nairobi. A Sample of 82 employees from the School of Business of the University of Nairobi was selected, where stratified sampling was used because all departments in the school were included. Simple random sampling was done in each department at the university. Primary data was collected using a semi structured questionnaire. The analysis used in the study was descriptive statistics, where elaborations on the respondents' views were outlined clearly for accurate conclusions. Through descriptive statistical analysis, information was used to organize and summarize the findings. Mean, mode, and median were used to analyze and calculate the responses of the supervised employees. This assisted in presenting a summarized response for easy interpretation and conclusive decisions. In content analysis, theories of teamwork were compared

and analyzed. The findings established that it was evident that teamwork was used in the educational sector. The teamwork strategies commonly used in the school of business surveyed included: building commitment, promoting a vision and a mission, welcoming input from all team members. These strategies create a sense of belonging to the members. The study revealed that the employee recognition and monetary rewards were widely used by the University in rewarding team work. Weekly management meetings appeared to be the most favored form of supervising team performance. Technology's role in enhancing the performance of the team mainly concentrated on the communication and research services. The focus of team building exercise should among other things be on leadership skills, interpersonal communication skills and self -development. It should build trust and confidence between members of the team, establishing a common ground where they can work together effectively.

Given below are visual diagrams of literature reviews done on the topic of teamwork:

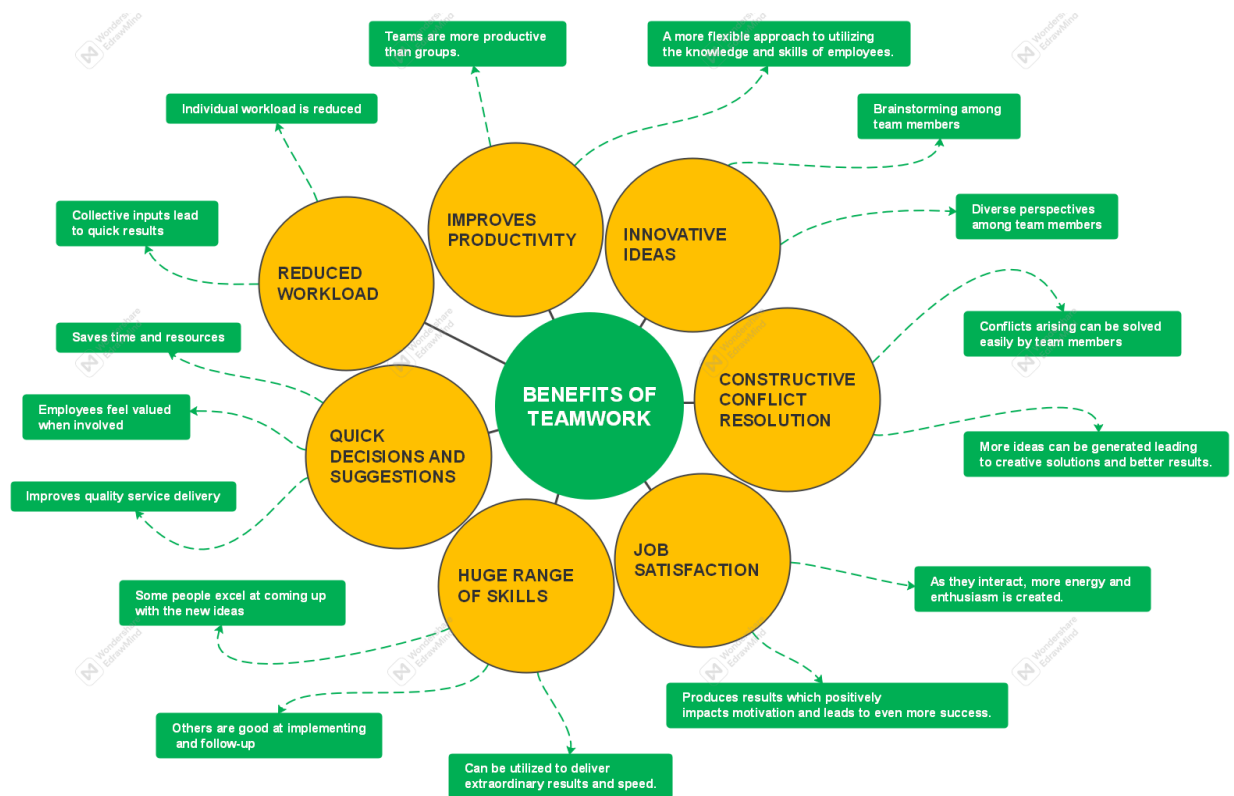


Figure 7: Benefits of Team work



Figure 8: Team Skills

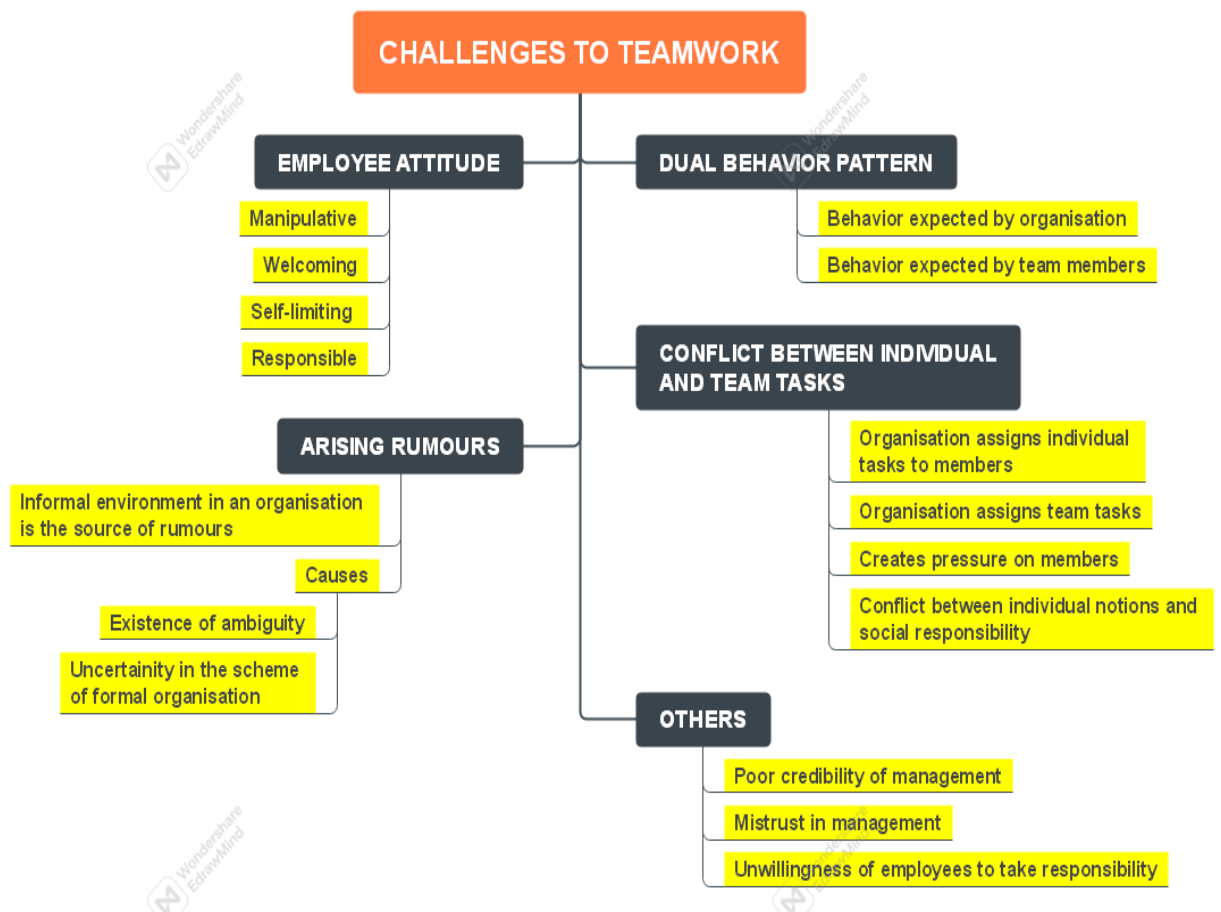


Figure 9: Challenges to Teamwork

Sanyal, S. & Hisam, M. H. (2018) conducted a study on the impact of teamwork on work performance of employees. It was conducted with the objective to highlight the effects of teamwork and their performance on faculty members in Dhofar university and examined the factors associated with the concept of teamwork in the job environment. The study used a descriptive research method and the sample size was 100. A questionnaire was used to collect the data using purposive and convenience sampling technique. Correlation and ANOVA were used to find the impact of the independent variables on the dependent variable i.e., employee performance. The regression coefficient R had the value 0.823 which showed 82.3% proportion of variability between the independent variables and the dependent variable. Coefficient of determination R² was .722 which showed that 72.2 % variation in dependent variable employee performance is explained by independent variables. The calculated t – values for the variables were also greater than the critical value. Overall the results revealed that teamwork, leadership and structure, team trust and appraisal and rewards and the dependent variable employee performance are positively correlated. Coefficient of regression between teamwork, leadership and structure, performance appraisal and rewards, trust and the dependent variable that was employee performance at a confidence interval level of 95%. The t – value for teamwork was 4.23 (p value of 0.000) that was greater than the critical value. Similarly, t- values for leadership, performance appraisal and trust were 4.58, 4.40 and 4.45 respectively (p value of 0.000) which were greater than the critical value. Since the calculated values were greater than the critical value, hence the alternate hypothesis i.e. there is a significant relationship between teamwork, leadership and structure, climate of trust, performance evaluation and rewards and employee performance was accepted. The study aimed to highlight the negative consequences of the absence of teamwork concept in some of the organizations that have neglected its significant role as an essential skill that helps in developing and enhancing organizational and individual performances in all work environments. There is an obvious connection between teamwork and the level and quality of productivity and occupational performance in workplaces. Strong leadership and an environment of trust among team members come across as significant factors which can help increase the level of employee performance.

O'Shea, N., Lefebvre, M. R., Verzat, C. and Alain, F. (2015) conducted a study on the impact of team design and leadership on team effectiveness in student self-managed teams. It was conducted with the objective to measure the impact of team design and leadership distribution on team effectiveness in student teams. A descriptive method was used. Target population was First and Second year Engineering Students. Sample Size was 174 (students were divided into 29 groups) (174 students; 32 females and 142 males). 16 groups were composed of 2 females and 4 males; the others were all male students. Questionnaires, group meetings and debate were used as data collection tools. Qualitative data analysis method was used. The findings stated that the analysis of the collective and individual reports enabled a classification of the 29 groups into four leadership categories.

First Category: The overall poor performance of the groups in this category may be attributed to their difficulties in developing appropriate group processes, and in mobilizing existing knowledge and skills to ensure positive outcomes.

Challenges faced by them were lack of understanding, implementing effective role-sharing within the groups, and inefficiently with the issue of task distribution. The groups were either not willing or unable to make connections between ineffective learning strategies and unsatisfactory production.

Second Category: The groups in this category succeeded in their attempts to generate some leadership to manage the work in progress.

Challenges faced by them were difficulty in managing tasks effectively, lack of motivation, and no interest by certain group members.

Third Category: All groups in this category experienced difficulties in coordinating the role-sharing and task distribution activities.

Challenges faced by them were unclear roles and lack of coordination.

Fourth Category: Highlights the significant degree of reciprocity in the preferences expressed among members. Although some groups had encountered organizational difficulties at the outset, and the relatively high levels of communication established in all groups paved the way for effective team working.

The study enabled us to identify four leadership configurations that had emerged in student teams - No leadership, Illusion of leadership, Organizing leaders, Distributed leadership. They evolve from inexistent or limited forms of leadership, through to more effective team performance due to organizing leadership input, culminating in

shared leadership processes which generate higher levels of team performance and satisfaction.

Wanyeki, M. N., Maina, C. W., Sanyanda, J .N. and Kiiru, D. (2019) studied the impact of teamwork on employee performance of faculty members in Kenyatta University. The objectives of the study were : to expound on the factors which are associated with teamwork ; to examine the effects of positive and negative teamwork relations on employee performance ; to show the widespread effects of the relations outlined above on the organization at large. The study was an analysis of 100 respondents where the questionnaires were distributed among various schools and in the supportive sector which included the cafeteria and health department. The population targeted was faculty members of Kenyatta University. Purposive sampling technique was used for the selection of the respondents and mainly focused on experience period at the faculties. Ability and willingness to answer the questionnaire was later selected, and only the questionnaires that reflected the actual situation of the departments were selected. The instrument consisted of simple open-ended questions based on the set objectives of the study. The findings indicated that teamwork had proven to be closely related to the performance of the individual employee. The various faculties and the supporting sectors should seek to enhance the teamwork in attaining their mandate through the participation of every employee. The negative impact of teamwork arises when there was a focus on the focus of personal agendas, competition arising from members especially towards a promotion, immaturity, lack of effective leadership and proper motivation.

Polega, M., Neto, R. C. A., Brilowski, R. & Baker, K. (2019) conducted an exploratory study on the relationship between principals and teamwork among teachers. The study was conducted with the following objectives: to assess the importance of teachers' teamwork according to principals; to identify the barriers teachers face when working in teams; and to list the initiatives that principals take to promote teamwork. A likert scale questionnaire was used to collect data from a total of 636 U.S. K-12 public school principals and they were asked to rate the overall importance of teamwork. The findings suggested that the principals consider teamwork to be very important. They also showed that time constraints, relationship concerns and differences in teaching and experience are the leading barriers to

teamwork. The findings also indicated that principals take initiatives such as modifying schedules, team-building activities, and professional development to foster teamwork among teachers. Time constraints were always a problem during teamwork among teachers. There were a lot of relationship issues which lead to lack of trust, conflict, and communication issues. Teaching concerns was another barrier when it came to team work like lack of resources, differences in teaching style, experience, and knowledge. Sometimes roles and goals were not clearly explained. A lot of teachers did not participate willingly in teams and also there were personality differences which lead to barriers in teamwork among teachers. Principals' initiatives to foster teamwork: It was important to modify schedules as it helped in common planning effectively. Team building activities shall be conducted on a regular basis which helps in relation building, celebrations. Professional development training was very important for effective team work which included book studies, mentoring, and classroom observations. Professional Learning Communities (PLC) also helped to foster teamwork.

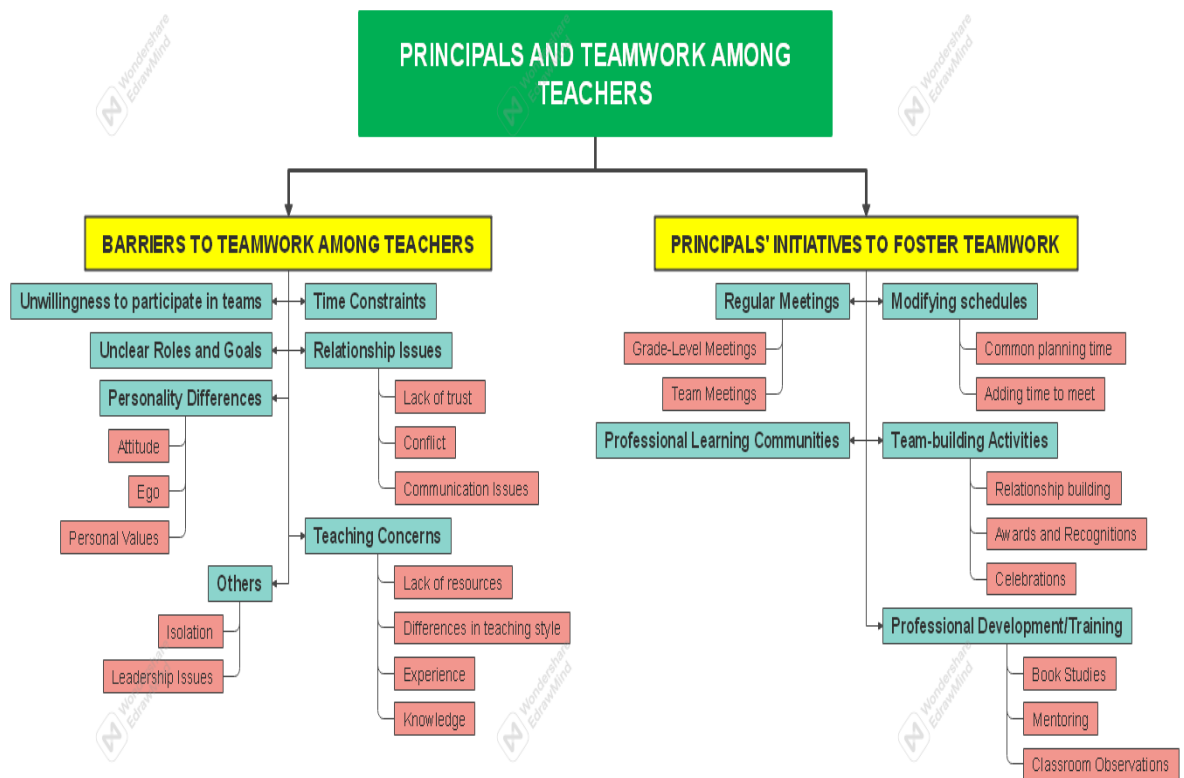


Figure 10: Principles and Teamwork among Teachers

K. J.P. Truijten, P. J.C. Slegers, A. F.M. Nieuwenhuis (2013) conducted a qualitative study of managers' view on team working. At a time when secondary vocational education is implementing competency-based education (CBE) on a large scale, to adapt to the needs of students and of the labour market in a modern society, many vocational schools have recognised that interdisciplinary teacher teams are an important condition for this implementation. In order to provide students with the right competencies for the labour market, different subject teachers should work and learn together and, by doing so, should be able to develop changes and improvements to ensure the effective implementation of CBE. In spite of the appeal of forming teacher teams in vocational education, studies on this subject show that teams in educational settings are not easily implemented. In this study, 28 managers from a Vocational Education and Training (VET) college in The Netherlands were interviewed in order to find factors that are related to effective team functioning. The authors choose to rely on a qualitative approach, because there has hardly been any empirical validation of factors that are related to effective team functioning in a vocational education context. In order to determine what factors influence team effectiveness, the results from the interviews have been related to what is known about team effectiveness from the literature. By relating the results from the interviews to what is known about team effectiveness from the literature, a framework for future research on team effectiveness in schools is provided. In line with the organizational and psychological literature on team effectiveness, the managers distinguished several aspects in their definition of team effectiveness. Moreover, the findings of the study highlight the importance of the development of task interdependence, transformational leadership, and group efficacy for producing effective teams in education.

4 ETM PROGRAM DESCRIPTION

The program has been executed to develop knowledge and skills and aim to design and drive effective management structure and support team members to achieve their objectives. The ETM program focuses on teaching management skills to the officers. This course would help the officers to collaborate, authentically share their views and also learn how to make their teams work better.

The ETM course focuses on three modules:

- 1) Introduction
- 2) Support
- 3) Follow-up

Each module addresses multiple objectives outlined in the table below along with the scope of each lesson. The topics are chosen so as to build a scaffolded understanding of designing an online course keeping in mind the current context of officers.

4.1 MODULE 1

MODULE 1 DETAILED OUTLINE

Topics	Objective	Objective Type	Scope
Introduction to course Scope and expectations	To understand the course outline and expectations from them during the course consumption	Knowledge	Understanding course structure
Understanding terms Effective Team Management	To understand the difference between group and team	Knowledge	What is a team? What is team management? What is the difference between group and team?
Management Memo Aspect of Management memo format	To use a management memo format while planning a program	Application	What is a management memo? What are the SMART goals? How we can frame the SMART goals? What are the different aspects of the management memo format?

Module 1 - Create and use a management memo by using a management memo framework.

4.2 MODULE 2

MODULE 2 DETAILED OUTLINE

Topics	Objective	Objective Type	Scope
Support to team members	To understand what it means to support a team and provide guidance. To achieve the goals of a team member.	Knowledge	Introduction to support a team and provide guidance as a team leader, components of effective teams, and achieve the goals of a team member.
Skill-will matrix	To identify different skills in the team members and understand their will to complete a task.	Knowledge	The need for the Skill-will matrix, components of the Skill-will matrix, to understand the combination of skill and will in an individual.
	To use the Skill-will matrix to support the team members in the right direction.	Application	What is the Skill-will matrix? What are the four phases of the Skill-will matrix? Provide support based on the individual's skill and will.

Module 2 - Use a skill-will matrix for a program and use it in their office.

4.3 MODULE 3

MODULE 3 DETAILED OUTLINE

Topics	Objective	Objective Type	Scope
Follow-up Importance of follow-up	To understand the concept and importance of follow-up.	Knowledge	The need for follow-up, the do's and don'ts of follow up, the importance of follow up.
Methods of follow up	To understand and use the different methods of follow up.	Application	Components of follow-up, methods of follow-up i.e. team review meetings, one-on-one meetings, co-visit, and informal sharing of information.
Support Accountability Matrix	To understand the four phases of follow-up. To understand the guidelines of support and follow-up.	Application	The need to have a balance between support and follow-up.
5 C's	To understand the concept and use of 5C's.	Application	The need for 5C's i.e. Common purpose, Clear expectations, Communication and alignment, Coaching and collaboration, and Consequences to increase the sense of responsibility among team members.

Module 3 - Use different methods of follow-up for their office work.

- Use of 5C's for a program and use it in their office.

5 ETM PROGRAM EVALUATION

5.1 RATIONALE

In the current stage, we have evaluated the benefits of ETM program to officers in their respective day to day official work. It details the values imbibed from the ETM program in the officers leveraging the learnt tools and techniques. The impact of this program on their behaviour and attitude further adds an improvement in their communication skills. It also evaluates if the content taught in ETM is helping in relevant planning, and meeting sessions with the team members. It aims to understand the means of implementation utilized by officers and if they faced any challenges in doing so. It ensures a close watch to check how ETM helps officers in team building.

5.2 OBJECTIVES OF THE ETM COURSE

1. It focuses on the process of designing, implementing, and monitoring programs - both administrative and academic.
2. To help the officers to collaborate, authentically share their views, and learn with other peers (officers) on a continuous basis.

Following are the ways for certification of ETM

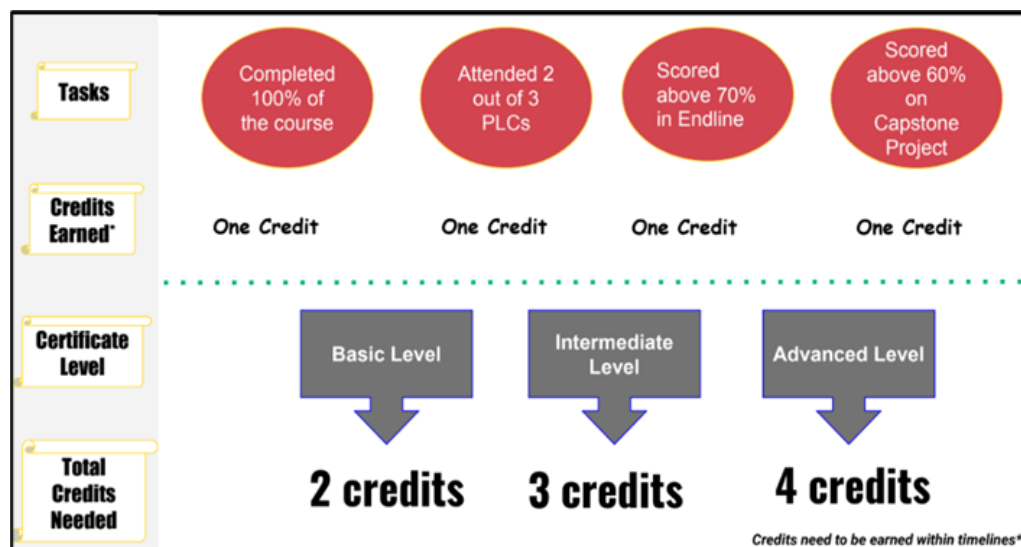


Figure 11: Ways for certification of ETM

Credits are provided based on tasks performed by officers. Completion of the following 4 tasks provides officers with 1 credit each,

1. 100% course completion
2. Attendance in 2/3 PLCs
3. 70% plus score in endline
4. 60% plus score in Capstone project

Based on the credits accumulated, certifications are provided to respective officers in accordance with the following buckets,

Sr. No.	Credits	Level
1	2	Basic
2	3	Intermediate
3	4	Advance

5.3 NO. OF PARTICIPANTS / SAMPLE

342 officers have enrolled for this course out of which 219 have been certified.

Following is the classification of the 219 certified officers' part of this assessment,

1. Advance - 50
2. Intermediate - 76
3. Basic - 93

5.4 NEED FOR ETM PROGRAM EVALUATION

1. Understand the technical support given to the officers.
2. Update the course through different platforms.
3. Provide learning material to the officers through WhatsApp.
4. Provide relevant content and videos on the FIRKI platform.

5.5 ETM PROGRAM EVALUATION HELPS US TO ASSESS ON THE FOLLOWING CRITERIA

A. Utilizing the program: To see the utilization of the program and outcome in relation to the needs of the officers.

- 1) Here we will understand how significantly the program has been used by the officers and implemented in different schools.
- 2) Also to see the implementation of the program in political and administrative leadership to support teachers.

B. Impact of the program: Changes and effects, positive and negative, planned, and unforeseen, that has resulted from the program with respect to the target groups and other affected stakeholders.

- 1) The evaluation study at this stage will seek to examine the effectiveness of the program. The program has completed 1 full year of implementation in its current framework and has resulted in the effectiveness in achieving the expected objectives, as follows
 - a) Usefulness in daily official work. Especially the concepts and tools taught in this course, such as task tracker, monitoring framework etc.
 - b) To see the impact of PLC (Peer Learning Community) as it provides an opportunity to revise the concepts as well as to discuss the thoughts and reflections with the peers.

5.6 POST-TRAINING SUPPORT

After officers complete the course, they still have access to the FIRKI platform. Other than that, there is no specific effort taken by the LEAD team to support the officers, at least till now. Also, officers have the learning material of the course with them, which includes all concepts covered in the course.

6 METHODOLOGY USED FOR EVALUATION

The current study used mixed method research as a methodology. The Paradigm used for the study was the Mixed Method Paradigm. In order to study the impact of the program, quantitative data was obtained from the questionnaire made on the Google Form and the qualitative data was gathered to triangulate and explain the quantitative data by the conduct of Focus Group Discussion (FGD).

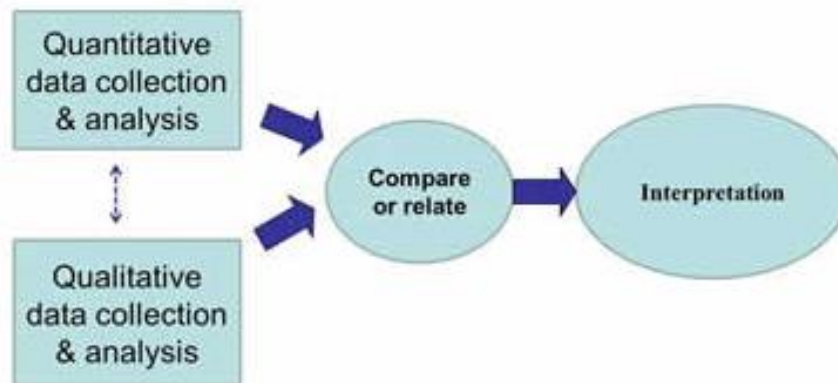


Figure 12: Methodology used for Evaluation

Mixed Method Design

Evaluation Questions	Method	Data
Does the ETM course help in developing leadership quality and professional skills, inculcate values essential for work?	5 point Likert Scale (Quantitative)	Program data on training feedback and follow-up through survey questionnaire.
How useful is the ETM program approach to the stakeholders? What works and Why?	Thematic Analysis (Qualitative)	Focus Group Discussion

The first research question uses a 5 point Likert Scale method, where data was collected after the completion of the ETM program and later it is compared to understand the views of the officers. For the second research question, qualitative data analysis was done after the Focus Group Discussion.

7 KEY EVALUATION QUESTION OF ETM

The evaluation was done on the usefulness of the program content, to what extent were the concepts useful at their workplace was evaluated through the follow up

questionnaire which was categorized as course, learning material and support system. The questions were framed on the basis of objectives of the course.

- **Does** the ETM course help in developing leadership quality and professional skills, inculcate values essential for work?
- **How useful** is the ETM program approach to the stakeholders? What works and Why?

7.1 SAMPLING

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population.

In this study we went through the following stages:

Stage 1: A survey questionnaire was prepared using Google Forms and sent via WhatsApp to all the 219 officers. The questionnaire included both quantitative and qualitative approach questions.

Stage 2: After the follow-up stage we selected 24 officers based on a simple random sampling method for focused group discussion. However it was ensured that participants from as many districts, gender, designation and certification level as possible were chosen out of which 12 officers had participated in discussion. The following figure 13 represent participants from the different districts.

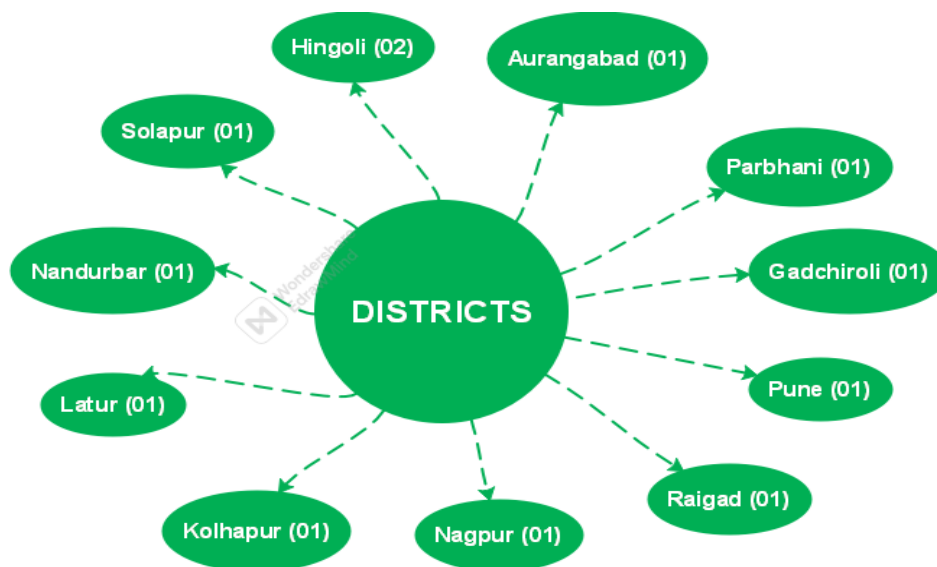


Figure 13: Different Districts of the Participants

8 TOOLS OF RESEARCH

The following figure 14 represents the tools used for quantitative and qualitative data collection.

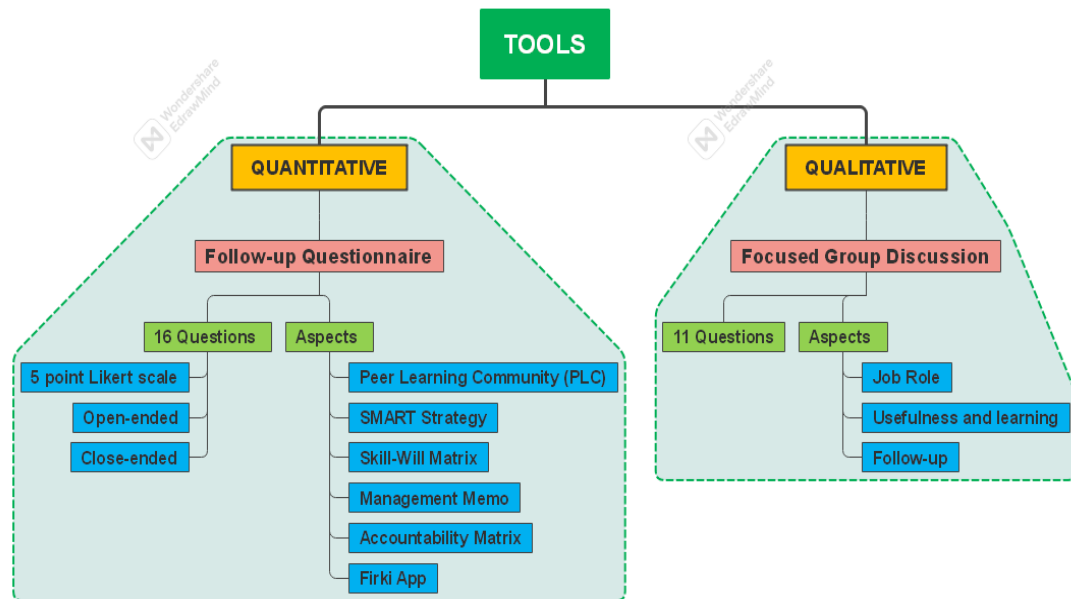


Figure 14: Tools included in the Annexure

8.1. QUANTITATIVE PHASE

The follow-up questionnaire had 16 questions out of which 11 questions were based on 5 point Likert scale, 4 questions were open ended and 1 question was close ended. The questionnaire was based on the aspects like PLC, SMART strategy, Skill will matrix, Management memo, accountability matrix, FIRKI app. Out of 219, 60 responded to the follow-up questionnaire. The tool was administered in Marathi and English. The details of the tool are included in the Annexure12.1 – FOLLOW-UP SURVEY FOR ETM.

8.2. QUALITATIVE PHASE

We have used focused group discussion for qualitative data. Interview questions were structured in Marathi and English. 11 questions were framed for the discussion. The questions were about challenges and usage of ETM course, skill-will matrix, management memo, 5C's and one-on-one meeting. The questionnaire also asked for suggestions and support requirements from the LEAD program. They were related to the following aspects:

Job role: The participants were asked about their job and how ETM course has helped them to do their work more efficiently.

Usefulness learning and its application: In the Interview, the usefulness of ETM course was asked and how the participants applied the knowledge in their day-to-day activities was discussed.

Follow-up: The participants further asked to share their experience after completion of ETM course.

The details of the tool are included in the Annexure 12. 2 FOCUS GROUP DISCUSSION (FGD) QUESTIONNAIRE.

The tool was administered in Marathi and English based on the comfort of administrators. The responses were audio recorded and transcribed in English. In this preliminary report, the key observations from the interviews have been summarized in detail.

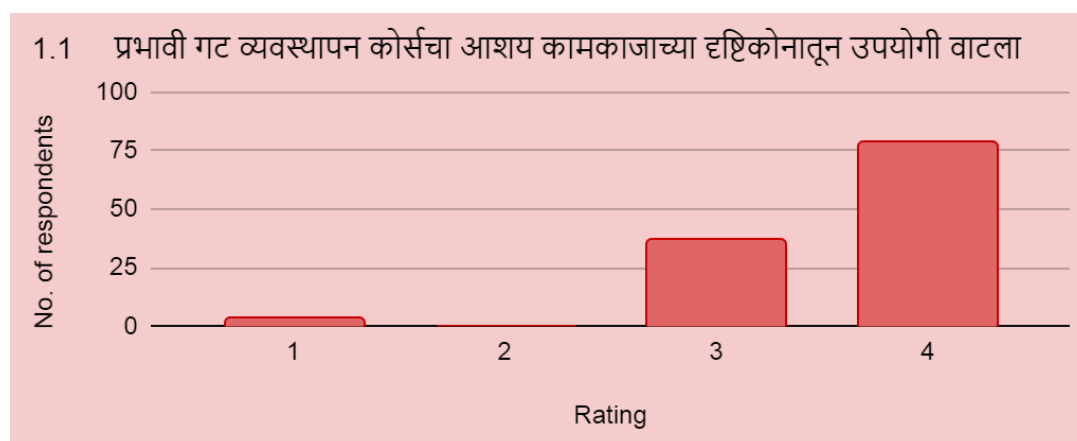
9 DATA ANALYSIS

9.1 QUANTITATIVE PHASE

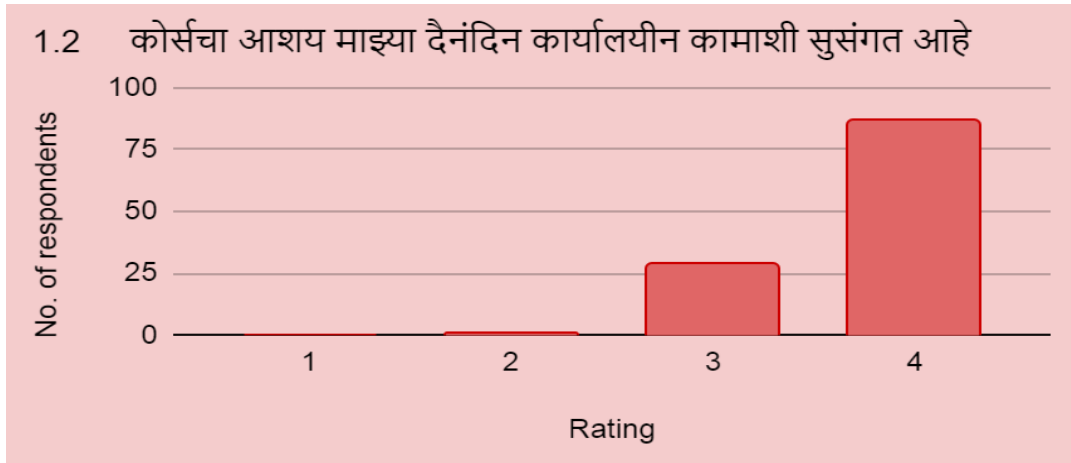
9.1.1 ETM FEEDBACK

Feedback questionnaire was framed by MIEPA through Google Form. The questionnaire was divided into three sections - Course, Learning Material and Support. Following graphs represent the data analysis of feedback questionnaire:

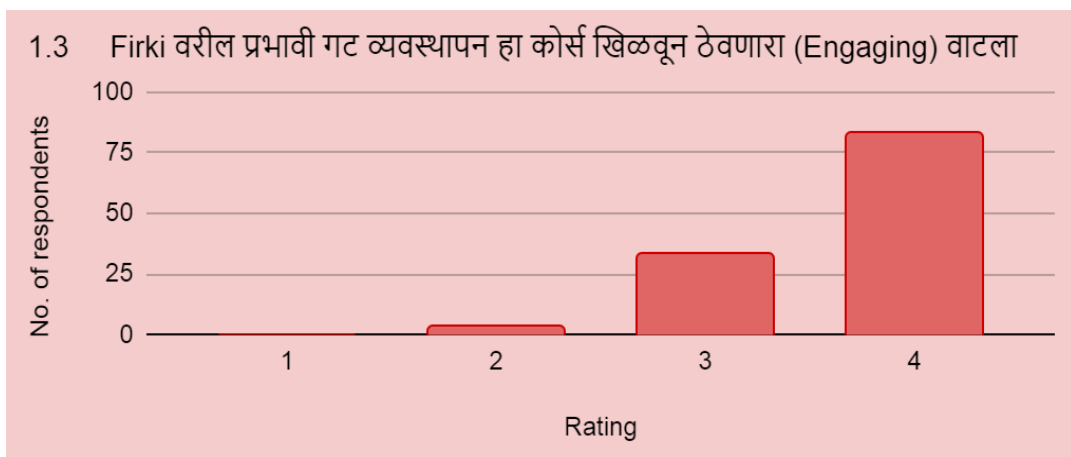
***Content for the "Effective Team Management" course offered on the FIRKI Platform. [1 is the lowest 4 is the highest]**



The above survey shows that the concept of ETM course is very useful from a working point of view. 2.6% of the sample disagreed that the ETM course was useful; the reasons for their disagreement could be due to connectivity issues as the course was conducted online and a few officers mentioned that there is a need of at least one offline training to understand the concepts better and doubt clarification; though 97.4% of the sample agrees with the statement.

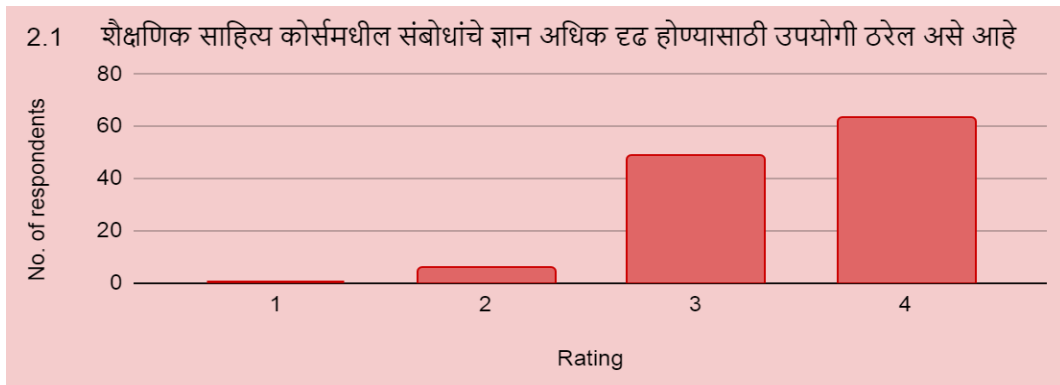


The above survey shows that the content of the course is consistent with daily office work. 1% of the sample disagree; 25% agree and 74% strongly agree with the statement.

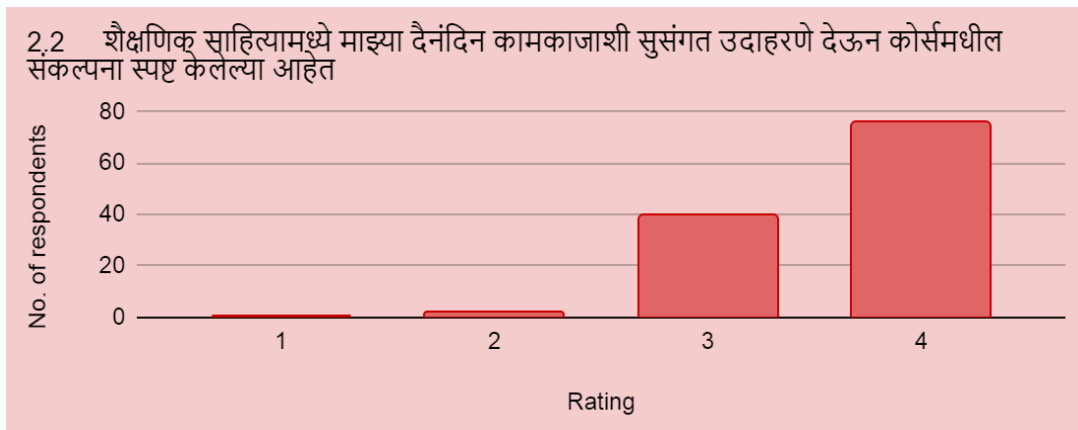


ETM course on FIRKI app seemed to keep the learners engaging. From the above graph we can see that 2% of the sample disagree; 28% agree and 70% strongly agree on the statement.

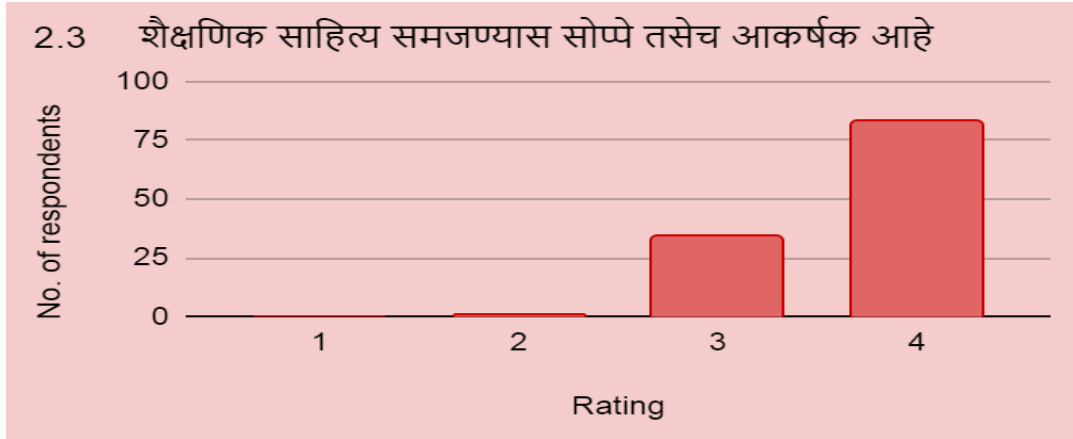
***Regarding the learning materials of the "Effective Group Management" course made available in PDF format by WhatsApp group [1 is the lowest 4 is the highest]**



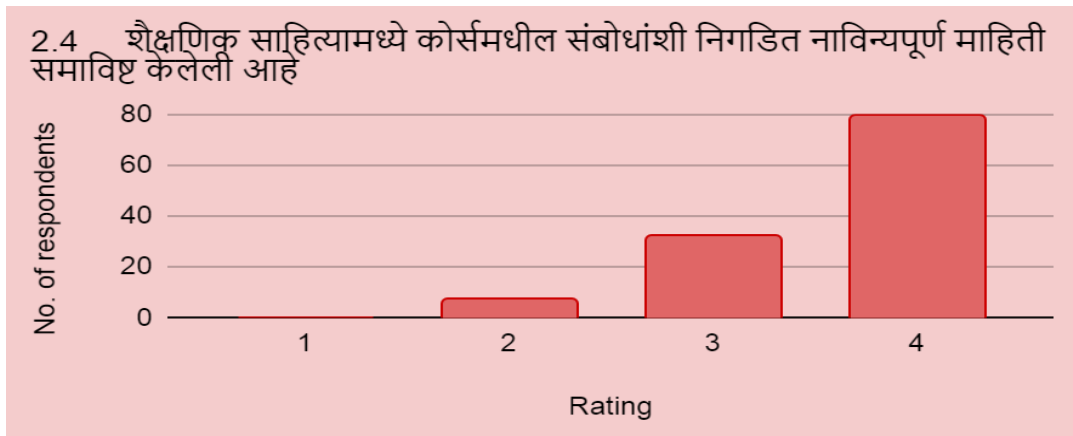
The course content material is useful to strengthen existing knowledge. From the above graph, we can see that 5.5% of the sample disagree; 41.5% agree and 53% strongly agree on the statement.



The concepts in learning material of the course are explained by giving examples consistent with my daily work. From the above graph, we can see that 1.1% of the sample disagree; 33.9% agree and 64.4% strongly agree that learning material examples are useful in daily work.

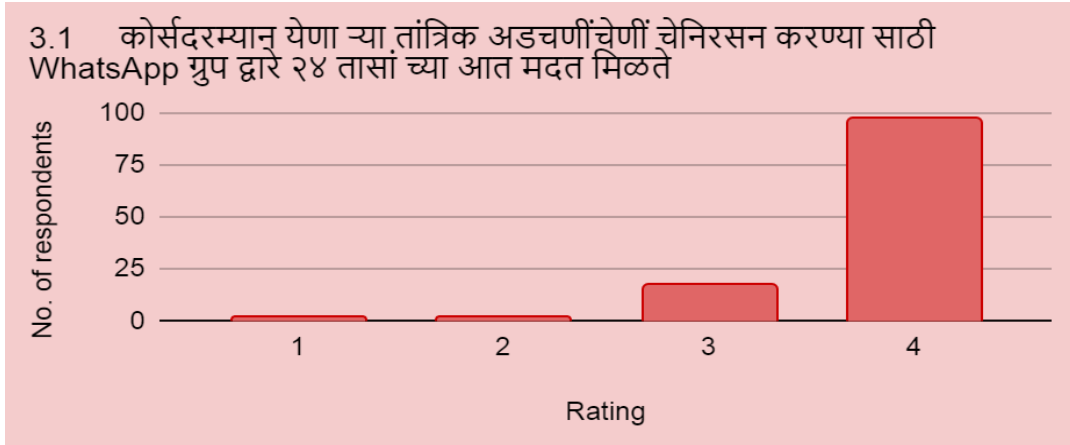


The educational learning material is easy to understand as well as attractive. From the above graph, we can see that 0.9% of the sample disagree; 28.8% agree and 70.3% strongly disagree on learning material being easy and attractive.

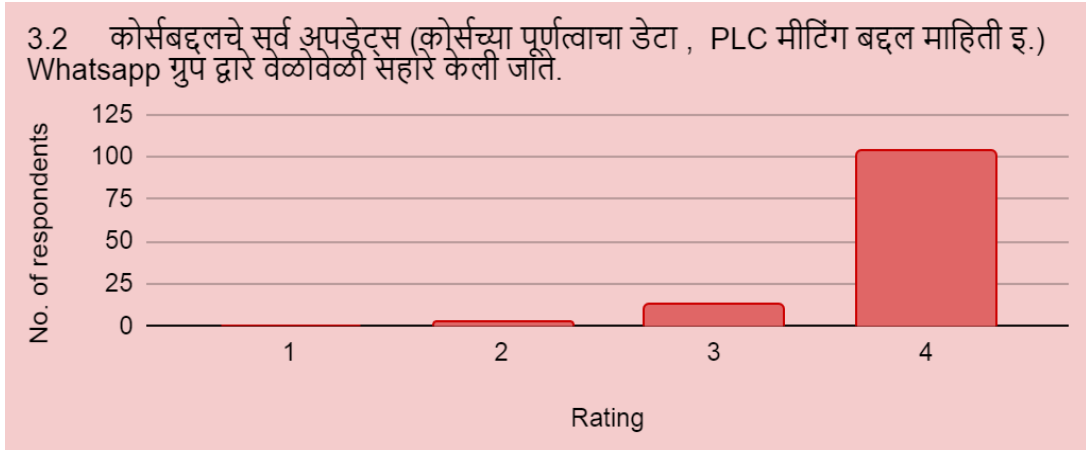


Learning material includes innovative information related to course. From the above graph, we can see that 5.9% of the sample disagree; 27.1% agree and 67% strongly agree to innovative information provided in the learning material.

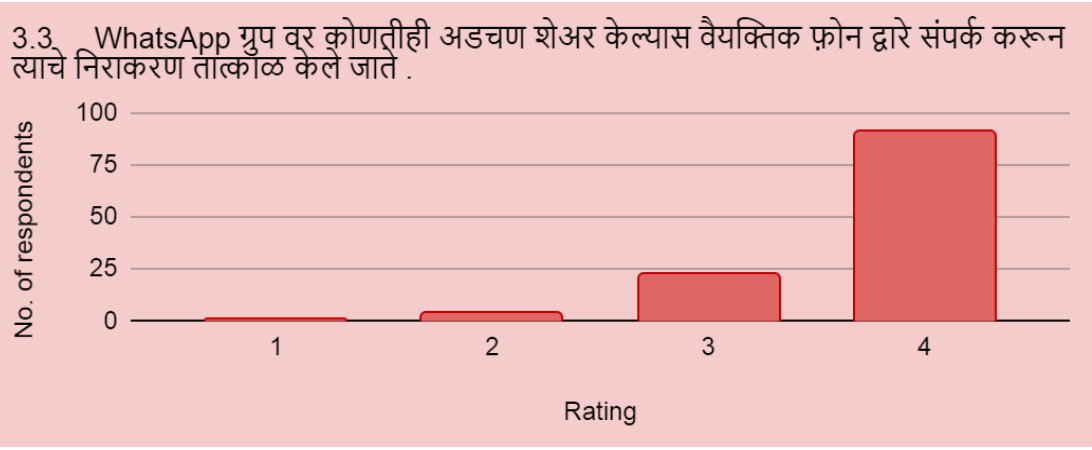
***Factors regarding the support given during the course [1 is the lowest 4 is the highest]**



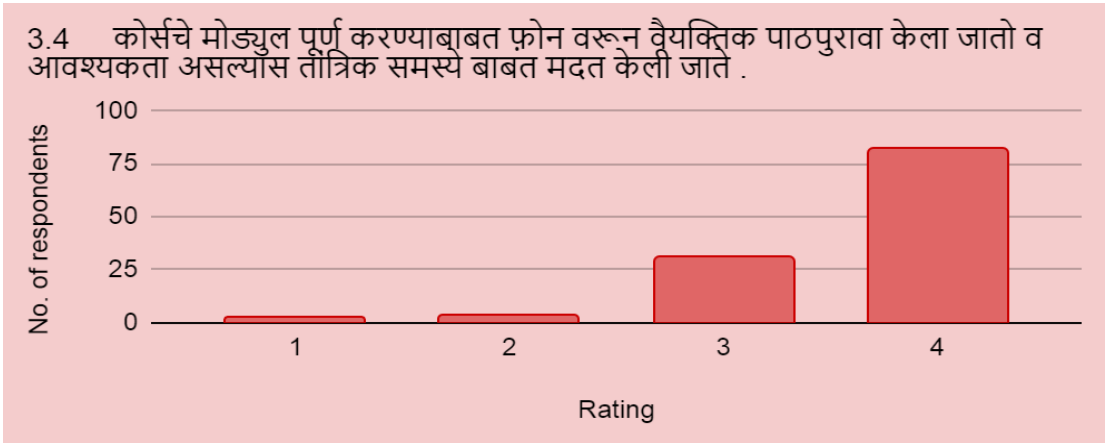
The WhatsApp group provides help within 24 hours to resolve any technical issues encountered during the course. From the above graph; we can see that 1.7% of the sample strongly disagree; 1.7% disagree; 14.4% agree and 82.2% strongly agree on receiving help.



All updates about the course (course completion data, PLC meeting information etc.) are updated on the Whatsapp group from time to time. From the above graph, we can see that 1.7% of the sample disagree; 11% agree and 87.3% strongly agree on receiving updates on Whatsapp.

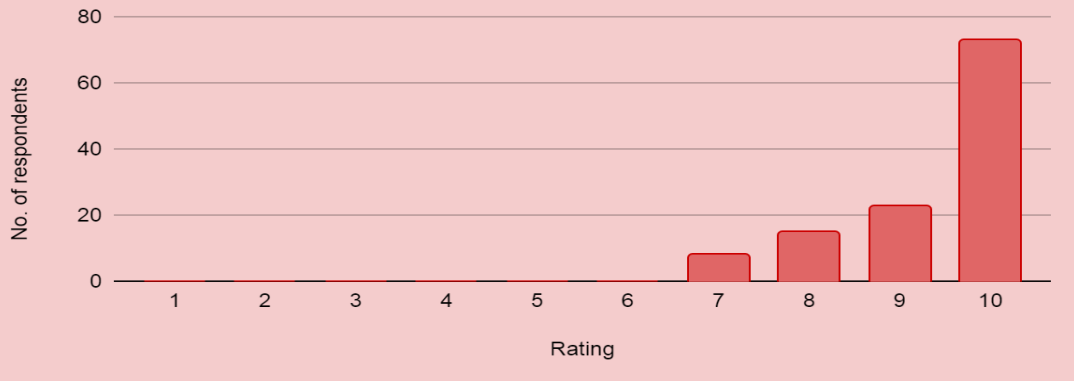


If any problem is shared on WhatsApp group, it is resolved immediately by contacting us via personal phone. From the above graph, 1% of the sample strongly disagree; 3.3% disagree; 18.6% agree and 77.1% strongly agree on getting their problems solved personally.



Personal follow-up is done on completion of the course module over phone and help with technical issues is provided if required. From the above graph, it is observed that 1.7% of the sample strongly disagree; 2.5% disagree; 26.3% agree and 69.5% strongly agree on the statement.

4. आपण आपल्या सहकाऱ्यांना "प्रभावी गट व्यवस्थापन " या कोर्स ची शिफारस करण्याची किती शक्यता आहे? (१ ते १० दरम्यान रेटिंग करावे)



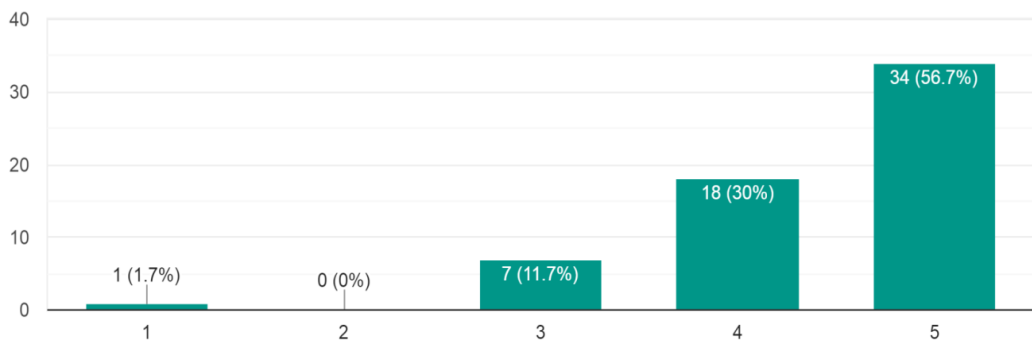
How likely are you to recommend ETM course to your colleagues? Rating between 1 and 10. From the above graph we can say that 6.8% of the sample strongly disagree; 12.7% disagree; 18.6% agree and 61.9% strongly agree on recommending ETM course to their colleagues.

9.1.2 ETM FOLLOW-UP (SURVEY)

१. "प्रभावी गट व्यवस्थापन " कोर्स पूर्ण केल्यानंतर मला माझ्या कार्यशैलीत सकारात्मक बदल दिसत आहे .

After taking up this course I see a positive change in my working style.

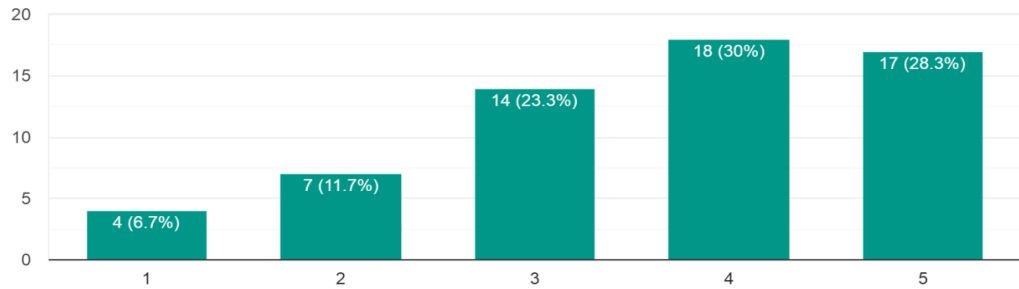
60 responses



From the above graph, we can observe that 1.7% of the sample strongly disagrees that they see a change in their working style; the reason for the disagreement could be seen in focused group discussion data analysis under Key findings, the sub-section 10.6 Scope for improvement, 11.7% were neutral; 30% agrees and 56.7% strongly agrees that they've seen a positive change in their working style after completing the ETM course.

२. मला वाटते की कोर्समध्ये शिकलेल्या काही संकल्पना माझ्या दैनंदिन कामात लागू करणे आव्हानात्मक आहेत . I feel certain concepts learnt in the course are challenging to apply in my daily work.

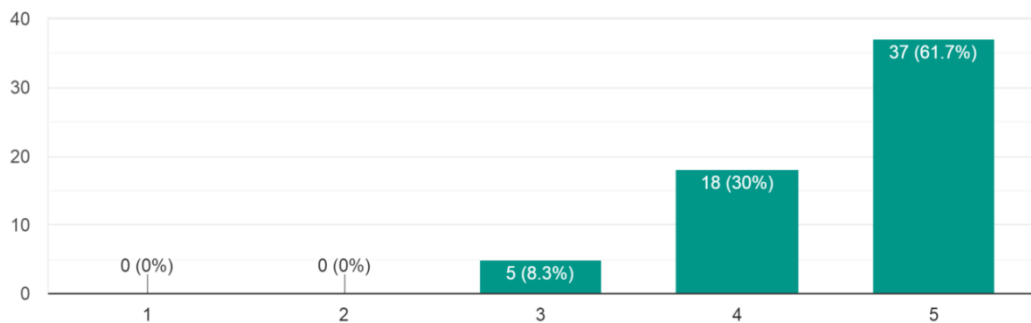
60 responses



From the above graph, we can observe that around 18% of the sample disagrees that the concepts learnt in the course are not challenging to apply in their daily work; 23.3% feels neutral; while 58.3% agrees that certain concepts they had learnt in ETM course are a bit challenging to apply in daily work, the reasons for the challenges faced could be seen in focused group discussion data analysis under Key findings, sub-section 10.3 Challenges faced by the officers.

३. या कोर्समुळे माझ्यातील नेतृत्वगुण वाढण्यास मदत झाली . This course has helped to enhance the leadership qualities in me.

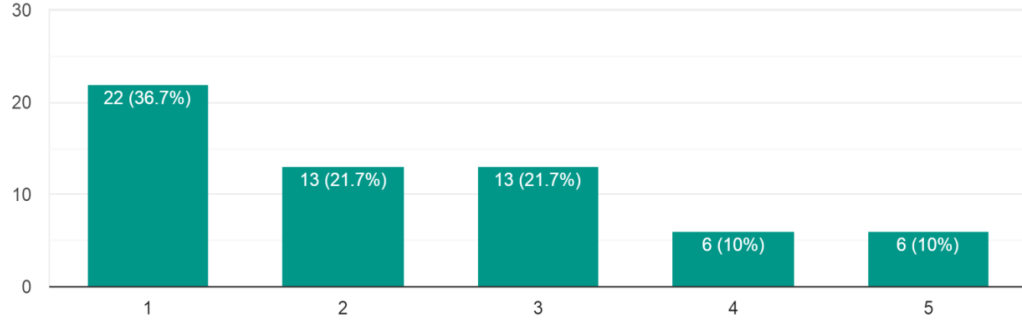
60 responses



From the above graph, we can observe that 8.3% of the sample feels neutral about leadership skills being enhanced while 91.7% agrees that their leadership skills have been enhanced after pursuing an ETM course. The reasons for this positive change could be seen in focused group discussion data analysis under Key findings, sub-section 10.1 New knowledge and understanding.

४. हा कोर्स दैनंदिन शाळा व्यवस्थापनात आवश्यक असलेल्या सर्व घटकांचा समावेश करत नाही . This course does not cover all the elements required in day-to-day school management.

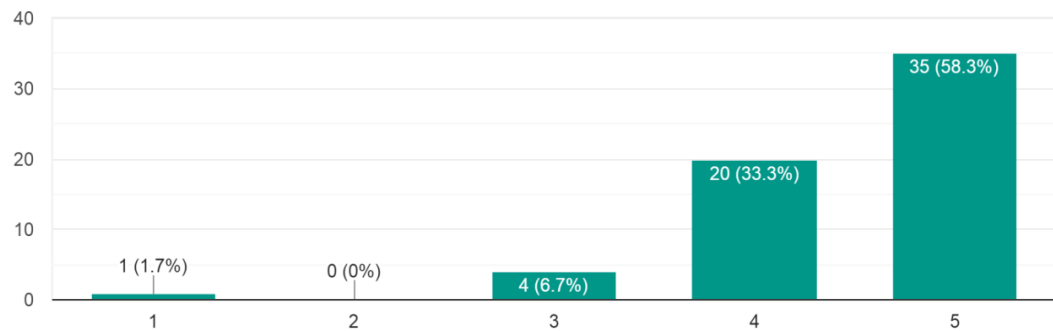
60 responses



From the above graph, we can observe that 58.4% of the sample agrees that the course does cover all the elements required in day-to-day school management; 21.7% feels neutral; while 20% agrees that the ETM course does not cover all the elements required in day-to-day school management. The reasons for this could be seen in sub-section 9.2.2 ETM follow-up focused group discussion data analysis as well as seen in sub-section 10 Key findings.

५. या कोर्सने मला कामाच्या नैतिकतेसाठी आवश्यक मूल्ये विकसित करण्यास मदत केली आहे . This course has helped me in inculcating values essential for work ethics

60 responses



From the above graph, we can observe that 1.7% of the sample strongly disagrees that the course has helped in inculcating values essential for work ethic; 6.7% feels neutral while 33.3% agrees and 58.3% strongly agrees that ETM course has helped them in inculcating values which are essential for work ethics. The reasons for this could be seen in an example shared by one of the officers which is mentioned in Key findings, sub-section 10.2 Usage of ETM course along with the responses of the officers.

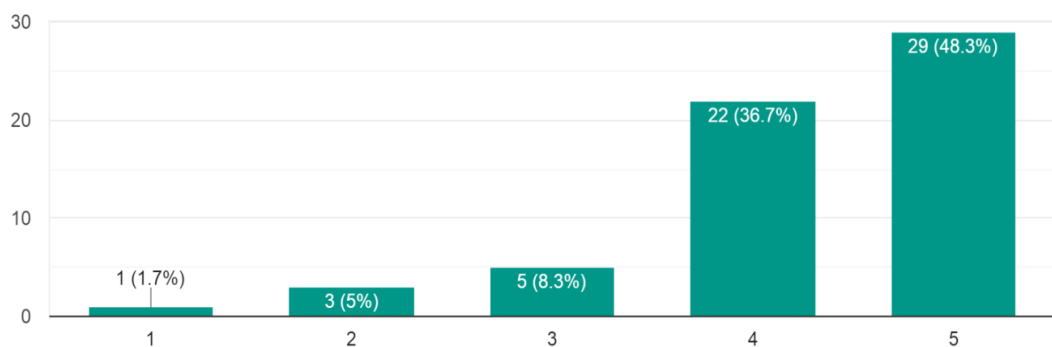
६. कोर्समधील संकल्पना अंतर्भूत करताना तुम्हाला कोणती आव्हाने येतात? What are the challenges that you face while incorporating the concepts from course?

As the question was structured in an open ended format, the analysis is as follows:

The officers mentioned that there is a lack of motivation among the team members and also they do not show 100% dedication towards the task. It is also difficult to convince a few colleagues to work religiously. There is also a need for a change in attitudes among the team members. Negative mentality of a few members needs to be changed in positive willpower. Another drawback during the COVID-19 situation was the Internet connectivity issues as the programs conducted through an online mode. Programs conducted at the district level are for a shorter duration hence the planning implementation becomes difficult. Due to other workload and time constraints implementing of planned activities suggested through ETM course becomes difficult.

७. मी माझ्या समवयस्कांशी विचारांची देवाणघेवाण करण्यासाठी पीअर लर्निंग कम्युनिटी सारख्या तंत्राचा वापर करतो / करते . I use the technique of Peer Learning Community (PLC) meetings to exchange thoughts with my peers.

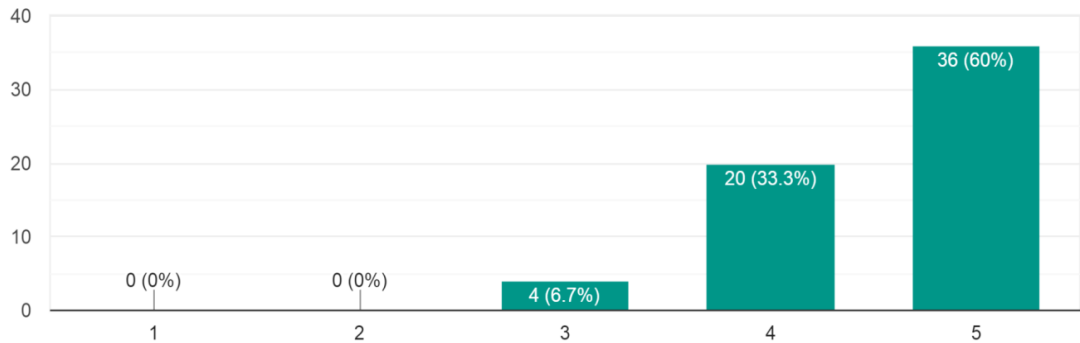
60 responses



From the above graph, we can observe that 6.7% of the sample disagrees with the statement 'I use the technique of Peer Learning Community (PLC) meetings to exchange thoughts with my peers'; the reason for the disagreement can be stated with reference to the FGD discussion where one of the officers mentioned that due to the online training PLC was not that effective as it could have been in an offline mode. 8.3% feels neutral while 36.7% agrees and 48.3% strongly agrees that they use PLC meetings to exchange thoughts with their peers.

८. मी ध्येय किंवा उद्दिष्टे साध्य करण्यासाठी स्मार्ट धोरण वापरण्यास सक्षम आहे. I am able to use SMART strategy to achieve the goal or objectives.

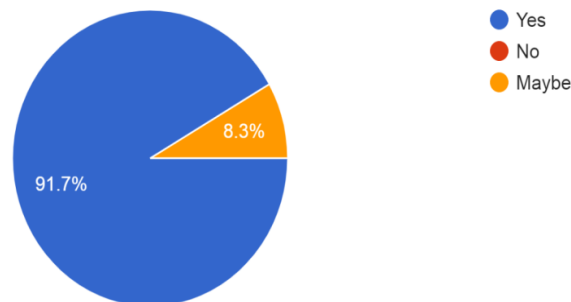
60 responses



From the above graph, we can observe that 6.7% of the sample feels neutral while around 93.3% strongly agrees that they use SMART strategy to achieve their goals and objectives. Hence a positive outcome is seen with relation to SMART strategy. All the officers are able to use the SMART strategy to achieve the goals and objectives of a program. It was also clearly mentioned by many officers during the focus group discussion.

९. तुम्ही तुमच्या कार्यसंघ सदस्यांना शक्य तितक्या चांगल्या प्रकारे समर्थन देण्यासाठी कौशल्य विल मॅट्रिक्स वापरता का? Do you use the skill-will matrix to support your team members in the best possible way?

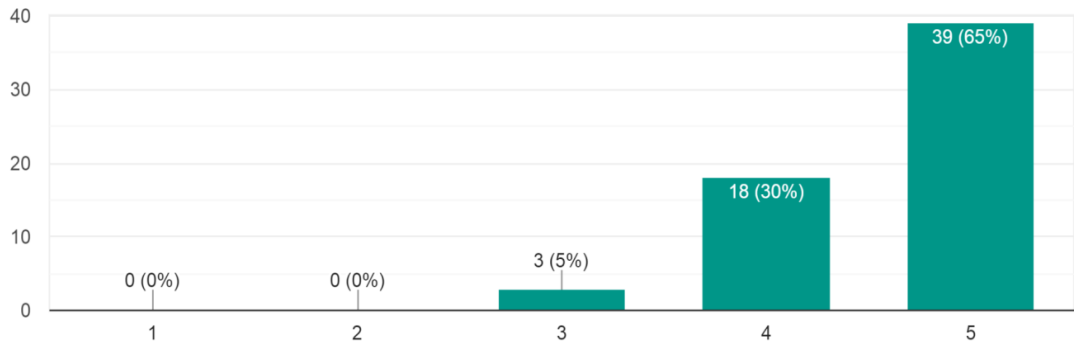
60 responses



From the above pie-chart, we can observe that 91.7% of the samples admit that they use the skill-will matrix to support their team members while 8.3% show possibility to use. The reasons for this could be seen in focused group discussion data analysis in Key findings, sub-section 10.1 New Knowledge and understanding.

१०. इफेक्टिव्ह टीम मॅनेजमेंट कोर्सने मला व्यावसायिक कौशल्य विकसित करण्यात मदत केली आहे . Effective Team Management (ETM) course has helped me develop professional skills.

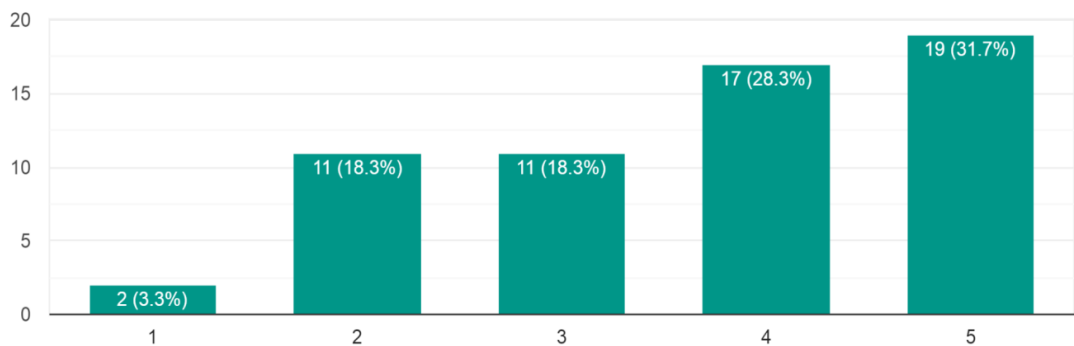
60 responses



From the above graph, we can observe that 5% of the sample feels neutral while around 95% strongly agrees that the ETM course has developed their professional skills. Hence a positive outcome is seen of the ETM course. Most of the officers believe that the course has helped them develop professional skills. During the FGD discussion a few officers also mentioned that this course has not only helped them to develop their professional skills but also has helped them to grow as an individual.

११. मी कोर्स पूर्ण केल्यानंतरही फिरकी अॅपवरील शिक्षण सामग्रीचा संदर्भ घेतो/ घेते . I refer to the learning material on the Firki app even after completion of the course.

60 responses

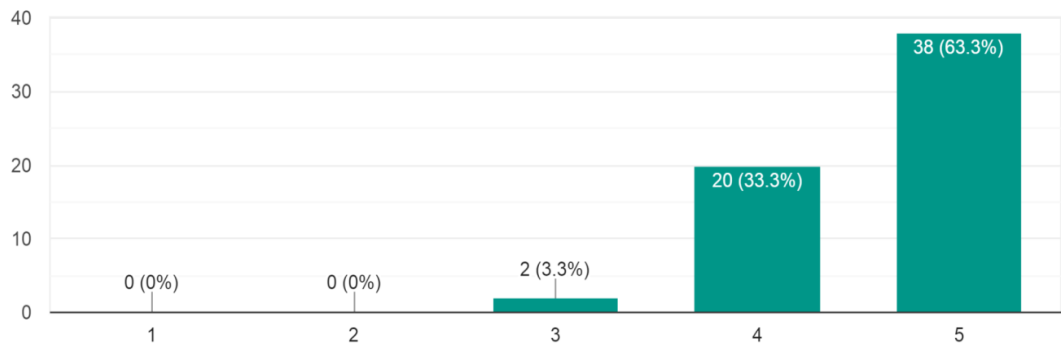


From the above graph, we can observe that 21.6 % of the sample does not agree with the statement ‘I refer to the learning material on the FIRKI app even after completion of the course’. The reasons for this could be seen by one of the officers which is mentioned in Key findings, sub-section 10.2 Usage of ETM course along with the

responses of the officers, 18.3% feels neutral while 60 % strongly agrees that they refer to the learning material on the FIRKI app after completion of the course.

१२. या कोर्सने मला संघ उत्तरदायित्व आणि प्रेरणा वाढवण्यास मदत केली. This course has helped me to enhance team accountability and motivation.

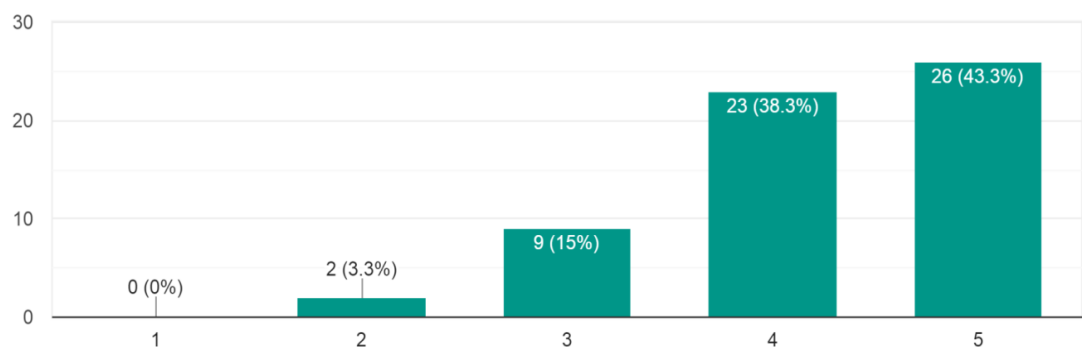
60 responses



From the above graph we can observe that 3.3% of the sample feels neutral while 96.6% agrees that ETM course enhanced their team accountability and motivation. This shows a positive approach towards the ETM course. The reasons for this could be seen in focused group discussion data analysis which is mentioned in Key findings, sub-section 10.2 Usage of ETM course along with the responses of the officers.

१३. हा कोर्स पूर्ण केल्यानंतर मी कृती आराखडा आणि सपोर्ट स्ट्रक्चर्सची रचना करण्यास सक्षम आहे. I am able to design action plans and use support structures effectively after completion of this course

60 responses



From the above graph, we can observe that 3.3% of the sample disagrees; 15% feels neutral while 81.6% agrees that after completion of ETM course, they are able to

design action plans and use support structures effectively. The reasons for this could be seen in focused group discussion data analysis mentioned in the Key findings, sub-section 10.1 New knowledge and understanding.

१४. तुमच्या टीम सोबत काम करताना तुम्ही सपोर्ट अकाउंटॅबिलिटी मॅट्रिक्स वापरता का? तुम्हाला असे वाटते कि ते तुम्हाला मदत करते, जर होय, तर कसे? Do you use the support-accountability matrix while working with your team? Do you feel that it helps you, If yes, then how?

Most of the officers mentioned that they use the support-accountability matrix while working with the team as it has defined work distribution and responsibilities. It helps in making a successful team. It helps in determining accountability as per team's strength and knowledge. It also helps to balance both follow-up and support. One of the officers mentioned that creation of a matrix in terms of what support is needed is important while assigning the responsibility to an employee. Support Accountability metric allows each group member to make appropriate plans for how they should be supported according to their abilities and needs. This helps in increasing the efficiency of the group members and helps them to complete the work on time and in a better way.

१५. तुम्ही तुमच्या टीम सोबत मॅनेजमेंट मेमो तयार करता का? तुम्हाला असे वाटते का की यामुळे तुम्हाला आणि टीमला काम आणि जबाबदारीबद्दल अधिक स्पष्टता मिळण्यास मदत होते ? Do you create management memo with your team? Do you feel that it helps you and the team to get better clarity about the work and accountability?

All the officers have agreed that they create Management Memo and have mentioned that it helps in understanding the responsibilities required to complete a task in a given time frame. It also helps to get better clarity about work and also helps in understanding the various values and objectives of a program and is beneficial for effective team management.

१६. कोर्स पूर्ण झाल्यानंतर काही प्रकारचे समर्थन आवश्यक आहे असे तुम्हाला वाटते का? जर होय, तर तुम्हाला कोणत्या प्रकारचा सपोर्ट तुमच्यासाठी सर्वात प्रभावी वाटतो? Do you feel that

some kind of support is required after the completion of the course? If yes, which kind of support do you feel the most effective for you?

Most of the officers are satisfied with the course content and do not feel the need for extra support. While a few officers have suggested certain points such as requirement of support group learning, feedback and sharing experience, Technical support, repetition of the course highlights and training to be provided after every 2-3 months to refresh the content knowledge. One of the officers also suggested that inclusion of a Johari window can also be added in the course.

9.2 QUALITATIVE PHASE

9.2.1 ETM FEEDBACK

This ETM feedback is based on the data analysis of the questionnaire sent to the officers after the completion of the ETM course. Based on the responses certain suggestions regarding the content of the course as well as the learning materials were given by the officers. They felt this course was very useful for professional development and its structure and methodology was rich and very useful as they implemented certain contents in their day-to-day official work. The officers also mentioned the course was very easy to complete and the content that was taught was really applicable in their daily work.

For eg: The skill-will matrix was used to understand the nature of people and give relevant attention to the people that deserve it. The officers also gave suggestions for improvement in certain areas like solving technical issues as it was difficult for them to download the content on the FIRKI app, also it was difficult to continue with the same modules as there was no proper reverse and forward option. They also suggested adding more case studies which would help in understanding the content better and also arrange a course of legal advice as well as a course based on personality and communication skill enhancement.

According to the officers the content provided for ETM was extremely useful but it was difficult for them to save the question answers provided after each module hence they suggested improvement in technological aspect. They also expected a list of books related to the modules to be provided for extra learning.

9.2.2 ETM FOLLOW-UP (FGD)

Qualitative Data Analysis of ETM FGD Officers' Responses

Theme	Category	Codes/ characteristics	Sub-codes
Course/ content	usefulness of ETM course (Q.1)	Team building	too many cooks spoil the broth, successful team building, successful team meeting, positive attitude towards team, earlier ignored minute concepts, behavior and attitude, views and suggestions, perspective
		Skill development	develops skills, communication skills, take decisions, technological, planning, thinking philosophically
		structure/framework/ course mechanics	understand tools and techniques, plannings, meetings, LEAD program, feedback, follow- ups, guidance, Helpful, achieving outcome positively, achieving results, workplace,
	Communicat ion(Q.1)	Outcomes	bonding, building an effective team, good relations, bonding is the key to success and this is the ultimate solution to good communication, teamwork
		Skills	Positive communication skills
	Challenges (Q.2, Q.7)	Interpersonal	COVID-19, socially, right direction
		Intrapersonal	emotionally, stay positive and calm

Learning Material	One-on-One meeting (Q.4,9)	Usefulness	resolve problems, queries, Content, saves time, personal attention, understanding team members
		Principles	effective team management skills, smaller group
	Skill-will matrix (Q.6)	Applicability/ Usage-	High skill, low will, low skill, high will, understanding and identifying, required output, assistance, giving responsibilities, willpower,
		Benefits/Merits	guidance, progress, benefits, support, effort
	Management memo(Q.3)	Applicability/ Usage	expected outcome, working styles, goals and expectations, objectives, challenges
		Benefits/ Merits	Attractive, convenient, implementation, setting goals, good management, “Plan to fail, fail to plan”, system planning,
	5C’s (Q.5)	Content	Elaborated, imbibed, content, principles, implemented, awareness about the terminologies, identify
Support system	Suggestions (Q.8,10)	Content	Based on 10 guidelines by WHO, enhance 21st century skills, overall skill development, include ‘Johari window’, arrange offline session,
		Participant	training for centre heads and teachers, understand relationship between themselves and others,

		Communication	good interaction, clear understanding,
	Scope for improvement (Q.10)	Improvement in follow-up	“expecting follow-up sessions within 3 to 6 months to brush up content knowledge”
		Improvement in resources	not comfortable with online reference material, requirement of printed learning material , no extra charge for certificate,
		Improvement in implementation	Not evaluated fairly, difficulty in implementing due to pandemic, additional steps required in management memo, data analysis & designing digital content training,

After the ETM follow-up conducted through focus group discussion following can be concluded:

- ✓ The officers felt this course was very useful as it helps in team building with a positive attitude. The ETM course also helped them in understanding different uses of tools and techniques at their workplace.
- ✓ The officers have seen a change in their attitude, behaviour and communication skill after successfully completing the program. They also felt that positive communication skills help a leader create bonding among the team members and also show the right path towards building an effective team.
- ✓ It was seen that the majority of the officers were impressed by the skill-will matrix as it helped in giving the right guidance based on a skill and the will of a person. The officer said “this matrix definitely helps in giving responsibility based on a person's skills”.
- ✓ The content of the ETM program was very useful to many officers as they were able to implement it in their day-to-day work.
- ✓ It was also seen the officers faced difficulty emotionally, socially during the COVID-19 situation and this ETM program helped them overcome their problems.

- ✓ Officers also faced challenges and obstacles while working in teams but the content taught to them was so impactful that it was easier for them to take the challenge and led to good effective team management.
- ✓ Good relations and communication is the key to solve any challenge or obstacle faced by the team. An officer said “Bonding is the key to successful team work and this is the ultimate solution to good communication”.
- ✓ There were few suggestions given by the officers to start the courses based on the 10 guidelines given by the WHO which would help in overall skill development of a person. They also suggested conducting offline courses which would help in good interaction and clear understanding of the concepts.
- ✓ In conclusion, we can say that the officers are ready to upgrade themselves according to the needs of the 21st century skills resulting in professional growth and upliftment of educational sectors which will help in growth and development of the state.

10 KEY FINDING

10.1 NEW KNOWLEDGE AND UNDERSTANDING

‘Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.’ The officers expressed their new leanings and their understanding during their interview and their responses are analyzed below:

1. Skill - will matrix

The officer also mentioned how the concept of skill-will matrix has helped them (people with high skill and low will, low skill and high will) understanding and identifying people with such skill and will help in forming better groups and getting the required output.

According to another officer we do not have to give much attention towards the people having high skill and high will as giving them some guidance is enough for them to progress in their work but people with low skill and low will needs to be given more assistance.

All the officers mentioned about the benefits of skill will matrix and gave relevant examples to support their statements. For example: An officer mentioned that there was a person with low skill and low will and later he was asked to work with somebody who had high skill and high will. With the help of this strategy used we

saw an immense difference in the person who had low skill and low will. So with this example the officer said “this matrix definitely helps in giving responsibility based on a person's skills”

An officer spoke about the skill/will matrix saying that the willpower should be in every person to do something and we can support him a little bit and at the same time give him a chance to do something, his willpower may increase and if you put in a little bit of effort for him, these things will help him to use his skill very well in his work.

2. 5C's

It was also seen that 5C's concept has been very useful to the officers as a lot of them have implemented it during conducting a meeting as said by an officer that it is very important to explain the objectives and expectations to team members. Few officers elaborated the points that come under the 5C's which showed how strongly they had imbibed the content.

An officer mentioned that he has been using this concept from quite a long time but was unaware and hence after doing this ETM course he is able to identify the 5C's and also said earlier he never followed any principles related to 5C's but now he follows the principles and takes action accordingly.

3. One-on-one meeting

There are times when it is difficult for the officers to convey work related expectations so one-on-one meeting always help.

An officer said one-on-one meetings are a space for the growth of each member with a leader who is personally invested in them and also helps in understanding the team members effectively. One-on-one meetings also help in understanding what's going on within your team members and also helps to complete the work on time using effective team management skills.

An officer also mentioned how convenient it is to use one-on-one meeting techniques which helps resolve problems, queries in less time compared to using other modes of technology.

They mentioned that as we have to work with a lot of members, after completing the ETM course they have learnt that working in a small group is more effective rather than working in a group of 10 to 12 people.

10.2 USAGE OF ETM COURSE ALONG WITH THE RESPONSES OF THE OFFICERS

a. It is very helpful and useful at our workplace. It has helped us to work with the entire team with a positive attitude, it becomes difficult to work alone as an officer hence it helps to understand and decide how more work can be done effectively from our team members, ETM course has also helped us in understanding the different tools and techniques that can be used in effective team management.

b. Before completing the ETM course we ignored the basic concepts but after the completion we were able to get more insights related to the different terms and methods that can be used for the successful team management.

For example if there are 5-6 people working in a team, everyone has different behaviour and attitude, some people work sincerely while some show negligence. Thus having a clear and positive communication skill in a leader helps in bonding with the team members. It shows them the right path towards building an effective team and lead to effective team management. Communication skill also helps in strong bonds with the team members and also taking regular feedback and follow-ups which helps us to decide which team member has to be given more guidance and allotted with the right people or groups to enhance his/her skills.

They also learnt about the 80-20 concept from the ETM course, generally 80% people do 20% work while 20% people do 80% work. From this course they were able to learn how more work can be done effectively.

c. ETM also taught us it is important to involve everyone in taking work related decisions. It is always good to take decisions together by keeping in mind others point of view and suggestions and this leads to ETM. When a group of people work together the team basically becomes stronger and leads to positive outcomes on a project they are working on.

d. ETM course content has helped a lot in our day-to-day work and also helped us to work in a different style. The content taught to us related to feedback and follow-up always helps in all the plantings, meetings, leading to achieving the expected outcome.

e. An officer mentioned that she had completed three courses under the LEAD program which helped her to a great extent as it was during COVID19 where everybody was facing challenges emotionally, socially but these courses helped to stay positive and calm.

f. ETM course was useful to officers even after completion of the program as the content was available for reference and whenever they needed it. Few officers were really impressed by the way the program was conducted and led to positive feedback.

g. ETM course has been very important to us, said by an officer explaining how it helped them to develop skills and do planning. This course has also helped them in technology, planning and thinking philosophically.

h. This course has helped us in team building as everyone is different and has different perspectives and hence this ETM course has helped us develop skills that would help in building a successful team.

i. ETM course has helped us understand that it is always better to have limited members in a team to achieve the expected results as it is said, “too many cooks spoil the broth.”

j. An officer quoted, “Plan to fail, fail to plan” is the key to system planning, good management. As an officer it is very important to have good management skills and hence this management memo has been very useful to us.

10.3 CHALLENGES FACED BY THE OFFICERS

***Management Memo**

It was seen that a lot of officers used Management Memo but all of them had this view that the memo looked attractive only on papers. It was very convenient to prepare it but when it came to implementation it was not that easy. The officers tried to make the management memo whenever needed for setting goals and expected outcomes but it never gave 100% results. But they also said though they face many challenges they still try to complete the goals and expectations written in the memo.

An officer said earlier they had to face many challenges and obstacles while setting goals and objectives but this management memo has made our working style a little easier as the memo helps to work according to the planning.

10.4 WAYS TO SOLVE CHALLENGES OR OBSTACLES IN TEAM MANAGEMENT

Every officer faces challenges while working in teams but management memo helps in showing the right direction.

Good relations and communication is the key to solve any challenge or obstacle faced by the team. An officer said “Bonding is the key to successful team work and this is the ultimate solution to good communication.”

10.5 SUGGESTIONS

- ✚ The officer was of the opinion that LEAD should start the courses as per the 10 guidelines issued by WHO for 21st Century education courses which would help in the overall skill development of a person.
- ✚ It was suggested to conduct the programs under the LEAD for centre heads and teachers.
- ✚ Though the management memo is very useful, there are certain steps to be added that would help for a follow-up.
- ✚ The ‘Johari window’ is a technique designed to help people better understand their relationship with themselves and others. Therefore, an officer suggested that the concept of ‘Johari Window’ should also be added in the ETM program under the topic of skill-will matrix.
- ✚ There was another suggestion given by an officer saying that there should be at least one offline session for the program as it would help in good interaction and clear understanding of concepts.

10.6 SCOPE FOR IMPROVEMENT

Few officers mentioned that all aspects of the ETM course are not used while working. Few officers felt that the test was not evaluated fairly and hence they did not attend the third module. They also felt that implementation was a very big problem due to the pandemic. The learning material was put online for them to refer to which

they did not find comfortable and were expecting learning material in the form of printed notes.

They mentioned that there was no need to take extra charges to receive the certificate after completing the course. They were and they are still expecting follow-up sessions after every 3-6 months to brush up their content knowledge.

An officer mentioned training should be given for data analysis as well as designing digital content.

11 CONCLUSION

Professional development course is the path towards achieving leadership role that helps officers to do the tasks more efficiently. It develops and enhances the potential of the educational officers to the fullest by training and workshops. The ETM course has helped in capacity building and administrative skills that lead toward improvement of the educational outcomes for the students. It was concluded from the focus group discussion that the course helped the officers to understand the importance of effective team management in a holistic manner.

Overall, the topics under the ETM course such as skill-will matrix, 5 C's, management memos, PLCs and one-on-one meetings can be regarded as useful for the officers in their routine official work. Clear and positive communication skills in a team are conducive to build strong bonds with the team members and effective team management can be maintained. It helped the officers to achieve the goals and targets set in their administrative responsibilities.

According to Henry Ford, "Keeping together is progress. Working together is success." Working together needs a team and team management requires you to bind your team together so that collective goals can be achieved efficiently and in most cases, more enjoyably.

12 ANNEXURES:

12.1 FOLLOW-UP SURVEY FOR ETM

<https://forms.gle/mqMW8Br5Di3xFDLV9>

Following are the questions of the follow-up survey form for ETM:

१. "प्रभावी गटव्यवस्थापन "कोर्स पूर्ण केल्यानंतर मला माझ्या कार्यशैलीत सकारात्मक बदल दिसत आहे . After taking up this course I see a positive change in my working style.

२. मला वाटते की कोर्समध्ये शिकलेल्या काही संकल्पना माझ्या दैनंदिन कामात लागू करणे आव्हानात्मक आहेत . I feel certain concepts learnt in the course are challenging to apply in my daily work.

३. या कोर्समुळे माझ्यातील नेतृत्व गुण वाढण्यास मदत झाली . This course has helped to enhance the leadership qualities in me.

४. हा कोर्स दैनंदिन शाळा व्यवस्थापनात आवश्यक असलेल्या सर्व घटकांचा समावेश करत नाही . This course does not cover all the elements required in day-to-day school management.

५. या कोर्सने मला कामाच्या नैतिकतेसाठी आवश्यक मूल्ये विकसित करण्यास मदत केली आहे . This course has helped me in inculcating values essential for work ethics .

६. कोर्स मधील संकल्पना अंतर्भूत करताना तुम्हाला कोणती आव्हाने येतात ? What are the challenges that you face while incorporating the concepts from course?

७. माझ्या समवयस्कांशी विचारांची देवाणघेवाण करण्यासाठी पीअर लर्निंग कम्युनिटीसारख्या तंत्राचा वापर करतो / करते . I use the technique of Peer Learning Community (PLC) meetings to exchange thoughts with my peers.

८. मी ध्येय किंवा उद्दिष्ट्ये साध्य करण्यासाठी स्मार्ट धोरण वापरण्यास सक्षम आहे. I am able to use SMART strategy to achieve the goal or objectives.

९. तुम्ही तुमच्या कार्य संघ सदस्यांना शक्य तितक्या चांगल्या प्रकारे समर्थन देण्यासाठी कौशल्यविल मॅट्रिक्स वापरता का? Do you use the skill-will matrix to support your team members in the best possible way?

१०. इफेक्टिव्हटी मॅनेजमेंट कोर्सने मला व्यावसायिक कौशल्य विकसित करण्यात मदत केली आहे . Effective Team Management (ETM) course has helped me develop professional skills.

११. मी कोर्सपूर्ण केल्यानंतरही फिरकी अँपवरील शिक्षणसामग्रीचा संदर्भ घेतो/ घेते . I refer to the learning material on the FIRKI app even after completion of the course.

१२. या कोर्सने मला संघ उत्तरदायित्व आणि प्रेरणा वाढवण्यास मदत केली. This course has helped me to enhance team accountability and motivation.

१३. हा कोर्स पूर्ण केल्यानंतर मी कृती आराखडा आणि सपोर्टस्ट्रक्चर्सची रचना करण्यास सक्षम आहे. I am able to design action plans and use support structures effectively after completion of this course

१४. तुमच्या टीम सोबत काम करताना तुम्ही सपोर्ट अकाऊंटॅबिलिटी मॅट्रिक्स वापरता का? तुम्हाला असे वाटते कि ते तुम्हाला मदत करते, जर होय, तर कसे? Do you use the support-accountability matrix while working with your team? Do you feel that it helps you, If yes, then how?

१५. तुम्ही तुमच्या टीम सोबत मॅनेजमेंट मेमो तयार करता का? तुम्हाला असे वाटते का की यामुळे तुम्हाला आणि टीमला काम आणि जबाबदारीबद्दल अधिक स्पष्टता मिळण्यास मदत होते ? Do you create management memo with your team? Do you feel that it helps you and the team to get better clarity about the work and accountability?

१६. कोर्सपूर्ण झाल्यानंतर काही प्रकारचे समर्थन आवश्यक आहे असे तुम्हाला वाटते का? जर होय ,तर तुम्हाला कोणत्या प्रकारचा सपोर्ट तुमच्यासाठी सर्वात प्रभावी वाटतो? Do you feel that some kind of support is required after the completion of the course? If yes, which kind of support do you feel the most effective for you?

12.2 FOCUS GROUP DISCUSSION (FGD) QUESTIONNAIRE

Following are the Focus Group Discussion (FGD) Questionnaire:

१. ETM कोर्सने तुम्हाला सरावात कशी मदत केली याचे उदाहरण द्या . / Give an example of how the ETM course has helped you in their day-to-day practice.

२. ETM शी संबंधित शिक्षण लागू करताना तुम्हाला कोणत्या अडचणी येतात ? / What are the difficulties faced by you while applying the learning related to ETM?

३. तुम्ही मॅनेजमेंट मेमो चा प्रभावी वापर कसा करता ? / How do you make effective use of management memo? Do you really feel it helps in team management? If you use it, have you faced any challenges while using the same?

४. वन-ऑन-वन मीटिंगची तुम्हाला तुमच्या कामात कशा प्रकारे मदत होते ? / In what ways one-on-one meeting helps you in your official work?

५. तुम्ही कोणत्या प्रकारच्या संघाचे नेतृत्व करता आणि ५C 's तुमच्यासाठी संघातील परस्पर संवादात उपयुक्त आहे का ? कशाप्रकारे? / Is the 5c's helpful for you in the team interaction? How?

६. मॅट्रिक्स कौशल्यावरील प्रश्नावली तुम्हाला तुमच्या टीम सदस्यांबद्दल अधिक समजून घेण्यास कशी मदत करते ? / How does the questionnaire on skill will matrix help you to understand more about your team members?

७. ETM कोर्स मध्ये शिकलेल्या काही संकल्पना तुम्हाला तुमच्या दैनंदिन कामात लागू करणे आव्हानात्मक वाटते? / What are some of the concepts learnt in ETM course that you find challenging to apply in your daily work?

८. प्रभावी दैनंदिन व्यवस्थापनासाठी अभ्यासक्रमात कोणते घटक जोडले जावेत असे तुम्ही सुचवाल ? / What are some of the elements you suggest that need to be added in the course for effective day- to -day school management?

९. तुम्ही तुमच्या टीम सदस्यांसोबत कोणत्या फॉलो - अप पद्धती वापरता ? / 9.Which follow-up methods do you use with your team members?

१०. कोर्सपूर्ण झाल्यानंतर काही प्रकारचे समर्थन आवश्यक आहे असा तुम्हाला वाटते का? जर होय, तर कोणत्या प्रकारचे समर्थन तुमच्यासाठी सर्वात प्रभावी वाटते? / 10. Do you feel that some kind of support is required after the completion of the course? If yes, which kind of support do you feel the most effective for you?

११. या कोर्सचा तुमचा एकूण अनुभव काय आहे? / What is your overall experience of this course?

12.2.1 SCHEDULE OF INTERVIEW

Effective Team Management (ETM) Course- Focus Group Discussion (FGD)

ETM (FGD)	Day	Date	Time	ZOOM Meeting Links
Follow-up Session Group-1	Friday	22.04.2022	12.00- 1.00 PM	https://us04web.zoom.us/j/78922513664?pwd=V0-3FZaqltXWb8Eqd4mYtgOF-J8LV3.1
Follow-up Session Group-2	Friday	22.04.2022	04.00-05.00 PM	https://us05web.zoom.us/j/86836997217?pwd=VFdzTnpQRkdvc294ektJVzIwRFIIQT09
Follow-up Session Group-3	Saturday	23.04.2022	11.00-12.00 AM	https://us05web.zoom.us/j/89049782178?pwd=THREOEVBZHgzYWcwNWI2TGFiYUc0dz09

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