

Center for Employment  
State of Mind Leadership Training  
Evaluation Report

Prepared by

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## Executive Summary

The Center for Employment Training (CET) contracted the services of Gabriela Maldonado-Montano, Center for Sustainable Change (CSC) and the 3 Principles Services Division (3PSD), Department of Alcohol & Drug Services of the County of Santa Clara to conduct a 3 Principle-based training with the corporate staff of CET. The purpose of the training called “State of Mind Leadership Training,” was to assist staff, through an understanding of the importance of their states-of-mind, experience improvements in their subjective well-being. The training’s primary goal was to focus on staff well-being as opposed to providing a workshop that targeted organizational functioning. Subjective well-being is increasingly being appreciated as a key determinate of workplace performance. In order to accomplish these goals, this training that was provided to approximately 40 CET staff on April 27, 28 and 29, 201 at Asilomar. In addition, the trainers met with CET staff at 5 follow-up luncheon sessions. The Center for Sustainable Change coordinated the training and the 3 Principles Services division conducted the evaluation.

In this report, we present a summary of the evaluation findings including an analysis of quantitative data for the Friedman Well-Being Scale (FWBS) and qualitative data obtained from staff written responses to survey questions and verbal responses obtained in focus groups. Both sets of data confirm our hypothesis that learning about states-of-mind based on an understanding of the 3 Principles of mind, thought and consciousness results in individuals experiencing higher levels of subjective well-being and creating positive changes in both their personal and professional lives.

*“For me it has been very helpful in my work and on a personal level it has been helpful to know that thoughts will go through my mind at anytime and I don’t have to have them buy real estate in my mind and just notice it and let it be transient and let it settle –“ Training Participant.*

Many people contributed to the success of this project. We would like to acknowledge and thank the staff of CET, in particular CET director, Hermelinda Sapien, Amy Lawrence and Elsa de Leon for their support of this project and dedication to the well-being of their colleagues. We would also like to thank the staff for opening themselves to the training. The insights they have shared with us were profound and inspiring. We would also like to thank our fellow trainers who participated because of their dedication and passion for this work: Eliese Coit, Center for Sustainable Change, Liz Alameda, Connecting Principles, Christine Baucus, Transformative Research and Consulting and Betty Nelson, 3 Principles Services Division. Thank you so much.

Linda Ramus, Director, 3 Principles Services Division  
Gabriela Maldonado-Montano, Co-Director, Center for Sustainable.

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Summary Main Findings

- **A 26 hour training on states-of-mind succeeded in improving the subjective well-being of staff**
- **Improvement in subjective well-being were statistically significant and was sustained up to four months post-training**
- **84% indicated that the training had a positive impact on their world view.**
- **80% reported positive change in how they are doing things at home and work.**
- **50% responded that they felt better physically after the training.**
- **(90%) responded “yes” - It had improved communications and had a positive impact and Communications with others; relationships with others including family members, co-workers or others.**

## Introduction

The capacity of an organization’s leadership to bring out the best in an employee depends on the mental state of both. Their ability to handle change as well as the everyday crisis is dependent on their mental states. Throughout the world, people are granting increasing importance to subjective well-being. People with high levels of well-being engage in more challenging, goal directed behaviors with a larger sense of purpose in life. In general people with high levels of well-being are more in harmony with themselves and others engage in more positive optimistic, hopeful thoughts and attitudes. Therefore, one of the most fundamental issues determining the organization’s operation is the state of mind of its employees.

State-of-mind (SOM) can be defined as the psychological environment every individual creates for him/herself and in which they live their lives. In a high state of mind, people function more efficiently. It is often described as a “high performing” environment. It is also described as heightened sense of subjective well-being. Toward this aim, the intervention was an educational approach that taught CET staff a basic understanding about the significance of their states-of-mind and how each person creates it moment to moment via their own personal thought.

Therefore, it was hypothesized that a simple understanding of how states-of-mind are created and impact our daily functioning leads people very naturally to live in higher quality states of mind or higher level of subjective well-being. To measure the impact of the training and whether or not it improves participant subjective well-being, the follow-up evaluation measured changes in

individual's perceived well-being and changes they experienced in their lives – at home and work. This report summarizes the evaluation findings about the impact and outcomes of the training.

### **Trainers**

The training was provided as a collaboration of several organization: The Center for Sustainable Change, Elese Coit and Gabriela Maldonado-Montano, Lead trainer; Connecting Principles Liz Alameda; Transformation Research & Consulting Christine Baucus; and 3 Principles Services Division, Santa Clara County Department of Alcohol & Drug Services Betty Nelson and Linda Ramus, Lead Evaluator.

### **Participant Confidentiality**

The confidentiality of all participants has been maintained. Only the evaluators, Linda Ramus and Betty Nelson know any identifying information regarding individual responses to the journal entries and to the Friedman Well Being Scale (FWBS) surveys. No identifying information will be provided in any report. Trends in individual scores on the FWBS will be reported to the individual if requested. Informed consents were obtained from all participating staff.

### **Training Format**

The intervention was divided into 3 parts – pre-training intake; the 2.5 day off-site training and the 5 post-offsite brown-bag lunch sessions.

Intake Intake is an important component of the training. It helps connect the training to the participants and their issues and it helps connect the participants to the training. Initially the trainers were going to meet with CET staff in small work groups before the off-site to explain the training and the training evaluation process and to provide an opportunity for CET staff and trainers to get to know each other. This however did not happen. Instead the trainers and CET staff met briefly for about 15-20 minutes at an all-staff meeting to introduce the trainers, briefly describe the training and evaluation and take questions.

2.5 Day Training/Retreat. The 2.5 day training/retreat took place at Asilomar on April 27, 28 and 29, 2011. The training was provided as an off-site/retreat in order to afford the staff the optimum opportunity to benefit from the training. This provided staff with opportunities for personal and group reflection. During the course of the 2.5 days the trainers presented the principles of Mind, Thought and Consciousness and concepts such as states-of-mind, separate realities, feelings and emotions and related them to every day experiences drawing on their own experiences as examples. Forty seven CET staff and six trainers participated in the off-site.

“Brown Bag” Follow-up Sessions. In support of the off-site training, every staff was provided with the opportunity to attend follow-up “brown bag” lunch sessions. The sessions were provided to staff as a whole. The initial plan was to have six sessions but one session was canceled by the training provider. Staff was expected to attend all 5 sessions. However this was not the case for all staff. The average attendance was 33.

There were 3 to 4 trainers for each brown bag session. The lunch sessions were to review the material presented at Asilomar; engage staff in a dialogue regarding what they had learned and what changes they may have noticed in the work place and/or their own lives and to afforded staff an opportunity to continue to learn more about the principles and their application in every day life.

Training Schedule 2011	
Pre-Training Intake	April 14
Asilomar Off-site	April 27, 28, 29,
Brown Bag Lunch Session 1	June 15
Brown Bag Lunch Session 2	July 6
Brown Bag Lunch Session 3	August 17
Brown Bag Lunch Session 4	September 7
Brown Bag Lunch Session 5	September 28

**Training Evaluation**

The training evaluation assessed the participants’ self-reported states of well-being utilizing a mixed method, repeated measure evaluation design with four waves of data collection.

Quantitative Data The quantitative data was collected using the Friedman Well-Being Scale (FWBS). It consists of 20 bi-polar adjectives and was scored for an overall measure of well-being and for five subscales: emotional stability; self-esteem/self-confidence; joviality; sociability; and happiness. Norms exists for a clinical, college and community populations. It correlates significantly in the expected directions with over 100 clinical, personality, attitudinal, stress, relational, marital and interpersonal scales and subscales.

Qualitative Data In addition to the FWBS measures described above, the participants were asked to respond to four open-ended questions concerning their individual experience of the training. These were called “Journal Entries.” The questions were developed by the trainers to more specifically understand the impact of the training on the individual participants.

<p><b>Journal Questions</b></p> <ol style="list-style-type: none"> <li>1. How has learning about the three Principles’ influenced the way you approach life in general.</li> <li>2. Since the training, are you doing anything differently at: a) home and/or b) work?</li> <li>3. Have you experienced any change in your sense of physical well-being as a result of the training?</li> <li>4. Describe any changes you have experienced in the following domains. <ul style="list-style-type: none"> <li>• Communication with others</li> <li>• Relationships’ with others including family members, co-workers and others</li> <li>• Additional comments</li> </ul> </li> </ol>
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Baseline data. Baseline data was obtained in a nonstandard manner. At the conclusion of the Asilomar training, participants were asked to complete two (2) FWBS surveys. One survey (Pre) asked them to describe themselves as they saw themselves before the training. The second survey (T1) asked them to describe themselves as they saw themselves after the training. This methodology has been found to illicit more accurate responses than administering the Pre-test before training. After the training participants have a better understanding about the concept of states-of-mind and more perspective on their states of mind and well-being as they were before

the training. The FWBS was administered two more times at 10 weeks after the off-site on July 7 and then on September 7, 18 weeks after the off-site. The final one-year follow-up will be sent out to participants on May 1, 2012.

In addition, to the FWBS and Journal Entries, the evaluation design included follow-up “Focus Groups.” Five groups were held with staff assigned randomly to a group. Each staff only participated in one focus group. The objective of the Focus Group was to help evaluate whether or not the training reached its stated goals. Did participants experience changes in their own personal functioning; changes in their functioning in the workplace; changes in the workplace environment; greater sense of physical well-being; changes in the communication with others and changes in their relationships with others – family, co-workers. The focus groups lasted for approximately 1.5 hours. Two focus groups were held on November 17 and December 1 and one on December 8. The focus groups were tape recorded and the recordings were transcribed for data analysis.

Data Collection Schedule	
Pre-Test	May 20 – June 22
Friedman & Journal Entry (T1)	May 20 – June 22
Friedman & Journal Entry (T2)	July 6
Friedman & Journal Entry (T3)	September 7
Focus Groups	November 17, December 1 & 8

#### Data Analysis Friedman Well-Being Scale

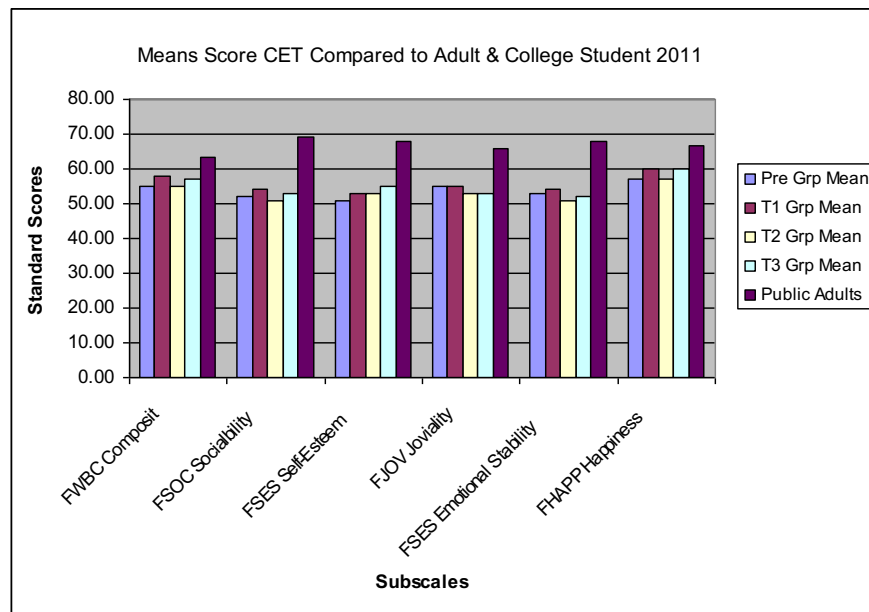
With a sample size of 33, Paired t-tests for Pre and T1 for the FWBS Composite Standard Scores indicated that the scores at T1 were “significantly greater” ( $t = 2.878$ ,  $p = .007$ ) than the scores at Pre. Subsequent t-test for T1:T2 and T2:T3 show no significant difference. They did not increase or decrease. This indicates the improvements realized after the initial 2.5 day training remained stable and were sustained during this period. The lack of significant change for T1, T2 and T3 could be due to several factors: 1) it could have been due to an attrition error, there were 10 fewer cases which can have an impact on a small sample size; 2) it could have been an instrument problem with the FWBS or it could have been due to other variables of which we are not aware.

It also appears that the luncheon sessions did not have additional beneficial affect for subjective well-being outcomes from T1 through T3. However, while it cannot be determined by this data, it is possible that they may have contributed to the sustained benefit of the training. This would be a question to examine with a future study at a future date. It should be noted, however, that after the last brown bag numerous staff were asking for more training and resources.

Paired t-Test Statistics and Correlations			
	Pre - T1	T1 - T2	T2 - T3
N =	33	23	23
Mean	55.15 - 62.26	58.70 - 56.52	56.52 - 57.04
Standard Deviation	12.05 - 15.35	7.44 - 7.41	7.41 - 12.23
Correlation	.484	.603	.592
t- value	2.878	1.576	.062
	Significant	Not significant	Not significant

An examination of the mean subscale scores shows some subscales showed more change than others. Joviality and Emotional Stability actually show lower scores for T2 and T3. The Composite score, Happiness and Self-esteem show the most change and change that was sustained through T3, four months after the initial training.

FWBC Mean Subscale Standard Scores						
St. Deviation	1.50	1.29	1.63	1.15	1.29	1.73
	FWBC Composite	FSOC Sociability	FSES Self-Esteem	FJOV Joviality	FSES Emotional Stability	FHAPP Happiness
Pre Grp Mean	55.00	52.00	51.00	55.00	53.00	57.00
T1 Grp Mean	58.00	54.00	53.00	55.00	54.00	60.00
T2 Grp Mean	55.00	51.00	53.00	53.00	51.00	57.00
T3 Grp Mean	57.00	53.00	55.00	53.00	52.00	60.00
Public Adults	63.34	69.18	67.92	65.89	67.92	66.67
Change Pre -T1	3.00	2.00	2.00	0.00	1.00	3.00
Change Pre-T2	0.00	-3.00	2.00	-2.00	-2.00	0.00
Change Pre-T3	2.00	2.00	4.00	-2.00	-1.00	3.00
Average Change	2.50	2.00	3.00	-1.00	0.00	3.00



### Journal Entries Data Analysis

Using a “content-key word” analysis of the Journal Entries, certain themes emerged from all of the entries for T1, T2 and T3. These emergent themes support the findings from the FWBS. The participant comments remained consistent from T1, T2 through T3. A sampling of actual Journal entries is listed in Attachments. A reading of the actual entries shows some participants were



profoundly impacted by the training. They saw their relationships with their family profoundly changed, one person quit smoking and another say her blood sugar levels improve.

### **Summary Journal Entries Emergent Themes**

#### Question 1: *What has changed in your world view/perspective?*

- 84% indicated that the training had a positive impact on their world view
- Interactions and communications with others were better.
- Experiencing less stress
- Improved relationship with other
- Became more aware of their thinking and saw the relationship between thought and their experiences

#### Question 2: *As a result of training in the principles, are you doing anything different at home and/or work?*

- 80% reported positive change in how they are doing things at home and work.
- Listening better
- More thoughtful of others
- Calmer, more relaxed, less urgent
- More aware of own thoughts
- More present and focused

#### Question 3. *Have you experienced a greater sense of physical well-being as a result of the training?*

- 50% responded that they felt better physically after the training.
- Less Stress
- More relaxed
- Sleeping better
- More energy

#### Question 4: *Has anything changed for you in the following domains? Communications with others; relationships with others including family members, co-workers or others; other areas.*

- 88 Responses:
- 79 (90%) responses were “yes” it had improved communications and had a positive impact and
- 9 responses (10%) said “no” they did not think anything had changed.

### **Focus Groups Findings**

To further evaluate the training, five focus groups were held in November and December 2011. This was approximately 6 to 7 months after the training. The focus group facilitators tape recorded the groups and the recordings were later transcribed.

Focus Group Questions

- Tell me your impression of the training?
- What was the most significant thing you experienced or learned?
- Have you noticed any changes in yourself or your co-workers since taking the training?
- How was the class helpful to you in your leadership role?

The responses in the focus groups tended to support and resemble the journal entries and the data collected at T1, T2 and T3. However, respondents also brought forth issues they had with the training. Some staff reported that they didn't understand the purpose of the 2.5 day training; they thought it was going to be more work-place focused and they did not see its relevance. They thought it could have been better organized. They were expecting something else more along the lines of other trainings they had attended. This could have been addressed if we had had the opportunity to do in-depth intakes prior to off-site. Common themes from the focus groups:

Focus Group Emergent Themes

- Appreciated the organization caring enough about staff to provide us the time and go to the expense to hold this off-site.
- Felt valued by CET
- Liked getting to know co-workers outside the workplace
- Saw this as a different type of training, not about techniques
- It was helpful with job duties and co-workers
- It was helpful on a personal level

**“Brown Bag” Sessions**

The purpose of the brown bag sessions was to reinforce and sustain the off-site training. In evaluating the brown bag sessions, it also appears that it would have been better to have had smaller groups and to have broken them out by job classification, non management and management. Feedback from staff was that some people were uncomfortable and less inclined to share in the session when the group included upper management. Bag lunch sessions appear to have been important in sustaining the initial outcomes.

**Conclusion and Discussion**

CET and Ms. Maldonado Montano and Ms Ramus had for a number of years talked about the benefits of this training for CET as an organization. We had in fact already collaborated on a training for CET participants and a 5 hour training for a small number of CET staff. CET staff had also participated in 3 Principles Services Division trainings. This state-of-mind training for corporate staff evolved out of these prior collaborations and a desire on the part of CET to help more staff experience greater personal well-being. The purpose of the training, therefore, was not so much to focus on improvements in workplace well-being as it was to focus on improving staff personal well-being. The evaluation findings support the conclusion that in this regard, the training was successful.

From the well-being perspective, a healthy work force means the presence of positive feelings in the worker that should result in happier and more productive workers. Prior research such as that conducted by PricewaterhouseCoopers which investigated the economic case for employers to invest in wellness programs for their staff found evidence of benefits to business which included reduced sickness absence, reduced staff turnover, increased employee satisfaction, higher company profile and higher productivity. Additional research shows happy, more satisfied workers are more cooperative and more helpful to their colleagues. These studies show that the emotions that correlate highest to high-performing business units are happiness, interest and love. The research seems to clearly substantiate the position that worker psychological well-being is a business concern and in the best interest of employers. .

While our hypothesis and the FWBS data is supported by the Pricewaterhouse research and other studies, specific workplace metrics such as productivity and teamwork were not the focus of this evaluation. Based on other research, we are only showing by inference that productivity metrics should improve. The “Journal Entries” and Focus Group feedback has provided some evidence of this connection. However, if we were to continue and provide further state-of-mind training, the next phase of training would include assessment strategies and instruments to specifically assess for changes in workplace metric such as productivity, absenteeism, health care costs, customer satisfaction, client services, teamwork and decision making and others.

The individuals who attended the training are a dedicated staff and proud to work for CET. However, we observed they are also a staff that experiences feelings of being overwhelmed by the demands of their job. They came into the training feeling they had no time for this and wondered why they had to give up their time to attend this training when they had so much to do at work. In spite of this, they were willing to give it a try and in the end many found the training worth their time both on a personal and professional level. In the end, they expressed gratitude to CET for providing them with this opportunity. In the end they felt CET was “walking their talk” and truly valued its people.

### Author Note

The philosophical foundations of the training of the 3 Principles Services Division and Center for Sustainable Change are found in the works of Sydney Banks. Mr. Banks presents the Principles of mind, thought and consciousness from their theosophical origins. His works are available from: Lone Pine Publishing, [www.lonepinepublishing.com](http://www.lonepinepublishing.com) and [www.sydneybanks.org](http://www.sydneybanks.org).

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## **Attachments**

## Journal Entries

### Q1 Journal Entries

“Each of us has our own thoughts and we cannot control what others do.”

“I am less emotional, more self-assured and more at ease.

“Communication is better at work, but at home nothing changes.”

“Reacting differently to daily situations”

“I am conscious of my actions and reactions with myself and other people.”

“I have an increased awareness of the perspective of others”

“I am more compassionate. My first thought/feeling is love”

“I am more open to others viewpoint.”

“I learned to not take things too seriously or personally.”

### Q2 Journal Entries:

“Knowing I can only change myself, I notice I am trying to be calmer.”

“Not doing anything differently per se, but I am thinking about the principles and their applicability more before taking action or responding to matters.”

“I am learning to listen (more) and speak less. Learning to understand and judge less.”

“Trying to have more patience with co-workers by understanding the request before I respond.”

“I do the best I can. If I make a mistake it is what is it and I'll try to fix it w/o getting too overwhelmed by it.”

“Spend more 'family time. At work prioritize my daily duties and focus on dead lines.”

“Yes I'm trying to be more aware of my thoughts and focus on the positive instead of the negative.”

“I take the time to think and analyze the day to day work and worry less about the things that did not get accomplished. . . . I notice that I pay more attention to detail with less mistakes.”

“At work we talk about the Principles. We remind each other about our thoughts.”

“I tend to be more conscious of my thoughts. Sort of wonder ‘Am I listening well enough? Oh get rid of that thought! and If only he/she could separate from such thoughts.”

“First I quit smoking the last day of the training. I thought I would struggle but using my awareness of y own thoughts made it a lot easier. My relationship with my husband has changed so drastically I thought it would have taken years to get where we are today, but it didn't.”

### Q3 Journal Entries

“Just more relaxed but also more aware of when I'm anxious.”

“Possibly, I have always been involved in the perception of my physical wellbeing. I exercise regularly and attempt to eat in a healthy manner as much as possible. I think the training has reinforced the important of physical well-being though.”

“Yes, I'm more aware of how I'm feeling at work and how my co-workers are feeling.” “  
I learned that I can only control myself, and that has made all the difference.”  
“Yes, I feel less anxious.” Sleeping better. Controlling thoughts that bring me down or cause worry.” Absolutely, but probably due to the not smoking thing. I feel spiritually and mentally a lot calmer and moving in the right direction.”  
More energy  
As a result of the training, I feel more relaxed. So yes, I have experienced a greater sense of physical well-being immediately following the training  
Because I'm more relaxed I feel much better physically, my sugar levels are lower.

### Focus Group Common Themes

- It was relaxing and nice to see co-workers enjoying themselves.

“Was an opportunity to stay with CET co-workers and get to know them..”

“Was a nice time to meet the people and communicate with them and be able to get to know others better outside work.”

“For me it was good to see, more than anything, my co-workers enjoying themselves. To see them relaxed and happy and to just to see them enjoying themselves, participating or not – just to see them relaxed in a different way from work.”

- It was helpful at work with job duties and co-workers

“We learned a lot. . . we have deadlines, you really have to prioritize your work to get through the day because a lot of things come into your mind and you are bombarded with ideas about what to do – so you have to know what is most important so you can start doing it without thinking about the rest – we aren't robots so we have to figure out how to accomplish something. We have deadlines all the time.”

“It is helping me with my coworkers - to take a step back and calm down not get so worked up about things that are beyond our control. I see myself reminding them that we can only do so much so we just have to do what is most important, prioritize what needs to get done.”

“The training helped me reconnect to what I knew before ---- it is part of who you are --- you do what you can do today --- I am usually complaining - - - - My day can be stressful, (I have to ) get others to do something for me. . sometimes it is out of my control, but I have to get it done anyway. Then I go back to the SOM training because I see I'm rushing. I'm putting myself in stress. I could get it done faster if I just stop and try to listen to what I can do. I will do what I can do. The SOM is helping me not to stress on this so much, to stay calmer and figure out what I can do and let go of the rest. I take it as it comes, making myself mad won't change anything – little things like that. It is good to be able to recognize what you are doing and know

how to deal with situations. You have control over what is happening on the inside and that (awareness) makes a difference in how you take care of business. It takes time. I'm learning every day. It is a process you have to go through. I recognize that this is something everyone has and you develop a skill to use it. . .you are the one that makes it happen. The training sounded familiar to me."

"The training was a reminder for me – it helped me stay calm; working out ; (my work is) stressful; we have to remind ourselves to stay calm to fix the problem. If we are bothered by emotions we then we can't fix problem; so I learned to stay calm to handle the problem; training reminded me – it is the mental quality that is needed to make things better, not anger – I knew this before – I been training myself in meditation. So I know it (meditation) is a technique to help myself to stay calm; the training reminded me it is also applied to the world."

- It was helpful on a personal level and created personal Changes

I think what was challenging as people, our brains are action oriented – my colleagues were saying – "We want to see an outcome – how do I use this?" What struck me was that this was not a tool but was introduced as transformative knowledge and the more we reflected or were thoughtful or just let it sink in, then it would be transformative and so I think the three days were very rich –

"On a personal level it has been helpful to know that thoughts will go through my mind at anytime and I don't have to have them buy real estate in my mind and just notice it and let it be transient and let it settle."

"I thought we were fortunate to be able to do (it). We came back and I thought we were all on the same page – we were all so excited. It was disappointing how quickly (*we went back to old ways*). Felt like it (*the good feeling*) lasted 2-3 days. I feel I can still use it. Still go to the website.. I felt fortunate to be able to go to it. But what we learned, I learned was bigger than the . . . "