



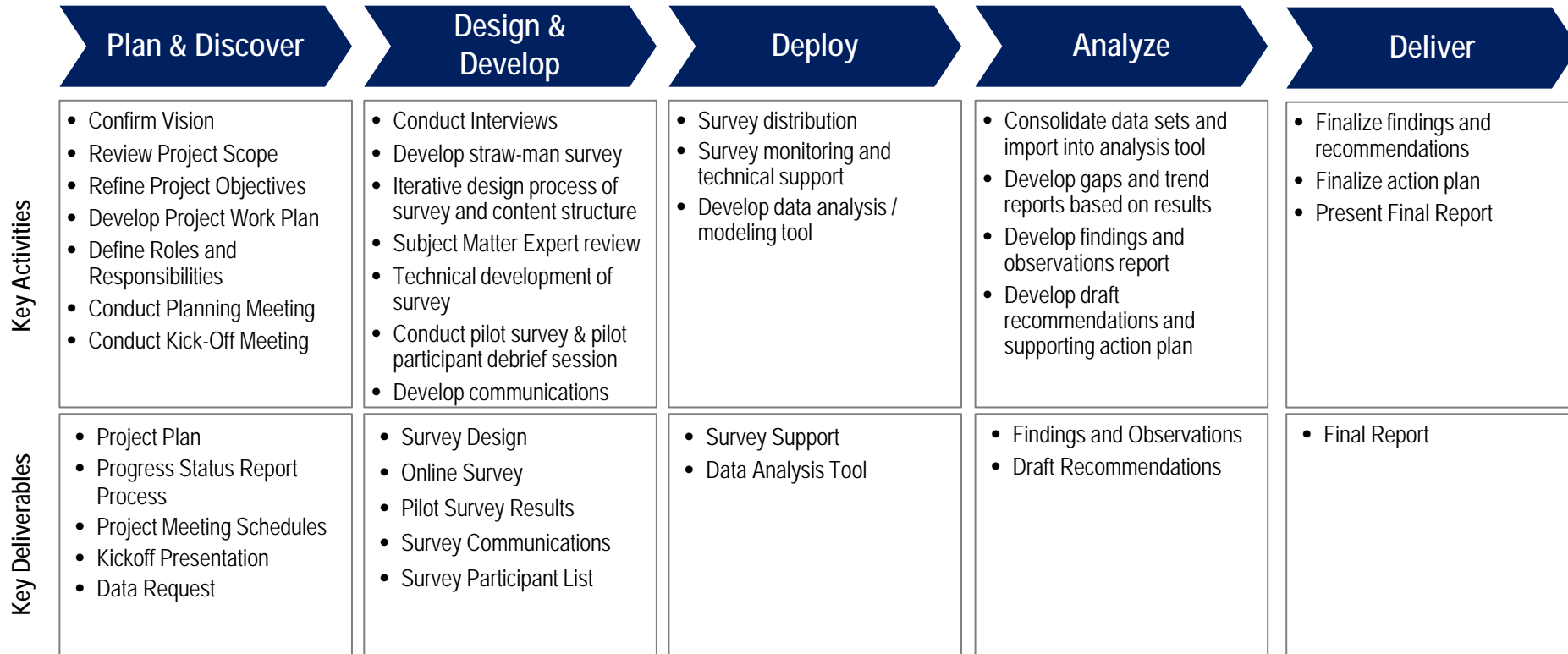
# Training and Development Survey

## Final Report

June 22, 2015

# Project Approach

We approached the project as a as collaborative set of activities in which participation of the university project team was committed and essential.



We are here

# Project Scope

The following table highlights the scope of the

In-Scope	Out-of-Scope *
<ul style="list-style-type: none"><li>▪ Targeted survey and analysis for the identification of functional and operational training areas for both staff and supervisors</li><li>▪ Work with UAF to clarify specific objectives and desired outcomes from the surveys</li><li>▪ Recommend a communications plan for how the survey should be introduced and positioned to the UAF Administrative community</li><li>▪ Technical development of the online administrative surveys</li><li>▪ High level gap analysis based on survey results</li><li>▪ Actionable recommendations for critical path / next steps (e.g. support for shared services)</li></ul>	<ul style="list-style-type: none"><li>▪ Highly detailed taxonomy for training areas (e.g. technology specific, business process specific, detailed process structures)</li><li>▪ Interpretation / translation of all open-ended questions (will sample results, UAF to consolidate)</li><li>▪ Business case development for investment of resources</li><li>▪ Defining a learning and performance management strategy</li><li>▪ Defining broader institutional training needs based on strategy, or other factors</li><li>▪ Implementation support for recommendations</li><li>▪ Mapping of training needs to specific systems or training programs</li><li>▪ Validate findings and more granular needs with department heads / supervisors</li></ul>

# Survey Results: Key Themes

The following key themes emerged from the employee survey which will be examined in greater detail in the subsequent slides.

## Theme 1: Training & Development Function

Respondents believe that a centralized training and development department would illustrate senior leadership's commitment to employee learning. Many respondents commented on the "less than ideal" user experience, particularly with online learning and course registration. Forty percent of respondents did not agree that training opportunities are available to them. Having a dedicated training department will allow the university to take a more strategic approach at learning and performance.

## Theme 2: Training Assessment & Design

Employees who have participated in the training are appreciative of the opportunities. However, many feel the offerings are "too general" for all employees and/or supervisors. A significant percentage of employees are requesting training to support their specific job and career goals. Conducting a comprehensive training assessment with each specific department/division that addresses their strategic goals while designing courses that are tailored to the challenges employees face are what must follow.

## Theme 3: Performance Management

Employee performance evaluations do not appear to be an institutional priority as only three in five employees said they have had a performance appraisal within the past 12 months. Beyond the time commitment, supervisors point to a "lack of incentive or penalty" for not completing the appraisals. Establishing a mandatory requirement (e.g. negative performance evaluation for non-compliance) should assist in capturing development needs to support employee goals while increasing overall accountability.

## Theme 4: Career Development

Only four percent of the respondents said they follow an approved career development plan (CPD). Of the 96 percent who do not, two out of every three were interested in participating. Sixty percent of supervisors said they would be interested in having their employees follow a CPD. Based on the responses, it does not appear that this tool and its benefits are widely known across the institution. Nearly 2/3rds of all respondents who have changed positions within UAF indicated an opportunity for a promotion for the reason to request career development.

# Bridging the Gaps

## Training & Development Function



### Current State Characteristics

- A comprehensive approach to employee training currently does not exist.
- Many respondents don't see training and development as an institutional priority.
- No centralized or decentralized training strategy.

### Impact

- Training offerings are not coordinated and appear haphazard.
- Employees may feel the institution is not willing to invest in its human resources.

## Training Assessment & Design



- Training needs not defined by departments.
- There was mixed feedback for the Supervising for Success workshop. Many believed it was too basic to be truly effective.
- Online training is difficult to navigate and may not be an effective learning method as deployed.

- Institution is unaware of the training needs to support the divisions/departments.
- New supervisors can have difficulty adjusting to position.
- Individual learning is impacted when the online experience is not positive.

## Performance Management



- While required, supervisors are not held accountable for conducting performance evaluations on an annual basis.
- Employees are unaware how the institutional goals align with their individual goals.
- Support not being offered to supervisors or employees to conduct evaluations.

- Employee morale can decrease.
- Lack of employee accountability.
- Lack of a clear focus to attain institutional goals.
- Evaluations that do occur have limited effectiveness.

## Career Development



- 30% of staff that have change jobs within UA/UAF indicated a lack of supervisor guidance as a driver for change.
- Only 27% "strongly agree" or "agree" they understand how to advance their career.
- A career development plan is not followed with consistency.
- Departments are operationally-focused "doing more with less" and not geared towards the future.

- Recruitment and retention of key talent can be impacted.
- Lack of employee engagement.
- A deficiency in practical training
- Less than ideal performance.
- Perception of limited upward mobility.

# Observations

## General



- Only 11 of the 34 (32%) locations responded; of the 11 that responded, nine locations had between one and four responses.
- Vice Chancellor for Research - Geophysical Institute had the highest number of responses by 50%.
- 77 of 239 (32%) respondents expressed interested in doing more/growing skills.
- More individuals moved within UAF or UA due to promotion (69 responses) vs. lack of supervisory guidance/mentoring (32 responses).
- Most respondents either "Strongly Agree" or "Agree" (48%) with institutional onboarding processes. However, 35% responded "Neutral" to institutional onboarding. This may reflect that many are not familiar with the term "onboarding". Instead they may be more familiar with orientation.
- More than half (56%) agree there are training opportunities available; however, 40% either are "Neutral" or "Disagree". In this case, "Neutral" may simply mean that they are not sure what is available to them.

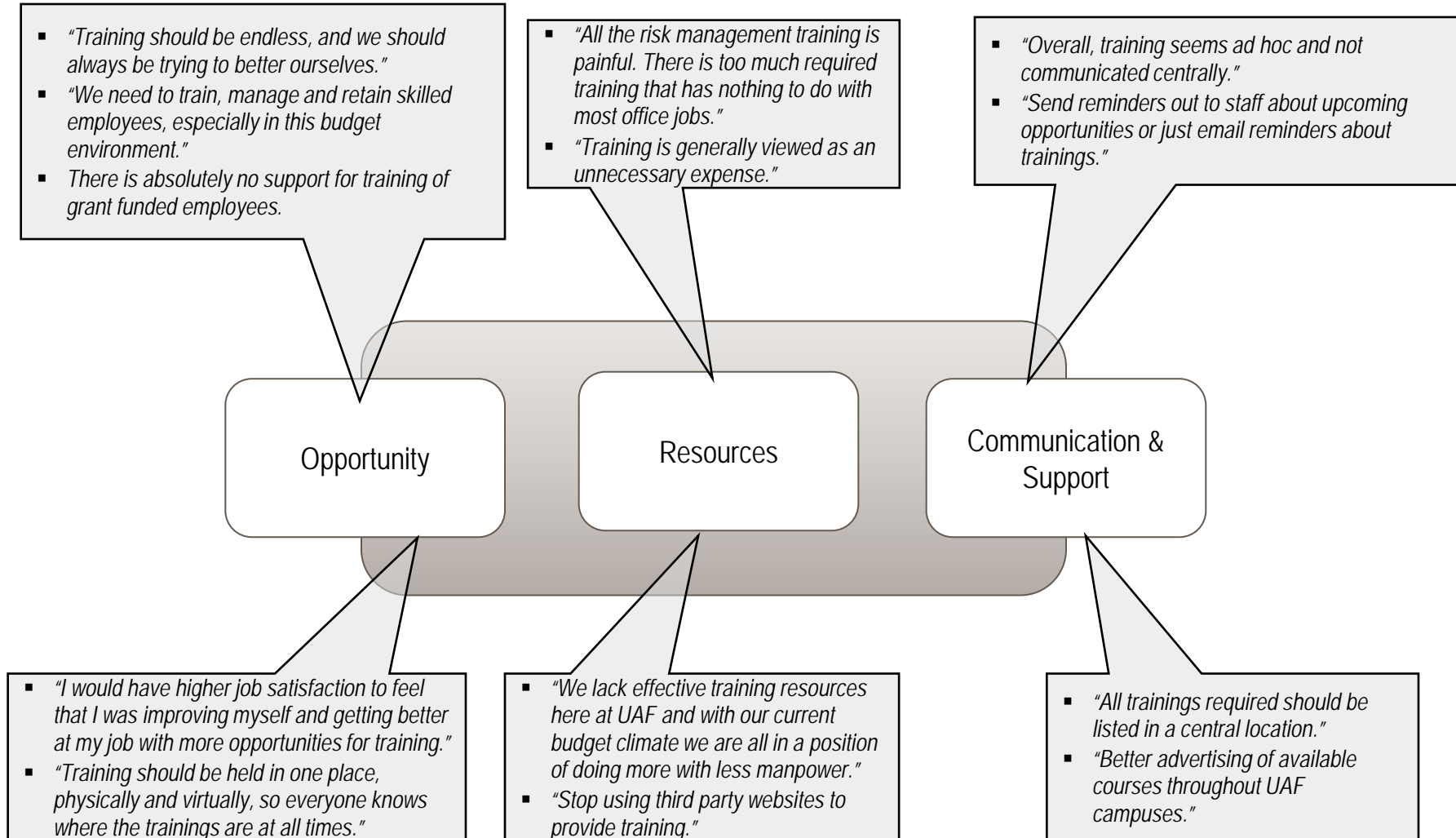
# Observations

## General



- Most indicated "Neutral" (38%) or "Disagree" (26%) that the processes and systems are in place to help manage their development.
- Only 27% "Strongly Agree" or "Agree" they understand how to advance their career while 44% "Disagree" or "Strongly Disagree".
- 17 of the 68 (25%) who have not received a performance evaluation in the last year also have not received an evaluation in the last five years.
- 3 out of every 5 (60%) supervisors want employees to follow a career development plan (CDP). Although only 3% currently follow one.
- 2 out of 3 (64%) respondents said they completed Supervising for Success.

# Respondent Feedback: Centralized Training & Development Function





# Respondent Feedback: Training Assessment & Design

- "We have on-line training but all my employees report it is painful or impossible to find."
- "Too much training is offered online which simply results in staff and faculty checking boxes and going away with the idea that they have had their time wasted."

## Online Learning

- "Very basic. Was great to have that knowledge, but I want more."
- The supervisor training covers basic legal requirements, but does not actually provide tips and tricks for being a "good supervisor" vs. "bad supervisor".

## Supervisory Training

- "As a faculty member, I feel rather isolated. It is unclear to me whom it is safe to seek advice from, or how much advice is acceptable to seek. My official "mentor" does not mentor me."
- "Colleges should have on their website a 'how to' page. Learning how to navigate through the myriad of UAF systems can be brutal for the new employee to UAF."

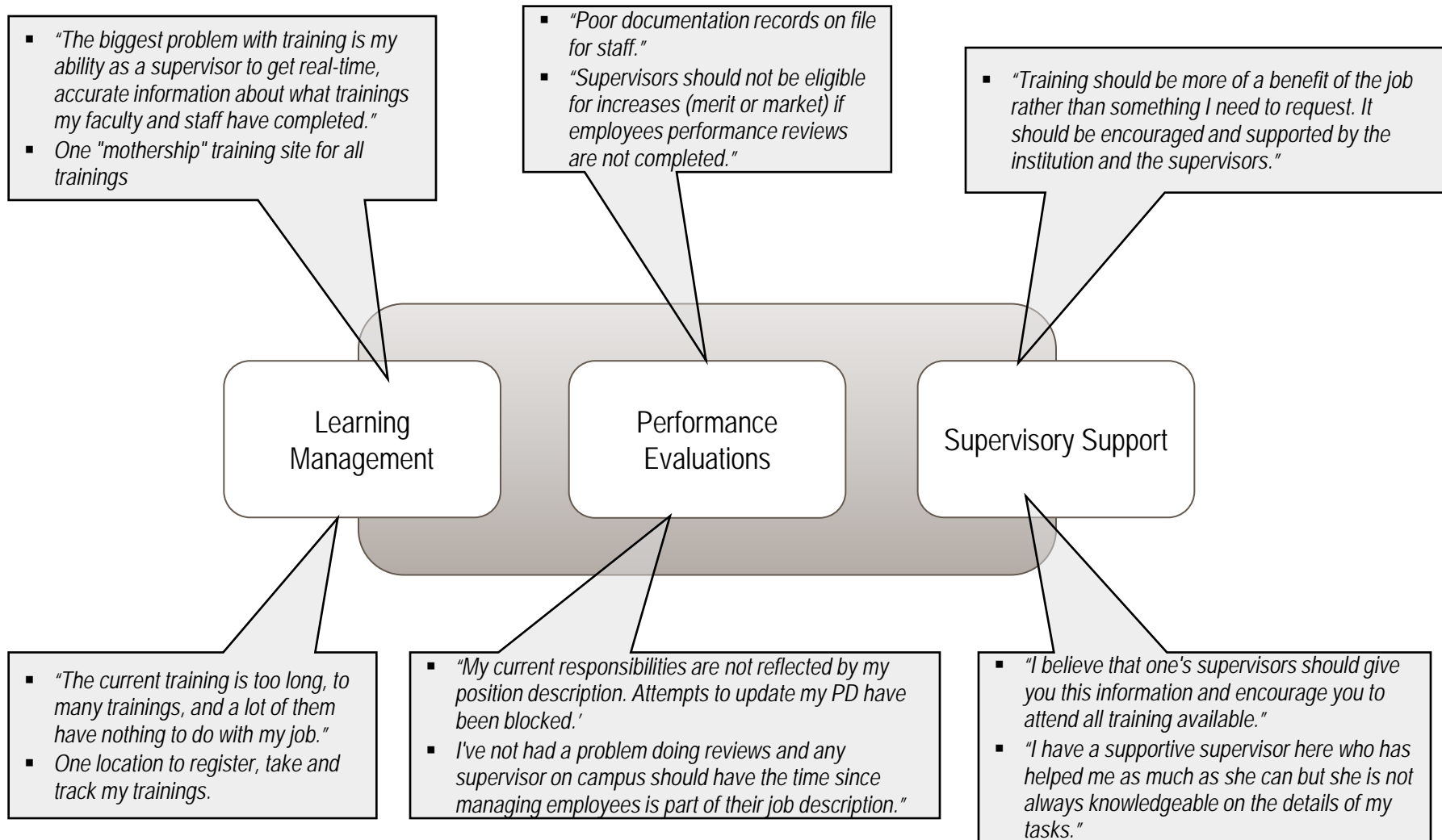
## Onboarding & Mentoring

- "When I first started my employment at UAF, I was directed to an online training system, but I have yet to figure out how to take courses."
- "I was directed to an online training system, but I have yet to figure out how to take courses, or even find ones that are pertinent to my job field."

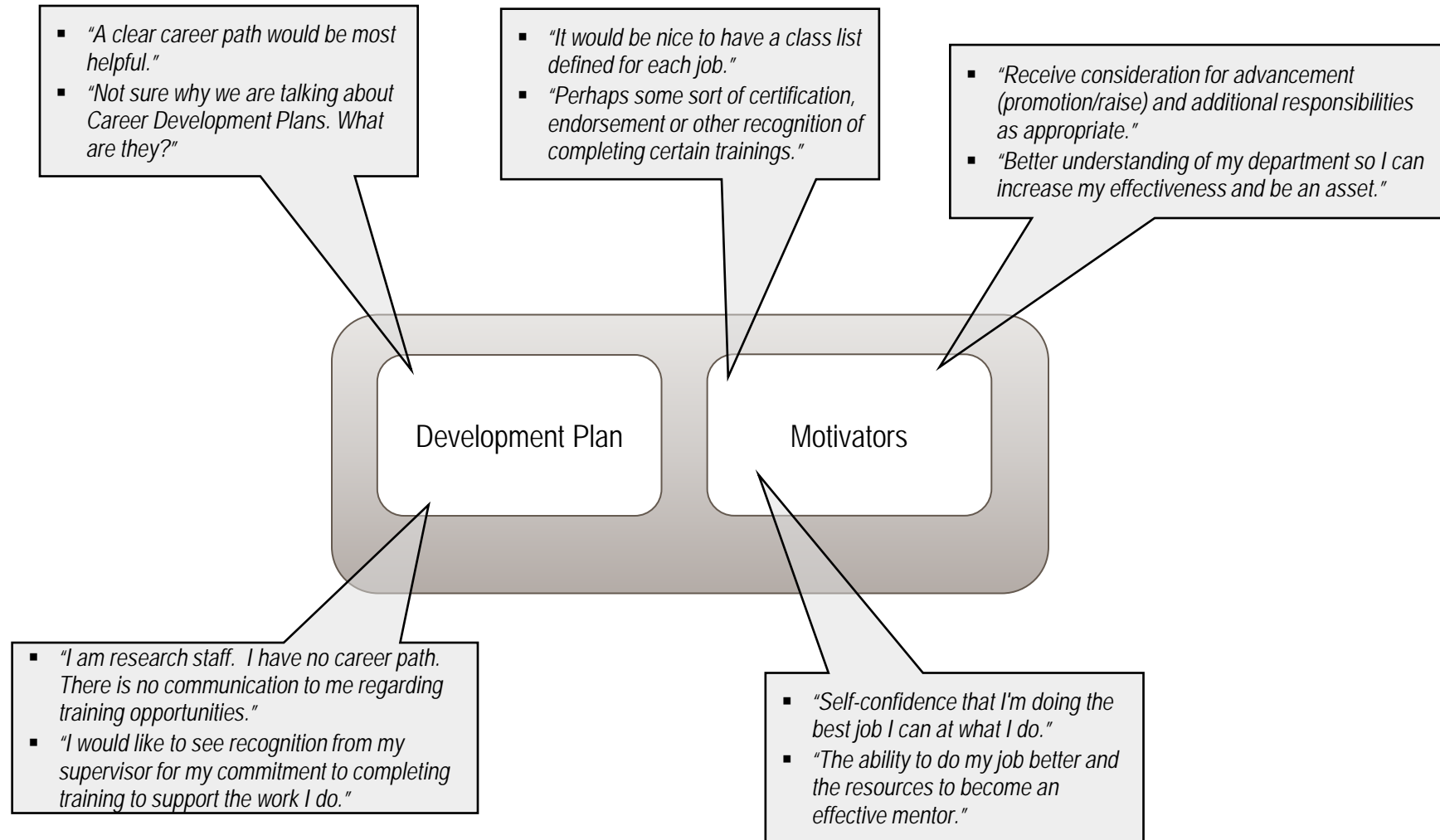
- "Good training. I do feel that follow-up sessions on employee development, performance evaluations, or other specialized topics would benefit all supervisors at UAF."
- I wish that there was a more formal way of teaching practical skills to new supervisors."

- "I think proper training of new employees is critical to retention and employee satisfaction."
- "I think more mentoring of supervisors needs to occur, especially in regards to performance evaluations and how to deliver a verbal, and really what should be on a written one beyond just filling in the form.."

# Respondent Feedback: Performance Management



# Respondent Feedback: Career Development



# Huron Client Case Study



Huron has worked with the University of Kansas (KU) Human Resources department to select a Learning Management System (LMS) software product that would be the cornerstone for all employee training. The existing roadmap includes HR engagement with both the academic and non-academic units to identify training needs, coordinate getting the content added to the LMS and then supporting training delivery as needed. HR has historically had a number of trainers, but they were limiting their classes to organizational and management improvement types of classes.



KU chose Success Factors (owned by SAP and hosted in the cloud, Huron utilizes the same package for our Huron University). A sister product (which KU also chose) supports employee Performance Management – i.e. automating the process of setting employee goals and having supervisors evaluate them on a predefined schedule. By having the two products tightly integrated, employee goals related to improving skills by taking specific training can be connected and automatically included with training and development plans. The LMS system tracks enrollment, classes completed, generates transcripts, and supports compliance training reporting. For compliance training, different groups can own the content and policy but utilize a single system for tracking the training. With this functionality a distributed model can be supported such as HR having the ability to require all employees to complete Sexual Harassment training, while Academic Affairs can require students to take a required course in lab safety before starting their first science lab class, and Research can require training of PIs on compliance issues related to federal research.

In all cases, HR manages the core product and works with each group to load content and identify target audiences.

"In reality, professional development of the workforce should belong to HR. "

- Huron Strategy & Operations KU Team Lead

# Training vs. Organizational Development



## Training

- Immediate need
- Addresses performance gaps
- Short-term solutions
- Skills focused

## Organizational Development

- Ongoing need
- Addresses employee engagement
- Long-term solutions
- Career focused

# Two Models: Organizational Development and Training

Based on respondent feedback, interviews and our understanding of UAF's current operating environment, Huron's recommendation is for UAF to formalize the employee training function and organizational development function within the existing Human Resources area.

Beyond skills training, this would also encompass critical components including career development areas such as coaching and mentoring. This function would also work directly with institutional departments in a collaborative nature to address leadership and team development needs, conduct organizational assessments, and align departmental goals and strategy with those of the organizations.

Model #1: Housed with Human Resources (Recommended)	Model : 2: Separate / Distributed Entity
<ul style="list-style-type: none"><li>• In most large institutions, organizational development and training is housed within Human Resources because they are so closely aligned.</li></ul>	<ul style="list-style-type: none"><li>• Institutions that separate organizational development and training do so for strategic purposes. Leadership makes a statement to the institution in elevating this function as a separate department in which the director (or similar title) serves in a senior leadership role.</li></ul>
<ul style="list-style-type: none"><li>• Given the current organizational structure in Human Resources, the person overseeing this function would be at the associate director level (as a minimum) with a director title being the recommended.</li></ul>	<ul style="list-style-type: none"><li>• The disadvantage of this model is the silos that are created between HR and an office of development and training (OD&amp;T. )</li></ul>
<ul style="list-style-type: none"><li>• The organizational development and training team would work closely with the senior consultants to identify opportunities across UAF and propose solutions to address the needs.</li></ul>	<ul style="list-style-type: none"><li>• While it is expected that each entity work together to meet the needs of the institution, many times there are uncertain or ill defined roles and responsibilities.</li></ul>
<ul style="list-style-type: none"><li>• Currently, a dedicated training resource is highly focused on the research functions of the university. HR must determine if the incumbent is the appropriate individual to lead this expanded service to the community.</li></ul>	<ul style="list-style-type: none"><li>• If determined to be a separate entity, this would require more resources including administrative support if initially compared to centralizing the function within Human Resources.</li></ul>

Regardless of the model selected by UAF, the individuals who were identified as the "go to experts" across UAF should be engaged to further understand how their skills and interests will help to address the campus training and development needs.

# Title IX Comparison | Equivalent Peers

The responsibility for overseeing the definition of policy, enforcement, compliance, and training delivery for Title IX coordinators and investigators falls predominantly under an Office of Equity/Diversity/Inclusion. The following table outlines the delegation of authority for UAF's identified Equivalent Peers.

Academic Institution	Policy / Procedure / Compliance	Training Delivery
Idaho State University - Pocatello	Office of Equal Opportunity, Affirmative Action and Diversity	Office of Equal Opportunity, Affirmative Action and Diversity
Montana State University - Bozeman	Office of Institutional Equity	Office of Institutional Equity
New Mexico State University *	Office of Institutional Equity	Training   The Center for Learning & Professional Development
North Dakota State University - Fargo	Division of Equity, Diversity and Global Outreach	Human Resources and Payroll / Training Site
Oregon State University	Office of Equity and Inclusion	Office of Equity and Inclusion
University of Idaho	Office of Human Rights, Access and Inclusion	Office of Human Rights, Access and Inclusion
University of Maine	Office of Equal Opportunity	Office of Equal Opportunity
University of Montana - Missoula	Office of Equal Opportunity and Affirmative Action	Office of Equal Opportunity and Affirmative Action
University of Nevada - Reno	Equal Opportunity and Office	Equal Opportunity and Office
University of Wyoming	Office of Diversity and Employment Practices	Office of Diversity and Employment Practices
Utah State University	Affirmative Action/Equal Opportunity Office	Affirmative Action/Equal Opportunity Office

Source: Peer Institution Websites. Research performed by Huron June 2015

# Title IX Comparison | Aspirational Peers

The responsibility for overseeing the definition of policy, enforcement, compliance, and training delivery for Title IX coordinators and investigators falls predominantly under an Office of Equity/Diversity/Inclusion. The table below outlines the delegation of authority for UAF's Aspirational Peers.

Academic Institution	Policy / Procedure / Compliance	Training Delivery
Clemson University	Office of Access and Equity	Office of Access and Equity
Georgia Institute of Technology	Office of Human Resources	Office of Human Resources
Kansas State University	Human Resources / Office of Institutional Equity	Human Resources / Office of Institutional Equity
Michigan Technological University	Office of Institutional Equity	Office of Institutional Equity
Missouri University of Science and Technology	Human Resources, Equity and Inclusion	Human Resources, Equity and Inclusion
SUNY Stony Brook	Office of Diversity and Affirmative Action	Office of Diversity and Affirmative Action
SUNY at Binghamton	Office of Diversity, Equity and Inclusion	Office of Diversity, Equity and Inclusion
University of Delaware	Office of Equity & Inclusion	Office of Equity & Inclusion
University of Oklahoma - Norman	Institutional Equity & Title IX Offices	Human Resources

87% of peers and aspirational peers have compliance ownership of Title IX located within an Office of Equity / Diversity / Inclusion. 75% of these peers have the training delivery component under the same organization with the remaining ownership under HR (12%), HR & Equity (8%) and a dedicated training and performance center of excellence (1 Org \*).



# Huron Notes: Title IX Ownership



Huron has seen some universities put Title IX under HR, but that can present some challenges. In particular, at many institutions, the complaints only involve students (not employees). HR may not have the focus or bandwidth to handle those activities. Student Affairs is another area in which we feel this function can successfully reside.

A good argument for having this function under the General Counsel could be made (e.g. many Title IX investigators have law degree backgrounds), but this group is usually a direct report to the President and the Title IX area is heavily related to Student Affairs. The area is getting bigger and more complex. We have seen them under a Compliance office, under EEO/Diversity, and under HR. The one at KU presented training to students at fraternities, sororities, dorms, orientation classes, etc. Ideally that material could be put under and LMS and have required student completion of it on an annual basis.

Wherever the function resides, there are a few keys to supporting it including its need for a dedicated coordinator and available investigatory resources. An investigation for a routine complaint can take 80 hours or more. For more complex investigations, the hour investments can grow exponentially. While outside counsel can be used, it's often easier for internal resources to navigate the organization.

In terms of "training," in many organization HR can help with instructional design, content management, and electronic delivery but may not be best suited for the actual training delivery function if not appropriately staff.

"At XYU, there was a group within HR responsible for the Title IX compliance area, yet it has moved around quite a bit as nobody knows where to put them."

- Huron Strategy & Operations Sr. Director

- Define detailed requirements and evaluate the fit for both learning and performance management platforms. Robust workflow enabled solutions can scale to the needs of most organizations.
- Inventory departments that work outside of "normal hours" (e.g. dining, facilities, campus safety) and identify training sessions for this population.
- Further define options for a centralized resource center employees can go to for advice or content related to training and performance / career development. Further consider if Human Resources should be viewed to provide a broad mix of services including career development and conflict management support.
- Consider launching the survey to additional locations since only 32% of the campuses are represented in the responses. This can be done in house by UAF utilizing the existing survey design.
- Employees who responded to the survey have an expectation that the institution is going to act on the results. Therefore, UAF should address the following questions:
  - How are we going to communicate the results?
  - What are we going to do based on the responses received?
  - What are the immediate needs?
  - What are the needs that we can act on in the short term (one year or less)?
  - What is our long term (1 – 3 year) training strategy?
  - What resources can we dedicate to meet the needs and interests of the institution?

# Recommendations

## Centralized Training & Development Function



### Strategic

- Determine how training and development aligns with the institution's strategic direction. Is the institution committed to investing the resources despite challenging economic times?
- Training needs should be defined by division/department as much as the institution as a whole. Human Resources should identify a liaison in each core area to develop a curriculum for each functional area.

### Communication

- Human Resources should partner with UAF Marketing and Communications to advertise training and development services and capabilities.
- Develop a training and development catalog (currently in progress) promoting offerings throughout the institution.
- Human Resources and the Training & Employee Development team should build upon the survey results by visiting the locations/divisions to discuss and answer questions or facilitate focus group sessions.
- Continue to promote the tuition waiver benefit to help recruit and retain top talent.

# Recommendations

## Training Assessment and Design



### Assessment

- There were several comments related to the effectiveness of many of the training offerings. It is suggested that a detailed assessment of needs are completed before designing and delivering future workshops.

### Design

- Recommend offering sessions each day of the week with an emphasis being placed on Tuesdays, Wednesdays, and Thursdays.
- Similar to the days of the week, you can have the majority of the sessions in the morning and afternoon with some included at lunch and after working hours.

### Supervisor Training

- Suggest discussion to determine if this training should be mandatory or at least strongly encouraged by administration/senior leadership. Many mentioned moving from one position to another was the result of their relationship with their immediate supervisor.
- The curriculum for Supervising for Success should be reviewed more closely. This may include having a focus group of past participants to receive more feedback about the program. Supervisors are looking for offerings beyond the basic fundamentals.

# Recommendations

## Performance Management



- Set expectations with supervisors that performance evaluations must be conducted on an annual basis. Some institutions make this a performance expectation and/or list as a function in position descriptions for supervisors.
- Supervisors feel that the current performance management process is cumbersome. This reinforces the need to offer support including in-class training, online tutorials, and reference materials to support this key process area. It is also suggested that the current format of performance evaluations be assessed to determine if it is meeting the needs of the institution.
- A number of respondents mentioned the need for updated position descriptions. Before determining the training needs for each position, it is necessary to be sure that each supervisor, in collaboration with each employee, update these high dependency descriptions.
- Develop a template for position descriptions to ensure consistency across the institution. Be sure the description is crafted for the position and not the incumbent in the position.

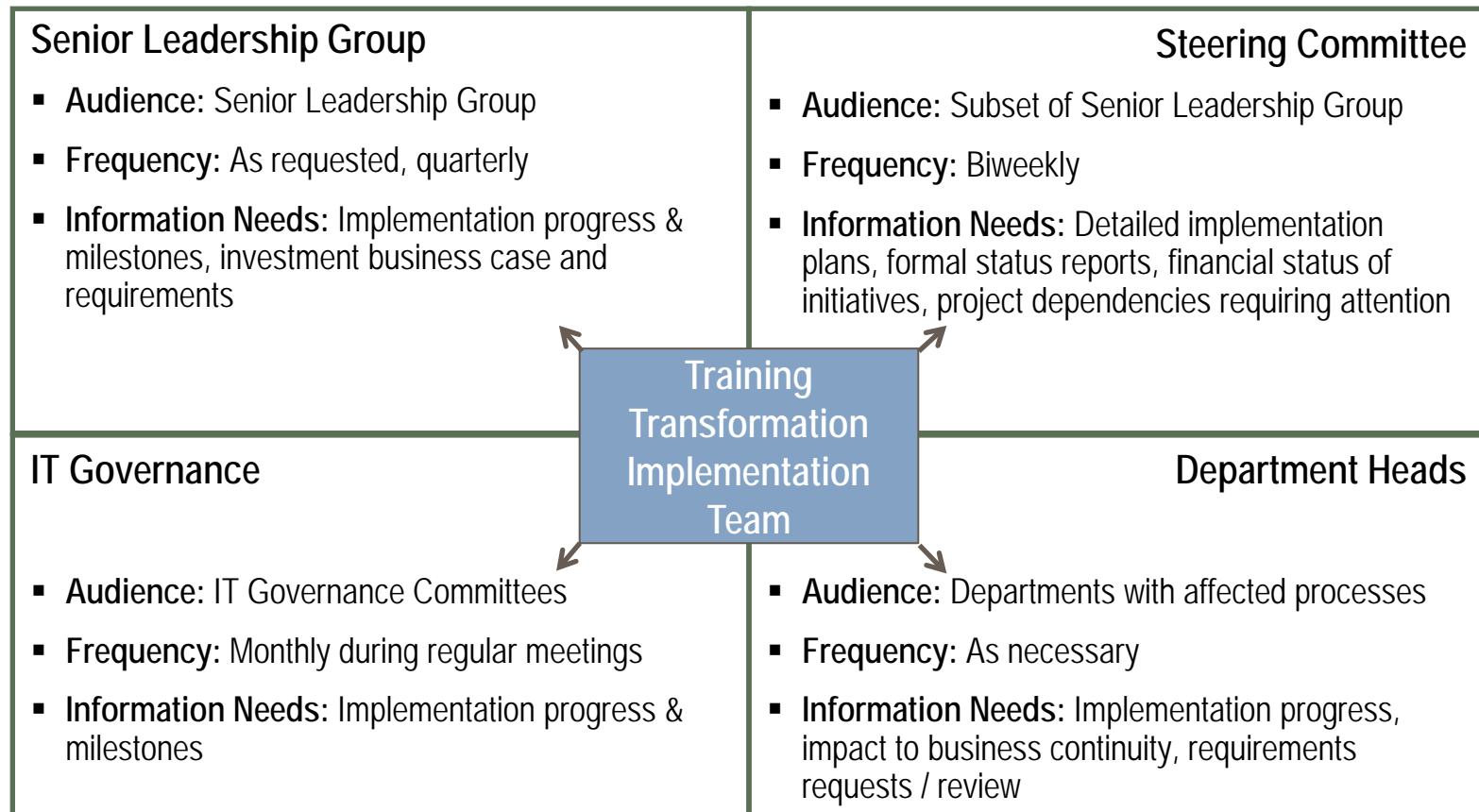
- It is recommended that the organization create a professional development or training policy (append those already in place) that sets the expectation in which employees are allowed to attend training, especially when there is a direct correlation with their current or future positions.
- Offering career advancement can be difficult, particularly in a flat organizational environment. However, career advancement is individual-specific. While someone wishes to be promoted, someone else wishes to be challenged in their role but not receive a promotion (or greater responsibility).
- Recommend discussions with senior leadership to determine if the institution should implement a career development plan to focus on further developing and enabling employees.
- Several listed a need for more recognition for completing training. This may speak to a larger issue of recognition and appreciation for their work, in general.
- More than 130 individuals were identified as "go to experts". This group can serve as the foundation for an enterprise training team providing for an exciting career opportunity. Develop "train-the-trainer" workshop for those interested and available.

# Action Plan

Theme	Recommendation	Impact	Level of Effort / Complexity	Term
General	Define requirements and evaluate LMS and Employee Performance Management	High	Medium	Mid
	Develop a communications plan for communicating survey results to UAF stakeholders and staff	High	Low	Short
Centralized Training and Development Function:	Define clear lines of ownership for training and development functions	High	Low	Short
	Develop a strategic training plan based on the results and analysis of the training survey and staff requests.	Low	Low	Mid
	Once defined, market training and development capabilities within the organization	High	Medium	Long
Training Assessment & Design	Further define training priorities based on survey results	Low	Medium	Short
	Develop a comprehensive needs assessment to include each of the UAF campuses.	High	Medium	Short
	Assess current online offerings to determine level of effectiveness.	Medium	Medium	Mid
	Design a comprehensive list of training offerings that will need the scheduling challenges of participants and UAF departments.	Low	Low	Mid
	Assess the current state of the Supervising for Success program and determine what additional modules should be offered beyond this foundations course.	Medium	Low	Mid
Performance Management	Set expectations with supervisors that performance evaluations must be completed annually.	Low	Low	Short
	Develop tools and resources to support supervisors and employees to complete the annual review process.	Medium	Medium	Mid
Career Development	Decide if Career Development Plans (CDPs) should be implemented across the institution.	High	Medium	Mid
	Identify internal facilitators to support training and development goals.	Medium	Low	Mid

# Implementation Accountability

UAF should develop a formal communication and accountability mechanism to monitor the progress and impact of formalizing and operationalizing training and performance management efforts. The four primary audiences for consideration are:





# Top Training Categories

Based on Need and Interest for Current Job and Professional Growth



1. Conflict Management
2. Effective Presentations
3. Supervisory Skills
4. Effective Meeting Management
5. Team Motivation
6. Time Management

# Top Requested Training Resources



1. A center employees can go to for advice
2. A schedule for employees to follow
3. A roadmap to follow my career path
4. Better resources available online
5. Mandated supervisory training required to conduct performance reviews

# Staff and Supervisor Training Needs

Supervisors and non-supervisor staff which completed the survey identified soft / common training needs as their highest priority training needs. When aligning the top requested areas, it is notable that both supervisors and staff appear to be fairly aligned in key areas such as effective communications, conflict management, cultural diversity, team motivation and others.

Supervisors identified Information Technology, Procurement and Research and Grants as their top areas of training needs for their staff when excluding the "soft skills / All Common Staff" training areas. These needs were requested across a range of units.

## Need training for Job: IT - Program and Project Management

Primary Division	Primary Unit
Primary Division	Primary Unit
Chancellor	eLearning and Distance Education
Provost	School of Fisheries & Ocean Science
Provost	Rasmuson Library
Provost	School of Nat Res & Extension
UAF Office IT	Office Information Technology
VC for Admin. Services	Financial Services
VC for Research	Geophysical Institute
VC Univ. & Std. Advancement	VCUSA Admin & Central Support

## Need training for Job: Research & Grants Proposal Development

Primary Division	Primary Unit
Provost	School of Nat Res & Extension
VC for Research	Institute of Arctic Biology
Provost	School of Nat Res & Extension
VC Rural, Community & Native Educ.	Rural College
VC for Admin. Services	Grants & Contracts Admin

## Need training for Job: Procurement Requisitions

Primary Division	Primary Unit
Provost	School of Fisheries & Ocean Science
Provost	School of Education
Provost	Provost Office Operations
Provost	Rasmuson Library
VC for Admin. Services	Financial Services
VC for Research	Institute of Arctic Biology
VC for Research	Intl Arctic Research Center
VC Rural, Community & Native Educ.	Interior Aleutians Campus
VC Rural, Community & Native Educ.	Community and Technical College

## Top Training Areas for Supervisors – non - All Common

Supervisor Requested Training - Excludes "All Staff Common"	All Categories Requests
Research & Grants - Proposal Development	15
IT - Data Management and Reporting	14
Procurement - Requisitions	13
IT - Project and Program Management	13
IT - Technological Training and Delivery	13
Procurement - Purchase Orders	12
IT - Information Security	12
IT - Educational / Classroom Technology	11
IT - Planning, Administration, and Management of IT	11
Research & Grants - Compliance Management	11
Research & Grants - Reporting	11
IT - Application Management & Administration (Programming)	11
Research & Grants - Award Management	11
IT - Desktop Support and Provisioning	10
HR - Conflict Resolution	10
Procurement - Formal Procurement/Solicitation (RFP) Process	9
Procurement - Sole Source/Brand, Restrictive Specifications	9
IT - Server Administration	9
IT - Research Technology	9
IT - Systems / Enterprise Architecture and Integration	9

# Staff and Supervisor Training Needs

Staff identified Research and Grants and Information Technology as their top areas of training needs for them to be effective in their jobs when excluding the "soft skills / All Common Staff" training areas.

Staff tended to branch out into other training areas including HR and Finance for both "need for my job" or "want for my job" classifications.

## Top Training Areas for Staff – non - All Common

Staff Requested Training - Excludes "All Staff Common"	All Categories Requests
Research & Grants - Proposal Development	77
IT - Project and Program Management	66
IT - Data Management and Reporting	65
IT - Educational / Classroom Technology	62
Executive - Leadership	59
IT - Information Security	53
IT - Application Management & Administration (Programming)	51
Finance - Budget Forecasting / Projections (Labor and End-of-Year)	50
Research & Grants - Sub-awards and Subcontracts	50
IT - Web Software Development	49
Academics - eLearning	49
IT - Instructional Design	48
Academics - Instructional Design	46
HR - Supervisory Skills	46
Research & Grants - Intellectual Property	46
Executive - Culture Setting	45
Research & Grants - Peer Review and Publications	45
Research & Grants - Reporting	45
Executive - Change Management	44
Research & Grants - Research Integrity	44

## Need training for Job: IT - Program and Project Management

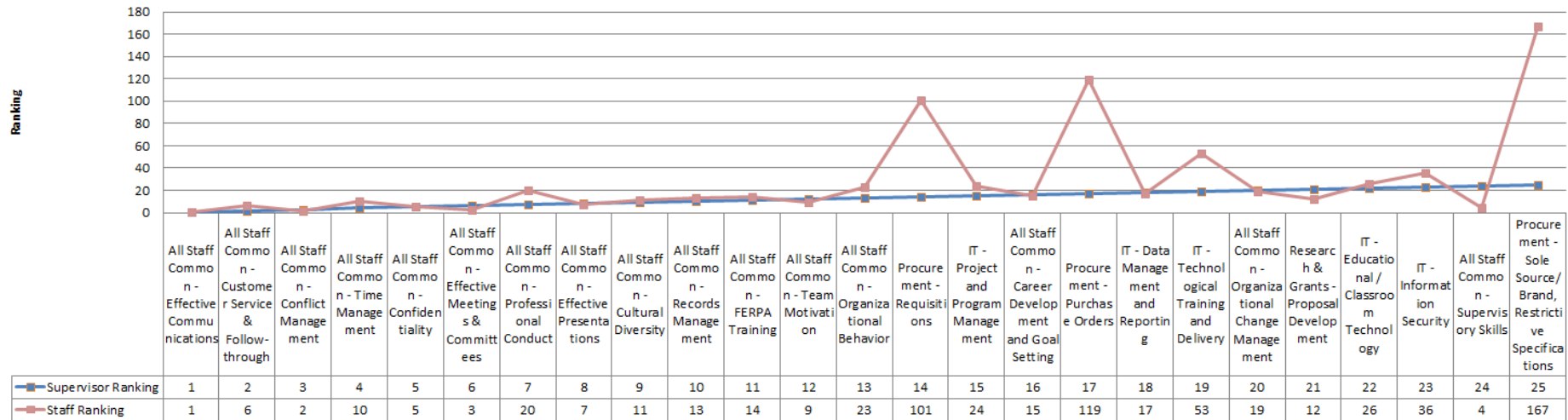
Primary Division	Primary Unit
Chancellor	eLearning and Distance Education
Primary Division	Primary Unit
Provost	Rasmuson Library
Provost	School of Nat Res & Extension
Provost	UA Museum of the North
UAF Office Information Technology	Office Information Technology
VC for Admin. Services	AVC for Facilities Services
VC for Admin. Services	Financial Services
VC for Research	Geophysical Institute
VC for Research	Institute of Arctic Biology
VC for Research	Vice Chancellor for Research
VC Rural, Community & Native Educ.	Rural College
VC University & Student Advancement	Student Advancement
VC Univ. Std. Advancement	VCUSA Admin & Central Support

## Need training for Job: Research & Grants Proposal Development

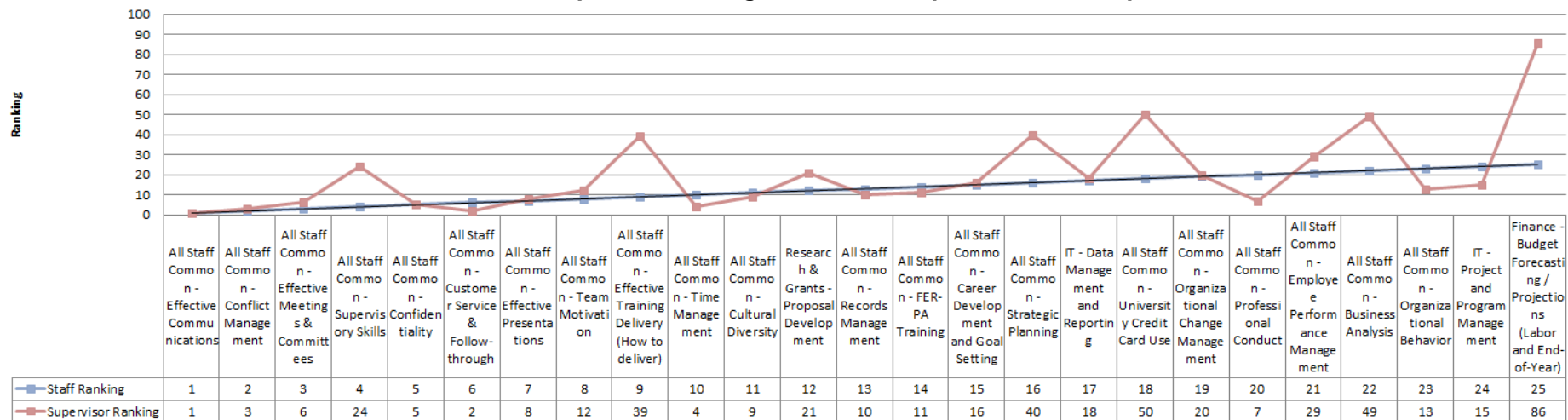
Primary Division	Primary Unit
Chancellor	eLearning and Distance Education
Provost	College of Engineering & Mines
Provost	College of Nat Sciences&Mathematics
Provost	Rasmuson Library
Provost	School of Education
Provost	School of Fisheries & Ocean Science
Provost	School of Management
Provost	School of Nat Res & Extension
Provost	UA Museum of the North
UAF Office Information Technology	Office Information Technology
VC for Admin. Services	Grants & Contracts Admin
VC for Research	Geophysical Institute
VC for Research	Vice Chancellor for Research
VC Rural, Community & Native Educ.	Community and Technical College
VC Rural, Community & Native Educ.	Interior Aleutians Campus

# Staff & Supervisors: Top 25 Training Needs Comparisons

## UAF Supervisors Top 25 Training Needs Compared With Staff

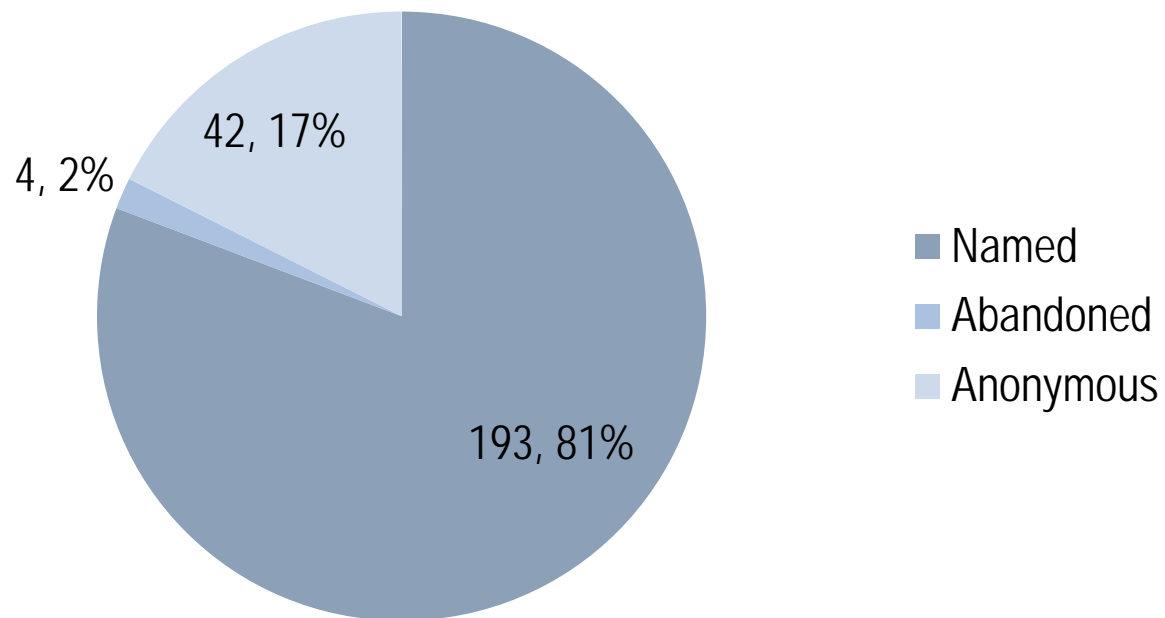


## UAF Staff Top 25 Training Needs Compared with Supervisors



## Survey Data Results

## Survey Responses



# Primary Reporting Area & Work Location

## Q4: Primary Reporting Area

Answer	Total Responses ▲
<a href="#">VC for Research ~ Geophysical Institute</a>	24
<a href="#">VC University &amp; Student Advancement ~ Student Advancement</a>	16
<a href="#">Provost ~ School of Nat Res &amp; Extension</a>	16
<a href="#">VC for Admin. Services ~ AVC for Facilities Services</a>	13
<a href="#">VC for Admin. Services ~ Financial Services</a>	12
<a href="#">UAF Office Information Technology ~ Office Information Technology</a>	12
<a href="#">Provost ~ College of Liberal Arts</a>	11
<a href="#">VC Rural, Community &amp; Native Educ. ~ Community and Technical College</a>	11
<a href="#">Provost ~ College of Nat Sciences&amp;Mathematics</a>	10
<a href="#">Provost ~ College of Engineering &amp; Mines</a>	10
<a href="#">Provost ~ Rasmuson Library</a>	10
<a href="#">VC for Admin. Services ~ Grants &amp; Contracts Admin</a>	9
<a href="#">VC for Research ~ Vice Chancellor for Research</a>	9
<a href="#">Provost ~ School of Fisheries &amp; Ocean Science</a>	9
<a href="#">VC for Research ~ Institute of Arctic Biology</a>	9
<a href="#">Chancellor ~ eLearning and Distance Education</a>	7
<a href="#">Provost ~ Provost Office Operations</a>	7
<a href="#">VC Rural, Community &amp; Native Educ. ~ Rural College</a>	7
<a href="#">VC for Admin. Services ~ Human Resources</a>	4
<a href="#">VC Rural, Community &amp; Native Educ. ~ Bristol Bay Campus</a>	4
<a href="#">VC for Admin. Services ~ Safety Services &amp; EHSRM</a>	4
<a href="#">Provost ~ School of Education</a>	4
<a href="#">VC for Research ~ Intl Arctic Research Center</a>	4
<a href="#">VC for Admin. Services ~ Procurement &amp; Central Receiving</a>	3
<a href="#">VC University &amp; Student Advancement ~ University Advancement</a>	3
<a href="#">VC for Admin. Services ~ VCAS Operations</a>	2
<a href="#">VC University &amp; Student Advancement ~ VCUSA Admin &amp; Central Support</a>	2
<a href="#">Provost ~ School of Management</a>	2
<a href="#">VC Rural, Community &amp; Native Educ. ~ Interior Aleutians Campus</a>	2
<a href="#">VC Rural, Community &amp; Native Educ. ~ Kuskokwim Campus</a>	1
<a href="#">VC Rural, Community &amp; Native Educ. ~ Northwest Campus</a>	1
<a href="#">Provost ~ UA Museum of the North</a>	1
<b>Total</b>	239

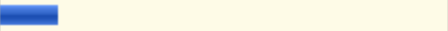



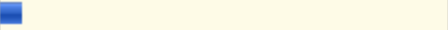
## Q5: Primary Work Location

#	Answer	Response ▲	%
17	<a href="#">Fairbanks (Fairbanks Campus)</a>	209	87%
56	<a href="#">Fairbanks (Community and Technical College)</a>	13	5%
15	<a href="#">Dillingham (Bristol Bay)</a>	4	2%
55	<a href="#">Fairbanks (Interior Aleutians Campus)</a>	3	1%
21	<a href="#">Juneau</a>	2	1%
11	<a href="#">Anchorage</a>	2	1%
30	<a href="#">Palmer</a>	2	1%
32	<a href="#">Seldovia</a>	1	0%
12	<a href="#">Bethel (Kuskokwim)</a>	1	0%
33	<a href="#">Seward</a>	1	0%
29	<a href="#">Nome (Northwest)</a>	1	0%
34	<a href="#">Shishmaref</a>	0	0%
35	<a href="#">Sitka</a>	0	0%
40	<a href="#">Unalaska</a>	0	0%
42	<a href="#">Unalakleet</a>	0	0%
51	<a href="#">Tok</a>	0	0%
41	<a href="#">Toolik Lake</a>	0	0%
38	<a href="#">Togiak</a>	0	0%
37	<a href="#">Throne Bay</a>	0	0%
36	<a href="#">Soldotna/Kenai</a>	0	0%
27	<a href="#">Nenana</a>	0	0%
18	<a href="#">Fort Yukon</a>	0	0%
19	<a href="#">Galena</a>	0	0%
16	<a href="#">Eielson Air Force Base</a>	0	0%
14	<a href="#">Delta Junction</a>	0	0%
13	<a href="#">Cordova</a>	0	0%
20	<a href="#">Homer</a>	0	0%
22	<a href="#">Ketchikan</a>	0	0%
26	<a href="#">McGrath</a>	0	0%
28	<a href="#">New Stuyahok</a>	0	0%
25	<a href="#">Kotzebue</a>	0	0%
24	<a href="#">Kodiak</a>	0	0%
23	<a href="#">King Salmon</a>	0	0%
31	<a href="#">Petersburg</a>	0	0%
	<b>Total</b>	239	100%



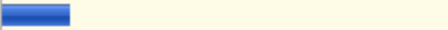



# By Primary Position & Employment Type

## Q 6:Primary Position

#	Answer		Response	%
2	<a href="#">Faculty</a>		31	13%
3	<a href="#">Staff (Supervisor)</a>		55	23%
4	<a href="#">Staff (Non-supervisor)</a>		136	57%
5	<a href="#">Executive / Sr. Administrator</a>		5	2%
6	<a href="#">Student</a>		12	5%
	Total		239	100%

## Q 7: Type of Employment

#	Answer		Response	%
1	<a href="#">Full Time Salary</a>		123	51%
2	<a href="#">Full Time Hourly</a>		78	33%
3	<a href="#">Part Time</a>		36	15%
5	<a href="#">Other</a>		2	1%
	Total		239	100%

# Years of Professional Experience and & Years within UA or UAF

## Q 8: Years of Professional Experience

#	Answer		Response	%
1	<a href="#">0-2 Years</a>		14	6%
2	<a href="#">3-5 Years</a>		16	7%
3	<a href="#">6-10 Years</a>		36	15%
4	<a href="#">11-15 Years</a>		42	18%
5	<a href="#">16-20 Years</a>		48	20%
6	<a href="#">21 + Years</a>		83	35%
	Total		239	100%

## Q 9: Total Years with UA or UAF

#	Answer		Response	%
1	<a href="#">1-2 Years</a>		24	10%
2	<a href="#">3-5 Years</a>		39	16%
3	<a href="#">6-10 Years</a>		46	19%
4	<a href="#">11-15 Years</a>		54	23%
5	<a href="#">16-20 Years</a>		28	12%
6	<a href="#">21 + Years</a>		25	10%
7	<a href="#">0-12 Months</a>		23	10%
	Total		239	100%

# Job Changes within UA or UAF

## Q 10: Have you moved within UA or UAF?

#	Answer		Response	%
1	<a href="#">Yes</a>		107	50%
2	<a href="#">No</a>		109	50%
	Total		216	100%

## Q 11: If Moves, how many jobs within UA or UAF

#	Answer		Response	%
1	<a href="#">2-3 Jobs</a>		67	63%
2	<a href="#">4-5 Jobs</a>		29	27%
3	<a href="#">6-7 Jobs</a>		9	8%
4	<a href="#">8+ Jobs</a>		2	2%
	Total		107	100%

## Q 12: Factors Contributing to Moves






#	Answer		Response	%
1	<a href="#">Lack of training</a>		13	12%
2	<a href="#">Lack of supervisor guidance/mentorship</a>		32	30%
3	<a href="#">Lack of other work-related resources</a>		7	7%
4	<a href="#">Interested in doing more/growing skills</a>		77	72%
5	<a href="#">Opportunity for Promotion</a>		69	64%
6	<a href="#">Other</a>		21	20%

## Q 13: Other Factors Contributing to Moves






While a few staff mentioned promotion or a new opportunity, a number of respondents said their move(s) were supervisory related, due to a layoff/job elimination, or structural change within the institution.

# On-boarding Processes & Supervisors



## Q 14: Well Organized Institutional on-boarding process

#	Answer		Response	%
1	<a href="#">Strongly Agree</a>		2	9%
2	<a href="#">Agree</a>		9	39%
4	<a href="#">Disagree</a>		2	9%
5	<a href="#">Strongly Disagree</a>		2	9%
6	<a href="#">Neutral</a>		8	35%
	Total		23	100%

## Q 15: Well Organized departmental on-boarding process

#	Answer		Response	%
1	<a href="#">Strongly Agree</a>		5	22%
2	<a href="#">Agree</a>		7	30%
3	<a href="#">Disagree</a>		4	17%
4	<a href="#">Strongly Disagree</a>		0	0%
5	<a href="#">Neutral</a>		7	30%
	Total		23	100%

## Q 16: Do you supervise others?

#	Answer		Response	%
1	<a href="#">Yes</a>		73	31%
2	<a href="#">No</a>		166	69%
	Total		239	100%

# Training Opportunities, Registration, Cross

## Q 17: I understand Training Opportunities available

#	Answer	Response	%
1	<a href="#">Strongly Agree</a>	33	14%
2	<a href="#">Agree</a>	101	42%
3	<a href="#">Disagree</a>	56	23%
4	<a href="#">Strongly Disagree</a>	8	3%
5	<a href="#">Neutral</a>	41	17%
	Total	239	100%

## Q 18: I know where to register and receive training

#	Answer	Response	%
1	<a href="#">Strongly Agree</a>	31	13%
2	<a href="#">Agree</a>	94	39%
3	<a href="#">Disagree</a>	48	20%
4	<a href="#">Strongly Disagree</a>	10	4%
5	<a href="#">Neutral</a>	56	23%
	Total	239	100%

## Q 19: Suggestions for improving how you identify or register for training

One person commented that UAF needs a "Mothership Training Site" which sums up many of the comments made in this section. Phrases like haphazard process, lack of a single source platform, lack of a centralized LMS (a centralized list of training offerings) were used.

## Q 20: Cross training encouraged inside or outside of department

#	Answer	Response	%
1	<a href="#">Strongly Agree</a>	13	5%
2	<a href="#">Agree</a>	56	23%
3	<a href="#">Disagree</a>	57	24%
4	<a href="#">Strongly Disagree</a>	24	10%
5	<a href="#">Neutral</a>	89	37%
	Total	239	100%

## Q 21: Taken advantage of the tuition waiver program?

#	Answer		Response	%
1	<a href="#">Yes</a>		138	58%
2	<a href="#">No</a>		80	33%
3	<a href="#">I am not currently eligible</a>		21	9%
	Total		239	100%

## Q 22: Future plans to take advantage of the tuition waiver program?

#	Answer		Response	%
1	<a href="#">I am planning to in the future</a>		110	46%
2	<a href="#">I am not planning to in the future</a>		19	8%
3	<a href="#">I am not sure</a>		64	27%
4	<a href="#">I need to learn more about the program</a>		18	8%
5	<a href="#">I am currently in the tuition waiver program</a>		47	20%

## Q 23: Rank preferences for the method of training delivery.

#	Answer	1	2	3	4	5	6	7	8	Total Responses
1	<a href="#">One-on-One Tutorial / Personal Coaching</a>	18	22	30	33	49	37	50	0	239
2	<a href="#">Conference Break Out Sessions</a>	12	19	29	21	37	48	68	5	239
3	<a href="#">On Campus Classroom Instruction</a>	91	42	39	33	14	13	7	0	239
4	<a href="#">On-line / E-Learning Based Training - With Instructor</a>	20	40	38	41	34	43	21	2	239
5	<a href="#">Off Campus Classroom Instruction</a>	6	36	39	44	39	31	43	1	239
6	<a href="#">Informal Lectures / Demonstrations</a>	36	38	43	37	37	34	13	1	239
7	<a href="#">On-line / E-Learning Based Training - Self Paced</a>	49	42	21	30	28	31	37	1	239
10	<a href="#">First: please move me to the bottom</a>	7	0	0	0	1	2	0	229	239
	Total	239	239	239	239	239	239	239	239	-

## Q 24: Typically available to attend training sessions?

#	Answer	Response	%
1	<a href="#">Monday</a>	138	58%
2	<a href="#">Tuesday</a>	155	65%
3	<a href="#">Wednesday</a>	168	70%
4	<a href="#">Thursday</a>	175	73%
5	<a href="#">Friday</a>	147	62%

## Q25: Times typically available to attend training sessions

#	Answer	Response	%
1	<a href="#">Morning</a>	143	60%
2	<a href="#">Lunch</a>	91	38%
3	<a href="#">Afternoon</a>	157	66%
4	<a href="#">After Normal Hours</a>	80	33%

# Professional Development Feedback

Q 26: I receive feedback from my supervisor that is useful in my development

#	Answer	Response	%
1	<a href="#">Strongly Agree</a>	48	20%
2	<a href="#">Agree</a>	86	36%
3	<a href="#">Disagree</a>	25	10%
4	<a href="#">Strongly Disagree</a>	24	10%
5	<a href="#">Neutral</a>	56	23%
	Total	239	100%

Q 27: The institution has the appropriate processes and systems in place to help manage my development

#	Answer	Response	%
1	<a href="#">Strongly Agree</a>	9	4%
2	<a href="#">Agree</a>	49	21%
3	<a href="#">Disagree</a>	62	26%
4	<a href="#">Strongly Disagree</a>	29	12%
5	<a href="#">Neutral</a>	90	38%
	Total	239	100%

Q28: I have a clear understanding of what is required to advance in my career at UAF

#	Answer	Response	%
1	<a href="#">Strongly Agree</a>	13	5%
2	<a href="#">Agree</a>	53	22%
3	<a href="#">Disagree</a>	70	29%
4	<a href="#">Strongly Disagree</a>	35	15%
5	<a href="#">Neutral</a>	68	28%
	Total	239	100%





# Career Development Plan

Q:29 In your current position do you follow an approved Career Development Plan (CPD)?

#	Answer		Response	%
1	<a href="#">Yes</a>		9	4%
2	<a href="#">No</a>		230	96%
	Total		239	100%

Q 30: If no, are you interested in following an approved Career Development Plan (CDP)?

#	Answer		Response	%
1	<a href="#">Yes</a>		145	63%
2	<a href="#">No</a>		85	37%
	Total		230	100%

# Annual Performance Evaluation

Q:31 Have you received an annual performance evaluation in the last 12 months?

#	Answer		Response	%
1	<a href="#">Yes</a>		142	59%
2	<a href="#">No</a>		68	28%
3	<a href="#">I have not been here 12 months</a>		29	12%
	Total		239	100%

Q 32: How was your most recent performance review delivered














#	Answer		Response	%
1	<a href="#">Verbal Review Only</a>		3	2%
2	<a href="#">Written Review Only</a>		29	20%
3	<a href="#">Both Verbal and Written Review</a>		110	77%
	Total		142	100%

Q33: Please indicate the number of years it has been since you received a formal performance review.

#	Answer		Response	%
1	<a href="#">2 Years</a>		13	19%
2	<a href="#">3 Years</a>		10	15%
3	<a href="#">4 Years</a>		5	7%
4	<a href="#">5 Years</a>		4	6%
5	<a href="#">More than 5 Years</a>		17	25%
6	<a href="#">13 - 23 Months</a>		19	28%
	Total		68	100%

# Training and Skill Development Areas

Q34: Please select the training and skill development areas that are most interesting to you.

#	Answer		Response ▲	%
10	<a href="#">All Staff / Other Common Needs (Checked by Default)</a>		205	86%
5	<a href="#">Information Technology</a>		106	44%
14	<a href="#">Research &amp; Grants</a>		99	41%
9	<a href="#">Academics</a>		91	38%
1	<a href="#">Finance</a>		82	34%
2	<a href="#">University &amp; Student Advancement</a>		72	30%
3	<a href="#">Human Resources</a>		67	28%
12	<a href="#">Executive</a>		64	27%
16	<a href="#">Student Services &amp; Enrollment Management</a>		57	24%
13	<a href="#">Procurement</a>		41	17%
7	<a href="#">Environmental Health, Safety, and Risk Management</a>		40	17%
8	<a href="#">Facilities</a>		27	11%
11	<a href="#">Auxiliaries &amp; Recharge</a>		24	10%

\*\* 35 & 36 other views

# Training and Skill Development Areas

Q35: Please select the training and skill development areas that are most interesting to you.

Staff Requested Training	Need for Current Job
All Staff Common - Effective Communications	47
All Staff Common - Conflict Management	43
All Staff Common - Effective Meetings & Committees	37
All Staff Common - Supervisory Skills	36
All Staff Common - Confidentiality	36
All Staff Common - Customer Service & Follow-through	34
All Staff Common - Effective Presentations	32
All Staff Common - Team Motivation	32
All Staff Common - Effective Training Delivery (How to deliver)	31
All Staff Common - Time Management	30

Staff Requested Training	Would like for my current job
All Staff Common - Effective Communications	51
All Staff Common - Effective Presentations	47
All Staff Common - Time Management	42
All Staff Common - Conflict Management	41
All Staff Common - Career Development and Goal Setting	40
All Staff Common - Supervisory Skills	40
All Staff Common - Team Motivation	40
All Staff Common - Effective Meetings & Committees	38
All Staff Common - Effective Training Delivery (How to deliver)	31
All Staff Common - Records Management	28

Staff Requested Training	Would like for professional development / growth
All Staff Common - Career Development and Goal Setting	67
All Staff Common - Supervisory Skills	44
All Staff Common - Effective Presentations	43
All Staff Common - Effective Meetings & Committees	42
All Staff Common - Team Motivation	41
All Staff Common - Strategic Planning	41
All Staff Common - Organizational Behavior	41
All Staff Common - Conflict Management	40
All Staff Common - Organizational Change Management	40
All Staff Common - Time Management	35

Top 10 list of Staff Selections

# Training and Skill Development Areas








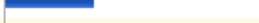








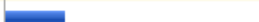









Q35: Please select the training and skill development areas that are most interesting to you.

<b>Staff Requested Training - Excludes "All Staff Common"</b>	<b>All Categories Requests</b>
Research & Grants - Proposal Development	77
IT - Project and Program Management	66
IT - Data Management and Reporting	65
IT - Educational / Classroom Technology	62
Executive - Leadership	59
IT - Information Security	53
IT - Application Management & Administration (Programming)	51
Finance - Budget Forecasting / Projections (Labor and End-of-Year)	50
Research & Grants - Sub-awards and Subcontracts	50
IT - Web Software Development	49
Academics - eLearning	49
IT - Instructional Design	48
Academics - Instructional Design	46
HR - Supervisory Skills	46
Research & Grants - Intellectual Property	46
Executive - Culture Setting	45
Research & Grants - Peer Review and Publications	45
Research & Grants - Reporting	45
Executive - Change Management	44
Research & Grants - Research Integrity	44

Top 20 list of Staff Selections – Excludes “All Staff Common” options and includes all categories (e.g. need, like, growth)

# Systems and Tool Training

Q37: I feel I would benefit most from having training in the following systems or tools.

#	Answer		Response ▲	%
36	<a href="#">Google Apps</a>		94	47%
52	<a href="#">Toad</a>		71	35%
56	<a href="#">Banner - General</a>		61	30%
34	<a href="#">Banner - Finance</a>		57	28%
33	<a href="#">Desktop Productivity Suite (Microsoft, Apple, other)</a>		53	26%
45	<a href="#">Remote Access</a>		52	26%
30	<a href="#">Blackboard</a>		51	25%
44	<a href="#">Q-Menu</a>		49	24%
28	<a href="#">Audio / Video Conferencing</a>		48	24%
5	<a href="#">Apple Operating System</a>		46	23%
40	<a href="#">Mobile / Tablet Wireless Connectivity</a>		45	22%
31	<a href="#">Data Storage &amp; Backup</a>		43	21%
41	<a href="#">Onbase</a>		38	19%
51	<a href="#">Windows Desktop Operating System</a>		37	18%
43	<a href="#">Q-Ad Hoc</a>		37	18%
42	<a href="#">Public Web Content Management</a>		36	18%
50	<a href="#">UA Online</a>		36	18%
46	<a href="#">Travel System</a>		33	16%
39	<a href="#">ListSrvs</a>		32	16%
38	<a href="#">Banner - Student</a>		31	15%
48	<a href="#">Technical Support / Self Service</a>		31	15%
47	<a href="#">Secure Storage / Sharing</a>		28	14%
35	<a href="#">Banner - HR</a>		28	14%
37	<a href="#">End User Information Security Tools and Practices</a>		22	11%
49	<a href="#">Telecommunications / Voice Mail</a>		20	10%
32	<a href="#">Data Warehouse Reporting</a>		17	8%

# Training Resources and Outcomes







Q40: What training resource do you believe would make UAF more effective? Please list in order of priority.

#	Answer	1	2	3	4	5	6	7	Total Responses
1	<a href="#">A center employees can go to for advice</a>	58	47	41	40	22	29	2	239
2	<a href="#">Mandated supervisor requirement to conduct performance reviews</a>	25	34	32	37	56	51	4	239
3	<a href="#">Better resources available online</a>	33	33	60	55	37	21	0	239
4	<a href="#">More effective trainers for delivering the training content</a>	28	30	31	45	54	47	4	239
10	<a href="#">A roadmap to follow for my career path</a>	41	49	32	31	42	43	1	239
11	<a href="#">A schedule for new employees to follow</a>	46	46	43	29	27	46	2	239
12	<a href="#">First: please move me to the bottom</a>	8	0	0	2	1	2	226	239
	Total	239	239	239	239	239	239	239	-

Q41: What results would you like to see as an outcome for the completion of the professional development training items you have identified within this survey?

#	Answer	Response	%
1	<a href="#">Promotion</a>	132	55%
2	<a href="#">Performance Review</a>	97	41%
3	<a href="#">Additional responsibility / delegated authority</a>	114	48%
4	<a href="#">Time Off</a>	73	31%
5	<a href="#">Raise</a>	156	65%
9	<a href="#">Other</a>	35	15%

Q41: What results would you like to see as an outcome for the completion of the professional development training items you have identified within this survey?

#	Answer		Response	%
1	<a href="#">Promotion</a>		132	55%
2	<a href="#">Performance Review</a>		97	41%
3	<a href="#">Additional responsibility / delegated authority</a>		114	48%
4	<a href="#">Time Off</a>		73	31%
5	<a href="#">Raise</a>		156	65%
9	<a href="#">Other</a>		35	15%



# Supervisor Only Section – Staff, CDP and Cross Training

Q44: How many individuals do you supervise?

#	Answer		Response	%
1	<a href="#">1-2</a>		31	42%
2	<a href="#">3-5</a>		22	30%
3	<a href="#">6-10</a>		12	16%
4	<a href="#">11-20</a>		3	4%
5	<a href="#">21-50</a>		1	1%
6	<a href="#">50 +</a>		5	7%
	Total		74	100%

Q45: Do your employees currently follow an approved Career Development Plan (CDP)?

#	Answer		Response	%
1	<a href="#">Yes</a>		2	3%
2	<a href="#">No</a>		72	97%
	Total		74	100%

Q46: If no, are you interested in having your employees follow an approved Career Development Plan (CDP)?




#	Answer		Response	%
1	<a href="#">Yes</a>		43	60%
2	<a href="#">No</a>		29	40%
	Total		72	100%

Q47: Do you need assistance in developing cross-training plans for your area of supervisory responsibilities?)?





#	Answer		Response	%
1	<a href="#">Yes</a>		15	20%
2	<a href="#">No</a>		35	47%
3	<a href="#">Maybe</a>		24	32%
	Total		74	100%

# Supervising for Success

Q48: Have you completed the Supervising for Success program offered by HR?

#	Answer		Response	%
1	<a href="#">Yes</a>		47	64%
2	<a href="#">Partially</a>		7	9%
3	<a href="#">No</a>		20	27%
	Total		74	100%

Q49: The Supervising for Success program provided helpful training and met my needs as a supervisor. \*

#	Answer		Response	%
1	<a href="#">Strongly Agree</a>		4	7%
2	<a href="#">Agree</a>		24	44%
3	<a href="#">Neutral</a>		23	43%
4	<a href="#">Disagree</a>		3	6%
5	<a href="#">Strongly Disagree</a>		0	0%
	Total		54	100%

# Performance Evaluations

Q51: Have you provided your staff with performance reviews in the past 12 months?

#	Answer		Response ▲	%
4	<a href="#">All of the staff</a>		41	55%
10	<a href="#">I am a new supervisor and have not completed a review cycle yet</a>		13	18%
5	<a href="#">None of the staff</a>		8	11%
2	<a href="#">Some of the staff</a>		6	8%
3	<a href="#">Most of the staff</a>		5	7%
6	<a href="#">Only for promotion or disciplinary purposes</a>		1	1%
	Total		74	100%

Q52: The appropriate tools are in place to support an effective performance management process

#	Answer		Response ▲	%
5	<a href="#">Neutral</a>		24	46%
2	<a href="#">Agree</a>		16	31%
3	<a href="#">Disagree</a>		11	21%
1	<a href="#">Strongly Agree</a>		1	2%
4	<a href="#">Strongly Disagree</a>		0	0%
	Total		52	100%

# Performance Evaluations

## Q53: What do you see as the biggest obstacle to conducting performance reviews?

#	Answer		Response ^	%
1	<a href="#">Limited availability of time to conduct reviews</a>		23	31%
6	<a href="#">There is no incentive or penalty for completion/non-completion</a>		20	27%
4	<a href="#">I could use more formal training on this process area</a>		13	18%
5	<a href="#">Other</a>		10	14%
2	<a href="#">Not clear on the requirements for conducting performance reviews</a>		6	8%
3	<a href="#">The proper tools are not available to me</a>		2	3%
Total			74	100%

# Supervisor Identified Training and Skills

Q55: lease select the top level areas you feel your staff requires for training and skills development.

#	Answer		Response ▲	%
10	<a href="#">All Staff / Other Common Needs (Checked by Default)</a>		63	85%
5	<a href="#">Information Technology</a>		24	32%
14	<a href="#">Research &amp; Grants</a>		22	30%
13	<a href="#">Procurement</a>		17	23%
3	<a href="#">Human Resources</a>		16	22%
1	<a href="#">Finance</a>		16	22%
9	<a href="#">Academics</a>		11	15%
7	<a href="#">Environmental Health, Safety, and Risk Management</a>		8	11%
16	<a href="#">Student Services &amp; Enrollment Management</a>		8	11%
2	<a href="#">University &amp; Student Advancement</a>		8	11%
8	<a href="#">Facilities</a>		6	8%
12	<a href="#">Executive</a>		4	5%
11	<a href="#">Auxiliaries &amp; Recharge</a>		4	5%

# Supervisor Identified Training and Skills

Q56: Please select the areas you feel your staff requires for training and skills development

Supervisor Requested Training	Need for Current Job
All Staff Common - Effective Communications	32
All Staff Common - Customer Service & Follow-through	30
All Staff Common - Conflict Management	24
All Staff Common - Time Management	21
All Staff Common - Professional Conduct	18
All Staff Common - Confidentiality	17
All Staff Common - Effective Meetings & Committees	16
All Staff Common - Cultural Diversity	15
All Staff Common - Records Management	15
All Staff Common - Effective Presentations	14

## Top 10 list of Supervisor Selections

Supervisor Requested Training	Need for Professional Development / Growth
All Staff Common - Career Development and Goal Setting	17
All Staff Common - Conflict Management	16
All Staff Common - Effective Communications	15
All Staff Common - Time Management	15
All Staff Common - Customer Service & Follow-through	13
All Staff Common - Professional Conduct	13
All Staff Common - Effective Meetings & Committees	10
All Staff Common - Cultural Diversity	9
All Staff Common - Supervisory Skills	8
All Staff Common - Effective Presentations	7

# Supervisor Identified Training and Skills

Q56: Please select the areas you feel your staff requires for training and skills development

Supervisor Requested Training - Excludes "All Staff Common"	All Categories Requests
Research & Grants - Proposal Development	15
IT - Data Management and Reporting	14
Procurement - Requisitions	13
IT - Project and Program Management	13
IT - Technological Training and Delivery	13
Procurement - Purchase Orders	12
IT - Information Security	12
IT - Educational / Classroom Technology	11
IT - Planning, Administration, and Management of IT	11
Research & Grants - Compliance Management	11
Research & Grants - Reporting	11
IT - Application Management & Administration (Programming)	11
Research & Grants - Award Management	11
IT - Desktop Support and Provisioning	10
HR - Conflict Resolution	10
Procurement - Formal Procurement/Solicitation (RFP) Process	9
Procurement - Sole Source/Brand, Restrictive Specifications	9
IT - Server Administration	9
IT - Research Technology	9
IT - Systems / Enterprise Architecture and Integration	9

Top 20 list of Supervisor Selections – Excludes “All Staff Common” options and includes all categories (e.g. need, like, growth)