

# **HUMBOLDT** **STATE UNIVERSITY**

Training and Professional Development  
Training Needs Analysis

## Table of Contents

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Introduction .....	3
Data .....	4
Response Rates .....	4
Staff .....	4
Management.....	5
Summary .....	5
The Staff Survey .....	6
Staff Survey Results by Division .....	8
Management Survey .....	17
Management Survey Results by Division .....	19
Division Feedback .....	29
Questions and Input .....	29
Analysis with Actions Moving Forward.....	34
Staff Results .....	34
Staff Soft Skills Training.....	35
Staff Technical Training.....	35
Course Series.....	36
Lead/Supervisor Training .....	37
Management Results .....	37

## Introduction

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In an ongoing effort to serve the dynamic organizational development needs of Humboldt State University's (HSU) staff and management, the Training and Professional Development unit of the Human Resources and Academic Personnel Services department conducted a training needs analysis in October through December of 2015. The analysis is synthesized from data gathered using two methods, a survey and meetings with established leadership teams.

The training needs survey was created by Training and Professional Development and administered by Institutional Research. Surveys were distributed to all HSU staff and management/leads through Survey Monkey. Two distinct surveys were created and administered to address the differing needs of these two groups, thus employees and management/leads received different surveys.

With survey results summarized, meetings were offered to the leadership teams of all four university divisions from November 30 through December 23, 2015. Meetings were conducted with leadership teams from the Academic Affairs division and the Student Affairs division to provide those groups with an overview of the survey data and as an opportunity to comment directly on their training needs and priorities. Academic Affairs and University Advancement Divisions were contacted, but were unable to meet in the short timeframe required to produce this report. Regardless, ongoing feedback regarding the data impacting those divisions is welcomed.

Analysis was completed through ranking survey responses and summarizing qualitative feedback. This document summarizes the qualitative and quantitative survey results and division feedback. Recommendations are drawn from this data that will direct training and professional development offerings in 2016.

## Data

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### Response Rates

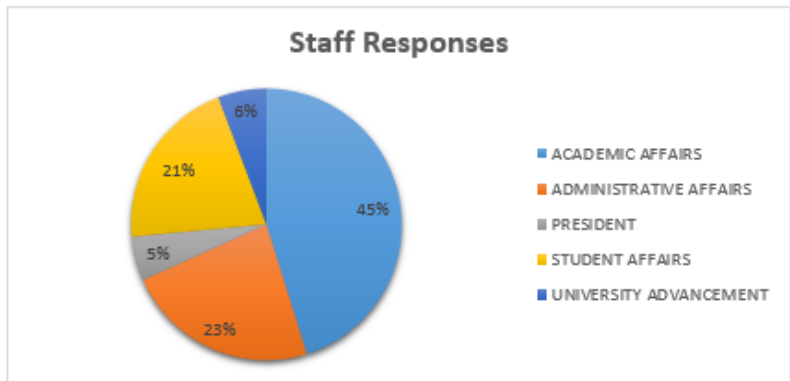
#### Staff

Surveys were distributed to 634 staff, 208 were completed, equivalent to a 33% response rate. Responses by division are provided to illustrate the relative influence of the various divisions on the results discussed in this report.



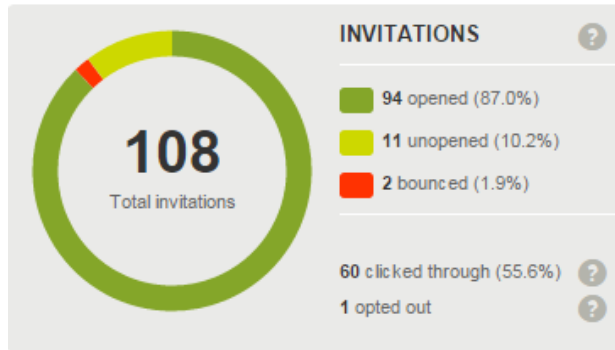
Staff Responses	
Row Labels	Count
ACADEMIC AFFAIRS	94
ADMINISTRATIVE AFFAIRS	48
PRESIDENT	11
STUDENT AFFAIRS	43
UNIVERSITY ADVANCEMENT	12
<b>Grand Total</b>	<b>208</b>

Staff overall response rate: 33%



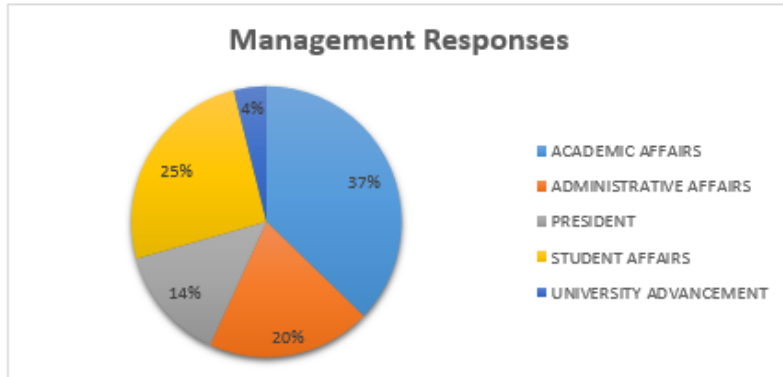
*Management*

Surveys were distributed to 108 managers (to include MPP and lead staff), 51 were completed, equivalent to a 47% response rate. Responses by division are provided to illustrate the relative influence of the various divisions on the results discussed in this report.



Row Labels	Count
ACADEMIC AFFAIRS	19
ADMINISTRATIVE AFFAIRS	10
PRESIDENT	7
STUDENT AFFAIRS	13
UNIVERSITY ADVANCEMENT	2
<b>Grand Total</b>	<b>51</b>

Manager overall response rate: 47%



*Summary*

It is the opinion of Training and Professional Development and Institutional Research that this survey received a strong overall response rate and is therefore a valid indicator of measurement. Some employees and managers did not submit surveys despite automated reminders.

## The Staff Survey

The staff survey was divided into three sections. The first two sections, labeled respectively Interpersonal Dimensions of Work and Technical Dimensions of Work, asked staff to self-report on the primary knowledge and skills they utilize in their current job role. The third section of the survey asked staff to rate their level of interest in 24 potential training courses and included a write-in option. Respondents answered using a 5 point Likert scale, where 1 represented the lowest rating and 5 is the highest rating.

**Staff Question Groups**

Question Group	Description
Q3	Area identify with
Q4	Job Requirements: Interpersonal Dimension
Q5	Job Requirements: Technical Dimension
Q6	Interests

Responses were ranked using a weighted average to determine the top 5 and top 10 responses across HSU divisions. The first two sections were combined to rank knowledge and skills together across the interpersonal and technical dimensions. Training interests were ranked using the same process. The overall results are summarized on the following page.

**Staff Combined Knowledge and Skill Areas**

Question	Weighted Average
Q4- Maintain a resilient attitude to an ever changing work environment	4.47
Q5 - Use HSU’s enterprise computer systems	3.68
Q4 - Observe proper Occupational Health and Safety Standards	3.63
Q5 - Document my work processes	3.59
Q4 - Proactively find rewarding aspects of my job	3.50
Q4- Provide leadership	3.41
Q4 - Engage in cross cultural communication	3.36
Q4 - Interact directly with students (other than student workers) to solve issues	3.27
Q4 - Identify resources at HSU which will help me perform better	3.25
Q4 - Train another employees how to perform a task	3.12
Q5 - Analyze data	3.08
Q4 - Resolve interpersonal conflicts	3.07
Q5 - Learn to use technology that I am not proficient in	3.01
Q4 - Plan projects and lead project teams	2.84
Q4 - Facilitate meetings	2.82
Q5 - Develop informational materials	2.71
Q4 - Pursue professional certifications to increase my value in current or future job roles	2.69
Q4 - Present to groups	2.68
Q5 - Create large reports and complex documents	2.56
Q5 - Create forms to collect data from internal or external stakeholders	2.32
Q5 - Utilize social media	2.07
Q5 - Maintain departmental websites	2.04
Q4 - Perform physical work in situations that could be hazardous	1.77

**Staff Courses Interested In**

Question	Weighted Average
Q6 - Use Microsoft Office applications, such as Excel, Word and PowerPoint	3.33
Q6 - Cross cultural communication	3.26
Q6 - Strategies for organizing work	3.24
Q6 - Use technology to plan for succession.	3.21
Q6 - Use Google Apps for E-mail, Calendar, Word Processing and Spreadsheets	3.16
Q6 - Leadership behaviors and commitments	3.14
Q6 - Strategies for dealing with change	3.12
Q6 - Models, frameworks, and tips for thinking strategically	3.11
Q6 - The art of negotiation	3.09
Q6 - Understanding intrinsic and extrinsic motivation	2.94
Q6 - Document work processes using available technology tools.	2.93
Q6 - Project management standards	2.93
Q6 - Customer service strategies	2.90
Q6 - HSU’s technology systems: An overview of what they are, do and how they work together	2.89
Q6 - Use PeopleSoft to complete my business processes.	2.87
Q6 - Build forms with LiveCycle (PDF), Drupal Webform and Google Forms	2.80
Q6 - Use Adobe Creative Cloud applications, such as Photoshop, InDesign and Illustrator	2.77
Q6 - Creating and maintaining a budget	2.70
Q6 - Process and archive documents using Noli; or HSU’s document management system	2.48
Q6 - Create reports utilizing Oracle Business Intelligence (OBI)	2.45
Q6 - Creating and editing websites with Drupal	2.44
Q6 - Phone and Email etiquette	2.25
Q6 - Employ social media for marketing and communication.	2.25
Q6 - Record computer-based processes with Camtasia.	1.85

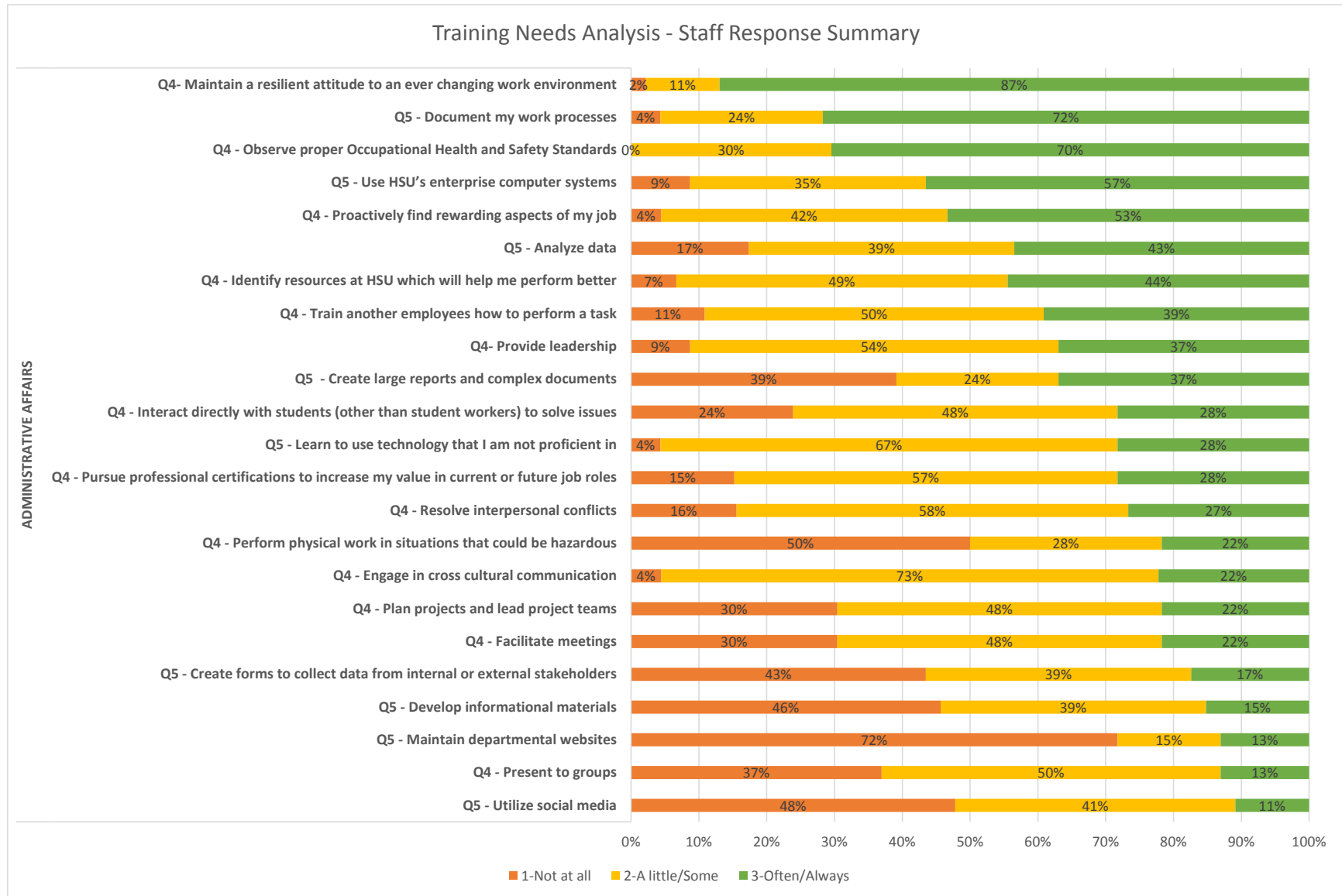
*Staff Survey Results by Division*

The training survey was administered through Institutional Research and followed all Institutional Review Board (IRB) protocol. No identifying information was forwarded to Training and Professional Development. The information provided allowed staff jobs to be categorized according to the Integrated Post-Secondary Education Data System (IPEDS). Staff responses were analyzed by Division and further divided by IPEDS category. Applying these filters allowed the training staff to more accurately refine training needs based on job function and Division.

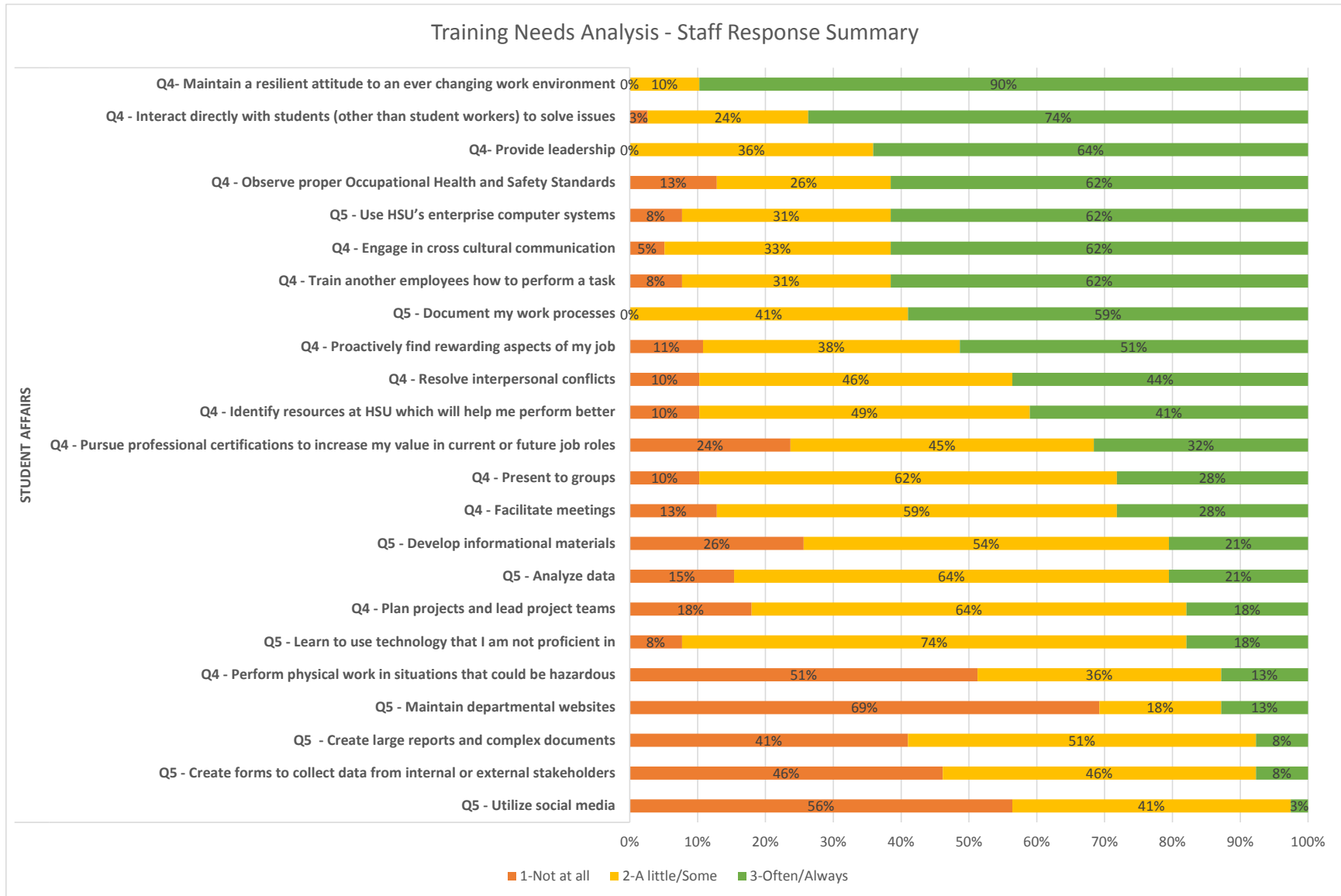
The graphics that follow present staff responses in each organizational division by knowledge and skills performed and training interests. The survey distributed to staff utilized a Likert scale (e.g. not at all, a little, some, often, always), which was later converted into a five point Likert scale 1 (low) through 5 (high) for ease of reporting. To emphasize survey responses representing none, low and high interest, responses were grouped. Thus, response 2 and 3 were grouped (low) and response 4 and 5 were grouped (high). The lowest value (1), representing no interest or requirement, was left independent. A stacked bar graph was developed from these groupings to demonstrate a *trend* in how employees answered each question. The following eight pages display results of the employee data.



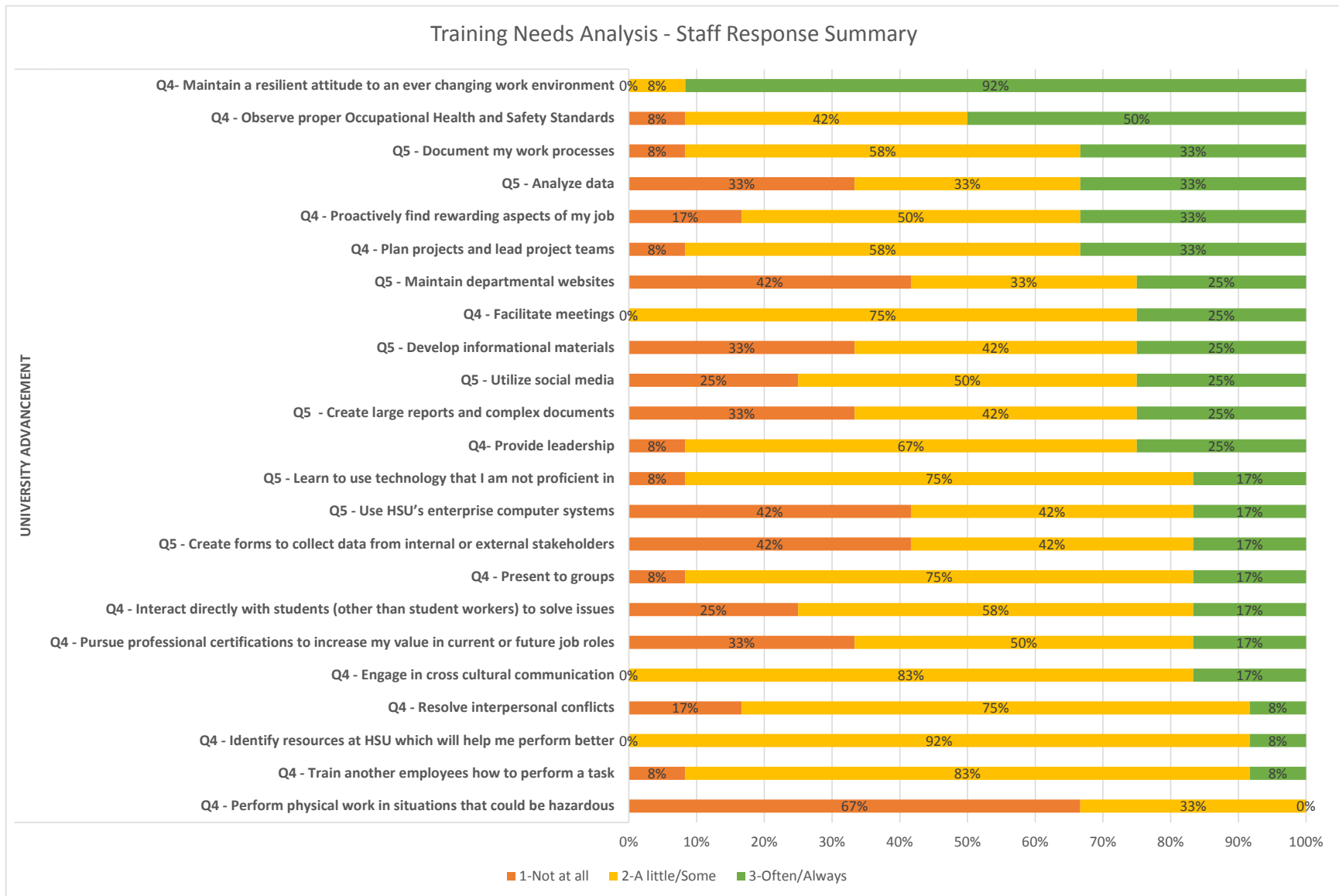
Administrative Affairs Knowledge and Skills – Staff, Ranked



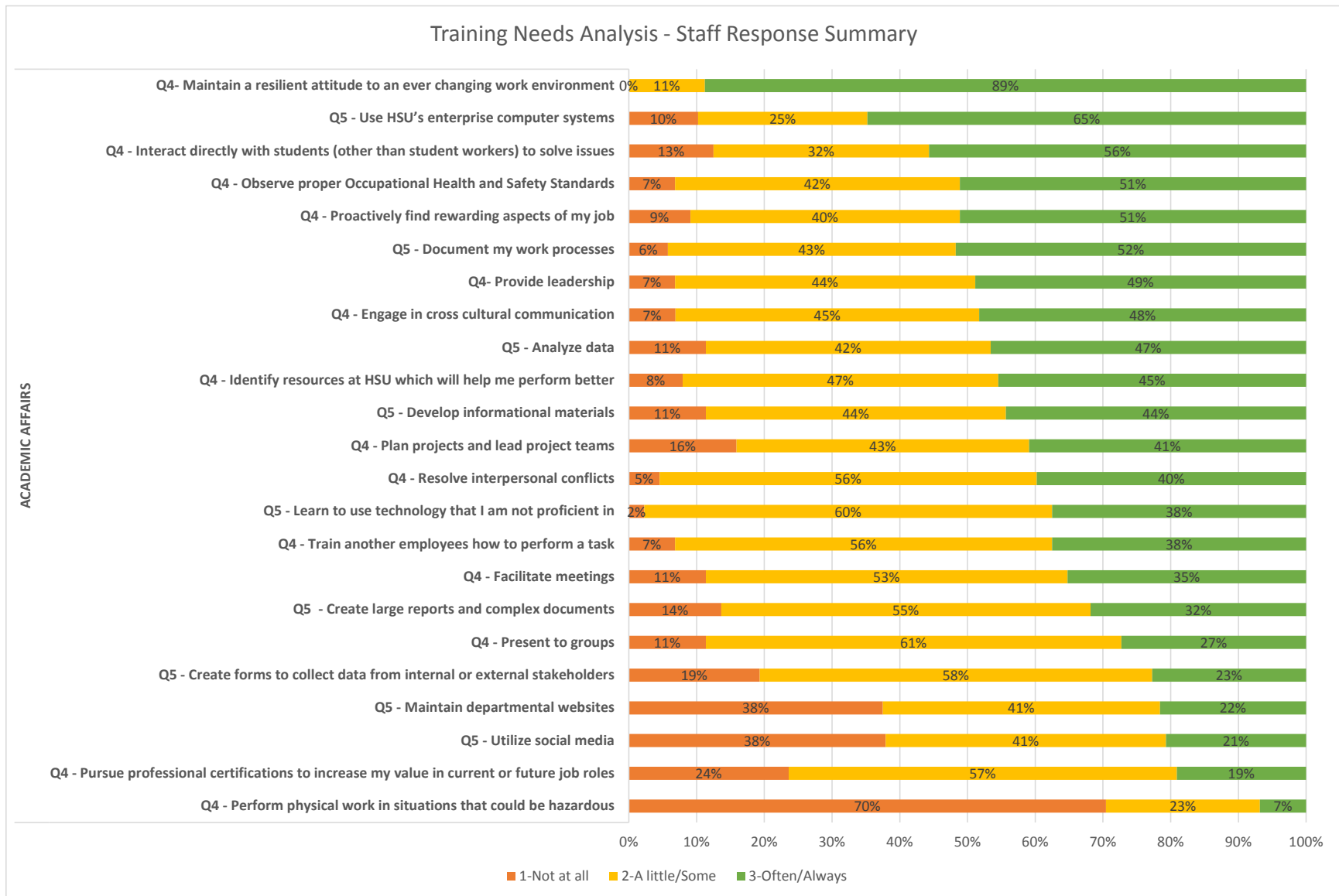
Student Affairs Knowledge and Skills – Staff, Ranked



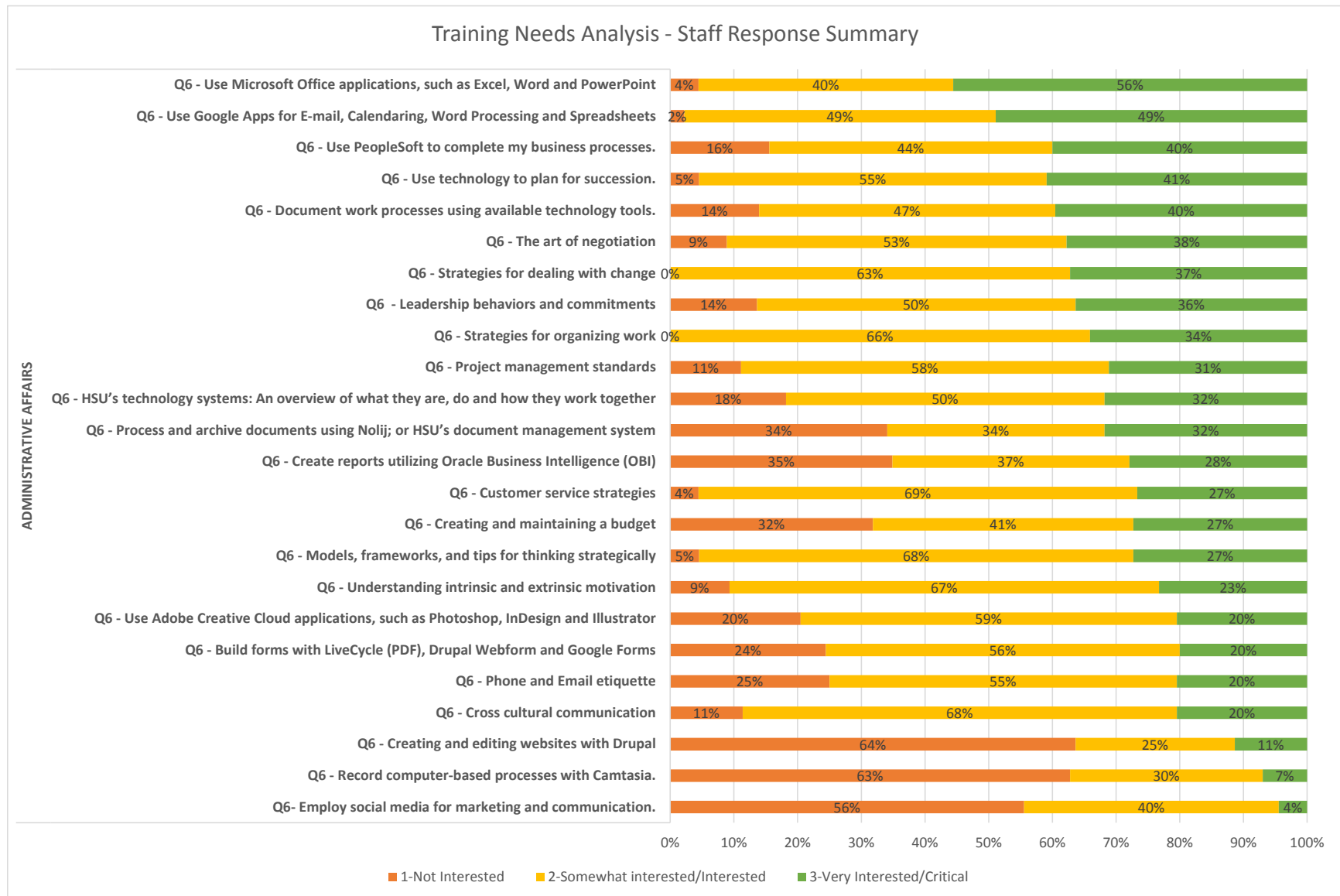
University Advancement Knowledge and Skills – Staff, Ranked



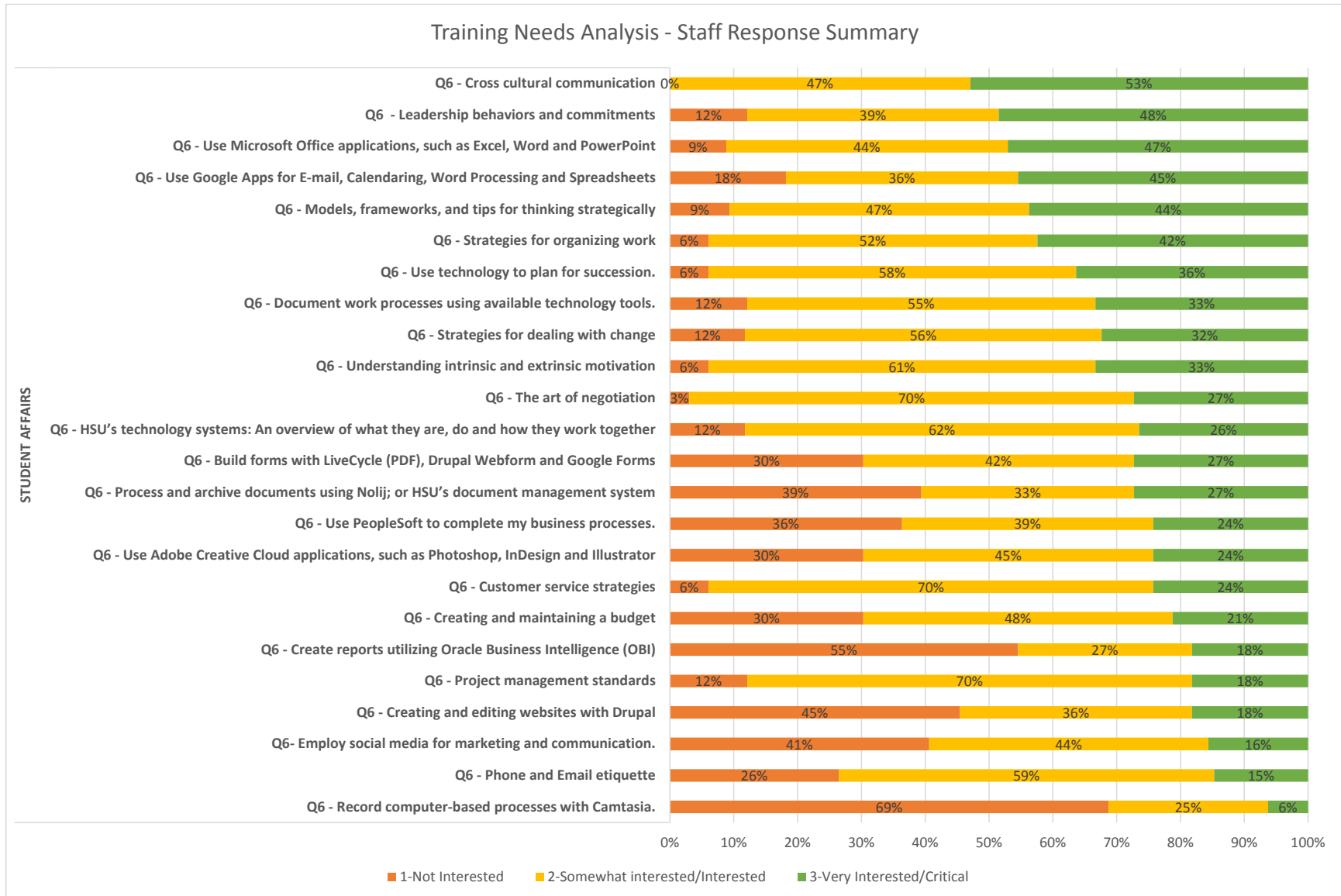
Academic Affairs Knowledge and Skills – Staff, Ranked



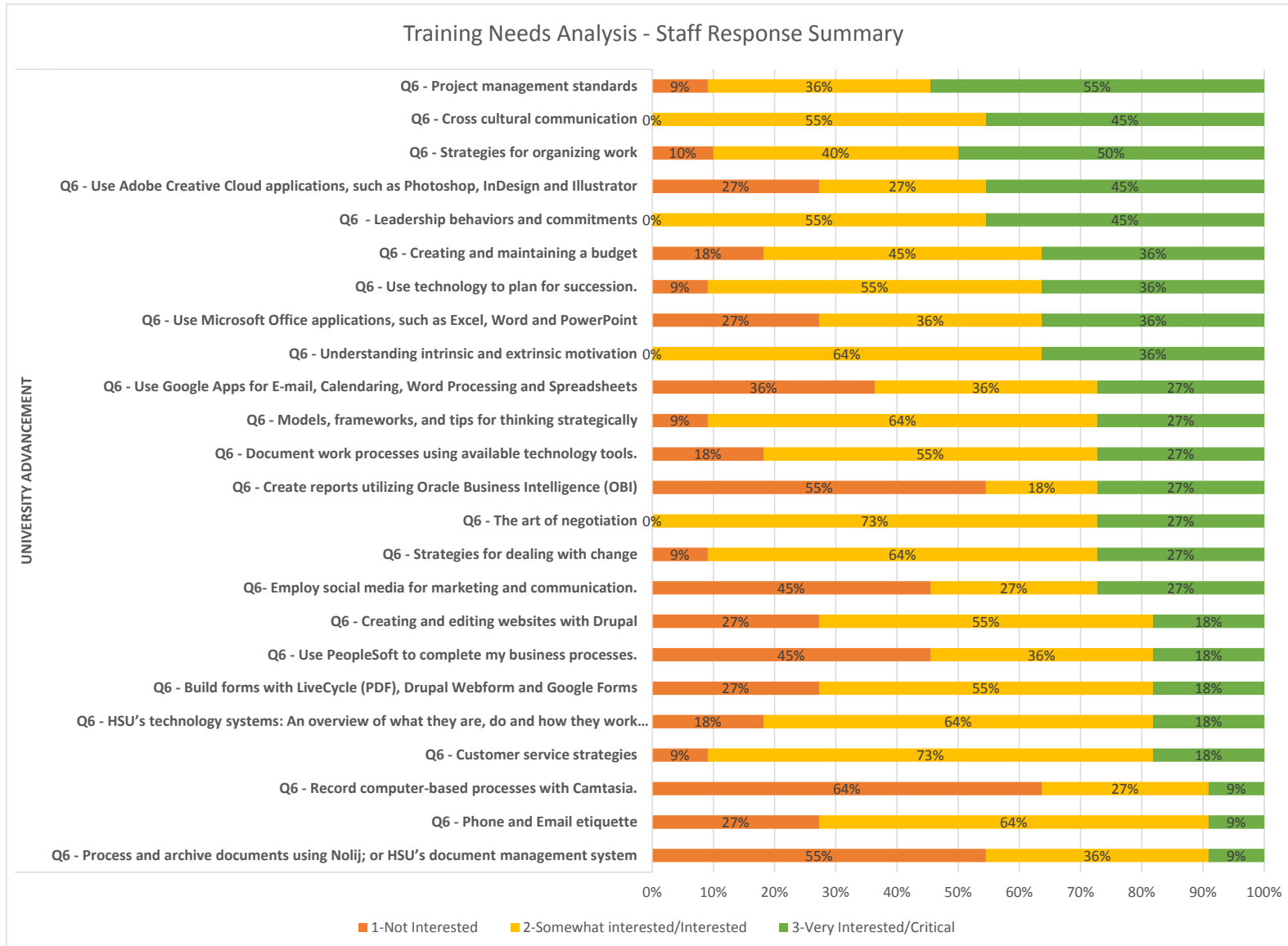
Administrative Affairs Interests



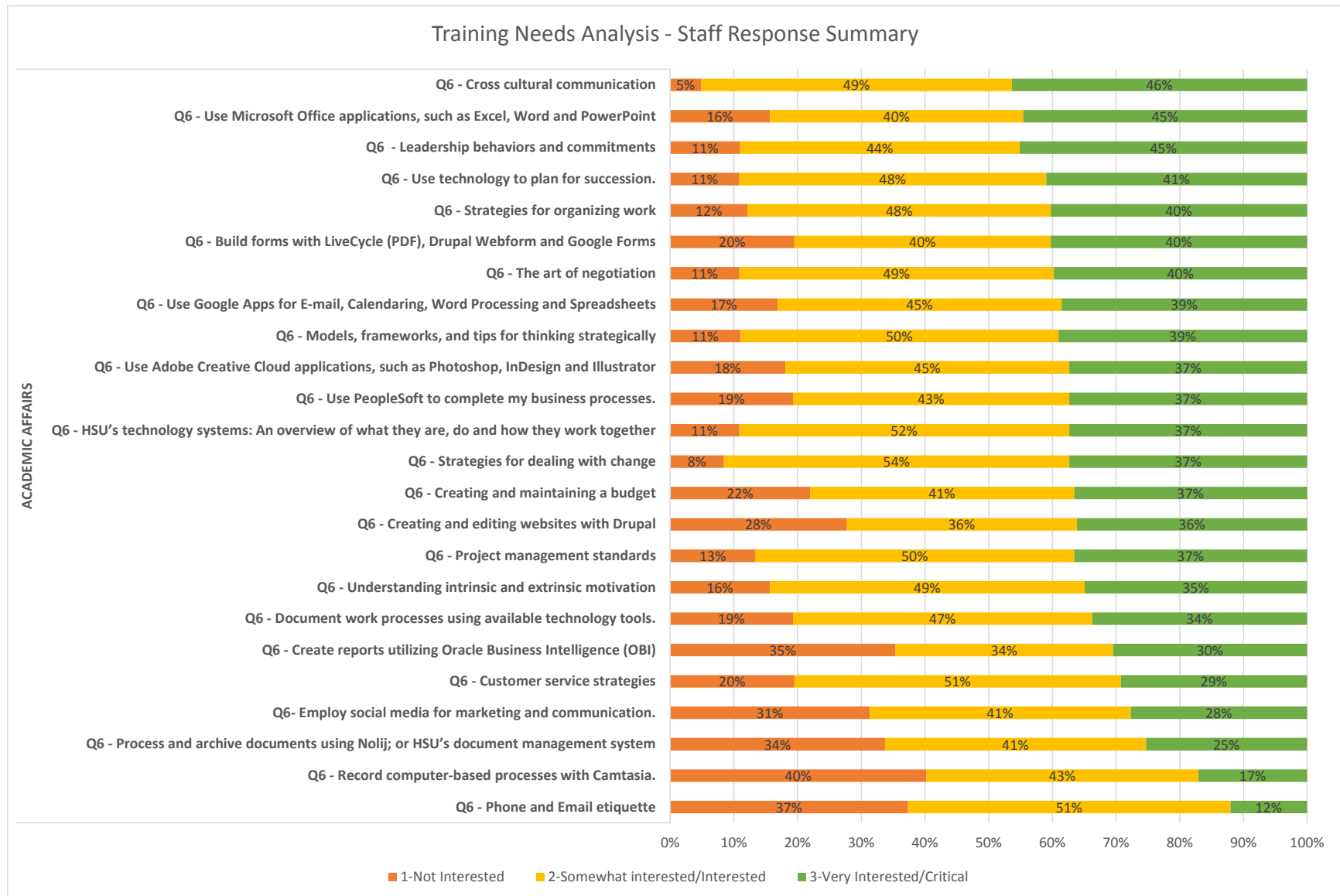
Student Affairs Interests



University Advancement Interests



Academic Affairs Interests





## Management Survey

The management survey was divided into five sections. The first section asked managers to self-report their administrative level. The following three sections asked managers to address questions related to the knowledge and skills required of their current job role in the areas of Leadership, Communication and Performance Management. The final section of the survey asked management to rate their level of interest in 24 potential training courses and included a write in option.

**Manager Question Groups**

Question Group	Description
Q3	Administrative level
Q4	Job Requirements: Leadership
Q5	Job Requirements: Communication
Q6	Job Requirements: Performance Management
Q7	Interests

Questions were answered using a 5 point Likert scale, where 1 is the lowest and 5 is the highest. Answers were ranked in using a weighted average to determine the top 5 and top 10 responses across HSU divisions. The three sections related to required knowledge and skills were combined to rank the Leadership, Communication and Performance Management dimensions together. Training interests were ranked using the same process. The overall results are summarized on the following pages.

**Overall - Manager Combined Knowledge and Skill Areas**

QuestionCode	Question	Weighted Average
M5	Q4 - Model positive behaviors to stakeholders at all levels of the organization	4.73
M2	Q4 - Coach and mentor employees for job performance	4.41
M14	Q6 - Plan Strategically	4.38
M3	Q4 - Promote the stages of positive team development	4.35
M6	Q5 - Communicate work standards and performance expectations to employees	4.29
M7	Q5 - Update my staff about unit accomplishments through memos, emails and other communication	4.27
M18	Q6 - Plan projects and lead project teams	4.16
M16	Q6 - Make decisions which might impact the university	4.14
M8	Q5 - Coach employees how to develop clear lines of communications	4.12
M11	Q6- Identify responsibilities and development opportunities that challenge my employees to excel	4.09
M13	Q6- Create and maintain a budget	4.04
M15	Q6 - Design, develop and implement key performance indicators for my unit	4.02
M4	Q4 - Promote equitable for the purpose of increasing productivity	3.96
M12	Q6 - Resolve work related conflicts	3.93
M19	Q6 - Create data analysis and complex reports	3.82
M17	Q6 - Facilitate cross cultural communication	3.81
M10	Q5 - Interact with external customers	3.73
M9	Q5 - Interact directly with students (other than student workers) to solve issues	3.64
M1	Q4 - Review the vision, mission and values of HSU with employees	3.60
M20	Q6 - Learn to use technology that I am not proficient in	3.58

**Overall - Courses Managers are Interested**

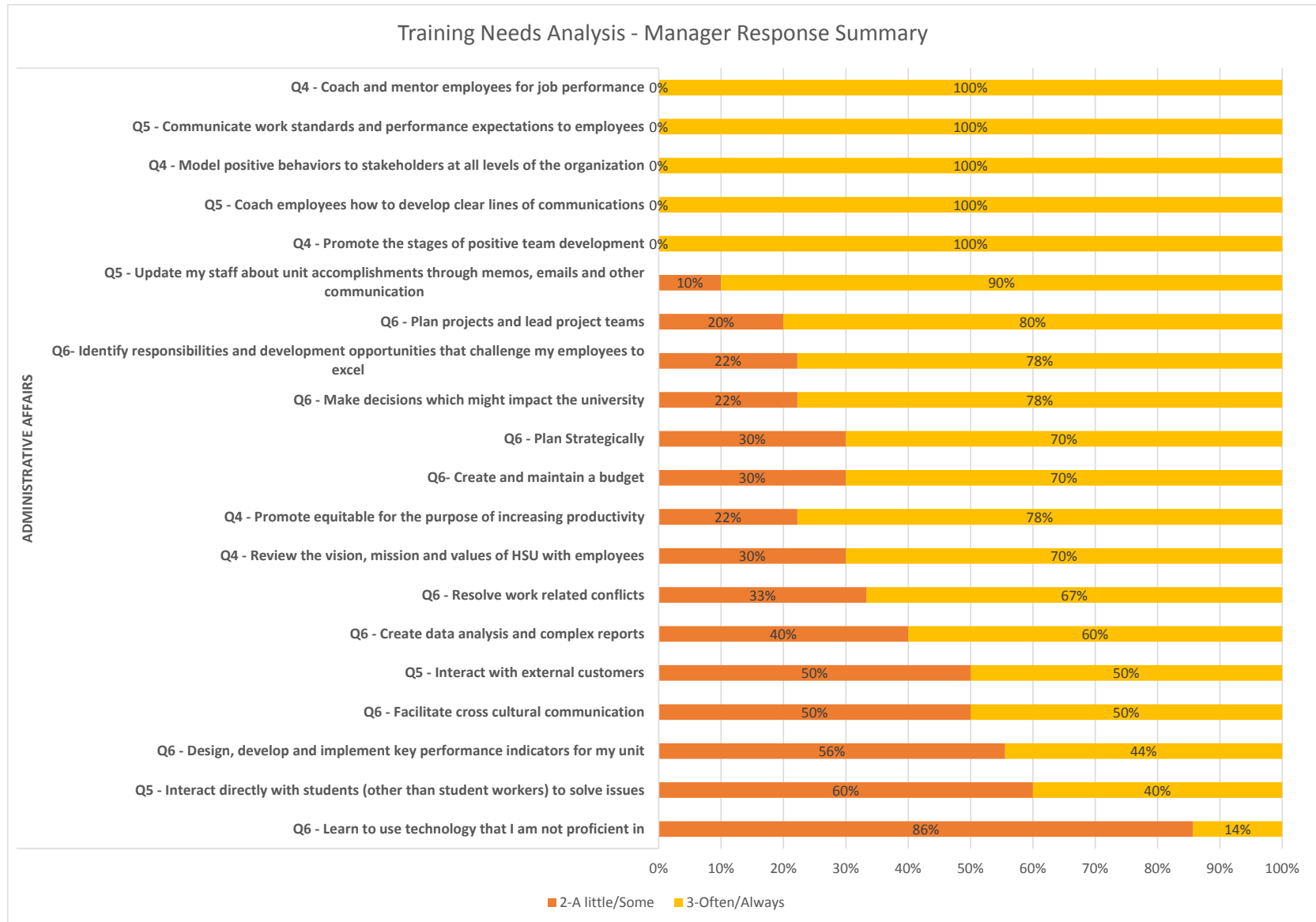
Question Code	Question	Weighted Average
M37	Q7- Conflict resolution	3.53
M22	Q7- Leadership behaviors and commitments	3.38
M35	Q7 - Finding efficiencies using technology	3.32
M24	Q7 - Cross cultural communication	3.31
M28	Q7 - Strategies for organizing and delegating	3.29
M39	Q7 - Conducting effective performance appraisal meetings	3.26
M23	Q7 - Strategies for intrinsic and extrinsic motivation	3.25
M30	Q7- Progressive discipline and documentation	3.23
M31	Q7- Project management standards and techniques	3.23
M26	Q7- The art of negotiation	3.23
M41	Q7 - Effective meeting facilitation	3.17
M34	Q7 - Developing personal strategic planning skills	3.09
M32	Q7 - Strategies for succession planning	3.06
M29	Q7- Understanding and navigating job classifications and collective bargaining in the CalState system	3.04
M40	Q7- Race, power & privilege	3.04
M36	Q7 - Assessing and mitigating risk	2.96
M33	Q7 - Documenting work processes utilizing available technology	2.94
M38	Q7 - Creating and maintaining a budget	2.94
M27	Q7 - Understanding the Americans with Disabilities Act (ADA): Assistive technologies that support employees	2.81
M25	Q7- Work life balance. What is it? How can I obtain it?	2.79
M45	Q7 - HSU's technology systems: An overview of what they do and how they work together	2.62
M44	Q7 - Use Google Apps for E-mail, Calendaring, Word Processing and Spreadsheets.	2.47
M43	Q7 - Use Microsoft Office applications, such as Excel, Word and PowerPoint.	2.43
M42	Q7- Use Adobe Creative Cloud applications, such as Photoshop, InDesign and Illustrator.	2.32

*Management Survey Results by Division*

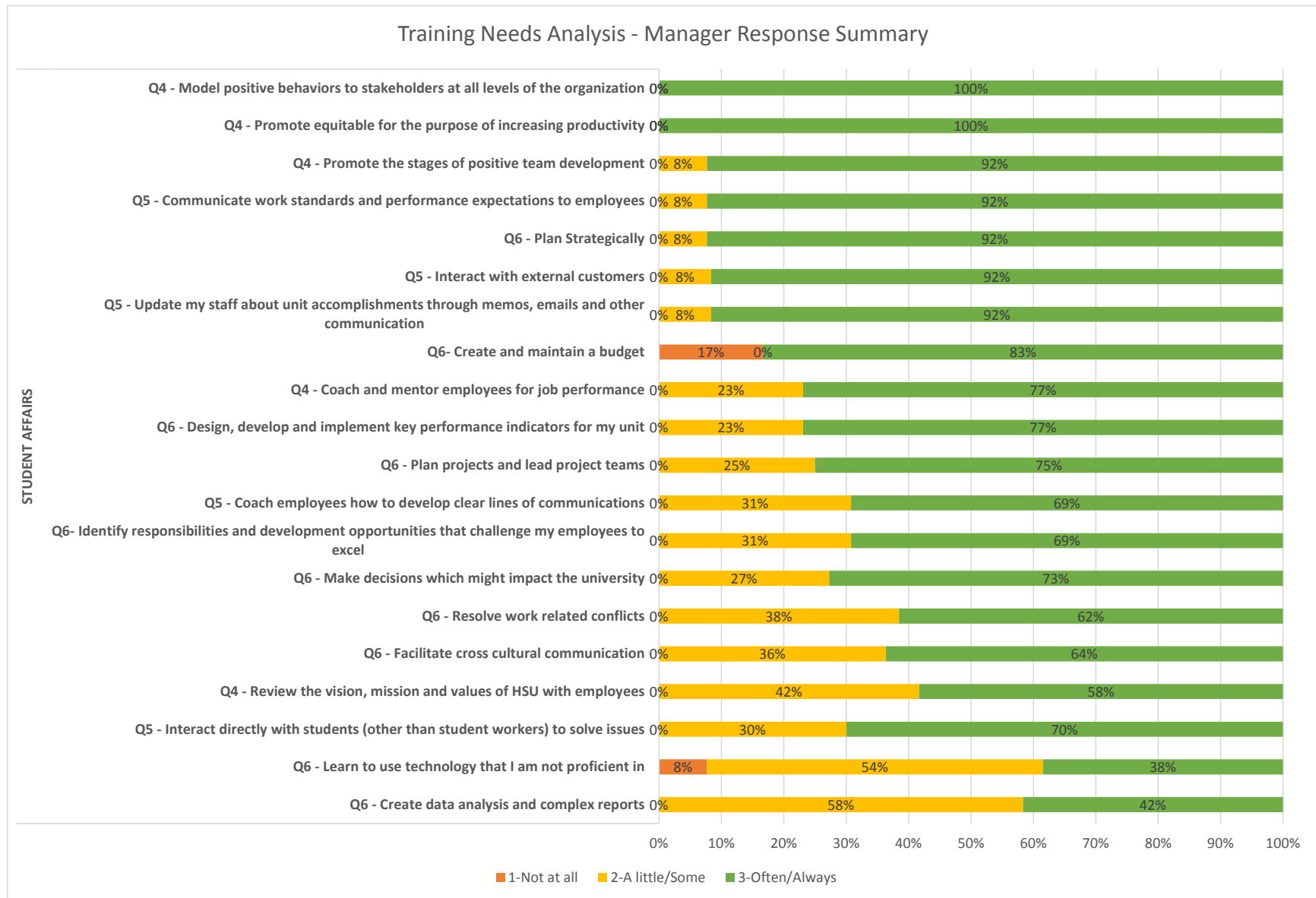
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The graphics that follow present management responses in each organizational division by knowledge and skills required to perform and training interests. Leadership, Communication and Performance management were grouped together to identify overall priorities related to required knowledge and skills. Management training interests follow. The survey distributed to management utilized a Likert scale (e.g. not at all, a little, some, often, always), which was later converted into a five point Likert scale 1 (low) through 5 (high) for ease of reporting. To emphasize survey responses representing none, low and high interest; responses were grouped. Thus, responses 2 and 3 were grouped (low) and responses 4 and 5 were grouped (high). The lowest value (1), representing no interest or requirement, was left independent. A stacked bar graph was developed from these groupings to demonstrate a trend in how managers answered each question. The following eight pages display results of the management data.

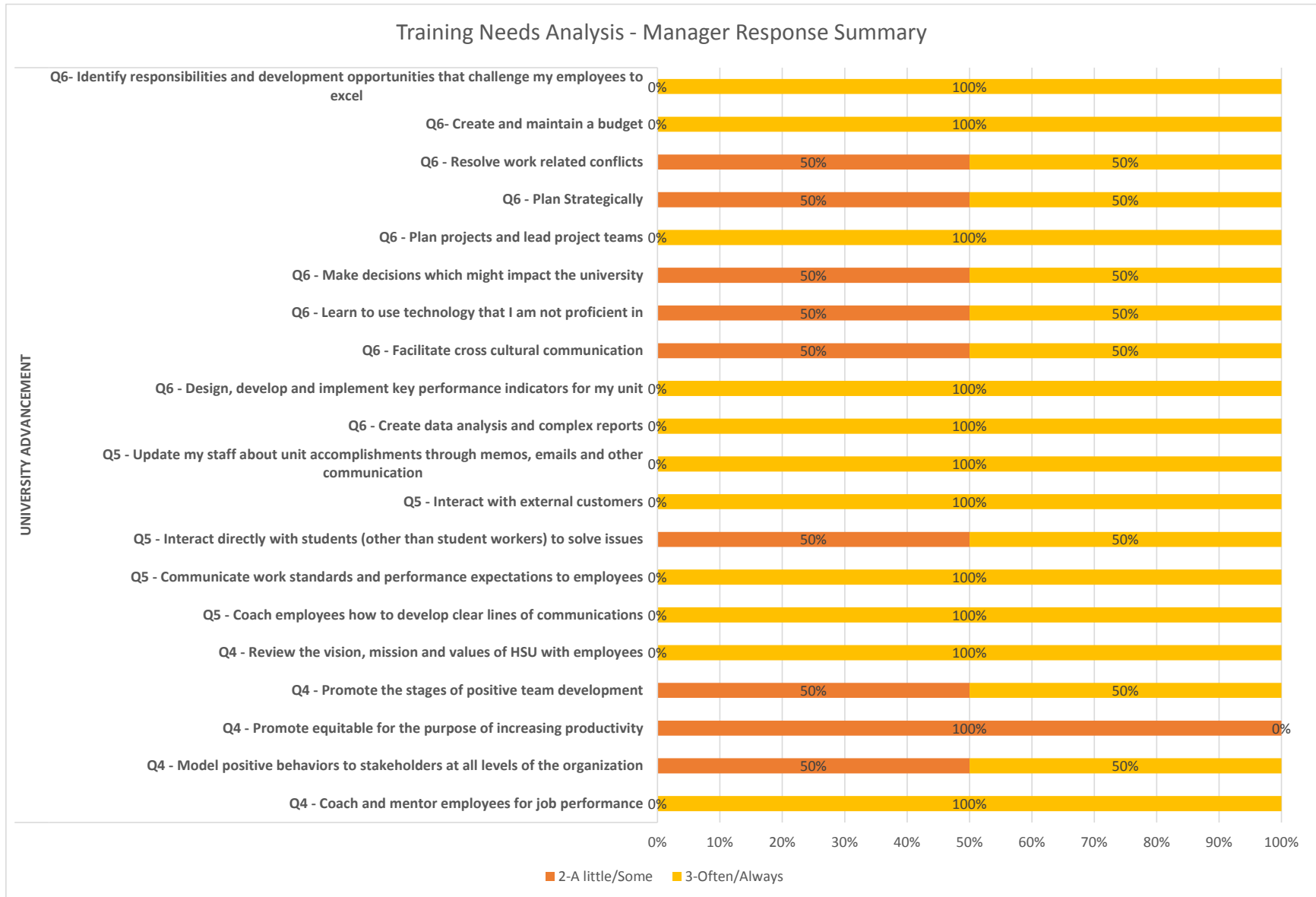
Administrative Affairs Knowledge and Skills Utilized by Management



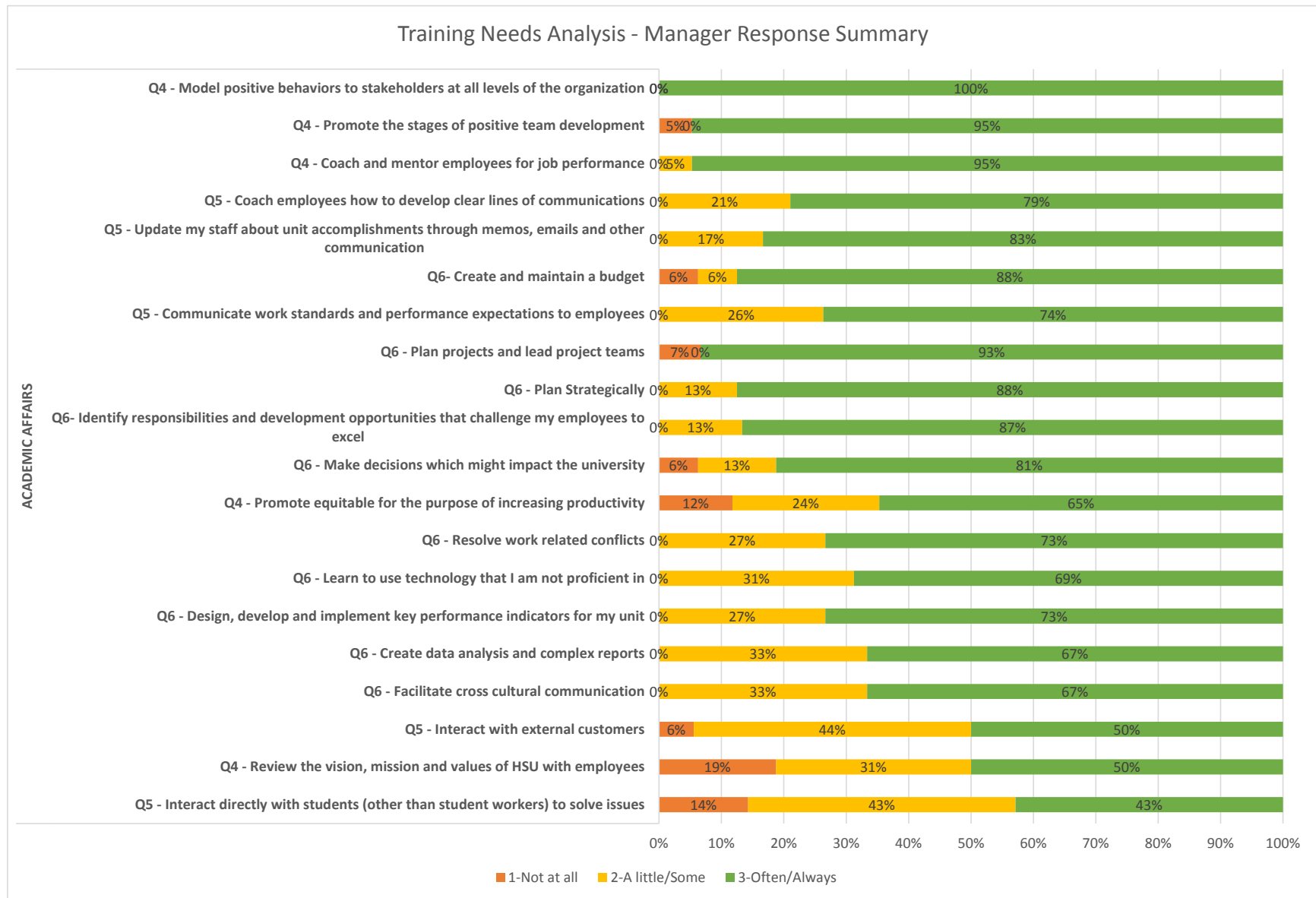
Student Affairs Knowledge and Skills Utilized by Management



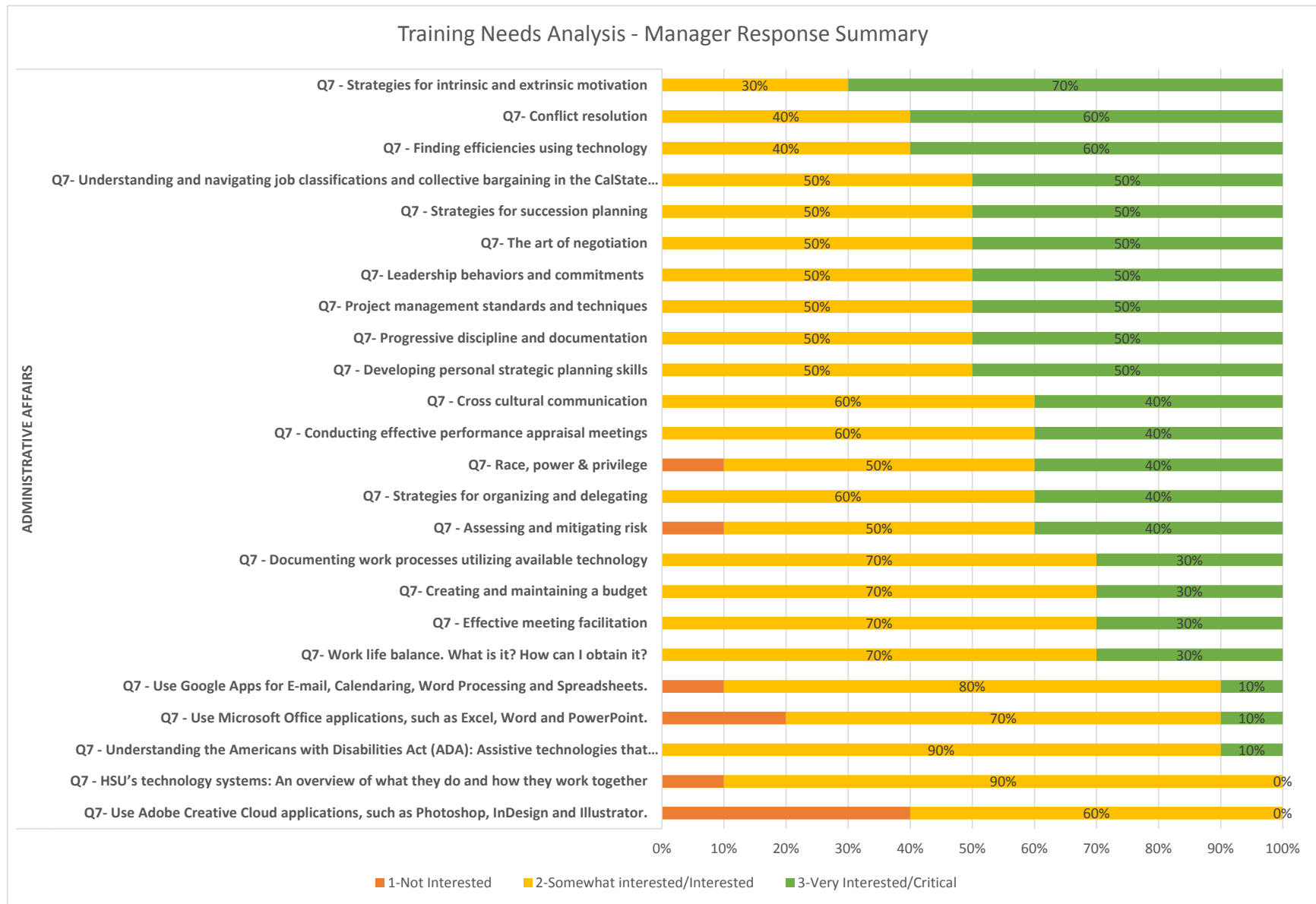
University Advancement Knowledge and Skills Utilized by Management



Academic Affairs Knowledge and Skills Utilized by Management

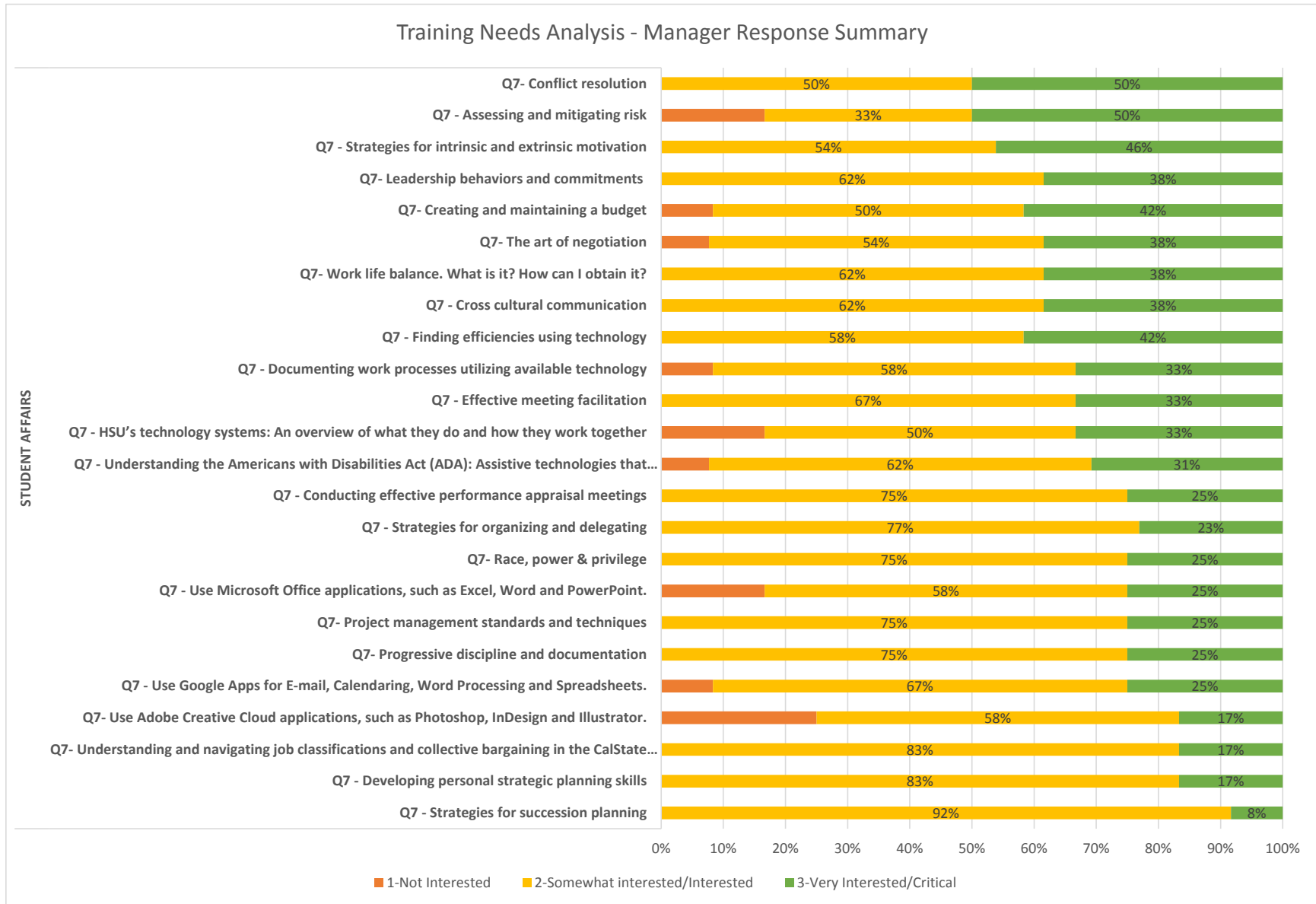


Administrative Affairs Management Interests

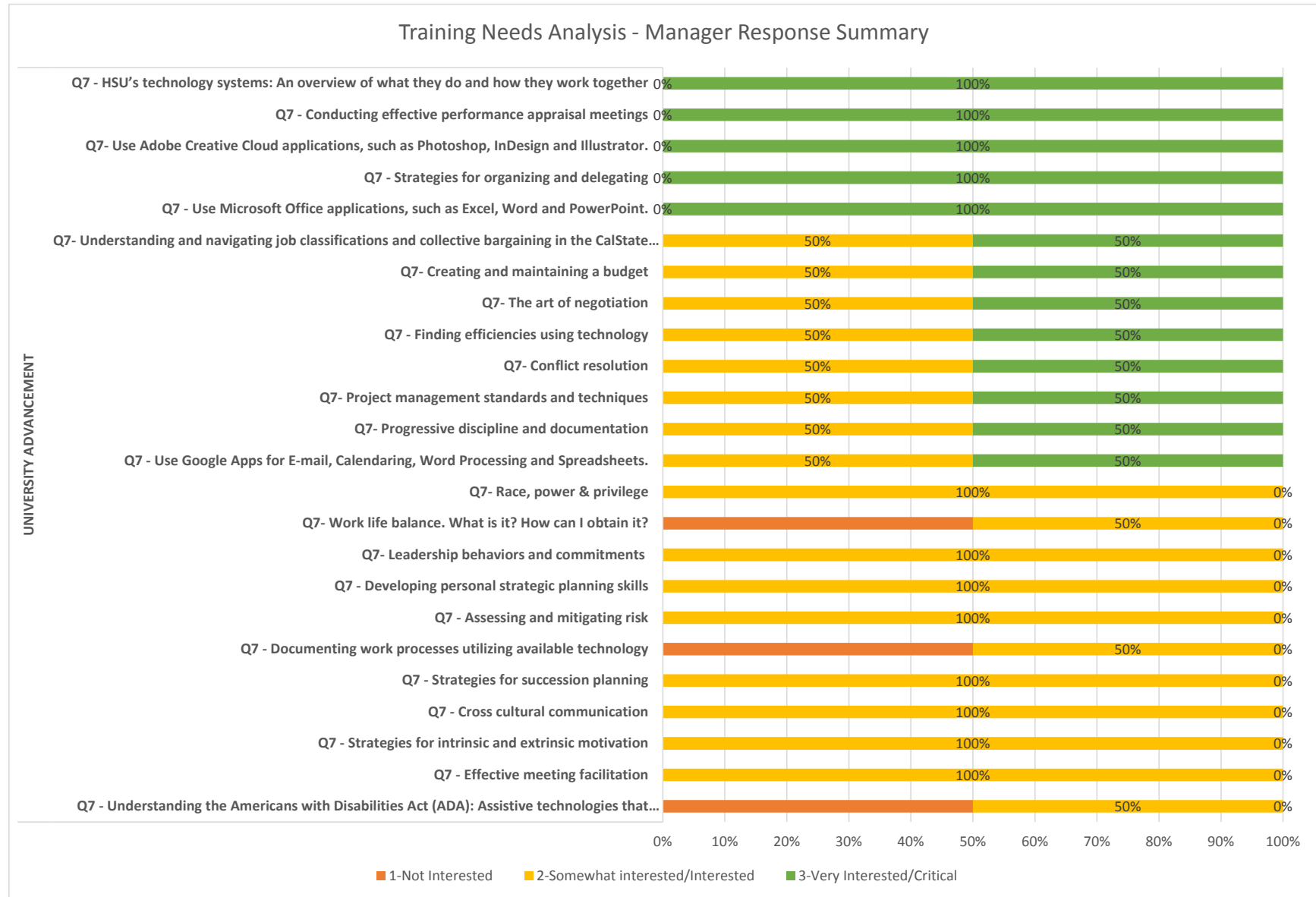




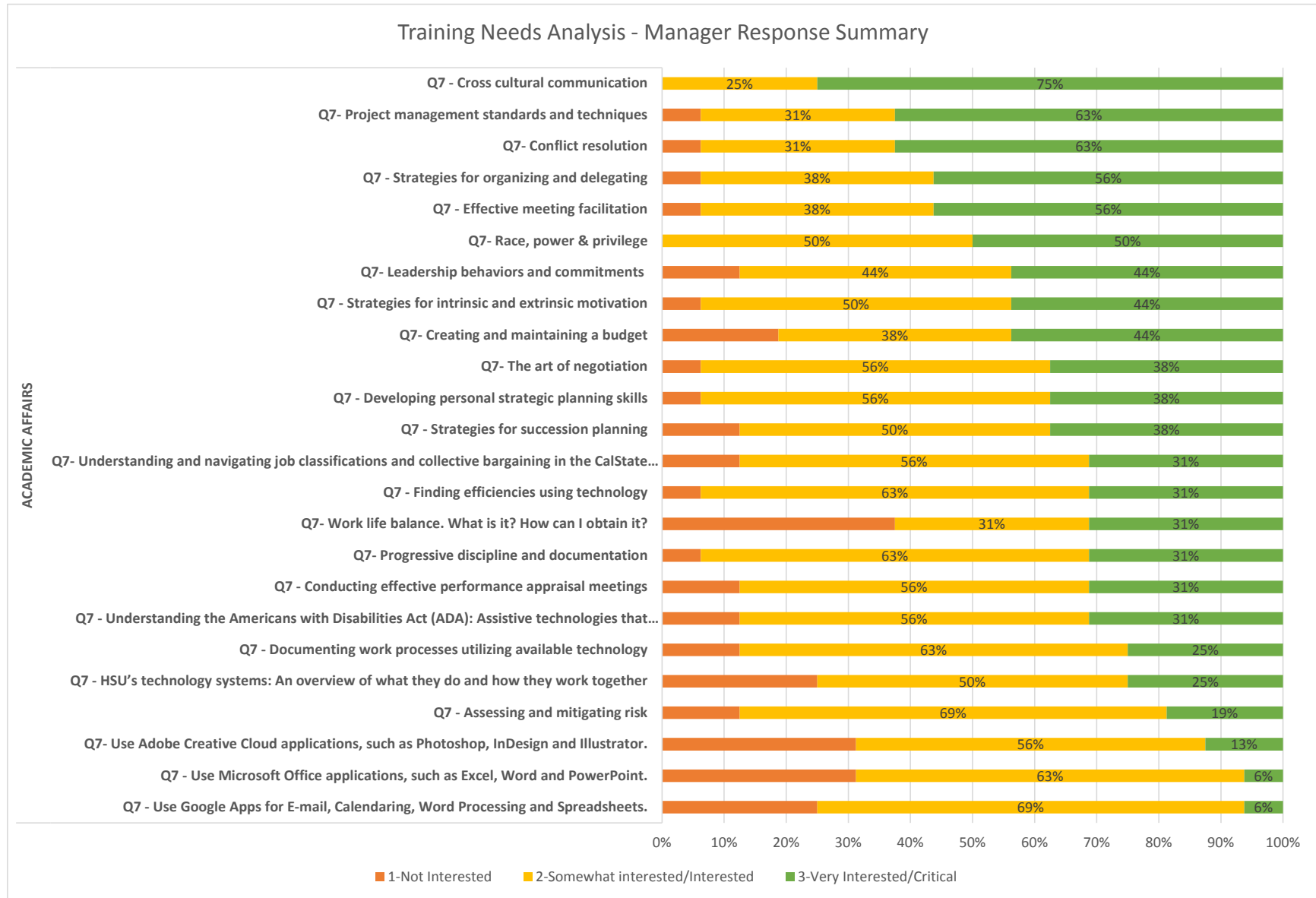
Student Affairs Management Interests



University Advancement Management Interests



Academic Affairs Management Interests



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## Division Feedback

The Human Resources training team met with Leadership teams from 2 out of 4 divisions at Humboldt State University (HSU). The intent of the small group sessions was to gain further insight into the professional training employees and management require. Small group meetings were conducted in an informational interview format. Meeting with the Leadership teams specifically provided Training and Professional Development with context, institutional knowledge and a valuable perspective on the essential skills that employees and management require. Due to time constraints, the number of questions originally written were reduced and consolidated to allow for more discussion time. The following comments are what management stated and are used to help prioritize training needs.

### *Questions and Input*

#### **1) Describe specific instances of how workplace productivity has been affected by lack of knowledge and skills of staff and/or management?**

- A lack of knowledge of systems and process creates inefficiencies. Examples include errors with billing.
- The groups' responses were limited. A traditional view of productivity is difficult to define and apply in this environment.

## **2) What unmet training needs exist for staff and/or management?**

- The Institute for Student Success (ISS) is of great value, however due to the nature of Administrative Affairs business, employees cannot participate during the day of the event. Therefore, from this Division's perspective, information from those sessions should be delivered in an alternative format. Examples of alternative formats include: a facilitated discussion; a video from the institute posted on SkillPort; or a session held on another day.
- Topics for the institute should be broader and more aligned with the job roles of non-academic employees. The ISS Advisory Committee has done a good job of focusing on adding a number of break-out workshops to address staff need. The ISS committee representative from Training and Professional Development should continue to emphasize the needs of staff and managers.
- The budgeting tool utilized at HSU is not currently available to most staff. Therefore, Excel is the tool used. As a consequence, Excel training is needed.
- Cross culture communication training for staff-to-staff and staff-to-student communication is a priority.
- Improving time management skills is a need for staff.
- Concern was expressed over the inconsistent interpretation and implementation of collective bargaining agreements. Training that provides an overview of collective bargaining agreements, such as how the different bargaining units overlap and how to work within them, is desired.

**3) Based upon the data collected in the needs analysis, what topics do you perceive are the priorities?**

- Learning development plans should be used in performance evaluations. How to create and apply learning development plans should become a stand-alone course.
- Use data from the workers' compensation claims to guide safety training emphasizes. Determining which safety trainings are appropriate according to the workers compensation loss claims.
- Performance management is an emphasis.
- Management would benefit from additional information regarding assigning job responsibilities by factoring in workload, skillset and union classification.
- Training to assist employees in determining the various audiences who are the recipients of our customer service efforts. The training should convey the diversity of our student population and improve our ability to communicate with all students. Additionally, training could be part of an effort to increase the use of technology, such as the web and social media, to more effectively communicate the services offered by departments.
- An ASA/ASC learning track would be helpful. This track would include such topics as navigating university processes and procedures, managing departmental budgets, utilizing enterprise and desktop systems, etc.
- There is a need for emergency response training, including active shooter training, to provide guidance on an employee's role in an emergency situation. The training would help employees collaborate effectively by communicating the models used in various situations.

#### 4) Open floor (as time permitted)

- It was requested that the Training and Professional Development unit create and communicate a strategy regarding how best to utilize institutional applications, including the SkillPort learning management system, to increase knowledge and skills.
- Feedback was consistent with continuing to implement a university-wide training committee to guide courses offered; centralize funds for speakers and other external resources; and reduce risk by assigning, reviewing, and enforcing compliance-related training across campus.
- A change management course is needed that includes general philosophical considerations, approaches to effective communication with impacted groups and strategies to ensure that the technical aptitude of employees continues to align with ongoing changes in technology.
- Training and Professional Development goals and activities should be aligned with the University's strategic plans.
- Courses were requested on Cal State policies and procedures, HSU policies and procedures (HSU 101), and the relationship between HSU and the Cal State University system. Additionally, a training that assists individuals at HSU in understanding the broader CSU system and the relationship between the CSU and the State of California was requested. The Chancellor's Office provided a CSU 101 training in 2014 that would be a useful model.
  - CSU 101 Training: <http://foa.calstate.edu/CSU-101/2014-01/index.shtml>
- A needs analysis report by department would be informative, as departmental needs are expected to vary widely.
- Meeting with leadership teams to discuss launch dates prior to the annual needs analysis would help to ensure maximum participation.
- It was suggested that Administrative Affairs create a 3-5 page manual introducing new employees to the Administrative Affairs division. This manual would be distributed with New Employee Orientation materials. This approach is preferred over a presentation, as



it would allow employees to refer to the manual once they get “settled in.” The manual would include services provided and contacts within the various departments.

- Faculty and staff orientation could be modified to improve effectiveness. For example, a buddy system would assist employees in learning about HSU processes, procedures and undocumented protocols. Employees participating as a Buddy would require training. Additionally, interest was expressed in an online presentation. An online format could include:
  - Pictures of department contacts
  - Services available to students
  - A day in the life of people who work here.
  - Overview of the student experience, including what student’s lives are like outside of class
  - Training on “How do I work here?”
  - Training on “How do I connect with students?”
  - Information on how HSU operates; for example, where does the money come from, the role of research grants, etc.
- Student affairs has conducted an internal needs assessment. A copy was requested and provided. Training and Professional Development will compare and contrast their findings against ours.
- Create a list of possible HSU Training Committee members and send the list to the university cabinet for final approval.

## Analysis with Actions Moving Forward

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Data collected across HSU divisions is the most reliable source of information when determining which training courses should be designed, developed and delivered. However, data collected from employees and sorted by division can be useful in determining which soft and technical skills are more valued in a given area or job function. The relatively large number of staff responses in each division allows the authors to draw solid conclusions regarding training needs and preferences of staff by division. Conversely, the number of managerial responses in each division were too few to draw general conclusions regarding training needs or preferences by division. Thus, regarding the managerial group, results are most meaningful when considered as a whole, across divisions. Therefore, this section will focus on deriving meaning from overall staff responses; staff responses by division; overall managerial responses across HSU; and leadership focus group comments. Lastly, reported knowledge and skills utilized by staff and management will help fill in gaps where previously stated sources fall short.

### Staff Results

Staff across HSU have rated their top 5 *knowledge and skills performed* as follows:

1. Maintain a resilient attitude to an ever changing work environment
2. Use HSU's enterprise computer systems
3. Observe proper Occupational Health and Safety Standards
4. Document my work processes
5. Proactively find rewarding aspects of my job.

Staff across the whole of HSU have rated their top 10 training *interests* as follows:

1. Use Microsoft Office applications, such as Excel, Word and PowerPoint
2. Cross cultural communication
3. Strategies for organizing work
4. Use technology to plan for succession
5. Use Google Apps for E-mail, Calendaring, Word Processing and Spreadsheets
6. Leadership behaviors and commitments

7. Strategies for dealing with change
8. Models, frameworks, and tips for thinking strategically
9. The art of negotiation
10. Understanding intrinsic and extrinsic motivation.

#### *Staff Soft Skills Training*

Soft skills and technical skills are generally evenly represented in the top 10 courses for each division. Interestingly, the top 5 choices for Administrative Affairs are all technical skills courses. Conversely, 4 out of the 5 top choices for University Advancement are soft skills courses. Academic Affairs and Student Affairs have a balanced interest in technical and soft skills training.

Guidance provided by the leadership teams interviewed indicates they support design and development of courses related to the staff's top rated priorities. Cross cultural communication, for example, is a course that the Student Affairs leadership team believes is vital to the success of their staff and is also rated most highly by that division. The art of negotiation is the top soft skills course sought by staff within Administrative Affairs.

#### *Staff Technical Training*

Interest in specific technical training topics varied by division. Microsoft Office is ubiquitous within the University and this is reflected in survey results. Training on Microsoft Office is within the top 5 choices for each division except University Advancement, where it is within the top 10. Training on Microsoft Office is readily available through the SkillPort LMS. The demand for training on this application suite provides an opportunity to quickly meet the needs of the campus community by more thoroughly communicating the availability of training in SkillPort.

The interest expressed in Google Apps training followed a similar pattern. While the demand was not as high as Microsoft Office, Google Apps is within the top 10 of every Division. This is likely due to its availability to every campus employee and, as a result, being widely adopted

and used. As with Microsoft Office, Google Apps also has a variety of online training available through SkillPort and other sources. These sources will provide immediate, on-demand, self-paced training aligned to the proficiency of the user. By promoting the availability of these resources, Training and Professional Development can meet a large need quickly while reserving limited staff time to the development of training topics that necessitate customization to University processes and procedures.

Interest in other technical training topics was not as universal, but was significant. The related topics “Using technology to plan for succession” and “Documenting work processes using available technology tools” were in the top 10 selections of all divisions with one exception. These two topics would fit well in a series training that included soft skills topics on change management. Creating a university-wide wiki for documenting processes and job duties would be an important step to take before beginning this training series.

Divisions each had unique training interests. This is likely due to a combination of differing needs and existing expertise that preclude a need for training. Administrative Affairs was the only division to rank PeopleSoft training in the top 5, University Advancement was the only division to rank Adobe Creative Cloud training in the top 5 and Academic Affairs was the only division to rank Forms training (LiveCycle, Drupal and Google) in the top 10. In offering training on these topics to campus, it would be beneficial to tailor the content to the audiences that expressed the strongest interest.

### *Course Series*

Themes have emerged from the data that support the concept of creating course series. For example, training courses in cross cultural communications, negotiation skills and conflict resolution strategies could be offered as part of a Business Skills training series. Series courses would be offered sequentially, allowing participants to attend select courses in the series, while encouraging participants to take all courses in the series by providing series completion certificates. Series courses could also utilize a blended learning approach. In this approach,

employees would utilize online modules to learn background information and general concepts before participating in interactive in-person sessions. Strategically creating a schedule that staggers each of these courses would meet the interests of employees and the needs of each division.

### *Lead/Supervisor Training*

Employee and management interests converge in a lead/supervisor training development program. Regardless of where an individual is in their career, be it an employee aspiring to a greater level of responsibility or a current lead or MPP, many employees can have their needs and interests met through a lead/supervisor development program. A blended learning approach, which includes instructor-led and self-paced online courses, would ensure topics could be covered and delivered frequently and to a wide audience. Instructor-led training could include topics on ADA|FEHA processes, understanding classification (exempt vs. non-exempt), recruitment and selection processes at HSU, performance management in a union environment and how to manage employee leaves. Online courses could include communicating across cultures, handling difficult conversations, recognizing employee performance, team dynamics, delegation essentials, business coaching and thinking like a CFO. Online courses are offered through SkillPort and are often an hour in duration. A blended approach to this program would ensure interested learners could participate on a more frequent basis and complete online courses at their own pace. Instructor-led topics could also serve as stand-alone courses if feedback suggests this scenario is valuable.

## **Management Results**

As one might expect, management's reported knowledge and skills utilized and interest in training courses differ from that of employees. Soft skills areas dominate the combined knowledge and skill areas of the data report. Management expresses less interest in technical skill areas, such as Microsoft Office, Google Apps, Adobe Creative Cloud, etc. Managers across the whole of HSU have rated their top 5 *knowledge and skills performed* as follows:

1. Model positive behaviors to stakeholders at all levels of the organization
2. Coach and mentor employees for job performance
3. Plan Strategically
4. Promote the stages of positive team development
5. Communicate work standards and performance expectations to employees.

Additionally, managers across the whole of HSU have rated their top 10 training *interests* as follows:

1. Conflict resolution
2. Leadership behaviors and commitments
3. Finding efficiencies using technology
4. Cross cultural communication
5. Strategies for organizing and delegating
6. Conducting effective performance appraisal meetings
7. Strategies for intrinsic and extrinsic motivation
8. Progressive discipline and documentation
9. Project management standards and techniques
10. The art of negotiation

Managers expressed a strong interest in finding efficiencies using technology. This could include an overview on HSU systems and how they can be utilized to create efficient processes; the use of technology for succession planning; using available tools to manage a budget; options for constructing learning plans for staff in SkillPort; and how to use the web and social media to advertise services. These topics could also address strategic planning initiatives.

It was expressed during the leadership meetings that Individual Learning Plans (ILP's) should be used in performance evaluations. Learning development plans should become a stand-alone course. This support is particularly welcomed by Training and Professional Development as this will strengthen the learning culture of staff and management at HSU. This cannot be

mandatory, as learning plans are not part of the performance management criteria in any staff bargaining agreements. This guidance has helped Training and Professional Development to recreate a performance management manual that can be utilized by all staff and management as a guidebook to best practice. The guidebook will be incorporated into a Performance Management module. From the perspective of Training and Professional Development, staff and management should work together and document a systematic tailored learning plan for each employee. This approach will be helpful from both an individual development viewpoint, performance management point of view and training scheduling standpoint.

The current analysis reinforced the need to create a compliance training committee. While a number of compliance trainings have been successfully implemented campus-wide and certain departments have done an extraordinary job of implementing additional compliance training, there is a need to do more on the department level. The committee would be tasked with researching HSU's compliance training obligations; analyzing the gaps in our current assignment process; designing a robust and comprehensive assignment strategy; enlisting and training SkillPort system administrators; and reporting on compliance training status. A compliance training committee would help ensure that HSU's employees have a safe and collegial working atmosphere, thereby mitigating risk for the university.

New Employee Orientation is an occasion to set the tone for an employee's career with HSU. This is an opportunity to express the university's mission and successes, assist the new employee in building a network, introduce key policies, illustrate the university's relationship with the CSU, provide training on essential skills, and build excitement by sharing the many benefits and opportunity that working at HSU provides. The current format has several limitations. While numerous departments would like to share their message, the current format limits the time available and therefore the number of presenters. In addition, common feedback regarding the orientation indicates that it is provided too long after the employee has started and is therefore less effective. To meet the diverse goals stated above and to address the issues with the current format, Training and Professional Development envisions a blended

learning approach to New Employee Orientation. The online portion of the training would be modeled after Cal Poly Pomona (<http://www.cpp.edu/~new-hire/>) and would include an online, self-paced training module and a website. The new employee would take the online portion immediately upon arrival or before. In-person sessions and a buddy system would provide networking opportunities and reinforce the topics delivered online. A restructured orientation will have a significant positive impact on the employee and the university.

Going forward it is imperative that Training and Professional Development create an institutional message about how all HSU employees can extract greater value from our learning management system SkillPort. Regarding professional development books and courses in SkillPort, HSU currently has an average annual utilization rate of just 6%. This statistic does not include compliance training. SkillPort is a phenomenal resource that can fill immediate knowledge and skill gaps throughout HSU. It also is very valuable in preparing participants for industry leading certifications. A marketing campaign on SkillPort and its value is an immediate priority for Training and Professional Development.

Feedback from Divisional leadership teams plus data collected from the training survey indicate clear priorities. The most immediate soft skill needs of staff are cross-cultural communication, strategies for organizing work, leadership behaviors and commitments, strategies for dealing with change, effective meetings, the art of negotiation and conflict resolution strategies.

Feedback from Divisional leadership teams plus data collected from the training survey indicate managerial needs are conflict resolution, leadership behaviors and commitments, cross cultural communication, strategies for organizing and delegating, performance management, strategies for intrinsic rewards and project management techniques. These courses, in addition to a lead/supervisor development program will be prioritized for design, development and delivery in the first quarter of 2016. Future courses will be designed and delivered on a rolling bases. Intent of the unit is to deliver courses that will have the greatest impact across all of HSU.



The analysis offers guidance for prioritizing technical training initiatives. Based on the information presented in this report, the following training initiatives are considered top priorities:

- Promote the use of SkillPort and other resources to support the use of Microsoft Office, Google Apps and other desktop and web-based applications where appropriate.
- Develop a training series that introduces various enterprise systems and how they can be used functionally to complete everyday tasks and strategically to find efficiencies.
- Restructure New Employee Orientation using a blended learning strategy. This would include developing an online module, in-person sessions and a buddy system.
- Develop and implement training on the use of technology, such as wiki's, screen capture and word-processing templates, to document work processes for succession planning.