

TO: K-State Employees

FROM: Learning and Development  
Human Capital Services

Date: June 12, 2017

SUBJECT: 2017 Professional Development Needs Assessment Results

Human Capital Services administered the 2017 Professional Development Needs Assessment from March 6-31, 2017 to approximately 5,800 K-State employees with the exception of student employees. The assessment yielded a response rate of 28.30% (1,584 employees), and if the employee had completed 75% of the survey, their responses were included in the data analysis. Human Capital Services is committed to continuous improvement and recognizes this needs assessment as a springboard for professional development programming that aligns with the needs of the university. The Learning and Development Office was responsible for instrument design, data collection, and analysis.

The needs assessment asked employees to identify professional development needs by topic in specific categories and then to prioritize those needs. Additionally, employees were asked a number of questions based on the categories of communication, interpersonal skills, essential skills, technology, leadership development and supervision. Overall, employees reviewed 71 training topics and nine programs and certificates. Questions relating to personal development in areas such as retirement planning, personal health, and wellness were not included.

Based on the data analysis, Learning and Development has identified the following professional development priorities:

1. Managing and Resolving Conflict (Leadership Development)
2. Building Effective Teams (Leadership Development)
3. Managing Difficult Behavior and Personality Conflicts (Interpersonal)
4. Process Improvement (Leadership Development)
5. Effective Listening (Communication)
6. Effective Teamwork (Interpersonal)
7. Business Communication (Communication)
8. Negotiating, Persuading, and Influencing (Interpersonal)
9. Critical Thinking (Essential)
10. Effective Presentation Skills (Communication)

Furthermore, the following programs and certificates are identified as priority:

1. Leadership Development
2. Project Management
3. Unclassified Supervisory Program

The following pages provide an in-depth summary of responses for each category including raw data and open text responses.

The outcomes of the Professional Development Needs Assessment will allow Human Capital Services to enhance partnerships with existing K-State colleges and departments, foster a desire for lifelong learning among employees, develop and design programming that aligns with employees' needs as well as university goals and resources, and assist with the professional development needs to advance K-State 2025.

# 2017 Professional Development Needs Assessment Results

This report includes the analysis of the 2017 Professional Development Needs Assessment results including breakdowns of the major categories of communication, essential, interpersonal, technological, supervisory, and leadership development skills. This analysis will predominantly discuss trends in the data.

Below is an infographic highlighting the responses of K-State employees who selected a given category as a professional development priority or opportunity. The purple bubbles represent employees' highest needs by topic within all of the categories. The light grey and dark grey bubbles represent the least chosen categories. The five top ranked opportunities were Managing and Resolving Conflict, Building Effective Teams, Managing Difficult Behavior and Personality Conflicts, Process Improvement, and Effective Listening.

The following pages highlight the breakdown of information by category including employee classification, supervisory status, and work location.



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# Demographics

The assessment yielded a 28.30% completion rate from all K-State employees, which means that 1,584 employees contributed to the needs assessment. Of those responses, 67 were partially completed. If the employee had completed 75% of the survey, their responses were included in the data analysis. Participants were asked to self-identify their supervisory status and work location, and Human Capital Services identified employee classification.

## *Employee Classification*

<b>Classification</b>	<b>Total</b>	<b>Percent</b>
Executive	166	11%
Faculty	315	20%
Unclassified	592	37%
University Support Staff	511	32%
Totals	1,584	100%

## *Supervisory Status*

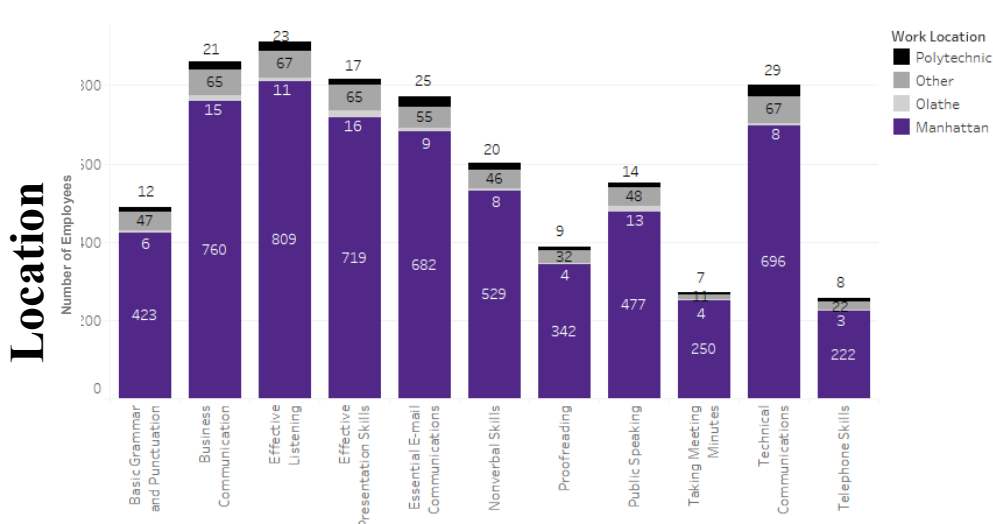
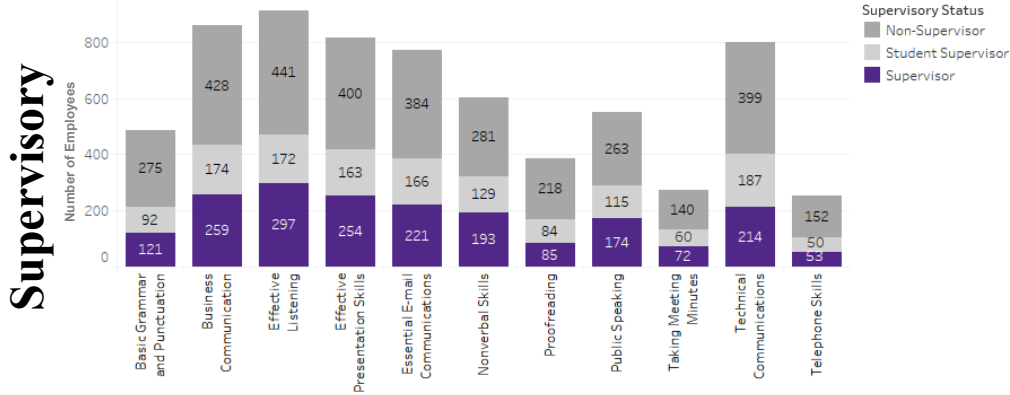
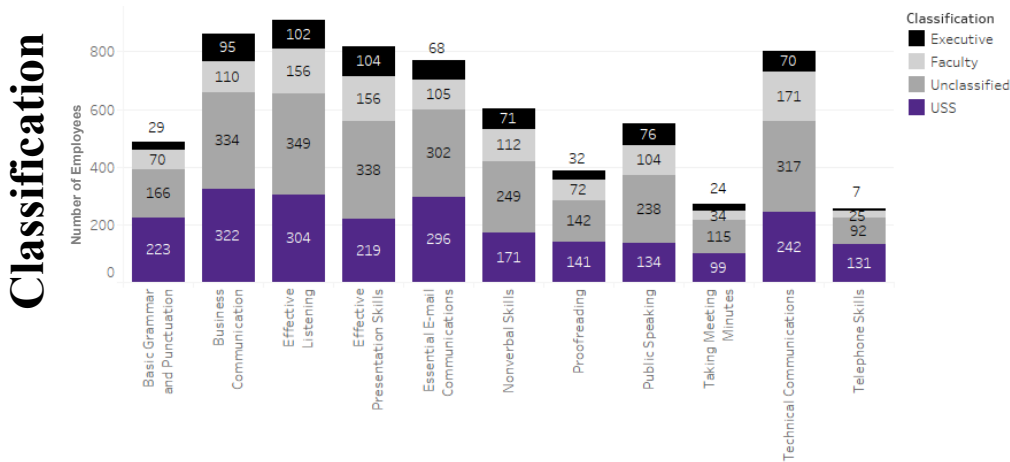
<b>Supervisory Status</b>	<b>Total</b>	<b>Percent</b>
Non-Supervisor	800	51%
Student Supervisor	333	21%
Supervisor	451	28%
Totals	1,584	100%

## *Work Location*

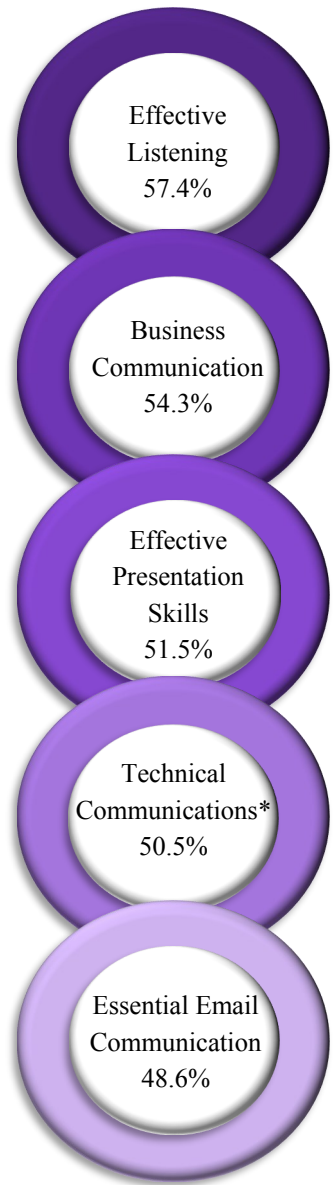
<b>Location</b>	<b>Total</b>	<b>Percent</b>
Manhattan Campus	1,399	88%
Olathe Campus	22	1.5%
Other	117	7.5%
Polytechnic Campus	46	3%
Totals	1,584	100%

# Communication

The communication category results show trends in the data based on three different demographic categories including employee classification, supervisory status, and work location. Each graph depicts the number of K-State employees who marked a given topic as a professional development priority or opportunity. The topics listed in the right-hand sidebar indicate the top five priorities, sorted by percent, within the communication category. [Click here to view raw data tables.](#)



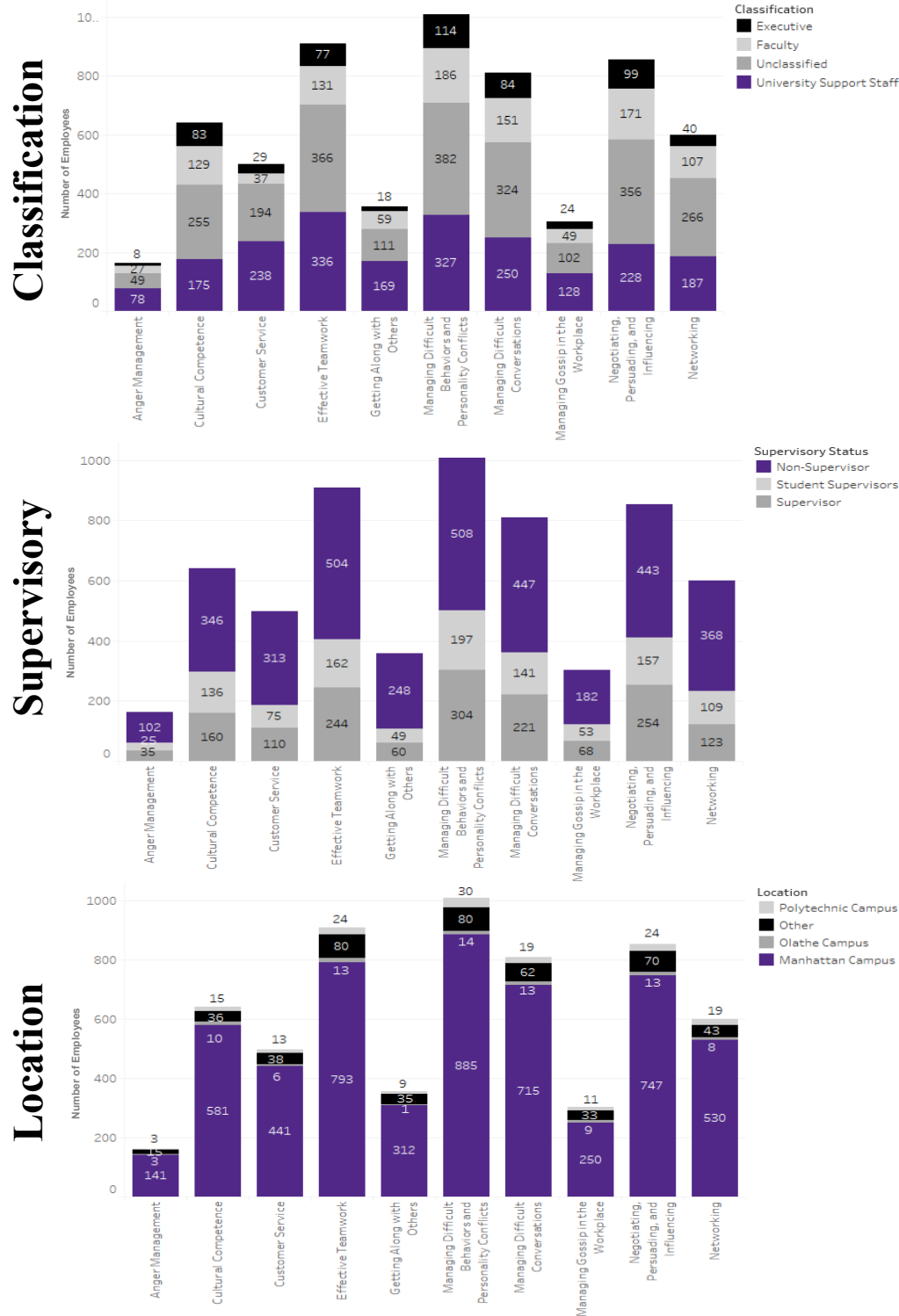
## At a Glance



\*Technical Communications include manuals, instructions, grants, etc.

# Interpersonal Skills

The interpersonal skills category results show trends in the data based on three different demographic categories including employee classification, supervisory status, and work location. Each graph depicts the number of K-State employees who marked a given topic as a professional development priority or opportunity. The topics listed in the right-hand sidebar indicate the top five priorities, sorted by percent, within the interpersonal skills category. [Click here to view raw data tables.](#)



## At a Glance

Managing Difficult Behavior  
63.7%

Effective Teamwork  
57.4%

Negotiating, Persuading, & Influencing  
53.9%

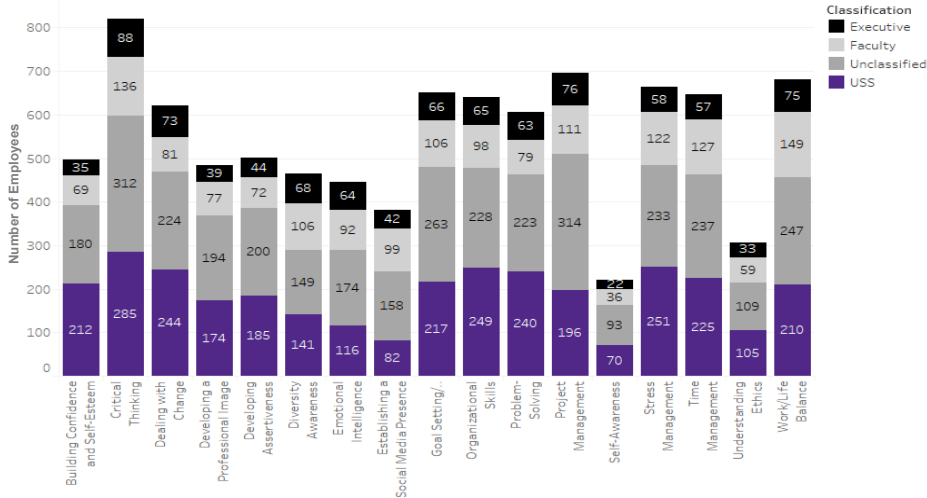
Managing Difficult Conversations  
51.0%

Cultural Competence  
40.5%

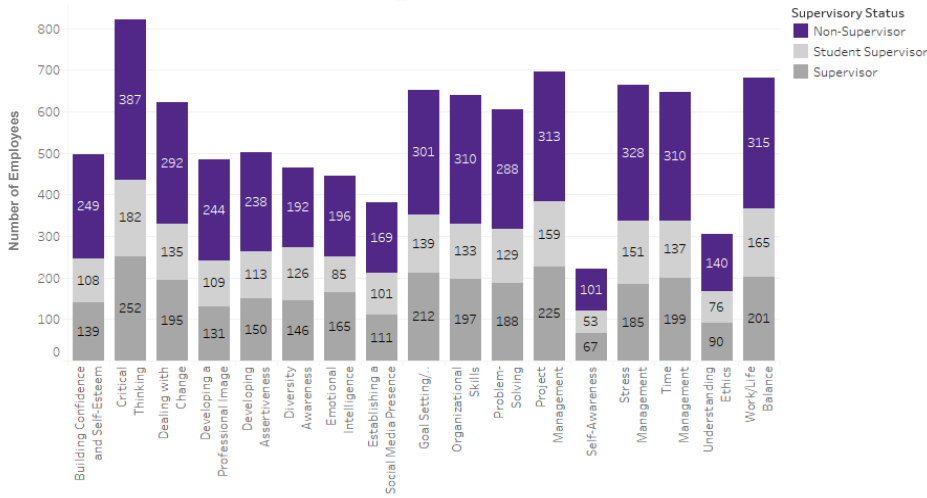
# Essential Skills

The essential skills category results show trends in the data based on three different demographic categories including employee classification, supervisory status, and work location. Each graph depicts the number of K-State employees who marked a given topic as a professional development priority or opportunity. The topics listed in the right-hand sidebar indicate the top five priorities, sorted by percent, within the essential skills category. [Click here to view raw data tables.](#)

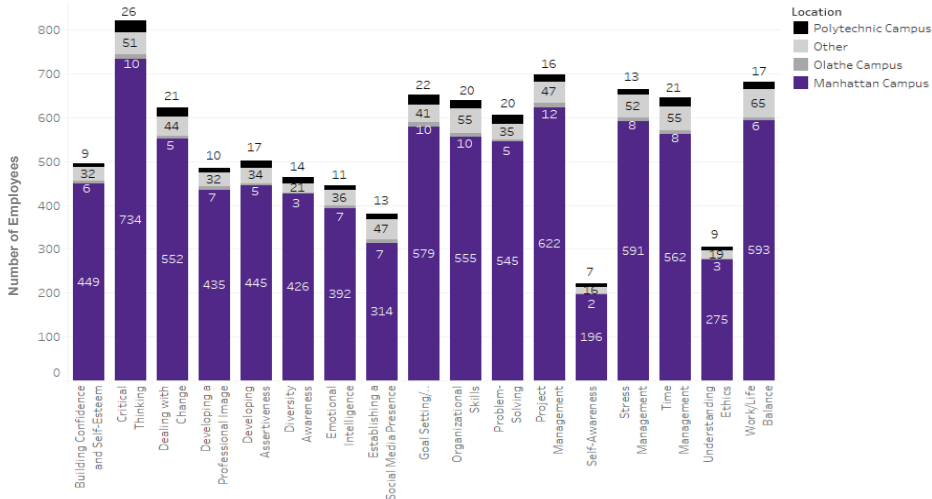
## Classification



## Supervisory



## Location



## At a Glance

Critical Thinking  
51.8%

Project Management  
44.0%

Work/Life Balance  
43.0%

Stress Management  
41.9%

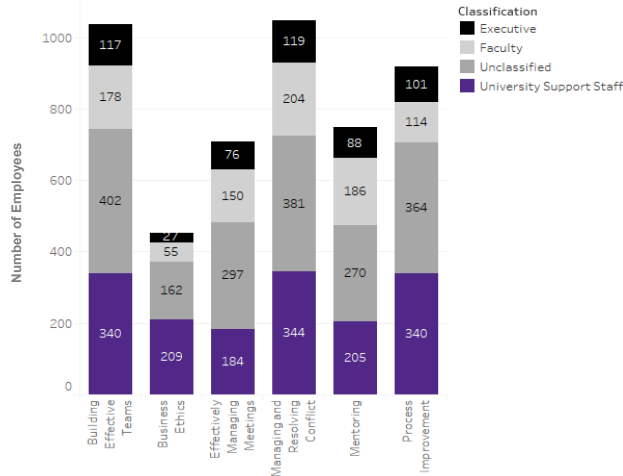
Goal Setting/  
IDP\*  
41.1%

\*Individual Development Plan

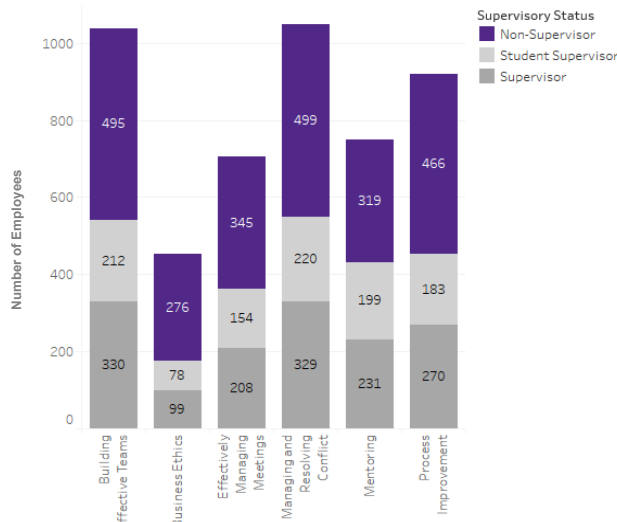
# Leadership Development

The leadership development category results show trends in the data based on three different demographic categories including employee classification, supervisory status, and work location. Each graph depicts the number of K-State employees who marked a given topic as a professional development priority or opportunity. The topics listed in the right-hand sidebar indicate the top five priorities, sorted by percent, within the leadership development category. [Click here to view raw data tables.](#)

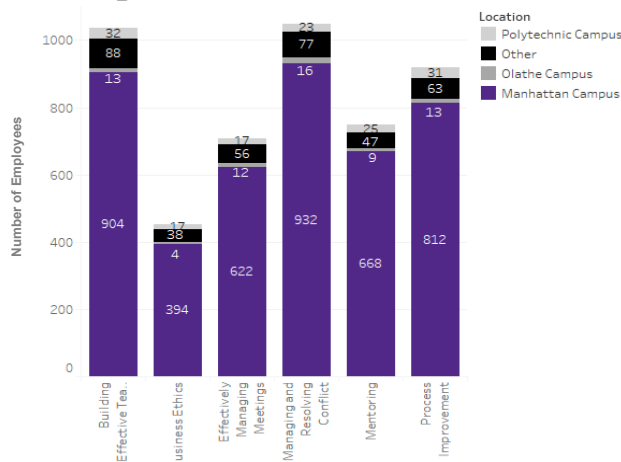
## Classification



## Supervisory



## Location



## At a Glance

Managing and Resolving Conflict  
66.1%

Building Effective Teams  
65.4%

Process Improvement  
58.0%

Mentoring  
47.3%

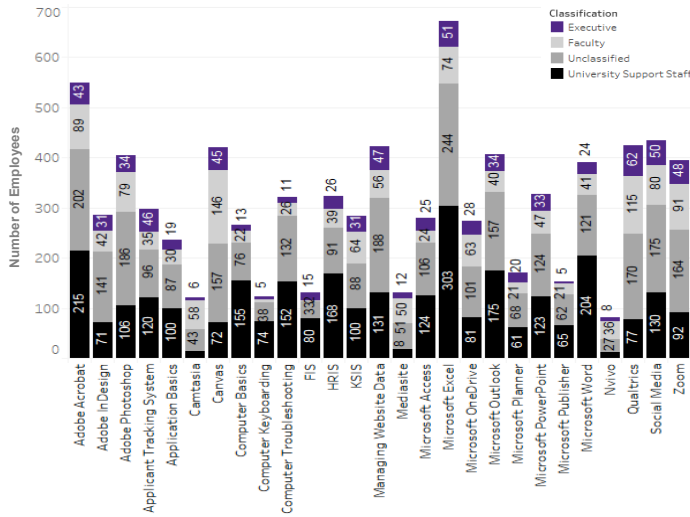
Effectively Managing Meetings  
44.6%



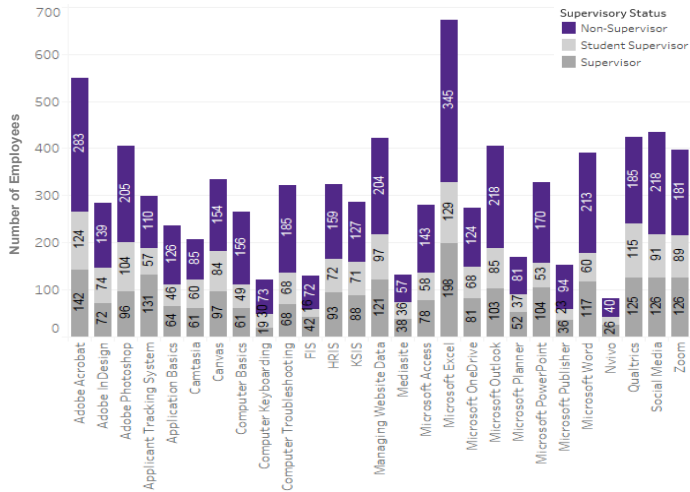
# Technology Skills

The technology category results show trends in the data based on three different demographic categories including employee classification, supervisory status, and work location. Each graph depicts the number of K-State employees who marked a given topic as a professional development priority or opportunity. The topics listed in the right-hand sidebar indicate the top five priorities, sorted by percent, within the technology category. [Click here to view raw data tables.](#)

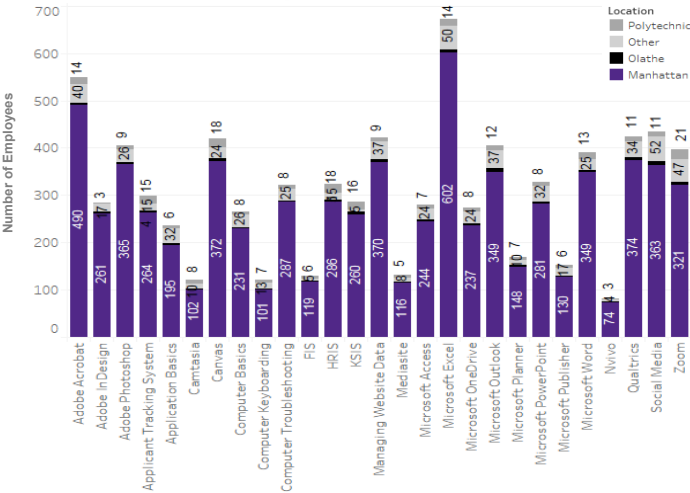
## Classification



## Supervisory



## Location



## At a Glance

Microsoft Excel  
42.4%

Adobe Acrobat  
34.6%

Social Media  
27.4%

Qualtrics  
26.8%

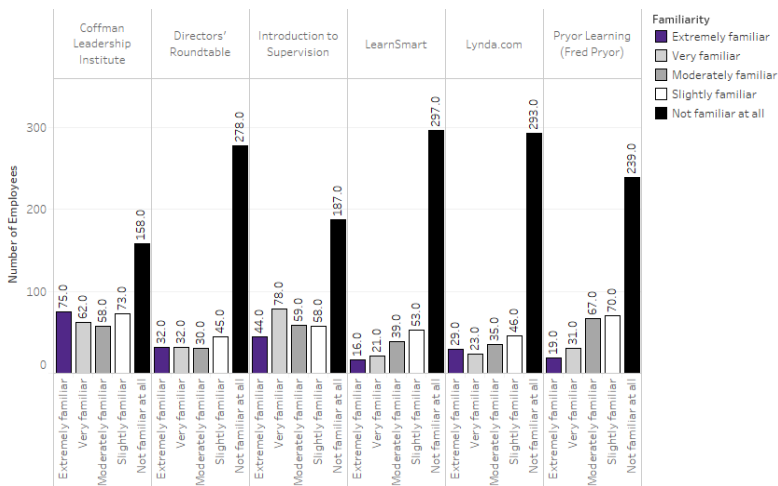
Managing Website Data  
26.6%

# Supervisors

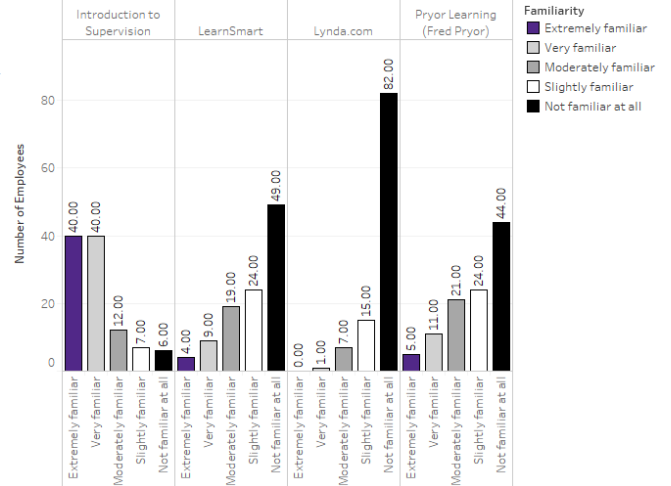
The needs assessment contained two additional questions that were only asked of K-State supervisors. The graphs below show trends in the data relating specifically to those questions. The first two graphs show the results for the question, “How familiar are you with the following programs?” Supervisors answered this question based on programming availability. The bottom graph depicts a trend of the number of K-State supervisors who marked a given supervisory topic as a professional development priority or opportunity. The topics indicated as highest need are in purple, while additional needs are in light grey. [Click here to view raw data tables.](#)

## Knowledge of Current Programs

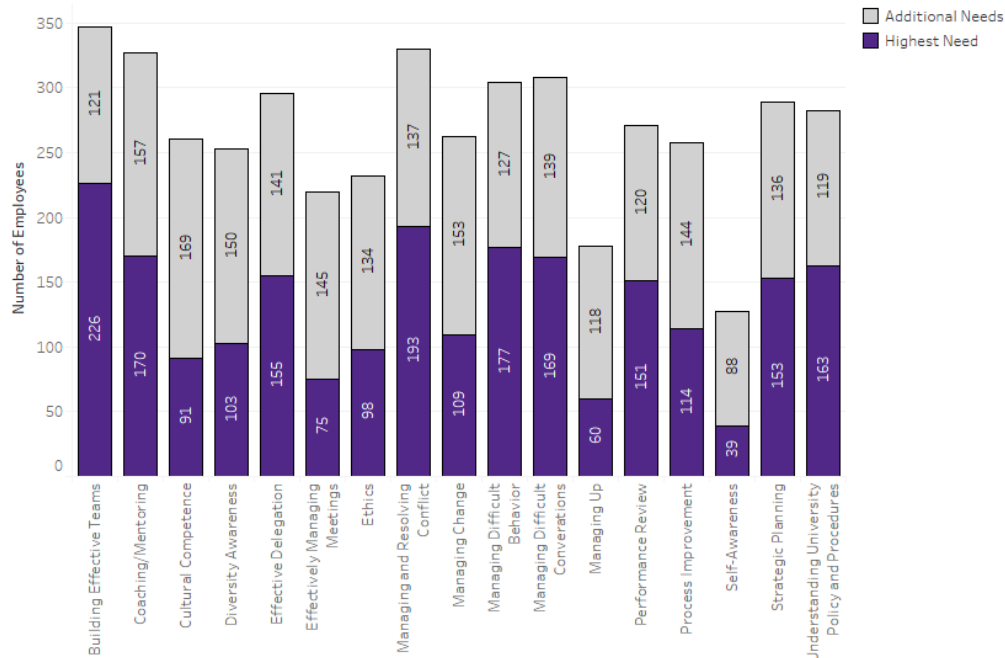
Unclassified Supervisors



USS Supervisors



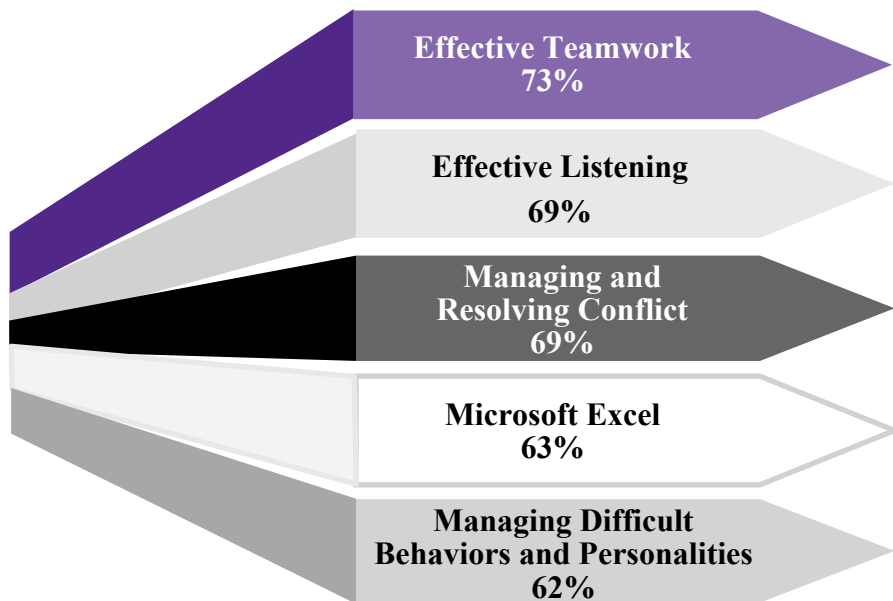
## Supervisors Needs



# Supervisors' Priorities for Employees

All K-State supervisors were asked to select professional development needs and opportunities for both themselves and their direct reports. The top graphic displays the five most selected topics and the percentage of supervisors who saw it as a priority for their employees. The five charts at the bottom of this page illustrate

topics that were within the top third of supervisors' responses, and therefore indicate higher priority. A total of 451 supervisors had the opportunity to respond to this question. These topics [have been sorted into the five major categories](#) of the Professional Development Needs Assessment.



## Supervisors' Highest Needs

*Numbers represent supervisor responses*

### Technology

▶ Microsoft Excel	287
▶ Microsoft Word	176
▶ Microsoft Outlook	242
▶ Adobe Acrobat	218
▶ Zoom	198

### Communication

▶ Effective Listening	312
▶ Essential Email Communication	252
▶ Business Communications	250
▶ Basics Grammar and Punctuation	192

### Leadership

▶ Managing & Resolving Conflict	312
▶ Process Improvement	282
▶ Building Effective Teams	250

### Interpersonal

▶ Effective Teamwork	331
▶ Managing Difficult Behavior and Personalities	312
▶ Customer Service	241
▶ Managing Difficult Conversations	220
▶ Getting Along with Others	241

### Essential

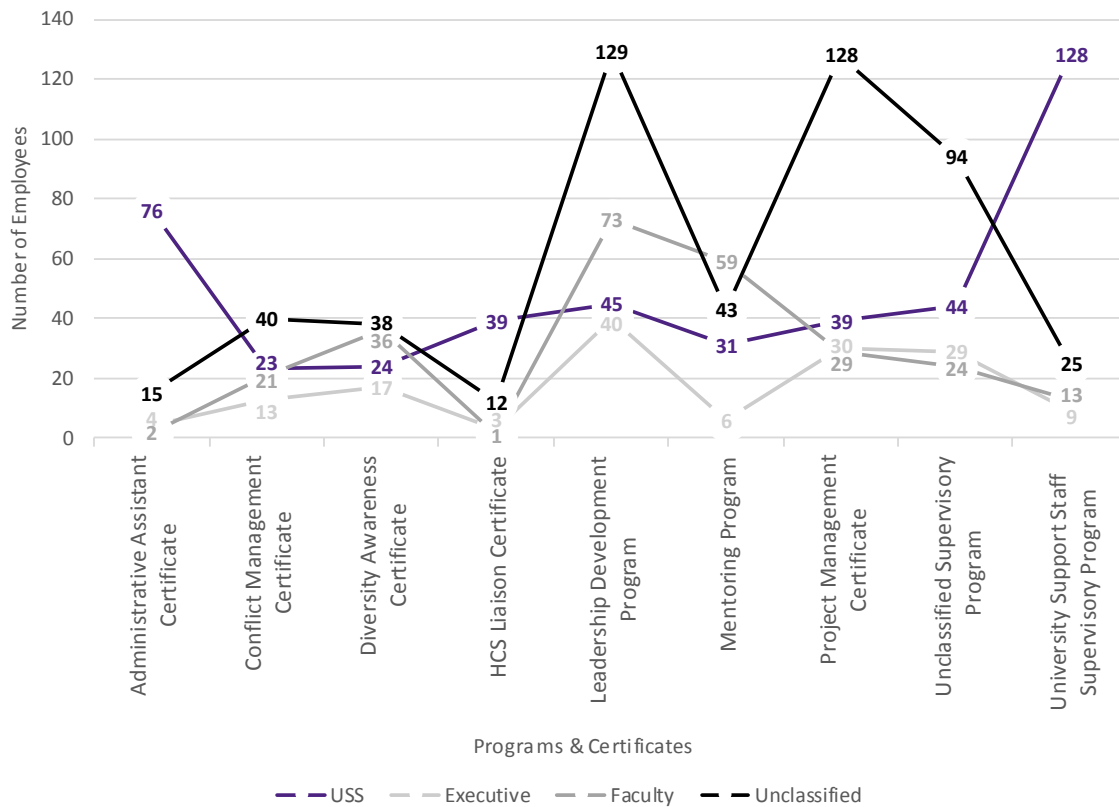
▶ Critical Thinking	265
▶ Dealing with Change	242
▶ Problem-Solving	236
▶ Time Management	231
▶ Organizational Skills	215
▶ Goal Setting/Individual Development Plan	220

# Programs & Certificates

## Employee Classification

One question within the 2017 Professional Development Needs Assessment asked respondents to rank nine possible programs or certificates in order of importance: Administrative Assistant Certificate, Conflict Management Certificate, Diversity Awareness Certificate, HCS Liaison Certificate, Leadership Development Program, Mentoring Program, Project Management Certificate, Unclassified Supervisory Program, and University Support Staff Supervisory Program. The below chart, and the graphs on the next page of this report, shows how K-State employees responded to this question based on their current employee classification.

The below chart shows the highest priority (#1 choice) of K-State employees based on employee classification.



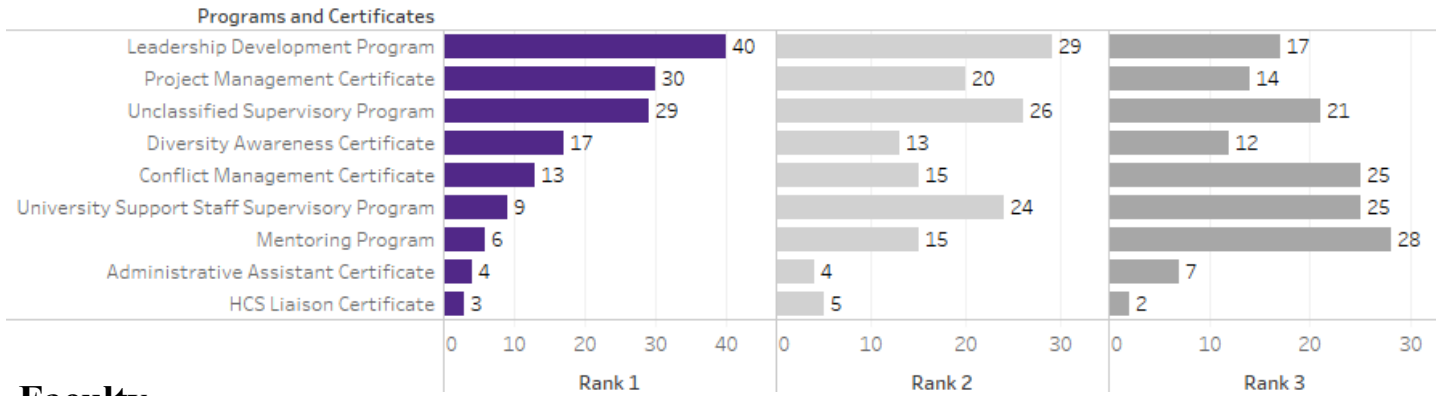
# Programs & Certificates

## Employee Classification

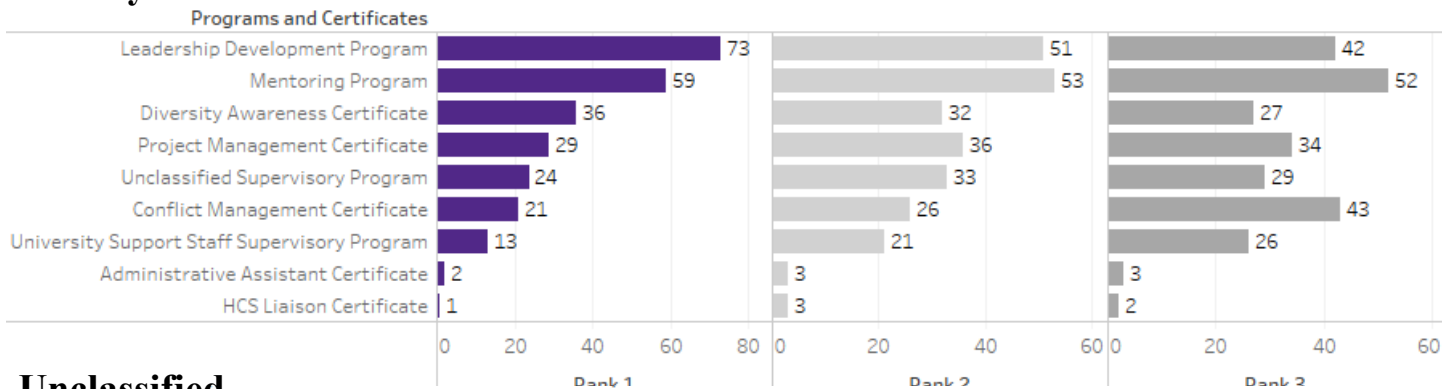
The graphs below show employees' first, second, and third ranked choices based on employee classification.

[Click here to view raw data tables.](#)

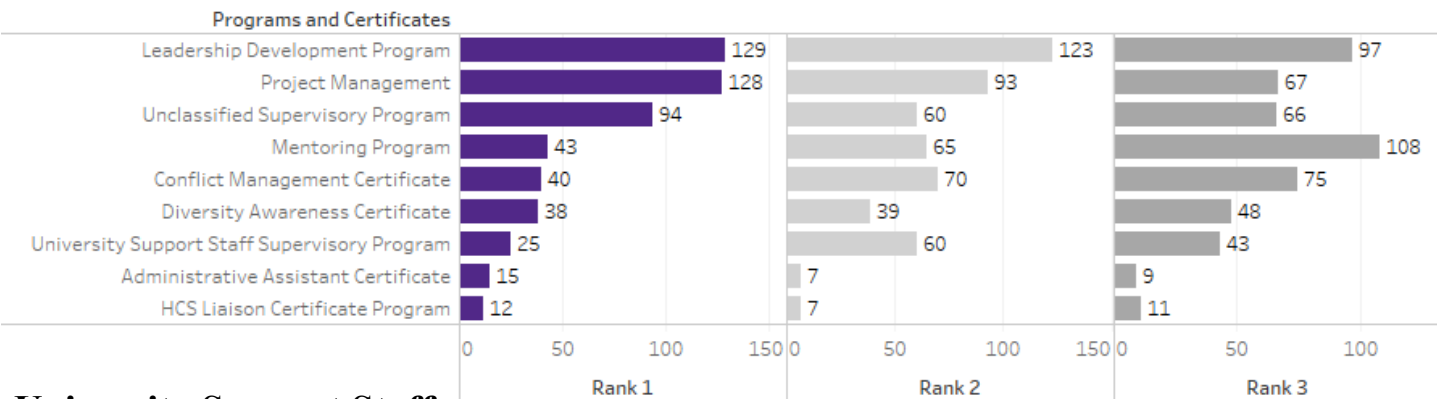
### Executive



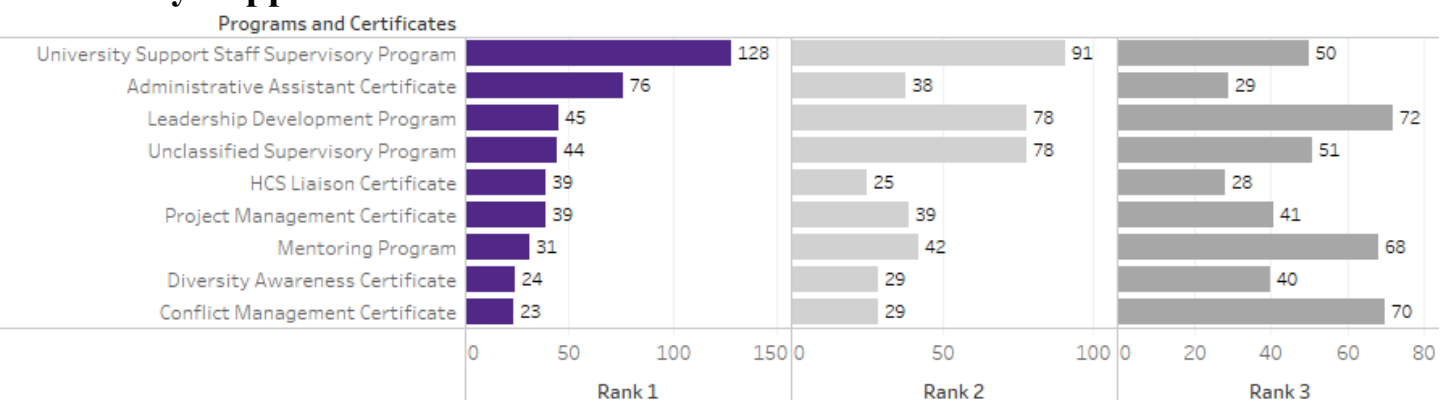
### Faculty



### Unclassified



### University Support Staff

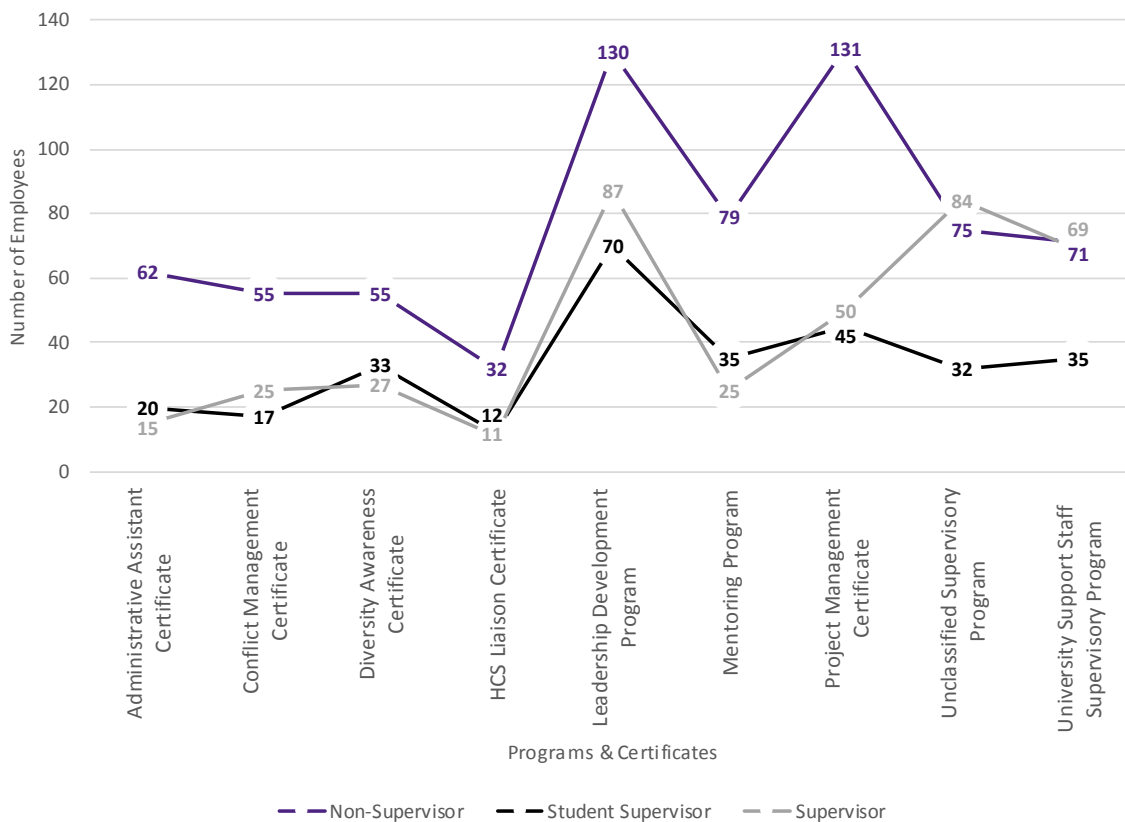


# Programs & Certificates

## Supervisory Status

One question within the 2017 Professional Development Needs Assessment asked respondents to rank nine possible programs or certificates in order of importance: Administrative Assistant Certificate, Conflict Management Certificate, Diversity Awareness Certificate, HCS Liaison Certificate, Leadership Development Program, Mentoring Program, Project Management Certificate, Unclassified Supervisory Program, and University Support Staff Supervisory Program. The below chart, and the graphs on the next page of this report, shows how K-State employees responded to this question based on their supervisory status.

The below chart shows the highest priority (#1 choice) of K-State employees based on supervisory status.

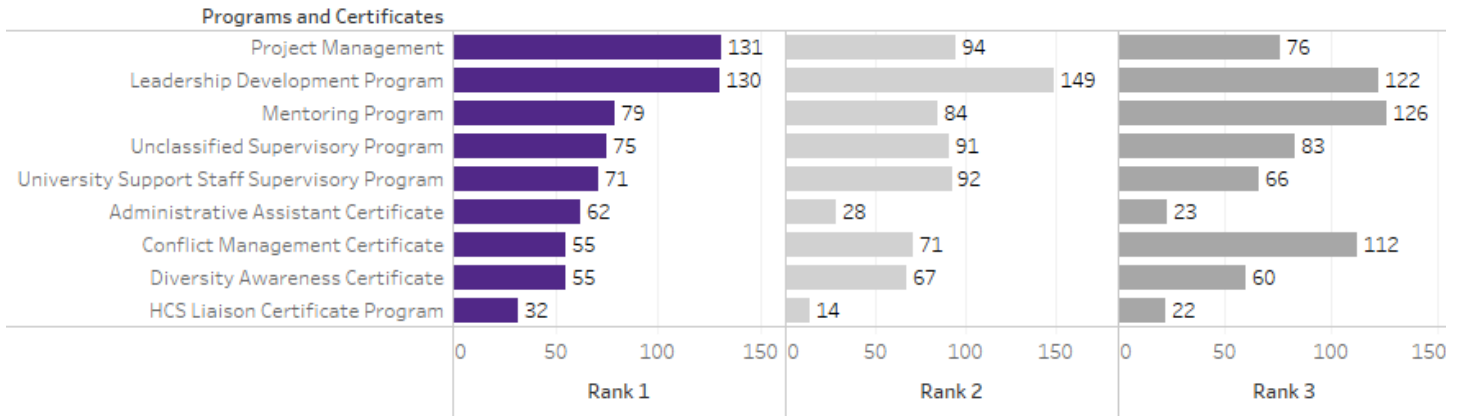


# Programs & Certificates

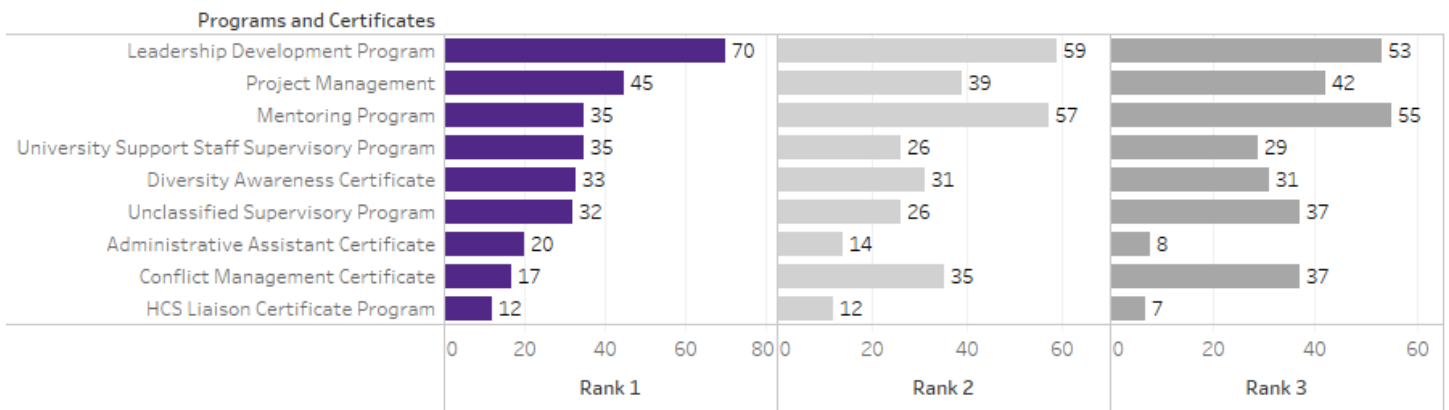
## Supervisory Status

The graphs below show employees' first, second, and third ranked choices based on supervisory status. [Click here to view raw data tables.](#)

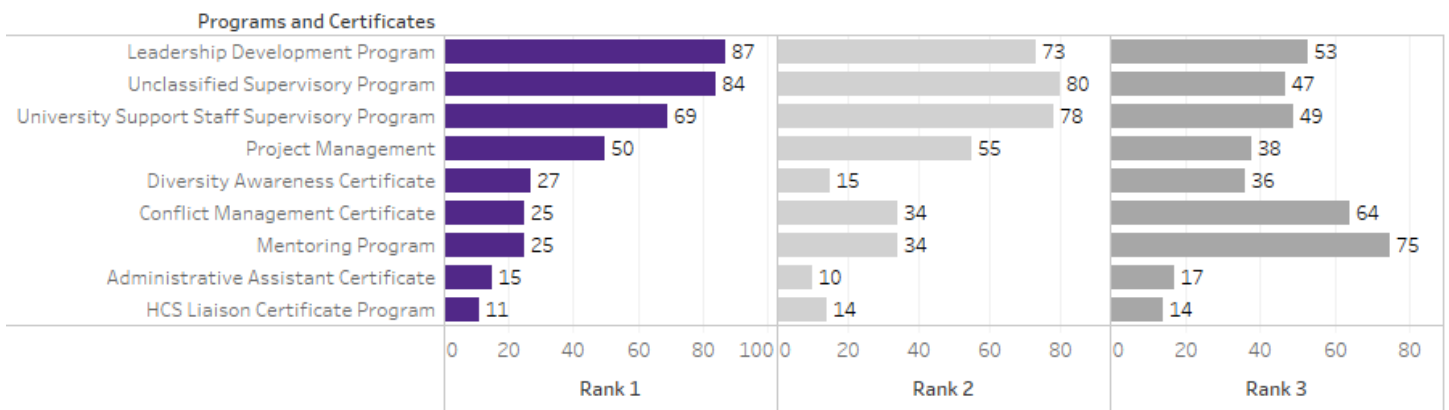
### Non-Supervisor



### Student Supervisor



### Supervisor

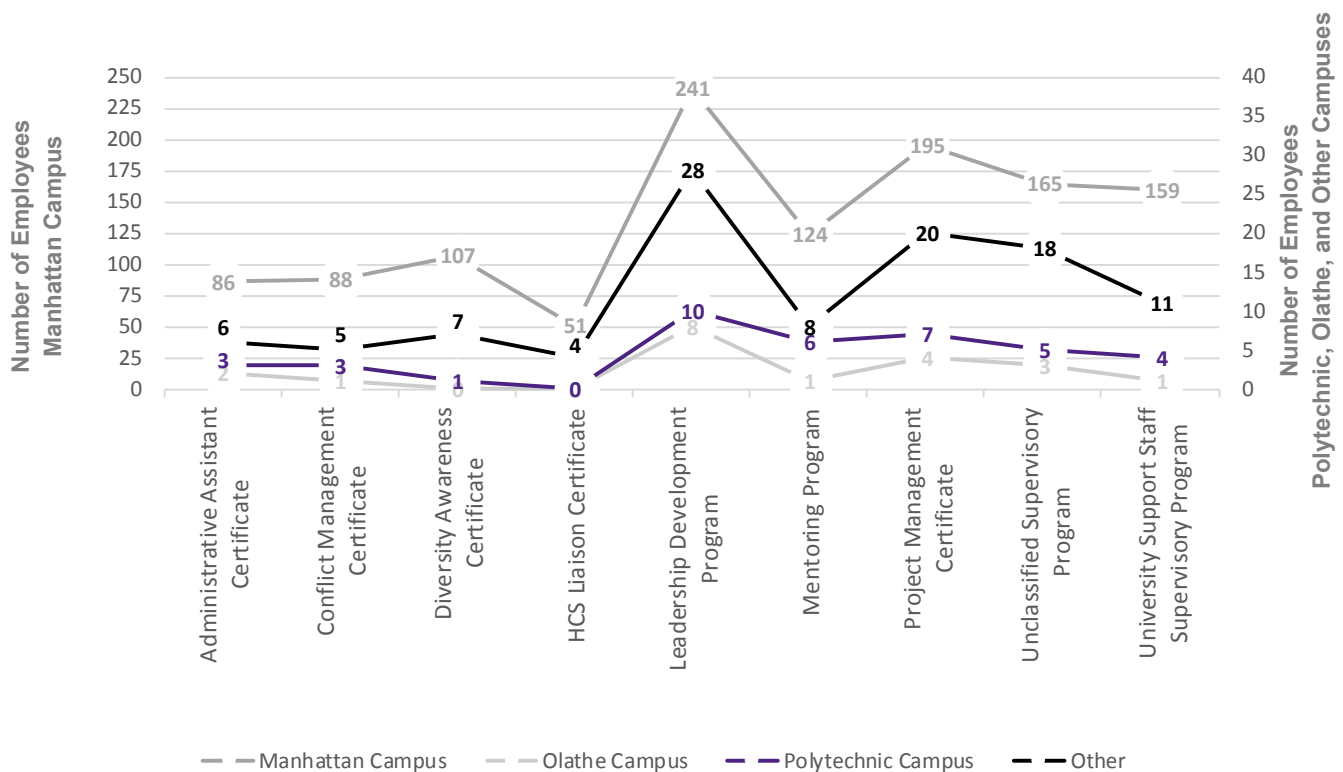


# Programs & Certificates

## Work Location

One question within the 2017 Professional Development Needs Assessment asked respondents to rank nine possible programs or certificates in order of importance: Administrative Assistant Certificate, Conflict Management Certificate, Diversity Awareness Certificate, HCS Liaison Certificate, Leadership Development Program, Mentoring Program, Project Management Certificate, Unclassified Supervisory Program, and University Support Staff Supervisory Program. The below chart, and the graphs on the next page of this report, shows how K-State employees responded to this question based on their current work location.

The below chart shows the highest priority (#1 choice) of K-State employees based on work location. Due to the large variation in number of participants from different locations, there are two scales for this chart. The scale on the left shows the values for the Manhattan campus, and the scale on the right is for the remaining campuses: Polytechnic, Olathe, and other.



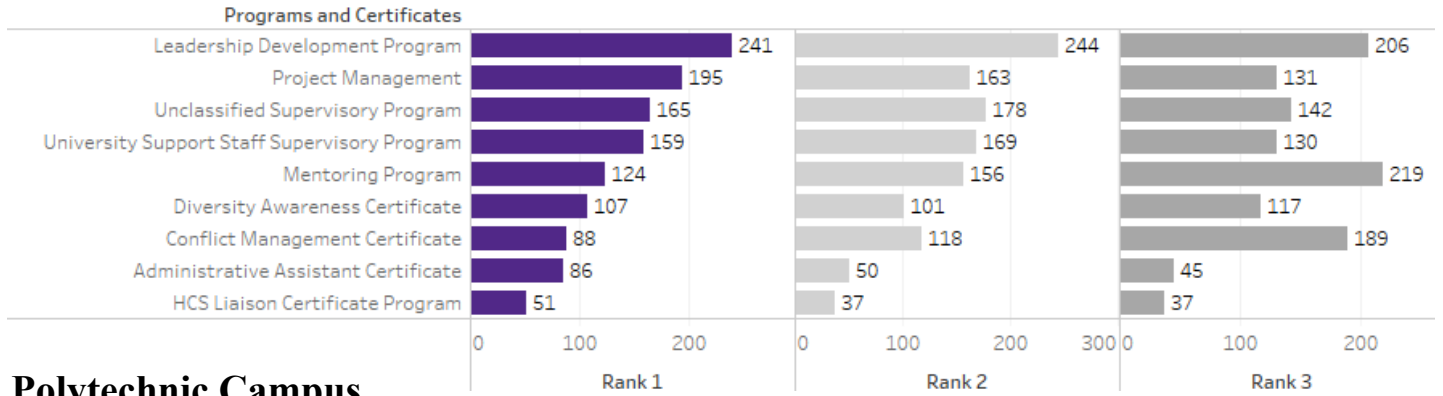


# Programs & Certificates

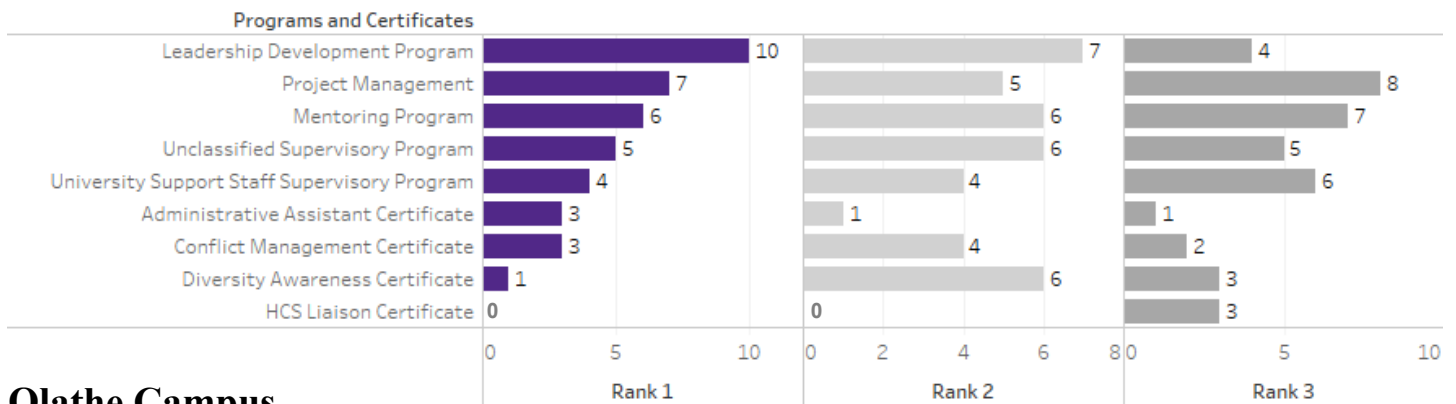
## Work Location

The graphs below show employees' first, second, and third ranked choices based on work location. [Click here to view raw data tables.](#)

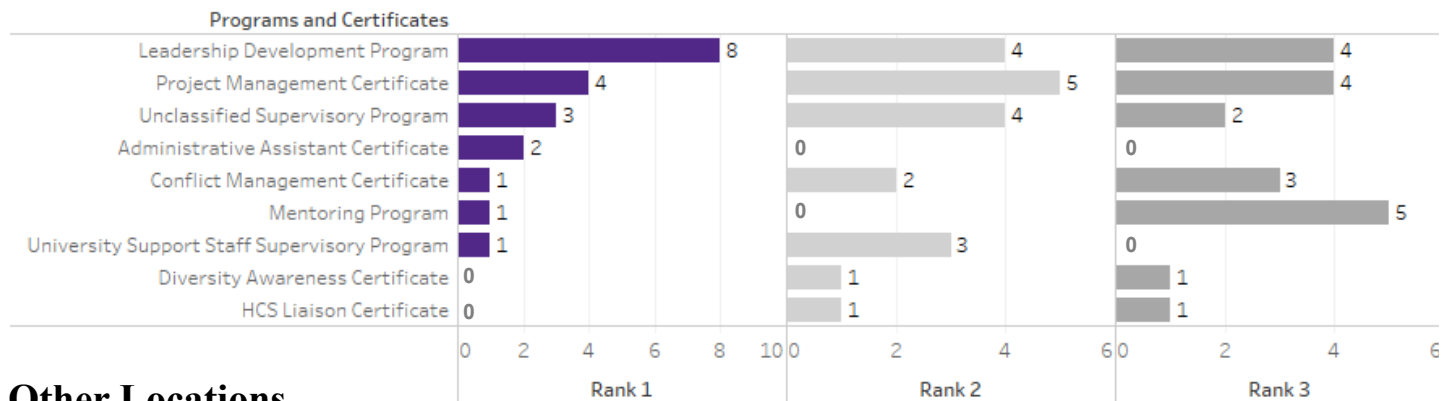
### Manhattan Campus



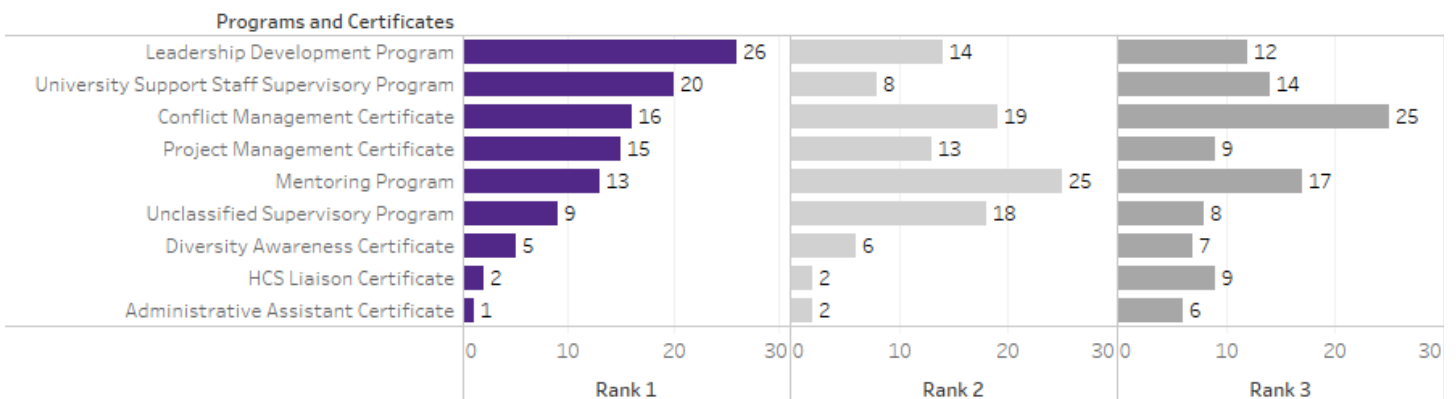
### Polytechnic Campus



### Olathe Campus



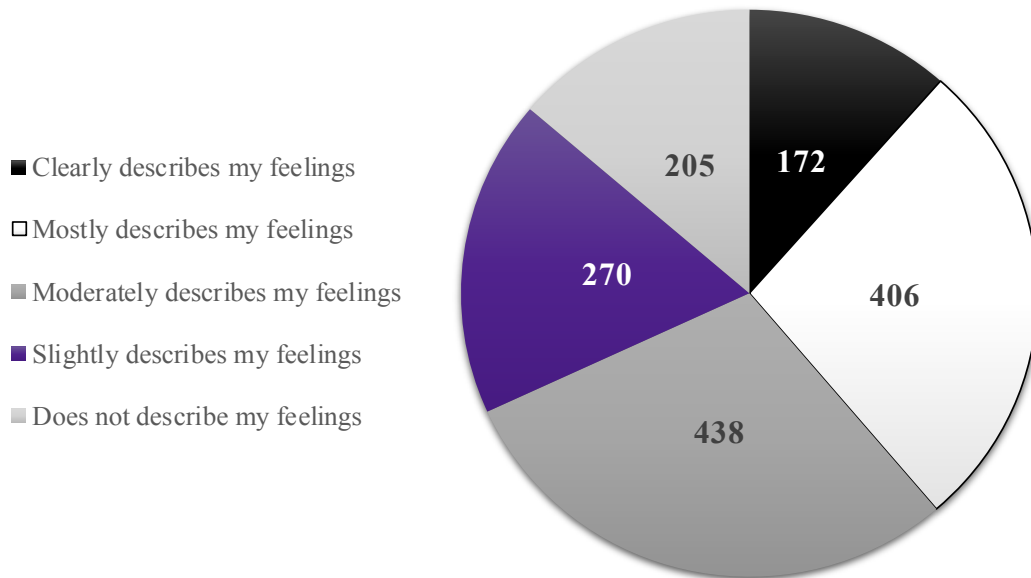
### Other Locations



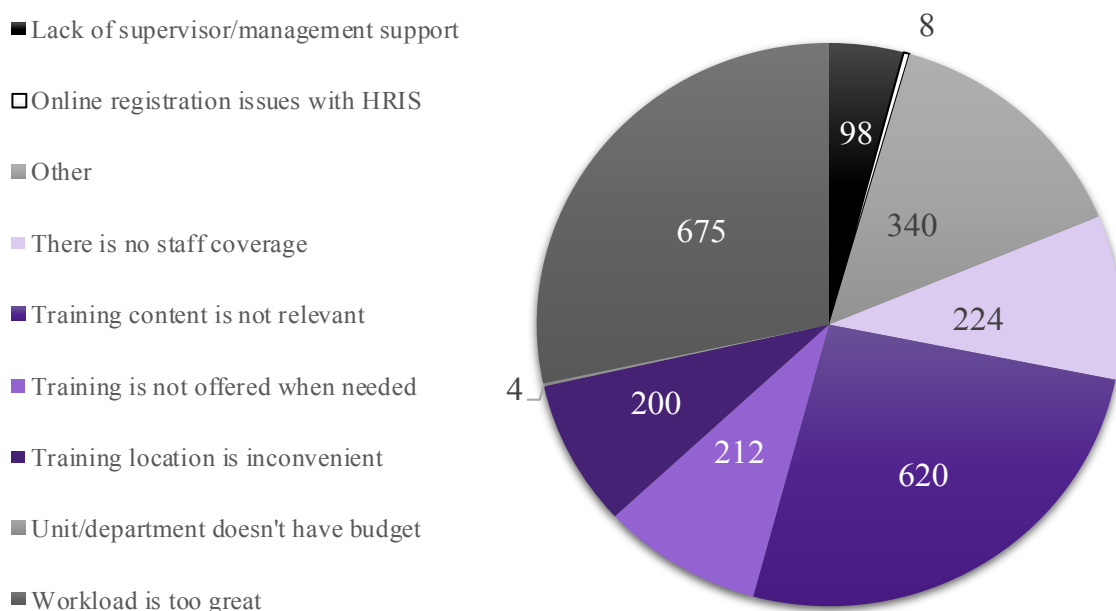
# Additional Questions

Below are employees' responses to additional questions in the needs assessment. The numbers in the pie charts represent employee responses to each question. Employees were able to select multiple responses for the training barriers question. [Click here to view raw data tables.](#)

## Overall, I feel like Kansas State University supports my professional growth.



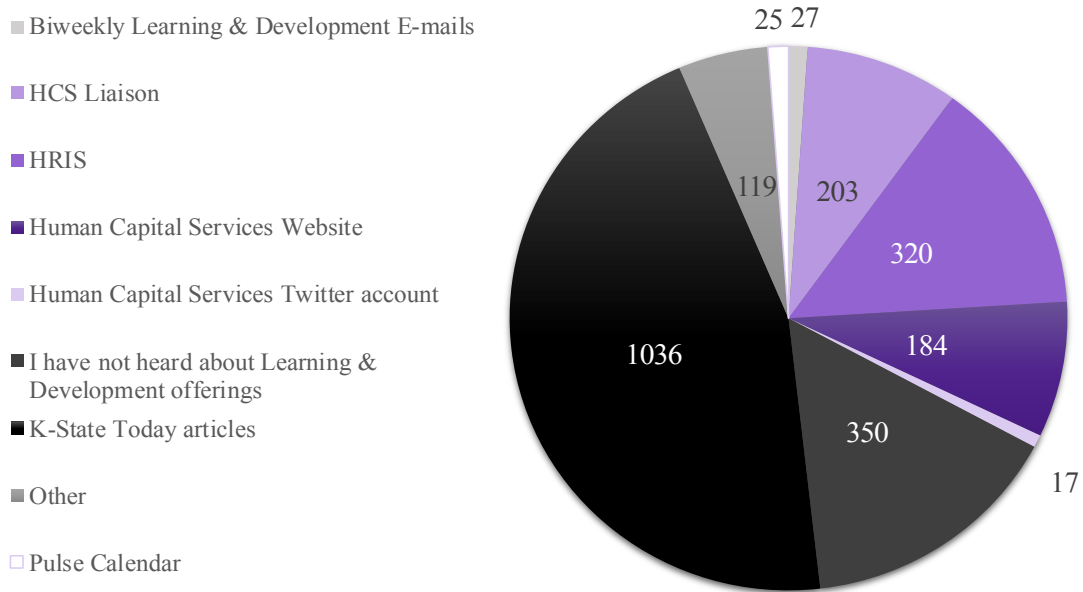
## What are your greatest barriers to attending training offered by Learning and Development?



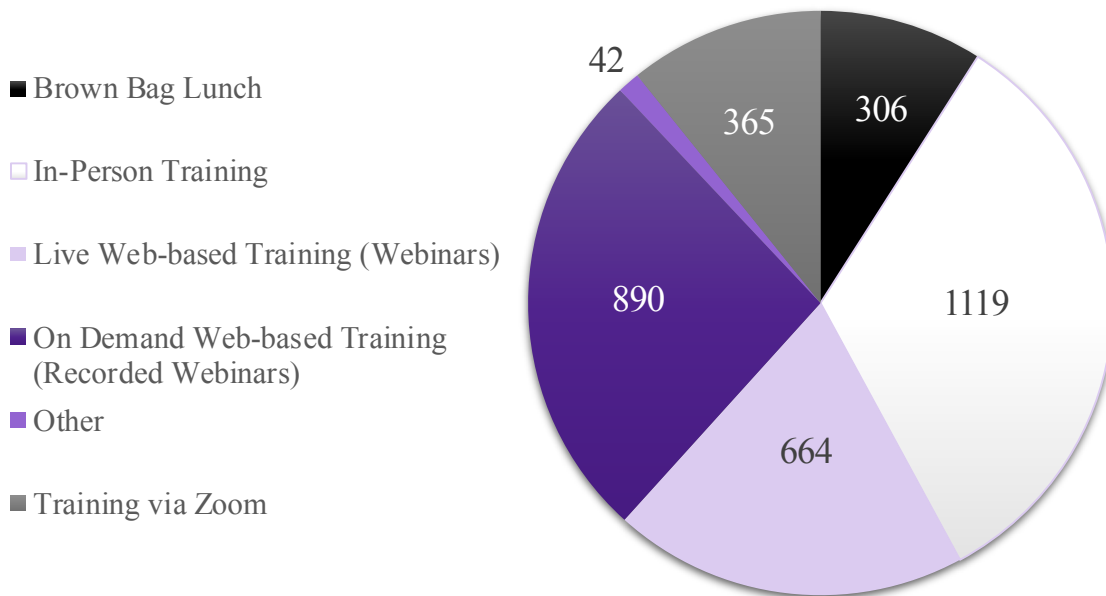
# Additional Questions

Below are employees' responses to additional questions in the needs assessment. The numbers in the pie charts represent employee responses to each question. Participants were able to select multiple responses for both of the questions. [Click here to view raw data tables.](#)

## How have you heard about Learning and Development training sessions?



## What are your preferred ways to receive training?

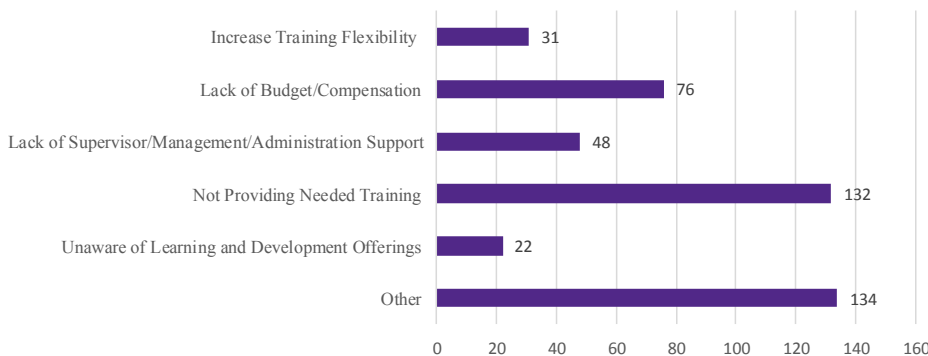


# Text Responses

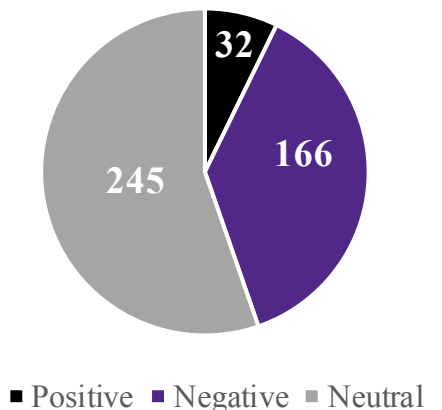
There were 443 responses to the question, “Please provide any additional feedback on how Learning and Development in Human Capital Services can assist you and/or your department in achieving your professional development needs in the box below.” This number corresponds to 28% of the total participants who completed the 2017 Professional Development Needs Assessment. Each response was analyzed for sentiment; positive, negative, or neutral, and trends were found within the text responses. This data is reported below. Additionally, all text responses, sorted by both sentiment and trend, can be found in Appendix B of this report. [Click here to view Appendix B.](#)



Text Response Trends



Text Response Sentiment



# Appendix A: Raw Data Tables

This appendix contains all of the raw data used to compile the 2017 Professional Development Needs Assessment Report.

<a href="#">Communication</a>	<a href="#">p. A2-3</a>
<a href="#">Interpersonal Skills</a>	<a href="#">p. A4-5</a>
<a href="#">Essential Skills</a>	<a href="#">p. A6-7</a>
<a href="#">Leadership Development</a>	<a href="#">p. A8-9</a>
<a href="#">Technology Skills</a>	<a href="#">p. A10-11</a>
<a href="#">Supervisors</a>	<a href="#">p. A12</a>
<a href="#">Supervisors' Priorities for Employees</a>	<a href="#">p. A13</a>
<a href="#">Programs and Certificates (Rank 1)</a>	<a href="#">p. A14</a>
<a href="#">Programs and Certificates (Rank 2)</a>	<a href="#">p. A15</a>
<a href="#">Programs and Certificates (Rank 3)</a>	<a href="#">p. A16</a>
<a href="#">Overall Feeling</a>	<a href="#">p. A17</a>
<a href="#">Training Barriers</a>	<a href="#">p. A18</a>
<a href="#">How did you hear about trainings?</a>	<a href="#">p. A19</a>
<a href="#">Preferred training methods</a>	<a href="#">p. A20</a>

# Communication Must Haves

Classification	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Executive	8	49	71	57	30	29	10	33	5	36	2
USS	123	173	218	64	181	62	50	45	30	134	75
Unclassified	69	199	222	172	170	82	52	96	34	197	30
Faculty	35	45	95	94	47	40	27	56	9	91	5
Total	235	466	606	387	428	213	139	230	78	458	112

Supervisory Status	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Supervisor	59	137	207	119	118	65	27	72	21	112	18
Non-Supervisor	138	235	287	189	219	94	81	106	38	235	75
Student Supervisor	38	94	112	79	91	54	31	52	19	111	19
Total	235	466	606	387	428	213	139	230	78	458	112

Location	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Manhattan Campus	198	417	543	334	385	186	126	194	73	395	101
Polytechnic Campus	6	11	11	7	15	8	1	5	2	19	4
Olathe Campus	2	11	5	10	3	2	2	4	1	3	1
Other	29	27	47	36	25	17	10	27	2	41	6
Total	235	466	606	387	428	213	139	230	78	458	112

Length of Service	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Less than 5 years	89	190	206	165	146	67	49	104	27	169	39
5-10 years	44	102	132	80	92	49	26	53	19	104	18
11-15 years	19	49	73	42	52	32	10	25	5	49	11
15+ years	83	125	195	100	138	65	54	48	27	136	44
Total	235	466	606	387	428	213	139	230	78	458	112

Educational Attainment	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Some High School	1	0	1	0	2	1	0	0	0	0	1
High School Graduate/GED	23	23	42	14	31	8	4	5	8	18	16
Some College	44	68	87	21	69	29	17	17	13	58	27
Associate's Degree	26	36	46	9	35	13	8	4	4	18	17
Bachelor's Degree	63	140	131	77	110	44	44	52	22	126	24
Some Graduate School	12	38	38	31	30	15	9	16	6	32	8
Master's Degree (ex: MA, MS, MBA)	32	118	161	131	109	61	28	68	15	113	15
Doctoral Degree (ex: JD, Ph.D, Ed.D)	34	43	100	104	42	42	29	68	10	93	4
Total	235	466	606	387	428	213	139	230	78	458	112

External	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
AA	3	8	8	8	5	3	5	1	1	2	2
ATH	5	2	7	3	4	3	1	4	0	2	0
FOUND	6	18	25	16	12	9	0	6	0	3	6
KSSU	3	7	4	2	6	2	1	1	1	1	1
Total	17	35	44	29	27	17	7	12	2	8	9

Supervisor for Employee	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Supervisor	99	150	220	77	152	76	48	44	16	82	47

# Communication Nice to Haves

Classification	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Executive	21	46	30	47	38	42	22	43	19	34	5
USS	100	149	86	155	115	109	91	89	69	108	56
Unclassified	97	135	127	166	132	167	90	142	81	120	62
Faculty	35	65	61	62	58	72	45	48	25	80	20
Total	253	395	304	430	343	390	248	322	194	342	143

Supervisory Status	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Supervisor	62	122	90	135	103	128	58	102	51	102	35
Non-Supervisor	137	193	154	211	165	187	137	157	102	164	77
Student Supervisor	54	80	60	84	75	75	53	63	41	76	31
Total	253	395	304	430	343	390	248	322	194	342	143

Location	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Manhattan Campus	225	343	266	385	297	343	216	283	177	301	121
Polytechnic Campus	6	10	12	10	10	12	8	9	5	10	4
Olathe Campus	4	4	6	6	6	6	2	9	3	5	2
Other	18	38	20	29	30	29	22	21	9	26	16
Total	253	395	304	430	343	390	248	322	194	342	143

Length of Service	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Less than 5 years	94	146	104	154	130	134	88	133	66	130	55
5-10 years	49	86	59	87	74	91	55	56	44	59	39
11-15 years	32	45	37	53	39	57	25	31	23	40	8
15+ years	78	118	104	136	100	108	80	102	61	113	41
Total	253	395	304	430	343	390	248	322	194	342	143

Educational Attainment	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Some High School	0	1	1	1	0	1	0	0	0	0	0
High School Graduate/GED	24	23	14	19	19	20	11	15	11	14	9
Some College	42	50	30	59	40	41	33	32	26	32	21
Associate's Degree	20	22	20	21	26	26	17	13	5	21	14
Bachelor's Degree	60	100	76	125	84	90	56	90	60	89	35
Some Graduate School	19	23	26	34	26	21	17	21	10	25	12
Master's Degree (ex: MA, MS, MBA)	51	103	74	109	88	109	72	88	59	94	33
Doctoral Degree (ex: JD, Ph.D, Ed.D)	37	73	63	62	60	82	42	63	23	67	19
Total	253	395	304	430	343	390	248	322	194	342	143

External	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
AA	4	5	7	1	6	6	4	3	3	6	2
ATH	1	4	2	6	3	3	1	4	2	2	3
FOUND	5	6	6	16	10	13	5	16	6	8	6
KSSU	1	3	5	7	3	2	2	2	2	5	1
Total	11	18	20	30	22	24	12	25	13	21	12

Supervisor for Employee	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Supervisor	93	100	92	93	100	91	66	73	51	83	63

# Interpersonal Must Haves

Classification	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Executive	2	49	13	47	3	60	32	3	55	15
USS	24	73	195	226	80	163	115	37	96	69
Unclassified	7	115	128	230	48	189	160	23	185	115
Faculty	8	69	17	82	16	102	77	11	71	46
Total	41	306	353	585	147	514	384	74	407	245

Supervisory Status	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Supervisor	11	71	70	147	13	169	105	19	121	42
Non-Supervisor	26	165	229	337	112	253	220	42	211	162
Student Supervisor	4	70	54	101	22	92	59	13	75	41
Total	41	306	353	585	147	514	384	74	407	245

Location	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Manhattan Campus	38	280	315	511	126	450	328	61	363	210
Polytechnic Campus	1	10	8	17	2	15	10	4	11	9
Olathe Campus	0	3	3	8	1	7	6	1	6	5
Other	2	13	27	49	18	42	40	8	27	21
Total	41	306	353	585	147	514	384	74	407	245

Length of Service	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Less than 5 years	18	123	116	223	58	184	155	31	148	105
5-10 years	9	63	74	123	31	112	86	14	92	50
11-15 years	3	37	40	58	17	60	39	8	41	20
15+ years	11	83	123	181	41	158	104	21	126	70
Total	41	306	353	585	147	514	384	74	407	245

Educational Attainment	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Some High School	0	0	1	2	0	2	1	0	0	0
High School Graduate/GED	6	11	42	44	19	26	19	7	12	8
Some College	9	25	76	82	31	63	40	15	36	24
Associate's Degree	3	12	36	43	15	36	23	3	17	7
Bachelor's Degree	9	56	105	153	33	110	92	17	102	80
Some Graduate School	2	23	26	45	10	32	25	6	26	15
Master's Degree (ex: MA, MS, MBA)	1	110	56	127	20	149	119	15	128	63
Doctoral Degree (ex: JD, Ph.D, Ed.D)	11	69	11	89	19	96	65	11	86	48
Total	41	306	353	585	147	514	384	74	407	245

External	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
AA	0	10	7	12	1	6	5	0	5	2
ATH	0	2	4	7	1	4	4	0	3	2
FOUND	0	5	12	20	5	9	14	2	20	5
KSSU	0	1	6	6	0	5	1	1	3	3
Total	0	18	29	45	7	24	24	3	31	12

Supervisor for Employee	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Supervisor	24	96	182	244	107	138	85	53	62	39



# Interpersonal Nice to Haves

Classification	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Executive	6	34	16	30	15	54	52	21	44	25
USS	54	102	43	110	89	164	135	91	132	118
Unclassified	42	140	66	136	63	193	164	79	171	151
Faculty	19	60	20	49	43	84	74	38	100	61
Total	121	336	145	325	210	495	425	229	447	355

Supervisory Status	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Supervisor	24	89	40	97	47	135	116	49	133	81
Non-Supervisor	76	181	84	167	136	255	227	140	232	206
Student Supervisor	21	66	21	61	27	105	82	40	82	68
Total	121	336	145	325	210	495	425	229	447	355

Location	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Manhattan Campus	103	301	126	282	186	435	387	189	384	320
Polytechnic Campus	2	5	5	7	7	15	9	7	13	10
Olathe Campus	3	7	3	5	0	7	7	8	7	3
Other	13	23	11	31	17	38	22	25	43	22
Total	121	336	145	325	210	495	425	229	447	355

Length of Service	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Less than 5 years	41	120	58	123	83	184	162	84	154	140
5-10 years	21	78	29	71	42	97	97	58	98	84
11-15 years	10	38	16	32	19	59	56	22	62	36
15+ years	49	100	42	99	66	155	110	65	133	95
Total	121	336	145	325	210	495	425	229	447	355

Educational Attainment	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Some High School	0	1	0	0	2	0	1	2	0	0
High School Graduate/GED	10	16	2	14	16	29	26	19	21	21
Some College	23	31	20	49	33	60	42	26	42	42
Associate's Degree	8	22	9	19	16	32	22	16	24	21
Bachelor's Degree	31	95	46	80	45	123	110	58	108	83
Some Graduate School	9	22	9	21	9	35	31	11	34	30
Master's Degree (ex: MA, MS, MBA)	20	90	41	94	48	122	109	59	126	99
Doctoral Degree (ex: JD, Ph.D, Ed.D)	20	59	18	48	41	94	84	38	92	59
Total	121	336	145	325	210	495	425	229	447	355

External	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
AA	0	4	4	5	3	7	10	1	8	5
ATH	2	3	0	4	3	8	3	3	1	2
FOUND	2	11	3	6	5	15	16	5	10	15
KSSU	2	2	2	2	1	4	7	3	2	2
Total	6	20	9	17	12	34	36	12	21	24

Supervisor for Employee	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Supervisor	41	88	59	87	101	144	135	97	86	75

# Essential Skills Must Haves

Classification	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Executive	16	72	43	13	23	40	33	21	29	33	37	50	8	28	27	11	21
USS	104	187	131	76	93	68	35	29	101	175	156	115	14	103	141	38	80
Unclassified	73	238	116	98	117	90	79	68	123	116	132	190	31	90	118	35	108
Faculty	31	104	44	37	40	63	38	38	48	50	47	66	16	57	61	25	70
Total	224	601	334	224	273	261	185	156	301	374	372	421	69	278	347	109	279

Supervisory Status	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Supervisor	60	197	106	64	82	78	71	52	94	110	111	142	25	83	107	35	67
Non-Supervisor	122	272	161	105	121	110	77	62	138	191	179	188	30	127	166	48	147
Student Supervisor	42	132	67	55	70	73	37	42	69	73	82	91	14	68	74	26	65
Total	224	601	334	224	273	261	185	156	301	374	372	421	69	278	347	109	279

Location	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Manhattan Campus	201	547	292	202	238	241	166	122	265	320	337	376	63	244	297	101	237
Polytechnic Campus	4	16	11	6	8	7	7	5	11	12	12	11	0	9	13	2	9
Olathe Campus	3	4	4	3	3	2	3	3	6	6	2	8	0	3	4	1	4
Other	16	34	27	13	24	11	9	26	19	36	21	26	6	22	33	5	29
Total	224	601	334	224	273	261	185	156	301	374	372	421	69	278	347	109	279

Length of Service	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Less than 5 years	95	224	103	99	103	103	76	58	121	121	130	152	32	96	119	38	116
5-10 years	52	118	64	53	66	51	36	33	70	82	83	104	15	59	70	17	55
11-15 years	21	66	37	18	32	37	17	15	32	42	32	50	6	42	46	19	36
15+ years	56	193	130	54	72	70	56	50	78	129	127	115	16	81	112	35	72
Total	224	601	334	224	273	261	185	156	301	374	372	421	69	278	347	109	279

Educational Attainment	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Some High School	1	0	1	1	1	0	0	0	1	1	2	0	0	1	1	0	0
High School Graduate/GED	16	21	31	8	5	11	5	1	12	32	34	16	3	19	29	7	16
Some College	39	79	51	26	37	23	13	13	33	67	57	49	7	39	50	15	26
Associate's Degree	8	40	20	12	19	14	5	4	20	38	34	18	5	21	29	8	15
Bachelor's Degree	61	149	75	59	76	45	39	35	79	101	97	116	12	66	90	21	56
Some Graduate School	12	47	26	16	21	16	10	13	25	20	20	35	3	12	19	5	24
Master's Degree (ex: MA, MS, MBA)	55	151	96	60	80	84	68	50	76	66	74	123	18	61	69	31	76
Doctoral Degree (ex: JD, Ph.D, Ed.D)	32	114	34	42	34	68	45	40	55	49	54	64	21	59	60	22	66
Total	224	601	334	224	273	261	185	156	301	374	372	421	69	278	347	109	279

External	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
AA	4	7	3	2	6	8	3	1	5	6	4	5	1	5	5	0	4
ATH	3	5	5	1	3	3	0	1	4	3	4	0	0	4	5	0	2
FOUND	6	14	5	6	8	4	2	1	12	5	12	10	8	3	7	1	9
KSSU	4	7	4	1	5	3	2	0	1	3	4	1	0	3	7	0	2
Total	17	33	17	10	22	18	7	3	22	17	24	16	9	15	24	1	17

Supervisor for Employee	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Supervisor	62	195	151	88	47	74	65	18	91	133	153	92	33	57	150	36	30

# Essential Skills Nice to Haves

Classification	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Executive	19	16	30	26	21	28	31	21	37	32	26	26	14	30	30	22	54
USS	108	98	113	98	92	73	81	53	116	74	84	81	56	148	84	67	130
Unclassified	107	74	108	96	83	59	95	90	140	112	91	124	62	143	119	74	139
Faculty	38	32	37	40	32	43	54	61	58	48	32	45	20	65	66	34	79
Total	272	220	288	260	228	203	261	225	351	266	233	276	152	386	299	197	402

Supervisory Status	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Supervisor	79	55	89	67	68	68	94	59	118	87	77	83	42	102	92	55	134
Non-Supervisor	127	115	131	139	117	82	119	107	163	119	109	125	71	201	144	92	168
Student Supervisor	66	50	68	54	43	53	48	59	70	60	47	68	39	83	63	50	100
Total	272	220	288	260	228	203	261	225	351	266	233	276	152	386	299	197	402

Location	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Manhattan Campus	248	187	260	233	207	185	226	192	314	235	208	246	133	347	265	174	356
Polytechnic Campus	5	10	10	4	9	7	4	8	11	8	8	5	7	4	8	7	8
Olathe Campus	3	6	1	4	2	1	4	4	4	4	3	4	2	5	4	2	2
Other	16	17	17	19	10	10	27	21	22	19	14	21	10	30	22	14	36
Total	272	220	288	260	228	203	261	225	351	266	233	276	152	386	299	197	402

Length of Service	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Less than 5 years	102	78	96	98	87	67	97	92	129	100	80	105	49	139	108	86	159
5-10 years	63	46	55	60	47	41	57	44	82	58	51	55	40	83	65	32	86
11-15 years	26	20	40	40	25	24	28	29	44	35	31	37	20	42	29	17	43
15+ years	81	76	97	62	69	71	79	60	96	73	71	79	43	122	97	62	114
Total	272	220	288	260	228	203	261	225	351	266	233	276	152	386	299	197	402

Educational Attainment	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Some High School	0	2	1	1	0	0	1	0	1	1	0	0	0	1	0	0	0
High School Graduate/GED	18	25	17	14	15	9	9	8	17	15	18	13	6	23	14	5	16
Some College	32	30	50	40	32	24	30	19	48	22	34	37	22	46	36	31	45
Associate's Degree	24	14	26	18	22	9	17	9	20	6	8	15	12	32	16	11	25
Bachelor's Degree	66	55	65	69	56	48	56	42	84	81	62	67	44	96	72	45	102
Some Graduate School	22	11	20	18	14	13	19	12	21	27	18	18	19	28	25	8	18
Master's Degree (ex: MA, MS, MBA)	68	53	66	57	59	53	81	78	100	56	60	78	29	99	78	58	113
Doctoral Degree (ex: JD, Ph.D, Ed.D)	42	30	43	43	30	47	48	57	60	58	33	48	20	61	58	39	83
Total	272	220	288	260	228	203	261	225	351	266	233	276	152	386	299	197	402

External	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
AA	3	3	3	5	2	3	5	1	6	2	6	6	3	3	5	3	5
ATH	1	2	3	3	2	2	3	2	4	2	1	6	1	4	3	2	6
FOUND	3	7	8	9	3	5	7	4	8	8	8	9	3	9	6	2	9
KSSU	3	1	3	5	1	4	2	1	4	5	1	3	0	5	0	2	3
Total	10	13	17	22	8	14	17	8	22	17	16	24	7	21	14	9	23

Supervisor for Employee	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Supervisor	85	70	91	81	46	65	69	33	110	82	83	87	57	96	81	62	100

# Leadership Must Haves

Classification	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Executive	86	9	27	68	30	48
USS	212	98	78	210	66	161
Unclassified	231	57	133	223	114	174
Faculty	105	20	56	117	87	48
Total	634	184	294	618	297	431

Supervisory Status	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Supervisor	222	28	66	211	92	122
Non-Supervisor	285	120	160	285	113	230
Student Supervisor	127	36	68	122	92	79
Total	634	184	294	618	297	431

Location	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Manhattan Campus	549	157	262	550	273	379
Polytechnic Campus	17	8	9	11	14	16
Olathe Campus	8	1	3	6	3	7
Other	60	18	20	51	7	29
Total	634	184	294	618	297	431

Length of Service	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Less than 5 years	234	53	111	217	130	165
5-10 years	135	40	65	130	63	89
11-15 years	67	13	40	81	28	54
15+ years	198	78	78	190	76	123
Total	634	184	294	618	297	431

Educational Attainment	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Some High School	2	0	0	1	1	0
High School Graduate/GED	35	18	21	29	9	26
Some College	80	39	33	85	24	54
Associate's Degree	40	17	7	43	11	31
Bachelor's Degree	146	54	65	133	56	136
Some Graduate School	52	8	20	36	24	26
Master's Degree (ex: MA, MS, MBA)	166	29	96	176	79	110
Doctoral Degree (ex: JD, Ph.D, Ed.D)	113	19	52	115	93	48
Total	634	184	294	618	297	431

External	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
AA	9	2	4	8	2	9
ATH	5	0	2	4	6	3
FOUND	18	2	14	11	8	16
KSSU	8	3	2	6	1	3
Total	40	7	22	29	17	31

Supervisor for Employee	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Supervisor	171	47	57	191	59	154

# Leadership Nice to Haves

<b>Classification</b>	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Executive	31	18	49	51	58	53
USS	128	111	106	134	139	179
Unclassified	171	105	164	158	156	190
Faculty	73	35	94	87	99	66
<b>Total</b>	<b>403</b>	<b>269</b>	<b>413</b>	<b>430</b>	<b>452</b>	<b>488</b>

<b>Supervisory Status</b>	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Supervisor	108	71	142	118	139	148
Non-Supervisor	210	156	185	214	206	236
Student Supervisor	85	42	86	98	107	104
<b>Total</b>	<b>403</b>	<b>269</b>	<b>413</b>	<b>430</b>	<b>452</b>	<b>488</b>

<b>Location</b>	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Manhattan Campus	355	237	360	382	395	433
Polytechnic Campus	15	9	8	12	11	15
Olathe Campus	5	3	9	10	6	6
Other	28	20	36	26	40	34
<b>Total</b>	<b>403</b>	<b>269</b>	<b>413</b>	<b>430</b>	<b>452</b>	<b>488</b>

<b>Length of Service</b>	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Less than 5 years	143	113	166	143	152	169
5-10 years	94	43	96	100	99	96
11-15 years	46	34	39	53	55	65
15+ years	120	79	112	134	146	158
<b>Total</b>	<b>403</b>	<b>269</b>	<b>413</b>	<b>430</b>	<b>452</b>	<b>488</b>

<b>Educational Attainment</b>	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Some High School	0	0	0	1	1	2
High School Graduate/GED	24	19	14	27	26	22
Some College	47	44	48	45	47	69
Associate's Degree	25	18	14	24	26	32
Bachelor's Degree	100	76	90	100	105	119
Some Graduate School	25	11	28	31	34	39
Master's Degree (ex: MA, MS, MBA)	108	66	126	106	123	132
Doctoral Degree (ex: JD, Ph.D, Ed.D)	74	35	93	96	90	73
<b>Total</b>	<b>403</b>	<b>269</b>	<b>413</b>	<b>430</b>	<b>452</b>	<b>488</b>

<b>External</b>	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
AA	7	6	6	7	5	5
ATH	6	5	5	5	1	4
FOUND	8	6	8	18	13	14
KSSU	2	1	4	6	5	5
<b>Total</b>	<b>23</b>	<b>18</b>	<b>23</b>	<b>36</b>	<b>24</b>	<b>28</b>

<b>Supervisor for Employee</b>	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Supervisor	109	77	81	121	102	128





# Supervisors

<b>Must Have</b>	Building Effective Teams	Coaching/Mentoring	Cultural Competence/ Multi-generational Workplaces	Diversity Awareness	Effective Delegation	Effectively Managing Meetings	Ethics	Managing and Resolving Conflict	Managing Change	Managing Difficult Behavior	Managing Difficult Conversations	Managing Up	Performance Review	Process Improvement	Self-Awareness	Strategic Planning	Understanding University Policy and Procedures
Supervisor	226	170	91	103	155	75	98	193	109	177	169	60	151	114	39	153	163

<b>Nice to Have</b>	Building Effective Teams	Coaching/Mentoring	Cultural Competence/ Multi-generational Workplaces	Diversity Awareness	Effective Delegation	Effectively Managing Meetings	Ethics	Managing and Resolving Conflict	Managing Change	Managing Difficult Behavior	Managing Difficult Conversations	Managing Up	Performance Review	Process Improvement	Self-Awareness	Strategic Planning	Understanding University Policy and Procedures
Supervisor	121	157	169	150	141	145	134	137	153	127	139	118	120	144	88	136	119

<b>Less Necessary</b>	Building Effective Teams	Coaching/Mentoring	Cultural Competence/ Multi-generational Workplaces	Diversity Awareness	Effective Delegation	Effectively Managing Meetings	Ethics	Managing and Resolving Conflict	Managing Change	Managing Difficult Behavior	Managing Difficult Conversations	Managing Up	Performance Review	Process Improvement	Self-Awareness	Strategic Planning	Understanding University Policy and Procedures
Supervisor	32	49	104	100	75	135	114	40	99	53	53	172	98	100	222	86	95

<b>USS Supervisors Knowledge of Current Programs</b>	Extremely familiar	Very familiar	Moderately familiar	Slightly familiar	Not familiar at all
LearnSmart	4	9	19	24	49
Pryor Learning (Fred Pryor)	5	11	21	24	44
Lynda.com	0	1	7	15	82
Introduction to Supervision	40	40	12	7	6
<b>Total</b>	49	61	59	70	181

<b>Unclassified Supervisors Knowledge of Current Programs</b>	Extremely familiar	Very familiar	Moderately familiar	Slightly familiar	Not familiar at all
LearnSmart	16	21	39	53	297
Pryor Learning (Fred Pryor)	19	31	67	70	239
Lynda.com	29	23	35	46	293
Introduction to Supervision	44	78	59	58	187
Coffman Leadership Institute	75	62	58	73	158
Directors' Roundtable	32	32	30	45	278
<b>Total</b>	215	247	288	345	1452



# Supervisor for their Employees

Communication Must Haves	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Supervisor	99	150	220	77	152	76	48	44	16	82	47

Communication Nice to Haves	Basic Grammar and Punctuation	Business Communication	Effective Listening	Effective Presentation Skills	Essential E-mail Communications	Nonverbal Skills	Proofreading	Public Speaking	Taking Meeting Minutes	Technical Communications (manuals, instructions, grants, etc.)	Telephone Skills
Supervisor	93	100	92	93	100	91	66	73	51	83	63

Essential Skills Must Haves	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Supervisor	62	195	151	88	47	74	65	18	91	133	153	92	33	57	150	36	30

Essential Skills Nice to Haves	Building Confidence and Self-Esteem	Critical Thinking	Dealing with Change	Developing a Professional Image	Developing Assertiveness	Diversity Awareness	Emotional Intelligence	Establishing a Social Media Presence	Goal Setting/ Individualized Development Plan	Organizational Skills	Problem-Solving	Project Management	Self-Awareness	Stress Management	Time Management	Understanding Ethics	Work/Life Balance
Supervisor	85	70	91	81	46	65	69	33	110	82	83	87	57	96	81	62	100

Interpersonal Skills Must Haves	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Supervisor	24	96	182	244	107	138	85	53	62	39

Interpersonal Skills Nice to Haves	Anger Management	Cultural Competence	Customer Service	Effective Teamwork	Getting Along with Others	Managing Difficult Behaviors and Personality Conflicts	Managing Difficult Conversations	Managing Gossip in the Workplace	Negotiating, Persuading, and Influencing	Networking
Supervisor	41	88	59	87	101	144	135	97	86	75

Leadership Must Haves	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Supervisor	171	47	57	191	59	154

Leadership Nice to Haves	Building Effective Teams	Business Ethics	Effectively Managing Meetings	Managing and Resolving Conflict	Mentoring	Process Improvement
Supervisor	109	77	81	121	102	128

Technology Must Haves	Adobe Acrobat	Adobe InDesign	Adobe Photoshop	Applicant Tracking System (PageUp People)	Application Basics (Cell Phone & Tablet apps)	Camtasia	Canvas	Computer Basics	Computer Keyboarding	Computer Troubleshooting	FIS	HRIS	KSIS	Managing Website Data	Mediasite	Microsoft Access	Microsoft Excel	Microsoft OneDrive	Microsoft Outlook	Microsoft Planner	Microsoft PowerPoint	Microsoft Publisher	Microsoft Word	NVivo	Qualtrics	Social Media (Twitter, Instagram, Facebook, LinkedIn, Snapchat)	Zoom
Supervisor	99	25	27	60	0	8	63	144	82	61	46	97	88	58	12	45	207	63	167	37	79	29	176	6	60	41	83

Technology Nice to Haves	Adobe Acrobat	Adobe InDesign	Adobe Photoshop	Applicant Tracking System (PageUp People)	Application Basics (Cell Phone & Tablet apps)	Camtasia	Canvas	Computer Basics	Computer Keyboarding	Computer Troubleshooting	FIS	HRIS	KSIS	Managing Website Data	Mediasite	Microsoft Access	Microsoft Excel	Microsoft OneDrive	Microsoft Outlook	Microsoft Planner	Microsoft PowerPoint	Microsoft Publisher	Microsoft Word	NVivo	Qualtrics	Social Media (Twitter, Instagram, Facebook, LinkedIn, Snapchat)	Zoom
Supervisor	119	69	82	69	0	33	79	42	55	105	36	82	68	97	43	88	80	103	75	89	112	74	67	23	95	105	115

# Programs and Certificates Rank 1

Classification					
	USS	Executive	Faculty	Unclassified	Grand Total
Administrative Assistant Certificate	76	4	2	15	97
Conflict Management Certificate	23	13	21	40	97
Diversity Awareness Certificate	24	17	36	38	115
HCS Liaison Certificate Program	39	3	1	12	55
Leadership Development Program	45	40	73	129	287
Mentoring Program	31	6	59	43	139
Project Management Certificate	39	30	29	128	226
Unclassified Supervisory Program	44	29	24	94	191
University Support Staff Supervisory Program	128	9	13	25	175
<b>Grand Total</b>	<b>449</b>	<b>151</b>	<b>258</b>	<b>524</b>	<b>1382</b>

Supervisory Status				
	Non-Supervisor	Student Supervisor	Supervisor	Grand Total
Administrative Assistant Certificate	62	20	15	97
Conflict Management Certificate	55	17	25	97
Diversity Awareness Certificate	55	33	27	115
HCS Liaison Certificate Program	32	12	11	55
Leadership Development Program	130	70	87	287
Mentoring Program	79	35	25	139
Project Management Certificate	131	45	50	226
Unclassified Supervisory Program	75	32	84	191
University Support Staff Supervisory Program	71	35	69	175
<b>Grand Total</b>	<b>690</b>	<b>299</b>	<b>393</b>	<b>1382</b>

Work Location					
	Manhattan Campus	Olathe Campus	Other	Polytechnic Campus	Grand Total
Administrative Assistant Certificate	86	2	6	3	97
Conflict Management Certificate	88	1	5	3	97
Diversity Awareness Certificate	107		7	1	115
HCS Liaison Certificate Program	51		4		55
Leadership Development Program	241	8	28	10	287
Mentoring Program	124	1	8	6	139
Project Management Certificate	195	4	20	7	226
Unclassified Supervisory Program	165	3	18	5	191
University Support Staff Supervisory Program	159	1	11	4	175
<b>Grand Total</b>	<b>1216</b>	<b>20</b>	<b>107</b>	<b>39</b>	<b>1382</b>

# Programs and Certificates Rank 2

Job Classification	USS	Executive	Faculty	Unclassified	Grand Total
Administrative Assistant Certificate	38	4	3	7	52
Conflict Management Certificate	29	15	26	70	140
Diversity Awareness Certificate	29	13	32	39	113
HCS Liaison Certificate	25	5	3	7	40
Leadership Development Program	78	29	51	123	281
Mentoring Program	42	15	53	65	175
Project Management Certificate	39	20	36	93	188
Unclassified Supervisory Program	78	26	33	60	197
University Support Staff Supervisory Program	91	24	21	60	196
<b>Grand Total</b>	<b>449</b>	<b>151</b>	<b>258</b>	<b>524</b>	<b>1382</b>

Supervisory Status	Non-Supervisor	Student Supervisor	Supervisor	Grand Total
Administrative Assistant Certificate	28	14	10	52
Conflict Management Certificate	71	35	34	140
Diversity Awareness Certificate	67	31	15	113
HCS Liaison Certificate	14	12	14	40
Leadership Development Program	149	59	73	281
Mentoring Program	84	57	34	175
Project Management Certificate	94	39	55	188
Unclassified Supervisory Program	91	26	80	197
University Support Staff Supervisory Program	92	26	78	196
<b>Grand Total</b>	<b>690</b>	<b>299</b>	<b>393</b>	<b>1382</b>

Work Location	Manhattan Campus	Olathe Campus	Other	Polytechnic Campus	Grand Total
Administrative Assistant Certificate	50		1	1	52
Conflict Management Certificate	118	2	16	4	140
Diversity Awareness Certificate	101	1	5	6	113
HCS Liaison Certificate	37	1	2		40
Leadership Development Program	244	4	26	7	281
Mentoring Program	156		13	6	175
Project Management Certificate	163	5	15	5	188
Unclassified Supervisory Program	178	4	9	6	197
University Support Staff Supervisory Program	169	3	20	4	196
<b>Grand Total</b>	<b>1216</b>	<b>20</b>	<b>107</b>	<b>39</b>	<b>1382</b>

# Programs and Certificates Rank 3

Job Classification					
	USS	Executive	Faculty	Unclassified	Grand Total
Administrative Assistant Certificate	29	7	3	9	48
Conflict Management Certificate	70	25	43	75	213
Diversity Awareness Certificate	40	12	27	48	127
HCS Liaison Certificate	28	2	2	11	43
Leadership Development Program	72	17	42	97	228
Mentoring Program	68	28	52	108	256
Project Management Certificate	41	14	34	67	156
Unclassified Supervisory Program	51	21	29	66	167
University Support Staff Supervisory Program	50	25	26	43	144
<b>Grand Total</b>	<b>449</b>	<b>151</b>	<b>258</b>	<b>524</b>	<b>1382</b>

Supervisory Status				
	Non-Supervisor	Student Supervisor	Supervisor	Grand Total
Administrative Assistant Certificate	23	8	17	48
Conflict Management Certificate	112	37	64	213
Diversity Awareness Certificate	60	31	36	127
HCS Liaison Certificate	22	7	14	43
Leadership Development Program	122	53	53	228
Mentoring Program	126	55	75	256
Project Management Certificate	76	42	38	156
Unclassified Supervisory Program	83	37	47	167
University Support Staff Supervisory Program	66	29	49	144
<b>Grand Total</b>	<b>690</b>	<b>299</b>	<b>393</b>	<b>1382</b>

Work Location					
	Manhattan Campus	Olathe Campus	Other	Polytechnic Campus	Grand Total
Administrative Assistant Certificate	45	0	2	1	48
Conflict Management Certificate	189	3	19	2	213
Diversity Awareness Certificate	117	1	6	3	127
HCS Liaison Certificate	37	1	2	3	43
Leadership Development Program	206	4	14	4	228
Mentoring Program	219	5	25	7	256
Project Management Certificate	131	4	13	8	156
Unclassified Supervisory Program	142	2	18	5	167
University Support Staff Supervisory Program	130	0	8	6	144
<b>Grand Total</b>	<b>1216</b>	<b>20</b>	<b>107</b>	<b>39</b>	<b>1382</b>

# Overall Feeling

Classification	Does not describe my feelings	Slightly describes my feelings	Moderately describes my feelings	Mostly describes my feelings	Clearly describes my feelings	Grand Total
USS	91	96	136	107	46	476
Executive	10	20	53	47	18	148
Faculty	34	46	85	97	35	297
Unclassified	70	108	164	155	73	570
<b>Grand Total</b>	<b>205</b>	<b>270</b>	<b>438</b>	<b>406</b>	<b>172</b>	<b>1491</b>

Supervisory Status	Does not describe my feelings	Slightly describes my feelings	Moderately describes my feelings	Mostly describes my feelings	Clearly describes my feelings	Grand Total
Non-Supervisor	124	148	206	186	95	759
Student Supervisor	39	61	99	91	38	328
Supervisor	42	61	133	129	39	404
<b>Grand Total</b>	<b>205</b>	<b>270</b>	<b>438</b>	<b>406</b>	<b>172</b>	<b>1491</b>

Work Location	Does not describe my feelings	Slightly describes my feelings	Moderately describes my feelings	Mostly describes my feelings	Clearly describes my feelings	Grand Total
Manhattan Campus	190	237	398	346	137	1308
Polytechnic Campus	4	12	12	15	2	45
Olathe Campus	3	2	3	8	6	22
Other	8	19	25	37	27	116
<b>Grand Total</b>	<b>205</b>	<b>270</b>	<b>438</b>	<b>406</b>	<b>172</b>	<b>1491</b>

# Training Barriers

Classification	Workload is too great	There is no staff coverage	Lack of supervisor/management support	Unit/department doesn't have budget	Training location is inconvenient	Training is not offered when needed	Training content is not relevant	Online registration issues with HRIS	Other
Executive	95	18	6	1	12	26	66	1	37
USS	192	117	54	0	68	68	176	1	105
Unclassified	237	77	20	0	86	69	256	5	120
Faculty	151	12	18	3	34	49	122	1	78
Total	675	224	98	4	200	212	620	8	340

Supervisory Status	Workload is too great	There is no staff coverage	Lack of supervisor/management support	Unit/department doesn't have budget	Training location is inconvenient	Training is not offered when needed	Training content is not relevant	Online registration issues with HRIS	Other
Supervisor	234	56	18	3	60	72	157	1	104
Non-Supervisor	293	108	62	1	99	97	339	5	162
Student Supervisor	148	60	18	0	41	43	124	2	74
Total	675	224	98	4	200	212	620	8	340

Location	Workload is too great	There is no staff coverage	Lack of supervisor/management support	Unit/department doesn't have budget	Training location is inconvenient	Training is not offered when needed	Training content is not relevant	Online registration issues with HRIS	Other
Manhattan Campus	614	208	86	4	111	191	565	8	294
Polytechnic Campus	20	9	4	0	14	8	14	0	6
Olathe Campus	6	0	0	0	15	1	6	0	6
Other	35	7	8	0	60	12	35	0	34
Total	675	224	98	4	200	212	620	8	340

# Heard of Trainings

Classification	K-State Today articles	Human Capital Services Twitter account	Human Capital Services Website	Pulse Calendar	Biweekly Learning and Development Opportunities emails (sent to HCS liaisons)	HCS Liaison	HRIS	I have not heard about Learning and Development offerings	Other
Executive	134	3	27	9	5	34	27	21	13
USS	314	2	89	8	13	67	132	99	39
Unclassified	398	8	54	9	7	79	122	129	43
Faculty	190	4	14	1	0	23	39	101	24
<b>Total</b>	<b>1036</b>	<b>17</b>	<b>184</b>	<b>27</b>	<b>25</b>	<b>203</b>	<b>320</b>	<b>350</b>	<b>119</b>

Supervisory Status	K-State Today articles	Human Capital Services Twitter account	Human Capital Services Website	Pulse Calendar	Biweekly Learning and Development Opportunities emails (sent to HCS liaisons)	HCS Liaison	HRIS	I have not heard about Learning and Development offerings	Other
Supervisor	335	4	67	12	4	73	81	73	44
Non-Supervisor	489	6	88	10	19	93	171	210	45
Student Supervisor	212	7	29	5	2	37	68	67	30
<b>Total</b>	<b>1036</b>	<b>17</b>	<b>184</b>	<b>27</b>	<b>25</b>	<b>203</b>	<b>320</b>	<b>350</b>	<b>119</b>

Location	K-State Today articles	Human Capital Services Twitter account	Human Capital Services Website	Pulse Calendar	Biweekly Learning and Development Opportunities emails (sent to HCS liaisons)	HCS Liaison	HRIS	I have not heard about Learning and Development offerings	Other
Manhattan Campus	933	15	166	24	25	191	283	290	102
Polytechnic Campus	18	1	5	0	0	4	11	17	6
Olathe Campus	20	1	2	1	0	3	3	2	3
Other	65	0	11	2	0	5	23	41	8
<b>Total</b>	<b>1036</b>	<b>17</b>	<b>184</b>	<b>27</b>	<b>25</b>	<b>203</b>	<b>320</b>	<b>350</b>	<b>119</b>

# Preferred Training Method

<b>Classification</b>	In-Person Training	Live Web-based Training (Webinars)	On Demand Web-Based Training (Recorded Webinars)	Brown Bag Lunch	Training via Zoom	Other
Executive	128	78	91	37	54	1
USS	377	216	268	70	81	12
Unclassified	414	274	357	135	162	13
Faculty	200	96	174	64	68	16
<b>Total</b>	<b>1119</b>	<b>664</b>	<b>890</b>	<b>306</b>	<b>365</b>	<b>42</b>

<b>Supervisory Status</b>	In-Person Training	Live Web-based Training (Webinars)	On Demand Web-Based Training (Recorded Webinars)	Brown Bag Lunch	Training via Zoom	Other
Supervisor	335	208	266	89	125	10
Non-Supervisor	562	335	432	159	179	18
Student Supervisor	222	121	192	58	61	14
<b>Total</b>	<b>1119</b>	<b>664</b>	<b>890</b>	<b>306</b>	<b>365</b>	<b>42</b>

<b>Location</b>	In-Person Training	Live Web-based Training (Webinars)	On Demand Web-Based Training (Recorded Webinars)	Brown Bag Lunch	Training via Zoom	Other
Manhattan Campus	1003	565	781	266	278	37
Polytechnic Campus	36	23	23	12	18	0
Olathe Campus	14	12	14	7	13	1
Other	66	64	72	21	56	4
<b>Total</b>	<b>1119</b>	<b>664</b>	<b>890</b>	<b>306</b>	<b>365</b>	<b>42</b>



# Appendix B: Text Responses

All 443 responses to the questions, “Please provide any additional feedback on how Learning and Development in Human Capital Services can assist you and/or your department in achieving your professional development needs in the box below” are listed in this appendix. The responses are sorted both by sentiment and trend. Clicking on the below hyperlinks will bring you to the page within the appendix that corresponds to the sentiment or trend listed.

*Comments contained in this appendix are verbatim responses taken directly from the Professional Development Needs Assessment.*

## Sentiment:

<a href="#">Positive Responses</a> .....	<a href="#">p. B2-3</a>
<a href="#">Neutral Responses</a> .....	<a href="#">p. B4-24</a>
<a href="#">Negative Responses</a> .....	<a href="#">p. B25-44</a>

## Trends:

<a href="#">Increase Training Flexibility</a> .....	<a href="#">p. B45-47</a>
<a href="#">Lack of Budget/Compensation</a> .....	<a href="#">p. B48-56</a>
<a href="#">Lack of Support</a> .....	<a href="#">p. B57-62</a>
<a href="#">Not Providing Needed Trainings</a> .....	<a href="#">p. B63-74</a>
<a href="#">Unaware of L&amp;D Offerings</a> .....	<a href="#">p. B75-76</a>
<a href="#">Other</a> .....	<a href="#">p. B77-87</a>

# Positive Text Responses

- My supervisors are very supportive of professional development. They encourage and expect it. I have been employed by K State for about a year and a half now, and this, the culture of growth and improvement, is one of things that make it great to come to work every day. My position is funded by a long-term grant, and grant deliverables must be met, so my biggest roadblock to professional development is workload for meeting grant deliverables. Permanent funding may help remove that roadblock.
- This is the first time I have been contacted about my needs. Never has anyone in my department asked or presented opportunities. Thank you.
- L & D is great at KSU. Supervisors need to encourage attending L & D training.
- There is an excellent opportunity for HCS to engage in raising awareness and providing training in the areas of Positive Psychology, Positive Leadership, and The Outward Mindset Philosophy to drive even high levels of engagement, a healthy work environment, happiness, and greater success.
- Over the years, I've participated in a number of learning and development opportunities and benefited from them. But I've already taken the most frequently offered classes that are relevant to my position and professional needs.
- I have taken a lot of training session thru HCS and always found them to be very informative and well presented. I would like to see more topics available especially in the leadership area since I took the Classified supervisor training many years ago. Thank You for taking the time to ask for our opinion.
- I feel that KSU does a super job at offering various types of Learning and Development services. I think that some of the people who should attend some of these classes are not being mentored to attend, hence there are gaps in teamwork and offices become ineffective. But maybe there needs to be a workshop on office cohesiveness or "how to work together", versus individual workshops.
- We are encouraged to get personal development as needed.
- My work place is very supportive for opportunity for growth
- I really enjoyed the listening workshop I attended a few years ago. I also enjoy hearing real stories from professionals with more experience than me. The mentoring they can offer is invaluable.
- We need to track the training by employee by department and unit within HRIS. We appreciate all you have done so far and the progress that has been made!
- The supervisor program was relevant and high quality. Our office has requested additional PD support, e.g., customer service and change management. It has been well received. The PD department has done an exemplary job.

# Positive Text Responses

- My department provides excellent professional development opportunities. What few events sponsored by HR I attend needs to be over like a long lunch hour so I can fit it into my very busy work schedule or at the end of the day so I can go straight from the training to home.
- Thanks for the survey
- Thank you for the opportunity to participate.
- Thank you for allowing staff from external units the opportunity to participate in this survey.
- Learning and Development in HCS does a great job of offering professional growth opportunities.
- I think everything is going great, we are on a path to wonderful success!
- I have been pleased with the support provided by HCS. The training and development that need greater support is from my administrative unit.
- I have always appreciated these professional development opportunities provided at K-State. thank you.
- Good Luck!!!!.
- good efforts for professional and development
- Willing to get classes scheduled as soon as I can.
- The Learning and Development office is wonderful about helping me always.
- Thanks for this survey. I learned just by participating in it. There was much I was unaware of.
- Thank you.
- Thank you for offering so many opportunities for professional development growth and being proactive to continue life-long learning.
- Continue to keep up the great work you all do.
- K-State GLOBAL CAMPUS does a great job of supporting professional development for its employees!
- Global Campus is very supportive of staff professional development
- thank you for creating this opportunity
- I enjoy the interaction during the learning sessions.

# Neutral Text Responses

- Training available via Zoom would be really helpful for those unable to attend in Manhattan or for those who work on other campuses.
- Continue to simplify the methods (Webinars, etc.) for providing training to off-campus employees.
- Classes to learn computer skills from basic to advance, that are free and available on demand through the internet from our desktops at work as well as from home.
- Would like to see on-demand webinars. We constantly get interrupted while trying to watch and learn. I would take my own time and watch them after hours if they were available. Webinars are very useful. Offering trainings on campus during lunch time for 30 minute trainings would be great. (Time to get there and time to return to walk back to work.) Centrally located. The only other way to offer training would be off campus late afternoons, so we do not have to come back to campus to hunt for a parking place. Please offer a one-day retreat for Microsoft office suite, or a group of specific topics related to work. Give USS a chance to network and focus on a topic that will be beneficial to their work the entire year. Unclassified are given many opportunities to go to conferences year round. USS should be able to have a one day learning retreat once a year. I would consider that a benefit and a great investment to grow, network, learn, and come back refreshed and ready to go.
- Need more online programs like Linda.com for more technical training that we can do at our desk.
- Creating grants/scholarships to assist staff with professional development initiatives, such as progressive achievement certifications, professional association memberships, as well as creating community outreach initiatives to identify and utilize unique training resource opportunities locally.
- Work with established college-run mentoring programs to determine specific needs by college.
- Wanting more professional development and social media ethics pertaining to professional staff.
- Training is required not necessary for RA so we can face and challenge the change of our career life.
- Supportive, respectful environments start at the top and move down. We should do that to encourage cooperation and an educational environment free of judgement and invalidation.
- Provide more skills training to prepare professionals for the digital environment we live in today.
- I work with international students a lot, so any training having to do with diversity, different cultures, or other aspects is especially useful.
- I have not attended all trainings, but it would be nice to leave trainings with tools on specifically what to do in certain situations.

# Neutral Text Responses

- I believe that HCS should reach out to campus professionals to inquire about their level of interest in participating in various committees or task force initiatives. At times, it feels like the selection process is more about who you know and the same individuals are often targeted repeatedly for committee roles. If individuals are interested in participating, HCS could have a master list or database with accompanying credentials to provide a larger pool for committee chairs to choose from and invite to serve. Professional development targeted to the expectations and challenges that serving in these roles bring, could also be developed.
- Advanced training on Adobe Creative Suite would be nice, especially when updates have just come out.
- A list of resources outside of the University would be a great resource. For instance, conferences based on categories or ones people have attending in the past.
- Would like to see topics on Strategic management and goal setting, presented by those well-versed in the field.
- Would like to see more advanced training workshops in technical areas like Adobe Creative Cloud and other media programs.
- Overall, everyone that hire at KSU must take Positive Customer Service training, and also good positive communication training with everyone at KSU. Every 5 years, all employees must take training on positive customer service. Overall it would benefit the students, departments and all workers at KSU.
- Offer classes for those of us that have been here awhile as refresher courses. Mandate supervisory training every 5 years.
- Enhance marketing/promotion to increase awareness of programs/training available - don't just rely on HCS website and K-State today announcements. Provide guidance on university policies specific to professional development for employees - how often, options, costs/funding available, etc. Train supervisors so they can disseminate information to team members and advocate for HCS programs during goal setting or other discussions. This survey is good first step and look forward to seeing outcome in terms of enhanced professional development opportunities for K-State employees.
- I would like to continue improved and learning in my career at Kansas State and have more opportunities to grow in differences areas.
- I urge K-State to consider purchasing an Institutional membership to the National Center for Faculty Development and Diversity. I have heard nothing but rave reviews of their programs. I feel the need for professional development as a first-year faculty and strongly believe that NCFDD membership would radically enhance the university's faculty retention rates and support the kind of diversity enhancement we need here at K-State.
- I also believe there is a strong need for additional/enhanced diversity training related to the recruitment and hiring process (e.g. more in-depth training for search committees).

# Neutral Text Responses

- Provide online training and certificates in fields needed.
- Our department could use a program in AiM computer training. It is used on a daily basis by everyone in this department. I didn't see it listed as part of this survey.
- Offering on line training classes.
- I would like to see more computer training classes offered for things Administrative professionals use like Excel, Word, Access, etc.
- I think it would be a great option to be able to train in other areas during off work hours. That would give a worker a better opportunity to move up to a more challenging position. I also wish online courses were covered fully in the online tuition as well as more credit hours being covered, maybe six credit hours. I do appreciate the tuition assistance and the learn smart programs offered by Kansas State University. I am a very proud employee in the facilities department and also a global campus student.
- Easy and quick access to training on office products and softwares.
- Departments should encourage supervisors to verbally and in writing let support staff know they can do additional training. The most beneficial training for me would be to access from home over the internet. There is no time at my work location for completing training.
- Alot time for learning on work site.
- Making more sessions available via streaming or on-demand.
- I would like to see a lot of training for MS Access. We use it daily in our department since our program has over 650 students. I'm the only one in our department who knows how to set up queries, forms, reports, etc. in MS Access, and my position stays extremely busy. It's hard to self-train with all the interruptions I get. And it doesn't help that my supervisor doesn't realize what my position does or the importance of knowing what all this program can do to help my position less stressful.
- As we are in another county, Zoom and web-based meetings and trainings are greatly appreciated.
- The more you do online that can be done anytime the better.
- Popular times to host these events always seem to fall during the times I am lecturing or in lab. Perhaps some online alternatives would be beneficial to watch on our own schedule.
- Offer training other than over lunch time, maybe online.
- Provide more Zoom-based trainings.
- It supports development but the program cant effectively do its job when it doesn't offer online or outside normal working hour opportunities.
- More schedule options. Over Lunch? Smaller groups with interaction of those attending

# Neutral Text Responses

- As a university professional, myself and colleagues are TOO BUSY to get away for professional development or learning opportunities. The opportunities that the university provides develops us as better employees for the university but not as professionals in our industry.
- It should be built in to our daily, weekly or monthly routine to regularly develop ourselves professionally either through specific on-demand training or through group activities with similar professionals.
- If HCS required this be a daily, weekly or monthly part of work, I think that would be great. "
- It would be nice if more training was offered in the summer when less students were on campus so admin folks could get away from the office to attend them.
- I just don't have the time to attend all or any of the learning sessions. They are a good idea, but I just don't have time.
- I feel like the HCS unit provides timely, important training sessions to those of us on campus. Many don't take advantage of the sessions unless our units/supervisors encourage our participation.
- Offer classes during dining center "off" times so that everyone can attend if they want to and not feel pressured or rushed.
- Wish there was more budget for professional development programs specific to my position, and that other opportunities were open to more people.
- To promote staff retention on campus, institute a minimal cost of living raise (approx 2%) each year to add incentive to stay and stay motivated/feel respected and valued in addition to salary, have a small professional development amount attributed to each person's name for them to use each year built in so we don't have to rely on the department, especially during these tougher budget times for professional development opportunities

# Neutral Text Responses

- The School of Music, Theatre, and Dance does not give each person Development Funding each year, as I know other departments do. Although I do appreciate that our system allows faculty to compete for funds in years when they REALLY need them, it would be nice to just have a set amount go into our DRA accounts each year.
- The greatest need is a budget for external conferences and training that are specialized for specific careers. Manager-level training would also be helpful.
- The employee tuition grant is a major benefit offered to K-State staff. I've found that many employees are unaware of this grant. I've also heard of some colleges/departments not supporting the use of this grant. We are an academic institution and should promote and support life-long learning - even if this occurs during work hours.
- Provide professional development grants so that I can travel outside the university for training specific for my discipline.
- Develop a professional mentoring program where people can get candid feedback and advice from people outside their program to learn how to advance at K-State.
- Professional Development in the IT Technology field must be more than staff meetings and IT Retreats. Networking with IT professionals from other Universities such as happens with the NETC and CHECK conferences is key to finding out what they are doing in relation to what is happening in our own lives. Funding to send people to these types of trainings needs to be prioritized if we are to keep the ITS team a top notch one.
- Most professional development in my area would be technical in nature and would likely have to come from outside sources. Due to budget (or lack thereof), this just does not seem to be an option at this time. I'm not sure that HCS can really assist in this.
- I would like to see an increase in the number of credit hours paid by the University, along with the fees being paid. I am considering getting an MA Certificate, but it is difficult to do this with the fees being charged.
- With money and time these needs can be met elsewhere, but for many it would be nice to have more online, flexible resources for professional development when time permits.
- With budget cuts and being asked to do more with less I imagine this is a daunting task. Thank you for being willing to step into the fray. Also, I have worked in other positions on campus where my professional growth and development was highly valued and taken seriously. That is not the case for the situation I am in now. Although my work is valued, my growth is not, largely because I am staff and not faculty.
- we need grants or something so units that don't have a lot of money can still find ways to get pro dev.



# Neutral Text Responses

- The team I am responsible for is a highly technical IT team. Most of the content of this survey is below the expected technology required to be successful. We require more focused IT systems training not offered by HCS. Our budget has been cut and we aren't getting professional development even though we're adopting new technologies.
- I understand that money of course plays a roll in this as well as time commitment. I also know we are under budget constraints and hiring constraints that will affect this as well. I am hopeful that this can still be a great place to work and continue to develop professionally.
- I feel internal professional growth opportunities are available, but professional growth opportunities outside of K-State are limited due to budget constraints (ie No longer being able to attend user conferences)
- Having on-demand training options would make participating in the training easier in my department as it would take less time. We are struggling to do more with less staff and money.
- Being in the Grants world and central administration there is a lack of funding at the central level for outside training that is afforded to the colleges and also to PreAwards. There needs to be more funding allocated to those of us in specialized areas so that we are able to keep up with our peers.
- As a supervisor in a technical field, it is imperative I keep up on trends and new systems coming to market. Professional development funds were the first thing to be cut by our unit when budgets began to tighten, so keeping up to date is difficult. I do not feel HCS is really in a position to assist in this area, but I do appreciate the training classes offered by HCS so I can continue to develop as an effective leader and competent supervisor.
- Our entire campus is in need of strong leadership and organization. If funds and other support are made more available for faculty in supervisory positions-it would greatly assist in achieving the foundation for strong leadership.
- Might be nice to have professional development topics relevant to my job expressed to my supervisor so they can support and/or encourage my professional development endeavors. It might also be nice to have some sort of compensation structure or increased responsibility following the completion of professional development program.
- I need funding to seek specialized professional development outside the University.
- I am fortunate to have a supervisor and college culture that supports my professional growth and development. In the past, we have had funding to support me in my professional development endeavors. As budget cuts continue, I do not know if funding support for my professional development will be able to continue.

# Neutral Text Responses

- a pay grade title change would be beneficial to me because I have been doing additional duties not included in original administrative assistant job title
- It's never made sense to me how different departments have vastly different professional development funds available for travel and conferences. It would be nice to see the university provide some leadership on making things more equitable between colleges and departments in this area.
- It would be nice to see our budgets be able to handle actual classes on campus. Professional development to me would involve science classes that would broaden my knowledge regarding the laboratory I work in.
- I feel like professional development is discussed and encouraged, but when it actually comes down to doing professional development, there is never any funding for it, so it's something that just falls into the "wouldn't that be nice" category.
- I would like to see more opportunities for those of us in mid career and leadership positions. There is a lot for day to day development but very limited for true professional development. There seems to be a lot of barriers to get to be a part of the opportunities that are available for true growth.
- In order to advance in the library generally you need to have more education. I would like to gain my bachelor's degree from K-State but I currently cannot afford to take time away from work to complete those classes. I would like the opportunity to use the credits Kstate provides to its employees on global campus classes.
- My staff need very specific technical training on research administration and university accounting topics. Those things are available at national conferences, but because of budget constraints and lukewarm support from leadership for sending our USS employees to national conferences our only choice is to offer them some sort of professional development through HCS. I have always found HCS training events to be well organized with good presenters, so no complaints there, it just isn't the type of training I really need for my staff.
- My personal feeling is that the Learning and Development options do not reflect the needs of the scientific staff or my staff in particular. There are no programs designed to advance the careers of scientists (faculty job interview skills, seminar development, etc). Many of the programs offered (computer keyboarding, powerpoint, excel, etc) cover topics so basic that ability to have these skills would be required for the application process to most positions in my group.
- Most the training currently provided by HCS is too basic and too general to bring any value to my professional development. However, I'm sure it has benefits for many other employees who have not received any professional development in the past.
- More leadership training opportunities for faculty as well as county Extension staff.
- Leadership Degrees/training
- It would be nice to have a training on micro and macro aggression, how to identify and manage those aggression's.

# Neutral Text Responses

- It would be nice if training were permitted based on recommendations from supervisors, not just job title. As 0.5 FTE, my title is staff assistant, which prevents me from attending supervisor trainings, yet it is my role on our team to develop us as a model office, identify leadership development opportunities, and assist our director in personnel matters (FLSA, professional attire recommendations, comp time earning and use, etc.). It would be preferred that I be able to attend these types of trainings so I can summarize and report to him for his final decision.
- Although I take it upon myself to do so, I'm not encouraged by my supervisor (current or past) to seek any professional development activities. I've always felt it might be related to budgetary issues.
- Providing more supportive programs in management and data processing
- They need to help people excel in there goals and help them with there jobs that they are qualified for
- There used to be very nice training classes that was offered by ITAC, in the past and now they are gone. It would be nice to have those back. Also away for these training classes to reflect on a persons evaluation, not as a negative if they don't attend but a positive.
- People in information technology have highly specialized professional development needs. Rarely does training or workshop target these needs. Usually campus wide offerings are aimed at more general "soft skills" and not the "hard skills" technologists need.
- My position would require University classes to progress. If something was set up for Support Staff to connect with a Professor in the area I'm working to act as a Mentor to develop the needed skills to progress this would be perfect.
- Most of the trainings offered are geared toward lower-level administrative support staff and is "cookie cutter" approach and more of an introductory level of depth. There are few administrator-level positions that are similar so the training needed should be provided by experts in my discipline and delve much deeper. This is not intended as a criticism of Training and Development at K-State, it's just a reality that the unit can't be all things to all employees.
- Most of professional development needs are met by programs that immediate supervisor arranges.

# Neutral Text Responses

- Most of my desired professional development is more discipline specific. I think it would be hard to give training in that area. I want to be a better writer and communicator but anything basic enough to appeal to the entire university I may not find useful and anything I would find useful, may not appeal to a broad audience who needs more basic info.
- More L&D for accountants would be nice.
- It would be in my opinion nice to have some training on agricultural chemicals and training rather than strictly on laboratory chemicals. Also, I think it would be nice to have more frequent training opportunities for classes like managing difficult conversations. I have been trying to get in for one of those, but it just seems to get busy at the farm.
- IMPROVING MY COMPUTER SKILLS, UNDERSTANDING TOOL BARS, EXCEL, ETC.
- I'm one of the Sign Language Interpreters. I need L and D that focuses on Sign Language.
- I would like to see more active training, rather than the same types of lecture/presentation styles. Also, university funding for comprehensive development would help those of us whose departments do not have a budget for professional development.
- I wish the training could be more specialized for what I need, not just a general outline.
- I feel like a lot of the opportunities that are provided are things that employees should already know if they've been here for any length of time, e.g., phone etiquette and customer service skills (although maybe I'm old school & take knowing how to do these things for granted - I've never had any complaints in these areas at least). I would really like to see training that addresses moving from one job classification to another - this may be a more individualized issue and maybe isn't possible in the current environment, but it would be really useful and appreciated.
- Have more training offers in K-State Student Union as very difficult for me to attend ones taught elsewhere due to limited walking ability and limited parking on campus. Have already taken many HCS issued classes over my 39 years and ones sponsored by the Union's HR but always willing to take refresher courses. I initially took classes at Manhattan Vocational Technical College as they are easier for me to attend with my limited walking issues. My job is currently changing and my needs are drastically changing within the next 2 months.
- For all departments anyone that has supervisory duties should be REQUIRED to take training on the evaluation process and how to complete the forms - this is especially true for faculty supervising USS. More technical training needs to be offered especially Adobe and Microsoft products.
- We also need training on how to identify special needs populations and how we can better serve those audiences.
- training/ improvement sessions for department heads
- Supporting basic and mid-career training for several groups of employees i.e. accountants, procurement officers, business managers, etc.

# Neutral Text Responses

- I would love it if there were a program of professional development specific to K-State that helps employees move forward in their careers. The goal would be a combination of employee retention and employee enhancement.  
This would allow K-State to grow their employees and advance them to increasing levels of responsibility while demonstrating in a real way that K-State cares about the employees and their professional careers. While some people don't mind the same position long term, others join K-State to grow their careers and income. A program that would do that, would draw in and keep strong employees long term.
- I would like to receive more training in my field of work. K-State does not offer this training.
- I think in-person training is usually more valuable for USS staff than on-line training. It would be nice to see courses such as strategic thinking and problem solving offered to USS staff. We need to offer our USS staff a wide variety of training opportunities.
- I really want Leadership training, and I've begun to search for it. Leadership Studies often offers such programs. I've looked nation-wide for them too, though. Most of the ones I've seen cost \$\$\$\$. Some of the questions you've asked on this survey will get biased responses. I've ranked "cultural diversity" low, for example, not because it isn't critical, but because, in my job, I get constant training in this (and I get training at national conventions). This is something my department cares about. So, I need training in things that it's hard to get training in, such as skills of strong leaders, trends in leadership studies, being a positive and supportive manager, taking things lightly, etc.
- I frequently deal with contracts and contractors. A course on Contracting would be very helpful; writing a contract, managing a contract, DOs and DONT's, change orders, etc.
- Have more hands on training in the computer program area.
- hard to use some stuff in shop related work
- Given the structure and culture of our office HCS Learning and Development provides the services to meet the staffs personal and professional development needs.
- Does anyone actually know about the trainings Human Capital Services offers? It seems like all are very generic trainings.
- Coaching programs for faculty  
Teaching development programs for graduate students  
Individualized teaching development programs for faculty  
Management courses for women
- Bring training to individual offices so team could learn and grow together.
- Afternoon sessions

# Neutral Text Responses

- Training needs to be for targeted positions rather than "one-size-fits-all". HCS training should be different for the department HR rep than it is for the dept head.
- This was already addressed in a previous question, but providing more participation opportunities for the satellite campuses would be great, regardless of whether those opportunities are in person or provided by distance education.
- There is a need for unclassified professional development that does not consist of supervisory training or how to use a fire extinguisher. Especially for those of us that have been on campus for a number of years and have already been through many of the basic training opportunities. Training made available that is pertinent to today's higher education climate would be extremely beneficial. How to do more with less, ways to increase your marketability, working with faculty, moving to the next level in your career are areas that need to be addressed. Increasing skill levels- Excel, Imagenow, financial systems (quickbooks etc)
- There aren't many specialized programs for professional development in certain areas based on work industry and if they are offered, then they are very basic and don't offer much new knowledge on the industry. K-State on-campus opportunities for advancement are slim. Employees who are more technically skilled don't have many opportunities to grow except by attending expensive outside conferences.
- The sessions are great if you have absolutely no knowledge of a topic or software program. Otherwise, too basic for anyone with experience. It would be nice if there were levels of training so one could learn more advanced tips and tricks in a software program like Photoshop. I don't consider these sessions to be professional development though. They're training tools, which is great for that purpose. They're not developing leadership and critical thinking skills.
- The learning and development programs are too broad and general. It should be more specific to an individual's particular career path and to be tailor made to each individual. It should start with helping individuals identify their options given their prior experience and skills and outline the specific development training necessary to prepare for that career path. There may not be a structured course specifically for some positions, so the training could begin within their own department to prepare for their advancement within that department or the university.
- Providing programming and training on the topics covered in this survey would be great!
- Provide unclassified professional staff the opportunities to be promoted.
- Provide more opportunities with outside consultants in specific areas like enrollment management.
- One idea would be to host or create individualized trainings for departments on campus that could be done during a current faculty/staff meeting. The department heads could work with HCS on what would best be covered.
- Offering training on tools and technology relevant to my specific research needs, not basic programs such as those in the Microsoft Office Suite. Some personal finance classes would also be useful, especially since costs are continuing to go up for basic life needs, but we are unable to get raises to compensate.

# Neutral Text Responses

- Need more specific subjects tied to disciplines (Arts, for example) ..... Science and Arts and Business and Ag have very different professional expectations as determined by their disciplines.  
More certificate so that that can be reflected in our CVs.  
Market these more. I pretty much have to look for them myself or in KSU Today. Have specific topics tied to Arts, Business, etc. and market it directly to those disciplines. I sometimes avoid professional development because I am always like, 'Well, it will be mostly be Business and Ag folks, so my discipline will not be addressed.' That is pretty disheartening. That is a pretty widespread perception, even if it is not rooted in reality.
- My job is such that I need more technical training for advancement - computer network maintenance, Microsoft certifications
- More trade training so guys can get trade licenses
- More information pertaining to advising distance students
- Many professional development activities are offered outside of the university. The Learning and Development in Human Capital Services should concentrate on a few professional development activities that everyone needs such as human diversity awareness and time management.
- Many of the programs that would be most effective in developing my professional development are available through the National Center for Faculty Diversity and Development. Kansas State University should have a university membership.
- It would be great if training could be offered per unit/department. As being a younger staff person (of a millennial generation), I think there are some issues in the workplace that are best communicated via group discussions as opposed to "silo-ed"/individual training(s). This way, a dialog can be established of how what we're learning from HCS applies to our specific area on campus.
- I think it would be great if Learning and Development took the lead in making sure that all of the K-State faculty and staff had diversity training. This is the number one on my list. If L&D could also look into some of the retention programs that are out there, directly related to retention of diverse faculty and staff, that would be great too. Even though it is used with grad students and faculty, the model provided by the National Center for Faculty Development and Diversity <http://www.facultydiversity.org/> would be excellent for K-State. If we could do institutional membership, it would be a great tool for L&D to use for that area of professional development and leadership. Thanks for all you do!
- I like the way you are headed with tailoring L&D and providing certificates for completion of set curricula. One of the key things that keeps me from attending is that, while I'm interested in learning about the topic, I don't have any opportunities in my unit to apply what I've learned. And if I don't use what I'm learning I tend to lose it. When things are so set in units that it is difficult to use what one has learned, it creates a disincentive to seek L&D.
- I have a had a long career in leadership, and small unit management in my previous employment. The classes I've seen have been fundamental, but I'd like to see a deeper look into some of the broader subjects such as ethics.

# Neutral Text Responses

- I did not choose or order any of the professional development programs so please disregard the order they are in (2 screens before this one). I am not interested in any of those programs. I have been here 30 years so have been exposed to most programs or trainings already.
- Have training so when someone is looking to move up they can see if they are ready to make that change. Like when they university decides to discontinue your position you will be ready to move forward not just placed somewhere not knowing how to do the job correctly.
- As an engineer that has had much of this training many years ago I do not feel these programs fit my advanced and specific needs as a professional engineer. To further my professional development I would require graduate level college courses in my specific engineering discipline.
- A workshop on burnout (signs of in employees, how to respond, strategies to help recovery) would be helpful. As we're asked (over and over again) to do more with less (and no raises in sight), employee morale and motivation can really be affected.
- A lot of the training listed I didn't react to because after working here for over 20 years I just kind of picked up most of it, and if I don't have it by now, a class isn't going to do it for me. But technical skills, sure, everyone needs to keep learning new ones.
- My professional development needs are related to specific topics in technical theatre. I specifically need training in programs and technologies related to the entertainment industry. In particular I need training with the software programs: AutoCAD, Vectorworks, WYSIWYG, and Lightwright. I also need experience with intelligent lighting fixtures and control boards including GrandMA and Hog systems. Neither McCain nor the K-State MTD department own intelligent lighting fixtures or lighting control boards other than those made by ETC. The irregular hours required by my job make it very difficult to attend any regularly scheduled class offer by K-State. The best assistance that can be provided would be financial assistance in order to attend workshops or trainings outside Manhattan (i.e. Kansas City or beyond) to places that actually have the technical equipment to work with.
- The Talent Acquisition (HCS) team volunteers to pilot any training programs and provide input to facilitators.
- Offer more certificate training programs for professional growth.
- Offering a wider variety of trainings via the HRIS Learning and Development program.
- Offer more training related to on the job issues. Software etc. Offer training to cross train people (how to do travel as an admins ast.)



# Neutral Text Responses

- In the College of Engineering the support staff within each department has been instructed to oversee social media/website/collateral, etc. However, most of these individuals do not have the background or skill set to oversee these functions. Training in social media, and software (photo and video editing) is necessary if these individuals are to be successful.
- As an academic advisor, most of the professional development seminars/events are hosted by NACADA. So, many times I will attend those over Learning/Development events
- The professional development offered is either not relevant or not at the level I need. There is limited PD for supervisor unclassified employees. And I am a fairly advanced excel user, so there is no training for me at all in this area.
- More readily available training in Supervision, supervision related topics, and computer programs as advanced Microsoft word, publishers, power point and excel. I gained my Microsoft training by attending Manhattan technical college. NSS support positions create filters within Talisma to pull out information to merge into post cards, mailings and informational lists using excel and word. Most of our campaigns originate with Talisma data.
- I'm mostly missing professional development opportunities for teaching, including distance teaching.
- I would very much like to see a leadership certificate for USS supervisors. Another area of need is computer software trainings (i.e. Excel, Access, InDesign)
- Customize training and take more responsibility for centralized HCS functions, communications and training
- I don't feel like this retains to me as much as it would for people working in an office.
- Most of this survey don't pertain to my job
- Before I give my feedback I like to commend you on a job well done. I was blown away by the spotlight program did at the union. Until that night I had not known about your program. But how you could help me in my department. I am a part of college of arts and science in communication studies. That we to new projects the first will be the restructuring of public speaking one. The second project is The Speech center help K state students communication issues. I'm in the planning stage. I believe you have ideas suggestions could help. This speaks  
will benefit Both Student, Faculty and The Community. I look forward to call me at 785-313-5252 I don't check email much but call text is the best way for us to communicate. My name is Marcus T Cooper speech and delivery coach.

# Neutral Text Responses

- Seek others within the University who have formal training/education or substantial experience in these topic areas and a willingness to serve in that capacity. With the University's focus on human development, HCS could have access to lots of expertise and serve as a broker/connector of demand with providers. For example, this survey could have provided an opportunity to identify potential resources by asking if an individual could identify their experience (e.g., comfortable with skill level, able to mentor others, able to teach/train others) with some of these topics. At a former university, I worked with a cadre of managers who provided supervisory training (developed through the university HR unit) for new supervisors. This helped develop networking and mentoring among and within the supervisors, especially supervisors who were internal hires and making a transition from staff to supervisor.
- your group? I dunno. HR could begin hiring with respect to these needs though. Change can only come from management. They should be a pioneers of these things. Not just outdated people with outdated ideas whose seniority and politics got them to where they are. Of course thats the problem of any organization... so good luck!
- We need to increase the number of free credit hours available for professional development. 9 credit hours per year is not enough to complete a second master's degree in a reasonable amount of time.
- Training on site twice per year
- Train and groom people for the next level before promoting them to next level. Managers should be in director-level training so they can be groomed by the time they need to serve as a director. Regular supervisor training should be required of ALL supervisors and anyone who's a step away from becoming a supervisor. Train up and prepare people for advancement.
- This survey is a start. I would like opportunities to improve/enhance my skills increase my value. Too many times I have developed a process that has worked for my position only to find out that it was already available or something like it, elsewhere on campus. I felt like I reinvented the wheel. It is hard enough learning a new position why isn't there resource pool for like positions and the willingness to share helpful information.
- They need to add an evaluation of supervisors from their peers
- There are so many programs/activities available on campus that it is hard to keep them all straight. For example, I've taken some trainings (asbestos) and some Hale Library (creative commons), but I'm not sure if that is part of Learning and Development or not.
- Structure and mentorship on the Polytechnic Campus
- Most of my development needs I meet on my own through use of MOOCs or attending teaching or faculty conferences. Most of my technology needs are met through my college's IT support staff.
- More access to informational technology -Better understanding of the V/V capabilities available on campus
- Make educational opportunities available to a variety of employment and a providing a yearly calendar for professional development in different training options.

# Neutral Text Responses

- It is very important to continue learning in order to maintain a variety of skills to improve upon and enhance new and improved skills.
- I'm faculty and feel that there is some overlap between my professional needs and those of USS and PSS (diversity awareness, for example), but not much.
- I'm at a point where I'm considering a career redirection, but could use assistance defining what that is and what the possibilities are at K-State.
- I'm a temp so I know it is not justifiable to make a large investment in my development. My situation is unique and does not reflect on the opportunities being afforded to my co-workers.
- I think the annual review of staff members in supervisory positions should include recommendation for certain professional programs directly made by their staff members and it should be followed up later about its effectiveness. For my own personal participation, I wish each program or workshop be offered different day of the week and time including evenings, so I have better chance to be able to attend.
- I think intermediate-advanced technical training would benefit our department and me the most (pivot tables). Further, I would like to learn more about the university's vision for shared services. Professional development courses may be able to be developed to assist people in various paths for shared services.
- I only teach one online master's level course for Kansas State University. I work full time for Penn State University. I don't expect professional development from Kansas State unless it is related to online teaching using Canvas. Otherwise, my professional development is provided by my full time employer.
- I have only held temporary positions discharged as GTA and event staff custodian at Kansas state university; thus my limited awareness of this program. However I hope my answers help. Thank you!
- I have no supervisory duties. My training needs are mainly for planning and technical needs (new software, etc.).
- I feel that my time at Kansas State has been ok for learning some programs but i feel like it can offer more hands on learning and development services. KSIS is one of those programs that you learn as you go. The forms and Registra's office do not have all forms and other learning resources for Topics/Problems courses and Elective courses, procedures and forms are not given.
- I do not think they can help until a second position is created for my position
- I believe each department may be different. Sometimes it is very busy and would depend on as schedule allows to participate.
- Hopefully this survey will show that more professional development opportunities are needed.

# Neutral Text Responses

- HCS does a good job of offering options for professional development. Unfortunately, it is very difficult to get to Manhattan for these training opportunities.
- bring it!
- An opportunity to revisit some sections after time in which these items of topic will become more relevant to the job.
- This survey did not allow me to identify which professional development items were appropriate for the various different types of people I supervise. As the Department Head, that makes a major difference in how to understand the selections I made. Office staff need different things than my Unclassified specialized individuals and they both need different things than my faculty members. For the most part, I find the available opportunities for professional development to be below my personal needs. For that reason I use other programs that are somewhat expensive. I suppose I need to look more closely at what is available through HCS to meet my own needs.
- I would like to see an ongoing professional development program - not a one and done. Meet and then have work to do in preparation for the next time together and repeat.
- I think it would be advantageous for presenters to go to different departments to understand work being done etc. When I go to outside programs speakers fly in early to interact with groups to find out more about their business besides just researching them online. Sometimes suggestions may not be realistic given the scope of duties people have. I think seeing environments may help speakers brainstorm ways to streamline processes they are suggesting.
- I have no idea was Managing Up was referring to in that one question.
- I have gone as far in my profession as I can.
- I feel there was a very slim focus on these questions and it was very hard to answer. I actually didn't want to put things into most boxes, but I had to in order to continue. We have a lot of content knowledge that is most important to us.
- Development of career progression  
Tenure
- The most important thing for HCS to develop IMMEDIATELY is new conflict resolution training for dealing with an armed campus under campus carry. This must involved detailed training from counseling services personnel (dealing with potentially suicidal students, with students in classrooms whose behavior may be indicative of instability, etc.), the office of university counsel, etc. This is essential for the entire campus.

# Neutral Text Responses

- Thank goodness my unit believes in Professional Development because the overall University has lacked in opportunities for staff professional development opportunities.
- Parking space!
- Most of the topics are not relevant to faculty members. Topics on Financial Management would be relevant to faculty.
- I have said it many times before, but I think it bears mentioning again. I much prefer HCS's trainings to something like Fred Pryor or Skill Path. With HCS--particularly those led by Shannah--what you see is what you get. The training that is offered is succinct, focused and useful, as opposed to the sales job that often undermines the external professional training companies.

I have been studying independently this semester to take the Certified Administrative Professional exam, offered by the International Association of Administrative Professionals. I have thoroughly enjoyed being a "student" again, at the age of 48, and I wonder--if there was an interest among other people in similar positions to mine--if HCS could offer some sort of training, or group study focused on this or similar professional certifications.

- I have almost two decades of experience in my field, so many -- perhaps most -- of the skills, topics and software training mentioned in this survey seemed too introductory level. Also, I manage one student and work in a very small, collegial department, so workshops about supervising others and managing conflict aren't a high priority. Frankly, I've reached a point where I like my job, it works with my family life, and I don't see any other positions I aspire to on campus, or even (more broadly) in Manhattan. That plus a large workload make professional development a low priority.
- I have 25 years working in the aircraft industry. What are my career paths forward with this institution? How do you transfer my skills and work experience into something recognizable to Human Capital services?
- Continue offering a wide range of training opportunities throughout the year.
- As a faculty member, my professional growth is primarily in my academic research area and in my teaching. I don't really think LDHCS should (or does) have much to do with that.
- Faster Computers, software, printers and fax
- I am on phased-retirement and have enough experience that I am not looking for additional training.
- Can help us to better understand the development of the work, make it more effective and compressive for the people we work for
- The technology question was impossible to answer because clicking on PowerPoint, for example, made the box of "Nice to Have" inaccessible. The developer needs to upgrade his/her computer skills.

# Neutral Text Responses

- I have no additional feeling with regard to K-State's Learning and Development. I have been employed with the university for 4 weeks and been to the new employee orientation programs only. I answered this questionnaire to the best of my ability but feel that I had no real insight with regard to my needs for professional development due to my short length of time I have been employed here.
- Interview and hire for positions I apply for.
- I would like you to reach out to all groups in USS and show them how to excel here at K-State...by spec department. ie mandatory development. Most "staff" personal don't realize that these program offerings exist or that their supervisor will let them go to the offerings or advancement. I would like to see where these possible developments in personal advancement could take a person and their relevance to "all" USS staff. Get out there to the people! Don't just send an email and expect results. Most of the time we don't have the time to surf our emails ie. the manual laborers to see if there is something out there to improve ourselves.
- Nothing to suggest.
- Not really sure what can be done for us. I haven't been here long enough to say what you don't do yet.
- No comment.
- No
- na
- na
- N/A
- I have nothing to say. Thank you for asking.
- I cannot truly answer this question because hopefully I will be retiring hopefully December 2017.
- i am only part-time, so much of this does not really apply to me
- Don't know
- At this time I do not have anything to add.
- .
- N/A
- Don't have anything right now to add
- Obtaining
- NA

# Neutral Text Responses

- They should send out emails to new employees, informing them of services. I didn't even know about this and I've been here 6 months.
- Please send monthly messages about the training opportunities and provide incentives for those who complete the training.
- Notifying on upcoming training would be appreciated & where to find the training to sign up for.
- Let your services be known / available to K-State Research Extension units located outside of the main campuses.
- Get more information out on the courses available and projected dates.
- I may be missing some of the emails, but having specific training offerings emails sent would help a lot. I don't often see what is available and/or what I'm required to attend. I usually hear from my supervisor: "You might want to think about attending this training." And then I have to look up/investigate what the training is and when it's offered. I love taking advantage of professional development opportunities, and view it as integral at improving in my position. So it would be great if it were easier to learn of these opportunities.
- I have very little knowledge or awareness of the services that are offered by this organization, and feel that I could benefit greatly from them.
- I have only been here a few months however I feel HCS has several programs that people are unaware of or they do not choose to use. I feel like things really need to be looked at as far as training for each role, for example, All supervisors need some sort of emergency preparedness training as well as leadership training not as an elective but as a requirement. I feel like a little more should be expected for certain roles including faculty.
- Getting the word out about all the programs that are offered in as many streams as possible.
- I think there should be greater access, knowledge about the training available through all the different safety web pages and where to find them.
- Publicize learning opportunities better and more consistently so that we humans know what is available and develop the trust that the University believes that access to the programs is important.
- It seems distant and far removed from my work everyday in my office.

# Neutral Text Responses

- Partnering with training vendors in my field and getting part of the training paid for. An example would be SHRM, SHRM-CP training and testing.
- As a new professional I think it would be good to have the ombudsmen role over-emphasized so that new staff/faculty know that they exist and how to contact them.
- I marked down business ethics as a priority, as this seems to be an area that the campus in general needs to work on. I would also highly recommend supervisory training being required for all supervisors regardless of classification, including an ongoing series to keep supervisors up to date on skills.
- Providing notification of training opportunities on a monthly basis, encourage training classes attendance at least once a month. Rewards for training achievements.
- I would love to be able to attend more of these trainings! I was not aware of all the certificate programs that exist and would be interested in learning more about them. When trainings have been offered in the past, they are normally right in the middle of the day. With travel time to and from the training location, in addition to having to cancel 2-3 student appointment spots, I do not feel like I am able to take off the time to attend. It would be helpful if more of the trainings were held at the very beginning or end of the work day (not over the lunch hour) OR if the trainings were available through online modules (they may be already, but I am not aware if they are). It would also be helpful to do some of the trainings as a whole department, maybe during breaks or during the summer.
- I don't know a lot about this program but would like to learn more.
- Coming to talk to departments to make us aware of the programs/classes offered, sending out more announcements, offering an overview of the services offered (such as in a tutorial video).



# Negative Text Responses

- It would be nice if there were computer classes that can be taken online, ie: excel, word, access. Currently these are not offered and one needs to attend a seminar like "Fred Pryor". I am located in Hays and it is difficult to drive 2.5 hours each way to campus for a 1-2 hour class (such as HRIS or PageUp). All classes offered should have an online or zoom alternative option.
- Understand that everyone cannot attend trainings in Manhattan. There are K-State employees across the state, many without a budget to travel to professional development. These trainings need to be offered through webinars.  
Also, make sure that they are thoroughly advertised!
- Greater awareness of what is being offered by Learning and Development. This may be my shortcoming in not searching it out, but I don't think I am alone in this. Also online access to WebSeminars would be great.
- You are only worried about helping the top 5%. Have you looked at cost of leaving in Manhattan Kansas.
- Why do any more "professional development" when we do not get paid accordingly?
- While there are training opportunities available, the content rarely changes or different training offered. With budget crisis campus wide, the PD has been cut, meaning there aren't funds left for LearnSmart or Fred Pryor, which were the only remaining options for professional development I have access to. I'm not unclassified, so my department won't pay for me to attend training in other places nationwide. I'm just a lowly support staff worker and given the shaft.
- To Whom It May Concern:

Note that I am not only speaking for myself with the following feedback, but also for faculty and staff members who have expressed their extreme frustration with Human Capital Services.

I have been employed at Kansas State University for 10 years in an unclassified position. Due to lack of grant funding, as well as budget cuts including new restrictions on how certain funds can be used, I am being laid off work with my last work day being May 20, 2017.

The professor I work for has encouraged me to apply for other opportunities here at Kansas State University, but have learned that all unclassified positions now require a bachelors degree. After learning of this, I have talked to several other faculty members who do not like this policy. They would prefer to hire from within, and put experience ahead of a a bachelors degree for those already employed at K-State.

The learning and development you provide, cannot help anyone at K-State if you are not willing to allow advancement or promotion from within into unclassified positions for those who do not have a bachelors degree.

# Negative Text Responses

- I have a Bachelor of Science in computer information system and have not been able to get a job on this campus in this field. I think it is too late for me to get into the field because it's been 14 years since I graduated. I have applied for many positions on campus and I think I don't get hired because I'm almost 60 years old. Right now I've given up on setting any goals for my life because I think it's fruitless to think I can be anything except an administrative assistant. I also can do accounting but that is not where my degree is so I can't move up in that field either. I will stay where I am so having a way to grow in my position and take on more responsibilities so I will feel like I am growing here would be great. I think we should be able to take more classes on-line to develop more skills but if the university hiring teams would quit looking at how old someone might be then that would help someone like me.
- what i need are more financial resources, and competent leadership in my department, but your office cannot do anything about that. I guess, it would be nice to have training specifically for people wanting to be chair, or women looking to become dept heads.
- Training to provide the possibility of professional growth and measure up with the work load already assigned that is above pay grade level.
- There is never any money for meaningful technical professional development in ITS. There are silos of technical information but whenever I ask for training and professional development I get turned down saying there is no money. With the current turnover in key positions in ITS this is no longer acceptable.
- The pay and benefits are subpar.
- Incentives (such as a raise).
- Mo Money - Mo Money - MO MONEY!
- A raise would be nice so I can pay more on my student loans!
- better wages and more vacation time
- As a program assistant, I feel sometimes that wanting to grow professionally by attending some of the session about team building or conflict management or supervising would seem odd to my supervisor who doesn't seem to take an interest in attending these offerings. I don't know how you could title these differently so that they wouldn't be threatening to supervisors if their underlings wanted to attend for professional growth. That is the reason I have not attended some sessions that looked as if they would have good information.
- RECRUITMENT! We are so chronically short staffed there is no time for myself or the people I supervise to attend training.
- Within the facilities services there is little opportunity for advancement- programs that help to allow employees to transition into other job classes are rare-

# Negative Text Responses

- There really isn't any room in my department for growth. It's the same job almost everyday unless there's an event. Custodial is not a very desired job, but it's hard work without the appreciation.
- They could better train supervisors to better know what their employees do, so that those employees can feel more supported by their bosses and supported to get the most appropriate professional development possible.
- Retrain managers to be leaders and team members not individuals
- Getting any thing Past Supervisor. Hourly employees are overlooked for department to enroll them in to development classes; such as supervising classes, mentoring.
- by telling our supervisors to encourage their people to go and allowing us to go to this development classes
- My department's leadership needs to get a lot better at cultural competences and fairness toward women, and at ethics, with respect to undergraduate and graduate students, and faculty.
- It would be nice if the HCS liaisons were trained well enough to answer questions I may have. I also think that though the in person trainings are great, they are offered too few times to make it work.
- During certain times of the year when my workload has increased significantly, if I do participate in a training/professional development session, it puts my further behind on my work. If I get further behind on my work, this does not sit very well with the supervisor/administrators.
- K-State is not interested in professional development of USS employees and in fact are specifically excluded from some. Unclassified receive many more opportunities for professional development.
- I'm a new employee of less than six months. I recently took the USS Introduction to Supervision courses and found them helpful, but I mainly supervise unclassified staff members and need to know much more about that. I also learned that new employees are supposed to receive campus tours and be made aware of a wide array aspects of K-State, yet when I started, I received a tour of my building and not much more. A couple of colleagues tried -- on their own -- to take me places to introduce me to people, but for the most part, I was thrown in and expected to swim from day 1. This includes performance appraisals for my staff without any explanation of how the process should work from a technical or from a broad, systematic standpoint. I feel like I've been fumbling my way through most of my job since arriving here. I'm a self-starter, adapt well and take the initiative to address my own concerns, so feel that I'm doing OK -- mostly because I'm not afraid to ask a lot of "dumb" questions. But the onboarding process here, especially for experienced and eager-to-contribute supervisors, needs a lot of help. Perhaps I was a little spoiled by my previous employer, which provides a four-day orientation for new employees and does this every three weeks to ensure new people start well as much as possible. But that was a large organization much as K-State is a large organization. I commend the university for seeking to improve the professional development of all staff members, but I think a key aspect of that is to ensure they start on the right foot.

# Negative Text Responses

- I feel like most of the topics are very antiquated and remedial. There are many topics that appear to be for the high school drop-out or retiree coming back out of retirement. For young and middle-aged professionals, there seems to be little to offer in way of professional development. Most people today if they don't know how to do something will Google it and figure it out. Professional development needs to be less about a simplistic walk-through tutorial on a program and more about critical thinking, thinking outside of the box, and responding to unique or unusual situations.
- First there must be an awareness that for most Professional Academic Advisors there is not a career path for us at K-State and therefore, it is difficult to feel that my professional goals are supported. I work for a faculty member who has never done my job and does not make much of an effort to understand my goals and ambitions. I personally feel that I should work for someone that has been an advisor before and also, in theory, my supervisor's position is one I could someday realistically have. There is not much Learning and Development can do until all of these trainings actually make a difference in advisor's career ladder.
- you need topics that actually apply to the work we do, as opposed to the hr list of buzzwords we were given to choose from
- At this time there is no opportunity to receive any training related to my professional development. The training available pertains to the veterinary students and techs, whereas I am a Senior Administrative assistant. Furthermore, the opportunity to participate in the training is virtually non-existent due to scheduling conflicts with the needs of the emergency / discharge staff in Vet Med.
- I don't feel like I have any room for professional development. I feel like I'm perpetually stuck in an administrative assistant position whereas I would rather have a supervisory position. I feel like I have a good connection with students and would benefit greatly from the opportunity to mentor.
- This survey was written in a way to be self-serving -- to elicit answers which justify continued funding on training and HCS which could be used at the departmental level. In no case was there a 'I disagree' box to check. Kudos on bringing your future into existence.
- The amount of required training, plus optional training, on top of doing what I am supposed to be doing is a little bit overwhelming. Often it feels like I need to do my actual work in the evening, so that I have time for all the meetings and interactions that must occur during regular business hours.
- 2025 only involves ranking - not people.
- This survey seemed to have no relevance for someone with a PhD.
- As a custodial specialist this is not a relevant survey.
- I don't see how this pertains to our position at K-State. I am all for furthering my education, but I don't know how this would help in my current position as a housekeeper.
- We are not on campus and by the time we are aware of something it is often too late to respond.
- I have never led a faculty search, and I have been here for nearly 12 years. I have noticed some who have been here less than a year have led a faculty search. I am beginning to wonder if I missed out on some training that helps us to be part of such an important process for the university.

# Negative Text Responses

- There is little point in looking for professional development opportunities when there is no reward except personal satisfaction. It takes a lot of time and personal expense to acquire the kind of skills that would be useful in my current position. Also, once a person acquires more advanced skills, it's just too easy for administrators to modify position descriptions to keep expectations high and wages low. My position is so much more advanced now than it was when I started working in my position. However, I have not been compensated financially for being a more qualified and skilled employee. Because my PD changes and the expectations keep rising, it is nearly impossible to receive an "exceeds expectations" rating that qualifies me for any pay raises. The earning power of my take-home pay is less now than it was when I started working at K-State in 2005. It's depressing working at K-State right now. I have no hope that things will get any better for me unless I get another job offer and can negotiate a pay raise in order to stay here. With the current budget situation and guns coming onto campus, why would I want to stay here if I could get a better paying job in a safer place somewhere else?
- There are pockets of support inside of K-State. I have gotten fantastic feedback from many people that mentioned I perform above expectations and that I have inspired others. Despite this, when recommended for a raise I was turned down by a few levels above me. It was mentioned that because I had only been full time for a year at the time that I should wait a few more years. This is not how K-State should treat employees that work extremely hard if K-State wants to provide fantastic services for campus. If K-State wants to be recognized as a fantastic University then it should reward passion, performance, and skill instead of job loyalty. Rewarding loyalty will attract employees that are not as motivated and encourage passionate top performers to leave. Over the long term this will lead to fewer great ideas, less productivity, and a less successful University. Compensating employees for high performance will easily pay for itself in dividends. Not only would students learn more from professors that are more passionate, but they will interact with more of campus if campus is happier. More interaction leads to an even happier campus which will lead to more learning. This positive feedback loop will lead to higher enrollment numbers. More passionate and motivated non-instructor employees will lead to better services, tools, and campus atmosphere which will also feed into the positive feedback loop. K-State may never offer the highest pay, but it should reward performance to encourage passionate performance across campus.
- The trainings are very important when we're in an environment where the only praised/compensated employees have advanced degrees even though we are worth more than we receive. Staff morale is low at K-State.
- Supervisors hold one back from professional development. There is also stagnant wages, what is the point of professional growth if it is not financially compensated?
- Not having a real raise in years and years makes me a bit apathetic.

# Negative Text Responses

- Most helpful would be for my unit to have the funds to support me in accessing professional development specifically oriented to my area of expertise and to the services I offer to students through my employment at K-State. Or, to use funds to bring trainings to the area for myself and other providers to access training related to college student mental health.
- More money for attending high quality conferences
- money
- I think my frustrations would be related to the fact that I feel that my position is stagnant. The only aspect I feel that has grown since I've started with K-State would be earning my master's degree. I greatly appreciate the opportunity K-State provides by covering the education costs of one class each semester. However, I do feel that if I were not in graduate school, I would feel that my career has plateaued and isn't advancing. I don't feel that I have many opportunities to enhance my skills specifically within my field without it coming out of my own pocket. Which if I did make this investment, I'm not sure what the pay off would be in staying with my current position aside from the personal feeling of achievement.
- I don't feel training is openly available unless your supervisor wants you to attend. With Support Staff employees are locked into their positions still. I thought switching to Support staff was supposed to give the departments for salary flexibility but then you did the big salary survey trying to compare people. K-state does not care about by career or growth. It is on me to educate myself. I can only get a pay raise and more difficult work if I apply for another position. This is all totally opposite of the private sector where my supervisor would suggest pay raises for taking on additional tasks or propose me moving to a higher position that better fits my skill set.
- I came into this university with a college degree but have never been regarded for having one. I've supervised classrooms of students and worked with students with behavior learning disorders along with a multitude of other job responsibilities, but it didn't open any doors for promoting up through the ranks. It's taken 10 years of doing menial tasks to finally find a window open for personal growth. I think job classifications ought to take into account college degrees and off-campus work experience. At least, one shouldn't start at the bottom of a payscale within the grade they're applying for.
- Human Capital Services in terms of the criteria/programs/services are of NO use to me, and I would have preferred to see that money and resources allocated to the faculty and departments directly, as many are underpaid and don't have the resources to flourish. As far as I am concerned, HCS is an added bureaucratic layer, and especially since the word "resources" was replaced by "capital," bureaucratic bloating has increased.
- Honestly, to get buy in to any Learning and Development program, employees must first feel valued by the organization. I getting the feeling that employees are feeling less and less valued by Kansas State University due to the fact that the fundamental issue of take home pay keeps getting ignored. I believe the university has finally come to a tipping point where essential staff and top performers who have been loyal to the university are looking elsewhere because their issues have been ignored for so long. Employees cannot continue to be productive and more importantly advocates for an employer when their take home pay continues to decrease year over year.

# Negative Text Responses

- Growth support comes with increase in pay, which I have not seen near enough of in the 30+ years of dedicated and successful service to this university.
- Funding is approved for some people and not others. I am not even sure when/if/what professional development is available.
- For my professional development, most of what I need is at conferences in my discipline, not what is offered here at K-State. We used to have a good travel budget that allowed us to go to 1-2 conferences a year, but with budget cuts we now cannot afford to go to even one good conference without paying out of pocket. With increased health insurance costs, inflation, and no raises, we have all had a pay cut. Also we haven't been able to fill positions when people quit, so now we all have more work to do on top of everything else. We are DROWNING. Help us please.
- EST is in need of a Professional Development budget to accommodate sending engineers to training classes or programs that further their understanding of existing and future infrastructure and applications.
- As an ageing worker in the workforce, I see some training (Time & Monies) spent on the youth, which I feel is a good thing for the future, but the older workers are overlooked for any training and left to their own devices. Higher level employees go to conferences, and meetings, camps, training seminars, etc,etc, which most of the time end up just being a vacation from work, with no real relevance to their jobs. Wasteful spending, poor decision making, poor leadership, people that have job titles without the skills for that title, favoritism being used many times to determine jobs and needs, instead of necessity. These are but some of the problems. The only way to advance in this system is to change jobs, therefore risking any stability or confidence in your job. I came to KSU for the benefits package and insurance (not for the money, I made nearly double in the real world compared to what i make now), but every year insurance costs go up and we are told that wages will not increase due to budget issues, so in turn we take home less and less. It can and has gotten to the point that we can't keep good people here at KSU because, they can't AFFORD to work here.
- After being told Total Rewards is requiring a \$25000 pay cut next year, I'm planning to retire. 48 years is enough
- Pay me the full salary that I have funded through my grants.
- My department just doesn't have enough funds to provide adequate professional development
- I thought it was interesting that you asked us to complete this survey to assist us in progressing on the career ladder. I do not know what my new classification will be under the total rewards program, nor what the career ladder associated with my position will be. Budget is a major contributing factor as to why myself and others in my College are unable to attend professional development opportunities. There is always money for faculty and administration to attend conferences/training, but the same is not true for USS or unclassified professional staff. We get the impression that we are easily replaceable and if we don't like it then we should leave.

# Negative Text Responses

- I am a licensed psychologist and in order to retain my professional licensure I need to accrue 50 hours of certified training every two years. These trainings need to be put on by certified professionals, through educational institutions, and they need to include a set number of hours of certain topics. Attending generic on-campus trainings (e.g., Basics of Microsoft Word) put on by Human Capital Services or Student Life staff will typically not count toward the 50 hours I need. The best way the university can support my training and professional development needs is to provide financial resources to bring in Psychologists or other trained mental health professionals to provide trainings to my agency's staff. That way all of my agency's staff can accrue the continuing education hours we need in the most cost effective way. Currently, and in the recent past, there has not been any money to be able to do this; thus, we are doing the best we can to have local, qualified professionals present to my agency (for free) when possible. The second most effective way for my agency's staff to meet their professional development needs is to provide financial resources for staff to be able to travel to conferences. This allows a staff member to hone in on a specific topic in which they need/desire more training (though this option is not as cost effective as bringing one trainer to our agency who can provide a training to many staff who can all count the hours toward retaining their licensure).
- By giving raises to the employees that have already had the training in order to retain them. None of this means anything until we retain good employees.
- Zero opportunities provided for continuing education or career advancement. I'm not allowed to attend any classes or seminars that would allow me to network and gain vital knowledge. Budget issues are always the cause.
- Under paid. Over worked. Made twice the amount in industry. Industry has more stress but at least could pay bills. Not competitive compensation. Nothing you can do - sorry. Most individuals I interact with are ready to leave. I have three degrees!!!
- Pay equity is a major issue at KSU. It is creating tension across campus. this needs to be addressed or we will lose quality and retain the under performers.
- MORE FUNDING is necessary in order to adequately support faculty (and what is demanded by KSU as adequate fulfillment of our contracts). It is also frustrating that contingent faculty (i.e., VAPs) cannot access research or other funding, yet are expected to fully contribute to the life of the campus, department, etc. Further, we need adequate ways to communicate (outdated office equipment, no phones anymore) and teach (inconsistent and non-functioning technology, including the heating and cooling systems in the building, which DISTRACT students and make it difficult for them to focus while in class).
- Lack of budget for college/unit results in limited funds to support unclassified employees in professional development; increased work load (even without any raise or promotion) due to budget and having to make do with current level of employees makes it harder to make/take time to participate in professional development. Low morale leads unclassified employees to not engage because no matter how well we do our job, no matter what efforts we take ourselves to improve our skills and quality of work and service, no matter how high we score on evaluations and no matter if our supervisor recommends us for merit raise, we don't get any raises.



# Negative Text Responses

- I think there are plenty of opportunities for this type of training. In fact, after being here for over 25 years, most are repeats which is why I didn't make many choices. What I need as an employee is free tuition and fees and not be limited to just 3 credit hours per term. I don't understand why K-State will allow money spent on professional development, but cannot cover fees, textbooks or provide additional support for tuition. Why send the money to outside entities, but not cover or reimburse K-State tuition and fees?
- As an unclassified employee who works on soft money, my experience for the past 15+ years is that the University invests little to nothing in professional improvement for employees like me. I see notices of programs for classified (USS) employees and for faculty but since I fit neither of those categories the opportunities appear closed to me. My departmental supervisor has no interest in my professional improvement since the position will be gone when the grant money runs out. For the purposes of professional improvement beyond my specific, temporary job responsibilities, I don't exist in the employee world at KSU and have always been under the impression that is how it is supposed to be because the university doesn't need me beyond the scope of the grant.
- Its been 8.5 years since we had a raise. Really what do you think I think of management. This is the butt of a joke. What we need is real supervisors with real experience. Not ones going on cruises 3/4 times a year. Please tell me this is not all you people have to do. Why don't you suggest the managers roll up their sleeves and go to work for minimum wage and then give them this survey.
- I would love to have more training, but why put forth effort if there is no way to get paid more. Maybe if more training was promoted by my supervisor I would take it. I personally have to search for courses that apply and then ask my supervisor. I came from from the military and your staff training system for Housing and Dining is severely broke. These surveys rarely produce results. It starts with the supervisor pushing to train his workers.
- One way you can assist me is by giving me more money!!!! I am looking elsewhere for employment because of the lack of pay and respect. The university is lossing good workers because of the shity pay.
- I put moderately regarding supporting growth as current budgets (or lack of such) dictate many of the opportunities for professional development. Some of this is out of the universities hands, but some is also an absence of general support in this area. There are very few grants or workshops specifically for unclassified (and not faculty employees). Would be great if the university could better support this class or professionals on our campuses.
- Survey answers, especially at the very beginning--i.e., no time, no backup support--pretty much sums up the situation now and in my 29-year career here.

# Negative Text Responses

- I've heard it said many times by multiple individuals across our skilled trades that "they don't care about the people that get dirty" (the ones that do the work). Meaning that, in their opinion, the administration doesn't care about the people that do the physical labor. Yes, we hear it verbalized how important we are but your workforce doesn't feel that appreciation is genuine. I've worked on both, the facilities maintenance and Housing and Dining Maintenance for the past 12 years. A big sticking point is the pay. We've heard "there's no money for raises" yet there were no raises before the money got tight. You've got a severely depleted work force now that is being asked to do the same work load as though there is still a full staff. We see administration getting raises across the board but the money always runs out before it gets to the backbone of the people who keep this campus functional from an infrastructure standpoint. We were told by Human Capital that longevity and certificates of education within a skilled trade would be rewarded financially. At least 2 pay studies, costing a large chunk of change, have been done since I've been here. Both have shown the same thing. Your staff is underpaid. Unfortunately the only change we're seeing is that now we are becoming grossly understaffed to go along with the pay deficiency. That is not a recipe for a productive staff as we strive towards K-State 2025. And yes, when the 2025 vision was laid out, your staff at all levels took notice and even felt like a part of a bigger goal. I hope you will take these comments seriously as I do hear from a lot of people across this campus. I worked on the University Support Staff Committee and will take my post as a new classified Senator later this spring. I am looked to as a voice for many on this campus and want to share what I'm hearing and seeing first hand with you. Thank you.
- In twenty years I have never been offered any training technical or person training. I work for facilities.
- In our department there is almost no advancement available, and because the work load has doubled because of loss of employees there is no opportunity to attend classes or training to better one's self. The supervisor in our area is only concerned with himself. As long as he looks good to the outside areas he does not care about how the employees under him feel. It is unfortunate, because even with the added responsibilities this could be a real enjoyable place to work, as it is I don't care if I come to work in the mornings or not.
- I know Human Capital Services could be much more pro-active, supportive, and encouraging in caring for our KSU employees. Way too many times I have heard of and personally seen people stressed and pressured in their work environment by poor or rogue supervision not following our university Principles of Community document or even our university policies. By the time HCS become involved it is and appeal process and it is way too late, mostly for the employee; by this time the employee is spent and looking elsewhere. The results are good, hard-working, mission-minded people leave, and we must spend more money, waste more time, tie up more human resources to serve on a search committees, pay higher hourly wage or salary to replace what was a good employee trapped in a bad environment. The other remaining employees see this bad cycle happen again, plus the replacement hiring process is so slow, that is, if the search is approved. If not approved, a frequent response now, the work environment just gets worse. We talk about the "K-State Family Environment" but many pockets of our organization are far from this concept. Currently, HCS has good staff, but leadership has been in transition; HCS is very short-handed and they are running in reaction mode, and doing poorly in this role. Staff up, focus on proactive measures, expect supervisors and leaders to do their jobs right and be accountable to the university handbook, then watch your employees become more secure, productive and grow in an improving K-State Family environment!

# Negative Text Responses

- As an unclassified professional staff member, I do not feel that I "fit" into a category. There is not a plan of progression for work or for education. I do not feel valued, or that opportunities exist for me to improve or move up here at K-State. I am not considered faculty, and have a "temporary" contract. The message to me is that I am not considered valuable, like a faculty member is. There needs to be a way to bring everyone together -- and on one team -- in order for us to achieve 2025 vision and goals. I am frustrated with the the fact that there are so many categories of people, and everyone is siloed. Just think what could be accomplished if everyone was truly on the same team.
- As an adjunct instructor hired for my expertise in my area of research, it is important that I maintain that research. However, I have had to turn down opportunities to be a visiting scholar due to not being able to miss teaching too many classes. I'm not sure if there is a solution, but it is a conundrum nonetheless.
- An FYI, it is extremely hard to support USS in professional development (at least, at Hale) when some units (like the one I'm in - Serials/Acquisitions) is so understaffed that we have 3 people in one unit and 2 of them are retiring in the next year - and we have no backups getting prepared to take over their 40 year knowledge. There is no time, money, or staff (nor are the professional development opportunities timed so that USS could possibly attend them without interfering with work) and the strict rules that USS are held to (vs. UNC or faculty) is starting to get extreme and unbalanced (at least, what I can see in my building). We have USS busting hard to come in at 8am-5pm because they have to work during those time periods, but brand new UNC can come in late almost every day - work later or just "work" from home or on the week-ends and not come in M-F to work. The strict rules the state has set for USS is one of the first issues that should be addressed before we approach why USS cannot begin to think or consider attending Learning and Development courses or professional development because they are held to a stricter scheduling day in and day out over any other staff type. We need to flex that like UNC so that we have more options to feel like we have the freedom in our day to DO SO. Thank you for your time.
- Though I applaud the effort, I'm not entirely sure Human Capital Services or the University can actually help me achieve my professional development needs. The push seems to be that, unless one is in a high-ranking administrative or faculty position, we are just cogs in the machine. We are essentially trained monkeys and, as such, are given no opportunities to excel, but we can take all the fire extinguisher training we want. I have demonstrated interest in several program certifications that would actually demonstrate my commitment and expertise to my position, such as the Certified Government Financial Manager (CGFM) designation. However, when I approach the University for support for this initiative, there's conveniently never any money or buy-in. Faculty can go to every conference and have the University bankroll the whole thing, but the staff members who do it all can't receive the same level of support. It's bogus, it's disheartening, and it's causing me to reconsider my employment here at K-State.

Additionally, there needs to be some kind of skills intensive or bootcamp for department heads to learn about the different processes and procedures here at K-State so they don't breathe down their administrative assistants' necks about how long something is taking or what the process is. A basic place to start is PageUp training, so that they know how recruitment is to be done so they can stop skirting the rules (which constantly keep changing) and causing problems internally.

I understand that you're trying to gather the best information you can to make a decision, but designing a survey that forces someone to answer the lame options that are available is NOT a good way to do it. B-35

# Negative Text Responses

- The time needed for all these courses is not available.
- Not everyone is allowed time off during work hours to attend university classes. Only the special people in the right areas of work.
- My biggest barrier is workload. I could work 7 days a week and not complete my expected tasks, taking time away for training just isn't something that's a priority to me personally, as I'd rather be able to spend some time outside of work.
- It would have been nice if you hadn't changed the attending class policy. I had to quit taking classes and give up the dream of having a college degree when this was changed. My department no longer allowed me to leave since it was not a university policy and left up to the departments. If the department heads would stand up to their employees; and not let them think they run the department; things around campus might be a little better.
- I feel that if you are not a PhD, KSU doesn't care about development.
- In my department we are cooks. Why would you offer us all these business skills? Our managers are not going to let us leave to take these classes. The only ones that would be able to go (if they wanted to) is the supervisors. Plus why would our managers let us go to all the business classes you offer? There is no room for advancement in my department. My suggestion to you is talk to the people and do not have surveys. No one is going to take them and if they do they are just going to make it fun and check whatever. I do appreciate you trying though.
- They need to teach their supervisors how to leave problems at the door and when an employee had issues with another employee how to not just close a case instead they need to investigate more.
- The University supports professional development - but I do not believe the units support professional development. They are only interested in getting the work done for their departments and are not interested in letting someone off and do other training on their dime, even if it would improve the quality of their staff.
- Not much hope for this.  
Do not feel that Department Head or College support much in the way of professional advancement for me.
- My dissatisfaction with my professional development is specific to my professional area interests. There has been no time allotted and no support within my department to pursue these areas of interest.
- In addition to skills in a scientific field, based on which we are often evaluated as academics, some of the communication, leadership, and technology skills listed in this survey are essential for professional growth and success. But supervisors need to recognize this and incorporate training into employees work schedule.
- I think you should make anyone in a supervisory position attend mandatory classes that teach them to listen to their employees. My boss seems incapable of listening to others and it is detrimental to the success of our program.

# Negative Text Responses

- how about supervisors or managers stop telling employees they will never be supervisor or put into management rolls. they could help people learn to build skills to be able to move forward. or have training to help those learn more about their departments.
- Get the Union Out of My Buisness and allow the employees to negotiate on their own behalf...  
Better Upper Management  
Place should be run more as a Buisness than as a retirement facility
- Encouragement and Support from supervisor to attend learning and development opportunities provided by HCS. Also, I need to take the initiative for awareness of what is offered and request to attend learning and development opportunities.
- The process for reporting and investigating inappropriate behavior by administrators needs to be fixed.
- I need to know that the administration supports professional development within our college. Right now, I do not feel that support or encouragement is there.
- As a new hire, I felt rushed to get my job responsibilities down as quickly as possible as the department was backed up. My supervisor's training sessions were chaotic and unorganized. As a new hire, I felt I needed more time to understand things such as the voucher process. My supervisor was not supportive of development opportunities as it took away time from the department.
- Get rid of upper management and start over. These people are reckless with spending and can't make a decision to save their life. I'm tired of looking like an idiot due to their incompetent decisions. I also don't feel like I've done a survey yet that has amounted to a damn thing so quit sending them out because we supposedly belong to KAPE not USS.
- Your assumption is that HCS can provide the needed training for everyone's professional development and that is simply not the case. Many of us need specialized training that you will never provide. This survey doesn't address that side of things at all.
- My position is an Accountant II. It's very rare to find any development opportunities in that field in higher education. That's always been my drawback - my supervisor supports professional development in my department (Residence Life, Student Life, SGA and Clubs/Organizations) but I can only attend so many sales tax update meetings and Fred Pryor seminars before it gets monotonous.
- Most of the training you provide is content that I had to learn prior to the existence of this program. Too little, too late...
- Most of my professional development needs are highly specialized, and cannot be met by HCS. I feel very lucky to have a supervisor who understands those needs, and supports my achieving them.
- Microsoft Office is always evolving and I feel that every year I need to refresh my skill on its programs in order to be able to perform my job to my fullest capacity, but I am not offered any kind of training or seminars to learn any new skills. If I am not updating my skills, how can I be an asset to my employer or further my career within the university.

# Negative Text Responses

- Many of the courses are not relevant to my research assistant position. Any courses in project management, document management, or using Outlook for project reminders would be helpful.
- Learning and Development on campus is not the professional development I'm interested in. I would love to see more funding for faculty to attend conferences, network, attend workshops in the use of new materials available in industry, etc.
- Kansas State Does not offer any training in areas that would assist me in my profession. The only training options for me have been off-campus trainings through external entities and with the budget considerations over the past few years, I have received limited training due to the needs to spread out training to other members of our group.
- I have attended Learning and Development training in the past, but I do not feel like that training has had any benefit to my work responsibilities nor to my career development.
- As USS staff, it seems as mute point to go through further training. We will not see a benefit such as pay or position advancement. We are 'stuck' and overloaded. Once a coworker leaves their position those tasks area redistributed to other USS staff. Although I personally enjoy attending, training is not moving us forward.
- The issue isn't so much the professional development opportunities offered, but the budget and climate. When we're going to allow more unregistered guns on campus in the hands of under-trained individuals, especially given the current political climate and the rate of college suicides and attempted suicides (and given that suicide attempts with a firearm are between 80-95% "effective"), it's hard to see KSU as supporting my management needs. The training we'll actually need is how to help those we supervise deal with Campus Carry, especially if we supervise teachers, counselors, and staff. Additionally, given the consistent budget cuts and callbacks, I'm much more concerned with making sure that those I supervise are able to get off of food stamps than I am whether or not they know how to use Microsoft Outlook.
- Advanced training options are needed. Do not waste time of people on basics if they already know basics.
- The items listed in this survey are too broad - they are basic business skills. Specialized trainings for my work area would be most helpful to me.
- Maybe later in the afternoon classes could help. Seems it's in the mornings more, and with my work it's harder to leave in the morning. Definitely more computer type classes would benefit at my work place. Also we deal with shipping dangerous goods. The university was suppose to be having these type of classes, but haven't seen any for years. The HazMat classes aren't enough for this.
- I need to go to professional conferences that give me the latest in technical skills. the HCS things mentioned are not relevant if my Technical skills are no good, but there is NO MONEY for going to professional conferences.

Also, I have been so some of these HCS programs - they are poorly taught and a waste of time most of the time. The Canvas course I went to was so disorganized NO-ONE learned anything. Several other faculty in may department went and we were more confused after we left than when we arrived. Horrible.

# Negative Text Responses

- I need specialized training. I do book, glass negative, paper preservation. This requires special classes. I can't even afford to go to 1 class a year and I need to take like 9 or 10 that are offered this year. There is a great need but we have no money.
- I have taken many of the courses being offered by Human Capital Services from a previous employer. I feel there is no reason for me to enroll in the courses being offered if they do not apply to me or if I have already taken the course (or similar one) before.
- I have completed all but 2 courses of an associates which covers all courses offered currently by HCS. I have completed 600 level MIS data analysis courses and much of a 4 year degree program in MIS. Data analysis, manipulation, SQL programing and normalization courses are not offered to my job title through HCS. HTML, courses offered to my position title are basic and I am writing advanced code in PHP, CSS and HTML. I would like advanced courses on PHP, CSS, Python coding, XML editing, for all the jobs I do that are associated with coding and web based development. I need more cutting edge tech training than what HCS provides to my job title. After 30 years of experience, HCS is only offering me basic courses. Even their advanced courses are basic. Canvas courses are not offered to my job title and I created and maintain a canvas advising center for our faculty. There is little help provided to me in my current job title and I have found great resistance to providing the help I need. The only way I currently am able to get assistance is through effective persuasion and negotiation with ITAC, through learn smart or college level courses. Even the help I am able to persuade ITAC to offer to me one-on-one is basic and inadequate for my needs. I believe they assume that my position cannot learn or does not need the knowledge. This is very inappropriate. I have met the same resistance in MIS and CS programs. "A secretary coding is like stewardess flying a plane." I have finished all of my solo cross country flights as a pilot in training as well. I hold a job title woefully inadequate for what I have been doing for the past 30 years, yet I love what I do. - Deb in mathematics
- I believe all supervisor's should have to attend classes to learn their jobs better. "How to's" and "what to do if" class types like these. We were supposed to attend some classes a couple years ago...and the University never followed through.
- As a faculty member, professional development is different than that for other employees. I believe the university should support my efforts to deepen my knowledge and expertise in my field.
- The majority of Learning & Development workshops are geared for those who supervise others. What does not apply is very basic. I have attended a couple of sessions over the years and found them not worth the hassle of finding a parking spot.
- We go through these basically worthless surveys to receive nothing more than fill out another survey. What is the point of all these surveys? I have not seen much positive outcomes, less workers, more workload, leaving little room for professional development. Plus, the ones identified in this survey would not be near a top priority. Professional development is more specific to my job that for me teach proper project management skills related to my expertise, building construction.
- Our office needs to drastically improve our data management skills. There are likely no existing HCS programs with specific and detailed technical training to really address the outdated level of our staff skills.

# Negative Text Responses

- In my position there is no opportunity to advance. the additional training needed in my job is not offered at Kansas State University.
- I put a higher priority on maintaining professional certifications (which require continuing education in specific certified courses) than on the types of training I see suggested in this survey. It is more valuable to me that K-State and my supervisors have supported me in attending those courses. Although I see some of the topics in this survey as relevant, I'm concerned that training sessions would have to be too broad; they would be attempting to reach many people in varied roles, so the material would likely get simplified to the point that it would be mostly common sense tips, and not really assist me in improving my performance. I'm open to be proven wrong in this rather pessimistic view, however!
- As a System Specialist, I react to changes: some planned and some reactionary. The number one need is communication with the end-users. I need to know Oracle SQL, Crystal Reports, and FTP. I have to hear English but think in spread sheets, Venn diagrams, time, and location. I generally deal with people who are under a lot of pressure to accomplish a task.

The show must go on! Last week our HRIS person was out and I was able to fill in to perform the tasks needed due to cross training we strive for in ISO. List serves are very important as they provide tips and let you know of problems others are having.

- You could start by developing some credibility in Human Capital Services!
- Unclassified professional are essentially a nonexistent participant in most of the university politics, especially those regarding K-State 2025. If you are not a tenure-track PhD, postdoctoral fellow, or student, forget it.
- Tools and classes to learn that will advance me in skills and potential positions in advancement of employment! I would to attend classes physically with one on one help instead of someone saying "just go online" it's like when spelling as a kid saying "look it up in the dictionary"! It's as if K-State got you where they need you, so why allow advancement, I've been told on many occasion that "they already have who they want to hire , they have to save face and interview others to make it look good"! On many occasion I've applied for positions I know I qualified for but was told I did not! This also reflects on weather or not conflicts with a department or person(s) in said department ALLOWS you back in. I do not want to be a custodial specialist the rest of my career here at Kansas State! Thank you.
- To this point, I do not believe Kansas State as an institution has any interest in assisting me/my department in achieving my professional development needs. Completing this survey has, in my opinion, been a waste of my/my department's time.
- This survey was a waste of time. It isn't pitched to tenured faculty at all. Truthfully, there are no subjects listed in this survey that would benefit me at this point in my career.
- The university offers no programs for professional development for instructors. This was promised to the instructors in the upper division writing program in 2006 but never came to fruition.



# Negative Text Responses

- None of the topics covered an approach to faculty professional development. I do not understand how this survey applies to me, and I do not feel this is an accurate survey if I am forced to make responses.
- Need training on development of APPs nothing like that listed. Don't know what many of your other acronyms mean and didn't take time to look them up. If you started this survey with something that told us what you have offered perhaps I might have recognized something, but without that hard to complete this. When asked to rank things there was no way to indicate things that were not relevant (how do you rank things that don't apply to you?) so don't understand how you can interpret this data.
- Learning and development can only go so far when you work with people who cannot get along.
- I was given a new job which I fully qualified to do. However, my supervisor has no experience working with someone like me and doesn't quite know how to make assignments, give feedback, understand that I need a research context etc. He's always had graduate students whereas I have supervised for almost 20 years and know how to do research. I hope this is anonymous as I'm working on solving the problems through the channels. I would like to know though how one can get outside help from HR that is confidential. There needs to be a seminar for all employees on how to approach these kinds of issues without fear and what to expect if things are taken further. As a past supervisor, I was dismayed at how things were handled in many cases. They got passed around and someone whispered in someone's ear and nothing happened. Not always though. Additionally, the person who is scared and has the nerve to make the report, is owed something meaningful. One case of threatening behavior circled around for months because the superior refused to get involved. It was a disgrace and the poor employee, one of the lowest on the totem pole is still here. Most people see no options economically so they're held hostage. Anyway, training in all these areas would be helpful. Also data on how many complaints are dealt with and with specific categories for results. It's all a big mystery over there but I know there are also good people trying to do the right thing.
- I think no matter what, who you are where you work in K-State at, It's good to make mandatory for all the employees to attend all the workshops that are provided at K-State. We can do marvelous job at K-State IT but I don't see that happen, people listen and forget the next day and do the same stuff again and again. I would like to see that what we plan gets implemented properly.
- I don't know that I've seen a more biased survey. You won't get the information you need when you force me to answer questions about something that doesn't not interest or affect me at all. When I have to rank 10 things that are all unimportant and completely irrelevant, do you really think you're getting good data?
- As noted at the beginning, learning/development needs are different for every individual. But, the central theme of HCS should be that a large number of people within the organization are upwardly mobile w.r.t to their career path and professional development. This yardstick seems to be missing within KState as an organization. A very simple question to ask would be what fraction of the staff have had the opportunity to rise through the ranks? That should provide the success of HCS itself. That would save many of us a lot of time and trouble.

# Negative Text Responses

- This survey was way too complicated and convoluted such that I quit halfway through. There was no clear outcome described by the survey.
- This survey really did not allow supervisors to identify professional development needs by categories of employees.
- Nothing additional to say. I "manage" only one person (if that is even the right word), so I feel that this affects me only marginally and the 20 minutes devoted to this survey was not a great use of my time.
- Nearly all the topics listed in this survey do not apply to unclassified professionals who are directing education, outreach, or other academic related activities and programs. Many of us have master's and PhDs. We may lack basic office management skills but we hire people to manage these tasks. In my work each day I deal with deans, fiscal officers, department heads as well as faculty. It's as if I don't exist in this survey.
- My department allows me to travel for some of my professional development needs which I greatly appreciate. I have continuing education requirements for my license that I can't get on campus. The one recent problem is the increased travel rules that have been difficult to navigate. I've worked on campus for nearly 30 years and now the travel rules have changed and without adequate notification or training.
- KSU does not support the development of employees!
- I'm not sure if HCS Learning and Development is even involved with some of these bullet points, but I'll list them anyway.

1) Guarantee staff the opportunity to take at least one class per semester, regardless of job, in order to work towards a Bachelors or Masters degree in his/her desired field.

2) Offer OJT(On the Job Training), mentoring, or other active professional development opportunities that have a meaningful and quantifiable impact on qualifying for advanced positions.

3) Re-evaluate many of the job qualifications to more realistically reflect their actual needs in terms of degree requirements. While many highly skilled jobs should (and do) require Masters and Doctoral levels of education, many other jobs can be just as easily (and sometimes more effectively) learned on the job as opposed to the classroom. A degree, whether it be a bachelor's, master's, or doctoral, should only be a hard requirement if it can be adequately demonstrated to have a vital and necessary skillset for the job at hand.

My response is obviously skewed towards degrees. Given that relevant degrees are a hard requirement for most intermediate and advanced jobs, as well as the fact the cost of higher education in general is becoming more and more untenable for your average American, K-State is increasingly becoming an employer with very few avenues of advancement for those who either can't afford, or don't have the opportunity for, a higher degree. And as such, any discussion about professional development that doesn't take into account that reality is not honestly addressing the issue. To be frank, what good are certificates and programs and qualifications when every promotional opportunity an individual may have requires a degreeB-42 you don't have?

# Negative Text Responses

- I thought this survey could have been more clear about whether these are things that we require or they are things in which we feel we need training.
- As a whole I believe that the only reason for the existence of Human Capital Services (or at least the majority of the jobs) is a complete waste of money, time and effort. They are just a bunch of feel good positions created for people with no discernible real world skills. I suppose the natural thing to do is to create worthless positions for those people of little worth all in the name of 'progress' and 'equality', oh and of course my personal favorite 'diversity for the sake of diversity'. Now I'm sure that there is some tiny segment of HCS that does actually serve a purpose however I have yet to experience it. So all in all, unless any of the never ending barrage of surveys are actually going to benefit the people who actually do the work and have skills that actually contribute to society, please cut the crap. I'm sure we all have something we would much rather be doing, us working, and you sitting in a drum circle talking about your feelings.
- This survey was poorly developed. You should be able to mark not applicable. In some ways this was more suited for USS than unclassified professional staff. I would have also liked to have provided my own topics and not just the ones you are knowledgeable about.
- I don't think that these learning and development classes are generally a good use of time for faculty, but sometimes there are good courses. It's especially frustrating to go to a meeting and have the presenter read slides that I could do on my own time. The most helpful thing I have seen in the survey is a workshop on how to use Canvas. It is sometimes very frustrating and not intuitive.
- I cannot tell from this survey that your services are really relevant to me.
- If I hear something it's usually in an email and then it's not always clear who is really eligible to attend and if it requires departmental funding. So, it usually comes across as confusing even if I am interested in it.
- Basically not aware of training offered, especially in person
- Overall, I think my supervisor supports my professional growth, but am not sure I would say that HCS does. HCS could do a better job of promoting courses and doing something just like this, soliciting feedback on the types of professional development that individuals need.
- I need to be more aware of what is available. Time required to go through the trainings is always the issue. Fixed dates, never work for me thus online training is best.
- Get the information out to Extension folks who are NOT on campus!!!!
- Not sure of the point of this survey. None of the topics offered really would help me do my job. It seems Learning and Development is trying to pigeon-hole people into available training. New training is needed for the way the university works today. This whole thing was a waste of time.

# Negative Text Responses

- Thank you for this opportunity. Can you send out a less "canned" or less-controlled feedback form in the future? It seemed like there wasn't a lot of room for feedback outside of whatever choices you gave us to choose from during the survey. That's precisely the problem, and the reason for USS folks' issues. I have taken all of the training that I have seen that applied to me. Previously, as a new student supervisor, I felt grossly under-prepared to take on this role without jumping through several hoops. There were no hoops and no required training for me to have under my belt prior to becoming a supervisor. I think that is unfortunate and could have possibly been irresponsible. I didn't learn the no-nos prior to being in charge. Thankfully I'm (hopefully) knowledgeable about the dos and don'ts when it comes to supervision. I wanted to have classes on managing students. For example: Not everyone knows how many hours a student is allowed to work in general, let alone during the summer or if they are an international student. Can I ask if they're Catholic? Vegan? No, but those kinds of "known do not do" might not be known to everyone who gets put in positions of power (however small the amount of power is). I think it's getting better (teaching staff to be supervisors) but there's not much training offered after the Training 101 classes. Are those even required? They should be. I think I elected to take it a few times without being told to do so. As far as my own personal growth, I'm not sure where to go with that. There's a wide range of education/worldly-professional knowledge among USS. Some might need cultural sensitivity classes and some might need tons of room to grow higher than that. Can we have somewhat formal classes? Some sort of certificate program, specified to your particular job/area? If I could grow that way, perhaps I could make a little more money based on the various goal-setting we're allowed. Also, I wish K-State would try to partner with other Kansas schools for credits/a lower price on classes. I want to work at the same place, but I'd like the opportunity to further my education. I appreciate the course prices lowering/availability on my own campus. Unfortunately, K-State doesn't offer graduate courses that I need. Emporia State does though. Let's do a credit exchange program? Online class credits at a discount? Earn class credits for goals you've met while at K-State? I want to stay here and move up! Help us to learn and we'd love to stay! Thanks again and sorry for the conversational-nature of this answer. Good luck to your committee/department/fact-finding mission. Cheers!
- Right the ship in HCS. Hire the best HCS leader possible with top notch experience and professional excellence. Evaluate each position in HCS top to bottom. Iron sharpens iron...hire the best in the business.
- Many of the same topics are offered over and over again. I would appreciate advanced training in the software the university uses and training in departmental programs offices must use like Facilities and Telecom work order request.
- I often feel micro managed and stifled. My skills are not being utilized and are instead being actively shut down.

# Increase Training Flexibility

- It would be nice if there were computer classes that can be taken online, ie: excel, word, access. Currently these are not offered and one needs to attend a seminar like "Fred Pryor". I am located in Hays and it is difficult to drive 2.5 hours each way to campus for a 1-2 hour class (such as HRIS or PageUp). All classes offered should have an online or zoom alternative option.
- Understand that everyone cannot attend trainings in Manhattan. There are K-State employees across the state, many without a budget to travel to professional development. These trainings need to be offered through webinars.  
Also, make sure that they are thoroughly advertised!
- Greater awareness of what is being offered by Learning and Development. This may be my shortcoming in not searching it out, but I don't think I am alone in this. Also online access to WebSeminars would be great.
- Provide online training and certificates in fields needed.
- Our department could use a program in AiM computer training. It is used on a daily basis by everyone in this department. I didn't see it listed as part of this survey.
- Offering on line training classes.
- I would like to see more computer training classes offered for things Administrative professionals use like Excel, Word, Access, etc.
- I think it would be a great option to be able to train in other areas during off work hours. That would give a worker a better opportunity to move up to a more challenging position. I also wish online courses were covered fully in the online tuition as well as more credit hours being covered, maybe six credit hours. I do appreciate the tuition assistance and the learn smart programs offered by Kansas State University. I am a very proud employee in the facilities department and also a global campus student.
- Easy and quick access to training on office products and softwares.
- Departments should encourage supervisors to verbally and in writing let support staff know they can do additional training. The most beneficial training for me would be to access from home over the internet. There is no time at my work location for completing training.
- Alot time for learning on work site.
- Making more sessions available via streaming or on-demand.
- I would like to see a lot of training for MS Access. We use it daily in our department since our program has over 650 students. I'm the only one in our department who knows how to set up queries, forms, reports, etc. in MS Access, and my position stays extremely busy. It's hard to self-train with all the interruptions I get. And it doesn't help that my supervisor doesn't realize what my position does or the importance of knowing what all this program can do to help my position less stressful.
- As we are in another county, Zoom and web-based meetings and trainings are greatly appreciated.
- The more you do online that can be done anytime the better.

# Increase Training Flexibility

- Popular times to host these events always seem to fall during the times I am lecturing or in lab. Perhaps some online alternatives would be beneficial to watch on our own schedule.
- Offer training other than over lunch time, maybe online.
- I have a Bachelor of Science in computer information system and have not been able to get a job on this campus in this field. I think it is too late for me to get into the field because it's been 14 years since I graduated. I have applied for many positions on campus and I think I don't get hired because I'm almost 60 years old. Right now I've given up on setting any goals for my life because I think it's fruitless to think I can be anything except an administrative assistant. I also can do accounting but that is not where my degree is so I can't move up in that field either. I will stay where I am so having a way to grow in my position and take on more responsibilities so I will feel like I am growing here would be great. I think we should be able to take more classes on-line to develop more skills but if the university hiring teams would quit looking at how old someone might be then that would help someone like me.
- Provide more Zoom-based trainings.
- It supports development but the program can't effectively do its job when it doesn't offer online or outside normal working hour opportunities.
- More schedule options. Over Lunch? Smaller groups with interaction of those attending
- As a university professional, myself and colleagues are TOO BUSY to get away for professional development or learning opportunities. The opportunities that the university provides develops us as better employees for the university but not as professionals in our industry.  
It should be built in to our daily, weekly or monthly routine to regularly develop ourselves professionally either through specific on-demand training or through group activities with similar professionals.  
If HCS required this be a daily, weekly or monthly part of work, I think that would be great.
- It would be nice if more training was offered in the summer when less students were on campus so admin folks could get away from the office to attend them.
- I just don't have the time to attend all or any of the learning sessions. They are a good idea, but I just don't have time.
- I feel like the HCS unit provides timely, important training sessions to those of us on campus. Many don't take advantage of the sessions unless our units/supervisors encourage our participation.
- Offer classes during dining center "off" times so that everyone can attend if they want to and not feel pressured or rushed.
- Training available via Zoom would be really helpful for those unable to attend in Manhattan or for those who work on other campuses.
- Continue to simplify the methods (Webinars, etc.) for providing training to off-campus employees.
- Classes to learn computer skills from basic to advance, that are free and available on demand through the internet from our desktops at work as well as from home.

# Increase Training Flexibility

- Would like to see on-demand webinars. We constantly get interrupted while trying to watch and learn. I would take my own time and watch them after hours if they were available. Webinars are very useful. Offering trainings on campus during lunch time for 30 minute trainings would be great. (Time to get there and time to return to walk back to work.) Centrally located. The only other way to offer training would be off campus late afternoons, so we do not have to come back to campus to hunt for a parking place. Please offer a one-day retreat for Microsoft office suite, or a group of specific topics related to work. Give USS a chance to network and focus on a topic that will be beneficial to their work the entire year. Unclassified are given many opportunities to go to conferences year round. USS should be able to have a one day learning retreat once a year. I would consider that a benefit and a great investment to grow, network, learn, and come back refreshed and ready to go.
- Need more online programs like Linda.com for more technical training that we can do at our desk.

# Lack of Budget/Compensation

- You are only worried about helping the top 5%. Have you looked at cost of leaving in Manhattan Kansas.
- Why do any more "professional development" when we do not get paid accordingly?
- While there are training opportunities available, the content rarely changes or different training offered. With budget crisis campus wide, the PD has been cut, meaning there aren't funds left for LearnSmart or Fred Pryor, which were the only remaining options for professional development I have access to. I'm not unclassified, so my department won't pay for me to attend training in other places nationwide. I'm just a lowly support staff worker and given the shaft.
- To Whom It May Concern:

Note that I am not only speaking for myself with the following feedback, but also for faculty and staff members who have expressed their extreme frustration with Human Capital Services.

I have been employed at Kansas State University for 10 years in an unclassified position. Due to lack of grant funding, as well as budget cuts including new restrictions on how certain funds can be used, I am being laid off work with my last work day being May 20, 2017.

The professor I work for has encouraged me to apply for other opportunities here at Kansas State University, but have learned that all unclassified positions now require a bachelors degree. After learning of this, I have talked to several other faculty members who do not like this policy. They would prefer to hire from within, and put experience ahead of a a bachelors degree for those already employed at K-State.

The learning and development you provide, cannot help anyone at K-State if you are not willing to allow advancement or promotion from within into unclassified positions for those who do not have a bachelors degree.

- There is little point in looking for professional development oportunities when there is no reward except personal satisfaction. It takes a lot of time and personal expense to acquire the kind of skills that would be useful in my current position. Also, once a person acquires more advanced skills, it's just too easy for administrators to modify position descriptions to keep expectations high and wages low. My position is so much more advanced now than it was when I started working in my position. However, I have not been compensated financially for being a more qualified and skilled employee. Because my PD changes and the expectations keep rising, it is nearly impossible to receive an "exceeds expectations" rating that qualifies me for any pay raises. The earning power of my take-home pay is less now than it was when I started working at K-State in 2005. It's depressing working at K-State right now. I have no hope that things will get any better for me unless I get another job offer and can negotiate a pay raise in order to stay here. With the current budget situation and guns coming onto campus, why would I want to stay here if I could get a better paying job in a safer place somewhere else?



# Lack of Budget/Compensation

- There are pockets of support inside of K-State. I have gotten fantastic feedback from many people that mentioned I perform above expectations and that I have inspired others. Despite this, when recommended for a raise I was turned down by a few levels above me. It was mentioned that because I had only been full time for a year at the time that I should wait a few more years. This is not how K-State should treat employees that work extremely hard if K-State wants to provide fantastic services for campus. If K-State wants to be recognized as a fantastic University then it should reward passion, performance, and skill instead of job loyalty. Rewarding loyalty will attract employees that are not as motivated and encourage passionate top performers to leave. Over the long term this will lead to fewer great ideas, less productivity, and a less successful University.

Compensating employees for high performance will easily pay for itself in dividends. Not only would students learn more from professors that are more passionate, but they will interact with more of campus if campus is happier. More interaction leads to an even happier campus which will lead to more learning. This positive feedback loop will lead to higher enrollment numbers. More passionate and motivated non-instructor employees will lead to better services, tools, and campus atmosphere which will also feed into the positive feedback loop.

K-State may never offer the highest pay, but it should reward performance to encourage passionate performance across campus.

- The trainings are very important when we're in an environment where the only praised/compensated employees have advanced degrees even though we are worth more than we receive. Staff morale is low at K-State.
- Supervisors hold one back from professional development. There is also stagnant wages, what is the point of professional growth if it is not financially compensated?
- Not having a real raise in years and years makes me a bit apathetic.
- Most helpful would be for my unit to have the funds to support me in accessing professional development specifically oriented to my area of expertise and to the services I offer to students through my employment at K-State. Or, to use funds to bring trainings to the area for myself and other providers to access training related to college student mental health.
- More money for attending high quality conferences
- money
- I think my frustrations would be related to the fact that I feel that my position is stagnant. The only aspect I feel that has grown since I've started with K-State would be earning my master's degree. I greatly appreciate the opportunity K-State provides by covering the education costs of one class each semester. However, I do feel that if I were not in graduate school, I would feel that my career has plateaued and isn't advancing. I don't feel that I have many opportunities to enhance my skills specifically within my field without it coming out of my own pocket. Which if I did make this investment, I'm not sure what the pay off would be in staying with my current position aside from the personal feeling of achievement.

# Lack of Budget/Compensation

- I don't feel training is openly available unless your supervisor wants you to attend. With Support Staff employees are locked into their positions still. I thought switching to Support staff was supposed to give the departments for salary flexibility but then you did the big salary survey trying to compare people. K-state does not care about by career or growth. It is on me to educate myself. I can only get a pay raise and more difficult work if I apply for another position. This is all totally opposite of the private sector where my supervisor would suggest pay raises for taking on additional tasks or propose me moving to a higher position that better fits my skill set.
- I came into this university with a college degree but have never been regarded for having one. I've supervised classrooms of students and worked with students with behavior learning disorders along with a multitude of other job responsibilities, but it didn't open any doors for promoting up through the ranks. It's taken 10 years of doing menial tasks to finally find a window open for personal growth. I think job classifications ought to take into account college degrees and off-campus work experience. At least, one shouldn't start at the bottom of a payscale within the grade they're applying for.
- Human Capital Services in terms of the criteria/programs/services are of NO use to me, and I would have preferred to see that money and resources allocated to the faculty and departments directly, as many are underpaid and don't have the resources to flourish. As far as I am concerned, HCS is an added bureaucratic layer, and especially since the word "resources" was replaced by "capital," bureaucratic bloating has increased.
- Honestly, to get buy in to any Learning and Development program, employees must first feel valued by the organization. I getting the feeling that employees are feeling less and less valued by Kansas State University due to the fact that the fundamental issue of take home pay keeps getting ignored. I believe the university has finally come to a tipping point where essential staff and top performers who have been loyal to the university are looking elsewhere because their issues have been ignored for so long. Employees cannot continue to be productive and more importantly advocates for an employer when their take home pay continues to decrease year over year.
- Growth support comes with increase in pay, which I have not seen near enough of in the 30+ years of dedicated and successful service to this university.
- Funding is approved for some people and not others. I am not even sure when/if/what professional development is available.
- For my professional development, most of what I need is at conferences in my discipline, not what is offered here at K-State. We used to have a good travel budget that allowed us to go to 1-2 conferences a year, but with budget cuts we now cannot afford to go to even one good conference without paying out of pocket. With increased health insurance costs, inflation, and no raises, we have all had a pay cut. Also we haven't been able to fill positions when people quit, so now we all have more work to do on top of everything else. We are DROWNING. Help us please.
- EST is in need of a Professional Development budget to accommodate sending engineers to training classes or programs that further their understanding of existing and future infrastructure and applications.

# Lack of Budget/Compensation

- As an ageing worker in the workforce, I see some training (Time & Monies) spent on the youth, which I feel is a good thing for the future, but the older workers are overlooked for any training and left to their own devices. Higher level employees go to conferences, and meetings, camps, training seminars, etc,etc, which most of the time end up just being a vacation from work, with no real relevance to their jobs. Wasteful spending, poor decision making, poor leadership, people that have job titles without the skills for that title, favoritism being used many times to determine jobs and needs, instead of necessity. These are but some of the problems. The only way to advance in this system is to change jobs, therefore risking any stability or confidence in your job. I came to KSU for the benefits package and insurance (not for the money, I made nearly double in the real world compared to what i make now), but every year insurance costs go up and we are told that wages will not increase due to budget issues, so in turn we take home less and less. It can and has gotten to the point that we can't keep good people here at KSU because, they can't AFFORD to work here.
- After being told Total Rewards is requiring a \$25000 pay cut next year, I'm planning to retire. 48 years is enough
- Pay me the full salary that I have funded through my grants.
- My department just doesn't have enough funds to provide adequate professional development
- I thought it was interesting that you asked us to complete this survey to assist us in progressing on the career ladder. I do not know what my new classification will be under the total rewards program, nor what the career ladder associated with my position will be.

Budget is a major contributing factor as to why myself and others in my College are unable to attend professional development opportunities. There is always money for faculty and administration to attend conferences/training, but the same is not true for USS or unclassified professional staff. We get the impression that we are easily replaceable and if we don't like it then we should leave.

- I am a licensed psychologist and in order to retain my professional licensure I need to accrue 50 hours of certified training every two years. These trainings need to be put on by certified professionals, through educational institutions, and they need to include a set number of hours of certain topics. Attending generic on-campus trainings (e.g., Basics of Microsoft Word) put on by Human Capital Services or Student Life staff will typically not count toward the 50 hours I need. The best way the university can support my training and professional development needs is to provide financial resources to bring in Psychologists or other trained mental health professionals to provide trainings to my agency's staff. That way all of my agency's staff can accrue the continuing education hours we need in the most cost effective way. Currently, and in the recent past, there has not been any money to be able to do this; thus, we are doing the best we can to have local, qualified professionals present to my agency (for free) when possible. The second most effective way for my agency's staff to meet their professional development needs is to provide financial resources for staff to be able to travel to conferences. This allows a staff member to hone in on a specific topic in which they need/desire more training (though this option is not as cost effective as bringing one trainer to our agency who can provide a training to many staff who can all count the hours toward retaining their licensure).

# Lack of Budget/Compensation

- By giving raises to the employees that have already had the training in order to retain them. None of this means anything until we retain good employees.
- Zero opportunities provided for continuing education or career advancement. I'm not allowed to attend any classes or seminars that would allow me to network and gain vital knowledge. Budget issues are always the cause.
- Under paid. Over worked. Made twice the amount in industry. Industry has more stress but at least could pay bills. Not competitive compensation. Nothing you can do - sorry. Most individuals I interact with are ready to leave. I have three degrees!!!
- Pay equity is a major issue at KSU. It is creating tension across campus. this needs to be addressed or we will lose quality and retain the under performers.
- MORE FUNDING is necessary in order to adequately support faculty (and what is demanded by KSU as adequate fulfillment of our contracts). It is also frustrating that contingent faculty (i.e., VAPs) cannot access research or other funding, yet are expected to fully contribute to the life of the campus, department, etc. Further, we need adequate ways to communicate (outdated office equipment, no phones anymore) and teach (inconsistent and non-functioning technology, including the heating and cooling systems in the building, which DISTRACT students and make it difficult for them to focus while in class).
- Lack of budget for college/unit results in limited funds to support unclassified employees in professional development; increased work load (even without any raise or promotion) due to budget and having to make do with current level of employees makes it harder to make/take time to participate in professional development. Low morale leads unclassified employees to not engage because no matter how well we do our job, no matter what efforts we take ourselves to improve our skills and quality of work and service, no matter how high we score on evaluations and no matter if our supervisor recommends us for merit raise, we don't get any raises.
- I think there are plenty of opportunities for this type of training. In fact, after being here for over 25 years, most are repeats which is why I didn't make many choices. What I need as an employee is free tuition and fees and not be limited to just 3 credit hours per term. I don't understand why K-State will allow money spent on professional development, but cannot cover fees, textbooks or provide additional support for tuition. Why send the money to outside entities, but not cover or reimburse K-State tuition and fees?
- As an unclassified employee who works on soft money, my experience for the past 15+ years is that the University invests little to nothing in professional improvement for employees like me. I see notices of programs for classified (USS) employees and for faculty but since I fit neither of those categories the opportunities appear closed to me. My departmental supervisor has no interest in my professional improvement since the position will be gone when the grant money runs out. For the purposes of professional improvement beyond my specific, temporary job responsibilities, I don't exist in the employee world at KSU and have always been under the impression that is how it is supposed to be because the university doesn't need me beyond the scope of the grant.

# Lack of Budget/Compensation

- Its been 8.5 years since we had a raise. Really what do you think I think of management. This is the butt of a joke. What we need is real supervisors with real experience. Not ones going on cruises 3/4 times a year. Please tell me this is not all you people have to do. Why don't you suggest the managers roll up their sleeves and go to work for minimum wage and then give them this survey.
- I would love to have more training, but why put forth effort if there is no way to get paid more. Maybe if more training was promoted by my supervisor I would take it. I personally have to search for courses that apply and then ask my supervisor. I came from from the military and your staff training system for Housing and Dining is severely broke. These surveys rarely produce results. It starts with the supervisor pushing to train his workers.
- One way you can assist me is by giving me more money!!!! I am looking elsewhere for employment because of the lack of pay and respect. The university is losing good workers because of the shitty pay.
- I put moderately regarding supporting growth as current budgets (or lack of such) dictate many of the opportunities for professional development. Some of this is out of the universities hands, but some is also an absence of general support in this area. There are very few grants or workshops specifically for unclassified (and not faculty employees). Would be great if the university could better support this class or professionals on our campuses.
- Wish there was more budget for professional development programs specific to my position, and that other opportunities were open to more people.
- what i need are more financial resources, and competent leadership in my department, but your office cannot do anything about that. I guess, it would be nice to have training specifically for people wanting to be chair, or women looking to become dept heads.
- Training to provide the possibility of professional growth and measure up with the work load already assigned that is above pay grade level.
- To promote staff retention on campus, institute a minimal cost of living raise (approx 2%) each year to add incentive to stay and stay motivated/feel respected and valued  
in addition to salary, have a small professional development amount attributed to each person's name for them to use each year built in so we don't have to rely on the department, especially during these tougher budget times for professional development opportunities
- The School of Music, Theatre, and Dance does not give each person Development Funding each year, as I know other departments do. Although I do appreciate that our system allows faculty to compete for funds in years when they REALLY need them, it would be nice to just have a set amount go into our DRA accounts each year.
- The greatest need is a budget for external conferences and training that are specialized for specific careers. Manager-level training would also be helpful.
- The employee tuition grant is a major benefit offered to K-State staff. I've found that many employees are unaware of this grant. I've also heard of some colleges/departments not supporting the use of this grant. We are an academic institution and should promote and support life-long learning - even if this occurs during work hours.

# Lack of Budget/Compensation

- Provide professional development grants so that I can travel outside the university for training specific for my discipline.  
Develop a professional mentoring program where people can get candid feedback and advice from people outside their program to learn how to advance at K-State.
- Professional Development in the IT Technology field must be more than staff meetings and IT Retreats. Networking with IT professionals from other Universities such as happens with the NETC and CHECK conferences is key to finding out what they are doing in relation to what is happening in our own lives. Funding to send people to these types of trainings needs to be prioritized if we are to keep the ITS team a top notch one.
- Most professional development in my area would be technical in nature and would likely have to come from outside sources. Due to budget (or lack thereof), this just does not seem to be an option at this time. I'm not sure that HCS can really assist in this.
- I would like to see an increase in the number of credit hours paid by the University, along with the fees being paid. I am considering getting an MA Certificate, but it is difficult to do this with the fees being charged.
- at the KSUF, it would be great if they offered better tuition assistance programs to support additional educational opportunities.
- With money and time these needs can be met elsewhere, but for many it would be nice to have more online, flexible resources for professional development when time permits.
- With budget cuts and being asked to do more with less I imagine this is a daunting task. Thank you for being willing to step into the fray.

Also, I have worked in other positions on campus where my professional growth and development was highly valued and taken seriously. That is not the case for the situation I am in now. Although my work is valued, my growth is not, largely because I am staff and not faculty.

- we need grants or something so units that don't have a lot of money can still find ways to get pro dev.
- The team I am responsible for is a highly technical IT team. Most of the content of this survey is below the expected technology required to be successful. We require more focused IT systems training not offered by HCS. Our budget has been cut and we aren't getting professional development even though we're adopting new technologies.
- I understand that money of course plays a roll in this as well as time commitment. I also know we are under budget constraints and hiring constraints that will affect this as well. I am hopeful that this can still be a great place to work and continue to develop professionally.
- I feel internal professional growth opportunities are available, but professional growth opportunities outside of K-State are limited due to budget constraints (ie No longer being able to attend user conferences)
- Having on-demand training options would make participating in the training easier in my department as it would take less time. We are struggling to do more with less staff and money.

# Lack of Budget/Compensation

- Being in the Grants world and central administration there is a lack of funding at the central level for outside training that is afforded to the colleges and also to PreAwards. There needs to be more funding allocated to those of us in specialized areas so that we are able to keep up with our peers.
- As a supervisor in a technical field, it is imperative I keep up on trends and new systems coming to market. Professional development funds were the first thing to be cut by our unit when budgets began to tighten, so keeping up to date is difficult. I do not feel HCS is really in a position to assist in this area, but I do appreciate the training classes offered by HCS so I can continue to develop as an effective leader and competent supervisor.
- There is never any money for meaningful technical professional development in ITS. There are silos of technical information but whenever I ask for training and professional development I get turned down saying there is no money. With the current turnover in key positions in ITS this is no longer acceptable.
- The pay and benefits are subpar.
- Our entire campus is in need of strong leadership and organization. If funds and other support are made more available for faculty in supervisory positions-it would greatly assist in achieving the foundation for strong leadership.
- Might be nice to have professional development topics relevant to my job expressed to my supervisor so they can support and/or encourage my professional development endeavors. It might also be nice to have some sort of compensation structure or increased responsibility following the completion of professional development program.
- Incentives (such as a raise).
- I need funding to seek specialized professional development outside the University.
- I am fortunate to have a supervisor and college culture that supports my professional growth and development. In the past, we have had funding to support me in my professional development endeavors. As budget cuts continue, I do not know if funding support for my professional development will be able to continue.
- a pay grade title change would be beneficial to me because I have been doing additional duties not included in original administrative assistant job title
- Mo Money - Mo Money - MO MONEY!
- A raise would be nice so I can pay more on my student loans!
- better wages and more vacation time
- It's never made sense to me how different departments have vastly different professional development funds available for travel and conferences. It would be nice to see the university provide some leadership on making things more equitable between colleges and departments in this area.
- It would be nice to see our budgets be able to handle actual classes on campus. Professional development to me would involve science classes that would broaden my knowledge regarding the laboratory I work in.

# Lack of Budget/Compensation

- I feel like professional development is discussed and encouraged, but when it actually comes down to doing professional development, there is never any funding for it, so it's something that just falls into the "wouldn't that be nice" category. +J106:J109
- My supervisors are very supportive of professional development. They encourage and expect it. I have been employed by K State for about a year and a half now, and this, the culture of growth and improvement, is one of things that make it great to come to work every day. My position is funded by a long-term grant, and grant deliverables must be met, so my biggest roadblock to professional development is workload for meeting grant deliverables. Permanent funding may help remove that roadblock.
- Creating grants/scholarships to assist staff with professional development initiatives, such as progressive achievement certifications, professional association memberships, as well as creating community outreach initiatives to identify and utilize unique training resource opportunities locally.



# Lack of Support

- Survey answers, especially at the very beginning--i.e., no time, no backup support--pretty much sums up the situation now and in my 29-year career here.
- I've heard it said many times by multiple individuals across our skilled trades that "they don't care about the people that get dirty" (the ones that do the work). Meaning that, in their opinion, the administration doesn't care about the people that do the physical labor. Yes, we hear it verbalized how important we are but your workforce doesn't feel that appreciation is genuine. I've worked on both, the facilities maintenance and Housing and Dining Maintenance for the past 12 years. A big sticking point is the pay. We've heard "there's no money for raises" yet there were no raises before the money got tight. You've got a severely depleted work force now that is being asked to do the same work load as though there is still a full staff. We see administration getting raises across the board but the money always runs out before it gets to the backbone of the people who keep this campus functional from an infrastructure standpoint. We were told by Human Capital that longevity and certificates of education within a skilled trade would be rewarded financially. At least 2 pay studies, costing a large chunk of change, have been done since I've been here. Both have shown the same thing. Your staff is underpaid. Unfortunately the only change we're seeing is that now we are becoming grossly understaffed to go along with the pay deficiency. That is not a recipe for a productive staff as we strive towards K-State 2025. And yes, when the 2025 vision was laid out, your staff at all levels took notice and even felt like a part of a bigger goal. I hope you will take these comments seriously as I do hear from a lot of people across this campus. I worked on the University Support Staff Committee and will take my post as a new classified Senator later this spring. I am looked to as a voice for many on this campus and want to share what I'm hearing and seeing first hand with you. Thank you.
- In twenty years I have never been offered any training technical or person training. I work for facilities.
- In our department there is almost no advancement available, and because the work load has doubled because of loss of employees there is no opportunity to attend classes or training to better one's self. The supervisor in our area is only concerned with himself. As long as he looks good to the outside areas he does not care about how the employees under him feel. It is unfortunate, because even with the added responsibilities this could be a real enjoyable place to work, as it is I don't care if I come to work in the mornings or not.
- As an unclassified professional staff member, I do not feel that I "fit" into a category. There is not a plan of progression for work or for education. I do not feel valued, or that opportunities exist for me to improve or move up here at K-State. I am not considered faculty, and have a "temporary" contract. The message to me is that I am not considered valuable, like a faculty member is. There needs to be a way to bring everyone together -- and on one team -- in order for us to achieve 2025 vision and goals. I am frustrated with the the fact that there are so many categories of people, and everyone is siloed. Just think what could be accomplished if everyone was truly on the same team.
- As an adjunct instructor hired for my expertise in my area of research, it is important that I maintain that research. However, I have had to turn down opportunities to be a visiting scholar due to not being able to miss teaching too many classes. I'm not sure if there is a solution, but it is a conundrum nonetheless.

# Lack of Support

- I know Human Capital Services could be much more pro-active, supportive, and encouraging in caring for our KSU employees. Way too many times I have heard of and personally seen people stressed and pressured in their work environment by poor or rogue supervision not following our university Principles of Community document or even our university policies. By the time HCS become involved it is and appeal process and it is way too late, mostly for the employee; by this time the employee is spent and looking elsewhere. The results are good, hard-working, mission-minded people leave, and we must spend more money, waste more time, tie up more human resources to serve on a search committees, pay higher hourly wage or salary to replace what was a good employee trapped in a bad environment. The other remaining employees see this bad cycle happen again, plus the replacement hiring process is so slow, that is, if the search is approved. If not approved, a frequent response now, the work environment just gets worse. We talk about the "K-State Family Environment" but many pockets of our organization are far from this concept. Currently, HCS has good staff, but leadership has been in transition; HCS is very short-handed and they are running in reaction mode, and doing poorly in this role. Staff up, focus on proactive measures, expect supervisors and leaders to do their jobs right and be accountable to the university handbook, then watch your employees become more secure, productive and grow in an improving K-State Family environment!
- As an unclassified professional staff member, I do not feel that I "fit" into a category. There is not a plan of progression for work or for education. I do not feel valued, or that opportunities exist for me to improve or move up here at K-State. I am not considered faculty, and have a "temporary" contract. The message to me is that I am not considered valuable, like a faculty member is. There needs to be a way to bring everyone together -- and on one team -- in order for us to achieve 2025 vision and goals. I am frustrated with the the fact that there are so many categories of people, and everyone is siloed. Just think what could be accomplished if everyone was truly on the same team.
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- An FYI, it is extremely hard to support USS in professional development (at least, at Hale) when some units (like the one I'm in - Serials/Acquisitions) is so understaffed that we have 3 people in one unit and 2 of them are retiring in the next year - and we have no backups getting prepared to take over their 40 year knowledge. There is no time, money, or staff (nor are the professional development opportunities timed so that USS could possibly attend them without interfering with work) and the strict rules that USS are held to (vs. UNC or faculty) is starting to get extreme and unbalanced (at least, what I can see in my building). We have USS busting hard to come in at 8am-5pm because they have to work during those time periods, but brand new UNC can come in late almost every day - work later or just "work" from home or on the weekends and not come in M-F to work. The strict rules the state has set for USS is one of the first issues that should be addressed before we approach why USS cannot begin to think or consider attending Learning and Development courses or professional development because they are held to a stricter scheduling day in and day out over any other staff type. We need to flex that like UNC so that we have more options to feel like we have the freedom in our day to DO SO. Thank you for your time.

# Lack of Support

- Though I applaud the effort, I'm not entirely sure Human Capital Services or the University can actually help me achieve my professional development needs. The push seems to be that, unless one is in a high-ranking administrative or faculty position, we are just cogs in the machine. We are essentially trained monkeys and, as such, are given no opportunities to excel, but we can take all the fire extinguisher training we want. I have demonstrated interest in several program certifications that would actually demonstrate my commitment and expertise to my position, such as the Certified Government Financial Manager (CGFM) designation. However, when I approach the University for support for this initiative, there's conveniently never any money or buy-in. Faculty can go to every conference and have the University bankroll the whole thing, but the staff members who do it all can't receive the same level of support. It's bogus, it's disheartening, and it's causing me to reconsider my employment here at K-State.

Additionally, there needs to be some kind of skills intensive or bootcamp for department heads to learn about the different processes and procedures here at K-State so they don't breathe down their administrative assistants' necks about how long something is taking or what the process is. A basic place to start is PageUp training, so that they know how recruitment is to be done so they can stop skirting the rules (which constantly keep changing) and causing problems internally.

I understand that you're trying to gather the best information you can to make a decision, but designing a survey that forces someone to answer the lame options that are available is NOT a good way to do it.

- The time needed for all these courses is not available.
- Not everyone is allowed time off during work hours to attend university classes. Only the special people in the right areas of work.
- My biggest barrier is workload. I could work 7 days a week and not complete my expected tasks, taking time away for training just isn't something that's a priority to me personally, as I'd rather be able to spend some time outside of work.
- It would have been nice if you hadn't changed the attending class policy. I had to quit taking classes and give up the dream of having a college degree when this was changed. My department no longer allowed me to leave since it was not a university policy and left up to the departments. If the department heads would stand up to their employees; and not let them think they run the department; things around campus might be a little better.
- I feel that if you are not a PhD, KSU doesn't care about development.
- In my department we are cooks. Why would you offer us all these business skills? Our managers are not going to let us leave to take these classes. The only ones that would be able to go (if they wanted to) is the supervisors. Plus why would our managers let us go to all the business classes you offer? There is no room for advancement in my department. My suggestion to you is talk to the people and do not have surveys. No one is going to take them and if they do they are just going to make it fun and check whatever. I do appreciate you trying though.

# Lack of Support

- The University supports professional development - but I do not believe the units support professional development. They are only interested in getting the work done for their departments and are not interested in letting someone off and do other training on their dime, even if it would improve the quality of their staff.
- Not much hope for this.

Do not feel that Department Head or College support much in the way of professional advancement for me.

- My dissatisfaction with my professional development is specific to my professional area interests. There has been no time allotted and no support within my department to pursue these areas of interest.
- In addition to skills in a scientific field, based on which we are often evaluated as academics, some of the communication, leadership, and technology skills listed in this survey are essential for professional growth and success. But supervisors need to recognize this and incorporate training into employees work schedule.
- I think you should make anyone in a supervisory position attend mandatory classes that teach them to listen to their employees. My boss seems incapable of listening to others and it is detrimental to the success of our program.
- I often feel micro managed and stifled. My skills are not being utilized and are instead being actively shut down.
- how about supervisors or managers stop telling employees they will never be supervisor or put into management rolls. they could help people learn to build skills to be able to move forward. or have training to help those learn more about their departments.
- Get the Union Out of My Buisness and allow the employees to negotiate on their own behalf...  
Better Upper Management  
Place should be run more as a Buisness than as a retirement facility
- Encouragement and Support from supervisor to attend learning and development opportunities provided by HCS. Also, I need to take the initiative for awareness of what is offered and request to attend learning and development opportunities.
- The process for reporting and investigating inappropriate behavior by administrators needs to be fixed.
- I need to know that the administration supports professional development within our college. Right now, I do not feel that support or encouragement is there.
- As a new hire, I felt rushed to get my job responsibilities down as quickly as possible as the department was backed up. My supervisor's training sessions were chaotic and unorganized. As a new hire, I felt I needed more time to understand things such as the voucher process. My supervisor was not supportive of development opportunities as it took away time from the department.

# Lack of Support

- Get rid of upper management and start over. These people are reckless with spending and can't make a decision to save their life. I'm tired of looking like an idiot due to their incompetent decisions. I also don't feel like I've done a survey yet that has amounted to a damn thing so quit sending them out because we supposedly belong to KAPE not USS.
- As a program assistant, I feel sometimes that wanting to grow professionally by attending some of the session about team building or conflict management or supervising would seem odd to my supervisor who doesn't seem to take an interest in attending these offerings. I don't know how you could title these differently so that they wouldn't be threatening to supervisors if their underlings wanted to attend for professional growth. That is the reason I have not attended some sessions that looked as if they would have good information.
- Within the facilities services there is little opportunity for advancement- programs that help to allow employees to transition into other job classes are rare-
- RECRUITMENT! We are so chronically short staffed there is no time for myself or the people I supervise to attend training.
- I would like to see more opportunities for those of us in mid career and leadership positions. There is a lot for day to day development but very limited for true professional development. There seems to be a lot of barriers to get to be a part of the opportunities that are available for true growth.
- There really isn't any room in my department for growth. It's the same job almost everyday unless there's an event. Custodial is not a very desired job, but it's hard work without the appreciation.
- In order to advance in the library generally you need to have more education. I would like to gain my bachelor's degree from K-State but I currently cannot afford to take time away from work to complete those classes. I would like the opportunity to use the credits Kstate provides to its employees on global campus classes.
- They could better train supervisors to better know what their employees do, so that those employees can feel more supported by their bosses and supported to get the most appropriate professional development possible.
- Retrain managers to be leaders and team members not individuals
- It would be nice if training were permitted based on recommendations from supervisors, not just job title. As 0.5 FTE, my title is staff assistant, which prevents me from attending supervisor trainings, yet it is my role on our team to develop us as a model office, identify leadership development opportunities, and assist our director in personnel matters (FLSA, professional attire recommendations, comp time earning and use, etc.). It would be preferred that I be able to attend these types of trainings so I can summarize and report to him for his final decision.
- Getting any thing Past Supervisor.  
Hourly employees are overlooked for department to enroll them in to development classes; such as supervising classes, mentoring.

# Lack of Support

- Although I take it upon myself to do so, I'm not encouraged by my supervisor (current or past) to seek any professional development activities. I've always felt it might be related to budgetary issues.
- Providing more supportive programs in management and data processing
- My department's leadership needs to get a lot better at cultural competences and fairness toward women, and at ethics, with respect to undergraduate and graduate students, and faculty.
- It would be nice if the HCS liaisons were trained well enough to answer questions I may have. I also think that though the in person trainings are great, they are offered too few times to make it work.
- They need to help people excel in there goals and help them with there jobs that they are qualified for
- During certain times of the year when my workload has increased significantly, if I do participate in a training/professional development session, it puts my further behind on my work. If I get further behind on my work, this does not sit very well with the supervisor/administrators.
- This is the first time I have been contacted about my needs. Never has anyone in my department asked or presented opportunities. Thank you.
- L & D is great at KSU. Supervisors need to encourage attending L & D training.
- by telling our supervisors to encourage their people to go and allowing us to go to this development classes
- They need to teach their supervisors how to leave problems at the door and when an employee had issues with another employee how to not just close a case instead they need to investigate more.

# Not providing needed trainings

- Your assumption is that HCS can provide the needed training for everyone's professional development and that is simply not the case. Many of us need specialized training that you will never provide. This survey doesn't address that side of things at all.
- My position is an Accountant II. It's very rare to find any development opportunities in that field in higher education. That's always been my drawback - my supervisor supports professional development in my department (Residence Life, Student Life, SGA and Clubs/Organizations) but I can only attend so many sales tax update meetings and Fred Pryor seminars before it gets monotonous.
- Most of the training you provide is content that I had to learn prior to the existence of this program. Too little, too late...
- Most of my professional development needs are highly specialized, and cannot be met by HCS. I feel very lucky to have a supervisor who understands those needs, and supports my achieving them.
- Microsoft Office is always evolving and I feel that every year I need to refresh my skill on its programs in order to be able to perform my job to my fullest capacity, but I am not offered any kind of training or seminars to learn any new skills. If I am not updating my skills, how can I be an asset to my employer or further my career within the university.
- Many of the same topics are offered over and over again. I would appreciate advanced training in the software the university uses and training in departmental programs offices must use like Facilities and Telecom work order request.
- Many of the courses are not relevant to my research assistant position. Any courses in project management, document management, or using Outlook for project reminders would be helpful.
- Learning and Development on campus is not the professional development I'm interested in. I would love to see more funding for faculty to attend conferences, network, attend workshops in the use of new materials available in industry, etc.
- Kansas State Does not offer any training in areas that would assist me in my profession. The only training options for me have been off-campus trainings through external entities and with the budget considerations over the past few years, I have received limited training due to the needs to spread out training to other members of our group.
- I have attended Learning and Development training in the past, but I do not feel like that training has had any benefit to my work responsibilities nor to my career development.
- As USS staff, it seems as mute point to go through further training. We will not see a benefit such as pay or position advancement. We are 'stuck' and overloaded. Once a coworker leaves their position those tasks area redistributed to other USS staff. Although I personally enjoy attending, training is not moving us forward.
- Advanced training options are needed. Do not waste time of people on basics if they already know basics.
- The items listed in this survey are too broad - they are basic business skills. Specialized trainings for my work area would be most helpful to me.

# Not providing needed trainings

- The issue isn't so much the professional development opportunities offered, but the budget and climate. When we're going to allow more unregistered guns on campus in the hands of under-trained individuals, especially given the current political climate and the rate of college suicides and attempted suicides (and given that suicide attempts with a firearm are between 80-95% "effective"), it's hard to see KSU as supporting my management needs. The training we'll actually need is how to help those we supervise deal with Campus Carry, especially if we supervise teachers, counselors, and staff. Additionally, given the consistent budget cuts and callbacks, I'm much more concerned with making sure that those I supervise are able to get off of food stamps than I am whether or not they know how to use Microsoft Outlook.
- Maybe later in the afternoon classes could help. Seems it's in the mornings more, and with my work it's harder to leave in the morning. Definitely more computer type classes would benefit at my work place. Also we deal with shipping dangerous goods. The university was suppose to be having these type of classes, but haven't seen any for years. The HazMat classes aren't enough for this.
- I need to go to professional conferences that give me the latest in technical skills. the HCS things mentioned are not relevant if my Technical skills are no good, but there is NO MONEY for going to professional conferences.  
Also, I have been so some of these HCS programs - they are poorly taught and a waste of time most of the time. The Canvas course I went to was so disorganized NO-ONE learned anything. Several other faculty in my department went and we were more confused after we left than when we arrived. Horrible.
- I need specialized training. I do book, glass negative, paper preservation. This requires special classes. I can't even afford to go to 1 class a year and I need to take like 9 or 10 that are offered this year. There is a great need but we have no money.
- I have taken many of the courses being offered by Human Capital Services from a previous employer. I feel there is no reason for me to enroll in the courses being offered if they do not apply to me or if I have already taken the course (or similar one) before.
- I believe all supervisor's should have to attend classes to learn their jobs better. "How to's" and "what to do if" class types like these. We were supposed to attend some classes a couple years ago...and the University never followed through.
- As a faculty member, professional development is different than that for other employees. I believe the university should support my efforts to deepen my knowledge and expertise in my field.
- The majority of Learning & Development workshops are geared for those who supervise others. What does not apply is very basic. I have attended a couple of sessions over the years and found them not worth the hassle of finding a parking spot.
- We go through these basically worthless surveys to receive nothing more than fill out another survey. What is the point of all these surveys? I have not seen much positive outcomes, less workers, more workload, leaving little room for professional development. Plus, the ones identified in this survey would not be near a top priority. Professional development is more specific to my job that for me teach proper project management skills related to my expertise, building construction.



# Not providing needed trainings

- I have completed all but 2 courses of an associates which covers all courses offered currently by HCS. I have completed 600 level MIS data analysis courses and much of a 4 year degree program in MIS. Data analysis, manipulation, SQL programing and normalization courses are not offered to my job title through HCS. HTML, courses offered to my position title are basic and I am writing advanced code in PHP, CSS and HTML. I would like advanced courses on PHP, CSS, Python coding, XML editing, for all the jobs I do that are associated with coding and web based development. I need more cutting edge tech training than what HCS provides to my job title. After 30 years of experience, HCS is only offering me basic courses. Even their advanced courses are basic. Canvas courses are not offered to my job title and I created and maintain a canvas advising center for our faculty. There is little help provided to me in my current job title and I have found great resistance to providing the help I need. The only way I currently am able to get assistance is through effective persuasion and negotiation with ITAC, through learn smart or college level courses. Even the help I am able to persuade ITAC to offer to me one-on-one is basic and inadequate for my needs. I believe they assume that my position cannot learn or does not need the knowledge. This is very inappropriate. I have met the same resistance in MIS and CS programs. "A secretary coding is like stewardess flying a plane." I have finished all of my solo cross country flights as a pilot in training as well. I hold a job title woefully inadequate for what I have been doing for the past 30 years, yet I love what I do. - Deb in mathematics
- Our office needs to drastically improve our data management skills. There are likely no existing HCS programs with specific and detailed technical training to really address the outdated level of our staff skills.
- In my position there is no opportunity to advance. the additional training needed in my job is not offered at Kansas State University.
- I put a higher priority on maintaining professional certifications (which require continuing education in specific certified courses) than on the types of training I see suggested in this survey. It is more valuable to me that K-State and my supervisors have supported me in attending those courses. Although I see some of the topics in this survey as relevant, I'm concerned that training sessions would have to be too broad; they would be attempting to reach many people in varied roles, so the material would likely get simplified to the point that it would be mostly common sense tips, and not really assist me in improving my performance. I'm open to be proven wrong in this rather pessimistic view, however!
- As a System Specialist, I react to changes: some planned and some reactionary. The number one need is communication with the end-users. I need to know Oracle SQL, Crystal Reports, and FTP. I have to hear English but think in spread sheets, Venn diagrams, time, and location. I generally deal with people who are under a lot of pressure to accomplish a task.

The show must go on! Last week our HRIS person was out and I was able to fill in to perform the tasks needed due to cross training we strive for in ISO. List serves are very important as they provide tips and let you know of problems others are having.

- There used to be very nice training classes that was offered by ITAC, in the past and now they are gone. It would be nice to have those back. Also away for these training classes to reflect on a persons evaluation, not as a negative if they don't attend but a positive.

# Not providing needed trainings

- People in information technology have highly specialized professional development needs. Rarely does training or workshop target these needs. Usually campus wide offerings are aimed at more general "soft skills" and not the "hard skills" technologists need.
- My position would require University classes to progress. If something was set up for Support Staff to connect with a Professor in the area I'm working to act as a Mentor to develop the needed skills to progress this would be perfect.
- Most of the trainings offered are geared toward lower-level administrative support staff and is "cookie cutter" approach and more of an introductory level of depth. There are few administrator-level positions that are similar so the training needed should be provided by experts in my discipline and delve much deeper. This is not intended as a criticism of Training and Development at K-State, it's just a reality that the unit can't be all things to all employees.
- Most of professional development needs are met by programs that immediate supervisor arranges.
- Most of my desired professional development is more discipline specific. I think it would be hard to give training in that area. I want to be a better writer and communicator but anything basic enough to appeal to the entire university I may not find useful and anything I would find useful, may not appeal to a broad audience who needs more basic info.
- More L&D for accountants would be nice.
- It would be in my opinion nice to have some training on agricultural chemicals and training rather than strictly on laboratory chemicals. Also, I think it would be nice to have more frequent training opportunities for classes like managing difficult conversations. I have been trying to get in for one of those, but it just seems to get busy at the farm.
- IMPROVING MY COMPUTER SKILLS, UNDERSTANDING TOOL BARS, EXCEL, ETC.
- I'm one of the Sign Language Interpreters. I need L and D that focuses on Sign Language.
- I would like to see more active training, rather than the same types of lecture/presentation styles. Also, university funding for comprehensive development would help those of us whose departments do not have a budget for professional development.
- I wish the training could be more specialized for what I need, not just a general outline.
- I feel like a lot of the opportunities that are provided are things that employees should already know if they've been here for any length of time, e.g., phone etiquette and customer service skills (although maybe I'm old school & take knowing how to do these things for granted - I've never had any complaints in these areas at least). I would really like to see training that addresses moving from one job classification to another - this may be a more individualized issue and maybe isn't possible in the current environment, but it would be really useful and appreciated.
- For all departments anyone that has supervisory duties should be REQUIRED to take training on the evaluation process and how to complete the forms - this is especially true for faculty supervising USS.

# Not providing needed trainings

- Have more training offers in K-State Student Union as very difficult for me to attend ones taught elsewhere due to limited walking ability and limited parking on campus. Have already taken many HCS issued classes over my 39 years and ones sponsored by the Union's HR but always willing to take refresher courses. I initially took classes at Manhattan Vocational Technical College as they are easier for me to attend with my limited walking issues. My job is currently changing and my needs are drastically changing within the next 2 months.
- We also need training on how to identify special needs populations and how we can better serve those audiences.
- training/ improvement sessions for department heads
- Supporting basic and mid-career training for several groups of employees i.e. accountants, procurement officers, business managers, etc.
- My staff need very specific technical training on research administration and university accounting topics. Those things are available at national conferences, but because of budget constraints and lukewarm support from leadership for sending our USS employees to national conferences our only choice is to offer them some sort of professional development through HCS. I have always found HCS training events to be well organized with good presenters, so no complaints there, it just isn't the type of training I really need for my staff.
- My personal feeling is that the Learning and Development options do not reflect the needs of the scientific staff or my staff in particular. There are no programs designed to advance the careers of scientists (faculty job interview skills, seminar development, etc). Many of the programs offered (computer keyboarding, powerpoint, excel, etc) cover topics so basic that ability to have these skills would be required for the application process to most positions in my group.
- Most the training currently provided by HCS is too basic and too general to bring any value to my professional development. However, I'm sure it has benefits for many other employees who have not received any professional development in the past.
- More leadership training opportunities for faculty as well as county Extension staff.
- Leadership Degrees/training
- K-State is not interested in professional development of USS employees and in fact are specifically excluded from some. Unclassified receive many more opportunities for professional development.
- It would be nice to have a training on micro and macro aggression, how to identify and manage those aggression's.
- I would like to receive more training in my field of work. K-State does not offer this training.
- I think in-person training is usually more valuable for USS staff than on-line training. It would be nice to see courses such as strategic thinking and problem solving offered to USS staff. We need to offer our USS staff a wide variety of training opportunities.

# Not providing needed trainings

- I'm a new employee of less than six months. I recently took the USS Introduction to Supervision courses and found them helpful, but I mainly supervise unclassified staff members and need to know much more about that. I also learned that new employees are supposed to receive campus tours and be made aware of a wide array aspects of K-State, yet when I started, I received a tour of my building and not much more. A couple of colleagues tried -- on their own -- to take me places to introduce me to people, but for the most part, I was thrown in and expected to swim from day 1. This includes performance appraisals for my staff without any explanation of how the process should work from a technical or from a broad, systematic standpoint. I feel like I've been fumbling my way through most of my job since arriving here. I'm a self-starter, adapt well and take the initiative to address my own concerns, so feel that I'm doing OK -- mostly because I'm not afraid to ask a lot of "dumb" questions. But the onboarding process here, especially for experienced and eager-to-contribute supervisors, needs a lot of help. Perhaps I was a little spoiled by my previous employer, which provides a four-day orientation for new employees and does this every three weeks to ensure new people start well as much as possible. But that was a large organization much as K-State is a large organization. I commend the university for seeking to improve the professional development of all staff members, but I think a key aspect of that is to ensure they start on the right foot.

- I would love it if there were a program of professional development specific to K-State that helps employees move forward in their careers. The goal would be a combination of employee retention and employee enhancement.

This would allow K-State to grow their employees and advance them to increasing levels of responsibility while demonstrating in a real way that K-State cares about the employees and their professional careers.

While some people don't mind the same position long term, others join K-State to grow their careers and income. A program that would do that, would draw in and keep strong employees long term.

- I really want Leadership training, and I've begun to search for it. Leadership Studies often offers such programs. I've looked nation-wide for them too, though. Most of the ones I've seen cost \$\$\$\$. Some of the questions you've asked on this survey will get biased responses. I've ranked "cultural diversity" low, for example, not because it isn't critical, but because, in my job, I get constant training in this (and I get training at national conventions). This is something my department cares about. So, I need training in things that it's hard to get training in, such as skills of strong leaders, trends in leadership studies, being a positive and supportive manager, taking things lightly, etc.
- I frequently deal with contracts and contractors. A course on Contracting would be very helpful; writing a contract, managing a contract, DOs and DONT's, change orders, etc.
- I feel like most of the topics are very antiquated and remedial. There are many topics that appear to be for the high school drop-out or retiree coming back out of retirement. For young and middle-aged professionals, there seems to be little to offer in way of professional development. Most people today if they don't know how to do something will Google it and figure it out. Professional development needs to be less about a simplistic walk-through tutorial on a program and more about critical thinking, thinking outside of the box, and responding to unique or unusual situations.
- Have more hands on training in the computer program area.

# Not providing needed trainings

- Given the structure and culture of our office HCS Learning and Development provides the services to meet the staffs personal and professional development needs.
- Does anyone actually know about the trainings Human Capital Services offers? It seems like all are very generic trainings.
- Coaching programs for faculty  
teaching development programs for graduate students  
Individualized teaching development programs for faculty  
Management courses for women
- Bring training to individual offices so team could learn and grow together.
- Afternoon sessions
- Training needs to be for targeted positions rather than "one-size-fits-all". HCS training should be different for the department HR rep than it is for the dept head.
- This was already addressed in a previous question, but providing more participation opportunities for the satellite campuses would be great, regardless of whether those opportunities are in person or provided by distance education.
- There is a need for unclassified professional development that does not consist of supervisory training or how to use a fire extinguisher. Especially for those of us that have been on campus for a number of years and have already been through many of the basic training opportunities. Training made available that is pertinent to today's higher education climate would be extremely beneficial. How to do more with less, ways to increase your marketability, working with faculty, moving to the next level in your career are areas that need to be addressed. Increasing skill levels- Excel, Imagenow, financial systems (quickbooks etc)
- There aren't many specialized programs for professional development in certain areas based on work industry and if they are offered, then they are very basic and don't offer much new knowledge on the industry. K-State on-campus opportunities for advancement are slim. Employees who are more technically skilled don't have many opportunities to grow except by attending expensive outside conferences.
- The sessions are great if you have absolutely no knowledge of a topic or software program. Otherwise, too basic for anyone with experience. It would be nice if there were levels of training so one could learn more advanced tips and tricks in a software program like Photoshop. I don't consider these sessions to be professional development though. They're training tools, which is great for that purpose. They're not developing leadership and critical thinking skills.
- The learning and development programs are too broad and general. It should be more specific to an individuals particular career path and to be tailor made to each individual. It should start with helping individuals identify their options given their prior experience and skills and outline the specific development training necessary to prepare for that career path. There may not be a structured course specifically for some positions, so the training could begin within their own department to prepare for their advancement within that department or the university.

# Not providing needed trainings

- Provide more opportunities with outside consultants in specific areas like enrollment management.
- One idea would be to host or create individualized trainings for departments on campus that could be done during a current faculty/staff meeting. The department heads could work with HCS on what would best be covered.
- Offering training on tools and technology relevant to my specific research needs, not basic programs such as those in the Microsoft Office Suite. Some personal finance classes would also be useful, especially since costs are continuing to go up for basic life needs, but we are unable to get raises to compensate.
- Offering a wider variety of trainings via the HRIS Learning and Development program.
- Offer more training related to on the job issues. Software etc. Offer training to cross train people (how to do travel as an admin's ast.)
- Need more specific subjects tied to disciplines (Arts, for example) ..... Science and Arts and Business and Ag have very different professional expectations as determined by their disciplines. More certificate so that that can be reflected in our CVs. Market these more. I pretty much have to look for them myself or in KSU Today. Have specific topics tied to Arts, Business, etc. and market it directly to those disciplines. I sometimes avoid professional development because I am always like, 'Well, it will be mostly be Business and Ag folks, so my discipline will not be addressed.' That is pretty disheartening. That is a pretty widespread perception, even if it is not rooted in reality.
- My job is such that I need more technical training for advancement - computer network maintenance, Microsoft certifications
- More trade training so guys can get trade licenses
- More information pertaining to advising distance students
- Many professional development activities are offered outside of the university. The Learning and Development in Human Capital Services should concentrate on a few professional development activities that everyone needs such as human diversity awareness and time management.
- Many of the programs that would be most effective in developing my professional development are available through the National Center for Faculty Diversity and Development. Kansas State University should have a university membership.
- It would be great if training could be offered per unit/department. As being a younger staff person (of a millennial generation), I think there are some issues in the workplace that are best communicated via group discussions as opposed to "silo-ed"/individual training(s). This way, a dialog can be established of how what we're learning from HCS applies to our specific area on campus.
- I have a had a long career in leadership, and small unit management in my previous employment. The classes I've seen have been fundamental, but I'd like to see a deeper look into some of the broader subjects such as ethics.
- hard to use some stuff in shop related work

# Not providing needed trainings

- I think it would be great if Learning and Development took the lead in making sure that all of the K-State faculty and staff had diversity training. This is the number one on my list. If L&D could also look into some of the retention programs that are out there, directly related to retention of diverse faculty and staff, that would be great too. Even though it is used with grad students and faculty, the model provided by the National Center for Faculty Development and Diversity <http://www.facultydiversity.org/> would be excellent for K-State. If we could do institutional membership, it would be a great tool for L&D to use for that area of professional development and leadership. Thanks for all you do!
- I like the way you are headed with tailoring L&D and providing certificates for completion of set curricula. One of the key things that keeps me from attending is that, while I'm interested in learning about the topic, I don't have any opportunities in my unit to apply what I've learned. And if I don't use what I'm learning I tend to lose it. When things are so set in units that it is difficult to use what one has learned, it creates a disincentive to seek L&D.
- I did not choose or order any of the professional development programs so please disregard the order they are in (2 screens before this one). I am not interested in any of those programs. I have been here 30 years so have been exposed to most programs or trainings already.
- Have training so when someone is looking to move up they can see if they are ready to make that change. Like when they university decides to discontinue your position you will be ready to move forward not just placed somewhere not knowing how to do the job correctly.
- First there must an awareness that for most Professional Academic Advisors there is not a career path for us at K-State and therefore, it is difficult to feel that my professional goals are supported. I work for a faculty member who has never done my job and does not make much of an effort to understand my goals and ambitions. I personally feel that I should work for someone that has been an advisor before and also, in theory, my supervisor's position is one I could someday realistically have. There is not much Learning and Development can do until all of these trainings actually make a difference in advisor's career ladder.
- As an engineer that has had much of this training many years ago I do not feel these programs fit my advanced and specific needs as a professional engineer. To further my professional development I would require graduate level college courses in my specific engineering discipline.
- A workshop on burnout (signs of in employees, how to respond, strategies to help recovery) would be helpful. As we're asked (over and over again) to do more with less (and no raises in sight), employee morale and motivation can really be affected.
- A lot of the training listed I didn't react to because after working here for over 20 years I just kind of picked up most of it, and if I don't have it by now, a class isn't going to do it for me. But technical skills, sure, everyone needs to keep learning new ones.
- The Talent Acquisition (HCS) team volunteers to pilot any training programs and provide input to facilitators.
- Offer more certificate training programs for professional growth.

# Not providing needed trainings

- My professional development needs are related to specific topics in technical theatre. I specifically need training in programs and technologies related to the entertainment industry. In particular I need training with the software programs: AutoCAD, Vectorworks, WYSIWYG, and Lightwright. I also need experience with intelligent lighting fixtures and control boards including GrandMA and Hog systems. Neither McCain nor the K-State MTD department own intelligent lighting fixtures or lighting control boards other than those made by ETC. The irregular hours required by my job make it very difficult to attend any regularly scheduled class offer by K-State. The best assistance that can be provided would be financial assistance in order to attend workshops or trainings outside Manhattan (i.e. Kansas City or beyond) to places that actually have the technical equipment to work with.
- In the College of Engineering the support staff within each department has been instructed to oversee social media/website/collateral, etc. However, most of these individuals do not have the background or skill set to oversee these functions. Training in social media, and software (photo and video editing) is necessary if these individuals are to be successful.
- At this time there is no opportunity to receive any training related to my professional development. The training available pertains to the veterinary students and techs, whereas I am a Senior Administrative assistant. Furthermore, the opportunity to participate in the training is virtually non-existent due to scheduling conflicts with the needs of the emergency / discharge staff in Vet Med.
- As an academic advisor, most of the professional development seminars/events are hosted by NACADA. So, many times I will attend those over Learning/Development events
- The professional developed offered is either not relevant or not at the level I need. There is limited PD for supervisor unclassified employees. And I am a fairly advanced excel user, so there is no training for me at all in this area.
- More readily available training in Supervision, supervision related topics, and computer programs as advanced Microsoft word, publishers, power point and excel. I gained my Microsoft training by attending Manhattan technical college. NSS support positions create filters within Talisma to pull out information to merge into post cards, mailings and informational lists using excel and word. Most of our campaigns originate with Talisma data.
- I'm mostly missing professional development opportunities for teaching, including distance teaching.
- I would very much like to see a leadership certificate for USS supervisors. Another area of need is computer software trainings (i.e. Excel, Access, InDesign)
- Customize training and take more responsibility for centralized HCS functions, communications and training
- I don't feel like this retains to me as much as it would for people working in an office.
- Most of this survey don't pertain to my job
- Work with established college-run mentoring programs to determine specific needs by college.



# Not providing needed trainings

- There is an excellent opportunity for HCS to engage in raising awareness and providing training in the areas of Positive Psychology, Positive Leadership, and The Outward Mindset Philosophy to drive even high levels of engagement, a healthy work environment, happiness, and greater success.

For more details on the Outward Mindset Philosophy, please consider reading *Leadership and Self-Deception: Getting Out of the Box* by The Arbinger Institute.

- There is a need for team building and team development. Working as a unit. And being able to work out conflict without feeling like you can't tell the supervisor.
- Supportive, respectful environments start at the top and move down. We should do that to encourage cooperation and an educational environment free of judgement and invalidation.
- Provide more skills training to prepare professionals for the digital environment we live in today.
- Over the years, I've participated in a number of learning and development opportunities and benefited from them. But I've already taken the most frequently offered classes that are relevant to my position and professional needs.
- I work with international students a lot, so any training having to do with diversity, different cultures, or other aspects is especially useful.
- I have taken a lot of training sessions through HCS and always found them to be very informative and well presented. I would like to see more topics available especially in the leadership area since I took the Classified supervisor training many years ago. Thank You for taking the time to ask for our opinion.
- I have not attended all trainings, but it would be nice to have trainings with tools on specifically what to do in certain situations.
- I believe that HCS should reach out to campus professionals to inquire about their level of interest in participating in various committees or task force initiatives. At times, it feels like the selection process is more about who you know and the same individuals are often targeted repeatedly for committee roles. If individuals are interested in participating, HCS could have a master list or database with accompanying credentials to provide a larger pool for committee chairs to choose from and invite to serve. Professional development targeted to the expectations and challenges that serving in these roles bring, could also be developed.
- Advanced training on Adobe Creative Suite would be nice, especially when updates have just come out.
- A list of resources outside of the University would be a great resource. For instance, conferences based on categories or ones people have attended in the past.
- Would like to see topics on Strategic management and goal setting, presented by those well-versed in the field.
- Would like to see more advanced training workshops in technical areas like Adobe Creative Cloud and other media programs.

# Not providing needed trainings

- Offer classes for those of us that have been here awhile as refresher courses. Mandate supervisory training every 5 years.
- Enhance marketing/promotion to increase awareness of programs/training available - don't just rely on HCS website and K-State today announcements. Provide guidance on university policies specific to professional development for employees - how often, options, costs/funding available, etc. Train supervisors so they can disseminate information to team members and advocate for HCS programs during goal setting or other discussions. This survey is good first step and look forward to seeing outcome in terms of enhanced professional development opportunities for K-State employees.
- I would like to continue improved and learning in my career at Kansas State and have more opportunities to grow in differences areas.
- I urge K-State to consider purchasing an Institutional membership to the National Center for Faculty Development and Diversity. I have heard nothing but rave reviews of their programs. I feel the need for professional development as a first-year faculty and strongly believe that NCFDD membership would radically enhance the university's faculty retention rates and support the kind of diversity enhancement we need here at K-State.

I also believe there is a strong need for additional/enhanced diversity training related to the recruitment and hiring process (e.g. more in-depth training for search committees).

- I feel that KSU does a super job at offering various types of Learning and Development services. I think that some of the people who should attend some of these classes are not being mentored to attend, hence there are gaps in teamwork and offices become ineffective. But maybe there needs to be a workshop on office cohesiveness or "how to work together", versus individual workshops.
- Partnering with training vendors in my field and getting part of the training paid for. An example would be SHRM, SHRM-CP training and testing.
- Overall, everyone that hire at KSU must take Positive Customer Service training, and also good positive communication training with everyone at KSU. Every 5 years, all employees must take training on positive customer service. Overall it would benefit the students, departments and all workers at KSU.
- Wanting more professional development and social media ethics pertaining to professional staff.
- Training is required not necessary for RA so we can face and challenge the change of our career life.
- you need topics that actually apply to the work we do, as opposed to the hr list of buzzwords we were given to choose from
- Providing programming and training on the topics covered in this survey would be great!
- Provide unclassified professional staff the opportunities to be promoted.

# Unaware of L&D Offerings

- If I hear something it's usually in an email and then it's not always clear who is really eligible to attend and if it requires departmental funding. So, it usually comes across as confusing even if I am interested in it.
- Basically not aware of training offered, especially in person
- Overall, I think my supervisor supports my professional growth, but am not sure I would say that HCS does. HCS could do a better job of promoting courses and doing something just like this, soliciting feedback on the types of professional development that individuals need.
- I need to be more aware of what is available. Time required to go through the trainings is always the issue. Fixed dates, never work for me thus online training is best.
- Get the information out to Extension folks who are NOT on campus!!!!
- We are not on campus and by the time we are aware of something it is often too late to respond.
- They should send out emails to new employees, informing them of services. I didn't even know about this and I've been here 6 months.
- Please send monthly messages about the training opportunities and provide incentives for those who complete the training.
- Notifying on upcoming training would be appreciated & where to find the training to sign up for.
- Let your services be known / available to K-State Research Extension units located outside of the main campuses.
- Get more information out on the courses available and projected dates.
- I may be missing some of the emails, but having specific training offerings emails sent would help a lot. I don't often see what is available and/or what I'm required to attend. I usually hear from my supervisor: "You might want to think about attending this training." And then I have to look up/investigate what the training is and when it's offered. I love taking advantage of professional development opportunities, and view it as integral at improving in my position. So it would be great if it were easier to learn of these opportunities.
- I have very little knowledge or awareness of the services that are offered by this organization, and feel that I could benefit greatly from them.
- I have only been here a few months however I feel HCS has several programs that people are unaware of or they do not choose to use. I feel like things really need to be looked at as far as training for each role, for example, All supervisors need some sort of emergency preparedness training as well as leadership training not as an elective but as a requirement. I feel like a little more should be expected for certain roles including faculty.
- I have never led a faculty search, and I have been her for nearly 12 years. I have noticed some who have been here less than a year have led a faculty search. I am beginning to wonder if I missed out on some training that helps us to be part of such an important process for the university.
- Getting the word out about all the programs that are offered in as many streams as possible.

# Unaware of L&D Offerings

- I think there should be greater access, knowledge about the training available through all the different safety web pages and where to find them.
- Publicize learning opportunities better and more consistently so that we humans know what is available and develop the trust that the University believes that access to the programs is important.
- Providing notification of training opportunities on a monthly basis, encourage training classes attendance at least once a month. Rewards for training achievements.
- I would love to be able to attend more of these trainings! I was not aware of all the certificate programs that exist and would be interested in learning more about them. When trainings have been offered in the past, they are normally right in the middle of the day. With travel time to and from the training location, in addition to having to cancel 2-3 student appointment spots, I do not feel like I am able to take off the time to attend. It would be helpful if more of the trainings were held at the very beginning or end of the work day (not over the lunch hour) OR if the trainings were available through online modules (they may be already, but I am not aware if they are).  
It would also be helpful to do some of the trainings as a whole department, maybe during breaks or during the summer.
- I don't know a lot about this program but would like to learn more.
- Coming to talk to departments to make us aware of the programs/classes offered, sending out more announcements, offering an overview of the services offered (such as in a tutorial video).

# Other

- You could start by developing some credibility in Human Capital Services!
- Unclassified professional are essentially a nonexistent participant in most of the university politics, especially those regarding K-State 2025. If you are not a tenure-track PhD, postdoctoral fellow, or student, forget it.
- Tools and classes to learn that will advance me in skills and potential positions in advancement of employment! I would to attend classes physically with one on one help instead of someone saying "just go online" it's like when spelling as a kid saying "look it up in the dictionary"! It's as if K-State got you where they need you, so why allow advancement, I've been told on many occasion that "they already have who they want to hire , they have to save face and interview others to make it look good"! On many occasion I've applied for positions I know I qualified for but was told I did not! This also reflects on weather or not conflicts with a department or person(s) in said department ALLOWS you back in. I do not want to be a custodial specialist the rest of my career here at Kansas State! Thank you.
- To this point, I do not believe Kansas State as an institution has any interest in assisting me/my department in achieving my professional development needs. Completing this survey has, in my opinion, been a waste of my/my department's time.
- This survey was a waste of time. It isn't pitched to tenured faculty at all. Truthfully, there are no subjects listed in this survey that would benefit me at this point in my career.
- The university offers no programs for professional development for instructors. This was promised to the instructors in the upper division writing program in 2006 but never came to fruition.
- Not sure of the point of this survey. None of the topics offered really would help me do my job. It seems Learning and Development is trying to pigeon-hole people into available training. New training is needed for the way the university works today. This whole thing was a waste of time.
- None of the topics covered an approach to faculty professional development. I do not understand how this survey applies to me, and I do not feel this is an accurate survey if I am forced to make responses.
- Need training on development of APPs nothing like that listed. Don't know what many of your other acronyms mean and didn't take time to look them up. If you started this survey with something that told us what you have offered perhaps I might have recognized something, but without that hard to complete this. When asked to rank things there was no way to indicate things that were not relevant (how do you rank things that don't apply to you?) so don't understand how you can interpret this data.
- Learning and development can only go so far when you work with people who cannot get along.
- I think no matter what, who you are where you work in K-State at, It's good to make mandatory for all the employees to attend all the workshops that are provided at K-State. We can do marvelous job at K-State IT but I don't see that happen, people listen and forget the next day and do the same stuff again and again. I would like to see that what we plan gets implemented properly.

# Other

- I was given a new job which I fully qualified to do. However, my supervisor has no experience working with someone like me and doesn't quite know how to make assignments, give feedback, understand that I need a research context etc. He's always had graduate students whereas I have supervised for almost 20 years and know how to do research. I hope this is anonymous as I'm working on solving the problems through the channels. I would like to know though how one can get outside help from HR that is confidential. There needs to be a seminar for all employees on how to approach these kinds of issues without fear and what to expect if things are taken further. As a past supervisor, I was dismayed at how things were handled in many cases. They got passed around and someone whispered in someone's ear and nothing happened. Not always though. Additionally, the person who is scared and has the nerve to make the report, is owed something meaningful. One case of threatening behavior circled around for months because the superior refused to get involved. It was a disgrace and the poor employee, one of the lowest on the totem pole is still here. Most people see no options economically so they're held hostage. Anyway, training in all these areas would be helpful. Also data on how many complaints are dealt with and with specific categories for results. It's all a big mystery over there but I know there are also good people trying to do the right thing.
- As noted at the beginning, learning/development needs are different for every individual. But, the central theme of HCS should be that a large number of people within the organization are upwardly mobile w.r.t to their career path and professional development. This yardstick seems to be missing within KState as an organization. A very simple question to ask would be what fraction of the staff have had the opportunity to rise through the ranks? That should provide the success of HCS itself. That would save many of us a lot of time and trouble.
- A forced rank-ordering of a lot of programs whose content is generally unknown to professors (and largely irrelevant to the traditional roles of a university professor -- research/scholarship, teaching and service -- is a stupid question and will give generally meaningless result. (No do not make the survey longer by explaining them, that will simply decrease the completion rate.)
- This survey was way too complicated and convoluted such that I quit halfway through. There was no clear outcome described by the survey.
- This survey really did not allow supervisors to identify professional development needs by categories of employees.
- Nothing additional to say. I "manage" only one person (if that is even the right word), so I feel that this affects me only marginally and the 20 minutes devoted to this survey was not a great use of my time.
- Nearly all the topics listed in this survey do not apply to unclassified professionals who are directing education, outreach, or other academic related activities and programs. Many of us have master's and PhDs. We may lack basic office management skills but we hire people to manage these tasks. In my work each day I deal with deans, fiscal officers, department heads as well as faculty. It's as if I don't exist in this survey.

# Other

- KSU does not support the development of employees!
- I'm not sure if HCS Learning and Development is even involved with some of these bullet points, but I'll list them anyway.
  - 1) Guarantee staff the opportunity to take at least one class per semester, regardless of job, in order to work towards a Bachelors or Masters degree in his/her desired field.
  - 2) Offer OJT(On the Job Training), mentoring, or other active professional development opportunities that have a meaningful and quantifiable impact on qualifying for advanced positions.
  - 3) Re-evaluate many of the job qualifications to more realistically reflect their actual needs in terms of degree requirements. While many highly skilled jobs should (and do) require Masters and Doctoral levels of education, many other jobs can be just as easily (and sometimes more effectively) learned on the job as opposed to the classroom. A degree, whether it be a bachelor's, master's, or doctoral, should only be a hard requirement if it can be adequately demonstrated to have a vital and necessary skillset for the job at hand.

My response is obviously skewed towards degrees. Given that relevant degrees are a hard requirement for most intermediate and advanced jobs, as well as the fact the cost of higher education in general is becoming more and more untenable for your average American, K-State is increasingly becoming an employer with very few avenues of advancement for those who either can't afford, or don't have the opportunity for, a higher degree. And as such, any discussion about professional development that doesn't take into account that reality is not honestly addressing the issue. To be frank, what good are certificates and programs and qualifications when every promotional opportunity an individual may have requires a degree you don't have?

- I thought this survey could have been more clear about whether these are things that we require or they are things in which we feel we need training.
- As a whole I believe that the only reason for the existence of Human Capital Services (or at least the majority of the jobs) is a complete waste of money, time and effort. They are just a bunch of feel good positions created for people with no discernible real world skills. I suppose the natural thing to do is to create worthless positions for those people of little worth all in the name of 'progress' and 'equality', oh and of course my personal favorite 'diversity for the sake of diversity'. Now I'm sure that there is some tiny segment of HCS that does actually serve a purpose however I have yet to experience it. So all in all, unless any of the never ending barrage of surveys are actually going to benefit the people who actually do the work and have skills that actually contribute to society, please cut the crap. I'm sure we all have something we would much rather be doing, us working, and you sitting in a drum circle talking about your feelings.
- This survey was poorly developed. You should be able to mark not applicable. In some ways this was more suited for USS than unclassified professional staff. I would have also liked to have provided my own topics and not just the ones you are knowledgeable about.

# Other

- I don't think that these learning and development classes are generally a good use of time for faculty, but sometimes there are good courses. It's especially frustrating to go to a meeting and have the presenter read slides that I could do on my own time. The most helpful thing I have seen in the survey is a workshop on how to use Canvas. It is sometimes very frustrating and not intuitive.
- Thank you for this opportunity. Can you send out a less "canned" or less-controlled feedback form in the future? It seemed like there wasn't a lot of room for feedback outside of whatever choices you gave us to choose from during the survey. That's precisely the problem, and the reason for USS folks' issues. I have taken all of the training that I have seen that applied to me. Previously, as a new student supervisor, I felt grossly under-prepared to take on this role without jumping through several hoops. There were no hoops and no required training for me to have under my belt prior to becoming a supervisor. I think that is unfortunate and could have possibly been irresponsible. I didn't learn the no-nos prior to being in charge. Thankfully I'm (hopefully) knowledgeable about the dos and don'ts when it comes to supervision. I wanted to have classes on managing students. For example: Not everyone knows how many hours a student is allowed to work in general, let alone during the summer or if they are an international student. Can I ask if they're Catholic? Vegan? No, but those kinds of "known do not do" might not be known to everyone who gets put in positions of power (however small the amount of power is). I think it's getting better (teaching staff to be supervisors) but there's not much training offered after the Training 101 classes. Are those even required? They should be. I think I elected to take it a few times without being told to do so.  
As far as my own personal growth, I'm not sure where to go with that. There's a wide range of education/worldly-professional knowledge among USS. Some might need cultural sensitivity classes and some might need tons of room to grow higher than that. Can we have somewhat formal classes? Some sort of certificate program, specified to your particular job/area? If I could grow that way, perhaps I could make a little more money based on the various goal-setting we're allowed.  
Also, I wish K-State would try to partner with other Kansas schools for credits/a lower price on classes. I want to work at the same place, but I'd like the opportunity to further my education. I appreciate the course prices lowering/availability on my own campus. Unfortunately, K-State doesn't offer graduate courses that I need. Emporia State does though. Let's do a credit exchange program? Online class credits at a discount? Earn class credits for goals you've met while at K-State? I want to stay here and move up! Help us to learn and we'd love to stay!  
Thanks again and sorry for the conversational-nature of this answer. Good luck to your committee/department/fact-finding mission. Cheers!
- Before I give my feedback I like to commend you on a job well done. I was blown away by the spotlight program did at the union. Until that night I had not known about your program. But how you could help me in my department. I am a part of college of arts and science in communication studies. That we to new projects the first will be the restructuring of public speaking one. The second project is The Speech center help K state students communication issues. I'm in the planning stage. I believe you have ideals suggestions could help. This speaks  
will benefit Both Student, Faculty and The Community. I look forward to call me at 785-313-5252 I don't check email much but call text is the best way for us to communicate. My name is Marcus T Cooper speech and delivery coach.



# Other

- Seek others within the University who have formal training/education or substantial experience in these topic areas and a willingness to serve in that capacity. With the University's focus on human development, HCS could have access to lots of expertise and serve as a broker/connector of demand with providers. For example, this survey could have provided an opportunity to identify potential resources by asking if an individual could identify their experience (e.g., comfortable with skill level, able to mentor others, able to teach/train others) with some of these topics. At a former university, I worked with a cadre of managers who provided supervisory training (developed through the university HR unit) for new supervisors. This helped develop networking and mentoring among and within the supervisors, especially supervisors who were internal hires and making a transition from staff to supervisor.
- your group? I dunno. HR could begin hiring with respect to these needs though. Change can only come from management. They should be a pioneers of these things. Not just outdated people with outdated ideas whose seniority and politics got them to where they are. Of course thats the problem of any organization... so good luck!
- We need to increase the number of free credit hours available for professional development. 9 credit hours per year is not enough to complete a second master's degree in a reasonable amount of time.
- Training on site twice per year
- Train and groom people for the next level before promoting them to next level. Managers should be in director-level training so they can be groomed by the time they need to serve as a director. Regular supervisor training should be required of ALL supervisors and anyone who's a step away from becoming a supervisor. Train up and prepare people for advancement.
- This survey is a start. I would like opportunities to improve/enhance my skills increase my value. Too many times I have developed a process that has worked for my position only to find out that it was already available or something like it, elsewhere on campus. I felt like I reinvented the wheel. It is hard enough learning a new position why isn't there resource pool for like positions and the willingness to share helpful information.
- They need to add an evaluation of supervisors from their peers
- There are so many programs/activities available on campus that it is hard to keep them all straight. For example, I've taken some trainings (asbestos) and some Hale Library (creative commons), but I'm not sure if that is part of Learning and Development or not.
- Structure and mentorship on the Polytechnic Campus
- Most of my development needs I meet on my own through use of MOOCs or attending teaching or faculty conferences. Most of my technology needs are met through my college's IT support staff.
- More access to informational technology -Better understanding of the V/V capabilities available on campus
- Make educational opportunities available to a variety of employment and a providing a yearly calendar for professional development in different training options.

# Other

- It is very important to continue learning in order to maintain a variety of skills to improve upon and enhance new and improved skills.
- I'm faculty and feel that there is some overlap between my professional needs and those of USS and PSS (diversity awareness, for example), but not much.
- I'm at a point where I'm considering a career redirection, but could use assistance defining what that is and what the possibilities are at K-State.
- I'm a temp so I know it is not justifiable to make a large investment in my development. My situation is unique and does not reflect on the opportunities being afforded to my co-workers.
- I think the annual review of staff members in supervisory positions should include recommendation for certain professional programs directly made by their staff members and it should be followed up later about it's effectiveness.

For my own personal participation, I wish each program or workshop be offered different day of the week and time including evenings, so I have better chance to be able to attend.

- I think intermediate-advanced technical training would benefit our department and me the most (pivot tables). Further, I would like to learn more about the university's vision for shared services. Professional development courses may be able to be developed to assist people in various paths for shared services.
- I only teach one online master's level course for Kansas State University. I work full time for Penn State University. I don't expect professional development from Kansas State unless it is related to online teaching using Canvas. Otherwise, my professional development is provided by my full time employer.
- I have only held temporary positions discharged as GTA and event staff custodian at Kansas state university; thus my limited awareness of this program. However I hope my answers help. Thank you!
- I have no supervisory duties. My training needs are mainly for planning and technical needs (new software, etc.).
- I feel that my time at Kansas State has been ok for learning some programs but i feel like it can offer more hands on learning and development services. KSIS is one of those programs that you learn as you go. The forms and Registra's office do not have all forms and other learning resources for Topics/Problems courses and Elective courses, procedures and forms are not given.
- I don't feel like I have any room for professional development. I feel like I'm perpetually stuck in an administrative assistant position whereas I would rather have a supervisory position. I feel like I have a good connection with students and would benefit greatly from the opportunity to mentor.
- I do not think they can help until a second position is created for my position
- I believe each department may be different. Sometimes it is very busy and would depend on as schedule allows to participate.
- Hopefully this survey will show that more professional development opportunities are needed.

# Other

- HCS does a good job of offering options for professional development. Unfortunately, it is very difficult to get to Manhattan for these training opportunities.
- bring it!
- An opportunity to revisit some sections after time in which these items of topic will become more relevant to the job.
- This survey was written in a way to be self-serving -- to elicit answers which justify continued funding on training and HCS which could be used at the departmental level. In no case was there a 'I disagree' box to check. Kudos on bringing your future into existence.
- This survey did not allow me to identify which professional development items were appropriate for the various different types of people I supervise. As the Department Head, that makes a major difference in how to understand the selections I made. Office staff need different things than my Unclassified specialized individuals and they both need different things than my faculty members. For the most part, I find the available opportunities for professional development to be below my personal needs. For that reason I use other programs that are somewhat expensive. I suppose I need to look more closely at what is available through HCS to meet my own needs.
- I would like to see an ongoing professional development program - not a one and done. Meet and then have work to do in preparation for the next time together and repeat.
- I think it would be advantageous for presenters to go to different departments to understand work being done etc. When I go to outside programs speakers fly in early to interact with groups to find out more about their business besides just researching them online. Sometimes suggestions may not be realistic given the scope of duties people have. I think seeing environments may help speakers brainstorm ways to streamline processes they are suggesting.
- I have no idea what Managing Up was referring to in that one question.
- I have gone as far in my profession as I can.
- I feel there was a very slim focus on these questions and it was very hard to answer. I actually didn't want to put things into most boxes, but I had to in order to continue. We have a lot of content knowledge that is most important to us.
- Development of career progression  
Tenure
- The most important thing for HCS to develop IMMEDIATELY is new conflict resolution training for dealing with an armed campus under campus carry. This must involve detailed training from counseling services personnel (dealing with potentially suicidal students, with students in classrooms whose behavior may be indicative of instability, etc.), the office of university counsel, etc. This is essential for the entire campus.

# Other

- Thank goodness my unit believes in Professional Development because the overall University has lacked in opportunities for staff professional development opportunities.
- Parking space!
- Most of the topics are not relevant to faculty members. Topics on Financial Management would be relevant to faculty.
- I have said it many times before, but I think it bears mentioning again. I much prefer HCS's trainings to something like Fred Pryor or Skill Path. With HCS--particularly those led by Shannah--what you see is what you get. The training that is offered is succinct, focused and useful, as opposed to the sales job that often undermines the external professional training companies.

I have been studying independently this semester to take the Certified Administrative Professional exam, offered by the International Association of Administrative Professionals. I have thoroughly enjoyed being a "student" again, at the age of 48, and I wonder--if there was an interest among other people in similar positions to mine--if HCS could offer some sort of training, or group study focused on this or similar professional certifications.

- I have almost two decades of experience in my field, so many -- perhaps most -- of the skills, topics and software training mentioned in this survey seemed too introductory level. Also, I manage one student and work in a very small, collegial department, so workshops about supervising others and managing conflict aren't a high priority.

Frankly, I've reached a point where I like my job, it works with my family life, and I don't see any other positions I aspire to on campus, or even (more broadly) in Manhattan. That plus a large workload make professional development a low priority.

- I have 25 years working in the aircraft industry. What are my career paths forward with this institution? How do you transfer my skills and work experience into something recognizable to Human Capital services?
- Continue offering a wide range of training opportunities throughout the year.
- As a faculty member, my professional growth is primarily in my academic research area and in my teaching. I don't really think LDHCS should (or does) have much to do with that.
- 2025 only involves ranking - not people.
- Faster Computers, software, printers and fax
- I am on phased-retirement and have enough experience that I am not looking for additional training.
- Can help us to better understand the development of the work, make it more effective and compressive for the people we work for

# Other

- I have no additional feeling with regard to K-State's Learning and Development. I have been employed with the university for 4 weeks and been to the new employee orientation programs only. I answered this questionnaire to the best of my ability but feel that I had no real insight with regard to my needs for professional development due to my short length of time I have been employed here.
- Interview and hire for positions I apply for.
- I would like you to reach out to all groups in USS and show them how to excel here at K-State...by spec department. ie mandatory development. Most "staff" personal don't realize that these program offerings exist or that their supervisor will let them go to the offerings or advancement. I would like to see where these possible developments in personal advancement could take a person and their relevance to "all" USS staff. Get out there to the people! Don't just send an email and expect results. Most of the time we don't have the time to surf our emails ie. the manual laborers to see if there is something out there to improve ourselves.
- Nothing to suggest.
- Not really sure what can be done for us. I haven't been here long enough to say what you don't do yet.
- No comment.
- No
- na
- na
- N/A
- I have nothing to say. Thank you for asking.
- I cannot truly answer this question because hopefully I will be retiring hopefully December 2017.
- i am only part-time, so much of this does not really apply to me
- Don't know
- Because of my position within K-State athletics, many of the L&D sessions do not pertain to my work area.
- At this time I do not have anything to add.
- .
- N/A
- Don't have anything right now to add
- This survey seemed to have no relevance for someone with a PhD.
- Obtaining

# Other

- I don't see how this pertains to our position at K-State. I am all for furthering my education, but I don't know how this would help in my current position as a housekeeper.
- We are encouraged to get personal development as needed.
- My work place is very supportive for opportunity for growth
- I really enjoyed the listening workshop I attended a few years ago. I also enjoy hearing real stories from professionals with more experience than me. The mentoring they can offer is invaluable.
- As a new professional I think it would be good to have the ombudsmen role over-emphasized so that new staff/faculty know that they exist and how to contact them.
- We need to track the training by employee by department and unit within HRIS. We appreciate all you have done so far and the progress that has been made!
- The supervisor program was relevant and high quality. Our office has requested additional PD support, e.g., customer service and change management. It has been well received. The PD department has done an exemplary job.
- Right the ship in HCS. Hire the best HCS leader possible with top notch experience and professional excellence. Evaluate each position in HCS top to bottom. Iron sharpens iron...hire the best in the business.
- My department provides excellent professional development opportunities. What few events sponsored by HR I attend needs to be over like a long lunch hour so I can fit it into my very busy work schedule or at the end of the day so I can go straight from the training to home.
- I marked down business ethics as a priority, as this seems to be an area that the campus in general needs to work on. I would also highly recommend supervisory training being required for all supervisors regardless of classification, including an ongoing series to keep supervisors up to date on skills.
- Thanks for the survey
- Thank you for the opportunity to participate.
- Thank you for allowing staff from external units the opportunity to participate in this survey.
- Learning and Development in HCS does a great job of offering professional growth opportunities.
- I think everything is going great, we are on a path to wonderful success!
- I have been pleased with the support provided by HCS. The training and development that need greater support is from my administrative unit.
- I have always appreciated these professional development opportunities provided at K-State. thank you.
- Good Luck!!!!.
- good efforts for professional and development
- Willing to get classes scheduled as soon as I can.

# Other

- Thank you.
- Thank you for offering so many opportunities for professional development growth and being proactive to continue life-long learning.
- Continue to keep up the great work you all do.
- K-State GLOBAL CAMPUS does a great job of supporting professional development for its employees!
- Global Campus is very supportive of staff professional development
- thank you for creating this opportunity
- I enjoy the interaction during the learning sessions.
- My department allows me to travel for some of my professional development needs which I greatly appreciate. I have continuing education requirements for my license that I can't get on campus. The one recent problem is the increased travel rules that have been difficult to navigate. I've worked on campus for nearly 30 years and now the travel rules have changed and without adequate notification or training.
- I cannot tell from this survey that your services are really relevant to me.
- The amount of required training, plus optional training, on top of doing what I am supposed to be doing is a little bit overwhelming. Often it feels like I need to do my actual work in the evening, so that I have time for all the meetings and interactions that must occur during regular business hours.
- NA
- As a custodial specialist this is not a relevant survey.
- The Learning and Development office is wonderful about helping me always.
- Thanks for this survey. I learned just by participating in it. There was much I was unaware of.
- I don't know that I've seen a more biased survey. You won't get the information you need when you force me to answer questions about something that doesn't interest or affect me at all. When I have to rank 10 things that are all unimportant and completely irrelevant, do you really think you're getting good data?
- The technology question was impossible to answer because clicking on PowerPoint, for example, made the box of "Nice to Have" inaccessible. The developer needs to upgrade his/her computer skills.
- It seems distant and far removed from my work everyday in my office.