

University of Arkansas Libraries
Employee Development Group
**Training Needs Assessment–Supervisors
Summary Report**

Twenty-eight (28) of 58 supervisors responded to the survey, for a response rate of 48.3%.

1. How long have you been a supervisor at the University Libraries?

- Average: 6.29 years
- Range: 3 months - 20 years
- Years of supervisory responsibility # Sups Percent

Less than 1 year	6	22.2%
Less than 2 years	9	33.3%
Less than 3 years	11	40.7%
3 or more years	16	59.3%

2. How many employees in the following categories do you supervise directly?

- Supervision ranges from one employee to seventeen employees.
- Of the respondents,
 - 16 supervise hourly employees
 - 15 supervise classified staff
 - 13 supervise work-study employees
 - 3 supervise graduate assistants
 - 3 supervise faculty
 - 2 supervise non-classified staff
- Supervision ranges from one employee in one category to employees in five different employee categories (work-study, graduate assistant, hourly, classified staff, and faculty), broken out as follows:

# Supervisors	# Employee Categories Supervised
12	1
10	2
4	3
1	4
1	5
- Sixteen (16) of the 28 respondents (57.1%) supervise more than one category of employees.

3. How many employees do you supervise who supervise other employees?

- Eleven (11) of the 28 respondents (39.3%) supervise other supervisors.

4. In what areas would you like for someone else to provide training for employees whom you supervise? (Responses sorted into general categories)

General Library

Emergency procedures
General InfoLinks training for new employees
InfoLinks
Library resources
Identifying reference and non-reference questions
Shelving books and shelf-reading. Presenter: within library
Circulation System/InfoLinks. Presenter: within library
Introduction to library organization and departments—what libraries do (more than what student employees get—for employees from non-library backgrounds). Presenter: within library

Employment and Performance Issues

Job performance (expectation and consequences)
Raises, pay schedules, etc.
Personnel policies. Presenter: LHRO
Ergonomics. (When I tell them, they seem to think I am like their mother telling them to “sit up straight” or something like that, and they kind of tune me out.)
Reviews of library policies and procedures, particularly recent revisions to Board of Trustees policies—would be nice to have a summary of changes.
Professional dress and behavior
Diversity. Presenter: LHRO
Legal issues related to supervision. Presenter: Campus human resources or legal experts

Computer training

Access software. Presenter: Computing Services
Technology training (already happening to some extent).

Personal Interactions

Team building
Conflict resolution
Working as a team

Student workers

Let students know options available to them for help:
1) Meet Mike Huddleston— counseling help options.
2) Writing labs and various tutor help.
3) Health clinic—what it offers.
4) Financial aid—person to speak
“Tips on how to work,” especially for incoming freshman (work habits addressed, communication, etc.). Presenters: supervisors.

Miscellaneous

Anything that isn't directly related to a specific task/project I'm training myself
Customer service. Presenters: Employee Development Group
In general (supervisor). Presenters: within library and on-campus
Employee "loyalty"—how to get employees to be part of the UA Libraries and want to do
the best job they can. Presenters: Janet Parsch/Dean Allen

5. Please list specific examples of questions/situations that have been difficult for you to answer/handle as a supervisor. (Responses sorted into general categories)

General Library

Employment and Performance Issues

Supervisors doing others' jobs
Questions regarding how work-study is awarded
Pay dates/pay periods, clock-in type questions
Dress code (hats, etc.)
When my student wanted to use the computer to write her paper (and was not on the clock), my supervisor said not to let her—I was told to tell her that these computers are not for personal use. My student did not like that and her paper was late. (That was hard for me.)
Hats, perfume, gum, general "mature" attitude, flip-flops
Documenting performance problems and knowing correct procedures to follow for disciplinary action—University HR office has in the past told us we should follow procedures not actually written in the staff manual. For one thing, procedures in this area need to be written down for the sake of consistency and legality.
Financial Aid confusion
Turning down requests for interviews from job applicants.
Poor health in an hourly employee leading to frequent absences
"Complicated" leave needs, when not enough leave, make-up time, etc.
Auditing and upgrading positions
Helping people understand that there are certain policies/procedures that are required by law
Telling an employee that their work is unsatisfactory.
How to evaluate staff (employee) productive or not

Computer Training

New software—e.g. Millennium Cataloging

Personal Interactions

I think that getting along with difficult people can be a real problem. This can relate to staff, patrons, as well as faculty.

Personality conflicts. Examples: 1) One employee naturally talkative—does not integrate well with nature of work and others' need for quiet in order to concentrate. 2)

Tendency for an employee to take things personally and hold a grudge—avoid interacting with other staff members.

Giving timely/appropriate feedback on annoying behaviors, habits, and situations

Student Workers

4th and 5th year “bad attitude” some students develop

Student divorce/breakup

Retaining students is most difficult and keeping them interested in working in the library, especially work-study students who are working for the first time in a library or maybe their first job

Miscellaneous

[Being asked,] “Why should I do it if no one else including the supervisors don't do it?”
Billing questions of all types—no one here nights and weekends to ask.

6. Please identify areas of your expertise which you are willing to contribute to training other library supervisors:

Planning and preparing a session on:

- What tools are available on StaffWeb and the University Web page—Beth Juhl (with LHRO)

Present all or a portion of a session on:

- Personality Plus or True Colors (am certified for both)—Debra Hobbs
- Customer service skills—Sarah Santos
- InfoLinks—Kate Kluttz
- What tools are available on StaffWeb and the University Web page—Beth Juhl (with LHRO)

7. What books, videos, Web sites, or other resources have you found particularly helpful that you would recommend to other library supervisors?

- New employees at HR
- Western Michigan University (Web site?)
- University of Florida—HR (Web site?)
- “Fish” video is great
- The employee development session with Mike Huddleston on conflict resolution.
- The “colors” personality assessment session.

- Myers-Briggs, True Colors, and other personality indicators. Not so much for knowing what type everyone is, but because the discussion always seems to make me stop and think how people are different and to be aware of that in my interactions with them.
- SPEC kits
- ALA organization information
- *Library Literature*.
- OCLC tutorial for searching–have not used III tutorials yet.
- I like to use the *Library Literature* database to search for articles on supervising students or work-related articles.
- I peruse various library journals routed to the department, and I photocopy those of interest and keep a file.
- Conferences I attend such as ALPS and ARLA provide very good information.
- Attend EAP session on Supervisor’s Training
- StaffWeb

8. What feedback/comments do you have for the Employment Development Group regarding training for the employees you supervise?

- Sessions have been very helpful. They have sparked discussion of pertinent topics in the department.
- I enjoyed, and found the most relevant and useful, the presentations on ergonomics.
- Presentation on problem employees was helpful–but some employees have deeper problems than the presentation covered.
- More on shelf-reading and InfoLinks searches.
- My employees seem to really appreciate the sessions offered during the past year; they found them entertaining, as well as an opportunity to learn. At least that’s what I heard them say.
- More computing training...
- It would be nice to have a feedback form on the Web for sessions–turning in a piece of paper at the end of the session isn’t really anonymous (and is inconvenient if you need to leave).
- These sessions need to be informative and generally non-mandatory.
- Approximately 20 persons contribute to service at the reference desk and many of them have scores of obligations. It is a challenge to ensure 100 hours of coverage at the desk in this environment, let alone provide instruction. My personnel do not need additional obligations. I want to serve the public, which must trump talking about serving the public or working on matters of training.
- What training we do should be primarily bibliographic (using InfoLinks, ILLiad, Excel, BASIS, etc.).
- Each department should have a student training manual with all procedures listed.
- I find the practical sessions (e.g. InfoLinks, computer skills) somewhat more useful than those tailored to emotional/physical health and well-being.
- I think we could have sessions from the course/title description. This is a very good list to begin looking at courses for supervisors.

- Get more people to attend sessions, including librarians and supervisors.
- I am a new employee at UA Libraries since March 2003. I have not been in any previous EDG training sessions.
- I've noticed that the people who REALLY need to go to most of the sessions don't—either because of lack of coverage or interest. Public Service supervisors could use the information provided in these sessions but don't seem to attend.
- Encourage a more diversified attendance. We have a very well-rounded core group of 10-12 employees; we need to branch out to include additional faculty and staff.
- We all need more of it—in every area. We also need good, detailed handouts, and we need quick, “ready reference” material.

[9. Signature of those volunteering to plan, prepare, and/or present sessions]

10. In what areas would you like to have training as a supervisor? Examples of topics for supervisors are listed that might be presented. Please assign values to and then rank them. (Think creatively, and please also list specific topics.)

- A. See spreadsheet for summary of topics and values assigned.
- B. See spreadsheet for summary of topics and rank orders assigned.
- C. See spreadsheet for summary of topics and level of presentation (introductory or refresher).
- D. Other topics suggested:
 - Team work proactive
 - Making new ideas work
 - Sparking new fires in old employees
 - Library evaluation of services
 - Using Access software
 - Using Photoshop software
 - Library copyright policies
 - Grant writing
 - Could committee chairs come and just discuss what their committees are doing?
As a way of recruiting more staff to committees?
 - Retention
 - Creative ways to make work fun
 - Incentives
 - Responsibilities and obligations of all employees

10a. Courses by Value

Course Title/Description	Total Responses	Average for Course	Ranked Value
Emergency procedures	27	1.85	1
Problem-solving skills	26	1.92	2
Conducting employee performance evaluations	26	1.96	3
Conflict resolution	27	2.11	4
Selecting and hiring new employees	26	2.12	5
Recruiting and interviewing prospective employees	26	2.23	6
Effective listening	26	2.27	7
Project planning techniques	27	2.41	8
Library topics--library programs and projects	27	2.44	9
Setting and reaching unit goals	26	2.46	10
How to write procedures	25	2.52	11
Team building	26	2.62	12
Americans with Disabilities Act policies and procedures	27	2.70	13
USA Patriot Act procedures	26	3.23	14
Library topics--national and state library organizations	26	3.58	15

1 = Most important

10b. Courses by Order

Course Title/Description	Total Responses	Average for Course	Ranked Order
Conducting employee performance evaluations	16	4.50	1
Problem-solving skills	15	5.27	2
Emergency procedures	16	6.19	3
Conflict resolution	15	6.20	4
Selecting and hiring new employees	16	6.56	5
Team building	15	6.80	6
Project planning techniques	15	6.87	7
Setting and reaching unit goals	15	7.33	8
Recruiting and interviewing prospective employees	16	7.75	9
Effective listening	15	8.07	10
How to write procedures	15	8.27	11
Library topics--library programs and projects	16	9.13	12
Americans with Disabilities Act policies and procedures	14	10.21	13
USA Patriot Act procedures	15	10.33	14
Library topics--national and state library organizations	14	11.86	15

1 = First to offer

10c. Courses by Level

Course Title/Description	Total Responses	Total "I"	Total "R"	Percentage "I"	Percentage "R"
Recruiting and interviewing prospective employees	24	12	12	50%	50%
Selecting and hiring new employees	24	11	13	46%	54%
Conducting employee performance evaluations	24	11	13	46%	54%
Americans with Disabilities Act policies and procedures	21	17	4	81%	19%
Emergency procedures	23	16	7	70%	30%
USA Patriot Act procedures	22	22	0	100%	0%
Problem-solving skills	23	12	11	52%	48%
Project planning techniques	23	14	9	61%	39%
Setting and reaching unit goals	23	12	11	52%	48%
Team building	23	9	14	39%	61%
How to write procedures	22	13	9	59%	41%
Effective listening	23	10	12	43%	52%
Conflict resolution	23	10	13	43%	57%
Library topics--national and state library organizations	22	15	7	68%	32%
Library topics--library programs and projects	21	13	8	62%	38%

I = Introductory

R = Refresher