

Training – Tier 1

Tier 1

ACTION PLAN

Focus Area: **Training**

Project Name: **Customer Service**
 Creation/Revision Date: **Aug-11**
 Project Start Time: **Jun-09**
 Team members:

Anticipated Completion:

| Task/Activity | Who's Responsible? | Resources needed | Dependencies | Who needs to know? | Deadlines | | Status |
|--|-------------------------------------|--|---|---|-----------|---------|--------|
| | | | | | Start | Finish | |
| Establish high quality and friendly customer service as area of focus for all department employees. Be sure this is included in performance review documents | Unit leaders, department members | Time, administrative support, training | Staff buy-in, training, continuous promotion to department members and customers | Department members, customers | Jun-09 | Ongoing | |
| Adopt the practice of positively representing the department in all facets and contexts of our daily lives. (Instill the understanding that as employees of KSRE and the department, we are a representation of the organization both on and off the clock.) | Department members | Training materials, administrative support | Staff buy-in and understanding of the concept, administrative support, availability of trainers | Department members | Jun-09 | Ongoing | |
| Identify positions within the department that serve as initial points of contact with customers and those positions which have significant contact with clients | Unit leaders | Time | | Department members, customers | Jun-09 | Ongoing | |
| Identify and provide effective and applicable customer service training for all employees | Unit leaders, business office staff | Time, administrative support, trainers, training materials | Active participation by department members, unit leader support | Department members | Sep-09 | Ongoing | |
| Create customer service survey to evaluate client satisfaction with departmental services | Unit leaders, research faculty | Survey design and administration | Time, schedule | Customers, unit leaders, staff, department head | Mar-13 | Apr-13 | |
| Compile, analyze, and publish survey results | Unit leaders, research faculty | Survey data, time evaluation criteria | Faculty time for data analysis | Department members | Jul-13 | Jul-13 | |
| Use survey results to improve or enhance customer service; prepare for new survey in 2015 | Department members | Performance standards, training | Comprehension, cooperation, training, time | Department members | Aug-13 | Dec-13 | |

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|---|---|------------------|--|---|-----------|---------|--------|
| | | | | | Start | Finish | |
| Work effectively with student employees to include: identifying appropriate tasks for student employees; thorough training of student employees; and thorough training of employees on how to work with and supervise student employees | Employees who work with and supervise student employees | Time, training | Unit-specific expectations for student employees | Employees who work with and supervise student employees; students; customers, if applicable | Jul-09 | Ongoing | |
| Apply customer service principles to student academic experience | Academic faculty and staff | Time, training | | Faculty, staff and students | Oct-09 | Ongoing | |

Training – Tier 3

Tier 3

ACTION PLAN

Focus Area: **Training**

2025 Theme: **5 - Faculty and Staff**

Project Name: **Professional Development Opportunities for Departmental Members**
 Creation/Revision Date: **Aug-11**
 Project Start Time: **Oct-09**
 Team members: **Unit leaders, all department employees**

Anticipated Completion:

| Task/Activity | Who's Responsible? | Resources needed | Dependencies | Who needs to know? | Deadlines | | Status |
|---|--------------------------------|-----------------------------------|---|--|-----------|---------|--|
| | | | | | Start | Finish | |
| Determine staff needs for professional development (including updating teaching skills, technology skills, time management, staffing issues, and delegation issues) | Unit leaders and staff members | Time and communication skills | | Departmental members | Oct-09 | Ongoing | |
| Prioritize knowledge and skills needed | Unit leaders and staff members | Time | | | Oct-10 | Ongoing | |
| Identify appropriate resources to offer training | Unit leaders and staff members | Time, funding | | | Oct-10 | Ongoing | |
| Announce available professional development and training opportunities | All department members | Time, technology, mid-week musing | | Departmental members | Oct-11 | Ongoing | Opportunities are shared in weekly newsletter |
| Emphasize professional development as part of annual performance evaluation | All department members | Time | Funding and time | Departmental members | Oct-93 | Ongoing | Unit leaders and staff include this component in annual goals. |
| Annually identify common training needs. | Unit leaders | Time | Funding | Departmental members | Jan-12 | Ongoing | |
| Conduct responsibility inventory -- identify areas of staff responsibility and look for duplication and cross-over | All department members | Time | | Departmental members, unit leaders | Jan-13 | Ongoing | |
| Develop an emergency management plan and disseminate to staff. | Unit leaders | Time | Responsibility inventory, staff availability and skills | Departmental members, unit leaders, administrators | May-13 | 13-Dec | |

Training – Tier 4

Tier 4

ACTION PLAN

Focus Area: **Training**

Project Name: **Professional Development for Stakeholders and External Groups**

Creation/Revision Date: **8/1/2011; Rev. Oct. 4, 2012**

Project Start Time: **Jan-12**

Anticipated Completion: **Mar-14**

Team members: **Jim Lindquist, Shannon Washburn, Brandie Disbergerr, Steve Harbstreit, Kris Boone, Jason Ellis, Lauri Baker, Elaine Edwards,**

Vision 2025 theme 4

| Task/Activity | Who's Responsible? | Resources needed | Dependencies | Who needs to know? | Deadlines | | Status |
|---|--|---|---|---|-----------|---------|--------|
| | | | | | Start | Finish | |
| Determine professional development needs of teaching professionals | Shannon Washburn, Steve Harbstreit, Brandie Disberger, Jason Ellis | Survey tool, time, teaching professionals | Teaching professional participation | | May-13 | Aug-13 | |
| Develop relationships with community college agricultural teaching faculty and assist with their professional development needs | Shannon Washburn, Steve Harbstreit, Brandie Disberger | Time | Community college Ag teaching faculty participation | | Feb-13 | Aug-13 | |
| Determine professional development needs for informal teaching through Extension | Shannon Washburn, Jim Lindquist, Gregg Hadley | Survey tool, time, Extension professionals | Extension agent/specialist participation | Paula Peters, Barbara Stone, Daryl Buchholz, Stacy Warner | Oct-13 | Feb-14 | |
| Prioritize so effort has largest payoff | Shannon Washburn, Steve Harbstreit, Brandie Disberger, Kris Boone | | | | Mar-14 | Mar-14 | |
| Identify most appropriate resource people to offer the needed teaching/training | Shannon Washburn, Steve Harbstreit, Brandie Disberger, Kris Boone | | | | May-14 | ongoing | |
| Determine most appropriate timing and delivery methods to accomplish the professional development goals | Shannon Washburn, Steve Harbstreit, Brandie Disberger | | | Trainers and those interested in being trained. | May-14 | ongoing | |
| Deliver appropriate teaching and training | TBD | | Participation | Those who need training | Jul-14 | ongoing | |
| Overall training plan: Spokesperson, interview, crisis and message development training, social media | Elaine Edwards, Pat Melgares, Russ Feldhausen, Sarah Hancock | Time, curriculum development plan, marketing plan | | Administrators, external groups | Jan-12 | ongoing | |
| Use YouTube and Connect as a training tool. | Unit leaders, Deb Pryor, Gerry Snyder | Marketing | Youtube access for educators is sometimes blocked | Anyone interested in trainings via Youtube (public offerings) | Jan-12 | ongoing | |