
TECH DESK TRAINING: A PROGRAM EVALUATION

Evaluating the competency of Tech Desk Consultants and the helpfulness of various training modules.

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EXECUTIVE SUMMARY

INTRODUCTION

The Tech Desk is preparing to dissolve its role as a separate dedicated service point within Seattle Pacific University's Library and integrate its services within the library. This integration is positive evidence of the Tech Desk's success since opening in 2011. While the service point will cease, the full range of services—space, tools, and support—will join other services, such as circulation, reserves, ILL, general library support, and more, at the main desk. Furthermore, instead of two different types of student workers, Tech Desk Consultants and Access Services Assistants, there will be one new position that is a composite, Library Assistants. This new position will require a wide range of skills and abilities to fully perform both essential functions (technology and access services). Therefore, this timely report is a formative exercise in providing relevant and actionable information for library leadership regarding the effectiveness of past training modules for the Tech Desk Consultants. While there are many successes, there are areas for growth—some requiring significant attention. This summary highlights key areas for growth and recommendations for future training at the newly revamped main desk.

AREAS FOR GROWTH AND RECOMMENDATIONS FOR FUTURE TRAINING

FOCUSED TRAINING - BADGES

Out of 25 [technical skills](#) required for Tech Desk Consultants, 14 were categorized as extremely insufficient or insufficient training. In an effort to increase competency in these key areas, future training should focus on these areas as specific modules or badges employees complete based on a rubric of competence. For example, GoPro training currently consists of only information about the device and all the pieces for proper circulation of the item. Future training should focus on its technical capabilities, when to use, how to use, and why to use (verse another tool).

STRUCTURED AND CONTEXTUAL VIDEO TUTORIAL REGIMENTS

Employees rated a non-exhaustive list of key training modules and their rating of helpfulness revealed two key (Lynda.com and shadowing) areas that prompt recommendations for the future. While not receiving the lowest helpfulness rating, employees evaluated [Lynda.com training videos](#) as somewhat helpful (3.25). Further, what's most intriguing is that there were numerous comments suggesting Lynda.com was the best part of training. However, digging into the comments, employees suggested that while the videos are helpful the structure in which they are required to watch them is not. Employees don't want to watch a bunch of Lynda.com videos without a structure. Therefore, a recommendation going forward is to create personalized structured and contextual regiment of Lynda.com videos for each employee based on their abilities and skill gaps.

SHADOWING WITH A PURPOSE

Finally, [shadowing](#) was the highest rated (4.57, just shy of extremely helpful) training module. Shadowing is one-to-one training with another employee during a shift. While this did receive high marks in the quantitative area of the survey, "the devil is in the details," as they say. Comments revealed frustration with how unstructured and undirected the shadowing time was and how to improve it. The key recommendation is to develop a robust shadowing program with purposeful structure to provide excellent experience for new employees and support current employees in becoming effective coaches.

CONCLUSION

The [full report](#) provides data and further commentary supporting recommendations highlighted above. It should be noted, however, that while this report spends a significant amount of time on improvements required (which was the purpose: zero in on training deficiencies), the overall consensus from data captured in this survey—including comments, other SPU library patron surveys, usage and support statistics, and anecdotal feedback from other library staff and patrons, reveal the success of the Tech Desk and in particular, the willingness and helpfulness of its capable staff of consultants.

PROJECT OVERVIEW

This project is a program evaluation for Tech Desk training and overall competencies of employees. The Tech Desk is in the library at Seattle Pacific University. This document is an executive summary of the program evaluation. The program evaluation is based on a survey submitted to current Tech Desk employees.

CONTEXT

In 2011 the SPU Library launched a new student educational technology support desk. Located on the lower level, the Tech Desk filled a gap for student support. Whereas the central IT department provides general technology support at their Help Desk, the Tech Desk supports academic technology needs of students. Supported by SPU's Library and integrated as a service point within the library, the Tech Desk provides educational technology support for all library patrons. These services include one-to-one technology consultations (e.g., how to create a digital presentation, make a movie, find Creative Commons content, and much more), a wide variety of digital tools available for current students to check out (including DSLRs, Chromebooks, MacBook Airs, microphones, and more), and space for student to work together or alone with large dual screens and Windows and Mac computers. The Library's three core characteristics are to discover, create, and share. The Tech Desk thus provides technology tools, assistance, and space for students to discover, create, and share.

The Head of Library Technology, Ryan Ingersoll (author of this summary) oversees Tech Desk operations. The Tech Desk is staffed by around 12 employees who are current undergraduate or graduate students at SPU, and is open during regular library hours, over 100 hours per week during the academic year. After successfully completing a rigorous hiring process—which includes submitting a cover letter, resume, an in-depth questionnaire evaluating technological proficiency and customer service aptitude, an interview, and reference verification—Tech Desk Consultants run the day-to-day operations. As the hiring manager for Tech Desk Consultants, I focus on excellent customer service skills as primary and technological proficiency as secondary.

Consultants begin training immediately and the training lasts for about a year with the first quarter of work as the most structured and intense. Training, designed to follow a structure and provide a comprehensive skill base, includes various components including reading online resources (wiki), shadowing, one-to-one training with the lead consultant or head of library technology, viewing tutorial videos on software from Lynda.com, and a number of other activities. While designed to successfully train all employees, training doesn't always meet the needs of each employee nor adequately present all necessary information in an easy-to-digest format. Therefore, this program evaluation is an attempt to discover what's working well and what needs additional attention.

SURVEY OVERVIEW

In an effort to streamline feedback the consultants were given a survey with a variety of questions. The questions collected both qualitative and quantitative data. The first iteration of the survey contained too many questions and professor Calvary suggested reducing the amount of questions to limit survey fatigue.

The final version includes seven questions and employees completed the survey using Survey Monkey. In an email sent to their SPU accounts, employees received instructions, an offer for a \$5 gift card for completing the survey, and a link to the survey.

See [Appendix A](#) for the final survey.

SURVEY COMPLETION

Eight out of eleven employees completed the survey, a response rate of 73%. The first survey email was sent on Tuesday, February 16th. An additional follow-up was sent on Thursday, February 18th, and a final one on Sunday, February 21st (with notification that the survey would close the following day, Monday, February 22nd).

EMAIL TEXT

See [Appendix B](#) for the text of the email notification.

FINDINGS

This section breaks down key aspects of the survey and analyze the findings with charts and a story.

MEASURE: EXPERIENCE

In order to get an idea of who took the survey and their length of experience at the Tech Desk, this chart is an overview of how long the consultants have worked at the Tech Desk.

SURVEY QUESTION

How long have you been a Tech Desk consultant?

RESULTS

Tech Desk Consultants range from working from one employee who worked less than a full year to an employee who worked four years

STORY: EXPERIENCE

The average length of services is 1.875 years. This reveals that most employees have had significant time for training and acclimation to the Tech Desk environment.

MEASURE: COMPETENCE

This first question invited employees to evaluate their competence on a scale from 1-5 (with 5 as the most competent) in various areas of Tech Desk responsibilities. The employees measured their initial competence on their first day of work and their current competence. Finally, another question asked them to evaluate their competence overall.

SURVEY QUESTION

Indicate your competence in these specific Tech Desk Consultant roles. Indicate your competence prior to working at the Tech Desk compared with your current competence.

Overall how competent do you feel in your role as a Tech Desk Consultant?

SCALE

Competence	Scale
not at all competent	1
slightly competent	2
somewhat competent	3
moderately competent	4
extremely competent	5

TRAINING SUFFICIENCY LEVEL

In an effort to make sense of the data I created a key with four levels and corresponding colors. Effectively, this key allows me to understand the areas that need more attention in relation to training. Red, for example, is noted as “extremely insufficient” because the mean score for the employees was not above 3 (“somewhat competent”) after training.

Training Sufficiency Level	Color
Extremely Insufficient Training - Needs More Attention (currently ≤ 3.0)	Red
Insufficient Training - Needs More Attention (currently 3.0-4.0)	Orange
Moderately Sufficient Training - Needs Targeted Attention (currently ≥ 4.0)	Cyan
Sufficient Training - Monitor (currently ≥ 4.5)	Green

RESULTS

The first view of the results compares the initial competence and the amount of change after training. The quadrant helps identify areas for focused attention and redevelopment when developing future initial trainings and the color codes help define what should be the focus for current employees. For example, an audio recorder, the H2N, is in the low initial competence (less than 2.99 competence mean of all results) and scored a significant change (an increase of 1.5 or greater on the competence scale). Therefore, employees do not know how to use the H2N audio recorder on their first day (scoring a 1.25 in competence). However, their knowledge does increase significantly (+1.5 in competence) as a result from training, but their overall competence remains is extremely insufficient (2.75) because the end result is less than 3 on the competence level (this is displayed with red highlights).

QUADRANT AND COLORS

	High Initial Competence (mean beginning level ≥ 3.0)	Low Initial Competence (mean beginning level ≤ 2.99)
Significant Change (mean change ≥ 1.5)	Mac	H2N
	Connect Wireless	Mac Troubleshoot
		iMovie
		Dual Screen
		Troubleshoot Wireless
		Mac Excel
		Mac Screenshot
		Troubleshoot Printers
		Chromebook
		Create PaperCut Guest
		Square
		Connect Printers
		Load PaperCut Funds
Insignificant Change (mean change < 1.5)	Windows Word	Windows Screenshot
	Windows Excel	Camcorder
	iPod touch	Prezi
	Mac PowerPoint	Wordpress
	Windows PowerPoint	Make Movie
	iPad	Windows
	Mac Word	GoPro
		Edit Audio
		Adobe Premiere Pro
		Adobe Photoshop
		DSLR
		Windows Troubleshoot

ALL AREAS COMPARING COMPETENCY BEFORE AND AFTER TRAINING

INITIAL ADEQUATE PROFICIENCY (3.0 OR MORE BEFORE TRAINING)

Initial Adequate Proficiency ≥ 3.0	Before Training	After Training	Change
Windows Excel	3.00	3.75	0.75
iPod touch	3.25	4.00	0.75
Mac PowerPoint	3.38	4.13	0.75
Windows PowerPoint	3.50	4.25	0.75
Windows Word	3.75	4.25	0.50
iPad	3.38	4.38	1.00
Mac	3.13	4.63	1.50
Mac Word	3.38	4.63	1.25
Connect Wireless	3.38	4.88	1.50

INITIAL INADEQUATE PROFICIENCY (2.99 OR LESS BEFORE TRAINING)

Initial Inadequate Proficiency < 2.99	Before Training	After Training	Change
Windows Screenshot	2.13	2.38	0.25
Wordpress	1.38	2.50	1.13
Adobe Premiere Pro	1.25	2.63	1.38
H2N	1.25	2.75	1.50
Adobe Photoshop	1.50	2.88	1.38
GoPro	1.88	3.13	1.25
DSLR	2.00	3.38	1.38
Prezi	2.50	3.38	0.88
Camcorder	2.63	3.38	0.75
Make Movie	2.50	3.63	1.13
Windows Troubleshoot	2.38	3.75	1.38
Edit Audio	2.50	3.75	1.25
Troubleshoot Wireless	2.13	3.88	1.75
iMovie	2.25	3.88	1.63
Create PaperCut Guest	1.25	4.00	2.75

Mac Troubleshoot	2.50	4.00	1.50
Windows	2.88	4.00	1.13
Troubleshoot Printers	1.63	4.13	2.50
Mac Excel	2.38	4.13	1.75
Dual Screen	2.63	4.25	1.63
Chromebook	1.88	4.38	2.50
Connect Printers	1.50	4.50	3.00
Square	1.75	4.50	2.75
Load PaperCut Funds	1.50	4.63	3.13
Mac Screenshot	2.88	4.63	1.75

OVERALL COMPETENCE

This chart asks employees to measure their competence throughout their time working at the Tech Desk. Specifically, their first day, first week, and as of when they completed the survey.

Day One	Week One	Currently
1.875	3	4.375

STORY: COMPETENCE

What does all of this mean and what action is needed?

Discussion of findings from evaluating the competence of employees from the first day of work, before training, to the present (at least a year later):

1. Significant attention to four areas that, while some increases were made in a number of them, remain under a 3.0 in competence (how to take a screenshot on Windows computers, WordPress, Adobe Premiere Pro, H2N, and Adobe Photoshop). While two of these are advanced programs and some leeway can be allowed, there should be better training and more accountability for employees to adequately learn these tools.
2. Twelve areas were listed in the quadrant representing insignificant change and low initial competence. Of the 12, 11 were areas that fell into the areas of red (lower than 3.0) or orange (between 3.0-4.0) in competence level (Windows Screenshot, Camcorder, Prezi, Wordpress, Make Movie, GoPro, Edit Audio, Adobe Premiere Pro, Adobe Photoshop, DSLR, & Windows Troubleshoot). These are all areas where future training should focus on in order to increase competence. I recommend revamping completely to allow employees an opportunity to enhance their skills and at least reach higher competence. Some of these items will only need a little attention to bring their competency up, but others will need robust training that will require a significant amount of investment (e.g., Adobe Premier Pro).
3. It should be noted that all the responses were self-reported and not evaluated by an expert. It is possible some employees scored themselves lower or even higher than how someone else might evaluate them. Furthermore, I did not provide a rubric for what a certain level of competence equates to for each software or tool. Future studies could provide a rubric or there could also be a trainer section to rate each student's competence.
4. While there is a significant amount of red and orange items that signal needing significant attention to enhance training due to insufficiencies, the overall score is 4.375. Employees rated themselves at a mean of 1.875 on their

first day of work compared to a 4.375 presently. There is significant improvement in their competency and a 4.375 isn't too far from a 5.0!

MEASURE: HELPFULNESS

This second question evaluates a number of various training activities used by Tech Desk Consultants. Some are used as one-time events and others are ongoing resources that consultants access on-demand. Others, such as Lynda.com, are resources that consultants use on their own watching a number of videos on specific training topics (e.g., Windows, Mac, Adobe Premier Pro).

SURVEY QUESTION

Evaluate the helpfulness of various Tech Desk training modes and opportunities on providing you a strong foundation to be a consultant.

SCALE

Helpfulness	Scale
not at all helpful	1
slightly helpful	2
somewhat helpful	3
moderately helpful	4
extremely helpful	5

RESULTS

In the following chart red is used to signify areas that should be reconsidered and green correlates to areas that are working well. For simplicity, the top three are green (most helpful) and the bottom three (least helpful) are red. The most unhelpful are director meetings—which are one-to-one meetings with the library director, viewing videos on Lynda.com, and the all library staff meeting. The most helpful are the Tech Desk log—which is a daily log of the happenings of the day including a question of the day to help build community, and the wiki help pages which serve as a knowledge base for the consultants to review tutorials on how to do tasks such as reset an iPad.

HELPFULNESS OF TRAINING MODULES

This chart sorts the most helpful and least helpful activities.

Helpfulness of Training Modules	Mean
Director Meeting: one-to-one meeting	2.60
Viewing videos on Lynda	3.25
All Library Staff Meeting	3.38
Video Project: developing, filming, and editing your own video and submitting to Ryan.	3.43
Tour of the Library	3.75
Update Emails with Homework Questions	3.75
Question of the day on Tech Desk Log	3.88
All Tech Desk Staff Meeting	4.25
One-to-one meetings with Ryan.	4.25
MFP Training: going through the MFP training document.	4.38
Tech Desk Log	4.50
Wiki Help Pages	4.50
Shadowing: working a shift with another consultant to learn day-to-day tasks.	4.57

STORY: HELPFULNESS

I used the qualitative data for more specific information on why the employees rated the various training opportunities accordingly. There needs to be additional information considered to effectively analyze specific areas.

LYNDA

The low score for Lynda.com videos, 3.25, was surprising. While not that low in comparison to director one-to-one meetings, it is still low. Interestingly enough, Lynda.com comments surfaced in other questions. In one question, “What has been the most helpful part of Tech Desk training?” which was an open-ended response, three people mentioned Lynda as the most helpful part of training. Reflecting on these two results it was helpful to read the answers to another question which dug deeper into training and evaluated specific areas. The question was also open-ended, “If you could change the training process to make it more effective, what three things would you change and why?” The results of this question pointed to a couple key needs to make Lynda.com better. Comments were about how to make Lynda.com more engaging and creating a sequence of videos that were less rote and more applicable to their areas of training. For example, this includes not make them watch every movie, but finding specific training videos and creating a more relevant training sequence. Furthermore, other comments connected to reducing the “mass” number of videos required to watch. This might include making a better effort to design a training sequence in relationship with each student employee to pick videos relevant to their training needs. One student employee

wrote, "I think that video projects need actually [sic] tutorials. It would be nice if we were taught how to use the program instead of just watching videos about it."

SHADOWING

There were four comments about shadowing being the best training module, but in another question there were requests to make it more accountable and create some sort of checklist for shadowing. That is, rather than just pairing up senior student employees with new student employees to have them follow them around, create a list of specific tasks to be completed together. Essentially, the employees really like shadowing, but want more structure around it. A fourth year employee, who also serves as the lead consultant, writes, "The shadowing of a consultant needs better structure. I think creating a checklist for each student worker to learn each thing and actually have to do it would be good. I feel like it is so open ended. I have been on both sides of being the person who shadows and teaching a new worker and both are a little too broad in my opinion." These comments are powerful suggestions for practical improvements to the shadowing program. This employee not only speaks to the side of receiving the shadowing, but also providing it—multiple times—to others.

SUMMARY

Initially this document is meant to serve as an executive summary of the Tech Desk training program evaluation. However, it quickly grew to be much larger than originally anticipated because of the charts and in-depth analysis of specific questions. Yet, this was an important exercise to fully unpack the data and evaluate various aspects. In summary there are a number of key takeaways from this project that I will reflect on and take into consideration when developing future comprehensive technology training.

1. Tech Desk employees are committed to the Tech Desk vision and success of its services to library patrons
 - a. This is evident in the overwhelming responses (73%).
 - b. While not completely captured in this report, many provide significant qualitative feedback with supportive comments about the Tech Desk and my supervision in particular.
2. Training isn't bad, but could use some focused attention and improvement in specific areas.
 - a. Yes, there is much to do and areas to improve at the Tech Desk. However, many things are going quite well and my measurement of areas that need significant attention are on the strict side of things. In library surveys sent to the SPU campus, patron usage counts, and statistics, the Tech Desk is very popular and well-used area within the library and at SPU. There are areas that need attention, but as a whole I can't think it is failure.
3. Improving Lynda.com videos and shadowing will make a significant impact on the competence and helpfulness areas.
 - a. Reviewing the results from the survey reveal that with significant enhancements and well-designed training programs based on Lynda.com, employees will learn more and may report higher levels of helpfulness on the Lynda.com videos.
 - b. The shadowing program needs structure. It has none and was used simply because I didn't have time to train each employee. This area needs attention and framework to thrive. It is ripe with potential and employees like the structure—it just needs to be reinforced including sufficient direction for those providing the shadowing experience.

APPENDIX A

SURVEY: PAGE 1

Tech Desk Training Plan Survey						
1. Please evaluate the helpfulness of various Tech Desk training modes and opportunities on providing you a strong foundation to be a consultant.						
	not at all helpful	slightly helpful	somewhat helpful	moderately helpful	extremely helpful	N/A
All Library Staff Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Tech Desk Staff Meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-to-one meetings with Ryan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shadowing: working a shift with another consultant to learn day-to-day tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiki Help Pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Update Emails with Homework Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tech Desk Log	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Question of the day on Tech Desk Log	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tour of the Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director Meeting: one-to-one meeting with Michael Paulus, library director.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing videos on Lynda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video Project: developing, filming, and editing your own video and submitting to Ryan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MFP Training: going through the MFP training document.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional comments:						
<div style="border: 1px solid black; height: 50px;"></div>						

2. Please indicate your competence in these specific Tech Desk Consultant roles. Indicate your competence prior to working at the Tech Desk compared with your current competence.

	Competence prior to starting to work at the Tech Desk	Competence as of today
Connecting a patron's computer to the wireless network.	<input type="text"/>	<input type="text"/>
Troubleshooting a wireless connectivity issue with a patron's computer.	<input type="text"/>	<input type="text"/>
Connecting a patron's computer to the printer.	<input type="text"/>	<input type="text"/>
Troubleshooting a printer issue with a patron's computer.	<input type="text"/>	<input type="text"/>
Creating a guest PaperCut account.	<input type="text"/>	<input type="text"/>
Loading PaperCut funds onto a patron's account.	<input type="text"/>	<input type="text"/>
Use of a Mac computer.	<input type="text"/>	<input type="text"/>
Use of a Windows computer.	<input type="text"/>	<input type="text"/>
Use of a GoPro.	<input type="text"/>	<input type="text"/>
Use of a DSLR camera.	<input type="text"/>	<input type="text"/>
Use of a camcorder.	<input type="text"/>	<input type="text"/>
Use of a H2N Zoom audio recorder.	<input type="text"/>	<input type="text"/>
Use of an iPad.	<input type="text"/>	<input type="text"/>
Use of an iPod touch.	<input type="text"/>	<input type="text"/>
Use of a Chromebook.	<input type="text"/>	<input type="text"/>
Adobe Premiere Pro.	<input type="text"/>	<input type="text"/>
Adobe Photoshop.	<input type="text"/>	<input type="text"/>
iMovie.	<input type="text"/>	<input type="text"/>
Mac Word.	<input type="text"/>	<input type="text"/>
Mac Excel.	<input type="text"/>	<input type="text"/>

	Competence prior to starting to work at the Tech Desk	Competence as of today
Mac PowerPoint.	<input type="text"/>	<input type="text"/>
Windows Word.	<input type="text"/>	<input type="text"/>
Windows Excel.	<input type="text"/>	<input type="text"/>
Windows PowerPoint.	<input type="text"/>	<input type="text"/>
Wordpress.	<input type="text"/>	<input type="text"/>
Prezi.	<input type="text"/>	<input type="text"/>
Making a movie.	<input type="text"/>	<input type="text"/>
Editing audio.	<input type="text"/>	<input type="text"/>
Square.	<input type="text"/>	<input type="text"/>
Take a screenshot on a Mac.	<input type="text"/>	<input type="text"/>
Take a screenshot on a Windows computer.	<input type="text"/>	<input type="text"/>
Connecting a laptop to a dual display.	<input type="text"/>	<input type="text"/>
Troubleshooting Windows computer issues.	<input type="text"/>	<input type="text"/>
Troubleshooting Mac computer issues.	<input type="text"/>	<input type="text"/>

3. What has been the most helpful part of Tech Desk training?

4. If you could change the training process to make it more effective, what three things would you change and why?

5. If your friend was applying to be a consultant, what three things would you recommend to them to focus on to be a successful and competent Tech Desk Consultant?

6. Overall how competent do you feel in your role as a Tech Desk Consultant?

	not at all competent	slightly competent	somewhat competent	moderately competent	extremely competent
First day as a consultant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First week as a consultant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. General Questions

Name (not required, but will be used to send you a "Thank You!" gift card for a fully completed survey.)

How long have you been a Tech Desk consultant?

Closing comments?

APPENDIX B

Text of the email notification sent to 11 Tech Desk employees

Hi everyone,

I am evaluating the Tech Desk training program and I would love for you to participate by taking a survey I created. I will use the data to help formulate new training in the future. As some of you may remember, I did some evaluation on the Tech Desk last year (this is where the log and question of the day came from). Now I am narrowing the focus to specifically cover the training plan and to see if it has taught you anything (measuring competence).

I will offer a small gift card as a thank you to anyone who takes the survey.

Thanks so much and you can take the survey while you are working if you want!

Your individual answers will be kept confidential and your name will only be used for the gift card.

Thanks so much!

Ryan Ingersoll

<https://www.surveymonkey.com/r/HX387RH>