BC Housing

Talent Management Project
Training Plan

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Training Plan

1. INTRODUCTION

1.1 Goals of the Training Plan
The objective of the Training Plan is to define the strategies, tasks, and methods that will be used to meet the training requirements. The goals of the training plan are:

- Provide a detailed plan for Phase one of the Talent Management project

- Provide incite for Phase two and stated requirements

- Provide a set of parameters by which training content can be created and facilitated

1.2 Overview of the Training Plan
This document defines the Training Plan for the *Talent Management project.* The Training Plan is a working document. It is revised on a continuous basis as decisions are made and issues are resolved. The document is organized as follows:

Training Scope:
> Clearly states a list of the objectives and goals of the training, as well as a list of assumptions

Training Offerings:
> Describes the offerings that define the training, including the training groups, types of training, training approach, training curricula, training schedule, and logistical information

Roles and Responsibilities:
> Presents the roles and responsibilities of the staff responsible for preparing, conducting, and evaluating the training, and includes a clear definition of the resources and a work plan

Contingency Plan:
> Identifies anticipated contingencies and details a plan for each contingency

Training Material Design, Standards, and Guidelines:
> A copy of the Training Material Design, Standards, and Guidelines that will be used to prepare the training materials

2. TRAINING SCOPE

2.1 Training Objectives

The objectives of the training are:

- All employees of BC Housing have the skills to complete the Self Serve (eTime) activities so they can be paid on time and correctly

- All employees involved in recruitment activities or hiring have the skills to complete the process using the eRecruitment module of PeopleSoft

- For Phase 2 modules, specific employees designated to use those modules have the skills to use the system both in Human Resources or the employee population at large

2.2 Assumptions

The training strategies, activities, and methods are predicated upon the following assumptions:

- Computer notebooks/PC, projection and networking equipment is available for local and distance sessions

- Profiles and data have been created to allow students to train on specific modules

- CTT+'s (Certified Technical Trainers) will be utilized to ensure all employees receive the training required to complete all tasks in the modules being implemented

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3. TRAINING OFFERINGS

The parameters for training staff on the use of *Talent Management system* are specified.
The following offerings are described:

- Training Groups   - Types of Training
- Training Approach   - Training Curricula
- Training Schedule   - Logistical Information

3.1 Training Groups

Training will be broken down into 3 groups, Pilot students, CTT+'s and regular users.
One or two specific departments will be selected to be part of the pilot group.

Table 3-1 - Staff to be Trained		
Training Group Name: Pilot		
Type(s) of Training:		
Instructor Led & Quick Reference Guides		
Location	Name of Type	Total
Head Office	15	15

Table 3-1 - Staff to be Trained		
Training Group Name: Excluded		
Type(s) of Training:		
Instructor Led & Quick Reference Guides		
Location	Name of Type	Total
Head Office	176	176

Table 3-1 - Staff to be Trained		
Training Group Name: BCGEU1		
Type(s) of Training:		
Instructor Led & Quick Reference Guides		
Location	Name of Type	Total
Head /Regional Offices	350	350

Table 3-1 - Staff to be Trained		
Training Group Name: BCGEU2		
Type(s) of Training:		
Instructor Led & Quick Reference Guides		
Location	Name of Type	Total
Head Office / Sites	115	115
Seasonal Staff	30	30
Total		145

NOTE: *These numbers do not include LWP or Mat Leave staff, who will are not expected to be trained as part of this project. Training will take place post project as individuals return to duties.*

3.2 Types of Training

The predominant teaching method will be ILT (Instructor-led) in the training classroom at HO. Remote classes may also be conducted as required and will utilize a set of notebooks previously used for Windows 7/Office 2007 training.

Suggested additions could be online learning as the eLM is implemented and virtual meeting sessions that can be recorded for used on the eLM.

Table 3-2 - Types of Training
Training Group: Pilot

Training Title	Prerequisites	Length	Description
1. eTime	None	2.5 Hrs.	Time and Attendance self serve
2. Self Service	None	.5 Hrs.	Ability to change your contact, and emergency information online
3. eRecruit	None	3 Hrs.	Recruiting and hiring management

Table 3-2 - Types of Training
Training Group: Excluded

Training Title	Prerequisites	Length	Description
1. eTime	None	2.5 Hrs.	Time and Attendance self serve
2. Self Service	None	.5 Hrs.	Ability to change your contact, and emergency information online
3. eRecruit*	None	3 Hrs.	Recruiting and hiring management
4. Core HR	None	3 Hrs.	Administrative HR function performed only in HO-HR

Table 3-2 - Types of Training
Training Group: BCGEU1

Training Title	Prerequisites	Length	Description
1. eTime	None	2.5 Hrs.	Time and Attendance self serve
2. Self Service	None	.5 Hrs.	Ability to change your contact, and emergency information online
3. eRecruit*	None	3 Hrs.	Recruiting and hiring management

Table 3-2 - Types of Training
Training Group: BCGEU2

Training Title	Prerequisites	Length	Description
1. eTime	None	2.5 Hrs.	Time and Attendance self serve
2. Self Service	None	.5 Hrs.	Ability to change your contact, and emergency information online
3. eRecruit*	None	3 Hrs.	Recruiting and hiring management

* Hiring Managers only!

3.3 Training Approach

The training sessions will be held with a just in time training approach to help increase adoption and knowledge retention. The Certified technical trainers (CTT+) for each business area (where available), will be requested to facilitate the basic sessions for those that chose to attend in class sessions.

Primary Approach:

ILT sessions will incorporate the following approach:
- Demonstrate and explain a concept
- Use examples so students understand process
- Have students perform same function on their computers
- Complete an exercise to reinforce concept
- Review at the end of each module

Secondary/supporting Approaches:

Virtual meeting sessions will incorporate the following approach:
- Demonstrate and explain a concept
- Use screen share to provide a demonstration
- Have students perform same function on their computers
- Complete an exercise to reinforce concept
- Review at the end of each module
- Will be recorded for reuse and JIT training
- Uploaded to eLM for future use

UPK / Camstudio viewlets will incorporate the following approach:
- Demonstrate a concept
- Step you through process
- You complete process on your own
- Complete an exercise to reinforce concept
- Review at the end of each module
- Will be recorded for reuse and JIT training
- Uploaded to eLM for future use

3.4 Training Curricula

This section describes the curriculum for each type of training, including a list of topics, a description of each topic, training objectives for each topic, the length of time allotted for the presentation of the topic, the delivery method and medium if there are various ones used within the course, and a preliminary agenda for each day of training.

Table 3-4 - Training Curriculum			
Type of Training: eTime for Employees			
#	Topic Description	Length	Method/Medium
1. Module 1	Managing Your Time sheets	1.0	ILT/eLM*
2. Module 2	Requesting Leave	1.5	ILT/eLM*
Total Hours		2.5	

* Once system is implemented, use eLM for training and UPK viewlets.

Table 3-4 - Training Curriculum			
Type of Training: eTime for Managers			
#	Topic Description	Length	Method/Medium
1. Module 1	Managing Your Time sheets	1.0	ILT/eLM*
2. Module 2	Requesting Leave	1.5	ILT/eLM*
3. Module 3	Approving Employee Timesheets and Leave Requests	.5	ILT/eLM*
Total Hours		3.0	

* Once system is implemented, use eLM to enhance training and UPK viewlets.

Table 3-4 - Training Curriculum			
Type of Training: Self Service			
#	Topic Description	Length	Method/Medium
1.	Personal Information Summary	.1	ILT/UPK*
2.	Change contact information	.1	ILT/UPK*
3.	Change email Address	.1	ILT/UPK*
4.	Change phone information	.1	ILT/UPK*
5.	Change Emergency Contact Info.	.1	ILT/UPK*
Total Hours		.5	

* Once system is implemented, use eLM to enhance training and UPK viewlets.

Table 3-4 - Training Curriculum			
Type of Training: eRecruit			
#	Topic Description	Length	Method/Medium
1.	Create & Manage Job Openings	.5	ILT/eLM*
2.	Manage Applicant Info.	.5	ILT/eLM*
3.	Manage Job Postings	.5	ILT/eLM*
4.	Manage & Screen Applicants	.5	ILT/eLM*
5.	Manage Applicant Interviews	.5	ILT/eLM*
6.	Make an Offer	.25	ILT/eLM*
7.	Prepare applicant for hire	.25	ILT/eLM*
Total Hours		3.0	

* Once system is implemented, use eLM to enhance training and UPK viewlets.

Table 3-4 - Training Curriculum			
Type of Training: Core HR			
#	Topic Description	Length	Method/Medium
1. Module 1	Administrative Process Flow	3.0	ILT
2. Module 2	Manage Employee Profiles	3.0	ILT
Total Hours		6.0	

3.5 Training Schedule

For each type of training, this section itemizes the parameters that affect the training schedule, describes how the schedule was derived, and details what the schedule is.

Table 3-5 - Training Parameters	
Item: eTime	Parameter
Type of Staff to be Trained	All BCH staff
Type of Training	ILT
Amount of Time Allotted	3 hours
Number of Training Sites	2, 1 HO, 1 Mobile
Number of Classrooms	1 (10students)
Number of Trainees	640
Number of Trainers	?
Length of Each Session	2 - 3 hours
Recommended Classroom Size	Max. 10
Amount of Equipment	PC, Overhead, Course notes
Travel Time and Holidays	
Special Circumstances	

Table 3-5 - Training Parameters	
Item: eRecuit	Parameter
Type of Staff to be Trained	Hiring Managers, HR Recruiting
Type of Training	ILT
Amount of Time Allotted	3 hours
Number of Training Sites	2, 1 HO, 1 Mobile
Number of Classrooms	1 (10students)
Number of Trainees	
Number of Trainers	
Length of Each Session	2 - 3 hours
Recommended Classroom Size	Max. 10
Amount of Equipment	PC, Overhead, Course notes
Travel Time and Holidays	
Special Circumstances	

Table 3-5 - Training Parameters	
Item: Core HR	Parameter
Type of Staff to be Trained	HR Staff only
Type of Training	ILT
Amount of Time Allotted	3 hours
Number of Training Sites	1 HO
Number of Classrooms	1 (10students)
Number of Trainees	25
Number of Trainers	2
Length of Each Session	2 - 3 hours
Recommended Classroom Size	Max. 10
Amount of Equipment	PC, Overhead, Course notes
Travel Time and Holidays	
Special Circumstances	

Table 3-5 - Training Parameters	
Item: Self Service	Parameter
Type of Staff to be Trained	All BCH staff
Type of Training	ILT
Amount of Time Allotted	1 hour *
Number of Training Sites	2, 1 HO, 1 Mobile
Number of Classrooms	1 (10students)
Number of Trainees	
Number of Trainers	2
Length of Each Session	1 hour
Recommended Classroom Size	Max. 10
Amount of Equipment	PC, Overhead, Course notes
Travel Time and Holidays	
Special Circumstances	

* In conjunction with eTime training

3.6 Training Logistics

This section identifies logistical information based on the requirements for the defined training offerings. The logistical information includes a list of the equipment and supplies required.

HO Classroom:

- 11 Personal Computers (10 students, 1 instructor)
- Overhead or LCD screen projection unit
- Connection to internet and intranet
- Classroom copies of course notes and laminated versions of Quick reference Guides (QRG)
- Writing pads and pens

Mobile Classroom:

- 11 computer notebooks
- Connection /ability to connect to LCD projector (to be supplied by site office)
- Connection to internet and intranet
- Connection router box and cables
- Transportation case for all electronic equipment
- Course notes will be printed by the local site office
- Laminated versions of the Quick Reference Guides will be shipped to each mobile site prior to training
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4. ROLES AND RESPONSIBILITIES

This section details the roles and responsibilities of the personnel responsible for preparing, conducting, and evaluating the training for the Talent Management system.

4.1 Resources

This section describes the roles of those involved, the individuals who will fulfill the roles, and their area of responsibility.

Senior Facilitator

(Glenn Preston)

- development of training plan
- create content including guides, exercises, QRG, etc
- assist with development of student database and profiles for use in classrooms
- training of CTT+'s, ensuring knowledge and understanding of how information is to facilitated
- review and keep content up to date
- support other trainers as required

Certified Technical Trainers

(Shelly Joseph, Karen Basran, Amy Chow, Tammy Brander, and Warren Jacobs, …)

- review and learn course content
- facilitate training sessions ensuring knowledge is understood and transferred
- follow up with individuals in their individual departments to make sure all employees have received appropriate training

SME's to be Trainers

(Celine Villavieja, Dustin Kim, Susan Edmondson, …)

This group are business or systems specialist (Super users) that will assist with certain training modules.

- facilitate training sessions ensuring knowledge is understood and transferred
- assist with development of student database and profiles for use in classrooms
-

4.2 Work Plan

Sequence	Activity	Start Date	End Date
1	Complete Skills Assessment	n/a	
2	Define audience size by module	Dec. 1/10	Jan. 10/11
3	Develop Project Plan	Dec. 1/10	Dec. 31/10
4	Develop Course designs	Dec. 3/10	Jan. 26/11

5	**Phase 1**
	Develop Training Material
	      eTime
	      eRecruitment
	      Core HR
	      Self Service
		Nov. 19/10
		Dec. 5/10
		Dec. 15/10
		Dec. 15/10
			Dec. 5/10
			Mar. 7/11
			Mar. 7/11
			Feb 7/11

6	Deliver eTime/Self Service training to users – Pilot and CTT's	Feb. 7/11	Feb. 11/11
7	Review feedback and Refine Training materials	Feb. 10/11	Mar. 11/11
8	Deliver to remaining users (eTime & Self Service)	Mar. 24/11	Apr. 31/11
9	Deliver to remaining users (eRecruit & Core HR)	Apr. 11/11	Jun. 17/11

10	**Phase 2**
	Develop Training Materials:
	      eTalent
	      eLM – Enterprise Learning Management
	      eDevelopment & Succession Planning
	      HCM Warehouse & Workforce Analysis
	      HR Core Analytics
		Mar. 7/11	May 23/11

11	Deliver training to users – Pilot and CTT's	May 30/11	Jun. 6/11
12	Review feedback and Refine Training materials	Jun. 1/11	Jun. 6/11
13	Deliver to remaining users	Jun. 13/11	Jul. 4/11
14	Submit documentation to repository	Jul. 25/11	Jul. 28/11

5. CONTINGENCY PLAN

This section outlines the procedure to be followed when handling emergencies. For each contingency the following information is provided:

Purpose

Identify the contingency, the conditions under which the contingency plan will be implemented, and the intended results of the implementation of the contingency plan.

Procedures

Provide step by step instructions on how to implement the contingency plan.

5.1 Contingencies

Table 5-1 - Contingencies			
Contingency	**Condition for Action**	**Contingency Action**	**Intended Result**
Trainer takes sick	Unavailable	Replace with other CTT+	Allow session to continue
Training System not working	Unavailable	Move to backup system?	Allow session to continue
Equipment failure	Not operating	Contact IT Help Desk to replace unit	Allow session to continue as planned

5.2 Contingency Plan Procedures

Table 5-2 - Contingency Procedures

Contingency: Trainer takes sick

Step Number	Procedure	Person Responsible:
1.	Trainer calls to inform that they are sick and cannot train	Trainer
2.	Senior Trainer determines impact to schedule and who could replace incumbent	G. Preston
3.	Contact replacement trainer and request they attend planned session	G. Preston
4.	Trainer attends session and/or travels to location to complete session	Replacement Trainer

Table 5-2 - Contingency Procedures

Contingency: Training system not working

Step Number	Procedure	Person Responsible:
1.	Trainer calls to inform that the system is not functioning	Trainer
2.	Senior Trainer determines impact to schedule	G. Preston
3.	Contact IT Help desk to reset or have IT fix system	G. Preston and/or Trainer
4.	Determine if session can continue	G. Preston
5.	If system not functional, implement secondary plan to demo using UPK / Camstudio media	G. Preston and Trainer

Table 5-2 - Contingency Procedures

Contingency: Equipment failure

Step Number	Procedure	Person Responsible:
1.	Trainer calls to inform that there is an equipment failure	Trainer
2.	Senior Trainer determines impact to schedule	G. Preston
3.	Contact IT Help desk to replace failed equipment	G. Preston
4.	Replace equipment with equal or better unit	IT Support

APPENDIX A - TRAINING MATERIAL DESIGN, STANDARDS, AND GUIDELINES

The following is a copy of the design, standards, and guidelines that will be used during the preparation of the training materials.

Training Session Plan

This is an example of a Training session plan. This example is for a 3 hour (half day) session.

COURSE:	
SESSION:	
COURSE OBJECTIVE:	
LEARNING OUTCOMES:	• •
FACILITATOR:	
DURATION:	
EQUIPMENT:	
MATERIALS:	

TIME	ITEM	AID
	INTRODUCTION	
9.00	My name and background Course objectives Session objectives	
	TOPIC 1	

9.15	**Heading 1**
	
	    Subheading 1
	
	      • Point 1
	        - Sub-point 1
	        - Sub-point 2
	      • Point 2
	        - Sub-point 1
	      • Point 3
	        - Sub-point 1
	        - Sub-point 2	

TIME	ITEM	AID

9.30	***Subheading 2***
	
	    • Point 1
	       - Sub-point 1
	       - Sub-point 2
	    • Point 2
	       - Sub-point 1
	    • Point 3
	       - Sub-point 1
	       - Sub-point 2
	
	Heading 2
	
	Subheading 1
	
	    • Point 1
	       - Sub-point 1
	       - Sub-point 2
	    • Point 2
	       - Sub-point 1
	    • Point 3
	       - Sub-point 1
	       - Sub-point 2
	
	Subheading 2
	
	    • Point 1
	       - Sub-point 1
	       - Sub-point 2
	    • Point 2
	       - Sub-point 1
	    • Point 3
	       - Sub-point 1
	       - Sub-point 2
		Workbook

	TOPIC 2	

10.00	**Heading 1**
	
	Subheading 1
	
	    • Point 1
	       - Sub-point 1
	    • Point 2	

	BREAK	

TIME	ITEM	AID
	TOPIC 3	
10.20	**Heading 1**	
	Subheading 1	
	• Point 1	
	- Sub-point 1	
	• Point 2	
	TOPIC 4	
10.50	**Heading 1**	
	Subheading 1	
	• Point 1	
	- Sub-point 1	
	• Point 2	
	BREAK	
	TOPIC 5	
11.00	**Heading 1**	
	Subheading 1	
	• Point 1	
	- Sub-point 1	
	• Point 2	
	SUMMARY AND CLOSE	
11.15	**Review Topics**	
	• Point 1	
	- Sub-point 1	
	• Point 2	
	• Point 3	
	- Sub-point 1	

Content Template

Title Page

Course Information

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    Module Summary

Module Two

    Module Objectives

    Module Summary

Module Three

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    Module Summary