**PLAN DE CAPACITACION**

**1. INTRODUCCION**

**1.1 Objetivo del plan de capacitación**

El objetivo del documento de Plan de capacitación es definir estrategias y métodos que serán usados para los requisitos de capacitación.

* *Capacitar al usuario en el uso del software SGTP.*
* *Brindar los requisitos necesarios para el correcto funcionamiento del software*

**1.2 Alcance del Plan de Capacitación**

Este documento define el plan de capacitación para el proyecto SGTP. Dicho plan de capacitación es un documento de trabajo. A continuación se describe su composición:

**· Ámbito del Plan de Capacitación**

Claramente establece una lista de los objetivos y metas de la formación, así como una lista de supuestos.

**·Entregables de Capacitación**

Describe las ofrendas que definen la formación, incluidos los grupos de entrenamiento, tipo de formación, el enfoque de formación, planes de formación, programa de capacitación, e información logística.

**Roles y responsabilidades:**

Presenta las funciones y responsabilidades del personal encargado de la preparación, realización y evaluación de la formación, e incluye una definición clara de los recursos y un plan de trabajo.

**Plan de Contingencia.**

Identifica las contingencias previstas y los detalles de un plan de contingencia para cada uno

**Material de Capacitación**

Una copia del diseño Material de formación, normas y directrices que se utilizarán para preparar los materiales de capacitación.

**2. Entrenamiento:**

**2.1 Objetivos del entrenamiento y metas:**

Los objetivos del entrenamiento son:

* Conocimiento del funcionamiento general del sistema SGTP.
* Operatividad del sistema y manejo correcto del usuario involucrado.
* Mantenimiento y solución de posibles errores a futuro.
* Implementación de la solución en entornos nuevos.

Para cumplir estos objetivos, por lo menos se necesitará:

* Asistencia del personal de sistemas del cliente; así también como el personal del área de soporte.
* Manejo del sistema operativo Windows por parte del personal administrativo y operativo asistente.
* 6 horas semanales mínimas de capacitación.

**2.2 Assumptions**

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

\*\*\* *Provide a list of assumptions in point form. \*\*\**

**3. TRAINING OFFERINGS**

The parameters for training staff on the use of *\*\*\* System Name \*\*\** are specified. The following offerings are described:

· Training Groups

· Types of Training

· Training Approach

· Training Curricula

· Training Schedule

· Logistical Information

**3.1 Training Groups**

This section describes the groups to be trained, including the title of the training group, types of staff, the type(s) of training, and the number of staff.

*\*\*\* Provide a summary of this information in point form. Some information may be general in the early stages of the plan, (e.g., the types of training may start out as a description and become a title as the types of training are determined, and the number of staff may be an estimate until actual numbers are obtained. \*\*\**

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| Table 3-1 - Staff to be Trained |
| Training Group Name: |
| Type(s) of Training: |
|  | Types of Staff |
| Location | Name of Type | Name of Type | Name of Type | Name of Type | Total |
| Location # | # of staff |  |  |  |  |
| Location # | # of staff |  |  |  |  |
| Total |  |  |  |  |  |

**3.2 Types of Training**

This section describes the types of training to be delivered for each training group, including the title of the training, brief description of the training, any prerequisites, and the length of the training.

*\*\*\* Provide a table that lists the types of training for each training group. \*\*\**

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| Table 3-2 - Types of Training |
| Training Group: |
| Training Title | Prerequisites | Length | Description |
|  |  |  |  |
|  |  |  |  |
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**3.3 Training Approach**

For each type of training, this section describes how the training will be delivered, including the methods to be used, the communication medium, techniques, tools, and aids.

*\*\*\* Provide a table or list in point form that delineates the approach for each type of training for each training group. \*\*\**

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| --- |
| Table 3-3 - Training Approach |
| Training Group: |
| Training Title: |
| Method |  |
| Medium |  |
| Techniques |  |
| Tools |  |
| Aids |  |

**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.

*\*\*\* Provide a table or list in point form. Some information may be general in the early stages of the plan, (e.g., the definition of the curriculum for each type of training begins with a list of the topics, which can then be reviewed and refined before the rest of the information is added). \*\*\**

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| Table 3-4 - Training Curriculum |
| Type of Training: |
| # | Topic | Description | Objectives | Length | Method/Medium |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**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.

*\*\*\* Provide the training parameters in table or point form, as well as a narrative description of how the schedule was derived, and a spreadsheet of the actual schedule for each type of training. The schedule information becomes more specific as information is gathered. In the early stages, attendees are often identified as a total number. Eventually, a roster is added to identify the names of the students who are required to attend instructor-led training or are required to complete a computer-based training course. \*\*\**

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| Table 3-5 - Training Parameters |
| Item | Parameter |
| Type of Staff to be Trained |  |
| Type of Training |  |
| Amount of Time Allotted |  |
| Number of Training Sites |  |
| Number of Classrooms |  |
| Number of Trainees |  |
| Number of Trainers |  |
| Length of Each Session |  |
| Recommended Classroom Size |  |
| Amount of Equipment |  |
| Travel Time and Holidays |  |
| Special Circumstances |  |

**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.

*\*\*\* Provide a list of the equipment and a list of the supplies required to accommodate the types of training defined in the previous processes. In early iterations of the document this section may not appear, because applicable requirements, such as the number of trainees per course, have not been established. In some situations, there may be appropriate equipment and supplies available, though not necessarily enough. For these circumstances, an inventory of the items can be provided with an indication that additional equipment and supply needs will be determined after the training offerings are further defined. \*\*\**

**4. ROLES AND RESPONSIBILITIES**

This section details the roles and responsibilities of the personnel responsible for preparing, conducting, and evaluating the training for *\*\*\* System Name \*\*\*.*

**4.1 Resources**

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

*\*\*\* Provide an organizational chart of the training team structure and any other pertinent organizations, such as the steering committee. Identify each type of training resource, including a description of their role and responsibilities, and list the staff members assigned to that role. \*\*\**

**4.2 Work Plan**

This section provides a chronological list of the activities and tasks that must be accomplished to prepare, conduct, and evaluate the training. The work plan is an excerpt from the Project Management Plan and is included here for the purpose of identifying the tasks to be completed within the scope of the Training Plan. If there is any discrepancy between the list contained here and the Project Management Plan, the Project Management Plan takes precedence. The work plan section shows the key person responsible for completing each activity and task, and the expected start and completion dates for each activity and task.

*\*\*\* Update the WBS Dictionary in the Project Management Plan to add more detailed tasks. Update the Responsibility Assignment Matrix (RAM) in the Project Management Plan to reflect the persons responsible. Add the task start and end dates for each of the WBS elements to the Project Schedule in the Project Management Plan. Include a copy of the applicable portions of the Project Management Plan in this section. \*\*\**

**5. CONTINGENCY PLAN**

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

· **Purpose**. Identifies the contingency, the conditions under which the contingency plan will be implemented, and the intended results of the implementation of the contingency plan.

· **Procedures**. Provides step by step instructions on how to implement the contingency plan.

**5.1 Contingencies**

*\*\*\* In a table or point form, identify each contingency (e.g., system failure, equipment failure, sick instructor), the conditions under which the contingency plan will be implemented, and the intended result of the contingency action. \*\*\**

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| Table 5-1 - Contingencies |
| Contingency | Condition for Action | Contingency Action | Intended Result |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**5.2 Contingency Plan Procedures**

*\*\*\* For each contingency, prepare, in point form, detailed instructions for implementation of the contingency plan. \*\*\**

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| --- |
| Table 5-2 - Contingency Procedures |
| Contingency: | Person Responsible: |  |
| Step Number | Procedure |  |
|  |  |  |
|  |  |  |
|  |  |  |

**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.

*\*\*\* Provide a copy of the design, standards, and guidelines that will be used to guide the training preparation process. \*\*\**

*\*\*\* Document the design parameters in one page, using a table format or list in point form. \*\*\**

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| Table A-1 - Training Materials Design Parameters |
| Approach |  |
| Medium |  |

*\*\*\* Size of the annotated table of contents, structure, or storyboard depends on the number of topics in the training materials. On average, each section can be described in one to two paragraphs. \*\*\**

*\*\*\* Prepare a prototype that is small enough to be completed in a short period of time, but include a variety of examples of the standards and procedures that will be used to produce the training materials. The format of the prototype depends on the medium selected, (e.g., a written document or graphic should be produced for paper training materials and software for on-line training materials). \*\*\**

*\*\*\* Include copies of the presentation rules, layout template(s), and grammar, punctuation, and terminology standards as appendices. The size of the appendices depends on the number of rules, templates and standards that will be used. Presentation rules are normally two to three pages. Layout templates are normally one page each. The grammar, punctuation, and terminology standards average two to 20 pages. \*\*\**