



HR Training Process Design Results

April 1, 2008

**John Duhamel HR Redesign Transition
Manager**

Training Design Results

- Process Selection and Team Composition
- Methodology
- Vision Statement and Objectives
- As-Is Condition
- Benchmarking
- Key Players
- Process Map
- Assumptions
- Obstacles/Limitations
- Metrics
- Implementation Needs
- Implementation Opportunities
- Implementation Risks

Process Selection

- On-boarding
- Performance management (non-HR)

III.

- Recruitment (students)
- Salary placements & exceptions

- Recruitment (faculty & staff)
- Performance management (HR)
- HR staff training program

- Non-retention / separation
- Recruitment (executives & Int'l)

IV.

- Job change
- Benefits orientation
- Class / reclassification

II.

Team Composition

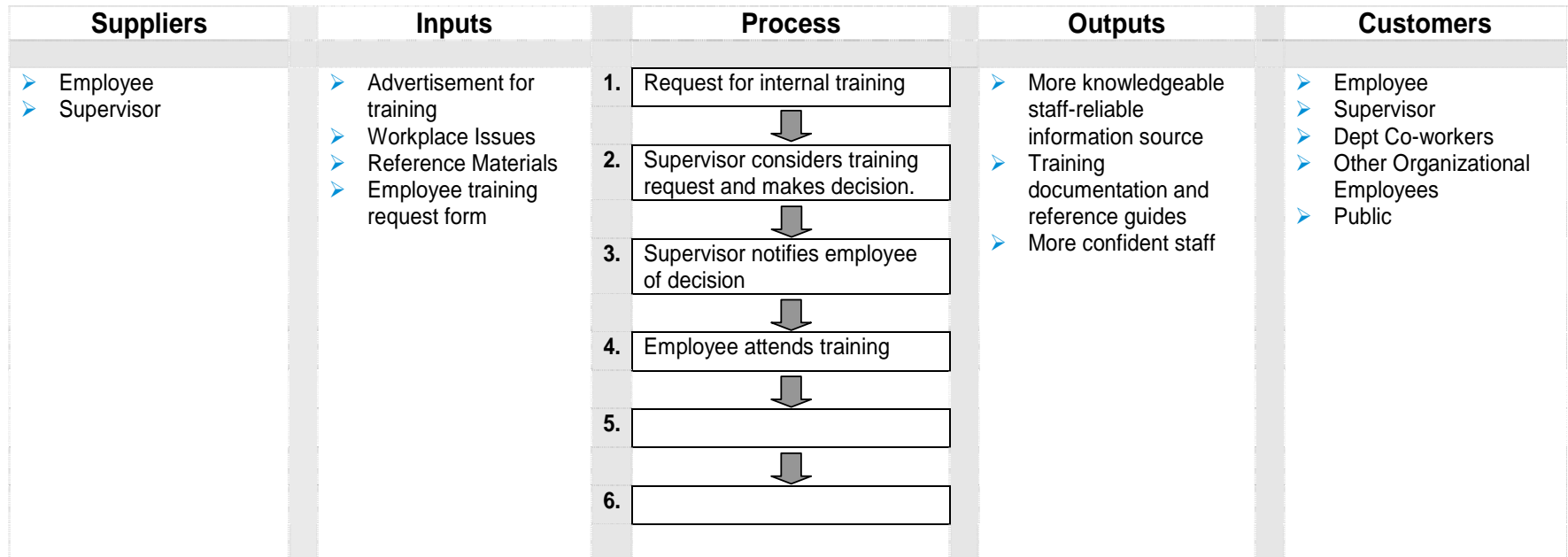
- Anne Sakumoto – Team Lead
- Julie Shalvoy – UAF (GI)
- Shelly Hall – UAF
- Paula Harrison – SW
- Linda Armstrong – SW (UAF)
- Tara Ferguson – SW
- Valerie Rickards – UAF (PPA)
- Sabra Phillips – UAF (PPA) (Could not attend)
- Others in Attendance:
 - John Duhamel
 - Beth Behner
 - Brad Lobland
 - BA – 467 Student Observer

Methodology Principles

These principles drove our process mapping and subsequent evaluation:

- **Integration** – we must operate holistically
- **Simplicity** – we should streamline wherever possible
- **Standardization** – it should be the rule, not the exception
- **Root cause analysis** – we must pinpoint the underlying issues with the existing design
- **Prioritization** – we will prioritize by potential customer impact, volume and the current level of complaints
- **Compliance** – our work must comply with regulatory, legislative and University procedures
- **Level of “marginal utility”** – we must get back at least what we put into a redesigned process
- **Cost justification** – must demonstrate the return on investment of our redesigned processes and their enablers

Methodology - SIPOC



Names of those who helped develop this SIPOC:

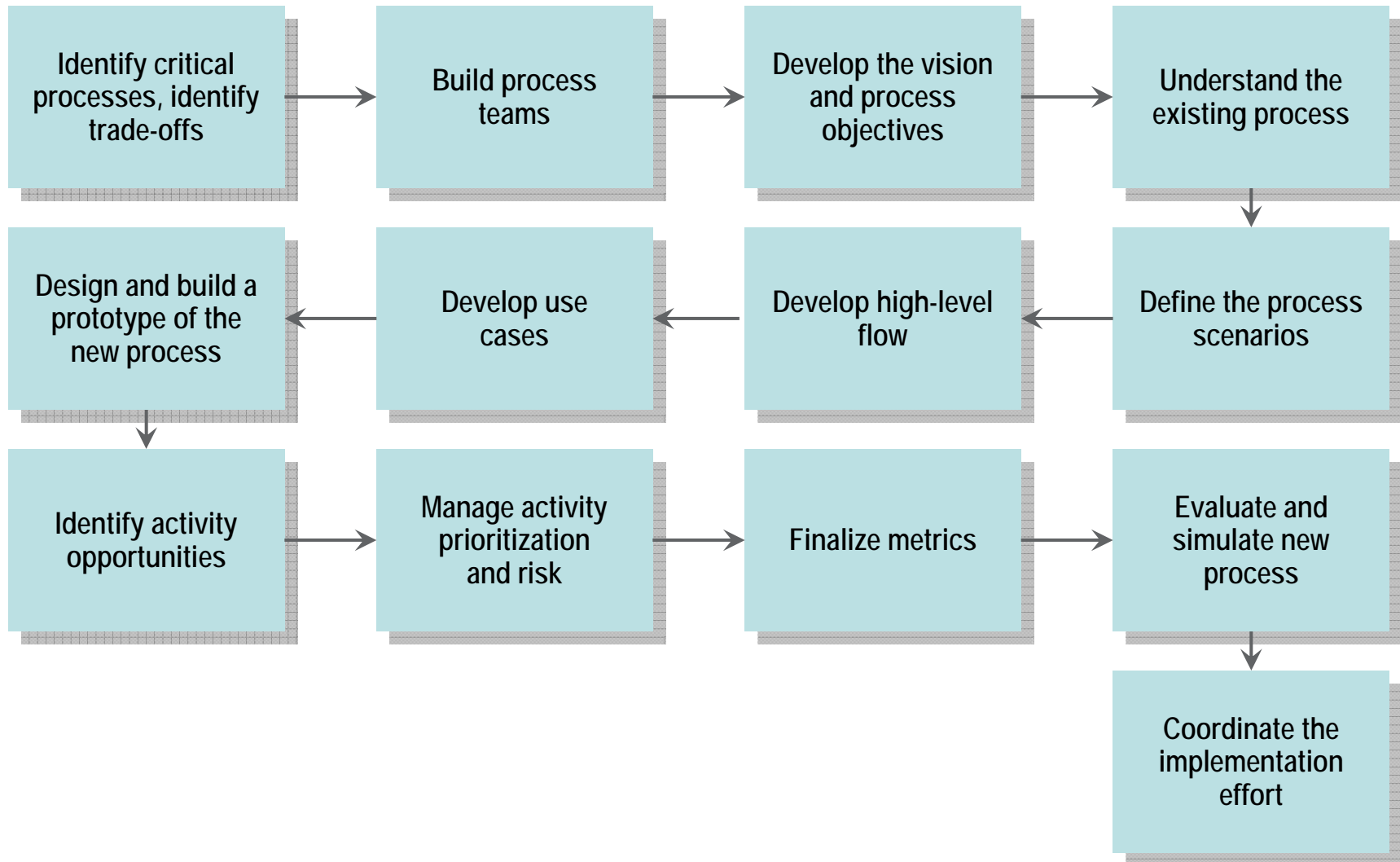
HR staff training: **Anne Sakumoto (786-1432)**, Linda Armstrong, Earlina Bowden, Susan Miller, Lisa Yancey

Other Special Notes:

The team discussed:

1. Process definition: Difference between HR Staff–Training (Training specifically for HR Staff) and HR–Staff Training (HR related training topics for University Staff) This SIPOC mapped out the general training process for staff
2. Process Scope: This SIPOC is focused on internal offerings. The process for external offerings is different and would include other steps needed if travel or registration fees were required.
3. Process Steps (actual vs. desired): The desired state would include a step (Step 1 of the Process) for “Training need identified.” Another “desired state” final step would include an evaluation of the training & feedback loop back to the supervisor.

Methodology - Process Design Steps



Vision Statement

“The Training and Development Program is to provide HR Staff with the knowledge, skills and ability to effectively serve employees at the University as an HR Strategic Partner and provide professional growth.”

Objectives

- Build a standardized list of core training tasks for all HR
- Build different levels of training as a career progression
- Tailor training to each HR Job Family
- Provide individual training plans for all HR employees
- Provide an HR supervisor training program
- Allow for both core training and job specific training
- Certain trainings will be mandatory and be enforced
- HR Leadership will need to support the program
- Training will be conducted by qualified presenters or web applications
- Utilize existing HR training programs such as PHR and SPHR
- Provide certifications for some training tasks and/or HR Academy
- Incentivize training (possibly using bonuses, steps, job opportunities, etc.)
- Allow for consequences of not obtaining training

As-Is Condition (Current Process)

- No standardized program is in place
- Training is not individually tracked
- Supervisor involvement is personality driven
- Self initiated training is the norm
- A certification program for PPA was in place 2003 but not any more
- Some required training is not being provided to everyone (i.e. EEO, safety)
- Training is being conducted by untrained trainers
- No metrics are being tracked to assess training success
- Where training does take place, it is normally unstructured
- Use of Skillsoft has just recently started
- The HR Training Office is being utilized for non-HR activities
- There is no incentive to get trained nor consequences to avoid training
- Current training provides little strategic benefit to HR

Benchmark University – HR Training

The following schools were identified as benchmark universities:

Benchmark University	Benchmark School Designation	Website Reviewed	Responded	Interviewed	Maintains No Program	Maintains General Program	Maintains Strategic Program
University of Michigan	School A	✓	✓	✓		✓	
University of Idaho	School B	✓	✓	✓		✓	
Virginia Tech	School C	✓	✓	✓			✓
University of Vermont	School D	✓				✓	
University of Maine	School E	✓	✓	✓		✓	
University of Wyoming	School F	✓	✓			✓	
Montana State University	School G	✓	✓	✓		✓	
Cornell University	School H	✓					✓
University of Hawaii Manoa	School I	✓				✓	
New Mexico State University	School J	✓				✓	

■ Indicates a University identified as having a basic HR Training Management program.

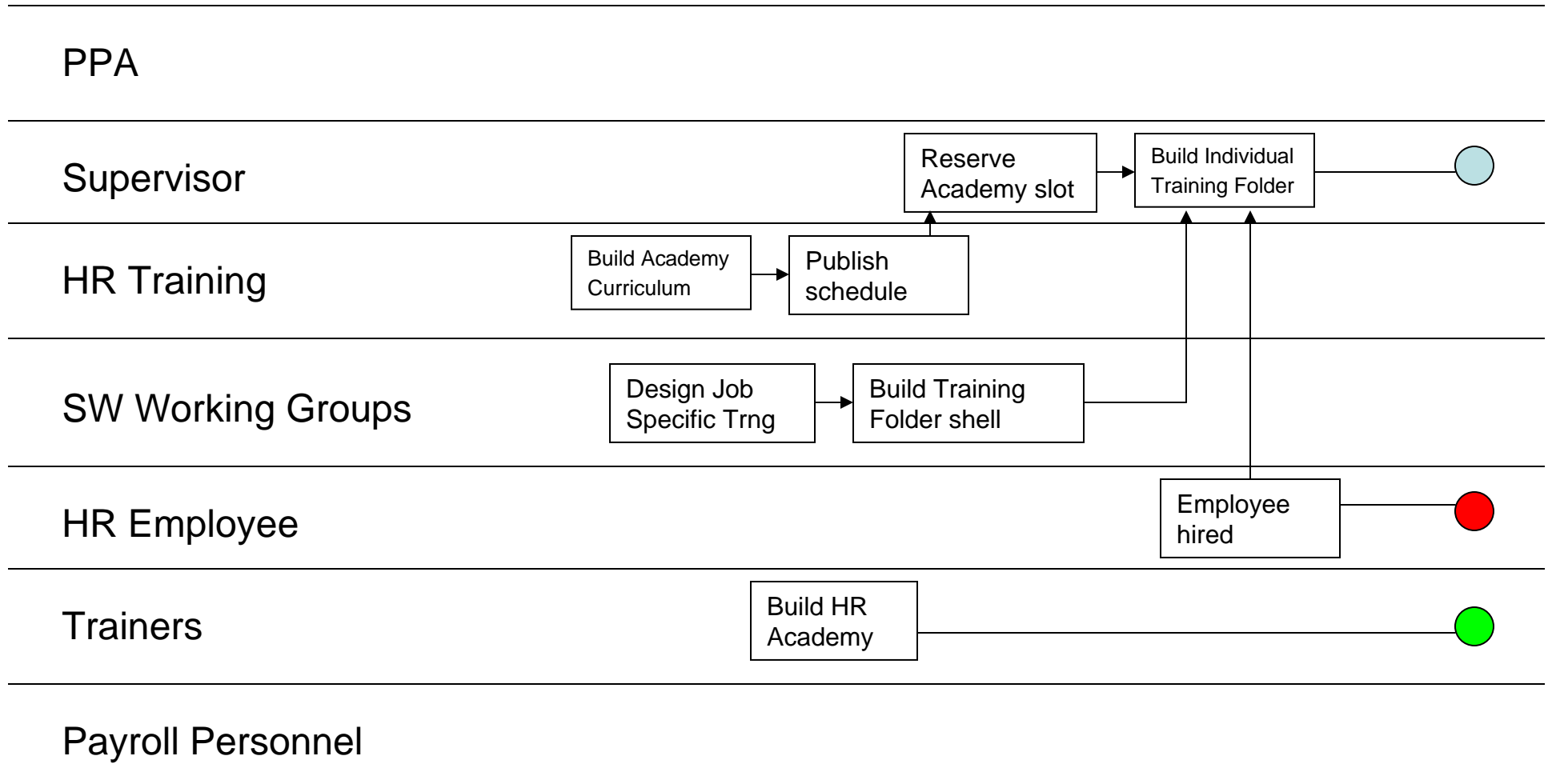
■ Indicates a University identified as working towards a strategic HR Training Management program.

Services	School A	School B	School C	School D	School E	School F	School G	School H	School I	School J
Identifying Training Needs										
Employee-Voiced	✓	✓				✓	✓	✗		
Round-Table Discussion		✓				✓	✓	✗		
Yearly Performance Reviews	✓	✓			✓	✓		✗		
Competency-based, Surveys			✓					✗		
High-Priority Training										
Compliance Training	✓	✓	✓	✗	✓	✓	✓	✗	✗	✗
Mgmt/Supervisor Training	✓	✓	✓	✗	✓	✓	✓	✗	✗	✗
General Soft-Skills Training	✓	✓	✓	✗	✓	✓	✓	✗	✗	✗
Technical Training	✓	✓	✓	✗	✓	✓	✓	✗	✗	✗
Strategic Training										
HR Academy			✓					✗		
Career-Level Planning			✓					✗		
Professional Certification Support	✓	✓	✓	✗	✓	✓	✓	✗	✓	
Training Delivery Methods										
Instructor-Led	✓	✓	✓		✓		✓	✗	✓	✗
Internally Developed	✓				✓	✓	✓			
Online (i.e. Skillsoft, Element K)			✓		✓			✗	✓	
Off-the-Shelf			✓					✗		
Training Management/Administration										
Email	✓	✓		✗	✓		✓			
Online Portal			✓			✓		✗	✓	✗
Phone Registration	✓	✓				✓	✓		✓	

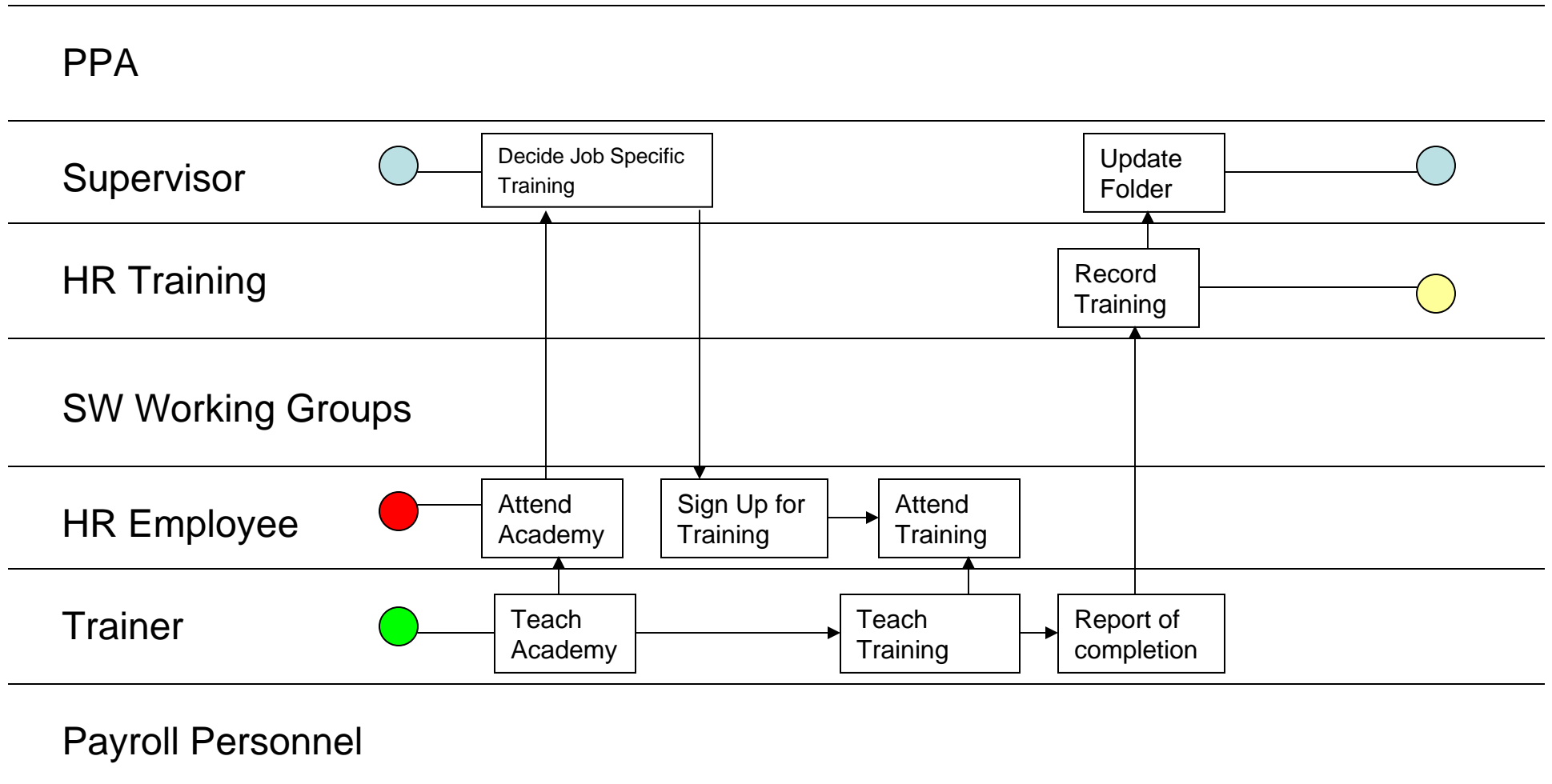
Key Players

- PPAs
- HR Supervisors
- HR Training
- SW Directorate working groups
- HR Employees
- Trainers
- SW Payroll/Personnel

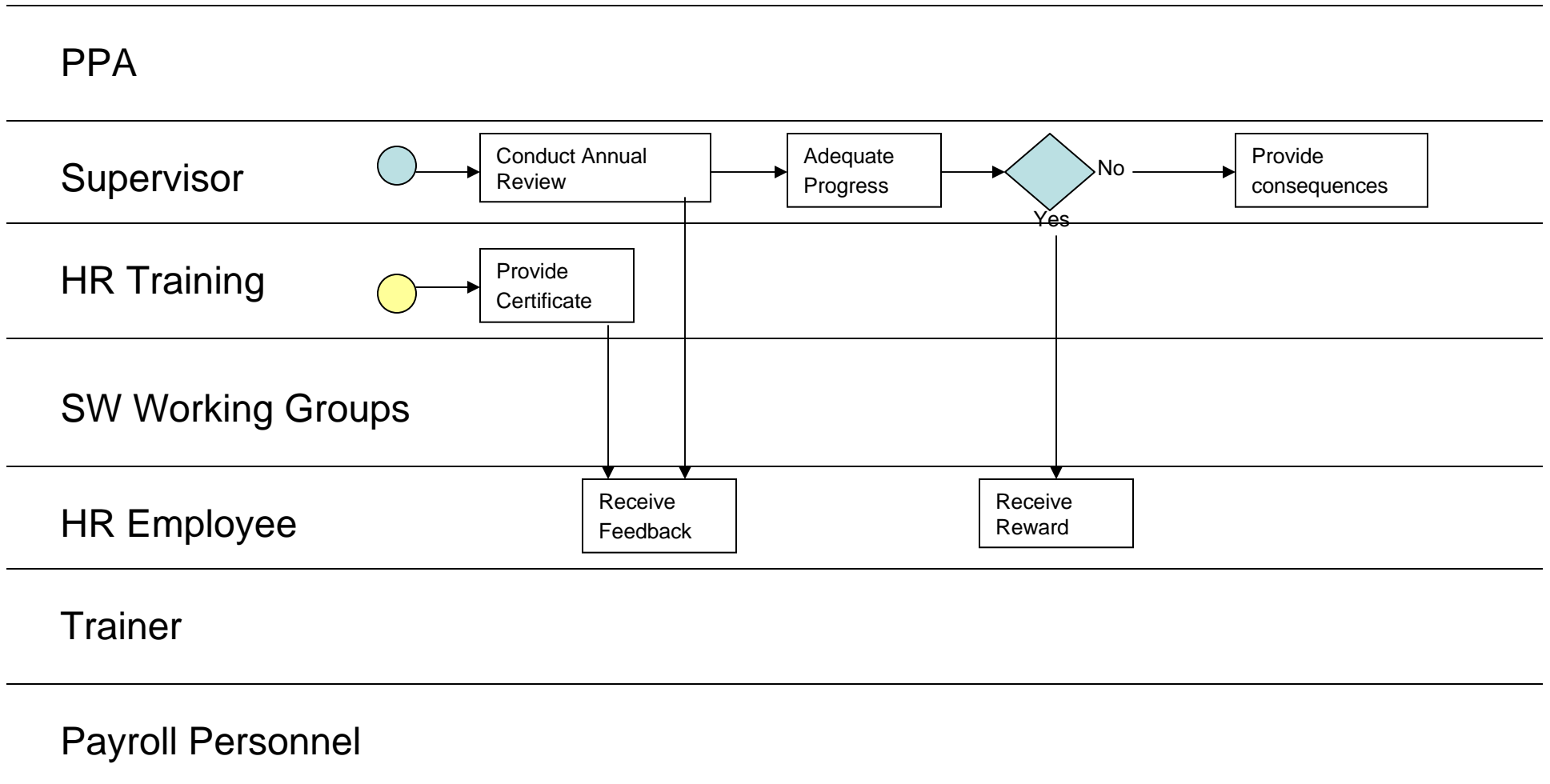
Process Map (1) - HR Staff



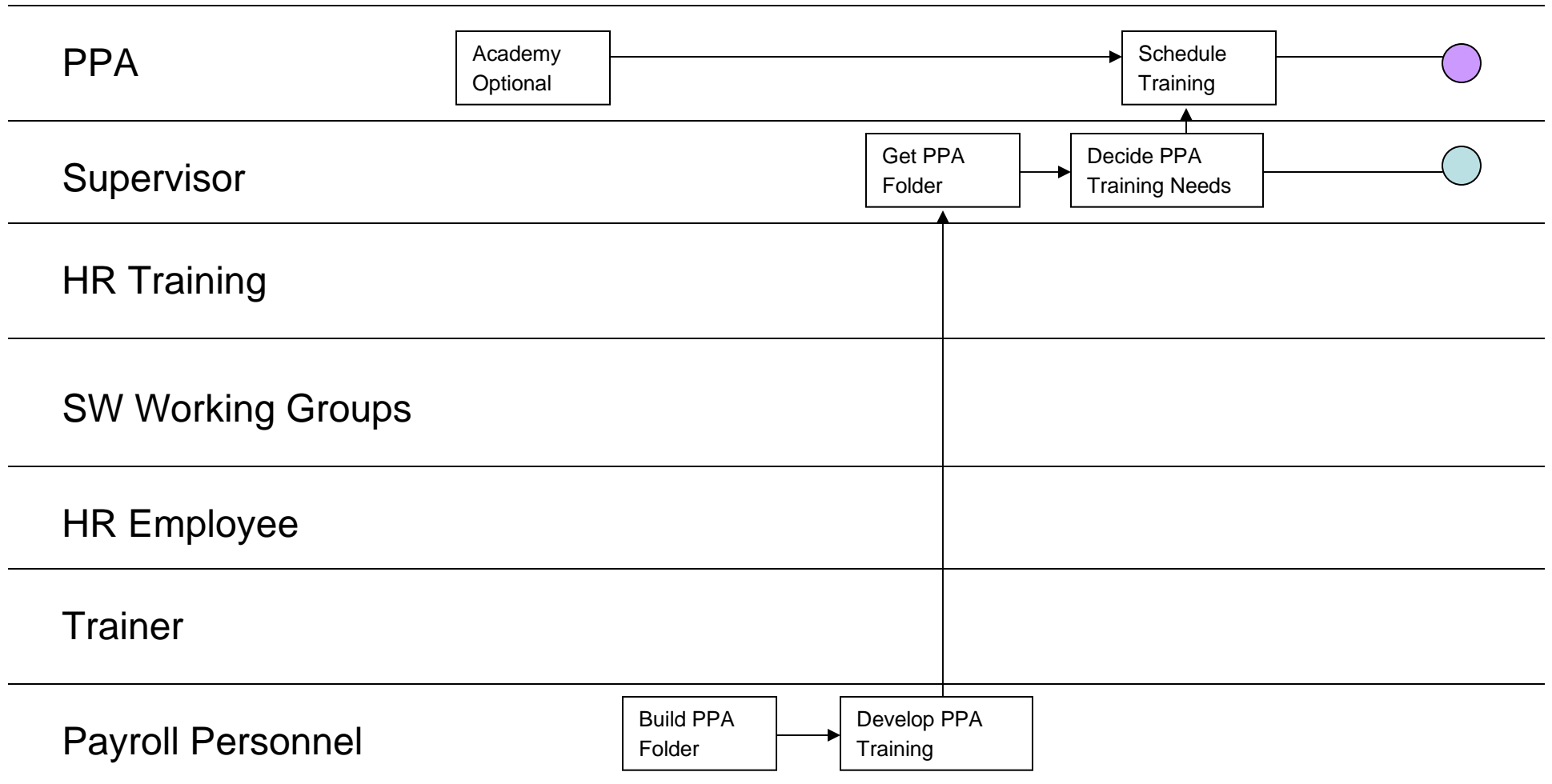
Process Map (2) - HR Staff



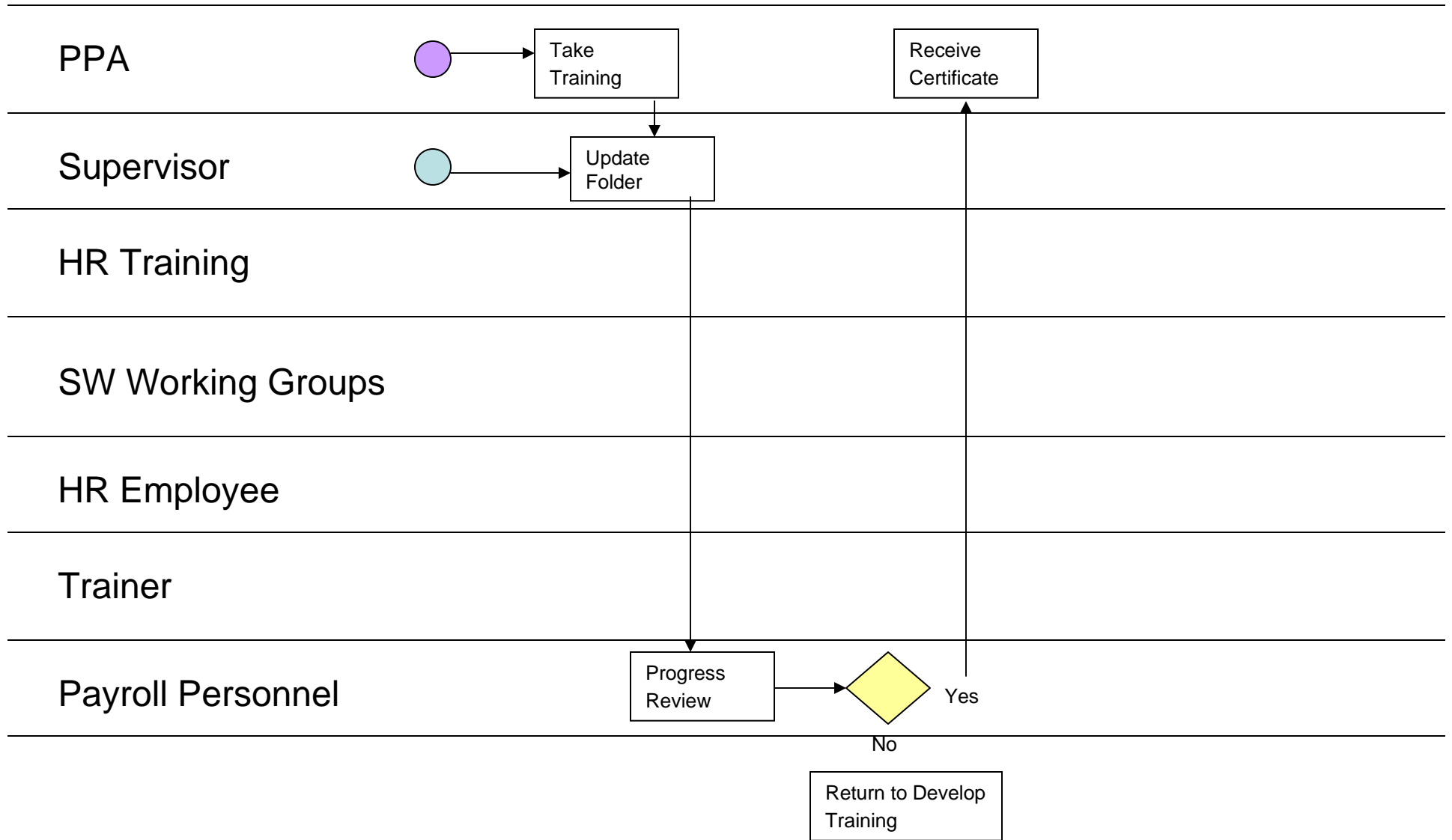
Process Map (3) - HR Staff



Process Map (1) - PPAs



Process Map (2) - PPAs



Assumptions

- All HR Personnel require training
- Different Job Families require different training
- Supervisors understand they are ultimately responsible for subordinate training
- Training is a subset of career development
- UAF Training and SW training will be combined
- PPA Supervisors will give credibility to Payroll/Personnel recommendations

Obstacles and Real World Limitations

- Cost/Budget
- Training Staff shortages
- Quality and Experience of Trainers
- Quantity of Trainers
- Backlog of HR personnel needing to be trained
- Lack of Training Resources in Fairbanks
- Resources to manage the program
- Technology to track training
- Time constraints for employees to be able to attend training
- Time constraints for supervisors to be able to manage training
- Training Facilities

Metrics

- Retention in HR positions
- # of training classes provided
- # of training slots filled
- No show rate for training
- Complaints provided during customer surveys
- # of certifications given
- # of rewards given
- Training end-of-class feedback surveys
- Employee advancement
- Internal recruitments

Implementation Needs

- Working Groups need to build Job Family Folders
- Implement a tracking system for Training Folders
- List all course mapped to positions
- Build course content and material
- Train the Trainers
- Instruct the staff on new procedures
- Budget for the new training process needs (automation and staff)
- Write new training process into written procedures
- Communicate buy-in from leaders
- Combine SW and UAF Training

Implementation Opportunities

- Skillsoft
- UACP
- Outside Consultants
- Banner
- Blackboard
- My Learning Plan
- Sum Total
- Others – Identified by HRIS

Implementation Risks

- Addition time required of Supervisors
- Cost of automation (training tracker)
- No funding for additional training staff
- Resistance to change – no acceptance by HR staff
- No value added – increased training but no improvement to customer services

Strategy to minimize the risks

- Include the Stakeholders in the change process
- Provide constant communications during the change
- Use automation wherever possible
- Simplify the process wherever possible

Next Steps

- Develop an implementation plan
- Develop an implementation schedule
- Obtain necessary tools/funds
- Communicate the implementation schedule
- Execute the implementation plan