

## **Coordinated Training Committee Summary Report**

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### **Overview:**

This report provides a summary of findings gained from an IT training needs survey, training vendor interviews, ITMF leadership interviews, and investigation of peer institution training and development environments. Our primary objective was to explore collaboration and coordination opportunities that would enhance our ability to cost effectively improve individual and organizational development. Part of our analysis included an attempt to assess the state of our UGA training and development culture. A number of recommendations emerged and are listed in this report. The over arching theme we heard was the need for greater emphasis on proactive and coordinated employee development. Strong partnerships among University / College / Unit level IT leadership, Human Resources, Training & Develop, and Accounting will be critical to moving us forward. It is our recommendation that Training & Development play a primary leadership role in this initiative.

Is it Valuable to the Institution to:

- Improve employee job performance
- Retain quality employees
- Promote professionalism and customer service

Is it Valuable to the Employee to:

- Grow professionally, learn new skills, refine existing skills
- Know that their employer is investing in their success
- Have opportunity for career advancement

If the answer is yes to most or all of these questions then relevant, timely, accessible, and affordable employee training and development is vital to a comprehensive workforce development culture.

### **April 2008 Survey of UGANET and ITMF Members:**

- Only 8% of respondents were 'very satisfied' with the level of UGA training and development opportunities, 54% 'somewhat satisfied', and 38% 'not satisfied at all'.
- Barriers for improving the level of technical training and professional development ranked: 1. Funding for training 2. Funding for travel, 3.competent / relevant trainers, 4. availability of training in area of need, and 5. time commitment.
- IT leadership is eager to collaborate: Over 80% of IT units said they would be interested in working with other units to pool funds for volume purchases of training vouchers or cost sharing of onsite training sessions. The majority of IT leadership personnel we interviewed were supportive of their team member's participation in coordinated knowledge sharing and other less formal shared-responsibility group training opportunities.

**UGA IT Workforce Snapshot:**

*There are over 600 employees with IT titles serving the University of Georgia*

| <u>IT Job Family Category</u>        | <u>Quantity</u> |
|--------------------------------------|-----------------|
| Application Analysts                 | 58              |
| Application Programmers              | 38              |
| Computer Operations Technicians      | 11              |
| Computer Services Specialists        | 5               |
| Database Administrators              | 7               |
| Data Operations Technologists        | 6               |
| Data Processing Specialists          | 1               |
| Digital Media Professionals          | 10              |
| IT Management                        | 100             |
| EDP Specialists                      | 3               |
| IT Contracts/Licnsn Administrators   | 1               |
| IT Professionals                     | 158             |
| Instructional Tech Dev Professionals | 18              |
| Instructional Tech Sys Professionals | 3               |
| IT Security Analysts                 | 6               |
| Network Administrators               | 20              |
| Scientific Computing Professionals   | 37              |
| System Administrators                | 76              |
| Telecom Installation Professionals   | 4               |
| Web Developers                       | 35              |

--- UGA HR: (6-17-2009)

| <u>Years of Service</u>   | <u>Percentage of Workforce</u> |
|---------------------------|--------------------------------|
| One to five years         | 40.99%                         |
| Six to ten years          | 25.45%                         |
| Eleven to fifteen years   | 15.04%                         |
| Sixteen to twenty years   | 8.76%                          |
| Twenty-one to twenty-five | 6.12%                          |
| Twenty-six to thirty      | 2.81%                          |
| Thirty and above          | .83%                           |

--- UGA HR: (6-17-2009)

## Recommendations:

- Establish a process and a place to publically recognize staff for their accomplishments
- Evaluate the value of establishing UGA T&D facilities as an official testing center. Perhaps we could leverage this designation to add value to internal UGA training and professional development.
- Establish an internal IT Learning Institute
- Provide virtual lab space where IT implementations could be incubated or hands on training could be scheduled. This 'space' would be centrally administered.
- Raise awareness to administration, management, and staff of the value of employee T&D: Job satisfaction, personal development, workforce effectiveness.
- Leverage web conferencing, video conferencing, and telephone conferencing technologies to increase access and frequency of T&D opportunities.
- Leverage managed forums, discussion groups, and social media to promote knowledge sharing and learning partnerships.
- Provide all incoming IT workers with an orientation session that among other things describes organizational and technical infrastructure, people, processes and their interrelationships.
- HR should assume a more proactive and innovative role in the management and provision of services that promote career development and workforce preparedness.
- Promote T&D as a job benefit.
- The institution needs a greater commitment to integration and standardization of training, development, performance evaluation, and promotion methodology.
- Skill and competency standards should be established and maintained for all classifications.
- Required and optional T&D training modules should be associated with employee career tracks.
- Measures should be taken to better monitor and control the combativeness of the UGA UGANET discussion list.
- The DWEEBS user group and discussion list was identified by several as effective in sharing knowledge and maintaining a professional tone of discussion.
- The institution should regularly perform needs assessments and adjust T&D offerings to best align with organizational needs
- When planning for T&D opportunities consider the state wide audience not just Athens based employees.
- Make it part of the institutional culture to encourage and support knowledge share and training across organizational units.
- Establish an institutional funding model to support the contracting of external IT trainers.
- Establish specific training accounts where funds could be pooled and facilitate volume purchasing agreements with external trainers who issue training coupons.
- Training and development should be incorporated into annual budgets rather than hit and miss year end funding.
- When technology is transitioned budget for training to implement and support the new technology.
- Increase promotion and awareness of available training and development opportunities.
- Explore external funding to support workforce development

## **Sample Excerpts: Peer University Training and Development Cultures**

### **Iowa State**

Professional Development Grant Program:

The purpose of this Grant Program is to provide support to professional and scientific staff members for learning and development activities in their profession.

<http://www.hrs.iastate.edu/hrs/node/208>

Department Tuition Assistance:

Departments/units may provide tuition assistance to their employees for professional development.

<http://www.hrs.iastate.edu/hrs/node/207>

Faculty and Staff Honors:

<http://www.iastate.edu/Inside/honors/>

### **LSU**

Computer Based Training (Big list)

[http://appl015.lsu.edu/hrm/traindevelopweb.nsf/\\$Content/CBT?OpenDocument](http://appl015.lsu.edu/hrm/traindevelopweb.nsf/$Content/CBT?OpenDocument)

Policy on Minimum Training for Supervisors (Broken links on this page)

[http://appl015.lsu.edu/hrm/traindevelopweb.nsf/\\$Content/Minimum+Training+Policy?OpenDocument](http://appl015.lsu.edu/hrm/traindevelopweb.nsf/$Content/Minimum+Training+Policy?OpenDocument)

### **Michigan State**

Educational Assistance:

“Educational Assistance program is part of the benefit package provided by Michigan State University to regular support staff. It provides financial assistance for the professional development of employees in their current jobs and in the enhancement of competencies for career development and promotability at MSU.”

[http://hr.msu.edu/prodev/ss\\_prodev/tuitionAssist.htm](http://hr.msu.edu/prodev/ss_prodev/tuitionAssist.htm)

Development Opportunities for Support Staff:

[http://hr.msu.edu/prodev/ss\\_prodev/index.htm](http://hr.msu.edu/prodev/ss_prodev/index.htm)

Leadership Development Webinars:

[http://hr.msu.edu/prodev/ss\\_prodev/LeaderProgs.htm](http://hr.msu.edu/prodev/ss_prodev/LeaderProgs.htm)

Mentoring Program:

[http://hr.msu.edu/prodev/ss\\_prodev/mentors.htm](http://hr.msu.edu/prodev/ss_prodev/mentors.htm)

### **NC State**

Office of Professional Development:

“The Computer Training Unit (CTU) at North Carolina State University has provided leading-edge training and certification since 1988. Our experienced instructors can train you for advancement in your present position or help you prepare for your next career. You can attend classes in person or choose from hundreds of courses taught online. Through the NC State Computer Training Unit, the training you need is well within your grasp.”

<http://continuingeducation.ncsu.edu/>

## **Ohio State**

Learning and Development Consultants:

“The Learning and Development Consultants build individual and organizational excellence through creative, high-impact learning opportunities. What we do for managers and supervisors:”

Analyze your department's needs, and improve the way you do business

Develop customized training in line with your strategic goals

Build your staff's knowledge base to better enable high group performance

Improve faculty, staff and management performance and relationships

<http://hr.osu.edu/ohrc/learningdevelopment.aspx>

[http://www.continuinged.ohio-state.edu/ced\\_programs.html](http://www.continuinged.ohio-state.edu/ced_programs.html)

## **University of California Davis**

We offer staff a wide array of courses, programs, and certificate series:

“Staff Development and Professional Services fosters and supports your learning and performance by providing innovative, high-quality programs, resources and services.

We offer staff a wide array of courses, programs and certificate series on nearly 300 topics, as well as confidential career counseling, a resource library, online toolkits and management consultation regarding learning and performance support.”

<http://www.hr.ucdavis.edu/sdps>

Building strength in the six competencies

“The MSO Development Toolkit was designed for MSOs (Management Services Officers) and aspiring MSOs who are interested in building strength in the six MSO competencies through a variety of ways. In this toolkit you will find the full MSO competency model, many career management resources, specific listings of Staff Development & Professional courses by competency, suggested reading, and several growth-oriented activities and projects organized by competency.

<http://www.hr.ucdavis.edu/sdps/mso-toolkit>