

# IT Professional Training Plan Template Instructions

## Background

During negotiations between IFPTE Local 17 and the City of Seattle, an agreement was reached to implement individual training plans for IT professionals. This IT Professional Training Plan template is the work of several committees made up of Local 17 representatives, IT professionals and City of Seattle management. The template may be appropriate for IT professionals throughout the City.

The goal of this IT Professional Training Plan Template is to provide the City with a common approach for developing and documenting training. This template should promote discussions between managers/supervisors and employees and should be tied to the budget process.<sup>1</sup>

The training plan process identifies the gaps between the skills needed<sup>2</sup> and the skills available for a work group and for individuals. Skill gaps may include both technical and soft skills. The job of the department training coordinator is to work with the employee and manager to provide training options to fill the gaps. If there is no training coordinator, then both the IT manager and the employee share the responsibility of finding appropriate training options.

These forms can be a vehicle to address skill gaps related to business needs and skill gaps related to career path development. Employee retention is enhanced and turnover reduced when career paths are provided.

The template has two parts: 1) Instructions describing the process and 2) forms outlining the various training options both for the individual and the work group. It should be noted that this template is an ideal view for developing training plans which means that departments must be flexible in terms of its implementation. Furthermore, this is a work in progress and any suggestions on how to improve the process or forms should be forwarded to the Technical Team of TechPath and the Joint Union Management IT Training Committee (Co-Chairs HSD IT Director Trish Tiura and Local 17 Union Representative Margaret Cary).

## Template instructions

The following are the simple instructions on how to gather the information needed to develop the training plans:

**Step 1.** Managers/supervisors and employees will review written departmental or work group (“business unit”) goals and objectives as well as the IT strategic directions which come from the CTO/IT governance structure. Written departmental or work group goals and objectives would include a strategic plan, with specific forecasted new projects and activities, maintenance including upgrades, and identification of technologies, if known.

[Deliverable: Written departmental or work group goals and objectives including forecasted new projects, etc.]

**Step 2.** The manager/supervisor identifies the skills needed to achieve written departmental or work group goals and objectives. Management will identify the needed skills for approved projects and activities, including upgrades, and identification of technologies, if known.

[Deliverable: Written list of skills needed to achieve departmental goals and objectives, including forecasted new projects, etc.]

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<sup>1</sup> Individual training plans should consider IT training budgets. It also makes sense for IT training budgets to include funds for any planned upgrades and other planned developments requiring IT professional training.

<sup>2</sup> Departments are encouraged to identify IT skills up to 18 months. Projections of more than 18 months are not likely to be as helpful, since technology is likely to change.

**Step 3.** The manager/supervisor meets with work group to get input about the gaps between the skills needed and the skills available in the work group. [Deliverable: Management meeting with work group.]

**Step 4.** The employee self-assesses skill gaps based on business needs. The employee also identifies career goals and skill areas of interest. The employee may consider issues that relate to an IT career path, either in his/her current IT specialty, or in another related or altogether IT specialty.  
[Deliverables: Employee documents skill gaps and identifies their personal career goals and areas of interest.]

**Step 5.** The manager/supervisor meets individually with each employee<sup>3</sup> to determine the gaps between the skills needed and the skills available. The manager/supervisor inserts the required business needs, skill gaps and desired completion date of training, if known, into the individual and work group training plan forms.

The manager/supervisor and the employee may also discuss steps along a career path for that employee, as well as the steps towards achievement of such career goals. This training may be paid for through one or a combination of the following options:

1. The employee pays,
2. The Department contributes toward payment (discretionary)
3. Funding through IT Career Quest<sup>4</sup> (implementation beginning January 2003), or Career Quest (funding is decided on a case by case basis).

[Deliverables: Management meets individually with each employee and then completes the individual and work group forms.]

**Step 6.** The training coordinator<sup>5</sup> provides the various training options including the time and cost for each alternative. This person should consult the IT3 communication system so the City and departments can realize cost reductions by collaborating on common training efforts.  
[Deliverable: Training options are identified on the on training plan document which is then reviewed by both employee and manager.]

**Step 7.** Using the available funding for training, the manager/supervisor with input from the employee chooses from the various training options to make the best decisions that meet the training needs related to business needs. Completed training plans *including funding expended* should be sent to the person in charge of IT for that department.  
[Deliverables: Training dollars are allocated and training plans are sent to IT directors.]

**Step 8.** To aid departmental training report requirements, training information—including training plans, skill gap information and training dollars allocated—should be entered into the HRIS Training Administration and Employee Development component.  
[Deliverable: Input training information into HRIS.]

**Step 9.** Repeat this process<sup>6</sup>

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<sup>3</sup> It is acceptable to have the training plan discussion within the same timeframe as the performance evaluation process. The training plan and skills gap discussion is not (and should not be) tied to performance.

<sup>4</sup> For more information about IT Career Quest and Career Quest, contact Local 17 Union Rep, Patti Kieval, 328-7321, ext. 106.

<sup>5</sup> If there is no training coordinator, then both the IT manager and the employee share the responsibility of finding appropriate training options.

<sup>6</sup> The skills gap inventory and training plan should be updated every time there is a new skill need. If you identify a new skill and training need, the City may be able to save you and your department lots of money by coordinating your training with others' training needs.