

City of American Canyon

EMPLOYEE TRAINING PLAN

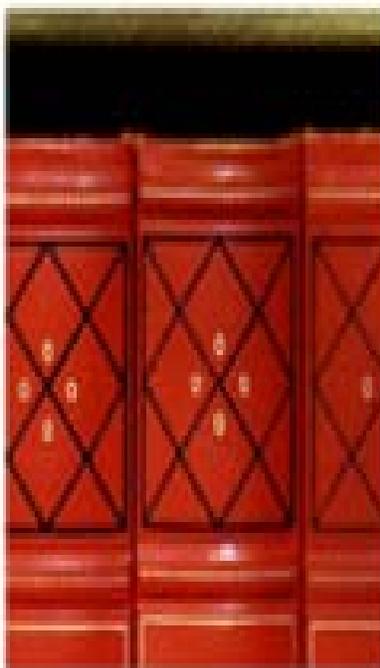


TABLE OF CONTENTS

Introduction	1
Background on Training and Development	
City Philosophy	
Training Plan System	
General Concepts	3
Job Groups	
Training Categories	
Training Matrix	
Amount of Training	
Training Delivery Options	
Individual Development Plans	8
What is an Individual Development Plan?	
Supervisor and employee roles	
Role of IDP and the Performance Review	
The Training Plan Cycle	10
Pre-conference Planning	
Preparing the IDP Form	
Employee-Supervisor Conference	
Implementation and Monitoring of the IDP	
Appendices	
A. Training Matrix	12
B. IDP Form	13

INTRODUCTION

Background on Training and Development

Since the City's incorporation in 1992, employee training and development has lacked a formal structure and vision. Individually, employees and supervisors have participated in various training programs and opportunities over the years but without an underlying philosophy with the goal of aligning employee training with the City's mission and goals. Additionally, some employees have been afforded more opportunities for development than others with the discrepancy not being linked to any job-related factors. Many of the training opportunities that employees have undertaken may have been done in support of the City's mission and goals but because of the lack of centralized oversight and structure, it is not really known if current employee training opportunities are truly meeting the City's needs and if it is actually enhancing employee development.

The City has now matured to the point where it is important that its training and development efforts be more structured and strategic and brought into line with the City's overall vision. In addition to this alignment being a major benefit for the City, the economic reality of today is that there are less and less resources available for training so it is critical that the scarce dollars be spent strategically and in support of the City's core values.

City Philosophy

The City encourages and promotes training opportunities for all of its employees to insure that the services they provide to the community are made more effective. The purpose of City-sponsored training is to develop maximum efficiency in the performance of official duties through the provision of employee training and by assisting them in the fulfillment of their broad duties and responsibilities.

The City's training philosophy is designed to:

- Promote an operational philosophy of workers as the City's most important resource and hence support lifelong learning for all employees;

- Provide a fully supported education and development program based on the business needs of the City;
- Help City employees develop and enhance their skills and abilities to meet the numerous functions and responsibilities related to their jobs and to provide opportunities for career development and upward mobility.
- Support the values of improving flexibility, quality, diversity, empowerment, efficiency/effectiveness, and organizational support.
- Depending upon assignment and level of career development, employees will be afforded a range of training hours each year to continue their lifelong learning.

Training Plan System

The City's training system consists of three phases which should be repeated every year as part of the performance review process. The selected training should achieve the goals of assisting the employee in performing their work to the required standards and to help employees develop and prepare for changes in work assignment such as taking on the more complex duties within the employee's current job, to prepare for a lateral transfer to another position, or to groom for promotion to a higher position. The steps involved in the training plan system are:

1. **Analyze and identify** the training needs: what does the department need, what are the position requirements, what does the employee need to learn, what is an estimate of the training cost and time commitment, etc. This process should be done as part of the employee's annual review process.
2. **Identify and arrange for training** to meet the identified needs.
3. **Evaluate** the training to make sure that the employee was successful and that the training has achieved its aim in terms of subsequent work performance. Strategies in this area may be to have the employee share the learning experience with others in a staff meeting, meet with the employee to go over what was learned and how it will apply to the job, have the employee go over the materials again after a specified amount of time has elapsed to refresh his/her memory, and help the employee make connections with the learning materials to specific job tasks/functions.

GENERAL CONCEPTS

Job Groups

Some jobs/classes share factors such as level of responsibility, similar job content, and types of qualifications with other jobs in the same or similar occupational fields. Therefore, rather than taking a position-by-position, job-by-job approach to a training plan, it is more practical, efficient, and systematic to identify job groups for the purpose of determining the types of training required. There will always be individual employee needs for training but there are also needs that all employees across related occupational fields will have. For instance, employees who work in the clerical job classes should possess skills in basic English grammar and writing, and if they do not meet the standards, training in these areas must be required.

For purposes of a training strategy, the following are the five employee groups, each with a listing of the job classes that fall within each group:

- **Group 1 - Clerical/Advanced Administrative** – Administrative Clerk I/II/III, Administrative Assistant, Accounting Assistant I/II/III, Accounting Technician, Deputy City Clerk, Human Resources Assistant, Permit Technician, Police Technician
- **Group 2 - Professional** – Accountant, Assistant Planner, Associate Planner, Capital Projects Coordinator, Civil Engineer I/II/III, Environmental Specialist I/II/III, Information Systems Officer, Lab Chemist, Management Analyst
- **Group 3 - Field/Trades/Technical** – Building Inspector I/II, Building Maintenance Worker, Civil Engineering Technician, Code Enforcement Officer, Engineering Technician, Maintenance Worker I/II/III, Mechanic, Plant Maintenance Mechanic, Plant Operator Apprentice, Plant Operator I/II/III, Sr. Maintenance Worker

- **Group 4 - Supervisory/Management** – Aquatics Supervisor, Chief Building Official, Finance Manager, Maintenance Supervisor, Plant Operations Manager, Public Works Superintendent, Recreation Supervisor, Senior Civil Engineer, Senior Planner, Wastewater Systems Manager, Water Quality Lab Manager, Water Systems Manager
- **Group 5 - Executive** – City Clerk, City Manager, Community Development Director, Finance Director, Human Resources Director, Parks and Recreation Director, Public Works Director

Training Categories

All training can be classified into categories such as basic skills, safety, leadership, etc. For the City's training plan, the following are the categories of training that will be used:

- **Basic Skills** – Basic English grammar and writing, time management, getting along with others, general clerical skills, etc.
- **Safety** – Any safety courses beyond attendance at work group's regular safety meetings.
- **Technology** – Covers most of all software and web training such as Word, Excel, Access, web browsing, social networks, etc. Specific types of training to be taken are dependent on skill level, job category, and position requirements.
- **Customer service** – Any class that covers how to effectively deal with customers and how to provide excellent service, especially in the public sector.
- **Certifications** – Covers any training that is required for employees to obtain and keep any license or certificate that is required for their job class.
- **Supervisory/Leadership** – Any course that is aimed at supervisory staff such as conducting performance evaluations, employee relations principles, discipline, giving feedback, etc.
- **Communications** – Covers courses that aim to enhance various types of communication skills such as advanced writing, presentations, conflict management, interpersonal skills, etc.

- **Specialized Technical** – Relates to training for specific occupational areas that help employees further develop and stay abreast of developments in their field.
- **Conferences** – Related to specific occupational areas such as the “Specialized Technical” category above. Conferences typically require overnight travel since many times, they last two or more days. Each full day at a conference will count as 6 hours of training time and each half day will count as 3 hours.
- **Mandated Training** - Harassment Prevention, Ethics, Defensive Driving, First Aide/CPR, Fire Extinguisher, and any other training that the City deems as mandatory for all employees.
- **Other Mandated Training –NIMS** - The specific classes to be taken depends upon each employee’s assigned role, if any, in the Emergency Operations Center (EOC). The classes to be taken are:
 - First line supervisors who are assigned a role in the EOC – FEMA IS-700, IS 705, IS-706 IS-707, and IS-800b; ICS-100 and ICS-200
 - Mid-level management employees who are assigned a role in the EOC – FEMA IS-700, IS-701a, IS-703a, IS-704, IS-705, IS-706, IS-707 and IS-800b; ICS 100, ICS 200, and ICS-300
 - All other employees who are assigned a role in the EOC - FEMA IS-700, IS-701a, IS702, IS-703a, IS-704, IS-705, IS-706, IS-707 and IS-800b; ICS 100, ICS 200, ICS-300, ICS-400
 - All other employees who are not assigned a role in the EOC – FEMA IS-700, IS-705 IS-800b and ICS-100

Training Matrix

Using the job groups and training categories as the headers of the columns and rows of a table, the result is a training matrix showing which categories of training are required, optional, or not required of employees in each job group. See Appendix A for the City’s training matrix.

Amount of Training

To provide for equal opportunity of training to all employees and to be strategic with training needs and resources, each full-time employee will have a minimum of 24 training

hours and a maximum of 40 training hours per year allocated to training (the hours will be prorated for part-time regular employees). No training hours are to be carried over into the next review year. The time needed to take any mandatory training including all NIMS training and classes for job-required licenses and certificates do not count towards the employee's annual allocated training hours. Certification training hours that are not required by the job description (i.e. certificates that are eligible for certificate pay) and college attendance are to be done on employee's own time and are not part of this training program. New employee training hours are prorated based upon start date.

Some job classes require licenses and certificates that include annual/semi-annual training to maintain the license/certificate. In these cases, the training hours are not counted towards the annual allocated training hours; however, it is expected that employees in those jobs will use hours for other trainings that will total towards the lower end of the range (24 hours). The reason for this is a practical one: it is difficult for the City to provide services to the community if an employees are regularly away from their duties attending training for too much time.

Training Delivery Options

Because of the small size of the City of American Canyon, it is difficult to have a full training program provided in-house. The City lacks the training staff, expertise, and numbers that are required to meet most of its training needs internally. However, because of the City's location, there are numerous opportunities around the City to meet much of our training needs. Additionally, with the advancement of technology, we are able to use the internet and educational webinars to address some training needs such as using Microsoft's extensive online training modules for most of our technology training.

The following are some training delivery options that are available to the City of American Canyon:

- Napa Valley Community College and Solano Community College – Community colleges are excellent resources for some of the basics skills that employees may need such as English grammar and business writing and for some specialized

technical classes such as accounting and organizational management.

- Training Consortiums – The City currently belongs to two training consortiums with other agencies that provide training on important supervisory/management topics and some basic skills such as teamwork and time management at a very reasonable cost.
- Other agencies – Both Solano and Sonoma Counties and the City of Napa have at various times offered our employees the ability to participate in their training programs at a very low cost on such topics as Microsoft Office, Making Effective Presentations, and on some supervisory topics. Sometimes, however, these agencies stop offering our employees attendance to their trainings due to various reasons such as budget cutbacks. Therefore, these sources cannot always be counted on for the long term.
- Online – This option is becoming more and more abundant all the time and is especially conducive for technology training. Microsoft has excellent training modules on all of their products that are well-developed, self-paced, and hands-on. These online classes can be found at <http://office.microsoft.com/en-us/support/training-FX101782702.aspx?CTT=97>. Also common online are training modules on some of the City's mandatory training such as the NIMS and ethics training.
- In-House/Contract Trainers – While the City is not able to meet most of the its training using in-house resources, there are some occasions where an in-house staff member or a consultant can conduct on-site training that is necessary, appropriate, and cost-effective. Safety training is a good example of this such as the fire extinguisher training provided by the Fire District. In the past when there were enough City supervisors to fill a class, the City paid for and sponsored an on-site supervisory academy developed and conducted by a consultant.
- Professional Organizations – There are many professional organizations that our employees belong to that provide excellent management and specialized technical seminars and workshops as well as conferences. The City has successfully utilized these organizations for very good training and should continue to do so.

INDIVIDUAL DEVELOPMENT PLANS

What is an Individual Development Plan?

An Individual Development Plan (IDP) is a format for an employee and her/his supervisor to strategically map out the plan to develop specific competencies (knowledge and skills) needed to improve performance in the employee’s present position or to prepare for new responsibilities. It is an agreement between the employee and supervisor based on funds available and other Training Plan parameters to meet the employee's and the organization's goals. For the supervisor, it is a tool to estimate resources needed for each individual employee’s development training needs. For the employee, an IDP can be a useful tool to help plan a career and guide development and assess progress toward career goals and objectives. And finally, for the organization, it is a tool for the City to develop its workforce to meet future needs.

Supervisor and Employee Roles

IDP's shall provide meaningful training plans that will help the:

EMPLOYEE to...	SUPERVISOR to ...
<ul style="list-style-type: none"> • Perform duties according to established job standards • Improve job performance • Set reasonable goals • Assess particular strengths and weaknesses • Schedule and plan own individual development each year • Understand that to benefit from an IDP, the employee must be involved and make a serious commitment to his/her career future. 	<ul style="list-style-type: none"> • Aid in the development of their employees to achieve the knowledge, skills and competencies according to their performance standards • Accurately document the current developmental needs of their employees • Consider the City’s and department’s organizational needs, mission changes, changes in technology, expected turnover, staffing needs, program plans and future needs for particular skills.

Role of IDP and the Performance Review

Whenever a supervisor and employee are going through the review process which includes jointly setting goals, the completion of the self-evaluation by the employee, the supervisory ratings and comments on the employee's competencies, and how the employee met the current year's goals, the topic of training is an important part of that input/discussion. Since this is the case and a focus on training is so important, it should be an easy and natural segue to incorporate IDPs into the performance management process.

The City's performance review system is thoroughly described and documented in the "Performance Management Handbook". The use of IDPs can be easily folded into the current process since many of the employees' goals already address upcoming training opportunities. Training and development should always be a part of the annual review process as City supervisors have used the goal setting component of the annual review as a means of addressing training needs. With the inclusion of an IDP into the performance management process, the supervisors and employees will be able to specifically handle training issues without trying to meld training into some of the other components of the review such as the goals.

THE TRAINING PLAN CYCLE

The training plan cycle is similar to the performance cycle which consists of pre-conference planning, preparation of the IDP form found in Appendix B, the employee-supervisor conference, and the implementation/monitoring of the IDP.

Pre-Conference Planning

In addition to discussing the core competencies, how they relate to the employee's job, and establishing the performance goals for the next year, the training needs for the City and the employee will also be evaluated at the same time. Input from the employee on what training they will need for the upcoming review year is important to obtain. The employee self-evaluation form will be revised to include a section where the employee can provide training needs information to the supervisor.

Preparing the IDP Form

From the information provided by the employee in their self-evaluation and from the supervisor's analysis of the employee's training needs, including all mandatory training, the IDP form is completed at the same time that the employee's annual review and next year's goals are drafted.

Employee-Supervisor Conference

Just as what currently occurs with the employee's annual review, a meeting is set up with the employee to review and discuss the draft evaluation ratings and goals. In addition to these two pieces of the current performance review, the discussion will also include the topic of the draft IDP. If, out of the discussion, the supervisor agrees to make changes to either the ratings, goals, or the IDP, the changes will be made before the annual review is finalized.

Implementation/Monitoring of the IDP

Once the review with all of its component parts is final, the IDP is then implemented. Both the supervisor and the employee share a role in ensuring that the training is arranged, attended, and successfully completed. Successful completion of an IDP requires that the supervisor and employee regularly touch base throughout the year to review the progress

made on meeting the goals of the IDP as well as the other goals that were set as a result of the overall performance review. Meeting one time during the employee-supervisor conference is not sufficient to ensure that the goals or the IDP are met. IDP progress should be documented in Performance Impact just as other employee events are documented.

The following information is from the Performance Management Handbook which also applies to implementing and monitoring progress on an employee's IDP:

“Coaching is an ongoing process of communication between the supervisor and the employee focused on improving current performance and building capabilities for the future. It involves informal conversation or notes, as well as more formal coaching meetings and written documentation. Coaching includes a variety of activities, such as:

- observing performance
- correcting poor performance
- providing instruction
- recognizing excellent performance
- directing employee's efforts
- listening to employee concerns and ideas
- providing encouragement
- removing barriers to performance

In the Performance Management Process, it is expected that coaching will occur on an as-needed basis throughout the year and may be initiated by either the supervisor or the employee. Supervisors and employees are encouraged to document these discussions as appropriate. The Coaching Worksheet in the Appendix provides a form for recording coaching notes. Indication of the coaching session should also be noted in Performance Impact.”

With a well developed and monitored IDP along with the other performance review components, the City's Training Plan will meet the goals outlined in the “Training Philosophy” section of this Handbook.

Appendix A – Training Matrix

	**GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
<u>TRAINING CATEGORY</u>					
Basic:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Safety:	X	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	X
Technology:	√	√	√	√	√
Customer Service:	√	√	√	√	√
Supervisory/Leadership:	X	<input type="checkbox"/>	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communications:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialized Technical:	<input type="checkbox"/>	√	√	<input type="checkbox"/>	<input type="checkbox"/>
*Mandated Training:	<input checked="" type="checkbox"/> (C, D, E, F)	<input checked="" type="checkbox"/> (C, D, E, F)	<input checked="" type="checkbox"/> (C, D, E, F)	<input checked="" type="checkbox"/> (A, C, D, E, F)	<input checked="" type="checkbox"/> (A, B, C, D, E, F)
Conferences:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance of Required Certificate/License:	X	■	■	■	■

*A-Harassment Prevention; B -Ethics (AB 1234); C - Defensive Driving; D - CPR/First Aide; E - Fire Extinguisher; F - NIMS (see Handbook for list of specific trainings)

** See page 3 for group definitions

√ - Required only once per course (subsequent refresher ok)

- Required every one - two years

- Optional/if needed

X - Not required

■ - Specific requirements governed by each job description

Employee's Signature: _____ Supervisor's Signature: _____ Date: _____

Appendix B – IDP Form

City of American Canyon Individual Development Plan		This form is part of the City's Training Plan. It should be completed at the end of probation for a new employee. Thereafter, and for all employees, it should be evaluated and updated on each employee's anniversary date as part of their annual review. See the Training Plan Handbook for a list of the mandatory training and for other Plan parameters. Employees must provide proof of training completion to their supervisors.			
Employee Name:		Dept:		Job Class:	
Review Date (Employee anniversary):		Employee Group (See Group Definitions in Handbook):		Will Training Hours Exceed Maximum? <input type="checkbox"/> Yes <input type="checkbox"/> No	If Yes, explain (continue on back): _____
*Mandatory Training: (List only the training that the employee is required to take per the Plan Handbook)		How will the training be obtained (Workshop, online, conference, etc)?	Date training is completed:	Next Date when course must be repeated:	
1.					
2.					
3.					
4.					
5.					
6.					
Other Training: (List only the training needed for the employee's job-related development)		How will the training be obtained (Workshop, online, conference, etc)?	Purpose of the Training (Increase technical skills, basic skills, developmental, safety, etc):	Date training completed:	*Approx. # of Training Hrs:
1.					
2.					
3.					
4.					
5.					
TOTAL TRAINING HOURS:					

Employee's Signature: _____ Supervisor's Signature: _____ Date: _____

*Employees are allocated 24-40 hours per year for training excluding mandatory training (NIMS, required certificates/licenses, etc.) If employee has several mandatory trainings due, then the "Other Training" section should total closer to the low end of the range (24 hours).