Where Business and Science Meet

OCFO LAWRENCE BERKELEY NATIONAL LABORATORY
Office of the Chief Financial Officer

Strategic Training and Employee Development Plan FY2013-2015

EXECUTIVE OVERVIEW

Training on policies, processes, and systems is an essential part of the success of the OCFO organization for both departmental and lab-wide employees. Development of leadership skills builds upon the foundation to enable all employees, managers and individual contributors, to succeed. Many past accomplishments in developing individual employee skills, training systems, and senior management leadership programs have created a solid foundation upon which further advancement in leadership and customer focus may now be built. Major new Lab initiatives such as Second Campus, Financial Systems Modernization (F$M), and needed efficiency gains due to budgetary pressures require a greater emphasis on training and development activities to help OCFO employees prepare for and lead change efforts in current business practices. This document will outline the strategies, and methods to help OCFO employees contribute to the mission of the OCFO and the Lab in scientific discovery that changes the world.

VISION

OCFO Training will develop and coordinate educational programs using industry-leading methodology and technology to effectively support the OCFO business strategy by improving leadership abilities, financial systems policy, procedures, and systems knowledge for its employees and Laboratory partners.

MISSION

The mission of OCFO Training is to provide training courses and consultative services to enhance leadership development in addition to training in policies, procedures, and systems related to the services provided by all OCFO departments. Courses are developed and deployed using industry-leading methods including rapid development practices, electronic delivery, and tracking systems. OCFO Training will aspire to be a leader in effective employee training throughout the Lab and will share its best practices in a collaborative effort with other Lab training entities in order to increase the effectiveness of all Lab training efforts.

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SWOT ANALYSIS

In order to understand the current state of the OCFO training programs, interviews have been conducted with key functional OCFO managers, ad hoc trainers, and others in the Lab who understand training and the Lab culture that currently exists in regards to training. This analysis of the OCFO Training programs strengths, weaknesses, opportunities and threats is presented here to provide the context for the strategies, goals and objectives presented later in this report.

Strengths

- Well-educated and experienced Lab employees.

- Training is supported by line managers and the Lab's culture.

- Employees exhibit a willingness to "lend a hand" in improvement efforts.

- Providing feedback through surveys is commonly used and response rates are sufficient to be helpful.

- The OCFO conducts a lab-leading new employee orientation program.

- Leadership competencies for OCFO managers and supervisors are defined and agreed upon.

- There is an overall training strategy and process for prioritization of major training and development initiatives .

Weaknesses

- There is an inconsistent contextual understanding of the OCFO employee's relationship with scientific discovery and how employees may contribute individually and collectively to help scientific divisions succeed.

- Most OCFO employees do not have a job-based curriculum plan which causes confusion as to what is expected of them. Individual job training paths are not consistently defined.

- Employees create and deliver presentations with the purpose of delivering information and influencing others but little formalized training exists to provide them tools by which they may be successful.

- Knowledge is inconsistent in the junior levels of the Field Operations group.

- Leadership abilities are inconsistent at the mid to lower management levels of the OCFO team.

- There is no consistent training and development delivery platform to manage courseware, reporting, or provide employees a single portal for gaining access to training and delivery experiences and activities.

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Opportunities

- Continuing education of OCFO and general Lab employees is desired and may be delivered through additional methods such as eLearning, mLearning, webinars/virtual classrooms using existing Lab technology. The Laboratory culture is embracing the use of new technologies to become more efficient in training and development activities.

- Organizational initiatives such as F$M will provide the opportunity for employees to learn new business practices and leadership skills through change agent efforts.

Threats

- Laboratory funding for training may be reduced which will limit the scope of accomplishment of goals and objectives completed in the OCFO overall strategic plan and this OCFO Training strategic plan.

- The overall aging of the employee workforce is reflected in the current Lab employee demographics. No formalized knowledge transfer process is in place to retain tacit organizational knowledge.

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STRATEGY

Based upon existing current state analysis and to meet the vision and mission of the OCFO and OCFO Training, four strategies will be employed:

Build the OCFO Dream Team

OCFO Training and Development Strategy

Enhance Training and Development Efficiency and Reach

Increase Supervisor/ Manager Development Opportunities

Prepare for Change

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STRATEGY 1: BUILD THE OCFO DREAM TEAM

Build the Dream Team

Communications	Technical skills	Customer service
• Presentation skills • Verbal and written communications • Virtual meeting facilitation and participation	• Document processes • Create job task lists and paths for new employees • Continuing education program development per department	• Define customers • Build customer service "gold standard" • Provide tools to achieve "gold" service • Measure and reward

Develop Understanding of Balance Between Compliance and Customer Context

Communications, technical, and customer service skill training provide opportunities for employees to build upon their current skills. Training in each of these areas will focus upon employees can balance compliance requirements with customer service provided to the scientific community. Courses in presentation skills, written communication, and virtual meetings will be provided to help employees be more effective in communication. Documenting processes will help to create specific job task lists and consistency in training practices at the individual contributor level. An increased emphasis on customer service skills, customer definitions, and tools used to provide excellent customer service will provide a better balance of compliance needs and customer needs essential to meeting the overall mission of the OCFO.

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STRATEGY 2: INCREASE SUPERVISOR/MANAGER DEVELOPMENT OPPORTUNITIES

Increase supervisor/ manager development opportunities

Conduct 360 evaluations	Create continuing education program	Establish mentor program
• Line and mid-level supervisors/managers	• Individual development plans • Group education – short topics • Interviewing/hiring skills • Leadership competencies	• New employees (mandatory) • Existing employees (on request/ recommendation)

While Sr. Managers have received 360 degree feedback, mid and lower level managers will now be offered this opportunity as part of a continuing management and leadership skills continuing education program. This continuing education program will be developed to meet the needs of both new and experienced managers. A mentorship program shall be developed to meet the needs of both new employee training and existing employee continuing development. Managers mentoring other managers will provide additional leadership opportunities and career development successes through transferring their knowledge and "know-how" in achieving goals at the Lab.

STRATEGY #3: PREPARE FOR CHANGE

Prepare for Change

Business Process Improvement	Change Management	Trainer Development
• Lean/Six Sigma • Project management	• Increase contextual understanding of role/Lab • Experiencing change • Leading change	• Train-the-Trainer for ad hoc trainers

To meet the upcoming needs for efficiency gains and a renewed customer service focus, change management practices and developmental activities shall be created. Continuing education in business process improvement practices will help employees to contribute to improving efficiency and customer service. Major efficiency and business practice improvement initiatives will be supported by providing training in understanding the context of changes and how employees and managers can effectively experience and lead change. In addition, the large number of upcoming changes will require the use of subject matter experts who may not have training delivery experience. A trainer development program will be developed to provide tools and skills to make training efforts successful.

STRATEGY 4: ENHANCE TRAINING EFFICIENCY AND REACH

Enhance Training and Development Efficiency and Reach

Learning	Outreach training to divisions	Leverage internal and external resources
• Increase use of performance support practices and eLearning for learner-initiated education • Mobile delivery • Learning Management System	• PI/PM Financial Management • F$M • Core Financial Management • Cost Allowability	• Training and Development Community of Practice • Storyline Practice Group • Other National Laboratories • UC Programs • Internships

To meet the increased number of training and development activities needed, efficiency improvements in training delivery methods are needed. Large-scale changes such as those that will be required due to the F$M project will be communicated via traditional means (email, classrooms, etc.) for context however just-in-time performance support practices will be needed for detailed processes so employees may learn as they need. To address the needs of an increasingly mobile workforce, select training courses will be deliverable using mobile devices using existing Laboratory-purchased technology and potentially a Laboratory hosted learning management system.

With upcoming changes to financial processes, outreach training to divisions will be emphasized. Additional tools for principal investigators and program managers will help them to be more efficient in their financial management practices.

Leveraging Internal and external resources will enhance the effectiveness of OCFO training development. Continued participation in the Lab's Training and Development Community of Practice Group and new efforts in reaching out to those in other national laboratories and the UC system will provide additional resources in courseware and program development. Finally, exploring the use of internships to augment recruiting needs as more of the OCFO and Laboratory workforce retires may help address recruitment challenges.