

PeopleSoft Enterprise Learning Management

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PeopleSoft Enterprise Learning Management (ELM) takes the delivery and management of training to the next level. Offering a wide variety of training delivery methods, self-service capabilities, and enterprise integration points, ELM plays an integral role in the talent management lifecycle. This document will outline key features of ELM and its implementation at the State of Indiana.

An Overview of the State of Indiana

The State of Indiana is comprised of 249 agencies and employs over 35,000 people, all with the shared goal of serving the needs of Indiana's citizens and its economic development. At the core of many of its initiatives, the State of Indiana continually strives to streamline personnel policy, employee development initiatives and administration.

Within the context of PeopleSoft Enterprise HCM, the State of Indiana is currently "live" on the following:

- Enterprise Learning Management
- Workforce Administration
- Training Administration
- Position Management
- Benefits Administration
- Time and Labor
- Talent Acquisition Manager
- Candidate Gateway

Talent Management at the State of Indiana

Zanett was engaged by the State of Indiana to assist in the strategic planning process, for deploying key functionality within PeopleSoft to support several talent management initiatives. The resulting plan included planned deployment of:

- Enterprise Learning Management
- Competency Management
- ePerformance Management
- Merit Compensation
- Career Planning

Note: Other modules listed in the preceding (Overview) section of this document were already in production at the time of the planning process.

The Talent Management Lifecycle



Shown at left:

The Oracle (PeopleSoft) talent management lifecycle graphical depiction. Organizational business drivers are shown at the “hub”, with supporting Enterprise HCM modules aligned at the perimeter.

Reviewing this diagram, the State of Indiana initiative for talent management is well illustrated.

After careful review and consideration of the talent management initiative, Enterprise Learning Management was selected as the first in line for deployment at the State of Indiana. This decision was based on the following business challenges, relative to learning and development:

- Need for improved facilitation of both state-wide and agency specific training initiatives
- Need for on-demand delivery of training
- Need to provide for better compliance tracking
- Need to eliminate paper-based processes
- Need to reduce personnel time requirements

With the State of Indiana already utilizing the HRMS training administration module, the decision had to be made as to how to begin the transition to ELM, with the ultimate goal of having all state agencies using ELM as the database of record for training.

The State of Indiana selected a phased agency-level deployment strategy. To date, the following agencies are “live” on ELM, with additional agencies to follow:

- Indiana Office of Technology
- Indiana Department of Correction
- Indiana Office of Inspector General
- Indiana Department of Child Services

Deploying ELM at the State of Indiana

The Indiana Office of Technology (IOT) led the inaugural implementation of ELM. Therefore, the initial tasks of installation, initial synchronization with the HRMS, and initial catalog configuration fell under the IOT project. Although IOT would only deploy one web-based course with this implementation, there was also the goal of establishing the foundation for other agencies that would follow.

Office of Technology - The Challenge:

IOT had the need to deploy a state-wide training course to all employees. This training (Information Resource Use Agreement) would be a web-based training, with a policy acknowledgement component. Prior to ELM, this had been part of an orientation process that was totally paper-based. The course essentially covered the policy around the use of state issued resources, such as computers and other equipment, as well as key security compliance measures. Record of attendance and policy acknowledgement were paper-based prior to ELM, and as such cumbersome for administration and compliance tracking/reporting.

Deploying training over the web would yield savings and add administrative ease for IOT. Although this was a single course, it is important to keep in mind that it had to be systematically rolled out to all agencies, in a self-service medium, offer reporting to track the employee level, agency detail level, agency summary level, and course level. Further, the system needed to be able to automatically record completions, score, and offer bookmarking flexibility in order to truly realize the increase in efficiency desired.

Office of Technology - The Solution:

ELM was successfully deployed, and incorporated a web-based (SCORM compliant) learning component which held not only the training but the policy acknowledgement. SCORM compliant content enabled the automation of marking attendance, scoring, completions, and even setting time limits on how long a learner had to complete the course from the point of enrollment. Additionally, the integration with compliant content allowed for bookmarking, which allowed learners to work in a self-paced fashion.

A learner group was designed for each agency. A single catalog item was set up, with a learning activity for each agency. This allowed for reporting at the agency (activity) level, as well as the course (catalog item) level. Also, the delivered reporting provided employee-level detail for monitoring completions. The use of distinct learner groups for each agency (activity) allowed for ease in mass enrollment (IOT did not initially utilize self-service enrollment).

IOT continues to annually deploy, track, and measure Information Resource Use Agreement (IRUA) training. This initiative has provided for self-service access to IRUA training. It has also taken the delivery, attendance tracking, completion tracking, and policy acknowledgement tracking from manual to automation, saving administration time and reduction of paper. Most importantly, it has created a repository for reporting and measurement. IOT has realized benefit, and will continue to do so.

Department of Correction - The Challenge:

With the foundation of ELM in place, the Indiana Department of Correction (DOC) would follow IOT as the second agency for deployment. DOC's initiative was agency-specific. All correctional staff are required to complete Annual In-Service Training, which was comprised of 14 components. This is a regulatory requirement. Through the deployment of ELM, DOC hoped to improve upon the following:

- Prior to ELM, 14 courses were set up in the Training Administration module of the HRMS, which can only accommodate instructor lead training delivery.
- Enrollment was a communicative process from announcement of training, to HR staff identifying everyone who needs to take the training, to manually enrolling those individuals (one at a time) into the HRMS Training Administration module.
- A large quantity of paper training materials had to be produced for each of the 14 courses (components) of the training. For example, one set of training materials for Sexual Harassment training, one for Safety Training, one for Offender Rights, and so on.
- Each of the 14 courses (components) had to be delivered as classroom sessions, often requiring staff to travel to another facility for training.
- Each of the 14 courses (components) had to be manually tracked for attendance, manually scored (passing scores on tests were required for all 14)
- Attendance and passing information had to be manually keyed into the HRMS Training Administration module at the conclusion of each of the 14 courses (Components).

ELM would greatly enhance the process outlined above.

Department of Correction - The Solution:

ELM was successfully deployed, and incorporated 14 web-based (SCORM compliant) learning components which held not only the training for each aspect of Annual In-Service Training, but also the test for each of the 14 components. SCORM compliant content enabled the automation of marking attendance, scoring, completions, and even setting time limits on how long a learner had to complete the course from the point of enrollment. Additionally, the integration with compliant content allowed for bookmarking, which allowed learners to work in a self-paced fashion. Learners no longer had to travel to other facilities for training, and administrative time was dramatically reduced. Further, the large volumes of paper training materials were all but eliminated.

A learner group was established for each DOC correctional facility in the state. A single course was used, rather than a program, to ease self-service enrollment. A learning activity was set up for each facility, with 14 web-based learning components attached to each. This not only created ease in self-service enrollment, but allowed for tracking at the component level – meaning leadership could see where employees were at in the process of completing all 14 components during the fiscal year when Annual In-Service Training was to be completed. This structure also paved the way for course-level, facility-level, and employee-level tracking. The table below illustrates the ROI realized by the Annual In-Service Training initiative alone. DOC is already deploying other trainings through ELM, and continues to expand on this ROI.

Tasks	Before ELM	After ELM
Courses to Set Up	14	1
Enrollment	Administrative	Self-Service
Instructor Class Time	1-3 Hours (Per Session)	0 Hours
Calculating Scores	Manual	Automated
Marking Attendance	Manual	Automated
Capturing Results	Manual	Automated

Office of Inspector General - The Challenge:

Very similar to the IOT initiative, the Indiana Office of Inspector General (OIG) had the need to deploy a state-wide training course to all employees, as well as contingent workers to the state. This training (Ethics) would be a web-based training, with a policy acknowledgement component. Prior to ELM, this had been part of an orientation process that was totally paper-based. The course essentially covered the policy around the use of state issued resources, such as computers and other equipment, as well as key security compliance measures. Record of attendance and policy acknowledgement were paper-based prior to ELM, and as such cumbersome for administration and compliance tracking/reporting.

Deploying training over the web would yield savings and add administrative ease for OIG. Although this was a single course, it is important to keep in mind that, like the IOT training, it had to be systematically rolled out to all agencies, in a self-service medium, offer reporting to track the employee level, agency detail level, agency summary level, and course level. Further, the system needed to be able to automatically record completions, score, and offer bookmarking flexibility in order to truly realize the increase in efficiency desired.

Office of Inspector General - The Solution:

ELM was successfully deployed, and incorporated a web-based (SCORM compliant) learning component which held not only the training but the policy acknowledgement. SCORM compliant content enabled the automation of marking attendance, scoring, completions, and even setting time limits on how long a learner had to complete the course from the point of enrollment. Additionally, the integration with compliant content allowed for bookmarking, which allowed learners to work in a self-paced fashion.

A learner group was designed for each agency. A single catalog item was set up, with a learning activity for each agency. This allowed for reporting at the agency (activity) level, as well as the course (catalog item) level. Also, the delivered reporting provided employee-level detail for monitoring completions. The use of distinct learner groups for each agency (activity) allowed for ease in mass enrollment (OIG did not initially utilize self-service enrollment).

OIG continues to annually deploy, track, and measure Information Resource Use Agreement (IRUA) training. This initiative has provided for self-service access to Ethics training. It has also taken the delivery, attendance tracking, completion tracking, and policy acknowledgement tracking from manual to automation, saving administration time and reduction of paper. Most importantly, it has created a repository for reporting and measurement. OIG has realized benefit, and will continue to do so.

Department of Child Services - The Challenge:

Unlike other agencies within the State of Indiana, the Department of Child Services (DCS) was not using the HRMS training administration module prior to implementing ELM. Administering training was largely a manual process prior to ELM. Each of the three agencies who went live before DCS only used ELM to deploy web-based training, with the ultimate goal of bringing all training delivery functionality into ELM in a subsequent (and likely state-wide) phase. DCS was in the unique position to have their implementation of ELM be all-encompassing, since they were not doing any administration of training in the HRMS module previously.

DCS faced the following challenges, which would ultimately become the scope of their implementation:

- Immediate need to get all training administration out of manual spreadsheets and paper-based processes
- Ability to have both internal administrators, and partner administrators/instructors due to a partnership with the Indiana University School of Social Work.
- Ability to use either mass enrollment for new hires, or self-service enrollment for other course work
- Place their entire training catalog online, so that it could be accessed, browsed, searched, etc.
- Build both individual course offerings and programs (curricula)
- Facilitate robust reporting needs for new worker cohorts
- Position for subsequent deployment of surveys and lodging requests through ELM
- Position for subsequent deployment of web-based training
- Position for subsequent manager self-service and learning plan functionality
- Position for subsequent external learning functionality

Department of Child Services - The Solution:

ELM was successfully deployed, and met the aforementioned needs. ELM will now be the database of record for DCS. Indiana University partnering administrators/instructors were integrated into the system through the contingent worker organizational relationship model and integration broker. Learners can now access, search/browse the catalog and enroll in training (both program registration and basic course enrollment). Mass enrollments are also being used for new hires. Custom reports were developed, keying group and roster variables to deliver complex cohort reporting needs through Crystal Reports.

DCS is now evaluating survey tools to integrate for purposes of course evaluations. Current options being entertained at the time of this document are:

- An internal solution which will blend DreamWeaver author ware for delivery of the survey, and SPSS for data mining and statistical analysis.
- A vendor partnership with Questionmark, using their solution.

Web-based training integration is already being evaluated, and will likely be in place in the near future. Manager self-service is planned for a later phase, and will likely incorporate learning plans being developed by managers for direct reports. Lastly, external learning is planned so that training can be delivered to external audiences (meaning non-employees), such as foster parents, etc.

Conclusion

The State of Indiana continues to plan ELM deployments for subsequent agencies, as well as the strategy for integrating historical training data from the HRMS training administration module. The State is also preparing to deploy ePerformance Management. Core competencies were configured in conjunction with a recent upgrade of HRMS to HRMS 8.9, which will allow for incorporating competencies into ePerformance Management. Further, with those competencies in place, the State can begin mapping those as learning objectives to ELM, and even take advantage of prescriptive learning available through the integration of ePerformance Management and ELM. Additionally, merit compensation will be able to be integrated with ePerformance Management in place. Making reference again to the Talent Management Lifecycle graphic on page two of this document, it is apparent that the State of Indiana is continually striving to evolve the management of its most vital resource – people.