NWI Consulting, LLC

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Training and Accreditation

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Focused Learning: Training to Improve Performance

How are "the right" training topics picked for your workforce? How do you focus employee learning to achieve your specific desired results? These questions loom over many training departments and can be somewhat puzzling in determining how to answer those questions. By using a *systematic approach*, you can find your answers!

The *systematic approach* to training contains 5 key elements: analysis, design, development, implementation, and evaluation. Focusing on the analysis element can help us find out what we need to look at and how to accurately analyze the needs of our workforce to focus and "pinpoint" specific weaknesses that require some type of intervention.

Line management field observations can be a valuable source of input to assess the specific worker knowledge/skill needs but are highly dependent upon the "specificity" of the written observation. If these observations contain detailed information, they can be a vital input in the analysis. By observing what is going on in the field, we can usually determine many key areas of potential improvement.

Another crucial part of the analysis stage is *feedback and input* from listening to employee's hands-on experiences and hearing the assumptions and conceptual understandings behind the actions workers take in the field. This can give additional insight as to what training needs are at hand.

Condition reports (CRs) can also help you hone in on what potential training needs you need to focus. CRs let us see what errors and issues have occurred in the field, allowing us to take note of needs that should be addressed.

Self-assessment (SA) results are a key to understanding what knowledge and skill areas are lacking. Self-assessments can enable an employee to express their understanding and evaluation of their positions in the

Accreditation Self Evaluation Report : Why have a Strategy?

A vital part of the accreditation process is the Accreditation Self Evaluation Report (ASER). Oftentimes there is confusion as to how to align this report with the goals and culture of the company, station, and line and training departments. Outlined in this article are a few key points, or strategies, for developing a focus while preparing the Accreditation Self Evaluation Report. The selection of a central theme can enhance the ASER. In order to select a successful theme, you must take a look at the workforce and organizational culture. The ASER should reflect the culture and align with the station's focus. For example, if the operators are the leaders of the plant in knowledge, they should not only be leaders in operational knowledge, but should be (Cont on page 2)

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Focused Learning: Training to Improve Performance

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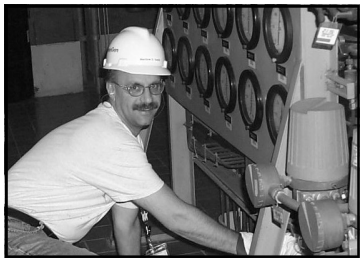
field critically, if designed correctly. When we evaluate these results, we are able to see potential areas where focused training is needed. *Feeders* to these CRs and SAs are *internal* station/company sponsored reports (e.g., Nuclear Oversight/Quality Assurance) and *outside agency reports* (i.e., NRC, INPO, Safety Review Boards, etc.). By reviewing these reports you can pinpoint additional areas of deficiency and sometimes gain additional insight as to the "focus" of the training and target populations.

Once you pass the analysis phase and determine what topics need to be addressed with training, then you are now able to utilize the other elements of SAT to design and implement a training class that is f*ocused* to take your workforce to a higher level of competency.



Fact: Analysis plays a key role in *Focused* Learning.

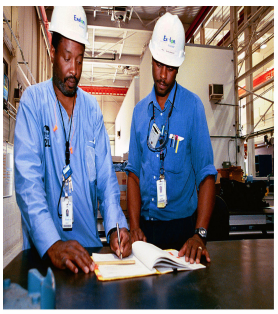
"An example of one strategy might be Operational Leadership" - Be Prepared… Have a strategy !

ASER Prep: Why have a strategy?

(Continued from Page 1)

effective trouble-shooters in solving plant challenges as well. An example of one strategy might be Operational Leadership. The ASER should always contain specific, measurable, concrete examples that show a link between learning and performance. Be sure to note that examples are NOT just stories (like they were in the past)! They should be a measurable way to relate effective training to effective job performance. Examples do not always have to be positive…but they do have to be critical and specific. For instance, if a plant was made aware of an issue or problem, then implemented training to address the issue, if the performance improved, a measurable "metric" could be used as an effective ASER example of results. Even if a portion of the solution for improved performance was due to training, this type of example could be used to illustrate a specific application of the objective's criterion. In order to achieve a good training culture and effective examples, training should always start with the end in mind. In other words, 'How are we going to know if this worked?', or, 'What am I going to measure?'. Three to six months after training is complete, a specific evaluation measuring the performance improvement should be conducted. In some cases, identifying area needing more continued focus and additional training needed may result. Consequently, systematically selecting the "right" focus for workforce learning. At this point, the training can then be adjusted systematically/specifically and then the target population retrained if need be. No herd training, please !

The ASER is a vital tool in the accreditation process. It should be a relatively simple, but critical balanced report outlining a plant's strong points, areas for continued focus and, of course, the effectiveness of the training conducted. Following the above guidelines will allow for better preparedness for the ASER.



Knowledge vs. Skill

The balance between knowledge and skill in your workforce will result in an effective and well-prepared incumbent instead of a "robot," performing tasks from memory without conceptual understanding of the task at hand. In past times, the nuclear industry relied more on knowledge achieving a "cowboy" approach to work (e.g., "Just GET'R dun" and keep the plant operating at all costs). In the past decades and since the accident at Three Mile Island in 1979, the pendulum has swung to emphasize procedural compliance to gain consistency in execution of activities…almost at the expense of understanding what was going on between each worker action! However, the key that we sometimes miss is "balance."

Training is meant to instill conceptual knowledge of the "why" behind what workers do and then practice (in the field or in a simulated environment similar to the plant) those activities. This is done to ensure that not only is the worker "proficient" in executing the specific task or activity but also understands what is going on at each step of the activity. Therefore, knowledge and skill are both necessities and go hand in hand! Understanding of not only *what* we are doing, but *why* we are doing it, can determine whether our reaction to changing conditions is effective. For example, in operations, if you are properly monitoring multiple indicators during a component manipulation, your skill in performing the activity and knowledge of expected plant parameter changes will let you know if the response is correct. Should there be a wrong indication(s), each worker must know prior to performing the activity how to react so that we can take the correct compensatory measures can be taken in a timely efficient manner. This allows us to accurately control plant operations consistently, effectively and safely.

Skill and knowledge must be balanced for every operational and maintenance activity performed in a plant. If the focus is only on procedural compliance (skill), then when anything goes awry, workers will not have the knowledge of how respond to these "unanticipated" circumstances. Thus, your workforce must get a steady "balanced diet" of training to enhance both the skill sets in your workforce, while maintaining and building on their fundamental knowledge to ensure effective field performance and plant operations.

Accreditation Training Visit Logistics and Accreditation Renewal Challenge Boards

Let NWI Consulting help you prepare for your next Accreditation Training Visit (ATV)! NWI offers extensive ATV Preparation Activities and Accreditation Renewal Challenge Boards that will be sure to improve your next Accreditation visit. As part of our ATV Logistics and Accreditation Renewal challenge Boards, we offer the following:

- Planning/ Project Management
- Team Support Strategies
- Inquiry Disposition Strategies
- "Whitepaper" development
- Finding root cause development
- Coaching/ Mentoring
- techniques for training management/staff, line management, workers and senior management
- Data acquisition and reduction techniques
- Training material review and recommended changes for ATV time!

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For more information, contact:
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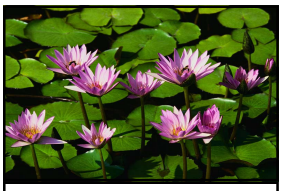
NWI Consulting, LLC

NWI Consulting, LLC takes pride in providing quality consulting services and adding value to the nuclear industry. To receive more information on NWI Consulting and the services we offer, please contact:: Kate Hendrickson, Director of Marketing, PO Box 30654, Knoxville, TN 37930-0654

Our program specialties include: Human Performance, Training and Accreditation, Simulator Instructor Training, Operations Training, Engineering Services, Corrective Actions Program Improvement, Root Cause Analysis and Self-Assessment, NRC Exam Writing, CBT for Dry Cask Storage/ RadWaste Training, and many Human Performance Trainers.



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We wish to express special thanks to the following clients for making NWI a preferred consulting company.

- AEP's D.C. Cook Nuclear Power Plant
- Constellation's Nine Mile Nuclear Power Station
- Exelon's Three Mile Island, Dresden, LaSalle and Quad Cities Nuclear Stations
- Exelon's Outage and Reactor Services
- FPL's Seabrook, St. Lucie, and Turkey Point Stations
- NMC's Monticello Station

CBT Computer-Based Training

By Terry Schmidt, NWI Consultant

Continued workforce reductions, tighter schedules, increased production demands; it's time to rethink the advantages of Computer Based Training (CBT).

CBT offers a convenient and inexpensive way for students to complete initial and continuing/requalification training – anytime, anywhere. Whether your work group is small or large, centralized or geographically separated, CBT enables students to obtain consistent, interactive, hands-on training without schedule disruptions and travel costs associated with classroom training. Each course is developed using a rigorous set of criteria that includes quality content, interaction, graphics, and interspersed questions, making learning fun, interesting, and effective. Courses are based on solid principles, from extensive research in instructional design, adult learning and information processing. CBT includes scenario-based exercises in simulated environments, allowing students to practice and test their skills and knowledge at their own pace as they proceed through courses. Students can return to CBT at any time to refresh what they have learned, making them valuable ongoing reference tools. CBT contains practice exams, final exams, simulations, attendance documentation, and feedback forms helping to reduce administrative costs.
CBT can be delivered on CD or in DVD format. There is more learning potential since these formats hold a tremendous amount of information.

NWI can work with your Informational Services department and provide this CBT training on your own company website!

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- GREAT FOR REQUAL TRAINING.
- TRAIN AT ANY SITE.
- EASILY MODIFIED.
- "SMART" CBT AUTOMATICALLY PROVIDES REMEDIAL TRAINING FOR ADDITIONAL TRAINING FOR QUESTIONS MISSED.
- SITE SPECIFIC FEEDBACK FORMS CONTAINED WITHIN EACH PROGRAM.
- TRAINING RECORDS COMPLETED AUTOMATICALLY. FEEDBACK, GRADES, COURSE DOCUMENTATION.
- CBT GIVES YOU THE ABILITY TO EASILY "JUMP AROUND" WITHIN THE TRAINING MATERIAL..

+ New Team Additions +

NWI welcomes **BILL HENSLEY** to the NWI Consulting team! Bill is a nuclear power plant professional with more than 30 years of diversified technical and managerial experience in the areas of training, operations, recovery, and nuclear engineering. Welcome Bill!

NWI welcomes **JOHN CARLIN** to the NWI Consulting team! John is a senior professional with more than 23 years of diversified technical and managerial experience in the areas of finance, human resources, engineering, operations, training, and recovery projects. Welcome John!

We're on the Web! See us at www. nwiconsulting.com