

SHIPYARD LOG

February 2017
Pearl Harbor Naval Shipyard & IMF
News Since 1946

*We Keep Them
Fit To Fix*

**WORKFORCE
DEVELOPMENT**
THE UPDATE

Together, Everyone Achieves More

By Kristine Tanaka
Code 1213 Business Agent

The vision for the Workforce Development Strategic Focus Area is to create and maintain an exceptional learning environment for our workforce to develop and enhance their technical, personal, professional and leadership skills. Such an environment must have as its foundation strong values, a compelling purpose and extraordinary pride in service to others, the Navy and the Nation. The effort must produce outcomes leading to meaningful collaboration within diverse points of view, in order to achieve the complex problem solving needed to meet the demands imposed upon a shipyard serving the Navy in the Pacific during these trying times.

Over the past year, various Workforce Development teams have advanced many actions to address the initiatives of High Velocity Learning, Competency-Based Learning, the expansion of



Code 900 Continuous Training Development Manager Richard Saucedo grades Capt. Jaime Kalowsky on a job, not-so-well-done.

Learning Centers and the development of cadres of strong, insightful leaders.

High Velocity Learning

High Velocity Learning (HVL) is a two-part method to accelerate our workforce learning and continuously improve workplace performance.

The first phase starts with accelerating *foundational learning* of needed capabilities, based on roles/positions. In Phase 1, a portion of hands-on experiential learning will be formalized by identifying core competencies to accomplish assigned tasks. This will provide opportunities to learn and gain experience in a safe environment that is not necessarily dependent on the availability of actual programmed work taking place amid a real/critical situation.

The second HVL phase is the enrichment and growth of capabilities through *knowledge sharing* programs that will improve problem-solving and critical thinking skills.

Competency-Based Learning

Competency-Based Learning (CBL) is the foundation for the first phase of HVL. It is a focused

training effort to ensure workforce members learn and apply the skills needed to perform their assigned tasks. Tools to identify needed skills will include: (1) Personnel Development Standards (PDS), to identify the core competencies for task performance, along with the methods to obtain those competencies; and (2) the Skills Manager tool, which primarily identifies the 'soft skills' or competencies needed to run an organization and achieve the command's strategies and goals -- such as learning about interpersonal relationships, teamwork and managing multiple priorities.

The workforce can also look forward to more time spent on Structured On-The-Job Training (SOJT), or *experiential learning*, primarily through the expanded use of Learning Centers.

Learning Centers

The shift to more SOJT depends on the establishment and use of a holistic training curriculum implemented through *Learning Centers* -- simulation environments that mimic engineering standards and actual equipment found on ships and submarines. These *mock-ups* are constructed to exercise and achieve the many identified, needed Shipyard competencies. Predominantly, these Learning Centers will provide:

Accelerated Learning: Training that can be scheduled as the need for certain competencies is recognized or as an actual situation is developing.

Just-in-Time Learning: Pre-job training to update an individual's knowledge level due to infrequent work in specialized areas.

Leadership Development: Placement of individuals in charge of diverse groups through simulated assessment and repair exercises.

Navy Afloat Maintenance Training Strategy (NAMTS) qualifications fulfillment.

Collaboration and integration of training across all organizational elements and research and development.

Centralized Training and Standards Division

A central training hub is being set up as a separate division under the Executive Director (Code 1100). The division will act as a sort of Board of Education, with responsibilities for standards, direction, focus and resource advocacy for the Shipyard's many existing training interests. The central training hub will plan, stimulate and fuel personnel development and training to achieve organizational change.

Looking forward, it is clear that the challenges faced by the Navy are shifting in character, increasingly difficult to address in isolation, and changing rapidly. We must constantly reassess our approach to every aspect of our operations. The Workforce Development Focus Area is a leading change agent that will sharpen the very capabilities that our nation is counting on to keep our ships and submarines "fit to fight."



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USCGC Ice-Breaker, POLAR STAR, Receives PHNSY Assistance

Story by
GSE3 Tabithah Draack

On Dec. 12, 2016, U.S. Coast Guard Cutter (USCGC) *Polar Star* (WAGB-10) arrived at Pearl Harbor Naval Shipyard and Intermediate Maintenance Facility (PHNSY&IMF) for emergent repair of failed circuit breakers.

USCGC *Polar Star* was preparing to get underway in support of *Operation Deep Freeze*, the annual ice breakout of McMurdo Science Station in Antarctica, when the ship experienced a Category 4 engineering casualty and damage control equipment issue the crew was unable to resolve. The failed circuit breaker assembly on one of the ship's switchboards caused the ventilation system to intermittently trip off-line.

Code 210 Electrical Engineering Technician Supervisor Joseph Graham and his staff helped identify the symptoms causing the casualty and isolate the source of circuit issues on the emergency switchboard. They also assisted in locating parts and test equipment to repair and test the Self-Contained Breath-



USCGC *Polar Star* (WAGB - 10) breaking ice in Antarctica.

ing Apparatus (SCBA) compressors.

"They validated the findings of our technicians by confirming the presence of a failed circuit breaker assembly," stated USCGC *Polar Star* Capt. Michael J. Davanzo. "I wanted to personally thank everyone for the outstanding support and help to get our boat out by Dec. 16. Our ability to get underway and continue our mission was made possible in large part due to the efforts of PHNSY."

"This was a very unique project," said Code 210 Production Controller Barry Ferreira. "A Navy and Coast Guard collaboration always makes for a great opportunity to showcase what Pearl Harbor Naval Shipyard is capable of doing."

Legacy Contest Held in Honor of Heroes

Story by Melissa Lamerson
Code 100PI.2 LOSG Chair

Much has been written about the heroism of the American men and women, military and civilian, who bravely fought at Pearl Harbor during the attack on Dec. 7, 1941. There are many untold stories of our shipyard workers who did extraordinary things on that day. Based on Pearl Harbor Naval Shipyard and Intermediate Maintenance Facility (PHNSY&IMF) archives, George Walters and Mario DeCastro were two of those who responded quickly and with unbelievable courage. Less well known and acknowledged are the hundreds of workers who assisted on that morning, like Tai Sing Loo or Henry Danner. Many civilian employess, affectionately referred to as "Shipyards," stayed for days following the attack, some sleeping where they could at the Navy Yard because of blackout conditions, and eating when friendly ships allowed them to eat in their messes.

The PHNSY&IMF Learning Organization Steering Group (LOSG) Joint Leadership Venture (JLV) developed the first annual "Shipyard Legacy Contest" in November, to challenge current-day Shipyards to develop a display that exemplified "how ordinary people did extraordinary things" either on the day of the attack, during post-attack recovery actions or in events following 1941. Four displays were entered into the contest which was judged on 02 December 2016.

"The importance of this contest isn't just the displays that were developed, but the ability to share the stories, the legacies of our people and pass it on to the next generation," said Eric Kimura, Nuclear Quality Division Head. The homework the Shipyards who entered the contest did to prepare their entries

definitely gave the contest judges "chicken skin" moments, as they listened to the vivid stories the contestants told.

As much as the panel of judges wanted to award each of the contestants a prize, there could only be one winner. The Code 700 Lifting and Handling Department won the Shipyard Legacy Contest with a display fit to be in the Smithsonian museum, entitled, "A Battle of Men, Women and Machines" which featured a crane in the dry-dock with George S. B. Walters in the driver's seat, a Japanese "Zero" airplane, music that was playing in one of our shops during the attacks, and the legacy that our crane operators carry on today in our Shipyard.

Presented with a ship's bell -- a symbol of inspiration and a reminder of the Honor, Courage, Commitment and Aloha creed upheld as PHNSY&IMF defends the Nation -- Code 700's display has helped remind contemporary Shipyards to continue to stand the watch over the Shipyard's rich legacy, and to share the Shipyard's stories with generations to come.



Hi Velocity Learning

Story By
Melissa Lamerson
Code 100PI.2 LOSG Chair



Code 970 Painter/Blaster Supervisor Francisco Cezar takes the group lead in a 1LS (First Line Supervisor) training course exercise. Cezar's group consists of Code 742 Transportation Supervisor Matthew Lund, Code 1130 Emergency Planner Supervisor Vernon Brown and Code 970 Painter/Blaster Supervisor Brian Akitaki.

earl Harbor Naval Shipyard and Intermediate Maintenance Facility (PHNSY&IMF) has crossed milestones along the ten-year journey of development into a Learning Organization (LO.) The next phase in this evolution is now beginning, with the goal of unleashing the talent within the Shipyard's workforce to get the best solutions to problems fast.

Programs such as "Thinking And Learning Kakou (TALK 101)" have helped establish a working knowledge of the disciplines of an LO. At the same time, the "Working and Learning Kakou (WALK 101)" program has helped work teams to apply the LO disciplines through their daily interactions and the incorporation of the three LO Building Blocks (Supportive Learning Environments, Concrete Learning Processes and Practices,

and Leadership that Reinforces Learning). These programs and many others that support the work force transformation into a Learning Organization continue to help strengthen the existing LO program and the progress that has been made in establishing the foundation for the next step of the learning journey.

This next phase introduces High Velocity Learning. This approach is not the latest flavor of the month, but rather a continuation of what has been built through previous LO efforts -- understanding that learning effectively, solving problems and sharing knowledge are the keys to fulfilling the Shipyard's mission of defending the nation.

What is High Velocity Learning (HVL)?

HVL is a purposeful, disciplined approach to improving individual knowledge, skills, abilities and processes through strong foundational learning, seeking opportunities, solving problems and knowledge sharing. By doing this, the *next performance* of a particular task is better than the one before and the one after that is better still.

Members of the shipyard team can achieve this through the use of four HVL capabilities to continuously improve the work performance (see sidebar).

High velocity refers to the speed of continuous improvement, and, therefore, the ability to "stay ahead of the game." Participants in a LO perform the work, identify and evaluate problems, opportunities and improvements (See and Swarm),

document the information and share it (*Share*), and revise processes, procedures and training, as appropriate (*Sustain*).

"As a Learning Organization, we have been building the foundation for HVL," said Mr. Kaipo Crowell, Senior Executive Service (SES) Code 2300 Nuclear Engineering and Planning Manager. "By improving our ability to Swarm and Solve, and to Swarm to problems and Share what we learn, we will be the *No Ka 'Oi* Shipyard!"

The key element of HVL is learning. As individuals, teams and a Shipyard, the ability to learn how to do the work better, safer and with less waste will help develop a competitive advantage, in the process of defending the Nation. Learning how to solve problems through experimentation, pilot projects and Learning Centers helps to increase the efficiency and effectiveness of an individual or a team.

According to Sal St.Germain, Electrical Community of Practice Leader, solving problems builds a sense of competence in every member of the team. "It becomes easier for them to tackle problems in the future because they now have the experience, confidence and the 'know-how' to do so."

A cornerstone of HVL is the ability to slow down and reflect on the task, in order to understand what transpired, (what went right, or wrong) glean lessons learned, and share those reflections to improve future performance. "Slowing down" is counter-intuitive since velocity implies speed. To

get better at what a task there should be an assessment of both mistakes and achievements, followed by the implementation of those lessons in the future. The ultimate result should be jobs done better and faster. "It's helpful to take the time to talk about how a job went through informal 'hot washes,' as a team," added Donielle Abasial, Marine Machinery Mechanic Apprentice. "It helps you to see the problems you came across and, more importantly, it reduces the stress for the next time you do the job."

This approach to HVL is complementary to PHNSY&IMF's ongoing performance improvement initiatives, such as Communities of Practice (CoPs), Continuing Training and Development (CTD), LEAN Six Sigma, innovation initiatives and Learning Centers.

The greatest strength of PHNSY&IMF has always been the men and women of the workforce who, not only get the job done, but seek out ways to improve the process. The Shipyard's concept of "One Shipyard Team" relies on a force that challenges assumptions, finds new approaches, tests ideas, solves problems and then shares the experience. By practicing the four capabilities of HVL in daily practice, each worker will not only see the difference, but also be the difference.

Using the fishbone technique, Code 138.1 Nuclear Welding Engineer Supervisor Karl Sandbo, Code 260.1B Mechanical Engineer Supervisor Anthony McNally and 244.3 Project Engineer Non-Nuclear Supervisor Graeme Glade solve a problem in the 1LS (First Line Supervisors) training.



The 4 Capabilities of HVL

Four capabilities of High Velocity Learning are – See, Swarm / Solve, Share, and Sustain.

First is **Seeing** - identifying a problem or opportunity. Then groups **Swarm** to the problem to understand and **Solve** the problem or exploit the opportunity.

Next, the knowledge gained and the thought process used are **Shared** across the group as well as the organization. The last, **Sustain**, is to cultivate the habit of the first three capabilities and inculcate this habit into our culture, to become a Learning Organization.

- **See:** Detect deviations from expected outcomes and identify problems fast.
- **Swarm/Solve:** Where and when a problem occurs, build new knowledge and use the scientific method and problem-solving techniques to solve the problem.
- **Share:** Spread and share knowledge throughout the organization, including solutions and system information.
- **Sustain:** Cultivate these practices and infuse them into the organization; utilize continuous performance and process improvement as part of your daily work

Learning Centers

Story by Richard Saucedo
Code 900 CTD Manager

“Where is your Learning Center?” “What is a Learning Center?” “Do I get to use the Learning Center?” These are some of the questions that the Production Shop’s Continuing Training and Development Program (CTD) folks typically hear when discussing Learning Center plans and initiatives with the workforce.

For Pearl Harbor Naval Shipyard and Intermediate Maintenance Facility (PHNSY&IMF), the elements that comprise *Learning Centers* have long been a part of workforce development at varying levels and locations over a number of years. Recognizing the value of these Learning Centers, the Workforce Development Focus Area will expand the quantity, substance and utility of these important assets throughout the Shipyard.

The Learning Center is a place where opportunities for *accelerated, or high velocity learning* are provided in a ‘safe to learn’ environment, while encompassing the scope of basic skills development to skills mastery. The learning methodology employs practical applications for the trainee and spans the spectrum between simply allowing for practice through repetition, to providing a planned holistic training curriculum.

Pearl Harbor Naval Shipyard (PHNSY) management secured the Advanced Seal Delivery System (ASDS) from the Navy Seals at Pearl City Peninsula. Management’s original plan was to cut up the ASDS and distribute the sections to different shops for training purposes. Code 740 Instructor Kamu Unga convinced the PHNSY senior leadership to keep it whole and to use it as a Learning Center for multiple trades. Code 740 Riggers installed it in its current position at Bldg. 1670. Multiple shops have benefitted from the ASDS for training, such as Codes 740, 990, 970 and 130.

Pictured: Code 720 Rigger Instructor Maka Keone teaches Code 740 Rigger Mechanic Kalani Lee and Code 740 Rigger Waika Veneciano new process techniques that will be used on the USS *North Carolina* (SSN 777.)



Code 970 Painter/Blaster Instructor Liko Kruse teaches Shop 71 Painter/Blaster Apprentices Eric Suzuki, Sheirah Salima-Domen, Kenmark Madlangbayan and Shop 71 Painter/Blaster Mechanics Edgar Bobadilla and Kevin Fujita new painting procedures applied to USS *North Carolina* (SSN - 777) and other Virginia class submarines.



Ryan Santos, Code 960 CTD Program Leader, comments that, “Without the learning centers, I wouldn’t have gotten the touch time necessary to be proficient.”

Today’s necessary focus on Workforce Development has resulted in the need to expand the environment of the Learning Centers to allow for learning as a team via the Integrated Work Team (IWT) model. This enables the different players involved in a particular work evolution can train as they work together, learning from each other as well as the subject matter experts (SMES).

Learning Centers can also be the spawning ground for Innovation, potentially resulting in possible process improvement and the development or upgrading of tooling. This innovation is greatly needed as PHNSY&IMF shifts focus from repairing Los Angeles Class submarines to Virginia Class.

Glenn Umeno, Code 930 CTD Program Leader stated that, “The Learning Centers provide Just-In-Time (JIT) training on a new process -- for example, Virginia Class Auxiliary Sea Water (ASW) valve seat cutting. Using the Learning Center we can accommodate the worker that is tasked to do a job that he or she has not done before or performed infrequently, by utilizing a prototypical mockup and environment for hands-on mentoring and training.” The possibilities are endless.

Looking beyond the horizon, the Learning Center, as seen through the lens of proficiency validation, can provide a test environment that can be used for not just training and education, but also for testing the value of design solutions in a controlled environment. This is especially useful at a nuclear Shipyard that extols the virtues of *Rickover Principles* that emphasize the importance of *verbatim compliance*. PHNSY&IMF workers have historically proven to be visionary and imaginative, fully capable of producing their own practical improvements to complicated processes. Learning Centers are useful tools in expanding the solution sets to difficult mechanical, engineering and everyday problems, without sacrificing necessary controls.

Growth of a Learning Center is a multi-step process. Initially the need for a competency must be identified. Next, the most effective means of teaching to that competency will be developed (e.g., will the skill be taught most effectively in a classroom, a hands-on mockup, computer based training, etc.).

Then the expectation of what students should learn once they enter this environment must be expanded and refined to that the Learning Center will maximize the learning experience of the students.

PHNSY&IMF’s Workforce Development Team is also striving to consolidate all the elements that comprise the Learning Centers. The current landscape includes the physical sites being used and developed at each Production Shop, including mockups, classrooms and practice areas. These sites are typically associated with the Production Continuing Training and Development Program (CTD). They are rather *ad hoc* in their current placements, residing in various corners of several shops where space is available. Future plans involve expanding those established Learning Centers to encompass a broader scope of trades and disciplines, to include a wide range of engineering and other support codes (e.g., crane and rigging, quality and inspection, radiological

controls, safety, etc.) that support surface ships as well as submarines. The possibility of having a central location for a Shipyard Learning Center, in addition to the current satellite centers, is also being evaluated for development.

Recognizing that the use and availability of current and new technology plays an important role in the growth and outreach of the Learning Centers, our Shipyard’s Activity Command Information Office (Code 109) is a key player in the Workforce Development Team. Aside from the efforts just mentioned, additional plans include providing connectivity to Learning Centers to permit on-line streaming and active communications. This will permit both the creative use of Learning Centers locally, as well as the use of Learning Centers remotely located at other public and private shipyards. Moving forward, the advancement of our technological capabilities relies on the Workforce Development Team collaborating with the Shipyard’s Innovation team to explore new technologies for Learning Center application.

While our Shipyard is not in the business of building training mockups or Learning Centers, our investment in providing the best tools and learning environment for the workforce is a critical commitment the Shipyard is placing in the forefront of its execution plan for continuing performance improvement.

Code 970 Painter/Blaster Instructor Liko Kruse spearheads the PHNSY Productioneering initiative by cross-training Code 250.4 Naval Architects Cole Miller, Rory Kakuda, Alex Unpingco and Cailee Awa and Shop 71 Painter/Blaster Apprentices Eric Suzuki and Kory Yamamoto. The CTD program endorses lessons learned in the classroom environment as well as the Learning Center instructions and directly applies those to the job process.



LEADERSHIP DEVELOPMENT

Story by Jennifer Braden, C1145 Branch Head and Maurice Honeywood, C1140 Division Head

For many, the idea of leadership has become something bigger than themselves. It's something out of reach or reserved for those in positions above them. However, leadership is merely the ability to achieve goals and inspire, motivate or influence people along the way.

The Pearl Harbor Naval Shipyard and Intermediate Maintenance Facility (PHNSY&IMF) Shipyard Operations Plan (SYOP) states the vision of the Workforce Development Strategic Focus Area is to "create an exceptional learning environment, cultivated by our sense of purpose and pride that fosters collaboration, advances in complex problem solving and the development of our people in order to defend our Nation."

This focus on the development of the work force is essential to the success of the Shipyard. In that regard, a renewed focus has been put on leadership development.

"Part of our strategic plan in Fiscal Year 16 was to go back in and look at our leadership training, in order to see at what we needed to fund," said Alex Desroches, Executive Director, PHNSY&IMF.

"In FY 17, there was a renewed emphasis on leadership development as most programs identified in FY 16 got funded."

Keeping in mind that there is no one-size fits all approach, answer key or formula to leadership, Shipyard leadership



Code 930 Marine Machinery Mechanic Napua Javar, Code 410.3 Supervisory Contract Specialist Sherry Gerardi and Code 1145 Branch Head Jennifer Braden complete their training exercise in a recent Personal Mastery Executive Workshop.

"In the past, we offered the majority of the training to those in GS13 to GS15 [senior level] positions," said Kirk Morris, Formal Leadership Programs Manager, Code 1145. "Our new 'bottom-up' approach puts the majority of the money toward programs for those [junior level] positions and less at the senior levels, where we have less of a population. This way, we develop potential leaders earlier in their Shipyard careers."

Looking forward, in FY18, the Shipyard's workforce and leader development efforts will be harnessed in a new Division, Code 1180. This new code aligns with the command's Workforce Development Strategic Focus Area, as well as recent organizational structure changes across all four shipyards within Naval Sea Systems Command (NAVSEA). This new Division, within Code 1100, will manage, focus and champion all of the Shipyard's training, leadership and workforce development needs.

Code 1180 -- tentatively named "Command University" -- will be comprised of the current Code 1145 Branch and a newly established Workforce Development and Training Standards Branch. The goal is to operate a central organizational

development efforts include a variety of opportunities for the workforce, from aspiring leaders to those already in key leadership positions.

In addition to funding programs like the Executive Development Program and the Senior Leader Workshop, the Shipyard put \$50,000.00 toward self-development. The program allows employees to attend classes or training on their own time on a reimbursable basis.

"It has to be related to what they do or what they want to do here in the Shipyard," stressed Jodi Higuchi, Self-Development Program Manager, Code 1145. "But the program gives them [employees] the flexibility to develop skills in any competency, technical or leadership, in a way that doesn't interfere with their work. In the end, we gain more than the training costs."

One initiative in C1145 is to bring more formal leadership development opportunities to junior employees -- programs like "Aspiring Leaders," "New Leaders" and "Emerging Leaders" will allow us to develop individuals now for future leadership roles.



Code 109 IT Specialist Shannon Covington, Code 244 Project Engineer Graeme Glade, Shop 56 Air Conditioning and Refrigeration Supervisor Randy Soriano, Code 300 Risk Manager Karen Orosco, Code 990 General Foreman Anthony Sandobal and Code 2301 Nuclear Engineer Pete Beutler discuss problem solving options in the Personal Mastery Executive Workshop.



Code 300 Work Intergration Manager Rich Edie, Code 930 Mechanical Machinist Supervisor Doni Abasial, Code 220.2 Supervisory Management Analyst Blythe Kajiwara, Code 950 Electronics Supervisor Edgar Idica and Code 970 Hazardous Waste Disposer Supervisor Robert Groom problem solve at the Personal Mastery Executive Workshop.

structure that can address the Shipyard's leadership, training and workforce development needs, across all organizational elements of the Shipyard. This includes managing the broad spectrum of individuals who work at the Shipyard.

"We are taking an even more holistic approach to developing our workforce," stated Desroches. "Through competency mapping and the Personnel Development Standards initiatives, we can cover technical skills and leadership and know where to focus our resources."

Once Command University is established, it will align individual leadership development functions, training, assess-

ments, programs, resources and funding to better enable and improve employee career development across the command.

As a Learning Organization, we understand that efforts not aligned or without a shared vision result in a workforce that is neither mission-capable nor mission-ready. The centralized organizational structure of Code 1180 will promote a strong command focus across the Shipyard by conveying the "why's" of ship maintenance, building and enforcing workforce development standards and championing funding priorities that invest in PHNSY&IMF's most valuable resource -- its people.

POM19 SYOP GOALS: Code 1180

- Collaborate with departments/shops to develop and execute dynamic, meaningful workforce training programs that subscribe, as much as possible, to the 70/20/10 Learning Model methodologies to sustain or enhance needed proficiencies and reinforce elements of group collaboration. This model subscribes to the theory that 70% of effective learning occurs through experiential learning and new/challenging experiences, 20% occurs through social learning such as feedback through mentors, coaches and peers and 10% occurs through formal learning such as classroom training (instructor led or computer based) and structured courses/programs.
- Gauge time and resources spent on training efforts; remove training redundancies and estimate /track returns on investments.
- Act as a clearinghouse for training efforts that are imposed upon the command. Periodically re-assess the command's total training portfolio, balancing needs with available resources.
- Set training methodologies and assess expected results.
- Create training standards and employ a tracking system to assess and report compliance to those standards.
- Assess Competency Mapping and measurement to determine adequacy as a tracking and reporting system.
- Ensure that purposes for training are aligned to the command's mission, vision and command prerogatives.
- Act as the advocate for funding resources and facilities to support training and development efforts.
- Division Head to serve as co-chair on the Shipyard Training Council (STC). STC to play a significant role in the holistic and comprehensive management of prioritizing matters pertaining to facilities, training and funding.
- Manage the current training and education development functions.
- Manage all military training requirements.
- Manage the command career pathways program to continuously provide the workforce with the needed technical skills, academics, exposure and opportunities necessary to successfully provide a "road map" for career options and aid in succession planning.

Competency-Based Learning



Code 960 Skills Instructor Angela Ka'aiawaawa guides Code 960 Apprentice Pipefitters Robert Ige and Ricky Duron and Code 960 Pipefitter Helper Roy Tamanaha through joint assembly exercises at the Learning Center in Shop 56.

Story by Albert Lau
Code 900T.1 Operations Manager

Photos by Justice Vannatta

An ancient Chinese proverb reads, "When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people." Chinese Proverb: Guanzi (c. 645BC)

Training and educating people is a key element in the development of our workforce here at Pearl Harbor Naval Shipyard and Intermediate Maintenance Facility (PHNSY & IMF). The responsibility to train and educate lies not with one person, entity or organization; it lies with each employee.

Workforce Development (WFD) is one of four strategic focus areas in the Shipyard's multi-faceted and holistic Shipyard Operations Plan (SYOP). The WFD goal is to "develop the whole person" -- using competency-based learning, the 70/20/10 Learning Model, and two competency management tools.

The bedrock for WFD is Competency-Based Learning (CBL). CBL refers to lessons, practices and assessments established for novices in any role or position to attain and demonstrate their ability to apply new knowledge and skills. To make this happen, an analysis must be conducted to identify the competencies to perform assigned roles or tasks. Once the competencies are identified (such as valve repair), along with the specific attributes for the competency (such as open, inspect, repair, test), a determination of the best method for a novice to learn and apply those competencies must be made. Delivery methods can include formal classroom training, informal or structured on-the-job training, and other informal methods, such as coaching, mentoring and peer review.

The training delivery methods will fall in line with the 70/20/10 Learning Model, which states that about 10% of learning comes from formal training (e.g., instructor-led classes, computer-based training), 20% is from exposure to and feedback from mentors, coaches, peers, communities of practice, etc., and 70% is derived from informal *experiential* learning, that is, learning through hands-on experiences, such as on-the-job training. To accelerate foundational learning, a portion of this experiential learning will be standardized and formal-

ized for consistency and continuity.

The competency management tools used to capture the competencies, and to standardize and formalize the workforce development curriculum, will be *Personnel Development Standards (PDS)* and *Competency Mapping*.

Personnel Development Standards identify the core technical competencies for task performance and provide a comprehensive roadmap for someone to use when entering a new position or role. Most importantly, PDS includes all competencies which must be learned and *demonstrated* in a particular position or role. These competencies align to corporate standards across all shipyards and provide the competencies required by PSNSY&IMF shops, codes and departments.

The PDS promotes personnel taking ownership of their own development. "The PDS allows workers to control the

"The PDS allows workers to control the pace of their own learning by knowing which competencies need to be validated by a subject matter expert."

- John Morgan
Shop 31 General Foreman

pace of their own learning by knowing which competencies need to be validated by a subject matter expert (SME), explained General Foreman John Morgan, Shop 31/Inside Machine Shop. "It also allows those that are motivated to accelerate their learning to differentiate themselves from their peers."

Competency Mapping primarily identifies the 'soft skills' needed to run an organization and achieve the command's strategies and goals. These soft skills include topics such as interpersonal relationships, teamwork and managing multiple priorities.

"Mapping these competencies is just the start," said Jennifer Braden, Branch Head, Code 1145. "Once they are identi-

Code 960 General Foreman Todd Dumalao oversees Code 960 Apprentice Pipefitters Robert Ige and Ricky Duron and Code 960 Pipefitter Helper Roy Tamanaha with a pipefitting alignment that will support USS *North Carolina* (SSN-777.)



fied, we can assess our workforce, see where we need to focus our efforts and align our resources to those areas. It's a win for the individual, supervisor and the Shipyard."

Other PDS benefits include aligning training and development efforts to clearly define set competencies established by each organization. This eliminates any wasted effort that does not lead to a fully competent and qualified employee.

PDS standards will be used by both

civilian and military personnel that perform work at PHNSY&IMF.

These initiatives will be key factors in moving the Shipyard toward its strategic goals. The success of this model will depend on the establishment and use of Learning Centers that are based on achieving the identified competencies, while stepping up to individual responsibility in developing a more robust workforce.

Code 960 Pipefitter Lead Mechanic Mike Yamamoto teaches Code 960 Pipefitter Apprentices John Mullen and Jerry Kim proper pipe bending techniques that will be applied to the USS *Charlotte* (SSN-776.)



KHON 2 News visit



David Akana, a first-year Quality Assurance Metals Inspector apprentice, represented Pearl Harbor Naval Shipyard & IMF during a Jan. 19 appearance on KHON television's morning news program "Wake Up 2 Day." David, shown with host Ron Mizutani, explained some of the tools of his trade while discussing the path which led him to apply to the Apprentice School. David also discussed the Shipyard's participation in the Feb. 1 Job Quest, one of the state's largest job fairs. You can see David's interview at <http://khon2.com/2017/01/19/pearl-harbor-navy-shipyard-job-quest-fair/>.

November Civilian Newcomers

Kent Shiozaki, C290
 Amanda Siu, C250
 Timothy Sparks, C200S
 Kimberly Tatsuyama, C290
 Abraham Timas, C970
 Brandon Todd, C970
 George Tsuhako, C920
 Andres Ventura, C1351
 Nicholas Williams, C970
 Kevin Witter, C2102
 Calen Wong, C920
 Kyle Wong, C260
 Christopher Wood, C920
 Joshua Woodward, C290
 Dyllon Yagi, C920
 Gavin Yamamoto, C260
 Kris Yee, C260
 Allen Yeung, C2320
 Gilbert Yim, C270
 Deanna Yoshida, C400
 Sy Yoshida, C290
 Lori Kong, C105
 Jesse Richardson, C10931
 Juan Carlos Urbiztondo, C1032

November Military Newcomers

Bryce Coulombe, C300
 Christopher Davis, C760
 Christopher Dupree, C990
 Marc Elago, C105
 Brian Finch, C950
 Treveor Garmane, C246
 Daniele Harris, C950
 Allison Hodge, C103
 Johnson Joseph, C950
 Norman Kampelman, C210
 Nigel Koorie, C200
 Cooper Leonard, C760
 Ryan Lindgren, C950
 Jay Mackie, C300N
 Kurtis Morgan, C210
 David Osborne, C930
 Elizabeth Parker, C1170
 John Steedman, C105
 Brandon Veney, C950
 Joseph Vorce, C930

Fair winds & following seas to

November Retirees

Melvin Acosta
 Daryl Apostol
 David Buote
 Christopher Davan
 Harvey Ezell
 Todd Hoapili
 James Hyde
 Kristopher Jones
 James Leong
 Gary Major
 Edward Mamuad
 Arnold Maruishi
 Alfred Mendihua
 Gary Miyashiro
 Dante Pagador
 Terry Roberts
 Jason Sunada
 Leslie Takiguchi
 Henry Wakumoto
 Ronald Yamanuha
 Linda Young

November Service Awardees

10 Years

Giles Cook, C314
 Thomas Kaiawe, C930
 Danielle Kiyabu, C301
 Nolan Oshita, C930

20 Years

Wayne Kaaihue, C139
 Lester Kidani, C950
 Roberto Levy, C314
 Brent Shimizu, C240

30 Years

Karrie Maeda, C1063

35 Years

Roxanne Bataya, C300
 Ken S Hirata, C1143
 Richard Kamada, C2441
 Newton Lee, C375
 Clint Miyaguchi, C24421
 Edgar Quarto, C950
 Thomas Shiget, C10912
 Craig Sienkiewicz, C950
 Stanley Yoshida, C970
 Kerry Yuen, C1391

40 Years

Renny Akina, C990
 Mark Shaw, C900T2
 Joseph You, C300

Shop 31 wins Safe Shop award



The Gift of Giving

The Learning Organization Steering Group (LOSG) organized the first annual PHNS & IMF Holiday Gift Giving program in December 2016 in an effort to engage our workforce and provide for families in need during the holiday season. The program requested for contributions of a variety of new, unwrapped items ranging from household goods, bedding, clothing, toys, art supplies, stuffed animals and purses. These items were donated to 16 various community programs across the island in the areas of early childhood education, child abuse and domestic violence prevention and treatment, youth activities, community and economic development and mental health support.

Through the generous contributions of our shipyard ohana, PHNSY&IMF donated over \$3,500 worth of items or 3 giant overflowing boxes to the various programs. The Aloha spirit is alive and well in PHNSY&IMF as we contribute to our community and helped to make the holiday season extra special for numerous families in need. Mahalo Nui Loa for all the support and generosity!

