

International Association of Drilling Contractors



Workforce Development Committee Meeting

15 July 2015

IADC

10370 Richmond Ave., Suite 760

Houston, TX 77042

MINUTES

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| <p>12:30 – 12:35</p> | <p>Welcome & Call to Order <i>Pamela Wakefield, Patterson-UTI, Committee Chairman</i> Pamela Wakefield called the meeting to order.</p> <p>Facility Orientation/Safety Briefing & IADC Antitrust Policy <i>Patty Tydings, IADC</i> Patty Tydings provided the facility orientation, safety briefing, and antitrust guidelines.</p> <p>Thank You! A special thank you to Vicki Watkins and West Texas Safety Training Center for so generously sponsoring our lunch today.</p> |
| <p>12:35 – 12:40</p> | <p>Attendees' Introductions <i>Pamela Wakefield</i> All attendees introduced themselves.</p> |
| <p>12:40 – 13:15</p> | <p>Competence Guidelines Document Update <i>Brenda Kelly, IADC</i></p> <p>Dr. Kelly announced availability of Competence Assurance – Guidelines for Building a Successful Program on IADC's website: http://www.iadc.org/workforce-development-committee/resources/</p> <p>Committees members asked several significant questions about the Guidelines:</p> <p>Q: Will the Guidelines be translated into other languages. A: IADC would like to have the document translated initially into Spanish, Portuguese, and Arabic, but would appreciate any help from members in doing so.</p> <p>Q: Were any international regulations or best practices consulted in developing the Guidelines. A: Specific requirements and recommendations for developing a competence program were not consulted because there may not be any; however, there are some general requirements and standards around ensuring competence (e.g., IADC, OPITO, SEMS). Australian and Canadian regulations may have some</p> |

All meetings must have a written agenda that is circulated prior to the meeting. Attendees must strictly follow the agenda. Topics not on the agenda must be deferred until the next meeting. An attendee shall be assigned to record and distribute the minutes of each meeting. The minutes shall include a record of who attended the meeting.

content we could consider including. Dr. Kelly is interested in supporting some research into whether or not and how existing or emerging international regulations and best practices could be incorporated into the next iteration of the document. Eliot Doyle volunteered to assist in this effort.

Q: If a company's competence program is built utilizing the Competence Guidelines, will it meet IADC standards for accreditation through the Competence Assurance Program? **A:** The simple answer is yes.

Small Group Discussion & Presentations: Leadership Training Competency Development
Pamela Wakefield

Ms. Wakefield spoke of interest provoked by the Leadership Panel at the last Workforce Development Committee (WDC) meeting. The intent is to carry the conversation forward at today's meeting by developing some competencies, essentially KSAs, for great leaders.

Four groups worked to define leadership competencies and then the groups reported on their work. Ms. Wakefield showed an example of a competency from the Guidelines document to illustrate the product she intended each group to create. **Q:** A group member asked what level of leadership the groups should have in mind when creating their competencies. **A:** All levels.

Note: See the Attachment to these minutes for a more comprehensive report on the group products.

13:15 – 14:30

Group 1: What are the primary metrics for communications, accountability, teamwork, conflict management / resolution? What questions need to be asked?

Group 2: Most competence programs focus on technical skills, so assessing leadership skills is more difficult to assess objectively. A performance appraisal is an important aspect of competency assessment for leadership skills. Leadership skills are based on attribute or aptitudes more so than technical competencies.

Group 3: Credibility, communication, ability to document are key to success, taking the "knowing" into integrating/implementing; measurability, teamwork, conflict resolution. These and other competencies are explored in terms of how they can be demonstrated.

Group 4: They presented a pyramid with levels of leaders and the required competencies of each and how some of the competencies (e.g., communication) transcend the levels.

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| | <p>Discussion:</p> <p>The committee discussed ways to keep the trainee engaged and to keep their skills fresh after the training, especially in the case of an external training provider, who has little or no control over trainees after they leave the course.</p> <p>They discussed how to address the vastly different skill and experience levels in their courses.</p> <p>We as an industry seem to be failing at feedback and coaching following training. Follow-up and reinforcement are essential to training transfer.</p> <p>Noble Drilling requires the trainees to have their supervisors at the rig sign off on the field application of skills learned in the training.</p> <p>The group discussed ways of “incentivizing” employees to get them to be more accountable for and proactive toward their own training. Then, the group discussed accountability vs. incentives. Many employers take the stance that they are investing enough in their employees and should not have to incentivize them at all, that they should appreciate having a job and want to improve themselves intrinsically. However, it is clear that the younger generation is different from the older generation in the workforce. Members of the younger generation are often not intrinsically motivated, and the older generation (often their managers) do not believe they should acquiesce to this difference. Some companies screen carefully to identify intrinsically motivated people before hiring them. Mark Denkowski mentioned effective programs he has been involved with that encourage employees to track their own training.</p> |
| <p>14:30 – 14:40</p> | <p>BREAK</p> |
| <p>14:40 – 15:30</p> | <p>PANEL: Adult Learning Theory – Back to Basics <i>Pamela Wakefield, Moderator</i></p> <ul style="list-style-type: none"> • Patricia Stansell, Noble Drilling Services, Inc., Manager of Competency Systems • Nolan Habegger, GE, Drilling Global Training Leader • Dr. Nicholas Spezza, Lone Star College System, Dean of Business and Communication Studies <p>Presentations are available on the following webpage: http://www.iadc.org/workforce-development-committee/resources</p> <p>Dr. Spezza: “Adult Learning”</p> <p>Dr. Spezza presented on Pedagogy vs. Andragogy. There is a huge difference between teaching children and teaching adults. Adult learners need ownership of their learning process. Adults are responsible for themselves and need to be in charge of their own learning. Deserve respect. Their training needs to be immediately accessible and applicable. If a supervisor thinks something important but the employee does not, what do you do? There needs to be a more collaborative structure. What is in it for employee? What does the employee want? Career advancement, self-satisfaction, etc.</p> <p>Dr. Spezza recommends Harvard Business Review’s 10 “must reads” on leadership.</p> |

Dr. Stansell-Aranda: “Adult Learning Theory”

What does the adult learner WANT? They don't really want to be lectured. They only remember about 10% of what they hear in a lecture.

She presented on the value of “digital shorts”— Graphic video for communicating tough topics in short timeframe. In the example, the video illustrated how blaming is the discharge of discomfort and pain. It is avoiding accountability. It is very corrosive in relationships.

Who is your audience? Need to prepare them, their variable learning styles, etc.

On-site: realistic, self-directed, related and relevant, ego involved, feedback, small-group activities, coaching and follow-up. Members come with different experiences.

Mr. Habegger: “Principles of Adult Learning: Self Direction & Participation”

Self-direction: We want employees to take ownership of their own competence. Training support tools: e.g., Gamification

What happens after the training? How can they evaluate their own performance? Training transfer (e.g., job aids that reinforce the learning).

How to practically implement the theory of learning? What happens before trainee enters classroom or after classroom? Components of Self-Direction:

- Planning—The learner is encouraged to pursue development within a defined framework.
- Facilitation—Learner takes the initiative to engage in learning with limited direction.
- Evaluation (after the training)—The learner can measure their own performance against the standard.
- Tools, job aids, etc. that aid retention after training

Questions for Panel:

After training, how do we do follow-up with trainee? Ask trainee at conclusion of class, how they will apply training. Have trainee write a letter to self about how they will apply training. The trainer will send letter to trainee later as a reminder to trainee to self-examine...have they applied training, do they need a reminder of what they learned. Training providers sending weekly question to keep learning fresh or sending new scenario challenge question. App being developed to provide this periodic ‘refresh’ correspondence. Supervisor conversation later on the job. Also important for company to develop incentive program to apply accountability tools.

Discussion Notes:

The committee decided to create a Leadership Competency Workgroup to develop the leadership competencies and to consider development of additional guidelines and/or recommendations. The following committee members signed up for this workgroup:

- Patricia Stansell (potential workgroup lead)
- Jill Pfeiffer
- Susan Tarantino

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| | <ul style="list-style-type: none"> • Kelly Nelsen • Richard Johnston • Eliot Doyle • Joan Smith • David Kibler • Jane Murphy • Tina Dealy or Linda Head |
| <p style="text-align: center;">15:30 – 15:50</p> | <p>How to operationalize adult learning theory – Red Rock Community College as a Case Study <i>Dr. Joan Smith, Red Rocks Community College (RRCC)</i></p> <p>RRCC used the WADI program model to build their program, starting with KSAs, defining assessment strategies, designing screening criteria, etc. To assure success of trainee, must assure not only that training right but the trainee must be right for the position, training.</p> <p>RRCC leadership program – front line supervisor high turnover rates. RRCC asked to develop leadership training for front line supervisor, who may be cut off from company policies, resources, etc. Course is supported by industry and grant.</p> <p>Developed OSHA 5810 – OSHA’s first training for oil & gas.</p> <p>Also has competency-based training that can be tailored to customer needs.</p> <p>Ready to Work Academy (10 days), Internship, Competency assessment & personal education plan, and optional</p> |
| <p style="text-align: center;">15:50 – 16:00</p> | <p>IADC News & Workforce Development Initiatives <i>Dr. Brenda Kelly, IADC</i></p> <ul style="list-style-type: none"> • Changes to SafeGulf pending that will require RigPass providers with SG endorsement to revise their orientation programs. Changes must be implemented by Oct 2015. • IADC’s first Human Factors Conference will be held 21-22 October 2015 at Moody Gardens in Galveston. |
| <p style="text-align: center;">16:00 – 16:30</p> | <p>OPEN DISCUSSIONS & FUTURE MEETING TOPICS</p> <p>Email future topic ideas to Pamela Wakefield or Brenda Kelly.</p> <p>Pluses and Deltas for this meeting:</p> <p>Pluses: The presentations were great. They enjoyed the small group work. They were happy that lunch was provided.</p> <p>Deltas: Consider meeting at another time – we start losing attendees later in the day.</p> <p>Next meeting: October 14 at 1 p.m. at IADC, unless it is agreed to change the meeting time.</p> <p>RigQA (Richard Johnston) offered to provide lunch at next meeting.</p> |
| <p style="text-align: center;">16:30</p> | <p>ADJOURNMENT</p> |

Attendance:

| Name | | Company Name |
|-------------|------------|------------------------------------------|
| Nolan | Habegger | GE OIL & GAS |
| Brenda | Kelly | IADC |
| Elfriede | Neidert | IADC |
| Patty | Tydings | IADC |
| Kristin | Blissit | IADC |
| Aaron | Mueller | INDEPENDENCE CONTRACT DRILLING |
| Bill | Waldroop | INTERTEK |
| Kevin | Fitzgerald | INTERTEK |
| Jane | Murphy | INTERTEK |
| Ruchir | Shah | LEARN TO DRILL |
| Joseph | Stamilio | LONE STAR COLLEGE SYSTEM |
| Christopher | Plaeger | MOXIE MEDIA, INC. |
| David | Kibler | NATIONAL OILWELL VARCO |
| Patricia | Stansell | NOBLE CORPORATION |
| Matthew | Nihiser | NOBLE DRILLING |
| Jill | Pfeiffer | NOBLE DRILLING |
| Susan | Tarantino | NOBLE DRILLING |
| Kelly | Nelsen | NOBLE DRILLING SERVICES INC. |
| Janet | Iglesias | OILENNIUM |
| Pamela | Wakefield | PATTERSON-UTI |
| Jitendra | Prasad | PRISERVE E-SOLUTIONS |
| Joan | Smith | RED ROCKS COMMUNITY COLLEGE |
| Richard | Johnston | RIG QA INTERNATIONAL INC |
| Eliot | Doyle | ROWAN COMPANIES |
| William | Fleming | ROWAN COMPANIES |
| Mike | Mathena | RST GLOBAL SOLUTIONS |
| Barry | Cooper | WELL CONTROL |
| Vicki | Watkins | WEST TEXAS SAFETY TRAINING CENTER |