Title: Ready, Aim, Perform! Targeted Micro-Training for Performance Intervention

Abstract Text: The Department of Veterans Affairs has an immediate problem at hand. Tens of thousands of employees are working in a high-stress work environment where fast-paced daily production requirements are critical. Employees are faced with a tremendous backlog of Veterans claims. Unfortunately, not only are the claims extremely complex, but there is frequent shifting of laws and regulations that impact how the job is done. Employees require constant re-training. To compound this issue, most managers cannot afford to pull employees off the floor for lengthy training sessions as weekly claims processing quotas need to be met. This causes organizational conflict between training and production. Performance-error trends confirmed that an immediate intervention was needed to address this problem. What kind of solution would alleviate this issue so that employees can get the targeted training they require without impacting their weekly quotas for claims reduction?

The purpose of this paper is to report how the implementation of a targeted micro-training program, based on monthly error trend reports, has resulted in significant reduction in performance errors. This training solution, designed to focus on specific performance errors, is based on the principles of micro-training and performance diagnostics. This paper discusses how this new training program was designed using innovative concepts and implemented to meet a fast-paced, 30-day deployment and implementation schedule. The paper also discusses results metrics that provide evidence of the effectiveness of the training intervention. The program impacted performance improvement for both the employee and the organization as a whole.

Discussion Points:
1. Performance Intervention
2. Micro-Training

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Biography: Julia Carpenter, Ed.D., is a Principal Instructional Systems Designer at General Dynamics Information Technology. She has 20 years' experience in the areas of education, specializing in online teaching and learning and instructional systems design. As an experienced instructional systems designer, she has developed a variety of training solutions for government agencies such as the Veterans Benefits Administration and the Anti-Terrorism Administration, including instructor-led, web-based, and performance-based training. She has experience as an online facilitator and designer of graduate-level curriculum for the University of Florida, Valencia College, and for the Department of Defense Security Service (DSS). Dr. Carpenter earned degrees in English and music from Northwestern University and a Masters in Teaching English from Rollins College. She received her doctorate in Curriculum and Instruction, concentrating in Educational Technology, from the University of Florida. She was the recipient of the 2011 INACOL Online Learning Innovator Award for Outstanding Research. She has earned certification as a CPLP (Certified Professional in Learning and Performance) from the Association for Talent Development (ATD) demonstrating mastery of the talent development profession. Julia serves as the director of CPLP for the Central Florida ATD chapter.

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Title: Ready, Aim, Fire: Targeted Micro-Training for Performance Intervention
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Committee: Education

Education: Instructional and educational methods, theories, and approaches to promote or advance learning.

The subcommittee seeks papers that discuss the development and application of instructional strategies, methods, theories that promote or advance learning. Papers should clearly articulate advances made in development and application of methods, theories and strategies, across all phases of the training lifecycle (analysis, design, delivery and evaluation), to promote learning. Of particular interest are papers that report qualitative and/or quantitative data about the application of methods and theories using new media types. Conceptual/papers that discuss continuous improvements to military education should include quantitative and qualitative data that supports the paper's findings. Emerging areas of interest include individual, team, collective, joint, and coalition training with a focus on individualized learning, adaptive curriculum, leadership development.

Evaluation

Substance: The continuing idea and the support for it. The total concept the author wants to present. A good idea can survive mechanical flaws, but perfect spelling and grammar can't save poor ideas.

Originality: A new concept that furthers the evolution of the committee's subject area. A repeat of past theories that add nothing to the community of knowledge are generally unacceptable, unless the prospective abstract/paper promises to impart knowledge that may be of substantive value to a novice audience.

Acceptance

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Key Words or Concepts

Other Comments/Remarks