

May 1997

Getting Results Through Learning

A Publication of the Federal Human Resource Development Council

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Foreword

Human capital. Continuous learning. Outcomes vs. outputs. Strategic alignment of human resources. Performance and results. These terms reflect a new orientation for federal managers, an orientation that recognizes:

- ❖ that the federal government is the nation's largest employer of college graduates, professionals, and technical experts — a **knowledge-intensive** enterprise even more dependent on its knowledge workers than is corporate America; and
- ❖ that, as Thomas A. Stewart notes in *Fortune* magazine, "[This is] the age of intellectual capital, and the most valuable parts of jobs are the human tasks: sensing, judging, creating, building relationships."¹

How are you managing for results in the face of these challenges? How are you making sure you get the requisite brain power for the results you need? And how do you do this while you struggle to do more with less?

"In the knowledge society the most probable assumption for organizations, and certainly the assumption on which they have to conduct their affairs, is that they need knowledge workers far more than knowledge workers need them."

— Peter Drucker

The answer does not lie in finding more money or making more time for training. And it's not about recruiting the best and brightest. These are not realistic alternatives for the government manager — nor are they necessary.

This handbook shows managers how to transcend these narrow views and discover a new world of rapid, low-cost or no-cost ways to build a smarter workforce and keep it that way. For, as Thomas Stewart writes, "Intelligence, like any asset, needs to be cultivated in the context of the action. Random hiring of Ph.D.s won't cut it."²

In this handbook, you will find many steps you can take on your own to get results through learning. You will discover how to build new social forms of learning, and amass and concentrate human capital where it is needed. You will also find out about the services and support managers can and should expect from federal human resource development (HRD) offices.

Training professionals in these HRD offices should also read this handbook in order to get a better appreciation of the learning-related needs and expectations of managers. As the practitioners of HRD for the federal workforce, they need to be able to provide expert consultation to managers, anticipate managers' performance requirements, and help managers achieve results.

Recent data show that learning in the workplace is the single most important contribution to improving productivity. Government managers and HRD practitioners have the power to get results through learning by adopting the practices in this handbook and focusing on the business objectives of their organization.

There will never be a more opportune moment than now to begin this effort; the demands of the workplace will only continue to escalate. Daryl Conner puts this moment into perspective in *Managing at the Speed of Change*: "You have more control and less ambiguity today than you are likely to have for the rest of your life."³



Are You Getting the Results You Need?

As a manager, you need results from a workforce that is knowledgeable, flexible, efficient, and resilient. Are you and your employees continuously learning and transforming yourselves to solve new problems and achieve new goals? Or are you less than satisfied with the learning and performance of your staff? Take this questionnaire to find out where you stand.

Think about your own organization as you answer these questions.

1. Are you facing more work with less staff?
2. Do you and your employees need to update technical skills, or learn new ways of doing business?
3. Is it difficult to find the time or money to send someone to training?
4. When you do send someone to training, do you often wonder if it was worth it?
5. Have you searched for ways to learn while on the job?
6. Do you find your staff repeating the same mistakes, or repeating mistakes made by other organizations around you?
7. Do you think your staff could learn from each other, and from you, if only there was the time?

If you answered YES to any of these questions, you will want to read this handbook. Inside are straightforward, easy-to-use answers and approaches to help you develop your staff into a learning community that steadily improves its performance and focuses on results.

How It Is Now

If you don't have all the answers, you're not alone. Most government offices are not aware of the best ways to develop their employees and thus protect their major investment and primary asset — human capital.

Often leaders do not know how much or what kind of training is directed toward their organization's real priorities. The 1993 report of the Vice President's National Performance Review found the 1989 Volcker Commission's conclusions in this area still relevant.⁴

With few exceptions, most federal training is voluntary, individually focused . . . and bears little discernible relation to major agency objectives and missions . . .

Agencies are not sure what they should train for (short term or long term), who should get the lion's share of resources (entry level or senior level), when employees need additional education (once a year or more often) and whether mid-career education is of value . . .

At both the career and presidential level, training is all-too-often ad hoc and self-initiated . . .⁵

The Merit Systems Protection Board, in a 1995 study on human resource development (HRD) in the federal government, found that:

- ❖ Employees were sent to training for a variety of reasons not always related to performance needs.
- ❖ Many employees reported not receiving the training they needed to perform their jobs.
- ❖ Budget constraints were only part of the problem. More serious were the findings that training needs assessment procedures were often inadequate, and training was rarely linked to strategic planning for the organization.

“Managers must come to realize that the accomplishment of their mission objectives in the future may well rest on learning to use their HRD resources in new ways.”

— Merit Systems Protection Board

- ❖ Some HRD specialists did not have the skills to support management in meeting organizational needs.

In its recommendations, the Board noted that “many organizations in the Government will have to fundamentally change the way they have looked at training and development . . . Managers must come to realize that the accomplishment of their mission objectives in the future may well rest on learning to use their HRD resources in new ways.”⁶

Clearly, government offices are **not** going to get results when training is used as a tactical event, doled out on a first-come-first-served basis, or treated as a reward or high-cost “perk” for top leaders and professionals. Learning must be strategically managed to achieve the objectives of the organization and ensure the full utilization of the workforce. Particularly in times of constrained resources, training dollars must be targeted for the biggest payoffs.

Most managers are only just realizing that they are the ones who have the business knowledge and the power in and across their own units to introduce new learning processes that will get results. They should be “getting everybody from the top of the human organization to the bottom doing things that make the business successful.”⁷

Learning must be strategically managed to achieve the objectives of the organization and ensure the full utilization of the workforce. Particularly in times of constrained resources, training dollars must be targeted for the biggest payoffs.

How It Could Be

In the private sector, those corporations that have made a significant commitment to workforce learning are realizing equally significant benefits.

- ❖ Major corporations such as Motorola, Ford Motor, 3M, Federal Express, and Shell Oil have succeeded by continuously learning, by constant questioning and reflection and redefinition. Shell Oil managed the 1986 oil crisis far better than other oil companies because of its learning practices in building scenarios and strategic planning.⁸
- ❖ Motorola calculates that every \$1 spent on training delivers \$30 in productivity gains within three years.⁹
- ❖ Corning reports that its upfront investment in training has “a payback that is quite impressive.” Productivity is up, profits are up, defects and waste are down.¹⁰
- ❖ Skandia, Dow Chemical, and Hughes Aircraft deliberately measure and manage the knowledge assets of their companies and have shown that enhancing knowledge assets improves financial performance.¹¹
- ❖ GE targets its training budget with precision, and invests in “work-outs,” corporate town meetings to solve organizational problems. “When an industry is in turmoil, productivity and people become the name of the game. That’s where we get our edge.”¹²
- ❖ A recent American Management Association survey of 1,003 large and mid-sized corporations showed that companies that increased their training after announcing layoffs were twice as likely to report improved profits and productivity as the firms that didn’t invest in training. Among those that expanded training, 79 percent boosted long-term profits and 70 percent raised productivity.¹³
- ❖ A study by the National Center on the Educational Quality of the Workforce at the University of Pennsylvania found that a dollar invested by a company in employee education was more than twice as effective in boosting the firm’s productivity as a dollar invested in new machinery.¹⁴

“The only ideas that count are ‘A’ ideas. There is no second place. That means we have to get everybody in the organization involved. If you do that right, the best ideas will rise to the top.”

— Jack Welch, CEO, GE

Like their corporate counterparts before them, government leaders now face their own turbulence of reinvention, downsizing, and the heavy loss of knowledge workers through retirement. At the same time, the Government Performance and Results Act makes every agency accountable for strategic planning, measurement, and accomplishment of objectives.

These are all compelling reasons to find new ways to tap human capital to increase performance and productivity. President Clinton and Vice President Gore underscored the importance of unlocking the enormous human potential of the federal workforce in the recent *Blair House Papers*, their reinvention "marching orders" to the Cabinet.¹⁵ Since learning is the essential process in expanding the capabilities of people and organizations, the next chapter outlines some approaches to learning that will give managers results.

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Getting Better Results

In order to get better results in the workplace, managers must adopt a new perspective on learning. This means understanding the difference between “training” and “learning.”

Training is a term that has been used over the years to refer to instructors teaching individuals by presenting structured content in a controlled classroom environment. Recently, with the introduction of computers and distance learning technologies to the workplace, the term has taken on a broader meaning to include on-the-job training and technology-based training.

Learning, by contrast, is a much larger umbrella that covers all our efforts to absorb, understand, and respond to the world around us. Learning is social. Learning happens on the job every day. Learning is adapting, and it is vital for the survival and well-being of individuals as well as organizations.

“Personally, I’m always ready to learn, although I do not always like being taught.”

— Winston Churchill

Traditional training has structure and boundaries. Learning can break through boundaries to expand or reconfigure knowledge in new ways. The Canadian Centre for Management Development, in a report on continuous learning, puts it this way:

Training is something that is done to you, or that you do for someone else. Learning is something you do to and for yourself. Training implies that something already known is to be transferred to someone else. Learning, by contrast, implies a process of self-directed exploration and discovery, in search of something not yet known, something yet to be found.¹⁶

In the government, traditional training has been the function of the human resource development (HRD) practitioner in the personnel or training office. Managers have typically contributed to the training process by identifying their employees' training needs, initiating training requests, and sending employees to agency training programs.

“Once a company has adapted to a new environment, it is no longer the organization it used to be; it has evolved. That is the essence of learning.”

— Arie De Geus, Harvard Business Review

This situation is reversed for learning. That is, managers must take the lead in setting up the environment for learning, and HRD practitioners must contribute support. The remainder of this chapter lays out a roadmap for you to:

- ❖ eliminate the barriers to learning,
- ❖ set up individual and organizational learning strategies,
- ❖ get strategically aligned, and
- ❖ make a plan.

Eliminate Barriers

Before any meaningful learning can be initiated, five principal barriers must be overcome. As identified by R.L. Dilworth, these are:¹⁷

- ❖ treating learning as an individual phenomenon, rather than as something that can also involve groups of people;
- ❖ focusing on formal training, rather than attending to informal workplace learning;
- ❖ keeping business and learning processes as entirely discrete worlds;
- ❖ tolerating “nonlistening” work environments; and
- ❖ employing autocratic leadership styles.

These barriers exist in many government organizations, and unless they are removed, organizations cannot be designed to learn.

You have considerable power to make the necessary changes in your own organizational unit. For example, you can demonstrate new behaviors and set up new systems that encourage openness and communication. There is much to be gained by breaking down the barriers: the ability to learn is not measured by

what the organization and manager know but rather **byhow** the manager and organization learn.

“We would not knowingly hire anyone in our company that wasn’t ‘boundaryless,’ that wasn’t open to an idea from anywhere, that wasn’t excited about a learning environment.”

— Jack Welch, CEO, GE

Set Up Individual and Organizational Learning Strategies

There is a significant difference between individual and organizational learning. Consequently, different strategies are needed for each.

Individual learning is a familiar concept: it is the ability of individuals to experience personal growth in their exchange with the world around them. **Organizational learning** is perhaps less familiar. Certainly, it is a much more recent concept: it is the ability of an organization to gain insight and understanding from experience. Groups and organizations adapt, grow, and change as units to shape their future course.

The idea of organizational learning was popularized by Peter Senge in *The Fifth Discipline: Mastering the Art and Practice of the Learning Organization*.¹⁸ Its publication generated a significant level of interest worldwide. Since then, organizational learning has become highly valued by corporate leaders because of the systems-level learning that occurs when entire organizations address and solve problems, build repositories of lessons learned, and create core competencies that represent the collective learning of employees, past and present.

Individual and organizational learning are distinct, but not separate. Individual learning is the foundation of organizational learning, but it does not lead automatically to learning by the organization. As Argyris and Schon put it: "Individual learning is a necessary but insufficient condition for organizational learning."¹⁹ You can use techniques and tools to promote each of these and link them together.

Individual Learning Strategies

There are two types of individual learning: formal and informal. **Formal learning** encompasses all traditional training in structured courses, classrooms, and formal development programs. **Informal learning** is that which takes place in the informal processes of everyday work. Most individual learning occurs informally, rather than through formal training or education.

While managers can do much to influence and reinforce formal learning, you can have the greatest impact by deliberately creating a climate for informal learning. Here are some strategies for informal individual learning that, although they cost very little in time or money, have potentially big payoffs:

"The illiterate of the year 2000 will not be the individual who cannot read and write, but the one who cannot learn, unlearn, and relearn."

— Alvin Toffler

- ❖ **Job rotations** — permanent or temporary appointments to new positions. These appointments should be planned to stretch and challenge employees, and to broaden their understanding across different business processes of the organization.
- ❖ **Special assignments** — tasks or projects given as learning and development experiences. These can be specifically designed to offer opportunities to explore new areas and learn new skills.
- ❖ **Reflecting on experience** — a process of integrating learning and work to give both conscious attention. Given a special assignment or period of work, an employee is asked to analyze the results achieved, lessons learned, and new opportunities for learning.

❖ **Coaching and counseling** — learning assistance given to the employee through listening, observing, and providing feedback. Managers, team leaders, or senior colleagues are in an ideal position to provide such assistance, and can exploit everyday workplace exchanges into “teachable moments” for maximum learning benefit.

❖ **Mentoring** — oversight of an employee’s career development by someone senior to the employee and outside the employee’s chain of supervision. Mentors help employees clarify career goals, understand the organization, analyze strengths and developmental needs, build support networks, and deal with road blocks.

Mentoring is a powerful tool for learning and requires a specific set of skills. An excellent handbook is available on mentoring from the Department of the Navy. (See p. 34.)

❖ **Manager as teacher** — managers acknowledge their role as teachers and facilitators of the learning process, and regard each interaction with employees as having a learning dimension. Managers consciously teach through their own model, habits, and system of values.

❖ **Learning teams** — teams of four to five people who meet regularly to focus on individual learning to improve their own effectiveness. Teams can form around an area of interest, such as the Internet or public speaking, or around broadly defined career paths.

❖ **Self-development** — a collection of techniques and approaches for individuals to manage their own process of learning. These include self-analysis of competencies and interests, personal development plans, learning contracts, learning logs, reading lists, involvement in professional organizations, networks, attending demonstrations at other organizations, and participating on interagency committees.

❖ **Individual development plan (IDP)** — a plan developed jointly by the employee and manager that identifies individual goals for employee growth in the context of organizational mission. The plan lists training, education, and development activities (formal and informal) to develop the competencies needed to meet IDP goals.

“For the bold new world of the 21st century . . . every adult American must be able to keep on learning for a lifetime.”

— President Bill Clinton, State of the Union address

Organizational Learning Strategies

Organizational learning is still in its infancy within the government, because a history of bureaucracy, compartmentalization, and segmentation has not provided much fertile ground for openness and communication. Yet managers can design organizations that learn and that are able to transform themselves to respond rapidly to technological change, downsizing, and restructuring. And when organizations are designed to learn, the lessons are not lost when individuals leave.

Here are some strategies for organizational learning:

- ❖ **Meetings** — time in regular meetings used for learning purposes:
 - Time is set aside for presentations from outside resource people giving a different perspective on agenda items. In this way, real business is used for learning and gaining new insights.
 - Periodically, a facilitator is brought in to take the group through team-building exercises to improve communication and understanding.
 - Employees who are working on special assignments or reading professional literature are asked to make reports.
 - In meetings, managers play the role of teacher by asking questions, demonstrating systems thinking, and discussing lessons learned.

- ❖ **Action learning** — an actual problem in the workplace used for learning. A group of employees is formed to analyze the problem and

“To create human capital, a company needs to foster teamwork, communities of practice, and other social forms of learning. Individual talent is great, but it walks out the door. Inter-disciplinary teams capture, formalize, and capitalize talent; it becomes less dependent on any individual.”

— Thomas A. Stewart, *Fortune* magazine

consult with experts. The group then returns to the workplace to take action. After a period of time, the group reconvenes to discuss progress and make adjustments. This cycle of action and learning repeats itself until the problem is satisfactorily resolved. Case studies are written up as final reports and become part of organizational history — and required reading for new employees.

- ❖ **Cross-functional teams** — individuals with different skills and backgrounds form a team to bring a wide range of viewpoints to accomplish some task. They collaborate on common work issues and learn from one another. Through this, they acquire greater knowledge of the complexities of business issues and decisionmaking processes.

- ❖ **Work-outs** — an organizational equivalent of a town meeting. This technique has been practiced extensively at GE and is credited as a factor in transforming that company into one of the world's most successful corporations. Teams composed of a broad spectrum of employees at all levels meet — without management — to seek answers to business problems. The work-out concludes with a town hall style meeting where teams present their proposals to management. The managers must make immediate, public decisions as to whether to accept or reject the team proposals, or ask for more information by a specific date. The work-out process brings to bear all levels of the organization and encourages open and frank discussion about practical problems.

“The point of work-out is to give people better jobs. When people see that their ideas count, their dignity is raised. Instead of feeling numb, like robots, they feel important. They are important.”

— Jack Welch, CEO, GE

- ❖ **Strategic planning** — groups working together to predict and prepare for their future. Through various planning processes, employees gain insight into the real business goals and priorities of the organization and the value of their contributions. Facilitators can lead a group through processes to develop mission statements, a strategic five-year vision, expected outcomes, and critical success indicators to measure progress. Building scenarios and analyzing the “what if’s” are processes that help organizations prepare contingency plans for a wide range of possibilities in the future. Through strategic planning, organizations learn more about themselves, develop a

common language, and chart a direction that is understood and “owned” by everyone.

- ❖ **Parallel learning structures** — temporary study groups created to open new channels of communication outside and parallel to the normal, hierarchical structure of the organization. The study groups cut across organizational lines horizontally and vertically, define their own boundaries and strategies, and bring new thinking and creative energy to problems that have challenged normal decisionmaking processes.
- ❖ **Corporate scorecard** — the business equivalent of a speedometer or temperature gauge that tracks measurements that are important to the success of the organization. The scorecard tracks both financial and nonfinancial measures, including customer service, delivery time, improved quality, and other factors that contribute to organizational performance. The scorecard is distributed across the entire organization so that everyone is reading the same score and can address any given problem from a common ground.
- ❖ **Benchmarking** — continually comparing your own organization with other organizations. The procedure consists of:
 1. identifying an area of your own organization that needs improving,
 2. scanning the environment to find “model” organizations that have a recognized ability or accomplishment in that area,
 3. studying the practices of this model organization, and
 4. finding those features that can be adapted to work in your own organization.

Benchmarking is an unending search for best practices that can help an organization improve its own performance.

- ❖ **“Flocking”** — a technique derived from species of birds that “flock,” or assemble together in small groups to learn collectively. These birds learn faster than other birds, and so do organizations that encourage flocking behavior.²⁰

“Education, learning, and changing are so closely related to problem solving that they may all be names for the same thing.”

— George Prince

Team training provides an excellent opportunity for flocking. On-site university programs allow employees to learn together, exchange information on real projects, and establish ongoing networks. Management development programs bring together leaders from various backgrounds and promote collaboration and communication across organizational boundaries.

- ❖ **Groupware** — a computer-based technology that supports a team's communication and decisionmaking processes. The system replaces chalkboards and large poster pads with a projected computer screen image and a series of networked workstations, each with its own private display monitor. Participants can enter brainstorming ideas, make comments, organize ideas and concepts, make evaluations, and vote for rankings anonymously. Their input is instantly recorded on the projection screen and on the other participants' monitors. The system makes group work substantially more efficient, because less time is spent tabulating comments, rankings, and evaluations; and it gives instant access to a broad range of information about how work is progressing. At the end of any exercise, the computer will print out a series of products that capture the comments, statistics, and rankings of the group.

Using groupware only requires a few minutes of training, even to those who are not experienced with computers. You will need an experienced facilitator and an operator to run the computer system tabulations. Many agencies are finding the use of groupware pays for itself quickly because of its versatility, speed, and effectiveness in generating interaction and organizing ideas.

- ❖ **Computer conferencing** — an application of computers and telecommunications for distance learning that provides an “electronic classroom” setting. Employees can interact with each other and with a leader (a coach, facilitator, or instructor) on discussion topics, problems, projects, and questions at their own convenience and at any location. Computer conferencing software can be used to conduct an actual class, complete with instructor, class assignments, and tests. It can also be used for ongoing discussions and reviews of work by project teams whose members are separated by time and space, or who simply have difficulty finding time to meet.

*“None of us is as smart
as all of us.”*

— Ken Blanchard

This list of strategies is only a starting point. As you begin to see every workplace exchange and activity as an opportunity for learning, you will generate your own ideas for organizational learning strategies. And, although you must take the lead in learning, managers should look to the HRD office for expert support in designing and implementing individual and organizational learning strategies. The HRD specialists should be able to provide more information about any of the recognized strategies described in this handbook and facilitate learning processes with employees.

Get Strategically Aligned

Strategic alignment refers to the correlation between an organization's operations and its mission and goals. Ideally, operations should support and reflect mission and goals. For our purposes, we are here discussing the importance of aligning training and learning activities with the "big picture" — that is, with the organization's overall business strategy. In government, there are several important reasons for ensuring that plans for building human capital are linked to business strategy:

" . . . training [is] a means to an end rather than an end in itself."

— John K. Berry

- ❖ First, serious concerns have been expressed in the past that the billions of dollars spent on civilian training are not targeted wisely and do not lead to improved performance.²¹
- ❖ Second, with downsizing and restrictions on hiring, new skills will have to be acquired by training as opposed to recruiting.
- ❖ Finally, with dwindling resources, limited training dollars are not likely to be increased in the near future.

In short, more must be accomplished with today's existing workforce and today's existing resources.

You can link learning to performance and organizational results by doing the following:

1. **Review your agency's strategic plans and objectives.** Every agency has a strategic plan, as mandated by the Government Performance and Results Act of 1993. This five-year plan describes how the agency will use its personnel, budget, and other resources to accomplish measurable performance goals.
2. **Determine how you contribute to agency plans and performance requirements.** What is your core expertise? What do you do best? Draw the relationship between your group's function and the mission, goals, and core competencies of the agency. Examine the ways you are expected to perform and the outcomes you produce. Are there potential new ways you could lead, support, or participate?
3. **Plan learning that supports your ability to contribute to agency objectives.** Check the agency annual training plan to identify priority training programs that involve your employees. Determine if your organization has key positions in mission-critical areas that need continuing professional education. Find out if your employees can explain the organization's business strategies and specifics of their own group's performance. Identify the competencies necessary to meet performance goals and the learning activities that build and strengthen them.
4. **Focus on learning that addresses areas of performance weakness.** Review the results of your organization's past performance. What are the strengths and weaknesses, and where are improvements needed? Most importantly, what learning can be done that will result in the biggest payoff to the agency in measurable results?
5. **Create learning objectives that tie into business outcomes.** Whenever possible, set up learning that directly relates to your organization's critical success indicators. For example, if the organization is measuring cycle time, or output, or customer satisfaction, try to build learning activities or select training courses with related objectives. This helps ensure that the changes in your employees' performance are the ones desired and the ones measured.

"Planning for training and development can't occur in a vacuum."

— Peg Anthony and Lincoln Akin Norton

6. Support the transfer of learning into performance and results.

On average, less than half of what is learned is actually applied on the job. There is no automatic transfer of new skills into new job behavior. You, as a manager, can influence such a transfer by fostering an environment that gives employees a chance to practice new skills, values innovation, and rewards improved performance.

As always, managers should look to the HRD office for expert support in aligning learning to business strategy. HRD specialists should be able to advise you on how to perform the steps above and to provide you with tools to make assessments and decisions about learning.

Some agencies are using a model based on an agency planning cycle to try to better align the HRD office with the agency. At every event in the cycle, the HRD office has opportunities to redesign and reshape aspects of its programs for optimum support of the agency. See appendix A for a description of this model.

For its part, the HRD office should be taking steps of its own to integrate training and development with all the other human resource functions — recruitment; retention; creation of new positions, work systems, and performance management systems — to align total performance requirements with the agency's mission and goals. When all human resource requirements and priorities have been integrated — when it is known what level of

effort will be needed to move the agency forward for each career area, for retraining efforts, for introducing new systems, for reorganization and reinvention, for leadership — managers gain valuable information and insight on the kinds of learning that are strategic. This in turn promotes consistency across all managers striving to link learning to performance and results.

Make a Plan

Recently, an office in a federal agency used its training funds to send several employees to expensive conferences and two executives to long-term executive development programs. Later in the year, when it came time to implement the agency's new automated procurement system, the office didn't have enough funds left in its budget to cover basic training. The office had to delay the use of the system until the next fiscal year, when it could afford to get its employees trained.

Situations like this occur across the government.

There's a straightforward way to avoid the "first-come-first-served" mentality that plagues many government organizations in allocating their training dollars: make a training plan. Such a plan is extremely useful for organizing thinking about investments in formal training. With limited dollars to go around, managers need an aggregate perspective to find balance, establish priorities, and separate merely good ideas from business imperatives.

When you plan for learning and training as an organizational unit, you gain powerful advantages and get results. With an annual training plan, you can:

- ❖ make a connection to the organization's strategic objectives upfront,
- ❖ target training areas of greatest need and biggest payoff, and
- ❖ find the best and most cost-effective ways to get training.

Here are basic steps for you to develop a training plan for your organizational unit.

1. Define learning needs linked to strategic plans.

- Identify your contribution to your agency's mission, strategic goals, and objectives (see the strategic alignment steps discussed above).
- Check into the introduction of new technology and new ways of doing business, both internally and externally.

2. Review other information to identify needs.

- Review reports, agency "scorecards," etc.
- Check the learning needs identified by employees, customers, and other sources.
- Identify continuing professional education requirements for career programs.
- Determine if your group is fully oriented to the agency's business strategy.

3. Validate your list of needs.

- Ensure that all the needs are **learning** needs.
- Determine if training is an appropriate intervention.
- Figure out how it contributes to the overall solution.
- Rank the requirements in order of importance to the strategic plan.

4. Determine the best strategies.

- Make “business case” decisions based on your resources (time, money, and agency programs and assistance available to you) and potential payoff.
- Consider formal learning options:
 - classroom vs. on-the-job,
 - on-site vs. off-site,
 - customized vs. off-the-shelf (the latter can be acquired and used as is);
 - contractor vs. in-house instructor; and
 - technology-based delivery (computer-based training, satellite broadcasts) vs. classroom instructor delivery.
- Consider informal learning strategies for:
 - individual learning, and
 - organizational learning.

5. Identify potential sources for learning.

- Obtain information from the HRD office on:
 - recognized vendors,
 - partnerships with other organizations, and
 - colleges and universities.
- Check into possible collaborations with other managers.

6. **Estimate costs.**
 - Include tuition, travel, per diem, facilities, contracts, and special equipment.
 - Weigh projected costs for different strategies and sources.
7. **Set priorities.**
 - Select the critical areas that most need addressing.
 - Identify the potential payoffs.
 - Determine your funding level, and where must you draw the line.
8. **Determine how to evaluate results.**
 - Identify the measurable outcomes you expect to have.
 - Make the link between outcomes and business strategy.
 - Find a simple way to track progress.
9. **Share your plan with employees, customers, and other managers in your organization.**
 - Generate understanding and promote “buy-in” of the plan.
 - Lead by example; demonstrate your commitment to learning for results.
10. **Execute and monitor.**
 - Assign responsibility to implement the plan.
 - Collect evaluation data, including data for baseline measures.
 - Track your group’s contribution to the agency’s strategic goals.
 - Document success stories.
 - Make additions and adjustments to the plan as necessary.
 - Continuously provide opportunities for employees to apply their learning on the job.

The HRD office can advise managers on developing annual training plans. The HRD staff can provide valuable information on the best resources for training, how to estimate the actual costs of training, and how to evaluate the value of training.

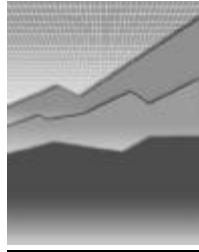
The best HRD offices make organizationwide master training plans — these can be a significant help and resource to managers in making their own plans. HRD master

See [appendix B](#) for steps in preparing an organizationwide master training plan.

plans link learning and organization strategic plans at the highest level, and describe large-scale training initiatives that contribute to agency goals and performance requirements. You can then build on the platform of these master training plans and fill in the blanks for your own unit.

“Human capital grows two ways: when the organization uses more of what people know and when more people know more stuff that is useful to the organization.”

— Thomas A. Stewart, *Fortune* magazine



Getting Support

The manager — as is becoming increasingly obvious to organizational experts — is crucial to the process of learning. Learning takes time, give and take on real problems, systems thinking across boundaries, trial and error, and reflection. Managers are in the best position to:

- ❖ involve employees in setting goals,
- ❖ structure the chance to learn,
- ❖ offer feedback and support,
- ❖ provide tools and ideas, and
- ❖ stay out of the way.²²

Peter Senge sees the role of line managers as one of significant

responsibility because they have a bottom-line focus and can undertake

meaningful change at their level. Moreover, line managers can sanction new experiments to enhance results, and they have the knowledge and practical experience needed to become teachers.²³

By being aware of the kinds of support that SHOULD be available, managers become informed consumers and can knowledgeably lobby for particular support services.

Managers do not and should not work alone and unaided in facilitating the learning process. You

can and should get support from a wide range of sources. This chapter describes those sources and the types of help they provide. Specifically, you can get support:

- ❖ from employees,
- ❖ from executive leaders,
- ❖ from HRD offices,
- ❖ by outsourcing and/or collaborating,
- ❖ by using the ideas of others, and
- ❖ by keeping an eye on the future.

“Often the most effective facilitators in learning processes are not professional trainers but line managers themselves.”

— Peter Senge

Employees as a Source of Support

Employees have a stake in sharing the responsibility with the manager for learning. They are beginning to realize the need for career resilience, that is, for staying on the cutting edge in their fields if they want to be marketable and stay productive.

Employees are also recognizing the value of being multiskilled, particularly in the downsized, streamlined environment of today's government. With multiple skills, not only do they have more value in the positions they hold, they can also move more easily across functional boundaries and to different assignments as workloads shift.

Managers can increase employees' awareness of how important it is to update their skills and do whatever it takes to provide value to the organization. This understanding comes when employees become more knowledgeable of business management practices and are treated as trusted members of the team.

You can expect motivated employees to:

- ❖ lead work teams, work projects, and cross-functional teams;
- ❖ write their own individual development plans, set goals for themselves, and define the steps they must take to meet those goals;
- ❖ seek out training and development programs and assignments they know they need to progress in their careers;
- ❖ read books, magazines, and journals that address current issues or needs of the organization, and look for opportunities to apply what they learn;

“By a career-resilient workforce, we mean a group of employees who not only are dedicated to the idea of continuous learning but also stand ready to reinvent themselves to keep pace with change; who take responsibility for their own career management; and, last but not least, who are committed to the company's success.”

— R.H. Waterman, J.H. Waterman, B.A. Collard,
Harvard Business Review

- ❖ serve as coaches, counselors, and mentors to less senior colleagues; and
- ❖ identify problems that can be solved with organizational learning strategies.

Managers can promote and promulgate these behaviors by creating an environment in which employees feel secure in making suggestions and by rewarding employees who aggressively seek out learning opportunities for themselves and their organization.

“Security no longer comes from being employed. It comes from being employable.”

— Rosabeth Moss Kanter

All employees have a need for lifelong learning, and when they are convinced of the benefits that can be derived from workplace learning activities, they will be enthusiastic helpers and participants in the process.

Executive Leaders as a Source of Support

Executive leaders must support and recognize your learning initiatives, build the infrastructure, and create a climate conducive to performance and growth. They support their managers by:

- ❖ encouraging work across organizational boundaries;
- ❖ rewarding your efforts to experiment and innovate;
- ❖ recognizing learning initiatives that produce results; and
- ❖ engaging in open, continuous interchange of ideas and information.

Executive leaders can build the all-important infrastructure in the organization to sustain continuous learning by:

- ❖ making reference to learning and human capital as part of the organization mission, vision, and values statement;
- ❖ identifying the core competencies of the organization;

- ❖ institutionalizing a process, which includes the HRD office, to integrate the organization's business strategy with its human capital plan;
- ❖ making major investments in training and development that support strategic objectives;
- ❖ creating an organizationwide learning council that oversees the organization's priorities for growth, investment, change, and performance;
- ❖ developing policy to preserve or increase investment in human capital during downturns;
- ❖ establishing performance management systems that reward managers and employees for achieving learning goals;
- ❖ designing flexible structures and processes that facilitate integrated learning in different organizational subsets;
- ❖ installing systems to measure the effectiveness of training related to organizational performance indicators;
- ❖ funding technology that facilitates communication and learning across organizational boundaries; and
- ❖ staffing the HRD function with specialists who can support managers.

"I'll tell you what leadership is. It's persuasion and conciliation—and education—and patience."

— General Dwight D. Eisenhower

Executive leaders can strengthen organizational performance and growth by:

- ❖ promoting a climate of openness and truth,
- ❖ placing a high value on the generation and rapid dissemination of knowledge,
- ❖ rewarding learning through performance systems from the top down, and
- ❖ sharing ownership of results.

HRD Offices as a Source of Support

The HRD office and its staff of HRD professionals should be a valuable resource for every facet of learning. Some agency HRD offices, however, are still working to acquire the new competencies and capabilities needed to provide you with learning services. They are in a state of transition, moving from a world made up exclusively of traditional training programs to a new world where training is just one of several modes of learning.

Instead of being in charge of the classroom, HRD professionals are in service to the workplace.

The HRD community is reinventing itself to play new, valuable roles in the organization. For example, when learning moves from the classroom into the workplace, HRD professionals become learning facilitators and advisors to managers. Instead of being in charge of the classroom, HRD professionals are in service to the workplace. They play a strategic role in linking learning to the organization's performance goals. They serve as the protectors and developers of the core competencies of the organization. They thus must understand the business of that organization.

In the reinvented HRD office, HRD professionals are consultants on organizational change and performance interventions. They know how to develop formal and informal learning activities, and have a good command of new learning tools and technology. They can facilitate work

[Appendix C](#) contains more information for the HRD practitioner on instructional systems development for major learning projects.

teams, create mechanisms for sharing learning, and assess the value of learning initiatives. They can structure competency-based career systems and needs assessment tools that enable employees to develop

along career paths that enhance their contribution to the organization. All the while, these HRD practitioners continue to ensure that the major learning programs throughout the organization follow a standardized instructional systems development process and are linked to organizational goals and outcomes.

The HRD profession has changed because the whole notion of learning has shifted, technology has advanced, and jobs have evolved. It is not surprising that people in the HRD field are highly concerned about developing new competencies of their own and obtaining more training to increase their expertise. They must be proficient in new instructional technologies, team learning strategies, cost benefit analysis, and organizational

One view of new HRD roles can be found in *Management's Changing Expectations of Human Resource Development*, a publication of the Human Resource Development Council (excerpted as [appendix D](#)). A "Model of HRD Competencies," also by the HRD Council, is in [appendix E](#); a description of education and training resources to help HRD practitioners enhance their professional skills and prepare for new roles is in [appendix F](#).

performance outcome measures, to name but a few of the requisite competencies in the field. In sum, then, the HRD office provides support in:

- ❖ planning,
- ❖ estimating costs,
- ❖ selecting,
- ❖ designing,
- ❖ developing,
- ❖ procuring,
- ❖ conducting, and
- ❖ evaluating

"Over the long run, superior performance depends on superior learning."

— Peter Senge

learning at every level of the organization.

Outsourcing and Collaborating

The recent emphasis on downsizing the federal payroll has made contracting out for services a very appealing prospect. While it is not a panacea, outsourcing is frequently a highly useful mechanism. But managers need to keep in mind that when they contract out for training — whether for the design, development, implementation, administration, or evaluation of training — they are contracting out the **work**, not the **accountability**. Consequently, managers need to plan carefully and

factor the time and costs of managing the resulting contract. The goal should be to reduce costs, improve productivity, and maintain or develop the capability to respond to emerging requirements. An effort should be made, too, to concentrate on retaining core business competencies and outsourcing those functions that are readily available from external sources.

More information on procurement of training is in [appendix G](#).

Successful outsourcing depends on close attention to contract requirements, good communication with vendors, and careful oversight of contract performance. When determining whether to perform work in-house or outsource it, follow a solid business model. Cost should not always be the determining factor. At a minimum, consider the following:

- ❖ **Off-the-shelf vs. unique product** — If this is a need common to many organizations, it is probably cheaper to outsource. In the case of a unique requirement, the answer may not be so simple.
- ❖ **Recurring vs. one-time requirement** — If this is going to be a long-term requirement, it might be advantageous to develop the capability to do it in-house. Consider outsourcing pieces or have a contractor train in-house personnel to perform the work.
- ❖ **Size and capability of in-house resources** — Can existing staff do the work without costly retraining? Can personnel be added or detailed from other organizations?

Many organizations have arrangements with colleges and universities to deliver courses on-site, either with local faculty or through satellite networks. These arrangements have enhanced learning value because faculty gain knowledge about the agency, and employees build networks and alliances that endure back on the job.

“The demands for new knowledge and skills will be constant, no longer a value added element, but the essential factor in determining organizational survival.”

— Meg Wheatley

A Success Story

One example of a successful partnership that does not involve financial complexities is the Hawaii Joint Training Board. After developing their own annual training plans, member agencies meet and identify common needs. They look for training courses that have enough demand to justify holding a class. They then publicize the type of courses they plan to host. A consortium member organization provides classroom space on a rotating basis. A vendor is competitively selected to provide the training. Payment is made directly to the vendor by the organizations who send employees to training. As a result of the consortium, these organizations are able to attract top-notch training vendors and do it at a reasonable cost and without a lot of bureaucracy. Federal agencies in Guam and Japan have set up similar partnerships.

Explore the possibility of partnering with one or more organizations that have the same need. This approach is particularly useful when training is needed but there are not enough employees to justify holding a class. Various types of partnerships exist. Some are very formalized and involve complex arrangements; others can be quite simple.

Using the Ideas of Others

In the pressured environment in which most government managers find themselves, the need for effective responses to organizational

challenges is constant. Need a new training program for your employees in two weeks? Want to develop a mentoring initiative ASAP? Or a strategic plan by the end of the month?

The time and resources to develop responses are limited, but managers rise to the challenge every day. Often, the successes of others can be adopted or adapted to your needs, saving time, effort, and money. The objective is accessing what other agencies have accomplished in terms of policies, programs, products, and experience. Networking is the key. The media for this networking range from quick phone conversations to surfing the Web for the right home page to attending a professional society's monthly meeting.

The HRD office in your organization should maintain contacts with sister HRD offices in other agencies. In addition, encouraging your own staff to participate in professional activities — and doing so yourself — to meet colleagues in government and the private sector is an investment likely to pay substantial returns.

“Learning is a willingness to let one’s ability and attitude change in response to new ideas, information, and experiences.”

— Peter Vaill

Sample Policies, Programs, and Products

The resources within the government community are vast. And, best of all, excellent advice, ideas, and resources are free. Following are examples of policies, programs, and products developed by various federal agencies that could be useful to you and your organization. Bear in mind that this is only a sampling, and there are many more examples out there. Also, various bulletin boards and on-line services can get you and your staff quick access to new, useful information and networks.

The HRD Council is another resource available to you. [Appendix H](#) explains the Council's mission and lists its members.

- ❖ **National Instructor System** — The Bureau of Alcohol, Tobacco, and Firearms, Instructor Systems Branch, has an accredited instructor training program open to colleagues in other public service agencies. Attendees learn how to develop, deliver, and administer training in workgroups and in the classroom.
- ❖ **Bartered Consultant Services** — The Federal Aviation Administration (FAA), Human Resources Services Division, Great Lakes Region, shares its expertise in reengineering, self-managed teams, benchmarking, automation, training, etc., in return for consultant and training services from other agencies and FAA regions.
- ❖ **Process Consultation** — Organizational development consultants in FAA's Great Lakes Region observe managers and/or teams as they hold meetings. Their role is to help assess strengths and weaknesses, and determine how to effect positive change.
- ❖ **Mentoring Program** — The Training Academy of the Department of Housing and Urban Development pairs voluntary mentors and employees; training is provided for both parties, and a memorandum of understanding is provided to clarify responsibilities in the mentoring relationship and ensure career enhancement.
- ❖ **Curriculum for Change** — This Department of Transportation HRD effort is a comprehensive curriculum for change management with a three-tier learning and development framework: (1) dynamics of

“Learning is too important to leave to chance.”

— Fred Kofman and Peter Senge

transformation, (2) assessment against desired performance dimensions, and (3) individual learning and development opportunities for nine critical elements. The curriculum is used to prepare employees for changes in the work environment as a result of reengineering and downsizing.

- ❖ **Quality of Worklife Strategy** — This comprehensive strategy from Health and Human Services was developed at the Department level in response to concerns about employee commitment and morale during a period of tremendous change and uncertainty. The strategy has three objectives: (1) increase employee satisfaction, (2) strengthen workplace learning, and (3) better manage ongoing change and transition. The strategy includes a wide range of initiatives to improve communications, become a learning organization, and promote family-friendly workplace programs.

"In a time of drastic change, it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists."

— Eric Hoffer

- ❖ **Action Work-Outs** — The U.S. Air Combat Command (ACC) uses the work-out technique pioneered by GE to rapidly reengineer its work processes. (Work-outs are a form of organizational learning described on p. 15.) In "Action Work-Outs," teams of ACC employees are assigned to analyze their work processes within one week's time and to present their recommendations for change to top managers. Their changes helped ACC set new records for efficiency — for example, slashing the time it takes to inspect B1-B bombers by 42 percent, and cutting in half the time it takes to get F-15 fighter jets ready for combat.²⁴
- ❖ **Mentoring Handbook** — The Department of the Navy developed a comprehensive handbook to support its agencywide mentoring program. Developed by a workgroup of the Navy Civilian Leadership Board, the handbook covers: (1) questions and answers about mentoring, (2) the stages of mentoring, and (3) building mentoring skills. The handbook is part of a training program provided to all mentors and employees.

- ❖ **Training Policy Handbook: Authorities and Guidelines** — This Office of Personnel Management publication covers essential legal information managers and practitioners need in making decisions about establishing, funding, implementing and evaluating HRD programs. Easy to read, it summarizes the legal foundation of training and provides legal references by topic area.
- ❖ **TEAM Handbook** — This Department of Education publication was developed to help employees understand teams and move to a team-based structure. Managers use it to decide whether to establish teams and as a guide for effectively overseeing and developing teams. Employees use it to understand the different types of teams and team dynamics.
- ❖ **Human Resources Strategic Planning** — The Defense Information Systems Agency (DISA) has developed a Human Resources Strategic Plan. Through this process, key human resource imperatives were identified that were aligned with DISA's mission and corporate goals. The document serves as a roadmap for the organization and provides a clear rationale as to why human resource programs exist, and how they relate to the vision and mission of the organization. The plan allowed DISA to set priorities for training across the organization and assign resources accordingly.
- ❖ **DOT Connection** — This one-stop customer service center was created by consolidating three different centers that provide service to the entire Department of Transportation. The center offers a variety of employment, career development, and worklife services to help balance work and personal responsibilities. These services help managers and employees gain the tools they need to enhance their development and benefit their organization. Other federal agencies can take advantage of these services on a fee basis.
- ❖ **PTO University** — The Patent and Trademark Office (PTO) has partnered with several local colleges and universities to provide a series of academic programs designed for PTO employees. All courses are funded by the agency, held at the agency's offices, and aim to help employees in future career paths at PTO. Counseling, tutoring, and peer assistance programs are available to all students.

Federal Learning Technology Resources

Technology can increase the power and efficiency of learning many times over. Satellite networks can broadcast across great distances, bringing top experts into the workplace for just-in-time training. Computer-based instruction sits resident at employee workstations until it is needed. While technology requires a large upfront investment, the payoffs to management are well-documented. Many federal organizations have made major investments in technology and have created centers of excellence. You will find them very willing to share their lessons learned and — very often — their resources as well. Here are some examples of agencies' technology-based delivery systems.

Agency	Resources
Agriculture	<ul style="list-style-type: none"> ● Cooperative State Research, Education and Extension Service
Central Intelligence Agency	<ul style="list-style-type: none"> ● Federal Language Training Laboratory
Commerce	<ul style="list-style-type: none"> ● National Technical Information Service ● National AudioVisual Center ● FedWorld ● Census Bureau: Educational Services Branch Multimedia Center
Defense	<ul style="list-style-type: none"> ● Air Force Institute of Technology: Center for Distance Education; Air Technology Network Defense Training and Performance Data Center ● DOD Distance Learning Action Team ● Center for Software (Defense Information Systems Agency joint effort) ● National Defense University ● Defense Acquisition University
Education	<ul style="list-style-type: none"> ● Skills Assessment Center ● Technology Resource Center ● Educational Resources Information Center (ERIC) ● Special Education Software Clearinghouse
Energy	<ul style="list-style-type: none"> ● Training Resource and DataExchange (TRADE)
Environmental Protection Agency	<ul style="list-style-type: none"> ● EPA Learning Laboratory ● Safety, Health and Environmental Management Division Multi-Media Library

Agency	Resources
General Accounting Office	<ul style="list-style-type: none"> ● Learning Center ● Video Teletraining
Health and Human Services	<ul style="list-style-type: none"> ● Center for Substance Abuse Prevention: CTS Staff College ● Public Health Service: Instructional Television System ● MED Training Programs ● Multi-Media Learning Center ● National Library of Medicine Multimedia Laboratory
Housing and Urban Development	<ul style="list-style-type: none"> ● Satellite Training Network
National Aeronautics and Space Administration	<ul style="list-style-type: none"> ● Classroom of the Future
Small Business Administration	<ul style="list-style-type: none"> ● Online Training Guides ● Americans Communicating Electronically (ACE) ● Government SysOp Organization
Social Security Administration	<ul style="list-style-type: none"> ● National Satellite Network (NSN)
State	<ul style="list-style-type: none"> ● Foreign Language Institute
Transportation	<ul style="list-style-type: none"> ● Federal Aviation Administration: Interactive Video Teletraining
Treasury	<ul style="list-style-type: none"> ● Customs Service: Video Training Center ● IRS: Electronic Performance Support Systems

Keeping an Eye on the Future

Coping with today often seems an overwhelming challenge. But looking out at the horizon, anticipating needs, and projecting solutions are what it takes to get a bigger share of available resources and to keep your employees from being swamped by new workload demands. Taking time to scan the horizon and identify future trends that will affect your organization may appear to be an impossible luxury. But much of this work has already been done for you. Let others identify the trends and tools of tomorrow while you dedicate your time and energy in applying them to your situation.

BusinessWeek, Forbes, Fortune, The Government Executive, and Harvard Business Review are among the many magazines that run articles on trends and ideas for the workplace of the future. Newspapers such as *The Wall Street Journal* and *The Washington Post* also have good articles on these topics. These are tailored for busy managers, and take little time to read and digest. You can access some of these resources on-line, or from your agency or public library. You could also ask your HRD office to collect articles and bring them to your attention. Then you will both be learning the same information on improving workplace performance.

Learning Trends

Here are some key trends business and work experts are saying will have an impact in the near future. How do you think they will reshape your world and that of your organization?

1. As government becomes customer focused, it will become extremely important to learn ways to get feedback directly from customers served, not only on past performance but for future needs.²⁵
2. Learning how to learn will affect what people learn, how they will learn it, and how they will apply it. Challenging assumptions, values, and how work gets done results in very different learning approaches than “information dump” and passive learning methods.²⁶
3. Career paths are focused outward rather than upward. Employees take responsibility for their own learning in order to leverage themselves in an environment when downsizing and flattening restrict upward mobility.²⁷
4. The training trend that is expected to have the biggest effect on the organization is just-in-time training, or training accessible to the employee at the very moment it is needed to do the job.²⁸



“Learning and performing will become one and the same thing. Everything you say about learning will be about performance. People will get the point that learning is everything.”

— Peter Block

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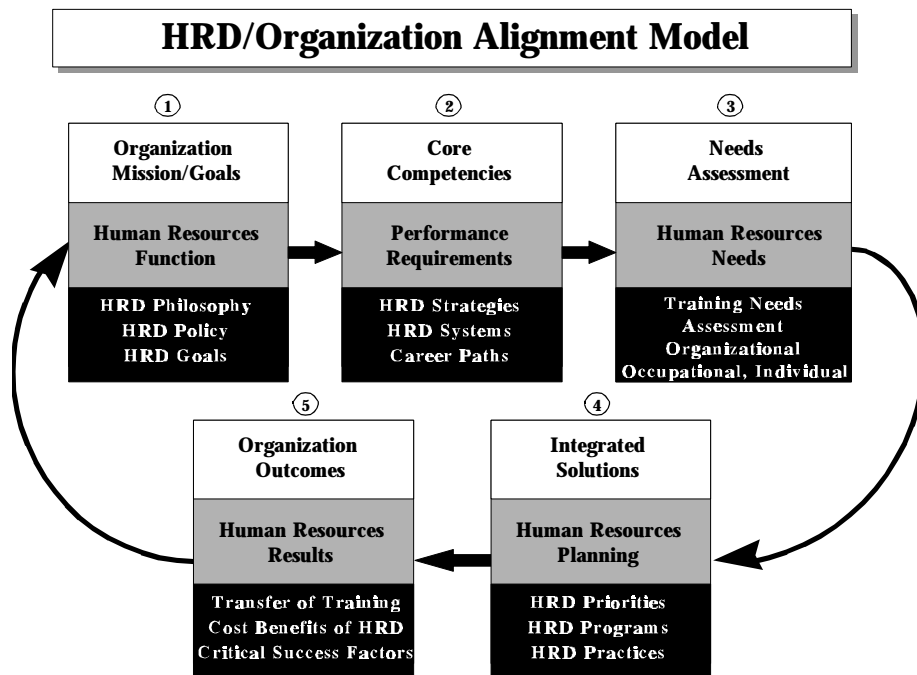
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Contents

Appendix A

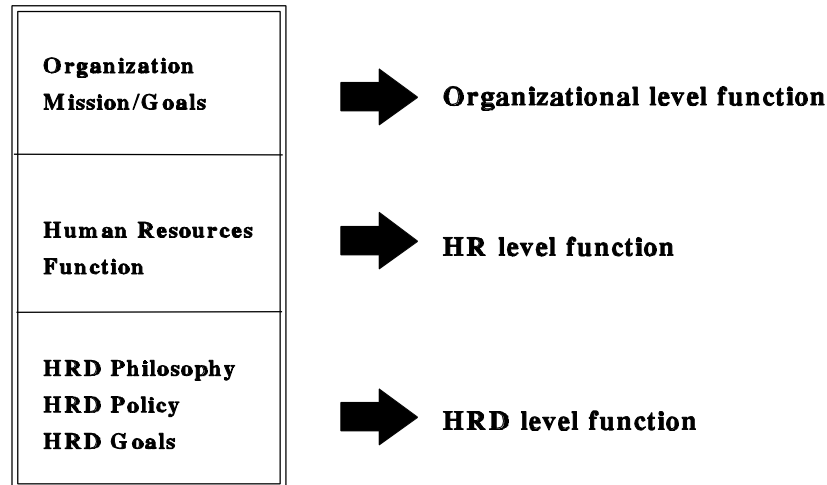
HRD/Organization Alignment Model

Integrating the HRD function with strategic agency goals takes time, persistence, and an in-depth knowledge of the process involved. The HRD/Organization Alignment Model, shown below, illustrates the process of aligning HRD with the human resources function (HR) and the organizational planning function.



*The HRD/Organization Alignment Model was developed by Marjorie L. Budd and has been published in the following: U.S. Office of Personnel Management, *Training Needs Assessment Handbook: A Guide for Conducting a Multi-Level Needs Assessment*, HRDG Document 024 (Washington, DC, 1994); and Marjorie L. Budd and Mary L. Broad, "Training and Development for Organizational Performance," in James L. Perry, ed., *Handbook of Public Administration*, 2nd ed. (San Francisco: Jossey-Bass, 1996).

The three levels in each block represent the relationship among the organization, HR, and HRD functions. An example of this relationship is shown below through one block of the model.



The HRD/Organization Alignment Model is based on a “top-down” approach. This approach facilitates the following outcomes:

- ❖ Linkage of HRD to a broader HR and organizational framework.
- ❖ A framework in which to plan and manage agency HRD activities.
- ❖ Awareness of HRD as a key management tool.
- ❖ Assessment of the effectiveness of HRD within the context of organizational effectiveness.

In an ideal situation, the organization’s policies, functions, and desired outcomes drive HR policies, functions, and desired outcomes which, in turn, drive HRD policies, functions, and desired outcomes. However, in the “real world,” this may not be the case. Many times the process works in reverse and as a result, HRD must examine its activities and results to ensure that it is aligned with activities and results at the HR and organizational levels.

Let’s take a closer look at each block in the model from a “top-down” perspective. By answering the following questions, an agency can align its HR and HRD functions with the organization’s mission and goals.

**Organization
Mission/Goals**

1

Organization Mission/Goals
Human Resources Function
HRD Philosophy, Policy, Goals

What are the **Organization's Mission/Goals** and strategic plans?

How are the **HR Functions** (e.g., staffing, work systems, performance management systems, etc.) designed to support the agency's missions and goals?

How do the **HRD Philosophy, Policy, and Goals** reflect the organization's mission and goals?

Core Competencies

2

Core Competencies
Performance Requirements
HRD Strategies, Systems, Career Paths

What are the **Core Competencies** of the agency (knowledges, skills, and abilities that are essential to the organization's mission)?

How are the agency **Performance Requirements** established, based on the essential competencies of the agency?

How do the **HRD Strategies, Systems,** and employee **Career Paths** strengthen and promote the agency's core competencies?

Needs Assessment

3

Needs Assessment
Human Resources Needs
Training Needs Assessment - Organizational, Individual, Occupational

How does the organization's **Needs Assessment** process identify the agency's broad cross-cutting performance issues and opportunities for innovation?

When **HR Needs** are examined, how are they linked to the broader organization's assessment of performance needs?

How does the **Training Needs Assessment** process explore **organizational, occupational, and individual** needs? How is the information used to make decisions for allocating training resources to meet organizational priorities?

Integrated Solutions

4

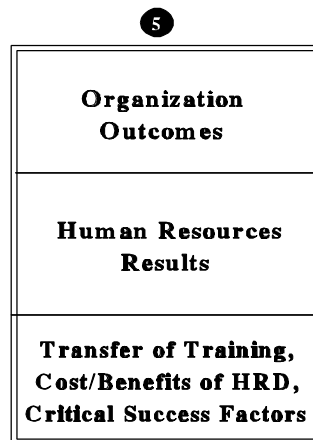
Integrated Solutions
Human Resources Planning
HRD Priorities, Programs, Practices

What are the **Integrated Solutions** (approaches requiring input from multiple sources such as improving management systems, automating work, training, and development, etc.) used by the agency to solve its performance issues and make improvements?

How do **HR Plans** help solve the agency's performance issues and make improvements? Do the plans link the various HR functions?

How are **HRD Priorities, Programs, and Practices** configured to support the broader HR plans so they become part of the organization's integrated solutions?

Organization Outcomes



What are the **Organization's Outcomes** that result from addressing the agency's performance issues?

How do **HR Results** (those emanating from recruiting, training, managing performance, etc.) contribute to the agency's overall improvement?

How does HRD ensure **Transfer of Training** and **Cost/Benefits** of its services? How do HRD's **Critical Success Factors** reflect the genuine needs of the agency?

In summary, there are numerous benefits that accompany the integration of the HRD function with the organization's mission and strategic goals. These include:

- ❖ Optimum use of the HRD function as a tool to increase organizational productivity.
- ❖ A sound rationale for the organization to invest in HRD programs and allocate resources according to priority needs.
- ❖ Visibility for how HRD supports other HR functions as well as other agency systems.
- ❖ Increased involvement of supervisors, line management, and executives in the training and development of their workforce.
- ❖ Orderly system of planning for current and future workforce needs.
- ❖ Mission-related standards and guidelines against which HRD activities can be evaluated.
- ❖ Increasingly responsive, results-driven, customer-driven HRD activities.
- ❖ Containment of costs as human resource services become inextricably linked to the business requirements of the agency.

Human resources, in the context of strategic HRD, are seen as a vital factor in business planning and survival. This means moving HRD from a series of fragmented activities to a situation where training and development is systematically linked to the agency master plan and overall tactical objectives.

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Appendix B

*Organization Master Training Plan**

When you plan for training as an organization, you gain powerful advantages and get results. With an annual training plan you can:

- ❖ make a connection to the organization's strategic objectives up front,
- ❖ target training areas of greatest need and biggest payoff, and
- ❖ find the best and most cost-effective ways to get the training.

Here are the steps for developing an annual master training plan for the entire organization.

Developing an Annual Training Plan

1. Review your organization's strategic plan training requirements.
2. Review other documentation to identify training needs.
3. Ask supervisors to identify skill gaps of their workers.
4. Validate the requirements and set priorities.
5. Determine best ways to meet the requirements.
6. Identify potential sources for the training.
7. Identify (estimate) costs.
8. Organize the plan in an easy-to-understand format.
9. Determine how to evaluate the results of the plan.
10. Ask departments to review the plan and validate requirements.
11. Get approval from the head of the organization.
12. Ensure the plan is funded.
13. Execute the plan.
14. Monitor performance and results of training.

*These steps for developing an organization-level annual training plan were authored by David Amaral and are used in professional training courses for civilian HRD personnel in the Department of the Navy.

1. Review your organization's strategic plan training requirements.
 - ❖ Contribution to strategic goals and objectives.
 - ❖ Introduction of new technologies or work methods.

2. Review other documentation to identify training needs.
 - ❖ Inspector General and similar reports.
 - ❖ Performance indicators/production reports.
 - ❖ Continuing professional development for occupations.

3. Ask supervisors to identify skill gaps of their workers.
 - ❖ Skills needed to perform job.
 - ❖ Skills needed for career progression.

4. Validate the requirements and set priorities.
 - ❖ Is training the right intervention?
 - ❖ How does training contribute to the overall solution?
 - ❖ Rank the requirements in order of importance to the strategic plan.

5. Determine the best ways to meet the training requirements.
 - ❖ Business case methodology to make decisions.
 - ❖ Decision areas include:
 - on-the-job vs. formal
 - onsite vs. offsite
 - customized vs. off-the-shelf
 - technology-based delivery vs. classroom
 - contractor vs. in-house

6. Identify potential sources for the training.

- ❁ In-house.
- ❁ Other agency.
- ❁ Contractor.
- ❁ College or university.

7. Identify (estimate) costs.

- ❁ Tuition.
- ❁ Travel.
- ❁ Per diem.
- ❁ Facilities.
- ❁ Contracts.
- ❁ Special or new equipment.

8. Organize the plan in an easy-to-understand format.

- ❁ Support of the organization's strategic plan.
- ❁ Summary of the training needs assessment.
- ❁ Skill areas where there are deficiencies.
- ❁ Training priorities.
- ❁ Department-by-department breakdown.

9. Determine how to evaluate the results of the plan.

- ❁ Connection to the organization's critical success factors.
- ❁ Metrics that are easily tracked, meaningful.

10. Ask departments to review the plan and validate requirements.

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11. Get approval from the head of the organization.

12. Ensure the plan is funded.

- ❖ Meeting with the Comptroller.
- ❖ Development of a funding mechanism/execution plan.

13. Execute the plan.

14. Monitor performance and results of training.

- ❖ Collection of evaluation data.
- ❖ Contribution to organization's strategic plan.
- ❖ "Success stories."
- ❖ Quarterly reports.
- ❖ Submittals to organization head and department heads.

Appendix C

*Instructional Systems Development**

HRD professionals should be called upon to ensure that all major learning projects throughout the organization follow a standardized instructional development process that employs business case methodology. The process should address the five major phases of assessment of needs, design, development, implementation, and evaluation of instruction. Here are some guidelines in implementing this process.

1. Input is sought from the following sources to determine performance gaps or opportunities:
 - ❖ Customers and clients.
 - ❖ Supervisors.
 - ❖ Incumbents.
 - ❖ Management, etc.
 - ❖ Future studies on potential changes in:
 - employee roles, responsibilities, work processes, characteristics, competencies;
 - industry trends; and
 - technology that might affect the organization/business or the way work is done
 - ❖ Organization climate studies.
 - ❖ Infrastructure and people/performance management studies.
2. The data gathered are rooted in the performance required for individual, team, and organizational success both currently and in the

*The process outlined in this appendix was developed for the Department of Transportation. It is incorporated in the Department's Learning and Development Framework, prepared by Randy Bergquist of the Corporate Effectiveness Division, Office of Human Resources Management.

foreseeable future. At the same time HRD professionals help the organization close current performance gaps, they also support the development of the competencies needed at all levels to successfully meet future requirements.

3. The conclusions from the studies are summarized and competency profile and learning project recommendations developed by a team with representatives from all key stakeholder groups. The data, conclusions, and recommendations are presented to the leadership team to be used as input into organizational and HRD project and budget planning processes.
4. State-of-the-art learning strategies are designed as databases of options and multiple learning paths to support the competencies defined for the organization. Instead of a curriculum plan that applies to a large group of people, learning plans tied to the competencies are customized using variations of the HRD function's products. This provides flexibility for the constant, rapid, and often unpredictable changes in organizations' markets, environments, and stakeholder requirements.
 - ❖ Many learning resources offered within the curriculum are no longer offered on a set schedule at a central or regional location.
 - ❖ Now, more learning is made available at every organizational location, often electronically, so that it can be accessed when needed by the learner. This approach is called "point-of-need" or "just-in-time" training.
 - ❖ Classroom learning will continue to be useful to bring people together for shared learning experiences. These experiences allow for the sharing of insights among learners and the networking that is key to the success of many organizations.
5. Stakeholder partnerships, among managers, learners, HRD professionals, customers and co-workers, are developed to build transfer (full application of learning on the job) into the learning process. Learning that results in performance enhancement is an ongoing process involving multiple interventions by stakeholders throughout the analysis, design, delivery, and evaluation stages. These partnerships ensure that:
 - ❖ organizational infrastructure and management barriers to the desired learning and performance change are removed or minimized;

- ❀ the learner has the appropriate supervisor support, job, and task assignments;
- ❀ organizational performance measures and HR systems consequences are appropriately aligned with the performance desired; and
- ❀ information, tools, and coaching needed to support the learner are available, easy to use, and readily accessible.

6. Learning process design/development methodology is standardized throughout the organization:

- ❀ Learning projects are identified as outcomes of performance requirements studies and changes in strategic plans, stakeholder value, etc.
- ❀ Cost/benefit analysis is consistently used in learning project proposals, including:
 - Audience size.
 - Expected life/usefulness of the proposed learning process.
 - Scope of learning process — the desired performance outcome and the competency skills and knowledge components to be developed.
 - High-level conceptual design of the learning process.
 - Design alternatives (see existing materials review and make/buy descriptions below) and potential migration strategies for incremental or staged delivery of the learning process.
 - All costs associated with the design, development, implementation, delivery, and maintenance of the learning process for its estimated life.
 - Statement of anticipated benefits:
 - anticipated impact of the performance/behavior changes (identified in scope above) on existing organizational process and results performance measures; and
 - contribution to organizational goals, mission, competencies.

- Evaluation plan that will be used to measure the degree to which planned benefits were achieved and provide information necessary to improve and maintain the effectiveness, efficiency, and impact of the learning process.
- Statement of risks that includes:
 - risk/cost of not developing and implementing the learning process; and
 - risks that might cause an inefficiency or unsuccessful design, development, or implementation.

❖ Learning and performance support strategies are selected to maximize learning and performance enhancement in a minimal amount of time.

- Problem-based learning.
- Action learning.
- Structured on-the-job training.
- Performance support systems.
- Systems that are available to the learner “just in time” provide “just the right” amount of content.

❖ Designs of all learning strategies include the appropriate amount of each the five conditions for learning:

- **Control** — The learner has control of the learning process (the amount of control depends on learner’s experience/expertise, and availability and cost effectiveness of technology and/or experts).
- **Collaboration** — Learning is enhanced through team/group interaction and sharing of diverse experiences, views, and insights.
- **Context** — Rich, relevant, realistic data are provided on the learning situation, relevant to learners’ work situations.
- **Challenge** — Learners are sufficiently challenged by the learning and learning situation that they are actively mentally and emotionally engaged.

- **Reflection** — Sufficient opportunity and time are provided to allow the learner to integrate and process the learning experience, gain insights, and reframe/expand cognitive frameworks.
7. Existing materials reviews are part of all projects. Identification of existing internal and/or external materials that can support the learning process design, development, and implementation prevents duplication of effort; is a source of good ideas and content; and lowers project costs and cycle times. This step identifies vendor products that meet the organization's needs and enables a "make/buy" decision based on the cost/benefit analysis of the alternatives.
 8. The vendor review and selection process, if applicable, is managed by a key stakeholder group (including members of HRD). This team identifies the selection criteria and the relative importance of each (e.g., high = 3, medium = 2, low = 1); develops a vendor evaluation matrix; and makes final selection in compliance with any procurement rules, regulations and policies. Following selection, one or more products are tested and evaluated with the target audience to ensure "fit" and determine adaptation requirements. Selection criteria include:
 - ❖ Product attributes that indicate the degree to which the vendor product should contribute to the desired performance outcome and competency skill and knowledge components to be developed.
 - ❖ Vendor cost.
 - ❖ Costs of any adaptation required to maximize organizational or learning process/performance goal outcomes.
 - ❖ Vendor's record of reliability in the areas of product quality and timeliness.
 - ❖ Ease of use of product and vendor administrative processes.
 - ❖ Vendor's past projects and results within the organization and a reference check.

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Appendix D

*Management's Changing Expectations of HRD**

High-performing organizations set and meet strategic goals and performance objectives. They reflect vitality and continuous learning. Human Resource Development (HRD) plays several key roles in facilitating high-performance in organizations. Both the HRD activity and the organization itself benefit from the conditions that foster high performance.

Introduction

The President's Management Council (PMC) is committed to improving the performance of the federal government. Furthermore, the PMC has recognized that human resource development leads to improved federal performance. In April of 1995, the President's Management Council asked for specific actions on making HRD more effective in improving the performance of the federal government. This is the response of the governmentwide Human Resource Development Council:

The best way to improve government HRD is to have high expectations of HRD — and to communicate and reinforce those expectations. The central expectation of HRD is that its contributions result in high-performing federal agencies.

In most organizations, HRD has its roots in the training activity. However, HRD has evolved to include career development, organizational development, and performance improvement. This guide defines high performance in federal agencies and shows how HRD can help achieve high performance. Executives and managers can use this guide as a basis for ongoing dialogue with their partners in the HRD community. That dialogue should include a discussion of how HRD contributes to achieving the agency's strategic goals. The dialogue should also address how to help HRD evolve from traditional training and development into a new performance improvement business.

*The HRD roles were prepared by the Model and Strategy Committee of the HRD Council, chaired by Renelle Rae of the Environmental Protection Agency (EPA), and including members Georgianna Bishop (EPA), Anna Doroshaw (EPA), B.T. High (Department of Veterans Affairs), Bette Novak (Department of Education), Ruth Salinger (Department of Health and Human Services), and John Zottoli (Office of Personnel Management). This information has been presented in workshops sponsored by the National Performance Review and is currently used as guidance by several agencies.

How HRD Contributes to the Bottom Line



What Is a High-Performing Federal Agency?

Dozens of executives, customers, and leadership experts contributed to this guide. When asked “What does a high-performing federal agency accomplish?”, here is what they said. A high-performing federal agency:

- works better and costs less,
- achieves significant results for the money spent,
- provides value to customers and stakeholders,
- delivers products and services on time, and
- achieves recognition for the services it provides.

When asked “What does a high-performing federal agency look like?”, they described an agency:

- where every employee understands the mission of the agency and how his or her job helps achieve that mission;
- with high levels of trust, commitment, enthusiasm, and fun;
- that utilizes effective, empowering labor-management partnerships;
- that is healthy in all aspects — including morale, individuals’ physical and mental health, and the organization’s physical environment;
- that provides opportunities for employees to use their diverse talents; and
- that is self-sustaining and self-generating.

HDRD is an integral part of a high-performing federal agency. **Organizations need people who get the job done.** People get the job done when they are highly skilled, continually improve their skills, and are in an environment designed to capitalize on their skills. HRD provides a planned and systematic way for people to identify and learn the skills they need to get the job done.

Minding the Organization’s Business

What is the mission (or business) of HRD? A traditional view too often is restricted to organizing and supporting formal training as the only approach to improving performance. A more appropriate view of HRD extends beyond training into a much wider array of tools for enhancing performance.

The business of HRD is the business of the agency. HRD contributes to the business of the agency by performing the following roles:

1. Clarifying Business Goals

A federal agency can be high performing only if the people in the agency are clear about the agency’s business. Using their knowledge of the organization’s business, HRD professionals work with leaders and managers to clarify the business of the agency. HRD facilitates the process of answering:

- ❖ What business are we in?
- ❖ What customers do we serve?
- ❖ What are our value-added niches?
- ❖ How do we know our own success?
- ❖ Do we have the workforce capacity to achieve our business goals?

- ❖ Do we have the technology and systems to achieve our business goals?

HRD designs and teaches easy-to-use tools that foster business clarity.

2. Consulting on Performance Improvement

Employees need appropriate resources and support to accomplish what their leaders expect of them. HRD, in moving beyond its traditional training role, works with organizational clients to diagnose performance problems and anticipate issues before they become “problems.”

Partnering with management, HRD helps in:

- ❖ Reducing bottlenecks in information moving from one part of the organization to another;
- ❖ Preparing employees to operate new equipment;
- ❖ Maintaining current information on client needs; and
- ❖ Supporting human performance is what helps and organization run and run well, enabling it to accomplish its mission and add value to our society.

3. Promoting Systems Thinking and a Future Orientation

The learning organization needs to have systems in place to help it understand its current reality and focus on the ideal future state. The role of the HRD professional is to constantly stay abreast of new methods and ideas for helping organizations define their ideal future and assess present performance against it.

HRD supports management in achieving its organizational mission and goals through the use of a systems approach to planning and decisionmaking. By facilitating learning networks, the HRD provider gives everyone an opportunity to anticipate future challenges and aspire to higher levels of excellence.

The HRD provider continuously scans the new frontiers of organizational learning and shares this information in ways that are relevant and timely to the internal customer. The futurist role helps create workplaces that become laboratories for new ways of improving management practices, assessment tools, and learning systems.

4. Building Coalitions

Improved performance agencywide requires HRD to build coalitions with others who influence the resources and environment of the organization, such as managers, labor representatives, strategic planners, and

specialists in personnel, information resource management, facilities, and procurement.

A high-performing individual or team simultaneously needs well-designed working space, state-of-the-art technology, up-to-date knowledge and skills, supporting systems, and incentives. Consequently, an organization needs to improve its coordination of resources and systems across functional lines.

Traditionally, HRD has been concerned with only its role — offering courses to update knowledge and skills. To implement performance improvement solutions, HRD will need to identify the resource providers and build effective coalitions that improve the agency's bottom line.

5. Facilitating Workplace Learning

Traditional "training" has often involved a one-way communication from a teacher to a student. "Learning," on the other hand, comes from within the learner. Learning involves moving from what you know and can do, to acquiring new knowledge and capabilities.

The role of the HRD individual as learning facilitator includes helping individuals move through the process of acquiring new knowledge and capabilities. Facilitating workplace learning means ensuring that, as changes take place in the organization's technologies, systems, environment, and programs, learning opportunities are integrated where needed.

With HRD as facilitator of workplace learning, employees at all levels have the capabilities required so that the organization can effectively and efficiently achieve its goals, produce its results, and have its desired impact.

6. Integrating People and Technology

Technology has had an important and growing impact on our organizations. As each new wave of technology had been introduced into the organization, it has often been implemented without understanding the impact on human dynamics.

HRD has a key role to integrate the use of technology for learning into the business practices of the agency. HRD assists in planning, implementing, and utilizing technology — for learning and workforce improvement. HRD's goal is to help workers access information, performance support, and learning where and when they need it.

7. Brokering Talent and Services

HRD professionals provide a variety of learning services and support systems. In addition to providing these services directly, they serve as brokers and talent scouts — reviewing and acquiring external programs.

Identifying internal training and development providers, and helping them develop their platform skills, mentoring capability and facilitation skills is a part of the HRD professional's role in bringing the best talent to the task at hand.

8. Modeling High-Performance Behaviors

People lead by example. Gandhi followed this practice; he taught that each of us must be the change we wish to see in the world.

HRD professionals must see themselves as change agents. As such, they must demonstrate the personal, interpersonal, and professional competencies they encourage and help develop in others. They must be able to demonstrate in their everyday business lives those behaviors that are essential to developing high-performing agencies.

Performance improvement is enhanced when people understand desired organizational outcomes and see the behaviors that contribute to these outcomes.

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Appendix E

HRD Competencies*

The competencies are organized in three levels to show a development pattern for HRD practitioners: entry level, or “contributor” to solutions; mid-level, or “integrator” of solutions; and senior level, or “strategist” of solutions. At each level, the competencies listed in the technical and leadership/managerial categories are those that the HRD practitioner should master when at that level. It is assumed that HRD professionals will be working to develop all the competencies throughout their career.

	Technical	Leadership/Managerial
Senior Level <i>Strategist</i>	Strategic HR Practices HR Systems Succession Planning Organizational Performance Outcome Measures	Vision Federal Legislative Process Financial Management Budget Business Process Reengineering Leveraging Resources External Awareness
Mid-Level <i>Integrator</i>	Organizational Development Diagnosis Performance Intervention Group Facilitation Coaching and Mentoring Team Performance Instructional Technology Contracting/Purchasing Cost Benefit Analysis	Marketing Program Evaluation Strategic Planning Systems Thinking Program/Project Management Change Management Negotiating Priority Management
Entry Level <i>Contributor</i>	Performance Analysis Learning Systems Career Development Concepts Instructional Systems Development HRD Rules and Regulations Presentation Platform Skills	Organizational Knowledge Customer Orientation Ethics Teamwork Communication Creative Thinking Problem Solving Self-Development Information Technology

*The HRD competencies were prepared by a special HRD Council task force — comprised of Marjorie L. Budd (Department of Defense), David Amaral (Department of the Navy), Randy Bergquist (Department of Transportation), and Paul Longanbach (Office of Personnel Management) — based on extensive review of models used in the public and private sectors, and the combined experience of task force members.

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Appendix F

*HRD Curriculum Resources**

University Programs

There are at least 10 different master's degree programs for people interested in HRD. These are:

- ❖ Master of Business Administration with a concentration in Human Resource Management
- ❖ Master of Science in Personnel and Human Resource Management
- ❖ Master of Science in Applied Behavioral Science
- ❖ Master of Science in Adult Learning and Human Resource Development
- ❖ Master of Science in Organization Effectiveness
- ❖ Master of Science in New Professional Studies: Organizational Learning
- ❖ Master of Arts in Human Development or Human Resource Development
- ❖ Master of Arts in Human Resource Management
- ❖ Master of Arts in Organization Development
- ❖ Master of Education

*This information on curriculum resources for HRD practitioners and managers was compiled by Amy Van Skiver, Department of Agriculture, during a developmental assignment for the Women's Executive Leadership Program. The data were collected and synthesized from leading universities around the country, professional associations in HRD and related fields, commercial training programs, and career development programs.

A few universities also offer nondegree certificate programs. These include:

- ❖ Graduate Certificate in Human Resources
- ❖ Graduate Certificate in Organizational Development
- ❖ Graduate Certificate in Instruction Design

The nondegree certificate programs range from 15 to 18 required credits, while the master's programs require between 30 and 54 credits. The MBA programs generally require the most credits.

Costs range widely depending on the university's location, private/public status, and faculty/program prestige. For comparison, universities in the Washington, D.C., area range in cost from \$150 to \$707 per credit hour, with most programs charging about \$300 per credit hour.

Admission requirements are generally similar whether applying for a graduate certificate program or a master's degree. Many university programs consider the professional experience of their applicants. Some may offer to waive required courses that relate specifically to applicants' experience.

Most universities require a bachelor's degree from an accredited college or university. Many also require that the applicant's average GPA for that undergraduate degree be above a set limit. With few exceptions, either GRE or GMAT scores are required for application to master's degree programs. Universities may also require one or more of the following: references, resumes, written personal statements of purpose, several years of progressively responsible work experience, and/or interviews.

Required course work varies between programs depending on the emphasis of particular programs and universities.

Some common courses for programs emphasizing HRD include:

- ❖ Instructional Design and Development
- ❖ Performance Analysis and Improvement
- ❖ Consulting
- ❖ Managing HRD
- ❖ Training Research and Development
- ❖ Delivery Systems Design
- ❖ Career Development
- ❖ Behavior Modeling

Some more progressive courses in programs emphasizing HRD include:

- ❖ Distance Education Methodologies
- ❖ Incorporating Technology in Training
- ❖ International Adult Learning and HRD
- ❖ Strategic Approach to Human Resource Management
- ❖ Negotiation Skills and Strategies
- ❖ Strategic Management of Change

Some common courses in programs emphasizing Organizational Development include:

- ❖ Program Intervention
- ❖ Management and Organizational Theory
- ❖ Work Group or Team Development and Learning
- ❖ Organizational Diagnosis or Analysis
- ❖ Organizational Development or Learning

Some more progressive courses in programs emphasizing Organizational Development include:

- ❖ Management of Financial Resources
- ❖ Managing Quality Customer Services
- ❖ Business Statistics
- ❖ Creating the Learning Organization
- ❖ Strategic Knowledge Management

Some common courses in programs emphasizing Human Resource Management or Administration include:

- ❖ Strategic Human Resource Management
- ❖ Compensation
- ❖ Employee Benefits and or Pensions
- ❖ Labor Relations
- ❖ Recruiting and Selecting Employees
- ❖ Managerial Economics
- ❖ Personnel Law

Some more progressive courses in programs emphasizing Human Resource Management or Administration include:

- ❖ Managing Diversity
- ❖ Problem Solving
- ❖ Managing Conflict
- ❖ Writing for Decision Making

Professional Associations

Associations exist for just about every profession, and they are usually an excellent source for professional publications, learning materials, continuing education courses, and networking with others in that profession.

Some of the associations for individuals interested in Human Resources, Human Resource Development, Organizational Development, or related fields include (among others):

- ❖ The American Management Association
- ❖ The American Society for Training and Development
- ❖ The Association for Quality and Participation
- ❖ The International Personnel Management Association
- ❖ The American Society for Quality Control
- ❖ The Federal Executive Institute Alumni Association
- ❖ The International Society for Performance Improvement
- ❖ The Society for Human Resource Management
- ❖ The Human Resource Planning Society
- ❖ The Society for Advancement of Management
- ❖ The Association for Educational Communications and Technology

Commercial Programs

These programs vary widely from company to company and region to region. Many are national; some are only regional, statewide, or local. Some specialize in specific fields like change management, and some cover a gamut of subjects from basic math to professional development.

Formats vary from live seminars, to video- and audiocassette group or self-training, to computer-based training, to workbooks and self-assessments. Cost varies from around \$5 for a workbook self-study course to thousands of dollars for week-long seminars in popular resort areas. Quality also varies broadly from company to company and region to region.

One of the greatest benefits of this kind of training/curriculum resource is convenience. The live seminars are generally taught by expert speakers who know the topic of the seminar from personal and professional experience, and teach the topic repeatedly on numerous dates in a particular area.

Most seminars are day- or week-long, causing less disruption of work and ensuring that only the most practical topics and/or skills are presented.

Self-study workbooks, videos, and audiocassettes can be used on your own time at your convenience, and can be reviewed for future reference.

Video and computer-based learning provides a cost-effective way of training many people scattered across different geographical locations or who are unable to gather at one particular time.

One of the greatest disadvantages of this kind of training/curriculum resource is that topics are broad to cover common needs and don't always address a topic in a way specific to your needs. Customized training is usually only available to larger groups, and tends to be quite expensive.

Determining Your Best Option

In most career decisions, what you want to accomplish from the activity or experience is an important step toward determining what the decision should be. In considering various curriculum options the same is true.

Some possible questions to ask yourself when considering different options are:

- ❖ What are my current strengths, skills, and competencies?
- ❖ What is my current role, and what do I want my role to be in the future?
- ❖ What are the skills and competencies I'd need for that role I want in the future? Which of them are not among the ones I listed as current strengths, skills, and competencies?
- ❖ Of those skills and competencies that I don't already have which I need for that role I want in the future, how many cannot be obtained unless I take a certificate or master's program?
- ❖ How many can be learned/obtained through continuing education courses at a junior college, professional association classes, commercial training programs; by listening to video or audiotape training programs; by taking a computer-based training program or correspondence course; by reading a book; or through some other alternative source?
- ❖ Will my current employer pay for some or all of the additional training that I need?
- ❖ How much energy, time, or money am I willing to invest in obtaining those skills and competencies that I need for that role for the future?
- ❖ Which option will be the best use of my time, energy, and money for where I want to be/what I want to do?

- ❁ How will that option affect my lifestyle, my work, my relationships, or my financial condition?
- ❁ When am I willing to initiate any additional training/learning that I need to do?
- ❁ What span of time am I willing to commit to that training/learning?
- ❁ Do I need any financial assistance? If so, how will I go about getting it?
- ❁ Will my friends, family, coworkers, and supervisors be supportive of my efforts? Will their reaction affect my willingness to go forward with my plans or my success in getting where I want to go and doing what I want to do?
- ❁ How will I know when I'm successful?
- ❁ What rewards will I plan for myself along the way to recognize small successes and keep me motivated to complete my plan?
- ❁ At what intervals will I re-evaluate where I'm headed and where I want to go to and adjust my course if necessary?
- ❁ Will I need to prepare for a geographic, industry, career, or job change when I'm through with my training/learning? If so, what will I do to prepare for that, and when?
- ❁ Am I satisfied that this option will get me where I want to go, when I want to go there, and how I want to get there?

Appendix G

*Training Procurement**

Once you decide to contract out training work, you have some options from which to choose, depending on the type of requirement (off-the-shelf or new work), projected cost, and other factors such as procurement lead time. There are some simple and quick ways to purchase training. Some agencies have the capability of purchasing off-the-shelf training electronically; others use the SF 182 or agency equivalent. When you need to develop new training materials or programs, or when the cost exceeds dollar thresholds established for your agency, you must go the procurement route. Either use an existing contract vehicle or get your own. In either case, work closely with your contracting officials.

Using Existing Contract Vehicles

Often referred to as multiple award contracts, these are contracts already in place that you may use to get the services or deliverables you need. In some cases, the contract was designed to meet diverse needs (such as the contracts awarded by the Office of Personnel Management under its Training Management Assistance Program). In other cases, an existing contract is modified to accommodate your requirements. In some cases, the "owner" of the contract will charge an administrative fee for allowing you to use it. Using someone else's contract can shorten your procurement lead time.

How Long Will Contracting Out Take?

Outsourcing or contracting out can be a lengthy process. Some of the timing you can control, but the actual time it takes for a request to be processed by your contracting activity is not in your control. Keep in mind that the procurement administration lead time does not include the time it will take you to do those steps needed before your request enters the procurement process. Such steps might include developing statements of work, detailed costs estimates, and evaluation plans.

The following table is from one of the most active and efficient procurement organizations in the country; check with your own procurement office to find out what your time frames are.

*This information on training procurement was authored by David Amaral. It is drawn from professional training courses for civilian HRD personnel in the Department of the Navy.

Procurement Action	Lead Times
1. Simplified acquisition/small purchase Under \$2,500 \$2,500 - \$25K (competitive) \$2,500 - \$25K (noncompetitive) \$25K - \$100K	10 days 15 days 20 days 40 days
2. FSS/GSA Delivery Order	25 days
3. Other Delivery Order Firm fixed price Other than firm fixed price	15 days 30 days
4. Exercise of options (most options are required to be exercised 30 days prior to contract expiration, with notice of intent to exercise the option required 60 days prior to contract expiration)	75 days (or 90 days prior to contract expiration)
5. Large purchase under \$1 million \$50 - \$100K (competitive/noncompetitive) \$100K - \$1M (competitive/noncompetitive)	120 days 180 days
6. Large purchase over \$1 million (competitive) Technical evaluation (if required) promptly performed at contracting activity Technical evaluation (best value)	210 days 310 days
7. Large purchase over \$1 million (noncompetitive) \$1 - \$10 M Over \$10 M	310 days 340 days

Getting Your Own Contract Vehicle

When you need to get your own contract vehicle in place, there are a few steps that will require your full attention. In addition to the funding, there are two things you must put together before the procurement process can be started. One is the statement of work (SOW); the other is the independent cost estimate. The SOW is a key part of the solicitation package, and the contracting officer needs the cost estimate to evaluate contractor cost proposals and determine competitive ranges.

Preparing a Statement of Work

The SOW is the single most important element of a procurement. A poorly written SOW could mean failure of the project; receipt of substandard services, equipment, materials, or supplies; delays and administrative costs; and disputes between the government and the contractor.

The SOW describes the work to be performed or the services to be rendered, defines the respective responsibilities of the government and the contractor, and provides an objective measure by which both the government and the contractor will know when the work is complete and payment is justified. As a description of the specific requirements to be met by the successful offeror, the SOW is an extremely important document during proposal preparation, proposal evaluation, contractor selection, and contract administration.

Some SOWs are easier to prepare than others. For example, SOWs for off-the-shelf training programs may not be too difficult to prepare, because specifications and state-of-the-art capabilities are known quantities and can be defined easily. SOWs for the development of training in support of a new system, on the other hand, may be more difficult to define. Planning for all the requirements and contingencies may be difficult, but care must be taken to ensure that all requirements are included.

Format

SOW formats can differ. Your contracting office should give you a sample of the format it likes to use. Regardless of the format, you need to make sure that the SOW spells out all of your requirements. It should be as specific as possible. Keep in mind that the SOW identifies and specifies what you expect as an end product. It influences greatly which contractors will be interested in bidding and which will get the award. If you are vague in your statement of work, you will end up with deliverables that most probably will not meet your requirements (and you will, at that point, have little recourse, except for trying to convince the contracting officer to negotiate a modification to the contract — a process that usually translates into a considerable increase in costs).

Contract Types

Contract types are grouped into two broad categories: fixed price and cost reimbursement. They range from firm fixed price, in which the contractor assumes full responsibility for performance costs and resulting profit or loss, to cost plus fixed fee, in which the contractor has minimal responsibility for the performance costs, and the negotiated fee is fixed. In between these extremes are various incentive contracts tailored to the uncertainties involved in contract performance. The type of contract you end up with depends a great deal on how well you can explain your requirements or, in other words, how good a job you did in preparing your statement of work. Keep in mind that the less fixed the price, the more difficult the contract is to manage.

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Appendix H

HRD Council Mission, Vision, and Membership

HRD Council Mission

The Human Resource Development (HRD) Council is an interagency community dedicated to improving the performance of government. To this end, the HRD Council:

- ❖ supports individual HRD organizations,
- ❖ fosters governmentwide collaboration, and
- ❖ builds strategic partnerships and coalitions with other organizations that are also committed to improving the performance of government.

HRD Council Vision

The HRD Council is a unifying force for achieving performance excellence through people. It does this by:

- ❖ serving as a catalyst and innovator,
- ❖ fostering communication and collaboration with and among agencies and other groups and councils seeking government reform and reinvention,
- ❖ developing HRD professionals and an HRD learning community,
- ❖ providing expert leadership in performance improvement and evaluation,
- ❖ funding initiatives consistent with the HRD Council mission and vision, and
- ❖ becoming financially self-sustaining.

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