

APPENDIX A

GLOSSARY

Action Learning. Process of challenging assumptions; How to learn which we act. (Revans,1982). Also now trademarked as **action reflection learning** (ARL) by International Management, Ltd., as a “continuous process of learning and reflection supported by colleagues, with an intention of getting things done. Through **action learning**, individual learn with and from each other by working on real problems and reflecting on their own experiences” (McGill & Beatty, 1992, p. 17)

Action Reflection Learning. (See Action Learning)

Action Research.

1. “...is a term for describing a spectrum of activities that focus on research, planning, theorizing, learning and development. It describes a continuous process of research and learning in the researcher’s long-term relationship with the problem.” (Cunningham, 1993, p. 4)
2. “A change process based on systematic collection of data and the selection of a change action based on what the analyzed data indicate (Robbins, 1996, p. 730)
3. “[It is] the process of systematically collecting research data about an ongoing system relative to some objective, goal, or need of that system; feeding these data back into the system; taking action by offering selected variables within the system based on both the data and the hypotheses, and evaluating the results of actions by collecting more data (French & Bell, 1990, p. 99)

Action Science. Science of interpersonal learning; why we do not do what we say we want to do. (Argyris, 1978)

Case Study. An in-depth analysis of one setting/phenomena. (Merriam, 1988, and Merriam & Simpson, 1995)

Change. “Making things different...; First order change is linear and continuous...; Second order of change is multidimensional, multi level, discontinuous, radical change involving reframing assumptions about the organization and the world in which it operates.” (Robbins, 1996, p. 719)

Change Agents.

1. “Persons who act as catalysts and assume the responsibility for managing change activities.” (Robbins, 1996, 720)
2. “An effective change agent is one who helps a client recognize the forces in his (sic) field, to understand the consequences of manipulating the forces, and to provide whatever support is needed to take action”. (Bennis, et al, 1969, p. 315)

Civilian Leadership Development. Secretary of the Navy initiative creating a framework for the design of command and activity programs providing leadership training to civilian employees at the GS-9 through GS-15 and equivalent levels. (*SECNAVINST 12410.24 of 24 August 1995*)

Consultant.

1. Often a change agent involved in organization development. Engages in specific interventions to work on specific problems, often with top or middle managers. (Lippett & Lippett, 1978; Schein, 1979)
2. A person who actually consults (internal or external)—not to be confused with a supplier of instruction. (Nadler & Nadler, 1990, p. xviii)

Development. Learning that is not job-focused when used as human resource development activity. (Nadler & Nadler, 1990, p. xviii)

Double Loop Learning. Errors are corrected by modifying the organization’s objectives, policies, and standard routines. (Argyris, 1978)

Education. Learning provided to improve job performance when used as human resource development activity.

Employee Responsibilities for Training. “Employees are responsible for self-development, for successfully completing and applying authorized training, and for fulfilling continued service agreements. In addition they share with their agencies the responsibility to identify training needed to improve individual and organizational performance and identify methods to meet those needs, effectively and efficiently.” (*Office of Personnel Management, 5 CFR Part 410, p. 7-8*)

Flow State Management. Change agent smoothly facilitates the release and channeling of energy. (Ackerman, 1984, p. 122)

Force Field Analysis. A model for diagnosing and implementing change originated by Kurt Lewin (1958). “Change is an alteration of an existing field of forces... Lewin conceived three phases of change in force field analysis: Unfreezing, Moving (changing), and Refreezing. Unfreezing involves altering the limits of a social situation equilibrium by creating awareness of the need for change and a desire for change. Moving involves actively manipulating certain of the social forces, decreasing those pressing toward a more desirable level of behavior. Refreezing reestablishes equilibrium at the new level, insuring that the social forces will remain stable and will not revert to the prior state. (Lewin,1958)

General Military Training (III). “Designed for presentation during regularly scheduled training sessions including On Board Training (OBT) in individual units. Its purpose is to continue the emphasis on those topics introduced in earlier phases and address contemporary topics that reflect new or changed Navy goals and objectives... GMT trains, motivates, and informs Navy personnel to enhance their ability to successfully deal with those issues that impact on their military career and those personal matters which are associated with service life. GMT also helps prepare the Navy service member for leadership roles.” (*OPNAVINST 1500.22D, draft, p. 2*)

Head of Agency Responsibilities for Training. Establish, budget for, operate, maintain, and evaluate a program or programs, and a plan or plans thereunder, for training agency employees by, in ,and through Government and non-Government facilities; ...Determine policy governing employee training...; Establish priorities for training employees and provide for funds and staff according to these priorities; Integrate employee training. (*Office of Personnel Management, 5 CFR Part 410, p. 6*)

Human Resource Development (HRD). Organized learning over a given period of time, to provide the possibility of performance change or general growth of the individual. (Nadler & Nadler, 1990, p. xviii)

Human Resource Information Systems (HRISs). The software programs and computers that deal with the entry, maintenance, updating, and use of human resource information. (Nadler & Nadler, 1994, p. 758)

Human Resource Management (HRM). A pattern of placement human resource deployments and activities intended to enable an organization to achieve its goals. (Noe, et al, 1994, p. 761)

IDP (Individual Development Plan). A written schedule or plan designed to meet an employee's particular goals for development. IDPs are a method of systematically planning for training and experience in order to develop the specific skills and knowledge an employee may need. (*OPM—The IDP Process*)

Indoctrination Training. “Welcome aboard...for newly reporting personnel...must clearly state command policy and, at the same time, inform the individual that he (she) is an important part of the command... needs to be effective and ongoing. (*OPNAVINST 3120.32C of 11 April 1994, p. 8-17*).

Intervention. One highly specific action taken by a change agent in order to facilitate the change process. Any specific planned activity that “interferes” with a sequence of events. Argyris defines the work of the interventionist as: a) generating valid information; b) Presenting the data to organization members to serve as a basis for informed decisions; and c) helping to develop commitment to any decisions that are made. (Argyris, 1978). In this case action interventions range from limited (being in the organization to help) to more comprehensive as in this action research case study. (Argyris & Schön, 1996, 111). Process consulting activities “can be conceptualized as two types of interventions—diagnostic and confrontive.” (Schein, 1988, 141). “Every act on the part of the process consultant—even the act of deciding to work with the organization constitutes an intervention.” (Schein, 1988, 142).

KSAs (Knowledge, Skills, and Abilities). The list of special qualifications and personal attributes that a candidate should have in order to fill a particular job. KSAs are the factors that identify the better candidates from a group of persons basically qualified for a position. Also referred to in position descriptions as “critical elements and standards.”

Learning. “...is a continuous, strategically used process ...integrated with and running parallel to, work... resulting in” change in knowledge, beliefs, and behaviors.” (Watkins & Marsick, 1993, p. 8)

Learning Organization. “An organization that is continually expanding its capacity to create its future.” (Senge, 1990, 14)

Long Range Training Plan. “...a basic instrument for informing personnel of training goals and operating schedules. It will provide the framework for developing the Short Range Training Plan...” (*OPNAVINST 3120.32C of 11 April 1994, p. 8-6*)

Mental Models. “Mental models are the images, assumptions, and stories which we carry in our minds of ourselves, other people, institutions, and every aspect of the world. Like a pane of glass framing and subtly distorting our vision, mental models determine what we see. In cognition, the term refers to both the semipermanent tacit 'maps' of the world which people hold in their long-term memory, and the short term perceptions which people build up as part of their everyday reasoning processes. According to some cognitive theorists, changes in short-term every day mental models, accumulating over time, will gradually be reflected in changes in long-term deep seated beliefs.” (Senge, Kleiner, Roberts, Ross, & Smith, 1994, 235-237).

Needs Assessment.

1. Identifies and explores performance gaps at three levels: Organizational, Occupations (Job) and Individual. **Training Needs Assessment.** (*Office of Personnel Management Needs Assessment Handbook*).
Need “is generally considered to be a discrepancy or gap between “what is” or the present state of affairs in regard to the group and situation of interest, and “what should be,” or a desired state of affairs. (*Kaufman, 1988, 1992*).
2. “...the process of identifying performance requirements within an agency and the 'gap' between what performance is required and what presently exists. When a difference exists, a needs assessment explores the causes and reasons for the gap and methods for closing or eliminating the gap. A complete needs assessment also considers the consequences for ignoring the gaps.” (*Office of Personnel Management Needs Assessment Handbook, Section 15, p. 15*)
3. “A systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program or organizational improvement and allocation of resources. The priorities are based on identified needs.” (Witkin & Altschuld, 1995, p. 4)

OJT (On-the-Job-Training).

1. “...a personalized means of teaching and developing professional skills, knowledge, and abilities...” (*OPNAVINST 3120.32C of 11 April 1994, p. 8-5*)
2. “A program of learning activities provided in an informal situation at the job site.” (Nadler & Nadler, 1990, p. xviii)

- Orientation** (*See also Indoctrination*). Standard term for new government employee training.
- Paradigm.** Dominate and fundamental way of thinking within a period—how phenomena are perceived and assigned meaning. A model or pattern.
- Paradox.** An opinion contrary to one generally held. A statement which at first seems absurd or irrational but which proves on reflection to be highly credible. (Websters, 2nd ed. 1977 by Williams Collins + Word Publishing Co., Inc., 1938).
- PARS.** For civilians: Performance Appraisal Review System
For military: Personnel Advancement Requirements System
- PBFT. Planning Board for Training** required for military by OPNAVINST 1500.22D of 22 May 1987.
- PDs (Position Descriptions).** Duties, roles and responsibilities as they specifically relate to job title and position.
- Phenomena.** “Any fact, circumstance or experience that is apparent to the senses and that can be scientifically described or appraised.... (Websters, 2nd ed. 1977 by Williams Collins+Word Publishing Co., Inc., 1938).
- Process.** “Refers to *how* things are done rather than *what* is done” (Schein, 1987, 39).
- Process Consultation.** “A kind of philosophy and attitude toward the process of helping individuals, groups, and organizations. It is not merely a set of techniques to be compared to and contrasted with other techniques. Process consultation underlies the broader concept of organization development and is the key philosophical underpinning to organizations development in that most of what the consultant does in helping organizations is based on the assumptions of process consultation.” (Schein, 1988, 1)
- Research.** The systematic gathering of information for the purpose of searching for truth.
- Shared Vision.** “Building a sense of commitment in a group by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there.” (Senge, et al., 1994, 6)
- Short Range Training Plan.** “...the mechanism for planning and scheduling training. Effective scheduling requires careful attention by the chain of command in order to minimize conflicts and to maximize opportunities... It shall include: ... quarterly, monthly, and weekly training plans and schedules.” (OPNAVINST 3120.32C of 11 April 1994, 8-12)

Single-Loop Learning. Errors are corrected using past routines and present policies.

(Argyris, 1978)

System. “A perceived whole whose elements ‘hang together’ because they continually affect each other over time and operate toward a common purpose. The structure of a system includes the quality of perception with which you, the observer, cause it to stand together.” (Senge, et al, 1994, 90)

Systems Thinking. “A way of thinking about, and a language for, describing and understanding the forces and interrelationships that shape the behavior of systems. This discipline helps us see how to change systems more effectively and to act more in tune with the larger processes of the natural and economic world.” (Senge, et al., 1994, 6-7)

Team Learning. “...transforming conversational and collective thinking skills so that groups of people can reliably develop intelligence and ability greater than the sum of individual members' talents.” (Senge, et al., 1994, 6)

Training. Encompasses “any training that improves individual and organizational performance and assists an agency in achieving its mission and performance goals” (5 U.S.C. 4101), and “includes planned activities which support and improve individual and organizational performance and effectiveness, such as on-the-job training, career development programs, professional development activities, or developmental assignments.” (5 U.S.C. 4101.101). When used in human resource development training is learning provided to improve performance on the present job. (Nadler & Nadler, 1990, xviii)

Training Needs Assessment. (See Needs Assessment)

Training Priorities:

Priority I. Training that must be accomplished during the immediate training cycle or it will have an adverse mission effect.

Priority II. Training required for systematic replacement of skilled employees through career management or other work force development programs. Deferment would have an adverse mission effect over an intermediate term.

Priority III. Training designed to increase the efficiency and productivity of employees who perform adequately. Deferment beyond the immediate training cycle would have little immediate adverse mission effect but would preclude or delay improving present

mission accomplishment. Training programs that do not meet at least one of these priorities may not be conducted. Components shall establish control procedures to ensure that the priorities are observed fully." (DOD 1400.25.M and CPM 410.2 of October 1, 1985. pp. 2-2)

Training Programs. "In order to assist in achieving an agency's mission and performance goals by improving employee and organizational performance, the head of each agency, in conformity with this chapter, shall establish, operate, maintain, and evaluate a program or programs, and a plan or plans thereunder, for the training of employees in or under the agency by, in, and through Government facilities and non-Government facilities. Each program, and plan thereunder, shall—

- (1) conform to the principles, standards, and related requirements contained in the regulations prescribes under section 118 of this title;
- (2) provide for adequate administrative control by appropriate authority;
- (3) provide that information concerning the selection and assignment of employees for training and applicable training limitations and restrictions be made available to employees of the agency; and
- (4) provide for the encouragement of self-training by employees by means of appropriate recognition of resultant increases in proficiency, skill, and capacity." (*Title 5, U.S.C. 4103, April 1996, p. 3*)

Training Reports. "Each agency shall maintain records of its training plans, expenditures, and activities and report its plans, expenditures and activities to the Office of Personnel Management and at such times in such form as the office prescribes." (*Office of Personnel Management, 5 U.S.C. 410.701*)

Transformation. "The act or operation of changing the form or external appearance; the state of being transformed; a change in the form, appearance, nature, disposition, condition, character, etc." (*Websters, 2nd ed. 1977 by Williams Collins+Word Publishing Co., Inc., 1938*).

Unit Training. "Includes General Military Training (GMT), individual watch station qualification, and operator and team proficiency in subsystems and integrated systems." (*OPNAVINST 3120.32C of 11 April 1994, p. 8-1*)

APPENDIX B

Models for the Change Process Different Lenses*

MODEL/ THEORIST	1933 MODEL: "How We Think" THEORIST: John Dewey	1939 MODEL: "PDCA Problem- Solving Loop" THEORIST: Shewhart (1939) & Deming (1982)	1947 MODEL: "Change Model" THEORIST: Lewin
INITIAL ENTRY STATE	Suggestion Intellectualization	Act	Unfreezing
CHANGE STATE	Hypothesizing Reasoning	Plan Do	Moving/Changing
END STATE	Testing the hypothesis by action	Check/Study	Re-freezing

*Variation caused by different lenses, questions and contexts (time, circumstances, resources...)

MODEL/ THEORIST	1948 MODEL: "4 Types of Action Research" THEORIST: Chein, Cook & Hardey	1951 MODEL: "Action Research" THEORIST: Lewin	1953 MODEL: "Action Research" THEORIST: Corey
INITIAL ENTRY STATE	Empirical Action Research	1. Problem I.D. (internal) 2. Consult behavioral scientist—outside expert (Change Agent) 3. Data Gathering <u>Preliminary</u> Diagnosis	I.D. problem Specific problem/ goal relative to whole situation (collaborative)
CHANGE STATE	Diagnostic Participant Action Research	4. Feedback 5. <u>Joint</u> Diagnosis 6. Action	Record actions taken and accumulation of evidence to determine degree of goal achieved Inference for evidence regarding relation between generalization regarding actions and desired goal(s)
END STATE	Experimental Action Research/Organizational Development	7. Data Gathering	Continuous re-testing of general actions

MODEL/ THEORIST	1958 MODEL: "Planning" THEORIST: Lippit, Watson, and Westley	1973; 1984 MODEL: "Action Research & OD" THEORIST: French & Bell	1975 MODEL: THEORIST: Menzel (p. 289-291)
INITIAL ENTRY STATE	<ol style="list-style-type: none"> 1. Develop Need (Scouting) 2. Establish Change Relationship (Mutual Expectation) 		<p>Awareness of need for change</p> <p>Establish change relationship</p>
CHANGE STATE	<ol style="list-style-type: none"> 3. Clarification/Diagnose (I.D. Improvement Goals) 4. Alternate Routes and Planning (I.D. Resistance and action steps) 5. Transformation (Implementation) 	<ol style="list-style-type: none"> 1. Systematic Data Collection 2. Feedback 3. Action planning based on data 	<p>Diagnosis of system problems</p> <p>Examine options</p> <p>Set Goals</p> <p>Acceptance: Take Action</p>
END STATE	<ol style="list-style-type: none"> 6. Stabilization Action? (Evaluation Termination?) 7. Terminal Relationship (Termination) <p>Problem-solving; Weakness linear/stops</p>	<p>Evaluating the results of actions by collecting more data</p> <p>Action should follow research and research should follow action</p>	<p>Generalization and stabilization</p> <p>Termination (Not in Action Research)</p>

MODEL / THEORIST	<p>1977 MODEL: THEORIST: Beckhard & Harris</p>	<p>1979 MODEL: "Concerns Based Adoption" THEORIST: Gene Hall</p>	<p>1983 MODEL: THEORIST: Kanter</p>
INITIAL ENTRY STATE	Present State	Collective Investigation "Conscientization" (Freire, 1974)	Departure from tradition and crises
CHANGE STATE	Transition State	Collective Analysis "Thematic Investigation: Learning to perceive social, political, and economic contradictions and to take action against the oppressive elements of reality." (Freire, 1974)	Strategic Decisions and Prime Movers
END STATE	<p>Future State Knowledge (getting and giving)</p>	Collective Action	Action Vehicles and Institutionalization

MODEL/ THEORIST	1984 MODEL: "Leadership Styles" THEORIST: Ackerman [Organizations as Energy]	1986 MODEL: THEORIST: Tichy & Devanna (p. 29)	1989 MODEL: THEORIST: Nadler & Tushman
INITIAL ENTRY STATE	Solid State	ACT I AWAKENING: Recognizing the need for revitalization (Prologue: New Global Playing Field Triggers for Change)	Energizing
CHANGE STATE	Flow State	ACT II MOBILIZING: Creating a new vision	Envisioning
END STATE	Fear State	ACT III REINFORCING: Institutionalizing Change Social Architecture (Epilogue: History repeats itself)	Enabling

MODEL/ THEORIST	<p>1989 MODEL: "Qualitative Research Process" THEORIST: Merriam & Simpson</p>	<p>1990 MODEL: "Systematic Quality Management" THEORIST: Kim</p>	<p>1992 MODEL: "Big 3 Model of Change" THEORIST: Kanter, Stein & Jick (p. 376)</p>
INITIAL ENTRY STATE	<p>Design study</p>	<p>Plan 1. Shared understanding 2. Conceptual insights 3. Policy change/ recommendations</p>	<p>Three Roles: 1. Change Strategists: – Lay the foundation – Vision</p>
CHANGE STATE	<p>Collect Data Organize and analyze data Develop hypothesis Develop and clarify theory</p>	<p>Do... 1. Policy implementation 2. Gather data 3. Synthesis/Analysis</p>	<p>2. Implementers: – Make it happen</p>
END STATE	<p>State hypothesis</p>	<p>Analyze/Act Plan...</p>	<p>3. Recipients: – Adopt (or fail to adopt) The Change Plan</p> <p>THREE MOTIONS: 1. Environment 2. Lifecycle 3. Power/Politics</p> <p>THREE FORMS: 1. Identity (Relationships) 2. Coordination 3. Control</p>

MODEL/ THEORIST	1993 MODEL: "Action Research" THEORIST: Cunningham (p. 4 & 235)	1993 MODEL: "Sculpting the Learning Organization" THEORIST: Watkins & Marsick	1996 MODEL: "Action Research" THEORIST: Robbins (p. 730-731)
INITIAL ENTRY STATE	Organization and transformation cycle Initiation—Entry Form AR Group Recognition/Confirmation: – Problem ID; Goals; – Planning	Experience challenges Interpret context	Diagnosis
CHANGE STATE	Paradigm Shift (Moving) Planning: ID problem needs Theorizing: Methods/criteria for assessment Learning: Collect and report data	Examine alternative solutions Work Reflect in and on action Produce the solution	Analysis Feedback Action
END STATE	Development Routinization (Aftermath)	Assess intended and unintended consequences Plan next steps Frame the experience	Evaluation

MODEL/ THEORIST	1996 MODEL: "ASTD Human Performance Improvement Process" THEORIST: Rothwell	1900s MODEL: "Scientific Method" THEORIST:	2000 MODEL: TBD
INITIAL ENTRY STATE	Performance Analysis Cause Analysis Intervention	I.D. problem, obstacle or new idea Thinking ⇨ Hypothesis cause/effect	
CHANGE STATE	Implementation Change Management	Reasoning or deducing consequences of hypothesis	
END STATE	Evaluation and Management	Observing, testing and experimenting to test the hypothesis	

APPENDIX C

TRAINING NEEDS ASSESSMENT PROCESS

- I. Determine Benefits of Needs Assessment
 - A. Identify Key Stakeholders
 - 1. Deputy Chief of Personnel
 - 2. Director/Deputy of Administrative Services
 - 3. Director, Quality Improvement Office
 - B. Solicit Support
- II. Plan to Conduct Needs Assessment
 - A. Set Goals/Objectives
 - 1. Determine what training is being done
 - 2. Determine what training needs to be done
 - 3. Recommend how best to do training now and for future move to Memphis
 - B. Evaluate Strategic Plan Relative to Training
 - C. Identify Key Roles/Team Members
 - 1. Director, Training
 - 2. Director, Quality Improvement Office
 - 3. Human Resources Development Consultant
 - D. Identify Potential Problems/Pitfalls
 - 1. Incomplete/inaccurate data
 - 2. Conflicting data
 - 3. Internal resistance
 - E. Evaluate Prior/Other Needs Assessment
 - 1. Command assessment team surveys: military and civilians
 - 2. Command Inspector General inspection report
 - F. Prepare Plan to Conduct Needs Assessment
 - 1. Evaluate data regarding training
 - 2. Define population, identify issues of concern, and prioritize needs
 - 3. Coordinate resource requirements
- III. Conduct Needs Assessment
 - A. Obtain Needs Assessment Data
 - 1. Key informants
 - 2. Interviews
 - 3. Focus groups
 - 4. Surveys
 - B. Analyze data
 - C. Define Performance Problems/Issues
 - 1. Occupational groups
 - 2. Individuals
 - D. Research Integrated Performance Solutions
 - 1. Training and development
 - 2. Organizational development
 - 3. Other human resource solutions
 - E. Determine Best Training and Development Approach(es)
 - F. Assess Cost/Benefit of Training & Development Approach(es)—“Business Case”

APPENDIX D

MULTI-LEVEL NEEDS ASSESSMENT QUESTIONNAIRE

Organizational Assessment Level

1. What new direction do you see your organization taking the next year?
2. How will you evaluate your organization's success in accomplishing its mission and goals? How do you evaluate it now?
3. How will you prioritize your agency's needs and make decisions concerning investment of training resources?
4. What are the issues impacting your organization?
5. What critical occupational groups will be affected by this new direction?
6. How do you define "organization"?
7. Is there a problem, change, or improvement for which there are human performance implications? Describe.
8. How will you use the assessment data which looks at needs of the organization?
9. How will organizational data be used to improve performance through non-training and development solutions? Describe.
10. From what sources can information on current performance levels be derived? How complete? How accurate?
11. How do you plan to involve managers in the needs assessment process?

Occupational Assessment Level

1. KSAA's: What are the skills, knowledge, and abilities required by the affected occupational group(s) to move toward the new direction?
2. What present skills, knowledge, and abilities does the group(s) possess?
3. What occupational group(s) will be assessed? How did you decide?
4. What are the needs of the occupational group(s)?
5. How will the assessment data from these occupational group(s) be used?
6. Are there established career paths for the occupational groups being assessed? How did you define them?

7. Are there ideal/desired requirements for the occupational group(s)? From what sources did you derive this information?
8. From what sources will you derive information on current performance levels for the occupational group(s)?
9. How do you plan to involve managers in the needs assessment process?

Individual Assessment Level

1. How will your job be affected by the new direction?
2. How will you be affected?
3. What new or different job requirements will you need to satisfy?
4. What are the required/desired levels of performance needed to carry out the new/different job duties?
5. What is your current ability to perform the new/different job duties?
6. Will learning the new/different duties help you achieve your career goals? How?
7. What other skills do you need to improve your current job performance?
8. If you received training to meet your needs, what new skills could you transfer to your job?

Adapted from United States Office of Personnel Management Human Resources Development Group (1994, January). Training Needs Assessment Handbook, A Guide for Conducting a Multilevel Needs Assessment. HRDG-024. Washington, D.C.

APPENDIX E
TRAINING NEEDS SURVEY

MEMORANDUM FOR DISTRIBUTION

Subj: IN-HOUSE

TRAINING SURVEY

1. has requested information to determine the feasibility of centralizing military prior to the bureau's on to Millington, TN. Per this initiative, we are conducting a survey to determine the milit ing conducted in FY95 by each addressee. Please note that training which requires DD Form 6 - R st, authorization, Agreement, certification of Training and Reimbursement *is excluded* from this survey.

2. Please indicate the following for the training you provide:

- (a) Specify category: Supervisory/Management, Administrative Support, ADP, EEO, In-Rate/GMT, Mandatory Training (e.g., Sexual Harassment, Drug Free Workplace, Aids in Workforce), and Other (CPR, First Aid, Safety, Career Development, Security, Communications, Standards of Conduct, etc.)
- (b) Who is the training for?
- (c) How many are being trained?
- (d) Who provides the training?
- (e) How long is the training?
- (f) Where is the training held?
- (g) What is the frequency and length of training?
- (h) Who pays for the training (central and/or individual program funds) and the total amount spent?

3. Please provide your response and point of contact's name/telephone umber by 15 March 1996 to the quality Improvement Office Negative responses re required.

Director
Quality Improvement Office

Distribution:
List 1A

APPENDIX F

CHANGE AGENT TAXONOMY—RAKAS

Taxonomy of RAKAS (Roles, Attitudes, Knowledgeing, Ability, Skill)

THE PROCESS OF PLANNED CHANGE		UN-FREEZING		MOVEMENT			RE-FREEZING		CONTINUOUS PROCESS IMPROVEMENT...	
		1	2	3	4	5	6	7		
ROLES	KNOWLEDGING (How, who, what, when, where, why)	PHASES OF PLANNED CHANGE		1	2	3	4	5	6	7
		AWARENESNESS OF NEED FOR CHANGE	ESTABLISH RELATIONSHIP	DIAGNOSIS OF SYSTEM / PROBLEMS	EXAMINE OPTIONS: SET GOALS	TAKE ACTION	ACCEPTANCE: GENERALIZATION AND STABILIZATION	TERMINATION		
ENLIGHTEN	Role Model—Personal Mastery									
	Relationship Builder									
	Relater at all levels—"Bridger"									
	Expertise in Consulting:									
	Systems Analyst—"Surveyor"									
	Process Observation									
	Problem Sensing & Solving									
	Conflict Resolution									
	Decision Making									
	Negotiating									
	Confronter/Counselor									
	Interventionist									
	Designer/Planner									
	Adapter									
	Visionary									
Thinker										
Cognitive Complexity										
Mental Modeler										
EDUCATE	Philosophies (mind)									
	Sciences (body)									
	Spiritual (spirit)									
	Personality									
	Life Stages									
	Change Process									
	Self: +, -, Biases									
	Motivation									
	Individual									
	Group/Teams									
	Organization									
Community/Society										
EMPOWER	Influence—Feeler									
	Leader/Follower									
	Team Builder									
	Resourcer—Energizer									
	Internal Resources									
	External Resources									
Referrer										
COMMUNICATE	Listening/Interviewing									
	Observing									
	Identifying									
	Reporting									

Legend for Assessment: ✓ Relevant ★ Especially Relevant ○ Relevant But Risky

Adapted from Schein (1987); Menze (1975, p. 2); Lippett & Lippett (1978); Cunningham (1993, p. 166); Egan (1988); Savage (1996, p. 256).

Taxonomy of RAKAS (Roles, Attitudes, Knowledgeing, Ability, Skill)

THE PROCESS OF PLANNED CHANGE		UN-FREEZING		MOVEMENT			RE-FREEZING		*CPI...
(ROLES)	ATTITUDE (Values / Beliefs / Aspirations)	1	2	3	4	5	6	7	
		AWARENESS OF NEED FOR CHANGE	RELATIONSHIP ESTABLISH CHANGE	DIAGNOSIS OF SYSTEM PROBLEMS	SET GOALS EXAMINE OPTIONS;	TAKE ACTION; ACCEPTANCE;	GENERALIZATION AND STABILIZATION	TERMINATION*	
	Trust								
	Openness								
	Integrity								
	Maturity								
	Professional								
	Confidence								
	Competence								
	Ethical								
	Open Minded								
	Visionary								
	Honest								
	Intelligence								
	Humanist								
	Regard for others								
	Positive								
	Courage								
	Patience								
	Perserverence								
	Self-Motivated								
	Tolerance for Ambiguity								
	Commitment								

Legend for Assessment:  Relevant  Especially Relevant  Relevant But Risky

Adapted from Schein (1987); Menze (1975, p. 2); Lippett & Lippett (1978); Cunningham (1993, p. 166); Egan (1988); Savage (1996, p. 256).

APPENDIX G

JUNE 1996 TRAINING NEEDS ASSESSMENT EXECUTIVE SUMMARY

(Names and titles omitted)

INTRODUCTION AND BACKGROUND. Downsizing, function realignments, and transition planning for relocating the organization to Memphis, TN, by FY98 led the leader to initiate a study of the organization's training to determine "What kind of training is done, for whom, by whom, at what cost? and "What training needs to be done?" This training needs assessment (TNA) addresses those questions.

PURPOSE. The primary purpose of this training needs assessment is to help the organization senior leaders "determine the feasibility of centralizing civilian and military training prior to the organization's relocation." A secondary purpose is to help managers and supervisors improve training under their purview. The ultimate purpose is to revitalize training opportunities for "All Hands."

SCOPE. This training needs assessment defines formal training at the organization headquarters for approximately 2100 personnel.

METHODOLOGY. A multilevel training needs assessment was done using multiple methods to gather data, analyze, define issues, determine options, and propose recommendations. A team approach was used combining the expertise of management analysts, training specialists, and learning systems thinkers.

MAJOR FINDINGS

- Five types of required training were identified:
Orientation, General, Job, Professional Development, and Transition training.
- Required training is available but not attended to the extent expected or desired resulting in significant expectation/reality gaps.
- Management of training is distributed and of varying quality with some redundancies.
- Identifiable investments in training averaged \$211 and 25 hours (4 days) per person in FY95, not including investment of trainers and administrators.
- Allocation of resources is by request (reactive, not planned) with redundant layers for review and approval.
- Infrastructure for training is inadequate for training management or evaluation. (i.e., systems for information, communications, and multimedia support)

MAJOR RECOMMENDATIONS

- Establish an education and training program to centralize efforts and coordinate resourcing. - Organize a learning resource center to cover the range of education and training requirements.
 - Add education and training data requirements to information management system plans .
 - Expand communications through local area networks (LANs) linked to the internet for self-paced learning.
- Prioritize and focus on results to revitalize required training: establish clear measures for trend analysis and recognition (e.g. look for and recognize increased attendance, applied learning, and increased productivity (return on investment) from training such as ADP for computer competencies).
- Engage "All Hands" through individual development plans (IDPs) modified to prioritize functional knowledge, skills, and abilities (KSAs).
- Recognize individuals and their efforts. Leverage their expertise in training by acting on their initiatives to improve the training processes. Their energy and expertise is needed to truly improve training, not just tamper with requirements.
- Reactivate and expand the Planning Board for Training to improve training processes and perceptions.

RECOMMENDATIONS BY TYPE OF TRAINING

ORIENTATION/INDOCTRINATION

- **Coordination.** Reopen Indoctrination to include new hires with course improvements appropriate to both audiences (especially the integrated chain of command).

- **Expand Training Methods.** Consider additional ways of covering Orientation such as self-paced learning through CD-ROM or video supplemented with handbooks (update the 1991 draft with current handouts into a Welcome Aboard/LEADERS “Owners” Manual).
- **Close the Expectation/Reality Gap.** Ensure civilians and military check in to their respective personnel offices, are signed up for orientation, and made individually responsible for their Orientation (and other learning).
- **Market.** To get people interested in attending Orientation (and other training), market its benefits and value, recognize attendance with follow-up letters reemphasizing individual’s importance to the mission (vice punishing nonattendance), invite feedback, and keep track of training so people see it as important.
- **Track.** Add Orientation training to plans for electronic recordkeeping. In the interim adapt the Versatile Training System (VTS) which stems from the organization Integrated Training Resources Administration System .
- **“Reboot”** training for “old hands” (personnel on board more than six months), Recommend focus on: the organization’s mission, vision, goals, and guiding principle; the organization’s core values (Honor, Courage, and Commitment); and benefits of teamwork and diversity with examples of people of different rank, race, gender, and age working together throughout the organization to meet the mission. This internal focus would be an opportunity to reinforce the leader’s stated commitments that people are important, training is important, and affirm his invitation for people to engage in working to make things better.
- **Terminology.** Refer to the type of training hereafter as Orientation: a standard government term that is also used on Request for Training Form DD 1556. Also, ensure this is differentiated from department/division “orientations” that are done by some leader’s codes.

GENERAL TRAINING

- **Coordinate and combine** common topics for civilian and military particularly on topics such as Interpersonal Relations to optimize learning and resourcing.
- **Information Resource Management (IRM).** Include General Training in electronic information management system plans for proper planning, scheduling, and tracking.
- **Follow-up.** Integrate general training recommendations from the 1996 Equal Opportunity Action Team reports.
- **Resourcing and Technology.** Expand use of the command’s policy-making subject matter experts in General Training. Since the organization appears to write policies and provide material on many of the General training topics, topic/program managers could annually evaluate their program effectiveness through participation in the command’s own general training.
- **Pilot a combined Planning Board for Training (PBTF)** to plan General (and other*) training. Combining required boards/members like the Planning Board For Training with the Assessment Team, and the Professional Development Board, could integrate training command efforts around a common goal: improve the quality of work, faster, with fewer resources.

JOB TRAINING

- **Continue emphasis on foundation competencies** such as communications and computer skills with cross-training beyond job descriptions and internal organizational boundaries.
- **Identify and prioritize critical Job elements and standards** so individuals and leaders can begin to measure return on investments (ROI) in training. For example
 - Establish measures for the recently determined Standard and Common Office Applications guideline (*Manpower; Personnel and Training Information Resource Management Migration Strategy and Department of the Organization IRM Modernization Plan by NI6B of 18 April 1996*).
 - Publish standard and desired levels of competency (e.g. 75% or each department LAN connected with 100% of the operators internet trained by 30 September 1996).
 - Allocate resources (people, time, and dollars for training as a priority) so people can support the system and training.
 - Recognize progress (individually in performance appraisals/evaluations/fitness reports) and organizationally in strategic goals.
 - Track trends over time with public storyboards to share progress reports. Supervisors and managers would better understand the need for coordinating (sharing) upgraded hardware, software, and cross-train individuals vice fighting for their share and potentially sub-optimizing mission effectiveness.

- **Revitalize the requirement of IDPs** for civilians, with adaptations to link position descriptions (PDs) and performance appraisal review system (PARS). Consider including PDs for personnel as a pilot effort to analyze all functions. This may be particularly important given the high turnover. Investment in this “tool” (tailored to help individuals and supervisors assess critical job tasks) would provide needed data for short-range training planning (FY97). It would also help lay the foundation for long-range job training and a more integrated workforce plan for transfer of critical functions to the yet-to-be-determined structure of the organization a Memphis in FY98.
- **Reinstate full use of DD Form 1556** (a standard government training “tool”) to provide meaningful data for analysis within the training databank.
- **Increase emphasis and recognition of on-the-Job training (OJT)** and cross-training from all levels (peers, subordinates, and superiors). Incorporate it in mentoring initiatives.
- **Continue cooperative learning/OJT** as a primary way to meet job training needs.
- **Expect and plan for increased Job Training** as new requirements supporting the transition are identified and inputs from IDPs and updated PDs are received.

PROFESSIONAL DEVELOPMENT

- **Leadership Training.** Continue plans for expanded mentoring and supervisor training to include the Individual Development Plan. The IDP is adaptable to military and could be modified to link to individual position descriptions (PDs) and Civilian Performance Appraisal Review System (PARS). The benefit would be to help individuals and supervisors identify tasks and prioritize training needs.
- **Make IDP and CLDP implementation a command priority.** Recommend a team approach with people experienced in information resources management, personnel systems, and curriculum development to optimize efforts. This initiative has the potential of identifying organizational, job, and individual needs across all types of training (not just professional development) for the short term (FY97), midterm transition (FY98), and long range (3–5 year) projection into the 21st century.
- **Integrate Responsibilities of the Professional Development Board** as a part of the Planning Board for Training.

TRANSITION TRAINING

- **Integrate and coordinate more Individual training through the Transition Center site.** Capitalize on that audience and the centralized location as a self-learning environment with networked computers and access to training information and materials. Co-location near other training coordinators begins to centralize training for both trainers and trainees (Orientation by the Organization Support Office, General Training by Career Counselor, Total Quality Leadership, and education through the organization’s CAMPUS office). This would improve visibility and availability of training. It could also make planning and schedule coordination easier since not all training coordinators are connected to local area networks (LANs).
- **Establish measures of investment** for transition training and activities to balance with other training needs in support of the mission and strategy.
- **Expand Transition Training** to include decision making (a foundation competency) and organization dynamics to deal with the transition stages. These could also be considered as job or professional development training.
- **Expect the need for transition training and services at both sites** throughout and after the actual move.

SYSTEMS STRATEGY FOR TRAINING PROGRAM DEVELOPMENT

The next step is to evaluate the findings, options, and recommendations. From that evaluation will come priorities for improving training relative to the command’s strategy. Realistic plans for revitalizing the command’s training activities need to continue to evolve for the short term (FY97), midterm (FY98), and long term (FY99 and beyond): a systems strategy for all levels of responsibility.

The temptation may be to react to this report with more mandates (expectations) rather than fully evaluate the reasons for gaps (real needs). Remember, however, this report is but a snapshot of reality as people saw it when asked for input. In the context of the organization’s core values, let us **honor** all opinions, **encourage** discussion about options, and **commit** ourselves to the organizations’ goal “*to recruit, train, mentor, and retain the very best team.*” (Figure 1)

APPENDIX H
TRAINING NEEDS ASSESSMENT (TNA) VALUE SURVEY

08 August 1997

From: Annette M. Wiechert, Training Needs Assessment Researcher

To: Director of Administration
Director of Management & Organization Services
Director of Training & Education
Director of Civilian Personnel Training
Employment Management Specialist
Management Analyst
Management Analyst
Organization Personnel Representative
Deputy Personnel

Subj: Evaluation of Organization's Training Needs Assessment, June 1996

1. You have been key people in the training needs assessment process as a director, a contributor, or now a user of the results. In support of my research, would you please take a few minutes and respond to the attached survey from your perspective? Your comments will help me assess the value of the training needs assessment.

2. Please provide your input by mail (2700 S. 13th Rd. #374, Arlington, VA 22204), fax (703-920-7840), e-mail (wisdomwrks@aol.com), telephone (703-920-7903), or personal interview. You will have the right to review and edit any material related to this input that I may use. If you have any questions or would like to discuss this further, please contact me.

Here are my thoughts about the 1996 Training Needs Assessment:

- a. I expected _____

- b. I provided _____

- c. I received _____

- d. I use(d) the TNA to _____

- e. Obstacles I encounter(ed) in using this are/were _____

- f. Potential lost benefits because of these obstacles are _____

- g. Benefits that may accrue to this organization from the TNA are _____

- h. Now I need _____

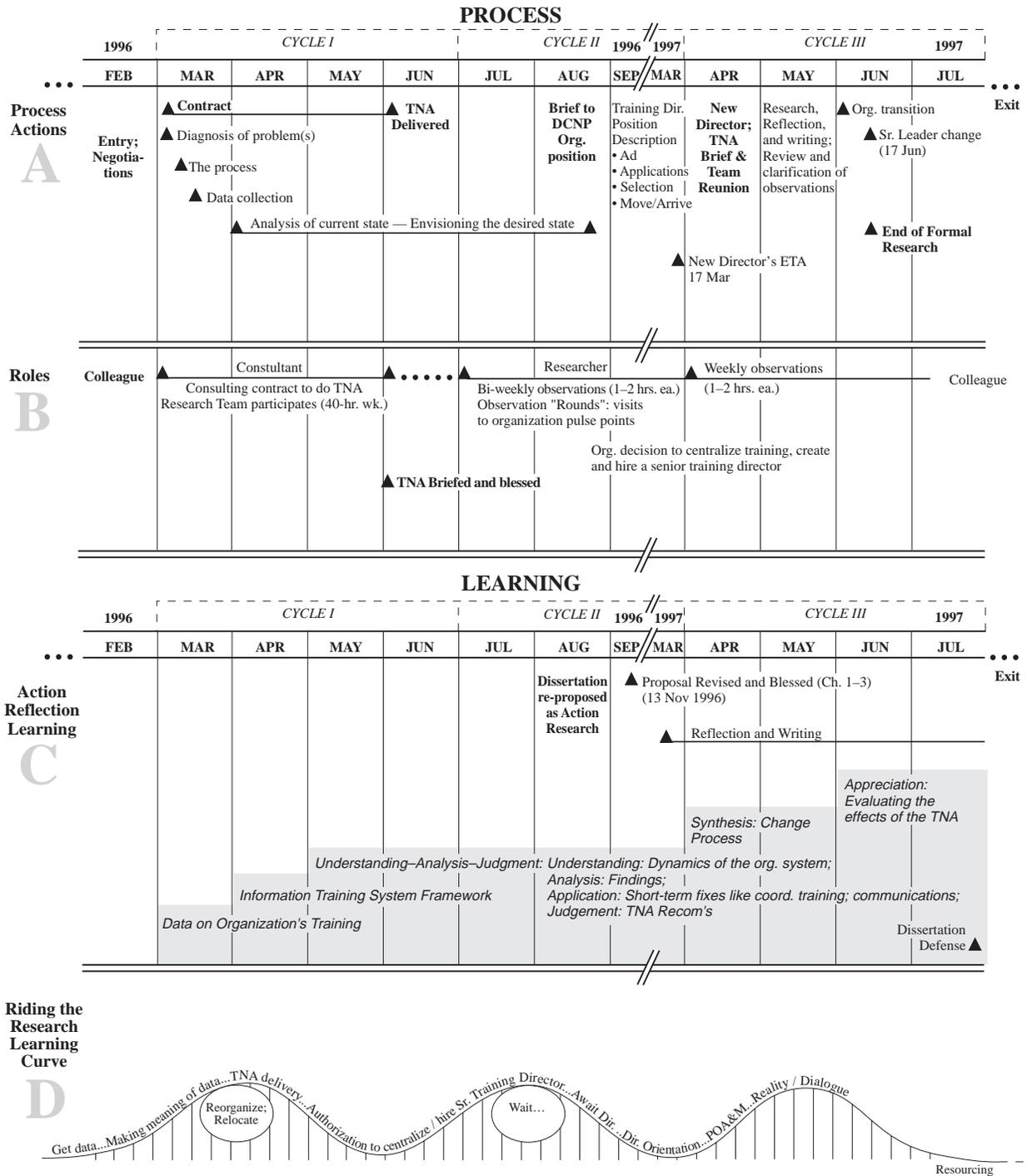
APPENDIX I

**TNA Value Survey
Feedback (August 1997)**

	Reba	Michael	Gary	Linda	Rita	Jim	Milo	Fern	Nora	Rick
Expected	Quality product direction and focus on training	Jury is still out. Valued but tough to implement training vision/centralization	More to have been done upon arrival, e.g., staffing, intranets, etc.	TNA to be viewed as a gold mine to resurrect dead training program	More wide-spread briefing; up, down, and out	TNA to identify and consolidate training and data on who/how much time and money	A complete evaluation of an inactive training program	No written reply	No written reply	No written reply
Provided	As much input/direction expertise as time allowed	Initial direction; More direction to Gary; Priorities; Leadership	LAN delivery of training to overcome limitations	Information/statistics	Description of transition/relocation needs and vision	Provision and analysis of data	Historical data			
Received	Quality product; frameworks for training development program	Training vision; Support to centralize; Add info tech resources	Generous welcome and seasoned, but weary staff	Perfect road map to revitalize training; Encouragement, guidance and interesting/global analysis	Overview of training requirements, policies and gaps	Understanding of business process of training	Suggestions for improving training—it exceeded all expectations			
Used the TNA to...	Implement/Reorganize: Training Mgr to use tech and implement and implement Training Board	To centralize training; bolster training; Hire Sr. Trainer	To direct planning—some now, some later	Reference of statistics	Establish training as key component in staffing and priorities	Reference, guidance, and statistical information	To evaluate current training; implement recommended improvements			
Obstacles in Using the TNA (Time, Money, Manpower)	Funding; Personnel limits; "Rice bowling" of training programs	Surprised at implementation difficulties; Money/manpower/authority; staff ability; turf battles; other space; authority and funds	Bureaucracy	Lack of direction in implementing TNA recommendations; Inability of Training Department; Resignation	No immediate link to organizational strategy	Apparent lack of implementation	[None]			
Lost Benefits (Because of the Obstacles)	Lack of robust training program	Time; Action	Productivity; Potential services; Unnecessary expenditures	Delayed set-up; Lost transition time; Lost corporate knowledge	Issues will be revisited; More time lost	Better utilization and organization of training prior to move for smoother transition	[N/A]			
Potential Benefits (to This Org. from the TNA)	Prioritize training needs; State-of-art training; Professional development resources; Savings in time and money	Reduced redundancies/efficiencies	Greater team concept for cost savings and better career development	Legal basis for training; Snapshot and diagram of training; Implementation schedule	A baseline for needs and expectations	More accurate accounting; Training gaps; Scheduling; Accountability	More thorough indoctrination/orientation			
Now I Need	Buy in of concept; Consolidated funds; Hiring authority	More resources (funding, time and manpower); stability	Cooperation and support of ADP; a LAN-based training developer; funds for curriculum	To see implementation	Long-range vision, plan, and strategy for future organization	To know what actions are being taken on the TNA recommendations	Continued support of training			

APPENDIX J

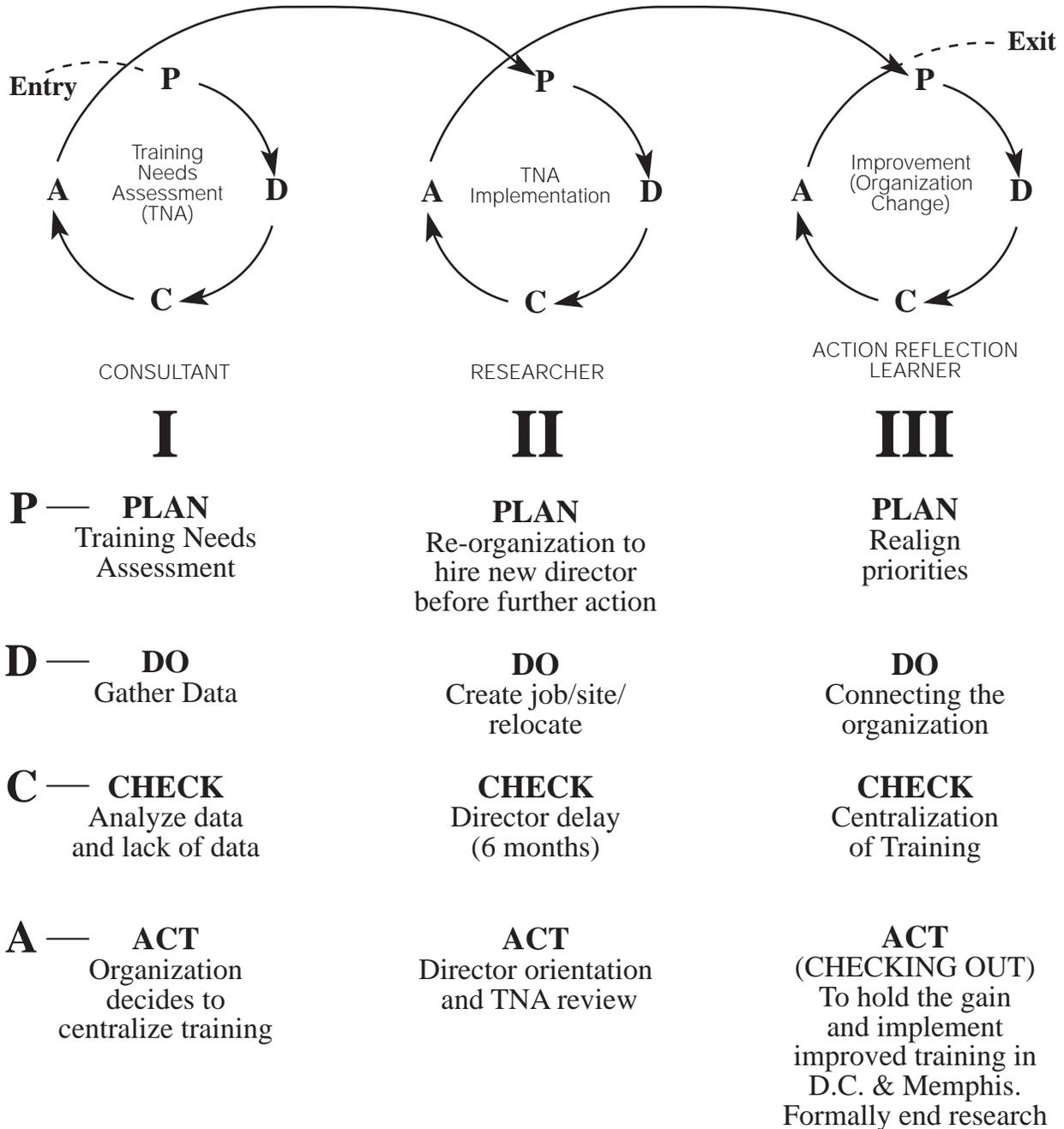
TRAINING NEEDS ASSESSMENT CASE STUDY TIMELINE



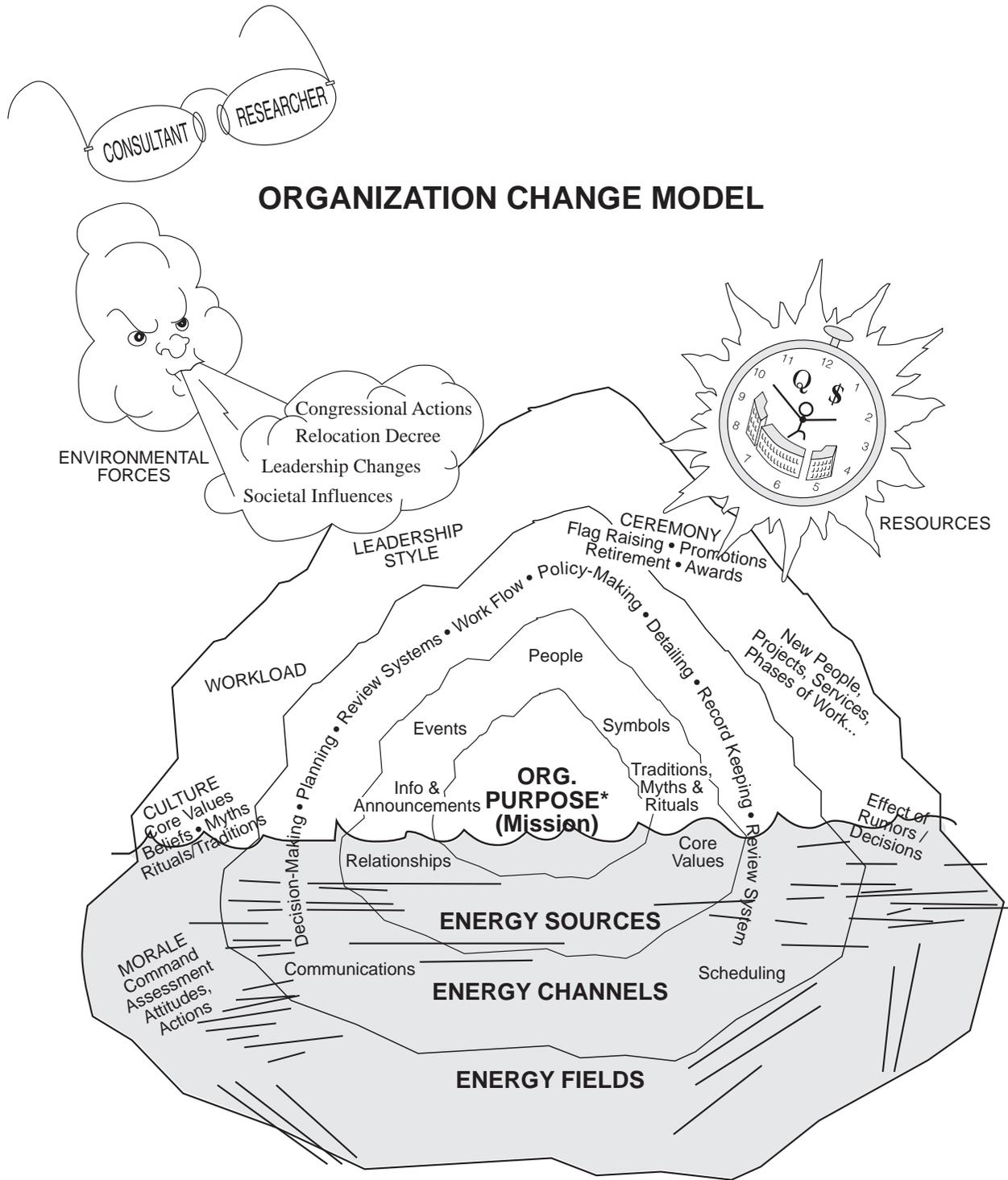
This graphic illustrates the researcher's action learning (Revans, 1982). The learning curve looks linear, but is actually chaotic (Hock, 1997).

APPENDIX K

TNA ACTION RESEARCH CYCLES



APPENDIX L



*Organization Purpose Gives Meaning and Direction to the Energy Flow

Adaptation of Ackerman, Linda S. (1984). The flow state: A new view of organizations and managing. In Adams, J.D. (Ed). *Transforming work: A collection of organization transformation readings*. Alexandria, VA: Miles River Press, p. 114-137.

APPENDIX M

STATEMENT OF WORK TO BE PERFORMED AND OTHER INSTRUCTIONS

1. Background. This training needs assessment are part of the organization training program evaluation.

2. Scope. The primary objectives of this needs assessment are to determine what training needs to be done, who should do it, and how to do it. It will be designed to assess training needs to support the organization mission. All aspects of the study, research, and deliverables are to be at the unclassified security level.

3. Materials required. The government shall make available a current study of training currently done within the organization, access to current regulations relevant to training, and access to personnel responsible for training, administration, policies, and decision making. Additionally, a work area and logistics support for survey development and administration shall be made available for contractor use at the organization site. Assessment materials will be developed in collaboration with designated personnel.

4. Deliverables/Schedule. All deliverables shall be provided to the Government on computer diskette (WordPerfect 5.1) with text hardcopy on 8 1/2 x 11 inch white paper. The following deliverables are required under the terms of the contract within the delivery schedule indicated:

- a) Training needs assessment instrument for administration by 31 May 1996;
- b) Needs assessment report within 30 days of receipt of completed needs assessment instruments;

5. Progress Reports. Progress reports shall be furnished biweekly summarizing progress of the work, difficulties encountered, and updates to scheduled work.

APPENDIX N
NEW TRAINING DIRECTOR'S MEMO
(Names and titles omitted)

To: Director of Administration

Fr: Director of Training

Dt: 31 March 1997

Training Needs Assessment Recommendations

The Training Office met to review and discuss the contents of the June, 1996 Training Needs Assessment study. The recommendations of the study were prioritized according to short, mid, and long range goals. The following represent a listing of those short range goals we agreed were achievable and should be pursued immediately, pending your approval. Limitations, however, include a shortage of resources, a current staff of three individuals, and our inability to access the intranet or internet.

I have learned that budgetary constraints may preclude any new arrivals with the exception of one slot. Other hiring actions are being worked but I believe we will have greater efficiency, cost-savings, and impact by contracting out the great portion of the ADP and Systems training responsibilities. While quality control and oversight should always remain a government function, teaching of the classes, records maintenance, systems administration, and clerical aspects of program management can be contracted, especially in light of the impending move. Newly hired staff might not relocate whereas a contractor will always be willing to move or have a Memphis area rep assume the teaching duties. Since well over 50% of our training is ADP related, the flexibility of privatization (especially in the area of ADP and computer training) is such that a contractor support could begin almost immediately. Contractors can provide their own teaching materials, software support, data bases, and a systems maintenance capability.

I also suggest that we use P-01 (Action Officer's Course and the organization Indoctrination/Orientation Course); P-1 0 ADP, and P-4 (Detailer Training) as model prototypes before expanding to include all the other codes. There is little time before the move and if we can develop a successful and stable model within these three codes, upper management will be more likely to endorse replication of the model across the rest of the organization.

1. Organize a learning resource center to cover the range of education and training requirements.

Currently, four separate activities could be consolidated into one mutually supporting learning resource center. The functions and resources of the training rooms 1423, and 1517 should be consolidated. After the move to Memphis, the TLC could remain operational providing transition assistance and learning support for the organization.

All PCs in the office, and Room 1427 should be configured with common operating software (Windows95 and Microsoft Word 7.0). ADP Training Classes could be delivered in any of the three satellite offices and students could then use the systems in Room 1517 and Room 1423, or in their offices if they have LAN connectivity.

2. Expand communications through local area networks (LANs) linked to the internet for self-paced learning.

This critical recommendation will have the greatest impact on training delivery. Instead of requiring more instructional staff and classroom space, by connecting each PC to the intranet and internet, each workstation will become its own learning resource center. Instead of spending its time scheduling, the Training Office could concentrate on program development, evaluation, and quality control of on-line training packages designed to meet the needs of the organization. A one-day, mandatory ADP class should train Windows 95, the Microsoft desktop, intranet, and internet navigation. Supplementary 2-3 hour classes could concentrate on PowerPoint, spreadsheets, and wordprocessing. The Training Office will review and select courseware for self-paced learning as well as in-class, instructor-led courses.

3. Engage "All Hands" through individual development plans (IDPs) modified to prioritize functional knowledge, skills, and abilities (KSAs).

IDPs should be made a part of the organizations employee development process; however, this is a situation where it might be better to develop the model before asking upper management to declare it a universal policy. Employees and supervisors can be trained in the IDP concept. IDPs can then be drafted and implemented as a means of supporting and reinforcing career development and transition activities over the next 12-18 months. Those moving to Memphis would be identified for primary emphasis; for those staying behind, the Transition Center would provide the support services promised by an IDP. All IDPs should stress the importance of ADP training.

4. Reactivate and expand the organization Planning Board for Training (PBT) as a first step to improve training processes and perceptions.

The PBT should be the key training planning and policy making branch of the organization, providing guidance for all future training related decisions. In order to be successful, however, the organization Training Officer probably needs some authority to make policy and oversee implementation of PBT recommendations. Although this issue may be controversial due to rank and turf considerations, without the authority to act, the PBT could become a sounding board for training related issues, without having the ability to effect substantive change.

5. Coordination. Reopen indoctrination to include all new hires with course improvements appropriate to both audiences.

A current and thorough organization orientation all personnel could follow already existing model. The orientation would take place on a monthly basis with a presentation made (briefings & PowerPoint slides) by a representative from each code. Phone charts, wire diagrams, and other handouts would supplement the briefing. Copies of all materials would be kept in the TLC for reference and to assist those who arrive in the organization between iterations of the Orientation.

6. Expand training methods...consider additional ways of covering Orientation such as self-paced learning through CD-ROM or video supplemented with handbooks.

The Orientation Program materials would best be composed using CD-ROM and/or hyper-text markup language (HTML) for loading onto the intranet/internet servers. AV materials are expensive to develop and may be of little value when the environment is rapidly changing. Since the organization will move to Memphis soon, the intranet/internet is the best place to place these information resources. This emphasizes the need for appropriate training as well as rapid introduction of new PC platforms, common desktop office software, and connectivity with the organization's intranet and the worldwide web.

7. Coordinate and combine common topics for all personnel, particularly on topics such as Interpersonal Relations to optimize learning and resourcing.

A consolidated Orientation could cover topics of common interest to all personnel. In addition, resources such as those found in the organization office could be useful in providing both audiences with information and training, continuing education, and career development opportunities.

8. Continue emphasis on foundation competencies such as communications and computer skills

This proposal can be implemented as the new computers are being installed. Foundation competencies can be made a part of IDPs and personnel actions such as training, promotions, and awards can also be linked to elements of computer literacy. Most teaching materials can also be put on an organization training server enabling students to train themselves anytime the opportunity and work schedule permit.

At first glance, the installation schedule appears somewhat lethargic. P-015 is slotted for May with the caveat, "A number of wiring issues must be resolved before converting this group. If they are not solved by May, this group will be skipped." Also, P-015 only has three PCs instead of the six listed. We need at least two additional printers: one for the Training Office (1616/1614) and one for room 1427. If the Transition Center, Outside Education Office, and 1517 fall under our purview, we would need two PCs and one printer for the Outside Education Office, one printer for 1427, and one printer for 1517. All systems should be connected to the organization's Wide Area Network as well as the internet.

9. Revitalize the requirement of IDPs for civilians, with adaptations to link position descriptions (PDs) and performance appraisal review system (PA RS).

As stated previously, the reinstatement of the IDP for civilians is easily done but requires the support of supervisors and impacted staff. Reinforcement through additional training and upward mobility opportunities or other awards should take place.

10. Make IDP and CLDP implementation a command priority.

The success of IDP/CLDP depends on support from upper management. The Training Office can teach the use of the IDP, proper follow-through, and the IDP relationship with training plans. Management and staff have the responsibility of working with one another to implement the program.

11. Integrate and coordinate more individual training through the Transition Center site.

This proposal was discussed previously. The Transition Center is a logical nucleus for a learning resource center. The Transition Center trains people on how to use resources to find other jobs or to access relocation related information. Quick access to the internet will provide a variety of information sources and generate a heavy volume of user-support oriented training classes whose goal is to support and assist the organization's client.

12. Expect the need for transition training and services at both sites throughout and after the actual move.

All transition services will be needed after the move. If the Transition Center becomes a hub of information gathering activity before going to Memphis, it will remain a center for information seekers after the move as well; in addition, a small cell of Transition Center staff will probably remain here after the main body moves to Tennessee, providing assistance to those who did not migrate. The Transition Center should become the Transition and Learning Center providing all those core support and extension learning opportunities to the organization client. The Outside Education Office is a logical extension and the ADP resources of rooms 1517 and 1427 will provide the necessary technical/ADP support.

VITA

A native Nebraskan, Annette Wiechert received formal education at the University of Nebraska, University of Central Florida, Air University, National Defense University, and Virginia Polytechnic Institute and State University. She served twenty-four years in the military prior to entering private practice as a consultant.

Teaching, military service, and work in political, civic, and business arenas has provided her with unique experiences in adult education and human resource development. Her primary focus is leadership development in learning organizations with applied research studies emphasizing strategic systems.