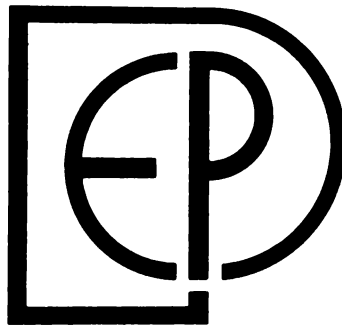


Recreating Human Development Systems Within VCES



Report Prepared by the
Planning, Evaluation and Professional Development Unit

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Foreword

This report is provided as a record of the Virginia Cooperative Extension Human Resources Planning and Development Project for the period January, 1988 through May, 1989. The PEP Unit Team anticipates the usefulness of this report to the HRPD action committee named during April, 1989 in their recreation and development of HRPD system components; to others who may have responsibility for development and maintenance of the Virginia Cooperative Extension HRPD System; to new employees with HRPD related responsibilities; and to employees whose responsibilities may become aligned with HRPD. Further, this documentation may serve as a guide to others involved in project development and management. Finally, it provides information about the data collection and management approaches used. Planners and evaluators may find this valuable for various organization development efforts.

Acknowledgement

The PEP (Planning, Evaluation, Professional Development) Unit Team wishes to express very sincere appreciation to all Virginia Cooperative Extension Service employees for their support and candid input throughout the project life. Participants have contributed importantly to Virginia Extension personnel well-being today and tomorrow!

We also wish to thank those from outside VCES who provided insight and advice. They included Virginia Tech colleagues John Dickey, Center for Public Administration and Policy, Carl McDaniels, Counselor Education, Gertug Morcol, Ph.D. student, and Dow Scott, College of Business; Michael Brazzel, Extension Service-UDSA; Robert Percell and Dale Cross, NASA; and W. C. Inman, Xerox Corporation.

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**Recreating Human Resource Development Systems
to Balance
Individual and Organization Needs**

**A Report on the
Human Resource Planning and Development Project
Conceived and Conducted
by the
Planning, Evaluation and Professional Development Unit**

**Virginia Cooperative Extension
Virginia Polytechnic Institute and State University
Blacksburg, Virginia**

June 1989

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**THE VCES HUMAN RESOURCE PLANNING
AND DEVELOPMENT SYSTEM**

**An organizationally recognized, comprehensive process/
effort that achieves a balance between individuals'
career and life needs and the personnel requirements
of the organization in support of the VCES mission**

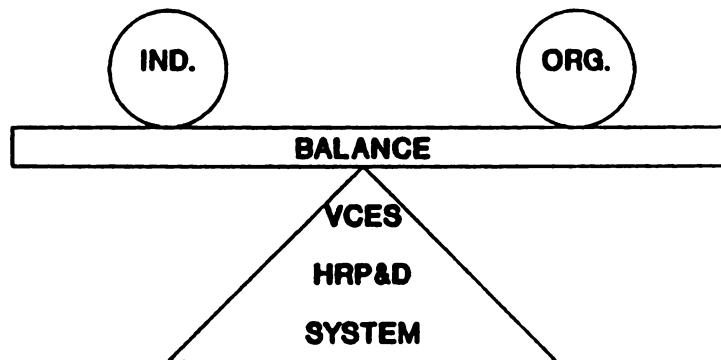


Table of Contents

	Pages
Preface.....	5
Introduction.....	7
Assessment/Situation Analysis.....	21
Attachment A: Field and Campus Interview Questions....	27
Attachment B: Campus Specialist Questionnaire.....	29
Attachment C: Administrative Interview Questions.....	31
Attachment D: Assessment Interview Guidelines.....	33
Attachment E: Assessment Notes Guidelines.....	35
Attachment F: Field Staff Assessment Findings.....	37
Attachment G: Campus Specialist Assessment Findings...	43
Attachment H: Synthesis of Administrative Interviews..	47
Attachment I: Keyword & Issues Identification Guides..	51
Attachment J: Example Keyword Definition.....	53
Attachment K: Example Issues Identification.....	55
Attachment L: Issues Areas Identified.....	57
Attachment M: Project Design Template.....	59
Attachment N: Example report of other organ. visit....	61
Issues Worksheets for Design.....	67
Project Outcomes.....	73
Communication and Reporting.....	75

PREFACE

Recreating Human Development Systems Within VCES

New program approaches, the introduction of computer systems, fewer dollars, shrinking numbers of staff and changes in organizational structure several times over the course of the past several years all contributed to weaving a different picture of the Virginia Extension System. While change is inevitable and often stimulating, the pace of change has been difficult for some to embrace. No doubt some of the VCES staff have felt a bit like Alice.

"Who are you?" said the Caterpillar...
"I-I hardly know, Sir, just at present," Alice replied rather shyly, "at least I know who I was when I got up this morning, but I think I must have been changed several times since then."

LEWIS CARROLL
Alice's Adventures in Wonderland

VCES Administrative and Other Responses

In the spring of 1987 VCES administration recognized that an improved approach to the support and development of personnel was needed. Staff needed help with both technical and process skills for programming, but they also needed recognition and a sense of being valued. A committee was named to work on ideas that would lead to the arrangement of a more systematic approach to development of staff.

The Extension Committee for the Virginia Polytechnic Institute and State University Self Study (December 1987) recommended that "staff development plans be reassessed". Also the VPI&SU Personnel Committee for the Self Study made recommendations to improve the staff development situation for the entire university.

It was clear that staff support had become a topic of concern for Extension and for the University. A response to these concerns was warranted.

This project was conceptualized, in part, as a supportive mechanism for Virginia Extension personnel to accommodate recent and on-going change in the organization and in the process for educational programming.

A second major purpose of the project has been to support the Virginia Cooperative Extension System as it transitions

through developmental stages to bring about balance between accommodation of organizational needs and individual needs of personnel.

The project was envisioned as having three phases to include assessment/situational analysis, design and implementation. Initially, it was believed that these would be discrete. As work progressed however, it was apparent that overlap and synthesis between the phases was occurring.

The assessment/situational analysis included defining the current (1988) VCES approach, assessment of individual and organizational needs, analysis of VCES culture and dynamics relative to Human Resource Development, review of the relevant literature and discussions with Human Resource Development professionals in other organizations.

Information resulting from the assessment/situational analysis effort was used to develop a "vision" for a VCES Human Resource Planning and Development System. Specific experiences and components of the HRPD System have been and will continue to be designed utilizing phase one data. They include a signed contract between VCES and the New River Community College to provide credit courses via satellite for VCES secretaries, a three-day professional development conference for secretaries at Virginia Tech, the development of a graduate credit course in counseling for agents and a comprehensive training program for unit directors. Further, a committee is working on addressing the issue of developmental needs of all staff during 1989-90.

Implementation of activities based, at least in part, on phase one data to date (June, 1989) has included the January, 1989 inservice week, the May professional associations conference, computer training via satellite for agents and secretaries and support for individuals to undertake developmental experiences to meet their specific needs.

June, 1989

INTRODUCTION

Using a Human Resource Planning and Development Project to Bridge Transitions

Chuck Lofy, a popular speaker at a recent Virginia Extension Conference talked about transitions. He used the analogy of hills and a river when describing the process of change. He said that in order to change there must be a "going down to the river". Stepping into the river, coping with the uncertainties, and making the journey across the river is the process of transitioning from what has been to what is new. He suggests that emerging out of the river and moving up the bank on the other side symbolizes the birth of what is new. In order to change, he says, we must go through the river. This project was conceptualized, in part, as a supportive mechanism for Virginia Extension personnel to "cross the river", to accommodate recent and on-going change in the organization and in the way that we work.

A second major purpose of the project was to support the Virginia Cooperative Extension System as it transitions through developmental stages to bring about balance between accommodation of organizational needs and individual needs of personnel.

EVENTS AND DIRECTIONS

The Accountability/Evaluation System developed by a committee representative of Extension nationally provided for programming on a four year cycle and required systematic reporting of program accomplishments and impacts. In order to adapt to the new national system, a Virginia Extension Committee worked with administration and program leadership to develop a four year programming system. This system required designation of priority clientele needs to which major effort would be devoted. In some cases these priorities existed among groups not in traditional Extension audiences. Reporting requirements also differed from previous systems in that emphasis was placed upon results and impacts. Further, the system was computerized in Virginia and at the national level. All plans and reports were required to be submitted electronically. All of this added up to a different way of carrying out the major work of the organization. Staff found it difficult to "let go" of old programs and old ways of doing things.

Budget constraints led to other organizational changes such as a hiring freeze and the implementation of a core staffing pattern for field staff. In some units there were more staff than the core formula permitted. Other units had critical vacancies due to retirements and resignations. All agents

were given the opportunity to apply for the critical vacancies providing for placement of some of the "over core" staff. In some cases the localities came forward with full funding for positions that were "over core" according to the state formula. No one was required to make a change. But many did. This situation caused the stress quotient to rise among field staff.

New approaches, the introduction of computer systems, fewer dollars, shrinking numbers of staff and changes in organizational structure several times over the course of five or six years all contributed to weaving a new picture of the Virginia Extension System.

VCES Administrative and Other Responses

The disjointed nature of these and other activities within VCES, especially in the area of staff support raised concerns within the staff ranks.

In the spring of 1987 VCES administration recognized that an improved approach to the support and development of personnel was needed. Staff needed help with both technical and process skills for programming, but they also needed recognized and to know that they were valued. A committee was then named to work on ideas that would lead to a more systematic approach to development of staff.

A further indication of need/concern in the area of staff development was the national conference sponsored by Program and Personnel Subcommittee of ECOP (Extension Committee on Organization and Policy). The concern for HRP&D was not only a Virginia Extension issue, but a national one. A national survey focusing on staff development issues and concerns was conducted by the planning committee for the ECOP 1987 summer conference. Virginia's responses were included in the synthesis of the results which produced four major areas of concern. They included:

- 1) the changing face of Extension
- 2) policy and planning for staff development
- 3) financial support for development of staff
- 4) commitment of supervisors to their roles in the development of staff

The Extension Committee on Organization and Policy Futures Task Force in their December, 1987 report provided a specific recommendation that staff needed to be trained/supported in these changes. It read as follows:

"the staff development component of the (Extension) system must be strengthened and supported to achieve the necessary specialization in staff training as well as retooling."

"More specifically, the task force feels that Extension staff need more training in the following skills:

- * Anticipatory planning
- * interdisciplinary planning
- * networking and coalition building
- * program delivery and communication alternatives
- * professional management and
- * programming to facilitate adoption of ideas" (p.13)

The Extension Committee for the Virginia Polytechnic Institute and State University Self Study (December 1987) recommended that "staff development plans be reassessed". It was clear that staff support had become a topic of concern for Extension. A response to these concerns was warranted.

GROUNDING "THE BRIDGE"

It is not always necessary to walk through the river to change from what is to what should be. Sometimes a bridge can be built to make the travel of the journey easier. The project team looked for the best means of building a foundation for the bridge. Several pillars were in place.

The 1986 "vision" statement developed by Virginia Extension Administration states (in part)...

- * The Virginia Extension staff will consist of well-trained, self-confident, aggressive and innovative individuals who are excellent communicators and professionals by any standard. Above all, they will be willing to take risks to implement their programs.
- * Virginia Extension will maintain its commitment to continuous formal staff training and will encourage its self-directed professionals to implement informal self-improvement projects.

While these tenets had been laid out in conceiving the organization's future and staff development functions were on-going, no comprehensive system for supporting Virginia Extension's human resources had been developed. Therefore, in response to the situation reported in 1987 relative to human resources support and in keeping with the "vision" statement, the Planning, Evaluation and Professional Development (PEP) Unit committed to a major effort in the area of Human Resources Planning and Development. The unit added two

members to arrange a project team consisting of two professional development specialists, an evaluation specialist, a planning specialist, a program development specialist and a programmer/analyst.

Taking into account the need to provide a systematic approach to the human resource development function, the conceptualization of the project was based on theoretical and applied research reported in the literature, consultant advice, relevant Extension publications and PEP staff experiences and expertise.

As the project team prepared for this undertaking, the group recognized and accepted the integrated nature of human development and organizational development. The implementation of a system for developing Virginia Extension's human resources clearly implied contribution to development of the total organization. Three theoretical frames were used to help ground the project.

Organization and Human Systems Development

There is a professional community emerging designated as Organization and Human Systems Development. The field is generally recognized as Organization Development since most of its practitioners focus primarily on organizations. However, the field is also known as Human Resource Development, Change Facilitation and Applied Behavioral Science since the profession bases much of its practice on applying the sciences of psychology, sociology, anthropology, and behavioral sciences. Further, the field is labeled Human Systems Development because the profession works with such diverse systems as individuals, families, communities and larger systems. (Adapted from a Casebook on Values and Ethics for Organization and Human Systems Development Professionals planned for publication by Jossey-Bass).

Understanding the organizational climate, the project team recognized that the effort should provide for a graceful transition that staff would accept and help facilitate. But just how could positive organizational change be effected?

Beckhard and Harris (1977), in their description of a model for change said three key elements must be in place before an effective change can be brought about. There must be:

- a need, problem or opportunity for change
- a clear vision or picture of how the change would affect the organization
- a set of first steps, an action plan.

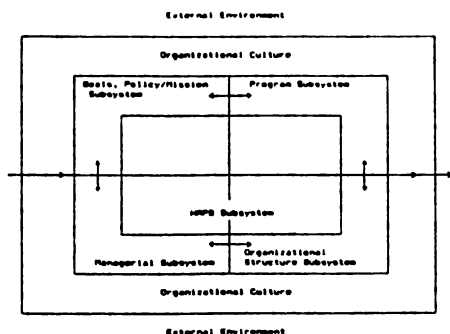
Further, they said, if one of these elements - need, vision, or action plan - is missing, the organization will not have enough driving force to offset the energy and cost involved in making such a change. Therefore, in order to achieve change through a human resource planning and development project, the team needed to make certain that all three elements were in place.

Sociotechnical Systems Theory

Burack (1988) provided a vehicle for visualizing the situation --sociotechnical model for work systems design. He described the concept of "sociotechnical systems" as lending itself well to thinking in strategic planning terms. Further, he said, sociotechnical systems design involves systemic ideas, planning and analyses for adaptation to change as well as the relationships of major organization functions.

Sociotechnical thinking is inherently an "open systems" approach deeply imbedded with the concept of change management. It acknowledges that organizations are highly vulnerable to change whether the source is external or internal. Organizations are viewed as being composed of a systems hierarchy including external environment, organizational culture, and "work environment". The work environment is made up of subsystems that support the primary "business" of the organization.

Referencing Burack's example (1988, p.41), a sociotechnical model of the Virginia Extension System was conceptualized. The boundaries between components were thought of as semi-permeable membranes, or "walk-through" boundaries since influence and interaction are on-going between components. The external environment has major influence on defining the "primary business" of the organization. The organizational culture is the root of organizational behavior, while the internal subsystems specifically define the work and how it will be supported. The Human Resources Planning and Development Subsystem was selected as the central subsystem in the VCES configuration since its integration into the organization would be influenced by all other subsystems and in turn would influence each of them. See figure 1.



Creating Change

Principles for creating change through career development reported by Leibowitz, Farren & Kaye (1986) are related to the Beckhard and Harris model and are complimentary to sociotechnical theory. These principles, noted below, contributed to the body of knowledge used as a basis for developing project objectives.

- * Needs: Define the present system
Address specific needs and target groups
Assess current human resource structures
Investigate organization culture
- * Vision: Determine new directions and possibilities
Build from a conceptual base or model
Design multiple interventions for employees and the organization
Involve managers
- * Action Plan: Decide on practical first steps
Assure top management support
Codesign and manage project with an advisory group
Create a pilot and establish a budget and staffing plan
- * Results: Maintaining the change
Create long term, formalized approaches
Publicize the program
Evaluate and redesign

Extension Committee on Organization and Policy Guidelines

In 1986, the ECOP subcommittee on Program and Personnel Development offered national policy guidelines for staff development. The following philosophical constructs outlined as "conditions" (p.6) that foster a favorable environment for an effective staff development program provided guidance for the project team.

- * Administrative support which creates an organizational climate in which staff members are motivated to develop their job through continued learning.
- * A budgetary commitment which provides resources for staff development personnel to be creative and develop challenging programs.
- * An organizational staffing pattern which assures that persons assigned the staff development responsibility be kept fully informed and involved in major program decisions in order to design staff development activities commensurate with program emphases and direction.

- * A recognition of the importance of well-planned staff development activities prior to the implementation of new programs.
- * A clear definition of and communication of staff development personnel role responsibilities and assignment of titles commensurate with these responsibilities.
- * Establishment of effective procedures for planning, implementing and evaluating staff development programs.
- * A recognition of significance and interrelationship of orientation, in-service education, graduate study, and other professional development opportunities as major components of a total program of staff development.
- * An awareness of the importance of a total staff development program which includes a balance of learning experiences between technical subject matter and Extension processes.
- * A recognition of the need for staff development opportunities in organization maintenance and administrative operational areas.

BLUEPRINTING "THE BRIDGE"

With the bridge on a substantial footing, it was time to begin developing the blueprint for building the transitions structure to make the change journey beneficial.

Planning, Communication and Negotiation Strategies

Working with a consultant in discussions of theory and research outcomes, the PEP team considered the Virginia Extension situation. In addition, team members' experience was tapped and a three phase design for the project was developed on a one year timeline beginning March, 1988 and ending March, 1989. The phases included 1) Assessment/situational analysis including needs assessment, 2) Design of the comprehensive system and 3) implementation of the system.

Team members volunteered for leadership responsibilities for each of the phases, but all team members pledged time to work in all phases, thus emphasizing teamwork on the project. The PEP Unit head was designated as overall project coordinator.

Development of the overall project goal was a thoughtful evolution that resulted in the following:

An organizationally recognized, comprehensive process/effort that achieves a balance between individuals' career and life needs and the personnel requirements of the organization in support of the VCES mission.

Early March, 1988, the HRP&D Project Team made a presentation to top level VCES administrators sharing the overall goal and opening communication relative to the project. There was no voiced opposition to the plan. However, it was recognized that continued dialogue was necessary to obtain real "buy-in" across the Virginia Cooperative Extension System. In April, 1988 team members provided announcement of the project with specific time line and staff roles to a larger leadership group including program leaders, relevant support staff and administration. Complimentary remarks from the group indicated increasing support for the effort. Project consultants reinforced the idea of top level acceptance emphasized by Leibowitz (1986) and Burack (1988) in their books.

These communication strategies and others used throughout the project acknowledged the organizational culture. It was understood that successful change efforts must respect the existing culture of an organization at the same time that they challenge its cultural patterns. It was necessary, then, for the project team to have an understanding of the VCES culture. Optimistically, strategies built on that foundation could be arranged that would successfully transition VCES from where it was to where it needed to be.

Schein (1983) provided a useful definition and discussion about organizational culture. He said that organizational culture is...

A pattern of basic assumption, invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to these problems.

He pointed out that the stability of organizational culture may vary from time to time. However, the culture functions as an adaptive strategy for survival of the organization in the external environment and maintenance of internal cohesion.

Keeping in mind the culture of the organization, the project team developed the project objectives noted on the next page and the timeline that follows them.

VCES HRPD PROJECT OBJECTIVES

1. Phase 1 (Assessment/Situation Analysis) will include definition of the present system (activities), assessment of individual and organizational needs, and investigation of the organizational culture and dynamics relative to Human Resource Development.
2. Information resulting from phase 1 will be used to develop a "vision" for Human Resource Planning and Development and a design model with multiple interventions for the spectrum of VCES personnel (phase 2). This model will include process and results evaluation strategies for short and long term decision making.
3. An action plan (phase 3) will be developed to include strategies that will secure support from administration and supervisors for the HRP&D System, provide for partnerships and linkages within and outside of VCES, serve to introduce and promote the system, and provide a schedule of implementation for specific components of the system.
4. Evaluation strategies planned in phase 2 will be carried out as appropriate relative to implementation of components of the system and finally, the entire system. Evaluation outcomes will serve as the basis for periodic revision and refinement of the system and in reporting results of the HRP&D program.
5. As a result of the system that is developed and implemented...

All personnel will exhibit an improved level of self esteem.

Personnel will develop/maintain both process and technical skills to carry out the planned work of the organization.

Personnel will develop and implment personal plans for their development.

PROJECT TIMELINE

	1988												1989		
	M	A	M	J	J	A	S	O	N	D	J	F	M		
Identify Avail. Data													XXXX		
Identify Avail. CD Resources													XXXX		
Design & Implement Assessment of Individ. Needs by 9 Group - - - - -													XXXXXXXXXXXXXXXXXXXX		
Design & Implement Assessment of Organiz. Needs													XXXXXXXXXXXXXXXXXXXX		
Summarize & Analyze Data re CD Issues and Concerns													XXXX		
Design on-going CD System													XXXXXXX		
Design Process for Implementing System													XXXXX		

Next Steps in the Project

Using this overall blueprint, specific plans and strategies were developed to undertake the assessment/situation analysis of VCES personnel and the organization. Steps in transitioning the organization for improved approaches to human resource planning and development are discussed in subsequent sections of this report. It is anticipated that the vision as stated here will serve to guide those who plan and implement the system.

VCES HRPD SYSTEM VISION

1. Views personnel, salaried and volunteer, as the organization's most important resource--at least on par with technology, facilities and capital.
2. Is an integral component of the organization's strategic plan, but also adaptable to changing conditions and needs.
3. Views expenditures on personnel as an investment and demonstrates an administrative commitment to the development of personnel through the allocation of budgetary resources to HRPD.
4. Integrates all personnel or human resource functions of the organization--recruitment, employment, orientation, development, and retirement.
5. Includes procedures for planning, financing, scheduling, announcing, and evaluating developmental opportunities which are well understood by all personnel.
6. Facilitates development of personnel through the establishment of an organizational infrastructure or support system--
 - * Individual personnel profiles
 - * Developmental opportunities/resource data base
 - * Short and long term leave policies
 - * Individual development planning procedures
 - * Coaching and counseling (supervisors, mentors and academic advisors)
 - * Linkages and partnerships with other agencies and organizations
7. Establishes and maintains a working environment characterized by trust, mutual respect, fair treatment, appreciation, risk taking, teamwork, and open communications.

8. Targets developmental opportunities for all personnel groups within the organization--administrators, faculty members, agents, technicians, secretaries and volunteer leaders.
9. Includes a balanced, research based curriculum consisting of technical subject matter, educational/communication processes, and leadership/managerial effectiveness.
10. Prepares personnel to become more self-directed in the management of both their professional and personal lives.
11. Employs a variety of methods in delivering programs to personnel, including state-of-the-art technologies, which are consistent with developmental objectives and participant learning styles.
12. Serves as a "result demonstration" for introducing personnel to exemplary instructional practices and emerging educational technologies which can be adapted and used with clientele.
13. Recognizes individual differences in personnel (educational background and experiences) through appropriate treatment of content.
14. Emphasizes the application of learnings derived from formal instruction as well as on-the-job experiences to job/life contexts or situations.
15. Delivers developmental programs on a timely basis to have impact on organizational change, program direction and individual development.
16. Provides incentives, rewards and recognition to personnel for contributions to the organization/programs and ability to cooperate with others on issue or project teams.

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PHASE 1: ASSESSMENT

Overview

The purpose of the assessment phase was to identify and document needs, problems, issues, and opportunities from which a human resource planning and development (HRPD) system could be designed and implemented to meet the needs and promote the growth of both the individual and the organization. The assessment was designed to provide information to customize and legitimize an HRPD system, but to also yield benchmark data that could be used to measure the success of the system.

While a comprehensive HRPD system will ultimately encompass all VCES paid staff and volunteers, resources prohibited planning and implementing such a system at one time. Instead, the HRPD system needed to be planned and implemented in several steps. In light of this, the first step focused on paid Extension staff (agents, secretaries, technicians, specialists, and administrators).

The assessment was conducted in four major steps:

- 1) Issue identification
- 2) Data collection
- 3) Data analysis and reporting
- 4) Transition to Phase 2: Design

While each of the steps represented unique components, their implementation overlapped as we proceeded. A discussion of each follows.

Assessment Steps

Step 1: Issue identification

The first step involved identifying key issues to be addressed in the assessment. Planning, Evaluation, and Professional Development (PEP) unit specialists began by reviewing relevant human resource development literature using the four subsystem components from Burack's sociotechnical model for work systems design (1988) as a guide to generate potential items for investigation. The four subsystem components are: goals, policy, mission; programs; organizational structure; and, managerial. Once issues were identified, sources of existing data were examined to determine if they provided sufficient evidence to address the issue or if original data needed to be collected.

Step 2: Data collection

Initial data collection activities were conducted with field staff (agents, technicians, and secretaries). Assessment data were also collected from VCES administrators, specialists, and secretaries at both Virginia Tech and Virginia State Universities.

A variety of data collection methods were considered. However, personal interviews were preferred because they afforded the opportunity to interact with the staff during data collection, thereby personalizing and legitimizing the assessment effort and the larger project as well. We also felt that personal interviews would encourage staff to "buy in" to the project. In fact, this aspect of the assessment was almost as important as the data collected.

Personal interviews with all staff were initially suggested. This strategy was soon tempered by the reality of the time and resources it would take to do individual interviews with all, or even an adequate sample of staff across the organization. In light of these circumstances, a compromise was reached and the PEP specialists decided on focus group interviews as the primary data collection method.

Once the data collection method was selected, PEP specialists reviewed the issues identified in step 1 and developed a set of open-ended questions for the focus group interviews (See Attachment A).

For the field staff assessment, each PEP specialist was responsible for conducting interviews in one of the six Extension districts in the state (each comprised of 15-20 unit offices). The assessment phase leader made the initial contact with district directors to describe the project and the assessment phase. Thereafter, each PEP specialist scheduled and conducted interviews within their assigned district. They were also free to conduct interviews in teams, given availability of time and personal schedules. A set of guidelines for the interviews was developed and included the following:

Composition of groups:

Agents and technicians: 1-3 spokespersons per unit will be interviewed in groups of 8-12

Secretaries: A total of at least 50% or more of the secretaries in the district will be interviewed in groups of four to eight.

Length of interviews:

Variable, approximately 1 1/2 hours

Schedule and locations:

Coordinated by the PEP specialist and district and unit staff

The district directors were very responsive to the project. However, the method for arranging groups was not standard. Each director had their own approach. One director suggested that all staff be involved in interviews which required arranging a relatively large number in that district. On the other hand, another director already had unit meetings arranged and asked that interviews be conducted in conjunction with them. Several directors randomly selected individuals for the groups.

The same basic approach was taken for campus-based specialists and secretaries at Virginia Tech and Virginia State Universities (individuals were randomly selected by the assessment coordinator to participate in the interviews). Because the focus groups for Virginia Tech specialists were sparsely attended, a follow-up mail survey was also used to collect assessment data (See Attachment B). Administrators at both universities were interviewed individually. While questions asked of field and campus staff were primarily centered on the individual, the focus for administrators was on the organization (See Attachment C).

Procedurally, interview guidelines were prepared for PEP specialists (See Attachment D). All interviews were tape recorded. Even though interviews were analyzed by group and not individuals, each PEP specialist was responsible for preparing notes from their own interviews, to further ensure confidentiality.

Data were collected for all groups over a five month period (June and July for field staff, September through December for campus staff). A total of 55 focus group and 12 individual interviews were conducted. Seventy-one questionnaires were returned from campus specialists.

Step 3: Data analysis and reporting

Needless to say, the 67 interviews yielded an enormous amount of data. To aid in analyzing this data, several computer software programs designed for qualitative text data were evaluated. The software program finally selected was FYI 3000 Plus (1986).

FYI 3000 Plus is a full text indexing and retrieval software program that stores and retrieves documents and other text. It accepts text from word processing programs, files captured over a computer network, or any file saved in ASCII format. Text retrieval can be done in two ways: full-text and keyword. In full-text retrieval, every word in the entry (a piece of text, which is separated by a double carriage return) becomes a keyword. In this mode, virtually nothing has to be done to the text--any word in the entry can be used to retrieve it. In keyword retrieval, a special set of keywords are assigned to an entry. The entry can only be retrieved using these keywords. Keyword retrieval was selected for the analysis.

Analysis of the data began with each PEP specialist listening to their tapes and preparing a set of fairly extensive notes for each interview. The notes were entered into computer files using WordPerfect word processing software. Notes, rather than transcriptions were suggested to decrease the time involved in converting the tape recordings to text. Guidelines and a template to record group demographic information were developed to facilitate consistency in recording interview notes (See Attachment E).

Once the notes were completed, PEP specialists began the analysis process. At first it was proposed that a set of keywords be developed and assigned to each entry, irrespective of the specific question it corresponded to. In practice, this approach proved to be unmanageable given the volume of data for field staff. Consequently, a decision was made to initially classify the entries by question. As a way of validating this approach, each PEP specialist reviewed all entries for two questions to verify them as appropriate for their specific questions. If they felt that the entry was not appropriate for their assigned questions, they classified the entry under a more appropriate question. Each specialist then switched with another to validate the classifications. With few exceptions, the entries were classified under the appropriate question (See Attachment F, G, and H).

Upon completion of this step, entries by question were further reviewed to identify keywords (themes) and issues that would need to be addressed in the project. Guidelines for this process were provided (See Attachment I). This resulted in a keyword and issue identification report for each question (See Attachments J and K). Again, these forms were validated by review among PEP specialists.

For reporting results during the assessment phase, the project team decided on briefings to convey results to top

level administrators prior to sharing assessment information and project plans with others in the organization. This allowed discussion and guidance and helped to ensure that appropriate strategies were used in discussing the project with others. A briefing on the field staff assessment findings with key Extension administrators was held in September.

A progress report focusing on preliminary analysis of field staff interviews, provided to the entire leadership group in early November, was well received. A similar report was included in the fall issue of PEP Unit's newsletter, PEPTALK. The newsletter will continue to be a vehicle for sharing project information with the total organization.

Step 4: Transition to Phase 2: Design

At this time, analysis of all interviews has been completed with nine major issues identified (See Attachment L). A process for moving the assessment data into the design phase has been developed and implemented using a format similar to Extension plan of work documents (See Attachment M and project design worksheets for each issue in the next section of this report). Furthermore, an action committee has been formed to begin developing and implementing strategies to address the issues identified in the assessment phase.

REFERENCES

Burack, E. H. 1988. Creative Human Resource Planning and Applications: A Strategic Approach. Englewood Cliffs, New Jersey: Prentice Hall.

FYI 3000 Plus. 1986. Available from FYI, Inc., P.O. Box 26481, Austin, Texas, 78755, (512) 346-0134.

**Attachment A:
Field and Campus Staff Interview Questions**

A Human Resource Planning and Development (HRPD) System will include staff development and other activities to provide for the growth and development of extension staff in ways that meet both personal and organizational needs.

Please consider and come prepared to provide input on the following questions. Additional concerns and issues are also welcome!

How do you go about meeting your personal and professional development needs?

How would you describe your supervisor's (or district staff) approach in helping you meet your personal and professional needs?

Who is responsible for your personal and professional development?

What motivates you to do quality work in your job?

To what degree does the organization provide you with incentives to perform quality work?

How much have you relied on your educational background, training, and previous experience to do your current job?

What professional development needs do you have that would help you perform your job better?

What is the best learning experience that you've been involved in as an adult learner (not as an educator)?

How would you describe the current organizational climate for human resource development?

Imagine that you are on the planning team for the new HRPD system. What would the system be like?

**Attachment B:
Campus Specialist Questionnaire**

Please respond to all or any of the questions below and return your questionnaire to C. Stephen Scheneman, Extension Specialist, Professional Development (111 Hutcheson Hall, Virginia Tech, Blacksburg, VA 24061) by Friday, December 9, 1988.

1. Who is responsible for your personal and professional development?
2. How do you go about meeting your personal and professional development needs?
3. How would you describe your immediate supervisor's approach in helping you meet your personal and professional development needs?
4. What motivates you to do quality work in your job?
5. To what degree does the organization provide you with incentives to perform quality work?
6. How much have you relied on your educational background, training, and previous experience to do your current job?
7. What professional development needs do you have that would help you perform your job better?
8. What is the best learning experience that you've been involved in as an adult learner (not as an educator)?
9. How would you describe the current organizational climate for human resource development?
10. Imagine that you are on the planning team for the new HRPD system. What would the system be like?

**Attachment C:
Administrative Interview Questions**

In this interview, we are interested in your perspective on organizational needs relative to a Human Resources Planning and Development System. Your leadership position provides unique insights of primary importance that will be very valuable to us for designing the HRPD system and planning for its implementation. Since we envision the system as a support mechanism to all personnel in VCES, we also have some questions relative to your individual developmental needs.

The new HRPD system will not exist in a vacuum. Thinking of it as a part of the total organization, it is clear that in order to be functional, it will be interactive with all other parts as well as the culture of VCES and its external environment. Implicit in this "Open Systems" approach is the need to analyze the interactive relationships of organizational components within VCES and to the organization's culture as well as the external environment in order for us to plan effectively. Let's start with the Human Resources Area.

1. How would you describe our current human resources planning and development effort?
2. From the perspective of your leadership position, what are the major issues in this area with which we should be concerned for the next year? for the next five years?
3. Other Organizational Areas - Considering these as other major areas in VCES, which is most important in relation to human resource planning and development?

Mission, Policy, Goals

Programs

Managerial

Organizational Structure

How would you describe the current relationship of _____ to the human resource planning and development area?

What's the ideal relationship?

Note to interviewers:

If interviewee does not select area that we are most

interested in having her/his perspective on, ask about that one after they discuss the one they select as most important. If they select the one that we had also targeted, ask for the one they consider to be the next most important. There will probably not be time for discussion of all areas with any one interviewee, therefore, allow discussion to continue only long enough to ensure that there is sufficient time to ask the other questions.

Now that we have looked at parts of the organization, let's move to some other perspectives.

5. How would you describe the culture of VCES as it affects human resource planning and development?

Do you see it changing in ways relevant to human resource planning and development? If so, what are they?

6. What about the external environment of VCES -

How does it currently relate to human resource planning and development?

Do you see it changing in ways relevant to human resource planning and development? If so, what are they?

Provide a transition statement such as...we have discussed various aspects of the organization as related to the human resource planning and development and appreciate having your views from the perspective of your leadership role. Now, let's take a few minutes to focus on you since we are seeking to develop a balanced system accommodating both individual and organizational needs.

7. How do you go about meeting your professional and personal development needs?

8. What are your current/projected developmental needs?

Provide a summary statement such as...Now that we have discussed both your organizational and individual perspectives...

9. What would be the ideal Human Resource Planning and Development System for VCES?

**Attachment D:
Assessment Interview Guidelines**

PEP specialists are responsible for scheduling and conducting interviews in their assigned districts.

Use your judgement in the composition and conduct of the group interviews. Please consult with Mike on "significant" deviations.

Before conducting the interviews, become familiar with the introductory comments and the interview guide questions. While it is necessary to attend to all questions in the interview guide, it is not necessary to ask them in the order written. Additional issues and concerns are welcome, providing the basic questions are answered. In all cases, "go with the flow."

Interviews are to be completed by August 1, 1988.

Correspondence regarding the interviews should be from the PEP specialist or district director.

Travel for staff assisting in interviews outside their home districts will be covered by the PEP unit. Submit travel expenses to the PEP specialist for processing. Travel by agents, technicians, district staff, and secretaries within their home districts should be covered by their travel budgets.

Refreshment or lunch expenses can be covered by transfer of funds from PEP to the district or unit office, reimbursement of expenses to PEP specialists, or other ways. This will need to be negotiated with the district or unit directors.

Please communicate your interview schedule to Shirley ASAP. She will distribute to all districts. Contacts for staff wishing to assist in interviews outside their own districts should be made directly with the PEP specialist covering the district.

**Attachment E:
Assessment Notes Guidelines and Group Demographic Template**

1. Please make a back-up disc copy of your interview notes.
2. Put all notes in one file.
3. Complexity of the notes should be less than verbatim transcription but more than a brief summary. Show a sample to Mike if you have questions.
4. Please do not attempt to bring the group to consensus on questions or issues. However, you may want to indicate appearance of agreement or disagreement, etc. by members of the group on certain issues or responses in your notes.
5. Record responses by question--whether it was part of the interview guide or not. We can start with this as a basis for analysis.
6. Try and keep themes together in paragraphs, i.e., change paragraphs as the theme of the response changes.
7. **FORMAT:** Respondent data and interview guide questions are provided in the template below in all capital letters. You can add questions if you need to. Just type them in all capital letters.

Enter all data in lower case (unless you add a question), just like these instructions. Do not use any special formatting, like bold, underline, indent, etc. It will be stripped out anyway, and will likely cause problems.

Single space all responses. Skip 2 spaces at the end of each sentence (like you normally do when typing). Let word perfect wrap at the end of each single spaced line. The only time you should use a hard carriage return is for a double space between questions or paragraphs (to change response themes). Don't worry where page breaks come in the text--ignore them.

Mark any special, potential quotable material in the text with an * where the material begins and a * where it ends (just like I've done here, the quote would be "where the material begins and a").

If you would like to add any observations or comments, do so but enclose them in parentheses ().

8. Please include the following information for each group interview. Use this format at the beginning of each set of notes.

DISTRICT:

GROUP SIZE:

TITLE MAKE UP: (# of agents, technicians, secs., other)

GENDER MAKE UP:(# females, males)

RACIAL MAKE UP:(# blacks, whites, hispanics, etc)

UNITS REPRESENTED:

PROGRAM AREAS REPRESENTED:

INTERVIEW LOCATION:

INTERVIEW DATE:

INTERVIEWER:

A form has been provided to use at the interview (if you wish) and will provide data for group size, title make up, units represented, and program areas represented. Data for the other items can be obtained from your records and observation.

**Attachment F:
Field Staff Assessment Findings
(Agents, Secretaries, Technicians)**

1. Meeting professional development needs

Agents

- * Consistent indications of agents receiving professional development from outside sources. Some get support from VCES and some reported only VCES support.
- * There needs to be a systematic approach to professional development (much discussion over lack of system).
- * Networking often used for professional development--within and without the organization.
- * Some cover professional development expenses out of their own pocket; some is covered by the office (lack of clear policy).

Secretaries

- * Met through outside sources (similar to agents).
- * Sec. associations (district) and Tech do provide some support/are used to meet pd needs.
- * Lack time and opportunity.
- * Reimbursement needed (minor).
- * Some pay for their own professional development and some have local support (minor).

2. Meeting personal development needs

Secretaries

- * No time for personal development.
- * Lack of opportunity and financial support.
- * Relied on sources external to VCES.
- * Networking used.
- * Professional and personal development are the same (minor).
- * Had never really talked about personal development before.

3. Supervisor's approach

Agents

* Unit directors and district faculty members are generally supportive in helping agents meet their developmental needs.

- Counsel, coach and/or serve as mentors
- Delegate challenging projects and tasks
- Provide on-the-training
- Modify work schedules to permit participation in developmental opportunities
- Inform agents as to available developmental opportunities and resources
- Assess strengths and weaknesses of agents
- Advocate developmental needs of and obtain financial support
- Facilitate transfer and application of learning through post-workshop discussions and positive reinforcement

* Supervisory effectiveness in facilitating agent development limited by:

- Insufficient financial resources
- Lack of timely information regarding developmental opportunities
- Ability to see relationship between development, performance and program results
- Skills in counseling, coaching and/or mentoring
- Absence of annual, individual development planning system

Secretaries

* Supervisors concerned about development of secretaries, but generally provide less support or assistance in comparison to agents.

- Insufficient financial resources or budgetary constraints
- Heavy workload of supervisor and secretaries
- Pressures from public and agents for secretaries to be in office during working hours.

4. Who's Responsible for Professional and Personal Development

Agents and Secretaries

* Professional development is primarily the responsibility of the individual, with support or assistance provided by the organization (co-workers, unit director, district faculty members, and state administration)

- Personal development is the responsibility of the individual (minor)

5. What motivates you to do quality work in your job

Agents

- Self-pride, professionalism. Doing a good job.
- People--helping others to succeed and achieve.
- Recognition from clientele and co-workers (to a lesser extent).
- Work itself. (minor)
- Opportunities to learn. (minor)

Secretaries

- Self-pride. Doing a good job.
- Helping people.
- The job itself (minor).
- Recognition by agents. Cooperation with unit staff, teamwork.

6. Incentives to do quality work

Agents

- No incentives from organization--no one cares.
- Need recognition from organization (get from clientele and professional organizations).
- Good work means more work (disincentive).
- Minor incentives: self and teamwork, the job, benefits, professional association recognition, inservice is improving.
- No rewards for pursuing advanced educational degree. (minor)
- No financial rewards or incentives.

Secretaries

- No incentives from organization--no one cares.
- Pay as a disincentive (and the whole ball of wax).
- The job itself (minor).
- Teamwork--the local staff itself.

7. Relied on educational background

Agents

- Previous job and life experiences are important.
- OTJ experience also important (mentor).
- Previous training in area of job responsibilities (minor).
- Formal education in subject matter and process areas (minor).

Secretaries

- Previous education, experience, on the job training/experience.
- Lack of opportunities.

8. Professional development needs

Agents

- Current subject matter information--support from specialists. Administrative updates.
- Training: inservice, credit courses, computer training.
- Money for professional development (on the local level).
- Career development and counseling (minor).

Secretaries

- Computer training.
- More activity in secretarial associations, including involvement in Blacksburg.
- Secretarial orientation (minor).
- Equipment training (minor).

9. Best learning experience

Agents

- Hands on opportunities in a variety of circumstances.
- Indepth coverage and treatment of topics.
- Coursework.
- Networking.
- Study tours, professional organizations, variety of experiences (minor).

Secretaries

- Hands on, especially self-teaching.
- Coursework, indepth coverage (minor).

10. Organizational climate

Agents

- Poor and low morale because of autocratic management and leadership style (e.g., no communication, feel threatened, too much campus interference, lack of autonomy, told what to do, no sense of organizational history).
- Good things: support networks with other units, good opportunities for professional development, this project (minor).

Secretaries

- Nonexistent to poor (e.g., campus out of touch with field, poor treatment by campus, confusion, resources not available).

**Attachment G:
Campus Specialists Assessment Findings**

1. Meeting Professional Development Needs

Professional development needs primarily met through conferences/meetings sponsored by professional associations, and literature review/self-instruction. Other sources of continuing professional development include:

- * Conferences, workshops and seminars sponsored by VCES and the University.
- * Networks of colleagues and other professionals in other universities and with business, industry, and government.
- * On-the-job learning experiences, i.e., projects, committees/task forces, research, presentations and papers, publications, association leadership positions.
- * No real professional development effort focused towards specialist--especially in 4-H.
- * Higher cost for specialists because they must pursue outside professional development opportunities.

A few faculty members are involved in planning for their professional development in consultation with immediate supervisor and colleagues.

2. Meeting Personal Development Needs

Personal development needs addressed through vacations, three-day weekends, community service/workshops and hobbies, physical exercise, professional organizations.

No clear cut delineation between personal and professional development (conflict here).

3. Supervisor's Approach

Supervisory support or assistance is non-existent or poor for some faculty members. Reasons cited:

- * Don't care--too busy with own problems.
- * Budgetary constraints--insufficient financial resources (as long as budget is there).
- * Lack developmental counseling skills.
- * Development of faculty not considered part of supervisor's job.
- * Budget OK if in support of agents--therefore less to spend on professional development.

Most supervisors (approx. 2/3) are supportive of faculty development. They:

- * Listen, advise and are understanding.
- * Identify opportunities and encourage participation.
- * Provide time and financial assistance.
- * Attempt to eliminate organizational barriers.

4. Who's Responsible for Professional and Personal Development

Faculty member is primarily responsible for his/her own professional development, but expects support or assistance from the organization (colleagues, project leader, department head, and/or Extension/College administration).

Personal development is the responsibility of each faculty member.

5. Motivation To Do Quality Work

Self-pride. Doing a good job in accordance with personal and/or professional standards of excellence.

Personal satisfaction or sense of achievement in helping others.

Expressions of appreciation and recognition by clientele, colleagues and administrators.

Promotion, tenure and/or salary increases.

Importance and challenge of job.

6. Organizational Incentives To Do Quality Work

Few, if any, incentives are provided by the organization to do quality work. For example:

- * Little relationship between quality work and salary increases.
- * Minimal feedback and recognition for quality work.
- * Task/quantity orientation at expense of people (faculty) and quality programs/materials.
- * Conflict between T&P and Extension work for non-tenured faculty.

7. Reliance on Educational Background, Training and Previous Experience

Extensive reliance, 75% to 100%. Difficult to sort out most important.

8. Professional Development Needs

Time and financial assistance to participate in developmental opportunities.

Short and long-term study or sabbatical leaves. Opportunity for training in these areas:

- * Educational technologies, i.e., radio, television, video development, personal computer/software utilization, desk-top publishing.
- * Communications skills, i.e., teaching, public speaking/presenting, and publication writing.
- * Virginia Cooperative Extension System (goals, long-range plans, organization, resources, and policies/procedures).
- * Subject matter/technical updates.
- * Grantsmanship and time management.
- * Orientation for specialists--especially administrative red tape.
- * Human relations skills.

9. Best Learning Experiences

- * Select conferences, workshops and meetings sponsored by professional associations, VCES, the University, business and industry, and/or military.
- * On-the-job and life learning experiences.
- * Travel abroad and within the United States.
- * Networking with experienced colleagues and other professionals.
- * Graduate programs and courses.
- * Reading and self-instruction.

10. Current HRD Organizational Climate

Current climate for human resource development within the organization is non-existent or poor. More specifically:

- * Not a priority for administration ("lip service").
- * Poor supervisory practices.
- * More opportunities for field staff than faculty.
- * No value placed upon Extension--tenure difficult.
- * Inadequate financial resources.
- * Disproportionate amount of time allocated to paperwork and bureaucracy.

11.HRP&D System Recommendations

Commitment from Vice Provost and other administrators to HRP&D system.

Individual development planning and career planning by faculty members in consultation with their immediate supervisor.

System sensitive to the needs of faculty members as well as to the directives of administrators.

Allocation of financial resources for professional development funding short and long term study or sabbatical leaves and participation in other professional development opportunities (with other corporations).

Reward and recognize faculty for quality work and performance.

Involvement of individuals representative of faculty in designing the system.

Extended hands on learning opportunities (e.g., administrative experience, industry intern program).

Ways to share information gained at professional meetings.

Mentor system.

More control over money for professional development.

Fee waiver--explain policy.

**Attachment H:
Synthesis of Administrative Interviews**

HOW WOULD YOU DESCRIBE OUR CURRENT HRP&D EFFORT IN VCES?

No focus; no plan
Hit and miss
Fragmented; incomplete
No organizational staff development plan
Hodge-podge; lacks definition, direction, vision
Somewhat disjointed plan
Inservice format questioned
More effort on individual than the organization
Too far on the organization side
HRP&D has not been valued

FROM THE PERSPECTIVE OF YOUR LEADERSHIP POSITION, WHAT ARE THE SHORT TERM ISSUES AND THE LONG TERM ISSUES RELATED TO HRP&D?

Short Term

Develop individual development plans
Work with people to help them understand and accept change
Provide support by providing more examples on how to do things
Pay attention to our people; compliment them on the job they are doing
Unit Director study; design training and provide
Everyone has to agree as to what we mean by HRP&D - come to
Consensus on definition and philosophy; determine degree of
commitment
Succession planning for key positions that will become vacant
Determine ways to have more flexibility with staff
Work on getting people to work together
Praise and promote people

Long Term

Long term plan for staff development
Teamwork
Directions from Feds, state and the university
Determine what kind of people we will hire
Improve the hiring process
Determine competencies - subject matter and process skills
Assess competencies
Develop replacements
Determine what we want our work force to be
Policy development and implications for our people
Long range planning for the organization (implications for
HRP&D)

Improve inservice
Career Tracking
Adopt and use technology

WHAT ORGANIZATIONAL SUBSYSTEM(S) DO YOU SEE RELATED TO HRP&D?
(The organizational subsystems chart was used here to facilitate answering this question)

Mission first, program second, structure last
If policy toward staff is positive, good programs will result
Programs have primary relationship and structure second
Mgmt and program closely aligned; structure not related to function; Goals, policy, mission basic and must be in place; right now we have problem because we don't know what our mission is

HOW WOULD YOU DESCRIBE THE VCES ORGANIZATIONAL CULTURE?

People dedicated to serving people
Organization's stature less respected than in past
Civil Rights audits and JLARC review had negative effect
We have moved from service to education
Hiring is indicator of positive change
Lot of good solid players, not super stars
We say one thing and do another
Leadership tends to think things are better than they are
Culture is sometimes adversarial; appears that there is not shared understanding of common goals
Does not support local staff
Anger inhibits health of work force
No cohesion; general sense of frustration
Lot of insecure people (staff)
Confusion
Smart people working hard
Commitment to leadership development
Fewer (staff) consider organization "family" than in the past
Unhappiness within the organization
Value research base; more words than practice
Value interface with local people and meeting their needs
Value funds from state and Federal levels and therefore adhere to their priorities
Value independence and flexibility in our work
Some say we value change
Preception that we are resistent to change; results from not knowing how to deal with change
Collegial esprit de corps is weak
Values of the organization unclear
Major deficiency is lack of trust

HOW WOULD YOU DESCRIBE OUR EXTERNAL ENVIRONMENT?

Outside - out there, ok

The university is priority externally - need to mend fences

We look good to Extension professionals in other states

Includes direction from Federal and state; national initiatives and critical state issues

Agencies directed to work together on issue

Funding becoming more linked to societal issues

As educators we have process skills and play unique role in communities

Extension is on its way back; pretty strong right now in eyes of the public

Less service oriented; more program oriented

Support has been rebuilt with some important outside groups

Very demanding environment - we have to decide who we will serve and whether we will serve everybody

Extension not valued in the larger university

WHAT WOULD BE THE IDEAL SYSTEM?

Orientation module to gear up people quickly

Solid plan to move a notch at the time

How to attract and manage funds for projects

VCES pay for wkshps done by third party

Make people aware that they need to plan for retirement

Mgmt/leadership development program

Balance between what we provide and what we buy - analyze for cost effectiveness

Core curriculum in program development and methods

Once plan is in place, develop work groups to sort out "nuts and bolts" of system components

Sabbaticals

Personal development should be supported by policy and philosophy, but is not VCES responsibility

PEP identify opportunities and share information; provide somethings

Flexible benefits package

Help people change

Psychological and career counseling

Staff is supported and given a voice in the organization

Policies, procedures and resources clearly spelled out

Support from administration

Replacement development

Develop process competencies

Assess competencies

Look at org. needs up front and bring people in based on those needs

Help people make career decisions

Provide for job enrichment

20% of resources should be devoted to our staff
System should include pre-employment, employment process,
orientation, staff development, counseling, benefits,
retirement
All HRP&D functions should be together
Advance planning for future needs
Monetary commitment to HRP&D
Supervisors need to care and to be trained
Individual development plans
Scholarships
Pay for performance
Flexibility in individual's development
Interpersonal relations training

**Attachment I:
Keyword and Issues Identification Guidelines**

The procedures for reviewing the field staff needs assessment data are as follows:

1. Review the data you are responsible for and label each response with a keyword or keywords that captures or identifies the issue(s) or idea(s) contained in the response. Use a colored pen.
2. Write the keyword(s) down next to the keyword(s) already provided in the response. If you feel that the response is not applicable or irrelevant to the question, write NA in the left margin next to the response (see example below).
3. If you feel that the response is stated strongly in relation to the keyword, put a + to the right of the keyword.
4. Prepare a list of the keywords and a definition or explanation of each.
5. When you are finished, prepare a cover sheet listing major and minor issues for each question (agents = AG, secretaries = SEC). Major issues are those (keywords) that are frequently mentioned and/or strongly stated. Minor issues are those (keywords) that are not as frequently mentioned or strongly stated.

**Attachment J:
Example Keyword Definition**

Keyword Definitions - Agents

What is the best learning experience that you've been involved in as an adult learner (not as an educator)?

DEMO	Demonstrations (n = 2)
HANDS ON	Hands on experiences, including present and past job and life experiences and active participation in more formal class-type work (n = 25)
INDEPTH	Indepth coverage/treatment of topics (courses, workshops, inservice, etc.) (n = 9)
TOURS	Study tours (n = 6)
ORG	Professional organizations (n = 4)
COURSE	Coursework (inservice, graduate school, outside agencies, etc.) (n = 9)
NETWORK	Networking with others (VCES and non-VCES) (n = 7)
COMBO	Combination of learning activities (e.g., tours, demonstrations, discussions, etc.) (n = 2)

**Attachment K:
Example Issues Definition**

Key Issues - Agents

What is the best learning experience that you've been involved in as an adult learner (not as an educator)?

Major issues

By far, agents indicated that learning experiences involving hands on opportunities in a variety of circumstances (e.g., present and past job and life experiences and active participation in more formal class-type work) were most beneficial.

Opportunities (courses, workshops, inservice, etc) that provided indepth coverage/treatment of topics were beneficial.

Coursework (inservice, graduate school, outside agencies, etc.) were beneficial (this could be related to indepth training also).

Experiences that provided the opportunity to network with others both within and outside of VCES were beneficial.

Minor issues

Study tours.

Involvement in professional organizations (may be related to networking).

Experiences involving a variety of learning opportunities (tours, demonstrations, discussions, etc).

**Attachment L:
Issue Areas Identified in the Assessment**

Communications

Educational Delivery Methods

Developmental Needs

Policy

Professional Associations

Professional and personal counseling/coaching

Recognition

Recruitment and orientation

Resources (budget)

Attachment M:
Project Design Template
Project Design Worksheet

Issue area:

Audience:

Situation/need:

**Developmental
objective:**

**Potential areas
to address:**

Strategies:

**Attachment N:
Example of Visit to Another Organization**

CORPORATE SYSTEMS MANAGER INTERVIEW SCHEDULE

W. C. Emnon
Manager, Education Services
Xerox Corporation
International Center for Training
and Management Development
Leesburg, Virginia 5/25/89

1. Please describe your corporation's human resource planning and development system (HRPD), providing insights into major emphasis areas.

The Center, founded in 1974, is the primary provider of training for Xerox personnel. It is a complete learning/living facility of approximately one million square feet consisting of 420 classrooms/laboratories, 960 lodging rooms, dining areas, pub and snack bar, gift shop, travel agency, and fitness/recreation center.

Approximately 25,000 employees from the United States, Canada and Latin America attend training programs at the Center annually. The programs range in length from five days (Monday through Friday) to nine weeks and focus upon curricular areas such as sales and marketing, customer service, and supervision and management. Employees receive their orientation to Xerox at both the Center and district offices.

Courses are developed by the Education Services Department in collaboration with employees, subject matter experts, instructors and curriculum developers. Personnel from the field, with outstanding performance in the marketplace, are selected as instructors and given a two to three year assignment at the Center. Preparatory training in educational methodology and technologies is required of all instructors before assuming full responsibility for a course.

The HRPD system is based on the following training and education principles.

- a) Xerox is committed to having a work force prepared to meet current and future business objectives by providing its employees, at all levels, appropriate training and education opportunities.

- b) Xerox is committed to clearly defining minimum training requirements which are related to the job incumbent's role, responsibilities, and needs.
- c) All new Xerox employees will be oriented in Xerox's philosophy, ethics, values, principles and business priorities in their first 90 days of employment.
- d) Xerox employees will interact with customers only after having successfully completed specified training.
- e) All newly hired and/or first-time Xerox managers will successfully complete specified supervisory training within 120 days of appointment.
- f) Xerox managers will successfully complete functional knowledge and skills training to properly coach, inspect, and reinforce the work of their employees.

In addition to these principles, Xerox firmly believes that healthy and physically fit people are productive employees.

2. How or in what ways is your HRPD system tied or linked to the corporation's strategic planning structure and processes?

This is a tough and timely question. We are currently trying to improve the integration of our HRPD system with our strategic planning efforts at the corporate level. The president of Xerox has recently appointed a Task Force to address this very issue and to elevate the status of training and development within the corporation.

Training and development is a priority with the president because of what it can contribute to the corporation.

- a) Encourages efficiency, quality improvements, and innovation;
- b) Reduces the time it takes to get innovations to the market; and,
- c) Improves customer service and satisfaction.

A few years ago, we came close to "fumbling our future" here at Xerox. We actually introduced the personal computer into the marketplace before IBM, but neglected to train our personnel and eventually lost the market.

3. An analysis of the Virginia Cooperative Extension Service's HRPD system and assessment of personnel needs revealed nine issues areas. How has your corporation addressed these or similar types of issues?

Internal communications is always an issue or challenge, particularly in an organization as large as ours. We attempt to meet this challenge through newsletters, a monthly magazine, a hot-line, meetings and teleconferencing.

The latter has been most helpful in informing personnel of organizational changes, introducing new products, and updating personnel about current products.

Our primary mode of delivering training is through small group instruction at the Center and on-the-job coaching and counseling by our supervisors and managers. Current directions in the delivery of training include the development and applications of emerging technologies, i.e. computer assisted instruction, interactive video discs, teleconferences, and multi-media training packages. Even though these technologies are beginning to comprise a significantly larger proportion of our training activities, we'll continue to emphasize small group instruction in classrooms and laboratories--particularly those that use such training techniques as role playing, case studies, discussion and hands-on experiences with various products.

An issue which is currently being discussed is how we can get our supervisors and managers to balance their concern for profits with the developmental needs of the personnel they supervise. Building human resource development requirements into supervisory and managerial job descriptions and objectives, and evaluating their performance in developing personnel may be one way to achieve this end.

One issue or challenge which you did not mention is the values of the current workforce. Our personnel are much more family and community oriented in comparison to those whom we employed in the past. They expect day care for their children while in attendance at Center training programs and are less likely to move to new positions or undertake new assignments for the good of the corporation. In addition, employee sponsored training is no longer seen as a fringe benefit, but essential for ones own self-actualization and a quality work environment. Times have changed!

4. What are the resources allocated for human resource development within your corporation? What percentage of corporate operational dollars are expended on human resource development?

Unlike many corporations, Xerox has demonstrated its commitment to human resource development and has not cut expenditures in "tough times." Xerox, a corporation with revenues of 12 billion dollars, expends approximately 290 million dollars annually on human resource development with funds being allocated to district offices for travel, meals, lodging, and tuition. We treat human resource development as an investment in our people, the corporation, and our future together. At Xerox, we believe we make a difference with our training, particularly in a highly competitive economy.

5. How do you monitor and/or evaluate your HRPD system? How frequently do you revise or modify this system?

Our HRPD system is modified on almost a continual basis. In addition to requiring that all of our courses be evaluated, we conduct a corporate wide Employee Work Climate Survey every two years. (The instrument was designed by the University of Chicago and deals primarily with human resource management issues.) A corporate action plan is developed to address issues identified in the survey. Every six months an abbreviated version of the survey is administered to ascertain progress made on the major issues.

6. What is your vision of an ideal HRPD system?

My ideal system would include these features or dimensions.

- a) Attracts and retains talented employees, and develops them to their full potential, both as employees and as human beings
- b) Balances career objectives of employees with business objectives of the corporation
- c) Places greater responsibility and accountability upon line managers/supervisors for the training and development of their personnel
- d) Encourages employees as well as the corporation to be proactive and flexible in their mode of operation and less resistant to change

- e) Provides a better match in the placement of employees, new as well as experienced personnel, in jobs
- f) Integrates and facilitates cooperation among all personnel-related units and functions within the corporation
- g) Includes human resource development as an integral part of the corporate strategic planning and decision making process and structure

ISSUE WORKSHEETS FOR DESIGN

VCES Human Resource Planning and Development Issues

The PEP Team's project provided a means of addressing the need for a comprehensive HRPD system for VCES and for determining specific needs of personnel. Improved approaches to staff development are happening and will continue to happen because of administrations's support of the project and personnel cooperation in providing information in an open and straight forward manner. These are the issue areas that were identified through analysis of interview data collected from all personnel groups in VCES. The potential areas to address noted for each issue came directly from the data. The HRP&D action committee recently appointed April, 1989 by Acting Vice-Provost, J.F. Johnson will address the issue of Developmental Needs as they begin their work. Laretta King from the PEP team is representing the project on that committee.

Issue area: **DEVELOPMENTAL NEEDS**

Situation/need: Specific development needs exist for all personnel groups in VCES. Needs include areas related to individuals' career development, management, process skills and technical skills.

Issue Statement: Unmet developmental needs of VCES personnel are having a negative effect on morale and productivity.

Potential areas
to address: Technical

- * Computer Training
- * Secretarial skills and procedures training

Management and Leadership

- * Individual development plans
- * Tenure and promotion for faculty
- * Supervisor/unit director training
- * Management
- * Organizational policy and procedures
- * Issues programming
- * Working with minorities
- * Marketing

Process

- * Conflict management
- * Process skills
- * Stress and Time management

Issue Area: DELIVERY METHODS

Situation/Need: Currently a less than complete array of educational delivery methods is used in providing developmental activities for personnel. Further, electronic information sharing technologies now in place are not being optimally used.

Issue Statement: Underutilization of possible and available educational delivery methods for HRPD activities does not accommodate differences in learning preferences and styles, therefore inhibiting the developmental potential of personnel and, in turn, the effectiveness of the organization. An "ideal" HRPD system would include a variety of delivery methods to meet individual and organizational needs.

Potential areas to address:

- * Hands on experiences
- * Indepth courses
- * Computer
- * Satellite
- * Video tapes
- * Credit courses
- * Tours and field trips
- * Audio tapes
- * Handbooks
- * Multi-media training packages

Issue Area: COMMUNICATION

Situation/need: There is a lack of timely and effective communication and interaction between field and campus personnel, among personnel groups and within units.

Issue Statement: The lack of appropriate communication within the VCES organization is limiting the ability of individuals and groups involved to contribute fully to the effectiveness of programming and internal management.

Potential areas to address:

- * Field/campus communication
- * System response to field staff with timely information
- * Overall organization communication
- * Networking
- * Secretaries' awareness of staff needs and schedules

Issue Area: POLICY

Situation/need: There is a lack of definition, vision and organizational policy concerning human resources development.

Issue Statement: Lack of clearly communicated HRPD policy is causing confusion, negatively impacting on morale and productivity of staff (sense of unfairness), especially field staff.

Potential Areas to address:

- * Balance between personal and professional development
- * Advocacy for personal development
- * Realistic relationship between staff and public
- * HRPD decisions made at most appropriate level, decentralized
- * Policy on non-VCES development opportunities

Issue Area: PROFESSIONAL ASSOCIATIONS

Situation/need: Some organizational support has been given to extension agents' and secretaries' professional associations. However, there is a need for more support of district and state associations for technicians and secretaries.

Issue Statement: The lack of support for district and state professional associations for all field personnel impedes cohesiveness and has an adverse effect on morale and professional development.

Potential areas to address:

- * Current district and state professional associations for agents
- * District and state associations for secretaries and technicians

Issue Area: **PROFESSIONAL AND PERSONAL COUNSELING AND COACHING**

Situation/need: While unit directors and other supervisors generally support professional and personal development, they often lack the training to provide appropriate advice, assistance or direction necessary to address staff's personal and professional problems. The needs are in two areas: 1) more appropriate assistance for staff and 2) development of supervisor's skills to assist staff with professional development planning.

Issue Statement: Staff are expressing concern because of organizational change; experiencing burnout due to stress, overwork and lack of focus; and perceive that they can not be tenured as an Extension specialist. Staff are not receiving appropriate support and assistance in dealing with these concerns. People oriented organizations provide systematic support for staff regarding career/professional development and guidance in sources of assistance in dealing with psychological and other personal problems.

Potential areas to address:

- * Training supervisors
- * Financial management
- * Strategies for insulation

Issue area: **RECOGNITION**

Situation/need: There is a lack of both formal and informal recognition for significant staff accomplishments.

Issue Statement: Less than complete or appropriate recognition of staff accomplishments breeds discontent, low self-esteem and negative attitudes. People oriented organizations that do provide such support show improvements in morale and productivity.

Recognition Cont.

Potential areas
to address:

- * Informal recognition ("pats on the back", letters, calls, etc.)
- * Establishing a "caring" organizational climate
- * Formal recognition system that is endorsed and recognized by all members of the organization
- * The "good work means more work" phenomenon
- * Increased pay or bonuses

Issue Area: **RESOURCES (BUDGET)**

Situation/need: Adequate financial and other resources are not available or specifically allocated for professional development

Issue statement: There is confusion among supervisors as to the appropriateness of using operations dollars for professional development activities for staff. Campus based departments are reluctant to provide funds to support inservice activities. In general, there is confusion over the funding of HRPD activities in the organization. Many top level organizations are now spending between ten and twenty percent of operations money on such systems.

Potential areas
to address:

- * Fee waivers
- * Excellence grants
- * Financial support for non-VCES professional development opportunities (local, state and national)

Issue Area: **RECRUITMENT AND ORIENTATION**

Situation/need: Many new agents do not have the technical and programming experience and skills needed for effective job performance. Often other personnel do not receive the orientation necessary for optional production.

Issue Statement: Orientation, as it is now, does not provide for all the immediate needs of newly employed personnel at all organizational levels.

Potential areas to address:

- * Total orientation program (on the job and on campus)
- * Orientation handbook
- * Mentoring program
- * Administrative handbook

PROJECT OUTCOMES

During the period that all PEP Unit members worked on the project, January, 1988 - June, 1989, a number of things were accomplished. They included:

- * review of HRP&D literature
- * defining the current VCES Human Resource Planning and Development approach
- * assessment of individual developmental needs of all VCES personnel groups
- * analysis of VCES organizational culture and dynamics relative to human resource planning and development
- * identification of appropriate software for analysis of interview data
- * extensive data analysis process involving all members of the PEP team.
- * identification of major HRP&D issues within VCES and potential areas to address under each

Some other significant outcomes of the project include:

- * Numerous expressions of appreciation from staff at all levels as to interviews being useful, therapeutic, sense that the organization cares.
- * Assessment data has been used or is being used in development or revision of:
 - Faculty Development Conference, Fall 1988
 - Inservice Education Week, January, 1989
 - Organizational Transition Team Action Plan, January, 1989 and continuing
 - Epsilon Sigma Phi Awards Program
 - Statewide Professional Development Secretaries' Conference, Fall 1989
- * Computer training on maniframe computing and PCFILE + for secretaries and agents provided via satellite, early 1989.
- * Signed contract between New River Community College and VCES to provide credit courses via satellite for VCES secretaries toward requirements for the Career Studies Certificate, May 15, 1989. The first course will be provided fall semester, 1989 to 120 secretaries.

- * Agent survey completed relative to graduate level counseling course for agents. Ninety agents indicated interest; positive developmental discussions with Administrative and Educational Services, College of Education to provide course, Fall 1990; format will be a combination of regional meetings and satellite delivery.
- * Interest in methodology by departments at VT outside of VCES, by other state Extension groups and by ES-USDA.

The project has impacted VCES and will continue to do so. It has the potential to serve as a model for other groups.

COMMUNICATION AND REPORTING

An ever present concern in complex organizations is communications. Virginia Cooperative Extension is certainly no exception. Understanding this, the project team planned and utilized a number of different strategies.

Laying the Groundwork

For those involved in project development and management, it is especially important to understand and implement the process of "laying the groundwork". The project team did this by meeting with upper level administration at the beginning of project conceptualization, sharing team ideas and understandings at that time, listening to administration's questions and being responsive to their concerns. Later, the team met with the larger VCES leadership group sharing the project goal and objectives as well as team member responsibility. Questions were received and discussed.

Briefings

At appropriate stages throughout the project, team members provided briefings to administration prior to sharing information with the larger organization or publically. This provided opportunity to discuss and clarify and questions, to give administration feedback, and to provide information for their use in conversations, speeches and reports. These conversations yielded suggestions from administration for the project team's use and served to provide further "buy-in" for the effort.

Newsletters

The PEP Unit periodically publishes a newsletter, PEPTALK. Each issue during the project included articles tracing progress and outcomes of the project team's work.

Reports

An oral summary report using a computerized "story" of graphics and information was presented to the VCES leadership group in March, 1989 - one year after the initial communication regarding the conceptualization of the project. Following that, a summary of the findings was reported in PEPTALK. The distribution of the newsletter includes not only all VCES employees, but also university administration, ES-USDA administration and selected staff, and designated individuals in other states.

Reports on the HRPD project process were provided at several professional meetings during the spring, 1989 and others are scheduled for fall. Experience has shown that conference participants have great interest in the processes of data collection and management, interaction strategies, and overall project management. The team has also learned that presenting the report in innovative ways such as a mock focus group interview has been effective.

Final Report

The final report has been prepared to provide a summary of the conceptualization, implementation and management of the project, and also to provide major outcomes of the assessment/situational analysis. There is, in addition, to this summary report, an extensive database including all information collected from administration, specialists, agents, secretaries and technicians in VCES. This will be very useful to those charged with the development of HRPD system components and the evaluation of components as well as the total system. This report will be disseminated to each unit office in VCES, selected university administrators, selected others in ES-USDA and states, and appropriate others. A limited number of copies is available from the PEP office.

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