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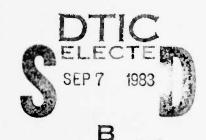
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Monterey, California

THESIS

DEVELOPING COMPETENCIES FOR NAVY HUMAN RESOURCE
MANAGEMENT SPECIALISTS: A DELPHI APPROACH

by

Linda Ellen Wargo

June 1983

Thesis Advisor: Carson K. Eoyang

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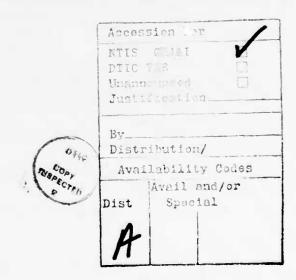
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Developing Competencies for Navy Human Resource
Management Specialists: A Delphi Approach

by

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Lieutenant, United States Navy
B.S., State University College of New York at Oneonta, 1974

Submitted in partial fulfillment of the
requirements for the degree of

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3

ABSTRACT

Using the Delphi Method, this thesis develops a list of the desirable knowledge, skills and characteristics for Navy Human Resource Management (HRM) specialists at each of the following career points: (1) upon assessment by a Human Resource Managment Center/Detachment for selection for training as an HRM specialist, (2) upon completion of training at the Human Resource Management School, and (3) as a fully-trained, field-experienced, competent HRM specialist. This list is then examined for trends and themes and compared to an extensive review of the civilian literature to develop conclusions and recommendations for its use within the HRM program.

4

TABLE OF CONTENTS

LIST OF TABLES

I. INTRODUCTION

A. SCENARIO

"I can't understand what went wrong with that HRAV on the USS Bad News!" complained CDR Brown. "We did everything we were supposed to and by the book, I might add. We got some really great data on how messed up the command is, but the CO wouldn't even listen to us. You know, come to think of it, he was a bad client from the start. Even at the initial visit he was negative, and stated there was no way I could know what running a ship is like. There was a total lack of assistance by the command in setting up time for administration of the survey and for meetings with the CO and XO. When it came time for feedback, he listened to our pitch, and showed us the door. Not even a thank you! I know everyone says there is no such thing as a bad client, but I'm beginning to doubt the validity of that statement."

"Gee, that's too bad," emphathized CDR Green. "My team's experience with USS Fast Mover had an entirely different ending. Initially the CO was apprehensive and defensive, and by the time feedback was presented his attitude changed 180 degrees. Why he was actually proposing we assist him in action implementation and provide follow-up assessment on whether the actions were successful. I'm sure he will be an

ongoing client. In fact, next week we are scheduled to do a Human Relations Council Workshop and some supervisory skill training for the command. A lot of our data meshed with what he thought were problem issues. I guess he just must have been a better client than yours."

What "magic formula" made CDR Green's consulting effort more successful than CDR Brown's? Is success dependent on the client as CDR Brown so emphatically states, or does the consultant and his or her characteristics, skills, and competencies have a significant influence on fostering a productive experience? If certain characteristics, skills and competencies are important for Navy Human Resource Management consultants, can they be identified so that appropriate training and evaluation tools can be developed?

B. PURPOSE

The purpose of this thesis is to determine those desirable skills, competencies, and characteristics for Navy Human Resource Management (HRM) specialists at each of the following points in their career:

1. Upon assessment by a Human Resource Management Center/Detachment for selection for training as an HRM specialist.

2. Upon completion of training at the Human Resource Management School.

3. As a fully-trained, field-experienced, competent HRM specialist.

The individual Human Resource Management (HRM) specialist can be considered to be the cornerstone of the Navy's Human Resource Management Support System (HRMSS). Although minimum standards for selection to this field are stated in Section 9.202 of the Enlisted Transfer Manual (NAVPERS 15909C), these standards do not reflect operationally-defined minimum skills, competencies, and characteristics required for consideration for special duty as a Navy HRM specialist, but speak to more measurable items such as: minimum GCT/ARI scores, performance evaluation marks, and rank requirements. The evaluation of the potential for an individual to become an effective HRM specialist is assigned to the interviewing Human Resource Management Centers/Detachments (HRMC/D) as stated in Section 9.202 of the Enlisted Transfer Manual. With the exception of this limited information, it appears as though there are no Navy-wide standards for the HRMC/D's to utilize in their assessment of personnel desiring to be assigned to this field.

Additionally, proposed changes in the structure and emphasis of the Navy's Human Resource Management (HRM) program make scrutiny of this research question all the more pertinent. Of particular note is the change in program emphasis for HRMC/D's from managing human resource programs such as race relations, equal opportunity, drug and alcohol abuse, sexual harassment, leadership management education and

11

training, family services, and overseas diplomacy toward an integrated organizational development approach which focuses upon command effectiveness and health and may address the above areas when they are issues in the client system.

A planned curriculum revitalization at the Navy Human Resource Management School further emphasizes the need for identification of desirable skills, competencies, and characteristics for Navy HRM specialists. In fact, it seems appropriate that, in order to acquire, train, and evaluate personnel properly as HRM specialists, a more operational definition of these skills, competencies, and characteristics is necessary.

This study attempts to define the ability criteria at each of the three levels in the career of an HRM specialist by utilizing the Delphi method, a process developed at the Rand Corporation in the early 1950's [Ref. 1: p.10]. The Delphi method uses an expert panel of respondents who, by completing successive questionnaires, reach a consensus on the best answer to the research question. The responses to each questionnaire provide the information to develop the next round of questions. For purposes of this study the expert panel consisted of individuals from the Navy Human Resources Management Centers/Detachments, the Navy Human Resources Management School, Naval Military Personnel Command (N-6), the Army Organizational Effectiveness Center and

School, and civilian experts in the Organizational
Development discipline. The Delphi method was supplemented
with interview and archival data to reach the conclusions
stated later in the study.

C. TERMS AND DEFINITIONS

1. Delphi Technique

"May be characterized as a method for structuring a
group communication process so that the process is effective
in allowing a group of individuals, as a whole, to deal with
a complex problem" [Ref. 1: p. 3]. It is a means for
collecting and organizing expert opinion on a research
question with a goal of reaching a concensus of the experts
on the best answer. "Contact is usually made with the
respondents through a set of mailed questionnaires, with
feedback from each round of questions used to produce the
more carefully considered opinions in succeeding rounds"
[Ref. 2: P. 174].

2. Human Resource Management Support System

A system "designed to assist in meeting Chief of
Naval Operations objectives to establish a stable corps of
professionals, and to provide direction for Navy-wide
activity in support of Department of Defense Human goals ...
It promotes sound leadership, strengthening the chain of
command, improved management, good order and discipline,
responsibility, authority, and accountability, pride,

13

professionalism, motivation, and individual worth and dignity" [Ref. 3]. Commanders and commanding officers are responsible and accountable for implementing the program.

3. **Human Resource Management Specialists (HRMS)**

The individuals who staff the Navy's Human Resources Management Centers and Detachments. As internal organizational development specialists, "they are trained to employ consultant assistance methods for supporting command action in leadership and management, overseas diplomacy, equal opportunity/race relations, drug abuse control and alcoholism prevention. HRMSs are organized into HRM Support Teams (HRMST) and one or more HRMSTs are assigned to work with a particular command" [Ref. 3]. HRMSs are trained at the Human Resource Management School, Naval Air Station Memphis, and in the Organizational Development Curriculum (857) at the Naval Postgraduate School, Monterey, CA.

4. **Human Resource Availability (HRAV) Period**

A five-day period scheduled after the data gathering and feedback states designed to develop and modify the Command Action Plan. This period can also include "workshops, training and activities appropriate to the needs of the command in furthering command effectiveness through optimum management of human resources" [Ref. 3].

14

II. LITERATURE REVIEW

A. PREVIOUS MILITARY RESEARCH

In 1978 a Master's Thesis was completed at the Naval
Postgraduate School entitled, "An Analysis of Organizational
Development Consultant Skill Requirements" [Ref. 4]. The
major objective of this study was to provide the U.S. Air
Force, which was currently undergoing a major change in its
consultation technology, with a "sythesized listing of the
skills, knowledges, and traits required of an OD consultant"
[Ref. 4: p. 9]. The research was accomplished through a
review of 41 pieces of military and civilian literature, plus
interviews and observations from visits to a variety of
military commands and OD seminars. Using the Kolb-Frohman
model's seven phases. The author, J. D. Spurgeon, developed
a raw skills listing for each phase which references the
sources and lists the pertinent skills associated with each
source [Ref. 4: p. 10-11, 38-79]. It is not the intent here
to duplicate that earlier study. However, there remains a
wealth of literature, particularly in the civilian sector,
much generated since 1978, not included in this analysis.
Also by restricting the analysis to the phases of the Kolb-
Frohman model plus a few generalizable traits, there appears
to be a tendency to overlook a wide variety of skills,
knowledges, and traits OD experts have listed as important to

15

the consultant. In essence, Spurgeon thoroughly reviewed available military literature; however, his review of the literature available in the civilian sector was less thorough. In that regard, although Spurgeon developed a "concise listing of the skills, knowledge, and traits required of a practicing OD consultant" [Ref. 4: p.36], at this point in time it is far from complete.

An effort was made in this review not to cover the same ground as that covered by Spurgeon; therefore, only a few of his references are discussed in this review. As the major thrust of his effort was in the military literature, this thesis mainly reviewed the wealth of civilian literature with some mention of efforts in the military area. The literature was analyzed as to trends over time, different models of consulting styles, and research attempts, and ultimately consolidated into an extensive listing of consultant skills, knowledges and traits that supports Gordon and Ronald Lippitts' assertion that

"Any list of the professional capabilities of a consultant is extensive--something like a combination of the Boy Scouts Laws, requirements for admission to heaven, and the essential elements for securing tenure at any Ivy League College" [Ref. 5: p. 94].

B. HISTORICAL ANALYSIS

An analysis of trends over time reveals a continually shifting and more discriminating picture of consultant competencies. The earliest work reviewed was a number of

16

articles in the April 1959 Journal of Social Issues which was devoted to defining the consultant's role and clarifying some issues arising out of the increasing demand for consulting services [Ref. 6: pp. 1-4]. This resource is important in that it (1) sets the starting point for the analysis of trends over time and (2) introduces Gordon and Ronald Lippitt, two individuals who have a large involvement and ongoing interest in the area of consultant competencies and development.

Of note is that this early work did not use the terminology OD consultant and there appeared to be no attempt to categorize various types of consulting (process vs. expert, etc.). One needs to remember that much of the research done in the late 1940s and 1950s in surveying, industrial psychology, and sensitivity training was setting the stage for the development of an OD technology [Ref. 7: pp. 14-21]. It was only during the late 1950s that a number of individuals consulting with a variety of organizations coined the term organization development [Ref. 7: p. 22].

It was in the 1960s that individuals began writing about their experiences and the underpinnings for organizational development were begun. For a fairly rigorous review of these individuals and their theories, the reader is directed to W Warner Burke's Organization Development: Principles and Practices [Ref. 7: pp. 23-43]. The authors reviewed in this

17

time frame primarily were cataloging their experiences and thoughts on the change process, be it individual, group or total systems change. Almost as if in passing, the mentioned qualities required to be an effective consultant. For example, Schein states one of his purposes was to give a detailed account of his consulting techniques, and only briefly mentions generalizable qualities of a good consultant [Ref. 8: pp. vi, 132-135]. It seems appropriate that development of a theory of organization development and a cataloging of personal OD consulting experiences would precede a precise definition of an OD consultant.

In the early 1970s, although the term OD consultant was not common, attempts were made to analyze the role and behavior of consultants vice merely cataloging individual efforts. Most notable in this area are Lippitt, who developed criteria for selecting, training and developing consultants by synthesizing information from a number of sources [Ref. 9: pp. 12-16], and Menzel who developed a taxonomy of change agent skills [Ref. 5: pp. 97-100]. Both are consolidated into Appendix A. At that time, it appeared that analyzing the consultant in terms of a role descriptor was the fashion--a trend which carries forward today and will be spoken to later.

In the late 1970s a wealth of literature sprang up around consulting skills and competencies and an increasing use of

18

the terms OD consultant, OD practitioner and Organization Development are evidenced in the literature. These skills and competencies are documented in Appendix A. Major trends were developing during this period. One was the idea of comparing OD consultants with other professions, namely the physicians and priests and also to such mystic figures as shamans, mystic and natural healers, witch doctors, messianics and sorcerers [Ref. 10: pp. 198-215], [Ref. 11: pp. 17-33]. Another central trend is the variety of ways of describing consultation by means of models such as Blake and Mouton's Consulcube and Grid. The former sets up a framework to "identify, compare and evaluate" consultant-client interactions "in terms of richness, variety, and utility", and the latter shows how a wide range of consultant skills can be placed in a structured form [Ref. 12: pp. 442, 458-460]. Other models include a continuation of describing the consultant in terms of roles [Ref. 13: p. 4-7], [Ref. 10: p. 198-215], systems models [Ref. 14: pp. 185-198], and even a model with a bit of humor, Fritz Steele's "Compleat Consultants Costume Catalogue" illustrating the dimensions of the consultant-client relationship [Ref. 13: pp 83-84].

In the area of research, many individuals were surveying the experts about the skills knowledges and attitudes necessary for OD consultants [Ref. 5: pp. 94-97], [Ref. 15: pp. 1-3], [Ref. 16: pp. 22-25]. The need for a development

19

process and certification program for *OD* consultants were becoming major issue [Ref. 17: pp. 3-5], [Ref. 18: pp. 6-12], [Ref. 5: pp. 104-108], [Ref. 19: pp. 1-5], both of which hinge on development of a skills-knowledge listing.

Almost as much literature on OD consultant skills and knowledge has been generated since 1980 as prior to that time. This underscores an increasing desire to develop a description of an OD consultant in order to create certification and training programs designed to maintain credibility within the OD profession and among other professionals while preserving the capability for different perspectives and methods of organizational change. Those trends identified in the literature of the late 1970s continue [Ref. 20: pp. 14-22], [Ref. 21: pp. 8-9] and the use of questionnaires, interviews, and literature reviews increased as a means of getting expert opinion on this area [Ref. 22: pp. 80-83], [Ref. 23: pp 18-30], [Ref. 24: pp. 18-24], [Ref. 25: pp. 30-35], [Ref. 26: pp. 14-16]. There was even a trend developing to look at the future skills and knowledges necessary for OD practitioners [Ref. 27: pp. 402-409], [Ref. 28: pp. 90-96]. Of special note is Gordon Lippitt's idea of "developing the total person as a 'tool-of-change' by attention to six areas of potential: physical, socialization, intellectual, emotional, aesthetic appreciation, and spiritual [Ref. 23: pp. 20-21]. This represents a level of development far

20

beyond that of mere skills and knowledge, and may represent a trend for the future.

In summary, although the development of OD consultant competencies has its roots in the beginnings of consulting, it has only been within the last five years that major attempts have been made to develop a comprehensive understanding of those skills, knowledges and traits.

C. ANALYSIS OF MODELS

As mentioned previously, there are a variety of ways individuals have modeled consulting and OD consultants. The tendency to use models is not surprising in that a number of experts mention the conceptual and analytical ability of building models as an OD consultant skill. See Appendix A for references. What is interesting is the variety of approaches utilized. Perhaps most unique for this author is the Consulcube developed by Blake and Mouton. The cube is a graphic model of a three-dimensional matrix which takes into account the focal issue, kinds of interventions, and units of change in evaluating consultant-client interactions [Ref. 12: p. 442]. Along those same lines is Blake and Mouton's Grid approach to structuring consultant skills, a two-dimensional matrix [Ref. 12: pp. 458-460]. Although these models do introduce the dimension of the client as an important variable in the consultation process, much of the subtlety and intricacies of the consultant's skills, knowledge and

21

capabilities are not identified. Perhaps the Grid-Approach could be used as a rating vehicle given the competencies one wishes to assess; however, this model is not intended to delineate the competencies required of an OD consultant. The systems model devised by Chester Cotton and Philip J. Browne [Ref. 14: pp 185-198] is similar. Although it provides an accurate view of OD careers, there is little mention of the skills, knowledges and traits necessary to proceed through the model.

Models which came closer to defining OD consultant skills, knowledge and traits are those which analyze different roles of an OD consultant. Perhaps one of the most famous and detailed of these attempts was that of Robert K. Menzel who, in his "Taxonomy of Change Agent Skills", lists twenty-five roles for change agent [Ref. 5: pp. 97-100]. It is in defining the roles that he lists skills, knowledges and traits associated with each role and thus provides a fairly extensive list of competencies. In contrast, although Nadler lists four roles for an HRD practitioner in his model which combines roles, activities and categories [Ref. 20: pp. 14-22], he does not address the competencies directly. Similarly, Tichy's four types of OD consultants: Outside Pressure, People Change Technology, Analysis for the Top and Organization Development [Ref. 29: pp. 98-111] do not address the skills, knowledge and traits needed to be competent in

22

these types. They are more attempts to categorize than define a consultant.

The role descriptions developed by Steele [Ref. 13: pp. 4-7], Leach and Owens [Ref. 30: pp. 40-47], and Barber and Nord [Ref. 10: pp. 198-215] fall somewhere between the model of Menzel and those of Nadler and Tichy. They describe roles in a similar manner to Menzel, but do not go indepth in the development of the skills and traits associated with each role. Their strength, particularly in Steele's work, is that the role names evoke mental images from which traits and skills can be more easily derived.

To summarize, though models appear useful for categorizing consulting styles, they do not describe indepth all the skills, knowledges and traits necessary to become a competent OD consultant.

D. ANALYSIS OF RESEARCH

1. Civilian

Research attempts to define major skills, knowledge and traits required of OD consultants have ranged from reviews of the literature [Ref. 25: pp. 30-35] to a delphi survey [Ref. 28: pp. 90-96]. Each has met with a variety of success. Of significant note is the delphi survey administered to 65 OD experts which requested their forecast of the skills every OD practitioner should have in the year 2000 [Ref. 28: pp. 90-96]. The extensive listing developed

23

from the experts' input provides a detailed and projective list of skill and knowledge factors necessary for a consultant. This list is incorporated in Appendix A as are the results of the other research efforts. Although the research covers a wide range of approaches, the preponderance of attempts to capture consultant skills and knowledge has been through use of questionnaires, the results of which were either content analyzed to produce a single list [Ref. 26: pp. 14-16], [Ref. 5: pp. 96-97], [Ref. 16: pp. 22-25] [Ref. 28: pp. 90-96] or, as in the case of Warrick's expert panel [Ref. 15: pp. 1-3], reported verbatim.

2. Military

In addition to the work done and referenced by Spurgeon [Ref. 4: pp. 38-79], this thesis was able to review some additional literature developed in the military environment. One research effort performed in the Navy environment was aimed toward generalizing the core skills the authors associated with the Navy Human Resource Management Specialist and an assessment program developed in the Navy environment to OD practitioners in general [Ref. 22: pp. 80-83]. Another military research effort was that performed by the U.S. Army in conjunction with McBer and Company of Boston which resulted in 130 performance indicators, 33 competencies and 9 competency clusters for Army Organizational Effectiveness consultants [Ref. 31: pp. 40-47]. Other

24

listings of Navy Human Resource Management Specialist skills
have been developed by individual Human Resource Management
Centers and Detachments, either by analysis of OD literature
or through experience, primarily to build internal
qualification programs.

E. COMPARISON TO PROPOSED RESEARCH

This thesis differs from previous research in several
ways. First, this document is not merely a result of a
single consultant's experience in and reflection on OD
consulting; it is an attempt to develop a competency listing
from an expert panel. Secondly, it is not a model-building
attempt. It is left for those who follow to develop models
and methods for initial assessment, training, ongoing
development and certification programs, and evaluation tools.
Third, it directs its efforts and findings toward Navy Human
Resource Management Specialists not OD consultants in general
or even those attached to other military services. Fourth, it
used the Delphi method as a means of accomplishing the
objective, a method slightly different than that used by
McBer and others who have developed competency lists for
military OD consultants. Finally, it uses a Human Resource
Management Program-wide population base for an expert panel
rather than just individual commands or civilian experts as a
source.

25

F. CONSOLIDATED LISTING OF CONSULTANT SKILLS, KNOWLEDGE AND
    TRAITS

   1. Description

        Appendix A is the result of reviewing the literature
to discover references to skills, knowledge and
characteristics of OD consultants. The information acquired
was then content analyzed using the format of Shepard and
Raia's listing [Ref. 28: pp. 90-96] as a starting point for
categorization. This listing was chosen for its completeness
and its inclusion of future skills. The listing is divided
into twelve areas: Consultation Skills, Intra-personal
Skills/Attributes, Organization Behavior/Development
Knowledge and Skills, Inter-personal Skills, Research
Knowledge and Skills, Data Collection Skills, Data Analysis
Skills, Presentation Skills, Experience Requirements,
Management Knowledge and Skills, Collateral Knowledge Areas,
and Miscellaneous. Under each area those individuals who
mentioned the entire area as a consultant competence are
listed under the title. The actual skills, knowledge and
traits in each area are boldfaced and underlined and persons
noting this as a competency are referenced with pertinent
comments in parentheses preceeding the reference source. Due
to the lengthy nature of this listing, each entry is coded to
the List of References.

26

2. Analysis

Reflection on the resultant list brought to light a
number of areas of both consensus and disagreement. Items
with high consensus were those skills and knowledge generally
agreed in the profession as necessary for any OD effort to be
successful such as organizational diagnosis, designing and
executing an intervention, process consultation, entry and
contracting, general interpersonal skills, and organization
behavior/development knowledge and skills particularly group
dynamics, communication and open systems. Most of these
skills and knowledge are easily assessed and quantified.
Those areas that were more narrowly defined in terms of a
skill or knowledge such as socio-technical analysis, job
design/structure/enrichment, negotiation skills and most of
the research skills, collateral knowledge areas and
management knowledge and skills received little agreement as
to their importance for an OD consultant. Also those skills
and knowledge which were futuristically-oriented such as
cross-cultural theory, telephone intervention skills,
languages and nonverbal cross-cultural skills and suggestion
skills received little mention in the literature. The
reasons for this are most likely that (1) not enough
historical data has been produced for experts to agree on the
futuristically-oriented skills that are most desirable, and
(2) the narrowly defined skills only used in specific

27

situations and not in every OD effort are not considered essential competencies for every consultant rather each consultant should be knowledgeable of and utilize the resources available in these areas.

The area of intra-personal skills/attributes is of special note particularly due to the extreme length and diversity of the content. Most of the sources agree on a few key skills/attributes (i.e., conceptual and analytical ability, flexibility/adaptability, and self-awareness and assessment); however, after these major areas of consensus the list breaks down rather rapidly with a few experts mentioning such items as tolerance for ambiguity, innovative-creative, insight-intuition, and only one or two mentioning such things as courage, self-discipline, maturity, honesty, trustworthy, and diplomatic. The main reason for this disparity is not due to the futuristic-nature or narrow definition of the categories as much as it is due to the unquantifiableness of most of these skills and attributes, plus the variety of mental and emotional images these words invoke making any operational definition nebulous at best. Recognizing this dilemma, a number of individuals agree with Varney that

"Based on the failure of the trait approach to predict successful behavior in other fields, I believe it cannot succeed in defining or distinguishing competent performances in OD" [Ref. 25: p. 32].

Although such traits may not be useful in providing an objective evaluation for the task accomplishments of OD consultants, they could be infinitely valuable in assisting him or her in developing a program to improve and expand intra-personally as well as professionally. Development of self-awareness and assessment, an attribute almost overwhelming agreed as necessary for a consultant, consists of subjective evaluation of just these traits as well as technical skills and knowledge. Only by identifying these traits and by assisting new OD consultants in their intrapersonal development will the profession be able to grow and acquire credibility far beyond that of mere technical expertise.

III. METHODOLOGY

A. THE DELPHI PROCESS

As mentioned in Chapter I, this study was conducted utilizing the Delphi method. The Delphi process usually consists of four phases: (1) individual exploration of the research topic by each expert panel member, (2) gaining an understanding of how the panel as a whole views the issue, (3) exploring disagreements between panel members, and (4) a final evaluation [Ref. 1: pp. 5-6]. However, due to constraints in time (six months vice the year reported by Shepard and Raia [Ref. 28: p. 90]) and one person performing the research and monitoring function, only phases one and two have been completed with a final evaluation following phase two. This means that areas of disagreement were noted and analyzed, but no attempt at exploring and resolving those areas was made.

The Delphi method was chosen because (1) the world-wide dispersion of the fairly large panel of "experts" precluded face-to-face methods for developing this listing and (2) as the Delphi process tends to reduce "psychological communication barriers" and "specious persuasion", and "provides each participant with equal opportunities for influences" [Ref. 2: pp. 176-177] the probability of rank and

30

position power vice objective reasoning influencing the outcome of the study would be lessened.

B. FORMULATION OF EXPERT PANEL AND MONITORING TEAM

Because the study is directed toward developing competencies for Navy Human Resource Management Specialists, the majority of expert panel members were chosen from this population. These individuals were supplemented with experts from the Army Organizational Effectiveness Center and School, Fort Ord, California, and recommended civilian experts who included both professors at the Naval Postgraduate School, Monterey, California, and civilian OD consultants.

As the Delphi method does not use a random sample, the normal problems associated with that process were not an issue. However, a trade-off had to be made in selecting the "best" expert panel because: (1) the lack of a standard HRM system-wide rating procedure did not allow for objective selection of the "most expert" HRM specialists and (2) it was virtually impossible due to the world-wide dispersion of the HRM specialist population and a lack of personal knowledge as to the expertness of each HRM specialist to personally select the members of the panel. Therefore, given the above constraints, effective selection of the expert panel necessitated a decision to provide each Commanding Officer and Officer-in-Charge of an HRMD/C as well as Commander, Naval Military Personnel and the Commander, Army

31

Organizational Effectiveness Center and School with three
copies of the initial questionnaire with a request that they,
as expert managers of HRM specialists, and two of their
consultants whom they felt were the most qualified, serve on
the expert panel and complete the questionnaires. Appendix B
contains a copy of the letter sent to all the above-mentioned
individuals. Although this process did not totally ensure
that the "most expert" individuals served on the expert
panel, and allowed for increased subjectivity of the
selection process, it was necessitated by a lack of available
alternative methods.

The selection of civilian experts was based on two
criteria: professional station and reputation. Professors
in the Organization Development curriculum at the Naval
Postgraduate School seemed logical choices because of their
expert knowledge of both the HRM system and organizational
development. Other civilian experts were chosen primarily on
their expertness in OD as known to the researcher, with a
secondary bonus being any experience in the military
organizational development field. Each civilian expert was
contacted by personal letter and given the option of (1)
participating, (2) declining to participate but consenting to
an interview, and (3) declining to participate. The personal
letter and demographic data form are presented in Appendix B
and were forwarded with the initial questionnaire.

Although a proper Delphi method utilizes an editorial panel to perform content analysis and larger research teams to conduct the study, the constraints of time and lack of available personnel precluded this luxury.

C. THE INITIAL QUESTIONNAIRE

The initial questionnaire (Appendix B) was developed to allow the respondents maximum flexibility in answering the research question. The number of questions was limited to three, the content of which correlated to the three areas of the research question as set forth in Chapter I. Each respondent was also requested to complete a demographic data form, primarily to develop the mailing list for the second questionnaire. The time limitation for completing and returning the initial questionnaire was 23 February 1983; however, due to a number of factors including: (1) problems getting approval to conduct the survey, (2) the sluggishness of overseas mail, and (3) the comments of the respondents as to their late receipt of the questionnaire, it was decided to accept all the initial questionnaires which were returned. The respondents were encouraged to be creative in their replies.

The responses to each question on the initial questionnaire were content-analyzed using a three-phased approach. The first phase was to group those responses with essentially the same wording. One this was accomplished, the

responses were regrouped to combine those responses with similar but not exactly the same wording in order to get the consolidated input down to a workable form. Each grouping was then analyzed to develop a short statement to describe the cluster of elements in the grouping. These statements were used for the third iteration which was designed to assess the general themes of the information generated by each question. The information gained from this analysis was used to generate the second questionnaire.

D. THE SECOND QUESTIONNAIRE

The second questionnaire, Appendix C, was developed using (1) the initial three research questions, (2) the three theme areas generated by the content-analysis: knowledge and experience, skills, and characteristics, and (3) the data resulting from the initial questionnaire. The aim was to develop a consensus by the expert panel as to the importance of each item for the career stage under consideration. Panel members were asked to rate each item as to its importance using a five-point Likert Scale. A score of 1 meant the item was essential at that career stage and 5 that the item was not important. The questionnaire plus a demographic data form to aid in statistical analysis of the results was mailed directly to each expert panel member thus reducing the mailing time, and the deadline for responses was set at 31 May.

34

The responses were prioritized by mean scores and analyzed as to the amount of dissensus or variance for each item. Pertinent comments made on the second questionnaire were also analyzed as to content and application to the research attempt. The remainder of this thesis reports the findings and sets forth some conclusions and recommendations generated by this project.

IV. <u>RESULTS</u>

A. QUESTIONNAIRE ONE

1. <u>Demographics</u>

A total of 61 questionnaires were mailed; 10 sent to civilian panel members, 48 mailed to 16 Navy commands and 3 to the Army Organizational Effectiveness Center and School, Fort Ord, California. Forty-seven questionnaires were completed and returned (4 civilian and 43 military respondents) for a return rate of 71.3%. In addition, three civilians preferred to be interviewed and one individual did not wish to participate in the study.

2. <u>Results</u>

As described in Chapter III, the data received were content-analyzed and all items which two or more respondents listed as important were included in questionnaire two.

B. QUESTIONNAIRE TWO

1. <u>Demographics</u>

A total of 47 questionnaires were mailed to the individuals who completed questionnaire one. Of these, 38 were returned by 31 May, the cutoff date, which constituted a return rate of 80.8%. The following table shows the demographic information on the expert panel including their distribution over paygrade (Table I), length of time in OD

field (Table II) and highest level of OD training attained
(Table III).

TABLE I

DISTRIBUTION OVER PAYGRADE

PAYGRADE	# OF RESPONDENTS	PERCENTAGE
O-6	2	5
O-5	9	24
O-4	8	21
O-3	6	16
E-9	4	10
E-8	4	11
E-7	1	3
CIVIL SERVICE	2	5
CIVILIAN	2	5
TOTAL	38	100

TABLE II

LENGTH OF TIME IN OD FIELD

LENGTH OF TIME IN OD FIELD	# OF RESPONDENTS	PERCENTAGE
LESS THAN 1 YEAR	3	8
1-3 YEARS	20	53
4-6 YEARS	6	15
7-10 YEARS	5	3
OVER 10 YEARS	4	11
TOTAL	38	100

TABLE III

HIGHEST LEVEL OF OD TRAINING ATTAINED

HIGHEST LEVEL OF OD TRAINING ATTAINED	# OF RESPONDENTS	PERCENTAGE
NO FORMAL TRAINING	0	0
HUMAN RESOURCE MANAGE-MENT (HRM) SCHOOL	1	2.75
HRM SCHOOL AND SELF-STUDY	21	55.00
BS OR BA IN OD/HRM	1	2.75
MS OR MA IN OD/HRM	9	23.00
PhD IN OD/HRM	4	11.00
ARMY OE SCHOOL	1	2.75
ARMY OE SCHOOL AND HRM SCHOOL	1	2.75
TOTAL	38	100.00

2. Results

Each of the 171 questions comprising questionnaire two was analyzed using the Statistical Package for the Social Sciences, developed by Nie, Bent, and Hull for mean, standard deviation, mode, and number of elements in mode. They were then prioritized under the subdivisions (knowledge and experience, skills, characteristics) for each career stage, using the mean score as the main prioritizing factor. Although this is contrary to the modal concensus method that most researchers use [Ref. 2: p. 175], it was felt that (1) the lack of a third questionnaire coupled with (2) the finer discrimination offered by the mean vice the mode made this

38

method of prioritization more accurate for this study. Those items with equal mean scores were then prioritized by standard deviation, mode and number of elements in the mode, in that order. The prioritized listing is provided as Appendix D, Prioritized Table of Results.

V. DISCUSSION

A. CAREER STATES

Overall, it appears as though the expert panel tended to rank the various competencies as increasing in importance through the career stages. Table IV shows that the ranges for the mean and standard deviation get smaller as one moves through the stages.

TABLE IV

VALUE RANGES

STAGE	MEAN	STANDARD DEVIATION	# OF ELEMENTS IN MODE
One	1.474 to 3.237	.622 to 1.254	24-11
Two	1.395 to 3.026	.547 to 1.109	25-13
Three	1.211 to 2.237*	.413 to .943	31-15

* The factors "salt water in veins" and "busy as all H___" were excluded.

This indicates the expert panel placed greater importance on items required for experienced consultants than on those required for novices and selectees. The fact that the range of standard deviations decreased supports the conclusion that

panel members were more able to agree on the competencies
necessary for an experienced consultant.

1. Stage One

As depicted in Table IV, the range of values for mean
and standard deviation are fairly broad indicating a
perception by the expert panel that the competencies were not
as essential in the initial assessment phase as in the novice
and experienced stages. Table V, a list of the top ten
competencies for Stage One reveals that, in this iteration,
the expert panel rated characteristics as most important at
the point of initial selection for the HRM program.

Only one knowledge and experience factor was included
in the list and no skill factors. A number of the
characteristics (professional appearance, seniority, and
desire to work in the HRM field) can be thought of as
requirements to be met prior to selection (e.g., either you
meet the seniority requirements or you are not selected).
This also appears true for the one knowledge and experiences
factor: demonstrated leadership/management expertise in the
Navy fleet environment. The remainder of the competencies
are more difficult to define operationally, perhaps implying
a need for some subjective evaluation of individuals desiring
to enter the HRM program.

41

TABLE V

STAGE ONE: HIGHEST RANKED COMPETENCIES

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
High Degree of Personal Integrity	1.474 (.725)	1.000 (24)
Mature	1.500 (.688)	1.000 (23)
Professional Appearance, Demeanor, Attitude	1.500 (.726)	1.000 (23)
Seniority (E-7 and Above, O-3 and Above)	1.553 (.828)	1.000 (23)
Self-Confident	1.579 (.642)	1.000 (19)
Self-Motivated	1.579 (.722)	1.000 (20)
Demonstrated Leadership/ Management Expertise in the Navy Fleet Environment	1.579 (.858)	1.000 (22)
Desire to Work in the Human Resource Management Field	1.605 (.679)	1.000 (19)
Honest	1.632 (.786)	1.000 (20)
Attitude that People are Important	1.737 (.795)	1.000 (17)

2. Stage Two

The distribution of mean scores for competencies in this stage shows a slightly more clustered grouping and a generally higher level of importance than Stage One. Also the shift in the range of standard deviation scores indicates a slightly higher degree of consensus as to the importance of the competencies for the novice consultant.

Table VI lists the top sixteen competencies for Stage Two. The reason for sixteen competencies vice the ten reported for Stage One was the almost double amount of total competencies in this stage.

As in Stage One, the characteristics (10) far outnumber the skills (4) and knowledge (2), continuing the trend for higher importance being placed on non-quantifiable elements. It is interesting to note, however, that a number of these characteristics could be learned and evaluated, albeit subjectively, through simulated experiences and role plays. These characteristics are: self-confident, flexible, tactful/diplomatic, functions well as a team member, able to think and talk on feet, and deals easily with senior officers. Of course, the skills and knowledge factors can also be taught and evaluated in a classroom environment. This leaves three characteristics which require more subjective evaluation: open-minded, positive regard for Navy and Navy people, and sincere.

43

TABLE VI

STAGE TWO: HIGHEST RANKED COMPETENCIES

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Desire to Continue Learning and Growing	1.395 (.547)	1.000 (24)
Active-listening Skills	1.474 (.557)	1.000 (21)
Self-Confident	1.500 (.558)	1.000 (20)
Interpersonal Skills	1.500 (.604)	1.000 (21)
Open-Minded	1.526 (.603)	1.000 (20)
Flexible	1.553 (.645)	1.000 (20)
Functions Well as a Team Member	1.605 (.755)	1.000 (21)
Has a Positive Regard for Navy and Navy People	1.605 (.855)	1.000 (21)
Sincere	1.658 (.627)	2.000 (19)
Able to Think and Talk on Feet	1.658 (.669)	1.000 (17) 2.000 (17)
Facilitation Skills	1.658 (.708)	1.000 (18)
Knowledge of Group Dynamics	1.684 (.620)	2.000 (20)
Deals Easilty with Senior Officers	1.684 (.739)	1.000 (18)
Tactful/Diplomatic	1.684 (.739)	1.000 (18)
Organization Development Theory and Methods	1.711 (.694)	2.000 (17)
Oral & Written Communication	1.711 (.835)	1.000 (17) 2.000 (17)

3. Stage Three

Statistical data for Stage Three (Table IV) shows a
marked increase in level of importance and degree of
concurrence for the competencies listed in Stage Three. It
appears as though panel members have a clear picture of what
constitutes an experienced, competent HRM specialist.

Table VII lists the highest ranked competencies for
Stage Three. Due to the increased total number of competen-
cies within this state, seventeen items were included.

Once again the characteristics (10) outnumber the
skills (6) and knowledge (1). However, within the ranking
the skills are, for the most part, rated as more important
than characteristics. In fact, four of the six skills lead
the list implying an increasing emphasis on technical
competence in Stage Three. Of the characteristics listed,
many correlate to establishing a personal professional
development program. These are: seeks continued growth and
development, self-starting, self-confident, a sense of
purpose and excitment about their role as an OD practitioner,
recognizing own limits and modeling pride and professional
behaviors. The skills and knowledge factors listed as most
important define a need for increasing technical competence
in this stage.

45

TABLE VII

STAGE THREE: HIGHEST RANKED COMPETENCIES

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Active-listening Skills	1.211 (.413)	1.000 (30)
Problem/Issue Identification Skills	1.211 (.413)	1.000 (30)
Interpersonal Skills	1.237 (.431)	1.000 (29)
Communication Skills	1.237 (.490)	1.000 (30)
Seeks Continued Growth and Development	1.237 (.490)	1.000 (30)
Self-Confident	1.263 (.503)	1.000 (29)
Self-Starting	1.289 (.460)	1.000 (27)
Open-Minded	1.289 (.460)	1.000 (27)
Organization Development/ Human Resource Management Knowledge	1.289 (.515)	1.000 (28)
Skill Acting as Confidant to Client	1.289 (.515)	1.000 (28)
Has a Sense of Purpose and Excitement About Their Role as an OD Practioner	1.289 (.515)	1.000 (28)
Willing to Experiment	1.289 (.515)	1.000 (28)
Facilitation Skills	1.289 (.565)	1.000 (29)
Recognizes Own Limits	1.289 (.654)	1.000 (30)
Flexible	1.316 (.574)	1.000 (28)
Has Credibility	1.316 (.620)	1.000 (29)
Models Pride & Professional Behaviors	1.316 (.775)	1.000 (31)

4. Comparison of Highest Ranked Competencies

An analysis of Tables V, VI, and VII, the highest ranked competencies, shows only one item as of high importance to all three stages: self-confident. As one reviews the statistical data for this characteristic, it becomes readily apparent that self-confidence becomes increasingly important as a consultant passes through the career stages. Three items appear in both Stages One and Three, professional appearance/behavior, self motivated, and desire to work in HRM/sense of purpose and excitement. According to the statistical breakdown, all these items were considered to be more important in Stage Three than State One. One possible reason for their not being mentioned in State Two is the increased emphasis on skills development meant these items were relegated to lesser importance, however, further study of the phenomenon with the panel would provide a more conclusive explanation. The highest correlation of competencies appears between Stages Two and Three. A total of nine competencies (4 characteristics, 4 skills and 1 knowledge) are common to the highest priority lists for these two stages. They are:

Characteristics: Desire to learn and grow
                                    Flexible
                                    Open-minded
                                    Deals easily with senior
                                        officers

47

Skills: Active-listening
                                     Facilitation
                                     Interpersonal
                                     Communication

Knowledge: OD/HRM theory and methods

In every case, the expert panel felt these items became more important as one increased in experience and competence. From this data, it appears as though a core of competencies may develop for Stages Two and Three, and further analysis of the trends across the career stages within the three subdivisions: knowledge and experience, skills and characteristics will examine this trend.

B. SUBDIVISIONS

1. Knowledge and Experience

Review of the items in each of the three stages reveals that knowledge and experience factors differ in content and focus between each stage. In Stage One leadership/ management experience was rated much higher in importance (Mean = 1.579) and with a higher degree of concurrence (standard deviation = .858) than any other knowledge and experience factor. From this it appears that the focus for Stage One is on experience; the panel did not rate the knowledge factors such as: knowledge of Navy and DOD organization, HRM specialists activities and requirements or the HRM system as being important for an HRM specialist in the initial assessment phase. In fact, Table V reveals that

48

leadership/management experience is the only item from this subdivision that ranked in the top ten competencies for Stage One.

Transitioning to Stage Two, the trend appears to shift. No experience factors are mentioned, and knowledge factors such as group dynamics, OD theory and methods, communication theory and leadership management theories and models, are rated as very important (mean < 2.000) for the HRM specialist. In general, the mean scores are lower in Stage Two and the variation in concurrence, as noted by the standard deviation, is much less. The knowledge factors listed in this stage represent basic requisite theoretical knowledge for working as an OD consultant. However, even with more importance being placed on these factors than those listed in Stage One, only two of the knowledge factors were included in Table VI, the highest ranked competencies for Stage Two, emphasizing there are higher priorities than knowledge at this stage.

Although Stage Three, an experienced competent consultant, contains some of the same elements as Stage Two, in general, the trend seems to be that a competent experienced consultant needs to have more advanced theoretical knowledge and more highly specialized practical knowledge. What makes the trend apparent is the types of knowledge factors listed in Stage Three. Items such as

49

process consultation, systems theory, and information systems are examples of the more advanced theoretical knowledge the panel felt was required at this stage. Examples of more specialized practical knowledge are knowledge of: the client Commanding Officer and his/her command, all facets of the Navy and its systems, and expert knowledge in an area of HRM specialization.

Those items that do cross the boundaries of Stages Two and Three--knowledge of organizational development and human resources management and a personal model of organizations--appear to be agreed upon as more important for an experienced competent consultant than a newly trained novice. For example, knowledge of organizational development and human resources management has a higher mean score (1.289 vice 1.711) and lower standard deviation (.515 vice .694) in Stage Three. The same is true for a personal model of organizations.

Once again in comparing knowledge factors for Stage Three with the other two subdivisions: skills and characteristics, knowledge factors appear to be less important. Only one of the factors appeared in Table VII, the highest ranked competencies for Stage Three.

To summarize, in the area of knowledge and experience the trend seems to be one of increasing in both the types (breadth) and the depth of knowledge throughout the three

50

career stages, ranging from little theoretical and practical knowledge at initial assessment to basic theoretical knowledge as a novice and finally to more advanced and specialized knowledge as an experienced, competent consultant. In addition, a comparison of the top competencies in each stage reveals that, across the board, knowledge and experience factors are felt to be less important that skills and characteristics.

2. Skills

An overview of the number of skills individual panel members felt were important reveals that the number of skills greatly increase between the first and second stage (from 17 to 31 skills) and remain fairly stable in number (from 31 to 37) between Stages Two and Three. Although this fact alone means little, when one looks at the similarities and differences among the traits mentioned in each stage, trends begin to emerge. For the most part, those skills listed as important in Stage One appear in all three stages indicating the possibility of a set of core skills common to all career levels. These skills are: oral and written communications, interpersonal, active-listening, and influence. Although they did not make the top ten list for Stage One, Table IV, their mean scores rated them as of at least some importance for a person being chosen for the HRM specialist training. As one tracks these skills through Stages Two and Three, they

51

become increasingly important for an HRM specialist. This is
evidenced by decreasing mean scores and standard deviations.
An example of this trend is interpersonal skills which
statistically breaks down as shown in Table VIII.

TABLE VIII

INTERPERSONAL SKILLS

	Stage One	Stage Two	Stage Three
Mean	1.763	1.500	1.287
Standard Deviation	.714	.604	.431
Mode	2.000	1.000	1.000
# of Elements in Mode	17	21	29

As one moves from Stage One to Stage Two, a number of

things occur:

1. A total of Four skills were included in the top
priority listing (Table V)--active-listening, interper-
sonal, facilitation and oral and written communications.
This is compared to none in the first stage.

2. Three of the core skills which did not make the
top priority listing for Stage One, Table IV, appear on the
top priority listing for Stage Two, Table V.

3. The actual number of skills listed quadruple with
twenty-three of those skills having a mean score less than
2.500. This implies these skills are, at a minimum
important for newly-trained, novice, consultants.

In essence, the initial set of core skills common to

all three career stages is supplemented in Stage Two by new

skills as well as increased importance of the core skills.

This indicates a broader and deeper skills experience base as being important for the novice consultant.

A review of Stage Three shows (1) a slight increase in the number of actual skills, (2) a carryover of 16 core skills from Stage Two, and (3) all of the 16 core skills are rated as more important for an experienced competent consultant than for a novice. Table IX, Core Skills, shows those items comprising the core skills for HRM specialists.

TABLE IX

CORE SKILLS

Stage One/Two	Stage Two/Three
Active-listening	Active-listening
Interpersonal	Interpersonal
Facilitation	Facilitation
Oral and Written Communi- cations	Oral and Written Communi- cations
	Relating theory to practice
	Intervention design
	Feedback
	Goal setting
	Data gathering
	Influence
	Problem solving
	Planning
	Using available resources
	Interviewing
	Analysis
	Workshop delivery

In general all the skills mentioned in Stage Three were rated as very important for an experienced HRM specialist (mean < 2.500). Some skills such as mentoring and training novice consultants, assessing the effectiveness of OD efforts, and functioning in a "solo" mode, represent new skills important in the third career stage indicating more breadth in the area of skills than in Stage Two. The trend toward greater importance for competency in a core set of skills continues implying that both increasing depth and breadth of experience is important at this stage.

To summarize, the model for skills development appears to be one of an expanding set of core skills, Table IX, supplemented by additional skills peculiar to each stage. This indicates a need for development of both depth and breadth of skills experience as a consultant transits from Stage One, initial assessment, to Stage Three, experience and competence.

3. Characteristics

Analysis of the trends between stages was more difficult with this subdivision, mainly because a logical pattern or model is not readily distinguishable. Unlike the skills area, the number of characteristics remains fairly constant throughout the three career stages (Stage One: 24 characteristics, Stage Two: 20 characteristics, and Stage Three: 29 characteristics). Of interest is the decrease in

54

the number of characteristics from Stage One to Stage Two.
Nowhere else does this situation exist, and it is difficult
to assess why this occurs. One conjecture is that the expert
panel believes a novice consultant should concentrate on
developing professional skills vice personal characteristics.
This would certainly explain both the large increase in
skills between stages One and Two and the decrease in
characteristics.

An analysis of the common characteristics of career
stages reveals that only seven characteristics appear
throughout all three stages: attitude that people are
important, professional appearance and behavior, tolerance
for ambiguity, flexible, self-confidence, self-aware/
recognizes own limits, and desire to work in and commitment
to HRM program. Four are included in both Stages One and
Two: able to think on feet, good judgment, sincere, and
causal thinking. Eight items are only common to Stages Two
and Three: desire to learn and grow, functions well as a
team member, conceptual ability, sensitive to nuances/
emotional vibrations, open-minded, tactful/diplomatic,
willing to experiment, and patient. In addition, a number of
characteristics are common only to Stage One or to Stage
Three. And, strangely enough, six characteristics are only
listed in Stages One and Three: mature, intelligent,

creative/innovative, objective, sense of humor, and self-motivated/starting.

How does one explain this strange distribution? To begin with, a number of the items only common to Stage One are what one would term initial selection characteristics, those items that one needs to be admitted to the program, which do not need further development. These are: seniority, top performer, honest and high degree of personal integrity. Stage Two characteristics are, excepting "deals easily with senior officers", common to either Stage One or Two. It is almost as though career Stage Two is a transition stage; a number of the characteristics important in Stage One are more fully developed in Stage Two, while different characteristics also become important and lead to more indepth development in Stage Three. As Stage Three has a number of characteristics not mentioned in Stages One or Two, the impression is that the model for development for characteristics is one of continual evaluation and growth. The one problem with this model is the characteristics common only to Stages One and Three. An explanation of why this occurs is not readily apparent. Perhaps further development of the Delphi could explore this issue.

A review of the statistical data for each stage shows that, in general, importance levels and amount of concurrence increase as a characteristic moves through the three career

56

stages.   An example of this is self-confidence shown in Table X.

TABLE X

SELF CONFIDENCE

	Stage One	Stage Two	Stage Three
Mean	1.579	1.500	1.263
Standard Deviation	.642	.558	.503
Mode	1.000	1.000	1.000
# of Elements in Mode	19	20	29

Similar analyses can be performed for other characteristics, thus supporting the continual evolution model suggested earlier.

C.   COMPARISON WITH THE LITERATURE REVIEW

This chapter would be incomplete without a comparison of the findings of this study to the skills, knowledges, and traits felt by the Civilian OD experts (Appendix A) to be important.   An overview of similarities and differences reveals a high correlation between types of competencies the expert panel mention as characteristic of OD consultants and those listed in the civilian literature review.   The most correlation exists in the areas of skills and characteristics, in that most of these factors were mentioned by both groups.   The least similarity exists in the area of

57

knowledge; much of the factors listed in the Delphi Study
pertain to a Navy environment and would not be relevant for
the civilian experts' broader list. Two such items are
expert knowledge in an area of Human Resource Management
specialization and knowledge of all facets of the Navy and
its systems.

The civilian list is, however, much more comprehensive
than that generated by the Delphi Study. Some possible
explanations for this are (1) an average higher level of
experience and length of time in the OD field would tend to
make the civilian experts more knowledgeable of the myriad
number of competencies required for OD consultants, (2) in
order to be effective, civilian OD consultants require many
more competencies than those working i the Navy environment,
and (3) some of the competencies described in the civilian
list are the result of research into future needs, an area
not covered in this study.

Many items receiving high consensus in the civilian
literature review were also rated as important by the expert
panel. Some of these are: knowledge of OD/HRM, process
consultation, systems theory, problem/issue identification,
interpersonal skills, intervention design and conduct,
feedback skills, data gathering skills, recognizing own
limits (self-aware), flexible, able to conceptualize,
stability, and data analysis skills. The only area of high

consensus (nine or greater references) not receiving specific identification in the military listing was a knowledge of psychology/behavioral sciences. It is not clear why this area was not mentioned in the Delphi Study. Perhaps it could be examined in further iterations.

In essence the listing developed by the literature review is much more detailed and comprehensive than that generated by the expert panel. The fact that the higher consensus items from the literature review were all rated as highly important by the expert panel implies that agreement does exist on the essential competencies required for a consultant to conduct an effective OD effort. It appears, however, that becoming a "top performing" civilian OD consultant requires more diversified and highly specialized knowledge and skills than those required to become a "top performing" HRM specialist.

VI.   CONCLUSIONS AND RECOMMENDATIONS

A.   CONCLUSIONS

1.   Skills

It appears that an ever increasing set of core skills develops as a consultant travels through the three stages; each skill becoming more essential and requiring more refinement.   The large jump in the number of skills between Stages One and Two appears to represent an emphasis on developing skill competencies during the training of HRM specialists.   This represents a practical list of items to be taught in the HRMS course, as well as in other HRM specialist acquisition courses, and might possibly be used as one source in evaluating and redesigning the HRM school curriculum.   The fact that the importance for competency in the skills increases from Stage Two to Stage Three suggests that ongoing, indepth, specialized training needs to be provided to HRM specialists after they leave the school and get involved in the day-to-day operations of the HRM Centers and Detachments.   Currently the HRM advanced course provides this training, but it is not available to a wide enough audience to be effective on more than a limited scale.   It is recommended this training be supplemented by other training

to be offered to the entire HRM system perhaps by contractual arrangement through the program sponsor.

Measurement of skills could be accomplished through direct observation of on-the-job or simulated activities. Although it appears that it would be difficult to standardize measurement of skills competency, developing a system-wide listing of necessary skills would do much toward directing the system toward standard development and qualifications in this area.

2. <u>Knowledge</u>

In a likewise manner, the large amount of practical knowledge required for a novice consultant (Stage Two) provides a list of knowledge factors to be included in HRM specialist training. These also could be used as an evaluation and redesign tool for the HRM school curriculum. The argument for providing for more advanced skills training holds true for knowledge factors as well, and the same recommendations apply.

Developing means of measuring knowledge appears to be more straightforward. Knowledge can be measured by written tests perhaps even tests given to the entire HRM system. This would ensure that the measurement of knowledge and the level of expertise associated with that knowledge would be standard for the entire HRM system, possibly leading to a system-wide qualification program.

61

3. Characteristics

Assessment of the trends discussed in Chapter V shows a paradox in that the more difficult to quantify characteristics such as self-confidence, maturity, integrity, and openmindedness have a higher importance ranking and a lower variance than many of the more easily measured knowledge and experience, and skill factors. The implication is that the expert panel feels these competencies are extremely important; the paradox is "How does the system set a standard and measure these unmeasurables?" For indeed, any operational definition of these characteristics is extremely difficult due to the value-laden meanings associated with them, not to mention the current lack of any means to set objective standards for performance and appropriate measurement procedures. As was mentioned earlier, the means of establishing qualifications based on behavioral traits has for the most part, not been successful [Ref. 25, p. 32].

What, therefore, is the purpose for even establishing a listing of these characteristics if they will not be of assistance in assessing performance? It is the premise of this thesis that, at the present time, this lack of measurability precludes their being directly utilized as a source for developing assessment, training, qualification, and evaluation procedures (the trend currently being measurement of performance based on task accomplishment).

62

However, there is a definite use for these difficulty quantifiables in (1) assisting consultants in developing personal development programs, and (2) providing a general theoretical view of the type of individual who may be more successful working in the Navy HRM environment. It is not to be construed, however, that individuals should be excluded from participating in the HRM program because of a lack of some nonquantifiable characteristic. Rather, assisting the individual in personal assessment of their current capabilities in this area, as well as that of knowledge and skills, will lead to greater self-awareness and confidence and develop a more well-rounded and capable consultant and human being.

B. RECOMMENDATIONS

It appears that there are many uses for the competency listing developed in this thesis. One is as a theoretical, descriptive, definition of the growth and development of an HRM specialist. A more practical use is in developing HRM system-wide guidelines for assessment of potential HRM specialists for the HRM Centers and Detachments to use in creating and refining their internal programs. The flexibility allowed the centers and detachments would be limited only by the desires of the program sponsor for standardization.

A third use was mentioned previously in this chapter, that of providing another resource for evaluation and redesign of the HRM school curriculum. As the curriculum is currently undergoing revision, a comparison with the competencies of Stage Two would provide yet another assurance that the curriculum meets all the requirements for producing a novice consultant.

Yet another recommendation is to use the competencies listed in Stage Three to expand the system-wide advanced training program, addressing the need for more refined skills and a larger and more specialized theoretical and practical knowledge base. System-wide contracts to provide training could be negotiated; perhaps even promoting the more effective utilization of scarce training funds.

Analysis of the competencies associated with Stages Two and Three could be utilized either by individual centers and detachments or by the entire system in developing and refining evaluation and qualification procedures. Qualification programs similar to the one being developed by the Pacific Fleet can be designed using the competencies listed in Stage Two as a baseline level for HRM school graduates and the attainment of the competencies of Stage Three as the mark of experience.

A final recommendation is for consultants to use these competencies in developing individual programs for their

64

professional and personal growth. If we are to become what Lippitt terms a 'tool-of-change' by developing the total person [Ref. 23: pp. 20-21] this competency listing will provide guidelines for assessing one's current level of development in both areas as well as pointing the way toward improvement and growth.

C. AREAS FOR FURTHER RESEARCH

As is the case with most research, a number of areas for possible further study have developed from this effort. One of the most fertile and possibly intriguing areas for further research is that of developing operational definitions and methods of measurement for what are currently unquantifiable characteristics such as maturity, open-mindedness, integrity, and sincerity.

Another practical area of study would be to refine and/or develop HRM system-wide methods of assessment, training, evaluation and qualification using this listing as one reference base. Many of the HRM Centers and Detachments have developed their own methods, and a Pacific fleet-wide consultant qualification program is currently under development. These, plus the competency listing developed by this thesis, could provide a wealth of information for just such an effort.

One other area for future research is to reiterate the Delphi Study when the new changes toward organization

development in the structure and emphasis of the HRM program become more enculturated throughout the Centers and Detachments and the new HRM school curriculum is well underway. Perhaps even a more descriptive picture of the knowledge, skills and characteristics for the different career stages and a higher degree of agreement can be attained at that time.

APPENDIX A

CONSOLIDATED LISTING OF CONSULTANT SKILLS,
KNOWLEDGES AND TRAITS

CONSULTATION SKILLS

Turpin and Johnson [Ref. 26: p. 15]
Shepard and Raia [Ref. 28: p. 93]

(Expert in Consulting Processes)   Menzel [Ref.5p. 98-99]

Organizational Diagnosis	Gallenssich [Ref. 32: p. 365]
	Menzel [Ref. 5: p. 99]
	Shepard and Raia [Ref. 28: p. 93]
	Barber and Nord [Ref. 10: p. 201-202]
	Partin [Ref. 25: p. 32]
	Varney [Ref. 25: p. 32]
	Walton [Ref. 33: p. 151]
	Steele [Ref. 34: p. 108, Ref. 18: p. 62]
	Margulies [Ref. 15: p. 2]
	Frank, Struth & Donovan [Ref. 22: p. 81]
	Porter [Ref. 35: p. 4]
	Beckhard [Ref. 15: p. 1]
	Schein [Ref. 8: p. 134]
	Argyris [Ref. 36: p. 277-304/ 103]
	Turpin & Johnson [Ref. 26: p. 15]
	R. Lippitt [Ref. 37: p. 6 & 8]
	G. Lippitt [Ref. 23: p. 28, Ref. 15: p. 2]
(Able to identify and respond to an organization's real needs)	Warrick and Donovan [Ref. 16: p. 23]
(Resolve existential dilemas)	Margulies [Ref. 38: p. 68]
(Dilemma Analysis and diagnostic still of existential pramatism)	G. Lippitt [Ref. 9: p. 15, Ref. 15: p. 21]
	Lippitt & Lippitt [Ref. 5: p. 100-101]

67

(Able to "hear" salient themes	French [Ref. 15: p. 2]
(Able to identify focal issue)	Blake & Mouton [Ref. 12:p. 442]
(Aware of own model used to diagnose)	Beer [Ref. 39: p. 220/222]

Designing and Executing an Intervention	Menzel [Ref. 5: p. 100]
	Shepard & Raia [Ref. 28: p. 93]
	Lundberg [Ref. 15: p. 2]
	Margulies [Ref. 15: p. 2]
	Porter [Ref. 35: p. 4]
	Varney [Ref. 15: p. 2, Ref. 25: p. 31-33]
	Steele [Ref. 34: p. 108 & 110, Ref. 13: p. 62, 200]
	Schein [Ref. 8: p. 134]
	Partin [Ref. 25: p. 32]
	Warrick & Donovan [Ref. 16: p. 23
	Margulies & Wallace [Ref. 25: p. 32
	Beer [Ref. 39: p. 222]

(Tailor intervention to situation)	Beer [Ref. 39: p. 109]
(Introduce kind of intervention the situation objectively requires) .	Blake & Mouton [Ref. 12:p. 442]
(Tailors special, unique activities for clients)	Barber & Nord [Ref. 10: p. 201-202]
(Skill intervening at key executive level)	Blake & Mouton [Ref. 15: p. 1]
(Able to pitch the intervention at a level where they (client) are ready to do something)	Harrison [Ref. 40: p. 715]
(Implementation skills)	G. Lippitt [Ref. 9: p. 15]
	Lippitt & Lippitt [Ref. 5: p. 100-101
(Competent in intervening)	Argyris [Ref. 36: p. 32]

Process Consultation	Shepard & Raia [Ref. 28: p. 93]
	Schein [Ref. 8: p. 132-135]
	Beer [Ref. 39: p. 120/222]
	Warrick & Donovan [Ref. 16: p. 23]
	Warrick [Ref. 41: p. 37]
	Partin [Ref. 25: p. 32]
	Turpin & Johnson [Ref. 26:p. 15]

Entry and Contracting	Shepard & Raia [Ref. 28: p. 93]
	Turpin & Johnson[Ref. 26:p. 15]
	Schein [Ref. 8: p. 79-88]
	Argyris [Ref. 36: p. 261-276]
	Partin [Ref. 25: p. 32]
(Ability to gain personal acceptance by key client)	French [Ref. 15: p. 2]
(Deal with real client)	Blake & Mouton [Ref. 12:p. 442]
(Able to transmit an understanding of the OD process to the client)	French [Ref. 15: p. 2]
(Getting into contact with the whole client)	R. Lippitt [Ref. 37: p. 10]
Interviewing	Shepard & Raia [Ref. 28: p. 93]
	Argyris [Ref. 36: p. 294-304]
Designing and Managing Large Change Processes	Shepard & Raia [Ref. 28: p. 93]
	Warrick & Donovan [Ref. 16: p. 23
	French [Ref. 15: p. 2]
	Varey [Ref. 25: p. 32-33]
	Beer [Ref. 39: p. 222]
Management Development	Shepard & Raia [Ref. 28: p. 93]
Assessment of Individual Competence	Shepard & Raia [Ref. 28: p. 93]
	Gallessich [Ref. 32: p. 365]
Review and Evaluation of the Change Process	Gallessich [Ref. 32: p. 365]
	Menzel [Ref. 5: p. 99]
	Porter [Ref. 35: p. 4]
	Partin [Ref. 25: p. 32]
(Ability to appropriately interpret the impact of statements or courses of actions relating to either data or individuals)	Frank, Struth & Donovan [Ref. 22: p. 81]
Passing on Skills and Values	Schein [Ref. 8: p. 135]
(Ensuring continuity, spread maintenance and transfer of information)	Partin [Ref. 25: p. 32]
(Educate the clients)	Steele [Ref. 34: p. 118]
(Obtain lasting results)	Warrick & Donovan [Ref. 16: p. 23]

(Discover ways of training
  the group to use the pro-
  cedures of data collec-
  tion and analysis on a
  continuing basis)   R. Lippitt [Ref. 37: p. 11]

Facilitation Skills   French [Ref. 15: p. 2]
                                     Partin [Ref. 25: p. 32]
                                     Varney [Ref. 25: p. 32-33]

(Take active initiative   R. Lippitt [Ref. 37: p. 7]
  to stimulate and develop
  helping relationships)

Organizing and Planning   Frank, Struth & Donovan [Ref.
          Skills   22: p. 81]
                                     G. Lippitt [Ref. 15: p. 2]
                                     Partin [Ref. 25: p. 32]

(Able to think and plan   Burke [Ref. 15: p. 2]
  strategically)

Maintaining Marginality   Beer [Ref. 39: p. 222-223]
                                     Browne, Cotton & Golembiewski
                                       [Ref. 42: p. 494-495, Ref. 25:
                                       p. 31]
                                     Fitz-enz [Ref. 43: p. 31]
                                     Margulies [Ref. 38: p. 64]
                                     Reddin [Ref. 15: p. 2]
                                     Walton [Ref. 33: p. 151]
                                     Argyris [Ref. 36: p. 175]

(Mediate between OD   Barber & Nord [Ref. 10: p. 200]
  profession and client)

Decision-Making Skills   Frank, Struth & Donovan [Ref.
                                       22: p. 81]
                                     Partin [Ref. 25: p. 32]

Problem-Solving Skills   Warrick & Donovan [Ref. 16: p.
                                       23]
                                     Warrick [Ref. 41: p. 36]
                                     G. Lippitt [Ref. 15: p. 2. Ref.
                                       23: p. 28]
                                     Margulies [Ref. 15: p. 2]
                                     Turpin & Johnson[Ref. 26:p. 15]
                                     Leach & Owens [Ref. 30: p. 40]

(Ability to organize problem-solving groups to make structural changes)	Bradford [Ref. 15: p. 1-2]
Act as an Integrator/Linker (Internally and Externally)	Margulies & Wallace [Ref. 25: p. 32]
(Link target organization with internal and external resources nd charge agent with top management and staff involved in change)	Beer [Ref. 39: p. 222]
(Promote understanding of others by using techniques to bring people together)	Leach & Owens [Ref. 30: p. 40]
(Resource linker, internal and external)	Menzel [Ref. 5: p. 100]
Manage the Gap Between Self and Client to Produce Just the Right Amount of Tension	Beer [Ref. 39: p. 76]
(Able to use discrepencies, mistrust and stress to develop learning experiencies for clients)	Argyris [Ref. 36: p. 140]
(Clarify "images of potentiality" rather than focus on ways of alleviating present pain)	R. Lippitt [Ref. 37: p. 9]

INTRA-PERSONAL SKILLS/ATTRIBUTES

Lundberg [Ref. 15: p. 2]
Shepard & Raia [Ref. 28: p. 93]

Conceptual and Analytical Ability	Shepard & Raia [Ref. 28: p. 93]
	Blake & Mouton [Ref. 15: p& 1]
	Lundberg [Ref. 15: p. 2]
	Burke [Ref. 15: p. 2]
	Varney [Ref. 15: p. 2, Ref. 25: p. 31-32]
	Dekom [Ref. 14: 14]
	Steele [Ref. 13: p. 73]
	Harrison [Ref. 40: p. 715]

71

	G. Lippitt [Ref. 15: p. 2] Lippitt & Lippitt [Ref. 5: p. 103] Beckhard [Ref. 15: p. 1]
(Able to understand and communicate theories, models, principles, ideas)	Warrick & Donovan [Ref. 16: p. 23]
(Able to bring concepts and techniques from existing knowledge to client's problems)	Barber & Nord [Ref. 10: p. 203]
(Able to build highly complex models of the systems one is studying)	Argyris [Ref. 36: p. 115]
(Conceptual clarity about primary tasks)	Argyris [Ref. 36: p. 33]
(Able to shuttle between theory and individual case)	Argyris [Ref. 36: p. 280]
(Consultant must have a descriptive analytical theory)	R. Lippitt [Ref. 37: p. 6]

Integrity

Shepard & Raia [Ref. 28: p. 93]
Warrick & Donovan [Ref. 16: p. 23]
G. Lippitt [Ref. 9: p. 15]
Lippitt & Lippitt [Ref. 5: p. 100-101]
Margulies [Ref. 15: p. 2]
Harrison [Ref. 40: p. 715]

Personal Centering/Stability

Beer [Ref. 39: p. 223]
G. Lippitt [Ref. 23: p. 21, Ref. 9: p. 16]
Huse [Ref. 25: p. 31]
Lundberg [Ref. 15: p. 2]
Porter [Ref. 35: p. 5]
Shepard & Raia [Ref. 28: p. 93]
Steele [Ref. 13: p. 73 & 200]

(Low intrusive personal need)   Reddin [Ref. 15: p. 2]

Active-Learing Skills

Lundberg [Ref. 15: p. 2]
Shepard & Raia [Ref. 28: p. 93]
Steele [Ref. 13: p. 13]
Turpin & Johnson [Ref. 26: p. 15]

72

(Learn from own experience of reality)	Argyris [Ref. 36: p. 140/144]
Rational Emotive Balance	G. Lippitt [Ref. 23: p. 21] Porter [Ref. 35: p. 6] Shepard & Raia [Ref. 28: p. 93] Warrick & Donovan [Ref. 16: p. 23]
Personal Stress Management Skills (Maintaing Own Health and Security)	Gallessich [Ref. 32: p. 365] No Author [Ref. 46: p. 85] G. Lippitt [Ref. 23: p. 20] Margulies [Ref. 15: p. 2] Porter [Ref. 35: p. 5] Shepard & Raia [Ref. 28: p. 93] Warrick & Donovan [Ref. 16: p. 23]
(Able to perceive reality accurately under stress)	Argyris [Ref. 36: p. 140/175]
Entrepreneurial Skills	Shepard & Raia [Ref. 28: p. 93] No Author [Ref. 46: p. 85]
Flexibility/Adaptability	Menzel [Ref. 5: p. 100] Browne, Cotton & Golembiewski [Ref. 25: p. 31] Frank, Struth & Donovan [Ref. 22: p. 81] G. Lippitt [Ref. 23:p. 28, Ref. 15: p. 2, Ref. 9: p. 15] Huse [Ref. 25: p. 31] Lippitt & Lippitt [Ref. 5: p. 100-101] Margulies [Ref. 15: p. 2] Steele -Ref. 34: p. 136] Warrick & Donovan [Ref. 16: p. 23]
(Able to shift from non-directive to more active training role)	R. Lippitt [Ref. 37: p. 10-11]
(Recognize and move with changing client needs)	Sebring [Ref. 45: p. 194]
(Able to correct one's self quickly if one has gotten into difficulty without being aware of it)	Argyris [Ref. 36: p. 143]

Self-Awareness and Assessment	Warrick [Ref. 41: p. 37]
	Beckhard [Ref. 15: p. 1]
	Burke [Ref. 15: p. 2]
	Huse [Ref. 25: p. 31]
	Leach & Owens [Ref. 30: p. 40]
	G. Lippitt [Ref. 15: p. 2]
	Lippitt & Lippitt [Ref. 5: p. 102]
	Margulies [Ref. 15: p. 2]
	Varney [Ref. 15: p. 2, Ref. 25: p. 32]
	Warrick & Donovan [Ref. 16: p. 23]
	No Author [Ref. 46: p. 85]
(Needs to be conscious of daily choices)	Steele [Ref. 13: p. 62, Ref. 34: p. 136]
(Inner confidence and self acceptance)	Argyris [Ref. 36: p. 32/140-141]
(Constantly rethink and question what he is doing)	Harrison [Ref. 40: p. 725]
(Consultant must clarify for himself his own particular goals and motivations for influencing others)	R. Lippitt [Ref. 37: p. 7]
Insight-Intuition	Dekom [Ref. 44: p. 14]
	Griener [Ref. 15: p. 2]
	G. Lippitt [Ref. 9: p. 15]
	Lippitt & Lippitt [Ref. 5: p. 100-101]
(Insight-Vision)	Fitz-enz [Ref. 43: p. 31]
(Intuition plus the five senses)	Steele [Ref. 13: p. 73, Ref. 34: p. 19]
(A vision for future solutions understanding the client will never get there for good reasons)	Griener [Ref. 15: p. 2]
(Able to predict when one will be in difficulty)	Argyris [Ref. 36: p. 143]
Good Sense of Humor	G. Lippitt [Ref. 23: p. 21]
	Porter [Ref. 35: p. 6]
	Steele [Ref. 13: p. 200]
	Warrick & Donovan [Ref. 16: p. 23]

Strong Tolerance for Ambiguity	Argyris [Ref. 36: p. 175] G. Lippitt [Ref. 9: p. 16] Lippitt & Lippitt [Ref. 5: p. 103] Porter [Ref. 35: p. 5] Steele [Ref. 34: p. 139] No author [Ref. 46: p. 85]
Professional Attitude and Behavior	Dekom [Ref. 44: p. 84] French & Bell [Ref. 47: p. 210] G. Lippitt [Ref. 9: p. 15, Ref. 48: p. 419] Lippitt & Lippitt [Ref. 5: p. 100-101] No author [Ref. 46: p. 85]
Innovative-Creative	Barber & Nord [Ref. 20: p. 200-201] Bradford [Ref. 15: p. 1-2] Porter [Ref. 35: p. 5] Warrick & Donovan [Ref. 16: p. 23]
(Tailor and innovate to meet real demands)	G. Lippitt [Ref. 9: p. 15]
Imagination	Huse [Ref. 25: p. 31] G. Lippitt [Ref. 9: p. 15] Lippitt & Lippitt [Ref. 5: p. 100-101] Margulies [Ref. 15: p. 2]
Empathy	Beckhard [Ref. 15: p. 1] Burke [Ref. 15: p. 2] Griener [Ref. 15: p. 2] Lundberg [Ref. 15: p. 2]
Ethics	Dekom [Ref. 44: p. 84] Lundberg [Ref. 15: p. 2]
(Ability to resist compromising and accomodating the intervention when doing so goes against sound OD technology)	Blake & Mouton [Ref. 15: p. 1]
Courage	G. Lippitt [Ref. 9: p. 15] Porter [Ref. 35: p. 5]

Genuine Caring for People and Desire to Help	Barber & Nord [Ref. 10: p. 201-202] G. Lippitt [Ref. 9: p. 15] Lippitt & Lippitt [Ref. 5: p. 100-101] Warrick & Donovan [Ref. 16: p. 23]
Enthusiasm/Positive Attitude	Harrison [Ref. 40: p. 715] Warrick & Donovan [Ref. 16: p. 23]
Self-Discipline	Warrick & Donovan [Ref. 16: p. 23]
Sense of Responsibility and Accountability	Lundberg [Ref. 15: p. 2] G. Lippitt [Ref. 48: p. 419]
Persuasiveness and Persistence	Warrick & Donovan [Ref. 16: p. 23]
Willingness to Take Risks	Warrick & Donovan [Ref. 16: p. 23]
(Interventionist should strive to experiment and help clients do the same)	Argyris [Ref. 36: p. 221]
Attitude of Acceptance and Patience	Walton [Ref. 33: p. 151] Lippitt & Lippitt [Ref. 5: p. 103]
(High frustration level)	G. Lippitt [Ref. 9: p. 16]
(Acceptance of clients' attacks and mistrust)	Argyris [Ref. 36: p. 140]
Maturity	G. Lippitt [Ref. 9: p. 16] Lippitt & Lippitt [Ref. 5: p. 103]
Realistic	G. Lippitt [Ref. 9: p. 16] Lippitt & Lippitt [Ref. 5: p. 103]
(Appreciation of feasible/ possible)	Lundberg [Ref. 15: p. 2]

Objective	Burke [Ref. 15: p. 2] Huse [Ref. 25: p. 31] Lippitt & Lippitt [Ref. 5: p. 100-101]
Sense of Timing	G. Lippitt [Ref. 9: p. 16] Lippitt & Lippitt [Ref. 5: p. 103]
(Good understanding about what people are ready to do)	Harrison [Ref. 40: p. 715]
Honest	Huse [Ref. 25: p. 31] Lippitt & Lippitt [Ref. 5: p. 100-101]
Trustworthy	Porter [Ref. 35: p. 4] Huse [Ref. 25: p. 31]
Open-Minded	Browne, Cotton & Golembiewski [Ref. 25: p. 31]
(Awareness of untested myths about proper conduct that inhibits creativity)	Bradford [Ref. 15: p. 1-2]
Intelligent	Reddin [Ref. 15: p. 2] Dekom [Ref. 44: p. 14]
Diplomatic	Dekom [Ref. 44: p. 14]
Hardworking	Dekom [Ref. 44: p. 14]
Self-Starting	Beckhard [Ref. 15: p. 1]
Energy for Planning	Beckhard [Ref. 15: p. 1]
Tempermentally Suited to a Staff Role	Dekom [Ref. 44: p. 14]
Consistent	Huse [Ref. 25: p. 31]
Cause and Effect Thinking	Steele [Ref. 13: p. 73]
Networking	Beer [Ref. 39: p. 223]

| (Broaden our socialization potential-set up support systems in our organizational, personal and professional lives) | G. Lippitt [Ref. 23: p. 20] |

Ability to be Helped by Others   Steele [Ref. 34: p. 119]

(Willingness to compensate for skill weakness by involving others)	Warrick & Donovan [Ref. 16: p. 25]
(Understanding the importance of total use of resources)	G. Lippitt [Ref. 23: p. 22]
(Referrer)	Menzel [Ref. 5: p. 100]
(Knowledge of resources)	Gallessich [Ref. 32: p. 365]

Increase Aesthetic Appreciation

| (How we fit with the universe) | G. Lippitt [Ref. 23: p. 21] |

Optimize Spiritual Potential

| (Develop a solid belief-system about the world) | G. Lippitt [Ref. 23: p. 21] |

ORGANIZATION BEHAVIOR/DEVELOPMENT KNOWLEDGE AND SKILLS

Gallessich [Ref. 32: p. 365]
Menzel [Ref. 5: p. 99]
Lundberg [Ref. 15: p. 2]
G. Lippitt [Ref. 9: p. 15]
Lippitt & Lippitt [Ref. 5: p. 100-101]
Burke [Ref. 15: p. 2]
Shepard & Raia [Ref. 28: p. 93]

(Change skills)	Varney [Ref. 15: p. 2]
(Systemic and technological organizational variables)	Das [Ref. 27: p. 408]
(Awareness of current developments in OD)	Warrick & Donovan [Ref. 16: p. 23]

Group Dynamics (Teambuilding)	Shepard & Raia [Ref. 28: p. 93]
	Frank, Struth & Donovan [Ref. 22: p. 81]
	Warrick & Donovan [Ref. 16: p. 23]
	Warrick [Ref. 41: p. 36]
	Porter [Ref. 35: p. 3]
	Varney [Ref. 25: p. 32]
	Turpin & Johnson [Ref. 26: p. 15]
Organization Development Theory	Shepard & Raia [Ref. 28: p. 93]
	Warrick & Donovan [Ref. 16: p. 23]
(Change theory)	Porter [Ref. 35: p. 3]
(Change theory)	Turpin & Johnson [Ref. 26: p. 15]
Organization Theory	Shepard & Raia [Ref. 28: p. 93]
	Porter [Ref. 35: p. 3]
	Steele [Ref. 13: p. 62]
	Varney [Ref. 25: p. 32]
Organization Structure and Design	Shepard & Raia [Ref. 28: p. 93]
	Turpin & Johnson [Ref. 26: p. 15]
	G. Lippitt [Ref. 23: p. 19]
	Steele [Ref. 13: p. 62]
(Structural and policy change skills)	Warrick [Ref. 41: p. 37]
Organization Behavior	Warrick & Donovan [Ref. 16: p. 23]
Communication	Shepard & Raia [Ref. 28: p. 93]
	Lundberg [Ref. 15: p. 2]
	G. Lippitt [Ref. 23: p. 28]
(General oral communication skills)	Frank, Struth & Donovan [Ref. 22: p. 81]
(Assisting in the clear statement and communication of problems)	Margulies & Wallace [Ref. 25: p. 32]
(Helping social system develop awareness through appropriate communication procedures)	R. Lippitt [Ref. 37: p. 9]

Intergroup Dynamics	Shepard & Raia [Ref. 28: p. 93]
	Warrick & Donovan [Ref. 16: p. 23]
Open Systems	Menzel [Ref. 5: p. 100]
	Shepard & Raia [Ref. 28: p.93]
	Turpin & Johnson [Ref. 26: p. 15]
	G. Lippitt [Ref. 23: p. 19-20]
	Varney [Ref. 25: p. 32]
(A systems view of organizations and the environments in which they operate)	Warrick & Donovan [Ref. 16: p. 23]
(A broad view of forces influencing events and situations)	Steele [Ref. 13: p. 200]
(Internalize social systems perspective)	Beer [Ref. 39: p. 20]
Reward Systems	Shepard & Raia [Ref. 28: p. 93]
Conflict	Gallessich [Ref. 32: p. 365]
	Shepard & Raia [Ref. 28: p. 93]
(Conflict resolution)	Warrick & Donovan [Ref. 16: p. 23]
	Warrick [Ref. 41: p. 36]
(Conflict management)	G. Lippitt [Ref. 23: p. 21]
(Interventionist should draw out conflict, threat or confusion and deal with them openly)	Argyris [Ref. 36: p. 221]
Large Systems Change Theory	Shepard & Raia [Ref. 28: p. 93]
(Complex organizational processes)	Harrison [Ref. 40: p. 725]
Leadership	Shepard & Raia [Ref. 28: p. 93]
	Beer [Ref. 39: p. 222]
	Frank, Struth & Donovan [Ref. 22: p. 81]
	G. Lippitt [Ref. 48: p. 419]
	Porter [Ref. 35: p. 3]

Power	Shepard & Raia [Ref. 28: p. 93]
	Porter [Ref. 35: p. 3]
	Varney [Ref. 25: p. 32]
(Sensitive to organi- zation climate-power and politics)	G. Lippitt [Ref. 9: p. 15]
Motivation	Shepard & Raia [Ref. 28: p. 93]
	Porter [Ref. 35: p. 3]
	Gallessich [Ref. 32: p. 365]
Theories of Learning	Shepard & Raia [Ref. 28: p. 93]
	Warrick & Donovan [Ref. 16: p. 23]
	Porter [Ref. 35: p. 3]
Socio-Technical Analysis	Shepard & Raia [Ref. 28: p. 93]
	Turpin & Johnson [Ref. 26: p. 15]
Job Design/Structure/ Enrichment	Shepard & Raia [Ref. 28: p. 93]
	Turpin & Johnson [Ref. 26: p. 15]
	Warrick [Ref. 41: p. 37]
Adult Development/ Career & Stress Management	Shepard & Raia [Ref. 28: p. 93]
	Menzel [Ref. 5: p. 99]
Personality Theory	Shepard & Raia [Ref. 28: p. 93]
	Varney [Ref. 25: p. 32]
Transorganization Theory	Gallessich [Ref. 32: p. 365]
	Shepard & Raia [Ref. 28: p. 93]
(Inter organizational strategy and nego- tiatons)	Das [Ref. 27: p. 408]
Cross-Cultural Theory	Shepard & Raia [Ref. 28: p. 93]

INTER-PERSONAL SKILLS

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Turpin & Johnson [Ref. 26: p. 15]
Varney [Ref. 25: p. 32]
Beer [Ref. 39: p. 222-223]
G. Lippitt [Ref. 9: p. 16]
Lippitt & Lippitt [Ref. 5: p. 100-104]
Shepard & Raia [Ref. 28: p. 93]
Porter [Ref. 35: p. 3]
Argyris [Ref. 36: p. 52/116-117]

</div>

(Uses interpersonal skills   Menzel [Ref. 5: p. 99]
   to maintain credibility
   at all levels within the
   organization)

Listening   Shepard & Raia [Ref. 28: p. 93]
                                     Warrick & Donovan [Ref. 16: p.
                                      23]
                                     G. Lippitt [Ref. 15: p. 2]
                                     Porter [Ref. 35: p. 4]

Establishing Trust and   Shepard & Raia [Ref. 28: p. 93]
Rapport   Frank, Struth & Donovan [Ref.
                                      22: p. 81]
                                     Warrick & Donovan [Ref.16: p.
                                      23]

Giving & Receiving Feedback   Shepard & Raia [Ref. 28: p. 93]
                                     Warrick & Donovan [Ref. 16: p.
                                      23]
                                     Warrick [Ref. 41: p. 36]
                                     Varney [Ref. 25: p. 32]
                                     Bradford [Ref. 15: p. 1-2]
                                     Frank, Struth & Donovan [Ref.
                                      22: p. 81]

                                     Argyris [Ref. 36: p. 321-344]
                                     Nadler [Ref. 49: p. xi]

Aptitude in Speaking   Shepard & Raia [Ref. 28: p. 93]
Client's Language

(Able to deal at senior   Dekom [Ref. 44: p. 84]
   manager level)
(Interacting with others   Frank, Struth & Donovan [Ref.
   in an appropriate manner   22: p. 81]
   as a function of whom one
   is dealing)

<div align="center">

82

</div>

| Credibility/Ability to Model Credible Healthy Behaviors | Menzel [Ref. 5: p. 99]
Shepard & Raia [Ref. 28: p. 93]
Warrick & Donovan [Ref. 16: p. 23]
Porter [Ref. 35: p. 4]
Beer [Ref. 39: p. 222]
Barber & Nord [Ref. 10: p. 201-202] |
| --- | --- |
| (Take on those roles that will help individuals express themselves and help groups become more effective) | Argyris [Ref. 36: p. 155/221] |
| (Shape one's role in relation to clients) | Steele [Ref. 34: p. 108] |
| **Counseling and Coaching** | Shepard & Raia [Ref. 28: p. 93]
Warrick & Donovan [Ref. 16: p. 23 |
| (Provide emotional support and reassurance) | Walton [Ref. 33: p. 151] |
| (Prod individual to become involved in development process) | Leach & Owens [Ref. 30: p. 49] |
| (Developer of others-coach) | G. Lippitt [Ref. 15: p. 2] |
| **Confrontation Skills** | Lundberg [Ref. 15: p. 2]
Steele [Ref. 13: p. 62]
Warrick & Donovan [Ref. 16: p. 23]
Menzel [Ref. 5: p. 99] |
Negotiation Skills	Shepard & Raia [Ref. 28: p. 93]
Languages and Nonverbal Cross-Cultural Skills	Shepard & Raia [Ref. 28: p. 93]
Good at Checking Out Perceptions	Warrick & Donovan [Ref. 16: p. 23]
(Pointing out things not seen or said by client)	Margulies & Wallace [Ref. 25: p. 32]
Telephone Intervention Skills	Shepard & Raia [Ref. 28: p. 93]
Communication Theory-Based Skill Such as T.A., Neurolinguistic Programming, Etc.	Shepard & Raia [Ref. 28: p. 93]
Porter [Ref. 35: p. 3]
Warrick [Ref. 41: p. 37]

Influence Skills	Burke [Ref. 15: p. 2]
	Lundberg [Ref. 15: p. 2]
	Varney [Ref. 15: p. 2, Ref. 25: p. 32]
	Steele [Ref. 34: p. 108, 136]
	Partin [Ref. 25: p. 32]
(Personal power/charisma)	Barber & Nord [Ref. 10: p. 200-201]
Suggestion Skills Metaphors and Hypnosis	Shepard & Raia [Ref. 28: p. 93]
Sensitive to Others Needs, Organization Needs, and Situations	Frank, Struth & Dgnovan [Ref. 22: p. 81]
	Barber & Nord [Ref. 10: p. 201-202]
	Warrick & Donovan [Ref. 16: p. 23]
	Bradford [Ref. 15: p. 1-2]
	G. Lippitt [Ref. 15: p. 2]
Able to Work in Teams	Frank, Struth & Donovan [Ref. 22: p. 81]
	Steele [Ref. 13: p. 73]
(Ability to work with people, especially collaborative skills)	Burke [Ref. 15: p. 2]

RESEARCH KNOWLEDGE AND SKILLS

Varney [Ref. 15: p. 2]
Turpin & Johnson [Ref. 26: p. 15]
Argyris [Ref. 36: p. 32/103]
Shepard & Raia [Ref. 28: p. 93]

Action Research	Shepard & Raia [Ref. 28: p. 93]
	Turpin & Johnson [Ref. 26: p. 15]
	Menzel [Ref. 5: p. 99]
Diagnostic Research	Shepard & Raia [Ref. 28: p. 93]
Theory-Building Research	Shepard & Raia [Ref. 28: p. 93]

84

(Able to add to existing   Argyris [Ref. 36: p. 103]
   models and theories)

Case-Method Research and   Shepard & Raia [Ref. 28: p. 93]
Writing Methods

DATA COLLECTION SKILLS

Nadler [Ref. 49: p. 81]
Shepard & Raia [Ref. 28: p. 93]
Turpin & Johnson [Ref. 26: p. 15]
Varney [Ref. 25: p. 31]
Margulies [Ref. 15: p. 2]
Lundberg [Ref. 15: p. 2]
Menzel [Ref. 5: p. 99]

(Ability to establish self   Bradford [Ref. 15: p. 1-2]
   so data can be collected)
(Able to design diagnostic   Argyris [Ref. 36: p. 280]
   instruments)

Research Interviewing   Shepard & Raia [Ref. 28: p. 93]

Participant-Observation   Shepard & Raia [Ref. 28: p. 93]
Methods

Questionnaire Design and Use   Shepard & Raia [Ref. 28: p. 93]
                                   Turpin & Johnson [Ref. 26: p.
                                    13]
                                   Menzel [Ref. 5: p. 99]

Unobtrusive Measures   Shepard & Raia [Ref. 28: p. 93]

Job Measurement   Shepard & Raia [Ref. 28: p. 93]

85

DATA ANALYSIS SKILLS

Shepard & Raia [Ref. 28: p. 93]
Porter [Ref. 35: p. 4]
Beckhard [Ref. 15: p. 1]
Frank, Struth, & Donovan [Ref. 22: p. 8]
Lippitt & Lippitt [Ref. 5: p. 100-101]
Menzel [Ref. 5: p. 99]
Nadler [Ref. 49: p. xi]

(Dilemma analysis)	G. Lippitt [Ref. 9: p. 15]
(Empirical analysis)	Barber & Nord [Ref. 10: p. 203]
Elementary Statistics	Shepard & Raia [Ref. 28: p. 93]
Computer Skills	Shepard & Raia [Ref. 28: p. 93]
Advanced Statistics	Shepard & Raia [Ref. 28: p. 93]

PRESENTATION SKILLS

Varney [Ref. 25: p. 32-33]
Dekom [Ref. 44: p. 14]
Shepard & Raia [Ref. 28: p. 93]
Menzel [Ref. 5: p. 99]

Training Skills	Gallessich [Ref. 32: p. 365]
	Shepard & Raia [Ref. 28: p. 93]
	Varney [Ref. 25: p. 32-33]
	Frank, Struth & Donovan [Ref. 22: p. 81]
	Warrick & Donovan [Ref. 16: p. 23]
(Can design educational workshops and events)	Menzel [Ref. 5: p. 99]
Public Speaking and Lecturing	Shepard & Raia [Ref. 28: p. 93]

Political Influence and Selling Skills	Shepard & Raia [Ref. 28: p. 93] Beer [Ref. 39: p. 222]
(Marketing program and ideas)	Warrick & Donovan [Ref. 16: p. 23]
Writing Skills	Dekom [Ref. 44: p. 14] Frank, Struth & Donovan [Ref. 22: p. 81]
(Proposal and report writing)	Shepard & Raia [Ref. 28: p. 93] Warrick & Donovan [Ref. 16: p. 23] Steele [Ref. 34: p. 116]
(Able to write clearly and persuasively)	Menzel [Ref. 5: p. 99]
Graphic and Audiovisual Skills	Shepard & Raia [Ref. 28: p. 93]

EXPERIENCE REQUIREMENTS

Warrick & Donovan [Ref. 16: p. 24]

(Successfully completed a change effort achieving goals sought by a client)	Porter [Ref. 35: p. 4]
Experience as a Line Manager	Shepard & Raia [Ref. 28: p. 93] G. Lippitt [Ref. 23: p. 22] Lippitt & Lippitt [Ref. 5: p. 106]
(Broad experience in business)	Dekom [Ref. 44: p. 14]

MANAGEMENT KNOWLEDGE AND SKILLS

Shepard & Raia [Ref. 28: p. 93]
Steele [Ref. 13: p. 62]
Turpin & Johnson [Ref. 26: p. 15]
G. Lippitt [Ref. 23: p. 19]
Warrick & Donovan [Ref. 16: p. 23]

(Broad knowledge of administrative science)	Beer [Ref. 39: p. 222]
(Situational management skills)	Reddin [Ref. 15: p. 2]
Human Resource Management	Shepard & Raia [Ref. 28: p. 93]
Public Administration	Das [Ref. 27: p. 408]
Management Policy and Strategy	Shepard & Raia [Ref. 28: p. 93]
(Aware of management practice in other organizations and developing research and theory)	Beer [Ref. 39: p. 157/222]
Information Systems	Shepard & Raia [Ref. 28: p. 93] Warrick & Donovan [Ref. 16: p. 23] Gallessich [Ref. 32: p. 365]
Legal and Social Environment	Shepard & Raia [Ref. 28: p. 93]
Quantitative Methods	Shepard & Raia [Ref. 28: p. 93]
Production (Operations management)	Shepard & Raia [Ref. 28: p. 93] Beer [Ref. 39: p. 222]
Finance	Shepard & Raia [Ref. 28: p. 93] Warrick & Donovan [Ref. 16: p. 23] G. Lippitt [Ref. 23: p. 19-20] Steele [Ref. 13: p. 62]
Operation Research	Shepard & Raia [Ref. 28: p. 93]
(Decision sciences)	Das [Ref. 27: p. 408]
Economics	Shepard & Raia [Ref. 28: p. 93]

__Marketing__	Shepard & Raia [Ref. 28: p. 93] Warrick & Donovan [Ref. 16: p. 23] G. Lippitt [Ref. 23: p. 19]
__International Business__	Shepard & Raia [Ref. 28: p.93]
__Accounting__	Shepard & Raia [Ref. 28: p. 93] Warrick & Donovan [Ref. 16: p. 23]
__Budgeting__	Warrick & Donovan [Ref. 16: p. 23] G. Lippitt [Ref. 23: p. 19]
__Performance Review Programs__	Warrick [Ref. 41: p. 37]
__MBO Implementation__	Warrick [Ref. 41: p. 36]

COLLATERAL KNOWLEDGE AREAS

__Social Psychology__	Shepard & Raia [Ref. 28: p. 93] Das [Ref. 27: p. 408]
__Sociology__	Das [Ref. 27: p. 408] Harrison [Ref. 40: p. 725]
__Industrial Psychology__	Shepard & Raia [Ref. 28: p. 93]
__History__	Harrison [Ref. 40: p. 725]
__Cultural Anthropology__	Shepard & Raia [Ref. 28: p. 93]
__Political Science__	Das [Ref. 27: p. 408] Harrison [Ref. 40: p. 725] G. Lippitt [Ref. 23: p. 20]
__Policy Analysis__	Shepard & Raia [Ref. 28: p. 93]
__Psychopathology & Therapy__	Shepard & Raia [Ref. 28: p. 93]
__Systems Engineering and Analysis__	Shepard & Raia [Ref. 28: p. 93]
__Manufacturing Research and Development__	Shepard & Raia [Ref. 28: p. 93]

89

Psychology/Behavioral Sciences	Argyris [Ref. 36: p. 268]
	Das [Ref. 27: p. 408]
	Blake & Mouton [Ref. 15: p. 1]
	G. Lippitt [Ref. 23: p. 20, Ref. 9: p. 15]
	Warrick [Ref. 41: p. 37]
	Porter [Ref. 35: p. 3]
	Beer [Ref. 39: p. 222]
	Warrick & Donovan [Ref. 16: p. 23]
	Lippitt & Lippitt [Ref. 5: p. 100-101]
(Behavioral skills)	Walton [Ref. 33: p. 151]
(Understand helping process)	Margulies [Ref. 15: p. 2]
(Human relations)	Gallessich [Ref. 32: p. 365]

MISCELLANEOUS

Unusual Talent	Barber & Nord [Ref. 10 p. 201-202]
Wide Range of Skills and Knowledge	Barber & Nord [Ref. 10: p. 201-202]
(Multidisciplinary training and knowledge)	Griener [Ref. 15: p. 2]
(Broad reading and knowledge in general theory and application)	G. Lippitt [Ref. 23: p. 18, 20]
(Basic education for the discipline)	G. Lippitt [Ref. 23: p. 18, 20]
(Familiar with relevant literature)	Argyris [Ref. 36: p. 33]

INITIAL QUESTIONNAIRE PACKET

From: Lt. Linda E. Wargo, USN, 106-44-1200/1100, SMC Box
       1244, Naval Postgraduate School, Monterey, CA 93940

To:

Subj: Thesis Assistance; Request for

Encl: (1) Delphi Questionnaires

1. Enclosure (1) is the primary means of data collection for
a thesis in the Organizational Development curriculum at the
Naval Postgraduate School, Monterey, CA. The thesis is
designed to define the skills, competencies, or
characteristics desirable for Navy Human Resource Management
(HRM(Specialists. It is anticipated that the results of the
study will be useful in developing initial screening
procedures, training curriculums, and evaluation guidelines
for Navy HRM Specialists.

2. To accomplish this, a form of surveying called Delphi
will be used. The Delphi process uses an expert panel of
respondents who, by completing successive questionnaires,
reach a concensus on the best answer to the research
question. Currently, three questionnaires are planned, and
the process is expected to be completed in June 1983.

3. It is requested that you, as a manager of HRM
Specialists, and two of your consultants whom you feel are
most qualified serve as members of the expert panel. Three
questionnaires, enclosure (1), are forwarded for completion
and return in the envelopes provided. Due to the lengthy
nature of the Delphi process fairly short turnaround times
are necessary, therefore, it is requested the questionnaires
be completed and returned by 23 February 1983.

4. Copies of the study will be made available upon request.
Thank you for your cooperation and assistance in making this
study a success.

                          Very respectfully,

                          Linda E. Wargo
                          LT   USN

                          Carson K. Eoyang
                          Associate Professor of Management

15 February 1983

Dear   :

The enclosed questionnaire is an integral part of a thesis in the Organizational Development curriculum at the Naval Postgraduate School, Monterey, CA. The thesis is attempting to develop a set of competencies, skills, and characteristics desirable for Navy Human Resource Management (HRM) Specialists, internal organizational development consultants for the Navy. It is anticipated that the results of the study will be useful in developing initial screening procedures, training curriculums, and evaluation guidelines for Navy HRM Specialists.

To do this, a form of surveying called Delphi will be used. The Delphi process is a means for collecting and organizing expert opinion on a research question with a goal of reaching a concensus of the experts on the best answer. A series of questionnaires is completed by the expert panel, the answers to each questionnaire providing the information to develop the next round of questions. Currently three rounds of questionnaires are planned to be completed prior to June 1983.

You have been chosen as an expert in the fields of Human Resource Management, Organizational Effectiveness, or Organizational Development. Your participation in the survey will consist of completing questionnaires designed to obtain your opinions on the research question stated previously. To facilitate mailing and return of the questionnaires, it is requested you complete the demographic data sheet, and return it with the questionnaire in the envelope provided. This sheet will be separated from your input prior to analysis by the researcher.

The lengthy nature of the Delphi process dictates a fairly rapid turnaround time for completion of the questionnaires, therefore, it is requested you attempt to complete and return the questionnaire prior to 23 February 1983. Should you decide you are unable to participate, it is requested you indicate this, as well as your amenability to be interviewed, on the enclosed demographic data sheet, and return it in the envelope provided.

92

Copies of the study will be made available upon request. I
would very much appreciate your cooperation in making this
study a success.

Sincerely,

Linda E. Wargo
LT   USN
SMC Box 1244
Naval Postgraduate School
Monterey, CA 93940

DEMOGRAPHIC DATA

Telephone number: _____

[   ]   I do not desire to participate in the questionnaire
        process, however, I would consent to an interview.

[   ]   I do not desire to participate in this study.

Approximately how long have you been working in the HRM/OD/OE
field? _____

What formal training and major accomplishments have you
completed in the areas of HRM/OD/OE? (This data will be used
to document the expertness of the panel for the methodology
section of the survey.)

_____

_____

_____

_____

94

Dear Expert Panel Member:

The attached questionnaire is an integral part of a thesis at the Naval Postgraduate School, Monterey, CA. The thesis is attempting to develop a set of competencies, skills and characteristics desirable for Navy Human Resource Management (HRM) Specialists, internal organizational development consultants for the Navy. It is anticipated that the results of the study will be useful in developing initial screening procedures, training curriculums, and evaluation guidelines for Navy HRM specialists.

To do this, a form of surveying called Delphi will be used. The Delphi process is a means for collecting and organizing expert opinion on a research question with a goal of reaching a consensus of he experts on the best answer. A series of questionnaires is completed by the expert panel, the answers to each questionnaire providing the information to develop the next round of questions. Currently three rounds of questionnaires are planned to be completed prior to June 1983.

You have been chosen as an expert in the fields of Human Resources Management, Organizational Effectiveness, or Organizational Development. Your participation in the Delphi process will consist of completing questionnaires designed to obtain your opinions on the research question stated previously. To facilitate mailing and return of questionnaires, it is requested you complete the demographic data sheet and return it with the questionnaire in the envelope provided. This sheet will be separated from your input prior to analysis by the researcher.

The lengthy nature of the Delphi process dictates a fairly rapid turn-around time for completion of the questionnaires, therefore, it is requested you attempt to complete and return the questionnaire prior to 23 February 1983.

I would very much appreciate your cooperation in making this study a success.

<div style="text-align: right">

Linda E. Wargo
LT   USN
SMC Box 1244
Naval Postgraduate School
Monterey, CA   93940

</div>

END

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963-A

DEMOGRAPHIC DATA

NAME: _____

RANK/RATE: _____

MAILING ADDRESS: _____
_____
_____
_____

TELEPHONE NO.: (COMM)_____ (AV) _____

APPROXIMATELY HOW LONG HAVE YOU BEEN WORKING IN THE HRM/OE/OD FIELD?

_____

WHAT TRAINING HAVE YOU COMPLETED IN THE AREAS OF HRM/OD/OD?

_____
_____
_____
_____

QUESTIONNAIRE ONE

DIRECTIONS: The following questions are designed so that you are free to format your answer as you feel most appropriate. Feel free to be creative in your replies. Legibility is very much appreciated.

In your opinion, what are the most important skills, competencies, or characteristics for Navy Human Resource Management Specialists to possess at each of the following points in their career?

When being assessed by a Human Resources Management Center for selection for initial training? (Prior to any formal OD training?)

_____
_____
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Upon completion of training at Human Resources Management School? (A trained, novice consultant?)

_____
_____
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As a fully-trained, field-experienced, competent consultant?

_____
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APPENDIX C

SECOND QUESTIONNAIRE PACKET

Dear Expert Panel Member:

Attached is the second questionnaire in the Delphi process which is attempting to develop a set of skills, competencies, and characteristics desirable for Navy Human Resource Management Specialists, internal organizational development consultants for the Navy. It is requested you complete the questionnaire following the directions provided below,and return it in the envelope provided no later than 31 May 1983. This will allow time for the results to be tabulated for inclusion in the thesis which is scheduled to be completed by 20 June 1983. Completion of the demographic data found on the last page of the survey is extremely important for the statistical analysis, and it is requested you take time to complete this section.

I would like to thank you for your invaluable assistance in making this study a success.

> Linda E. Wargo
> LT   USN
> SMC Box 1244
> Naval Postgraduate School
> Monterey, CA 93940

QUESTIONNAIRE TWO

DIRECTIONS:

The following listings represent the edited results of the responses provided in questionnaire one by you and the other expert panel members. As in questionnaire one, the Human Resource Management specialist's career is divided into three stages. Each stage is subdivided into knowledge and experience, skills, and characteristics.

It is requested you rate each item as to its applicability to the career stage it is associated with. Rate each item according to the following scale by circling the appropriate response.

1 --- Highest priority, essential for an HRM specialist at this career stage.

2 --- High priority, very important for an HRM specialist at this career stage.

3 --- Medium priority, of some importance for an HRM specialist at this career stage.

4 --- Low priority, of little importance to a HRM specialist at this career stage.

5 --- Lowest priority, not important to a HRM specialist at this career stage.

STAGE ONE:

KNOWLEDGE/SKILLS/CHARACTERISTICS IDENTIFIED AS IMPORTANT FOR NAVY HUMAN RESOURCE MANAGEMENT SPECIALISTS WHEN BEING ASSESSED BY A HUMAN RESOURCE MANAGEMENT CENTER FOR SELECTION FOR INITIAL TRAINING. (PRIOR TO ANY FORMAL OD TRAINING)

Knowledge and experience:

Basic functional knowledge of:
Navy Human Resource Management System   1 2 3 4 5

HRM specialist activities and requirements   1 2 3 4 5

Navy and Dept of Defense organization   1 2 3 4 5

Educational experience:
Post high school education   1 2 3 4 5

Graduate of Navy Leadership Management
Education and Training   1 2 3 4 5

Demonstrated leadership/management expertise
in the Navy fleet environment   1 2 3 4 5

Skills:

Interpersonal	1 2 3 4 5	Skill dealing constructively with opposing viewpoints	1 2 3 4 5
Rapport-building	1 2 3 4 5	Active listening	1 2 3 4 5
Influence	1 2 3 4 5		
Affiliation	1 2 3 4 5	Oral and written communication	1 2 3 4 5

100

Characteristics:

Belief in the Navy and the Chain-of-Command   1 2 3 4 5

Top performer   1 2 3 4 5

Professional appearance, demeanor, attitude   1 2 3 4 5

Seniority (E-7 and above, O-3 and above)   1 2 3 4 5

Desire to work in the Human Resource
Management field   1 2 3 4 5

Takes initiative	1 2 3 4 5	Flexible	1 2 3 4 5
Sense of humor	1 2 3 4 5	Self-confident	1 2 3 4 5
Sincere	1 2 3 4 5	Objective	1 2 3 4 5
Self-motivated	1 2 3 4 5	High degree of personal integrity	1 2 3 4 5
Honest	1 2 3 4 5	Mature	1 2 3 4 5
Attitude that people are important	1 2 3 4 5	High tolerance for ambiguity	1 2 3 4 5
Positive, proactive outlook	1 2 3 4 5	Intelligent	1 2 3 4 5
Able to think on feet	1 2 3 4 5	Exercises good judgment	1 2 3 4 5
Creative/ innovative	1 2 3 4 5	Self-aware	1 2 3 4 5
Causal thinking	1 2 3 4 5		

COMMENTS: (e.g., Additional knowledge, skills, and
characteristics important in stage two)

_____

_____

_____

_____

_____

STAGE TWO:

KNOWLEDGE/SKILLS/CHARACTERISTICS IDENTIFIED AS IMPORTANT FOR
NAVY HUMAN RESOURCE MANAGEMENT SPECIALISTS UPON COMPLETION OF
TRAINING AT HUMAN RESOURCE MANAGEMENT SCHOOL. (A TRAINED,
NOVICE CONSULTANT)

Knowledge and experience:

Knowledge of:

Navy Human Resource Management system/program	1 2 3 4 5
Navy and Dept. of Defense policies/procedures	1 2 3 4 5
Group dynamics	1 2 3 4 5
Organization development theory and methods	1 2 3 4 5
Decision-making processes	1 2 3 4 5
Management and leadership theories/models	1 2 3 4 5
Communication theory	1 2 3 4 5
A personal model of organizations	1 2 3 4 5

Skills:

Marketing	1 2 3 4 5	Active listening	1 2 3 4 5
Contracting	1 2 3 4 5	Facilitation	1 2 3 4 5
Data gathering	1 2 3 4 5	Goal setting	1 2 3 4 5
Interviewing	1 2 3 4 5	Planning	1 2 3 4 5
Surveying	1 2 3 4 5	Problem-solving	1 2 3 4 5
Analysis	1 2 3 4 5	Conflict resolution	1 2 3 4 5
Feedback	1 2 3 4 5	Process consultation	1 2 3 4 5
Intervention planning and design	1 2 3 4 5	Research and observation	1 2 3 4 5
Workshop design	1 2 3 4 5	Graphics and audio-visual	1 2 3 4 5

102

Meeting/workshop conducting	1 2 3 4 5	Oral and written communication	1 2 3 4 5
Presentation	1 2 3 4 5	Leadership/management	1 2 3 4 5
Instructing	1 2 3 4 5	Stress management	1 2 3 4 5
Assessment	1 2 3 4 5	Skill finding and using resources	1 2 3 4 5
Interpersonal	1 2 3 4 5		
Influence	1 2 3 4 5	Skill seeing "big picture"	1 2 3 4 5
Counseling	1 2 3 4 5	Skill applying theory to practice	1 2 3 4 5

Characteristics:

Models pride and professional behaviors	1 2 3 4 5
Has a positive regard for Navy and Navy people	1 2 3 4 5
Functions well as a team member	1 2 3 4 5
Deals easily with senior officers	1 2 3 4 5
Committed to Human Resource Management and the Navy	1 2 3 4 5
High tolerance for ambiguity	1 2 3 4 5
Desire to continue learning and growing	1 2 3 4 5
Able to think and talk on feet	1 2 3 4 5

Sincere	1 2 3 4 5	Patient	1 2 3 4 5
Exercises good judgment	1 2 3 4 5	Sensitive to nuances	1 2 3 4 5
		Open-minded	1 2 3 4 5
Tactful/ diplomatic	1 2 3 4 5	Willing to experiment	1 2 3 4 5
Flexible	1 2 3 4 5		
Self-confident	1 2 3 4 5	Able to conceptualize	1 2 3 4 5
Causal thinking	1 2 3 4 5	Self-aware	1 2 3 4 5

COMMENTS: (e.g., Additional knowledge, skills, and
characteristics important in stage two)

_____

_____

_____

_____

_____

STAGE THREE:

KNOWLEDGE/SKILLS/CHARACTERISTICS IDENTIFIED AS IMPORTANT FOR
NAVY HUMAN RESOURCE MANAGEMENT SPECIALISTS WHEN CONSIDERED TO
BE FULLY-TRAINED, FIELD-EXPERIENCED, COMPETENT CONSULTANTS.
(AN EXPERIENCED, COMPETENT CONSULTANT)

Knowledge_and_experience:

Knowledge of:

All facets of the Navy and its systems	1	2	3	4	5
Organizational development/human resources management	1	2	3	4	5
The client Commanding Officer and his/her command (organization)	1	2	3	4	5
Process consultation	1	2	3	4	5
Systems theory	1	2	3	4	5
Available resources	1	2	3	4	5
Information systems	1	2	3	4	5
Expert knowledge in an area of Navy Human Resources Management specialization	1	2	3	4	5
A strongly developed personal model of organizations	1	2	3	4	5

Skills:

Marketing	1 2 3 4 5	Interpersonal	1 2 3 4 5
Refined data gathering	1 2 3 4 5	Influence	1 2 3 4 5
Survey design	1 2 3 4 5	Skill acting as confidant to client	1 2 3 4 5
Interview design and conducting	1 2 3 4 5	Skill interfacing at all levels in organization	1 2 3 4 5
Refined analysis	1 2 3 4 5	Active listening	1 2 3 4 5
Refined data synthesis	1 2 3 4 5	Process consultation	1 2 3 4 5

Problem/issue identification	1 2 3 4 5	Problem solving	1 2 3 4 5
Refined feedback	1 2 3 4 5	Strategic planning	1 2 3 4 5
Designing multi-faceted, tailored interventions	1 2 3 4 5	Research and statistics	1 2 3 4 5
		Goal setting	1 2 3 4 5
Conducting high risk interventions successfully	1 2 3 4 5	Communication	1 2 3 4 5
Workshop design	1 2 3 4 5	Articulate and persuasive speaking	1 2 3 4 5
Workshop delivery	1 2 3 4 5	Writing a wide variety of correspondence/documents	1 2 3 4 5
Facilitation	1 2 3 4 5		
		Management	1 2 3 4 5
Assessing the effectiveness of OD efforts	1 2 3 4 5	Using all available resources	1 2 3 4 5
Transfer skills and knowledge to others	1 2 3 4 5	Relating theory to practice	1 2 3 4 5
		Acting as a resource	1 2 3 4 5
Mentoring/training novice consultants	1 2 3 4 5	Consulting with senior officers (clients)	1 2 3 4 5
Consulting with a wide variety of commands(clients)	1 2 3 4 5	Functioning in a "solo" mode (independently)	1 2 3 4 5

Characteristics:

Models pride and professional behaviors	1	2	3	4	5
Has a sense of purpose and excitement about their role as an OD practitioner	1	2	3	4	5
Recognizes and promotes the value of the Human Resources Management program	1	2	3	4	5
Functions well as a team member	1	2	3	4	5
Stable - has a well-balanced personal philosophy of life	1	2	3	4	5

Enjoys people and has a positive regard for others						1	2	3	4	5
Seeks continued growth and development						1	2	3	4	5

Creative/ Innovative	1 2 3 4 5		Sensitive to emotional vibrations				1 2 3 4 5
Willing to experiment	1 2 3 4 5		Values others inputs			1 2 3 4 5
Self-starting	1 2 3 4 5		Assertive			1 2 3 4 5
Self-confident	1 2 3 4 5		Intelligent			1 2 3 4 5
Sense of humor	1 2 3 4 5		Recognizes own limits	1 2 3 4 5
Tactful/ diplomatic	1 2 3 4 5		Patient			1 2 3 4 5
Empathetic	1 2 3 4 5		Has credibility		1 2 3 4 5
Flexible	1 2 3 4 5		Open-minded		1 2 3 4 5
Mature	1 2 3 4 5		Objective		1 2 3 4 5
Able to conceptualize	1 2 3 4 5		High tolerance for ambiguity		1 2 3 4 5
Salt water in viens	1 2 3 4 5		Busy as all H---		1 2 3 4 5

COMMENTS: (e.g., Additional knowledge, skills, and characteristics important in stage three)

_____

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DEMOGRAPHIC DATA: Please circle the number corresponding to the response which best describes you, your experience, and your training.

Paygrade:

Officer	Enlisted	Civilian
1 O-6	5 E-9	8 Civil Service
2 O-5	6 E-8	9 Civilian
3 O-4	7 E-7	10 Other _____
4 O-3		

Length of Time in OD Field

1 Less than 1 year

2 1-3 years (inclusive)

3 4-6 years (inclusive)

4 7-10 years (inclusive)

5 Over 10 years

Highest Level of OD Training Attained

1 No formal training

2 Human Resource Management School

3 Human Resources Management School plus continued self-study

4 BS or BA in organizational development or human resources management

5 Masters degree in organizational development or human resources management

6 Doctorate in organizational development or human resources management

APPENDIX D

PRIORITIZED TABLE OF RESULTS

<u>STAGE ONE</u>:

KNOWLEDGE/SKILLS/CHARACTERISTICS IDENTIFIED AS IMPORTANT FOR NAVY HUMAN RESOURCE MANAGEMENT SPECIALISTS WHEN BEING ASSESSED BY A HUMAN RESOURCE MANAGEMENT CENTER FOR SELECTION FOR INITIAL TRAINING. (<u>PRIOR TO ANY FORMAL OD TRAINING</u>)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
<u>Knowledge and Experience</u>		
Demonstrated leadership/ management expertise in the Navy fleet environment	1.579 (.858)	1.000 (22)
Post high school education	2.316 (1.254)	1.000 (13)
Knowledge of Navy and DOD organization	2.784 (1.084)	3.000 (11)
Graduate of Navy LMET	2.892 (1.149)	3.000 (16)
Knowledge of HRM specialist activities and requirements	3.158 (.945)	3.000 (16)
Knowledge of Navy Human Resource Management System	3.237 (.820)	3.000 (20)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Skills		
Oral and written communication	1.763 (.714)	2.000 (13)
Interpersonal	1.763 (.714)	2.000 (17)
Active listening	2.105 (1.034)	1.000 (13) 2.000 (13)
Rapport-building	2.211 (.664)	2.000 (23)
Influence	2.368 (.819)	2.000 (22)
Skill dealing constructively with opposing viewpoints	2.395 (.679)	2.000 (18)
Affiliation	2.684 (.775)	3.000 (21)
Characteristics		
High degree of personal integrity	1.474 (.725)	1.000 (24)
Mature	1.500 (.688)	1.000 (23)
Professional appearance, demeanor, attitude	1.500 (.726)	1.000 (23)
Seniority (E-7 and above, O-3 and above)	1.553 (.828)	1.000 (23)
Self-Confident	1.579 (.642)	1.000 (19)

110

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Self-motivated	1.579 (.722)	1.000 (20)
Desire to work in the Human Resource Management field	1.605 (.679)	1.000 (19)
Honest	1.632 (.786)	1.000 (20)
Attitude that people are important	1.737 (.795)	1.000 (17)
Able to think on feet	1.789 (.577)	2.000 (24)
Top performer	1.789 (.622)	2.000 (22)
Takes initiative	1.789 (.777)	2.000 (17)
Belief in the Navy and the chain of command	1.789 (1.044)	1.000 (19)
Positive, proactive outlook	1.816 (.766)	2.000 (18)
Flexible	1.895 (.689)	2.000 (20)
Sincere	1.921 (.712)	2.000 (22)
Exercises good judgment	1.974 (.636)	2.000 (23)
High tolerance for ambiguity	2.079 (.882)	2.000 (15)
Intelligent	2.081 (.722)	2.000 (21)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Creative/innovative	2.132 (.777)	2.000 (18)
Self aware	2.132 (.777)	2.000 (15)
Objective	2.237 (.820)	2.000 (17)
Sense of humor	2.316 (.989)	3.000 (14)
Causal thinking	2.658 (.966)	3.000 (14)

KNOWLEDGE/SKILLS/CHARACTERISTICS IDENTIFIED AS IMPORTANT FOR NAVY HUMAN RESOURCE MANAGEMENT SPECIALISTS UPON COMPLETION OF TRAINING AT HUMAN RESOURCE MANAGEMENT SCHOOL. (A TRAINED, NOVICE CONSULTANT)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Knowledge and Experience		
Group dynamics	1.684 (.620)	2.000 (20)
Organization development theory and methods	1.711 (.694)	2.000 (17)
Communication theory	1.763 (.714)	2.000 (17)
Management and leadership theories/models	1.842 (.789)	2.000 (17)
Navy Human Resource Management system/ program	1.895 (.831)	2.000 (15)
Decision-making processes	1.974 (.716)	2.000 (19)
A personal model of organizations	2.237 (.751)	3.000 (16)
Navy and DOD policies/ procedures	2.263 (.760)	2.000 (17)
Skills		
Active listening	1.474 (.557)	1.000 (21)
Interpersonal	1.500 (.604)	1.000 (21)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Facilitation	1.658 (.708)	1.000 (18)
Oral and written communication	1.711 (.835)	1.000 (17) 2.000 (17)
Presentation	1.789 (.777)	2.000 (17)
Interviewing	1.842 (.754)	2.000 (19)
Skill seeing "big picture"	1.895 (.764)	2.000 (16)
Influence	1.974 (.677)	2.000 (21)
Data gathering	2.000 (.735)	2.000 (18)
Leadership/management	2.053 (.868)	2.000 (18)
Skill applying theory to practice	2.105 (.727)	2.000 (18)
Meeting/workshop conducting	2.105 (.863)	2.000 (13) 3.000 (13)
Problem solving	2.132 (.578)	2.000 (25)
Planning	2.132 (.704)	2.000 (19)
Skill finding and using resources	2.135 (.918)	2.000 (15)
Feedback	2.158 (.855)	3.000 (17)

114

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Goal Setting	2.184 (.692)	2.000 (19)
Analysis	2.211 (.811)	3.000 (17)
Process Consultation	2.237 (.714)	2.000 (17)
Surveying	2.237 (.786)	3.000 (17)
Intervention planning and design	2.368 (.819)	3.000 (19)
Assessment	2.395 (.855)	3.000 (15)
Conflict resolution	2.447 (.636)	2.000 (19)
Contracting	2.500 (.762)	3.000 (22)
Instructing	2.500 (1.109)	3.000 (13)
Counseling	2.526 (.725)	3.000 (19)
Stress management	2.658 (.847)	3.000 (19)
Workshop design	2.684 (.739)	3.000 (20)
Research and observation	2.684 (.962)	3.000 (18)
Graphics and audiovisual	2.763 (.913)	3.000 (17)
Marketing	3.026 (.885)	3.000 (15)

115

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Characteristics		
Desire to continue learning and growing	1.395 (.547)	1.000 (24)
Self-confident	1.500 (.558)	1.000 (20)
Open-minded	1.526 (.603)	1.000 (20)
Flexible	1.553 (.645)	1.000 (20)
Functions well as a team member	1.605 (.755)	1.000 (21)
Has a positive regard for Navy and Navy people	1.605 (.855)	1.000 (21)
Sincere	1.658 (.627)	2.000 (19)
Able to think and talk on feet	1.658 (.669)	1.000 (17) 2.000 (17)
Models pride and professional behaviors	1.658 (.938)	1.000 (22)
Exercises good judgment	1.676 (.626)	2.000 (19)
Self-aware	1.684 (.662)	2.000 (18)
Deals easily with senior officers	1.684 (.739)	1.000 (18)
Tactful/diplomatic	1.684 (.739)	1.000 (18)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Able to conceptualize	1.737 (.644)	2.000 (20)
High tolerance for ambiguity	1.737 (.685)	2.000 (18)
Committed to human resource management and the Navy	1.763 (.971)	1.000 (17) 2.000 (17)
Willing to experiment	1.789 (.741)	2.000 (16)
Patient	2.000 (.735)	2.000 (18)
Sensitive to nuances	2.132 (.811)	3.000 (15)
Causal thinking	2.211 (.622)	2.000 (22)

STAGE THREE:

KNOWLEDGE/SKILLS/CHARACTERISTICS IDENTIFIED AS IMPORTANT FOR
NAVY HUMAN RESOURCE MANAGEMENT SPECIALISTS WHEN CONSIDERED TO
BE FULLY-TRAINED, FIELD-EXPERIENCED, COMPETENT CONSULTANTS.
(AN EXPERIENCED, COMPETENT CONSULTANT)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Knowledge and Experience		
Organizational development/ human resources management	1.289 (.515)	1.000 (28)
Process consultation	1.342 (.534)	1.000 (26)
Available resources	1.368 (.541)	1.000 (25)
Systems Theory	1.474 (.557)	1.000 (21)
The client Commanding Officer and his/her command (organization)	1.474 (.687)	1.000 (24)
A strongly developed personal model of organizations	1.553 (.555)	2.000 (19)
Expert knowledge in an area of Navy Human Resource Management specialization	1.568 (.689)	1.000 (20)
Information systems	1.737 (.828)	1.000 (18)
All facets of the Navy and its systems	1.974 (.915)	2.000 (15)

118

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Skills		
Active listening	1.211 (.413)	1.000 (30)
Problem/issue identification	1.211 (.413)	1.000 (30)
Interpersonal	1.237 (.431)	1.000 (29)
Communication	1.237 (.490)	1.000 (30)
Skill acting as confidant to client	1.289 (.515)	1.000 (28)
Facilitation	1.289 (.565)	1.000 (29)
Acting as a resource	1.342 (.534)	1.000 (26)
Process consultation	1.368 (.589)	1.000 (26)
Relating theory to practice	1.368 (.589)	1.000 (26)
Consulting with senior officers (clients)	1.368 (.589)	1.000 (26)
Designing multi-faceted, tailored, intervention	1.421 (.500)	1.000 (22)
Skill interfacing at all levels in organizations	1.447 (.645)	1.000 (24)
Articulate and persuasive speaking	1.447 (.645)	1.000 (24)
Refined feedback	1.447 (.645)	1.000 (23)

119

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Transfer skills and knowledge to others	1.447 (.686)	1.000 (24)
Goal setting	1.474 (.557)	1.000 (21)
Refined Data gathering	1.474 (.647)	1.000 (22)
Consulting with a wide variety of commands (clients)	1.474 (.687)	1.000 (24)
Functioning in a "solo" mode (independently)	1.474 (.725)	1.000 (24)
Influence	1.500 (.604)	1.000 (21)
Problem-solving	1.500 (.604)	1.000 (21)
Strategic planning	1.500 (.647)	1.000 (22)
Using all available resources	1.579 (.758)	1.000 (22)
Interview design and conducting	1.605 (.718)	1.000 (19)
Refined analysis	1.605 (.755)	1.000 (20)
Mentoring/training novice consultants	1.605 (.755)	1.000 (20)
Refined data synthesis	1.622 (.721)	1.000 (18)
Workshop delivery	1.632 (.751)	1.000 (20)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Assessing the effectiveness of OD efforts	1.632 (.942)	1.000 (23)
Conducting high risk interventions successfully	1.658 (.708)	1.000 (18)
Management	1.737 (.685)	2.000 (18)
Confrontation	1.789 (.777)	2.000 (17)
Workshop design	1.816 (.865)	1.000 (17)
Marketing	1.842 (.916)	1.000 (16)
Survey design	1.895 (.727)	2.000 (21)
Writing a wide variety of correspondence/ documents	2.158 (1.001)	2.000 (15)
Research and statistics	2.237 (.943)	2.000 (15)

Characteristics

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Seeks continued growth and development	1.237 (.490)	1.000 (30)
Self-confident	1.263 (.503)	1.000 (29)
Self-starting	1.289 (.460)	1.000 (27)
Open-minded	1.289 (.460)	1.000 (27)

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Has a sense of purpose and excitement about their role as an OD practitioner	1.289 (.515)	1.000 (28)
Willing to experiment	1.289 (.515)	1.000 (28)
Mature	1.289 (.611)	1.000 (30)
Recognizes own limits	1.289 (.654)	1.000 (30)
Flexible	1.316 (.574)	1.000 (28)
Has credibility	1.316 (.620)	1.000 (29)
Models pride and professional behaviors	1.316 (.775)	1.000 (31)
Able to conceptualize	1.342 (.534)	1.000 (26)
Values others inputs	1.342 (.582)	1.000 (27)
Functions well as a team member	1.368 (.633)	1.000 (27)
Tactful/diplomatic	1.395 (.595)	1.000 (25)
Enjoys people and has a positive regard for others	1.421 (.552)	1.000 (23)
Sensitive to emotional vibrations	1.432 (.647)	1.000 (24)

122

	Mean (Standard Deviation)	Mode (# of Elements in Mode)
Recognizes and promotes the value of the Human Resource Management Program	1.447 (.645)	1.000 (24)
Creative/innovative	1.500 (.604)	1.000 (21)
High tolerance for ambiguity	1.514 (.768)	1.000 (23)
Stable--has a well-balanced personal philosophy of life	1.526 (.647)	1.000 (21)
Empathetic	1.553 (.686)	1.000 (21)
Objective	1.605 (.790)	1.000 (21)
Patient	1.658 (.781)	1.000 (20)
Intelligent	1.711 (.694)	2.000 (17)
Assertive	1.737 (.644)	2.000 (20)
Sense of humor	1.842 (.886)	2.000 (16)
Salt water in veins	2.909 (1.355)	3.000 (13)
Busy as a H___	3.273 (1.420)	5.000 (9)

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    Washington, D.C. 20370

8. Commanding Officer   1
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10. Commanding Officer   1
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    Norfolk, Virginia   23509

11. Commanding Officer   1
    Human Resource Management Center
    Pearl Harbor, Hawaii   96860

12. Commanding Officer   1
    Human Resource Management Center
    Naval Training Center
    San Diego, California   92133

13. Commanding Officer   1
    Organizational Effectiveness Center & School
    Fort Ord, California   93941

14. Commanding Officer   1
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    Arlington, Virginia   22209

15. Commander William R. Bishop, Code 54Bd   1
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