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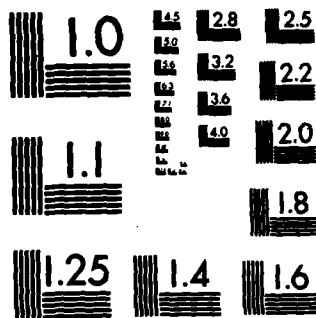
NAVAL POSTGRADUATE SCHOOL
Monterey, California

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THESIS

THE U. S. NAVY'S CONSULTANT DEVELOPMENT
AND QUALIFICATION PROGRAM:
ORIGIN AND ISSUES

by

R. Jane Burch

March 1984

Thesis Advisor: Reuben T. Harris

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The Navy's Consultant Development and Qualification Program (CDQP) can be considered to be at the midpoint of its own initial development. It presently exists in the form of two instructions, one for the Pacific System and one for the Atlantic System, with development of a Navy-wide program scheduled for September of 1984. The program is designed to describe desired performance capabilities for consultants in the Navy and establish a system to develop and document those capabilities. The program serves

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The U. S. Navy's Consultant Development
and Qualification Program:
Origin and Issues

by

R. Jane Burch
Lieutenant, United States Navy
B.A., Hawaii Loa College, 1975

Submitted in partial fulfillment of the
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Author: _____

Approved by: _____

Thesis Advisor

_____

Second Reader

_____

Chairman, Department of Administrative Science

_____

Dean of Information and Policy Sciences

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ABSTRACT

The Navy's Consultant Development and Qualification Program (CDQP) can be considered to be at the midpoint of its own initial development. It presently exists in the form of two instuctions, one for the Pacific System and one for the Atlantic System, with development of a Navy-wide program scheduled for September of 1984. The program is designed to describe desired performance capabilities for consultants in the Navy and establish a system to develop and document those capabilities. The program serves the needs of many people, from the individual consultant to the Commanders of the Systems. The purpose of this thesis is to document the origin of the Consultant Development and Qualification Program in the Navy and to discuss areas of concern at this stage of its evolution.

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I. INTRODUCTION

From the beginning Human Resources Management (HRM) in the Navy has been associated with the "people-programs"; substance abuse, race relations, leadership, and intercultural relations. Although the need for organization development (OD) methodology was recognized from the first, the Navy took a standardized survey-guided development approach to OD. Each unit was to go through a Human Resource Availability cycle (HRAV) every eighteen months. HRM specialists were trained to administer and analyze the standard Navy survey at the unit (ship or squadron) level. Then standard workshops (called stand up training) were administered to deal with the problems surfaced by the survey.

This approach has produced good results but can lead to the belief that all organizational problems can be dealt with by training within the unit. If this were so, then the Leadership and Management Education and Training Program should be all that is needed to solve the Navy's organizational problems. In fact, the people in a unit often know what should be done about certain problems but may need help doing it (e.g., a process intervention.) Also, a unit's problems are sometimes caused by situations beyond it's control, such as procedures or regulations set up by superiors.

In response to the needs of client commands the Human Resource Management Support System (HRMSS) has gradually changed to more flexible scheduling and individualized approaches to organizational problems. There is a greatly reduced emphasis on standardized workshops and training in general, including program-related training (equal opportunity, substance abuse, etc.) The need for OD above the unit

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level, up to and including flag level, has become clear. This type of individualized and high-level consulting is different from the original concept of OD in the Navy. In fact, when OD was first being introduced to the Navy this type of large-system consulting technology didn't exist. It requires consulting skills that can't be taught with only twelve weeks of schooling, and perhaps can't be taught by schooling at all. Thus, the need has arisen for a program that will ensure that the Navy's present and future consultants will develop the appropriate skills. That program is the Consultant Development and Qualification Program (CDQP).

The purpose of this thesis is to document the origin of the CDQP and to discuss areas of concern at this stage in its development. This thesis is offered as the viewpoint of an outsider to the system and is addressed to the people in the HRMSS who will be using the CDQP rather than an academic audience. The first chapter is a review of the historical background that led to the need for and development of the CDQP. The second chapter is an analysis of the existing program as it is recorded in the Pacific and Atlantic instructions. It is intended that this analysis will be valuable to the extent that it points out potential problems and raises important questions. These questions are intended as guides for thought and no attempt will be made to answer all questions raised. It may not be possible to answer some of these questions until the system has more experience using the program. The third chapter offers conclusions and recommendations for further study.

II. CDQP BACKGROUND

A. EARLY HISTORY

The Human Resources Management (HRM) Program in the Navy began when Admiral E. R. Zumwalt, Jr. was the Chief of Naval Operations (CNO). In his autobiography ADM. Zumwalt describes the situation he faced as he assumed office, "...the Navy was approaching a crisis. For many years the goal for reenlistments after the first hitch had been 35 percent. In 1970 the actual figure was 9.5 percent." [Ref. 1: p. 167]. ADM. Zumwalt saw the retention figures as a symptom of several people-related problems in the Navy. He established the Human Resources Management Pilot Program to "...develop and evaluate new ideas and techniques in the human relations area. My objective is to improve management of our human resources by enhancing our understanding of and communications with people." [Ref. 2: p. 280]. The Program found that "There is a need in the Navy to follow the organizational development concept of planned change over time." [Ref. 2: p. 281].

One definition of Organization Development (OD) is, "An effort planned, organization-wide, and managed from the top, to increase organizaton effectiveness and health through planned interventions in the organization's 'processes,' using behavioral-science knowledge." [Ref. 3: p. 7].

The following are significant events concerning the origin of OD in the Navy [Ref. 4].

1. 5 November 1970: NAVOP Z-55 solicited applications from all Navy personnel with academic or experienced backgrounds in management and the applied behavioral sciences for the Human Resource Management Pilot Program.

2. 18 January 1971: The 24 personnel selected reported to

the Naval Chaplain School, NS
Newport, Rhode Island, for the initial
eight weeks training and the formation
of the Human Resource Management Pilot
Program.

3. 1 March 1971: Project Manager, Human Relations
Project (BUPERS-Pc) established as
overall Project Manager for developing
programs in Drug Abuse Education and
Rehabilitation, Race Relations, Inter-
cultural Relations, and Human Resource
Management Programs.

4. September 1971: Initial definition of Human Resource
Management Pilot Program mission as
implementing organizational development
efforts within the operational forces
of the Navy.

5. December 1971: Development of specific organizational
development program for application
within the Navy called the Command
Development Program.

6. March 1972: Human Resource Management Pilot Program
terminated and transition to command
status as Human Resource Development
Center, NS Newport, Rhode Island.
Human Resource Development Centers at
San Diego, Norfolk, and Pearl Harbor
established within six months.

7. April 1972: First Command Development Specialist
Training cycle to train Navy personnel
in management consultant techniques
for expanded program implementation.

8. October 1972: The USS Kittyhawk racial incident
puts the Navy in the news.

9. November 1972: The USS Constellation racial
incident.

10. February 1973: Transition of Command Development
Program to Organizational Development
and Management Program offering full
management consulting services and
organizational development technology
to the naval establishment with
flexibility to meet the needs of each
command.

11. April 1973: Establishment of the Human Goals Office
under the CNO, utilizing the Human
Resource Management Program as the
framework for all Human Goals Programs,
including Race Relations Education,
Drug and Alcohol Abuse Education,
Intercultural Relations, leadership and
and transition to civilian life.

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12. mid 1975:	Contract awarded to McBer and Company to develop a program to address the Navy's leadership and discipline problems.
13. late 1978:	Navy begins Leadership and Management Education and Training program.
14. June 1978:	First graduates of the Masters program in Human Resources Management at the Naval Postgraduate School, Monterey.

Some significant points to bear in mind are that OD in the Navy is less than fifteen years old, that it has always been associated with specific programs such as race relations and drug abuse and that it has often been forced into a reactive mode, even in the midst of being proactive.

B. REVISION OF THE NAVY HRM PROGRAM

On February 11, 1981 Admiral Hayward, who was then Chief of Naval Operations, asked by memo for a zero-based review of the Human Resources Management (HRM) Program [Ref. 5]. He was particularly interested in determining whether the resources allocated provide an appropriate return on investment, whether the program should be reduced in scope or restructured to make it relevant to the 1980s and a more positive contributor to readiness, and whether the commands served by the HRMC receive value for the time and resources they are required to invest in the effort (e.g., HRAVs). At that time the LMET program had been in place for over two years, giving the Navy two separate programs aimed at improved management, one with an individual approach and one with an organizational approach.

Op-01 responded with a task group review and a survey of commanding officers [Ref. 6]. The survey showed that 76.5% of the commanding officers would go through with a Human Resource Availability cycle (HRAV) if they were scheduled for it and had the option of going through with it or not.

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Eighty-five percent said that they felt that the time allocated to HRM activities was well spent.

The task group found that the total gross cost of the Human Resource Management Centers and Detachments (HRMC/Ds) is about $5,700 per year per fleet ship/squadron but few valid analyses exist to measure their benefits. They also found that while the HRM survey provides the command with accurate and useful information, after presenting the survey to the command the centers usually cannot provide the effective advice and assistance requested and needed by the commanding officer.

On 29 May 1981 in a memo for the Chief of Naval Operations, OP-01 recommended that the Centers and Detachments be retained but streamlined and refocused. On 1 July 1981 the CNO agreed to consider a plan to do so. On 28 October 1981 the general outline of such a plan was presented to him in a memo [Ref. 7]. Some of its recommendations were that HRM activity should be infused with the necessary degree of standardization to assure uniform quality and that the talents of the people who serve in the HRMC/Ds should be upgraded to provide more sophisticated assistance to the Commanders-in-Chief's (CINCs) chain of command. The CNO in a memo dated 12 January 1982 approved the recommendations and requested a more specific plan [Ref. 8].

On 22 January 1982 the Head of Leadership and Command Effectiveness Branch, CNO Staff held a conference in Monterey, California on the future of Human Resources Management in the Navy. A diverse cross-section of experienced people attended. The purpose was to pinpoint problem areas and generate ideas for solutions. "...we constructed the time to draw out blue-sky ideas, ...it was very creative and open-ended." [Ref. 9].

An HRM Review Task Group was convened in March 1982 with CINC staff participation [Ref. 10]. It produced an HRM improvements plan with the following fourteen recommendations:

1) centralize the HRM program control and management, both at the CNO and CINC levels.

2) provide for CINC management of all people programs at their fleet concentrations by establishing centralized oversight through a Deputy Chief of Staff (DCOS) responsible for the HRM Support System.

3) reorganize the HRMC/Ds into a network of HRM Centers under centralized command of a commander in each fleet and under the staff supervision of the CINC DCOS.

4) place all people programs under the local base commanding officers in the line chain of command to permit control and accountability.

5) Recharter the HRMCs to make consultive assistance available to ships, squadrons and local shore commands as well as to each echelon of the fleet chain of command for larger organizational issues, coordination of people programs and command assistance.

6) as the CINC directs, and working within the chain of command, HRM centers evaluate the regional effectiveness of all people programs (FSC, CAACs, MWR, etc.) for the DCOS and provide management assistance as required.

7) recharter the present HRM school, which trains specialists and LMET instructors, to be an HRM development center and school.

8) develop the HRM subspecialty to provide the core of expertise in future HRM centers as "blue suit" internal consultants.

9) recharter HRMC Washington to serve the activities in the Washington, D. C. area, vice the entire shore establishment.

10) concentrate the services provided by the HRM centers and detachments to those proven to have high payoff in reinforcing command leadership and retention.

11) undertake an LMET/HRMC reinforcement program to reenforce LMET in the command.

12) change policy from a mandatory HRAV to "on request" by the commanding officer or higher authority.

13) upgrade the quality and the qualifications of the personnel in the HRMC/Ds in order to have proven performers assisting the proven performers in command.

14) reduce by at least 100 the number of enlisted HRM specialist billets in the HRM system, principally independent HRM specialists.

Of particular interest here are recommendations eight and thirteen; the suggested emphasis on consultant expertise and the recommendation concerning the quality and qualification of personnel in the HRMC/Ds. These are the issues that led to the creation of the Consultant Development and Qualification Program (CDQP) as a method of defining consultant expertise and a system of qualifications for consultants. The other recommendations are included here to show the scope of the changes being considered for the Human Resource Management Support System (HRMSS).

This plan was sent to CNO in a memo on 17 May 1982. Admiral Watkins assumed the office of Chief of Naval Operations in July and was briefed on the plan on 26 August 1982. He approved the plan in general but requested further information on command/reporting relationships, the organizational restructure and the billet realignments. A CO/CINC HRM conference was convened on 8 September 1982 to develop the details requested by CNO. One of the objectives of the conference was to determine personnel quality and training requirements for HRM specialists. The results of the conference were presented to CNO and approved.

C. THE GENESIS OF THE CDQP

In December 1982 when it became clear how the new system would be organized, Captain Patrick Ryan, the prospective commander of the Pacific HRM System[1] (COMHRMSYS PAC), who was then Commanding Officer of the Human Resources Management Center (HRMC) Pearl Harbor, immediately saw the need for a method of developing and standardizing consulting skills in the Navy. He began discussions with the Commanding Officers (COs) and Officers-in-Charge (OINCs) of the HRMC/Ds that would be incorporated into the new Pacific System. (See Table I and Table II .) They all attended a meeting in Pearl Harbor on March 14-18, 1983 to discuss the upcoming changes and their goals for the system. During this meeting professional development emerged as a major concern. It was agreed that a special task force was needed to develop a system- wide plan. Captain Richard Daleke, the Commanding Officer of HRMC San Diego offered the use of his facilities to the task force, Captain Ernest Haag, the Officer-in-Charge of HRMD Alameda was agreed upon as commander of the task force, and the dates of 18-29 April 1983 were set.

All but one of the CO/OINCs were able to send a representative to the task force. Mr. Mike Glenn, the Assistant for Operations and Training for HRMC Norfolk also attended and brought with him HRMC Norfolk's Professional Qualification and Development Program. Prior to this task force meeting each HRMC/D had its own version of the CDQP which was usually called a Professional Development Plan (PDP). These programs had very little in common and were of widely varying degrees of effectiveness.

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[1] On 1 December 1983 the names of the HRM Systems and Centers were changed to Organizational Effectiveness Systems and Centers. In this thesis the previous terminology (HRMSYS, HRMC, etc.) will be used.

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TABLE I
Previous HRM Support System
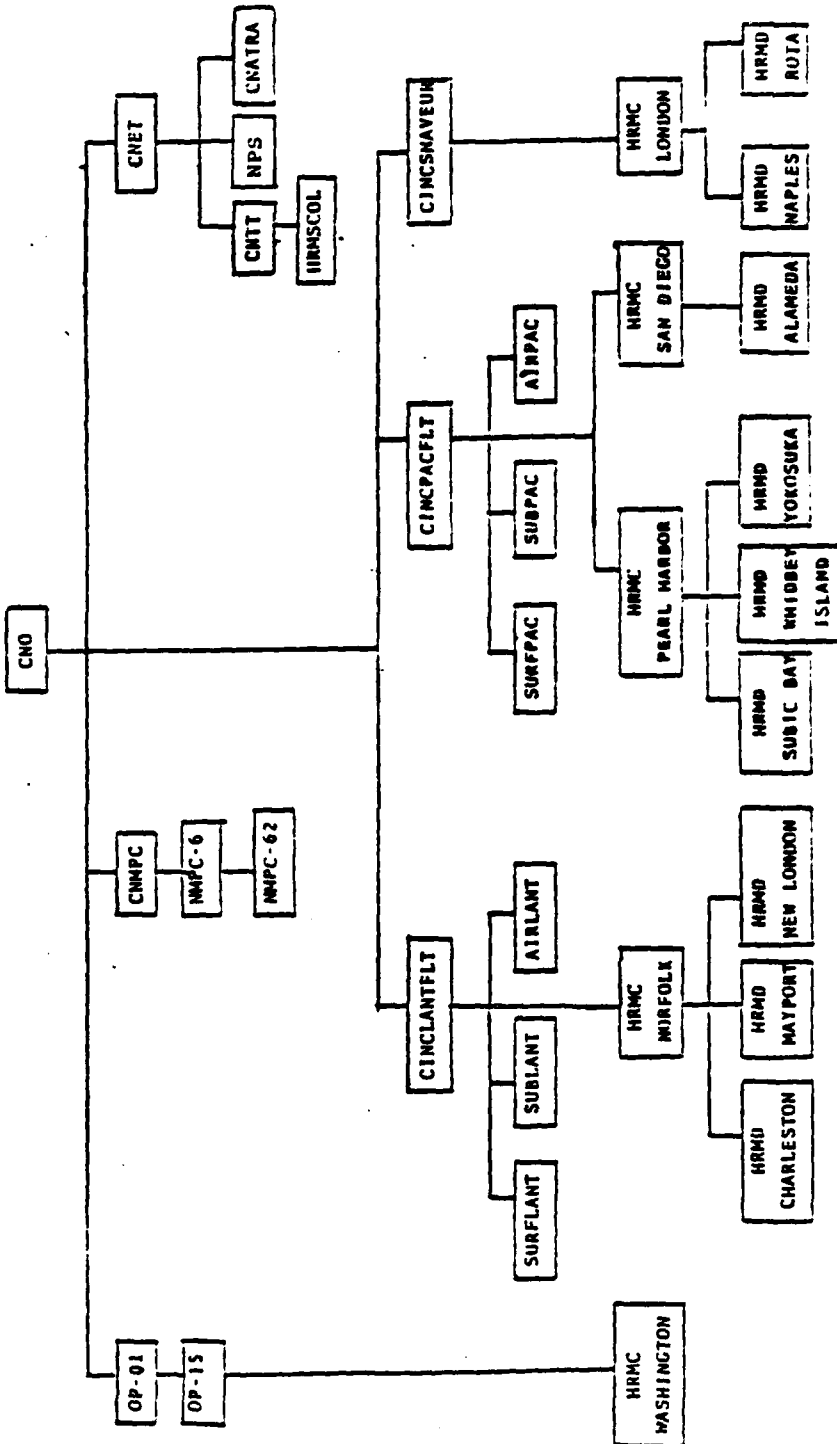
TABLE II

Organizational Effectiveness System

CHIEF OF NAVAL OPERATIONS

NPS MONTEREY

OEC WASH DC

CINCLANTFLT

CINCPACFLT

CINCUSNAVEUR

CMET

COM OESYSLANT

COM OESYSPAC

COM OESYSEUR

CNTT

OEC NORFOLK

OEC NEW LONDON

OEC CHARLESTON

OEC MAYPORT

OEC PEARL HARBOR

OEC SAN DIEGO

OEC YOKOSUKA

OEC ALAMEDA

OEC SUBPAC

OEC WHIDBEY

OEC NAPLES

OEC ROTA

HRM DEVCN & SCHOOL

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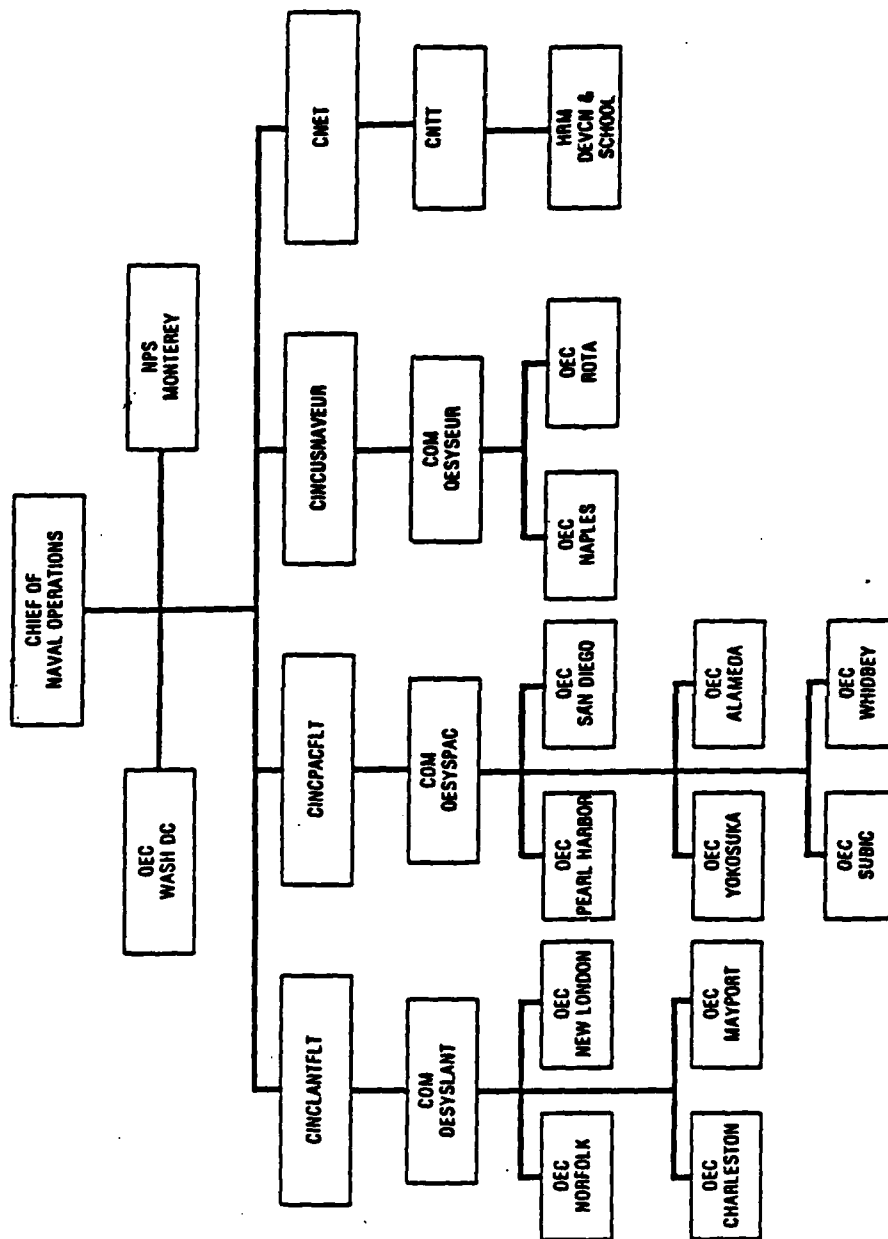
As a backdrop for this task force meeting, it should be noted that the curriculum taught at the HRM School was seen as out of touch with the needs of the clients of the HRMC/Ds. Also, most of the HRMC/Ds had developed a strong sense of independence. It was that independence that allowed them to respond to the needs of their clients. Finally, if you add to this situation the two facts that each participant came with a pre-existing development plan and that they had never worked together as a team before, then it might be expected that the divisive forces could be greater than the cohesive ones.

In the beginning some approaches were discussed. It was recognized that each command had ownership in its own plan so the existing plans were all passed out. Little headway was made at first but once it was agreed that the framework should be similar to the model for the new curriculum at the HRM School the program began to take shape. The task force commander had just come from Memphis where the HRM School curriculum had been revised around a process model. Eventually this model was accepted as the basis for the CDQP. Norfolk's existing program had levels of qualification and degrees of proficiency and was drawn on for terminology when the actual writing of the instruction began. It was estimated by one participant that perhaps 60% of the instruction had existed previously in one form or another. [Ref. 11]. The real accomplishment of the task force was the consensus that was established around it. In fact, they not only produced the HRMSYSPACINST 1500.1, the Consultant Development and Qualification Program, but they also created an level of teamwork and communication that had never existed in the system before.

Immediately after the task force meeting the draft CDQP was distributed with instructions to both implement it and assess it. Recommendations for changes to the draft were

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requested. These recommendations were collated and a second version of the draft was distributed in August 1983, again with a request for recommendations. These recommendations were also reviewed and collated and were incorporated into the final instruction, which was issued in October 1983.

D. CDQP - WHAT IS IT?

1. The Instructions

The Navy's Consultant Development and Qualification Program presently consists of two instructions, one for the Pacific Fleet (HRMSYSPACINST 1500.1) and one for the Atlantic Fleet (HRMSYSLANTINST 1500.3). The two programs will be described with the focus on the Pacific Fleet instruction. (See Appendices B and C for copies of the actual instructions.) The Atlantic Fleet instruction will be referred to where it differs from the Pacific. A tentative date of September 1984 has been set for the establishment of a Navy-wide program, probably as part of an NMPC OE manual [Ref. 9].

a. Pacific Fleet

The HRMSYSPACINST 1500.1 is an admirably brief instruction, thirty-nine pages in all. It consists of a two-page overview and four enclosures. The most important part of the instruction is enclosure (1) which starts off by explaining what the CDQP is designed to do. (This statement of goals is discussed further in chapter III, section E of this thesis.) The enclosure then defines the terms that are used by the instruction. The Areas of Capability (AOCs) are defined as "Specific categories of professional activity required before, during or after an intervention: mission essential services provided by operational personnel." [Ref. 12]. Each is assumed to be self-explanatory and

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together they comprise the model upon which the CDQP is based. The Degrees of Proficiency (DOPs) are described and each of the four is defined. Each of the five Consultant Qualification Levels (CQLs) is defined and its method of certification and certification timeframe is discussed. The report forms in the instruction are then briefly discussed.

This definition of terms is very important, not only because these terms are new to most of the people on the West Coast, but also because the definitions are actually a description of what the CDQP is intended to accomplish. The definitions of the Consultant Qualification Levels are particularly important in this regard.

The next two pages, pages 5 and 6 of enclosure (1), are the essence of the instruction. This is the Qualification Criteria Matrix which integrates the AOCs, the DOPs, and the CQLs. It can also be seen as a snapshot of where Organization Development in the Navy is now, where the system would like to be going, and a method for getting there. The next section, pages eight to thirteen of enclosure (1), is the largest single section in the instruction. This is the Qualification Activity Record and it incorporates all the information in the Qualification Criteria Matrix along with specific examples under each Area of Capability and a format for keeping track of the Degrees of Proficiency attained under each Area of Capability. This individual record is then followed by the Command Qualification Summary which is a one-page form for tracking the levels of qualification within a Center. This is the same form that will be periodically submitted to COMHRMSYS PAC with the names of the individuals deleted. Thus the same form can be used for tracking Center and System capability, and eventually, Navy-wide capability.

Enclosure (2) discusses the suggested rewards and recognition procedures for each Consultant Qualification Level. Enclosure (3) is two pages of developmental guidance "to be used when coaching operational personnel." [Ref. 12]. Enclosure (4) addresses Center training requirements, suggesting types of training and recommended participation. It contains forms for training evaluation, training documentation, and training resource requests and briefly discusses the concept of the Training Support Teams.

b. Atlantic Fleet

HRMSYSLANTINST 1500.3 is very similar to HRMSYSPACINST 1500.1. It has a two-page overview and three enclosures and consists of only thirty pages. It does not have an enclosure (4) on Training Requirements/Resource Support because SYSLANT has a separate instruction on training. It has four Consultant Qualification Levels instead of five (which merely means that it has no official title for people before they become Interns.) The CDQP Qualification Criteria Matrix and the Qualification Activity Record, which are the most important parts of the instructions, are identical. This strong similarity should simplify the process of combining them when the Navy goes to a Navy-wide program.

2. The Program

The program consists of twenty-four divisions of the OD process (Areas of Capability) in which an individual may display four different types of behavior (Degrees of Proficiency) in order to qualify at four different levels of expertise (Consultant Qualification Levels). The initial qualification level for the Pacific Fleet is not part of this process since one qualifies for it by graduation from the HRM School.

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a. Areas of Capability

The Areas of Capability comprise the model on
which the CDQP is based. Models of the OD process have
existed for years, with, perhaps, the classic example being
the Kolb-Frohman model. The model in the CDQP is a compre-
hensive and official description of what the process of OD
in the Navy is like. See Table III . Which model one uses
may be a minor consideration as long as it has enough
subheads to cover all relevant behaviors. One important
thing about this particular model is that it is very similar
to the one now being used at the HRM School. This format of
the HRM School model is derived from the teaching and
enabling objectives for the new curriculum. (See Appendix
D.)

b. DOPs & CQLs

The DOPs are the four types of behavior that one
may display in each area of capability. However, it may be
necessary to display the appropriate behavior more than once
in order to be certified at a specific DOP level in a
specific Area of Capability. Put simply, DOP 1 is having
knowledge, DOP 2 is applying knowledge, DOP 3 is expertise,
and DOP 4 is innovation.

Once one certifies at specific DOPs in each Area
of Capability, one is qualified at a specific Consultant
Qualification Level. The Consultant Qualification Levels
are philosophical divisions of all the people who are or
might eventually be in the HRM Support System. The Intern
and Consultant levels are called the "fundamental compe-
tency" levels and the one year maximum qualification time-
frame corresponds to the six months to one year timeframe
that it has typically taken in the past to get an HRM School
graduate up to the skill level needed to perform effectively

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TABLE III

Model Comparison

CDQP Model	HRM School Model

A. Marketing
  1. Develop marketing strategy program
  2. Implement marketing program
  3. Assess and evaluate HRMC marketing program
	A. Contracting
	  1. pre-entry planning
	  2. pre-entry strategy and tactics
	  3. issue identification
	  4. initial interview
	  5. evaluate marketing
	  6. Memorandum of Understanding
	  7. negotiation

B. Contracting
  1. Conduct scouting
  2. Conduct entry activities
  3. Conduct negotiation
  4. Achieve closure	

C. Diagnosing client system
  1. Collect data from client system
    a. Conduct interviews
    b. Design, administer instruments
    c. Review historical data
    d. Conduct unobtrusive observations
  2. Analyze and interpret data
    a. Analyze data
    b. Interpret data
	B. Diagnosing client system
	  1. Data gathering
	    a. plan for assessing organization
	    b. create secure environment
	    c. issue identification
	    d. interviewing
	    e. group interviewing
	  2. Analyze data
	    a. observation
	    b. Survey
	    c. information measurement, format
	    d. analysis model
	    e. cause/effect analysis
	    f. collate, cross-reference
	    g. issue identification

3. Feedback analysis and interpretation
    a. Design feedback package
    b. Present feedback package
	3. Feedback
	    a. preparation of presentation
	    b. model selection, package development
	    c. issue identification
	    d. feedback presentation
	    e. diagnosis presentation

D. Implementing organization change process
  1. Intervention design
    a. intervention strategy
    b. Design intervention
  2. Intervention delivery
    a. facilitation skills
    b. instructional skills
    c. logistics management
    d. coaching/counseling/ mediation skills
    e. co-ordination of activities
	C. Implementing organizational change process
	  1. list options
	  2. intervention design
	  3. design structural change
	  4. intervention planning
	  5. prioritize organizational issues
	  6. intervention delivery

E. Evaluating OD operation
  1. Develop evaluation plan
  2. Collect and analyze evaluation data
	D. Evaluating OD operation
	  1. develop evaluation plan
	  2. analyze evaluation data

	E. Professional development plan
	  1. responsibility
	  2. self-assessment

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in the field. The Senior and Master Consultant levels are the "advanced competency" levels.

B. SUMMARY

From the beginning the HRM program has been associated with programs and methodologies that have emphasized the HRM specialist's skills as a trainer. With the revision of the program and the resulting shift in emphasis to flexible approaches and large systems consulting the need for insuring the development of new types of specialist skills arose. In true participative management style, the program to meet that need was developed by a task force of representatives of the commands that would be responsible for implementing the program. This not only ensured that the implementing commands would have ownership in the program, but also ensured that the program was developed by some of the most experienced and commited individuals in the HRMSS. The CDQP itself is a behavior-based qualification program built around a model of OD in the Navy that is intended to be both comprehensive and state-of-the-art.

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III. ANALYSIS

This chapter is written from the viewpoint of an outsider[2] and is intended to surface important questions and areas of concern about the program. After a brief look at the Areas of Capability, the Degrees of Proficiency and Consultant Qualification Levels will be examined and their similarities and differences described. The chapter ends with an examination of the criteria for evaluation of the program.

A. AREAS OF CAPABILITY AS AN OD MODEL

The model can be considered an indication of the relative importance of certain behaviors. For example, in the CDQP marketing is a separate heading, which would seem to indicate it's comparatively important, even though no one is expected to perform in it at a very advanced level (nothing above DOP 2.) In the HRM school model marketing is a subheading under contracting. The CDQP model is subject to annual revision along with the rest of the CDQP. Ideally, the HRM School model will be equally responsive.

B. DOPS & CQLS

There is a strong correspondence between the Degrees of Proficiency (DOP) and the Consultant Qualification Levels (CQL). This becomes more obvious if they are set side by side. See Table IV and Table V below. Literal similarities are underlined but the similarity of intent is not difficult

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[2]The author will soon become an 'insider.' Upon graduation from NPS, she will be assigned to the OE Center at Yokosuka, for a two year tour as an OE specialist.

TABLE IV

Fundamental Competency Levels

DOP 1 -
The individual is required to demonstrate basic knowledge and understanding of the purpose and expected outcomes of the capability.
This capability may be gained through previous training, assigned reading, activity observation or local indoctrination programs.

Intern -
Works with guidance and supervision of more qualified personnel has completed qualification criteria for the intern level and possesses a basic understanding and knowledge of OD principles and exhibits minimum ability to employ appropriate skills.

DOP 2 -
The individual begins to apply the knowledge in routine situations with some assistance and guidance.
This may be accomplished through limited participation in activities.
The individual may also lead or complete an activity under direct supervision.

Consultant -
Works with minimum guidance and supervision of more qualified personnel. has completed qualification criteria for the consultant level. has a working knowledge of organizational models, change theories and processes and understands and applies a variety of consulting skills to core field activities.

to see. The DOPs describe the behavior and the CQLs describe the individual. With such close similarities, why have two sets of terms to begin with? Surely the instruction would be simpler with only one. There are two matrices in the instruction: the CDQP Qualification Criteria Matrix and the Qualification Activity Record (QAR). If one of these sets of terms were eliminated, one of these matrices might be eliminated which would streamline the instruction and greatly simplify the program.

For example, the Consultant Qualification Level definitions could be eliminated and the names of the levels substituted for the DOP numbers. Thus, an Intern would be

TABLE V

Advanced Competency Levels

DOP 3 -
The individual has demonstrated consistent performance and the ability to use relevant experience in the appliction of the required capability and can perform independently in all but the most unusual circumstances.

Senior Consultant -
Works independently from, in conjuncton with, or as a supervisor for other OD personnel; has completed qualification criteria for the Senior Consultant level; has a thorough knowledge of all applicable OD skills has highly developed interpersonal communication skills, and is capable of conducting a complete OD process or intervention.

DOP 4 -
The individual performs independently. Demonstrates superior performance, and creates innovative adaptations within the required capability.

Master Consultant -
Works independently from, in conjunction with, or as a supervisor for other OD personnel. Additional responsibilities may include use as a resource for innovative initiatives, a mentor, and a leader of Training Support Teams. Has completed qualification criteria for the Master Consultant level. Possesses more sophisticated consulting expertise and is skilled at working with senior leadership levels.

required to demonstrate basic knowledge and understanding of the purpose and expected outcomes of each capability. A Consultant would apply this knowledge with some supervision and guidance. A Senior Consultant would demonstrate consistent and independent performance and the ability to use relevant experience in the application of the required capability and a Master Consultant would demonstrate superior performance and create innovative adaptations within each

capability. These definitions make sense and would elimi-
nate the Qualification Criteria Matrix from the instruction.
They would also greatly simplify the program and make it
much easier to understand.

On the other hand, the two sets of terms give the
instruction some flexibility. There are a total of twenty-
four Areas of Capability (AOC). Three of them are under the
heading of marketing. These three AOCs differ from the
others since almost everyone is expected to qualify at a DOP
1 level only. If you leave out these three AOCs the
Consultant Qualification Levels position themselves rather
neatly, halfway between the DOPs. An Intern must qualify at
the DOP 1 level for 11 out of the 21 remaining AOCs, and at
the DOP 2 level for 10 of them. A Consultant must qualify
at the DOP 2 level for 9 of the 21 AOCs and the DOP 3 level
for 12 of them. A Senior Consultant must qualify at the DOP
3 level for 11 out of 21 and the DOP 4 level for the
remaining 10. A Master Consultant must qualify at the DOP 3
level for analysing data and at the DOP 4 level for the
remaining 20 AOCs.

Presumably, the Consultant Qualification Levels will not
necessarily stay positioned between the DOP levels. At the
intern level, for example, one must perform at DOP 1 for 14
out of 24 Areas of Capability and at DOP 2 for the other 10.
If all the requirements were at a DOP 1 level, qualifying as
an Intern would simply be a process of demonstrating
acquired knowledge. By having some requirements at the DOP
2 level, it is recognized that most people arrive at a
Center with some knowledge and are ready to demonstrate some
skills as well. The DOP 2s at the Intern level can be
looked upon as a summary of the skills that it is presently
assumed an HRM School graduate is prepared to demonstrate.
If pre-assignment training should deteriorate or become
outdated, the requirements for Intern could be adjusted to

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include more DOP 1 requirements. Conversely, if pre-assignment training should radically improve, the DOP 1 requirements might disappear from the matrix, or simply be no longer relevant to the normal entry level. Since the intern level, as defined, is primarily a stage of verifying basic knowledge and skills this level, too, could fall off the bottom of the matrix.

This is good in theory, but far from ideal. Historically, the system has not been confronted with the problem of deteriorating training, but of static training in a dynamic situation. What is missing is an evaluation of the proficiency levels of an HRM School graduate. One can make certain assumptions about the proficiency levels a graduate is expected to have by looking at the DOP 1s that are missing from the Qualification Criteria Matrix as it presently exists. It would be preferable to have these assumptions spelled out and the Graduate level placed on the matrix. It would be even better to have an evaluation by the system of the graduates of the new curriculum at the HRM School in terms of the Degrees of Proficiency of the CDQP. What Degrees of Proficiency is the new curriculum designed to produce in its graduates? Are these what are most needed and desired in the field? When these questions are answered the Intern and Consultant levels can be more accurately evaluated.

Placing the Graduate level on the matrix would be helpful when dealing with the exceptional few that enter the system without going to HRM School or Naval Postgraduate School. Consider the case of a qualified person who needs a shore duty assignment because of temporary family problems that would prevent her or his separation from or relocation of her or his family for the time required to go to HRM School. The same might be true for a person entering the system with civilian experience or a degree in Organization

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Development. Certainly, in the later case, such a person's knowledge and skill level should be verified but it could well be a waste of time and money to put this person through HRM School. Alternatively, the Navy could simply decide that it was not practical to send a person through HRM school, as in the case of some one coming from an overseas duty station such as Yokosuka and then going back to the HRMC Yokosuka.

Another important consideration is the problem of differentiating between DOP 3 and DOP 4. DOP 3 and DOP 4 both refer to independent performance. DOP 4 specifies superior performance while DOP 3 refers to consistent performance. How exactly is consistent performance (assuming that it's consistent good performance) different from superior performance? How can it be measured since this performance is generally done independently (i.e., without supervision)? In measuring performance that is not directly observed a superior may rely on feedback concerning a subordinate received from others, in this case, perhaps a client command. Obviously, this is far from ideal, especially in light of ambiguous standards.

DOP 4 (unlike DOP 3) refers to innovative adaptations within the required capability. Webster's College Dictionary defines "innovate" as "to introduce something new." [Ref. 13]. If two people both introduce the same new thing are they both innovative? How vital to the system is innovation? How will it be measured? Is it intended that degree of innovation be the major difference between DOP 3 and DOP 4 behavior? It could become the major difference between DOP 2 and DOP 3 by default. It may be easier to say whether something is innovative or not than to differentiate between consistent and superior performance. This is particularly true when the final decision is being made or must be accounted for at some distance from the actual behavior.

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Webster's Collegiate Thesaurus lists "creative" and "original" as synonyms for "innovative." [Ref. 14]. While a complete discussion of creativity is well beyond the scope of this paper, some thoughts are relevant here. Although a scientific definition for creativity is very difficult to find, one description of creativity is the ability to think the unthinkable. As an example, children are given some beads on a string and asked to rearrange them without breaking the string. Even bright children find this impossible, but creative children break the beads. Is creativity and innovation the next logical step beyond expertise? Or is what is being called innovation really an expression of the "tactical flexibility" competency[3] described by McBer and Company? [Ref. 15]

C. QUALIFICATION LEVELS

The Consultant Qualification Level (CQL) definitions are descriptions of the desired products of the CDQP. Thus it will be fruitful to examine each in turn.

Degree of Proficiency one may be displayed by discussions with one's mentor or team leader. Degree of Proficiency two is displayed by limited participation in an activity or completion of an activity under supervision. Thus, an intern is expected to understand and be able to discuss all the Areas of Capability and be able to participate in ten of them. The time limit set for this level of qualification is three months. However, a person coming into the HRM system from the HRM school has just spent three months being trained for the position s/he is entering. At present we have no experience with the people from the new HRM school curriculum. In the future, however, it might be

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[3]A consultant demonstrates tactical flexibility when s/he recognizes and uses alternate courses of action to overcome barriers and acheive desired outcomes.

important to ask if this level is relevant to a person entering the system from the school. It could easily be reserved for non-typical system entrants. Obviously, if the intern level is no longer considered the normal entry level, the timeframe and skill requirements of the consultant level would need to be reconsidered. These two "fundamental competency" levels are fairly clear cut but would not be difficult to combine into one level, if that were desired.

If you look at the qualification level definition a Senior Consultant is obviously a "good" consultant, some one who is competent in the full range of relevant skills and needs no supervision. However, it is interesting to note that a Senior Consultant is required to perform at DOP 4 for ten out of the twenty-four Areas of Capability. The implication seems to be that one cannot be a good consultant without being innovative. It is, of course, important for a consultant to be flexible, to have a large repertoire of behaviors for dealing with clients. The question arises, is it this type of flexibility that is being referred to as innovation, or is true originality desired?

The Master Consultant level doesn't appear to be just a "better" consultant although it is obviously intended to be a person with a higher skill level than a Senior Consultant. It may be that the Master Consultant is just a formal recognition of those outstanding consultants that have existed in the system all along. However, this formal recognition will allow them to be used in ways that were not possible before (e.g., on Training Support Teams). Thus, in some respects the Master Consultant is a new creature produced by the instruction.

It is important to differentiate between Senior and Master Consultants because the Navy has a history of grade inflation. In reference to fitness reports it's safe to say that at least fifty percent of Naval officers are in the top

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five percent. Coincidentally, five percent of the total HRMSS personnel is the most commonly mentioned proportion of Master Consultants we can expect to have. If it is important to have a "real world" five percent rather than an inflated five percent, then those specifications need to be built into the instruction.

As a measure of similarity between Consultant Qualification Levels we can look at the similarities in the DOP requirements. (See Table VI) The Intern level has three out of twenty-four Areas of Capability in which the DOP is the same as for the Consultant level. The Consultant level has eight out of twenty-four AOCs in which the DOP is the same as for the Senior Consultant level. But the Senior Consultant level has twelve out of twenty-four AOCs in which the DOPs are the same as for the Master Consultant level. If you leave out the marketing AOCs, for the same reasons cited above, the differences in degree of similarity are even more striking: no DOPs in common for Intern and Consultant, five out of twenty-one in common for Consultant and Senior Consultant, and eleven out of twenty-one in common for Senior Consultant and Master Consultant. Either way, a Senior Consultant is halfway to being a Master Consultant as far as DOP qualifications are concerned.

So what is the difference between a Senior and a Master Consultant? Their descriptions both refer to someone who works independently from, in conjunction with, or as a supervisor for other OD personnel. Each is expected to complete the qualification criteria for their respective levels, but the problem of discriminating between DOP 3 and DOP 4 has already been discussed. A Senior Consultant is described as some one who has highly developed interpersonal communication skills. Interpersonal communication skills are not addressed as such in the Areas of Capability but are vital to such capabilities as interviewing and feedback presentation.

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TABLE VI

Qualification Criteria Matrix

Areas of Capability	Intern	Consultant	Senior Consultant	Master Consultant
MARKETING				
Strategy	1	1	1	2
Implementation	1	1	1	2
Evaluation	1	1	1	1
CONTRACTING				
Scouting	2	3	3	4
Entry	1	2	4	4
Negotiation	1	2	4	4
Closure	1	2	4	4
DIAGNOSING				
Collect data				
Interviews	2	3	4	4
Instruments	2	3	3	4
Archives	1	3	3	4
Observation	2	3	4	4
Process data				
Analyze	2	3	3	3
Interpret	1	3	4	4
Feedback				
Design	2	3	4	4
Presentation	1	2	3	4
IMPLEMENTATION				
Design				
Strategy	1	2	3	4
Intervention	1	2	3	4
Delivery				
Facilitation	2	3	4	4
Instruction	2	3	4	4
Logistics	2	3	3	4
Coaching	1	2	3	4
Coordination	1	2	3	4
EVALUATION				
Planning	1	2	3	4
Analysis	2	3	4	4

A Master Consultant is described as posessing more sophisticated consulting expertise. But sophistication is not defined or described and could be merely an indication of experience. A Master Consultant is also expected to be skilled at working with senior leadership levels. This is clearly not required of a Senior Consultant, but it is just as clearly not addressed in the Areas of Capability. It is, evidently, a skill the Master Consultants will pick up without the guidance of the CDQP as currently specified. Interestingly, the opportunity to participate in senior client interventions is mentioned in the instruction as a reward for attainment of the Senior Consultant level. That's like saying the opportunity to take the Chief's exam is a reward for making First-Class. The interesting point is that it's a clear departure from the matrix. The reward system has become part of the developmental requirements.

Master Consultants are required to qualify at DOP 4 for twenty out of twenty-four Areas of Capability. Thus, they can be expected to be the most innovative people in the system. This is interesting since in studies on creativity, military officers are sometimes used as examples for the low end of the scale or, conversely, as being the most conformist when conformity is in inverse relationship to creativity [Ref. 16]. One text states, "Military officers, it would seem reasonable to guess, are not mainly selected for creativity." [Ref. 17].

Master Consultants are further described by the uses that may be made of them. They may be used as mentors (although they are, of course, not the only ones). They may be used as leaders of Training Support Teams, and they may be used as resources for innovative initiatives of an unspecified nature. The HRMSYSPAC instruction states, "It is intended that criteria for qualification as a Master Consultant will be so stringent that only those experienced

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consultants of the highest caliber will receive certification." [Ref. 12]. It is also stated in the section referring to timeframes that the Master Consultant qualification level may be achieved on a first operational tour only by exceptional people. How exceptional one must be to qualify is not specified. In the HRMSYSLANT instruction paragraph on certification timeframes it is stated, "This qualification level may be achieved on a first or second operational tour by exceptionally high performing personnel." [Ref. 18]. Since the Commanders of the Systems will be the ones certifying the Master Consultant level it is important that they be clear on these issues. Even that might not be enough, however, since individuals inevitably rotate and the understanding might not be passed along. If standardization over time is desired then a system-wide decision on these issues is preferable.

Of course, different centers have different needs and an effort has been made to prevent the CDQP instruction from being too restrictive so that the Centers will have the flexibility to address their individual needs. This is a valid concern when it comes to specifying qualification behaviors. One of the major benefits of the CDQP to the system is the common definitions that it creates. If these definitions are vague that benefit is minimized rather than maximized. The CDQP was designed "with stretch in mind." [Ref. 19]. It was intended to set some goals that were beyond the present capabilities of the people in the system. That makes it even more important to be clear about what those goals and capabilities are, even if the methods of achieving those goals are not yet clear.

D. CRITERIA FOR EVALUATION

Any goal for a system may be used as a criterion against
which to measure the effectiveness of that system.   There
are four basic sources for such criteria: a.   the goals
stated in the instructions themselves, b. the goals stated
in the HRMSYS PAC CDCF brief, c. goals stated by the program
sponsor,   d.   the author's obervations of appropriate
criteria. These criteria may be divided into three types:
1. Criteria for evaluating the instruction as a
   program guide.
2. Criteria for evaluating the process established
   by the instruction.
3. Criteria for evaluating the products of
   the instruction.
Each type will be discussed in order.

1. The Instruction

The criteria stated in the HRMSYS PAC CDQP brief for
the instruction are:
1. that it incorporate existant programs,
2. that it be simple to administer and implement,
3. and that it be easy to document.
Ease of understanding is not stated but is a relevant
criterion for the instruction as an instruction.

The instruction is fairly easy to understand, partly
because it does incorporate existing systems. In fact,
understanding it seems to be less of a problem on the East
Coast because parts of it are so similar to systems that
were previously in effect there.   For some commands on the
West Coast the instruction seems to create a new vocabulary,
or at least, uses old vocabulary in a new and unfamiliar
way.   The "new vocabulary" being referred to is chiefly the
AOCs, the DOPs, and the CQLs.   This terminology is basic to

the process established by the instruction and its newness should rapidly fade with use. Otherwise, the instruction appears admirably free of jargon and "bureaucrat-ese."

Although not specifically stated, the CDQP is designed to be self-administered, i.e., each individual keeps track of her or his own progress. This ensures that administrative problems are kept to a minimum. Documentation forms are included in the instruction and have also been kept to a minimum. The Qualification Activity Record, which is the documentation form for the individual, is twelve pages long but is summarized on one line in the Command Qualification Summary. This summary allows the Commanding Officer of an HRM Center to document the entire CDQP process on one or two pages. These same pages would be used by the Commodore of the system to keep track of the process for the system. Thus, the bulkiest documentation is at the lowest level, where the motivation to handle it is greatest.

2. The Process

The CDQP instruction describes what it is designed to do in paragraph 3. b. and in Enclosure (1) paragraph 1. Of these stated goals the ones relevant to the process established by the instruction are summarized as follows:

1. It should be composed of five distinct and progressive levels of qualification.
2. It should build on basic skills and knowledge already obtained.
3. It should ensure continuing personal and professional growth of operational personnel by encouraging and rewarding individual initiative.
4. It should provide ongoing quality assurance for evaluation and training.

The CDQP is composed of five levels of qualification. The first four are clearly distinct and progressive. Since half of the requirements for Master Consultant are the same as for Senior Consultant, this level is not as clearly defined as the other levels.

If one takes the knowledge-application-expertise-innovation model as progressive then the levels are progressive. But other progressions are as logical, such as knowledge-application-expertise-teaching. Indeed, Master Consultants will be expected to teach, as is indicated by their role as mentors and their presence on Training Support Teams. Equally logical is knowledge-application-expertise-specialization. In fact, in the civilian sphere OD consultants frequently specialize in a particular methodology or branch of industry. Another logical progression is knowledge-application-expertise- management. If expertise presupposes innovation it could be particularly important to develop OD management skills. Just as management of the research and development branch of an industry requires different skills than the management of the manufacturing branch, management of a Navy system where innovation is the norm might require different skills than management of a Navy component where innovation is less valued. These possible alternatives all focus on the uses of the Master Consultant. The levels of qualification are clearly distinct and progressive until the Master Consultant level is reached.

The CDQP may be safely assumed to build on basic skills and knowledge already obtained since it uses a model similar to the one that the HRM School is using. Once the graduates of the new curriculum have been in the system for a while we will be able to tell how well it builds on this skill and knowledge. Whether the previously obtained skill and knowledge is appropriate would seem more of an issue.

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The instruction contains provisions for annual review and update but no formal provision for feeding this information back to the HRM School at Memphis.

The program is designed to ensure continuing personal and professional growth of operational personnel by encouraging and rewarding individual initiative. The professional growth being referred to here is an individual's growth as a consultant in the Navy. It encourages initiative by describing a method for advancement and rewards initiative by recognizing advancement (via certificates and letters) at the appropriate points. It seems, however, that ensuring growth is beyond the scope of this instruction (although encouraging it is not.) To ensure growth one would have to address the issues that prevent growth as well as rewarding growth when it occurs. For example, an individual that makes it through HRM School but doesn't think OD is valuable or useful to the Navy.

Of course, professional growth can also refer to one's growth as a naval officer or Navy enlisted and this type of professional growth is not irrelevant to one's growth as a consultant. For example, if the tour at a HRM center is regarded as shore duty only with no relevance to one's overall career, the certificates and letters might be regarded as mere hoopla. Such a situation might present a strong disincentive to growth and is obviously beyond the direct control of the CDQP. This situation might be indirectly effected by the CDQP if the program succeeds in raising the quality and effectiveness of consultants in the Navy to such a degree that the Navy as a whole comes to respect and value the entire HRM Support System more.

Another possible growth inhibiting factor is the training capability of the Centers. It can take up to a year to qualify at the fundamental competency level. Since normal tour length is two or three years, the program makes large demands on the resources of individual Centers.

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The program is also designed to provide ongoing quality assurance for evaluation and training. It definitely provides a method of documenting evaluation and training. Whether this documentation process assures quality depends on how seriously it is taken and how much agreement there is on the original definitions. Right now it is being taken very seriously and there is a great deal of agreement on the working terminology.

In summary, the program does build on basis skills and knowledge and it does encourage professional growth. The levels of qualification are distinct and progressive at the lower end, but less so at the top.

3. The Products

The CDQP produces qualified consultants and an information system on the qualification process. The goals for the products of the CDQP listed in the HRMSYS PAC brief are:

1. That the qualification levels of the consultants will be standardized throughout the system.
2. That SYSPAC will be able to monitor the capabilities of the Centers with the information system.
3. That the information system will allow efficient use of training and education resources.

The program sponsor also has the goal of upgraded capability for those presently in the field in accordance with the new curriculum being taught at Memphis.

The instruction provides a common vocabulary complete with definitions. This is a strong standardization tool in itself. It also gives SYSPAC and SYSLANT the certification authority for all Senior and Master Consultants which will also allow for greater standardization. Standardization will allow comparability which will

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make it possible to know what a Centers total capability is from the Command Qualification Summary. Thus, capability can be monitored Center by Center.

The instruction provides not only a method for recording and reporting on training sources but also a standard by which to measure their usefulness. Having a single location for all of this information for the Systems gives the Centers greater flexibility in addressing their needs and also assures that the information will not be lost if knowledgable people are transferred.

The CDQP uses a model that is similar to the model for the curriculum at the HRM School. Since it requires that personnel on board at the implementation date of the instruction be assessed against the instruction's stated criteria within 30 days, it lets people in the field know where they stand in terms of the new methodology. This allows for a rapid upgrading of existing capabilities, since individuals will know exactly what they are lacking. If people in the field were "grandfathered" or automatically assigned to a certain qualification level based on seniority or rank it could take years for the qualification levels to be completely standardized.

In summary, the program provides a format for measuring, standardizing, and monitoring the capabilities of the Centers. In the Pacific Fleet it creates a body of information on training and education sources that didn't exist before. Training is not part of the instruction in the Atlantic Fleet, although it is expected that a close link will be developed between the LANTFLT CDQP and their training program.*

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*Throughout this thesis no mention has been made of HRMSYS Europe. It is assumed that they will have a CDQP when the Navy-wide program is developed, if not sooner.

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IV. CONCLUSIONS, RECOMMENDATIONS

The Navy's CDQP, in the words of one of its creators, "may well be the boldest program ever." [Ref. 11]. Indeed, it may be one of the very few OD certification programs in existance. There is no shortage of training and education programs in the field of organization development, but the field has traditionally suffered from a lack of formal certification.

Another important point, again in the words of a participant in the process, "It's the first time, system-wide, that we have come up with agreement about a standardization towards consultant's qualifications with not just token agreement....agreement with enthusiasm." [Ref. 11]. Much of this accomplishment is due to the process that produced the CDQP.

The first annual review in September of 1984 will be a critical event for several reasons. By then the first graduates of the new HRM School curriculum will have been in the field for several months. The system will then have some information on how appropriate the CDQP is for those people and how effective it is for the people already in the field. The information on the Pacific and Atlantic CDQPs will be important for the development of the Navy-wide CDQP. Also there should also be enough information available for the people in the system to ask some tough questions. At present there is an understandable reluctance to tamper with the program. It is "the brainchild of the more prolific and pragmatic minds of the HRM system..," [Ref. 20] and it is, after all, still comparatively untried.

Some of the questions that it will be important to ask at that stage are: What does innovation in organization development look like? How vital, valuable, and necessary is it? How will it be measured? These questions are important because the system needs a common definition of innovation if it is to have common definitions for Senior Consultant and Master Consultant.

The validity and relevance of each qualification level is important to the program. Where does a Graduate fall in terms of DOP ratings? Why does the Intern level exist? Is it necessary? How is a Master Consultant different from a Senior Consultant? Does the CDQP produce Master Consultants? (Are they born or made?) The more inherently logical and useful each level is, the easier they will be to standardize.

Is there still "stretch" in the Program? Is it clear in what direction the system would like to stretch?

Individuals entering the system should look to the implementing instruction of their Center for clarification of relevant terms, and perhaps expect guidelines to be less clear at the upper levels. Commanding Officers of Centers might find it fruitful to define what an ideal consultant means to them. The more clearly it can be defined, the easier it will be to develop. The Commanders of the Systems might find it fruitful to systematize their thinking concerning the Master Consultant Qualification Level. Is five percent Master Consultants out of the total subspecialty population a serious, or more importantly, a realistic estimate? If so, is it a quota or a goal? How is a Master Consultant different from a Senior Consultant? Designation of an individual as a Master Consultant means that person will be recognized at the system level as a resource for ad hoc groups and the Training Support Teams. What will motivate the CO of a busy and perhaps understaffed

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Center to provide the type of training opportunities an individual needs to qualify as a Master Consultant if that means the CO may have to do without that individual's services occasionally once s/he qualifies?

The HRM School and the Naval Postgraduate School now have a way of measuring the quality of their own output. They might find it valuable to formalize a feedback loop from the data that can be gathered from the system with the CDQP in place. The program sponsor now has a way to make retouring in the subspecialty valuable to the system since mediocre performers can be identified and thus prevented from returning. It would now be worthwhile to make retouring in the subspecialty valuable to the individual, since in the past it has not been a career-enhancing subspecialty. In the civilian world there is no equivalent to the CDQP. It has been described as a practicum but is actually closer to the internship that physicians go through. It may not be directly applicable to the civilian world but is certainly worth watching since the OD field has long suffered from a lack of certification procedures.

There are many fruitful areas for further research. A comparison of the CDQP implementing instructions of the individual Centers would be enlightening. Are they really producing a standardized product? What percentage of commonality is being produced at each level? For example, do all Consultants look alike, but no two Master Consultants speak the same language? At what level of development are specialists more valuable to the system than generalists, if any?

Creativity and innovation in organization development is an area worthy of more examination. How vital is it to the problem solving process, or, for that matter, the entire organization change process? Can its contribution to CD be measured? Can it be taught?

The Consultant Development and Qualification Program as
a way of measuring the behavior of consultants may be the
first step toward measuring the benefits of the HRM system
to the Navy. The system will have "a grace period of a few
years" [Ref. 21] in which to get the reorganization in place
and then will be expected to display improved effectiveness.
In 1981 when the Naval Audit Service was requested to do a
cost-benefit analysis of the HRMSS they responded that the
state of the art would not permit objective measurement of
most HRM activities. The CDQP may be the first step toward
a new state of the art.

APPENDIX A
GLOSSARY OF ACRONYMS

AOC . . . . . . .Area of Capability

CDQP . . . . . .Consultant Development and Qualification
           Program

CINC . . . . . .Commander in Chief

CNO . . . . . .Chief of Naval Operations

CO . . . . . . .Commanding Officer

*COMHRMSYS PAC .Commander, Human Resource Management
           System Pacific

COMOESYS PAC . .Commander, Organizational Effectiveness
           System Pacific

CQL . . . . . .Consultant Qualification Level

DOP . . . . . .Degree of Proficiency

HRAV . . . . . .Human Resource Availability cycle

HRM . . . . . .Human Resources Management

*HRMC . . . . . .Human Resource Management Center

*HRMD . . . . . .Human Resource Management Detachment

*HRMSS . . . . .Human Resources Management Support System

HRMSYSLANTINST .Human Resource Management System
           Atlantic Instruction

HRMSYSPACINST .Human Resource Management System
           Pacific Instruction

OD . . . . . . .Organization Development

OE . . . . . . .Organization Effectiveness

OEC . . . . . .Organization Effectiveness Center

OINC . . . . . .Officer-in-Charge

PDP . . . . . .Professional Development Plan

SYSLANT . . . .Atlantic System

SYSPAC . . . .Pacific System

*Obsolete terminology: HRM is now OE.

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APPENDIX B

HRMSYSPAC INSTRUCTION 1500.1

DEPARTMENT OF THE NAVY
HUMAN RESOURCE MANAGEMENT CENTER PEARL HARBOR
BOX 65, NAVAL STATION
PEARL HARBOR, HAWAII 96860

IN REPLY REFER TO
HRMSYSPACINST 1500.1
N03:SHB:WP1:jak
20 OCT 1983

HUMRESMANSYS PAC INSTRUCTION 1500.1

Subj: Consultant Development and Qualification Program

Ref: (a) HUMRESMANCEN Pearl Harbor HI 310035Z MAR 83

Encl: (1) CDQP Qualification Criteria
        (2) Rewards and Recognition Procedures
        (3) Guidelines for Personnal Professional Development Planning
        (4) CDQP Training Requirements/Resource Support

1. **Purpose**. To promulgate and implement a Consultant Development and Quali-
fication Program (CDQP).

2. **Scope**. The provisions of this instruction apply to all Pacific Fleet
Human Resource Management Centers (HRMC's).

3. **Discussion**

    a. **Background**. Reference (a) established a task force to design a
Pacific Fleet standard CDQP for use by all Pacific Fleet HRMC'S as a standard
guide for the development and qualification of assigned operational personnel,
building on basic skills and knowledge obtained through graduation from
service schools, completion of previous HRM tours of duty and pertinent
civilian education.

    b. **Program Overview**. The CDQP is designed to provide a systematic
framework that ensures continuing growth of operational personnel in specific
knowledge and skill areas. The CDQP also provides a review and certification
program composed of five distinct and progressive levels of qualification
defined in enclosure (1). The requirements of each qualification level are
satisfied by achieving specified degrees of proficiency as set forth in
enclosure (1).

    (1) **Rewards and Recognition**. Enclosure (2) addresses action to properly
recognize personnel who achieve each successive level of qualification and
provides samples of recognition letters and certificates.

    (2) **Person al Professional Development Guidelines**. Enclosure (3) provides
planning considerations to be used when coaching operational personnel.

    (3) **Resource Requirements**. Existing procedures, policies, and availabil-
ity of funds have not provided for necessary resources in a consistent manner.
Enclosure (4) addresses resource consideration required to sustain the CDQP,
provides Training Evaluation/Documentation/Resources forms, and addresses
purpose/membership/tasking of Training Support Teams.

4. <u>Action</u>. Commanding Officers of all Pacific Fleet HRMC's will:

a. Develop command implementation plan and specific standards to meet criteria for qualification and submit to Commander, Human Resource Management System Pacific for information, review and support.

b. Initiate action to ensure all operational personnel participate in the CDQP.

c. Ensure operational personnel receive timely assessment and recognition as qualifications are achieved. Those personnel on board at implementation date are required to be assessed against stated criteria within 30 days.

d. Provide for periodic review of this instruction and forward comments for improvement to COMHUMRESMANSYS PAC annually by 30 September and as occurring, ensuring that feedback is solicited from all operational personnel participating in the program.

e. Ensure that training requirements necessary to maintain the CDQP are adequately documented for support by Commander Human Resource Management System Pacific.

f. Identify and track aggregate CDQP levels to provide a system-wide proficiency status for Commander Human Resource Management System Pacific.

g. Provide documentation and overall status of Command CDQP for review during Command Inspection by Human Resource Management System Pacific.

h. Provide recommendations for incorporating client feedback on system performance and consultant readiness to Commander Human Resource Management System Pacific to enhance CDQP viability.

P. F. RYAN

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CDQP QUALIFICATION CRITERIA

1. CDQP Rationale. The CDQP is designed to:

    a. Describe the critical range of standard capabilities and performance qualifications required of operational personnel.

    b. Establish a systematic development process that builds on basic skills and knowledge obtained through service schools, previous HRM tours, Navy experience and civilian education, and through which consultant qualification levels are achieved.

    c. Provide a comprehensive framework to ensure continuing personal and professional growth of operational personnel that encourages and rewards individual initiative.

    d. Establish an ongoing quality assurance system for review, evaluation, and training that will strengthen and sustain the quality of services provided to a diverse range of client commands and systems.

2. Matrix Intent. Managers, supervisors, and other operational personnel can use the CDQP Qualification Matrix as a planning guide for determining activities required to achieve and maintain an optimum level of Center capability. They may also use the matrix to counsel personnel when initiating and reviewing professional development plans. Individuals may use the matrix to gain an overview of mission essential areas of capability when designing or revising personal objectives.

3. Matrix Overview. The CDQP is composed of five distinct and progressive levels of consultant qualification. The first represents completion of basic training. The next two levels represent fundamental competency; the fourth and fifth levels represent advanced competency. The matrix integrates the relationship between "Areas of Capability," "Consultant Qualification Levels," and "Degrees of Proficiency." Within each level of consultant qualification, various degrees of proficiency are required in each area of capability.

4. Definition and Integration of Terms. The definitions and interrelationship of the elements summarized on the matrix include:

    a. Areas of Capability (AOC). Specific categories of professional activity required before, during or after an intervention: mission essential services provided by operational personnel.

    b. Degrees of Proficiency (DOP). Each area of capability within the various qualification levels carries with it a requisite degree of proficiency. DOP certification is based on the quality of observed performance and may require more than one observation. Certification at a specific degree of proficiency is considered to include satisfaction of all lower DOP requirements. Authorization to certify degrees of proficiency may be delegated to qualified individuals who have achieved a higher DOP than the one they are observing and certifying. DOP-4 certification remains the responsibility of

the Center Commanding Officer based on recommendations from others with DOP-4 certification in the specified capability. The four degrees of proficiency are:

DOP-1 - The individual is required to demonstrate basic knowledge and understanding of the purpose and expected outcomes of the capability. This capability may be gained through previous training, assigned reading, activity observation or local indoctrination programs.

DOP-2 - The individual begins to apply the knowledge in routine situations with some assistance and guidance. This may be accomplished through limited participation in activities. The individual may also lead or complete an activity under direct supervision.

DOP-3 - The individual has demonstrated consistent performance and the ability to use relevant experience in the application of the required capability and can perform independently in all but the most unusual circumstances.

DOP-4 - The individual performs independently. Demonstrates superior performance, and creates innovative adaptations within the required capability.

c. Consultant Qualification Levels (CQL). A summary description of individual achieved performance level. They provide common graduated reference points through which the HRM system can standardize, review, train, and evaluate system needs and capabilities. The five consultant qualification levels are:

GRADUATE - Entry level graduate from HRM School/EOMI; has not qualified for intern.

INTERN - Works with guidance and supervision of more qualified personnel; has completed qualification criteria for the intern level and possesses a basic understanding and knowledge of OD principles and exhibits minimum ability to employ appropriate skills.

CONSULTANT - Works with minimum guidance and supervision of more qualified personnel; has completed qualification criteria for the consultant level; has a working knowledge of organizational models, change theories and processes; and understands and applies a variety of consulting skills to core field activities.

SENIOR CONSULTANT - Works independently from, in conjunction with, or as a supervisor for other OD Personnel; has completed qualification criteria for the Senior Consultant level; has a thorough knowledge of all applicable OD skills; has highly developed interpersonal communication skills, and is capable of conducting a complete OD process or intervention.

MASTER CONSULTANT - Works independently from, in conjunction with, or as a supervisor for other OD personnel. Additional responsibilities may include use as a resource for innovative initiatives, a mentor, and a leader of Training Support Teams. Has completed qualification criteria for the

Enclosure (1)

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Master Consultant level. Possesses more sophisticated consulting expertise and is skilled at working with senior leadership levels.

5. Qualification Level Certification. To be certified at a given level, all qualification criteria for all subordinate levels must have been satisfied. All recommendations for certification at a specific qualification level shall be reviewed in accordance with local Center procedures.

Classification at the GRADUATE level is automatic on graduation from HRM School/EOMI and assignment to a Pacific HRMC. Certification at the INTERN level will be accomplished by the Team Leader or equivalent supervisor. Certification at the CONSULTANT level shall be granted by the Center Commanding Officer in accordance with local Center procedures. Recommendations for SENIOR and MASTER CONSULTANT certification shall be submitted by the Center Commanding Officer for approval by COMHRMSYS PAC. It is intended that criteria for qualification as a MASTER CONSULTANT will be so stringent that only those experienced consultants of the highest caliber will receive certification.

6. Certification Timeframes. It is recognized that provisions for strict timeframes for certification is problematic because of such variables as scheduling opportunities, personal skills and unique external demands. The following is offered to assist personnel in assessing CDQP progress:

    a. GRADUATE - Automatic on graduation from HRM School/EOMI and assignment to a Pacific HRMC.

    b. INTERN - A timeframe of up to three (3) months from reporting date is prescribed as adequate to achieve this level of qualification.

    c. CONSULTANT - A timeframe of an additional nine (9) months is prescribed as adequate to achieve this level of qualification dependent upon the variables cited above.

    d. SENIOR CONSULTANT - This qualification level will be achieved by those motivated personnel who demonstrate advanced consulting skills and the ability to function independently. No timeframe is established.

    e. MASTER CONSULTANT - This qualification level may be achieved on a first operational tour only by exceptional personnel.

7. Special Consideration. Personnel having job assignment or training disparities, i.e. Equal Opportunity Program Specialist, that limit opportunities for achieving a specified DOP required for a specific qualification level may negotiate alternatives in their development plan on a case basis. Likewise, those personnel with exceptional educational/ experiential backgrounds may be expected to qualify at an accelerated rate. In those cases where previously qualified personnel are returning to the HRM program after an intervening tour, they will be assessed and re-qualified as deemed appropriate by the Commanding Officer.

Enclosure (1)

8. __Qualification Activity Record (QAR) (Individual)__. (Enclosure (1), pp. 7-19) A program guide and activity accomplishment record shall be maintained by operational personnel. A completed record will contain the evaluation method, initials of certifying personnel, dates of achievement and comments relating to the conditions of the certification.

9. __Unit Qualification Summary__. (Enclosure (1), p. 20) Provides a means to track and access overall unit capability to perform mission essential services. The summary records degrees of proficiency achieved for all capabilities by individuals and provides a unit profile of collective capabilities. This summary will be submitted to COMHRMSYS PAC without specifying personnel names, as required for the Management Information System.

10. __Training Evaluation/Documentation/Resources Summary__. (Enclosure (4) pp. 3-5) Provides a means to evaluate, document and support training/resources in support of CDQP.

Enclosure (I)

CDQP QUALIFICATION CRITERIA MATRIX

CONSULTANT QUALIFICATION LEVELS

AREAS OF CAPABILITY

		INTERN	CONSULTANT	SENIOR CONSULTANT	MASTER CONSULTANT
A.	**MARKETING**				
A.1	Develop Marketing Strategy Program	1	1	1	2
A.2	Implement Marketing Program	1	1	1	2
A.3	Assess & Evaluate HRMC Marketing Program	1	1	1	1
B.	**CONTRACTING**				
B.1	Conduct Scouting	2	3	3	4
B.2	Conduct Entry Activities	1	2	4	4
B.3	Conduct Negotiation	1	2	4	4
B.4	Achieve Closure	1	2	4	4
C.	**DIAGNOSING CLIENT SYSTEM**				
C.1	**Collect data from client system**				
C.1.1	Conduct Interviews	2	3	4	4
C.1.2	Design & Administer Instruments	2	3	3	4
C.1.3	Review Historical Data	1	3	3	4
C.1.4	Conduct Unobstrusive Observations	2	3	4	4
C.2	**Analyze & Interpret Data**				
C.2.1	Analyze Data	2	3	3	3
C.2.2	Interpret Data	1	3	4	4

Enclosure (1)

	INTERN	CONSULTANT	SENIOR CONSULTANT	MASTER CONSULTANT
C.3 Feedback Analysis and Interpretation of Data to Client				
C.3.1 Design Feedback Package	2	3	4	4
C.3.2 Present Feedback Package	1	2	3	4
D. IMPLEMENTING ORGANIZATIONAL CHANGE PROCESS				
D.1 Intervention Design				
D.1.1 Determine Intervention Strategy	1	2	3	4
D.1.2 Design Intervention	1	2	3	4
D.2 Intervention Delivery				
D.2.1 Demonstrate Facilitation Skills	2	3	4	4
D.2.2 Demonstrate Instructional Skills	2	3	4	4
D.2.3 Demonstrate Logistics Management Skills	2	3	3	4
D.2.4 Demonstrate Coaching/ Counseling/Mediation Skills	1	2	3	4
D.2.5 Integrate Co-ordinate of Activities	1	2	3	4
E. EVALUATING OD OPERATION				
E.1 Develop Evaluation Plan	1	2	3	4
E.2 Collect & Analyze Evaluation Data	2	3	4	4

Enclosure (1)

QUALIFICATION ACTIVITY RECORD (QAR) UTILIZATION

1. <u>QAR Overview</u>. The QAR (Encl (1), pp. 8-19) provides a means by which individuals may record and designated evaluators may critique the individual's qualification progress. The QAR expands on the CDQP matrix by providing examples of the scope of activities which comprise each area of capability. The examples may be further refined as necessary to meet individual Center training needs/capabilities.

2. <u>Instructions</u>. The QAR should be used as follows:

a. The name, reporting date and PRD shall be recorded by each individual in the space indicated on the first page. Each individual will have the access to their QAR's at all times.

b. The four blank lines below each area of capability sub-set under the Qualification Criteria column are designed to accommodate an activity at each performance level, one through four. Specific activities are to be selected by each Center to correspond with Degrees of Proficiency (DOP) Performance requirements as outlined in enclosure (1). For example, an individual may "observe an activity" for DOP-1 certification, and later "lead or assist a related activity" for DOP-2 certification.

c. Dashed lines under the column labeled "Degree of Proficiency" provide a means to check-off or certify successful completion of each activity and readily identify the level achieved. The evaluator's initial and date should be used. This will facilitate later clarification of individual strengths and weaknesses for subsequent evaluators.

d. The use of additional space for "Critique" comments (margins, reverse side, etc.) is encouraged.

e. A sample is provided below.

Qualification Criteria for: Degree of PROFICIENCY
LT O. D. EFFORT   SEP 1980   SEP 1983
                          Date Reported   PRD   1   2   3   4

A. MARKETING

A.1 Develop Marketing Strategy (1, 1, 1, 2)

   a. Discuss current Center marketing plan for
      units/ISICs/other.

                                                       DWB
   Comment/Achievement Method: 1 - Discussed Center   9/80 ___ ___ ___
   Market Plan with OPS
   2 - Participated in Center Marketing Planning Session ___ 5/83 ___ ___

Enclosure (1)

Qualification Criteria for: Degree of PROFICIENCY
                                                          1   2   3   4
_____
                    Date Reported   PRD

A. MARKETING

    A.1 Develop Marketing Strategy (1, 1, 2, 2)

        a. Discuss current Center marketing plan
            for units/ISICs/other.

        Comment/Achievement Method
        _____
        _____
        _____
        _____

        b. Read/discuss HRM Journal Spring/Summer
            81 article "Marketing OD"

        Comment/Achievement Method
        _____
        _____
        _____
        _____

    A.2 Implement Marketing Program (1, 1, 2, 2)

        a. Discuss current Center marketing procedures.

        Comment/Achievement Method
        _____
        _____
        _____
        _____

        b. Review file data as available (ltrs, msgs,
            briefs, brochures)

        Comment/Achievement Method
        _____
        _____
        _____
        _____

    A.3 Assess/Evaluate Marketing Program (1, 1, 2, 2)

        a. Discuss/review Center marketing activities
            for purpose of assessing marketing strategy.

        Comment/Achievement/Method
        _____
        _____
        _____
        _____

Enclosure (1)

Qualification Criteria for: Degree of PROFICIENCY

	Date Reported	PRD	1	2	3	4

B. CONTRACTING

   B.1 Conduct Scouting (2, 3, 3, 4)

    a. Demonstrate ability to collect relevant
       client system information

   Comment/Achievement Method

    b. Pre-entry strategy using scouting
       information.

   Comment/Achievement Method

   B.2 Conduct Entry Activities (1, 2, 4, 4)

    a. Demonstrate understanding of entry
       strategy/models tactics and goal setting.

   Comment/Achievement Method

    b. Participate in entry activities at various
       echelon levels.

   Comment/Achievement Method

   B.3 Conduct Negotiation (1, 2, 4, 4)

    a. Demonstrate the ability to conduct an
       initial visit.

   Comment/AchievementMethod

Enclosure (1)

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Qualification Criteria for: Degree of PROFICIENCY

           Date Reported   PRD   1   2   3   4

b. Demonstrate the ability to identify needs
of client organization.

Comment/Achievement Method

c. Conduct goal setting to identify desired
outcomes of intervention.

Comment/Achievement Method

B.4 Achieve Closure (1, 2, 4, 4)

a. Demonstrate ability to identify successful
and unsuccessful strategy and tactics
employed during initial visit.

Comment/Achievement Method

b. Develop a memorandum of understanding (MOU)
that encompasses points resulting from the
client entry meeting(s).

Comment/Achievement Method

c. Obtain client closure on MOU.

Comment/Achievement Method

Enclosure (1)

Qualification Criteria for: Degree of PROFICIENCY
                                                          1   2   3   4
───
                    Date Reported   PRD

        (1) Exhibit flexibility to modify/revise MOU
            to address situation client needs.

    Comment/Achievement Method   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────

DIAGNOSE CLIENT SYSTEM

    C.1   Data Collection

    C.1.1 Conduct Interviews (2, 3, 4, 4)

        a. Demonstrate the ability to collect, collate,
            analyze interview data (one on one/group
            interviews).

    Comment/Achievement Method   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────
    ───────────────────────────────────────

        b. Demonstrate the ability to identify the
            possible presence/absence of hidden agenda
            in collection of interview data.

    Comment/Achievement Method   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────
    ───────────────────────────────────────

    C.1.2 Design and administer instruments (2, 3, 3,
          4)

        a. Demonstrate the ability to administer data
            gathering instruments.

    Comment/Achievement Method   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────   ─ ─ ─ ─
    ───────────────────────────────────────
    ───────────────────────────────────────

                                                          Enclosure (1)

Qualification Criteria for: Degree OF PROFICIENCY
                                                                1   2   3   4

| Date Reported | PRD |

HRM Survey (code, administer, process,
analyze, diagnose).

_____ Comment/Achievement Method _____   — —   — —   — —   — —
_____   = =   = =   = =   = =
_____   = =   = =   = =   = =
_____   — —   — —   — —   — —

Develop client centered supplemental
questions.

_____ Comment/Achievement Method _____   — —   — —   — —   — —
_____   = =   = =   = =   = =
_____   = =   = =   = =   = =
_____   — —   — —   — —   — —

Conduct organization assessments (S/A, EO,
Retention).

_____ Comment/Achievement Method _____   — —   — —   — —   — —
_____   = =   = =   = =   = =
_____   = =   = =   = =   = =
_____   — —   — —   — —   — —

Transition Questionnaire.

_____ Comment/Achievement Method _____   — —   — —   — —   — —
_____   = =   = =   = =   = =
_____   = =   = =   = =   = =
_____   — —   — —   — —   — —

C.1.3 Demonstrate the ability to collect
      historical data from a client system
      (e.g. Review of 3M data reports, inspection
      grades, retention statistics, etc.). (1, 3,
      3, 4).

_____ Comment/Achievement Method _____   — —   — —   — —   — —
_____   = =   = =   = =   = =
_____   = =   = =   = =   = =
_____   — —   — —   — —   — —

Qualification Criteria for: Degree of PROFICIENCY

Date Reported	PRD	1	2	3	4

C.1.4. Demonstrate the ability to collect
unobstrusive data (observe day to day
activities in a client system and extract
relevant information). (2, 3, 4, 4)

Comment/Achievement Method

C.2   Analyze and Interpret Data

C.2.1 Demonstrate the ability to analyze appropriate
forms of data (2, 3, 3, 3)

a. HRM Survey - gap difference, causal
relationships, frequency distribution,
normative comparison (unit and aggregate),
demographic trends of paygrade, race, age,
sex.

Comment/Achievement Method

b. Interviews - significant trends, intensity
levels, agendas, etc.

Command/Achievement Method

c. Other assessment Information.

Command/Achievement Method

Enclosure (1)

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Qualification Criteria for: Degree of PROFICIENCY

	Date Reported	PRD	1	2	3	4

    d. Unobtrusive data.

Comment/Achievement Method

_____

_____   — — — —

_____

C.2.2 INTERPRET DATA (1, 3, 4, 4)

    a. Demonstrate the ability to interpret data
        from collect various sources (survey.
        interview, observation, assessment, etc.)
        and make appropriate cross-references for
        use in the feedback package.

Comment/Achievement Method

_____

_____   — — — —

_____

C.3.1 DESIGN FEEDBACK PACKAGE (2, 3, 4, 4)

    a. Demonstrate the ability to design an
        appropriate feedback package based on the
        collated results of various forms of data.

Comment/Achievement Method

_____

_____   — — — —

_____

C.3.2 PRESENT FEEDBACK PACKAGE (1, 2, 3, 4)

    a. Demonstrate the ability to deliver a
        feedback package/presentation to the
        client that provides understanding,
        ownership, and involvement.

Comment/Achievement Method

_____

_____   — — — —

_____

Enclosure (1)

Qualification Criteria for: Degree of PROFICIENCY

_____Date Reported_____PRD_____   1   2   3   4

    b. Demonstrate the ability to deliver feedback
        package/presentation for varying levels within
        the organization (i.e. upper, middle, lower).

Comment/Achievement Method

D.   IMPLEMENTING ORGANIZATIONAL CHANGE PROCESS

D.1   Intervention Design

D.1.1 Determine intervention strategy (1, 2, 3, 4)

    a. Demonstrate the ability to apply OD theories
        in practical situations.

Comment/Achievement Method

    b. Demonstrate the ability to identify desired
        outcomes and select appropriate strategies.

Comment/Achievement Method

D.1.2 Design Intervention (1, 2, 3, 4)

    a. Develop a model that supports intervention
        strategy.

Comment/Achievement Method

Enclosure (1)

Qualification Criteria for: Degree of PROFICIENCY

	Date Reported	PRD	1	2	3	4

    b. Demonstrate the ability to translate OD
theories into workshops and activities
to help client commands. (e.g. write plans,
lesson guides, etc.).

Comment/Achievement Method

D.2   Intervention Delivery

D.2.1 Demonstrate facilitation skills. (2, 3, 4, 4)

    a. Demonstrate facilitator skills that indicate
the ability to surface hidden agenda,
appropriately handle dysfunctional attitudes or
behaviors, and accurately assess the level of
group development.

Comment/Achievement Method

D.2.2 Demonstrate Instruction Skills (2, 3, 4, 4)

    a. Demonstrate instructional skills to deliver
content oriented workshop. (e.g. Time Management,
Effective Meetings, Communication, etc.).

Comment/Achievement Method

    b. Demonstrate the ability to conduct content
workshops to include the use of all available
audio/visual aids and a variety of methodologies.

Command/Achievement Method

Enclosure (1)

Qualification Criteria for: Degree of PROFICIENCY

	Date Reported	PRD	1	2	3	4

   c. Demonstrate the ability to adapt material
or methodology to the participant's level
of understanding and classroom environment.

Comment/Achievement Method
_____

D.2.3 Demonstrate Logistics Management Skills
(2, 3, 3, 4)

   a. Demonstrate the ability to prepare for work-
shop set-up. (e.g. materials, seating
arrangements, audio/visual equipment etc.).

Comment/Achievement Method
_____

   b. Demonstrate the ability to plan and
execute activities off site. (e.g.
TAD, client's environment).

Comment/Achievement Method
_____

D.2.4 Demonstrate Coaching/Counseling/Mediation
Skills (1, 2, 3, 4)

   a. Demonstrate the ability to understand and
apply the theories relating to counseling,
negotiation, etc. (e.g. discuss or role play).

Comment/Achievement Method
_____

Enclosure (1)

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Qualification Criteria for: Degree of PROFICIENCY

Date Reported	PRD	.	2	3	4

D.2.5 <u>Integrate and Coordinate Activities</u> (1, 2, 3, 4)

    a. Demonstrate the ability to plan and
        execute multi activity operations.

Comment/Achievement Method

_____

    b. Demonstrate flexibility in the intervention
        implementation to meet situational changes
        in the client environment.

Comment/Achievement Method

_____

E. EVALUATING OD OPERATION

E.1 Develop Evaluation Plan (1, 2, 3, 4)

    a. Develop an evaluation plan to determine
        effectiveness of the intervention process.

Comment/Achievement Method

_____

E.2 Collect and Analyze Evaluation Data (2, 3, 4, 4)

    a. Conduct meeting to determine the client's
        assessment of intervention effectiveness.

Comment/Achievement Method

_____

Enclosure (1)

Qualification Criteria for: Degree of PROFICIENCY

                    Date Reported   PRD   1   2   3   4

   b. Compare MOU outcomes with intervention
      outcomes.

Comment/Achievement Method   ___ ___ ___ ___

   c. Collate and analyze evaluation data.

Comment/Achievement Method   ___ ___ ___ ___

   d. Write an evaluation report describing the
      impact of the intervention on the client
      system.

Comment/Achievement Method   ___ ___ ___ ___

   e. Complete required reports as required by
   directives. (e.g. NPRDC Team Leader Evaluation
   Report)

Comment/Achievement Method   ___ ___ ___ ___

Enclosure (1)

QUALIFICATION SUMMARY

_____ COMMAND

CAPABILITY AVERAGE	TOTAL								NAME, RATE/RANK	DATE RPT(C)	I	C	SC	MC			
									A.1	MKT STRATEGY							A. MARKET
									A.2	MKT IMPLEMENT							
									A.3	MKT EVAL							
									B.1	SCOUT							B. CONTRACT
									B.2	ENTRY							
									B.3	NEGOTIATION							
									B.4	CLOSURE							
									C.1.1	INTERVIEW					C.1 COLLECT		C. DIAGNOSE
									C.1.2	INSTRUMENTS							
									C.1.3	HISTOR. DATA							
									C.1.4	OBSERVATIONS							
									C.2.1	ANALYZE					C.2 ANALYZE		
									C.2.2	INTERPRET							
									C.3.1	DESIGN F/B					C.3 F/B		
									C.3.2	PRESENT F/B							
									D.1.1	INTRVW STRAT					D.1 DESIGN		D. IMPLEMENT
									D.1.2	INTRVN DESGN							
									D.2.1	FAC. SKILLS					D.2 DELIVER		
									D.2.2	INST. SKILLS							
									D.2.3	LOGIS MGMT							
									D.2.4	COACH/COUNSEL							
									D.2.5	COORD. ACT							
									E.1	EVAL PLAN							E. EVAL
									E.2	ANALYZE EVAL							
										TOTAL/AVERAGE							

Enclosure (1)

Rewards and Recognition Procedures

Exact delineation of the rewards and recognition to be gained as a result of individual qualification are the responsibility of the respective HRMC. System policy will provide support for the following specific actions which are intended to comprise the core of rewards and recognition programs at individual centers.

Consultant (Level 3):

1. An appropriate letter of designation and certificate given by the Center Commanding Officer.

2. Appropriate PAO photos/news release.

Senior Consultant (Level 4):

1. Letter of designation and certification given by the Commander, Human Resource Management System Pacific.

2. Consideration for recommendation for participation in the NPS Advanced Course.

3. Recommendation to conduct professional training outside the home center.

4. Increased opportunity/responsibility.

5. Opportunity to conduct independent consulting operations and to participate in senior client interventions.

6. Award recommendation as appropriate for exceptional performance in tour of duty.

Master Consultant (Level 5):

1. Letter of designation, certificate and plaque given by COMHRMSYS PAC.

2. Consideration for recommendation for assignment as staff member at NPS Advanced Course.

3. Increased opportunity to pursue special studies/projects relating to overall system performance.

4. Maximum opportunity/responsibility.

5. Opportunity to conduct independent consulting operation with senior clients.

6. Funding to allow presentation of papers/training to professional OD organization external to the Navy.

Enclosure (2)

7. Award recommendation as appropriate.

8. Consideration for assignment as Training Support Team Leader.

Above is not intended to preclude special activities or applications by individual centers. Examples of appropriate certificates of qualification are included.

NO3:SHB:WP1:jak
1500
Ser

From: Commanding Officer, Human Resource Management Center
To:

Subj: Human Resource Management Specialist (Graduate) Designation

Ref: (a) COMHRMSYSPACINST 1500 (series)

Encl: (1) Certificate of Qualification

1. Pursuant to reference (a), you are designated a Human Resource Management
Specialist (Graduate) (HRMS (G)) as certified by enclosure (1).

2. This designation signifies your graduation from Human Resource Management
School/Equal Opportunity Management Institute and your entry into the Consul-
tant Development and Qualification Program (CDQP).

3. May this process be an exciting time of professional growth and develop-
ment for you.

Enclosure (2)

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HRMSYSPACINST 1500.1
20 OCT 1983

From: Commanding Officer, Human Resource Management Center
To:

Subj: Human Resource Management Specialist (Intern) Designation ·
Ref: (a) COMHRMSYSPACINST 1500 (series)

Encl: Certificate of Qualification

1. Pursuant to reference (a), you are designated a Human Resource Management Specialist (Intern) (HRMS (I)).

2. To achieve this designation you satisfactorily completed all academic and practical requirements. You demonstrated the requisite skills and capabilities to perform the specific duties of an HRMS (I).

3. Congratulations!

Enclosure (2)

N03:SHB:WP1:jak
1500
Ser

From: Commanding Officer, Human Resource Management Center
To:

Subj: Human Resource Management Specialist (Consultant) Designation

Ref: (a) HUMRESMANSYSPACINST 1500 (series)

Encl: (1) Certificate of Qualification

1. Pursuant to reference (a), you are designated a Human Resource Management Specialist (Consultant) (HRMS (C)) as certified by enclosure (1).

2. To achieve this designation you satisfactorily completed all academic and practical requirements. You demonstrated the requisite skills and capabilities to direct the efforts of other HRMS's when conducting limited intervention activities. Acknowledgement of this achievement will be made a part of your permanent service record.

3. Congratulations and Well Done!

Enclosure (2)

76

Department of the Navy

This is to certify that

(NAME, RATE/GRADE, USN)

has

satisfactorily completed the requirements for designation as

HUMAN RESOURCE MANAGEMENT SPECIALIST (CONSULTANT)

given at

HUMAN RESOURCE MANAGEMENT CENTER

(LOCATION)

19 ____

_____
Commanding Officer

NAVSO-12410/10 (Rev 2-78) SN 0104-LF-924-1050

Enclosure (2)

77

From: Commanding Officer, Human Resource Management Center
To:

Subj: Human Resource Management Specialist (Senior Consultant) Designation

Ref: (a) COMHRMSYSPACINST 1500 (series)

Encl: (1) Certificate of Qualification

1. Pursuant to reference (a), you are designated a Human Resource Management
Specialist (Senior Consultant) (HRMS (SC)) as certified by enclosure (1).

2. To achieve this designation you demonstrated your competence, knowledge,
and skill in all aspects of the Human Resource Management Specialist. Through
your efforts you significantly increased your value to yourself, this command,
and the U.S. Navy. With this designation you are entrusted to independently
conduct all intervention activities and direct the efforts of other consul-
tants and specialists. Your successful completion of all requirements iden-
tifies you as a person of significant initiative and motivation and distin-
guishes you as an outstanding performer among your contemporaries. Acknowl-
edgement of this achievement will be made a permanent part of your service
record.

3. Sincerest congratulations for the successful completion of this noteworthy
accomplishment!

Enclosure (2)

78

N03:SHB:WP1:jak
1500
Ser

From: Commanding Officer, Human Resource Management Center
To:

Subj: Human Resource Management Specialist (Master Consultant) Designation

Ref: (a) COMHRMSYSPACINST 1500 (series)

Encl: (1) Certificate of Qualification

1. Pursuant to reference (a), you are designated a Human Resource Management Specialist (Master Consultant) (HRMS (MC)) as certified by enclosure (1).

2. To achieve this designation you demonstrated your competence, knowledge, and skill in all aspects of the Human Resource Management Specialist. Through your efforts you significantly increased your value to yourself, this command, and the U. S. Navy. With this designation you are entrusted to independently conduct all intervention activities and direct the efforts of other consultants and specialists. Your successful completion of all requirements identifies you as a person of significant initiative and motivation and distinguishes you as an outstanding performer among your contemporaries. Acknowledgement of this achievement will be made a permanent part of your service record.

3. Sincerest congratulations for the successful completion of this noteworthy accomplishment!

Enclosure (2)

Department of the Navy

This is to certify that

(NAME, RATE/GRADE, USN)

has

satisfactorily completed the requirements for designation as

HUMAN RESOURCE MANAGEMENT SPECIALIST (MASTER/SENIOR CONSULTANT)

given at

PEARL HARBOR, HAWAII

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Commander, Human Resource
Management System Pacific

NAVSO-12410/10 (Rev 2-78) SN 0104-LF-924-1050

Enclosure (2)

GUIDELINES FOR PERSONAL PROFESSIONAL DEVELOPMENT PLANNING

1. All operational personnel shall develop personal professional development plan. These plans are to lead to achievement of the various qualification levels and identify other initiatives which support individual development. Thus, the professional development plan will fully integrate CDQP requirements.

2. In addition to CDQP requirements, some suggested areas for inclusion within individual development plans are:

    A. A professional reading program graduated in categories of:

        (1) Basic

        (2) Intermediate

        (3) Advanced

    This program should include provisions for evaluation of effort, applicability to mission related activities and sharing of findings with other operational personnel.

    B. Activities that would lead to a demonstrated knowledge and understanding of interfaces between elements of the HRMSS:

        (1) LMET (Attendance)

        (2) Family Service Centers

        (3) CAAC

        (4) NASAP/DSAP

        (5) Other appropriate or geographically required

        (6) CMEOP

    C. Activities that would lead to knowledge and understanding of associated areas of Navy organization, warfare specialties and other Navy program areas:

        (1) Ships/Squadrons (visits)

        (2) Operational readiness exercises

        (3) Unit scheduling and schedules (familiarization)

        (4) Navy organization structure (papers, readings or briefings)

        (5) Retention

D. Off-duty education in graduate/undergraduate organization development (OD) related fields.

3. Centers should encourage individual initiatives in the development of studies/projects in OD related professional areas. Such studies/projects will not only provide opportunities for individual recognition, but also provide for Navy-wide recognition of OD system contributions. Studies/projects selected will have broad scope and applicability, eg., new intervention, strategy, new developments to enhance operational effectiveness/readiness, OD evaluation techniques, Navy policy impact, etc.

A. Criteria for project assignment/approval should encompass the following:

(1) Individuals should be qualified OD Consultants.

(2) Individuals should be subject matter experts in the project area.

(3) Project approval should be based on potential gain for the individual, the Center, the System, and in the Navy.

B. High quality achievements may be recognized via presentations at:

Advanced HRM, OD Network, American Society for Training and Development (ASTD); or publication submissions to: HRM Journal, Training HRD Magazine, OE Communique, Naval Institute Proceedings etc., or for system adoption via HRM Development Center. (See enclosure (2)).

Enclosure (3)

TRAINING REQUIREMENTS/RESOURCE SUPPORT

1. The CDQP provides for individual professional qualification. Additionally, a plan for responding to state-of-the-art training needs generated by CDQP is a primary requirement. This plan should identify resources both internal and external to the Navy OD System. It is not intended that this plan address other areas of learning such as GMT, training of civilians or other areas not directly related to CDQP requirements. Resource requirements and funding considerations should include the following:

    A. Per diem, travel, and tuition fees for professional training both on and off site.

    B. Center membership in appropriate professional organizations (e.g., ASTD, OD Network, etc.).

    C. Acquisition of appropriate professional publications.

    D. Acquisition of media (e.g., VTR tapes, films, etc.).

2. Sources (other than own Center) for consideration in meeting training requirements may include, but are not limited to:

    A. NPS Monterey.

    B. Other Centers.

    C. Training Support Teams.

    D. Colleges/Universities.

    E. Private contractor.

    F. Non-profit foundation. (i.e. Center for Creative Leadership, Kellogg Institute, etc.).

    G. Professional organizations.

        (1) ASTD

        (2) OD Network

        (3) Society for International Education Training and Research (SIETAR).

    H. Other government organizations. (i.e. USA OE School, ONR, etc.).

3. Criteria for attendee selection may include the following:

    A. Time onboard/time remaining onboard.

   B. CDQP level

   C. Ability to apply training/train others.

   D. Fill performance gaps in individual and Center capability.

   E. Relation to purpose of training/mission.

   F. Applicability to client needs.

      (1) Present

      (2) Future.

   G. Funding level/source.

4. System feedback of completed training both internal and external will be accomplished by means of the Training Evaluation/Documentation/Resource Summary (enclosure (1) pages 5-19). All Centers are encouraged to submit local use Evaluation Forms in lieu of enclosure (1) pages 5 and 6 if they can be related directly to CDQP.

5. The following matrix is a suggested minimum for off-site training in Centers in support of CDQP standards.

	Number of Personnel (Annually)					
	PH	SD	AL	SU	WH	YO
LOCAL	18	24	12	12	12	15
OUT OF AREAS	9	12	6	6	6	7
SEMINARS/MEETINGS	4	4	4	4	4	4
ADVANCED HRM (NPS)	2	2	2	2	2	2

LOCAL - One day or less - No Travel

OUT OF AREA - More than one day. Travel and Per Diem Involved. Estimate 4 days average per session.

SEMINARS/MEETINGS - More than one day. Travel and Per Diem Involved. E.G. ASTD, ODN, OJA1, HRD83, OD34, etc.

Enclosure (4)

TRAINING EVALUATION SUMMARY

Submitted by _____   HUMRESMANCEN _____
Subject _____   Facilitator _____
Organization _____   Training Site _____
Date _____   Length of Training _____

1. How useful is this training to the CDQP?

2. What areas of the CDQP are addressed by specific topics of this training?

3. How does this training apply to the development/duties of an HRMS and to client needs?

4. How, in your judgement, does this training rate against other training available in this subject area? (optional)

5. How effective was the facilitator in helping you understand the material presented?

6. What other comments regarding the quality/usefulness of this training would you like us to be aware of?

Enclosure (4)

TRAINING DOCUMENTATION SUMMARY

Submitted by _____	HUMRESMANCEN _____
Subject _____	Facilitator _____
Organization _____	Training Site _____
Date _____	Length of Training _____

1. What is the name/address of training source?

2. Is this training available from other sources/locations? If so, specify?

3. If trainer is in-house/in-system, what is PRD? Is alternate trainer available?

4. What is the cost per trainee? Is group rate available?

5. What are other associated costs, i.e. materials, travel etc?

6. Other pertinent comments related to training availability, cost, facilities, logistics etc.

TRAINING RESOURCES SUMMARY

Submitted by _____   HUMRESMANCEN _____
Subject _____   Date _____

1. Type of item/s desired to facilitate training: (book, film, vtr, etc.).

2. What areas of the CDQP are addressed by this training resource?

3. What levels of the CDQP would find this resource useful?

4. How, in your judgment, does this resource rate against other training
resources available in this subject area?

5. Identifying nomenclature of this training resource.

6. Cost of this training resource per trainee, comments regarding bulk rates
or re-use.

7. Would your Center require financial assistance to obtain an adequate
supply of this training resource?

8. What other comments regarding the quality/usefulness of this training
resource would you like us to be aware of?

9. Recommendation for system-wide usefulness of this training resource.

Enclosure (4)

TRAINING SUPPORT TEAMS

Training Support Teams are intended to meet the need for HUMRESMANSYS PAC participation in specific consultant developmental/training projects on a systemwide basis. Membership will be contingent upon resource needs.

Purpose:

1. Provide training in areas of special knowledge for operational personnel throughout HUMRESMANSYS PAC.

2. Provide expertise through the use of highly qualified personnel systemwide to research, plan, and develop projects designated by COMHRMSYS PAC.

Membership:

1. CDQP qualification at the appropriate level.

2. On recommendation of HRMC Commanding Officer.

3. Approved by COMHRMSYS PAC.

4. Training support Team Leaders will generally be MASTER Consultants.

Tasking:

1. Initial request for Training Support Team assistance by HRMC commanding officer.

2. Approval and specific tasking by COMHRMSYS PAC.

Enclosure (4)

APPENDIX C

HRMSYSLANT INSTRUCTION 1500.3

DEPARTMENT OF THE NAVY
HUMAN RESOURCE MANAGEMENT SYSTEM ATLANTIC
5621 TIDEWATER DRIVE
NORFOLK.VIRGINIA 23509

IN REPLY REFER TO
COMHUMRESMANSYSLANTINST 1500.3
N3:MG:ghg
26 OCT 1983

COMMANDER HUMAN RESOURCE MANAGEMENT SYSTEM ATLANTIC INSTRUCTION 1500.3

Subj: Consultant Development and Qualification Program

Ref: (a) HUMRESMANCEN Pearl Harbor msg 310035Z MAR 83 (CDQP)
        (b) COMHUMRESMANSYSLANTINST 1500.1

Encl: (1) CDQP Qualification Criteria
        (2) Rewards and Recognition Procedures
        (3) Guidelines for Individual Professional Development Planning

1.   Purpose. To promulgate criteria and procedures and to assign responsibilities for implementing the Consultant Development and Qualification Program (CDQP).

2.   Cancellation. HUMRESMANCENNORVAINST 1500.3A.

3.   Scope. The provisions of this instruction apply to all personnel assigned to or involved with operational activities at all Atlantic Fleet Human Resource Management Centers (HRMC's), hereafter referred to as operational personnel.

4.   Discussion

     a. Background. Reference (b) established a task force to design a standard CDQP for utilization within Pacific Fleet HRMC's. HRMC Norfolk was invited to participate as a task force member in order to utilize prior experience with consultant development programs and to enhance the potential for the establishment of a joint Atlantic and Pacific HRMC CDQP. This program is intended to be used as a standard planning guide for the development and qualification of assigned operational personnel. It builds on basic skills and knowledge obtained through graduation from service schools, experience gained from previous HRM tours of duty, and pertinent civilian education.

     b. Program overview. The CDQP is designed to provide a systematic framework that ensures continuing growth of operational personnel in specific knowledge and skill areas. The CDQP also provides a review and certification program composed of four distinct and progressive levels of qualification defined in enclosure (1). The requirements of each qualification level are satisfied by achieving specified degrees of proficiency as set forth in enclosure (1).

         (1) Reward and Recognition. Enclosure (2) addresses action to properly recognize personnel who achieve each successive level of qualification. Associated TABS provide samples of recognition letters/certificates.

         (2) Individual Professional Development Guidelines. Enclosure (3) provides planning considerations to be used when coaching operational personnel.

         (3) Training and Resource Requirements. Reference (b) addresses training and resource consideration required to sustain the CDQP.

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COMHUMRESMANSYSLANTINST 1500.3
N3:MG:shg
26 OCT 1983

(4) _Transition_. Specialists presently qualified under HUMRESMANCENNORVAINST 1500.3A will retain their earned designation. Level IV projects presently authorized may continue.

5. _Action_

a. _Commanding Officers shall:_

(1) Develop a command implementation plan and specific standards to meet criteria for qualification. Submit the initial plan and standards to COMHUMRESMANSYSLANT for information, review, and overall system coordination and support.

(2) Initiate action to ensure all operational personnel participate in the CDQP.

(3) Ensure operational personnel receive timely assessment and recognition as qualifications are achieved. Those personnel on board at implementation date, without regard to previous designations are required to be assessed against stated criteria within 30 days.

(4) Ensure that training requirements necessary to maintain the CDQP are pursued in accordance with reference (b).

(5) Provide for periodic review of this instruction and forward comments for improvement to COMHUMRESMANSYSLANT annually by 30 September and as occurring.

R. B. OLDS

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CDQP QUALIFICATION CRITERIA

1. <u>CDQP Rationale</u>. The CDQP is designed to:

   a. Describe the critical range of standard capabilities and performance qualifications required of operational personnel.

   b. Establish a systematic development process that builds on basic skills and knowledge obtained through service schools, previous HRM tours, Navy experience and civilian education, and through which consultant qualification levels are achieved.

   c. Provide a comprehensive framework to ensure continuing personal and professional growth of operational personnel that encourages and rewards individual initiative.

   d. Establish an ongoing quality assurance system for review, evaluation, and training that will strengthen and sustain the quality of services provided to a diverse range of client commands and systems.

2. <u>Matrix Intent</u>. Managers, supervisors and other operational personnel can use the CDQP Qualification Criteria Matrix (TAB A) as a planning guide for determining activities required to achieve and maintain an optimum level of Center capability. They may also use the Matrix to counsel personnel when initiating and reviewing professional development plans. Individuals may use the Matrix to gain an overview of mission essential areas of capability when designing or revising personal objectives.

3. <u>Matrix Overview</u>. The CDQP is composed of four distinct and progressive levels of consultant qualification. The first two levels represent core competency levels; the second two levels represent advanced competency levels. TAB A provides the matrix which integrates the relationship between Areas of Capability, Consultant Qualification Levels, and Degrees of Proficiency. Within each level of consultant qualification various degrees of proficiency are required in each area of capability.

4. <u>Definition and Integration of Terms</u>. The definitions and interrelationship of the elements summarized on the matrix include:

   a. <u>Areas of Capability</u>. Specific categories of professional activity required before, during and after an intervention. Mission essential services provided by operational personnel.

   b. <u>Degrees of Proficiency (DOP)</u>. Each area of capability within the various qualification levels carries with it a requisite degree of proficiency. DOP certification is based on the quality of observed performance and may require more than one observation. Certification at a specific degree of proficiency is considered to include satisfaction of all lower DOP requirements. Authorization to certify degrees of proficiency may be delegated to qualified individuals who have achieved a higher DOP than the one they are observing and certifying. DOP-4 remains the responsibility of the Center Commanding Offficer based on recommendations from others with DOP-4 certification in the specified capability. The four degrees of proficiency are:

   <u>DOP-1</u> - The individual is required to demonstrate basic knowledge and understanding of the purpose and expected outcomes of the capability. This capability may be gained through previous training, assigned reading, activity observation or local indoctrination programs.

                                                          Enclosure (1)

DOP-2 - The individual begins to apply the knowledge in routine situations with some assistance and guidance. This may be accomplished through limited participation in activities. The individual may also lead or complete an activity under direct supervision.

DOP-3 - The individual has demonstrated consistent performance and the ability to use relevant experience in the application of the required capability and can perform independently in all but the most unusual circumstances.

DOP-4 - The individual performs independently. Demonstrates superior performance, and creates innovative adaptations within the required capability.

c. Consultant Qualification Levels. A summary description of individual achieved performance level. They provide common graduated reference-points through which the HRM system can standardize, review, train, and evaluate system needs and capabilities. The four consultant qualification levels are:

SPECIALIST (INTERN) - Works with guidance and supervision of more qualified personnel; has completed qualification criteria for the intern level and possesses a basic understanding and knowledge of OD principles and exhibits minimum required ability to employ appropriate skills.

SPECIALIST (CERTIFIED) - Works with guidance and supervision of more qualified personnel; has completed qualification criteria for the specialist level; has a working knowledge of organizational models, change theories and processes; and understands and applies a variety of consulting skills to core field activities.

CONSULTANT - Works independently from, in conjunction with, or as a supervisor for other OE personnel, has completed qualification criteria for the consultant level, has a thorough knowledge of all applicable OD skills; has highly developed interpersonal communication skills, and is capable of conducting a complete OD process or intervention.

SENIOR CONSULTANT - Works independently from, in conjunction with, or as a supervisor for other OE personnel. Additional responsibilities may include utilization as a resource for innovative initiatives, a mentor, and a member of special task groups. Has completed qualification criteria for the senior consultant level. Possesses more sophisticated consulting expertise and is skilled at working with senior leadership levels.

5. Qualification Level Certification. To be certified at a given level all qualification criteria for all subordinate levels must have been satisfied. All recommendations for certification at a specific qualification level shall be reviewed in accordance with local Center procedures.

Certification at the SPECIALIST (INTERN) level will be accomplished by the Team Leader or equivalent supervisor. Certification at the SPECIALIST (CERTIFIED) level shall be granted by the Center Commanding Officer in accordance with local Center procedures. Recommendation for CONSULTANT and SENIOR CONSULTANT certification shall be submitted by the Center Commanding Officer for approval by COMHUMRESMANSYSLANT. It is intended that criteria for qualification as a SENIOR CONSULTANT will be so stringent that only those widely experienced consultants of the highest caliber will receive certification.

Enclosure (1)

6. <u>Certification Timeframes</u>. It is recognized that provisions for strict timeframes for certification is problematic because of such variables as scheduling opportunities, personal skills and unique external demands. The following is offered to assist personnel in assessing CDQP progress:

    a. SPECIALIST (INTERN) - A timeframe of up to three (3) months from reporting date is prescribed as adequate to achieve this level of qualification.

    b. SPECIALIST (CERTIFIED) - A timeframe of an additional nine (9) months is prescribed as adequate to achieve this level of qualification dependent upon the variables cited above.

    c. CONSULTANT - This qualification level will be achieved by those highly motivated personnel who demonstrate advanced consulting skills and the ability to function independently. No timeframe is established.

    d. SENIOR CONSULTANT - This qualification level may be achieved on a first or second operational tour by exceptionally high performing personnel.

NOTE: Personnel having job assignments and/or training backgrounds that limit opportunities for achieving a specified DOP required for a specific qualification level may negotiate alternatives in their development plan on a case basis. Personnel with exceptional educational/experiential backgrounds should be expected to qualify at an accelerated rate. Previously HRM qualified personnel returning to HRMC's after an intervening tour will be assessed and re-qualified as deemed appropriate by the Commanding Officer.

7. <u>Qualification Activity Record (Individual)</u> (TAB B) - A program guide and activity accomplishment record shall be maintained by operational personnel. A completed record will contain the evaluation method, initials of certifying personnel, dates of achievement and comments relating to the conditions of the certification.

8. <u>Unit Qualification Summary</u> (TAB C) - Provided as a format for tracking and assessing overall unit capability to perform mission essential services. The summary records degrees of proficiency achieved for all capabilities by individuals and provides a unit profile of collective capabilities.

    TAB A - CDQP Qualification Criteria Matrix

    TAB B - Qualification Activity Record (QAR)

    TAB C - Unit Qualification Summary

Enclosure (1)

CDQP QUALIFICATION CRITERIA MATRIX

CONSULTANT QUALIFICATION LEVELS

AREAS OF CAPABILITY	INTERN	SPECIALIST	CONSULTANT	SENIOR CONSULTANT
A. MARKETING				
A.1 Develop Marketing Strategy Program	1	1	1	2
A.2 Implement Marketing Program	1	1	1	2
A.3 Assess & Evaluate Marketing Program	1	1	1	1
B. CONTRACTING				
B.1 Conduct Scouting	2	3	3	4
B.2 Conduct Entry Activities	1	2	4	4
B.3 Conduct Negotiation	1	2	4	4
B.4 Achieve Closure	1	2	4	4
C. DIAGNOSING CLIENT SYSTEM				
C.1 Collect data from client system				
C.1.1 Conduct Interviews	2	3	4	4
C.1.2 Design & Administer Instruments	2	3	3	4
C.1.3 Review Historical Data	1	3	3	4
C.1.4 Conduct Unobtrusive Observations	2	3	4	4
C.2 Analyze & Interpret Data				
C.2.1 Analyze Data	2	3	3	3
C.2.2 Interpret Data	1	3	4	4

MINIMUM REQUIRED DEGREE OF PROFICIENCY

Enclosure (1) TAB A

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END
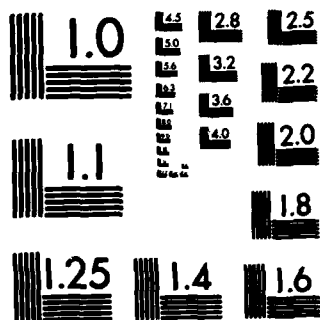
MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963-A

	INTERN	SPECIALIST	CONSULTANT	SENIOR CONSULTANT

C.3 Feedback Analysis and Interpretation of Data to Client

	INTERN	SPECIALIST	CONSULTANT	SENIOR CONSULTANT
C.3.1 Design Feedback Package	2	3	4	4
C.3.2 Present Feedback Package	1	2	3	4

D. IMPLEMENTING ORGANIZATIONAL CHANGE PROCESS

D.1 Intervention Design

	INTERN	SPECIALIST	CONSULTANT	SENIOR CONSULTANT
D.1.1 Determine Intervention Strategy	1	2	3	4
D.1.2 Design Intervention	1	2	3	4

D.2 Intervention Delivery

	INTERN	SPECIALIST	CONSULTANT	SENIOR CONSULTANT
D.2.1 Demonstrate Facilitation Skills	2	3	4	4
D.2.2 Demonstrate Instructional Skills	2	3	4	4
D.2.3 Demonstrate Logistics Management Skills	2	3	3	4
D.2.4 Demonstrate Coaching/Counseling/ Mediation Skills	1	2	3	4
D.2.5 Integrate Co-ordinate Activities	1	2	3	4

E. EVALUATING OE OPERATION

	INTERN	SPECIALIST	CONSULTANT	SENIOR CONSULTANT
E.1 Develop Evaluation Plan	1	2	3	4
E.2 Collect & Analyze Evaluation Data	2	3	4	4

Enclosure (1) TAB A

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QUALIFICATION ACTIVITY RECORD (QAR)

1.   QAR Overview. The QAR provides a means by which individuals may record
activities and designated evaluators may critique the individual's qualification
progress. The QAR expands on the CDQP matrix by providing examples of the scope
of activities which comprise each area of capability. The example may be further
refined as necessary to meet individual Center training needs and capabilities.

2.   Instructions. The QAR should be used as follows:

   a. The name, reporting date and PRD shall be recorded for each individual in
the space indicated on the first page.

   b. The four blank lines below each area of capability sub-set under the
Qualification Criteria column are designed to accommodate an activity at each
performance level, one through four. Specific activities are to be selected by
each Center to correspond with Degrees of Proficiency (DOP) Performance requirements
as outlined in enclosure (1). For example, an individual may "observe an activity"
for DOP-1 certification, and later "lead or assist a related activity" for DOP-2
certification.

   c. Dashed lines under the column labeled "Degree of Proficiency" provide a
means to check-off or certify successful completion of each activity and readily
identify the level achieved. The evaluator's initial and the date should be
utilized rather than an X. This will facilitate later clarification of individual
strengths and weaknesses for subsequent evaluators. The numbers in parentheses
represent the minimum required DOP's in qualification level sequence for a given
capability sub-set.

   d. The use of additional space for "Critique" comments (margins, reverse
side, etc.) is encouraged.

   e. A sample is provided below.

Qualification Criteria for: Degree of PROFICIENCY

   LT O.D. EFFORT   SEP 1980   SEP 1983

                              Date Reported   PRD   1 2 3 4

A. MARKETING

   A.1 Develop Marketing Strategy (1,1,1,2)

      a. Discuss current Center marketing plan for
         units/ISICs/other
                                                        ABC
Comment/Achievement Method: 1 - Discussed Center   9/80 __ __ __

Market Plan with OPS   __ ___ __ __

2 - Participated in Center Marketing Planning Session   __ 5/83 __ __

_____   __ __ __ __

                                          Enclosure (1) TAB B

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Degree of PROFICIENCY

	1	2	3	4

A. MARKETING

A.1 Develop Marketing Strategy (1, 1, 1, 2)

    a. Discuss current Center marketing plan for
units/ISICs/other.

Comment/Achievement Method

    b. Read/discuss HRM Journal Spring/Summer 81 article
"Marketing OD"

Comment/Achievement Method

A.2 Implement Marketing Program (1, 1, 1, 2)

    a. Discuss current Center Marketing procedures.

Comment/Achievement Method

    b. Review file data as available (ltrs, msgs,
briefs, brochures)

Comment/Achievement Method

A.3 Assess/Evaluate Marketing Program (1, 1, 1, 1)

    a. Discuss/review Center marketing activities for
purpose of assessing marketing strategy.

Comment/Achievement/Method

B. CONTRACTING

  B.1 Conduct Scouting (2, 3, 3, 4)

    a. Demonstrate ability to collect relevant
       client system information.

  Comment/Achievement Method

    b. Pre-entry strategy using scouting information.

  Comment/Achievement Method

  B.2 Conduct Entry Activities (1, 2, 4, 4)

    a. Demonstrate understanding of entry strategy/models
       tactics and goal setting.

  Comment/Achievement Method

    b. Participate in entry activities at various
       echelon levels.

  Comment/Achievement Method

  B.3 Conduct Negotiation (1, 2, 4, 4)

    a. Demonstrate the abilitly to conduct an initial visit.

  Comment/Achievement/Method

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Qualification Criteria for:

| | Date Reported PRD | 1 | 2 | 3 | 4 |

    b. Demonstrate the ability to identify needs of
       client organization.

Comment/Achievement Method

    c. Conduct goal setting to identify desired outcomes
       of intervention.

Comment/Achievement Method

B.4 Achieve Closure (1, 2, 4, 4)

    a. Demonstrate ability to identify successful and
       unsuccessful strategy and tactics employed during
       initial visit.

Comment/Achievement Method

    b. Develop a memorandum of understanding (MOU) that
       encompasses points resulting from the client entry
       meeting(s).

Comment/Achievement Method

    c. Obtain client closure on MOU.

Comment/Achievement/Method

Enclosure (1) TAB (B)

Qualification Criteria for: Degree of PROFICIENCY

                                    Date Reported   PRD   1   2   3   4

            (1) Exhibit flexibility to modify/revise MOU to
                 address situational client needs.

   Comment/Achievement Method   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   _____   ___ ___ ___ ___

C. DIAGNOSE CLIENT SYSTEM

   C.1 Data Collection

   C.1.1 Conduct Interviews (2, 3, 4, 4)

      a. Demonstrate the ability to collect, collate, analyze
          interview data (one on one/group interviews).

   Comment/Achievement Method   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   _____   ___ ___ ___ ___

      b. Demonstrate the ability to identify the possible
          presence/absence of hidden agenda in collection of
          interview data.

   Comment/Achievement Method   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   C.1.2. Design and administer instruments (2, 3, 3, 4)

      a. Demonstrate the ability to administer data gathering
          instruments.

   Comment/Achievement Method   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   _____   ___ ___ ___ ___

   _____   ___ ___ ___ ___

                                                 Enclosure (1) TAB (B)

                                  101

Qualification Criteria for: Degree of PROFICIENC

                               Date Reported   PRD   1   2   3   4

-eg- HRM Survey (code, administer, process, analyze, diagnose).

Comment/Achievement Method

-eg- Develop client centered supplemental questions.

Comment/Achievement Method

-eg- Conduct organization assessments (S/A, EO, Retention)

Comment/Achievement Method

-eg- Transition Questionnaire.

Comment/Achievement Method

C.1.3   Demonstrate the ability to collect historical data
from a client system (e.g. Review of 3M data
reports, inspection grades, retention statistics,
etc.). (1, 3, 3, 4)

Comment/Achievement Method

Enclosure (1) TAB (B)

102

Qualification Criteria for:

Date Reported	PRD	1	2	3	4

C.1.4.   Demonstrate the ability to collect unobtrusive data
         (observe day to day activities in a client system
         and extract relevant information). (2, 3, 4, 4)

Comment/Achievement Method

_____

_____

_____

C.2   Interpret Data

C.2.1   Demonstrate the ability to analyze appropriate
        forms of data (2, 3, 3, 3)

   a.   HRM Survey - gap difference, causal relationships,
        frequency distribution, normative comparison (unit
        and aggregate), demographic trends of paygrade,
        race, age, sex.

Comment/Achievement Method

_____

_____

_____

   b.   Interviews - significant trends, intensity levels,
        agendas, etc.

Comment/Achievement Method

_____

_____

_____

_____

   c.   Other assessment information.

Comment/Achievement Method

_____

_____

_____

Enclosure (1) TAB (B)

Qualification Criteria for: Degree of PROFICIENCY

                                    Date Reported   PRD   1   2   3   4

        d.   Unobtrusive data.

    Comment/Achievement Method   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    C.2.2   Interpret Data (1, 3, 4, 4)

        a.   Demonstrate the ability to interpret data collected
              from various sources (survey, interview,
              observation, assessment, etc) and make appropriate
              cross-references for use in the feedback package.

    Comment/Achievement Method   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    C.3.1.   Present Feedback Package (2, 3, 4, 4)

        a.   Demonstrate the ability to design an appropriate
              feedback package based on the collected results
              of various forms of data.

    Comment/Achievement Method   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    C.3.2   Present Feedback Package (1, 2, 3, 4)

        a.   Demonstrate the ability to deliver a feedback
              package/presentation to the client that provides
              understanding, ownership and involvement.

    Comment/Achievement Method   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    _____   ___ ___ ___ ___

    _____   ___ ___ ___ ___

                                                            Enclosure (1) TAB (B)

104

Degree of PROFICIENCY

	Date Reported	PRD	1	2	3	4

b. Demonstrate the ability to translate HRM theories into workshops and activities to help client commands. (e.g. write plans, lesson guides, etc).

Comment/Achievement Method

_____   ___ ___ ___

_____   ___ ___ ___

_____   ___ ___ ___

_____   ___ ___ ___

D.2 Intervention Delivery.

D.2.1. Demonstrate facilitation skills, (2, 3, 4, 4)

a. Demonstrate facilitator skills that indicate the ability to surface hidden agenda, appropriately handle dysfunctional attitudes or behaviors and accurately assess the level of group development.

Comment/Achievement Method

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

D.2.2 Demonstrate Instructional Skills (2, 3, 4, 4)

a. Demonstrate instructional skills to deliver content oriented workshop. (e.g. Time Management, Effective Meetings/Communications etc.).

Comment/Achievement Method

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

b. Demonstrate the ability to conduct content workshops to include the use of all available audio/visual aids and a variety of methodologies.

Comment/Achievement Method

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

_____   ___ ___ ___ ___

Enclosure (1) TAB (B)

Qualification Criteria for: Degree of PROFICIENCY

	Date Reported PRD	1	2	3	4

b. Demonstrate the ability to deliver feedback
package/presentation for varying levels within the
organization (i.e. upper, middle, lower).

Comment/Achievement Method

D. IMPLEMENTING ORGANIZATIONAL CHANGE PROCESS

  D.1 Intervention Design

  D.1.1.   Determine intervention strategy (1, 2, 3, 4)

    a.   Demonstrate the ability to apply OE theories in
practical situations.

Comment/Achievement Method

    b.   Demonstrate the ability to identify desired
outcomes and select appropriate strategies.

Comment/Achievement Method

  D.1.2   Design Intervention (1, 2, 3, 4)

    a.   Develop a model that supports intervention strategy.

Comment/Achievement Method

Enclosure (1) TAB (B)

106

	Date Reported PRD	1	2	3	4

c.   Demonstrate the ability to adapt material or
     methodology to the participants' level of
     understanding and classroom environment.

Comment/Achievement Method

D.2.3.   Demonstrate Logistics Management Skills (2, 3, 3, 4)

a.   Demonstrate the ability to prepare for workshop
     set-up. (e.g. materials, seating arrangements,
     audio/visual equipment etc).

Comment/Achievement Method

b.   Demonstrate the ability to plan and execute
     activities off site. (e.g. TAD, client's
     environment).

Comment/Achievement Method

D.2.4   Demonstrate Coaching/Counselling/Mediation Skills
        (1, 2, 3, 4)

a.   Demonstrate the ability to understand and apply
     the theories relating to counseling, negotiation,
     etc. (e.g. discuss or role play).

Comment/Achievement Method

Enclosure (1) TAB (B)

107

Qualification Criteria for:

	Date Reported PRD	1	2	3	4

D.2.5   Integrate and Coordinate Activities (1, 2, 3, 4)

     a.   Demonstrate the ability to plan and execute multi-activity operations.

     Comment/Achievement Method

     b.   Demonstrate flexibility in the intervention, implementation to meet situational changes in the client environment.

     Comment/Achievement Method

E.   EVALUATING HRM OPERATION

   E.1   Develop Evaluation Plan (1, 2, 3, 4)

     a.   Develop an evaluation plan to determine effectiveness of the intervention process.

     Comment/Achievement Method

   E.2   Collect and Analyze Evaluation Data (2, 3, 4, 4)

     a.   Conduct meeting to determine the client's assessment of intervention effectiveness.

     Comment/Achievement Method

Enclosure (1) TAB (B)

108

Qualification Criteria for: Degree of PROFICIENCY

	Date Reported	PRD	1	2	3	4

b.   Compare MOU outcomes with intervention outcomes.

Comment/Achievement Method   — — — —

                                             — — — —

                                             — — — —

                                             — — — —

c.   Collate and analyze evaluation data.

Comment/Achievement Method   — — — —

                                             — — — —

                                             — — — —

                                             — — — —

d.   Write an evaluation report describing the impact of the intervention on the client system.

Comment/Achievement Method   — — — —

                                             — — — —

                                             — — — —

                                             — — — —

e.   Complete required reports as required by directives.

Comment/Achievement Method   — — — —

                                             — — — —

                                             — — — —

                                             — — — —

Enclosure (1) TAB (B)

QUALIFICATION SUMMARY

———— UNIT

NAME	DATE REPORT ABOARD		I	S	C	SC				
							A.1	MKT STRATEGY		A. MARKET
							A.2	MKT IMPLEMENT		
							A.3	MKT EVAL		
							B.1	SCOUT		B. CONTRACT
							B.2	ENTRY		
							B.3	NEGOTIATION		
							B.4	CLOSURE		
							C.1.1	INTERVIEW	C.1 COLLECT	C. DIAGNOSE
							C.1.2	INSTRUMENTS		
							C.1.3	HISTOR. DATA		
							C.1.4	OBSERVATIONS		
							C.2.1	ANALYZE	C.2 ANALYZE	
							C.2.2	INTERPRET		
							C.3.1	DESIGN F/B	C.3 F/B	
							C.3.2	PRESENT F/B		
							D.1.1	INTRVW STRAT	D.1 DESIGN	D. IMPLEMENT
							D.1.2	INTRVN DESGN		
							D.2.1	FAC. SKILLS	D.2 DELIVER	
							D.2.2	INST. SKILLS		
							D.2.3	LOGIS MGMT		
							D.2.4	COACH/COUNSEL		
							D.2.5	COORD. ACT		
							E.1	EVAL PLAN		E. EVAL
							E.2	ANALYZE EVAL		
TOTAL								TOTAL/AVERAGE		
CAPABILITY AVERAGE										

ENCLOSURE (1)
TAB C

110

Rewards and Recognition Procedures

Exact delineation of the rewards and recognition to be gained as a result of individual qualification are the responsibility of the associated center. System policy will provide support for the following specific actions which are intended to comprise the core of rewards and recognition programs at individual centers.

SPECIALIST (CERTIFIED):

1. An appropriate letter of designation and certificate given by the center Commanding Officer.

2. Appropriate PAO photos/news release.

CONSULTANT:

1. Letter of designation and certificate given by the Commander Human Resource Management System Atlantic.

2. Approved participation at the Naval Postgraduate School (NPS) Advanced HRM Course.

3. Recommendation to conduct professional training outside the home center.

4. Increased opportunity and responsibility.

5. Opportunity to conduct independent consulting operations and to participate in senior client interventions.

SENIOR CONSULTANT:

1. Letter of Designation, Certificate and Plaque given by Commander Human Resource Management Systems Atlantic.

2. Recommendation for assignment as staff member for the NPS Advanced Course.

3. Increased opportunity to pursue special studies/projects relating to overall system performance.

4. Funding to allow presentation of papers/training to profesional OD organization external to USN.

5. The above guidance is not intended to preclude special activities or applications by individual Centers. Examples of appropriate certificates of qualification are included as TABS to this enclosure.

TAB A - Sample SPECIALIST (INTERN) designation letter
TAB B - Sample SPECIALIST (CERTIFIED) designation letter and certificate
TAB C - Sample CONSULTANT designation letter and certificate
TAB D - Sample SENIOR CONSULTANT certificate

Enclosure (2)

111

From: Commanding Officer, Human Resource Management Center _____
To:

Subj: Human Resource Management Specialist (Intern); designation of

Ref: (a) COMHUMRESMANSYSLANTINST 1500.3 (series)

1. Pursuant to reference (a), you are designated a Human Resource Managment Specialist Intern (HRMS(I)).

2. To achieve this designation you satisfactorily completed all academic and practical requirements. You demonstrated the requisite skills and capabilities to perform the specific duties of an HRMS(I).

3. Congratulations!

Enclosure (2) TAB A

112

From: Commanding Officer, Human Resource Management Center _____
To:

Subj: Human Resource Management Specialist (Certified); designation of

Ref: (a) COMHUMRESMANSYSLANTINST 1500.3 (series)

1.   Pursuant to reference (a), you are designated a Human Resource Management
Specialist Certtified (HRMS(C)).

2.   To achieve this designation you satisfactorily completed all academic and
practical requirements. You demonstrated the requisite skills and capabilities to
direct the efforts of other HRMS's when conducting limited intervention activities.
Acknowledgement of this achievement will be made a part of your permanent service
record.

3.   Congratulations and Well Done!

Enclosure (2) TAB B

113

Department of the Navy

This is to certify that

_____

has

SATISFACTORILY COMPLETED THE REQUIREMENTS FOR

DESIGNATION AS

HUMAN RESOURCE MANAGEMENT SPECIALIST (CERTIFIED)

8 APRIL _____ 19 83

NAVSO-12410/10 (Rev 2-78) SN 0104-LF-924-1050

Enclosure (2) TAB B

114

From: Commanding Officer, Human Resource Management Center _____
To:

Subj: Human Resource Management Consultant; designation of

Ref: (a) COMHUMRESMANSYSLANTINST 1500.3 (series)

1.   Pursuant to reference (a), you are designated a Human Resource Management
Consultant (HRMC).

2.   To achieve this designation you demonstrated your competence, knowledge, and
skill in all aspects of the Human Resource Management Support System. Through
your efforts you significantly increased your value to yourself, this command, and
the U.S. Navy. With this designation you are entrusted to independently conduct
all intervention activities and direct the efforts of other consultants and
specialists. Your successful completion of all requirements identifies you as a
person of significant initiative and motivation and distinguishes you as an
outstanding performer among your contemporaries. Acknowledgement of this achievement
will be made a permanent part of your service record.

3.   Sincerest congratulations for the successful completion of this noteworthy
accomplishment.

Enclosure (2) TAB C

Department of the Navy

KNOW ALL YE PERSONS BY THESE PRESENTS

THAT

_____

HAVING SATISFACTORILY COMPLETED ALL REQUIREMENTS FOR

QUALIFICATION WITH THE REQUISITE DEGREE OF PROFICIENCY

AND HAVING ABLY DEMONSTRATED WORTHINESS OF SPECIAL

TRUST AND CONFIDENCE IN THE PERFORMANCE OF DUTIES AS
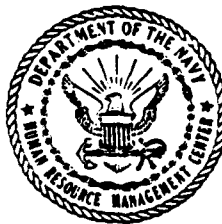
HUMAN RESOURCE MANAGEMENT CONSULTANT

IS SO DESIGNATED

SET BEFORE IN MY HAND THIS DATE

_____
(DATE)

_____
COMMANDER
HUMAN RESOURCE MANAGEMENT SYSTEM ATLANTIC

Enclosure (2) TAB C

116

Department of the Navy

KNOWN ALL YE PERSONS BY THESE PRESENTS

THAT

_____

HAS EXCEEDED ALL STANDARDS OF SUPERIOR PERFORMANCE IN

PROVIDING CONSISTANTLY INNOVATIVE HIGH QUALITY ORGANIZATIONAL

EFFECTIVENESS SERVICES. THROUGH SUSTAINED INITIATIVE HE/SHE

HAS MADE A SIGNIFICANT CONTRIBUTION TO THE INCREASED READINESS

OF LANTFLT COMMANDS AND IS DESERVING OF THE HIGHEST LEVEL OF

PROFESSIONAL RESPECT

IN RECOGNITION THEREOF (HE/SHE) IS

DESIGNATED

HUMAN RESOURCE MANAGEMENT CONSULTANT

(SENIOR)

SET BEFORE MY HAND THIS DATE

_____

                                        _____
                                                  COMMANDER
                                        HUMAN RESOURCE MANAGEMENT SYSTEM ATLANTIC

                                        Enclosure (2)   TAB D

117

GUIDELINES FOR INDIVIDUAL PERSONAL PROFESSIONAL DEVELOPMENT PLANNING

1. All operational personnel shall develop personal professional development plans. These plans are to lead to achievement of the various qualification levels and identify other initiatives which support individual development. Thus, the professional development plan will fully integrate CDQP requirements.

2. In addition to CDQP requirements, some suggested areas for inclusion within individual development plans are:

    a. A professional reading program graduated in categories of:

        (1) Basic

        (2) Intermediate

        (3) Advanced

    This program should include provisions for evaluation of effort, applicability to mission related activities and sharing of findings with other operational personnel.

    b. Activities that would lead to a demonstrated knowledge and understanding of interfaces between elements of the HRMSS:

        (1) LMET

        (2) Family Service Centers

        (3) CAAC

        (4) NASAP/DSAP

        (5) Command Managed Equal Opportunity (CMEO)

        (6) Other as appropriate or geographically required

    c. Activities that would lead to knowledge and understanding of HRMSS program elements:

        (1) Leadership/Management

        (2) Equal Opportunity

        (3) Substance Abuse

        (4) Overseas Duty Support

        (5) Retention

    d. Off duty education in graduate/undergraduate HRM organization effectiveness (OE) or organization development (OD) related fields.

3. Centers should encourage individual initiatives in the development of studies/projects in HRM/OE/OD related professional areas. Such studies/projects will not only provide opportunities for individual recognition, but also provide for Navy-wide recognition of HRM system contributions. Studies/projects selected will have broad scope and applicability, e.g., new intervention strategy, new developments to enhance operational effectiveness/readiness, HRM evaluation techniques, Navy policy impact, etc.

<div align="right">Enclosure (3)</div>

a. Criteria for project assignment/approval should encompass the following:

(1) Individuals should be at least an HRM SPECIALIST (CERTIFIED).

(2) Individuals should be subject matter experts in the project area.

(3) Project approval should be based on potential gain for the individual, the center, the system and the Navy.

b. High quality achievements may be recognized via presentations at:

Advanced HRM, OD Network, American Society for Training and Development (ASTD), or publication submission to: HRM Journal, Training HRD Magazine, OE Communique, Naval Institute Proceedings etc., or for system adoption via the HRM Development Center.

Enclosure (3)

APPENDIX D

THE TEACHING AND ENABLING OBJECTIVES OF THE HRM SCHOOL

T.O. 1

During a simulation negotiate a contract with a client for a HRM-OE operation.
Performance will be assessed by an instructor team based on content of the contract
and percent of the client needs surfaced which were identified in the contract and
IAW _____.

E.O. 1-1

Given a case study, write a synopsis of relevent client and client system information
to be considered during a pre-entry planning phase.

E.O. 1-2

During an exercise develop in writing an effective pre-entry strategy and tactics that
meet the parameters established by a case study. Performance will be assessed by a
team of instructors for content and methodologies IAW _____.

E.O. 1-3

Given a trained, rehearsed simulated client and a 20 minute time period, assist
the client to identify the needs (problems, issues, concerns) of the clients
organization. Satisfactory completion requires at least 50% of the clients needs
to be surfaced by student action.

E.O. 1-4

Given a trained, rehearsed simulated potential client and a 20 minute time period,
conduct an initial client interview. The interview will be successful if: (1) an
appointment for a future meeting; (2) at least 50% of the information the client has
to give is collected; (3) the information is correctly interpreted as determined
by a panel of SMEs.

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E.O. 1-5

Evaluate the effectiveness of marketing strategies utilized in a case study. Satisfactory performance will include a written description, analysis, critique of effectiveness of the strategy, and a minimum of _____ specific suggestions for improvement of the analyzed strategies and tactics.

E.O. 1-6

Given the results of an initial client interview and knowledge of the organization's work processes, demonstrate the ability to develop a memorandum of understanding (MOU) between the client and the HRMS-OE concerning an HRM-OE operation. The MOU must be in correct format using proper grammer, and contain all the points developed in the client interview.

E.O. 1-7

Write a synopsis negotiating procedures utilized in a case study. Synopsis will include a description of consultant behaviors, indicated successful and unseccessful strategies and tactics, and a subjective description of techniques that may have increased the successfulness of the negotiation procedures.

T.O. 2

During a simulation, gather data using at least three (3) of five (5) different models.
Performance will be evaluated by an instructor team; satisfactory of 50% of the data
surfaced is identified and recorded IAW _____.

E.O. 2-1

Given a completed interview with a client and all the necessary data, the student will
develop an appropriate plan for assessing an organization. This task will be completed
within 60 minutes and will contain 80% of the main points covered in a plan developed by a
panel of SMEs.

E.O. 2-2

Given a trained and rehearsed simulated client, create a secure enviornment in which
the client is willing to discuss controversial and sensitive issues within 10 minutes.

E.O. 2-3

Given a trained, rehearsed simulated client and a 20 minute time period, assist the
client to identify the needs (problems, issues concerns) of the client organization.
Satisfactory completion requires at least 50% of the client's needs to be surfaced
and noted.

E.O. 2-4

Given a trained, rehearsed simulated interviewee and a 20 minute time period, conduct
an information gathering interview. The interview will be successful if: (1) at least
50% of the information the interviewee has is collected; (2) the presence or absence of
hidden agenda is/are noted descriptively; (3) the information collected is correctly
interpreted as determined by a panel of SMEs.

E.O. 2-5

Given a group of 8-12 interviewees who have been provided common organizational scenario and assigned individual roles conduct an interview of 20 minutes. The interview will be successful if: (1) 50% of the information the group has to give is collected; (2) the presence or absence of hidden agenda is noted; (3) the presence of dysfunctional attitudes and/or behaviors are noted; (4) 25% of answers are recorded verbatim; (5) 75% of the data surfaced is recorded; (6) the information collected is correctly interpreted as determined by a panel of SMEs.

T.O. 3

Given organizational data from interviews, surveys, observations and the contracting meeting, analyze the data and record at least five (5) organizational issues; at least 80% must agree with issues as determined by an instructor team and IAW _____.

E.O. 3-1

Given a work enviornment (office or field) and a 20 minute time period, the student will observe, analyze, and note the importance of four (4) issues as communicated by the working enviornment; three out of the four must agree with those found by the instructor.

E.O. 3-2

The student will, given all the necessary data and equipment and a 4 hour time period, complete the Standard Navy Survey.

E.O. 3-3

Given assessment data and a 30 minute time period, the student will determine whether the proper information is available and whether or not it is in an appropriate and usable format; determination must agree with a panel of SMEs.

E.O. 3-4

Given initial interview data, a MOU, and a 20 minute time period, the student will determine most appropriate analysis model for situation; model must be one of three most appropriate as determined by a panel of SMEs.

E.O. 3-5

Given unrefined assessment data, and a 30 minute time period, the student will construct a cause and effect analysis; product must agree with that of a panel of SMEs.

E.O. 3-6

Given survey data, interview data, observation data, a MOU, and a 30 minute time
period, the student will collate and make appropriate cross-references; product
must agree with that of a panel of SMEs.

E.O. 3-7

Given assessment data, personal/group interview records, survey printout, observation
data, and a 2 hour time period, the student will determine five (5) major issues;
four of the five must agree with those identified by a panel of SMEs.

T.O. 4

Given organizational data from interviews, surveys, observations, and the contracting meeting, prepare a written report for the client, describing the present state of the client system; the report will evaluated IAW_____.

E.O. 4-1

Given a MOU, the collated and analyzed results of an assessment, and a feedback model, prepare a feedback presentation. The presentation must include: examples of data presentation methods; an outline of the presentation; an example in the use of the feedback model. Clarity, completeness, and adequacy to be determined by a panel of SMEs.

E.O. 4-2

Given a data collection plan, locate the feedback model selected and develop a feedback package; appropriateness of model to situation and content of the package to meet criteria established by a panel of SMEs.

E.O. 4-3

Given a trained, rehearsed simulated client and a 20 minute time period, the student will assist the client to identify the needs (problems, issues, concerns) of the client's organization; satisfactory accomplishment requires at least 50% of the needs to be surfaced and noted by the student.

E.O. 4-4

Given a MOU, the collated and analyzed results of an assessment, and two feedback models, conduct a feedback session. All pertinent data must be presented, questions answered clearly, issues of acceptance of data dealt with, and a simulated client assisted in issue selection; adequacy to be determined by a panel of SMEs.

E.O. 4-5

During a simulation, present diagnosed data to a role-play client IAW _____.

T.O. 5

Given summarized analyzed results of an organizational diagnosis, the client's guidance and goals from a planning session, design and conduct an HRM-OE operation which achieves the client's goals. Performance and design will meet the goals as judged by an instructor team and IAW the validated solution for the specific case study.

E.O. 5-1

Given a MOU, the summarized results of a feedback session, a list of ten (10) organizational issues identified, and a list of the client's needs, list the OE operations which could be used to satisfy the issues. The list must match 80% of a list generated by a panel of SMEs.

E.O. 5-2

Given the summarized, analyzed results of an assessment, the client's guidance from a planning session to include objectives and an outline plan, design (or modify a standard design) an OE operation to satisfy the given objectives. The completed design must agree .75% with that of a SME panel.

E.O. 5-3

Given the summarized, analyzed results of an assessment, the client's guidance from a planning session to include objectives, a draft plan, and a schematic diagram depicting the organization, design a structural change for the organization which will satisfy the objectives; 75% of the design must agree with that of a panel of SMEs.

E.O. 5-4

Given a MOU, results of a feedback session, and a trained, rehearsed simulated client, conduct a planning session to determine the type of OE operation to conduct to satisfy the issues identified in the feedback session. Adequacy of the operation selected to be determined by a panel of SMEs.

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E.O. 5-5

Given a MOU, the collated and analyzed results of an assessment, a list of organizational issues and a simulated client, assist the client in prioritizing the list of organizational issues. Adequacy of assistance to be determined by a panel of SMEs.

E.O. 5-6

Present selected OE strategies to a role play client IAW _____.

T.O. 6

Given data concerning the results of a HRM-OE operation. Prepare a written evaluation describing the impact of the operation on the client system. Evaluation report will be IAW _____.

E.O. 6-1

Given a draft plan for a HRM-OE operation and the objectives for the operation, design an evaluation plan to determine if the objectives were met. Adequacy of the plan to be determined by a panel of SMEs.

E.O. 6-2

Analyze in writing the effectiveness of the intervention process design used, the efficiency of the selected process and possible methods to alter or add to the process to improve effectiveness.

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T.O. 7

Write and implement a professional development plan that includes both short and long range goals, objectives for accomplishment of goals and methods to evaluate progress. Plan will be approved by the instructor mentor IAW plan criteria _____ . Successful accomplishment of the objective will be based on achievement of those short term (school time frame) goals identified in the plan.

E.O. 7-1

Write an essay delineating professional development responsibilities of an O.E. consultant in the HRM-OE system.

E.O. 7-2

Assess personal level of skills and competencies needed for performing consultancy functions. Assessment will include the accomplishment of a number of self assessment instruments, analysis of the data generated, and will be discussed with a team of instructors.

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6. Director for OE Plans and Policy (OP-150)   1
   Organizational Effectiveness Division
   Deputy Chief of Naval Operations
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   Organizational Effectiveness & Personal
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