

CATEGORY 5

HUMAN RESOURCE FOCUS

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5. Human Resource Focus

5.1.a.(1). DPSC has reorganized into a more efficient, effective, and flexible organization, which fosters increased responsiveness to customer needs and satisfaction, and promotes and facilitates empowerment of employees. Our core business operations have been reorganized into commodity business units (CBUs).

The CBUs integrate the traditional core functions of supply management, contracting, technical support, quality assurance and cataloging for a specific commodity business area such as pharmaceuticals, produce, military recruit clothing, and plumbing. This integration is done through multi-functional teams that are empowered to manage a group of items through all phases of the logistics process, often for a group of customers in a specific regional or geographical area. Employees are cross-trained to expand their knowledge to more than one subject matter field. This ensures optimum responsiveness and flexibility in meeting constantly changing needs while simultaneously making the employees more diverse and competitive.

The CBUs have also enabled us to stay competitive and to meet changing business needs through a constant re-evaluation and evolution into today's structure and functions. The greater flexibility fostered by the CBU's means that as the needs of our customers have changed, we have been able to respond quickly and adapt to the changing customer expectations and business processes. The speed and practices typical in our operations today would not have been possible under our previous structure.

Generic employee position descriptions have been developed to support and expand this flexibility. Since business practices are rapidly changing, managers are continuously modifying position descriptions to accurately reflect the duties that are being performed in today's constantly changing environment. The CBUs make decisions governing their own budget, staffing and structure. Managers have the authority for position management and classification. This decentralized decision-making and delegation of authority establishes clear accountability for systems, products, services and resources management.

The Office of Human Resources provides each commodity within DSCP with an Account Manager. The Account Manager provides direction and leadership for the assessment of organizational business performance and capabilities, with an emphasis on delivery of value to customers and resulting in marketplace success, and on managing the needs of the people and business systems and processes of the organization. The account manager also serves as advisor and liaison for the comprehensive and integrated management of human and related financial resources in each commodity.

Both formally and informally DSCP has taken employees that have been in traditional functional environments and through teaming and individual on the job training have exposed them to the multifunctional way of doing business which may lead to career advancement opportunities.

5.1.a.(2) The Leadership Rotation program was implemented between September 1999 and January 2, 2000. At present, 17 of our nearly 300 supervisors have been rotated into new positions that will expand their knowledge and benefit both them and the organization. We asked voluntary participants to submit a short (2-page) resume highlighting their experiences and abilities they would like to utilize. Each area was then given an opportunity to review these resumes to determine compatibility between skills available and skills needed. Negotiations took place to determine starting dates and to identify other (non-voluntary) candidates for participation. All rotations were to be effective by January 2000, unless current assignments and projects precluded movement by that time. In such cases, a compromise date was established to minimize any negative impact of the rotation. At this time, we anticipate initiating another round of rotations in the Fall. We plan to eventually have all of our managers and supervisors participate in the rotation program. The rotation of employees will create a more diversified environment with shared business practices, which would benefit both the employee and the organization.

Recognizing that the many changes taking place in our workplace, including changing work sites, the closure and merger of two work groups, and the changing work procedures, we sponsored a seminar for our employees on dealing with change. Based on the program "Who

Moved My Cheese?" the program was previewed by all supervisors prior to offering it to all employees.

Job and career development objectives are explained in Career Guides developed by DLA. These guides identify the specific skills needed in various positions, and identify training, both formal and on-the-job training, which will contribute to an employee's achieving career goals. Career Guides also include long range career progression information. Career Guides are available on the Intranet and are accessible to all employees.

5.1.a.(3) Our performance management system supports high performance through providing the training, performance opportunities, and recognition needed to stimulate everyone to perform at the highest level. We require that every employee have a current Individual Development Plan, as well as discussions on performance at least twice per year. Several years ago, we moved from a five-tiered performance evaluation system to a three-tiered system (unacceptable, minimally acceptable, or fully satisfactory). Multiple venues of recognition, both formal and informal, are available to acknowledge superior performance, both tied to performance evaluations and linked to other specific acts.

5.1.a.(4) The Employee of the Month award is initiated by an employee's supervisor to recognize personal achievements and contributions. This award creates a positive environment for the innovative and successful approach to quality work throughout DSCP.

The Employee of the Month program has been expanded to recognize two employees each month. Realizing that there are differences in work performed at various grade levels, we now have two categories of recognition—category 1 for grades GS-2 through GS-8, and category 2 for grades GS-9 through GS-15. Criteria for nominating candidates is broad, and suggestions include superior performance, customer service, performance above and beyond normal duties, innovative improvement, humanitarian service, congeniality with other employees, savings to the government, or an act or service that reflects positively on DSCP. The Employee of the Month awardee is chosen by a committee, which is comprised of employees from each functional area.

The Annual Commander's Prize for Creativity and Innovation recognizes employees who have demonstrated unusual creativity in concept or execution.

In order to reward innovation wherever it has occurred in the accomplishment of our mission, the criteria for nominations are not restrictive in terms of subject matter, program or occupational area.

In addition to the traditional, formal recognition programs, we are revising our peer-to-peer recognition program, currently titled "Pat on the Back." While the program has been successful in promoting cooperation and recognizing assistance in an informal manner, we are hoping to broaden its application to beyond a simple "thank you" program and to tie the program more closely to organization goals. We are currently gathering impressions and recommendations from focus groups about the program prior to making any changes to it. Any revisions will be based on the input from the focus groups, so it is not clear whether the program will be amended or expanded yet.

5.1.a.(5) We ensure communication and knowledge/skill sharing across work units through various communication methods, including meetings, performance reviews, and the DSCP Intranet. A broad variety of information is posted in the Intranet, including performance review data, position descriptions, Town Hall briefing charts, and training class schedules. In addition, one of the goals of our rotation program is to share knowledge and skills, and to transfer information, understanding, and practices from one area to another.

5.1.a.(6) For the past year, we have also been involved in a joint project with the Office of Personnel Management in conducting a Business Skills assessment. The project is being used to define the current and future duties and activities of our Business Generalists. Random focus groups of employees have participated in a review to determine proficiency levels in various state-of-the-art business skills levels, and skill levels required in DSCP positions. We are using the results of this analysis to determine the gaps and to identify areas where we can improve. This information will be used to establish a supplemental training program, tentatively named Business Analysis Skills (BAS), for our employees.

For several years, we have not been able to hire new employees on a permanent basis because of the workforce reductions and mandated cuts in personnel. Most new employees were temporary hires through the "Outstanding Scholar" program or were employees hired

through a certain terminal date. However, we are no longer under the same restrictions, and are seeking to bring in new employees directly from local colleges. We are again participating in local hiring fairs, such as "Operation Native Talent," which targets employment in the Philadelphia area for local residents. In addition, we recruit at conferences such as Blacks in Government (BIG) and Image, which targets Hispanics.

5.2.a.(1) We continue to develop a workforce that excels in conducting our traditional and new business practices. Our education and training offer opportunities for all employees, and include developmental, motivational and career progression offerings ranging from job specific skills to general knowledge and special programs.

Our education and training programs are key vehicles that build organization and work force capabilities by providing employees with the skills and flexibility needed to meet changing requirements. We offer a wide variety of programs and practices, including: Liberal tuition reimbursement; fellowships, both graduate and undergraduate (a full academic year at a college or university while on full salary); on-site, after hours college classes in transferable business skills; formal developmental programs such as the Aspiring Leader Program (grades 5-7), the New Leader program (grades 7-11), and the Executive Leadership Program for Mid-Level Employees (grades 11-13); and our own DSCP Leadership Development program (all supervisors).

There is a balance between our short and longer-term developmental offerings, but ultimately, all efforts will provide longer term benefits to our organization. To meet immediate, short term needs, we offer practical, hands on classes in things like computer software applications. To meet longer-term needs, we also offer special programs, such as our Webmaster Certificate program. Short term needs are also met through enabling our employees to meet the regulatory requirement that they have at least 24 business credits in an acquisition field. While pursuing this requirement, several employees have chosen to continue on to attain their associate's or bachelor's degree. Our programs complement each other and the short and long term challenges that we face.

5.2.a.(2) We design education and training to keep current with our business and individual needs through training plans designed for specific groups of employees, individual development plans, and special programs. We

prepare Individual Development Plans (IDPs) for all employees to specify individual training needs and career guides (programs of instruction) for all positions to specify training requirements.

DSCP offers reimbursement for after hours college and/or technical institute tuition, textbooks, and other related fees. The maximum course funding is based on the usual and typical prices for tuition, books, and fees charged by the mid-priced local universities. The courses selected must be related to the person's job, or careers at DLA. For the convenience of our employees, accredited colleges such as Temple University, Saint Joseph's University, Holy Family College, and Penn State University offer classes on site at DSCP.

A key need identified was for leadership development. We know that a significant proportion of our workforce will be eligible to retire within the next seven years, including most of our employees at the GS-14 and -15 level. Many of our current supervisors have developed a level of expertise in their current position or have been in place for several years. To prepare them to meet the upcoming challenges and to create a highly successful and qualified applicant pool, we have implemented a leadership development program designed to provide all supervisors a common language and approach, as well as the leadership skills they will need to move into more demanding positions.

Because leadership development is a command priority, all evaluations of programs/classes under this heading are consolidated and forwarded (without editing) to the Deputy Commander. He personally reviews all of the comments and seeks ways to use the feedback to improve future offerings, or to determine if training opportunities should be expanded or made mandatory for certain groups. For example, based on the overwhelmingly positive response to the optional Leadership Principles class, the offering was made mandatory for all supervisors and managers.

Our emphasis for the past several years has been on creating a multi-skilled work force, i.e., people who are technically competent in more than one functional area. Subject matter experts develop training plans that specify the formal classroom instruction and on-the-job training required in the Contracting, Supply, and Technical skill areas. Upon successful completion of the training program, participants are reassigned or promoted to GS-

11 multi-skilled positions, the primary career path to higher grades. This effort is now receiving less emphasis than in the past, primarily because most of the workforce that was targeted for multi-functional capability has achieved it. This remains a key area for us.

A team approach was used to develop the Multi-functional Training Plan. First, a Focus Group of representatives from our major organizations was formed to get customer input on training needs. The Team trained over 800 managers and employees on ways to effectively transition to a multi-functional environment. Once the first phase of the training was accomplished, a second team wrote a Multi-functional Training Plan consistent with mandated requirements and needs expressed by employees, management and customers. The Plan requires completion of specific educational requirements and technical course work combined with practical on-the-job (OJT) training.

5.2.a.(3) We use various methods to determine the needs of our employees and how to best address those needs. We surveyed our managers to determine what tasks were being performed by employees in various job series, what knowledge, skills, and abilities are needed to ensure competency in those tasks, and training topics needed to satisfy job performance requirements. We conduct annual and periodic training needs surveys to determine interest in particular classes that are in addition to mandatory training. Employee development specialists visit business units to find out concerns and training needs. The employee will determine if there has been improvement in performance after completing the class. Results are further discussed during feedback sessions between the training office personnel and line managers. Suggestions on ways to improve the delivery and content of services are later incorporated into training programs.

5.2.a.(4) Education and training are delivered through in-house instructors, consultants, other government agencies (e.g., DLA Center for Training, Education, and Development, United States Department of Agriculture Graduate School) and local colleges and universities. Classes are offered on site when possible, and off site when it makes sense to do so. On-site college courses make after hours education possible for many people who, due to family and other obligations, could not normally attend school at a regular campus. Offerings include job skills, cross-training, automation, team building, business priorities, and college level courses.

We are also expanding our use of distance learning techniques. In addition to formal classroom training, we offer opportunities through computer based training, web based courses, correspondence courses, and satellite broadcast courses. We are also in the process of implementing interactive multimedia courses to further expand opportunities to share knowledge.

To provide a wide variety of top caliber training, we have forged close partnerships with a diverse group of providers. Our partners span from our after-hours graduate and under graduate college programs to contractor provided on-site classes to commodity specific courses taught by Clemson University and the Philadelphia College of Textiles and Science.

Education and training are evaluated and improved by a series of assessments on training effectiveness. All classes offered are subjected to a formal evaluation at the end of the training session as to whether the training has met their requirements and expectations.

Another indirect measure of the effectiveness of our training courses is the impact on the bottom line. As part of our routine follow up for each course, we asked supervisors in our line organizations about their observations of customer service following our Customer Service Training Course. Supervisors overwhelmingly reported better internal relations within their teams as well as better attitudes and higher motivation to do the best possible job and deliver superb customer service, which were two of our objectives in offering the course. A few also reported improved business results as an additional benefit.

5.2.a.(5) Last year, we offered a one-day diversity awareness class to all of our employees. Over 93% of our employees attended this class.

We have formalized a leadership development program that was also implemented earlier this year that focuses on specific leadership expectations of our supervisors and managers. The program consists not only of training classes and a basic core curriculum, but also a rotational assignment (cross training) of supervisors, multi-source feedback, and seminars. Additional offerings through our Leadership Development Program include our Leadership Principles Class, a Supervisory Offsite, and Alternate Dispute Resolution, in addition to our Penn State University Leadership Core Curriculum.

In the past, we also offered Pre-Supervisory Leadership Training for those journeyman-level employees who received outstanding performance ratings. The rationale behind training this group in areas such as communication and problem solving skills is that these were the candidates who were most likely to be promoted into supervisory positions. Exposing them to some of the skills they would need as leaders before they were promoted prepared them for the tasks they would be using upon their promotion. The program was suspended during the time we were downsizing and consolidating, but we are in the process now of updating, revising, and reinstating the program. The revised emphasis will be on providing skills to clerical and administrative employees to help them move into professional and technical positions.

New employees receive orientation as soon as possible after their arrival. Since many employees are seeking one type of certification as stipulated by the law in the Defense Acquisition Workforce Improvement Act (DAWIA), we offer the required 24 hours of college business credits. On average, six different classes are offered on-site each semester and 300 employees attend. Graduate education is also available on-site under 3 different Masters Degree programs.

Our “just-in-time” computer training enables hundreds of employees to immediately put into practice their newly acquired computer skills. As a cost savings and convenience, over 165 on-site courses are featured in a typical year.

5.2.a.(6) Performance excellence is addressed through our education and training through offering courses in skills that employees need based upon the needs assessment. When we were promoting participation in Quality Circles, we emphasized training in group problem solving. We learned about scientific measurement, and offered statistical process control to our supervisors. As we moved into cross functional teams, we offered team building to our entire workforce. As we learned to focus on our customers, we promoted customer service, customer excellence, and customer satisfaction measurement. When we wanted to compare our performance to our competitors and the best in the field, we offered a benchmarking course.

At this time, we do not sponsor or require usage of performance measurement tools at all levels of employees. Those responsible for tracking or monitoring performance through quality control methods usually determine their own training needs and identify appropriate sources for this training.

5.2.a.(7) Knowledge and skills are reinforced through on-the-job application by providing training just-in-time when possible so it can immediately be put to use. Our follow up evaluations also serve as a reminder of the skills learned and whether they are applicable to on-the-job performance. As multi-skilled positions are filled, selectees who are put under a one year training plan (i.e., formal classes/on the job training plan) are evaluated every three months to ascertain their level of competency. Individual CBUs also provide informal cross training on commodity specific issues and processing procedures.

Knowledge and skills are reinforced on the job through applying the skills gained through training to the work being done. Much of the training we offer is required because of the work being performed. As such, the employee cannot be certified as proficient in the area without the training, nor can the employee perform appropriately in the position without the required training. For example, specific courses are required for those in the contracting field, but the contracting officers cannot do the job without knowing the rules and regulations identified in the training.

5.3.a We address and improve workplace health, safety, and ergonomic factors through constant monitoring of our work environment to identify and correct potential hazards. In addition, our Health and Safety Manager has formed a Process Action Team with other tenants of our compound to canvass the entire area monthly to identify and eliminate tripping hazards.

We recently renovated our entire facility, providing new workspace for all of our employees. Our renovations embraced the latest in ergonomics. Keyboard and mouse shelves are incorporated into furniture, chairs with lumbar support and conveniently located rest areas are but a few of the improvements made.

Programs provide employees with preventive skills and behavioral modifications necessary to develop and maintain a healthy lifestyle. Proactive communication

between Employees, Union, Management and Command is provided through Safety Council feedback briefings. Safety representatives are designated in each organization to gather concerns and reactions from the "grass roots" level.

In 1998, the Safety and Health Office conducted a Safety Stand Down Day. The entire day consisted of safety awareness training and activities. Training sessions were held for our employees in subjects ranging from First Aid, Back Injury Prevention, Family Advocacy, and Electrical Safety to exercises for designated environmental personnel in confined space, chemical spill, and laboratory safety. An asbestos workshop was also conducted and credited for designated employees as part of their mandatory training as prescribed by the Environmental Training Plan.

5.3.b.(1) We support our employees through proactive behaviors and by instituting flexible and liberal interpretation of policy that directly impacts an employee's individual growth, well being, and satisfaction. Access to reduced rate tickets to recreational events and sponsored events is provided through the efforts of the Compound Employees Recreation Association and Morale, Welfare, and Recreation office. Our employees have access to most military facilities on the compound and enjoy recreational facilities built with the proceeds from our recycling initiatives.

We have issued a "Safety and Health Plan," updated annually, that includes guidance on training for new employees, hazard communication, Cardio-Pulmonary Resuscitation (CPR), program emphasis, and hazardous condition procedures, among other subjects.

Unlike many of our counterparts in government, we not only pay for job-related after-hours education, but non-job-related courses (with few exceptions) and books are covered that lead to a degree. In addition to the standard Employee Counseling Service, our partnering with our host organization and the Pennsylvania Private Industry Council has afforded our employees access to a career management center and other employment service.

Our proactive behavior in securing partnerships with local universities has provided many employees with opportunities to obtain degrees, including undergraduate, graduate, and post-graduate degrees, during business hours. The flexible work hours, alternate work schedules,

and core time deviation have been in place for years and are unmatched by most other government, and many private, organizations. We financed and built a day care center on site, a wellness center and a training center. Because our on site training space needs are so extensive, we are also developing plans to convert warehouse space into state of the art training rooms within the next year.

We have a variety of on site support services including: Employee Services Center; Family Advocacy Program; Patient Contact Representative; Fitness Center; Corporate Wellness Program; CPR Classes; Flextime Program. We liberally excuse absences for various organization-sponsored events, such as individual office picnics/ holiday parties, the Health Fair and the Health Benefits Fair.

5.3.b.(2) Our work climate considers and supports the needs of a diverse work force through analysis of the climate in support of diversity. We conducted a survey to determine employee perceptions of the effect of diversity factors on areas such as work environment, promotions, and employee performance. We have taken the results of this survey and are in the process of creating a plan for managing diversity and positively impact the negative factors, while reinforcing the positive aspects of workforce diversity. In addition, we recently offered diversity awareness training to our entire workforce. Over 90% of our employees attended this training.

As a follow up to the diversity assessment and training, we conducted focus groups to help us understand some of the issues raised in the survey and classes. We are now in the process of developing a plan to address the two most critical areas identified as needing attention.

More than 90% of our employees attended the Diversity Awareness training. In addition, we have developed and disseminated to all supervisors the DSCP Strategy for Improving Representation within DSCP - FY 2000.

We have an advisory council that routinely meets and reviews activities to ensure progress towards equal employment goals and environmental requirements, such as those prescribed by the Americans with Disabilities Act. Training and seminars on a variety of special topics in the realm of diversity, women's issues, and ethnicity are featured throughout the year. Nationally recognized guest speakers are drawn from local and national arenas.

5.3.c.(1) We determine the key factors that affect employee well-being, satisfaction, and motivation through interactive meetings between employees and our Commander called “Sensing Sessions.” During these meetings, employees have an opportunity to ask questions and raise concerns to the Commander in small groups of 15-18 people. Similarly, we monitor comments and questions raised at our Town Hall meetings to identify those factors affecting employee satisfaction. This continues our earlier practice of answering questions related to the Base Realignment and Closure (BRAC) decisions in an open forum.

5.3.c.(2) Each Sensing Session is held with a different segment of our work force, such as clerical, journeyman, or supervisory employees, enabling us to identify concerns of particular groups and those of the work force as a whole. Frequency of repetition is the primary indicator of the relative importance of issues.

We also partner with our Union to determine and address employee satisfaction, well-being, and motivation. Our Union President is a full member of the Board of Directors (BoD).

Other traditional indicators of employee well being and satisfaction, such as employee turnover and sick leave usage, have been invalid for us to track for the past several years, as we implemented the BRAC requirements. More than 500 employees separated from DSCP in the last five years. As employees approach retirement or separation, sick leave usage rises, making the usefulness of this indicator questionable at this time. Similarly, the number of grievances based on unfair practices rose as we moved closer to the involuntary separation date, making this indicator an inaccurate representation of employee satisfaction. However, we expect the situation to stabilize, and we will begin tracking these figures again within the next year.

5.3.c.(3) We relate the results of our findings to key business results to identify work environment and employee support climate improvement priorities through comparing identified issues to actions and results based on those actions. We also examine the relative strength or severity of the issue to determine whether it has been initially resolved, then how it could be improved. For example, parking was an issue for many employees who moved from DSCP’s old location to the new site. As we

continued to raise the number of free, on-site parking spaces to accommodate 76% of the compound work force (in excess of DoD’s 50% requirement and DLA’s 60% requirement), the issues surrounding parking changed from the number of spaces to the proximity to the work buildings.