REINVENTING HRD FROM TRAINING TO PERFORMANCE CONSULTING

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INTRODUCTION

How does an established manufacturing facility tackle the relentless demands for improved human performance in the competitive global economy? That is one of the first questions that the Rohm and Haas Houston Monomers Plant addressed as it embarked on a major reengineering initiative. Their answers to this question resulted in the creation of a network of performance specialists referred to as the Performance Development Implementers (PDIs). This network was charged with the formidable task of changing the plant's prevailing paradigm pertaining to how to achieve excellence in human performance.

While the old paradigm centered on informal training and experience in the job as the keys to adequate performance, the new model considers all of the factors that influence human performance. Moreover the new paradigm focuses very specifically on influencing performance to that will impact business and plant strategic goals. Thus the creation of the PDI Network is a critical step in a move towards strategic alignment in the Houston Plant.

BACKGROUND

The Houston Monomers plant undeniably is the cornerstone of the Rohm and Haas specialty chemical company's production operations. As the largest monomers plant in the world, the Houston plant supplies the rest of the Rohm and Haas facilities with the precious material that is the key ingredient in the production of many of the company's other products. Thus, the company's products and profits are dependent on an smooth efficient operation in the Houston Monomers plant.

Like all companies in the chemical industry, Rohm and Haas is up against volatile markets and fierce global competition. In the words of plant manager, Bob Brinly, "In the current competitive environment, the way we used to do business simply isn't good enough."

Within the context of unrelenting demands from customers and enormous competitive pressures on profit margins, the Houston plant embarked on a major reengineering effort. One of the design teams took on the thorny yet critical issue of how the plant should support excellence in human performance. Historically the plant had relied on training to address all performance problems and opportunities. However, while all agreed that a fine-tuning if not overhaul of the training system in the plant could have an impact on human performance, the design team concluded that performance excellence requires more innovative systems that exceed the reach of traditional training programs. They determined that their systems design should take into account the multitude of factors that can lead to or detract from performance excellence.

At the same time their data demonstrated a clear need for coordinating the fragmented and often duplicative efforts aimed at impacting human performance. They recommended the creation of the Performance Development Network as the coordinating body.

Each unit in the plant would have a PDI who would report to the unit/department manager with a dotted line to the performance development manager and address performance issues in the area. All of the PDIs would join together in a network for sharing information, addressing plant-wide initiatives, and building their own knowledge and skills. The network would be coordinated by a Performance Development Manager who resides in the central Human Resources Department.

The plant management adopted the reengineering team's recommendations and chartered a team to form the PDI Network and develop the strategic plan. The team was composed of Carolyn Kenner-Varner, the Network Manager, and a small team of external consultants from Miller Consultants Inc. This team was assisted by the original reengineering team on a short-term basis. Miller Consultants was chosen as the external partner for the project because of the company's work with Rohm and Haas worldwide on similar projects. In addition, Kathy Miller had been working with the Houston plant's operator training strategy and system for several years.

Goals And Objectives Of The Change

The long term vision for the PDI network was ambitious. The goal was to position the PDIs as partners with management with the mission of improving individual and organizational productivity. The network was to use state of the art practices to link performance improvement efforts to business needs and goals. In carrying out this mission, the PDIs became advocates of change throughout the plant.

Challenges

As with all major change efforts, the transition from the old to the new system was not without difficulties. To achieve the vision, our strategy for the network had to include effective means for persuading the various decision-makers and stakeholders throughout the plant that the PDI roles should move away from the narrow training function to address the broader performance issues. We knew that the new model could succeed only if the managers accepted the expanded roles of the PDIs as performance consultants. We were aware that this cultural shift would take time and a great deal of effort.

The history and culture of the Houston Plant provided some early and ongoing challenges. The plant is composed of many units with great independence. Moreover, a recent move to a plant-within-a-plant structure meant that the degree of independence was actually increasing. Each production unit has autonomy to do what makes the most sense for their unit.

While this decentralization is a plus from a business perspective, this context provides some interesting challenges for the move towards the cooperative network with common standards for performance improvement. In fact, some thought that the network was unlikely to succeed in such an environment. On the other hand, several plant leaders viewed the PDI Network as a pilot model for assessing how the plant could maintain its economies of scale, communication systems

and smooth operation in the ever-growing autonomous environment created by plant-within-a-plant concepts.

DESCRIPTION OF THE EFFORT

Initiative Kickoff

With management's support of the proposed changes, the team completed the job design and selected people for the PDI positions. The backgrounds of the successful applicants varied; however, all came from other positions in the plant and most had little experience with the functions they would be fulfilling in the new PDI roles.

The first order of business for the network was to finalize the network strategy. Strategic goals were categorized into client-focused and network-focused goals. The original strategic goals for the network are included in Table 1. In addition to their network goals, PDIs were to work with their managers to establish partnerships to develop specific goals for productivity improvements in the unit. The goals were to be directly linked to business goals.

Table1: HOUSTON PERFORMANCE DEVELOPMENT IMPLEMENTERS NETWORK STRATEGIC GOALS

STRATEGIC GOALS
Use of state of the art practices to support key goals and initiatives, cost effectively in a quality manner that results in learning.
Implement CBT to support unit/area and business goals
Support achievement of safety goals
Partner with management to form strategic plans for units/departments to meet business goals

Tackling the Development of Knowledge and Skill

To provide the support which the new PDIs required, our team developed a competency model based on the outcomes which the PDIs were to achieve. The model was designed to be not only strategic but also practical. It included specific behavioral examples and best practices to illustrate how the PDIs should demonstrate each competency to achieve the objectives of their new roles. The model was to be the map for training the PDIs. Table2 illustrates the basic competency model. Table 3 illustrates how the competencies were derived from the outcomes the PDIs were to achieve and the tasks they were to perform. In addition, this example includes some "best practice" behaviors that depict how the competencies were to be demonstrated on the job.

TABLE 2. JOB SPECIFIC COMPETENCIES

Business and Organizations
- Knowledge of the Rohm and Haas Organization
- Knowledge of the chemical industry
- Knowledge of the "big picture", business understanding
- Knowledge of specific clients

Performance Management
- Knowledge of performance results concepts
- Knowledge of relevant data to address performance standards
- Knowledge of how to write performance standards
- Knowledge of the relationship between job tasks and competencies
- Ability to write performance objectives
- Ability to develop strategies
- Ability to identify most probable cause
- Ability to match solutions to causes
- Ability to observe behavior & performance

Rohm and Haas Training System
- Knowledge of all phases of the Training System
- Knowledge of relationships among systems
- Knowledge of the Performance Development Network services
- Ability to apply the tools and techniques for each phase of the Training System
  - Performance Analysis
  - Training Analysis
  - Design
  - Development
  - Implementation
  - Evaluation

Data Collection and Analysis (written and numerical)
- Knowledge of the type of data that the organization routinely collects
- Knowledge of descriptive statistics
- Knowledge of how to collect data
- Knowledge of data analysis techniques
- Knowledge of how to reduce data
- Knowledge of analytical models for interpreting qualitative and quantitative data
- Ability to select data collection method most appropriate to the task
- Ability to construct questionnaires
- Ability to write questions
- Ability to observe people inconspicuously
- Ability to conduct research
- Ability to interpret information
- Ability to organize information
- Ability to present findings
- Ability to envision patterns and relationships in information

Writing
- Ability to organize findings and write clear reports
- Ability to write

Training
- Knowledge of training and development theories and techniques
- Knowledge of the relationship between performance management, training and development systems
- Knowledge of various presentation and training techniques and approaches
- Knowledge of varying learning styles
  - Adult learning theory
  - How to build learning models
  - Career development theories and techniques
- Knowledge of how audience characteristics impact the training design
- Knowledge of how to assess the target audience
- Knowledge of variety of techniques and media for materials preparation
- Knowledge of budgeting concepts and techniques for training and development activities, i.e. direct and indirect costs
- Knowledge of possible causes of performance gaps
- Knowledge of techniques for analyzing performance gaps
- Knowledge of opportunity analysis
- Knowledge of causal analysis, e.g. root cause analysis
- Knowledge of the subject matter
- Ability to separate training from non-training issues
- Ability to apply principles of adult learning to development of materials
- Ability to use appropriate tools and techniques for performance analysis
- Ability to logically organize data and identify its relevance for the training design
- Ability to analyze (e.g. for assessing competencies needed to perform duties and tasks)
- Ability to use techniques of top-down flow charting
- Ability to demonstrate skills and techniques

Computer Skills
- Knowledge of electronic systems (e.g. CBT)
- Ability to use computer and computer data bases
- Ability to use electronic systems

Competency Models
- Knowledge of competency models
- Knowledge of how to identify competencies
- Knowledge of competency mapping techniques

Management/Project Planning
- Knowledge of project management
- Knowledge of cost/benefit analysis
- Ability to plan projects
- Ability to manage projects
- Ability to develop budget projects
- Ability to perform cost/benefit analyses
- Ability to manage records
- Ability to develop budget projections
- Ability to balance individual and organizational needs

Consulting

- Knowledge of organizational behavior
- Knowledge of process consulting skills
- Knowledge of benchmarking processes
- Knowledge of how to search for information
- Knowledge of problem analysis
- Knowledge of enabling skills
- Ability to probe for clients' true need
- Ability to influence client to make sound decisions
- Ability to build relationships
- Ability to make persuasive and informative presentations to clients
- Ability to effectively negotiate process, time-frame and resources
- Ability to frame issues in a variety of ways: i.e. intellectual versatility
- Ability to adapt communication style to situation and need
- Ability to communicate concepts
- Ability to listen to, communicate concern and caring to clients/stakeholders
- Ability to explain concepts and tasks
- Ability to facilitate groups
- Ability to facilitate consensus
- Ability to conduct focus groups
- Ability to gather input from others
- Ability to interview, questioning skills
- Ability to say no to inappropriate requests

Communication

- Knowledge of how to communicate sensitive information
- Ability to communicate in an articulate manner
- Ability to give constructive feedback
- Ability to listen actively and probe for information

Influencing Skills

- Ability to inspire other
- Ability to engage in visioning

Self Awareness and Respect for Others

- Knowledge of human defensive reactions and how to minimize or prevent them
- Knowledge of personal biases and ability to manage/control them
- Knowledge of self and own biases
- Ability to manage personal biases
- Ability to identify and understand what others are feeling
- Ability to self-disclose
- Ability to anticipate reactions of others
- Ability to adjust behaviors to reactions of others
- Ability to be sensitive to the effect of information/data on others

Table3: Example of How Competencies Relate to Tasks and Behaviors

PERFORMANCE RESULT (GOAL): PARTNERED WITH MANAGEMENT FOR EFFECTING PRODUCTIVITY IMPROVEMENT

TASKS	BEST PRACTICES	COMPETENCIES: SKILLS AND KNOWLEDGE
Develop Partner Relationship with Management Establish joint market services goals objectives. Identify problems and opportunities. Establish roles and responsibilities of partnership. Evaluate client satisfaction with partnership.	1. Act as liaison between department and Performance Improvement Network. 2. Cooperate with management on joint projects. 3. Create a positive image for Performance Development Network. 4. Market Performance Development Network services. 5. Initiate opportunities to meet with key managers to discuss business and performance needs of the unit. 6. Forward to the manager articles and other documents that are pertinent to the business and performance needs of that individual and unit. 7. Maintain confidentiality. 8. Seek feedback from managers on level of satisfaction with partnerships. 9. Acknowledge business performance accomplishments of manager and of unit. 10. Keep managers informed of projects, plans, and efforts within the Performance Improvement Network. 11. Use opportunities to drop-in and visit people in unit. 12. Assist managers in identifying the performance implications of a business initiative they are considering. 13. Educate managers on performance technology and how to identify needs in performance terms. 14. Ask managers for their preferences regarding desired outcomes from and working style to use in partnerships.	• Knowledge of the Big picture • Knowledge of specific client organization • Knowledge of Performance Development Network services • Knowledge of Performance Development Network mission and goals. • Ability to build relationships • Ability to frame issues in variety ways, intellectual versatility • Ability to probe for clients true need • Ability to communicate in articulate manner • Ability to question • Ability to influence client • Ability to make persuasive and informative presentations to clients • Ability negotiate • Ability to engage in visioning • Ability to adapt communication style to situation and needs • Ability to control personal biases • Ability to identify and understand what others are feeling • Ability to self-disclose • Ability to anticipate reactions of others

The most critical strategic goal for the network involved the use of state-of-the art practices in linking performance improvement to business needs. Since most of the PDIs lacked experience in the processes and technologies of performance improvement, addressing their developmental needs became the top priority. The competency model served as the foundation for this effort. The project team identified the most significant gaps in the group's competencies to determine developmental priorities for the first year. The most critical and prevalent gaps included:

- Knowledge and skills for carrying out performance analysis
- Skills in consulting with "clients"
- Knowledge of how to evaluate the impact of interventions.

The project team put a plan in place for attacking those gaps over a year time frame. The process involved some initial training for the acquisition of knowledge, followed by structured coaching designed to assist the trainees in developing skills and hands-on experience in applying their newly acquired knowledge to real work.

The team delivered initial training consisting of an overview of the company's system for strategic learning and performance improvement within the first month of the network's existence. This training covered three sets of topics. The first set focused on performance improvement and included the following:

- How to link performance improvement efforts to company strategy
- How to conduct an environmental scan to assess threats and opportunities for performance improvements
- How to gather data on best practices.

The second set focused on helping them deal with the role changes both from their own perspectives and from the perspectives of helping others in the plant understand the changes. Topics included:

- Understanding the changes in their roles
- How to address these changes with their managers
- How to handle difficult situations that might arise throughout the transition.

The third set involved providing an overview of the Rohm and Haas Training System and included the following topic:

- Overview of the instructional systems approach to the design, development and delivery of training
- How the company has adapted this methodology to its own unique training system
- How to evaluate training including return on investment evaluations.

In order to really tailor the training to individual needs, the formal classroom training was supplemented with self-paced modules that the PDIs completed between sessions. This self-paced process gave each PDI greater opportunities to focus on those topics and skills where his or her gaps were greatest.

After the PDIs completed the formal training, they began a structured coaching process. Each PDI was assigned a coach/mentor within the company or within Miller Consultants who had proven expertise in performance analysis and training. The coach was to work with the PDI throughout a time period that ranged from several months to a year.

The coach's' role was to help the PDI carry out 'real' projects that were pertinent to their roles, and would allow them to use the knowledge and skill they had developed through the formal training. The coaches were to work with the PDIs to identify and set objectives around specific knowledge and skill targets. Each PDI worked with his/her coach and manager to set up project plans and coaching agreements that were directly linked to a goal in their unit. Table 4 illustrates some of the projects as they connect to plant and unit goals.

HOW PERFORMANCE DEVELOPMENT PROJECTS SUPPORT BUSINESS GOALS

	RESPECT	RESPONSIBILITY	RESULTS	
CORPORATE/ MONOMERS BUSINESS GOALS	**Safety, Health and Environment** • Injury free • Responsible care • Monomer handling • Environmental incidents • Regulatory agencies	**Productivity** • Cost reduction • Diversity • Performance management • Respect • Connected to the business • Capital effectiveness • Meet production plans • Maintenance • Asset utilization	**Preferred Supplier** • On time shipment • Goals agreed to with customer • ISO	**Other** • Community • Union • Managers optimize R & H, not unit
AREA/ DEPARTMENT GOALS (EXAMPLES)	• Zero OIIs • In compliance with regulations • Reduce spills and releases	• Implement performance management systems • Increase productivity • Reduce costs	• Improve product consistency • Increase quality • Reduce non-conformancy • ISO certification	
PDI PROJECTS (EXAMPLES)	Implement N-Area Alignment Process ⇨ Increase productivity ⇨ Support 3 Rs ⇨ Zero OIIs	Implement Performance Management System ⇨ Increase productivity ⇨ Support 3 Rs ⇨ Zero OIIs ⇨ Increase quality	Implement/Facilitate Safety Team ⇨ Reduce OIIs ⇨ Increase productivity ⇨ Raise safety awareness	Implement Maintenance Performance in Line With Benchmarks ⇨ Increase productivity by increasing production uptime and asset utilization	Implement Control Operator Training ESTER-FCAA in HT-2 ⇨Increase productivity ⇨ Zero OIIs

Miller Consultants 1996

The *Rohm and Haas Training System Tool Kit* supplemented the coaching process. This *Tool Kit* is a compendium of job aids and other tools specifically designed to support Rohm and Haas's systems and processes for improving human performance.

PDIs met with their coaches to determine how they would work together and measure progress. In addition, the PDIs agreed to keep "learning journals" which they would share with each other to facilitate the learning process. To assist with this shared learning, the company set up a computer network that would allow the PDIs to keep their contracts, learning journals and other project documents in files that could be accessed by everyone participating in similar coaching processes and training throughout the corporation. This electronic vehicle was to facilitate organizational learning as well as provide a means for PDIs and their coaches to keep up with each other between coaching sessions.

Tackling Communications

The greatest challenge that faced the PDI Network was to gain acceptance and support for the new roles throughout the plant. The team devised a strategy for addressing these tricky communication and persuasion issues. The plan was to enlist the support of various constituencies throughout the plant by explaining what the network could do for them.

The strategy was supplemented with a communications kit which included tools such as the following:

- Tip sheets on points to cover in informal chats in the lunch room
- How to identify opportunities to mention the network appropriately in forums such as meetings
- Scripts and overhead for more formal presentations which each pdi could customized to maximize the effectiveness of the materials in their own units and circumstances

Tables 5 and 6 illustrate two sample tools.

Table 5. Key Messages

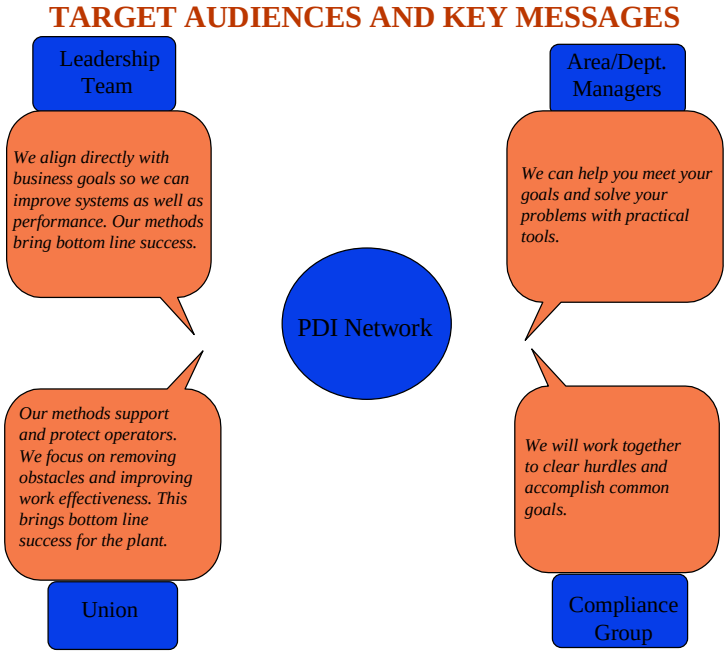

TABLE 6
SAMPLE SERVICES YOUR PDI CAN PROVIDE

ORGANIZATIONAL GOALS AND SYSTEM ANALYSIS	**VALUE TO YOU** • Provides a Check to Ensure Your Goals Are Aligned With Organizational Needs • Provides an Overview of External Trends, Internal Climate and Critical Systems To Help Plan More Effectively
PROBLEM ANALYSIS	**VALUE TO YOU** • Helps Identify The Root Causes (Versus Symptoms) of a Performance Problem so the Correct Problem is Solved • Determines the Cost vs. Payoff of Solving a Problem • Helps Identify Best Solutions to Performance Problems
BENCHMARKING	**VALUE TO YOU** • Identifies Performance Opportunities • Sets Standards • Clarifies Performance Gaps
PERFORMANCE AND COMPETENCY MODELS	**VALUE TO YOU** • Sets an Expectation for Required Performance Consistent With The Needs of the Organization • Provides a Performance Management Tool to Increase Productivity • Supports Alignment of Activities With Goals
JOB & TASK ANALYSIS	**VALUE TO YOU** • Supports Procedure Writing That Ensures Compliance With Mandated Regulations and Laws • Ensures that Training Addresses the Needs of the Job
TRAINING DESIGN AND DEVELOPMENT	**VALUE TO YOU** • Ensures That Training Directly Supports the Solution • Ensures Performance Improvement
IMPLEMENTATION OF ELECTRONIC TRAINING MANAGEMENT SYSTEM	**VALUE TO YOU** • Reduces Training Costs • Ensures Effectiveness of Training • Documents That Individuals In Each Job are Fully Trained
DATA COLLECTION AND RESEARCH	**VALUE TO YOU** • Provides a Broader Picture of the Environment To Minimize Unexpected Performance Demands • Provides a More Definite Understanding of Performance Issues • Provides Baseline Data To Determine Specific Impacts
INDIVIDUAL COACHING/ PERFORMANCE IMPROVEMENT	**VALUE TO YOU** • Helps Identify Skill Deficiencies and Other Barriers To Successful Performance • Identifies Strategies Between Preferred and Current Proficiencies • Helps Bring About A Transformation in Performance
EVALUATION (IMPACT OF TRAINING & RELATED EFFORTS ON BOTTOM LINE GOALS)	**VALUE TO YOU** • Determines Payback for Investment of Training Dollars • Determines Whether New Skills Are Being Used Appropriately • Provides Opportunity to Correct Problems Through On-Going Evaluation • Identifies Impact on Individual Performance Organizational Effectiveness

RESULTS

PDIs Use New Lens for Looking at Performance Issues

Over the past year, the PDIs as a network and as individuals have worked at developing the knowledge and skills they need to carry out their new roles. They have made progress in looking at performance problems and opportunities from a broader system perspective rather than merely relying solely on training. More often than not, they are asking the right questions about the factors that might be influencing performance before making recommendations to address the performance issues. In the words of one of the PDIs, " The system has helped me think about performance versus training issues before I jump in and train." However, even though they are moving towards a more consultative and collaborative role in their own minds, the plant often views them as a "pair of hands" instead of partners. They are well aware that obtaining the support of their managers is the key to their success and that they must step up their efforts to listen to their managers needs and communicate how they can meet those needs through their changing roles.

The plant has come around to an understanding and appreciation of the value of a network slowly. The managers have asked justifiable questions such as "what do I (and my unit) get for giving up a percentage of my PDIs time to network activities?" The good news is that recently, when the Houston Management Leadership Team (HMLT) was given the opportunity to engage in a discussion of whether they would like to change the network's focus from tackling plant-wide issues and initiatives to information-sharing only, they opted to not only keep the plant-wide focus, but to take a more active role in directing it. Through the dialogues on network value and focus, the management team seemed to strengthen their own commitments to the value of leveraging resources in a highly decentralized plant environment. Thus the plant is coming closer to realizing one of the original goals of this network . . . to create a model for communication and cooperation in a highly decentralized environment.

Network in Action: Implementing Change

The vision for the PDI Network is that the group as a whole and its individual members will over time, increasingly play the role of change agents in the plant. Of course to become effective in these roles, the PDIs will need opportunities to continue to develop their own skills and abilities.

Even though the first year has been a "building" process for the network, the PDIs have already experienced some successes. For example, they played a critical role in the roll out of a plant-wide goal alignment and performance management system. One component of the system was a 360 degree feedback process which the PDIs helped develop and implement.

Likewise, the network was instrumental in the creation of a plant-wide computer-based training system (CBT) for the delivery of mandatory safety training. This CBT initiative has not only led to more effective training from the stand-point of learning, but has also saved the plant thousands of dollars each month due to cutting overtime costs which were accrued because of the logistics

of scheduling groups of people for classroom training previously. And of course, several of the individual PDIs have provided interventions that address individual performance and productivity problems using their performance analysis tools.

LESSONS LEARNED

The goals of the reengineered change were ambitious. While the plant has made progress in achieving the original aims of providing innovative, cost-effective, and results-oriented consulting and training, the progress has not been without some pitfalls and lessons learned.

The Need for Constant Communication

All of us involved in the change over the past months have learned anew the fact that messages must be repeated a variety of ways and in a variety of forums before they will stick. We have learned that we must repeat messages about the goals of the change, the strategy for achieving the goals, the nature of the new roles, and the benefits to be gained over and over. We can not overemphasize the importance of targeting individuals as well as groups for these communications and to actively solicit their support.

The most powerful communication for "selling" the changes has been listening. Each of us has had to listen and listen and listen and then address the concerns that we hear repeatedly. This is not a new lesson but one which proves to be the most critical for any change effort time and time again. When we have sought to inform only, we have failed. When we have sought to listen to the stakeholders' needs and concerns, and then show them how we might address them, we have succeeded in obtaining their support.

Role Transformation Doesn't Happen Over Night

We knew from the beginning that this change was not going to succeed over night. Nevertheless, we have been reminded in many ways this year that paradigm changes come slowly. Making the changes work both within the network and throughout the plant is no exception.

The PDIs are developing a degree of comfort with their new roles. Of course the magnitude of the personal change required varied within the network. For some the change is great. For others, the change is minimal. However, for most of them, the role change has involved not only the need for new knowledge and skill, but a new view of what they have to contribute to the plant and the company.

Coaches Can Wear Many Hats

We have found that our original strategy for helping the PDIs develop new competencies has had to undergo many transformations as events have unfolded throughout the year. For example, several of the PDIs have changed projects for the coaching process a number of times. We now believe that we attempted to set up their projects too soon after they entered their new roles. They really needed some time in their units to learn their way around before they could know what project to pursue.

We have learned that coaching can serve many purposes in addition to assisting with projects. We have coached them on how to approach their managers, how to communicate with various groups about their roles, and have attempted to help them adjust to the paradigm and role changes. Over the year, we have expanded our views of what the coaches can and should provide to assist the PDIs.

Always Keep the Manager in the Loop

Managers must have a voice in all strategy development. While we have always known the value of managers' input, we have felt the importance of their buy-in throughout the year. We have found that the key to success is to keep management involved in the development of strategy without overburdening them with details that they don't want or need. Successfully enlisting their support requires consistent communication and lots of time listening rather than explaining. After all, they are extremely critical players in the process of improving human performance that is aligned with business and plant goals.

CONCLUSIONS

The PDI Network is Leading Change in the Plant

How does an established plant tackle the relentless demands for improved human performance in the competitive global economy? The Rohm and Haas plant in Houston is in the process of answering that thorny question. They are working hard at developing a network of highly skilled performance specialists who understand and can address the common needs of the plant as well as the specific needs of each unit. They are continuing to pursue the paradigm shift that will lead to refocusing and addressing a broad range of factors that affect human performance. The vision that they are working towards is summed up with this excerpt from their communications package:

"Imagine . . . You walk into your office first thing in the morning. On your desk is an unexpected package. Curious you open it immediately. What you find is a new resource. It will help you achieve your goals faster, easier, and with less waste, what's more, the goals are perfectly aligned with corporate strategy. That is how we envision the new PDI network."