

(NOTE: This file contains the pre-proof text of an article published with the .title and authors listed in *Library Administration & Management*, .vol. 17, no. 4, pages 189-195, fall 2003.)

<at>Organizational Development, Best Practices, and Employee Development

<by>Keith Russell, Kathleen Ames-Oliver, Linda Fund, Terry Proctor, and Madi Vannaman

<au> Keith Russell is Coordinator of Employee Development, with a joint appointment on the KU Libraries faculty, Kathleen Ames-Oliver is Professional Development Manager, Linda Fund is Assistant Director of Human Resources, Terry Proctor is Professional Development Specialist, and Madi Vannaman is Assistant Director of Human Resources, Department of Human Resources, The University of Kansas, Lawrence.

This article describes a unique, ongoing collaborative project between the Libraries and the Department of Human Resources at the University of Kansas (KU). The goal of the project is to apply best practices techniques in addressing the needs of the campus-wide employee development program. The authors constitute the team that implemented this project.

On many campuses the library is ahead of most other departments in supporting staff development activities and in utilizing professional development programs offered by the campus human resources department. The library is often the only department (other than human resources) with a staff development or training position, and often has its own staff development committee. It is clear that most university libraries place a high value on the continuing development of the professional and personal skills of their staff. Library leaders, managers, and staff consciously seek new ideas for improving their organization's staff development programs.

In addition, current fiscal constraints are, once again, driving organizations to seek innovative collaborative ventures between departments and units, optimizing wherever possible the use of limited resources for broader benefits to the organization as a whole. It is hoped that the KU experience described in this article may facilitate the use of best practices techniques in other institutions, may lead to other collaborative projects at other institutions, and may serve as a model activity that benefits the library, human resources, and the campus as a whole.

<h2>Introduction

The KU best practices in employee development project was planned in the fall of 2000, and began in January 2001. At that time, a library faculty member (the senior author) with a background in employee development and organizational development took up residence in KU's Professional Development Section of the Department of Human Resources. The project, originally planned for eighteen months, focuses on this question: What can be achieved by, and what are the practicalities of, a collaborative best-practices effort designed to improve the campus-wide professional development program for faculty and staff?

In the near term, the faculty member provided additional staffing, new perspectives, and supplemental skills and experience to a unit with a significant workload and limited resources. In the long term, it is hoped the project will enable the professional development staff to be even more capable than they already are to develop, market, and provide excellent professional development and organizational development programs and services. As a consequence of this effort, the workshops and services offered to all KU faculty and staff will be even more supportive of the mission of the university.

This project has several unique aspects:

- The project is collaborative and synergistic. It involves sharing expertise across departmental borders toward a common goal.
- The project is inside-out. The library faculty member in some ways serves a consultant role, but since he works day-to-day in a range of professional development activities within the Human Resources Department, the approach is quite different from the traditional consultant approach. The library faculty member participates fully as a member of the Professional Development Section, planning, designing, scheduling, and delivering training and orientation programs, as well as facilitation, team building, and other organizational development services to the KU community. As a result, he knows in detail the challenges of providing professional development programs on the Lawrence campus, can focus on those needs that are most urgent, and understands the interrelationships between various HR programs and services and those of other campus departments and units..
- The project focuses on best practices, a tried and true approach to improving programs and services. In this case, best practices were researched in areas of most relevance to the needs of the Professional Development Section.
- The project augments current staffing and skills. The library faculty member brings both time and skills that supplement the existing skills resident in the professional development staff. The skills include experience in staff development, facilitation, web-based information systems, planning, and bibliography.
- A project such as this has not been done before. A fairly extensive literature search, plus contacts with other universities, indicates that KU may be the first university to implement a collaborative best practices project such as this.

<h2>The Setting

The University of Kansas is a major comprehensive research university. Its main campus is in Lawrence, with the Medical Center in Kansas City, the Edwards Campus in Overland Park, and four other significant facilities in the state. The work described in this article took place on the

Lawrence campus, which in fall 2002 had more than 4,000 full-time equivalent faculty and staff serving a student population of more than 25,000.

At KU, employee development has high-level support. Shortly after Robert Hemenway was hired as Chancellor in 1995, and even before he actually settled into the position, he sent a letter to KU faculty, staff, and students. The letter included his view of the ten characteristics of a great public university, and number 7 is: "A great university recognizes the wisdom of investing in the human development of the work force, so that each employee is able to pursue personal and professional goals without institutional obstacles. A great university has no glass ceiling."¹

Within the Department of Human Resources, the Professional Development Section is charged with identifying and meeting the training and development needs of KU faculty and staff. The section normally has two full-time staff. The focus is on actions, programs, and services that help employees improve current skills and/or develop new skills useful in their current positions and in their careers. In addition, the section offers facilitation services, consulting, counseling, teambuilding, and other organizational development services. Other departments on campus, such as Academic Computing and the Watkins Health Center, also develop workshops for faculty and staff, and their programs are often publicized along with professional development offerings. At KU, the terms employee development, staff development, and professional development are used interchangeably (although fine distinctions could be made).

The Libraries employs approximately 150 of the KU faculty and staff, and has a strong staff development program of its own. In many cases the Libraries asks Professional Development Section staff to tailor existing workshops to Libraries needs. In some cases, the Libraries asks the Professional Development Section to create special programs. And, in reverse fashion, the Libraries sometimes offers staff development opportunities and makes those programs available to other campus staff.

<h2>Organizational Development and Best Practices

Several authors, including Jac Fitz-enz,² have noted that the emerging dominant paradigm in leading and managing organizations is that presented by the concept of Organizational Development (also called organization development and abbreviated OD). Within research libraries, the pervasiveness of the OD concept can be seen in the increasing number of libraries creating OD specialist positions. The most comprehensive and most cited definition of this concept is by French and Bell:

"Organization development is a long-term effort, led and supported by top management, to improve an organization's visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organization culture--with special emphasis on the culture of intact work teams and other team configurations--using the consultant-facilitator role and the theory and technology of applied behavioral science, including action research."³

The authors then devote three pages to explaining the fine points of that definition, and later in the work include an entire chapter on action research⁴ which includes several definitions of the

term. In a nutshell, action research is an iterative process used in problem solving--a process that includes: defining the issue that needs attention; collecting information and researching the issue; clarifying options and gathering feedback on those options; planning action collaboratively; taking action; assessing results; providing feedback; and taking additional action, as needed. Rothwell and Kazanas⁵ simplify the process, and a very thorough work on the topic is by McNiff⁶ It is very convenient that (a) The KU Professional Development Section teaches a problem-solving model that is very similar to the action research model, (b) the professional development staff are very open to experimentation, willing to test new ideas and exercises in the classroom, and (c) the section already values assessment techniques and feedback from program participants (and potential participants).

The identification of best practices is a key component of both action research and benchmarking. The work by Bogan and English⁷ recounts the history of benchmarking and, unlike some works, covers the use of benchmarking and best practices in the public sector. One of their statements captures the essence of this approach: "...best practices benchmarking can be described as the process of seeking out and studying the best internal and external practices that produce superior performance."⁸

Leibfried and McNair also clearly differentiate between benchmarking, a concept essential to the philosophy of continuous improvement, and the identification of best practices as a key objective in continuous improvement.⁹ They go on to clarify: "The overriding objective of benchmarking is to identify best practice."¹⁰ Senge makes several references to best practices.¹¹ Knicely recommends that future top-notch human resource leaders will have to "steal (and share) shamelessly," a reference to the philosophy of best practices.¹²

There are cautions, however, in using best practices and benchmarking. Hammer and Stanton, for example, warn that non-judicious use of benchmarking can stifle creativity and lead an organization to be content with just being like other organizations.¹³ Fitz-enz summarizes both the positives of best practices, and their limitations.¹⁴

<h2>Best Practices in Employee Development

Barbazette¹⁵ comes close to identifying best practices for training programs in general. She presents a comprehensive set of 38 criteria that can be used to assess how progressive a training department or training program is. This set of criteria can be read as a list of best practices, and items listed include: training priorities; support for the department and its trainers; assessing training needs; improving the curriculum and training methods; marketing and publicizing programs and services; budgeting; and evaluation. Woodward includes a chapter entitled "Best Practices for Continuing Professional Development" in his work.¹⁶ The American Society for Training and Development revises its handbook on training philosophy and practice every nine or ten years; while it is not best practices *per se*, it is an excellent reflection of current thinking and changing scenarios in training.¹⁷

Within libraries, the Staff Development Committee of the Human Resources Section of the Library Administration and Management Association keeps the library community aware of

developments in staff development by periodically issuing a new edition of its guide.¹⁸ The Association of Research Libraries (ARL) Leadership Committee recently identified the key components of library staff development programs. These include: a coherent curriculum; a program coordinator; targeting different staff with different courses based on need; program assessment and evaluation; adequate resources; effective partnerships; and administrative commitment. The list of components on the Web includes links to sample documents relating to each component.¹⁹ ARL also periodically updates its Systems and Procedures Exchange Center (SPEC) publication on staff training and development.²⁰

<h2>Determining Best Practices

One of the interesting developments early in this project was a conscious decision to veer away from a theoretical and academic project toward a very practical one. What was most needed was an approach for wrestling with pressing issues in the department and on campus, and for those issues seeking out information on what other institutions were doing, then evaluating that information to determine applications at KU.

The project team tried a variety of approaches and resources in order to determine the best practices on specific topics, such as "what new exercises could we use in KU's ethics workshops," or "how could professional development staff better publicize its workshops?" Over time, several sources of information emerged as more useful than others in providing insights into what other institutions were doing in similar situations. The most useful sources became a checklist that team members could use when faced with a new issue. A review of the list would remind the team member of available resources, and help to identify those most likely to produce the information needed. The list consists of ten useful sources of information, and can be called "The Best Practices in Employee Development Toolkit." Here are the components of the toolkit:

<h3>Training literature.

Staff in KU's professional development unit have ready access to several sources of training ideas and educational materials. The focus has been on a few standard training references. In addition to ones already mentioned, Eitington²¹ and Klatt²² have extensive manuals on the nuts and bolts of effective training. There are also several publications designed for trainers that cover a number of topics generally covered in employee development programs, and, by their intent, copyright permission is granted to the purchaser to copy exercises and handouts for use in the classroom.²³ As one thinks more broadly about learning research and its implications for employee development programs, works such as that by Quinones and Ehrenstein²⁴ become important. Their work summarizes research-based information that can be applied in employee development. Davis and Davis provide an interesting approach to matching learning strategies to learning needs.²⁵ In addition to monographs, members of professional development units need to keep abreast of periodical publications such as *T+D*, the journal of the American Society for Training and Development (ASTD). Such sources have been particularly useful at KU in developing new and enriching existing workshops.

<h3>Other literature

This can include monographs and journal literature on topics for which training is being provided, such as facilitation, project management, or diversity. At KU, the professional development staff rely heavily on such materials in preparing presentations and in developing annotated bibliographies that are included in workshop manuals.

<h3>Associations

Memberships in associations related to the employee development function help ensure that staff are aware of trends and opportunities in the field, both for personal development and for keeping the curriculum and teaching methods up-to-date. Some of the training-related associations include: American Society for Training and Development (which also has a Kansas City chapter near KU), the Kansas Trainers Network, the Association for Experiential Education, and the North American Simulation and Gaming Association. (The latter two associations are excellent for their focus on activities to use in training.). In addition, there are discussion groups within divisions of the American Library Association that focus on issues pertinent to the employee development function. Two examples are: the Association of College and Research Libraries Personnel Administrators and Staff Development Officers Discussion Group, and the Library Administration and Management Association Library Organization and Management Section Organizational Development Discussion Group.

<h3>Electronic discussion lists

Professional development staff at KU participate in several discussion lists that (a) keep them aware of developments, conferences, and new information resources and (b) provide opportunities to ask questions of other specialists or in other ways contribute to discussions on topics of interest. On several occasions, a first step in determining options on a particular issue is to send a note to the appropriate discussion list asking what other institutions are doing. Lists that are particularly useful include ones on training and development, group facilitation, faculty development, and library personnel and staff development practices.²⁶

<h3>Personal networks

Each member of the professional development unit has his or her network of colleagues and contacts with which he or she regularly communicates. Network members may be persons with whom staff interact regularly, or others with expertise useful to the development and implementation of programs and services. Early in an investigation of a topic, it is quite common to call or send an electronic mail message to one or more of those contacts asking their opinion.

<h3>Web search engines

A web search engine, such as Google, can be very helpful. At KU we often use Google and other search engines to identify other institutions teaching workshops we are developing, to locate training materials, or to answer other types of questions.

<h3>Library services

Since one member of our team is also a librarian, we make every effort to maximize our use of University of Kansas library services in support of employee development. We utilize the wide range of databases offered, frequently borrow materials on interlibrary loan, and have a set of

current awareness profiles on the system that provide regular updates on new literature on specific topics, as well as the tables of contents of select journal titles.

<h3>Training

Although training funds for professional development staff are limited, we do take advantage of learning opportunities on campus, in the community or area, and at conferences. In addition to being a key component of our own personal and professional development, such events also stimulate our thinking about the workshops we teach or may be developing.

<h3>Field trips

Field trips to other institutions are frequently done in benchmarking, and some institutions devote significant time, effort, and expense to set up such visits. The benefits of actually being on-site where something special is going on cannot be underestimated. At KU, we have only made limited use of this tool, but it continues to be an option.

<h3>Peer group for comparison

It is customary for many universities to have a peer group of rather similar institutions that serve more or less as a benchmark. For the University of Kansas, that peer group includes the Universities of Colorado, Iowa, North Carolina, Oklahoma, and Oregon. For other purposes, KU may compare itself with public universities in the Big Twelve Athletics Conference or the Association of American Universities. Using both the normal comparison groups for KU, as well as additional information, it is possible to assemble a core group of institutions that can be polled (personally or via the web) as a benchmark group on any issue the organization faces. At KU we have not done much of this, but it is another potential tool in the toolkit.

While the resources in this toolkit work well at KU, other institutions might find a different combination of tools more effective in their situation. The greatest value in using a toolkit of any kind for best practices work is that it provides both a structure and a memory aid to assist in completing step two of action research (collecting information and researching the issue). In many cases, the toolkit truly facilitates moving forward with a project. At KU, many administrators and staff are implementing the productivity principles advanced by David Allen, noted author and trainer on such issues as project management. His core premise is that what is most important, once the goal of a project is identified, is to determine the next step and to do it.²⁷ The toolkit makes it easy to determine where to go for needed information early in any project or best practice investigation.

<h2>Applications of Best Practices at KU

During the first 28 months of this project, a best practices approach has been used, at least to some degree, in looking at such employee development topics as: funding; applying current adult learning theory and principles; tailoring programs to meet campus needs; utilizing appropriate teaching techniques and materials; forming strategic alliances with administrators, faculty, staff, departments, and outside organizations; investing in trainer development; and applying technology in the best ways possible.

To demonstrate how the best practices approach works hand-in-hand with the toolkit and action research, additional information is provided on five issues the section has dealt with in the past two years. The Professional Development Section is part of a goal-oriented administrative structure at KU, and the first three examples relate to one-year or multi-year goals. The fourth and fifth examples pertain to the overall mission of the Professional Development Section, but not to specific goals of the past two years. The work reflected in these last two examples was stimulated by the results of best practices inquiries seeking to discover better ways (a) to market organizational development (OD) services (a key offering of the section) on campus, and foster a culture of OD, and (b) to improve teaching methods by employing a wider range of training exercises.

<h3>Developing a web-based orientation program.

The professional development staff have a leadership role in new staff orientation presentations. These two-hour sessions include an orientation to the university and an overview of benefits; all other aspects of orientation are handled by campus departments. The section would like to offer the orientation on the web, particularly to reach new KU employees who do not work in Lawrence, staff who work evening and night shifts, or others who cannot get to regularly-scheduled orientations.

The three tools most helpful in developing a proposal of how KU could present its orientation program on the web were: electronic discussion lists, personal networks, and web search engines. A Google search identified three or four online orientations by other institutions of higher education, and a question to the library personnel and staff development electronic discussion list uncovered one additional institution doing online orientations. Networking thru two departments at KU helped find a unit on campus that can do the work for us, once funding is appropriated for the project.

<h3>Reviewing and expanding the curriculum.

Since this project began in January 2001, the Professional Development Section has continued to gather information by several means on what employee development programs and services are most needed. In the spring of 2001, KU conducted a Workplace Climate Survey for classified staff and unclassified professional staff²⁸. Two questions on the survey were designed to provide needs assessment data for professional development, and the section analyzed those data. The section has also been charged by the Chancellor and Provost to develop a management development program for KU administrators, managers, and supervisors. And, of course, workshop evaluations and interactions by professional development staff with other KU employees also provide evidence of needs.

Changes in the curriculum during this time include: development of three management development forums (on civility, ethics, and performance appraisal); implementation of a monthly lunchtime seminar series (on various topics, including creativity, gender issues in the workplace, teambuilding, and mentoring); new workshops on facilitation, creative meeting strategies, project management, and coping with change; and significant modifications to earlier programs on coaching and emotional intelligence.

The training literature was one of the most useful tools in making these changes, since it includes a wide range of approaches and exercises for teaching new workshops. Subject matter literature was immensely helpful, too, as were the web search engines for finding out how other institutions structure their workshops on these topics.

<h3> Improving the marketing of professional development programs.

An ongoing goal of the professional development section involves better marketing of training events (and other organizational development services). Some programs suffer from low enrollment consistently, and others periodically. As a result, staff have reviewed the literature seeking the best practices of other institutions, and two works have been particularly useful.²⁹

In addition to finding ideas in the training-related literature, staff also used personal networks on campus to locate assistance with marketing. The Office of University Relations has provided some ideas, as well as help in publicity in the campus faculty and staff newsletter. And we have discovered a department on campus that might have students with marketing expertise who would be eager to do a project with us. We have also found web search engines helpful in seeing how other institutions promote their workshops and services.

<h3>Contributing to a culture of organizational development at KU.

As mentioned earlier, much of the work of professional development is based on organizational development (OD). Many of the services the section offers are OD-based, such as facilitation and teambuilding. Consequently, a significant portion of KU's OD specialists work out of this section. Several other staff at least partially involved with organizational development are in the Libraries and the information technology departments, all part of the Information Services division. The Vice-Provost for Information Services has a strong interest in OD topics, and the use of OD in day-to-day operations and change management. As a result, the Vice-Provost has worked with two staff from professional development to create a community of practice for staff interested in OD. The group has been meeting approximately six times a year for three years. Fifteen staff, mostly from Information Services, participate in these meetings and have become a core group for facilitating meetings and helping to implement change in departments. The Professional Development Section has an important role in keeping the group going, developing programs, and working with Information Service departments.

The formation of such a group was not a goal of the Professional Development Section, but it quickly became clear that fostering this group was mutually beneficial to both Information Services and the Professional Development Section. Via personal networks we have determined that KU is one of only a few institutions with an active OD group that cuts across several departments on campus.

<h3>Implementing new experiential exercises in workshops

Experiential exercises are a cornerstone of training programs, and they range from role plays to case studies to right-brain artistic exercises done to stimulate creativity. Employee development specialists are always seeking ways to improve the exercises they use, and to find new ones. As staff were reviewing the stress management workshop offered at KU, they discovered three converging concepts: (a) drumming and drum circle activities have a remarkable and positive impact on stress levels; (b) drumming can be used for meditation, which is one of the stress

management techniques many institutions teach; and (c) corporations have been using drumming activities for years for team and community building. Further, many trainers look for applications of Howard Gardner's theory of multiple intelligences³⁰ in the classroom, and evidence is mounting that teaching situations that employ more of the eight intelligences proposed so far are likely to be more successful with a larger number of program participants.³¹

The bottom line at KU is that professional development has been experimenting with percussion-based experiential exercises in teambuilding, stress management, and creativity seminars, and occasionally uses such exercises to review principles taught in an eight-day supervisory training program. In some cases, the exercises augment processes in existing workshops; in other cases, they form the core for new programs. The exercises used are based on the work of Arthur Hull, an ethnomusicologist who has pioneered simple facilitation techniques for use with percussion instruments in community building programs.³² At this point, KU seems to be one of the early adopters of this type of exercise in higher education. The potential for the use of such exercises is only beginning to be investigated, both at KU and in the broader training and education community.. This year's work by VanGundy and Naiman³³ by its very focus on experiential exercises based on the arts, seems to indicate this is a growing movement.

Conclusions

Collaboration between library staff and human resources professional development staff is both natural and productive. On many campuses, these two units are most interested in, and practiced in, employee development activities. Further, each unit brings special talents to the task at hand. This has proven true at KU. Since on many campuses, the library is one of the larger departments and one of the heavier users of professional development programs, this is a nice and logical alliance.

At KU, the project team has consciously applied the philosophy of benchmarking, via the best practices approach or concept, in seeking to improve the campus-wide employee development program in specific areas. In so doing, the team has effectively utilized the action research model from organizational development. The most useful aspect of using best practices and action research is that it forces staff to seek solutions to problems and issues outside the immediate situation. The best practices/action research model provides a process that both codifies and simplifies this approach, while at the same time facilitating focused discovery.

Overall, the project team has made significant progress in some areas, but there is much more that could be done, given time and other resources. That is at least part of the reason the project has continued beyond the original eighteen-month period (though at a 20% level of effort by the library faculty member). This approach is, however, one way to work toward a culture of organizational development on campus. The approach can be applied systematically in other departments on campus, and on other campuses.

Acknowledgments

The authors appreciate the support of Marilu Goodyear, Vice-Provost for Information Services; Ola Faucher, Director of Human Resources, and Stella Bentley, Dean of Libraries. Without their support, this project could not have been conducted. The authors also thank other administrators, faculty, and staff who have supported and/or assisted in our work.

References

1. *Hemenway's 10 points for a great university*. Accessed February 3, 1995. <http://www.ur.ku.edu/Admin/2001/Feb3tenpnt.html>
2. Fitz-enz, Jac, *How to measure human resources management*, 2nd ed. (New York: McGraw-Hill, 1995), 245.
3. Wendell L French and Cecil H. Bell, Jr. *Organization development: behavioral science interventions for organization improvement*, 6th ed. (Upper Saddle River, NJ: Prentice-Hall, 1999), 25-26.
4. *Ibid.*, 130-144.
5. William J. Rothwell and H. C. Kazanas, *Human resource development: a strategic approach*, rev. ed. (Amherst, MA: HRD Press, 1994), 240-241.
6. Jean McNiff, accompanied by Jack Whitehead, *Action research in organization*. (London: Routledge, 2000).
7. Christopher E. Bogan and Michael J. English, *Benchmarking for best practices: winning through innovative adaptation* (New York: McGraw-Hill, 1994).
8. *Ibid.*, 5.
9. Kathleen H. Leibfried and C. J. McNair, *Benchmarking: a tool for continuous improvement* (New York: Harper Business, 1992), 18.
10. *Ibid.*, 19.
11. Peter M. Senge, *The dance of change: the challenges of sustaining momentum in learning organizations* (New York: Currency/Doubleday, 1999.) 78, 81-82.
12. Howard V. Knicey, "The future of human resources: superhuman resource leadership in the twenty-first century." in *Tomorrow's HR management: 48 thought leaders call for change*, eds. Dave Ulrich, Michael R. Losey, and Gerry Lake (New York: Wiley, 1997), 111-118.
13. Michael Hammer, and Steven A. Stanton, *The reengineering revolution: a handbook* (New York: HarperBusiness, 1995).
14. Jac Fitz-enz, "The truth about best practices: what they are and how to apply them," in *Tomorrow's HR management: 48 thought leaders call for change*, eds. Dave Ulrich, Michael R. Losey, and Gerry Lake (New York: Wiley, 1997), 217-226.
15. Jean Barbazette, *The trainer's support handbook: a practical guide to managing the administrative details of training* (New York: McGraw-Hill, 2001), 201-214.
16. Ian Woodward, ed., *Continuing professional development: issues in design and delivery* (London: Cassell, 1996).
17. Robert L. Craig ed., *The ASTD training & development handbook: a guide to human resource development*, 4th ed. (New York: McGraw-Hill, 1996)
18. Elizabeth Fuseler Avery, Terry Dahlin, and Deborah A. Carver, coordinating eds. *Staff development: a practical guide*. 3rd ed. (Chicago: American Library Association, 2001)

19. Association of Research Libraries. *Library staff development programs: key components*. http://www.arl.org/olms/staffdev/key_components.html
20. Association of Research Libraries. Office of Management Services. Systems and Procedures Exchange Center, *Staff training and development. SPEC Kit 224* (Washington, DC: ARL, June 1997)
21. Julius E. Eittington, *The winning trainer: winning ways to involve people in learning*. 4th ed. (Boston: Butterworth-Heinemann, 2002).
22. Bruce Klatt, *The ultimate training workshop handbook: a comprehensive guide to leading successful workshops & training programs* (New York: McGraw-Hill, 1999).
23. Biech, Elaine, ed. *The 2003 annual*. vol.1, *Training*, vol. 2, *Consulting* (San Francisco: Jossey-Bass, 2002), Dennis Kinlaw, *Facilitation skills: the ASTD trainer's sourcebook* (New York: McGraw-Hill, 1996), Mel Silberman, ed. *The 2002 team and organization development sourcebook* (New York: McGraw-Hill, 2001), Mel Silberman, ed., *The 2002 training and performance sourcebook* (New York: McGraw-Hill, 2001.), Sivasailam "Thiagi," Thiagarajan and Glenn Parker, *Teamwork and teamplay: games and activities for building and training teams* (San Francisco: Jossey-Bass/Pfeiffer, 1999).
24. Miguel A.Quinones and Addie Ehrenstein, eds., *Training for a rapidly changing workplace: application of psychological research*. (Washington, DC: American Psychological Association, 1997).
25. James R. Davis and Adelaide B. Davis, *Effective training strategies: a comprehensive guide to maximizing learning in organizations* (San Francisco: Berrett-Koehler, 1998).
26. Names and web addresses for named lists: Training & Development Discussion Group (trdev): <http://groups.yahoo.com/group/trdev/> ; The Electronic Discussion on Group Facilitation (gf): <http://www.albany.edu/cpr/gf/> ; Professional & Organization Development Network in Higher Education (pod; includes a focus on faculty development): <http://listserv.nd.edu/archives/pod.html> ; Global Personnel Officers List (persn-l; maintained at Temple University for members of the Association of College and Research Libraries Personnel Administrators and Staff Development Officers Discussion Group; please contact the chair of that group to join.)
27. David Allen, *Getting things done: the art of stress-free productivity* (New York: Viking, 2001)
28. *KU May 2001 Workplace Climate Survey Summary*, http://www.ku.edu/%7Ekuhr/faculty_staff/workplace_climate.shtml
29. Jerry W Gilley and Steven A. Egglund, *Marketing HRD within organizations: enhancing the visibility, effectiveness, and credibility of programs* (San Francisco: Jossey-Bass, 1992.), Sophie Oberstein, with Jan Alleman, *Beyond free coffee & donuts: marketing training and development* (Alexandria, VA: American Society for Training and Development, 2003).
30. Howard Gardner, *Frames of mind: the theory of multiple intelligences*. 1983. Re-issued in 1993 as a tenth anniversary edition with a new introduction, *And Intelligence reframed: multiple intelligences for the 21st century* (New York: BasicBooks, 1999)
31. Colin Beard and John P. Wilson, *The power of experiential learning: a handbook for trainers and educators*. (London: Kogan Page Limited, 2002.)

32. Arthur Hull, *Drum circle facilitation: creating community through rhythm based events*. Video. (Santa Cruz: Village Music Circles, 2002), and *Drum circle spirit: facilitating human potential through rhythm*, (Reno, NV: White Cliffs Media, 1998)
33. Arthur B VanGundy and Linda Naiman, *Orchestrating collaboration at work: using music, improv, storytelling, and other arts to improve teamwork* (San Francisco: Jossey-Bass/Pfeiffer, 2003)