

# Empowering the Human Side of the Organisation to Lead the AR4D Approach

Zenete P. França<sup>1</sup>, Abel Philemon<sup>2</sup>, Anthony Woyengu<sup>3</sup>, Steven Tumae<sup>4</sup>, John Pono<sup>5</sup> and Adiel N. Mbabu<sup>6</sup>

## INTRODUCTION

**T**his chapter provides an overview of the capacity-building and human talents management and development activities carried out under ARDSF, explaining the approach to learning which guided the whole program, identifying the methodologies used and presenting the main results achieved as well as some of the obstacles encountered. An important shift of emphasis from capacity building to human talents management and development took place during this period, and the main emphasis in this chapter will, therefore, be on the activities concerned with the strategic management and development of human talents.

---

<sup>1</sup> International Consultant in Human Talents Management and Development and Managing Director of Zenete França and Associates, Portugal.

<sup>2</sup> Agricultural Research Management Specialist, ARDSF.

<sup>3</sup> Human Talent Manager, Cocoa Coconut Institute Limited (CCI) and facilitator of capacity building efforts in human talent management for PNG National Agricultural Research organisations.

<sup>4</sup> Human Talent Development Manager, Coffee Industry Corporation (CIC).

<sup>5</sup> Human Resources Manager for the Fresh Produce Development Agency (FPDA).

<sup>6</sup> Previously Technical Director ARDSF and Senior Advisor of Agriculture Development in Aus-AID, based in Papua New Guinea. Currently Project Manager of Reaching Agents of Change, International Potato Centre (CIP), Nairobi.

## THE ROLE OF HUMAN TALENTS IN AR4D

Talents are aptitudes that human beings are born with. These talents are affected by the environment. If this environment is supportive, talents are strengthened; if unsupportive, they are weakened. The aim of the organisation in AR4D, is therefore, to provide a supportive environment to nurture and strengthen the staff's talents to achieve effective performance. The term 'human talents' reflects the importance of the contribution of human beings to organisations. By seeing human talents as a necessary resource, the organisation strengthens itself by hiring and developing talented people and synergising their contributions within its range of existing resources. A human talents management and development system provides the basis for sustained effective individual, team and organisational performance.

Innovation systems perspectives and an AR4D orientation demand new types of human inputs, including creativity, vision and interaction. This in turn calls for the development of new competencies and positive attitudes — new talents — to ensure that organisational sub-systems are effectively interconnected, that the political, economic, social, and cultural contexts are taken into account, that the organisations and a range of different actors are involved in the institutional processes and that patterns and intensity of interactions among different agents are identified and nurtured. This approach also requires that the process, or way of doing things, is results-led. In the case of AR4D investments, the results, outcomes and impact mean tangible improvements in the wellbeing of smallholder farmers and their households.

The AR4D approach thus emphasises the human side of organisations and the development of innovation capacity in its widest sense. This means that individuals must be enabled to create and drive the necessary actions with the assurance that they are valued and empowered inside and outside the organisation and are seen and treated as its most important asset. In other words, individuals in organisations need to be treated as 'human talents' instead of 'human resources'.

This new perspective helps staff in an organisation appreciate that they are more important than the organisation's other resources. It helps staff to consciously develop capabilities to deploy resources and apply organisational processes that are specific and developed over time through complex interactions. Unlike resources, capabilities are based on developing, carrying and exchanging information among and between the organisation's human talents.

## **TOWARDS A HUMAN TALENTS DEVELOPMENT PROGRAM FOR THE PNG NARS**

ARDSF contributed to the development of human talents in the PNG NARS from the outset through an extensive series of workshops starting in 2007 and continuing up to the end of the project in mid-2012.

Based on the ARDSF implementation plan, one group of workshops in the series was concerned with strategic planning, research-oriented program formulation (accompanied by assessments of the learning needs and organisational constraints, or LNAs, in the various organisations), project planning, and monitoring and evaluation.

The goal of the LNAs was to identify gaps in knowledge, attitudes and skills, which could affect the capacity of NARS senior managers to fully embrace an AR4D orientation. Participants in these events were invited to reflect on the managerial and technical knowledge and the attitudes and skills that the thematic area or program leaders would require, which were different from those required of project leader positions of the past.

These LNA events provided the basis for the design of effective learning and capacity-building (L&CB) programs that would respond to the real needs of program and project leaders in the participating organisations. These L&CB programs, comprising the first group of workshops referred to above, aimed to empower NARS managerial staff to develop strategic plans, formulate programs and projects for their organisations and to be able to continue to do so after the end of ARDSF.

This first group of workshops brought together program level managers and senior officers and mentored them to lead the strategic planning and program formulation processes in a reflective, iterative and participatory action-learning mode with stakeholders. As a result, participants were able to engage in these processes with confidence and to change their own mindsets in order to change the focus of their organisations — from merely producing research results to the more meaningful objective of doing research for development in order to change the lives of smallholders in PNG.

In the course of these events, the NARS senior managers identified key thematic areas or programs and their objectives, indicators and strategies and formulated statements regarding the visions, missions, core values, goals and

purposes of their organisations to be incorporated in their strategic plans.

Two important results came out from these events. The first was that the NARS senior management began to recognise the new role of thematic or program leaders and the critical importance of this position in the light of the cascading logic of the strategic plans (see Chapter 10). The second result was that the thematic area, ‘Institutional Capacity Strengthening’, was identified as being important to all the NARS, and the area that would depend most heavily on the management and development of human talents. Institutional Capacity Strengthening thus became Program Six of the organisational strategy in all the NARS.

The emphasis at this stage was thus on capacity building rather than the management and development of human talents as such.

During the course of the first series of workshops, it became apparent that there was a need to introduce a stronger approach to manage and develop the human talents of the NARS in more fundamental ways. For example, the participants in one workshop expressed a common concern that steps should be taken to ensure that the results of their strategic planning and program formulation efforts were implemented by their organisation. These steps needed to include human talents planning to link the staff’s competencies and attitudes, their performance assessment and rewards and learning and capacity building to the requirements of programs, projects and project activities in line with the organisational strategic objectives.

As a result, a second series of workshops was organised in 2010 with the aim of developing new competencies and positive attitudes related to creating a robust human talents management and development system. At the same time, in order to ensure that practical achievements in these areas were realised before the end of ARDSF, efforts gradually came to be focused primarily on the Cocoa and Coconut Institute Limited (CCI) and the Coffee Industry Corporation (CIC), with some involvement by the Fresh Produce Development Agency (FPDA) — these being the NARS organisations that had been most actively involved in the earlier capacity building activities.

As noted above, this chapter will focus mainly on this second series of workshops and their results in order to emphasise the vital importance of human talents to the successful and continuing application of the AR4D approach in the PNG NARS.

## **A CONCEPTUAL FRAMEWORK FOR HUMAN TALENTS DEVELOPMENT**

To prepare the way for the development of human talents strategies in the NARS, in June 2010 ARDSF produced a document, 'A Conceptual Framework for the Strategic Management and Development of Human Talents: General Guideline for Mentoring NARS in Papua New Guinea', adapted from an International Service for National Agricultural Research (ISNAR)<sup>7</sup> Learning Module for Distance Learning (Franca, 2010). This was designed to mentor the NARS in their efforts to build their capacity to manage and develop human talents and to translate them into innovative processes, products, and services. The guideline built on the foundations laid by a learning program of ISNAR/IFPRI and on the results of an extensive literature review carried out by ISNAR. It introduces the Strategic Management and Development of Human Talents (SMDHT) framework<sup>8</sup> (see figure 8.1) and its components, along with suggestions on guiding concepts that emerge as foundations, tools, approaches and methodologies that help to increase understanding and strengthen knowledge on issues related to the framework. The guideline was delivered to the management of all six NARS organisations on CD-ROM and in hard copy.

A workshop on Strategic Management and Development of Human Talents, developed in conjunction with CCI, CIC and FPDA, was presented separately for each organisation between June and September 2010. These workshops introduced the SMDHT framework (Figure 8.1).

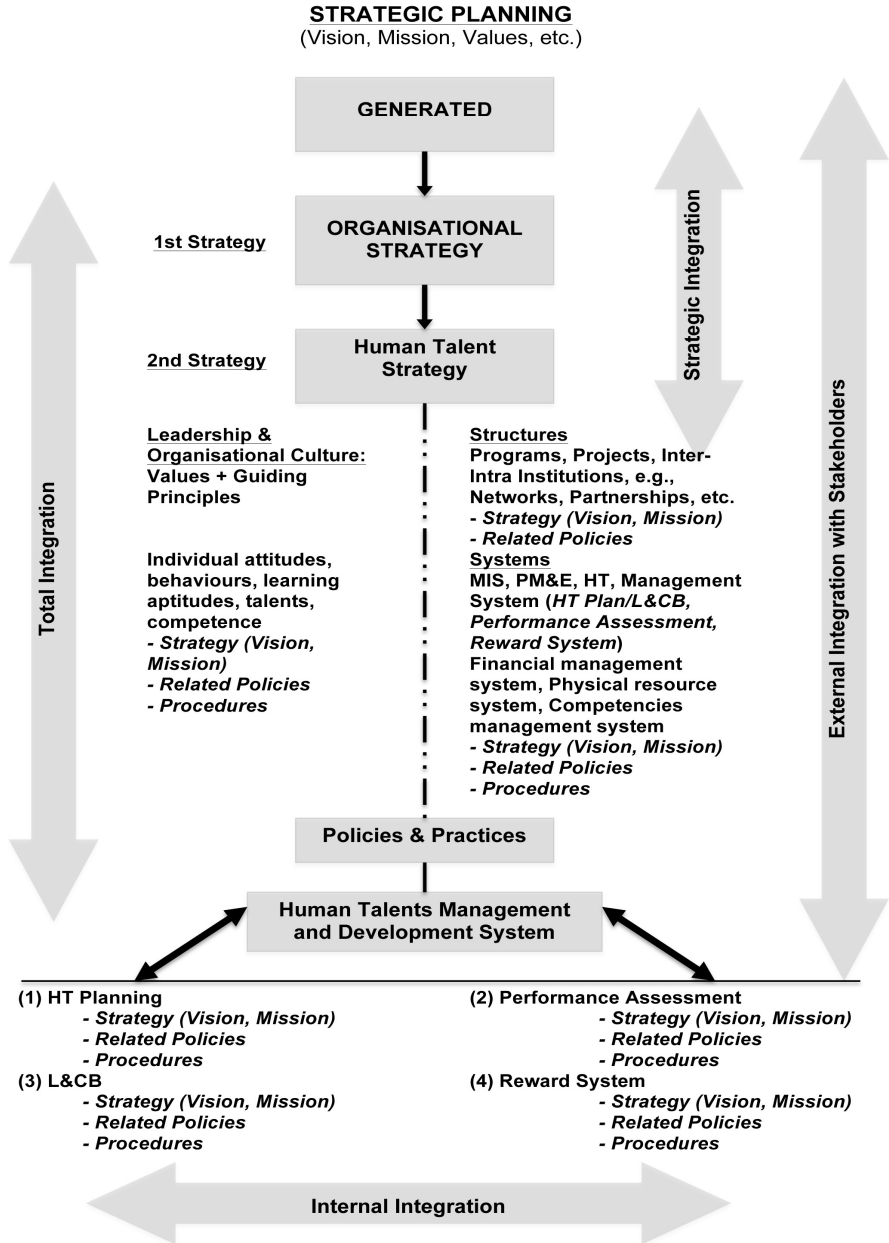
A human talents management system or framework to support the AR4D approach needs to adopt a systemic thinking approach, be robust but non-prescriptive and demonstrate a competence-based view that sees human talents as vital assets within the organisation. It should rely on the logical framework that enables the strategic integration required to align human talents with organisational goals. It should promote an integrated approach to performance management, support integrated performance assessment, performance rewards and learning and capacity building and adopt the

---

<sup>7</sup> Later brought under the International Food Policy Research Institute (IFPRI).

<sup>8</sup> This framework was adapted by V. Galleno in 2001 from the framework for strategic integration for SMDHT of the Open University (UK), (Course B824, Unit 2, p. 31) to guide an ISNAR/IFPRI distance learning program, and was further developed by Franca (2010) to support the ARDSF Institutional Development Component to empower the PNG NARS organisations.

**FIGURE 8.1. DEVELOPMENT OF HUMAN TALENTS FRAMEWORK (SMDHT)**



*Adapted by Zenete França (2010) for the PNG NARS*

guiding principles of the learning organisation to promote the development of organisational culture.

The SMDHT framework introduced in these workshops embodies these characteristics. It supports the formulation and implementation of human talents strategies designed to organise, manage and develop human talents to lead the implementation of programs, projects and project activities, as well as activities to support the management of four key organisational areas: Strategy, Systems, Structures and Culture. It emphasises the development and application of cognitive processes, such as formulating strategies and organisational objectives as well as the affective processes involving emotions. It inspires people to follow a vision, be creative, etc., which leaders and managers in all organisations need in order to be efficient and effective.

The successful implementation of the SMDHT Framework requires four kinds of Integration to make sure that it is systemic so as to bring about the expected results:

- Total integration: Coherence among the organisational strategies, structures, systems and culture
- External integration: Linkages between and among different organisations, involving other actors that contribute to agricultural innovations
- Strategic integration: Alignment between the organisation's strategic objectives and its human talents in order to achieve effective performance
- Internal integration: Coherence among the four components of a Human Talents Management and Development System, namely: human talents planning; performance assessment; performance rewards; and learning and capacity building

The aim of these human talents workshops was to guide the participating NARS organisations on how to prepare the staff to plan, design and implement program and project objectives through project activities and to support the implementation of activities related to the four pillars of the organisation — namely, Strategies, Structures, Systems and Culture — in line with the results of their strategic planning, identification of thematic areas and priority objectives. This was intended to ensure that the NARS would continue aligning the whole organisation to give it a common, unifying sense of purpose and performance, focusing on the AR4D framework.

These workshops concentrated on the design of a draft Human Talents Strategy for each of the participating organisations. The participants reflected on issues related to the management and development of a human talents management and development system in order to come up with a rationale, vision, mission, goal and purpose for the Human Talents Strategy for their respective organisations.

The aim of these strategies was to support the implementation of the Human Talents Management and Development Systems of the organisations. They were to be shared and discussed with the entire personnel of the organisations in order to receive comments and suggestions for improvement. After incorporating such contributions, and being approved by each organisation's management team, the intention was for the completed Human Talents Strategy to be communicated to the entire staff through seminars, meetings, bulletins or newsletters, etc. However, the Human Talents Strategy was meant to be seen as a living document, to be revisited from time-to-time to review, revise and change elements as necessary.

## **IMPLEMENTING HUMAN TALENTS STRATEGIES IN THE PNG NARS**

In 2011, in response to a request from stakeholders, ARDSF included in its program support for the implementation of the Human Talents Strategies of CCI and CIC, involving other NARS as much as possible. ARDSF intended for this to serve as an example to be followed by the other NARS organisations after the end of ARDSF, adapted as necessary to their own situations.

However, for ARDSF to assist CCI and CIC in implementing the SMDHT, the organisations' program, project and project activities plans and their respective logical frameworks needed to be completed beforehand. These plans were prerequisites for the integration of the planning system with the Human Talents Management and Development System.

Due to time constraints, ARDSF agreed with CCI and CIC on the completion of documentation of one program, one related priority project and one associated project activity in order to subsequently integrate the planning process with Human Talents Planning. Both organisations chose to work on their respective productivity improvement programs, from which they each selected one priority project and one related project activity to make sure



that these steps responded to the requirements of the cascading logic and matched with the long-term development-oriented strategic objectives of the two organisations.

This activity was carried out by productivity improvement teams from CCI and CIC, with support from ARDSF consultants, in a Workshop on Program and Project Documentation held from October 17 to November 4, 2011 in Port Moresby, Kokopo and Goroka. The teams developed draft program, project and project activity plans for their productivity improvement programs, which were further refined in events held in Port Moresby from November 14–25, 2011. The aim of these events was to review the draft program, project and project activity plans of the two organisations and to ensure their integration with the Human Talents Strategy.

The program, project and project activity plans and the logical framework were the key documents used to identify the required competencies and attitudes and performance indicators. Participants from each organisation undertook job analysis at each level of the cascading logic using the logical framework. They identified the required competencies (managerial and technical knowledge), attitudes and performance assessment indicators, which were used to build job descriptions for the program, project and project activity leaders and project activity team members who would be internally recruited to work on selected projects. These job descriptions, which responded to the requirements of the cascading logic, have aligned the organisation's human talents with its long-term development-oriented strategic objectives and will be used by each NARS organisation in its recruitment and selection processes in the future, and in its redeployment of staff to more suitable positions.

In addition, workshop participants reflected on organisational values and guiding principles identified during the strategic planning process and their use as a basis for identifying indicators for performance assessment. They stressed that the values and guiding principles of the organisation must be taken into account during the performance assessment process to ensure the development of the organisational culture. This link between organisational values and guiding principles, on the one hand, and performance assessment, on the other, reinforces the strategic integration between human talents strategy and strategic plans.

To illustrate this process, one of the values identified by the CCI strategic plan was *accountability*. The participants undertook an exercise to

translate accountability into observable behaviours and indicators to verify accountability as follows:

**CCI Value: Accountability**

*Observable behaviours:*

1. Responsible for results
2. Follows correct procedures/compliance with requirements
3. Transparency

*Indicators to verify behaviour:*

1. Meets deadlines and adheres to schedules/plans
2. Accepts responsibility for actions
3. Is responsible for results, good or bad

This exercise emphasised the importance of translating the organisation's values into workable information to avoid misinterpretation of observable behaviour as well as related indicators. Such exercises should always be undertaken by staff and supervisors when identifying performance indicators related to attitudes in the performance assessment plan.

To ensure continuity in the effective implementation of activities related to their human talents management and development systems, both CCI and CIC appointed senior staff members as human talents officers. These officers, and the FPDA human talents officer already in place, became closely involved in the remaining human talents activities carried out under ARDSF.

In December 2011, ARDSF undertook two important actions to guide the entire staff of CCI and CIC on the implementation of the Strategic Management and Development of Human Talents.

The first was to invite the human talents officers of CCI, CIC and FPDA to develop a strong team to work together to implement actions and exchange competencies between the organisations. ARDSF saw this as a way to maximise and speed up the implementation of the Human Talents Strategies of CCI and CIC.

The second action was to bring together the human talents teams (including the human talents officers and the ARDSF consultant) of CCI and CIC to meet the entire staff of their organisations in order to share and analyse the impact of the implementation of AR4D in relation to the Human Talents Management and Development System. In each case, the team first held a

seminar with the entire staff, and subsequently met with them in small groups representing all departments of the organisation. The teams received feedback on the implementation of the new human talents planning approach, through which job analysis — using the logical framework — had been employed to develop job descriptions, recruitment and selection processes which could be used to re-deploy the entire staff of the organisations. They also introduced the Human Talents Management and Development System as a whole.

The results of these meetings in both CCI and CIC were very positive. In general, the staff anticipated that there would have to be changes in ways of doing things in their organisations, which they felt would be very constructive and motivating. The new perspective that was presented, which values the creative human being, was welcomed. The staff felt that the new recruitment and selection approach would contribute not only to increasing staff motivation and self-esteem, but also to increasing trust and confidence in the management and leadership of the organisations.

At the end of these awareness raising meetings, the staff of both organisations were advised that in the following months ARDSF would provide coaching to the CCI and CIC human talents officers and other senior officers to help them to revise existing strategies, policies and procedures related to human talents and management activities and to develop new ones — as happened in both organisations.

It is important to emphasise that the CEOs of CCI and CIC both supported this process of change and considered it to be the only way the organisations could be prepared to attain the strategic objectives that were presented to stakeholders and actors of related industries in PNG in their strategic plans.

## **NEW STRATEGIES, POLICIES AND PROCEDURES FOR THE IMPLEMENTATION OF HUMAN TALENTS MANAGEMENT AND DEVELOPMENT SYSTEMS**

The planned coaching activities took place in February and March 2012, when the human talents officers of CCI, CIC, and FPDA and the ARDSF consultant and advisor spent two weeks in the headquarters and research stations of CCI and CIC to conduct a series of two-day, hands-on events for groups of scientists, administration officers, extension workers, and assistant research officers. The aims of these events (each comprising 10 sessions)

were to: present and discuss issues to be included in the strategies, policies and procedures; to collect views and suggestions, before developing draft documents; and to involve the entire staff of each organisation in this process of changing the way that the institutes would deal with their human talents in future.

The staff members' contributions during these hands-on events were taken into account in preparing draft human talents strategies, policies and procedures for CCI and CIC. After approval by the managements of both organisations, these will become official documents to guide the implementation of their Human Talents Management and Development Systems as recommended by SMDHT Framework. Human talents planning, performance assessment, performance rewards and learning and capacity building were key issues discussed during these events and included in the draft human talents documents for both organisations.

Participants in the sessions agreed that human talents planning should comprise: the preparation of job descriptions based on job analysis, using the logical framework and program, project and project activity plans to align the human talents with organisational objectives; competence-based recruitment to re-deploy existing staff through internal recruitment, complemented by external recruitment where necessary; and a rigorous selection process led by the human talents officer to identify the most competent candidates.

It was agreed that performance assessment and personal development planning would require managers and employees to develop individual annual work plans, identifying operational methods and approaches, establishing timeframes and identifying performance indicators to assess technical and managerial competencies and attitudes. Performance rewards must be non-monetary, motivating staff through recognition and supporting their achievements and providing opportunities for job satisfaction. Finally, learning and capacity building must be an integral part of the performance assessment plan.

As noted above, the SMDHT framework, introduced in the human talents workshops in 2010, aims to provide support to the management of four key organisational areas: Strategy, Systems, Structures and Culture. Staff members need to be able to manage activities in these areas in order to maintain the coherence required to promote the total integration of the organisation and achieve its strategic objectives.

During April and May 2012, ARDSF implemented two series of two-day learning events designed to help scientists, administration officers, extension workers, and assistant research officers in CCI and CIC to develop the particular competencies and attitudes required to implement activities in these four areas. The learning modules developed to support these events aimed to facilitate learning in these areas by analysing the requirements of the AR4D approach.

Under the general heading, ‘Strengthening Organisational Culture’, the first series of six events dealt with leadership, creativity, organisational learning and techniques of oral presentation. The second series comprised four events under the general title ‘Building Intra- and Inter-Organisational Structures’, and dealt with such topics as total integration, interdisciplinary team building and conflict resolution, partnerships and agricultural research networks. In these workshops, strategies were presented as an important organisational factor that strengthens staff knowledge with key issues for analysis. Discussions on system development emphasised the importance of integrated management information systems combining information about programs, projects and project activities and organisational resources with the systems for monitoring and evaluation, human talents management and development, facilities management and financial management. Participants also worked on how to build flexible and responsive structures and intra- and inter-organisational structures that strengthen project implementation, through interdisciplinary teams, networks, and partnerships.

The discussions on culture attracted considerable attention from participants, with role-plays on interpersonal communication, self-analysis and reflection on the impact of behaviour on others, etc. Participants realised that AR4D calls for great interaction among different actors and these skills are vital for this interaction.

This range of intensive two-day events proved to be very effective. Participants appreciated the short and intense practical exercises. The exercises were designed to increase awareness, and understanding on the aspects of interpersonal communication, creativity, vision, interaction, self-analysis and feedback. The new learning was considered by some of the participants as an important factor that would impact their future performance within the organisations to achieve new strategic objectives. The content was considered appropriate and timely to enable staff to contribute to organisational change and new organisational arrangements.

ARDSF's human talents program concluded in May 2012 with a round table for a group of staff from CCI and CIC and designed to reflect on managing information systems to align strategies, structures, systems and culture and to plan the way forward for the two organisations.

## **CONCLUSION**

In its five years, ARDSF, in collaboration with the PNG NARS, generated a series of positive results, identified obstacles, learned lessons and confronted challenges to be faced by CCI and CIC in the future through its efforts at capacity building and human talents management and development. Some of these efforts are described in the body of this chapter. However, it is important to emphasise a few of them in this section.

The learning needs and organisational constraints assessments, conducted in the NARS in the earlier years of ARDSF, identified numerous constraints that needed to be overcome if the NARS were to perform their roles in the development of PNG agriculture effectively.

Many of these constraints related to the need for NARS staff to develop more managerial and operational skills, and this need was addressed to a large extent in the learning and capacity building events organised under ARDSF. These included, for example, workshops on research-oriented program formulation, strategic planning, project planning and monitoring and evaluation.

Other constraints, however, related to the human side of the NARS organisations, and required ARDSF to adopt a different focus in its activities — a focus on the management and development of human talents. Participants in the LNA workshops from all the NARS identified a lack of proper human resources management and policies, lack of consultation and poor communication as factors that were adversely affecting staff and activities throughout their organisations, causing feelings of anxiety and frustration at all levels. They pointed to the need for NARS managements to learn to delegate responsibility, to develop a culture of trust and an appreciation of the need for staff to become more involved in managerial decisions. In short, they identified a widespread need for NARS managers to change their mindset and to recognise staff as the most important asset of their organisations.

ARDSF responded to these other constraints with a shift of emphasis from

learning and capacity building to human talents management and development. Within the NARS, this involved not only changes in the mindset of individuals, but also changes in the culture of the organisation, whereby the new mindset could be acknowledged and its value recognised.

ARDSF can claim to have achieved some success in bringing about changes in the mindset of NARS senior managers and scientists, in encouraging them, firstly, to change their focus from scientific outcomes to development outcomes among PNG smallholder farmers, and secondly, to value the role that human talents have to play in leading and driving the implementation of programs, projects and project activity plans to achieve the expected outcomes and impact. As a result, many NARS managers have begun to view the human side of the organisation as its most important asset.

There is still some way to go, however, in nurturing the changes in corporate culture that are needed for the changes in individual mindsets to have their full effect, not only on the workings of the NARS themselves, but also in their impact on smallholder farmers and other actors in PNG.

The Institutional Capacity Strengthening program, which was developed as a result of the research-oriented program formulation workshops, aims to transform the human talents function into a cross-program activity responsible for preparing the entire staff of the organisation to respond to the implementation needs of program, project and project activity plans. Based on the SMDHT framework, two of the NARS organisations — CCI and CIC — have taken concrete steps towards implementing new strategies, policies and procedures for human talents planning, including job descriptions aligned to programs, projects and project activities, recruitment and selection, performance assessment and performance rewards, and learning and capacity building. This will institutionalise the procedures for the organisation to continue aligning its human talents with its strategic plans.

One of these concrete steps has been for CCI and CIC to create and fill the position of human talents officer (which already existed in FPDA) to lead initiatives related to human talents management and development systems. Working as a team, these human talents officers will support one another as partners to expand the opportunities for capacity building among the three organisations in order to reduce expenses and maximise learning to sustain the continuity of the AR4D implementation process. They will be able to play active roles in promoting the necessary changes in organisational culture that

## BOX 8.1. LEARNING APPROACH AND METHODOLOGY

The learning approach adopted throughout the ARDSF human talents program is a participatory learner-centred approach that enhances the effective transfer of skills, facilitates conceptual and attitudinal development, and encourages appropriate changes in participants' behaviour. It helps people assume responsibility for their own learning because it asks them to reflect on their experience, draw conclusions, and identify applications, drawing lessons from their actual work environment.

This learning approach was applied in a series of 30 workshops and other learning events, the framework for which was provided in most cases by a learning module that gave information on the subject matter of the workshop in question and detailed methodological guidance on how to conduct the workshop. Most of these modules were adapted from modules developed by the International Service for National Agricultural Research (ISNAR) and the International Food Policy Research Institute (IFPRI).

The original modules were adapted by the ARDSF team to reflect conditions in PNG and supplied to the workshop participants in hard copy and on interactive CD-ROMs.

A typical workshop module included a workshop plan explaining how the module was organised, while the text for each session included instructions to facilitators, a reproduction and summary of the PowerPoint presentation delivered during the session, and a number of handouts, including practical exercises and material for further reading.

It provided for evaluative feedback on the proceedings and applied the Participant Action Plan Approach (PAPA). PAPA aims to determine how the participants changed their job behaviour as a result of their participation in the workshop.

The workshop materials were provided in hard copy and on an interactive CD-ROM designed to enable the workshop to be repeated and, if necessary, further adapted, by NARS staff at a later date. Full reports on the workshops were also distributed to provide NARS staff with the detailed results. In total, the project produced 55 learning documents and reports in hard copy with a total of some 8,000 pages, plus 13 CD-ROMs.

In the later stages of ARDSF, in 2011 and 2012, the workshop approach was complemented in CCI and CIC by hands-on workplace mentoring of the staff who would be involved in the implementation of their Human Talents Strategies. Through this approach, groups of staff were able to participate intensively in the human talents management and development program.

*Source: Authors*



will enable their organisations to benefit from the changed mindsets of many of their managers and researchers.

However, there is a need for continued support to help the organisations institutionalise performance assessment without generating too much anxiety among staff. The staff of these organisations has welcomed the new approaches to human talents management and development, but need help to learn and engage in the process without fear and anxiety.

One key question now is: how can the approach initiated by ARDSF and the human talents team be sustained in the future? Implementing AR4D demands competencies and attitudes such as interpersonal communication, creativity, interaction, team building, vision, etc., to which individual staff members were not exposed during their professional development. The ARDSF learning events have addressed these skills to a large extent while identifying cognitive and affective domains of learning and conducting exercises in strengthening organisational culture and structures. These interventions have been positive but the organisations need continued support.

Broader cultural traits in PNG may also affect inter-personal communication and prevent individuals from self-motivating to work in teams, display team spirit, show respect and trust, etc. Nevertheless, within the PNG NARS, individuals have been changing; the question is how to extend this process to all staff in the PNG NARS. As staff members come to feel more valued by their organisations, it is hoped to avoid the high rates of staff turnover that have affected the implementation of ARDSF in the past.

Without the presence of, and guidance from, ARDSF, the continued development and implementation of AR4D activities in the future will place heavy demands on NARS staff at all levels. Major tasks still to be carried out by each organisation include the completion of its productivity improvement program plan and related project and project activity plans, and the creation of an integrated management information system. Some NARS organisations are eager and equipped to implement the human talents strategies for human talents planning, performance assessment and performance rewards, and learning and capacity building. The challenge is to wait until the entire program, projects and project activities and logical framework are complete so that the human talents management and development system can be aligned with the overall organisational strategy in accordance with AR4D principles. Senior managers will need to give a lot of attention and support to this process.

## BOX 8.2. WHAT THE WORKSHOP PARTICIPANTS THOUGHT OF THE PROGRAM

The workshop modules and other learning materials produced during this program all included provision for evaluative feedback from participants. Throughout, this feedback was positive. Some typical comments from participants:

*“My major lesson: we have to transform ourselves to transform the organisation.”*

*“Transforms me in a better person now. It is motivating!”*

*“ARDSF having capacity building skills in place is really vital.”*

*“The prioritising exercise was useful: learning by doing.”*

*“The technique of priority setting really helped in deciding projects that need to be done.”*

*“I learned the leading role of human talents in overall implementation process.”*

*“Using logframe to identify competencies, attitudes and indicators to assess performance was very insightful.”*

*“Great learning and very important to see senior participants contributing to ideas, though towards change.”*

*“The emphasis of the AR4D paradigm at each strategic level is the paramount presentation. Each staff member needs to be reminded of the paradigm shifts that are going to transform the organisation.”*

*“I discovered the importance of activity plan, budget and M&E plan to enable the achievement of project, program and organisation at high level objectives.”*

*“Explanation of cascading logic in organisational, programs & project levels and who is responsible for what needs to be done. Strong event!”*

*“Challenges are to link outputs with respective activities.”*

*“I was able to understand logical way of describing project + activities and had them aligned to the project objectives! Also I was able to see flow & logic from goal to project.”*

*“Some values are related, but they reflect how people see us from outside. We have to reflect how we show our inner image to the community.”*

*“My major lesson: Impact is associated with people performance! We must pursue it!”*

Two comments received during the meetings between the human talents teams and the rest of the staff at CCI and CIC in December 2011 revealed how welcome the AR4D approach was to the staff of these organisations.

**From a senior manager at CIC:**

*“I do hope that AR4D approach — which values Human Talents — is effective in motivating our staff. These proposals to deal with CIC staff are very much welcome, because CIC has not given the attention the staff deserve for years! Performance assessment has not been done for years! I observe lack of motivation, interest among our staff, but I cannot blame them because this is the*

### **BOX 8.2. Continued**

*organisational mismanagement. I am glad that this new approach will change our organisation for the better."*

**At CCI, one employee said:**

*"I welcome this new approach to re-deploy staff based on competencies and on the freedom to apply for the job position. I have been in a position that I dislike. I am told to perform tasks that I do not like and I am not prepared for doing them. But I have a family to feed and...many times, when I go home, I feel guilty, because I did something which I was not competent for, I am aware of I did not do well, and yet, at the end of the month I receive my salary. This is not a good feeling! I am very happy that this will change!"*

*Source: Authors*

As noted above, although there is still much to be done; many senior managers in the PNG NARS are now equipped to face the challenge of promoting the changes in organisational culture and individual mindsets which all NARS staff will have to accept if the principles of AR4D are to be successfully applied in PNG in the future. Despite some setbacks along the way, ARDSF can claim to have achieved some success in bringing about changes in attitudes and perceptions among NARS senior staff and thus, it is hoped, to have laid a firm foundation for the future.

## TECHNICAL ANNEX

### **ARDSF LEARNING EVENTS AND MATERIALS, 2008–2012 (IN CHRONOLOGICAL ORDER)**

**Module 1.** Leading and Managing for Innovation. Learning module. Working document. NARI, July 2008. xxxi, 361 pp. Modules I, 2 and 3 on 1 CD-ROM. (The materials comprising this module were used in a results-framing workshop held at NARI in 2007, before the learning and capacity building program was formally launched and the module itself prepared.)

#### **Learning Needs and Organisational Constraints Assessment. NARI. Lae, July 14–15, 2008**

Learning Needs and Organisational Constraints Assessment for NARI Program Level Management. Module xxix, 162 pp. CD-ROM  
Learning Needs and Organisational Constraints Assessment for NARI Program Level Management. Workshop Report. NARI, Lae, July 14–15, 2008. xix, 69 pp.

#### **Workshop on Results-Oriented Program Formulation. NARI, Lae, July 15–18, 2008**

**Module 3.** Results-Oriented Program Formulation. Learning module. Working document. xxxi, 307 pp. Modules I, 2 and 3 (NARI) on 1 CD-ROM  
Workshop Report on Results-Oriented Program Formulation, Lae, July 16–18. xii-74 pp.

#### **Workshop on Strategic Planning for Learning Organisations. NARI, Port Moresby, July 28–August 2, 2008**

**Module 2.** Strategic Planning for Learning Organisations. Learning module. Working document. xxxv, 421 pp. Modules I, 2 and 3 (NARI) on 1 CD-ROM.  
Strategic Planning for Learning Organisations. Workshop Report. Port Moresby July 28–August 2, 2008. xiii, 82 pp.

#### **Workshop on Results-Oriented Program Formulation. CIC, Lae, April 20–22, 2009**

**Module 3.** CIC. Results-Oriented Program Formulation. Learning module. Working document. xxxi, 311 pp. On CD-ROM with LNA report.  
Workshop Report on Results-Oriented Program Formulation. Lae, April 20–22, 2008. vii, 97 pp.

**Workshop on Learning Needs and Organisational Constraints Assessment. CIC, Lae, April 23–24, 2009**

Learning Needs and Organisational Constraints Assessment for CIC Program Level Management. (Module. Framework and Methodology). xxvii, 158 pp. On CD–ROM with Module 3 report.

Learning Needs and Organisational Constraints Assessment for CIC Program Level Management, April 23-24, 2009. Final Report. Xv-165 pp.

**Workshop on Results-Oriented Program Formulation. FPDA, Goroka, August 17–21, 2009**

Module 3 – FPDA. Results-Oriented Program Formulation. Learning module. Working document. Xxxiii, 306 pp. On CD–ROM with LNA report  
Workshop Report on Results-Oriented Program Formulation, 17-19 August. Xiii-88 pp.

**Workshop on Learning Needs and Organisational Constraints Assessment. FPDA, Lae, August 20–21, 2009**

Learning Needs and Organisational Constraints Assessment for FPDA Program Level Management. (Module. Framework and Methodology). Xxxix, 164 pp. On CD–ROM with Module 3 report.

Learning Needs and Organisational Constraints Assessment for FPDA Program Level Management. Goroka, August 20-21, 2009. Xv-150 pp.

**Workshop on Results-Oriented Program Formulation. CCI, Port Moresby, August 24–26, 2009**

Module 3 – CCI. Results-Oriented Program Formulation. Learning module. Working document. Xxxi, 302 pp. On CD–ROM with LNA report.

Workshop Report on Results-Oriented Program Formulation, Gateway Hotel, Port Moresby, August 24-26, 2009. Xiii-89 pp.

**Workshop on Learning Needs and Organisational Constraints Assessment for CCI Program Level Management. CCI, Port Moresby, August 29–30, 2009**

Learning Needs and Organisational Constraints Assessment for CCI Program Level Management (Module. Framework and Methodology). Xxix, 166 pp. On CD–ROM with Module 3 report.

Learning Needs and Organisational Constraints Assessment for CCI Program Level Management. Workshop Report, CCI, Gateway Hotel, August 29-30, 2009. Final Report. Xv-150 pp.

### **Guideline. June 2010**

A Conceptual Framework for the Strategic Management and Development of Human Resources: General Guideline for Mentoring NARS in Papua New Guinea. June 2010. V, 357 pp. On CD-ROM.

### **Workshop on Learning Needs and Organisational Constraints Assessment for Program Level Management. Papua New Guinea Oil Palm Research Association: Papua New Guinea Oil Palm Industry Corporation. OPIC, OPRA, Port Moresby, June 16–17, 2010**

Learning Needs and Organisational Constraints Assessment for Program Level Management: Papua New Guinea Oil Palm Research Association, Inc.: Papua New Guinea Oil Palm Industry Corporation. 2010. Xxix, 166 pp. On CD-ROM with Workshop Report.

Learning Needs and Organisational Constraints Assessment for OPIC and OPRA Program Level Management. Final Report. Xviii, 164 pp. On CD-ROM with LNA Report.

### **Workshop on Impact-Oriented Project Planning. All, Port Moresby, July 26–30, 2010**

Module 4. Developing Impact-Oriented Project Planning, Monitoring and Evaluation. Learning module. Working document. Xxxiii, 327 pp. On CD-ROM with Workshop Report.

Workshop Report on Impact-Oriented Project Planning. Xv, 119 pp. On CD-ROM with Module 4.

### **Workshop on Strategic Management and Development of Human Talents. CCI, Kokopo, August 2–6, 2010**

Module 5. Strategic Management and Development of Human Resources: A Framework to Strengthen Institutional Capacity Programs. Learning module. Working document. Xxxv, 301 pp. On CD-ROM: module for CCI, CIC and FPDA workshops

Workshop Report on Strategic Management and Development of Human Talents. Xv, 129 pp. On CD-ROM with Workshop Reports and Human Talents Strategies for CIC and FPDA.

Papua New Guinea Cocoa Coconut Institute Limited. Human Talents Strategy. Vii, 31 pp. On CD-ROM with Workshop Reports and Human Talents Strategies for CIC and FPDA

### **Workshop on Strategic Management and Development of Human Talents. CIC, Goroka, August 23–27, 2010**

Module 5. Strategic Management and Development of Human Resources: A Framework to Strengthen Institutional Capacity Programs. Learning module. Working document. Xxxv, 301 pp. On CD-ROM: module for CCI, CIC and FPDA workshops

Papua New Guinea Coffee Industry Corporation Ltd. Strategic Management and Development of Human Resources: Framework to Strengthen the Institutional Capacity Program. Workshop Report. Xiii, 124 pp. On CD-ROM with Workshop Reports and Human Talents Strategies for CCI and FPDA

Papua New Guinea Coffee Industry Corporation (CIC). Human Talents Strategy. Vii, 25 pp. On CD-ROM with Workshop Reports and Human Talents Strategies for CCI and FPDA

### **Workshop on Strategic Management and Development of Human Talents. FPDA, Goroka, June–September 2010**

Module 5. Strategic Management and Development of Human Resources: A Framework to Strengthen Institutional Capacity Programs. Learning module. Working document. Xxxv, 301 pp. On CD-ROM: module for CCI, CIC and FPDA workshops

Fresh Produce Development Agency. Strategic Management and Development of Human Resources: Framework to Strengthen the Institutional Capacity Program. Workshop Report. Xiii-129 pp. On CD-ROM with Workshop Reports and Human Talents Strategies for CCI and CIC

Papua New Guinea Fresh Produce Development Agency. Human Talents Strategy. Vii, 26 pp. On CD-ROM with Workshop Reports and Human Talents Strategies for CCI and CIC

### **Distance Learning Module**

Module 6. AR4D Project Activity Planning: a complement to Module 4 – Impact Oriented Project Planning (A Distance Learning Module). Working Document. November 2010. X, 113 pp. On CD-ROM.

(This module was delivered to ARDSF but has not yet been used or distributed to NARS)

### **Workshop on Program and Project Documentation with PNG CCI and PNG CIC Institutional Working Groups (IWGs) and Follow up. Port Moresby, Kokopo, Goroka, October 17–November 4, 2011**

Workshop on Program and Project Documentation with PNG CCI and PNG CIC Institutional Working Groups (IWGs) and Follow up. Xiii, 120 pp.

### **Workshop on Monitoring and Evaluation Systems for NARS**

**Organisations in PNG. All, Port Moresby, November 7–12, 2011**

Module 7. Monitoring and Evaluation Systems for NARS Organisations in PNG. Learning module. Working document. Xxxv, 435 pp. On CD-ROM  
Workshop Report on Monitoring and Evaluation Systems for NARS Organisations in PNG. Xv, 151 pp.

**Review of the PNG CCI Program, Project and Project Activity Planning and its integration with Human Talents Planning. CCI, Port Moresby, November 14–25, 2011**

Report of the Review of the PNG CCI Program, Project and Project Activity Planning and its integration with Human Talents Planning. Part I. Process. Part II. Draft Working Documents. Xiv, 145 pp.

**Review of the PNG CIC Program, Project and Project Activity Planning and its integration with Human Talents Planning. CIC, Port Moresby, November 14–25, 2011**

Report of the Review of the PNG CIC Program, Project and Project Activity Planning and its integration with Human Talents Planning. Part I. Process. Part II. Draft Working Documents. Xiv, 139 pp.

**Seminar: Human Talents Will Lead the Implementation of AR4D. CIC, Goroka, December 6–9, 2011**

Informal seminar for all staff, followed by small group discussions in all departments. PPs presentation. No formal documents.

**Seminar: Human Talents Will Lead the Implementation of AR4D. CIC, Goroka, December 6–9, 2011**

Informal seminar for all staff, followed by small group discussions in all departments. PPs presentation. No formal documents.

**Human Talents Strategy: A Guide to Implementation. Ten-Event Program. CCI, Tavilo and Madang, February 2012**

Human Talents Strategy: A Guide to Implementation. Ten-Event Program. CCI, Tavilo and Madang, February 2012. 163 pp.

Draft Strategies for CCI Human Talents Management and Development System: Human Talents Planning; Performance Assessment and Development Planning; Performance Awards; Learning and Capacity Building, Tavilo and Madang, February-March 2012, xiii, 76pp.

**Human Talents Strategy: A Guide to Implementation. Ten-Event**



**Program. CIC, Goroka, Aiyura and Lae, March 2012**

Human Talents Strategy: A Guide to Implementation. Ten-Event Program. CIC, Goroka, Aiyura and Lae, March 2012. 118 pp.

Draft Strategies for CIC Human Talents Management and Development System: Human Talents Planning; Performance Assessment and Development Planning; Performance Awards; Learning and Capacity Building, Aiyura and Goroka, March 2012, xv, 76pp.

**Workshops on Strategies, Structures, Systems and Culture. CCI, Tavilo and Madang: CIC, Goroka, Ayura and Lae, February–June 2012**

**Module 8. Strengthening Organisational Culture**

Module 8.1. Leaders in Learning Organisations and Leadership Skills. Learning Module. Working Document, Port Moresby, 2012, v, 55pp.

Module 8.2. Organisational Learning and learning Organisations. Learning Module. Working Document. Port Moresby, 2012. Vi, 52 pp.

Module 8.3. Strengthening Creativity in the Workplace. Learning Module. Working Document. Port Moresby, 2012. Vi, 17 pp.

Module 8.4. Creativity, Innovation and Knowledge Creation. Learning Module. Working Document. Port Moresby, 2012. Vi, 43 pp.

Module 8.5. The Organisation as a Learning Laboratory. Learning Module. Working Document. Port Moresby, 2012. Vi, 42 pp.

Module 8.6. Developing Skills of Oral Presentation. Learning Module. Working Document. Port Moresby, 2012. Vi, 43 pp.

**Module 9. Building Intra- and Inter-Organisational Structures**

Module 9.1. Exploring Organisational Structures for Total Integration. Learning Module. Working Document, Port Moresby, 2012, v, 46pp.

Module 9.2. Interdisciplinary Team Building and Conflict Resolution. Learning Module. Working Document, Port Moresby, 2012, v, 40pp.

Module 9.3. Reflecting on Partnerships: Inter-organisational Structures. Learning Module. Working Document, Port Moresby, 2012, vii, 46pp.

Module 9.4. Agricultural Research Networks: Inter-organisational Structures. Learning Module. Working Document, Port Moresby, 2012, v, 40pp.

Workshop Report on “Practicing Implementation of the Final Components of the Strategic Management and Development Framework, CIC, Madang and Goroka (April 19-28, 2012) and CCI, Madang and Kokopo (May 10-19, 2012), xiii, 51 pp.

**Workshop on Organisational System and Procedures, CCI, CIC, OPIC,**

**NARI and FPDA, Port Moresby, May 30-31 and June 1, 2012.**

Module 10. Organisational System and Procedures. Learning Module. Working Document. vii, 118 pp.

Workshop Report on Organisational System and Procedures, CCI, CIC, OPIC, NARI and FPDA, Port Moresby, May 30-31 and June 1, 2012. xi, 34 pp.

## REFERENCES

- França, Z. (2010). A Conceptual Framework for the Strategic Management and Development of Human Talents: General Guideline for Mentoring NARS in Papua New Guinea. ARDSF: Port Moresby.
- França Z.P and Sibanda S. (2008). Managing Agricultural Research for Development within an Innovation Systems Perspective. Workshop Report on Results-Oriented Program Formulation. July 16-18, 2008, Lae, PNG. ARDSF: Port Moresby.