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PREPARING FOR WORK FORCE 2000



TASK FORCE REPORT

June 1992

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STATE OF
MINNESOTA
DEPARTMENT OF NATURAL RESOURCES

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OFFICE OF THE
COMMISSIONER

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COMMISSIONER'S STATEMENT

As Commissioner of the Department of Natural Resources, I have a great concern for our employees. In today's changing workforce, both supervisors and employees face new and complex workplace issues.

I am pleased with the taskforce report on Preparing for Workforce 2000. The report outlines many important issues for us to address within the coming years. It serves as an excellent guide for management to use in preparing for the new and complex workforce and workplace issues.

Many of the recommendations are issues we need to begin addressing now. I have asked the implementation action team to prepare a preliminary implementation plan including timetables and costs for the Commissioner's Management Team's consideration. As soon as the plan is finalized, it will be circulated to all unit heads for action.

I encourage all of you to read this concise and worthwhile report. I also ask for your support as we begin to implement these recommendations. All supervisors and managers can play an important role in effectively managing workforce and workplace changes.

A handwritten signature in cursive script that reads "Rodney W. Sando".

Rodney W. Sando, Commissioner
Minnesota Department of Natural Resources

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I. EXECUTIVE SUMMARY

A taskforce was formed in the fall of 1990 to prepare for the workforce available in the year 2000 - or Workforce 2000. The CMT set out four goals for the taskforce, and they are: 1) foster a workplace that values diversity; 2) entice workers in other organizations and future workers to be employed with the DNR; 3) determine strategies to meet potential deficiencies of new workers; and 4) meet changing worker needs. The taskforce held eight meetings during which the members learned about Workforce 2000 issues, developed a mission statement, determined appropriate actions for the DNR, and provided input to the final report submitted to CMT in December 1991.

RECOMMENDED WORKFORCE 2000 MISSION STATEMENT

The taskforce recommended the following mission statement be adopted by the DNR.

"To foster a work environment which values diversity and responds to the changing workforce needs so that employees have a workplace that supports mutual respect and flexibility."

RECOMMENDED ACTIONS

The taskforce identified 22 recommended actions and grouped them into five categories as follows.

Supervisory and Managerial Commitment to Workforce Diversity and Affirmative Action

- Have the Commissioner, managers and supervisors be accountable for affirmative action goals and workforce diversity principles.
- Develop and implement feedback mechanisms for managers, supervisors and staff on affirmative action and workforce diversity.
- Recognize affirmative action and diversity efforts taken by managers, supervisors and staff.

Recruitment, Selection and Training

- Improve current recruitment efforts.
- Improve recruitment efforts for future job applicants.
- Make changes in the selection process.
- Identify and offer training to meet deficiencies.

Workforce Diversity Awareness / Skills

- Encourage individuals to accept diversity.
- Hold facilitated discussions on workforce diversity.
- Offer informal workforce diversity training.
- Offer formal workforce diversity training.
- Share information on workforce diversity.
- Advocate community acceptance of workforce diversity.

Opportunity 2000 speaks to the rising average age of workers and predicts, between now and the year 2000, a 25 million increase in those workers between the ages of 35 and 54. It also predicts that the median age of American workers will go from 36 in 1977 to 39 in the year 2000.

In 1990, DNR had 2.9% minorities (see Appendix B) and 33% women. On April 6, 1992, information on active employees showed that the bulk of the employees, 71%, are between the ages of 30 and 49 (36% between 30 and 39 and 35% between 40 and 49); 12% of the employees are between the ages of 50 and 59. In the year 2000, the percentage of our employees over 40 will be significant.

There have been conflicting reports about labor force availability, the composition of the new workforce entrants, and the potential changes in the skill level of the jobs. A U.S. Labor Report entitled Opportunity 2000 predicts that the number of workers between 16 and 24 will drop by 2 million or 8% by the year 2000. It also predicts a slowing of the overall population growth by the year 2000 and a slowing of the labor force growth. It raises significant concerns about the availability of workers, especially new entrants in the year 2000. It cites that 1/3 of all new entrants will be minorities. It also indicates that new jobs will require higher skills. It indicates the need for the 21st century labor force to deal with new technologies as well as a different distribution of jobs.

The concerns raised in this labor report are tempered somewhat by a report issued by the Economic Policy Institute in 1991. This report indicates that job skill requirements will rise during the 1990's but only at a modest rate. The report states that even if there is a slow growth in the labor force one cannot assume that there will be a tight labor market. The report indicates that it is difficult to predict the influx of immigrants and highlights that the state of the economy certainly will affect the labor market. It predicts that whites (non-hispanics) will continue to dominate the workforce growth and will account for 2/3 of its total growth. It states the portion of the labor force that is minority is not expected to increase more from 1988-2000 than it did during the 12 years prior to 1988.

The Economic Policy Institute report findings do not negate the need for employers to be concerned about filling positions in the year 2000 and the availability of minority applicants. It is also important to consider DNR's applicant trends and trends in enrollment in natural resource-related undergraduate and graduate degree programs. DNR's Human Resources Administrator has indicated that there has been some difficulty in recruiting applicants for some highly technical and scientific positions due to a limited number of

available applicants. The National Science Foundation has estimated that there will be a shortage of 650,000 scientists by the year 2000. In 1990, the Society of American Foresters found in the last 10 years that enrollment has dropped substantially in Forestry-related degree programs. Their information indicates the number of women has remained about the same and the number of minorities has increased somewhat. The DNR's Affirmative Action Officer has indicated continued difficulty in locating minorities for natural resource-related positions. In 1991, John Bell of the University of Minnesota's College of Natural Resources indicated that 3% of their undergraduate students were minorities (up from 1% in 1987) and that 4% of their graduate students were minorities (up from 3% in 1987). He stated that they have been placing emphasis on recruitment and retention of minorities in their program.

D. DIFFERENCE BETWEEN AFFIRMATIVE ACTION AND WORKFORCE DIVERSITY

In most organizations, the focus of affirmative action efforts has been on people in protected classes such as minorities, older workers, women, and disabled workers. Affirmative Action program activities have included such efforts as actively recruiting and hiring protected class persons, eliminating discrimination in hiring and promotions, dealing with sexual harassment, ensuring career development opportunities, and having an effective grievance system for protected class employees to use when they feel their legal rights have been violated.

Loden and Rosener in their book Workforce America, broadly define diversity as the "vast array of physical and cultural differences that constitute the spectrum of human diversity" and goes beyond that in referencing diversity as "otherness or those human qualities that are different from our own and outside the groups to which we belong, yet present in other individuals and groups." They differentiate between primary and secondary dimensions of diversity. Primary dimensions are those that are immutable and exert a significant impact on our lives such as age, ethnicity, gender, physical abilities/qualities, race and sexual/affectational preference. The secondary dimensions of diversity are differences that can be changed and are typically less significant than the primary dimensions. Examples of secondary dimensions are educational background, geographic location, income, marital status, military experience, parental status, religious beliefs and work experience.

Workforce diversity initiatives go beyond affirmative action. They focus on improving conditions for all employees, not just for protected classes. They focus on policies and practices that address the diverse needs of individual employees. They also look at ways for different people to work more effectively together.

E. PREVIOUS DNR PROGRAMS/REPORTS DEALING WITH THESE PROJECT GOALS/TRENDS

The taskforce was made aware of two major efforts to deal with these issues. These were the DNR's Affirmative Action Program and the DNR's Career Path Study. This Workforce 2000 report complements these reports but also goes beyond these reports and addresses additional issues.

1. DNR's Affirmative Action Program

Our department's Affirmative Action Program has worked hard to address many issues, especially in the area of affirmative recruiting and hiring. It has held various affirmative action conferences to educate department managers and supervisors on affirmative action principles. In 1989, various work groups issued reports on recruitment/program support, interviewing, and retention. Aspects of these reports have been implemented. Some of these reports will be referenced later in the recommendations section of the report.

2. DNR's Career Path Study

The Bureau of Human Resources conducted an extensive investigation on career issues and summarized its findings and recommendations in the 1987 report. The recommendations related to all employees and addressed actions such as career resource services, career paths, career development, and reconciling work and home responsibilities. Some of their recommendations have been implemented.

III. PROJECT GROUPS AND PROJECT METHODOLOGY

A. PROJECT LEADERSHIP AND RELATIONSHIPS

The Commissioner's Office requested that the Bureau of Human Resources take responsibility for providing the CMT with a report by December 1991, which outlined recommendations for action. Nancy Branton was assigned the responsibility of Project Leader.

B. TASKFORCE MAKEUP AND MEMBERS

Given the department-wide focus of this effort, the Project Leader determined it would be beneficial to employ a taskforce with the following representation: different organizational levels; ethnic and racial groups; the disabled; male and female; central office and field; various units; and a range of interests relating to the topic. With these factors in mind, taskforce members were selected from those employees who expressed an interest.

The taskforce members were:

Bret Anderson, Waters, Central Office
Wally Bartel, Parks and Recreation, Ft. Snelling State Park
Tien Cung, Minerals, Central Office
Henk Dahlberg, Minerals, Hibbing
Bobbie Gallup, Parks and Recreation, Central Office
Valiree Hanson, Forestry, Caledonia
Al McClure, Fish and Wildlife, Central Office
Donna Mitchell, Real Estate Management, Central Office
Molly Negus, Fish and Wildlife, Duluth
Ray Romero, Office of Planning, Central Office
David Schipper, Forestry, Grand Rapids
Jim Schneider, Regional Administration, New Ulm
Jack Skrypek, Fish and Wildlife, Central Office
Brian Stenquist, Fish and Wildlife, Central Office
Roger Tietz, Enforcement, Metro
Leslie Udenberg, Trails and Waterways, Lanesboro

Jackie Lind, Training Director, and Ron Sushak, Research Analyst, were ex-officio members and served as resources for training and data, respectively.

C. TASK FORCE MISSION STATEMENT

Early in the process, the taskforce developed a mission statement to guide its further actions. It was "to identify issues, and to recommend and advocate actions that will enable the DNR to accomplish the following goal: provide a work environment which values diversity and responds to changing workforce needs so that employees have a workplace that supports mutual respect and flexibility."

D. TASKFORCE COMMITTEES

After a few months, four committees were formed to work on specific topics, and chairpersons were nominated and selected for each.

1. Training and internal communications committee chaired by Bret Anderson.
2. Support systems/networking committee chaired by Leslie Udenberg.
3. Policy/systems change committee chaired by Brian Stenquist.
4. Information gathering committee chaired by Ron Sushak.

The committees were comprised primarily of taskforce members, but other interested employees participated, including: Jill Bemis (formerly with the Internal Audit Unit), Larry Fonnest (MCC), Colleen Mlecoch (Library), Marion Cashdollar (Fisheries and Wildlife), Tony Rodriguez (Information and

Education), Jim Cooper (Waters), Sarah Tufford (Waters), and Elaine Zoch (Real Estate Management).

The taskforce and the committees developed recommendations based on readings and discussion.

E. TASKFORCE PROCESS

The first taskforce meeting was held in October 1990, and seven additional meetings were held in 1990 and 1991. The initial emphasis was educational, so that the taskforce members could become knowledgeable about the issues relating to Workforce 2000. They listened to a variety of speakers and videos on these issues and heard speakers from other organizations, e.g. Honeywell and MN DOT, to learn about the actions others have taken to address these issues. The members were also given considerable written information including journal articles, newspaper articles and other publications. After learning about the issues, the taskforce performed a variety of actions and activities. (Refer to Appendix C for the details).

IV. RECOMMENDATIONS FOR ACTION

The taskforce is recommending 22 specific actions that are grouped into five major areas. These major areas are: (A) supervisory and managerial commitment to workforce diversity and affirmative action; (B) recruitment, selection, and training; (C) workforce diversity awareness and skills; (D) support systems; (E) work/life issues.

A. MANAGEMENT AND SUPERVISORY COMMITMENT TO WORKPLACE DIVERSITY AND AFFIRMATIVE ACTION

To facilitate change and improvements, managers and supervisors need to be held accountable for workforce diversity and affirmative action efforts. They need feedback on how they are doing from an organizational standpoint and they also need feedback from their employees.

1. Have the Commissioner, Managers and Supervisors be Accountable for Affirmative Action Goals and Workforce Diversity Principles.

The Commissioner must have objectives that are measurable and realistic for addressing workforce diversity and affirmative action.

The Commissioner needs to hold department managers and supervisors responsible for helping him attain these measurable and reasonable objectives by including them in their position descriptions and performance evaluation and activity reports. Also, rewards need to be tied to achievements in this area, e.g. managerial increases. This closely follows a recommendation outlined in the Affirmative Action Ad Hoc Committee Program Support's draft report, June 1989.

2. Develop and Implement Feedback Mechanisms for Managers, Supervisors, and Staff on Affirmative Action and Workforce Diversity.

Various feedback mechanisms need to be established so that supervisors and managers know how they are doing in meeting their affirmative action and workforce diversity goals. Below are our taskforce's ideas for meeting these needs.

- a. A revised reporting process needs to be designed and produced on a regular basis so that units know how they are doing in hiring and retaining protected class persons (similar to Appendix B); this was a report prepared by Ron Sushak for the taskforce.
- b. Implement a formal exit interview process so that the department and divisions have information on why employees are leaving. (For a start, refer to the Affirmative Action Ad Hoc Committee on Retention's Draft Opinionnaires, April 1989).
- c. Develop and implement an instrument and procedure for employees to evaluate their supervisors. This would need to be done in a positive, constructive, and informational way.
- d. Periodic reports need to be devised and disseminated to units on department and unit turnover rates.
- e. Conduct an employee survey on workforce diversity issues to identify employee needs.
- f. Many supervisors and managers need to be involved in the efforts of the Affirmative Action Committee and in other ad hoc groups that are formed to address workforce diversity. (Since this recommendation was initially made, many managers and supervisors have been appointed to the Affirmative Action Committee.)

3. Recognize Affirmative Action and Diversity Efforts Taken by Managers, Supervisors, and Staff

Further actions need to be taken to recognize department and individual accomplishments in this area. This could be done through tying managerial increases to affirmative action and workforce diversity achievements. Additional awards could be given for achievements in this area; these achievements could be

more widely publicized in internal newsletters and in community newspapers.

B. RECRUITMENT, SELECTION, AND TRAINING

The recruitment, selection and training of employees is critical in maintaining a knowledgeable workforce that is capable of achieving our department's mission. To deal with a potentially diminishing supply of qualified applicants, alternative recruiting strategies are needed. The strategies must be more diverse, creative, and aggressive. The department needs to also affirmatively recruit in order to develop a more diverse workforce that is representative of the general workforce. It also needs to work closely with the Department of Employee Relations in the recruitment efforts for statewide classes that apply to our department.

The department's recruitment focus must go beyond applicants who are currently in or entering the workforce. Focus also needs to be on students who make up our future applicant pool. Our department has made some strides in dealing with students and we need to continue to expand on these and to develop new initiatives.

Involvement of department staff in the general community will heighten the public's awareness of DNR occupations. Our Commissioner values community involvement and established a community service award.

1. Improve Current Recruitment Efforts

The DNR spends only a minimal amount of time on recruitment. More staff time, especially in human resources and affirmative action, needs to be devoted not only to general recruitment, but on targeted recruitment of protected class persons. This is consistent with a recommendation contained in the Affirmative Action Ad Hoc Committee on Recruitment's Draft Report, June 1989.

2. Improve Recruitment Efforts for Future Job Applicants

The DNR also needs to expand its efforts to reach out to future applicants who are still in school. To effectively accomplish this, more human resources and/or affirmative action staff time needs to be allocated to develop new or expanded contacts, programs, and activities and to expand our participation in existing programs, e.g. Project Link. More efforts should be taken to work with natural resource related undergraduate and graduate educational institutions to

make connections with the students before they graduate, e.g. the Legislative Commission on Minnesota Resources funded scholarship program. Both the department's Youth in Natural Resources program and the Minnesota Conservation Corps summer program are excellent ways to reach youth, including minorities, and to interest them in natural resource occupations. It is important that these programs continue and expand. More efforts should be taken to interact with schools through our department staff's involvement in elementary or secondary school programs, e.g. Adopt-A-School Program at Battle Creek School, Project Link, and Junior Achievement. The DNR needs to give department staff more recognition for their school involvement and to publicize it to the community. Some of these recommendations are also included in the Affirmative Action Ad Hoc Committee on Recruitment's Draft Report, June 1989.

3. Make Changes in the Selection Process

As we are dealing with a more diverse workforce and a potentially diminishing supply of qualified applicants, some adaptations will be needed in both the examination and the interview process. Some examinations may need to be broadened so that an adequate number qualify and the examination process may need to be adjusted so that more examinations are open continuously. Also, out-of-state testing should be made available for select examinations. In the interview process, supervisors need to be aware of and sensitive to cultural differences so that they do not misjudge people because of these cultural characteristics. The taskforce members agree with the recommendation outlined in the Affirmative Action Ad Hoc Committee on Interviewing's Draft Report, June 1989 to update the interviewing policy. Interview training for supervisors has been offered as part of Human Resources training program entitled "Opening the Black Box: Solving Human Resource Problems Together."

It is becoming increasingly important that supervisors with effective human relations be hired into supervisory and managerial positions. Therefore, it is critical that human relations skills be a paramount factor in the selection process.

4. Identify and Offer Training to Meet Deficiencies

A process is needed to identify knowledge and skill deficiencies of new and current employees. Following that, recommendations need to be made to address these deficiencies. The recommendations should anticipate future retraining needs of our employees to keep current with the job and to meet new job demands. A pool of experienced workers, volunteers, and retirees could serve as trainers and mentors.

C. WORKFORCE DIVERSITY AWARENESS AND SKILLS

Over the years, there has been training on affirmative action. However, our department has done little to train employees on the topic of workforce diversity. Our supervisors and staff need to be enlightened about this topic if our organization is to be effective. Our differences need to be valued rather than ignored or criticized.

In order for people to work together effectively, they need more information and tools to deal with differences. Increased awareness of differences will also help our department to effectively represent the interests of a more diverse society.

Many employers have been offering formal training on workforce diversity, e.g. cultural, racial, and gender. Most of this training has been formal classroom training. However, Digital Equipment has very effectively initiated facilitated discussion groups that meet fairly regularly. This may be a more labor-intensive approach but may ultimately be more effective. It is through small groups, that meet regularly, that people become more comfortable sharing their thoughts and feelings and real learning about differences often occurs. Our taskforce is an example of this. We have reached the point where open communication occurs, and through this we have begun to learn more about our differences.

1. Encourage Individuals to Accept Diversity

It is important for all of our organization's workforce to be more accepting of diversity within our workforce and diversity of the clientele we serve. Individual behavior change is critical so that our employees and clientele feel accepted and heard by others. Top level managers will need to model these behaviors to their staff.

2. Hold Facilitated Discussions on Workforce Diversity

Facilitated discussion groups focused on specific diversity topics could be used as a nontraditional form of training. It would be very helpful to have these periodically at Senior Manager meetings and other regularly scheduled meetings. These could be held in the central office and in the regional offices.

3. Offer Informal Workforce Diversity Training

There are a variety of low-cost actions that can be taken to heighten our employee's awareness and appreciation of workforce diversity issues. Some suggestions are as follows:

- a. purchase videos on diversity issues and have supervisors show them at staff meetings;

- b. schedule a series of speakers on diversity issues during an extended lunch period in the regions and in the central office; and
- c. identify and promote appropriate training opportunities, e.g. conferences, workshops.

4. Offer Formal Workforce Diversity Training

The department needs to develop training programs on workforce diversity; these would be our primary mechanisms for improving employees' skills and knowledge. The first one would address managing a diverse workforce. A second would involve the balance of the staff to heighten their awareness of workforce diversity and thereby, to improve their internal working relationships and their external client relationships. The taskforce feels it may be helpful to develop a video that is pertinent to the DNR workplace and clientele.

Additionally, the department should put together a listing of effective speakers on this topic. This list would be made available to all units in order for them to incorporate this topic into their annual school's agenda or another meeting's agenda. Each unit should be required to do this once a year.

5. Share Information on Workforce Diversity

To complement training, the following would be helpful:

- a. provide information to our employees and supervisors through the DNR Review, the paycheck flyer, the AS/400, and bulletin boards;
- b. prepare and internally distribute a brochure on diversity which would contain our department's mission/vision for diversity, policy information, our workforce demographics, and relevant department activities;
- c. subscribe to a magazine such as "Colors" in each unit and share this publication with all staff; and
- d. include the topic of diversity in significant DNR documents such as Directions and Annual Reports.

6. Advocate Community Acceptance of Workforce Diversity

The department needs to explore ways to improve the communities' acceptance of DNR staff. Some joint activities could be undertaken with communities such as a minority awareness month. Each unit should be responsible for undertaking one such endeavor each year.

D. SUPPORT SYSTEMS

As we continue to hire more minorities and women into nontraditional positions, it is important that we provide support for them. Often, they are placed in outstate areas where there are few or none others like themselves and they may feel isolated.

There are a variety of support systems, such as Women in State Employment (WISE), the Fish and Wildlife Employees Association, the State Foresters Association, Minnesota Association of Women Police (MAWP), and the Association of Black Employees. Our department needs to offer additional support groups, because most of the aforementioned operate out of the metro area and meetings are not particularly accessible for outstate employees. Additionally, they may not address the needs of a diverse workforce and/or be pertinent to the DNR. Some Minnesota communities may have various support groups. These may be helpful to our employees and we should help make our employees aware of them.

There have been a few attempts to offer support groups in the DNR, but these efforts need to be expanded. Recently, one DNR division offered support groups for women in the central office and one region offered a support group for women. It is our understanding that members of these groups found these to be valuable. The women in the regional support group appreciated the opportunity to meet with other women and to discuss common concerns, e.g. the need for a self-defense course for women. Many of the women worked in small outstate offices and were not afforded many opportunities to meet with other women.

It would be helpful to form an umbrella group to provide organizational direction and support to individual support groups, and to help in the development of resource listings.

There are no formal departmental mentoring or career development systems, although some divisions have divisional career development programs. Many organizations have established career development systems for all employees, but have not concentrated on career development for women and minorities. According to the data on DNR's Workforce, women and minorities are not well represented in supervisory and managerial roles. To improve this situation, concentrated efforts are necessary.

Support systems may be beneficial to the DNR in effectively recruiting and integrating new employees, keeping up the skills of employees, and retaining employees. They may also increase the number of women and minorities in the supervisory and managerial positions, thus incorporating nontraditional perspectives in future decision-making.

1. Create Regional and Central Office Support Groups.
Support groups need to be available to employees who desire them and at accessible locations. The purpose of a support group is to provide personal support and practical advice concerning the workplace to those who may not feel comfortable in their work environment or at their particular work station. The support group will help employees maintain their identity while learning to effectively work with others in achieving work goals.

For example, groups may need to be formed for women in nontraditional roles, for women in traditional roles, and for specific racial and ethnic groups. Initially it may be helpful to have facilitators lead the groups; thereafter, the leadership could be rotated amongst the members. The recommended frequency would be short, monthly meetings for central office, and longer, less frequent meetings for the regions. The groups should provide a safe and comfortable atmosphere for employees to share their concerns.

2. Establish a Departmental Career Development Program for All Employees.

The purpose of this program would be to recognize and teach the unwritten rules and culture of the DNR, offer information regarding one's career and career path options, and promote interdisciplinary exchange. The basic components of the program would include a mentor program, career counseling and career development opportunities. Initially, an emphasis may need to be placed upon women and minorities. The taskforce felt that the DNR needs to continue its implementation of the recommendations contained in the 1987 Career Path Study.

3. Form an Umbrella Group or an Advisory Group for Support Systems

It is important not to fragment, isolate, or polarize various groups. Rather, it is critical that many issues be raised as the issues may be relevant for other groups. The Umbrella Group could serve as a communication link between the various support groups. In time, groups and issues may change. An umbrella group can serve as an ongoing structure that may address the changing needs of employees. Also, the traditional "power group" may need to become aware of and sensitized to these issues. An umbrella group would be an excellent facility to relate to current issues.

This umbrella group could nurture forming groups and continue to offer advice and support to these groups. The umbrella group could serve as an advocate to individuals who are striving to obtain flexible work options, e.g. part-time work.

The umbrella group should be diverse. Various organizational levels should be represented, with both central office and field staff participating. Possibly, some of the current taskforce members could participate. It may be beneficial to form regional umbrella groups as well. The exclusive representatives, should be updated periodically on the group's activities.

4. Develop a List of Support Resources for New and Current Employees

The purpose of a resource list is to let employees, especially new ones, know what is available to them in terms of professional organizations, publications, and department-sponsored groups. Community sponsored groups could be listed; perhaps the regional wellness committees could participate in gathering this information.

E. WORK/LIFE ISSUES

Workforce statistics indicate a higher percentage of single parents, dual income couples, and single adults. The traditional situation of a father working and a mother staying at home to care for children and aging parents, has become more of a rare occurrence. Thus, today we typically have workers who may be overloaded with responsibilities and stress.

Many workplaces are beginning to deal with this situation through more flexible work day policies and practices, on or near-site day care centers, childcare and eldercare information and referral services, and noontime seminars on childcare and other personal issues. Both the State and the DNR have taken some steps to address this issue. The State established a childcare center in the capitol-complex area. The DNR initiated a Lafayette Park Work/Family committee to provide onsite noontime seminars; however, this committee is no longer active. More steps are necessary with efforts reaching the outstate areas as well.

It is predicted that there will be more older workers in the future workforce. Also, it is predicted that there will be some shortages of qualified new entrants to the workforce. It seems that we need to figure out ways to encourage older workers and workers with family obligations to stay in the workforce and remain motivated through strategies such as mobility options and part-time work so that we can avoid worker shortages.

1. Develop and Articulate a Policy on Work/Life

For the department to effectively communicate a commitment to work/life issues, a policy should be developed and disseminated. This should primarily address the need for managers to be as flexible as possible in reviewing employee requests for special needs, e.g. job-sharing, flextime, part-time work, sabbaticals. An emphasis needs to be placed on

retaining good employees by trying to accommodate their needs, rather than forcing them to leave due to inflexibility. New policies need to be sensitive to workforce diversity issues such as different cultural holidays.

2. Pilot a Telecommuting Project

Telecommuting has been gaining more popularity in the workforce. Telecommuting involves the use of alternate worksites such as working at home and often times it includes the use of a computer and telephone for completing work and communicating with the normal worksite. The goal of telecommuting is to provide a flexible workplace to employees for a variety of personal or work related reasons. Secondary goals are to reduce pollution, traffic, and fuel consumption, since some participants may reduce their amount of driving to and from work. The DNR should pilot a telecommuting project to determine its feasibility within this organization and to outline the most effective approaches. Much information is available from a pilot study done by the Pollution Control Agency.

3. Offer Seminars on Work/Life

Noontime seminars dealing with work/life should again be offered in the central office and should be made available to outstate employees. The wellness committees may be a good mechanism for coordinating the work/life training. Also, supervisors must be trained on work/life issues to make them aware of the conflicting pressures placed on employees, to acquaint them with work options that could reduce stress while maintaining productivity, and to make them aware of department policies on work/life.

4. Develop Strategies for Dealing with Aging Issues

Strategies and options should be presented to the Department of Employee Relations on ways to effectively utilize our older workers and to provide the necessary incentives to retain them in the workforce.

5. Develop and Distribute Resource Lists for Work/Life Needs

Resource lists of childcare and eldercare services should be prepared and made available to employees. The lists could incorporate existing community listings.

V. RECOMMENDATIONS FOR IMPLEMENTATION

A. TASKFORCE'S PRIORITIES

The taskforce believes all of the five aforementioned major areas of recommendation are important. The taskforce members advocate that at least one action be started in each of the five areas.

B. IMPLEMENTATION PLAN

After the Commissioner's Management Team and the Unit Heads have reviewed the recommendations, the next step is to prepare an implementation plan. The plan would include a listing of actions, priorities, proposed completion dates, and responsible person(s).

C. IMPLEMENTATION ACTION TEAM

An implementation action team is essential and we advise that it be established as soon as possible. The Workforce 2000 taskforce members feel strongly that an implementation team is necessary to ensure that those recommendations are addressed. They propose that the Affirmative Action Director, the Human Resources Administrator, the Chair of the WF 2000 Project and one CMT member be jointly responsible for overseeing the overall implementation and individually responsible for particular actions. The reason for this approach is that the Affirmative Action Director and his committee have been involved in some of the aforementioned recommendations. Human Resources should be involved in many recommendations because of their current staffing responsibilities. The Chair of the WF 2000 project and the taskforce are quite familiar with the new perspectives in the recommendations. Ideally, some WF 2000 taskforce members could be involved also, to work on several recommendations. Having four positions made responsible for the implementation will also ensure that there is appropriate coordination among all of the groups. It may also be appropriate to have a Management Improvement Committee member serve as an ad-hoc member to this group to advise on strategies for implementation. The exclusive representatives should be updated periodically on the status of the implementation.

VI. RECOMMENDATIONS FOR EVALUATION OF PROGRESS

A. EVALUATION PHASE

It is important that an evaluation phase is built into the implementation program to determine which efforts have been successful, which efforts have been less than successful, and what additional efforts may be needed. The evaluation will be based on accountabilities and priorities. Responsible persons for the evaluation stage would be the Affirmative Action Director, the Human Resources Administrator, the Chair of the WF 2000 project, and a member of CMT. It may be helpful to include WF 2000 taskforce members in this process.

B. PROGRESS EVALUATION

Possible ways to evaluate progress are as follows:

1. survey employees now to provide for baseline data, and survey them periodically in the future;
2. review the composition of our department's workforce each year and analyze trends, and look for increases in total numbers or upward distribution of females and minorities into supervisory or management positions;

3. review turnover rates each year, and analyze them to identify any problem areas or trends;
4. analyze exit interview information to identify any problem areas;
5. keep records of applicants and the number with passing grades in the various examinations and compare them with previous examinations;
6. each year, evaluate the number of individuals utilizing flexible work options, such as flextime, part-time work, and telecommuting;
7. each year, review the number and outcome of sexual harassment and discrimination complaints, and compare information with previous years; and
8. each year, determine how many recommendations have been implemented, how many remain to be implemented, and identify additional ones.

VII. CONCLUSION

The taskforce and committee members have worked hard to understand the issues and to develop practical and pertinent recommendations. These recommendations are intended to serve as a guide for management in preparing for Workforce 2000. The taskforce urges DNR's management to be proactive in implementing these recommendations so that the DNR will have a full and qualified workforce for the year 2000 and beyond. In so doing, it is important that Human Resources and the Affirmative Action Program be properly staffed and prepared to help DNR managers address these issues.

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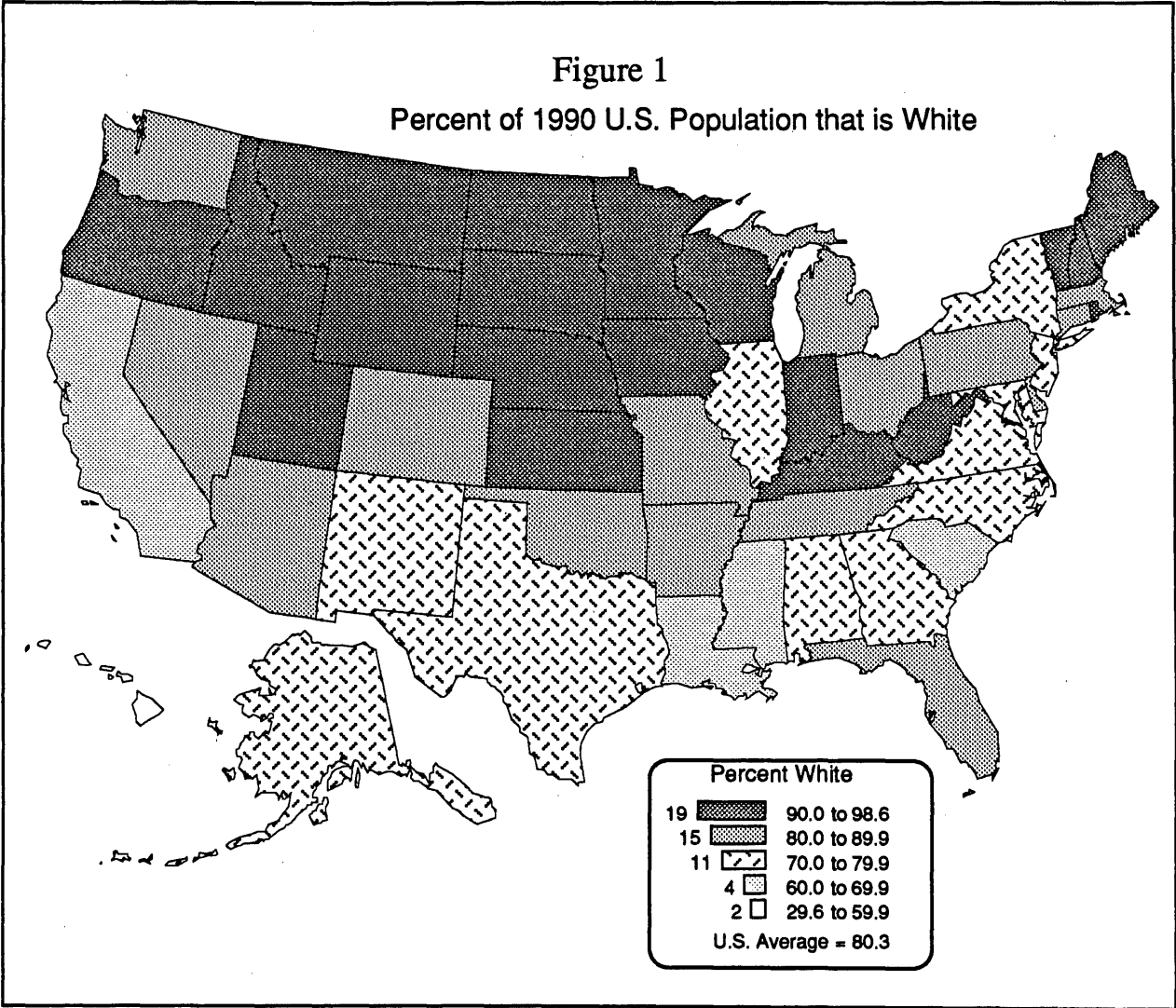
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DEMOGRAPHIC SECTION

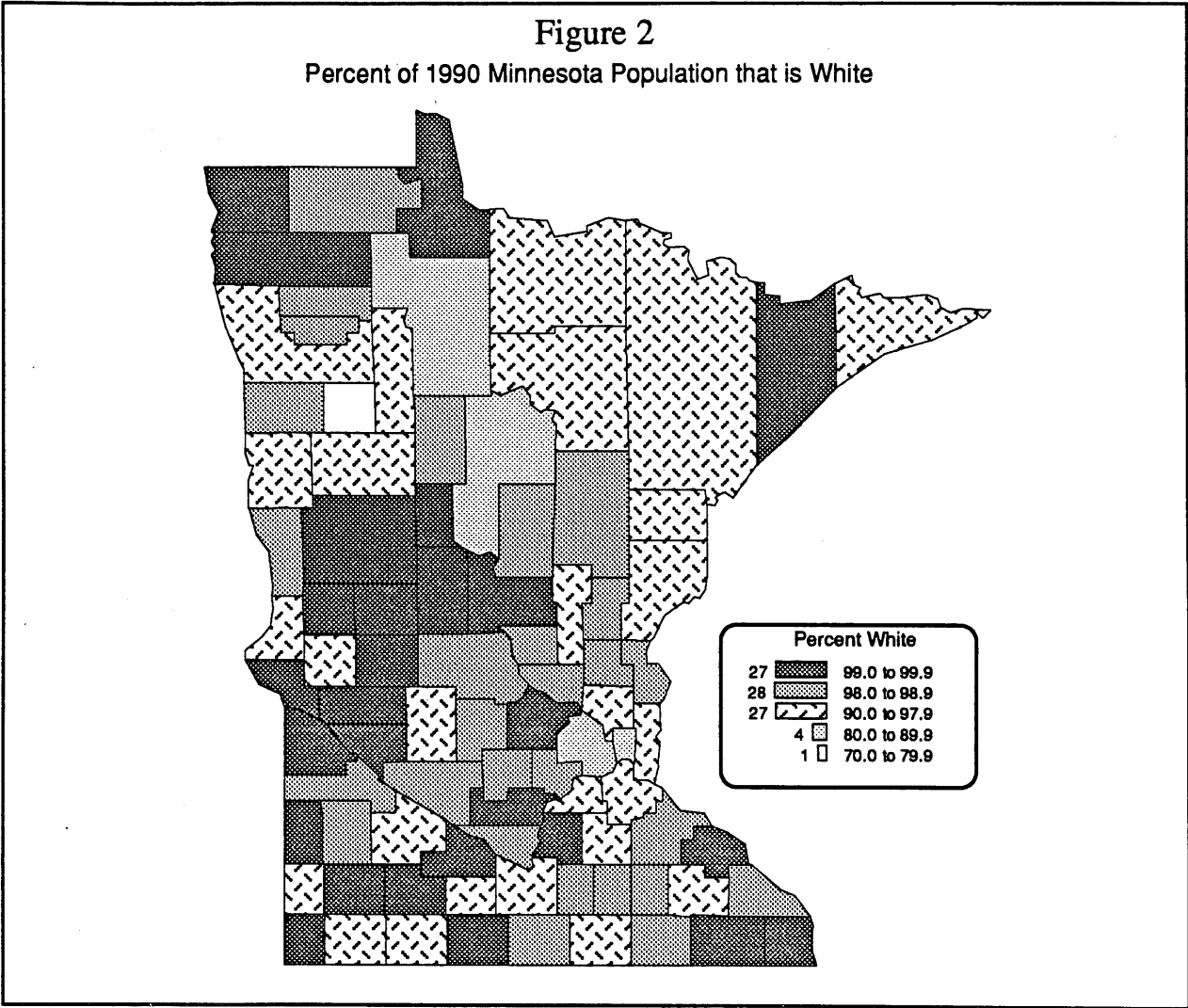
The 1990 census has led to numerous articles on the changing racial and ethnic diversity of the U.S. The percent of the U.S. population made up of minorities has increased to 19.7%, with Blacks making up 12.1% of the U.S. population; American Indians, 0.8%; Asians, 2.9%, and Other, 3.9%. This means that 80.3% of the U.S. population is white. Persons of Hispanic origin (who may be of any race) are 9% of the U.S. population.

While the minority population of the U.S. has grown to almost 20%, two-thirds (34) of the states have minority populations of 20% or less (19 states have minority populations of 10% or less) (Figure 1). The states with the highest percent of white residents are the New England States, the North Central States and the Rocky Mountain States. The percent of residents who are white ranges from about 30% in the District of Columbia and Hawaii to 99% in Vermont.



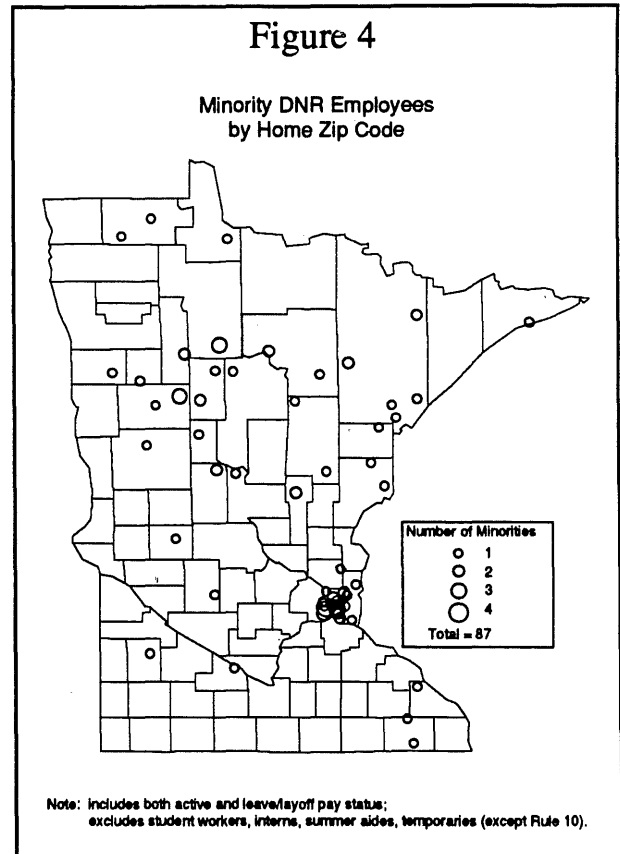
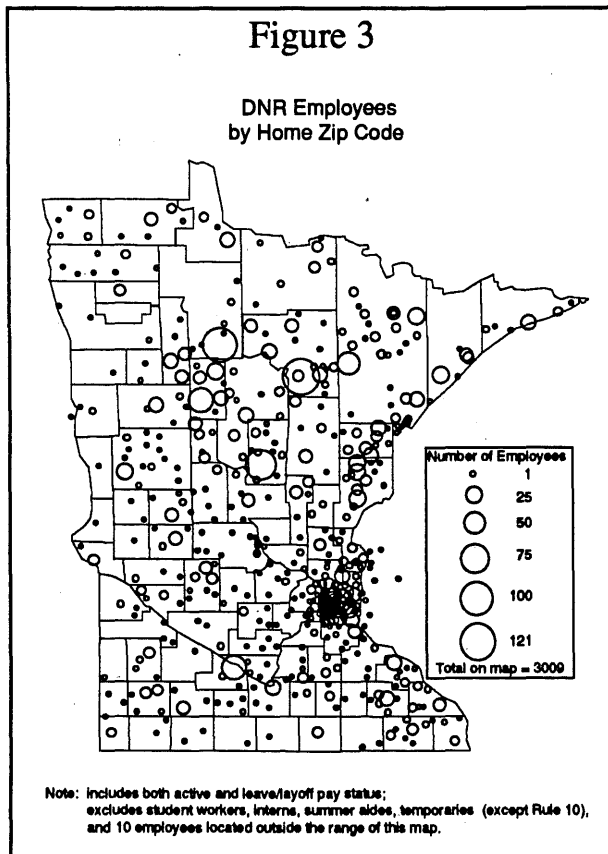
As in other states, the minority population in Minnesota is growing. However, Minnesota remains one of the whitest states in the U.S. Minnesota is tied with Idaho for seventh as having the highest percent of white residents (94.4%). Minnesota's minority population (5.6%) consists of Blacks (2.2% of the Minnesota population), Asians (1.8%), American Indians (1.1%), and Other (0.5%). Persons of Hispanic origin (who may be of any race) make up 1.2% of Minnesota's population.

Even though Minnesota's minority population is increasing, most Minnesota counties have few minorities. Almost two-thirds (55) of Minnesota's counties have 2% or fewer minorities, almost one-third (27 counties) have minority populations of 1% or fewer (Figure 2). The percent of residents who are white varies from 77% in Mahanomen county to 99.7% in Murray county.



Just like the state, the DNR is predominantly white. Of the 3019 permanent employees of the DNR during December, 1990, 97% were white. Only 87 of DNR's permanent employees were minorities. Minority employees of the DNR were American Indian (1.5%), Hispanic (0.6%), Black (0.4%), and Asian (0.4%). (Note: the DNR, and other state agencies, record Hispanics as a race. This differs from the U.S. Census where Hispanics can be of any race.)

DNR's workforce is distributed across the state. The DNR has at least one employee living in every county except Red Lake County (Figure 3). The distribution of DNR's 87 minority employees is more limited (Figure 4). The statewide distribution of minority DNR employees is due primarily to the 45 American Indian employees. The 18 Hispanic employees live in 5 counties plus the Metro area; the 13 Blacks in 2 counties plus the Metro area; and the 11 Asians in 4 counties plus the Metro area. Outside of the Metro area, most DNR minority employees do not live near other DNR minority employees.



Because the number of minorities is so small, it is difficult to describe their employment in the DNR other than in broad terms. Appendix C lists employment in the DNR by race (and also sex and handicapped status) for each work unit, region, union, hours worked, employment condition, and payroll status. Full time, unlimited appointments for minorities and whites are comparable (67% & 63%, respectively). However, a larger percent of minorities are in the non-professional unions (craft-maintenance-labor, service, clerical, and insufficient work) than whites (54% vs 45%).

In addition to being predominantly white, the DNR's workforce is also predominantly male (67%). While 73% of the male employees have full time, unlimited appointments, only 44% of the female employees have full time, unlimited appointments. In addition, the vast majority (78%) of the female employees are in the non-professional unions (craft-maintenance-labor, service, clerical, and insufficient work) compared to the 29% of male employees who are in the non-professional unions.

DNR Workforce 12/1990
(Number & Percent)

Department	Total	Sex		EEOC						Handicapped	
		Male	Female	American Indian	Black	Caucasian	Asian	Hispanic	Yes	No	
Department	3019 (100.0)	2030 (67.2)	989 (32.8)	45 (1.5)	13 (0.4)	2931 (97.1)	11 (0.4)	18 (0.6)	171 (5.7)	2847 (94.3)	
Division											
Administration	161 (5.3)	61 (37.9)	100 (62.1)	4 (2.5)	1 (0.6)	155 (96.3)	0 (0.0)	1 (0.6)	7 (4.3)	154 (95.7)	
Forestry	613 (20.3)	411 (67.0)	202 (33.0)	9 (1.5)	0 (0.0)	600 (97.9)	3 (0.5)	1 (0.2)	38 (6.2)	575 (93.8)	
Parks & Recreation	713 (23.6)	391 (54.8)	322 (45.2)	12 (1.7)	2 (0.3)	695 (97.5)	1 (0.1)	3 (0.4)	43 (6.0)	670 (94.0)	
Waters	116 (3.8)	86 (74.1)	30 (25.9)	0 (0.0)	2 (1.7)	113 (97.4)	1 (0.9)	0 (0.0)	5 (4.3)	111 (95.7)	
Enforcement	200 (6.6)	178 (89.0)	22 (11.0)	8 (4.0)	1 (0.5)	191 (95.5)	0 (0.0)	0 (0.0)	8 (4.0)	192 (96.0)	
Field Services	42 (1.4)	30 (71.4)	12 (28.6)	0 (0.0)	0 (0.0)	42 (100.0)	0 (0.0)	0 (0.0)	4 (9.5)	38 (90.5)	
Wildlife	261 (8.6)	212 (81.2)	49 (18.8)	1 (0.4)	1 (0.4)	259 (99.2)	0 (0.0)	0 (0.0)	13 (5.0)	248 (95.0)	
Fisheries	375 (12.4)	327 (87.2)	48 (12.8)	4 (1.1)	1 (0.3)	367 (97.9)	1 (0.3)	2 (0.5)	22 (5.9)	353 (94.1)	
Engineering	56 (1.9)	50 (89.3)	6 (10.7)	1 (1.8)	1 (1.8)	54 (96.4)	0 (0.0)	0 (0.0)	2 (3.6)	54 (96.4)	
Trails & Waterways	116 (3.8)	93 (80.2)	23 (19.8)	2 (1.7)	0 (0.0)	114 (98.3)	0 (0.0)	0 (0.0)	4 (3.4)	112 (96.6)	
Northern Service Center	20 (0.7)	15 (75.0)	5 (25.0)	0 (0.0)	0 (0.0)	19 (95.0)	0 (0.0)	1 (5.0)	1 (5.0)	19 (95.0)	
Financial Management	18 (0.6)	5 (27.8)	13 (72.2)	0 (0.0)	0 (0.0)	17 (94.4)	0 (0.0)	1 (5.6)	0 (0.0)	18 (100.0)	
Human Resources	20 (0.7)	3 (15.0)	17 (85.0)	0 (0.0)	1 (5.3)	18 (94.7)	0 (0.0)	0 (0.0)	0 (0.0)	20 (100.0)	
Records & Office Services	6 (0.2)	5 (83.3)	1 (16.7)	0 (0.0)	0 (0.0)	6 (100.0)	0 (0.0)	0 (0.0)	1 (16.7)	5 (83.3)	
Minerals	79 (2.6)	55 (69.6)	24 (30.4)	0 (0.0)	1 (1.3)	77 (97.5)	1 (1.3)	0 (0.0)	7 (8.9)	72 (91.1)	
Management Systems	19 (0.6)	9 (47.4)	10 (52.6)	1 (5.3)	1 (5.3)	16 (84.2)	0 (0.0)	1 (5.3)	3 (15.8)	16 (84.2)	
Southern Service Center	15 (0.5)	13 (86.7)	2 (13.3)	0 (0.0)	0 (0.0)	14 (93.3)	0 (0.0)	1 (6.7)	2 (13.3)	13 (86.7)	
Special Programs	6 (0.2)	0 (0.0)	6 (100.0)	0 (0.0)	0 (0.0)	6 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (100.0)	
MN Conservation Corps	6 (0.2)	4 (66.7)	2 (33.3)	0 (0.0)	0 (0.0)	5 (83.3)	0 (0.0)	1 (16.7)	0 (0.0)	6 (100.0)	
Real Estate Management	33 (1.1)	11 (33.3)	22 (66.7)	2 (6.1)	1 (3.0)	28 (84.8)	1 (3.0)	1 (3.0)	2 (6.3)	30 (93.8)	
Planning	27 (0.9)	13 (48.1)	14 (51.9)	0 (0.0)	0 (0.0)	25 (92.6)	1 (3.7)	1 (3.7)	0 (0.0)	27 (100.0)	
Information & Education	32 (1.1)	9 (28.1)	23 (71.9)	1 (3.1)	0 (0.0)	30 (93.8)	0 (0.0)	1 (3.1)	3 (9.4)	29 (90.6)	
Ecological Services	41 (1.4)	33 (80.5)	8 (19.5)	0 (0.0)	0 (0.0)	38 (92.7)	2 (4.9)	1 (2.4)	2 (4.9)	39 (95.1)	
Fish & Wildlife Admin	13 (0.4)	6 (46.2)	7 (53.8)	0 (0.0)	0 (0.0)	12 (92.3)	0 (0.0)	1 (7.7)	0 (0.0)	13 (100.0)	
License Center	31 (1.0)	10 (32.3)	21 (67.7)	0 (0.0)	0 (0.0)	30 (96.8)	0 (0.0)	1 (3.2)	4 (12.9)	27 (87.1)	

DNR Workforce 12/1990
(Number & Percent)

Department	Total	Sex		EEOC					Handicapped	
		Male	Female	American Indian	Black	Caucasian	Asian	Hispanic	Yes	No
Department	3019 (100.0)	2030 (67.2)	989 (32.8)	45 (1.5)	13 (0.4)	2931 (97.1)	11 (0.4)	18 (0.6)	171 (5.7)	2847 (94.3)
Region										
Northwest (1)	552 (18.3)	391 (70.8)	161 (29.2)	16 (2.9)	0 (0.0)	532 (96.4)	1 (0.2)	3 (0.5)	38 (6.9)	514 (93.1)
Northeast (2)	559 (18.5)	422 (75.5)	137 (24.5)	7 (1.3)	2 (0.4)	547 (97.9)	1 (0.2)	2 (0.4)	24 (4.3)	535 (95.7)
Central (3)	577 (19.1)	349 (60.5)	228 (39.5)	7 (1.2)	1 (0.2)	567 (98.3)	2 (0.3)	0 (0.0)	38 (6.6)	539 (93.4)
Southwest (4)	314 (10.4)	232 (73.9)	82 (26.1)	3 (1.0)	0 (0.0)	311 (99.0)	0 (0.0)	0 (0.0)	12 (3.8)	302 (96.2)
Southeast (5)	223 (7.4)	165 (74.0)	58 (26.0)	3 (1.3)	0 (0.0)	220 (98.7)	0 (0.0)	0 (0.0)	10 (4.5)	213 (95.5)
Metro (6)	150 (5.0)	104 (69.3)	46 (30.7)	2 (1.3)	1 (0.7)	145 (96.7)	0 (0.0)	2 (1.3)	8 (5.3)	142 (94.7)
Central Office	644 (21.3)	367 (57.0)	277 (43.0)	7 (1.1)	9 (1.4)	609 (94.7)	7 (1.1)	11 (1.7)	41 (6.4)	602 (93.6)
Union										
Law Enforcement	168 (5.6)	164 (97.6)	4 (2.4)	8 (4.8)	1 (0.6)	159 (94.6)	0 (0.0)	0 (0.0)	7 (4.2)	161 (95.8)
Craft-Maintenance-Labor Service	85 (2.8)	85(100.0)	0 (0.0)	1 (1.2)	0 (0.0)	83 (97.6)	0 (0.0)	1 (1.2)	11(12.9)	74 (87.1)
	602 (19.9)	359 (59.6)	243 (40.4)	9 (1.5)	2 (0.3)	587 (97.5)	1 (0.2)	3 (0.5)	37 (6.1)	565 (93.9)
Clerical	403 (13.3)	42 (10.4)	361 (89.6)	10 (2.5)	3 (0.7)	381 (94.5)	0 (0.0)	9 (2.2)	25 (6.2)	377 (93.8)
Technical	296 (9.8)	278 (93.9)	18 (6.1)	2 (0.7)	1 (0.3)	291 (98.3)	1 (0.3)	1 (0.3)	20 (6.8)	276 (93.2)
MN Govt Engineers	33 (1.1)	31 (93.9)	2 (6.1)	0 (0.0)	0 (0.0)	33 (100.0)	0 (0.0)	0 (0.0)	1 (3.0)	32 (97.0)
MN Assoc Professionals	731 (24.2)	611 (83.6)	120 (16.4)	7 (1.0)	3 (0.4)	712 (97.4)	7 (1.0)	2 (0.3)	34 (4.7)	697 (95.3)
Middle Management	301 (10.0)	262 (87.0)	39 (13.0)	2 (0.7)	1 (0.3)	297 (98.7)	0 (0.0)	1 (0.3)	18 (6.0)	283 (94.0)
Confidential	35 (1.2)	9 (25.7)	26 (74.3)	0 (0.0)	1 (2.9)	32 (94.1)	0 (0.0)	1 (2.9)	0 (0.0)	35 (100.0)
Insufficient Work	271 (9.0)	104 (38.4)	167 (61.6)	6 (2.2)	0 (0.0)	263 (97.0)	2 (0.7)	0 (0.0)	14 (5.2)	257 (94.8)
Severed MS 179	11 (0.4)	10 (90.9)	1 (9.1)	0 (0.0)	0 (0.0)	11 (100.0)	0 (0.0)	0 (0.0)	1 (9.1)	10 (90.9)
Managerial	83 (2.7)	75 (90.4)	8 (9.6)	0 (0.0)	1 (1.2)	82 (98.8)	0 (0.0)	0 (0.0)	3 (3.6)	80 (96.4)

DNR Workforce 12/1990
(Number & Percent)

Department	Total	Sex		EEOC						Handicapped	
		Male	Female	American Indian	Black	Caucasian	Asian	Hispanic	Yes	No	
Department	3019 (100.0)	2030 (67.2)	989 (32.8)	45 (1.5)	13 (0.4)	2931 (97.1)	11 (0.4)	18 (0.6)	171 (5.7)	2847 (94.3)	
Hours Worked											
Full Time	2285 (75.7)	1757 (76.9)	528 (23.1)	33 (1.4)	10 (0.4)	2217 (97.1)	8 (0.4)	16 (0.7)	132 (5.8)	2152 (94.2)	
Part Time	667 (22.1)	245 (36.7)	422 (63.3)	12 (1.8)	3 (0.4)	647 (97.0)	3 (0.4)	2 (0.3)	36 (5.4)	631 (94.6)	
Intermittent	67 (2.2)	28 (41.8)	39 (58.2)	0 (0.0)	0 (0.0)	67 (100.0)	0 (0.0)	0 (0.0)	3 (4.5)	64 (95.5)	
Employment Condition											
Unlimited	2128 (70.5)	1562 (73.4)	566 (26.6)	29 (1.4)	10 (0.5)	2065 (97.1)	7 (0.3)	16 (0.8)	126 (5.9)	2001 (94.1)	
Temporary	25 (0.8)	14 (56.0)	11 (44.0)	0 (0.0)	0 (0.0)	24 (96.0)	1 (4.0)	0 (0.0)	2 (8.0)	23 (92.0)	
Seasonal	866 (28.7)	454 (52.4)	412 (47.6)	16 (1.8)	3 (0.3)	842 (97.2)	3 (0.3)	2 (0.2)	43 (5.0)	823 (95.0)	
Payroll Status											
Active	2209 (73.2)	1634 (74.0)	575 (26.0)	31 (1.4)	10 (0.5)	2144 (97.1)	8 (0.4)	15 (0.7)	129 (5.8)	2079 (94.2)	
Leave - Layoff	810 (26.8)	396 (48.9)	414 (51.1)	14 (1.7)	3 (0.4)	787 (97.2)	3 (0.4)	3 (0.4)	42 (5.2)	768 (94.8)	

TASKFORCE ACTIVITIES AND PRODUCTS

As the taskforce members were learning about these topics, they performed various activities and tasks. They are as follows.

1. Vision for Workforce 2000

The taskforce's first activity was to develop a vision for Workforce 2000. They identified five major categories of desired change/focus to achieve their vision for Workforce 2000. They were as follows:

- a. respect for individuals (recognizing the uniqueness of all individuals);
- b. workforce diversity (better represent the workforce composition, and better represent protected classes in supervisory and management positions);
- c. effective human and resource management (be more responsive to a more diverse workforce and provide improved supervision);
- d. improved education for present and future workforce (the need to increase technical and human relations skills and abilities of current and future workers);
- e. work flexibility (make options available for all employees for part-time, flextime, mobility and career options); and
- f. better communications (improve internal communications).

2. Mission Statement.

Another taskforce activity consisted of creating a WF 2000 mission statement; this mission was stated earlier in the report. The taskforce defined their role as identifying issues, and recommending actions which will enable the DNR to accomplish the Workforce 2000 mission.

3. Workforce/DNR Demographics.

The taskforce members were interested in understanding details regarding workforce demographics, particularly, those of Minnesota and the DNR's workforce. Appendix B was prepared by Ron Sushak for the taskforce.

4. Communication with the Exclusive Bargaining Representatives

Early in the taskforce process, the Project Leader offered the exclusive bargaining representatives the opportunity to be briefed on this project because they have a key role in determining current and future work practices. She met with many of the AFSCME labor-management committees, and she briefed M.A.P.E. at a "meet and confer" meeting.

5. A Regional Support Group for Women
Two taskforce members were involved in piloting a regional support group for women. They held three meetings and now they communicate on an informal basis. Future meetings will be held as needed. Their activities included Project Link, sponsoring a self-defense training class, community involvement activities, and looking into ways to share resources.
6. Cultural Presentations
Three taskforce members gave cultural presentations at taskforce meetings. Members found it very helpful to learn about diverse cultural backgrounds.
7. Previewed Diversity Tapes
The taskforce previewed a variety of diversity tapes to determine their appropriateness for the DNR. Also, the Training and Internal Communications Committee viewed other videos for the same purpose.
8. Attending Conferences and Training on Diversity
The Project Leader and taskforce members attended various workshops, conferences and speakers on relevant topics. Three members attended the midwest Diversity for Success Conference, and they shared highlights of this conference with other members. The Project Leader visited Hennepin County's Workforce Diversity training for supervisors.
9. Speaker at Manager's Conference
The taskforce members requested that workforce diversity be a presentation topic for the Manager's Fall Conference. The Project Leader arranged for Lamar Beasley, of the U. S. Forest Service's Taskforce on Diversity, to address our managers. He shared information on their taskforce process and the recommendations they made to affect movement towards a multicultural organization.
10. Awards
A new department award category was added for effective supervision. Included in its definition was that he/she had "taken specific actions to promote a diverse workforce". Also, workforce diversity was added to the manager's award on Affirmative Action.
11. Sharing Information and Serving as a Positive Example
Taskforce and committee members shared information with their unit's staff either formally or informally. This was accomplished through updates at staff meetings, casual conversations, arranging for pertinent speakers and, in some cases, giving a formal speech. Many members consciously made changes in their behaviors; in so doing, they provided others with a positive example of accepting and promoting diversity.

12. Preparation of the Taskforce Report and Presentations to Top Management

The committees worked on providing input to the recommendations contained in the report. The Project Leader wrote the report with the assistance of the Committee Chairs. The first draft was completed in December 1991. It was circulated to C-Tech/Commissioner's Council, the Affirmative Action Committee members, and to the Management Improvement Committee for comments. Then, a final report was written.

