

www.DAU.mil



Foundational Learning



Workflow Learning



Performance Learning

09.16.2015





# DAU Update

- POM-17 Budget review with Mr. Estevez, Principal Deputy Undersecretary of Defense (AT&L)
- DoD Headquarters reductions
- Organizational changes to emphasize Workflow Learning; connectivity to lessons-learned from senior level acquisition reviews and mission assistance; acquisition excellence
- Looking forward



# Initiatives to Meet POM Profile

- Hiring freeze for faculty and staff
- VERA/VSIP for staff
- Non-extensions of contracts for selected faculty
  - Merit-based
- Infrastructure savings
  - Everything from IT network structure to reduced printing
- Initiatives that will pay off in future years
  - Reduced footprint in Los Angeles
  - Closing Mary Washington facility

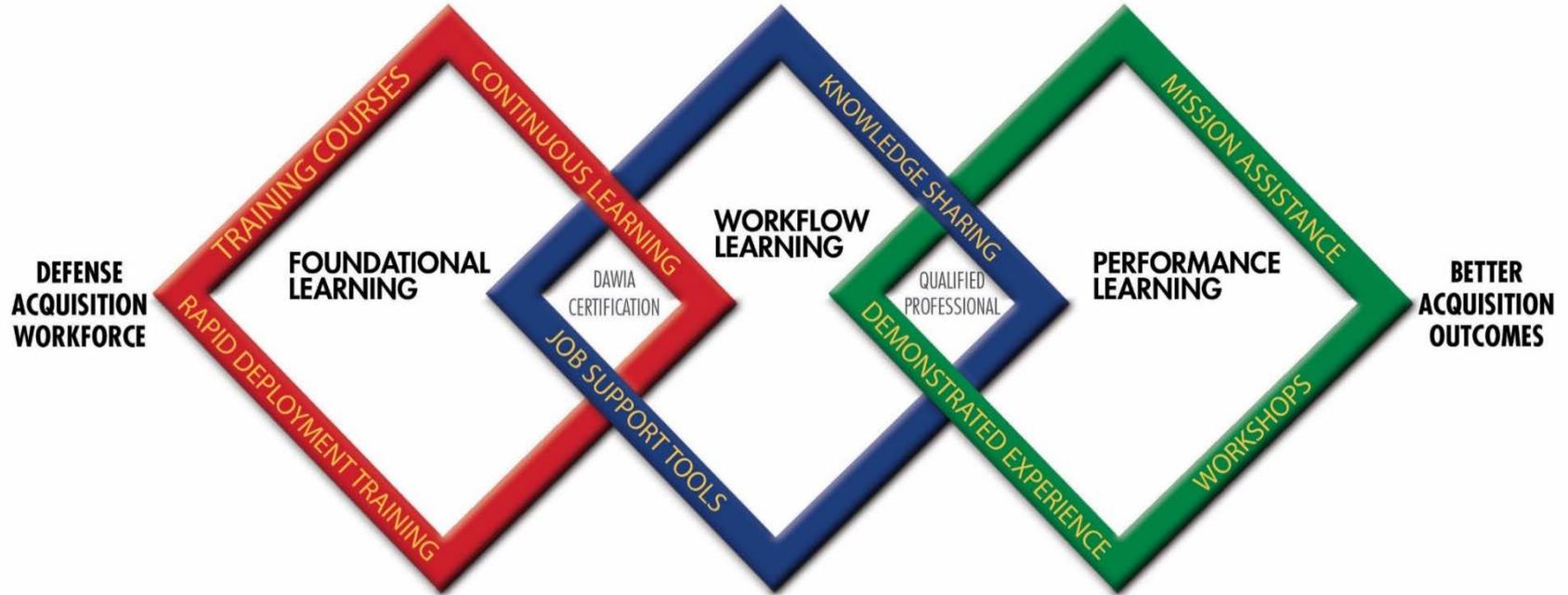


# Other Outside Influences

- Major Headquarters Reductions
  - Senate initiative
  - DEPSEC memo
  - Reduce headquarters by 25% FY16-20
  - Credit for reductions already taken
- Continuing resolution
  - Amounts to a budget cut for DAU
- McCain amendment on AT&L



# Acquisition learning model





# Organizational Changes

- Creation of a new, stand-alone organization to **manage “One DAU” knowledge sharing portal and drive DAU workflow learning initiatives**
  - Director: CAPT Hocker
  - Reports through VP to President
- Creation of a new, stand alone organization to **manage mission assistance portfolio; enhance applied research; and improve information flow from senior acquisition review events, mission assistance and classroom discussions**
  - Director: John Higbee
  - Reports through VP to President
- Creation of new Acquisition Services Directorate (already announced) to **manage DAU acquisition strategy and provide small purchase support and government property accountability**
  - Director: Robert Morris
  - Reports through Chief of Staff to President



# Looking Forward

- Yes, we're very good at what we do
- There's danger in that
- We are actively looking outward to look forward
  - Understand our environment
  - Determine what we need to be in the future
- The results become part of our strategy, our organization, and how we measure ourselves
- We're already showing demonstrable improvement in important areas



# Looking Outward for Best Learning Practices

- Benchmarking
- Conferences/Competitions/Networking
- Re-Focused BOV



# Qualcomm

## Best Practice

### Pathgater

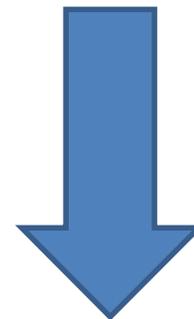
- Enterprise-wide Social Learning Platform
  - Social: Recommend learning to others, follow peers and other internal experts, rate and review content, and create and share personal learning paths
  - Search: Search and discover learning content, paths, experts and recommendations from others
  - Paths: Aggregate internal and external content into a development path on any topic
  - Mobile: Search for people and launch content from any iOS and Android device
- Provides employees the tools to access, manage, and create their own learning experience



## DAU Implementation

### Launch Pathgater

- Enhancement to Continuous Learning Center, DAP, ACC



Pathgater demo held  
August 2015

Pilot internally



# Deloitte University

## Best Practice

### Focus on Millennials

- Flat, reconfigurable classrooms (“future-proof” the space)
- Approach for Millennials
  - 4 sec to get attention
  - Prefer self-directed, fast training on topic at point-of-need
  - Want access to info – they will figure it out
- Total executive immersive environment
- Video, integrated curricula, facilities, tools
  - Phone apps used extensively for learning



## DAU Implementation

### Focus on Millennials

- Adapt classroom instruction to maximize use of modern facilities and online tools
  - Fort Belvoir Building modernization, DAU South – 360° classroom, Telepresence
  - BYOD
  - Segmented video clips
  - Shorter courses
  - Job support tools as part of course



Culture shift

Facilitated visioning offsite

FY16 Task 1.2.1



# Re-focusing BOV

- **New members**
  - Many from industry and the learning sector
- **New focus**
  - **Forward-looking and strategic**
  - **Presentations from BOV rather than just to BOV**
  - **Working groups from areas that will influence DAU future (e.g., industry, learning, government)**



Partners Helping Us Look Forward



# BoV Members

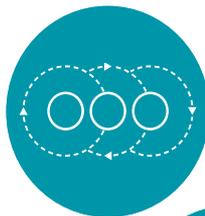
Member	Employer	Area of Expertise	Academia	Business	Defense / Industry	Defense Gov't
Avey, Caroline	The Regis Co.	Learning Strategy, Business Simulations	<b>X</b>	<b>X</b>		
Brogan, Michael	ManTech	Training, Systems Engineering, Strategic Planning			<b>X</b>	<b>X</b>
Fraser, Gene	Northrop Grumman	PM, Quality, Engineering			<b>X</b>	<b>X</b>
Kippen, Kimo	Hilton	HR, Learning	<b>X</b>	<b>X</b>		
Lessel, Erv	Deloitte	Strategy, Ops, Innovation, Learning			<b>X</b>	<b>X</b>
Massenburg, Walter	Raytheon	PM, Aviation, Acquisition			<b>X</b>	<b>X</b>
Meister, Jeanne	Consultant	Corporate U's, Future Workforce	<b>X</b>	<b>X</b>		
Phillips, William	Boeing	Contracting, PM			<b>X</b>	<b>X</b>
Reed, Anne	Consultant	IT, Procurement, Acquisition		<b>X</b>		<b>X</b>
Rossett, Allison	San Diego State U (Prof Emerita)	Education Technology	<b>X</b>			
Venlet, David	Consultant	Strategic Planning, Leadership Dev.			<b>X</b>	<b>X</b>
Williams, Charlie	Consultant	Contracting				<b>X</b>



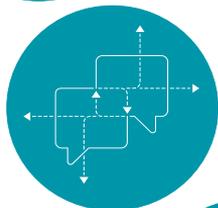
# Future of Learning – New Tools, Integrated



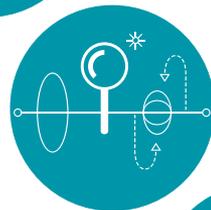
Flipped Classrooms  
and Bite-Sized Learning



Project-Based Learning



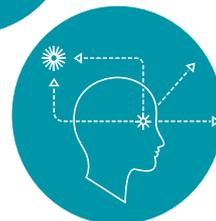
Social Learning



Use of Curated &  
Open Source Content



Mobile Learning



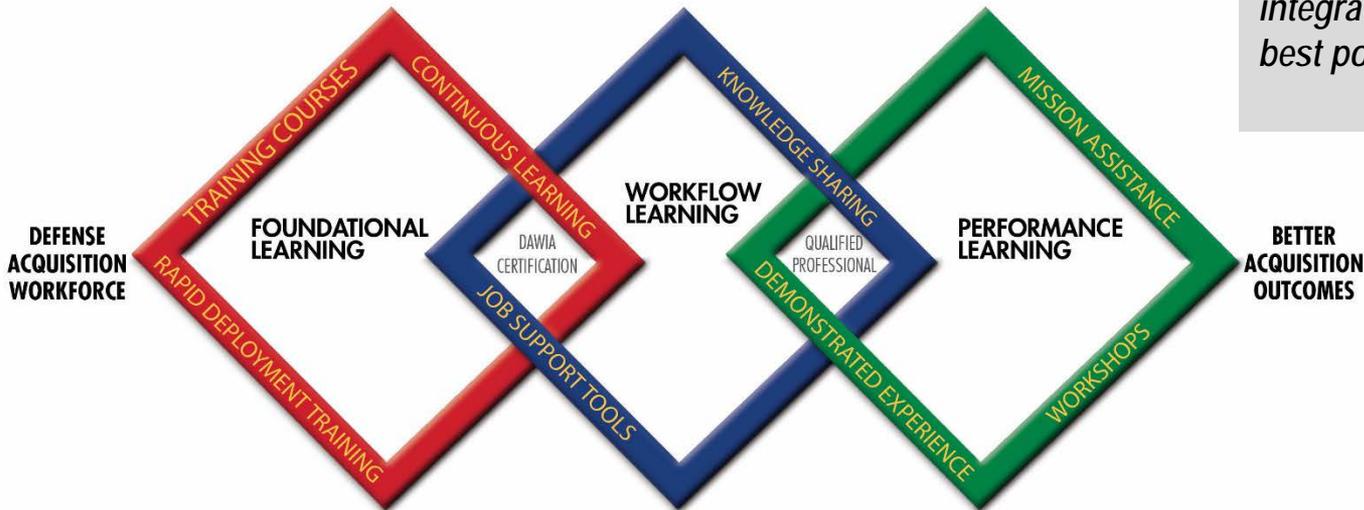
Focus on 21<sup>st</sup>  
Century Skill Sets

*“...but integrating the threads into a plan is a necessary complement.” – Clark Quinn, CLO Mag. July 2015*



# Acquisition Learning Model

*“DAU’s vision is to be successful in the future by improving all three domains of its new acquisition learning model, and integrating those domains to create the best possible learning environment...”*  
Learning Guild 2015



## GOAL 1: FOUNDATIONAL LEARNING

Deliver high-quality and current acquisition training, providing long-term knowledge and critical thinking skills

## GOAL 2: WORKFLOW LEARNING

Provide customer-focused learning assets and job support tools, at the point of need, to help the Defense Acquisition Workforce succeed

## GOAL 3: PERFORMANCE LEARNING

Engage with Defense Acquisition Workforce to improve outcomes and keep DAU involved in real and current issues.

*Current*

*Connected*

*Innovative*



# Moving Forward in Foundational Learning

- Critical thinking (ACE review comments)
  - ACQ-202 – “Capstone Exercise... not only tests the student’s knowledge of rules and procedures, but requires...critical thinking to successfully complete it.”
  - CON-270 – “Most rigorous presentation of subject material review team has seen.”
  - LOG-340 - “The instructional focus is on problem solving and other critical thinking activities.”
- Curriculum development time reduced (DART)
  - Streamlined / standardized development processes
  - Greater faculty involvement in change request fixes
  - Savings: \$2,800 per hour of development and \$125 per hour of maintenance
- MtM Scores for new courses developed under ALM receiving 6.75 out of 7 for *business impact* (historical average 5.5)
- CON 090 failure rate dropped from 11% to 5% with introduction of pre-course work



# Moving Forward in Foundational Learning

- Flipped Classroom
  - PQM 201 A/B for Corpus Christie Army Depot (saved more than \$65,000; reduced classroom time 4.5 to 2.5 days)
  - ACQ 201B (Reduced class time 4.5 days to 3 days)
- Missile Defense Agency Key Leader Development Pilot
  - Cohort-based – diverse functional expertise
  - Blended learning – classroom, online
  - Facilitated – faculty mentors/coaches, supervisor involvement
- LOG 365 Executive Product Support Manager Course
  - Focused on PSM's lessons learned
  - Facilitated scenario-based “leadership challenges”
  - Participants build skill enhancement and stakeholder engagement plans



# Moving Forward in Workflow Learning

- Social Media reaches workforce with BBP 3.0
  - In 2 months, almost 78,000 users engaged with BBP 3.0 related content
  - 88% online engagement driven by social media (Facebook, Twitter, and LinkedIn)
- Logistics information where and when the workforce needs it – in 7 days
  - 60,500 visitors LOG CoP                      3,300 Logistics ACQuipedia Articles Read
  - 12,100 visitors PBL CoP                      2,323 visitors PSM Toolkit
- Cybersecurity curriculum development – no one asked us; we saw the need and we're meeting it
  - CLE 074 – Cybersecurity Throughout Acquisition deployed March 2015
  - Under development: ENG 160 – Program Protection Planning Awareness (Deploy Q2 FY 16), ISA 220 – Risk Management Framework for Practitioners ( Deploy Q3/4 FY 16), ENG 260 – Program Protection Planning for Practitioners (Deploy Q4 FY 16)
  - Software Assurance and Supply Chain Risk Management online course development efforts starting Q1 FY16
- Video production
  - CCM produced a video learning asset in only 10 working hours



# Moving Forward in Performance Learning

- Mission Assistance hours grew by 11% in 2015, despite overall DAU downsizing
- Measuring impact of Mission Assistance on faculty currency
- Bringing more faculty into MA, and training them to do it well
- Creating new products that meet real needs
  - Source Selection Source Simulation:
    - “Source Selection Facility Team said our group [that had done SSS] was probably the best prepared team to enter their facility...”
- Sharing products between regions
  - Should-Cost workshop developed in West, used by others
  - Source Selection Simulation, built in South, formally transitioned to Midwest and West



# Summary

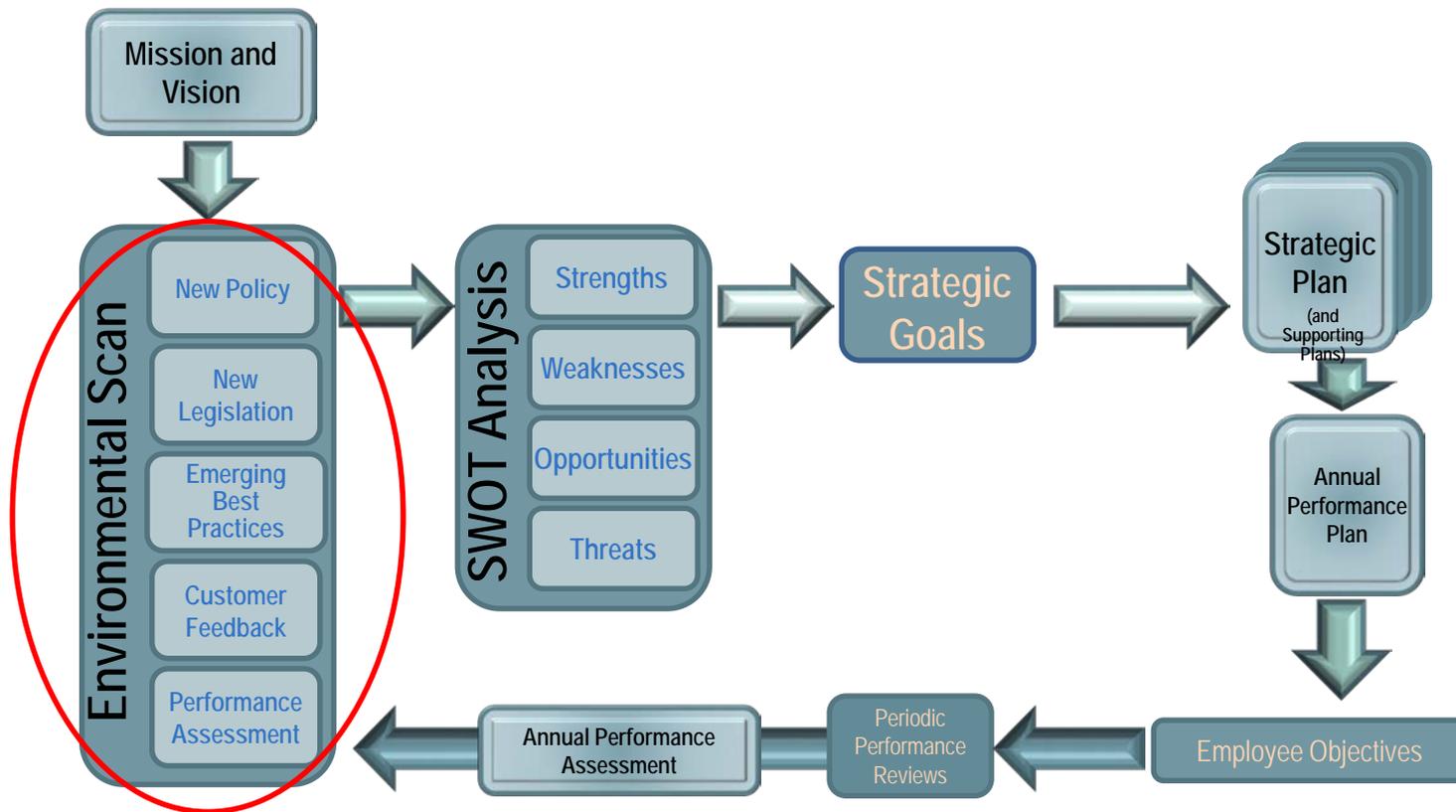
- The ALM is more than a picture
  - It signals that this is no time to “rest on our laurels”
    - Current, connected, innovative
  - It is the foundation of our strategy, our measurements and our performance reviews
- We have demonstrable successes now
- We must continue looking forward
  - Best practices
  - Environment
  - Opportunities and threats



# Backups



# To Look Forward, We Must Look Outward





# Benchmarking / Learning Leadership



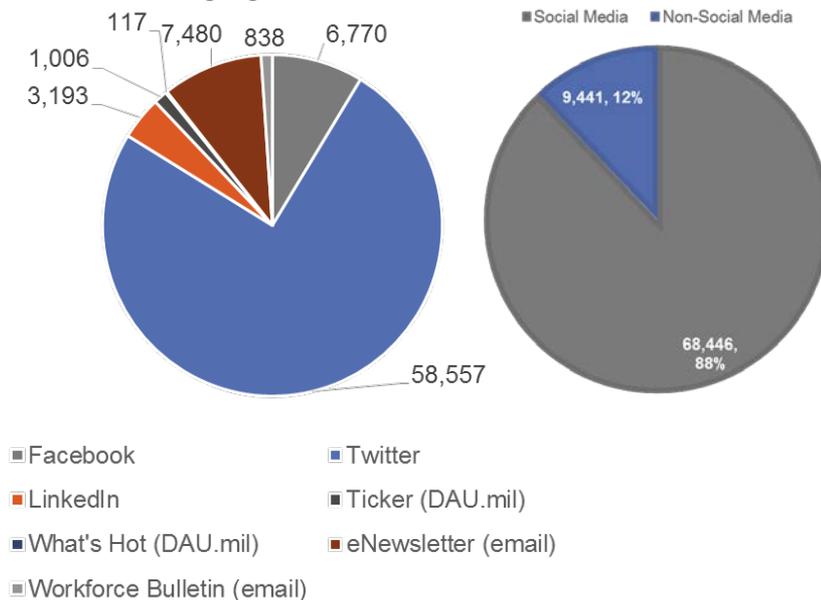
*Adopting Best Practices from Best-in-Class*



# BBP 3.0 and Social Media

- April 9: USD(AT&L) released BBP 3.0
- April 1 to May 31: DAU distributed more than 60 separate messages across seven communication channels
- By May 31: almost 78,000 users engaged with BBP 3.0 related content
- 88% of online engagement driven by social media (Facebook, Twitter, and LinkedIn)
- 12% of engagement through traditional channels (DAU.mil, eNewsletter, and mass-workforce email)

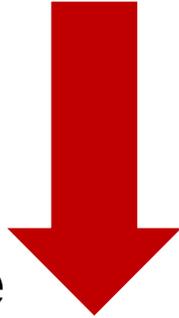
## Engagements





# CON 090 Failure Rate Decrease

**11%** failure rate  
FY14



Began assigning course pre-work

**5%** failure rate  
January 15 – August 15

**\$140,000** cost avoidance



# Critical Thinking in Courses

## *ACE Reviewer Comments*

- ACQ 202 Intermediate Systems Acquisition, Part A
- ACQ 315 Understanding Industry
- ACQ 370 Acquisition Law
- BCF 301 Business, Cost Estimating, Financial Management Workshop
- BCF 302 Advanced Concepts in Cost Analysis
- CON 270 Intermediate Cost and Price Analysis
- CON 280 Source Selection and Administration of Service Contracts
- CON 290 Contract Administration and Negotiation Techniques in a Supply Environment
- CON 370 Advanced Contract Pricing
- ENG 301 Leadership in Engineering Defense Systems
- FE 301 Intermediate Facilities Engineering
- IRM 304 Advanced Information Systems Acquisition
- LOG 340 Life-cycle Product Support

“Well organized course consisting of a series of scenario based situations. Capstone Exercise is a rigorous assignment that not only tests the student’s knowledge of rules and procedures, but requires him/her to apply them to real world factual scenario. It requires critical thinking to successfully complete it.”

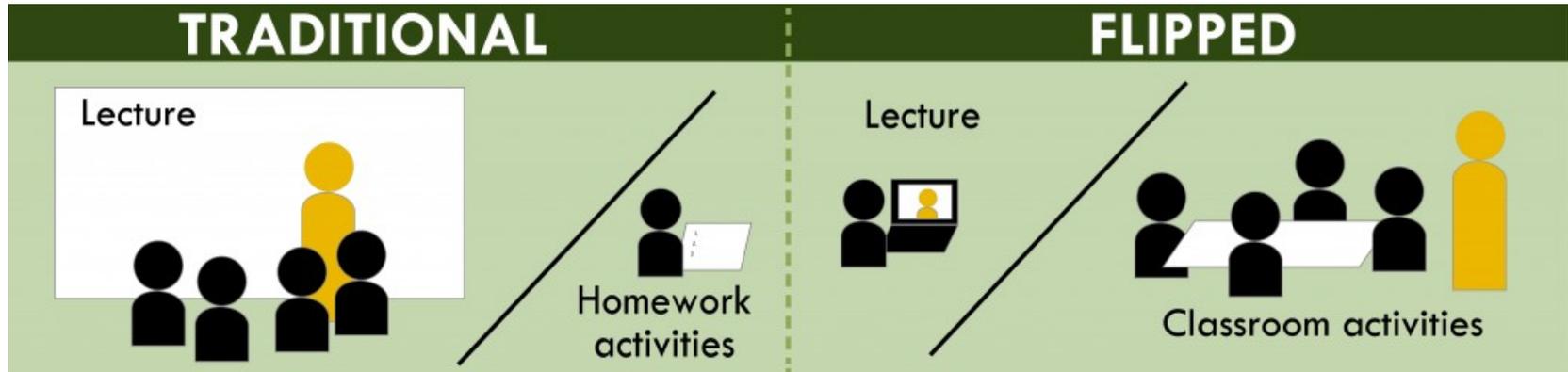
“Most rigorous presentation of subject material review team has seen. If the student can comprehend what is presented, he/she will be highly qualified to conduct cost/price analysis.”

“The instructional focus is on problem solving and other critical thinking activities. ....exercises, case studies, and tests reinforce course content enabling what has been learned to be applied when they return to their respective job functions.”



# Flipped Classroom Pilots

- PQM 201 A/B for Corpus Christi Army Depot
  - Saved more than \$65,000
  - Reduced classroom time from 4.5 days to 2.5 days
- ACQ 201B
  - Reduced class time from 4.5 days to 3 days
- More than 50 students participated with positive feedback
- Approach being implemented in some new course development





# Curriculum Development Reduction Time - DART

- Streamlined / Standardized development processes (widgets, templates, branching, SCORM packages, print files)
- Reduced reliance on Flash
- Content reuse (reduces redundant development)
- Shorter review cycles
- Fully integrated Change Request (CR) Tool
- Faculty more involved in CR fixes
- Storyboarding in DART
- Reduced risk of Section 508 compliance issues
- Web links for external reviewers

## *Results*

- CLE 074 (5 hour course) – under budget by 16%; development reduced from 5-6 months to 98 days
- CMI 100 (12 hour course) – under budget by 21%
- Reduction of revision costs by 20% or more (CLL 006 – major revision under budget by 34%)
- Maintenance fixes and overwrites take 3-5 days instead of up to two weeks
- Up to 30% reduction of contractor maintenance costs
- Savings: \$2,800 per hour of development and \$125 per hour of maintenance

# Initiatives to Meet POM Profile

FY14	FY15	FY16 *	FY17	FY18	FY19	FY20	FY21
150.8M	135.4M	142.7M	143.8M	145.7M	148.5M	150.4M	153.4M

- Hiring freeze for faculty and staff
- VERA/VSIP for staff
- Non-extensions of contracts for selected faculty
  - Merit-based
- Infrastructure savings
  - Everything from IT network structure to reduced printing
- Initiatives that will pay off in future years
  - Reduced footprint in Los Angeles
  - Closing Mary Washington facility

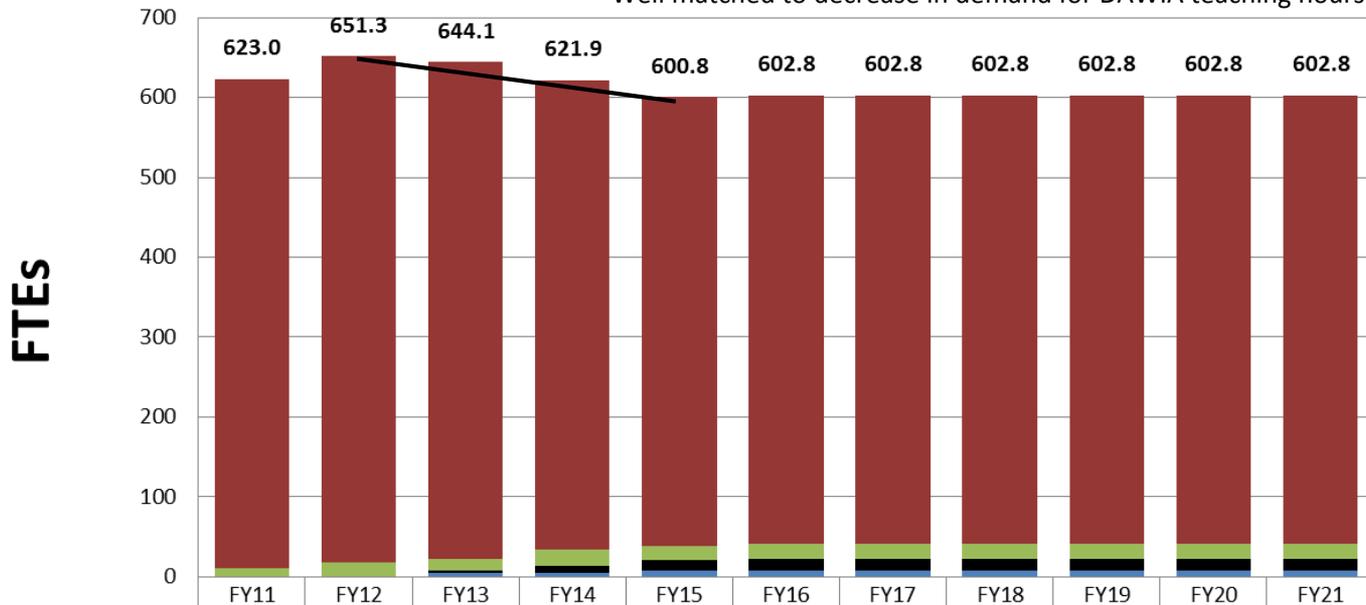
\* Accounting change of \$3.5M/YR

HAC-D mark would reduce to \$140.8

# DAU FTE Level by Year FY11-21

(est)

- 11.4% decrease in Full Time personnel (excludes CCM) FY12 to FY16
- Well matched to decrease in demand for DAWIA teaching hours



FTE Full Time	612.0	634.0	621.0	588.4	561.8	561.8	561.8	561.8	561.8	561.8	561.8
FTE Intermittent	11.0	16.8	15.3	19.3	18.0	18.0	18.0	18.0	18.0	18.0	18.0
CCM Full Time	0.0	0.5	3.3	9.4	13.0	15.0	15.0	15.0	15.0	15.0	15.0
CCM Intermittent	0.0	0.0	4.5	4.8	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Total	623.0	651.3	644.1	621.9	600.8	602.8	602.8	602.8	602.8	602.8	602.8



# Networking and Conferences

- CLO Symposiums – Best Practices from Peers (CLOs) and Learning Elite Organizations Benchmarking and Awards Program
- Corporate Learning Week- Best Practices from Corporate Universities and CUBIC Award Program
- Global Council of Corporate Universities (Best Practices in World) Global Award Program
- Corporate Learning and Talent Development – Networking, Peers, and Emerging Solutions
- eLearning Guild – LMS, development tools, Games and Simulations
- Masie Learning Conferences – Gamification, Mobile, Social and Collaboration, LMS, connected and virtual classrooms
- Association for Talent Development (ATD) – instructor lead training, critical thinking, and monthly Web meetings



# Benchmarking/Networking Results

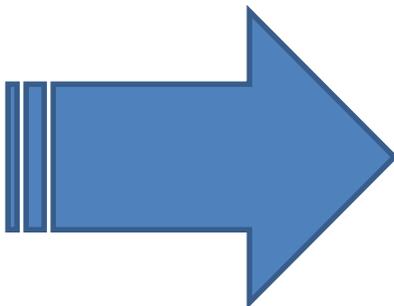
- ✓ Focus on Millennials
- ✓ MOOCs
- ✓ Executive business simulations
- ✓ Gamification
- ✓ Tools for employees to create own learning experience
- ✓ Enterprise-wide Social Learning Platform
- ✓ Enterprise Knowledge Management System
- ✓ Virtual Learning Environment Platform
- ✓ Business impact measurement

The Learning Toolbox is Changing



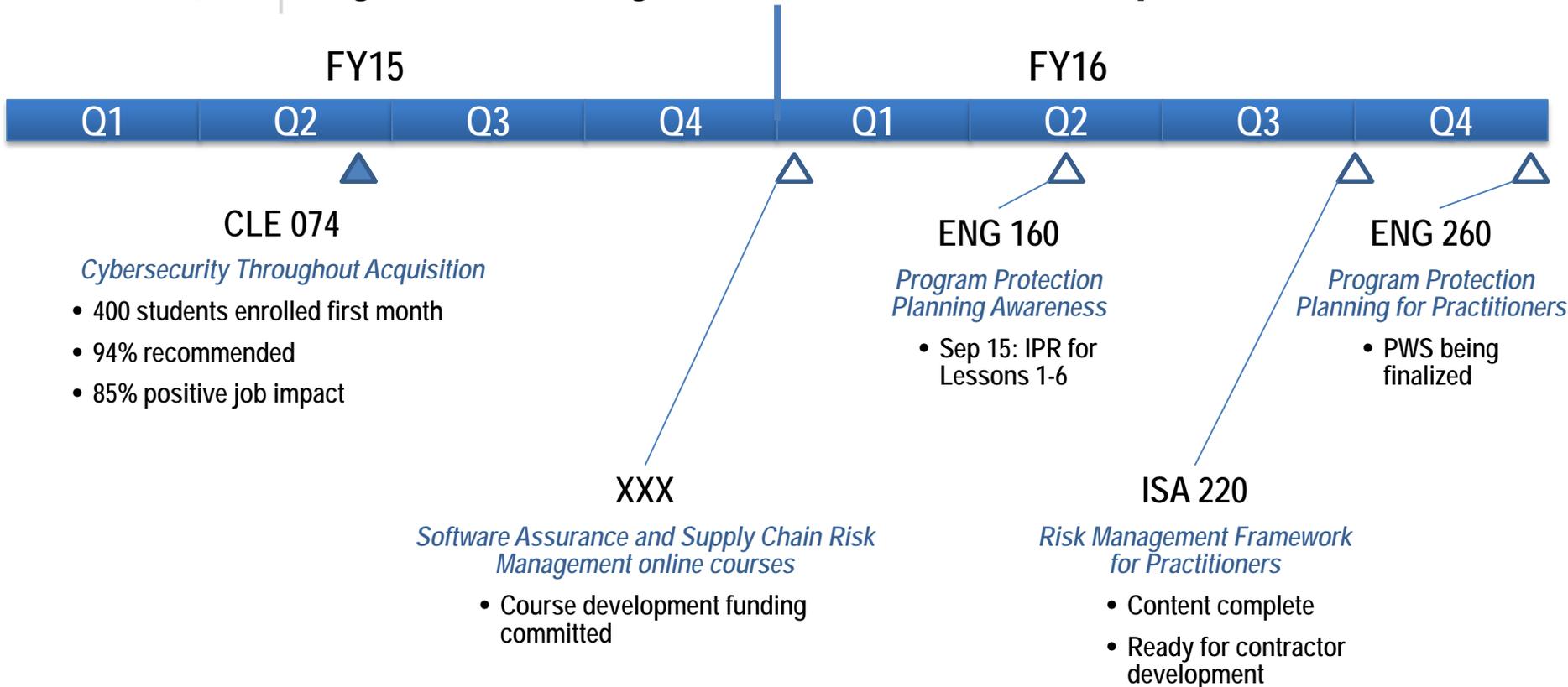
# Maintaining our Edge

- Look Forward
- Create Strategy
- Flow it Down
- Measure
- Repeat





# Cybersecurity Curriculum Development





# Cybersecurity Curriculum

- CLE 074 – Cybersecurity Throughout Acquisition – (Deployed March 31, 2015)
  - Over 400 students enrolled in 1st month
  - 94% recommended, 85%+ positive job impact
- ISA 220 – Risk Management Framework for Practitioners ( Deploy Q3/4 FY 16)
  - Content complete and ready to go to contractor for development
  - Course deployment on schedule for Q3/Q4 FY16
- ENG 160 – Program Protection Planning Awareness (Deploy Q2 FY 16)
  - Contractor programing of Lessons 1- 6 In Progress Review (IPR) - Sep 2015
  - Course deployment on schedule for Q2 FY16
- ENG 260 – Program Protection Planning for Practitioners (Deploy Q4 FY 16)
  - Contractor Performance Work Statement currently being reviewed and finalized
  - Course deployment on schedule for Q4 FY16
- Planning to start Software Assurance and Supply Chain Risk Management on-line course development efforts in Q1 FY16 – Funding committed



# Cybersecurity Mission Assistance

- Engaged with Navy and Air Force on DAU meeting a significant portion of acquisition cybersecurity training requirements for DoDD 8140.01
  - DoDD 8140.01 (Cyberspace Workforce Management) signed August 11, 2015
  - Conducted workshop for SPAWAR in January of 2015. Working with SPAWAR to fully define Acquisition Training needs of their workforce. Initial estimates include up to 100 hours of acquisition cybersecurity training (on-line and classroom) needed for a large portion of Navy acquisition workforce. Will leverage current curriculum
  - Air Force has asked DAU to meet portion of Cybersecurity training requirements for all Air Force Acquisition personnel. Will leverage current curriculum and the current SPAWAR effort.
- Executing Cybersecurity workshop for over 100 Navy acquisition personnel at Naval Space Warfare Center (NSWC) Panama City
  - 4 DAU Cyber Experts will be involved in this effort – September 8-10, 2015
- Working with Marine Acquisition to leverage SPAWAR, NSWC, and USAF efforts
- Working with Army Aviation and Missile Research, Development and Engineering Center (AMRDEC) as they stand up an Army Cybersecurity Center of Excellence



# LOG 365 Executive PSM Course

## *What it is NOT*

- NOT required for DAWIA certification
- NOT theory/concept/policy
- NOT lecture-based
- NOT a large class size
- NOT tests or examinations
- NOT just a single guest speaker
- NOT scheduled at multiple locations

## *What it is*

- Post-Level III Executive Course
- Prior Level III Certification in Life-Cycle Logistics is a pre-requisite
- Focused on PSM's lessons learned
- Facilitated scenario-based "leadership challenges"
- Participants build skill enhancement and stakeholder engagement plans
- Maximum of 25 participants per offering
- Multiple product support experts from DoD & global defense industry
- Conducted at Fort Belvoir to leverage senior faculty, DoD & industry SMEs



# Source Selection Simulation

- Attendees are **participants** who are **doing** not students who are listening
- DAU faculty facilitate as participants execute tasks they would do in a source selection
  - Review proposals
  - Write evaluation notices
  - Present briefings
  - Prepare for negotiations
- Process builds teamwork, group cohesion, and effectiveness from the start
- Targeted toward those who will be conducting a source selection in near future
- Conducted 8 (7 USAF, 1 Defense Microelectronics Agency)

“Your group is the best prepared team to enter our Source Selection Facility. You are working selection activities on the first day (not lost and trying to figure things out).”

*Source Selection Facility Team member  
to group who had participated in Source Selection Simulation*



# Faster Ways of Creating Content

- Currently using Compositica authoring tool, DART to improve speed of curriculum development
  - Selected after gap identification, requirements analysis, focus groups, ranking/prioritizing, AOA, market survey, business case development, approval by Learning /Tech Council
- Research into replacements for Flash for web/mobile development as the industry transitions away from plug-in model to HTML 5
  - Playcanvas (<https://playcanvas.com/>)
  - Canvas Engine (<http://canvasengine.net/>)
  - Impact (<http://impactjs.com/>)
  - Construct 2 (<https://www.scirra.com/construct2>)
  - Adobe Edge Animate (<https://creative.adobe.com/products/animate>)
- HTML5 Editor as alternative to Flash
- Interactive tools research (for games/business simulations) requiring minimal programming (some output as Flash .swf)
  - SmartBuilder (<http://www.smartbuilder.com/>)
  - Articulate Storyline (<https://www.articulate.com/products/storyline-why.php>)
  - ZebraZapps (<https://zebrazapps.com/>)
  - Adobe Edge Animate (<https://creative.adobe.com/products/animate>)



# Job Impact MtM Scores

FY14 average rating

→ **5.5 out of 7 (>42K surveys)**

FY15 courses developed under new learning strategy (CCM, CON, IND, LOG)

→ **6.2 – 6.8 out of 7**



# Cybersecurity New Hires

- 7 new hires across 4 locations – 6 on-board as of 8/24/15
  - San Diego – 2 new hires, Hill AFB – 1 new hire, Huntsville – 2 new hires, Ft Belvoir – 1 new hire
  - 1 additional new hire – San Diego – October start - working part-time as adjunct professor for DAU
- Two new hires from DAU-W going to NSWC in Panama City 9/8/15 along with two from current DAU staff for Cybersecurity workshop
- Two new hires from DAU-S presenting at DAU-S Summer Acquisition Update on 9/8/15
- Three new hires from DAU-W presenting at DAU-W Acquisition Training Day in October
- Three new hires will be involved with National Initiative for Cybersecurity Education (NICE) Workshop in November of 2015
- One new hire meeting with Marine Corps Acquisition and Cybersecurity Team Quantico – 9/1/15
- New hire workshop scheduled for September 20 – 25 in Fort Belvoir
  - Guest speakers from all services and CIO's office
  - Will better define acquisition cybersecurity training needs and develop a plan to meet these needs
- Reaching out to Intelligence Community, DSS, NSA, and services per BBP 3.0



# Strategic Goals and Objectives

## Goal 1

Deliver high-quality and current acquisition training, providing long-term knowledge and critical thinking skills

- 1.1 Deliver high-quality and relevant foundational learning including critical thinking skills
- 1.2 Leverage innovative practices in delivery and enabling technologies
- 1.3 Improve the speed-to-market and effectiveness of developing and delivering foundational learning assets
- 1.4 Optimize and align DAU training opportunities to assure the Defense acquisition Workforce's ability to achieve their training objectives

## Goal 2

Provide customer-focused learning assets and job support tools, at the point of need, to help the Defense Acquisition Workforce succeed

- 2.1 Deliver high-quality and relevant workflow learning assets, which support the Defense Acquisition Workforce on the job. **Adopt best commercial practices in authoring, delivery, and collaborative technologies**
- 2.2 Provide and maintain an integrated knowledge management framework that enables the Defense Acquisition Workforce to **easily locate content, share knowledge and make professional connections**
- 2.3 **Provide job support tools** aligned to customer job needs

## Goal 3

Engage with Defense Acquisition Workforce to raise awareness of DAU's mission assistance, understand their requirements, and rapidly respond

- 3.1 Engage with Defense Acquisition Workforce to raise awareness of DAU's mission assistance, understand their requirements, and rapidly respond
- 3.2 **Conduct mission assistance** to enhance acquisition outcomes
- 3.3 **Incorporate mission assistance lessons learned and best practices** into foundational and workflow learning assets
- 3.4 Conduct applied research programs in support of improving acquisition outcomes; incorporate findings into foundational and workflow learning



## Logistics #s to Remember

**7** – the last seven days

**60,500** - # visitors LOG CoP

**12,100** - # visitors PBL CoP

**3,300** Logistics ACQuipedia Articles Read

**2,323** - # visitors PSM Toolkit



## Best Practice

### Enterprise MOOCs

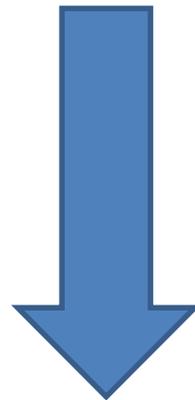
- Flexible, Anytime, Anywhere
- Motivational – Gamification
- Unrestricted access
- Social learning – interact with experts and peers
- Weekly video lectures broken down into consumable 15 minute pieces
- Discussion forums
- Self-tests
- Weekly assignments for points
- Final exam



## DAU Implementation

### Certification MOOCs

- Develop MOOC for appropriate certification courses



FY16 Task 1.2.1



# Hilton Worldwide

## Best Practice

### Learning Analytics

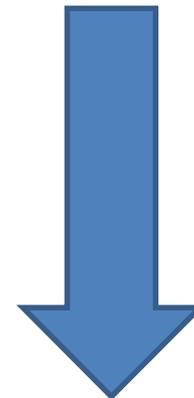
- Business impact measurements (Level III/IV) emphasized to show value to stakeholders

Across all programs and categories, Hilton performs very well. The heat map below demonstrates programs that have higher ratings than other programs directing where future efforts should be focused on

Program	Facilitator	Content	Learning Effect.	Overall	Job Impact	Business Results	Return on Investment
Hamptom GM Leader			4.93	4.92	4.93	4.91	4.91
Combined Focused Service Bran...			4.86	4.85	4.89	4.82	4.84
Regional Train the Trainer	4.91	4.74	4.78	4.80	4.79	4.73	4.76
Leaders in Luxury	4.85	4.69	4.68	4.82	4.77	4.66	4.79
GM Excellence Program				4.68	4.75		4.80
GMBT APAC			4.77	4.77	4.65	4.73	4.82
MPD3	4.79	4.70	4.73	4.86	4.70	4.58	4.75
VAST			4.75	4.71	4.75	4.65	4.71
EMEA General Manager Conferen..			4.64	4.63	4.64	4.83	4.58
GMBT Americas			4.68	4.71	4.72	4.63	4.66
Providing Superior Internal Custo..	4.88	4.84	4.46	4.69	4.62	4.54	4.82
The Counselor Salesperson	4.86	4.53	4.61	4.73	4.55	4.52	4.67
DOSS Americas			4.60	4.67	4.65	4.60	4.71
VP Excellence Program				4.53	4.71		4.71
Fundamentals of Negotiation	4.82	4.56	4.54	4.68	4.59	4.48	4.81
Hampton Sales Leadership	4.81	4.52	4.60	4.60	4.66	4.54	4.53
Effective Showround Techniques	4.76	4.53	4.54	4.59	4.59	4.46	4.58
Revenue Mgmt. at Work	4.84	4.54	4.54	4.65	4.60	4.57	4.64
Owner Orientation			4.51		4.51		4.65
VAST II	4.80	4.51	4.57	4.56	4.58	4.46	4.40
GMBT EMEA			4.60	4.57	4.57	4.59	4.50
DOSS EMEA			4.53	4.62	4.51	4.50	4.61
GC & E Enquiry	4.72	4.48	4.47	4.55	4.54	4.43	4.50
Leaders of Leaders			4.53		4.57		4.43
Five Choices	4.71	4.45	4.44	4.57	4.43	4.27	4.40
HGIU			4.40		4.40	4.50	4.60
Lunch and Learn	4.70	4.30	4.37	4.65	4.38	4.16	4.33
Negotiating to Yes	4.67	4.32	4.31	4.47	4.33	4.26	4.41
Drive Results Level 2 Workshop	4.47	3.93	3.97		3.95	3.79	3.88

## DAU Implementation

- Job impact analytics



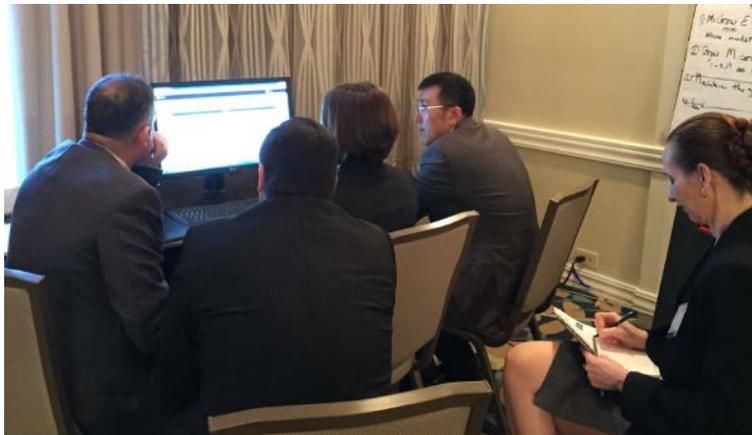
Hilton Worldwide CLO on BoV present their best practices at future meeting



## Best Practice

### Executive Business Simulation

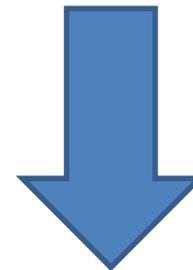
- Executive teams work through intense computer-based business simulations in real-world environment
- Range of plausible yet fundamentally different futures
- Results briefed to C-suite executives
- Behavioral observation and coaching



## DAU Implementation

### Develop Business Simulations

- Incorporate into executive training and 300-level courses



Scheduling meeting between  
Abbott /Regis and DAU  
leadership team

FY16 Tasks 1.2.1, 1.2.2, 1.2.4

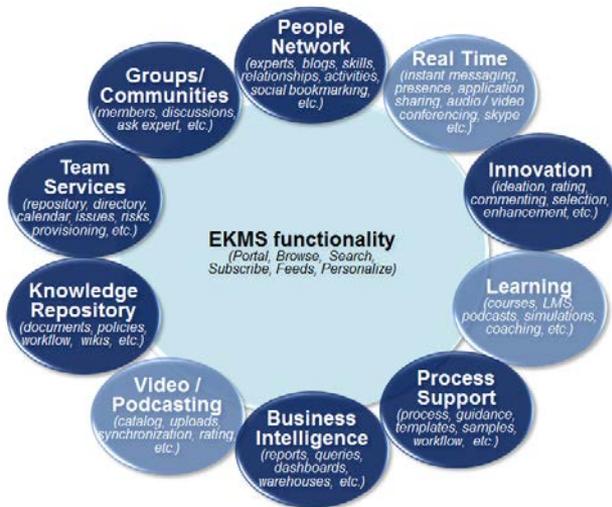


# Bank Mandiri (Accenture)

## Best Practice

### Enterprise Knowledge Management System (EKMS) Blueprint

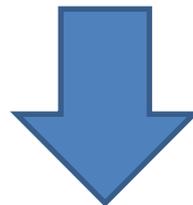
- Facilitates culture of collaboration, innovation and continuous improvement
- Ideation engine
- User friendly design and architecture
- Impact Measurement Framework (V model)
- Benefits
  - Customer oriented solutions
  - Retention of organization knowledge, continuous improvement and innovation
  - Effective and efficient employees
  - Enhances growth opportunities for employees
  - Retention of high performers



## DAU Implementation

### Workflow Learning and Analytics

- Ideation tool
- Integrated knowledge management framework
- User feedback



FY16 Tasks 2.1.3, 2.1.4,  
2.2.1 – 2.2.8

Expand Learning Analytics to  
better measure knowledge  
management performance



## Best Practice

### Generation Y Research Project

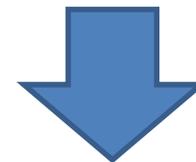
- Generation Y differences in
  - Values
  - Attraction
  - Motivation
  - Learning and Development
  - Communications
- Training courses for managers in areas of
  - Motivational talks
  - Mentoring skills
  - Feed-back delivery
  - Career planning
- Development of training programs immediately applicable to the job
- Development of leadership skills even for those employees without title



## DAU Implementation

### Focus on Millennials

- Adapt classroom instruction to maximize use of modern facilities and online tools
  - Fort Belvoir Building modernization, DAU South – 360° classroom, Telepresence
  - BYOD
  - Chunked video
  - Shorter courses, targeted to specific job skills / knowledge
  - Job support tools as part of course



FY16 Tasks 1.2.1, 5.3.3

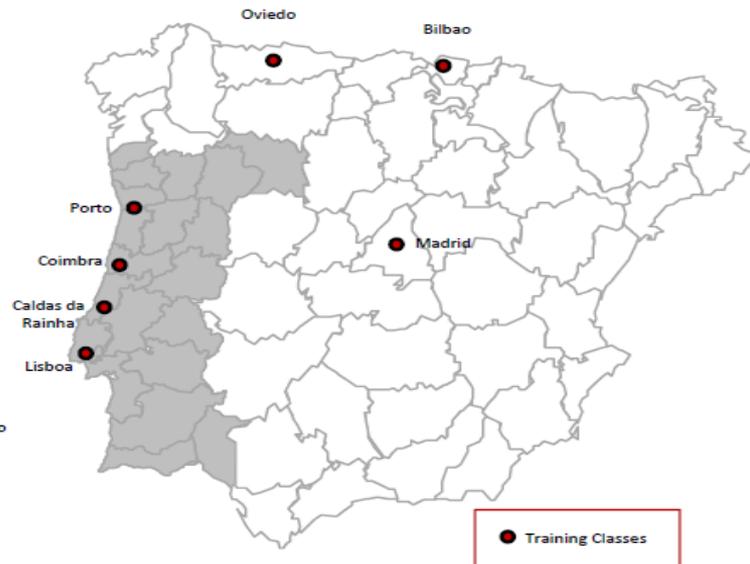


# EDP University (Lisbon, Portugal) Global CCU Winner

## Best Practice

### Virtual Learning Environment Platform

- Access anytime and anywhere
- Multilingual, multi-geography
- Technology enhanced learning
- Learning content repository
- Analytics
- Employee Engagement
- Social learning
- Knowledge Sharing
- Observations
  - DAU is ahead of EDP, but they are pursuing many of the same concepts and best practices
  - EDP benchmarked DAU Learning Analytics





# Other Organizations Benchmarked

- Naval Postgraduate School
- Air Force Institute of Technology



Curriculum Development Best Practices  
Congressional Task Report

- Harvard Business Review Publishing



Micro Videos  
Workflow Learning

- Lynda.com



General technology and practices  
currency

- Capital One (Plateau)
- Army e-Learning (Saba)
- Navy (ATLAS 2.0)
- Air Force (Meridian)
- DIA (Plateau)
- NSA (SUM TOTAL)



LMS Study



# Critical Thinking in Courses

## *ACE Reviewer Comments*

- ACQ 202 Intermediate Systems Acquisition, Part A
- ACQ 315 Understanding Industry
- ACQ 370 Acquisition Law
- BCF 301 Business, Cost Estimating, Financial Management Workshop
- BCF 302 Advanced Concepts in Cost Analysis
- CON 270 Intermediate Cost and Price Analysis
- CON 280 Source Selection and Administration of Service Contracts
- CON 290 Contract Administration and Negotiation Techniques in a Supply Environment
- CON 370 Advanced Contract Pricing
- ENG 301 Leadership in Engineering Defense Systems
- FE 301 Intermediate Facilities Engineering
- IRM 304 Advanced Information Systems Acquisition
- LOG 340 Life-cycle Product Support

“Well organized course consisting of a series of scenario based situations. Capstone Exercise is a rigorous assignment that not only tests the student’s knowledge of rules and procedures, but requires him/her to apply them to real world factual scenario. It requires critical thinking to successfully complete it.”

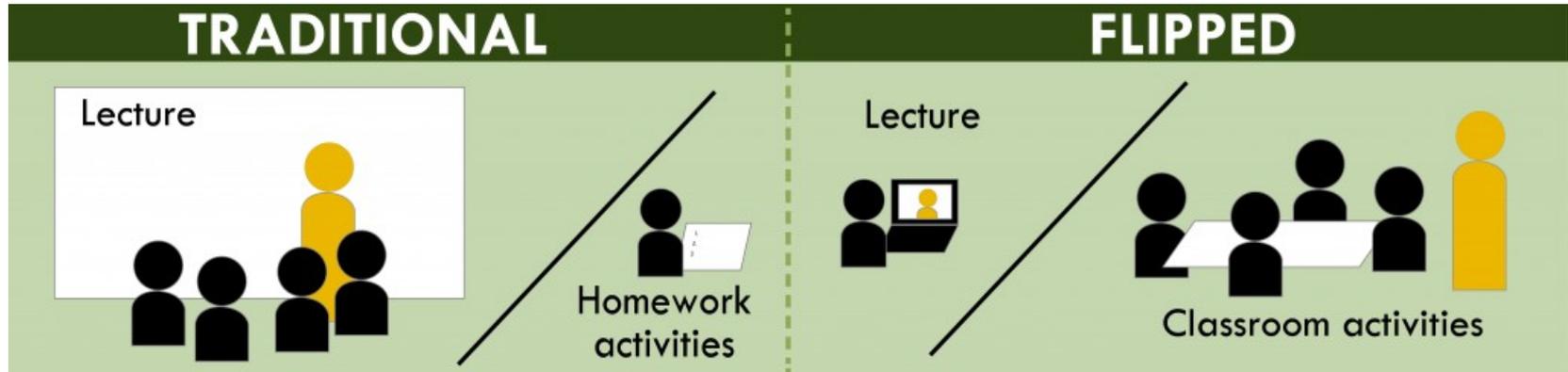
“Most rigorous presentation of subject material review team has seen. If the student can comprehend what is presented, he/she will be highly qualified to conduct cost/price analysis.”

“The instructional focus is on problem solving and other critical thinking activities. ....exercises, case studies, and tests reinforce course content enabling what has been learned to be applied when they return to their respective job functions.”



# Flipped Classroom Pilots

- PQM 201 A/B for Corpus Christie Army Depot
  - Saved more than \$65,000
  - Reduced classroom time from 4.5 days to 2.5 days
- ACQ 201B
  - Reduced class time from 4.5 days to 3 days
- More than 50 students participated with positive feedback
- Approach being implemented in some new course development

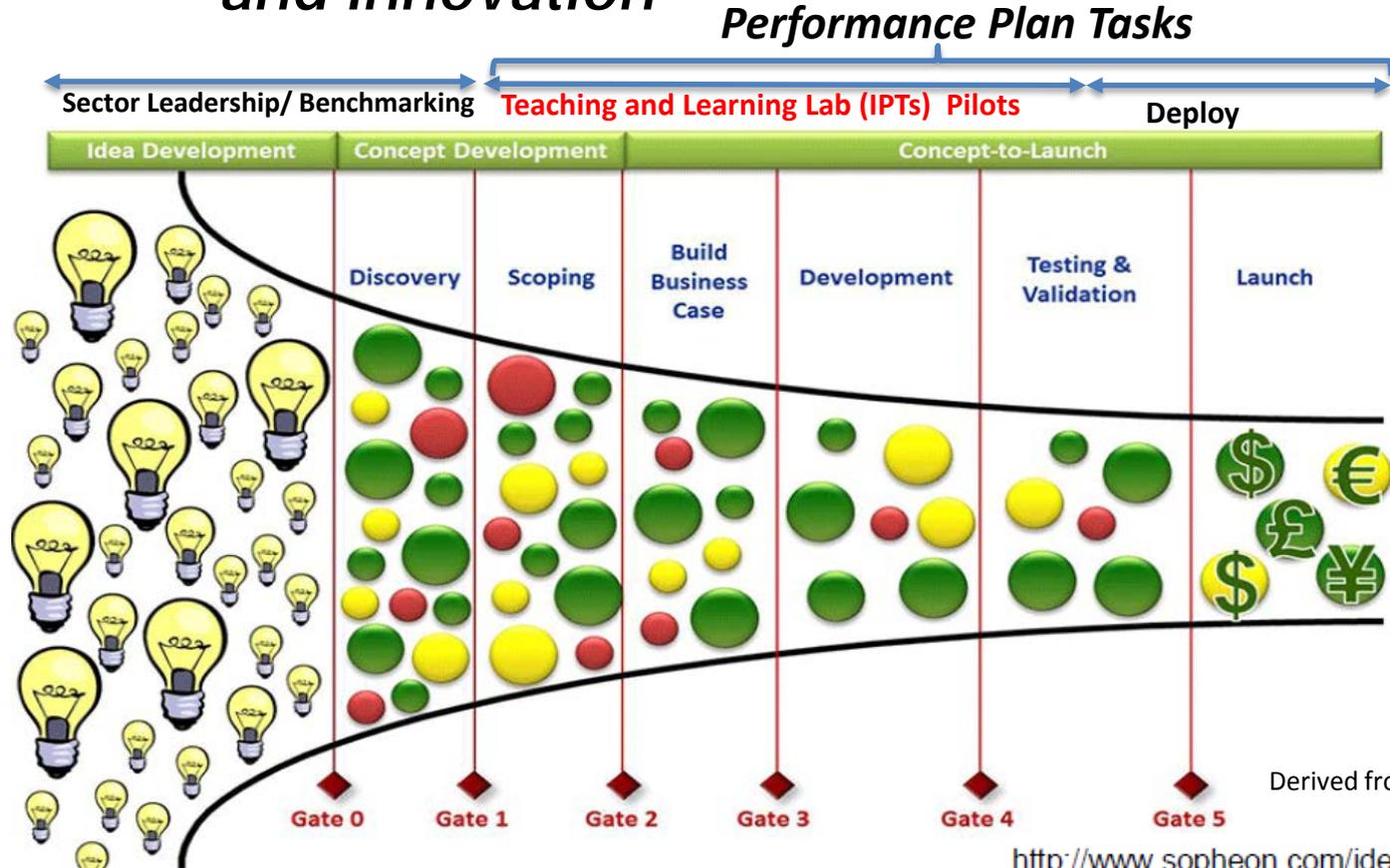




# Discards



# Strategic Plan Goals (ALM): Engine of Change and Innovation





# Future State of Foundational Learning

## Before the course, students will

- Be screened by the Student Information System to ensure they meet pre-reqs
- Use social media to
  - Connect with professor and classmates
  - View course admin information / schedule
  - Access learning materials
- Take an online “knowledge inventory”
  - Professor assesses student training readiness
  - Directs students to DAU learning resources to improve their knowledge in weak areas

- Connect with collaborative learning network



## During the course, students will

- Have shorter courses, organized on topic
- Access course materials virtually using their own devices (BYOD)
- View online videos and other materials to prepare for lessons
- Work collaboratively on relevant simulations and exercises that promote critical thinking, team-building and problem solving
- Hear best practices and lessons learned from faculty members’ recent experiences supporting program offices
- Receive real time acquisition news and policy updates
- Connect to Workflow Learning using course information, proven practices, and job support tools in the classroom and in DL courses



## After the course, students will

- Remain connected to professor and classmates via social media
- Use the Workflow Learning assets they became familiar with in class on the job...and discover new ones
- Receive notices from the Student Information System about new courses, continuous learning modules, and other assets that relate to their learning “profile”
- Reach back to collaborative learning network



Students leave our courses informed, challenged, and armed with the tools they'll need to succeed



# Future State of Workflow Learning

Workforce members go to DAU.mil for the information they need

- While on website, workforce members
  - Gain insight in their acquisition functional areas through intuitive access to policies, proven practices and breaking news
  - Actively participate in collaborative communities and blogs to learn from experts and other practitioners
  - Access job support tools, such as short videos, simulations and templates, to enhance workplace effectiveness
  - Engage in “accidental learning” because the website is interesting and easy to use (discoverability)
  - Receive “profiled” recommendations about other relevant learning assets based on their browsing history
  - Provide input on the usefulness and accuracy of workflow learning assets

150,000 devices have **DAU.mil** on their favorites lists, or saved as their homepage





# Future State of Performance Learning

DAU

## Acquisition Organizations

- Engages acquisition leaders and workforce to improve awareness of our ability to assist and improve outcomes
- Prioritizes engagement through centralized situational awareness of major programs and services acquisitions in each region and their cost/schedule/performance status
- Maintains faculty expertise and currency from continuous exposure to contemporary acquisition problems and solutions
  - Brings this knowledge back into the classroom
  - Turns it into workflow learning assets
  - Influences research, course content, and AT&L policy
  - Shares best practices across DAU
- Provides faculty training in consulting methodology to lead to development of effective solutions
- Gathers and maintains extensive Level III/IV feedback on mission assistance engagements to document DAU's value added to the organization and impact on acquisition outcomes

- Understand DAU capabilities to help their organization and regularly access DAU faculty expertise for
  - Program assessments
  - Deep dives
  - Development of acquisition strategy, source selection plan, systems engineering plans
  - Engage in Executive Coaching
- Participate in DAU's robust portfolio of intact team training workshops covering all phases of the acquisition process and using actual program information to develop solutions

Acquisition organizations and teams call on DAU to support them at critical points in the life of their program

