



DEFENSE ACQUISITION UNIVERSITY

Learn. Perform. Succeed.



Board of Visitors

How to Improve Acquisition Outcomes through the
Defense Acquisition Workforce



'02 '06



'05 - '10

CHIEF LEARNING OFFICER
Learning In Practice
Awards



May 17, 2011



Understanding DAU

“The Mission”

BLUF: The DAU is necessary, but not sufficient to improve acquisition outcomes such as BBP initiatives

The only one of its kind: The DOD Defense Acquisition University

- Practitioner Schoolhouse
- Inherently Government, can use some commercial training

- Responsible for implementing FL defined competencies through curriculum design and certification. Executes this responsibility after course certification by:
 - Training practitioners to teach (COE, excepted service selection of faculty)
 - Teaching students
 - Online
 - Classroom hours
 - Mission assistance
 - Rapid deployment teams
 - Implementing Research

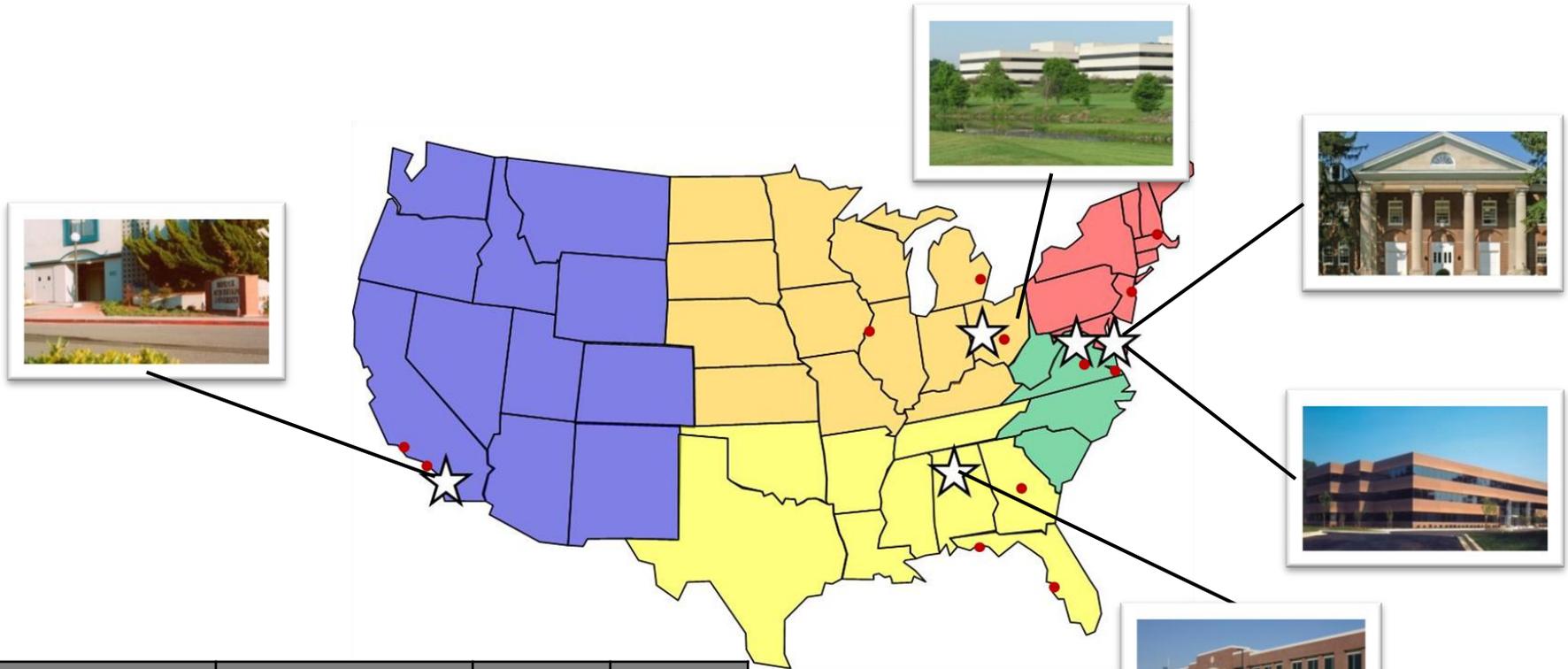
- Responsible for managing capacity against DACM, Requirements (J8), and Comptroller (DCAA, IG, CAPE) requests for training

- Prioritizes and balances requests against available resources

- Owner and manager of the defense acquisition knowledge management system



DAU Locations and Supported Acquisition Workforce



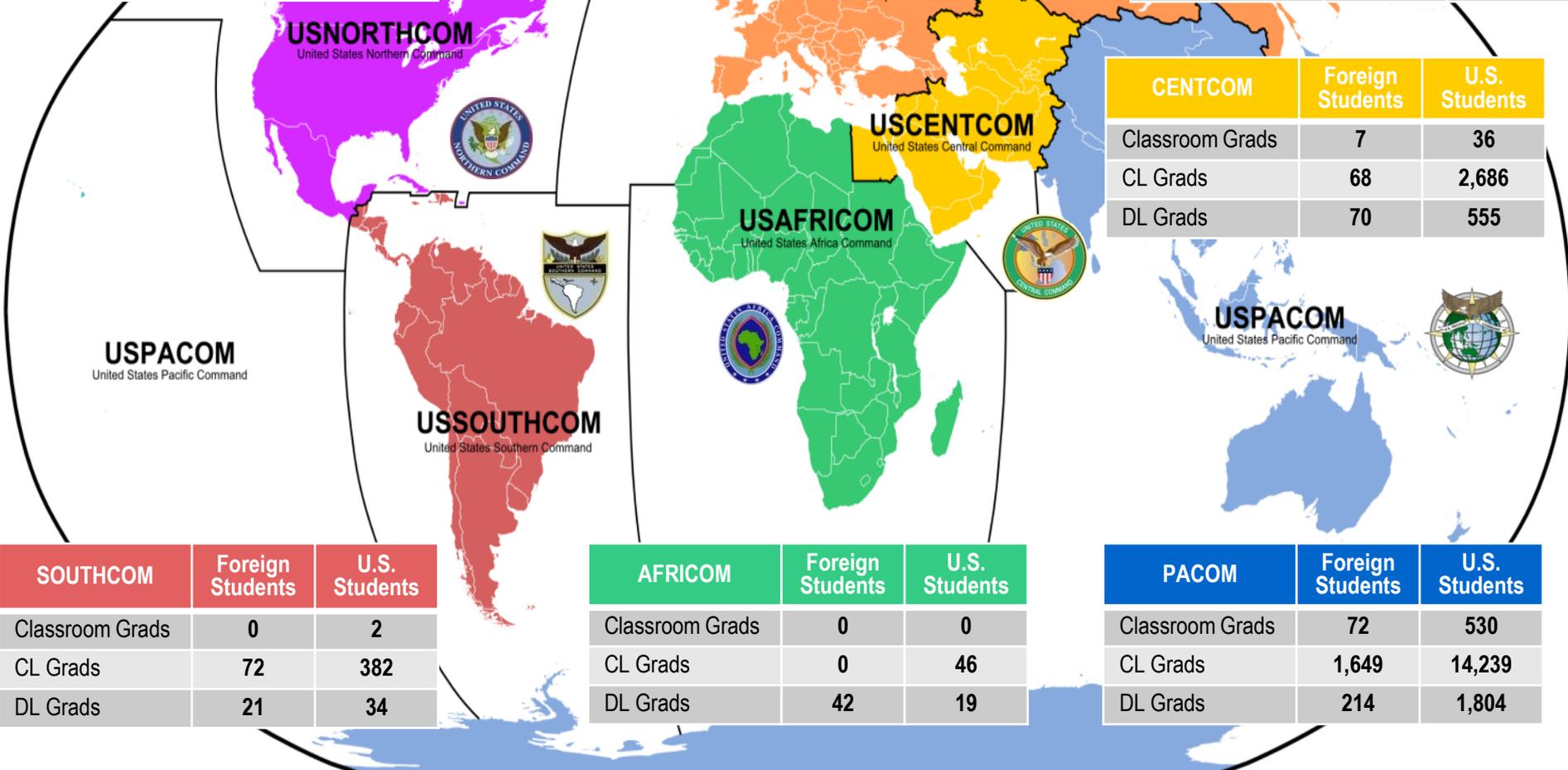
Region	Location	FY09	FY10
Capital/Northeast	Fort Belvoir, VA	35,237	38,928
Mid-Atlantic	California, MD	23,786	25,782
Midwest	Kettering, OH	19,304	20,919
South	Huntsville, AL	28,729	32,928
West	San Diego, CA	26,047	29,148
Total		133,103	147,705



Global Reach to Support Combatant Commands – FY10

NORTHCOM	Foreign Students	U.S. Students
Classroom Grads	17	44,997
CL Grads	1,512	594,789
DL Grads	230	189,173

EUROM	Foreign Students	U.S. Students
Classroom Grads	10	192
CL Grads	1,417	7,994
DL Grads	109	610



USNORTHCOM	Foreign Students	U.S. Students
Classroom Grads	17	44,997
CL Grads	1,512	594,789
DL Grads	230	189,173

CENTCOM	Foreign Students	U.S. Students
Classroom Grads	7	36
CL Grads	68	2,686
DL Grads	70	555

SOUTHCOM	Foreign Students	U.S. Students
Classroom Grads	0	2
CL Grads	72	382
DL Grads	21	34

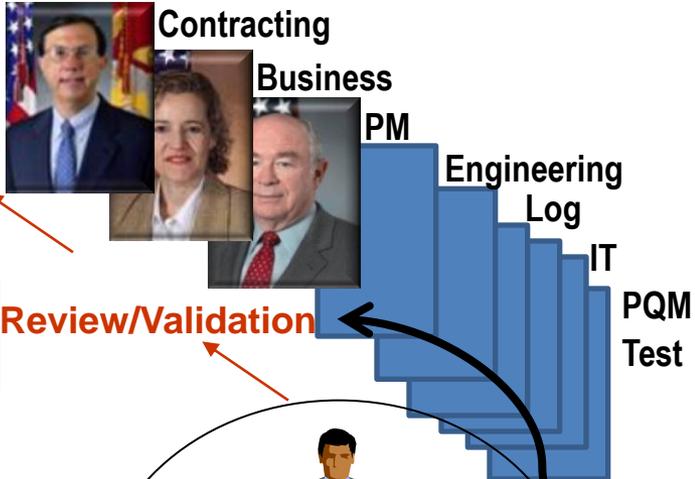
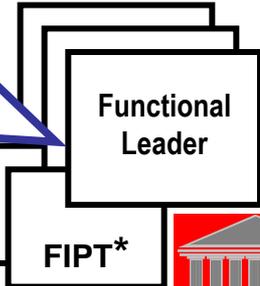
AFRICOM	Foreign Students	U.S. Students
Classroom Grads	0	0
CL Grads	0	46
DL Grads	42	19

PACOM	Foreign Students	U.S. Students
Classroom Grads	72	530
CL Grads	1,649	14,239
DL Grads	214	1,804



Curriculum Requirements And Design Process

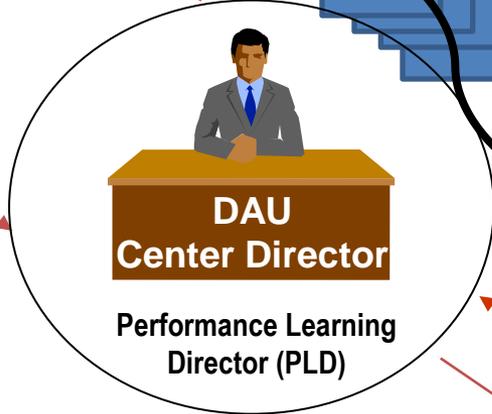
Establishes / certifies competencies & training requirements



Three Tiers
•Maintenance
•Revision
•Development

*DAU representation on Functional Integrated Process Teams (FIPTs)
Note: of the 12 competency areas, only 3 areas are signed. Balance are due at end of calendar year

Change in requirements



Note: Practitioner input from the components for non-ACAT I is needed as the majority of workforce never sees a DAB

Development support

Centralized Design/Revision

DAU's curriculum is owned by our stakeholders

Regions



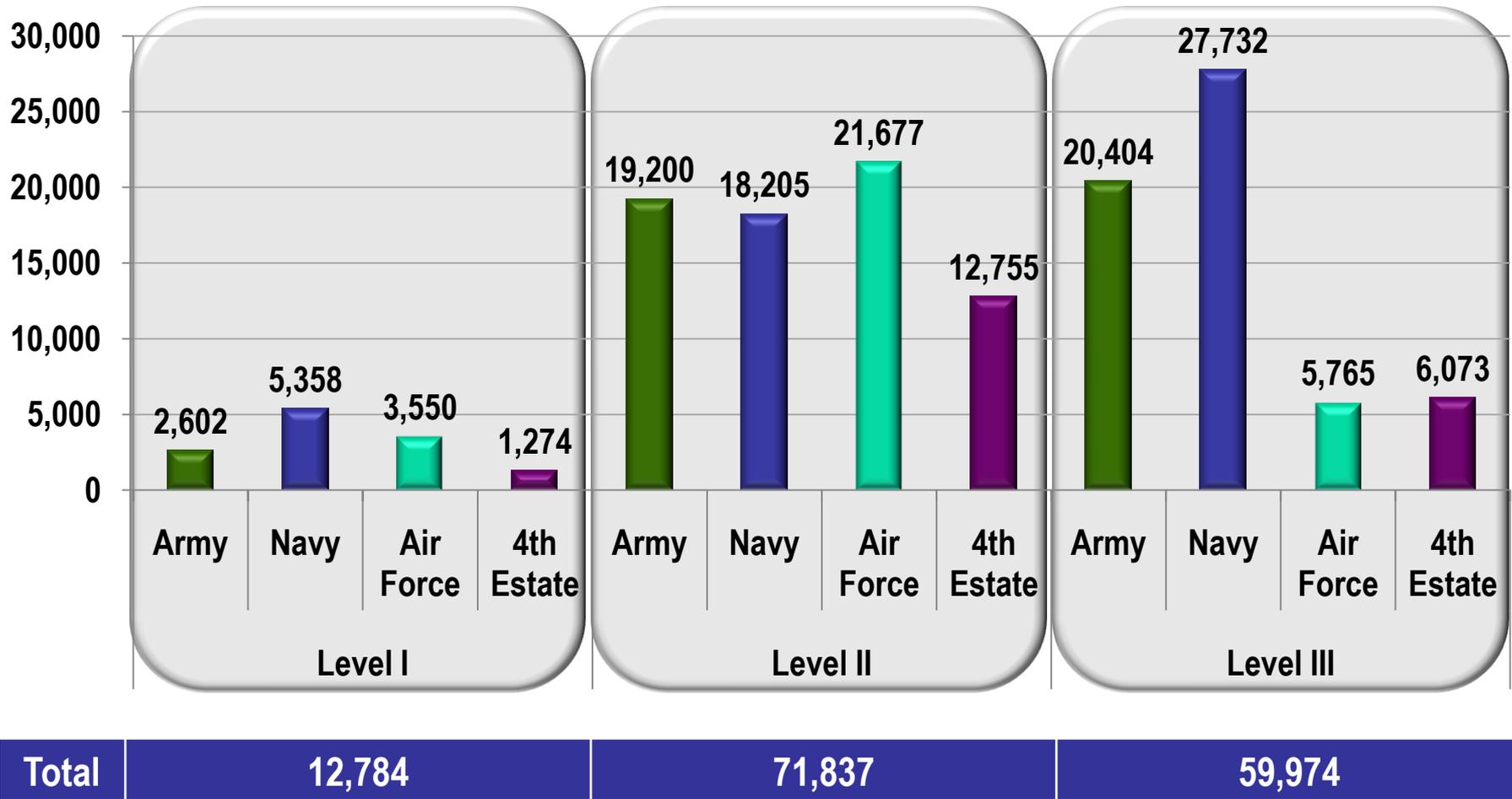
Alignment is the Key



What is the Defense Acquisition Workforce?

Snapshot: 30 Sept 2010

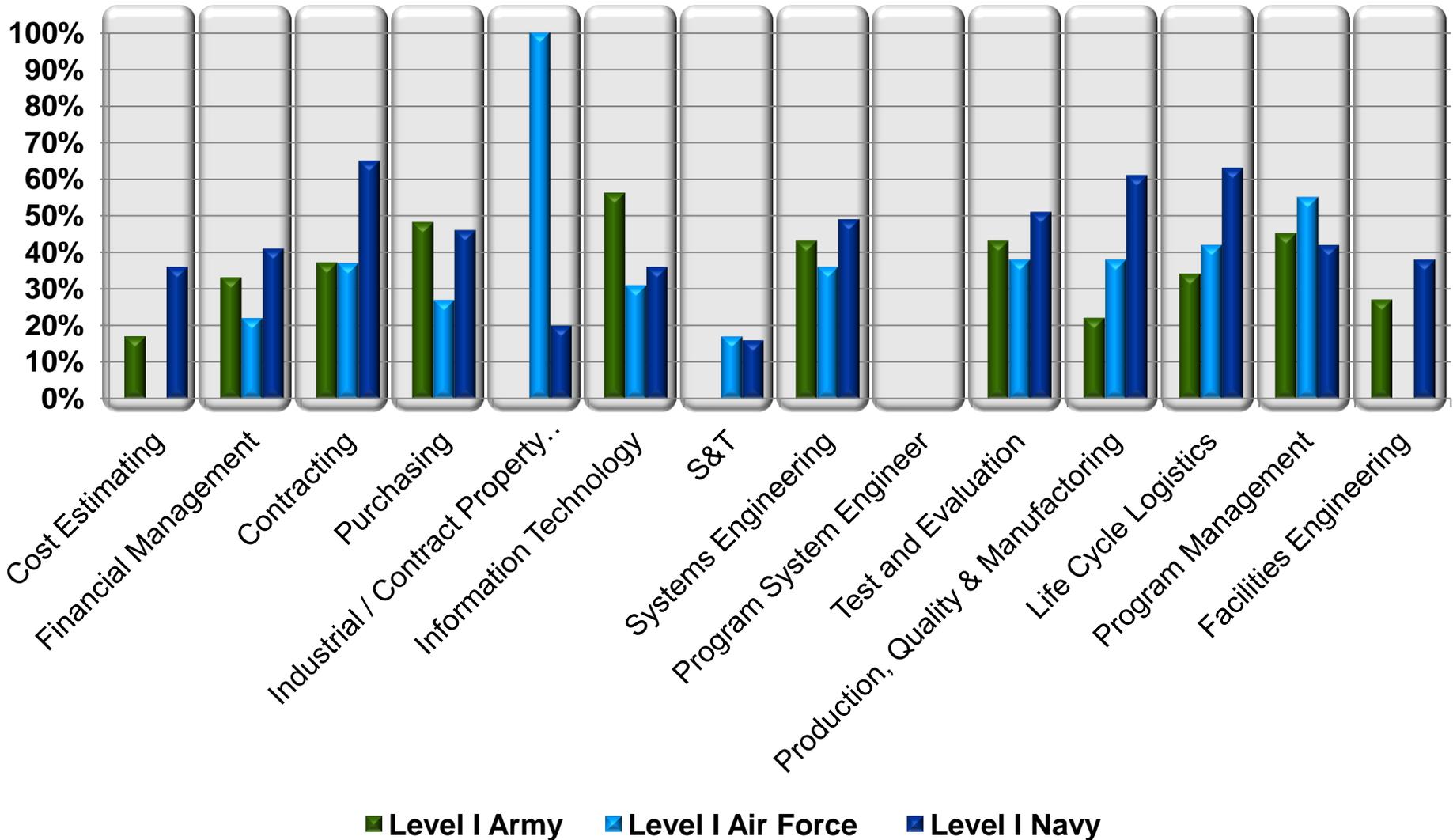
Billet designation by CAE



Services have not implemented DAWIA billet designation consistently

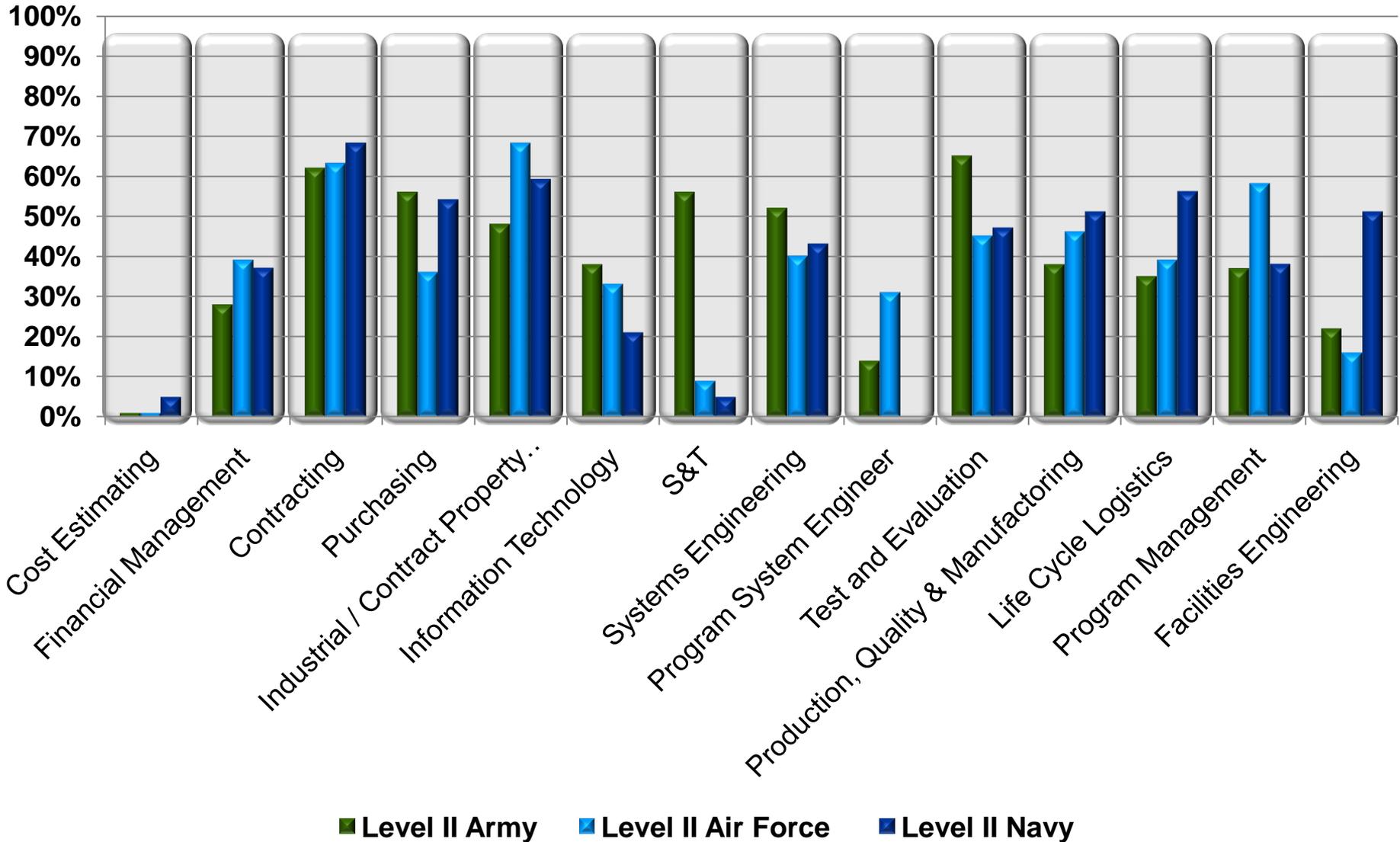


Certification by Component - Level I



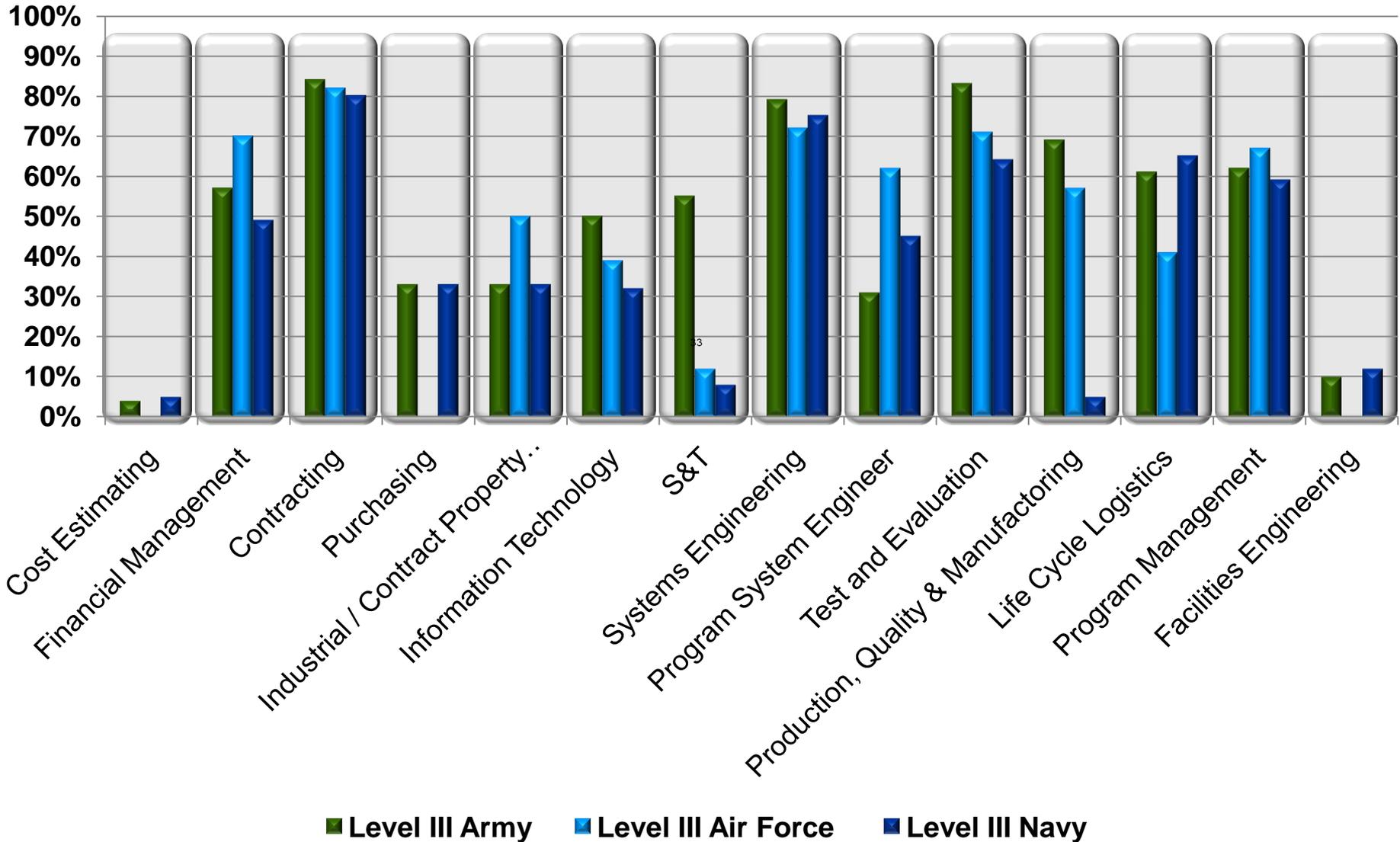


Certification by Component - Level II





Certification by Component - Level III





How Will DAU Improve Acquisition Outcomes?

FY11 NDAA, Section 877 required the President, DAU:
to work with the relevant professional schools and degree-granting institutions of the Department of Defense and military departments to ensure that best practices are used in curriculum development to support acquisition workforce positions.

In order to respond to this request, DAU has taken these steps so far:

- **Conducted internal data review (see previous slides)**
- **Conducted initial benchmarking with academia, other DoD universities, and commercial best practices**
- **Interviewed CAEs, DACMs, FLs, & lead Service functionals (contracting, engineering, testing, logistics, program managers, QA & IT)**
- **Interviewed federal civilian acquisition officials (OFPP for example), and prior DoD officials (Ken Krieg, Jacques Gansler, etc)**



Initial Results / Conclusions and Actions Taken

1. Training at DAU can be improved

Actions:

- Established Excellence in Teaching team (see slide 20)
- Aggressively deploy curriculum authoring software to improve speed and cost effectiveness of learning asset development
- Improve training course surge capacity by qualifying component adjunct faculty
- Ensure right students attend classroom training by systematically enforcing DAWIA experience standards and course prerequisites

2. DACMs and Services need to review acquisition workforce billet designations

3. Must transfer budgetary oversight or management of Acquisition Workforce to DAE

4. Talent management needs to be instituted (see slides 13-14)

Action:

- Re-employ retiring personnel as rehired annuitants, IPAs and HQEs to mentor junior personnel to accelerate qualification to fill vacant mid-level positions created by 1990s downsizing / hiring freezes

5. On the job training and qualification process must be established within procuring activities



Initial Results / Conclusions and Actions Taken (cont'd)

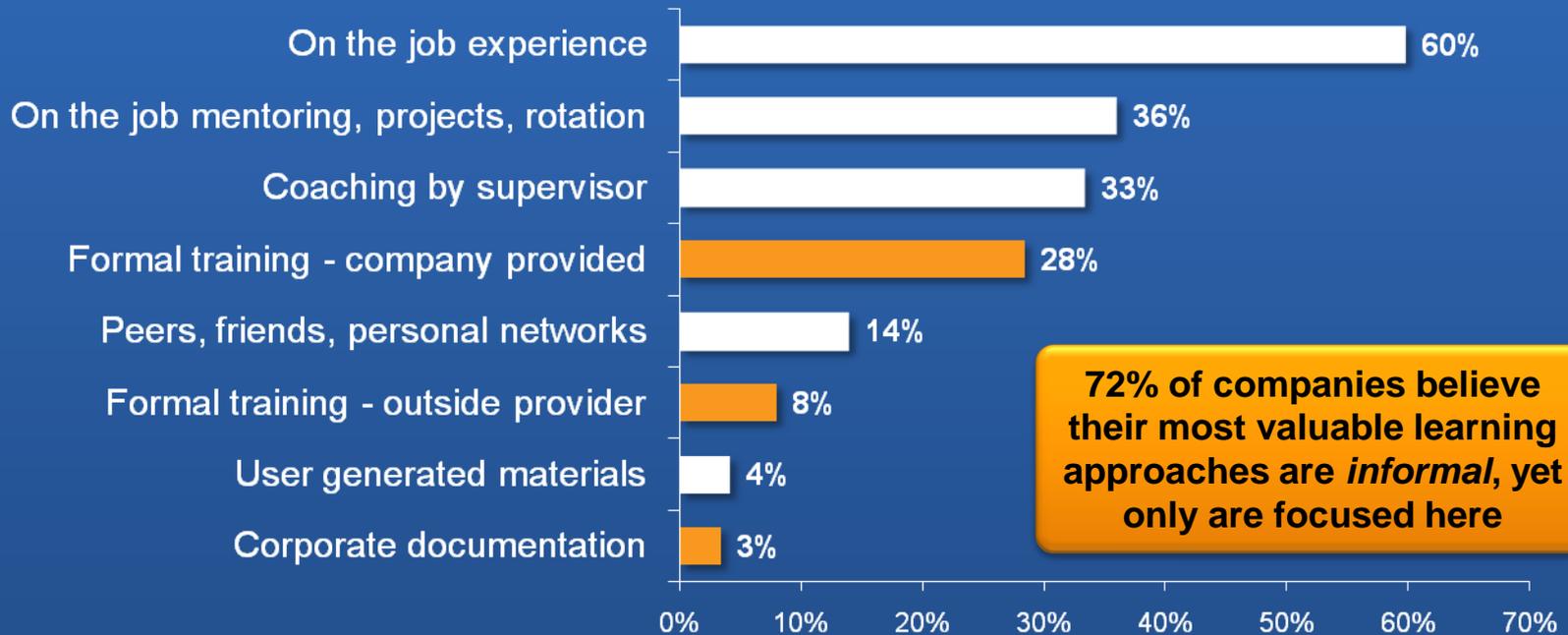
6. Inclusion of OSD(C) into acquisition training must occur in order to complete the acquisition TRIAD (cost, schedule, performance = comptroller, AT&L + JROC)
 - DoD IG has met with DAU to request that all auditors receive DAU training
 - Second meeting held April 6
 - DCAA has a training institute, DCAI, that has been in existence since 1965. DAU and DCAI are setting up to coordinate a joint curriculum review.
 - DAWDF funds must be made available to encompass this expanded training requirement.

7. DCMA has requested through DPAP that all training of DCMA personnel transition to become accredited and part of the larger DAU team
 - Transition underway



Leaders Tell Us Learning is Informal

Which learning approaches drive the greatest business value in your organization?



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Positive Impact of Integrated TM

Organizations with mature, integrated TM have ½ the rate of turnover and twice the rate of promotions as those with “siloesd” HR processes

	Level 1: Silos	Level 2: Standardized	Level 3: Integrated	Level 4: Strategic
2009 Total Turnover	15%	13%	11%	7%
2009 Voluntary Turnover	8%	6%	5%	4%
2009 Turnover among High Performers	2%	2%	2%	1%
Percent of Companies that promoted 10% or more employees in 2009	23%	23%	31%	45%

- **Linked to workforce strategy**
- **Workforce “shaping” needed**
 - **ID Acquisition SES requirements**
 - **ID MDAPs and KLP needs**
 - **Build supporting DAWIA billet pyramid formulation**
 - **Identify critical competencies**
 - **Assess current education, training, and development for gaps and opportunities**



Program Design

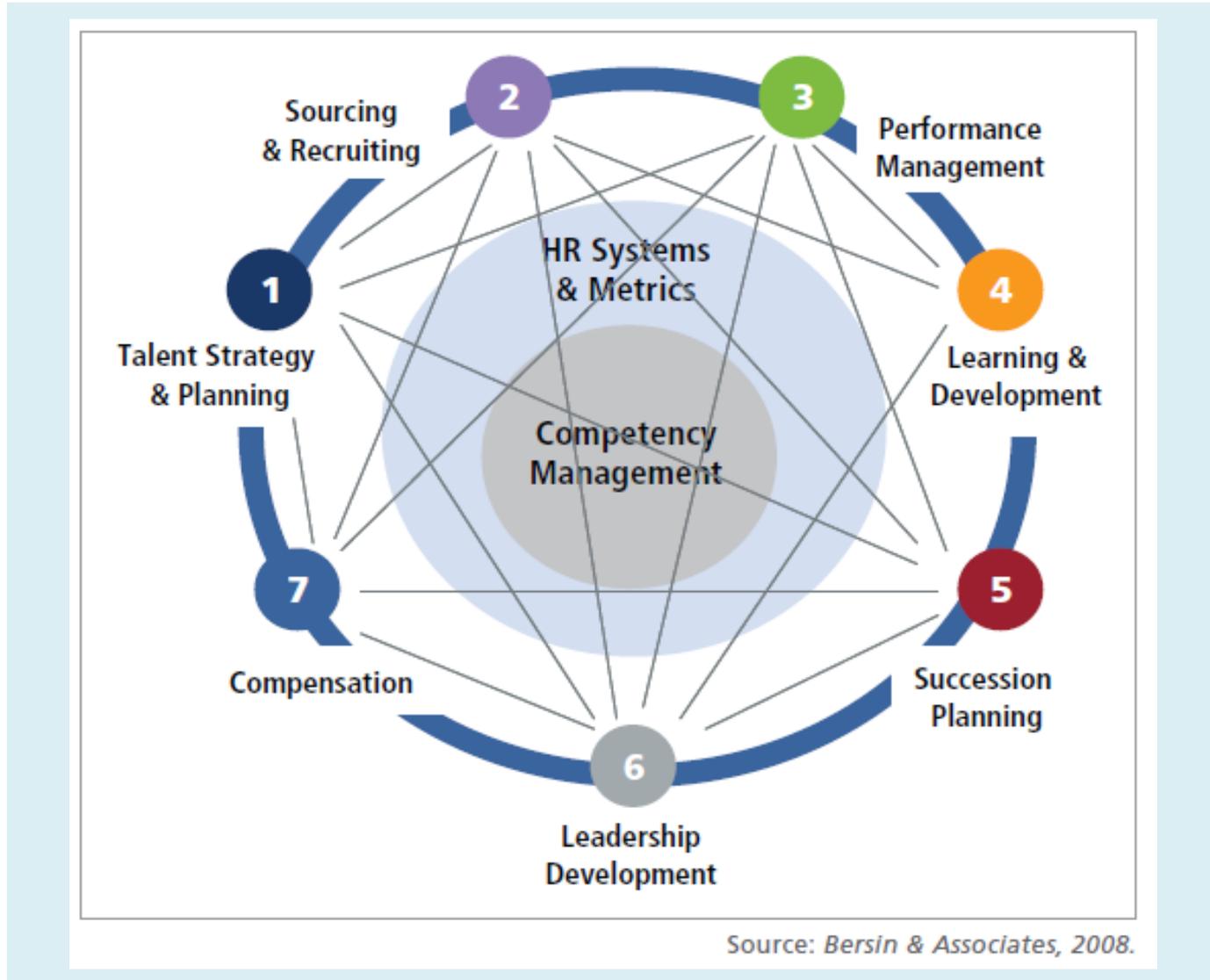
- **Update DAWIA, Executive, and Leadership curricula to reflect core competency needs**
 - **Assess learning and instructional methodologies for effectiveness**
- **Provide framework and training for a formal coaching/mentoring program**
- **Identify format/framework for personal development plan**
- **Identify individual assessment tools (360 survey, leadership instruments, etc), licensing, and administration process**
- **Identify advanced education needs and opportunities (DAU, CAEs)**
- **Identify developmental assignment rotation opportunities**

Selection Process

- **Create succession policy and guidelines**
 - **Participation eligibility criteria**
 - **Education/training “prerequisites”**
 - **Mobility agreements**
 - **Performance/supervisor recommendation**
 - **Time/payback agreements**
 - **Application process**
 - **Screening and selection process**

Back up

Integrated Talent Management



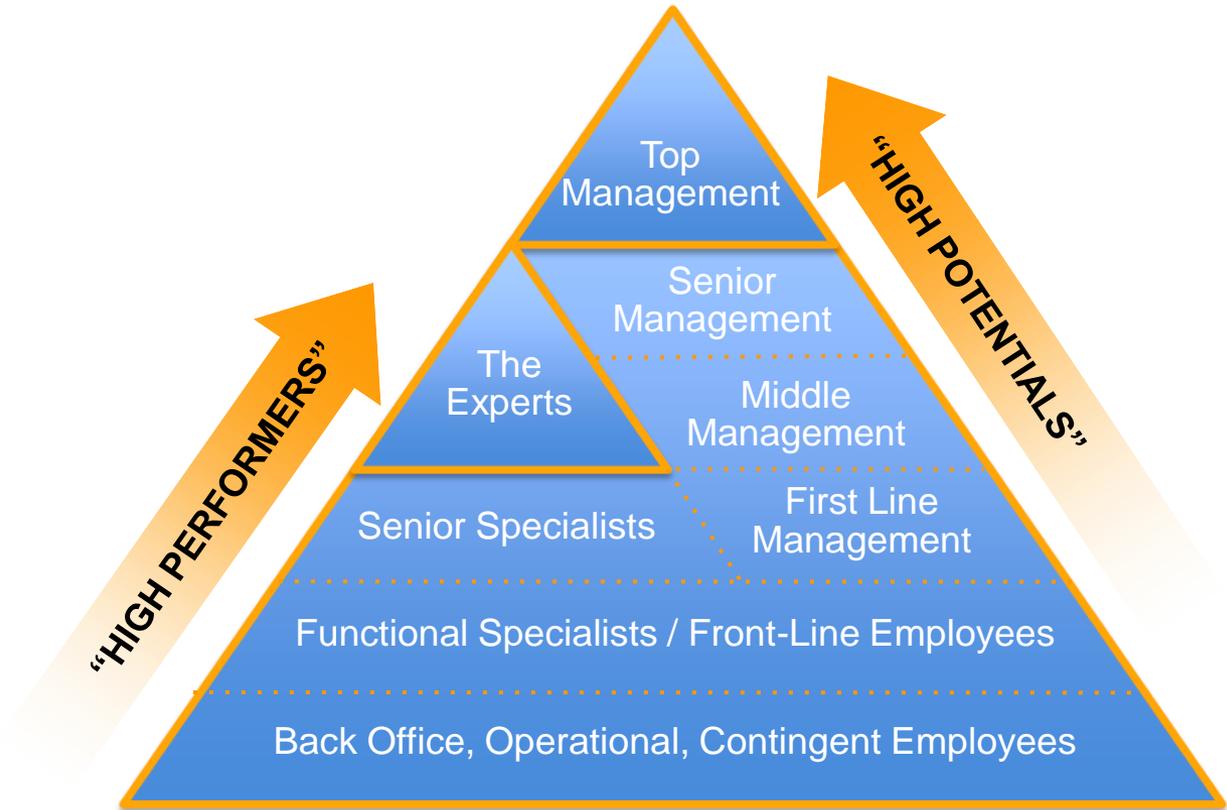


Excellence in Teaching Study

1. **DAU's "System of Systems" prepare our faculty for their mission of delivering training.**
 - **Faculty Plan & Performance Evaluation System: Hiring, Evaluating, Promoting**
 - **Certification Program: FPD to teach the teacher**
 - **CM & CMRR assessments/Structured observation**
 - **Faculty mentoring**
 - **Classroom enrichment program**
 - **Peer reviews/Best practices/Lessons Learned/Improved techniques**
 - **MA: Staying current and relevant in the classroom**
2. **How do we know how our faculty are effective?**
 - **We have systems that prepare and evaluate them, but shouldn't we create a separate recognition of a "Master of Teaching" for our faculty that recognizes their capabilities regardless of content and setting?**
 - **Would there be separate constructs for class room, web-based or other media?**
 - **How would we tie this "Master of Teaching" to curriculum development, e.g. content?**
 - **Should we conduct a benchmark with other institutions?**
 - **Are there additional things we can do to strengthen our current program?**
3. **Based on this guidance, a small study team has been formed – the team's mission will be to conduct the Front End Analysis and frame the study hypothesis(es) on how best to improve our systems.**

Need for Talent Management

- **Expertise** drives competitive advantage
- **Specialization** improves quality and reduces cost
- **Deep skills developed through “deliberate practice”** and reinforcement
- Deep skills come from a **wide range of developmental experiences**
- We need **career development** in all critical job roles



High Performing Organizations Understand This

