

Is DoD Bringing Everything to the Table in Educating Its Civilian Workforce?

A Look at DoD's Current Array of Professional Education Tools

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Is the Department of Defense (DoD) leveraging every opportunity for our civilian workforce to excel? Are we bringing into our offices the knowledge necessary to carry out viable operations or programs that will move us into the 21st century? Many organizations have no plan for fostering leadership development, nor is a Service college education for civilian personnel always made readily available. What really needs to be brought to the table for the government, the military, and defense agencies, Service colleges, and universities to ensure the professional training, education, and career development of DoD's future civilian leaders?

No one can doubt the necessity for training on a new equipment system, for example, in telecommunications or manufacturing, but what about the development and fostering of our management teams? Typically, the future of an organization is vested in the junior supervisor or manager to ensure that operations continue well into the programmed life cycle of a system. Likewise, equal attention needs to be given DoD civilian employees in the area of leadership development.

Investing in Professionals

In October 1998, John Hamre, former Deputy Secretary of Defense, administered the oath of office to the first DoD

Chancellor of Education, Dr. Jerome Smith. Hamre said:

"DoD has to invest more in our professionals. How we do that – what ways and how much – is still an open question. It's going to be Dr. Smith's responsibility to guide us on that."

In a later interview, Smith reflects, "We cannot attract and keep quality people if we bring them in with the view they have learned everything they [will] ever need to know, and from then on it's a matter of being a practitioner. We have to engage in what is called continuing education."¹ He adds, "If you look at our system for the civilian workforce, it is not remotely equivalent to what we provide our military members or military dependents. Our civilian workforce is trained and educated in a variety of ways or not at all."

The DoD Professional Military Education (PME) system is world-class, and participation is prescribed by specific grade or rate structure. The Military Services as well as Defense Agencies support the components of the process. In reflecting on our education programs for the military, William S. Cohen, Secretary of Defense, said: "Over the years we've put a lot of focus on training our servicemembers and officers, and the rewards have been immeasurable. We

now have to put the same emphasis on developing the skills of the 730,000 civilians who serve this Department."

With reductions in military authorizations and the need for military personnel to focus on warfighting missions, DoD recognizes an increased urgency to properly equip the Department's civilian employees to fulfill key roles of leadership within their organizations.

Even though organizations can provide more schooling, education, and training experience throughout a career, it really becomes the responsibility of the individual to harbor new ideas for job performance and growth. Making educational, training, and career development tools available to civilian personnel by developing career assessment and career development plans, provides the baseline for advances in our organizations.

Technological Direction

In a presentation before the Naval Postgraduate School Conference on "Military Education for the 21st Century Warrior," Jack Reed, Senator from Rhode Island, said:

"We all understand that we are in the midst of a tremendous revolution in technology – information technology in particular. This is an intellectual idea we can all grasp. But when you go out and visit some of the more exciting places around here, particularly Hewlett-Packard Laboratories, and all the companies I have been going to these last few days, you realize what they're doing is investing

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dramatically in the education of their workforce. In fact, their whole approach to the future is investing in the human capital of their employees. It's transcended any other resource that they command as business leaders."²

Reed points directly to the need to develop leaders who understand technology, systems, and the history of the nation they work in. These are poignant reminders for any organization. Looking to the development of leaders gives us a sound basis from which to build a strong and viable structure of civilian personnel; in fact, highly trained civilian personnel, working alongside their military counterparts, will inevitably become the building blocks to DoD's future direction.

In that vein, DoD needs to be prepared to meet the challenges that lie ahead for the next decade – the challenges that are sent forward to the DoD and its organizations as they move into this new century. How will the future needs of the workforce be articulated? This question led to the mandate to provide world-class educational programs for civilian employees. When organizations take the standard and recognize what is required to develop successful leaders, they position themselves to adapt to changing environments. This builds the framework for a cadre of highly trained professional supervisors, managers, and executives.

Looking for Options

The Government Employees Training Act (5 U.S.C. 4100) provides a broad definition of training to assist DoD members, Agencies, and Services in understanding requirements.

"Training means the process of providing for, and making available to an employee, and placing and enrolling the employee in a planned, prepared, and coordinated program, course, curriculum, subject system, or routine of instruction or education in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other fields, which will improve individual and organizational performance and assist



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in achieving the agency’s mission and performance goals.”

In simple terms, organizations provide individuals, regardless of their rank or position, the ability to gain knowledge with professional development, and enable them to better perform their jobs with a greater impact on the mission. A training process that has no limits is not constrained by a standard model of education.

The inability of individuals to adapt to change has been a real hindrance in advancing education programs. Organizational bureaucracies have grown – many times specializing in lacking the leadership and the freedom to change with time. Vice President Al Gore, in his address on “Transforming Governments in the 21st Century,” reminds us that a common phrase in government used to be “good enough for government work.”³ He says, “Clearly, all of us face the challenge of changing this culture and leading and empowering employees to make innovations we need.” Therefore, we no longer can operate in America, and in DoD, the way we used to. We have to move toward securing a higher standard for our organizations and for our staff.

The leadership within DoD has recognized the necessity to provide solid career development programs for their civilian employees. These programs are crucial to the emergence of future leaders within DoD. The commitment for this starts at the GS-09 level and ensures that personnel obtain a strong knowledge base as they progress in their careers. Future civilian leaders are now being educated with our future military leaders in greater numbers thanks to the recognition of these past failures and the realization that this need must be met.

In 1997, the Office of the Secretary of Defense (OSD) developed a DoD-wide leader development program in response to recommendations of the Commission on Roles and Missions. It called for changes to train senior civilians. The Defense Leadership and Management Pro-

gram (DLAMP) was the result of that commission, which stemmed from the need for a systematic program of leader development that provided significant benefits to participants and their sponsoring organizations. The program is a part of what is required to give civilian personnel a leadership role in all Services and Agencies. Through DLAMP, the number of civilians that receive senior-level professional military education at the various War Colleges has been greatly increased.

So, what should each of us be looking at regarding educational development? Dr. John Dill, the DoD Deputy Chancellor for Education and Professional Development, reflects on the long-term implications of educational development.

“We learn the importance of education when we go through the downsizing, when we look at retirements and other pertinent issues,” he said. “What we have to do is to track folks early in their careers, so they do not look at government service as a way station to another job in industry, but rather as a long-term career as a DoD employee.”⁴

This is a valuable goal that is becoming a way of life. DoD is realizing that even though career planning is a requirement, an effort must be made to ensure that supervisors are providing the proper evaluation and development tools for their employees.

Army’s Training Commitment

The Department of the Army (DA) training vision is to support total force readiness and mission accomplishment by empowering commanders and managers with the authority to train and develop a technically competent and performance-oriented civilian workforce. To ensure that the newest techniques, tools, and equipment are mastered, DA expanded their Human Resources Development Vision for the civilian workforce based on six general principles:

- The function of development relies on a system, which measures the gap between the requirements of jobs and



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the capabilities of the people who perform the work.

- Development is an investment by the organization in its performance and mission accomplishment. Successful workforce development programs are linked directly to the Army installation and activity strategic planning purposes.

- Funding for the development of the workforce must be addressed and supported at all levels.
- Development is accomplished by the most cost-efficient and effective methods.
- Information on development requirements, job opportunities, and progression paths is available to all managers and employees throughout their employment.
- Development is a lifelong process.

The Army has made a commitment to move ahead with the development of a diverse education program across all civilian grades. The core of this program is the use of alternative-based instruction focusing on Distance Learning programs, and the construction of interactive support programs with interactive software. With a call for increased participation in interactive courses, the Army has developed Computer Based Training on over 800 different software programs. The emphasis on interactive participation brings personnel the ability to use the resources of many other organizations, like the courses available through the Defense Acquisition University.

Consequently, these efforts advance Army employees on the move toward a lifelong learning experience. The robust suite of basic civilian leadership training takes Army employees progressively through training at four levels: intern/entry, supervisory, managerial, and executive. The process that the Army has developed parallels the formal training structure of its officer leader development system and imprints the Army’s vision to the competencies required for future Army civilian leaders.

Blowing Away the “Traditional System”

Educational institutions have realized that the use of new technology and opportunities sets the standards for growth and excellence as they move into new markets. Indeed, the traditional classroom is being changed with the advent of new informational systems with communications and in computer technology – compounded by the need to provide the maximum benefit for every dollar spent.

One such organization is National Technological University (NTU), which offers a wide range of academic courses through academic alliances with more than 50 universities. These universities become partners in the overall curriculum of NTU. The universities produce noncredit courses, tutorials, and research teleconferences. NTU contracts with the institutions and faculty to develop additional curricula and courses, as necessary.

NTU realized that they could not be the best in every curriculum or specialty, and they contracted with the universities known as producers. This process allowed them to draw on the expertise from these top universities. Using the knowledge of these universities allowed NTU to offer organizations a unique scope of knowledge, as well as a strong portfolio for professional development.

The NTU portfolio of over 1,400 graduate-level courses gives a rich mix of theory, applications courses, and hands-on training. This broad scope of resources allows a tailoring of programs to meet the requirements of organizations worldwide. Organizations sponsor NTU courses via satellite programs at one or more suitable sites for employees or their client employees. Programs can be brought to organizations, statewide networks, interconnected networks, and international distributors by linking to satellite transmissions. Being innovative and open to the many customers' needs has made this organization a leading provider of advanced technical education and training from a distance.

DFAS — A Professional Development Success Story

The Defense Finance and Accounting Service (DFAS) was created in 1991 to reduce the cost and improve the overall quality of DoD financial management through consolidation, standardization and integration of finance and accounting operations, procedures, and systems. DFAS processes a monthly average of 9.8 million payments to DoD personnel; 1.2 million commercial invoices; 450,000 travel vouchers/settlements; issuance of 500,000 savings bonds; and 122,000

transportation bills of lading. The agency's monthly disbursements total approximately \$24 billion.

The corporate vision of DFAS is to be a world-class provider of finance and accounting services. Their goals include being an "employer of choice" by providing a progressive and professional work environment. This organization clearly recognizes that employees are key to the agency's success. Fostering that atmosphere has led them to develop what they call the "Road Map to Growth and Development." With almost 18,000 personnel in over 25 locations, they not only have a commitment, but also an urgency to provide quality educational experiences for their workforce.

In 1995, the organization was moving to consolidate accounting functions within the DoD, while simultaneously building their own corporate identity. Executive management at DFAS realized that the agency had no road maps or evaluation mechanisms to see where they were spending money to develop their leaders. They knew that something had to be done.

Since the mandate of the organization is to be a trusted, innovative financial advisor and ensure proper stewardship of DoD resources, they worked to develop a systematic plan that enhanced employees' skill development —resulting in a program that will bring about the vision of being a world-class provider of financial services.

Developing Leaders for a High-Performance Organization

Undeniably, there are distinct differences in the job performance standards, career knowledge, and education of a GS-07 and a GS-15. More difficult to define accurately are the competencies required at each of the two grade levels.

DFAS set about developing a series of Career Development Plans in book form for every career field, career ladder, and job classification within their organization.

This road map enhances the development of a professional and highly skilled

workforce. For example, the Financial Management Career plan encompasses four distinct job classes: Accounting, Auditing, Financial Administration, and Program/Budget Analysis. By following the structure of this plan, individuals and supervisors can not only look at specific skills and qualifications for a job classification, but also see how these positions are distributed through the organization.

By grouping skills, leveling job requirements, and identifying the competencies required to maintain proficiency, DFAS was able to integrate core competencies and objectives to lay out a road map. Of course, the program had to be valid. DFAS recognized that they had to build a program with credibility. Toward that end, they worked directly with the Office of Personnel Management (OPM) to write and build the career development plans. This partnership between DFAS, in-house subject matter experts, and OPM classification experts provided a certification of the development process, and became the earmark for quality in providing knowledge and growth for employees. Because OPM certified the materials, they also set the rules for executive development. This presented a unique opportunity to work with unions and professional organizations in an unequalled manner. There are no losers in this process.

The validation of these standards also provided support for the selection process for hires, promotions, and career changes. Furthermore, supervisors had tools available to tie career management to the organizational goals as well as the employee. The DFAS program of career development plans became the core of partnering the individual employee, the supervisor, and the Human Resources Department. This brought the business objectives, values, and corporate goals of DFAS directly in line with its people: to develop a highly trained, competent Agency workforce, with continual emphasis on taking care of DFAS employees.

The difficulty facing any organization is the necessity to provide quality oppor-

tunities for learning and development, yet not allow these to hamper the mission. Stephen E. Freeman, the DFAS Director for Human Resources, explains the Agency's development activities this way: "We have mandated individual development plans for our employees that concentrate on two things — the job they are in and their career aspirations. Obviously, the supervisors concentrate mostly on the job they are in and the employees their aspirations." He further adds, "The bulk of our training is targeted to help employees do their job better. This is in large part driven by how much their current job is changing, new technology, and even changes in the laws and regulations."⁵

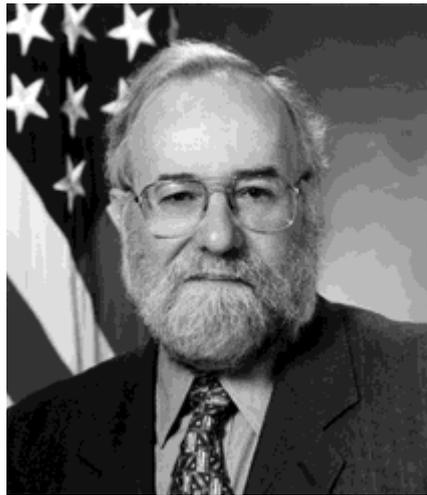
W. Edwards Deming Award

Those who see the results of success recognize innovation. In 1992, DFAS developed the Learning Center concept. The broad goal of the learning centers was to provide the right mission-related training at the right time, at the right cost, and at the right place — the work site.

This initiative established a network of multimedia learning centers at almost every location where DFAS personnel were assigned. The centers provide employees multiple development opportunities using multimedia, satellite, and other distance learning technologies. These one-stop shops provide a customer service area; self-paced multimedia workstations; career counseling and mentoring; multi-purpose training rooms; and centralized training libraries.

Freeman explains their progress this way: "Tremendous options are available, especially with the delivery of training. By the use of CD-ROM or any kind of distance learning capability built into our sites, much of the training is cheaper now. Not only is it cheaper, but it is also readily available to individual employees." This enables the organization to provide training to any number of personnel in potentially all locations at completely different times.

Through distance education programs, DFAS financial managers and accountants have access to top-notch speakers and seminars that will keep them on the



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cutting edge of their profession. The flexibility of the learning centers allows DFAS to provide programs on adaptable schedules. This reduces time lost due to travel and time off from work.

The learning centers were not developed in a vacuum. Setting up the learning centers was a joint effort by all of the DFAS directorates. This ranged from the information managers to the financial managers to the human resources specialists. Everyone's opinion mattered. All had roles in designing the learning centers to meet the needs of employees as well as other patrons.

The development of the learning centers resulted in the ability to offer up-to-date, technology-based methods for training, while avoiding costs associated with leased space, repetitious classes, and services from outside sources. Moreover, it gained for employees the availability of one-stop shopping for training services.

Among the many benefits provided through learning centers, four are worth noting:

- Increased timeliness of training.
- Decreased employee time away from work for training.
- Expanded service hours to meet schedules of employees.
- Ability to offer employees the opportunity to receive both courses and degrees via satellite.

In addition, learning centers foster the improvement of employees and managers. Because of multiple locations (expected to be at all major DFAS locations worldwide by 2001), learning centers are able to offer and provide partnerships with other DoD and government organizations. In fact, DFAS has formed partnerships with the Veterans Administration in Cleveland, Ohio; the Defense Mega-Center in Denver, which already offers satellite courses from NTU; as well as local Army, Air Force and Naval Reserve groups.

Although more remains to be accomplished, DFAS has realized substantial savings. The agency benefited from a bet-

ter-equipped, confident workforce that was able to not only realize its potential, but also take advantage of expanded opportunities, thus empowering the entire civilian workforce to take charge of their careers. The intangible benefits have been realized through providing adaptive equipment, thereby increasing training opportunities for physically challenged employees, and by providing consolidation of training resources and information for employees.

The U.S. Department of Agriculture (USDA) Graduate School is an innovative institution for continuing education that offers courses to help government employees improve job performance and further their careers. In 1997, DFAS became the recipient of USDA's coveted W. Edwards Deming Award for Outstanding Training for the Learning Centers. The award is presented annually to a federal organization or civilian branch in the military in recognition of the completion of an innovative and impressive employee development and training program. Its presentation to DFAS represented and recognized the significant impact the learning centers' training initiative had on DFAS and its entire civilian workforce.

DoD managers continue to rely on DFAS for finance and accounting services, and information. A world-class provider with a strong identity, DFAS remains committed to providing the best service to its customers at the lowest possible cost.

Quantifiable Measurements (or the Lack Thereof)

In any organization, whether it be corporate, not-for-profit, or government, certain expenses exist for education. One of the difficult issues most managers face is weighing the relative merits of education programs. Their effects on the budget of an organization reflect not only the costs of education but also personnel costs.

Congressman Sam Farr of California explains the value of cost by saying, "With the current military [education] process, there has to be a cost-reimbursable expense, and nobody can afford to pay \$22,000 a year to send people to the De-

fense Language Institute. If there were an exchange between the University of California and the California University system, you would just exchange credits—you'd send a student over here this year who gets six, seven, twelve units of credit, and you'd send one there next year or the year thereafter. We ought to be banking on that. We need to find better tools to meet the mission we've outlined here through better collaborations."

We can intuitively agree that education has its merits, but quantifiable measurements to employee development programs are not only justifiable, but also necessary. Needs are obvious, but the merits are not always readily apparent. There needs to be a solid evaluation of the Return on Investment (ROI) for education, training, and career development. Corporate education becomes a buzzword, and training functions more as a cost center rather than a business center. Although no quantifiable measurements may exist, we need to look at the ROI of our employee development programs.

So What About the Return on Investment?

A textbook definition for Return on Investment is easily found, but educational programs present a differing perspective. When we think of ROI, we usually look at dollars in and out of a program. Trying to evaluate a specific return on investment can be difficult. DFAS went one step beyond. Freeman puts it this way:

"DFAS is wrestling with the issue of ROI in large part because it is a top priority to our agency director. We are doing interviews with all top agency management to make sure we understand what they want their employees to have in terms of competencies and skill levels. This is the state of the art today—how do you measure the ROI?"

"In career development, executive, or supervisory training the hardest part is to determine ROI. Because when you send someone out to learn how to motivate employees and they come back, how do you determine what they've learned? It is very difficult, and you are always coming up with what is, in reality, an esti-

mate. You can't really quantify it nearly as close as anyone would like to, but you can continually make efforts to change the methods of delivery, content, or even the course itself."

When we look at ROI, many other factors can be important, according to Dill. "In order to get measures you have to look in terms of goals. If you want to develop a 20-year career path, and you have a staff turn over every three years, you will fall short of a long-term goal measure if you have to hire new people and keep people moving between opportunities with a bottom-up progression.

"The question is about policy. Our focus is operations. PME programs are about operations but derive from policy. What we are doing about knowledge is not for the sake of developing scholarship but for the sake of teaching contributions to DoD policy in this area. The whole issue of civilian education—the quality and cost effectiveness—is related to *policy*. Policy has implications in decisions made in terms of time lost and dollars spent."

So what is the classic definition of ROI? It is a *value*, and Webster defines value as:

- A fair return or equivalent in goods, services, or money for something exchanged.
- The monetary worth of something: marketable price.
- Relative worth, utility, or importance: a good value at the price.

If we were to ask five organizations whether they measure the ROI on a particular program, they all will respond with either yes or no, but defining it can place it into as many variables as there are questions asked. ROI is a breakdown of benefits and costs. Valuations without identification of benefits and costs can be misleading. Valuations are commonly thought of as profit, advantage, or gain attained.⁶

We know that the measure of ROI is the measurement of monetary benefits from an investment divided by the costs asso-

ciated with that investment. The ratio gives us a number, but it does not portray the total picture. Since the return is also subject to other factors such as risk, feasibility, and the long-term goals of an organization, managers can have a difficult time developing an analysis of any program.

Much of the measurement for ROI is subjective. If the data for a measure are collected from 12 differing individuals or organizations, we will probably have 12 different answers. We also need to be able to provide the same comparison for every process or program measured. Comparing dissimilar characteristics is perhaps the biggest obstacle to a good measure.

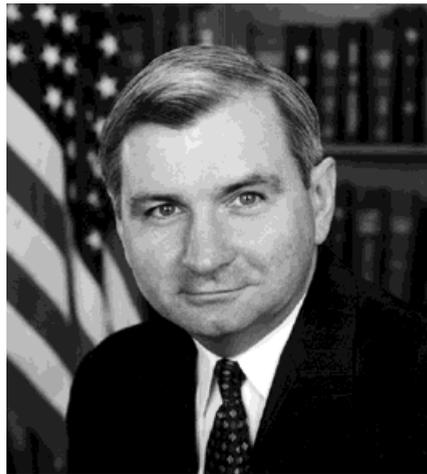
A number can be manipulated to make a case for any side. For example, with investments we can compare the rate of return; if it is high risk, we usually have high return; low risk—low return. When looking at education programs, we need to know specific quantifiable measurements. What are we measuring, and how do we state the measurement? The problem lies in quantifying non-quantifiable items.

So, at this point there really is no easy way of measuring the ROI. If we have a quantifiable value like salary, time lost, or productivity, we can use that to compare it to other factors like the cost of an instructional program. We can evaluate alternatives using net present value (NPV) because it recognizes the time value of money by discounting monetary cost and benefits over a period of time. This could be a life cycle or any selected period. But again, generating a meaningful NPV requires a sound estimate of the costs and benefits of a project.

The measurement of ROI will continue to be a concern in professional development. As managers, the only values we can realistically measure may be looking at the changes in job performance or growth in a particular task. This will be the challenge set before us.

A Future Look

Are senior managers articulating everything they would like their employees to be or encouraging their individual devel-



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opment? That seems to be an issue that needs to be declared. We need to build an individualized audit of educational activities for our civilian employees with a goal of understanding exactly where pro-

fessional development is within DoD. With the right professional education tools, this “whole universe” perspective will enable and empower organizations to adapt to technological advances. However, even the right tools can not compensate for lack of communication.

Clearly, professional development programs need credibility. As the Army puts it, “Development is a lifelong process.” We need to realize as an organization that we maintain a commitment to excellence and continually look for new ways of providing education. It is not enough to have a career development program or a certification plan; what is needed goes far beyond a program or plan. We need to build the future, with the right tools such as learning centers, quantifiable measurements, awards and recognition, and increased emphasis on individual commitment to continuing education.

What we see now is the movement toward a “virtual university.” Providing effective educational programs and professional development within our organizations is critical to our mission. Performing that mission, with minimal time lost due to seminars, schools, and travel, increases the impact of our civilian personnel on our operations.

Future technology and fiscal constraints will continue to play a part in the education of our workforce. Motivating individuals to follow a vision that has no boundaries involves every organization. As Tom Peters states in his book, *Thriving on Chaos*,⁷ we must:

- Invest in human capital as much as in hardware.
- Train entry-level people and then retrain as necessary.
- Train everyone in problem-solving techniques to contribute to quality improvement.
- Train extensively following promotion to the first managerial job; then train managers again.
- Use training as a vehicle for instilling strategic thrust.

Reflecting on the challenges that face civilian development programs, Dill re-

minds us, "We do not want to use a wrench to pound in a nail. We could use a wrench, but a hammer is the right instrument, so that's something we are struggling with. Part of the struggle is caused by the historical organization of DoD civilian education. There are structural impediments in many of our programs that do not exist in PME. It is two different worlds."

Our goal within DoD is to bridge the gaps in the programs and develop a new concept of professional education that is derived from the virtual reality, telepresence concepts of today – for tomorrow.

The professional development of civilian personnel is dependent on linkage to the mission of each Service or Agency. The top-down ownership of the career development process is critical to the positioning of DoD organizations in the future. The work does not always get easier, but we get smarter in the process.

The examples shown here lend credibility to the success of professional de-

velopment. The future lies in the hands of our new junior managers and supervisors. The push by DoD for greater access for DoD civilians to attend Service colleges, coupled with the commitment for better career development and education, has provided a critical link to bridging gaps in the education process. As DA has continually affirmed, *Learning is a lifelong process*.

Editor's Note: The author welcomes questions or comments on this article. Contact him at Calderwoodb@osd.pentagon.mil.

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PACKAGING PILOT PROGRAM OFFERS MODEL APPROACH FOR MORE RAPID CMI EXPERIMENTATION/INSTITUTIONALIZATION

The Packaging Pilot Program is being conducted by a joint industry/government working group — the Packaging Integrated Product Team (IPT)— under the sponsorship of the Deputy Under Secretary of Defense (Acquisition Reform) and the Deputy Under Secretary of Defense (Logistics). The program's overall objectives are to:

- Provide industry flexibility to quickly find and try innovative packaging practices.
- Use best practices from both military and commercial environments.
- Deliver quality products that will go into the military distribution system.
- Operate in a collaborative environment.
- Accelerate identification and application of best practices.

Special contract provisions were established for the pilot contractors — the aircraft en-

gine segments of General Electric and Honeywell (formerly AlliedSignal) — through the Single Process Initiatives (SPI) program in order to streamline packaging processes and to facilitate experimentation with innovative packaging practices and materials.

The Packaging Pilot Program is an element of DoD's goal to foster Civil-Military Integration (CMI) and, where practical, to eliminate the distinction between doing business with the government and other buyers for the purpose of meeting future military, economic, and policy objectives in support of DoD and the warfighter. The Packaging Pilot Program offers a model approach for more rapid experimentation and institutionalization of CMI.

Acting Under Secretary of Defense (Acquisition, Technology and Logistics) Dave Oliver recently signed two memos on Packaging.

The first memo directed unlimited expansion of the Packaging Pilot Authority; and the second memo requested that military components consider proposed revisions to MIL-STD-2073. The new language makes Military Packaging (MilPack) the *exception* and commercial packaging the *default*.

Sponsors of the DoD Packaging Pilot Program now have a Web site at <http://www.acq.osd.mil/ar/package.htm#intro> that provides information from the participating contractors and the IPT. Program managers, contracting officers, packaging specialists, contractors, and warfighters are encouraged to make use of the Web site to share experiences or obtain up-to-date information on the Pilot Program. The overall point of contact is Craig Curtis, (703) 697-6399 or contact him by E-mail at craig.curtis@osd.mil.