

MAY-JUNE 2001

# P M

PROGRAM MANAGER

**ALSO IN THIS ISSUE:**

DAU—FROM CONSORTIUM TO CONSOLIDATION

PROBING THE “IT DEPENDS” VARIABLES

MEETING THE CHALLENGE...FULFILLING THE PROMISE



DAU—THE WAY AHEAD FOR ACQUISITION TRAINING

*Inspired by the Past*



*United for the Future*

# PROGRAM MANAGER

Vol XXX, No3, DAU 162

Some photos appearing in this publication may be digitally enhanced.



2

## DAU — The Way Ahead for Acquisition Training

Frank J. Anderson Jr.

To succeed in the future, DAU is adapting and preparing for a different training environment and the continuously changing needs of the Acquisition, Technology, and Logistics Workforce (AT&LWF).



9

## The Defense Acquisition University: From Consortium to Consolidation

Kelley Berta

From a consortium of several Military Service and Defense Agency schools, DAU has now become a unified organization dedicated to the professional development of the Defense Acquisition Workforce.



11

## DSMC Commandants — A Brief History

Collie J. Johnson

Sixteen Commandants have been in charge of the Defense Systems Management School, and later the Defense Systems Management College since 1971. Fifteen have come and gone, each leaving his own imprimatur on the College's long history of excellence in acquisition education.



44

## The DAU Executive Institute

B.A. "Tony" Kausal

As DAU prepares to celebrate its 10th Anniversary, the DAU Executive Institute marks two decades in the business of advice, counsel, and mentoring on behalf of DAU-DSMC and the defense acquisition community.



48

## International Cooperative Acquisition Education

Richard Kwatnoski

A chronology of progress spanning over 20 years of DSMC involvement in international cooperative acquisition.



56

## The Malcolm Baldrige National Quality Award

Dr. Mary-jo Hall

DAU-DSMC continues its contribution to building solid Education Criteria for the Baldrige National Quality Program.



Published for the  
**DEFENSE  
ACQUISITION  
UNIVERSITY**

President

**Frank J. Anderson Jr.**

Vice President

**Col. James R. Moran, USA**

Provost

**Richard H. Reed**

Director, Strategic Planning Action Group

**Andrew A. Zaleski III**

Director, Administration and Services

**Col. Joseph Johnson, USA**

Director, Visual Arts and Press

**Greg Caruth**

**PROGRAM MANAGER**

Managing Editor **Collie Johnson**

Chief, Layout and Design **Paula Croisetiere**

Editor **Sylvia Gasiorek**

Photojournalist **Sgt. Kenneth E. Lowery II, USA**

Letters to the Editor and other correspondence are welcome and may be mailed to the address shown below or sent by E-mail to [collie.johnson@dau.mil](mailto:collie.johnson@dau.mil). Proposed articles and accompanying illustrations, graphics, photos, and the appropriate electronic media should be sent by mail. Article preparation/submission guidelines are located on the Defense Acquisition University Web site at <http://www.dau.mil/pubs/pubs-main.htm>. Inquiries concerning proposed articles can also be made by phone at (703) 805-2892/3056 or DSN 655-2892/3056.

*Program Manager* (ISSN 0199-7114), published bi-monthly by the Defense Acquisition University Press, is free to all U.S. and foreign national subscribers. Postage is paid at the U.S. Postal Facility, Fort Belvoir, Va. POSTMASTER: Send address changes to:

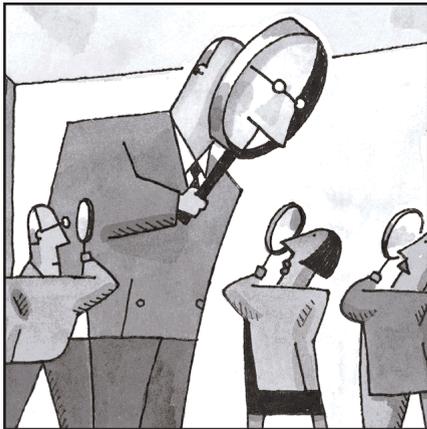
PROGRAM MANAGER  
DEFENSE ACQUISITION UNIVERSITY  
ATTN DAU PRESS STE 3  
9820 BELVOIR ROAD  
FT BELVOIR VA 22060-5565

To subscribe by mail, send us your request in writing or fill out the convenient postage-free mailer located at the centerfold of this issue. To subscribe by fax, send a written request to (703) 805-2917; DSN 655-2917.

You can also subscribe to *Program Manager*, discontinue your subscription, or change your address **online** at the following Web site:

[www.dau.mil/pubs/pubs-main.htm](http://www.dau.mil/pubs/pubs-main.htm)

*Program Manager* is a vehicle for transmitting information on policies, trends, events, and current thinking affecting program management and defense systems acquisition. Statements of fact or opinion appearing in *Program Manager* are solely those of the authors and are not necessarily endorsed by the Department of Defense or the Defense Acquisition University. Unless copyrighted, articles may be reprinted. When reprinting, please credit the author and *Program Manager*, and forward two copies of the reprinted material to the DAU Press.



**22**

**Probing the "It Depends" Variables**

Dr. Alan W. Beck

A look at DSMC's three decades of teaching management in the political context of changing situations.



**30**

**Meeting the Challenge...Fulfilling the Promise**

Brig. Gen. Edward Hirsch, USA (Ret.)

The evolution of DSMC's first Program Management Course (PMC) to today's Advanced Program Management Course (APMC), even after 30 years, is still an ongoing process to develop the best advanced acquisition education taxpayers' dollars can buy.

**ALSO**

Abrams Tank System PM, Army Col. James Moran Assigned as DSMC's 16 <sup>th</sup> Commandant.....	19
<i>Program Manager</i> Magazine Celebrates Three Decades of Publishing.....	20
Web-Enabled Courses for Defense Industry Students.....	33
The Acquisition Management Framework Chart.....	34
E-Gov 2001 Conference and Exposition.....	40
DAU Awarded the "ELLI" at Nation's Largest e-Learning Conference-Exposition.....	41
DSMCAA 18 <sup>th</sup> Annual Symposium.....	42
<i>Program Manager</i> Community of Practice Coming Soon to a Computer Near You!.....	43
From the White House.....	43
Changes in Education Requirements for New GS-1102s.....	43
<i>Arming the Eagle</i> .....	46
Thirteenth Annual International Acquisition/Procurement Seminar — Atlantic (IAPS-A).....	51
Acquisition Research Symposia and the DAU Military Research Fellows Program.....	52
Defense Resources Management Course, Naval Postgraduate School.....	54
DAU Establishes New Web Site.....	55
DSMC Professor Receives Hammer Award.....	63
Oliver Authorizes Streamlined Process, Consistent Approach for DoD on Defense Contracts.....	64
French Delegation Visits DAU.....	66
Fourth Annual International Acquisition/Procurement Seminar — Pacific (IAPS-P).....	67
Surfing the Net.....	71
DSMC's 25 <sup>th</sup> Anniversary.....	Inside Back Cover

# DAU – The Way Ahead

## Achieving Acquisition and Training Excellence

FRANK J. ANDERSON JR.

**A**s I write this article, dramatic economic and political changes have forced America and DoD to rethink the way we do business. Corporate America has downsized, restructured, reengineered, and reorganized in an effort to reduce costs and improve efficiency. Most companies have shed all but what they consider their core competencies in an effort to meet their customers' needs with improved efficiency and competitiveness.

### Meeting the Challenges of a Dynamic Workplace Environment

The environment in the Department of Defense (DoD) and the Defense Acquisition University (DAU) has been the same. We have a new president and a new DoD leadership team. Secretary of Defense Donald Rumsfeld has initiated an ongoing strategic review of the DoD as he and the new leadership team address major issues of how to best streamline and organize the DoD; budget and fund priority initiatives; manage the acquisition process; and improve DoD's ability to attract, train, and retain a quality workforce – all multifaceted and dynamic issues. Change is hard, but it also provides new opportunities for us to grow and continue to excel. To be successful will require all of us to respond in a positive, proactive, and energetic way.

### Achieving Acquisition Excellence

Numerous acquisition reform initiatives have been directed at improving the efficiency of our acquisition and logistics



Frank J. Anderson Jr.  
President, Defense Acquisition University

**In the past, we have served your learning needs, primarily, through resident courses. In the future, we will provide more online training that you will be able to access from your work/home location.**

operations. While new initiatives resulting from acquisition reform have produced significant savings, additional savings are achievable through the consistent application of best business

practices to achieve acquisition excellence. Pete Aldridge, our new Under Secretary of Defense for Acquisition, Technology, and Logistics (USD[AT&L]) has indicated he will focus on the theme of “moving from acquisition reform to achieving acquisition excellence.”

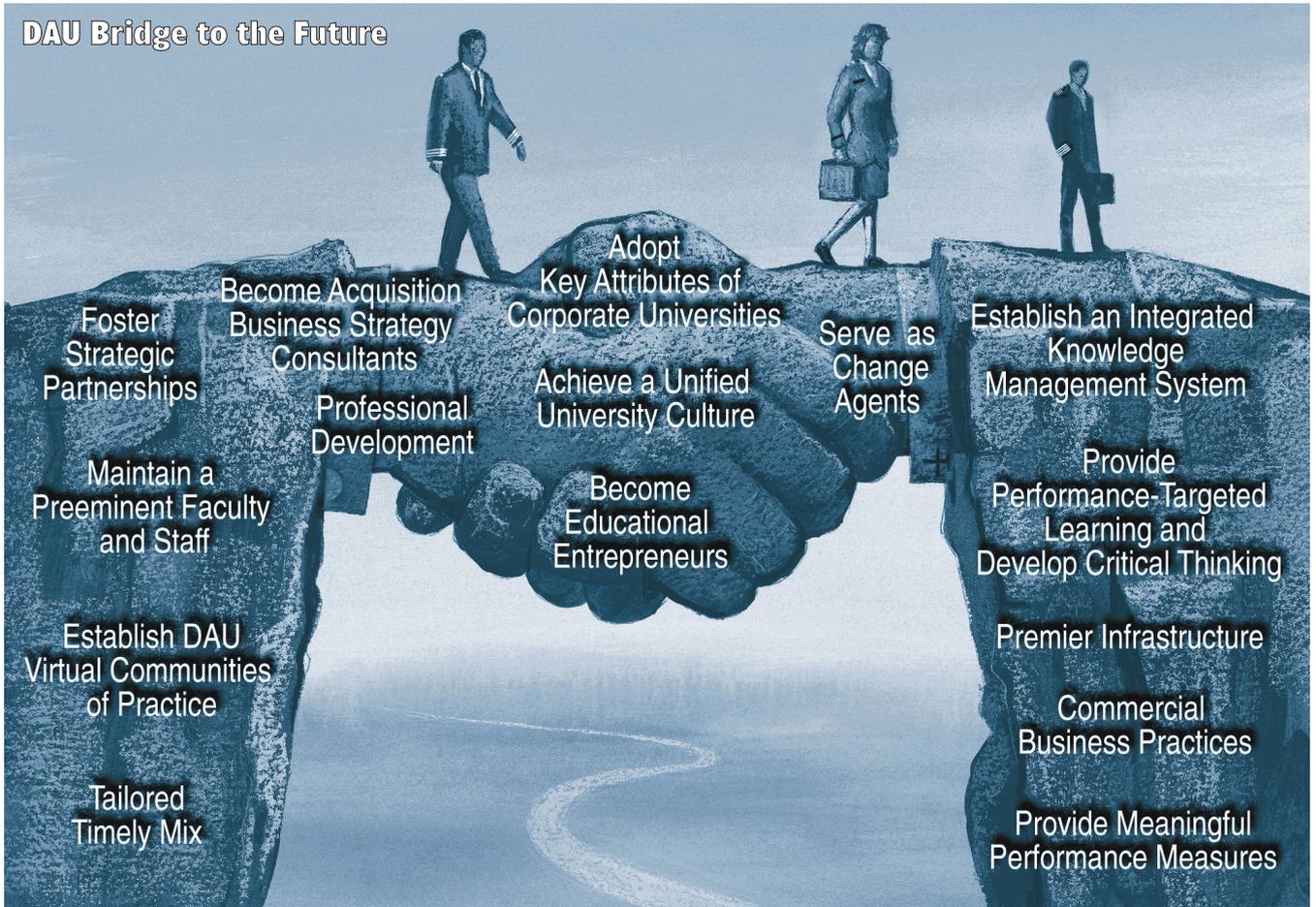
DoD's ability to move from an environment of acquisition reform initiatives to an environment of sustained acquisition excellence will depend on a cultural and organizational transformation based on best-in-class business practices. A few examples of this include an increased emphasis on e-Business concepts and processes; changing the environment to achieve streamlined decision making; and renewed emphasis to attain program stability. These are not necessarily new concepts, but what does appear to be different is the commitment to execution and smart implementation. DAU has a critical role to play in this transformation process. This does not mean that government can or should operate exactly like a private corporation, but we should adopt key attributes that instill in the acquisition workforce the same cultural values that have made the U.S. economy a world leader.

### Re-Thinking and Re-Tooling the Defense Acquisition University

Our internal surveys tell us that the performance characteristics valued most by the acquisition, technology and logistics workforce (AT&LWF) are, and will continue to be, attributes such as speed, agility, adaptability, customer focus, and timely, current, targeted training – we are aggressively working to instill these elements in all of our training products and services, and our internal processes. I will share with you the “Team DAU”

*Anderson is President, Defense Acquisition University, Fort Belvoir, Va.*

## DAU Bridge to the Future



initiatives we are currently working as we re-think and re-tool defense acquisition training to achieve acquisition and training excellence for the defense and federal acquisition community. Although we have many initiatives we call “Fast Track Initiatives,” our over-arching focus is really in five areas: 1) developing a strategy-driven and customer-focused training concept; 2) moving beyond certification training to a performance support environment; 3) expanding e-Learning to support and facilitate e-Business; 4) establishing a case-based training environment; and 5) cultivating strategic alliances and partnerships to expand the training envelope.

### Strategy-Driven Training Concept

The defense acquisition training community is currently faced with some major challenges that do not allow us to cling to the status quo.

- First, acquisition training must reach more people. The redefinition of the acquisition community increased the

number of individuals requiring training from approximately 100,000 to 146,000 – an increase of 46 percent.

- Second, knowledge management and knowledge dissemination must become an integral part of the new strategy-driven training concept. This will allow us to address the aging workforce issue and help prepare us to train new employees who will be entering the acquisition community. But, this is more than just a traditional training issue for new employees. We must learn how and act now to capture and maintain (mining) the intellectual capital we do not want to lose with the departing employees.
- Third, we must use technology to expand the reach of training, and to allow the individual and workplace supervisor more control over training.
- Fourth, changes in training should address deficiencies, and improve the overall quality of the learning experience for each individual.
- Fifth, our training strategy must build on the current foundation and include

a robust continuous learning program as an integral part of our initial strategic planning, and not be addressed as an afterthought.

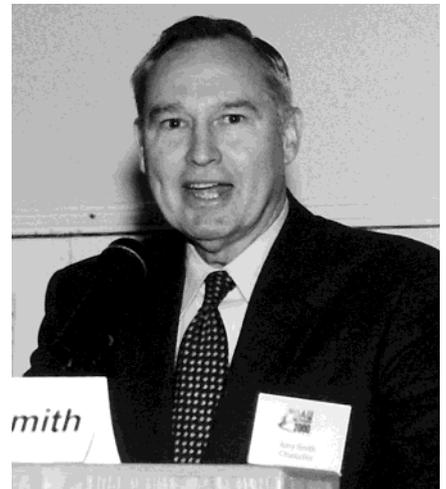
Although the five factors just listed indicate growing demands for acquisition training, the budget is relatively flat. Consequently, our focus has been on optimizing available resources, while balancing and integrating the following growth challenges: 1) reduce the cost of training; 2) reduce the time for training; 3) expand the reach of training; and 4) improve the quality of training. We have engaged and teamed with the Service Acquisition Executives, the Directors of Acquisition Career Management, and the career field Functional Advisers to establish a strategy-driven and resource-constrained training concept. We have also briefed several acquisition field commanders to obtain feedback and to build consensus on direction. Initial results indicate we are on track, but the journey is not complete.

# “FAST TRACK PREPARING FOR

**Strategic Alliances.** Representatives of DAU and the U.S. Navy sign a Memorandum of Understanding to kick off the Joint Service Program Management Community of Practice initiative, Feb. 7, 2001. From left: Eileen Roberson, Navy Acquisition Reform Executive; Ivan Hall, Deputy, Knowledge Management; Frank Anderson Jr., President, DAU; and John Hickok, DAU Knowledge Management Officer.



**Faculty Development and Currency.** The DAU Beyond 2000 Conference, held Nov. 14-16, 2000, at the University of Maryland Conference Center, was held to focus the DAU faculty and staff on the evolving capabilities of technology and the importance of achieving excellence in today's changing environment. Dr. Jerome Smith, DoD Chancellor for Education and Professional Development, was a featured speaker.



**Change Management Center.** Participants in a breakout session at DoD's December 2000 Change Management Summit discuss ways to streamline contracting procedures using the tools provided by the Change Management Center.



# ” IN ACTION R THE FUTURE

**DAU HQ/DSMC Relocation.** In September 2000, the Defense Acquisition University completed its relocation of headquarters personnel from Alexandria, Va., to Fort Belvoir, Va. Pictured is Bldg 202, the new location for DAU Headquarters at Fort Belvoir, Va.



**Knowledge Management.** DAU's Virtual Campus is a recent knowledge management system developed by the University. Besides hosting learning products, the site provides student access to all the functions typically managed in a campus administration building by registrars, training officers, career managers, and university administrators. Eventually, the University's knowledge management system(s) will capture selected acquisition workforce/faculty/staff/learning partner capabilities, host learning products, support virtual communities of practice, and support organizational operations.

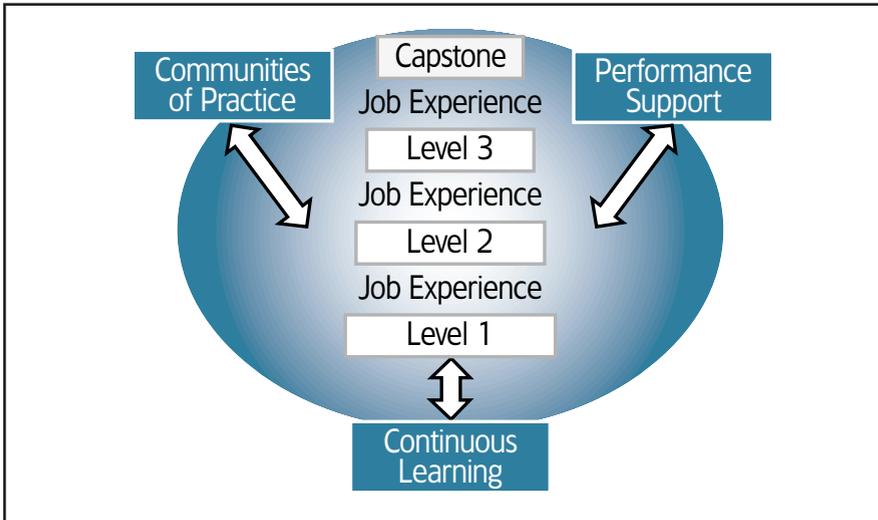
**Supporting the New DoD 5000 Series Changes.** In March 2001, DAU went online with its new DoD 5000 Series Resource Center.



**Revision of PM Training Curriculum.** Development of the Program Management Tools Course, PMT 250 (a nonresident course available through the Internet) was put on DAU's "fast track, with contract award taking less than three months. In laying the groundwork for PMT 250, the DAU-DSMC PMT 250 team visited the Aircraft Intermediate Maintenance Department, NAS Patuxent River, Md. From left: Larry Loudon, Technical Representative, AA/ESI; Wayne Glass, BRTRC, PMT 250 Course Designer; Steve Israel, PMT 250 Project Officer; Frank Ferney, Director, Pioneer CFA, Naval Air Warfare Center Aircraft Division; and Bill Bahnmaier, PMT 250 Program Manager.

## DAU Learning Construct

### Modernizing Acquisition Training — Performance Learning Model (PLM)



### Moving Beyond Certification Training to a Performance Support Environment

Since its inception in 1991, DAU's primary goal has been to provide the defense acquisition workforce with the highest quality training and education to satisfy the certification requirements defined in the Defense Acquisition Workforce Improvement Act (DAWIA) and its related DoD directives. This will continue to be a primary and critical mission area for the University. Acquisition training is a critical element not only in meeting DAWIA certification requirements, but also in preparing the AT&LWF to think differently, develop better business practices, and shape smart business deals.

We recognize, however, that DAWIA certification is not an end unto itself. For that reason, we are working with our customers to better focus our products and services to accommodate the total needs of the workforce, not just certification training. In moving toward this goal, we have established a new learning model (shown in the chart above) we call the Performance Learning Model (PLM).

In the past, we have focused primarily on classroom instruction for DAWIA training requirements. As the PLM suggests, we are building a new learning environment that will give each of you more control over your learning needs, and

will take full advantage of new opportunities created by the information technology revolution. We are developing new learning products and services based on a robust continuous learning program, and functional communities of practice that will link experts and practitioner's together in virtual communities, seven days a week, 24 hours a day.

In addition, we are building new tools for knowledge dissemination and performance support that take place outside of the classroom environment. Most of these elements exist today in a limited and ad hoc fashion. The PLM creates a structured and conceptual foundation for the new learning environment.

To become more responsive to the acquisition community's total mission-related needs, DAU faculty are helping program offices and other acquisition organizations with specific, real-world issues. Consulting and performance support is viewed as a vital part of our mission, and we are positioning ourselves to be a significant partner for future acquisition support and assistance. We are listening and responding to customers' requests with the appropriate combination of assets from within DAU. We are also brokering assistance from other sources in DoD, the Federal Government, and both public and private sector training and educational entities.

### e-Learning to Expand Reach, and Support/Facilitate e-Business

As previously discussed, Under Secretary Aldridge, USD(AT&L), has indicated he will place increased emphasis on e-Business practices. DAU can and will facilitate this transition through our e-Learning initiatives. We will train the way we work, and expose all employees to e-Tools in the learning process. Our e-Learning strategy involves both internal and external initiatives. Internally, we will leverage technology and electronically link faculty and staff across all locations. Cross-campus collaboration will powerfully improve our ability to add speed, agility, and quality into all of our products and services.

Our external e-Learning initiatives are expanding the reach of our training products, driving down the cost of training, and improving the overall quality of learning experience. Our e-Learning philosophy goes beyond training to include the delivery of information and tools that improve performance and build virtual communities of practice. We have had great success in converting traditional instructor-led classroom courses to computer- or Web-based offerings. The results are a more responsive and agile organization and course delivery system.

We are using a variety of distributed learning approaches. For example, ACQ-101, BCF-102, and TST-101 are strictly online-delivered courses. PMT-252 is an online course that also uses synchronous cohort groups. ACQ-201 and BCF-211 are hybrid courses with a mix of online and instructor-led sessions. In addition, e-Learning expands our reach as reflected by the ACQ-101 course where we increased the annual throughput from 3,000 to over 10,000 graduates. This represented a 300 percent expansion of our annual student reach. The feedback from our e-Learning graduates has been extremely favorable and positive.

We are still in a growth mode in our e-Learning journey, and we recognize that some of our customers have some very real concerns about the rapid move to online training. And, we are moving

quickly. In 1998, only 2 percent of DAU graduates attended online training courses. By the end of 2002, when we complete the re-engineering of the Program Management functional training, that number will be approximately 40 percent. If you include the hybrid courses, the number rises to approximately 60 percent. We are now actively engaged in working with the contracting functional community—our largest training area. The outcome of these discussions will also expand the reach of e-Learning training.

The bottom line is that we are committed to transforming acquisition training to best serve you. In the past, we have served your learning needs, primarily, through resident courses. In the future, we will provide more online training that you will be able to access from your work/home location. We are not totally moving away from traditional classroom training, but we are working with each functional community to establish the right balance between resident and online training.

### **Establishing a Case-Based Learning Environment**

We want members of the acquisition workforce to leave our courses with a suite of high-order thinking skills that result from an environment rich in opportunities for critical thinking and analysis. To that end, we are working with all functional areas to create appropriate case-based training concepts for all Level III certification training. Presently, our major initiative in this area is focused on the program management re-engineering effort. We are completely re-structuring the Advanced Program Management Course using a modified Harvard case study approach in the design and development of the course. The case-based training method is a time-tested learning approach used in virtually every “world-class” executive development program, including institutions such as Harvard, Darden, Wharton, and MIT.

We have established a dedicated team, and we are working with field program offices, Program Executive Officers, and

other major stakeholders to obtain real-life challenges, problems, and dilemmas to use in building our case studies. These cases represent the kind of real-life situations our students can expect to face in their work environments. This is the most comprehensive re-engineering of this program since it was first established in 1971. We also recognize that we must train our faculty to function differently in a case-based environment, and we are working that area very hard. We are really excited about how this program is evolving.

### **Strategic Alliances and Partnerships to Expand the Training Envelope**

Our strategic alliance initiative provides a unique opportunity for us to team with external organizations to expand the acquisition training envelope. These partnerships immediately expand our continuous learning opportunities and provide more choices for the acquisition community. We are actively fostering mutually beneficial arrangements to engage and facilitate synergy with private providers of acquisition training. The criteria for qualified academic partners, determined on a non-exclusive basis, is the ability to provide value-added contributions to the DAU training mission.

One example is our partnership with ESI International and George Washington University School of Business and Public Management (GWU). This is one of the first of its kind in the Department of Defense. They now offer DAU graduates credit toward a joint master’s certificate in four Functional Areas: Project Management, Contracting, Information Technology, and Commercial Contracting.

Another example is our partnership with Frontier Technology, Inc. (FTI), which teaches an elective for the Advanced Program Management Course (APMC) on cost estimating. This partnership brings state-of-the-art software tools into the classroom with little or no development required by DAU. We are also developing partnerships with other institutions, including the Florida Institute of Technology (FIT), George Mason University

(GMU) and Mary Washington College (MWC).

The primary benefit of these alliances is the ability to build new synergy and leverage existing capabilities throughout the United States, especially in areas where we have large concentrations of the acquisition workforce, with little or no capital investment. This greatly increases the value of past and existing DAU training (greater Return on Investment).

### **DAU — Your Learning Partner**

There is significant energy and positive, proactive work ongoing within DAU. Our goal is to be the acquisition community’s learning resource of choice, and we are really excited about being your learning partner. We are committed to transforming DoD’s acquisition training to best serve you. In the future, we will provide more online- or Web-based training that you will be able to manage at your work location. At the same time, we are working with each functional community to establish the right balance between resident and online training. We are building a learning environment that will take full advantage of new opportunities that have been created by the information technology revolution.

We believe DAU has a major role to play as we work to achieve acquisition excellence. We will increasingly serve as change agents in addition to our traditional role of providing DAWIA instruction. We are exploring innovative practices and serving on acquisition process improvement teams. As new practices are approved, we are developing strategies to effectively reduce the cycle time required to provide information and training to the workforce. We are working toward rapidly deploying learning products using knowledge management techniques, and conducting targeted team training to facilitate the ability of the acquisition workforce to quickly deploy new business practices. We are really excited about the future, and the new challenges and opportunities we will face together.

# DAU SIGNS LETTERS OF INTENT FOR THREE ADDITIONAL STRATEGIC ALLIANCES

**O**n April 30 DAU signed Letters of Intent (LOI) with Florida Institute of Technology (FIT), George Mason University (GMU) and Mary Washington College (MWC). Under the [DAU-FIT partnership](#), DAU students will be able to leverage completed DAU training and take courses for Graduate Certificate and Master's of Science Degree Programs, including but not limited to: Acquisition, Acquisition and Contract Management, Logistics Management, and Material Acquisition Management. Under the [DAU-GMU School of Public Policy partnership](#), students will be able to leverage completed DAU training toward an M.S. in Trans-

portation Policy, Operations, and Logistics. Under the [DAU-MWC strategic partnership](#), DAU students will leverage completed DAU training toward MWC courses to receive graduate Certificates and/or Masters of Business Administration (MBA) degrees for graduate and professional studies.

DAU is working with colleges and universities such as Northern Virginia Community College, Johns Hopkins University, University of Maryland, and others to expand the opportunities for continuous learning activities for the Defense acquisition workforce.

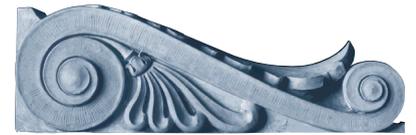


Pictured from left: Kenneth E. Cox, Research Associate, GMU; Paul McMahon, Director of Strategic Partnerships, DAU; Dr. Lee S. Dewald Sr., Associate Professor and Director of Graduate Studies, FIT; Dr. Ronald L. Marshall, Associate Vice President, Extended Campus, FIT; Jonathan L. Gifford, Director, Professional Studies in Transportation Policy, Operation, and Logistics, GMU; Lloyd H. Muller, Director National Capital Region, FIT; Frank J. Anderson Jr., President DAU;

Donna Richbourg, Acting Deputy Under Secretary of Defense (Acquisition Reform); Dr. Blair Staley, Assistant Professor of Leadership and Management, Mary Washington College James Monroe Center (MWC JMC); Kingsley E. Haynes, Dean, The School of Public Policy, GMU; Larry Heller, Chair, Logistics Management Support Department, DAU-DSMC; and Dr. Alan G. Heffner, Program Director, MWC JMC.



# The Defense Acquisition University From Consortium to Consolidation



*Kelley Berta*

**T**he Defense Acquisition University (DAU) originally operated as a consortium of several Military Service and Defense Agency schools offering acquisition-related courses as part of their curricula. During the year 2000, the University transitioned to a unified organization with a single chain of command dedicated to the professional development of the Defense Acquisition Workforce.

Why was this transition necessary? How does it change the way DAU does business? And how will it affect the members of the Acquisition Workforce? To answer these questions, this article presents a brief explanation of how and why the University was established, why changes were made, and how the results of those changes are improving our service to the Acquisition Community.

## THE DEFENSE ACQUISITION WORKFORCE IMPROVEMENT ACT (DAWIA)

For over 30 years, studies and commissions recognized the need for acquisition reform in the Department of Defense

(DoD) and suggested changes in the education and training of the acquisition workforce. By the 1980s, reports of significant cost overruns breathed new life into acquisition reform efforts.

In August 1985, DoD called for a comprehensive review of the education and training functions within the Department. In addition, President Reagan established a Blue Ribbon Commission on Defense management called the Packard Commission. The findings were alarming. Both investigations concluded that DoD's acquisition workforce was "undertrained, underpaid, and inexperienced."

Fueled by the Packard Commission's recommendations and the investigations of the House Armed Services Committee, Congress adopted the Defense Acquisition Workforce Improvement Act (DAWIA) in 1990, enacting it into law as part of the FY 1991 Defense Authorization Bill. Sections 1701-1764 and Section 1205 of the Authorization Bill mandated that a Defense Acquisition University structure be established to coordinate education and training programs and support career development for the DoD acquisition workforce.

## THE ESTABLISHMENT OF THE DEFENSE ACQUISITION UNIVERSITY

Several Military Service and Defense Agency schools throughout the United States already offered courses to their respective members and civilian employees pertaining to acquisition. Now, DoD Directive 5000.52-M, Career Development Program for Acquisition Personnel, identified, for the first time, specific education, training, and experience requirements for members of each acquisition career field within DoD, as identified by DAWIA. The DAU was established to accomplish this education and training. Many courses offered by the Service and Agency schools provided a good start toward meeting the required curricula established by the DoD Directive 5000.52-M. Fifteen of those schools became members of the DAU consortium.



Under this umbrella structure, Functional Boards, made up of senior-level civil servants and military members, identified the competencies required for the acquisition workforce to perform their duties. Together, the Functional Boards, DAU education specialists, and faculty members from the Service and Agency schools designed courses that met those requirements. In some cases, this meant modifying existing courses; in other cases, developing entirely new ones.

While the consortium worked closely with DAU in course development and provided the classroom instruction for DAU courses, each consortium member still reported to its respective Service or Agency. Although the DAU was responsible for coordinating acquisition education and training for the DoD, no organizational line of authority existed between the DAU Headquarters and its consortium members.

### THE DAU IN REVIEW

In May 1997, six years after DAU was chartered, the Acting Under Secretary of Defense for Acquisition & Technology (USD[A&T]), Noel Longuemare, chartered a Process Action Team (PAT) to review and make recommendations regarding the management, organizational structure, and process for educating and training the acquisition workforce in DoD. Longuemare also asked the team to create a clear vision for the future of the education processes and structure that would best meet the needs of the acquisition workforce, and ultimately, the warfighters, for the year 2000 and beyond. Three months later, in August 1997, the PAT published its final report.

The PAT offered recommendations related to the operations of the University, the process for curriculum design, and the use of technology-based training. Among those recommendations, first and foremost was a restructuring of the DAU to a unified organization, with a single leader and a direct line of authority to ensure the individual consortium members accommodate changing requirements facing the acquisition workforce. The PAT Report cited that the consortium was excessively large and duplicative, with DAU funding multiple facilities, resulting in inefficient expenditure of education funds.

### THE TRANSITION TO A UNIFIED ORGANIZATION

To effect the recommended changes, the President, DAU assembled an Integrated Process Team in December 1997. After months of interviews, intense study and analysis, the "Transition Team" (as they became known) recommended a comprehensive plan for transitioning the DAU from its consortium structure to a unified, world-class education and training enterprise postured to meet the needs of the future acquisition workforce.

Among its recommendations, the Transition Team proposed four main campuses with the provision for separate detachments, regional sites, and affiliated schools. All DAU civilian

and military personnel would be transferred to one DAU manning document, thus creating a single line of authority for the University. An Executive Board would be established to assist the President in the internal management of DAU, with final decision authority in the hands of the President. Also, the University would retain the Board of Visitors, individuals selected for their preeminence in academia, business, and industry. The Board of Visitors advises the President on matters such as organizational management, curricula, instructional methods, and facilities.

Other recommendations focused on faculty size, faculty qualifications, and the relationship between DAU and its DoD partners. The new structure redesigned the Functional Boards into Functional Integrated Product Teams, whose membership now includes both functional representatives and DAU personnel.

### OUR GOALS FOR SERVING THE ACQUISITION WORKFORCE OF THE FUTURE

The University's primary goal has always been to provide world-class training and education to the acquisition workforce, now and in the future. Quality training is a critical element in preparing the workforce to shape smart business deals and is fundamental to creating and maintaining the professionalism Congress and the Packard Commission envisioned. Just as large, effective corporations succeed by ensuring streamlined, efficient operations, DAU realizes that efficiency and quality are key to succeeding as a premier learning institution.

With a single line of authority; a team approach to developing, delivering, and maintaining academic programs; and efficient use of resources, DAU will accomplish its goals to:

- Provide our stakeholders and customers what they need, when and where they need it.
- Operate a premier learning enterprise.
- Advance excellence in acquisition business practices.
- Employ knowledge management to enhance learning and productivity.
- Provide our stakeholders and customers with a preeminent faculty and staff.

The results of these changes will have far-reaching effects on the acquisition workforce and, ultimately, the warfighter. The new DAU will be more efficient in delivering required certification training and continuous learning opportunities, and more responsive to the immediate needs of the acquisition community. Developing online courses, implementing knowledge management, emphasizing targeted training, and building partnerships with other colleges and universities are new initiatives. The unification of DAU will enable us to better accomplish direct mission support through these initiatives.



# DSMC Commandants A Brief History

## THE SCOTT YEARS (FEBRUARY 1971 – JULY 1974)

When the doors of the Defense Systems Management School (DSMS) opened on July 1, 1971, to admit the first students enrolled in the 20-week Program Management Course, Brigadier General Winfield Scott III, USA, was ready for them. His welcome was preceded by months of preparation.



With approval of the Deputy Secretary of Defense, plans were made to hold a dedication ceremony for the new School at Humphreys Hall, Fort Belvoir, Virginia. As the School's first commandant, General Scott presided at opening ceremonies. He took the opportunity to pay tribute to everyone who prepared – within six months after his selection as commandant – for the School opening. Introducing the Honorable David Packard, Deputy Secretary of Defense, General Scott referred to Secretary Packard as a friend. “And without friends,” he said, “I know that this ... could not have happened.”

As keynote speaker, Secretary Packard expressed great expectations of the School. “We want this School to become the Academy of Management for the Department [of Defense] and for all four Services,” he said. “We want it to be a School of high distinction where the best of modern management practices are taught. We want it to become a center of research for the improvement of managerial practices. We wanted it to be located in the Washington [DC] area where it could have an influence on, and be influenced by, high-level people and policies of the Department.”

Secretary Packard had no way of knowing that when he spoke those words, he was giving voice to the vision that would guide the Defense Systems Management School, and later the Defense Systems Management College, through the next 30 years.

By the close of General Scott's term as the College's first commandant, 357 students had graduated from 6 offerings of the

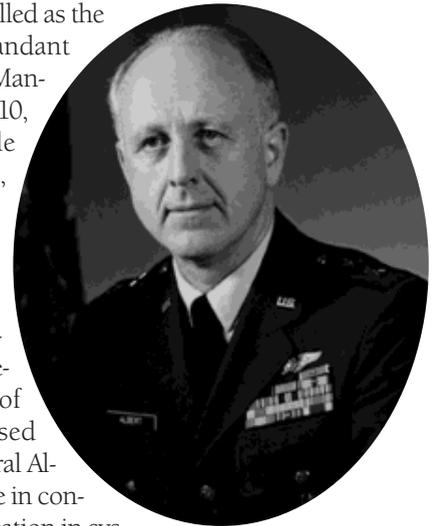
Program Management Course; 40 from 3 offerings of the Orientation in Systems Acquisition for general and flag officers; 208 from 11 offerings of the Executive Refresher Course in Program Management; and 204 from 28 offerings of the Cost/Schedule Control Systems Criteria courses for program and functional managers. In summary, 809 students had completed Defense Systems Management School course offerings in the three years General Scott was Commandant. In addition, a new course offering, Industry Financial Management, was being readied for presentation within a month after his departure.

With a steady increase in the number of course offerings, an expanded research program, and expansion of information services, the on-board faculty and staff had increased from 52 on July 1, 1971, to 82 by July 1, 1974.

On July 10, 1974, General Scott relinquished command of the Defense Systems Management School to Brigadier General John G. Albert, USAF.

## THE ALBERT YEARS (JULY 1974 – JUNE 1977)

Brigadier General John G. Albert, USAF, was installed as the second commandant of the Defense Systems Management School on July 10, 1974. The Honorable William P. Clements, Jr., Deputy Secretary of Defense and a frequent visitor to the school after his appointment in January 1973, represented the Office of the Secretary of Defense at the Change of Command. He expressed strong support for General Albert and the School's role in conducting specialized education in systems acquisition and program management.



Promoted to the rank of major general on March 3, 1975, General Albert's years were marked by improvements in the curricula, growth in class size, an increase in the number of courses offered per year, the initiation of the West Coast executive management courses, the presentation of timely workshops, and

outreach. He encouraged meetings with alumni and interaction with the Industrial College of the Armed Forces. He realigned the School's organization, established a Library Advisory Council, fostered DSMS participation in the activities of the Acquisition Advisory Group, and initiated the *Defense Systems Management Review*.

During the three years he served as commandant, 578 students graduated from 6 offerings of the Program Management Course; 323 from 12 presentations of the Executive Refresher Course; 170 from 9 presentations of the Orientation in Systems Acquisition seminar; 815 from the 33 on-campus presentations of the Contractor Performance Measurement Course (formerly the Cost/Schedule Control Criteria course); 158 from five East Coast presentations of the Contractor Performance Course; and 585 from 21 on-campus presentations of the Industry Financial Management Course. In summary, 2,629 students completed courses at DSMS between July 1, 1974, and June 30, 1977.

In addition to the increase of students, the growth in facilities during General Albert's tour cannot go unnoticed. At the beginning of his tour in July 1974, MacArthur Hall (Building 202) represented the only facility the School had occupied; at the close of General Albert's tour, DSMS had five buildings, a separate auditorium on the Fort Belvoir campus, and the use of classrooms, on a regular basis, located on the U.S. Navy base at San Diego.

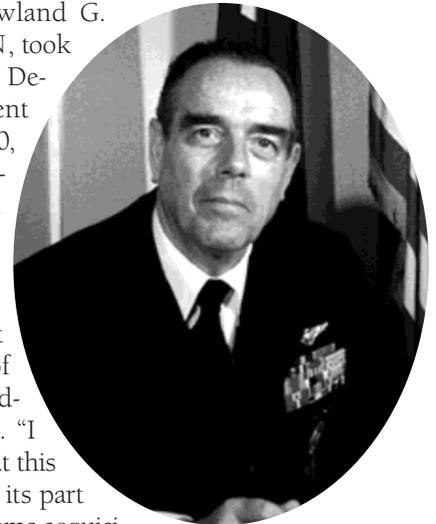
A year before the end of General Albert's tenure as commandant, he received a personal letter dated May 7, 1976, from Deputy Secretary of Defense Clements, who wrote, "...the level of instruction, the student and instructor quality, and the demonstrated excellence of DSMS graduates justify changing the name of your institution to the Defense Systems Management College. This would more appropriately recognize the scope and sophistication of the curricula, enhance the stature of the institution, and provide increased recognition of the qualifications of the graduates in both the civilian and military communities."

On July 26, 1976, 124 students arrived on campus with orders assigning them to 20 weeks of temporary duty at the Defense Systems Management School. By the time they departed, the name of the institution was officially changed to the Defense Systems Management *College*.

On June 30, 1977, General Albert relinquished his command of the College to Rear Admiral Rowland G. Freeman III, USN.

## THE FREEMAN YEARS (JUNE 1977 – APRIL 1979)

**R**ear Admiral Rowland G. Freeman III, USN, took command of the Defense Systems Management College (DSMC) on June 30, 1977. The Honorable Gerald P. Dinneen, Assistant Secretary of Defense (Command, Control, Communications, and Intelligence), was the distinguished guest speaker at the change of command. "I welcome Admiral Freeman," he said. "I know he will ... ensure that this College continues to play its part in improving defense systems acquisition management."



Admiral Freeman's years at the College were characterized by several bold initiatives:

- Improving procedures for Program Management Course student nominations, resulting in admissions of more highly qualified candidates.
- Continuing upgrading of the Program Management Course curricula through the use of updated case studies, emphasis on the basics of defense systems acquisition management, and maintenance of a high quality of instruction.
- Upgrading and broadening interest in the *Defense Systems Management Review* and *Program Manager's Newsletter*, focusing on the pertinent issues in the field of defense systems acquisition and its management.
- Refining the role of the College in systems acquisition management education and acquisition management research.
- Re-evaluating and delineating the interface of DSMC and the Naval Postgraduate School.
- Implementing a DSMC Equal Opportunity Affirmative Action Plan.

During the almost 22 months Admiral Freeman served as DSMC's third commandant, 358 students graduated from three offerings of the Program Management Course; 501 from 17 offerings of executive-level courses; and 1,704 from 61 offerings of the short management-oriented courses. In addition, another 120 students graduated from three Federal Acquisition Institute-sponsored course offerings at the College. In summary, 2,683 students completed course offerings at the College between June 30, 1977, and April 23, 1979.



In late March 1979, the faculty and staff were surprised to learn that Admiral Freeman had been nominated by the President of the United States – Jimmy Carter – for the position of Administrator of the General Services Administration. Admiral Freeman accepted the nomination and announced his retirement from the U.S. Navy, effective April 30, 1979, after 37 years of service.

On April 23, 1979, Admiral Freeman relinquished his command to Colonel John B. Hanby, Jr., USA.

## THE HANBY MONTHS (APRIL 1979 – JULY 1979)

Colonel John B. Hanby, Jr., USA, took command of the Defense Systems Management College on April 23, 1979. Unlike past commandants, Colonel Hanby's tour at the College began on Aug. 4, 1975, four years prior to the start of his term as commandant. On that day, he assumed duties as deputy commandant. Although his term as commandant of the Defense Systems Management College was short (three months), Colonel Hanby continued to increase and promote the College's academic standing.



During his tenure as the College's fourth commandant, 127 students graduated from one offering of the Program Management Course, 93 from three offerings of the executive management courses, and 340 from 11 management-oriented short courses. In summary, 560 students completed course offerings at the College between April 23, 1979, and July 31, 1979.

On July 31, 1979, when Brigadier General William E. Thurman, USAF, arrived to take command, Colonel Hanby was reappointed deputy commandant and served in that capacity until retiring from the U.S. Army on Sept. 1, 1980. Thus, while Colonel Hanby's tenure as Commandant spanned only a few months, he spent five years and four months in a senior leadership position at the College.

## THE THURMAN YEARS (JULY 1979 – NOVEMBER 1981)

Brigadier General William E. Thurman, USAF, assumed command of the Defense Systems Management College on July 31, 1979. Assistant Secretary of Defense (Communications, Command, Control and Intelligence) Gerald P. Dinneen was the keynote speaker. Dr. Dinneen called General Thurman a "doer," citing his considerable experience in acquisition and program management.



Building on the momentum established by his predecessors, General Thurman directed considerable effort toward keeping the faculty in touch with the acquisition management community and, in turn, ensuring College resources were available to a wider segment of that community. He initiated many efforts intended to maintain the College's forward thrust into the 1980s and 1990s.

During his tenure, the College's acquisition management research program was expanded, 10 new short courses were added, individual course offerings per annum were increased, and a two-phased program designed to increase enrollment – without the commensurate increase in temporary duty (TDY) funding – was initiated.

General Thurman conceived *DSMC 1984*, a plan to meet the College's long-range need for expanded student enrollment that would provide individualized and tailored instruction to students at the various Regional Centers. Such instruction would be keyed to new or future responsibilities of students. The scope of the regional center (off-campus instruction) grew. Each quarter, short courses were offered at regional centers located at the Service major acquisition commands in response to command needs. These were presented in the same lecture format used in the resident courses.

The Executive Institute also became part of the College's organizational structure during the Thurman years. It was designed to be a medium through which the commandant could conduct liaison and promote interaction with elements of U.S. and allied governments, and the defense industry – domestic and foreign. The original chairs in the Executive Institute were occupied by a defense industry executive and a Department of Defense official. Three Service chairs – one each for



the Army, Navy and Air Force – were under consideration when General Thurman’s tour was curtailed in 1981.

During the 25.5 months General Thurman served as DSMC’s fifth commandant, 734 students graduated from five offerings of the Program Management Course; 830 from 26 executive management courses; 3,678 from 121 management-oriented short courses; and 229 from 15 special Navy-oriented management courses. Thus, 5,471 students completed course offerings between July 31, 1979, and Nov. 15, 1981.

In the fall of 1981, General Thurman was tapped to head a major program. Although his tour at DSMC was through August 1982, he left the College in mid-November 1981 to head the B-1B program. Colonel Dirk H. Lueders, USA, the College’s deputy commandant, was designated acting commandant effective Nov. 15, 1982, and continued in that capacity until the sixth commandant – Brigadier General Benjamin J. Pellegrini, USA – took command on Jan. 8, 1982.

## THE PELLEGRINI YEARS (JANUARY 1982 – JANUARY 1984)

**B**rigadier General Benjamin J. Pellegrini, USA, became the

College’s sixth commandant on Jan. 8, 1982. A military academy graduate, General Pellegrini’s background was somewhat of an anomaly in the acquisition community, in that he held master’s and doctoral degrees in nuclear physics from Tulane University.



The Honorable Richard D. DeLauer, Under Secretary of Defense (Research and Engineering) and Chairman of the DSMC Policy Guidance Council passed the DSMC colors to General Pellegrini.

The planned thrust of General Pellegrini’s years at DSMC was best expressed in his interpretation of the three “R’s” – Resources, Realism, and Results.

- Resources – “People are our most important resources.”
- Realism – “Confront and challenge students with real-life issues faced by managers in the field.”
- Results – “More productivity along with better quality.”

In April 1981, the Defense Acquisition Improvement Program (DAIP) became a springboard for changes to the College’s acquisition management curricula. As the sixth commandant, General Pellegrini worked to improve the quality of systems acquisition management education offered by the College. As part of that effort, he reshaped the academic curricula, packaging many of the functional courses to provide managers with an education in their specific functional specialties. In addition, he increased industry participation, conceived the alumni association, planned establishment of four regional centers, and planned for eventual automation of the College.

In addition, the research mission continued to expand during General Pellegrini’s years as commandant. Through the DAIP, the College reaped a harvest of acquisition research projects.

During the more than 24 months he served as commandant, 5,055 students completed course offerings at the College: 3,483 completed functional course modules; 100 completed the functional course packages; 772 completed the Program Management Course; 555 completed the executive management courses; and 145 completed a special Navy-developed course and symposium. Thus, there were over 2,500 students on the campus and at the regional centers annually during General Pellegrini’s years as commandant.

General Pellegrini retired from active duty and moved to the Philadelphia area in February 1984. Shortly before his retirement, Colonel Thomas V. Forburger, USA, the College’s deputy commandant, was named the seventh commandant.

## THE FORBURGER MONTHS (JANUARY 1984 – APRIL 1984)

**P**rior to his appointment as DSMC’s seventh commandant, Colonel

Thomas V. Forburger, USA, had been serving as the deputy commandant (June 1983 to January 1984), and as the Dean, Department of Administration and Support (July 1982 to June 1983). On Jan. 31, 1984, the Honorable Richard D. DeLauer, Under Secretary of Defense for Research and Engineering and Chairman of the DSMC Policy Guidance Council, passed the DSMC colors to Colonel Forburger.



During his brief two months as commandant, Colonel Forburger maintained high visibility for the numerous programs initiated by his predecessors. He personally appeared before the subcommittees of the Senate and House Appropriations Committees to justify a new classroom facility, which also encompassed Building 226, and saved the facility from being disapproved in the final fiscal 1984 budget.

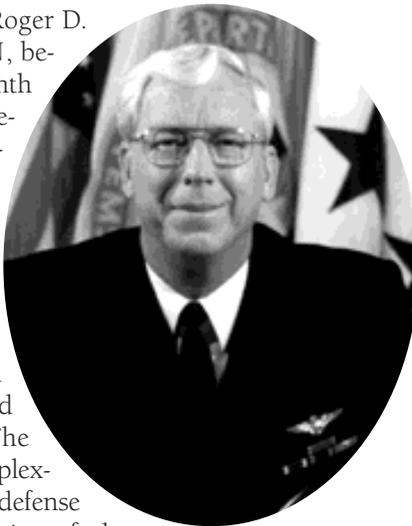
Colonel Forburger initiated the process of providing formal feedback from the field so that the College could better support all DoD components. He recognized the users' importance to College programs and instituted a procedure for coordinating changes to the curricula and the research program with the systems acquisition community. He stressed the close scrutiny and efficient utilization of scarce resources.

During Colonel Forburger's tenure as commandant, 314 students graduated from scheduled courses: 197 from the functional course modules, 62 from the Business Management Course, 21 from the Program Manager's Workshop, and 34 from the Executive Refresher Course.

On April 1, 1984, Colonel Forburger returned to his former role of deputy commandant; and on April 12, 1984, the College welcomed Rear Admiral Roger D. Johnson, USN, as DSMC's eighth commandant.

## THE JOHNSON YEARS (APRIL 1984 – DECEMBER 1985)

**R**ear Admiral Roger D. Johnson, USN, became the eighth commandant of the Defense Systems Management College on April 12, 1984. During his years at DSMC, Admiral Johnson believed there was a greater need for the College than was first realized when the College opened its doors in 1971. The steadily increasing complexity and cost of modern defense systems, the complexity of the process used to acquire defense systems, and a rash of unfavorable publicity directed at DoD concerning overpriced spares validated his belief. Admiral Johnson believed that even if new efforts to streamline the acquisition process were successful, the challenge of meeting rigid requirements with constrained funding would make the role of the acquisition manager more demanding.



The five-month Program Management Course continued to be refined during the Johnson years. Under his leadership, the DSMC Regional Centers continued to expand: one new center was established in 1984, and two new centers were established in 1985. He also persisted in improving the attendance of Navy personnel at the College.

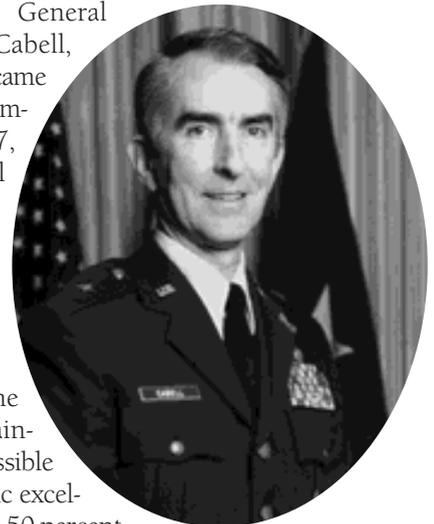
In November 1984, Admiral Johnson initiated a study to explore using computers and advanced educational technologies in the classroom. Results of the study, and opportunities available to enhance the program management educational process, led to the establishment of an automated classroom. In June 1985, the first Zenith (Z-100) computers arrived on campus. These computers were distributed throughout the College to give the staff and faculty (for the first time) a daily, on-the-job computer capability.

During Admiral Johnson's tenure at the College, 3,747 students completed 105 course offerings and workshops: 1,669 completed functional course modules, 877 completed functional package courses, 640 completed the Program Management Course, 193 participated in workshops, and 368 completed executive management courses.

On Sept. 30, 1985, Admiral Johnson officially retired from active duty. A few days earlier, on Sept. 27, 1985, he passed the DSMC colors to Brigadier General Charles P. Cabell, Jr., USAF, the College's ninth commandant.

## THE CABELL YEARS (SEPTEMBER 1985 – APRIL 1988)

**B**rigadier General Charles P. Cabell, Jr., USAF, became the College's ninth commandant on Sept. 27, 1985. General Cabell came to the College during its fifteenth year, when registration was at an all-time high.



During his tenure, he established and maintained the highest possible standards of academic excellence, while guiding a 50 percent increase in the size of the student body. He personally directed several highly innovative efforts within the College's education process and brought the curricula ever closer to real-world situations. He modified College operations to accommodate Public Law, which required all program managers of major



systems to attend the Program Management Course prior to taking on their new duties.

During General Cabell's years at the College, 1,443 students completed the Program Management Course, and 8,075 completed short course offerings and workshops. In summary, 9,518 students completed courses at the College during the Cabell years.

On 29 April 1988, General Cabell welcomed the College's tenth commandant, Major General Lynn H. Stevens, USA.

## THE STEVENS YEARS (APRIL 1988 – JULY 1991)

**M**ajor General Lynn H. Stevens, USA, became the College's tenth commandant on April 29, 1988. His tenure was characterized by an enduring commitment to continuous improvement of the acquisition process through education. Under his leadership, the quality of faculty was greatly improved and student throughput greatly increased to meet the needs of the Services. General Stevens brought renewed focus on research and consulting.



General Stevens modernized and vastly improved campus spaces and basic services during his tenure. In 1991, he negotiated and secured ownership of the buildings surrounding the campus quadrangle by acquiring Buildings 206 and 208. Both buildings were transferred to DSMC and renovated into classroom and faculty office spaces. During his tenure, the College also acquired its first "groupware" system, and began conducting group deliberations using a portable "electronic meeting system" – a system that grew into the College's current state-of-the-art Management Deliberations Center.

Inter-Service cooperation to accomplish the education mission was to be a lasting legacy to his time served as Commandant.

During General Stevens' command, 1,627 students graduated from the Program Management Course, and 13,056 graduated from the College's short courses, workshops, and electives. In total, 14,683 students came through the College during the Stevens' years.

On July 26, 1991, General Stevens passed command of the College to Rear Admiral William L. Vincent, USN.

## THE W. VINCENT YEARS (JULY 1991 – MARCH 1993)

**R**ear Admiral William L. Vincent, USN, became DSMC's eleventh commandant on July 26, 1991. He was the first Program Management Course (PMC) graduate to serve as commandant. Most significant during his tenure were improved faculty quality, facility improvements, and increased student throughput.



In addition to his full-time duties as commandant, he chaired the congressionally mandated advisory panel on streamlining and codifying acquisition law. Leading a distinguished group of government and civilian senior officials, they reviewed almost 900 statutes and submitted a comprehensive 1,800-page report to Congress. The changes the panel recommended formed the basis of reform of the acquisition process in later years.

In 1993, Admiral Vincent established the DSMC Press and integrated the College's publications into the DSMC academic curricula. DSMC publications were now readily available to the acquisition community and general public. As part of that effort, he also initiated additional wide-ranging forms of disseminating information electronically.

During Admiral Vincent's tenure at the College, 1,621 students graduated from the Program Management Course, and 9,374 graduated from numerous short courses, workshops, and electives. In total, 10,995 students came through the College during his years as commandant.

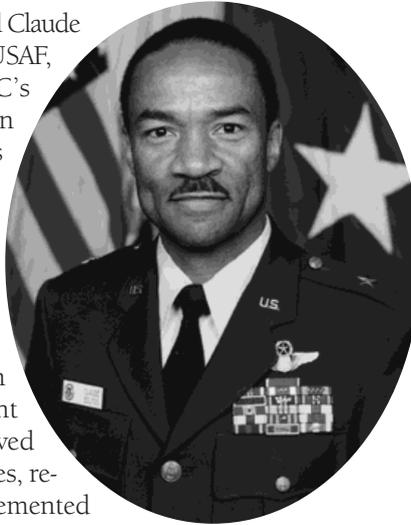
On March 26, 1993, Admiral Vincent was succeeded by DSMC's twelfth commandant, Brigadier General Claude M. Bolton, Jr., USAF.



## THE BOLTON YEARS (MARCH 1993 – MARCH 1996)

**B**rigadier General Claude M. Bolton, Jr., USAF, became DSMC's

twelfth commandant on March 25, 1993. It was he who started the College on its "Quality Journey," aligning people, systems, and resources to reflect customer requirements. Through the application of process management metrics, DSMC improved its products and services, reduced costs, and implemented strategic planning based on outcomes.



General Bolton redirected DSMC's educational philosophy toward guided self-directed learning. He emphasized curriculum improvements, electronic teaching methodologies, and adult learning styles. His support of the "Electronic Campus" concept marked DSMC's entry into the "Information Age."

He chaired the Acquisition Management Functional Board, and led efforts to fully implement the Defense Acquisition Workforce Improvement Act (DAWIA) during the creation of the Defense Acquisition University. General Bolton personally ensured collaboration throughout the consortium and encouraged members to share their best practices.

He encouraged DSMC employees to have the confidence to contribute to improvement of the College, add value to its products, and move DSMC closer to its vision: *to be the academy of distinction promoting systems management excellence.*

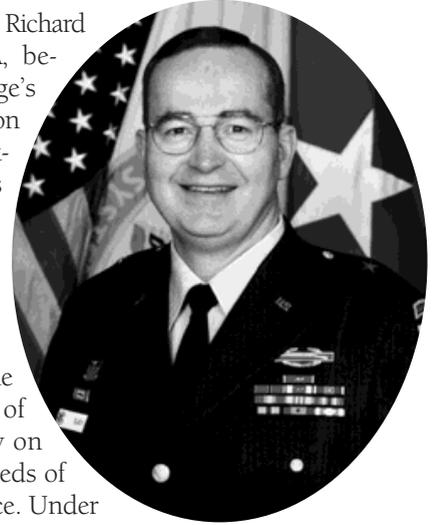
During General Bolton's three years at the College, students graduating from the Program Management Course, and later the Advanced Program Management Course numbered 2,522; the Executive Program Management Course graduates totaled 53; and 22,828 students graduated from the College's multiple short courses and electives.

In late March 1996, General Bolton was nominated for another star and reassigned to the Air Force Materiel Command. At a Change of Command ceremony conducted on March 28, 1996, Deputy Under Secretary of Defense for Acquisition Reform Colleen Preston passed the DSMC colors to Brigadier General Richard A. Black, USA.

## THE BLACK YEARS (MARCH 1996 – DECEMBER 1997)

**B**rigadier General Richard A. Black, USA, became the College's

thirteenth commandant on March 28, 1996, accepting the DSMC colors from Deputy Under Secretary of Defense for Acquisition Reform Colleen Preston.



General Black focused the exceptional capabilities of DSMC staff and faculty on the rapidly changing needs of the acquisition workforce. Under his leadership, the College developed a set of strategic initiatives that greatly increased the quality and expanded the scope of acquisition education and training.

Anticipating the continuing need to reduce costs, he guided the College toward providing educational products and services closer to the workforce and their places of work, bringing more courses to workforce population centers. This initiative led to the opening of the DSMC Mid-Atlantic Region at Fort Monmouth, New Jersey, with state-of-the-art classrooms complemented by a Learning Resource Center.

He further challenged the College to develop a distance learning program that capitalized on off-the-shelf technology, leading to the timely implementation of video Tele-Teaching and computer-based instruction that took full advantage of DSMC's regional operations structure.

These efforts resulted in DSMC meeting the growing education and training needs of the workforce, while significantly reducing student travel costs and time away from duty stations/work sites.

During General Black's nearly two years as commandant, 1,680 students graduated from the Advanced Program Management Course, 209 students from the Executive Program Management Course, and 11,986 students from the College's multiple short courses and electives.

In November 1997, General Black announced his decision to retire after a 30-year Army career. In a ceremony conducted at the College on Dec. 30, 1997, Donna Richbourg, Acting Deputy Under Secretary of Defense for Acquisition Reform, passed the DSMC colors to Rear Admiral Leonard "Lenn" Vincent, USN.



## THE L. VINCENT YEARS (DECEMBER 1997 – JULY 1999)

**R**ear Admiral Leonard “Lenn” Vincent, USN, became DSMC’s fourteenth commandant on Dec. 30, 1997, accepting the DSMC colors from Acting Deputy Under Secretary of Defense for Acquisition Reform Donna Richbourg.



Admiral Vincent’s legacy to the acquisition community included highly accessible, updated course materials and publications in digital form, providing the latest information on acquisition reform. This guaranteed the availability of continuous learning to members of the Acquisition Workforce throughout their careers, and ensured the global availability of DSMC’s world-class educational materials.

During his tenure, efficiencies in research, consulting, information, and education were achieved through reduced training costs and travel expenses; cooperative joint curriculum development with other members of the Defense Acquisition University; and improved methods of information technology. Admiral Vincent also encouraged consulting, research, and information dissemination by sponsoring special events, symposia, and process action teams.

Through his efforts, the College became more directly involved in the needs of the Office of the Secretary of Defense. He increased the interface of the College with the Military Services to ensure DSMC products met their needs. Also during his tenure, the College improved its computer network, automated its registration services, and converted entry-level course material to computer-based instruction. To ensure continued quality management of the College’s information products and services, he created a corporate information/knowledge office, charged with high-level oversight of information resources, to promote DSMC’s connection to the world in useful, productive ways.

Admiral Vincent truly accelerated the pace of Acquisition Reform by providing students thought-provoking education to allow them to act as Change Agents into the next millennium. He enhanced the transition of DSMC into the Defense Acquisition University consortium, and his business acumen,

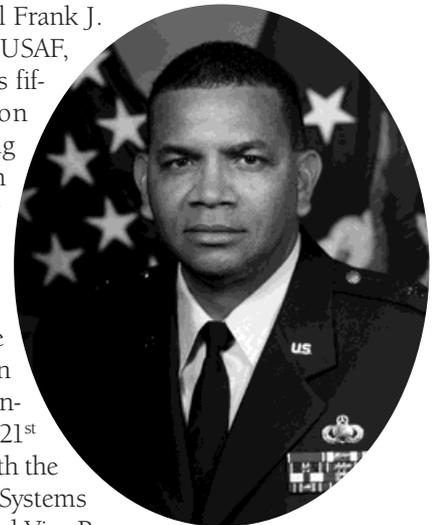
level-headed decision making, and team spirit greatly improved morale and efficiency within the College.

During Admiral Vincent’s 19 months as commandant, 1,338 students graduated from the Advanced Program Management Course, 258 students from the Executive Program Management Course, and 10,308 students from the College’s multiple short courses and electives.

On Aug. 1, 1999, Admiral Vincent retired from active duty after a 32-year career in the Navy. In a ceremony conducted at the College on July 30, 1999, Stan Z. Soloway, Deputy Under Secretary of Defense for Acquisition Reform passed the DSMC colors to Brigadier General Frank J. Anderson, Jr., USAF.

## THE ANDERSON YEARS (JULY 1999 – OCTOBER 2000)

**B**rigadier General Frank J. Anderson, Jr., USAF, became DSMC’s fifteenth commandant on July 30, 1999, accepting the DSMC colors from Deputy Under Secretary of Defense for Acquisition Reform Stan Z. Soloway.



General Anderson was the driving force to transition the Defense Systems Management College into the 21<sup>st</sup> century. His tenure as both the Commandant, Defense Systems Management College, and Vice President, Defense Acquisition University was marked with institutional changes to meet the rapidly changing needs of the acquisition community. This was most evident in his successful efforts to capitalize on information technology capabilities to substantially reduce acquisition education and training costs.

His guidance and leadership to make more courses directly available to the workforce through technology led to dramatic increases in graduates. During the first year of distance learning availability, the Level I Fundamentals Course in Systems Acquisition grew 300 percent to more than 12,000 graduates. He was the driving force behind the entirely revamped education career ladder for the acquisition management and program management career fields.

General Anderson recognized the value of partnership as he forged numerous strategic alliances with private-sector educational institutions and defense industry. These efforts fostered a better understanding of the acquisition environment



by all participants as well as better opportunities for the DoD workforce to effectively deploy systems better, faster, and cheaper.

General Anderson also implemented internal efficiencies. He was the chief architect in consolidating the Headquarters, Defense Acquisition University at Fort Belvoir, Virginia, where collocation with DSMC provided strong working relationships between key staff managers.

During General Anderson's 15 months as commandant, 547 students graduated from the Advanced Program Management

Course, 223 students from the Executive Program Management Course, and 6,048 students from the College's multiple short courses and electives.

In September 2000, General Anderson announced his intention to retire from active duty after a 34-year Air Force career. In a joint retirement/relinquishment of command ceremony conducted at the College on Oct. 2, 2000, General Anderson passed the DSMC colors to Deputy Under Secretary of Defense for Acquisition Reform Stan Z. Soloway.

## ABRAMS TANK SYSTEM PM, ARMY COL. JAMES MORAN ASSIGNED AS DSMC'S 16TH COMMANDANT

**A**rmy Col. James R. Moran reported for duty as the 16th Commandant of the Defense Systems Management College (DSMC), effective April 1, 2001. Moran comes to the College from his previous assignment as Project Manager, Abrams Tank System—a position he assumed in July 1998.

Born in Hopewell, Va., Moran graduated from the U.S. Military Academy at West Point, where he was commissioned as a second lieutenant and awarded a Bachelor of Science degree. He also holds an M.S. in Mechanical Engineering from the Air Force Institute of Technology and a second M.S. in National Resource Strategy. His military education includes completion of the Materiel Acquisition Management Course, the U.S. Army Command and General Staff College, the Defense Systems Management College Program Management Course, and the Industrial College of the Armed Forces.

Moran's past assignments include: Product Manager for both the Army Tactical Operations Center Program and the Extended Air Defense Command



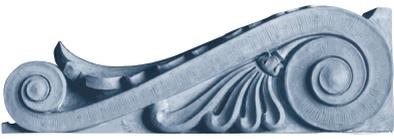
and Control System; Department of the Army System Coordinator for National Missile Defense and Special Access Programs; Space Systems Engineer in the U.S. Space Command; Staff Officer in Combat Developments at the Ordnance Center and School; and as an Exchange Officer in the U.S./German Scientist and Engineer Exchange Program at Germany's IABG Armor Test Center. He has also served as a Maintenance Control Officer and Maintenance Company Com-

mander for an Armor Heavy Brigade in the 1<sup>st</sup> Cavalry Division.

His military awards and decorations include the Legion of Merit; Meritorious Service Medal (with two oak leaf clusters); the Army Commendation Medal (with four oak leaf clusters); the U.S. and German Army Parachute Badges; the U.S. Air Force Space Badge; and the Army Staff Identification Badge.

Moran is married to the former Patricia Finley of Lockport, N.Y. They have two daughters: Colleen and Melinda.



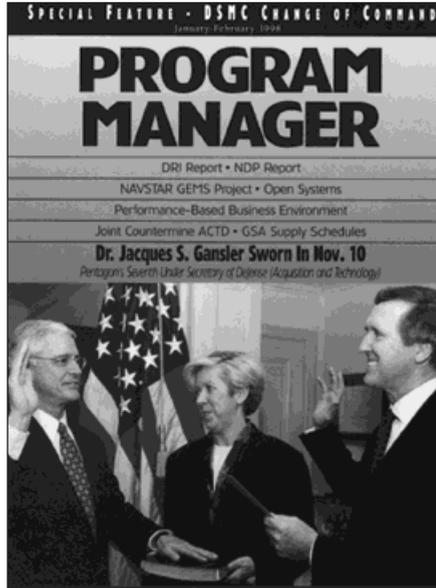


# PROGRAM MANA

## THREE DECADES OF PUBLISHING POLICIES, AFFECTING PROGRAM MANAGEMENT A



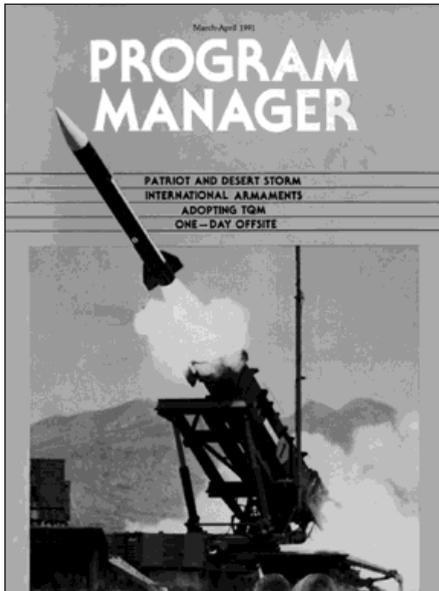
Mar-Apr 2001



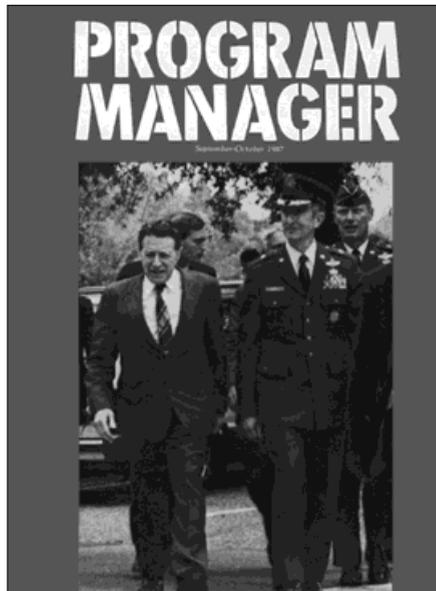
January-February 1998



September-October 1996



March-April 1991



September-October 1987



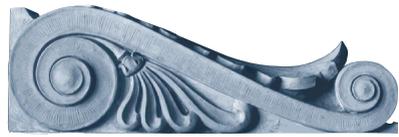
January-February 1983

The original predecessor of today's *Program Manager* magazine was the *Program Manager's Newsletter*, started by the Defense Systems Management School (DSMS) in 1972. Published quarterly, each issue consisted of eight pages. From its inception, the *Newsletter* quickly became the principal means of communicating with the acquisition community. Within two years, its distribution reached 7,000 copies per issue, with an average of 32 pages. Though the target audience

was originally envisioned as mainly the graduates of DSMS courses, soon other acquisition professionals began requesting copies.

In 1976, DSMS was realigned, reorganized, and renamed the Defense Systems Management College (DSMC). The *Newsletter*, now under the auspices of DSMC, was changed in 1978 from a quarterly to a bimonthly publication with an enhanced format, image, and number of pages. In 1979, the name

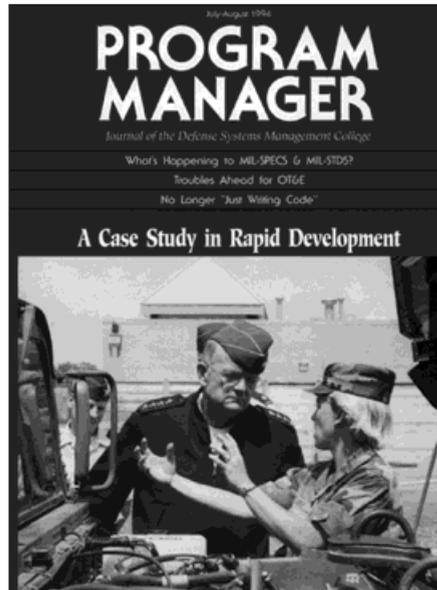
# PROGRAM MANAGER MAGAZINE



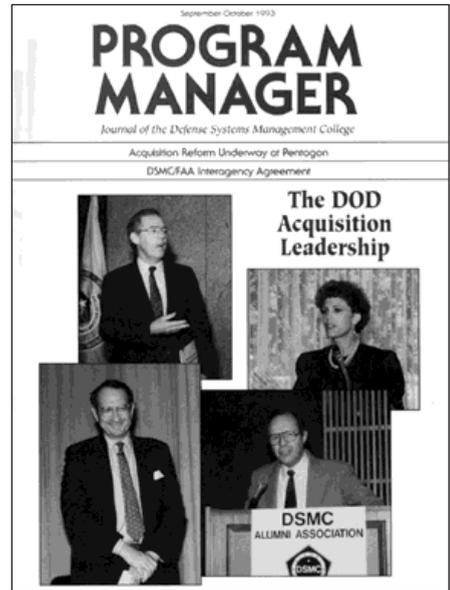
## TRENDS, EVENTS, AND CURRENT THINKING AND DEFENSE SYSTEMS ACQUISITION



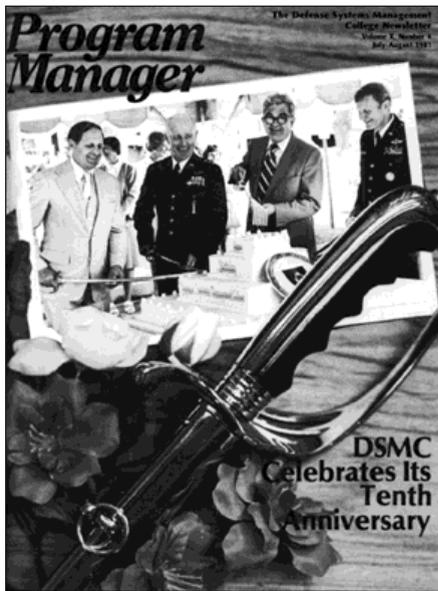
March-April 1995



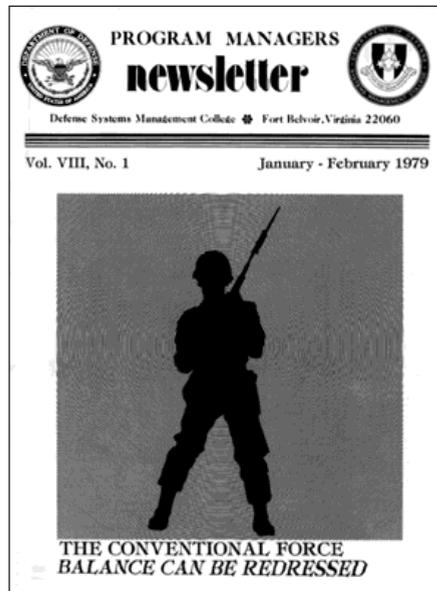
July-August 1994



September-October 1993



July-August 1981



January-February 1979



April 1972

became *Program Manager: the Defense Systems Management College Newsletter*. It contained a more reader-friendly, two-color format, and is the immediate ancestor of today's magazine.

In September 2000, *Program Manager* became the bi-monthly magazine of the Defense Acquisition University. Today's *Program Manager* averages 80 to 120 pages, reaches around 19,000 domestic and international readers in hard

copy, and reaches a growing readership in cyberspace. Published authors include faculty, former DAU-DSMC students, and senior government and defense industry acquisition executives throughout the acquisition community.

*Program Manager* remains DAU's primary outreach vehicle and an unofficial "voice" for the Under Secretary of Defense (Acquisition, Technology and Logistics) and the Deputy Under Secretary of Defense (Acquisition Reform).

# Probing the “It Depends” Variables

## A Look at DSMC’s Three Decades of Teaching Management in the Political Context of Changing Situations

DR. ALAN W. BECK

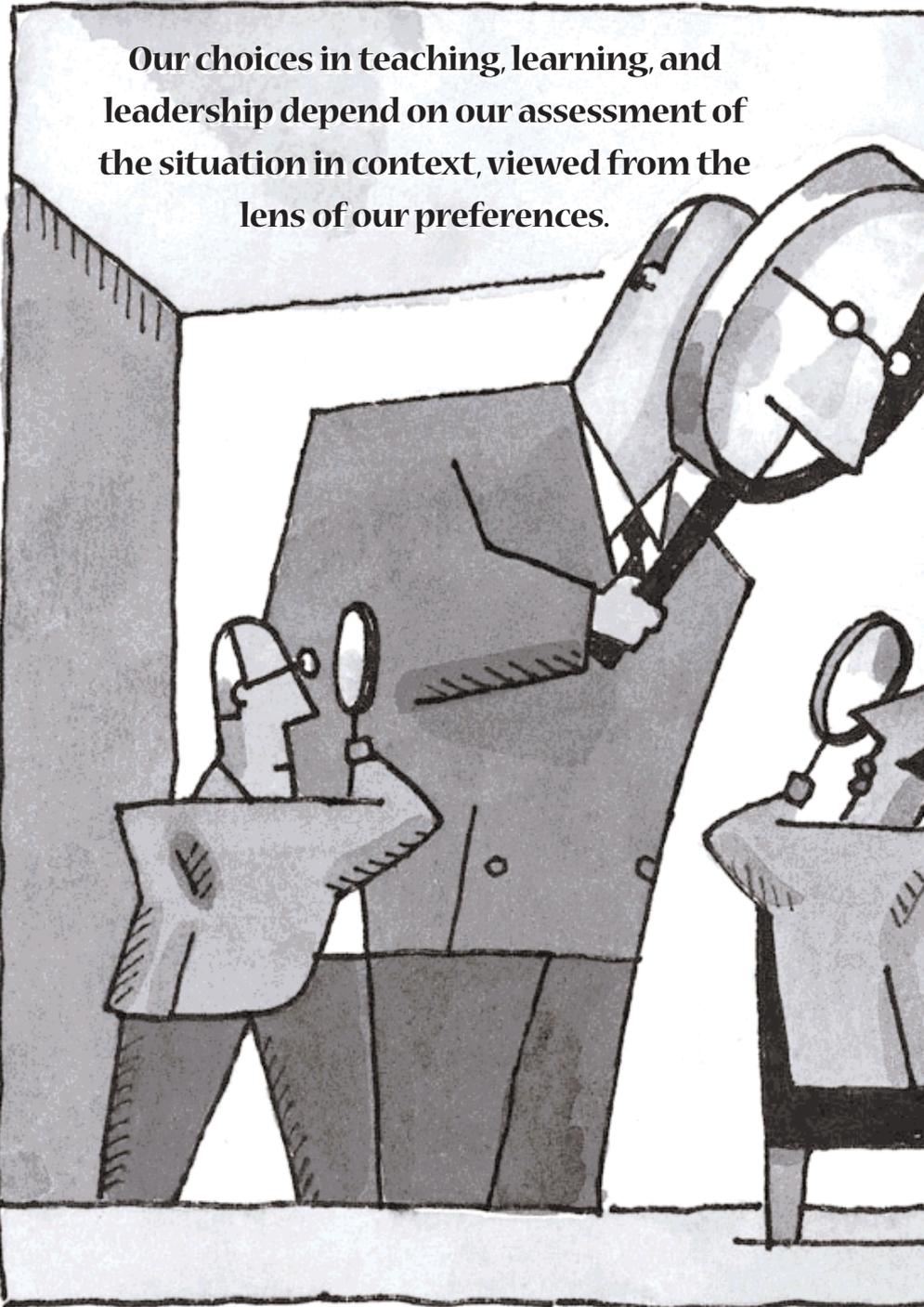
“It depends” has been the campus joke, motto, answer, and starting point for three decades of program management education. Frustrating to those who seek single “right” answers, a starting point for inquiry into cause and effect for those who seek deterministic answers, and a constant reminder of complexity and nuance for all of us, the “it depends” is loved, hated, or simply accepted as just part of our business.

### Complexity of Challenge Calls for Practical Training

In 1971, when David Packard dedicated the Defense Systems Management School at Fort Belvoir, he called for it to be an academy of management where the best and brightest from all walks of the acquisition community could come to study and understand our complex challenges of managing defense programs. A leader of the initial curriculum, Dr. J. Ronald Fox of Harvard, identified the complexity of the challenge and stressed the need for practical training to equip leaders to manage in this complex environment. Fox called for a curriculum to help students with “...defense program management and procurement: the problems encountered, the options for dealing with these problems, and the methods for selecting from among the options.” To analyze and select from options requires insight into the “it depends” drivers.

Fox also noted that the original Curriculum Committee did not stress the

Our choices in teaching, learning, and leadership depend on our assessment of the situation in context, viewed from the lens of our preferences.



*Beck is a professor of Program Management, Strategic Planning Action Group, Defense Acquisition University, Fort Belvoir, Va.*

behavioral sciences' role in helping managers deal in the complexity of program management.<sup>1</sup> In the 1970s, I also would not have given much attention to teaching government program managers about behavioral choices and preferences. However, as I have learned more about human behavior and leadership, I have become convinced that understanding our preferences helps in choosing actions and considering others' rec-

ommendations in our complex context, where knowing what is behind "it depends" is a key to success. Our choices in teaching, learning, and leadership *depend* on our assessment of the situation in context, viewed from the lens of our preferences.

The purpose of this article is to give you my theory-based professor's perspective on how DSMC has dealt with the "it depends" challenge for the past 30 years. The three-decade perspective is mine. I attended the Program Management Course (PMC) in the 1970s and have taught at DSMC since 1980. I came to DSMC with experience in teaching at the U.S. Air Force Academy, at the U.S. Air Force Officer Training School, and as a part-time adjunct in graduate school. At DSMC I learned to question my assumptions on teaching and learning, and to tune in to what the theorists were saying about how to best help adults learn and perform.

### **The Little Boy**

"It depends" seems to be most frustrating to those who prefer a simple and structured situation where there is one right answer. In DoD program management, the situation is often complex, with multiple paths or possible ways to act and no single right answer. PMC students, beginning in the 1970s, were introduced to this issue with an Air Force video, *The Little Boy*, which was based on the classic poem by Helen F. Buckley.<sup>2</sup> Prior to his death in 1986, Professor John Demodovitch of the Air Force Institute of Technology came to show and discuss the little boy's "red flower with green stem" story at the opening of

each PMC class.<sup>3</sup> Shortly after Professor Demodovitch died, DSMC established the "Demodovitch Award" for creativity and innovation. He challenged students and faculty to be flexible and creative in the "it depends" world of constant change and complex context.

For a few classes in 1987 and 1988, the *Little Boy* video was not shown at the start of each PMC as a means to introduce the "it depends" context dimensions. As the "New Vision" PMC curriculum was implemented in 1987, the old integrated System X, or "SX" case study approach was changed to one of simulations, with a less-structured and more open-ended approach. Increasing numbers of students seemed unhappy with the more open-ended part of the SX curriculum, which often had no "right" answer, but called for creative solutions based on analysis of "it depends."

In 1988, after I became responsible for the PMC curriculum, I stopped paying for a motivational speaker on the first day of PMC and resumed presentation of the "red flower with green stem" story to all PMC classes, much as I had seen John Demodovitch do for many classes. So since 1972, most senior people in program management have seen the story in the *Little Boy* video, and have some insight into "it depends" and how individual and organizational management style may nurture or quash creativity and innovation.

### **Spectrum of Leadership Choices**

Do you prefer rules and structure more, or an open-ended style of "no rules – just right?"



FIGURE 1. **Choice of Structure and Rules**



The *Little Boy* story gives us a way to look at ourselves and others as we reflect on our preferences for doing things “by the book” (MilSpec?), one way with one right answer — or of allowing, encouraging, or permitting creativity in multiple approaches. The story shows a teacher training a little boy to only respond when given specific directions, so he would draw a red flower with a green stem or mold a vase exactly to the teacher’s class (military?) specification. Soon the boy loses his creativity and initiative, and just waits to be told what to do and when to do it.

At the end of the story, the boy changes schools, encountering a teacher who permits choice and diversity of approach (acquisition reform?), yet the boy has lost his creativity and can only respond according to the way he was trained (“wait, and I will show you how”). After three decades of use at DSMC, the phrase “red-flower, green-stem” has become a common term acquisition professionals use to describe a rigid policy or person whom they see as limiting their creative options. Despite single-right-answer training and years of following procedure and military specifications, I sincerely hope the creativity of the acquisition workforce has not been severely limited or compromised (Figure 1).

### Spectrum of Leadership Choices

The “red-flower, green-stem” story illustrates our preferences and range of choices for action. One end of the spectrum — the unstructured end — is where we let people do whatever they want. Some say this, at the limit, is simply chaos — a situation of no guidance, rules, or convention where “anything goes.” Even in kindergarten that does not work well.

The other end of the spectrum — the structured end — is where everything is controlled by rules and procedures — perhaps a (high-control preference) program manager’s delight. This, as the *Little Boy* story shows, can kill initiative and creativity — resulting in a “work to the rule, do the minimum required” culture, which bogs down in detail and malaise.

The spectrum of choices from preference for structure and more bureaucratic rules vs. preference for unstructured flexibility and fewer rules is well addressed in behavioral theory and in our popular culture. “Dilbert,” created in cartoon by Scott Adams, shows a pointy-haired (subconscious devil?) boss who provokes both hate and chuckles from most comic strip readers as his employees — the characters Dilbert, Wally, and others in the organization — ridicule the conventional structured management approach, which often fails to consider people as humans. Simply put, Dilbert’s boss prefers a “red-flower, green-stem” my-way-or-the-high-way approach to leadership. His employees do the minimum to get by, and we laugh at the rules and policy.

The spectrum of leadership choice for control or empowerment is illustrated in the classic 1958 *Harvard Business Review* leadership article by Tannenbaum and Schmidt, “How to Choose a Leadership Pattern.”<sup>4</sup> Tannenbaum and Schmidt presented the issue in terms of who had (used) control — the boss or the subordinate.

As reflected in Figure 2 below, the choice for the boss ranges from total control to sharing control with subordinates, up to the point where subordinates have total control. Eastern culture might call this a choice of Yin or Yang. The choice of management approach is impacted subconsciously by our motivational assumptions on how much guidance or control is needed. On the right side of Figure 2 where the boss uses high control, the assumption is that the subordinates need a lot of direction and guidance. This is what Dr. William Glasser in *Choice Theory* calls stimulus-response psychology of management.<sup>5</sup>

This high-control end may be appropriate for aspects of a very complex challenge such as operating a nuclear submarine or a simple challenge of working in a fast food service line. Fear and discipline are often the high-control tools to enforce desired performance. They lead to rigid “followership” as described by Alfred Lord Tennyson in his classic poem describing the charge of the light brigade:

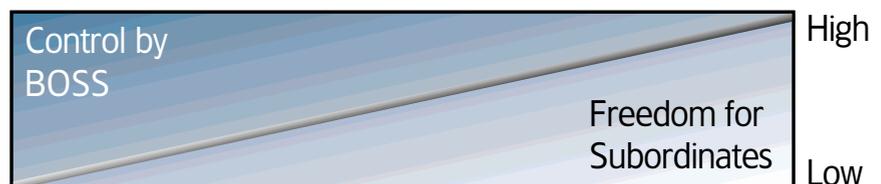
*Their’s not to make reply,  
Their’s not to reason why,  
Their’s but to do and die:  
Into the valley of Death  
Rode the six hundred.*

The high-control dimension of Tannenbaum and Schmidt’s graph (Figure 2) contributed to the situational leadership model of control and support, applied with wisdom in Beck and Yeager’s book, *The Leader’s Window*.<sup>6</sup> Situational leadership theory and Will Schutz’ Fundamental Interpersonal Relations Orientation (FIRO) theory show that we all have preference levels (high to low) for control we want to *have* over others and control we want to *receive* from others.<sup>7</sup>

Similarly, we have preference levels for human support and encouragement we *give* to others and that we want to *get* from others. Figuring out the right mix for our subordinates, the job situation, and ourselves personally is an “it depends” issue.

In our business, we want people to ask why, to question, and to seek better ways, not just follow the rules. I believe this calls for generally lesser control, and often more human consideration to promote a high-performance learning organization.

**FIGURE 2. Tannenbaum and Schmidt’s Theory of Leadership Choice**



In contrast to the “red-flower, green-stem” high-control end of management (which is more based on fear and stimulus-response psychology), is the low-control end for which the in-vogue word is “empowerment” (which is more based on love, with the psychology of intrinsic motivation and choice theory). Often, we are encouraged to be more at this low-control end, to think “out of the box,” and to be creative. The management approach at this end is gentler, with encouragement for people to contribute their ideas and initiative. This approach is similar to one applied at Hewlett-Packard, known as “the HP way.”

### **“It Depends” and the Program Management Course**

David Packard and those who started the Program Management Course in 1971 knew that our business was very complex and that our managers needed insight and depth of understanding of a variety of areas to successfully manage DoD’s programs. The PMC was set up with a case study approach for exploring the “it depends” contextual complexity of decisions in a changing political environment. Students were challenged to develop, consider, and evaluate various options. The Program Manager is often the link between the shifting needs of the users, the priorities and funding of the budget process, and the DoD policy and oversight process. The need then was, and still is, for smart managers who would make good decisions in this changing context.

### **Culture of Knowledgeable Inquiry**

The Program Management Course design of the 1970s helped to develop a culture of knowledgeable inquiry into the complex problems of Program Management. Since the need for developing top-quality program managers was at least as rigorous and important as flight training (which takes a year or more) and master’s degree programs (which take a year or more), the course probably should have been a year. However, it was limited to 20 weeks – perhaps an affordability decision simply because of regulations limiting TDY schools to 20 weeks.

The original Program Management Course designers took all they could get for time, and then designed a program around practical issues and the policies of DoD acquisition. Sections were set at 20-person classes to promote discussion, with five-person work groups to tackle case study issues. In addition to case studies going across the spectrum of acquisition management, the course included guest program managers who also helped receive and critique student decision briefings, and senior officials as distinguished guest lecturers. Library research was a focus for all students, as each had to prepare an individual study project report.

At first, the PMC culture was very competitive, with letter grades and the kind of task orientation one would expect more from a graduate program at a traditional university than from an executive development program designed to culture team players and leaders. At a time when much of the emerging psychological theory from the human potential movement focused on interpersonal communication and team performance, the early course managers went more for individual grades and the competition associated with that paradigm.

### **Grading Policy Can Negatively Impact Team Cooperation**

My understanding of the negative impact of competition for grades on team cooperation developed in the mid-1970s when I was an Air Force major at Hanscom AFB, Mass. One of my friends came back after finishing the Program Management Course. When I asked about the course, he said it was great (the course always had a top reputation from the overwhelming majority of its graduates), but that it was really competitive. He indicated that there was a lot of pressure and competition for grades.

He said students were expected to help their work group and to work together on cases, so one had to be very clever to provide just enough good help to get by, but keep others a bit confused on the nuances. By giving or allowing just

enough misinformation in his area of expertise, he could do better on the exams and have a better shot at “A’s” and top-graduate designation.

I was disappointed to hear the system discouraged cooperation and encouraged dysfunctional behavior, which sounded like “cheating” other classmates from optimal learning. Fortunately, in my opinion, DSMC saw the negative aspects of competitive grading on developing cooperation and teamwork and stopped issuing letter grades in the mid-1970s. Exam and grade pressure led to a search for the one “right answer” or “school solution,” when many alternatives often exist in the “it depends” world of Program Management.

Sometimes the “it depends” answer depends on who is receiving the answer. In the 1980s, I recall we had a multiple-choice question where the right answer depended on which department was to grade the question. The question had to do with the definition of “baseline.” One answer worked for earned value faculty. A different answer worked for the budget, systems engineering, or policy departments. To choose an answer, the student had to consider the situational context of what the appropriate department professor wanted to hear regurgitated.

Perhaps in our “it depends” world, an appropriate use of a multiple-choice question is to ask the student what assumptions would make each of the answers correct for a particular situational context. That would stimulate creative, critical thinking, and encourage a systems perspective. It was not until I read some of Alfie Kohn’s books in the early 1990s, that I understood the research and theory on why competitive grading systems work against high-performance learning and teamwork.<sup>8</sup>

Although many of the PMC sub-courses in functional areas had mostly specific answer exams, the integrative cases and much of the other curriculum discussed varying options for application in a complex context. DSMC recognized that “it

depends” was the first answer, and “depends on what?” would be the expected next question from professor or student co-learner.

I recall a test question in 1979 where a correct response for appropriate action began with, “Do nothing, but muddle through....” People had been listening to John Demodovitch’s *Little Boy* presentation and encouraging creative thinking in different ways. Lindblom’s classic 1959 *Public Administration Review* management article on “The Science of Muddling Through,” had made “muddle through” an acceptable strategy when all factors were changing.<sup>9</sup>

### Faculty Should Learn Not to Teach

In the late 1970s and early 1980s, each PMC was treated to thought-provoking presentations by Professor Jerry Harvey from The George Washington University on his classic “Abilene Paradox” story of the difficulty organizations have in coping with agreement.<sup>10</sup> Harvey challenged students to learn to openly confront unpopular issues. Faculty were challenged in their traditional teaching beliefs by Jerry’s statement that faculty should learn not to teach.<sup>11</sup> Harvey wanted the student to be their own intrinsically motivated learner, and for the faculty to listen and respond more instead of pontificating.

The small lecture hall at the rear center of Building 202 was named “The Abilene Room” to recognize Harvey’s contribution to management. It was fitting that the Abilene Room became the Management Deliberation Center – a place to help organizations deal with the issues of identifying and dealing with agreement in our “it depends” world.

### Encouraging and Understanding Creative Thinking Skills

In the late 1980s, DSMC moved more into the “it depends” world with more unstructured, creative simulation opportunities. Research had shown that behavioral simulations had high-payoff potential for meaningful management improvement, so the College offered the “Looking Glass” simulation from the Center for Creative Leadership. When

the System X cases were revised for “New Vision,” the approach was changed from case study to simulations to open up the “it depends” discussions and options. The grading system was changed from the pass-fail basis, which had been in effect since letter grades were abolished in the mid-1970s, to a “pass, not-yet” policy which had been recommended by educational consultant and adult education expert Malcolm Knowles.<sup>12</sup>

The “New Vision” PMC changes of the 1987 timeframe were accompanied by the introduction of an individual learning program to allow students to focus their learning on self-assessed individual learning needs. Where students had common needs, the faculty was encouraged to establish and offer electives. The process was intended to allow students to hone their inquiry skills, which would promote creative thinking and continuous learning after graduation – skills essential in our fast changing world where “it depends” is often the answer.

As DSMC entered its third decade in the 1990s, the “it depends” side of individual strengths was expanded by introduction of the self-assessment aid of the PROFILOR 360-degree feedback instrument. With PROFILOR feedback, students were able to assess their own developmental needs and strengths, and plan their own work in areas of importance.

To help DSMC and the PMC students understand individual preference differences in dealing with complexity, the College used the theory developed by

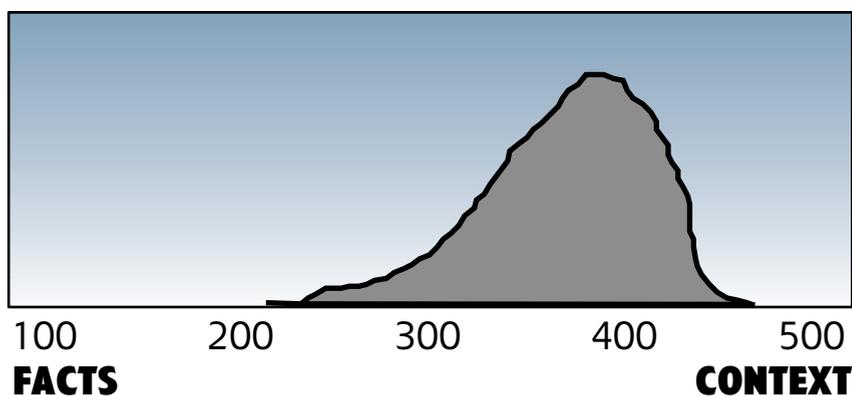
Harvard professor Dr. William G. Perry Jr.<sup>13</sup> The Perry Learning Environment Preference instrument, developed by Dr. William Moore and Dr. Carl Bryant, measures individual preference for dealing with single-right-answer facts (“red-flower, green-stem”) or with complexity in context.<sup>14</sup> The Perry instrument results showed that the PMC learners had a fairly high group average for comfort/preference in dealing with complexity, but that there was a definite group, at the lower score side of the curve, who preferred single right answers. DSMC faculty and students see this in class as the (often vocal) minority who say, “Tell me just what is on the test,” as opposed to the high-Perry-scorers who want to discuss the context, variables, and all aspects of “it depends.”

The cumulative graph of PMC students’ Perry scores (Figure 3 below) reflects the high average comfort level for dealing with complexity and less rigid procedures. I believe this implies that most of the acquisition workforce was ready for accelerating change and the push for acquisition reform, which was to characterize the 1990s.

### Evolution of “It Depends” in DSMC’s Third Decade

As the 20-week PMC ended its first 20 years, the larger system outside DSMC was calling for more specific identification of competencies and a more structured approach to educating the acquisition workforce. The Defense Acquisition Workforce Improvement Act created the Defense Acquisition University (DAU) and specified that the DSMC

FIGURE 3. Perry Learning Style Preference of PMC Classes



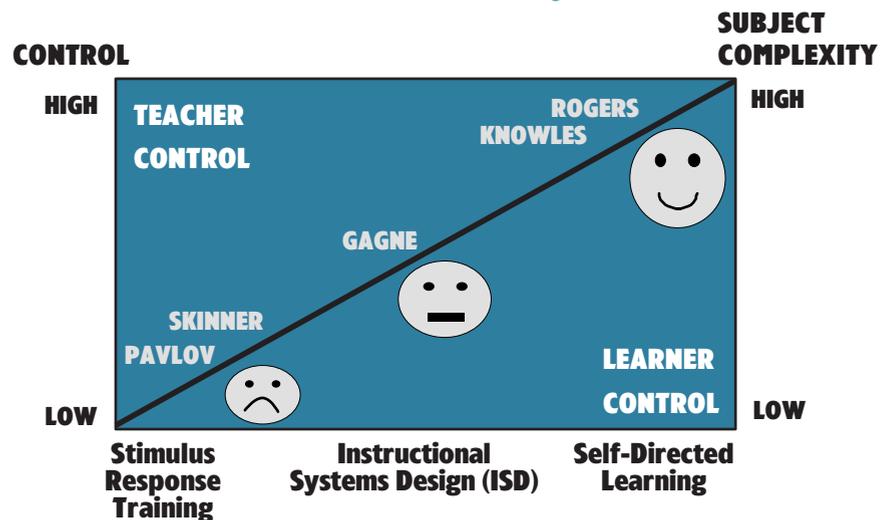
would be a key part of DAU. The new organization and the Services moved to closer management of the overall educational program. More specific competency lists were generated and re-generated, with course redesign efforts to meet the new competencies.

In July 1995, the redesign effort for the PMC with the new advanced competencies led to its designation as the Advanced Program Management Course (APMC). The law had required the completion of the 20-week Program Management Course for certain senior management positions. The 20-week PMC was eliminated, and the new advanced course – APMC – was limited to 14 weeks. A new four-week Executive Program Management Course was established as an assignment-specific “en-route” course for newly designated major Program Managers; Deputy Program Managers and Program Executive Officers (PEO); and Deputy PEOs. The new 14-week course plus the four-week course were declared sufficient to meet the law requiring the 20-week PMC.

APMC was launched with coverage of the new required advanced competencies, but with less time for students to explore the “it depends” world. The time for electives and individual learning was cut. The simulations process and even the entire simulation support department was eliminated in favor of more specific classes that were more likely to have “correct” (“red-flower, green-stem”) answers for the exams. The student industry study and field trip program was canceled. However, many new cases and lessons were created to help students debate how to act in the “it depends” situations of acquisition.

The days were fully scheduled, often until 5 p.m. for class, followed by significant assignments. The students had less time for library or individual learning. PowerPoint slides with pre-prepared points became more common than evolving classroom discussions based on “it depends.” However, the “red-flower, green-stem” video presented at the start of the course continued to give students a perspective on the spectrum

FIGURE 4. Knowles’ Instructional Theory



of choices, ranging from single-right-answers to the “it depends” side of changing context.

As most new courses were designed in the 1990s with the right-answer paradigm of competency analysis and instructional design, the word “training” was heard a lot more and the word “education” heard a lot less. I believe that in our desire to do what was right and respond to the demand for more specific competencies, we moved more toward the “red-flower, green-stem” solution than toward the “it depends” process solutions.

### How Should We Teach Program Management?

Some favor the educational approach of very specific or even rote memory teaching of the “red-flower, green-stem” teacher, while others favor the “draw it how you like it” creative innovation end of the “it depends” teacher. When Malcolm Knowles was consulting with DSMC on educational design in the 1980s, he introduced his concepts of adult learning based on a philosophy of helping students develop their inquiry skills. Knowles maintained that this intrinsically motivated, inquiry-based, learner-driven process was superior for long-term continuous learning in an “it depends” environment.<sup>15</sup>

In a masterful display of his grasp of differing educational theories, Knowles drew a chart, which he called his “The-

ory of Learning Theories.” The chart shows a continuum of theorists ranging from the “make the students learn” followers of the “red flower, green stem” persuasion (such as Pavlov and Skinner) to the “help the students assess and take control of their learning” followers of the “it all depends” end of the spectrum (such as Knowles and Rogers). Knowles’ point was that for a more complex learning task and a more mature learner, the right side of the process chart applied. In other words, a teaching approach of “red-flower, green-stem” is only applicable for very simple tasks and very low-ability learners. Figure 4, above, is a version of Knowles’ chart on theory, which concludes that for a more complex subject and a more mature learner, more self-directed inquiry (Andragogy) is the solution.<sup>16</sup>

Knowles advocates more control for the learner when the learning task is high-complexity; in other words, in an “it depends” context. His concept of Andragogy, imported from Europe, is one of trusting learners to assess and plan their own learning. As John Demodovitch used to tell PMC classes, the faculty here in this “it depends” world [DSMC] is going to assume the role of “guide on the side” instead of “sage on the stage.” The more the situation is “it depends,” the less lecture or “teaching” is appropriate, and the more the method needs to be investigative, with case, simulation experience, dialogue, and reflective thinking (Figure 5, bottom of next page).

## The New EPMC

The new Executive Program Management Course (EPMC) process was designed according to the adult learning philosophy and psychology of Malcolm Knowles, Reg Revans, and Will Schutz. Picking up where DSMC's Program Managers' Workshop (PMW) had been in the mid-1980s, the EPMC incorporated student-driven curriculum content to meet individual needs. Learners are helped, not forced. They decide what they need, plan how they will learn it, and do their own learning. The process is called *Assess, Plan, Do*.

Prior to the course, the learners, with the help of faculty Learning Team Mentors, *assess* what they will need to focus on, *plan* what information to gather before the course, and *do* the needed activities to prepare for the most productive four weeks on campus. Often the pre-work involves visits to contractors and key people, gathering key documents, and planning a strategic review of their management approach. At the start of the course, the participants share their assessments and plans. They learn about each other's concerns, issues, and preferences. Then they engage in collegial team learning, working together to solve their problems as Reg Revans demonstrated in his action learning theory.<sup>17</sup>

Together, they do detailed analysis of the issues and needs of their programs, their program teams, and themselves. They plan their learning with help from assigned faculty Learning Team Mentors, peers in the course, and other faculty and individuals. The course has no guest lecturers, just what are called "guest conversationalists." Senior DoD officials and industry executives come to dialogue with learners and respond to questions in interactive sessions. Other than the scheduled team time and the guest conversationalists, students determine their own schedules.

For current policy updates and new tips, faculty specialists come to share their ideas and dialogue with the class under the "rule of three." The "rule of three" says come to the class if you have an interest/need to learn that subject, come

**One end of the spectrum — the unstructured end — is where we let people do whatever they want ... The other end of the spectrum — the structured end — is where everything is controlled by rules and procedures. This can kill initiative and creativity — resulting in a "work to the rule, do the minimum required" culture, which bogs down in detail and malaise.**

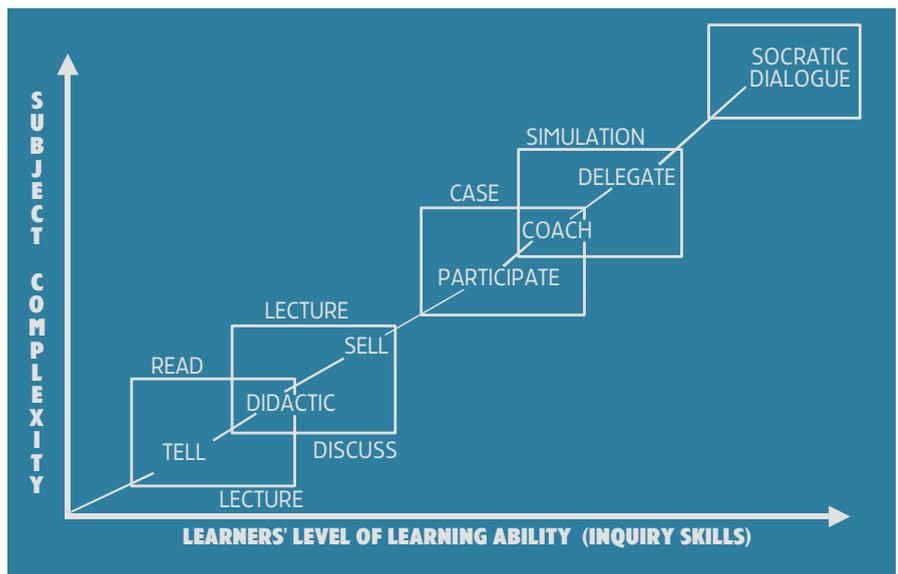
if you have expertise you want to share in the discussion, or choose not to go if you have other needs you view as higher than the update session.

The EPMC follows the andragogical assumptions of Knowles that adults are curious to learn and will be self-directing to get what they need without being forced. The motivational assumptions are that the intrinsic motivation is best and sufficient. The course is a process design, with content variability depending on the needs of the manager student for his or her job situation.

The faculty helps EPMC learners more as consultants than what many view as "teachers." Student questioning drives the learning. This consulting relationship often continues beyond scheduled periods and may follow on for months after the course. The course allows probing of "it depends" variables in the political context of changing situations.

The senior managers who are selected for major Program Manager and Deputy Program Management positions tend to have a higher preference for dealing in context than the general population. As the PMC data several years ago showed a relatively high Perry learning style preference, the EPMC students show higher scores on the Kirton Adaption-Innovation Inventory (KAI).<sup>18</sup> The KAI is an instrument that assesses our preferences or style of creativity from preferring rules, bureaucracy, and evolving change (more a "red-flower, green-stem" approach) to one of preferring to waive or ignore rules, avoid bureaucracy, and try a wide vari-

FIGURE 5. Instructional Methods Continuum



ety of new ways. The curve of KAI scores for EPMC learners for the last few years shows a distribution higher than the general population (Figure 6 below).

### DAU Developing New APMC

"It depends" will continue to present challenges to our defense managers. To better help managers in the future, the DAU is revisiting the more specific competency needs with a systematic review planned for each competency area. New courses are being developed to provide the specifics and tools managers may need. For the "top end" where managers have increasing need to assess complex issues in our "it depends" context, DAU is developing a new PMT 401 course for those qualified at Acquisition Category (ACAT) Level III. This course is being designed with primary emphasis on case study discussions to probe the various alternatives with critical thinking.

Our rapidly changing world is changing the paradigm in education from being able to know what you need to know, to being able to communicate effectively with others to find out what you need when you need it, and then to be able to communicate effectively to apply the learning. In today's culture, our elementary-school-age children know how to use a search tool to find answers their parents heard in a prepared lecture in high school or college.

### Living in an "It Depends" World

The complexity of our "it depends" world will challenge us all to be able to know what we need to know when we need to know it. The problem will be in managing with "information overload." We will each individually need to make smart decisions daily on what we need to learn next in order to best do our job. Sometimes we may not know what we need to know, so mentoring and guidance may be needed. We may *not* need to sit in class listening to someone read a PowerPoint slide on a competency someone two years ago thought we should know. We may *not* need to be directed to review some computer screen text some server is giving us in a cost-effective manner, but with an approach that does not fit our best learning styles.

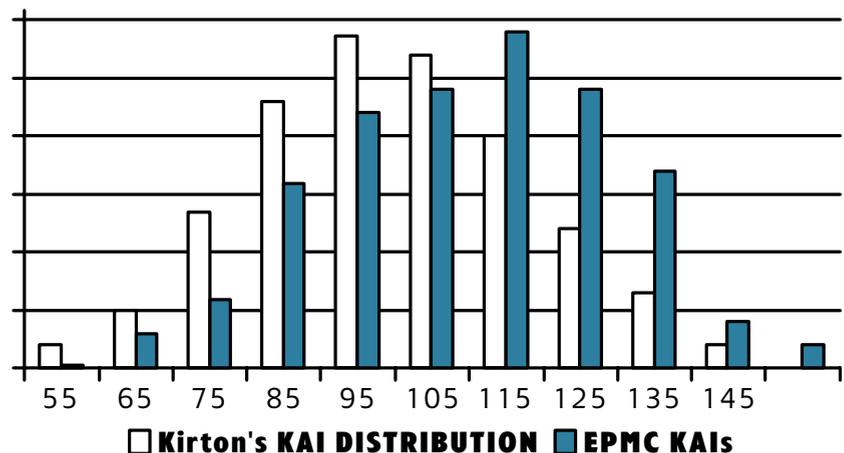
Instead, we may need to learn what our younger generation is already learning and doing: the ability to assess what we need and to know where to go to get help. We need leaders who possess and encourage inquiry skills to innovate and adapt in a complex changing situation. As Malcolm Knowles advised DSMC in the 1980s: "The most important skill is the skill of inquiry." It all depends.

### REFERENCES

1. Fox, J. Ronald, *The Defense Management Challenge*, Harvard Business School Press, Boston, Mass., 1988, p. 228.
2. Buckley, Helen E., *The Little Boy* (<http://24.3.233.115/personal/The-LittleBoy.htm>).
3. Acker, David, D., *A History of the Defense Systems Management College*, 1986.
4. Tannenbaum, Robert, and Warren H. Schmidt, "How to Choose a Leadership Pattern," *Harvard Business Review*, March-April 1958: pp. 95-102.
5. Glasser, William, *Choice Theory: A New Psychology of Personal Freedom*, N.Y.: Harper Perennial, 1999.
6. Beck, John D.W. and Neil M. Yeager, *The Leaders Window*, John Wiley & Sons, N.Y.: 1994.
7. Schutz, Will, *FIRO: A Three-Dimensional Theory of Interpersonal Behavior*, Will Schutz Associates, Mill Valley, Calif., 3<sup>rd</sup> Edition, 1998.
8. Kohn, Alfie, *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and other Bribes*, Houghton Mifflin, N.Y., 1993.

9. Lindblom, C.E., "The Science of Muddling Through," *Public Administration Review*, Spring 1959, pp. 79-88.
10. Harvey, J.B., "The Abilene Paradox: The Management of Agreement," *Organizational Dynamics*, Summer 1974, pp. 63-80.
11. Harvey, J.B., "Learning to Not Teach," *Exchange, The Organizational Behavior Teaching Journal*, Spring 1979, Vol. IV, No. 2, pp. 19-21.
12. Beck, Alan W., *Transformation of Management Education at the Defense Systems Management College*, 1987 (DSMC Acker Library), pp. 174-196.
13. Perry, William G. Jr., *Forms of Intellectual and Ethical Development in the College Years: A Scheme*. New York: Holt, Rinehart, and Winston. 1970.
14. Moore, William S., "An Overview of the Learning Environment Preferences: A Recognition Measure of the Perry Scheme of Intellectual Development." Published paper, Center for the Study of Intellectual Development, Olympia, Wash., 1990.
15. Knowles, Malcolm S., videotape interview at DSMC, DSMC Learning Resource Center.
16. Knowles, Malcolm S., *Andragogy in Action*, San Francisco, Calif., Jossey-Bass, 1984.
17. Revans, Reginald, Revans Centre for Action Learning and Research, (<http://www.salford.ac.uk>), and from Revans' faculty development workshop at DSMC.
18. Kirton, Michael, *Adaptors and Innovators*, Routledge, London, 1989.

FIGURE 6. KAI Score Distribution



# Meeting the Challenge... Fulfilling the Promise

## PMC to APMC — a 30-Year Odyssey

BRIG. GEN. EDWARD HIRSCH, USA (RET)

**T**he genesis of the Defense Systems Management College (DSMC) derived from the wisdom of one remarkable man, The Honorable David S. Packard, Deputy Secretary of Defense during the period 1969-1971. Like many of his predecessors, he was convinced that the management of our development and procurement programs was inadequate to the task. He was determined to enhance management capabilities through the education and training of Program Managers. Given the cost, schedule, and performance problems major programs were encountering, and the apparent inability of Program Managers to overcome them, the challenge was great.

### Meeting the Challenge...

He knew that a Program Manager could not predict nor control the actions major stakeholders in the acquisition process might take that would directly impact the program. He knew that the acquisition system was ponderous, cumbersome, convoluted, bureaucratic, and highly resistant to change. He chose not to fight that battle. His decision to strive for improvement of the process through educating and training program managers reflected his acceptance of reality while instituting change that held promise of success.

### PMC Reviewed, Relocated, Revamped, Renamed

Secretary Packard directed an intensive review of the 10-week Program Management Course (PMC) conducted by

the Defense Weapon Systems Management Center (DWSMC) at Wright-Patterson Air Force Base. The review was completed, and Secretary Packard approved its three major recommendations in September 1970:

- Transfer oversight of DWSMC from the Air Force to the Director of Defense Research and Engineering .
- Move the school to Fort Belvoir, Va.
- Establish a general/flag officer rank Commandant with appropriate authority and responsibility.

With characteristic vigor, Secretary Packard, in November 1970 established a Curricula Committee chaired by Dr. J. Ronald Fox, then Assistant Secretary of the Army (Installations and Logistics) to develop a new curriculum for the school and have it ready for presentation to the first class on Aug. 3, 1971. The committee, assisted by a contractor, developed a 20-week course following the life cycle of a major defense system. The course required each student— through individual participation and in small groups —to demonstrate ability to identify problems, define alternatives, conduct analysis, select a course of action, and defend it. The problems were those that they could be expected to encounter in the “real world.”

The course was ready for delivery on the date promised. It was not, however, truly case-based. Faculty unfamiliarity with teaching using the case method resulted in a good initial course, but one that in-

cluded fewer case studies than the course specifications called for.

In January 1971, Secretary Packard directed that upon completion of the move to Fort Belvoir on July 1, 1971, DWSMC be redesignated the Defense Systems Management School (DSMS). The new school presented the new course to the first class in the new facility on Aug. 3, 1971. Appropriately, Secretary Packard delivered the opening remarks. They were couched in terms of cautious optimism. He hoped that the new school would make:

“...A substantial improvement in the capability and effectiveness of managers for the important development and production programs of the Department of Defense.”

His experience and pragmatism required that he express a major concern.

“...I note that you propose to use the case system. I approve, but I want to give you a note of caution. You are going to have a hard time finding many cases of good management from the experiences of the past decade in the Defense Department. You can find many examples of how not to do it, but you will have to plow some new ground if you are to lead the way toward doing the job the way it should be done.”

His vision and guidance went well beyond those words. He was determined that the DSMS would be a practical

---

*Hirsch is a Visiting Professor at the Defense Acquisition University, Fort Belvoir, Va. A retired Army brigadier general, he served for many years as Provost and more recently, Acquisition Management Chair at the Defense Systems Management College. Dr. J. Ronald Fox is a Professor Emeritus at the Harvard Business School and Chair of the DAU Board of Visitors. He also serves as an advisor to the Development Team for DSMC's new Advanced Program Manager's Course.*

school for practitioners where the learners would practice how to get things done — *right*. He knew that only quality faculty and quality students could accomplish this. By quality students he meant students committed to a career in program management.

It was his intent to empower the Commandant to select the faculty and establish and ensure high standards for student admission. This intent was only partially realized; the student selection process was, and is, the responsibility of the Services. Many students were committed to a career in program management; many were not. Some students had zero years of acquisition experience; some in the same classroom had 30 years of acquisition experience. Some students were junior in rank, e.g., GS-13/O-3; other students in the same classroom were senior in rank, e.g., SES/O-6. Learning could not be optimized across such a broad spectrum of motivation, experience, and seniority.

Because he was a realist, he accepted the artificial, non-educationally derived constraint on the length of the Program Management Course — 20 weeks — to avoid the costs associated with a permanent change of station for military members.

In 1993, the 20-week course was truncated to a 14-week course and renamed the Advanced Program Management Course (APMC). However, the performance outcomes included in the 20-week course remained essentially the same for the 14-week course. One result was increased “seat-time” in the classroom, less time for student interaction, virtually no time for reflection, and no time for individual student research beyond what was included during classroom activity.

### **Fulfilling the Promise...**

The College has been successful in meeting the challenge and fulfilling the promise — but not always and not in all ways. Since the inception of the first 20-week course, 16,200 learners have grad-

**The fact that our weapon systems are in demand by our allies as well as our potential adversaries speaks to the effectiveness of our acquisition process, the personnel within it and our defense industry.**



The Honorable David S. Packard  
Deputy Secretary of Defense  
1969-1971.

uated from the Program Management Course or its successor, the 14-week Advanced Program Management Course. There can be no real doubt that the infusion of these trained professional practitioners into the acquisition workforce has contributed in significant ways to the overall improvement of the performance of the workforce. The fact that our weapon systems are in demand by our allies as well as our potential adversaries speaks to the effectiveness of our acquisition process, the personnel within it, and our defense industry.

Secretary Packard's conviction that enhancing the practical training of Program Managers was essential to the success of a major program was certainly correct. The College has been successful in fulfilling the promise to provide skilled Program Manager practitioners. However, Secretary Packard's observation that putting better managers in charge of programs was essential — but insufficient to the task of improving performance of those programs — is as valid today as it was 30 years ago. He spoke of the “system” — the attitudes, practices, and incentives that evolved and were condoned that did not permit success no matter how skilled the managers might be.

Dr. W. Edwards Deming's mantra supports that view. He insisted that good and willing workers could not be successful when the system in which they had to work would not permit success. He could have been describing our past — and unfortunately — our current acquisition system.

During the past 30 years, DSMC has conducted, or has had outside agencies conduct, surveys of thousands of graduates and the supervisors of graduates of PMC and APMC. Without regard to the timeframe involved, the student and supervisor level of satisfaction with the course of instruction and the performance of graduates remains high — 90 percent or higher on a scale of 1 to 100. Similarly, without regard for the timeframe in-

volved, the same systemic problems surface regarding the acquisition system.

- Requirement to change the Planning, Programming, and Budgeting System and financial management systems.
- Comptrollers that can – and do— overturn management decisions to the detriment of ongoing programs.
- Requirement to provide funding stability after sound funding decisions have been taken.
- An acquisition workforce that has been stretched too thin. The philosophy of *Better, Faster, Cheaper* is not as sound in practice as it appears to be in theory.
- Requisite authority and resources to accomplish the task do not accompany the Program Manager's responsibility for initiatives imposed by higher headquarters.
- Requirement to reduce the number of briefings Program Managers are required to give and the necessity to travel to give them, thereby diverting Program Managers' attention from *running* the program to *selling* it.
- Requirement to provide program offices with some benefit from cost-saving measures they implement.
- Requirement to provide authority and resources sufficient to hire and retain skilled employees.

### What Can the College Do?

Given the probability that the system will not be substantially changed, what can the College do? The answer is the same today, as it was when Secretary Packard confronted the same dilemma. Recognize reality and improve the training offered to potential Program Managers to equip them to operate effectively in a system not designed for their benefit, but one that despite known shortcomings, has produced weapon systems that are the envy of most nations of the world. That is exactly what DSMC and DAU leadership is doing.

### Government Perspective

Documented interviews with experienced government and defense industry acquisition managers provide remarkable insight into what this training

should include and how it should be conducted. First, some excerpts from interviews with experienced government Program Managers/Program Executive Officers.

“The fundamental problem is that government managers have not been trained to deal with situations they encounter in the acquisition process. They need lessons learned — case studies. If you want to institutionalize acquisition reform, you must capture this in case studies.”

“You don't pass on lessons learned by writing a report or a book of lessons learned and having people read it. You need simulations or case discussions so people can talk about situations, ask questions, test their ideas, and learn about the alternatives available and what does and doesn't work.”

“People in the acquisition business need more practical education and training ... People need training in how to conduct the process and then need to walk through the process several times to understand what works and what does not work.”

“None of us in acquisition have the type of problem-oriented training that we need. People need to have the chance to walk through the kinds of problems we will face when we deal with a contractor. We need to see what seems to work under various sets of conditions and what does not work ... Somebody should wake up and ask: What would happen if you sent your fighter pilots to battle with 14 weeks' training?”

### Industry Perspective

Next, some excerpts from interviews with experienced defense industry managers.

“If I were training Program Managers, I would write out a description of all the major problems that confront Program Managers. Then I would conduct managed discussions of programs that encounter these problems, and I would get them to discuss how people can deal with these problems.”

“The Defense Department needs a more formal 'lessons learned' process, which should then be part of mandatory training and retraining of acquisition personnel.”

“Government Program Managers need to have worked through business simulations and case studies as we in business do repeatedly.”

On Jan. 23 of this year, Navy Admiral Dennis C. Blair, U.S. Commander in Chief - Pacific, in a speech at the Armed Forces Communications and Electronics Association - West (AFCEA WEST 2001), at the San Diego Convention Center expressed a view that provides further, more recent support for our course content approach:

“I am convinced that if we drive our acquisition by *real* problems that we face today, and create ways to adapt rapidly to challenges on the horizon, we will not only increase current readiness, we will solve tomorrow's problems better than trying to predict them and build distant technical solutions.”

### New APMC on the Horizon

Recognizing the wisdom of these experienced acquisition practitioners, DSMC is developing a totally new Advanced Program Manager's Course, which will replace the current 14-week Advanced Program Management Course. What is really new that holds promise for enhancing the performance of future Program Managers and hence their programs, is the content of the course, the source of the content, the method of course content delivery, the selection of the faculty, and the selection of the learners.

The course development team has reviewed results of past surveys and interviews and has conducted scores of interviews with Program Managers and Program Executive Officers and will conduct many more to ensure that the dilemmas encountered by the field form the basis for the case studies upon which the course will depend.

- The content of the course will be focused on problems, challenges, and

dilemmas that have confronted Program Management Offices and Program Executive Offices or can be expected to confront them.

- The source of these dilemmas has been and will continue to be the result of extensive visits to, and interviews with program personnel during which they identify the dilemma(s) they have personally encountered.
- The method of course content delivery will be primarily the case study. Each case study will be designed and developed around a dilemma generated by the field, e.g., the Program Management Office. The cases will emulate reality as perceived by the people who actually successfully or unsuccessfully coped with the issue.
- The selection of the "Core Faculty" has been completed. Each faculty member was specially selected based on a proven track record of outstanding performance as a professor at DSMC; a volunteer; willingness to undertake

the rigorous task of new course development; and successful completion of hands-on training in case design, development, and presentation.

- Learners will be especially selected from the individual Services, based on their demonstrated outstanding performance and their potential as candidates for senior program management assignments. They must be GS-14/0-5 and above and be Level III-certified in the Program Management Career Field.

Given the continued dedication, determination, and support of DSMC and DAU leadership; and the energy, experience, and knowledge of the course development team; there now exists an opportunity that "Fulfilling the Promise" is more than a promise.

**Editor's Note:** Hirsch welcomes questions or comments on this article. Contact him at [Ed.Hirsch@dau.mil](mailto:Ed.Hirsch@dau.mil).

## IMPORTANT NOTICE!

The 2001 Acquisition Research Symposium (ARS), originally scheduled for June 18-20, 2001, in Rockville, Md., has been postponed so that major policy changes in the new administration can be addressed. We will be updating the DAU Home Page ([www.dau.mil](http://www.dau.mil)) as information becomes available.

## WEB-ENABLED COURSES FOR DEFENSE INDUSTRY STUDENTS

In fiscal 2000, the Defense Acquisition University (DAU) developed a plan to offer all Web-enabled (online) courses to students who work for corporations in the Defense Industry. The program began at the start of the new fiscal year in October 2000.

A nominal tuition fee will be charged to students for the online courses. This key feature of the program should encourage defense industry students to enroll in the courses, thereby building upon and enhancing the skills of the Defense Industry professional acquisition workforce. Students will find application for enrollment very easy, since the program

will use the same online application form that is currently used by industry students who apply for DAU resident courses — available at:

[http://www.dsmc.dsmc.mil/registrar/industry\\_applic.htm](http://www.dsmc.dsmc.mil/registrar/industry_applic.htm)

The following courses are available to industry students online:

- Fundamentals of Systems Acquisition Management (ACQ 101)
- Fundamentals of Earned Value Management (BCF 102)
- Basic Information Systems Acquisition (IRM 101)

- Basic Software Acquisition Management (SAM 201)
- Acquisition Business Management (BCF 211)
- Simplified Acquisition Procedures (CON 237)
- Acquisition Logistics Fundamentals (LOG 101)
- Introduction to Acquisition Workforce Test and Evaluation (TST 101)

DAU has put together a high-quality program, and the University is confident the program not only has long-term growth potential, but will also be of great benefit to the Defense Industry as well as the students.

For more information, contact Art McCormick, Registrar for Industry Students:

Phone: 703-805-4498 Fax: 703-805-3709 E-mail: [arthur.mccormick@dau.mil](mailto:arthur.mccormick@dau.mil)

# The Acquisition Management Framework Chart

## A Pictorial Road Map for Use by Integrated Product Teams Throughout the System Life Cycle

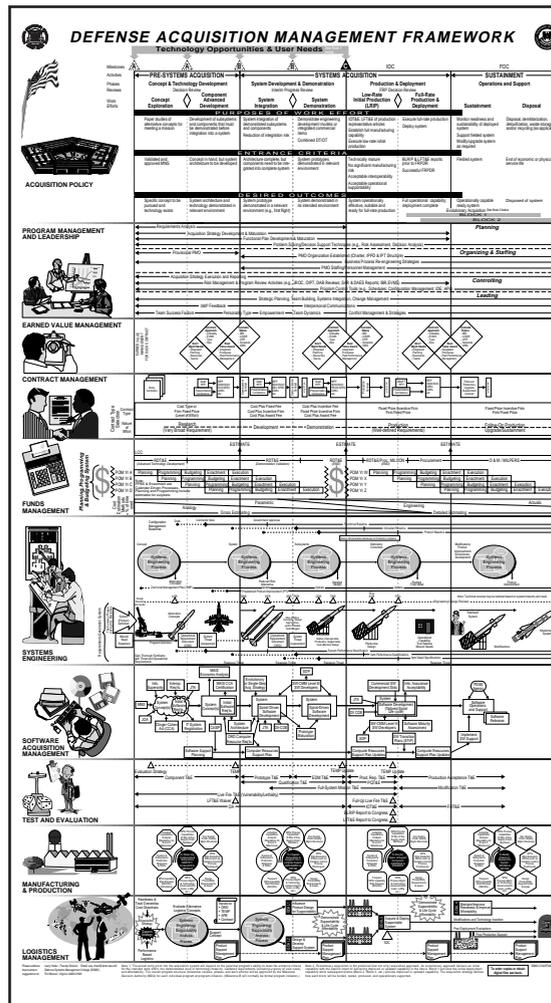
LARRY HELLER

The newly updated Defense Acquisition Management Framework Chart serves as a training aid and is designed to serve as a pictorial road map of functional activities throughout the Defense Systems Acquisition Life Cycle. The chart is based on the policies in the new Department of Defense (DoD) 5000-series documents coupled with “best practices.” Providing the basic information needed to help understand the Defense Acquisition Life Cycle Process, the chart is a pictorial representation of the entire life cycle – “cradle to grave” – of a nominal defense acquisition program.

The rows represent the process followed by each functional discipline. The columns represent the total effort underway at each point in a program.

A small black and white image of the “Defense Acquisition Management Framework Chart” appears here, followed by a larger version starting on the next page. A color version of the chart can also be downloaded and printed from the Defense Acquisition University (DAU) Press Web site in a PDF file. To download the file, go to: [http://www.dau.mil/pubs/chart3000/ch\\_3000.htm](http://www.dau.mil/pubs/chart3000/ch_3000.htm).

Hard copies of the chart will be available in the April 2001 timeframe. Status of availability will be posted on the DAU



stationery to: (703) 805-3726; or by sending a written request to the following address:

DEFENSE ACQUISITION  
UNIVERSITY  
ATTN:ASCL(PUBLICATIONS/  
DISTRIBUTION)  
9820 BELVOIR ROAD STE 3  
FORT BELVOIR VA 22060-5565

### Non-Government Personnel or Government Personnel Requesting Multiple Copies

Non-government personnel and government personnel requesting multiple copies may order a full-size color copy of the chart from the Government Printing Office. Major credit cards are accepted. (Cost of the chart and GPO Stock No. will also be announced on the DAU Web site.)

Comm: (202) 512-1800  
Fax: (202) 512-2250

DSMC Process Action Team  
Team Leader  
Larry Heller

### Team Members

Dr. Paul Alfieri • Bill Bahnmaier • Gary Hagan • Air Force Maj. Mark McNabb • Robert Pratt • George Prosnik • Chip Summers • Air Force Lt. Col. Ed Verchot • Air Force Lt. Col. Melinda Walsh

Design & Layout  
Paula Croisetiere

Web site. Once available, copies can be obtained from the following two sources:

### Government Personnel Requesting Single Copy

Military and government employees can obtain a single, full-size (32" x 38") color copy by faxing their request on official

**Military Personnel (MILPERS)** funds the costs of salaries and compensation for active military and National Guard personnel as well as personnel-related expenses such as costs associated with permanent change of duty station (PCS), training in conjunction with PCS moves, subsistence, temporary lodging, busses, and retired pay accrual.

**Operation and Maintenance (O&M)** traditionally finances those things that derive benefits for a limited period of time, i.e., expenses, rather than investments. Examples of costs financed are Headquarters operations, civilian salaries and awards, travel, fuel, minor construction projects of \$500K or less, expenses of operational military forces, training and education, recruiting, depot maintenance, purchases from Defense Working

Capital Funds (e.g., spare parts), base operations support, and assets with a system unit-cost less than the current procurement threshold (\$100K).

**Cost Estimating** is a realistic appraisal of the level of cost most likely to be realized. The main estimation methods are analogy, parametric, engineering, and extrapolation from actual costs.

**Life Cycle Cost (LCC)** is the total cost to the government of acquisition and ownership of the system over its full life. It includes the cost of development, acquisition, support, and (where applicable) disposal. The USD (AT&L) has defined Defense System Total Ownership Cost (TOC) as Life Cycle Cost.

erly identified and that there is a mutual understanding between the government and contractor exists.

- 3. SRP - System Functional Review** - A formal review of the conceptual design of the system to establish its capability to satisfy requirements. It establishes the functional baseline.
  - 4. SSR - Software Specification Review** - A formal review of requirements and interface specifications for computer software configuration items.
  - 5. PDR - Preliminary Design Review** - A formal review which confirms that the preliminary design basically follows the SFR findings and meets the requirements. It normally results in approval to begin detailed design.
  - 6. CDR - Critical Design Review** - A formal review conducted to evaluate the completeness of the design and its interfaces.
  - 7. TRR - Test Readiness Review** - A formal review of the contractors' readiness to begin testing computer software configuration items.
  - 8. FCA - Functional Configuration Audit** - A formal review conducted to verify that all subsystems can perform all of their required design functions in accordance with their functional and allocated configuration baselines.
  - 9. SVR - System Verification Review** - A formal review conducted to verify that the actual item (which represents the production configuration) complies with the performance specification.
  - 10. PCA - Physical Configuration Audit** - A formal review that establishes the product baseline as reflected in an early production configuration item.
- E. System/Product Definition** - This is the natural result of the threat-orientation-driven Requirements Generation System and the common thread (or area of common interest) among all acquisition disciplines.

- 1. Mission Need Statement (MNS)** - A formal document, expressed in broad operational terms and prepared in accordance with Chairman of the Joint Chiefs of Staff Instruction (CJCS) 13170.01A, that documents deficiencies in current capabilities and opportunities to provide new capabilities.
- 2. Program Definition** - The process of translating broadly stated mission needs into a set of operational requirements from which specific performance specifications are derived.
- 3. Operational Requirements Document (ORD)** - A formatted statement, which is prepared by the user or user's representative, containing operational performance parameters for the proposed concept/system that defines the system capabilities needed to satisfy the mission need. It is prepared at each milestone, usually beginning with Milestone B.
- 4. System Threat Assessment & Projections** - Prepared by a collaboration among the intelligence, requirements generation, and acquisition management communities to support program initiation (usually Milestone B). It is maintained in a current and approved or validated status throughout the acquisition process.

- Selection of an Evolutionary or Single-Step overall System Acquisition Strategy.
- Spiral-driven software development activities including prototype maturation.
- Selection of competent software developers that have mature development processes, domain experience and relevant tool experience.
- Selection and mutual tailoring of appropriate software development standard(s).
- Risk-driven software metrics selection, based on service policies and the Practical Software Measurement (PSM) methodology.
- Generation of a Software Development Plan (SDP) and other plans by a developer.
- Continuation of planning for Post Deployment Software Support (PDSS) and development of initial computer resources plans by the acquisition office.

**Production & Deployment:** Key activities include continued refinement of software work products from the previous phase and also could include:

- Continuing assessments of the developer's maturity using techniques such as the Software Capability Evaluation (SCE) based on the SW-CMM or other methods.
- Employment of JTA-compliant software components from DoD repositories such as the Defense Information Infrastructure Common Operating Environment (DIH-COE).
- Risk-driven software metrics and refined from previous lifecycle phases, to be used to gain visibility into software development activities.
- Determination of an acceptable level of software product maturity prior to deployment.
- Developer generation of key management plans such as a Software Transition Plan (STP), that document technical requirements and resources needed for PDSS.
- Acquisition office updates of various internal computer resources plans.
- Development of Software Installation Plans (SIPs) if appropriate.
- Control and timing of block releases if required as part of evolutionary acquisition.
- Determination that the system has an acceptable level of information assurance

**Operations and Support:** Post Deployment Software Support (PDSS) activities, by far the largest cost component of the software lifecycle, are initiated for the Sustainment portion of this phase following the chosen software support concept documented in computer resource plans and developer plans such as the STP.

bined approach shall not compromise either DT or OT objectives. A final independent phase of IOT&E shall still be required for Acquisition Category (ACAT) I and II programs for Beyond Low Rate Initial Production (BLRIP) decisions.

**Developmental Test and Evaluation (DT&E):** A technical test conducted to provide data on the achievability of critical system performance parameters. This testing is performed on components, subsystems, and system-level configurations of hardware and software.

**Evaluation Strategy:** a description of how the capabilities in the Mission Need Statement (MNS) will be evaluated once the system is developed. The Evaluation Strategy shall be approved by the DOT&E and the cognizant Overarching Integrated Product Team (OIPT) team leader 180 days after Milestone A approval. The Evaluation Strategy will evolve into the Test and Evaluation Master Plan (TEMP) which is first due at Milestone B.

**Follow-On OT&E (FO&E):** OT&E needed during and after the production phase to refine estimates from the IOT&E, to evaluate system changes, and to reevaluate the system as it continues to mature in the field. FO&E may evaluate system performance against new threats or in new environments.

**Full-Up Live Fire T&E (LFT&E):** A system-level live fire test of an ACAT I or II covered system, that is required before going BLRIP.

**Initial Operational T&E (IOT&E):** All OT&E that is conducted on production or production representative articles to support the decision to proceed BLRIP. It is conducted to provide a valid estimate of expected system operational effectiveness and suitability for ACAT I and II systems.

**Lethality T&E:** Testing the ability of a munitions to cause damage that will cause the loss or a degradation in the ability of a target system to complete its designated missions.

**Live Fire Test and Evaluation (LFT&E) Report:** Completed by the DOT&E for ACAT I and II systems that have been subjected to a full-up live fire test prior to Full Rate Production (FRP) Decision Review. Usually included in the DOT&E report of the IOT&E (BLRIP report) when sent to the Congress.

**Modification T&E:** Testing done after FRP Decision Review to evaluate modifications/upgrades/improvements to the system.

**Operational Assessment (OA):** An evaluation of operational effectiveness and suitability made by an independent operational test agency, with user support as required, on other than production systems. An OA conducted prior to Milestone B is called an Early Operational Assessment (EOA).

## X. MANUFACTURING AND PRODUCTION

DSMC POC: Manufacturing Management Department, (703) 805-3763

**Manufacturing** (also referred to as Production) is the conversion of raw materials into products and/or components through a series of manufacturing procedures and processes.

**Manufacturing Management** is the technique of planning, organizing, directing, controlling, and integrating the use of people, money, materials, equipment, and facilities to accomplish the manufacturing task economically.

An Acquisition Strategy outlines the approach to obtaining a certain amount of a product or system, within a planned timeframe and funding. The desired product or system has to be manufactured/produced, to a quality level that provides confidence the system will perform as advertised. The Production Strategy is the approach to obtaining the total quantity of the system, at some rate, for some cost. The Production Strategy must match up with the Acquisition Strategy.

The role of Manufacturing during the "pre-production" period is to influence the design of the subsystems and system, and to prepare for production. Once production has been authorized, the role of manufacturing is to execute the manufacturing plan. The overall objective of Manufacturing is to provide a uniform, defect-free product with consistent performance, and a lower cost in terms of both time and money.

The focus of manufacturing "pre-production" efforts are to assure the system/subsystem designs are producible, and that the "factory floors" in the Supply

## X. MANUFACTURING AND PRODUCTION (cont.)

**Design Productivity:** A measure of the relative ease of manufacturing a product design. Emphasis is on simplicity of design and reduction in opportunities for variation during fabrication, assembly, integration and testing of components, processes, and procedures.

**Lean:** A fundamental way of thinking, intended to enable flexibility and waste reduction— in order to reduce costs, cycle time, and delivery

## XI. LOGISTICS MANAGEMENT

DSMC POC: Logistics Management Department, (703) 805-2497

**Logistics Management** is the process of "getting the right things, to the right places, at the right time, for the right cost." Department of Defense logistics management encompasses the entire system's life cycle to include acquisition (design, develop, test, produce and deploy), sustainment (operations and support), and disposal.

The principal goals/objectives of logistics management are to:

1. Influence product design for supportability
2. Design and develop the support system
3. Acquire and concurrently deploy the supportable system (including support infrastructure)
4. Maintain/improve readiness and improve affordability

**Support Elements**, such as the following, have traditionally been considered a framework for supportability analyses:

- |                           |  |
|---------------------------|--|
| 1. Maintenance Planning   | 6. Training and Training Support                   |
| 2. Manpower and Personnel | 7. Computer Resources Support                      |
| 3. Supply Support         | 8. Facilities                                      |
| 4. Support Equipment      | 9. Packaging, Handling, Storage and Transportation |
| 5. Technical Data         | 10. System/Design Interface                        |

**Logistics Transformation** is fundamental to acquisition reform. DoD decision makers shall integrate acquisition and logistics to ensure a superior product support process by focusing on total ownership cost, supportability as a key design and performance factor, and logistics emphasis in the systems engineering process.

**Operational T&E (OT&E):** The field test, under realistic combat conditions, of any item (or key component of), weapons, equipment, or munitions for the purpose of determining the effectiveness and suitability for use in combat by typical military users, and the evaluation of the results of such test. Required for ACAT I and II programs.

**Production Acceptance T&E (PAT&E):** T&E of production items to demonstrate that items procured fulfill the requirements and specifications of the procuring contract or agreements.

**Production Qualification T&E (PQT&E):** A technical test conducted to ensure the effectiveness of the manufacturing process, equipment, and procedures. These tests are conducted on a number of samples taken at random from the first production lot and are repeated if the design or process is changed significantly.

**Qualification Testing:** Testing that verifies the contractor's design and manufacturing process and provides a performance parameter baseline for subsequent tests. (Best Practice)

**Test and Evaluation Master Plan (TEMP):** The testing strategy in the TEMP for ACAT I and II programs shall focus on the overall structure, major elements, and objectives of the test and evaluation program that is consistent with the acquisition strategy.

**Vulnerability T&E:** Testing a system or component to determine if it suffers definite degradation as a result of having been subjected to a certain level of effects in an unnatural, hostile environment. A subset of survivability.

Chain that will produce the items are properly characterized. These efforts are to: identify the needed manufacturing resources and capabilities, the "5Ms"; the risks associated with providing them; and insure that those risks are addressed as part of the overall Program Risk Management Plan.

The Manufacturing Plan is a formal description of a method for employing the facilities, tooling, and personnel resources to produce the design. The manufacturing plan must insure that the items produced reflect the design intent that the processes are repeatable, and that process improvements are constantly pursued.

**Industrial Capability Assessment (ICA):** A legal requirement (10 USC 2440) at each milestone to analyze the industrial capability to design, develop, produce, support, and (if appropriate) restart the program.

The "5Ms" are: Manpower, Materials, Machinery, Methods, and Measurement. These are five major elements of all manufacturing and production efforts, and are referred to during resource requirements risk identification & management.

**Supply Chain:** All organizations directly associated with the flow and transformation of materials and related information, from source to end user.

**Variation Control:** Identification of key process and product characteristics, and reduction/elimination of significant differences from the nominal values of those characteristics—so that those differences would not cause unacceptable degradation in product cost, quality, delivery schedule, or performance.

**Process Proofing:** Demonstration of all 5Ms of the required manufacturing capability, in a realistic, production-representative facility.

products— by focusing on those actions which will provide value to the end-item customer

**e-Mfg:** The use of the Internet and all other electronic means to manage the entire manufacturing enterprise.

**Support Strategy** is part of the acquisition strategy and an integral part of the systems engineering process. The support strategy shall address life cycle sustainment and continuous improvement of product affordability, reliability, and supportability, while sustaining readiness.

**Supportability Analyses** are a set of analytical tools used as an integral part of the systems engineering process. These tools help determine how to most cost effectively support the system throughout the life cycle and form the basis for design requirements stated in the system performance specification and Product Support Management Plan.

**Key Acquisition Documents** that reflect support inputs include the Operational Requirements Document (ORD), Test and Evaluation Master Plan (TEMP), Acquisition Program Baseline (APB) and the contract.

**Product Support Management Plan** is a life cycle plan that includes actions to assure sustainment and continually improve product affordability. This plan is used throughout initial procurement, reprocurement, and post production support. The plan documents an integrated acquisition and logistics strategy for the life of the system.

**Post Deployment Evaluations** of the system, beginning at Initial Operational Capability (IOC), shall be used to verify whether the fielded system meets thresholds and objectives for cost, performance, and support parameters. Demonstration of supportability and life cycle affordability shall be entrance criteria for the Production and Deployment Phase.

**Performance Based Logistics** consists of: 1) output performance parameters to ensure system ready capability, 2) assignment of responsibilities with incentives for attainment of the goals associated with these performance parameters, and 3) overall life cycle management of system reliability, sustainment and Total Ownership Cost.

## VII. SYSTEMS ENGINEERING

DSMC POC: Systems Engineering Department, (703) 805-3465

The Systems Engineering (SE) Process controls the total system development effort for the purpose of achieving an optimum balance of all system elements. It is designed to translate operational need and/or requirements into a system solution that includes the design, manufacture, Test and Evaluation (T&E) and support processes and products. SE is used to establish a proper balance among performance, risk, cost, and schedule. It does this by recursively applying the subprocesses of requirements analysis, functional analysis and allocation and design synthesis and verification along with the systems analysis and control tools for balance.

### A. Configuration Management (CM) Baselines -

- **Functional Baseline** - The technical portion of the program requirements (system performance specification) that provides the basis for contracting and controlling the system design. It is normally established by the government at System Functional Review (SFR).
- **Allocated Baseline** - Defines the performance requirements for each configuration item of the system (item performance specifications). The contractor normally establishes this early in the process [not later than the Preliminary Design Review (PDR)]. Government control is typically deferred until System Verification Review (SVR).
- **Product Baseline** - Established by the detailed design documentation for each configuration item (item detail specifications). It includes the process and materials baseline (process and materials specifications). Government control depends on program requirements but, if established, is typically done at PCA.

**B. Preplanned Product Improvement (PPI)** - A deliberate decision delaying incorporation of a system capability but providing growth allocations for the capability.

**C. Technical Management Plan (TMP)** - The TMP defines the contractor's plan for the conduct and management of the fully integrated effort necessary to satisfy the general and detailed requirements as implemented by the Request for Proposal (RFP) or contract schedule, statement of work/objectives, and specifications.

### D. Design Reviews and Audits

1. **ASR - Alternative Systems Review** - A formal review conducted to demonstrate the preferred system concept(s).
2. **SRR - System Requirements Review** - A formal, system-level review conducted to ensure that system requirements have been completely and prop-

## VIII. SOFTWARE ACQUISITION MANAGEMENT

DSMC POC: Software Management Department, (703) 805 3788

Modern DoD systems are almost always *software-intensive*, in which software is the largest segment of: cost; system development risk; system functionality, or development time.

The DoD 5000 Series integrates policy requirements and management guidance for all categories of software-intensive systems, including Automated Information Systems (AIS).

An AIS is an acquisition program that acquires Information Technology (IT), except those IT systems that: (1) involve equipment integral to a weapon or weapons system, or (2) is a tactical communication system. A Major AIS (MAIS) is one which exceeds certain cost thresholds specified by DoD policy or otherwise designated as such by the ASD (CS)

Evolutionary acquisition and spiral software development models are strongly emphasized by current DoD policies. For many software-intensive systems, outside formal assessments of program fitness by independent expert review teams are also mandated.

Because of the broad scope of DoD software-intensive systems, a wide variety of tailor-made approaches to their life cycle management and development is possible following DoD acquisition policies. One such phased approach is:

**Concept and Technology Development:** Key pertinent capability enablers that can directly impact system software requirements include Cinger-Cohen Act (CA) compliance, information superiority (DoDD 8000.1 and DoDI 8320.1), interoperability requirements (DoDD 4630.5 and DoDI 4630.8) and use of DoD standard architectures such as the joint Operational Architecture (OA) and the Joint Technical Architecture (JTA). Exit criteria from this phase typically include system architecture definition and an acceptable level of software product maturity. For C4I systems, a support plan (CAISP) is required. Additionally, a software developer's level of process maturity is cited for particular emphasis by DoD acquisition policy. Models such as the Software Capability Maturity Model (SW-CMM) or its equivalent are used to assess developer process maturity. For a MAIS, an economic analysis and formal CA certification are required. Initiation of early planning for Post Deployment Software Support (PDSS) starts.

**Systems Development and Demonstration:** Depending on the type of software-intensive system, key activities could include:

## IX. TEST AND EVALUATION

DSMC POC: Test and Evaluation Department, (703) 805-2887

**Test and Evaluation (T&E)** is a process by which a system or components are compared against requirements and specifications through testing. The results are evaluated to assess progress of design, performance, supportability, etc.

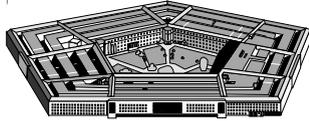
**Beyond Low Rate Initial Production (BLRIP) Report:** Completed by the Director, Operational Test and Evaluation (DOT&E) to assess the Initial Operational Test and Evaluation (IOT&E) for major defense acquisition programs for the FRP Decision Review. A copy is provided to the Congress.

**Combined Developmental and Operational Testing (DI/OT):** Combining DI and OT is encouraged to achieve time and cost savings. The com-





# DEFENSE ACQUISITION MANAGEMENT FRAMEWORK



ACQUISITION POLICY

Milestones	A		B		C		IOC	FOC	
Activities	PRE-SYSTEMS ACQUISITION		SYSTEMS ACQUISITION					SUSTAINMENT	
Phases	Concept & Technology Development		System Development & Demonstration		Production & Deployment			Operations and Support	
Reviews	Decision Review		Interim Progress Review		FRP Decision Review				
Work Efforts	Concept Exploration	Component Advanced Development	System Integration	System Demonstration	Low-Rate Initial Production (LRIP)	Full-Rate Production & Deployment		Sustainment	Disposal
<b>PURPOSES OF WORK EFFORT</b>									
	Paper studies of alternative concepts for meeting a mission	Development of subsystems and components that must be demonstrated before integration into a system	System integration of demonstrated subsystems and components Reduction of integration risk	Demonstrate engineering development models or integrated commercial items Combined DT/OT	IOT&E, LFT&E of production representative articles Establish full manufacturing capability Execute low-rate initial production	Execute full-rate production Deploy system		Monitor readiness and sustainability of deployed system Support fielded system Modify/upgrade system as required	Disposal, demilitarization, detoxification, waste storage and/or recycling (as applicable)
<b>ENTRANCE CRITERIA</b>									
	Validated and approved MNS	Concept in hand, but system architecture to be developed	Architecture complete, but components need to be integrated into complete system	System prototypes demonstrated in relevant environment	Technically mature No significant manufacturing risk Acceptable interoperability Acceptable operational supportability	BLRIP & LFT&E reports prior to FRPDR Successful FRPDR		Fielded system	End of economic or physical service life
<b>DESIRED OUTCOMES</b>									
	Specific concept to be pursued and technology exists	System architecture and technology demonstrated in relevant environment	System prototype demonstrated in a relevant environment (e.g., first flight)	System demonstrated in its intended environment	System operationally effective, suitable and ready for full-rate production	Full operational capability; deployment complete		Operationally capable ready system Evolutionary Acquisition See Note 2 below	Disposed of system

## PROGRAM MANAGEMENT AND LEADERSHIP



← Requirements Analysis	← Acquisition Strategy Development & Maturation				← Functional Plan Development & Maturation		← Problem Solving/Decision Support Techniques (e.g., Risk Assessment, Decision Analysis)		→
← Provisional PMO	← PMO Organization Established (Charter, IPPD & IPT Structure)				← Business Process Re-engineering Strategies		← PMO Staffing/Personnel Management		→
← Acquisition Strategy Execution and Reporting	← Risk Management & Program Review Activities (e.g., JROC, OIPT, DAB Reviews; SAR & DAES Reports; IBR, EVMS)				← Program Control Tools (e.g., Schedules, Configuration Management; IDE; APB)		← Strategic Planning, Team Building, Systems Integration, Change Management		→
← 360° Feedback	← Interpersonal Communications				← Team Success Factors		← Personality Type — Empowerment — Team Dynamics		→
	←		←		←		←		→

## EARNED VALUE MANAGEMENT



EARNED VALUE MANAGEMENT FOR EACH CONTRACT	Contract Approach - Criticality - EVMS - Type - Size	Gov't Mgmt Needs - Integrated Planning - Resources - Teams	Best Value Award - Integrated Processes - Past Performance Management	Evaluate Status - IBR - C-SSR - CPR - Schedule - WBS
	Contract Approach - Criticality - EVMS - Type - Size	Gov't Mgmt Needs - Integrated Planning - Resources - Teams	Best Value Award - Integrated Processes - Past Performance Management	Evaluate Status - IBR - C-SSR - CPR - Schedule - WBS
	Contract Approach - Criticality - EVMS - Type - Size	Gov't Mgmt Needs - Integrated Planning - Resources - Teams	Best Value Award - Integrated Processes - Past Performance Management	Evaluate Status - IBR - C-SSR - CPR - Schedule - WBS

## CONTRACT MANAGEMENT



Study Contracts	Draft RFP → RFP SOW/SOO CDRL etc. → Presolicitation Conference	Draft RFP → RFP SOW/SOO CDRL etc. → Presolicitation Conference	Draft RFP → RFP SOW/SOO CDRL etc. → Presolicitation Conference	Draft RFP → RFP SOW/SOO CDRL etc. → Presolicitation Conference	DRAFT RFP → RFP SOW/SOO SPEC CDRL etc. → Presolicitation Conference	Follow-on Production/Upgrade/Sustainment Contract
Contract Type	Cost Type or Firm Fixed Price (Level of Effort)	Cost Plus Fixed Fee Cost Plus Incentive Fee Cost Plus Award Fee	Cost Plus Incentive Fee Fixed Price Incentive Firm Cost Plus Award Fee	Fixed Price Incentive Firm Firm Fixed Price	Fixed Price Incentive Firm Firm Fixed Price	Fixed Price Incentive Firm Firm Fixed Price
Nature of Effort	Research (Very Broad Requirement)	Development	Demonstration	Production (Well-defined Requirements)	Follow-On Production Upgrade/Sustainment	



## Planning, Programming, Budgeting System

LCC	ESTIMATE		ESTIMATE		ESTIMATE	
(Advanced Technology Development)	(Demonstration Validation)		(EMD)		Procurement	
POM Yr A	Planning	Programming	Budgeting	Enactment	Execution	
POM Yr B		Planning	Programming	Budgeting	Enactment	Execution
POM Yr C			Planning	Programming	Budgeting	Enactment
POM Yr D				Planning	Programming	Budgeting
POM Yr E					Planning	Programming
POM Yr F						Planning

Note: PPBS & Enactment are Calendar-Driven Processes. Planning and Programming include estimates for outyears.

# FUNDS MANAGEMENT

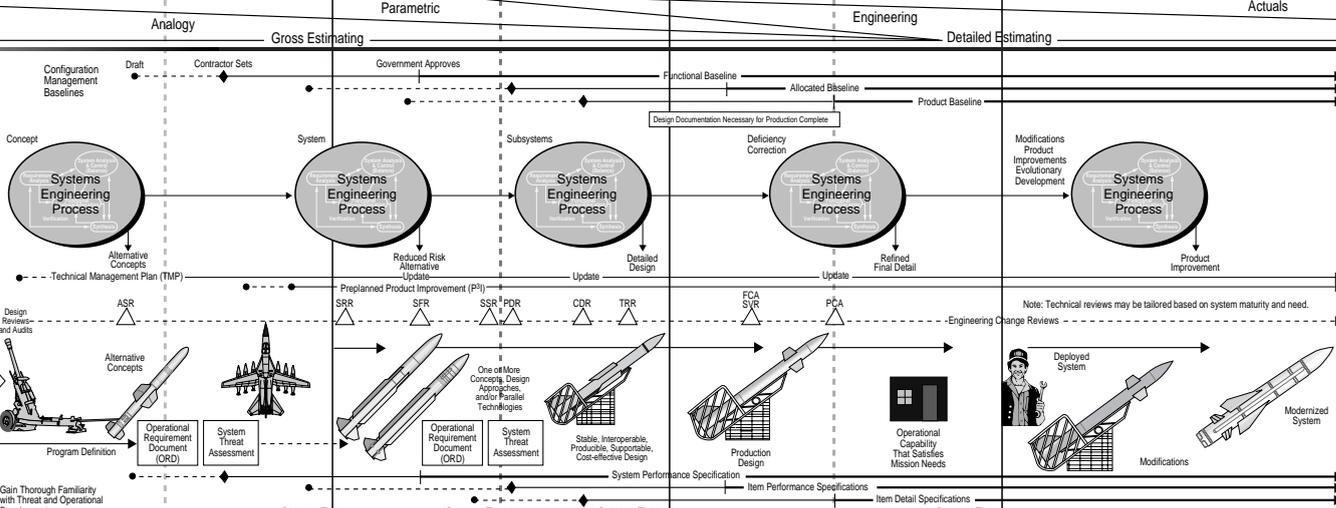
# Plan &

Cost Efficiency Metric % of total used



# SYSTEMS ENGINEERING

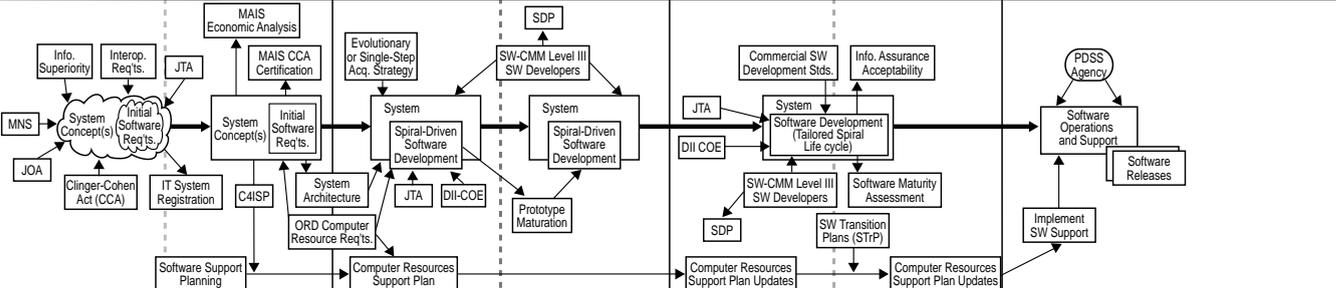
Requirements Generation System  
The Common Thread Linking ALL Disciplines



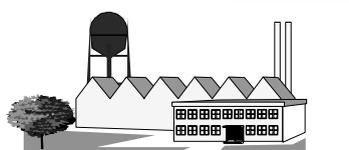
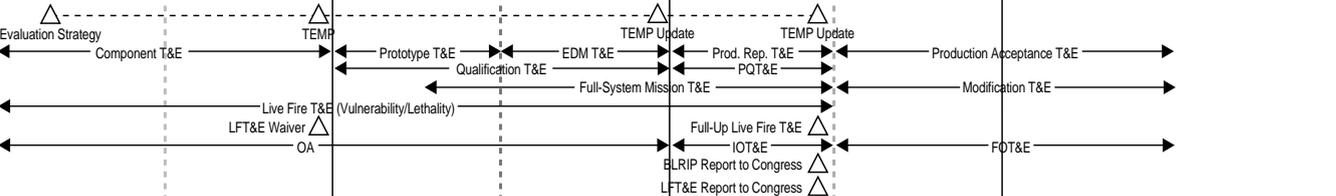
Note: Technical reviews may be tailored based on system maturity and need.



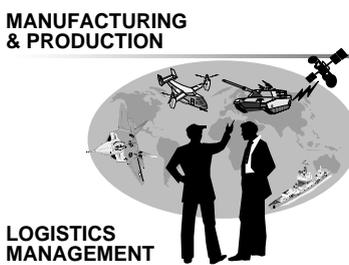
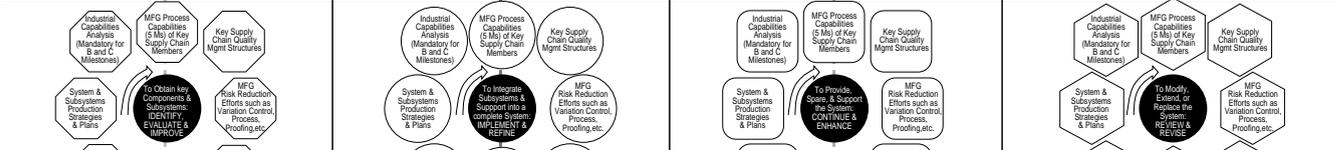
# SOFTWARE ACQUISITION MANAGEMENT



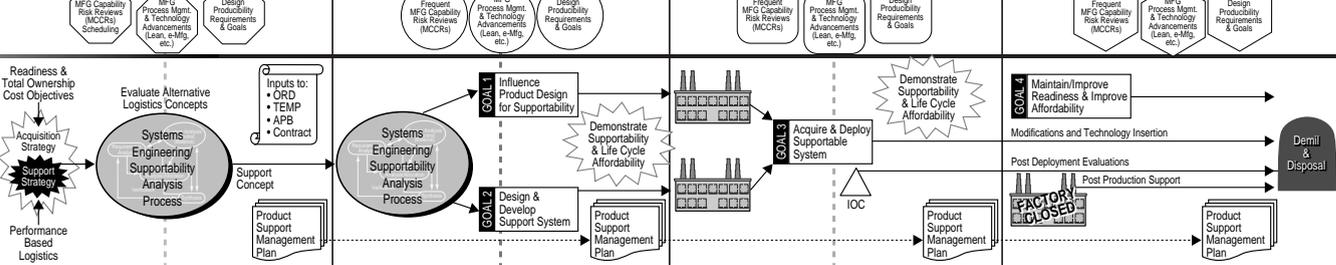
# TEST AND EVALUATION



# MANUFACTURING & PRODUCTION



# LOGISTICS MANAGEMENT



Please address improvement suggestions to: Larry Heller - Faculty Division, Defense Systems Management College (DSMC), Fort Belvoir, Virginia 22060-5565. Email: acqchar1@dau.mil

Note 1. The actual entry point into the acquisition system will depend on the potential program's ability to meet the entrance criteria for the intended work effort, the demonstrated level of technology maturity, validated requirements (including urgency of user need), and affordability. The overall program structure (milestone reviews, phases, and work efforts) will be approved by the Milestone Decision Authority (MDA) for each individual program at program initiation. (Milestone B will normally be formal program initiation.)

Note 2. Evolutionary acquisition is the preferred (but not only) acquisition approach. An evolutionary approach delivers an initial capability with the explicit intent of delivering improved or updated capability in the future. Block 1 provides the initial deployment capability while subsequent blocks (Block 2, Block 3, etc.) provide improved or updated capability. The acquisition strategy defines how each block will be funded, tested, produced, and operationally supported.

To order copies or obtain digital files see back.

# Defense Acquisition Management Framework

## HOW TO OBTAIN COPIES

- Download directly from the Defense Acquisition University (DAU) Press web site at: <http://www.dau.edu>
- Military and government employees can obtain a single copy from the DAU Publications Distribution Center, located in the lower floor of building 204, at Defense Systems Management College (DSMC), Ft. Belvoir campus. A copy can also be obtained by sending a written request for DSMC Chart Number 3000R-01 to the DAU Publications Distribution Center.

**DAU, Attention ASCL**  
**9820 Belvoir Road, Suite 3**  
**Ft. Belvoir, VA 22060-5565**  
**ATTN: Publication/Distribution**

Phone: (703) 805-2743  
 FAX: (703) 805-3726  
 DSN 655-2743  
 E-mail: [jeff.turner@dau.edu](mailto:jeff.turner@dau.edu)

3. Military, government and non-government personnel can purchase single or multiple copies through the Government Printing Office through their online bookstore at <http://bookstore.gpo.gov>. Orders can also be placed with credit card on the phone (202) 512-1800 or FAX (202) 512-2250.

## I. INTRODUCTION

DSMC POC: Larry Heller; (703) 805-4657

The Defense Acquisition Management Framework Chart is a training aid for Defense Systems Management College (DSMC) courses and is designed to serve as a pictorial roadmap of functional activities throughout the Defense Systems Acquisition Life Cycle. This chart is based on the policies in Department of Defense (DoD) 5000 Series documents. These consist of:

- DoD Directive (DoDD) 5000.1, *The Defense Acquisition System*;
- DoD Instruction (DoDI) 5000.2, *Operation of the Defense Acquisition System*; and
- Interim Regulation DoD 5000.2-R, *Mandatory Procedures for Major Defense Acquisition Programs (MDAPs) and Major Automated Information System (MAIS) Acquisition Programs*.

The final DoD 5000.2-R is expected to be released in the Spring of 2001. The *Defense Acquisition Deskbook* describes discretionary information and best practices for implementing defense acquisition. This chart is **not** a substitute for these references.

This chart provides the basic information needed to help understand the Defense Acquisition Life Cycle Process. For additional information, please use the reference materials indicated above or contact the department point of contact (POC) associated with each section of the chart. Department POCs can further explain their respective sections on the chart.

There is no single, approved taxonomy of the functional disciplines and sub-disciplines that, taken together, constitute defense systems acquisition. Acquisition career fields have been established under the auspices of DoD 5000.2-R, *Career Development Program for Acquisition Personnel*, for both military and civilian members of the Defense Acquisition Workforce.

## II. ACQUISITION POLICY

DSMC POC: Acquisition Policy Department; (703) 805-5144

The Defense Acquisition Management Framework is structured by DoDD 5000.2 into discrete, logical phases separated by major decision points (called milestones) to provide the basis for comprehensive management and progressive decision making. The number of phases and decision points are tailored to meet the specific needs of individual programs.

The systems acquisition process begins with the identification of a need. It encompasses the activities of design, test, manufacture, operations and support. It may involve modifications and it ends with the disposal/recycling/demilitarization of that system. Upgrade (or modification) programs also follow the acquisition life cycle that includes the activities of design, test, manufacture, installation and checkout, plus operations and support.

The following policies and principles govern the operation of the defense acquisition system and are divided into five major categories as stated in DoDD 5000.1. These categories are: 1) Achieving Interoperability, 2) Rapid and Effective Transition from Science and Technology to Products, 3) Rapid and Effective Transition from Acquisition to Deployment and Fielding, 4) Integrated and Effective Operational Support, and 5) Effective Management.

To implement these varied policies and principles, many unique requirements, laws, and regulations are imposed on defense acquisition that still burden program

managers in pursuing the efficiencies inherent in pure commercial acquisition practice.

DoD components first try to satisfy mission needs through nonmaterial solutions, such as changes in doctrine or tactics. If existing U.S. military systems or other on-hand material cannot be economically used or modified to meet the operational requirement, a material solution may be pursued according to the following hierarchy of alternatives:

- Procurement (including modification) of commercially available domestic or international technologies, systems or equipment, or Allied systems or equipment
- Cooperative development program with one or more Allied nations
- New Joint Component or Government Agency development program
- New Component-unique development program

A complete listing of statutory and regulatory program information requirements (documentation) applicable to all programs can be found in Enclosure 3, DoDI 5000.2. The Milestone Decision Authority (MDA) may tailor document content based on program needs, but it may not omit documents required by statute or mandatory policy (e.g., Acquisition Program Baseline or Operational Requirements Document). (Figure 1)

**Acquisition Strategy:** A plan that serves as a roadmap for program execution from program initiation through post-production support. Acquisition Category (ACAT) I and IA Programs must contain information as noted in Figure 2.

FIGURE 1. INFORMATION FOR MILESTONE REVIEWS (DODI 5000.2)

	Milestone/Review					
	A	DR	B	IPR	C	FRPRD
Acquisition Decision Memorandum	X	X	X	X	X	X
Acquisition Program Baseline		Note 1	X	X	X	X
Acquisition Strategy		Note 1	X	X	X	X
Affordability Assessment			X	X	X	X
Analysis of Multiple Concepts	X					
Analysis of Alternatives			X		Note 3	
Application for Frequency Allocation			X	X	X	
Beyond Low Rate Initial Production (LRIP) Report (Note 2)						X
Command, Control, Communications, and Computers (C4) Integrated Support Plan		Note 1	X	X	X	
Clinger-Cohen Act Compliance [all Information Technology (IT)]		Note 1	X	X	X	
Compliance with Strategic Plan			X	X	X	
Component Cost Analysis [Major Automated Information System (MAIS); optional MDPAP]			X	X	X	
Consideration of Technology Issues	X		X	X	X	
Cooperative Opportunities			X	X	X	X
Cost Analysis Requirements Description [Major Defense Acquisition Programs (MDAPs)]			X	X	X	X
Economic Analysis (MAIS)			X			
Exit Criteria	X	X	X	X	X	X
Independent Cost Estimate (MDAPs; n/a AIS)			X	X	X	X
Independent Technology Assessment			X	X	X	X
Interoperability Certification			X	X	X	X
IT Certification (MAIS)			X	X	X	X
Live Fire Testing & Evaluation (T&E) Waiver (covered systems) (Note 2)			X	X	X	X
Live Fire T&E Report (covered systems) (Note 2)						X
LRIP Quantities			X			
Manpower Estimate			X			X
Market Research	X		X			
Mission Need Statement	X					
National Environmental Policy Act Schedule		Note 5	X	X	X	X
Operational Requirements Document			X	X	X	
Operational Test & Evaluation (OT&E) Results			X	X	X	X
Postdeployment Performance Review						X
Program Protection Plan			X		X	
Registration of Mission Critical & Mission Essential Information System		Note 5	Note 5		Note 5	
System Threat Assessment (n/a AIS)			X	X	X	X
Selected Acquisition Report (MDAPs)		Note 5	X	X	X	X
Test & Evaluation Master Plan		Note 4	X	X	X	X

Notes: 1. At entry to Component Advanced Development (CAD) if CAD is program initiation, 2. OSD T&E oversight programs, 3. If no Milestone B, 4. Evaluation strategy for Mission Need Statement (MNS) due 180 days after Milestone A, 5. If program initiation.

## FIGURE 2. ACQUISITION STRATEGY ELEMENTS (INTERIM DOD 5000.2-R)

- Requirements
  - Approved Source Docs
  - Status of In-process Source Docs
- Program Structure
  - IT Interoperability
  - Other than IT Integration
- Acquisition Approach
  - IT Supportability
- Program Management
  - Resources
  - Advance Procurement
  - PMO Staffing & Support
  - Info Sharing & DoD Oversight
  - IDE
  - Tech Reps at Contractor Facilities
  - Government Property In Possession of Contractors
  - Tailoring & Streamlining
  - Requests for Relief or Exemption
  - Applying Best Practices
  - Planning for Modeling & Simulation
  - Independent Expert Review of Software Intensive Programs
- Design Considerations
  - Open Systems
  - Interoperability
  - Protection of Critical Program Info & Anti-Tamper Provisions
  - Support Strategy
  - Product Support
  - Management Plan
  - Integration
  - Source of Support
  - Depot Maintenance
  - Supply
  - Contractor Log Support
  - Requests for Relief or Exemption
  - Environmental Safety & Occupational Health
  - Demilitarization & Disposal
  - Life Cycle Support Oversight
  - Post Deployment Evaluation
- Business Strategy
  - Competition
  - Fostering a Competitive Environment
  - Competition Advocates
  - Ensuring Future Competition
  - Building Competition Into Strategies
  - Acquisition Phases
  - Evolutionary Acquisition
  - Industry Involvement
  - Potential Obstacles
  - Exclusive Teaming
  - Sub-Tier Competition
  - Potential Sources
  - Market Research
  - Human Sys Integration
  - Commercial & NDJ
  - Dual-Use Tech & Comm Plans
  - Industrial Capability
  - SBIR Technologies
- International Cooperation
  - Cooperative Strategy
  - Interoperability
  - Compliance
  - Testing Required for Foreign Military Sales
  - Contract Approach
  - Major Contracts Planned
  - Contract Type
  - Contract Incentives
  - Performance Mgmt
  - Integrated Baseline Reviews
  - Special Terms & Conditions
  - Warranties
  - Component Breakout
  - Leasing
- From DoDI 5000.2, Encl 3, Table 1
  - Partnership Analysis
  - Make or Buy Analysis
  - Core Logistics Analysis/ Source of Supply Analysis

## III. PROGRAM MANAGEMENT AND LEADERSHIP

DSMC POC: Program Management and Leadership Department; (703) 805-4985

Fundamental change in the DoD acquisition culture is underway and requires individuals and organizations to change from a hierarchical decision-making process to one where decisions are made across organizational structures by multidisciplinary teams known as Integrated Product Teams (IPTs). Successful Program Managers (PMs) must be leaders who can create a vision for their program, translate this into a concrete mission, break the mission down into critical success factors (goals), and nurture and develop the IPTs (via empowerment and teamwork) to successfully execute acquisition programs. Under DoDD 5000.1, DoDI 5000.2, and DoD 5000.2-R, the preferred program management technique for use by a PM is known as Integrated Product and Process Development (IPPD). The goal of IPPD is to optimize the technology, design, manufacturing, plus business and supportability processes by integrating all acquisition activities from requirements definition through development, production, deployment and operations support. IPPD is an expansion of concurrent engineering where design, manufacturing and support of a system are integrated through the use of IPTs.

The primary program management activities are as follows:

**Planning:** One of the first program management planning activities is the development of the acquisition strategy, which lays out how the program will accomplish its objectives in terms of (among others) cost, schedule, performance, risk, and contracting activities. For decision, interim progress, and milestone reviews, it is included as part of a single document (to the maximum extent practicable). The PM may choose to develop the acquisition strategy as a stand-alone document or as part of a multipurpose document (e.g., an Army Modified Integrated Program Summary (MIPS), a Navy Master Acquisition Program Plan (MAPP), or an Air Force Single Acquisition Management Plan (SAMP)). Each program's acquisition strategy is tailored to meet the specific requirements and circumstances of the program. There

are two basic strategy approaches — Evolutionary and Single Step to Full Capability. Evolutionary is the preferred approach and delivers an initial capability with the explicit intent of delivering improved or updated capability in the future. See Part II of this chart for acquisition strategy elements.

**Organizing and Staffing:** The establishment, organization, and staffing of the program office should be a direct outgrowth of a task analysis that supports the program's acquisition strategy. As the program evolves, the program office organization and staffing should also evolve to support the changing task requirements and acquisition environment.

**Controlling:** The control system consists of standards against which progress can be measured, a feedback mechanism that provides information to a decision maker, and a means to make corrections either to the actions underway or to the standards. Examples of standards used in the systems acquisition process include the Acquisition Program Baseline (APB), exit criteria, program schedules, program budgets, specifications, plans, and test criteria. Examples of feedback mechanisms for program control, oversight, and risk management include the Joint Requirements Oversight Council (JROC), Overarching Integrated Product Team (OIPT), Defense Acquisition Board (DAB), Integrated Baseline Review (IBR), technical reviews, and Developmental and Operational Test and Evaluation (D/OT&E). Other reports available through a Program's Integrated Digital Environment (IDE) include the Selected Acquisition Report (SAR), Defense Acquisition Executive Summary (DAES), Earned Value Management (EVM) Report, and Contract Funds Status Report (CFSR).

**Leading:** Effective leadership is the key to program success. It involves developing an organization's mission, vision, and goals, and clearly articulating a set of core values. Dominant leadership roles in program management include strategy setting, consensus/team building, systems integration, and change management. For successful teams, factors such as empowerment, clear purpose, open communication, adequate resources, and a team-behavioral environment are critical.

## IV. EARNED VALUE MANAGEMENT

DSMC POC: Earned Value Management Department; (703) 805-3769

**Earned Value Management:** The use of an integrated management system to coordinate work scope, schedule, and cost goals and objectively measure progress toward those goals.

**Earned Value Management Systems (EVMS):** Management standards (for significant dollar threshold contracts) used to evaluate an organization's integrated management systems.

**Cost Performance Report (CPR):** An objective summary of contract status that includes the following:

**Budgeted Cost of Work Scheduled (BCWS) -** Value of work scheduled in budget terms.  
**Budgeted Cost of Work Performed (BCWP) -** Value of work completed in budget terms.  
**Actual Cost of Work Performed (ACWP) -** Cost of work completed.

**Cost/Schedule Status Report (CSSR):** A reasonably objective summary of contract status in terms of BCWS, BCWP, and ACWP.

**Work Breakdown Structure (WBS):** A product-oriented family tree composed of hardware, software, services, and data, which comprise the entire work effort under a program.

**Integrated Baseline Review (IBR):** A joint Government/Contractor assessment of the performance measurement Baseline (PMB).

## V. CONTRACT MANAGEMENT

DSMC POC: Contract Management Department; (703) 805-3442

**Contract Management** is the process of systematically planning, organizing, executing, and controlling the mutually binding legal relationship obligating the seller to furnish supplies and/or services and the buyer to pay for them.

**Contract:** The document that defines the government/industry agreement.

**A Draft Request for Proposal (RFP) and Presolicitation Conference:** are used to ensure that the requirements are understood by industry and that feedback is provided to the government.

**Cost Type Contracts:** A family of cost-reimbursement type contracts, where the government pays the cost (subject to specified limitations) and the contractor provides "best efforts." This type may provide for payment of a fee that may consist of an award fee, incentive fee, or fixed fee.

**Engineering Change Proposal (ECP):** A formal document used to make engineering changes to configuration management baselines in an existing contract.

**Fixed Price Type Contract: Firm Fixed Price (FFP) or Fixed Price Incentive (FPI):** A family of fixed-price type contracts where the government pays a price that is subject to specified provisions, and the contractor delivers a product or service. This type may provide for payment of incentives or other sharing arrangements.

**Statement of Work (SOW): Statement of Objective(SO) Specification, Contract Data Requirement List(CDRL):** The documents used in soliciting contracts for each phase of work the RFP sets forth the needs, the SOW/SO is the formal statement of these needs as requirements for contractual effort (what the contractor will do). The specification sets forth the technical requirements (what the system will do), and the CDRL defines the data deliverables.

## VI. FUNDS MANAGEMENT

DSMC POC: Funds Management Department; (703) 805-2451

**Government Budget Plan:** The generic title for an internal government document that plans the long-range budgeting strategy for the life of a given program.

**Planning, Programming and Budgeting System (PPBS):** The PPBS is a time-driven resource allocation process within DoD to request funds for all operations, including weapon system development and acquisition. It is essential to convert each program's event-driven acquisition strategy and phasing into the PPBS's calendar-driven funding profiles to assure the appropriate amount and type of funds are available to execute the desired program.

**Planning Phase -** The Defense Planning Guidance (DPG) is a document which sets forth broad policy objectives and military strategy. The DPG guides the development of the Program Objectives Memorandum (POM). **Programming Phase -** The POM and the Program Decision Memorandum (PDM) are the keystone documents completed in this phase. The POM provides strategies for the Services to meet DoD objectives outlined in the DPG. The POM is reviewed by staff officers of the Secretary of Defense, the Commanders in Chief of unified and specified commands, and the Joint Chiefs of Staff. The reviews highlight major program issues and alternatives. The Deputy Secretary of Defense reviews the POM and the issues and decides on the appropriate course of action. The decisions are documented in the PDM.

**Budgeting Phase -** The completion of the Budget Estimate Submission (BES). The BES is the POM documentation updated for the decisions outlined in the PDM. The BES is reviewed by the Under Secretary of Defense Controller, and the Office of Management and Budget (OMB) for execution feasibility. Funding changes that are due to execution issues are identified in Program Budget Decisions (PBDs). The updated BES is forwarded to OMB and incorporated into the President's Budget. The President's Budget is due to the Congress no later than the first Monday in February.

**Enactment -** The process that the Congress uses to develop and pass the Authorization and Appropriations Bills. In the enactment process, the DoD

has an opportunity to work with the Congress and defend the President's Budget.

**Funding Appropriation Types:**

**RDT&E:**  
**Budget Activity 1, Basic Research,** includes all efforts and experimentation directed toward increasing fundamental knowledge and understanding in those fields of the physical, engineering, environmental, and life sciences related to long-term national security needs.

**Budget Activity 2, Applied Research,** translates promising basic research into solutions for broadly defined military needs, short of development projects. This type of effort may vary from systematic mission-directed research, which is beyond that in Budget Activity 1, to sophisticated breadboard hardware, study, programming, and planning efforts that establish the initial feasibility and practicality of proposed solutions to technological challenges.

**Budget Activity 3, Advanced Technology Development,** includes all efforts that have moved into the development and integration of hardware for field experiments and tests. The results of this type of effort are proof of technological feasibility and assessment of operability and producibility rather than the development of hardware for service use.

**Budget Activity 4, Demonstration and Validation,** includes all efforts necessary to evaluate integrated technologies in as realistic an operating environment as possible to assess the performance or cost reduction potential of advanced technology.

**Budget Activity 5, Engineering and Manufacturing Development,** includes those projects in engineering and manufacturing development that are for Service use but have not received approval for full-rate production.

**Procurement** is used to finance investment items, and it should cover all costs integral and necessary to deliver a useful end item intended for operational use or inventory.

**Military Construction (MILCON)** funds the cost of major construction projects such as bases, facilities, military schools, etc. Project costs include architecture and engineering services, construction design, real property acquisition costs, and land acquisition costs necessary to complete the construction program.

# FASTER. CHEAPER. BETTER.



## WHAT ABOUT SMARTER?

When was the last time you or one of your associates attended one of the 85 different acquisition courses offered by the Defense Acquisition University at one of its 12 locations around the country?

Did you know tuition was free to qualifying industry personnel?

Are you current on the DoD 5000 series changes? Do you know the latest acronyms and terms? When was the last time you or your associates took an introductory, intermediate, or advanced course for certification?

Did you know that DAU now offers online courses for its introductory material—free to government personnel and for a nominal fee to industry?

We also offer fee-for-service consulting and research programs. And take advantage of our competitively priced conference facilities.

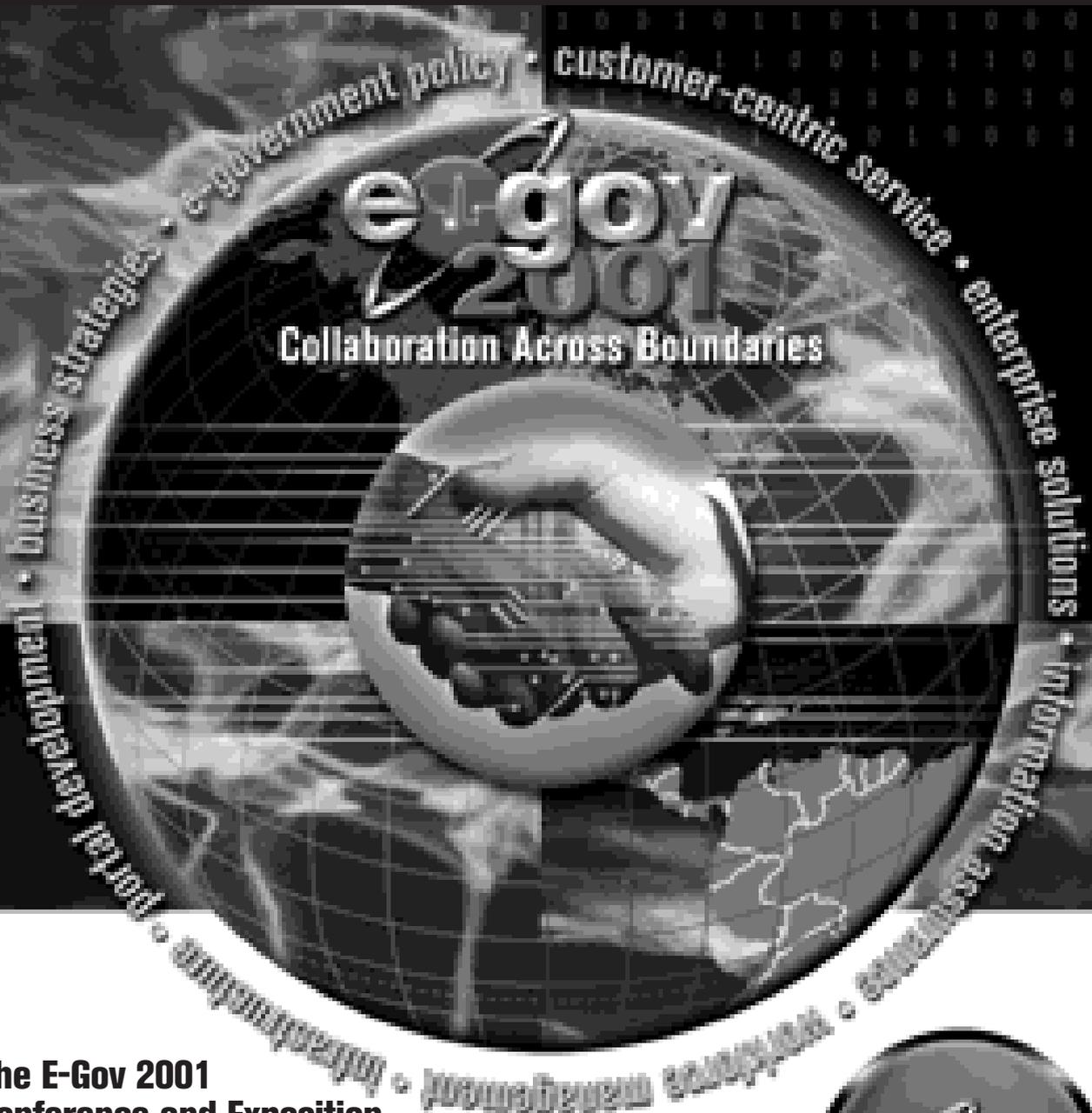
Maybe it's time to talk to your training officer about some more education. Or call the DAU registrar at 1-888-284-4906 to see how we can structure an educational program just for you.

Visit the DAU home page for the DAU catalog and other publications at <http://www.dau.mil>, or sign up for online courses.

Defense Acquisition University  
9820 Belvoir Road  
Fort Belvoir, Virginia 22060-5565



# Attend the essential event for E-Government professionals.



## The E-Gov 2001 Conference and Exposition is the only event focused on Electronic Government.

- 4-Day Conference featuring 54 Sessions
- 16 Half-Day Tutorials
- 2-Day All-Inclusive Exposition – with 300+ Industry Leaders *Free*
- 6 Keynote Presentations *Free*
- 50 Educational Briefings *Free*
- 20 Government Solutions Center Exhibits *Free*
- 50 Electronic Enterprise Pavilion Kiosks *Free*



**Conference: July 9 - 12, 2001**

**Exposition: July 10 - 11, 2001**

**Washington Convention Center  
Washington, DC**

Register today at [www.e-gov.com](http://www.e-gov.com) or call 800/746-0099

# DAU Awarded the “ELLI” at Nation’s Largest e-Learning Conference-Exposition

*Collie J. Johnson*

**O**n April 19, the Defense Acquisition University became the proud recipient of ELLI – the e-Learning Industry Award. Sponsored by the U.S. Distance Learning Association (USDLA), the ELLI is the “Oscar” of electronic (distance) learning, or e-Learning, and honors outstanding achievements in distance learning.

Frank J. Anderson Jr., DAU President, accepted the University’s ELLI Award from Dr. John Flores, Executive Director of the USDLA, at the 2001 e-Learning Conference and Exposition. This year’s event, held in Washington, D.C., was the largest e-Learning event ever. According to Flores, the Association received 89 nominations for consideration in five different categories: Higher Education, K-12, Government, Health Care and Telemedicine, and Corporate and Business. DAU was a winner in the Government category for “Excellence in Distance Learning Programming.”

The USDLA Awards Program was created to acknowledge major accomplishments in distance learning and to highlight those instructors, programs, and distance learning professionals who have achieved excellence in the field. It came about as a response to the 21<sup>st</sup> century’s veritable “revolution” in higher education. Technology is not only altering and enhancing the way courses are offered in traditional colleges and universities, it is enabling a whole new educational paradigm.

Distance learning, which traces its origins to the early technology associated with Video Teleconferencing and Video TeleTeaching, is a type of education where students work on their own at home or at the office. To communicate with faculty and other students, they use e-mail, electronic fora, videoconferencing, and other forms of computer-based communication. Most distance learning programs include a computer-based training (CBT) system and communications tools to produce a virtual classroom. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems.

“It seems as though every year there are more and more distance learning programs being launched in corporate, government, military, and academic settings,” said Flores. “Where we once struggled to find distance learning programs across the country, we now find hundreds ... we have seen an explosion in the area of high-quality distance teaching by instructors and trainers.”



Frank J. Anderson Jr. (right), Defense Acquisition University (DAU) President, accepts the “ELLI” Award on behalf of DAU from Dr. John Flores, Executive Director of the U.S. Distance Learning Association, at the 2001 e-Learning Conference-Exposition. The Conference-Exposition was held in Washington, D.C., on April 19, 2001.

DAU took its first steps into the uncharted territory of distance learning back in June 1997 with a trial run of Video TeleTeaching (VTT) at its Fort Belvoir, Va., campus. By October 2000, the University had launched the DAU Virtual Campus, with eight Web-enabled courses and more planned. Besides courses that fulfill DoD’s acquisition education requirements, the Virtual Campus also provides students access to all the functions typically managed in a campus administration building.

“This [ELLI Award] is an unprecedented accomplishment for the University,” said Anderson. “We must lead in areas such as e-Learning or be left behind.” His “Smart Business 20/20” plan for the University calls for implementing even more distributed learning techniques, where appropriate and cost effective, in the years ahead.

More information on USDLA, DAU, or the DAU Virtual Campus is available at the following Web sites:

<http://www.usdla.org>  
<http://www.dau.mil>  
<https://dau4.fedworld.gov/dau/index.htm>

# DSMCAA 18th Annual Symposium

## ATTENTION

### ALUMNI, STAFF, FACULTY, FRIENDS... PLAN NOW TO ATTEND 18TH ANNUAL SYMPOSIUM

#### FEATURING GOLF TOURNAMENT, DAU-DSMC ANNIVERSARY CELEBRATIONS

**T**he Defense Systems Management College Alumni Association (DSMCAA) will hold its 18th Annual Symposium, June 4-7, 2001, at Fort Belvoir, Va. The 2001 Symposium also marks two major milestones: DAU's 10th Anniversary as a consortium of DoD education and training institutions and organizations; and DSMC's 30th Anniversary as an educational institution promoting systems management excellence through education, research, consulting, and information dissemination.

The DSMCAA will sponsor the first ever DSMCAA Golf Tournament. In addition, DAU-DSMC will host an Open House at the DAU-DSMC Fort Belvoir, Va., campus.

The Golf Tournament, Anniversary Events, and Symposium will take place on the following dates:

#### June 4

First Annual DSMCAA Golf Tournament.

#### June 5

Anniversary Events, Workshops, Speakers, Panels. If you are a former employee of either DSMC or DAU, contact **rhonda.jenkins@dau.mil** to have your name added to the list of those attending the Anniversary Events. Due to space limitations, the number of attendees may be limited, so contact us soon.

#### June 6

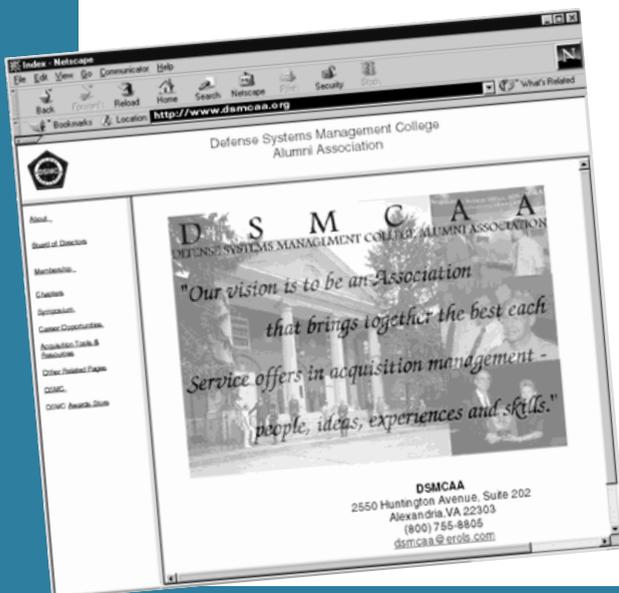
Defense Acquisition Workforce Improvement Act (DAWIA) Segmentation Day and Dinner (DAWIA segments will be reviewed by a panel and speakers).

#### June 7

"Strategic Partnerships in Progress" Presentations — Developing Partnerships with DoD, Industry, and Legislative Branch.

Future updates on the Golf Tournament, Anniversary Events, and Symposium will be added to the DAU, DSMC, and DSMCAA Web sites at:

<http://www.dau.mil>  
<http://www.dsmc.dsm.mil>  
<http://www.dsmcaa.org>



## Program Manager Community of Practice Coming Soon to a Computer Near You!

In February 2001, the Defense Acquisition University (DAU) and the Navy Acquisition Reform Office signed a formal partnership to develop a Program Manager Community of Practice (PM CoP). The CoP is anywhere, anytime (24/7) program management support for job performance through a Web portal. Populated with links to net materials, lessons learned, questions, best practices, yellow pages, and chat capability, the goals of the PM CoP include: knowledge capture and retrieval, collaboration, solution development, and new idea generation.

For the September 2001 start-up, the PM CoP will focus on five areas:

- Contracting
- Earned Value Management
- Risk Management
- Systems Engineering
- Software Management

During the week of March 26-30, the Community Build Integrated Product Team for PM CoP sponsored a pilot run of the "Question of the Month" as a means of generating ideas to populate the focus area community. Students from the Advanced Program Management Course at the Defense Systems Management College (DSMC) and DSMC faculty members with experience in each of the focus areas were invited to participate.

The sessions (one focus area per day) were held in DAU's Management Deliberation Center and used the GroupWare Technology. Professors Bill McGovern and Beryl Harman, along with Education Technician Laurie Smith Hall, facilitated the exercises. The process included generating ideas, clarifying the ideas, and voting on them. Voting was from the perspective of "ease of implementation" and "payoff."

The Question of the Month for March was:

For the PM CoP, what kinds of things could help, clarify, simplify, or improve Risk Management (or the other focus areas)? What are the opportunities and barriers in the Risk Management area?

Feedback will be incorporated into the design of the PM CoP. This is just one source of idea generation. More information on PM CoP will be forthcoming in future issues of *Program Manager*.

## FROM THE WHITE HOUSE

The White House announced March 19 the President's intent to nominate a well-known executive throughout the defense acquisition and procurement community — **Dr. David S.C. Chu** — to be Under Secretary of Defense for Personnel and Readiness. Chu is currently the Vice President, responsible for RAND's Army Research Division and Director of the Arroyo Center. He served as Assistant Secretary of Defense for Program Analysis and Evaluation from 1988 to 1993 and as Director of Program Analysis and Evaluation at the Department of Defense from 1981 to 1988. He has received the Department of Defense Medal for Distinguished Public Service, the Bronze Palm, and the Silver Palm. Chu received both his undergraduate degree and Ph.D. from Yale University.

Another announcement from The White House on March 22 was the President's intent to nominate **Angela Styles** to be Administrator of Federal Procurement Policy at the Office of Management and Budget. She is currently the Special Assistant to the Associate Administrator for Government-Wide Policy at the General Services Administration and was previously Counsel to the Government Contracts Group at Miller and Chevalier, chartered in Washington, D.C. From 1994 to 1996 she served as an Associate with the Government Contracts Group at Baker & Botts and was the Program Manager for the Central Office of Funds Management at the Texas Office of State Federal Relations from 1990 to 1991. She is a graduate of the University of Virginia and received her Law Degree from the University of Texas School of Law.

**Editor's Note:** This information is in the public domain at <http://www.whitehouse.gov/news/releases/2001>.

## Changes in Education Requirements for New GS-1102s

Implementing guidance for the new GS-1102 qualification standard has been issued effective March 21, 2001. Section 808 of the fiscal 01 National Defense Authorization Act Change to 10 U.S.C 1724 established a positive degree requirement for DoD contracting and comparable military positions. A four-year degree and 24 credit hours in business subjects are now required. The guidance clarifies that the increased requirements apply to new entrants only as of Oct. 1, 2000. Based on the evident intent that the changes not apply to the current workforce, anyone who held an 1102 or a comparable military position on or before Sept. 30, 2000, is excluded from the requirement. For more information, download the new guidance from the Defense Acquisition Reform Web site at <http://www.acq.osd.mil/ar/ar.htm>.

# The DAU Executive Institute

## Over Twenty Years of Advice, Counsel, Mentoring

B. A. "TONY" KAUSAL

**T**he Executive Institute (EI) provides the Defense Systems Management College (DSMC), and now the Defense Acquisition University (DAU), with a pool of senior executives representing both government and industry. Since 1980, over 20 industry, U.S., and foreign government senior executives have worked in the EI, providing advice and counsel, and mentoring faculty, staff, and students.

The EI got its start in life when [then] DSMC Commandant, Air Force Brig. Gen. William E. Thurman established an endowed academic chair to be occupied by a senior-level industry executive. Charles W. George, a retired General Electric Company executive, was the first to fill that chair. In 1981, the Office of the Secretary of Defense and the Services followed suit with each providing senior executives as chairs. Later, chairs were added for specialized functions representing the Office of Federal Procurement Policy, the Defense Logistics Agency, and other defense organizations.

In 1998, the EI took on an international flavor with the addition of its first International Cooperative Acquisition Chair, filled by a senior executive from the Korean Ministry of National Defense, Kang Haeng Jung. Dr. Gertrud Humily followed him in 2000 from France's Délégation Générale pour l'Armement.

The EI also includes Visiting Professors such as Dr. Ron Fox from Harvard, and Dr. Walter LaBerge, former NATO Assistant Secretary General for Defense

Support, Assistant Secretary of the Army and Air Force, and Lockheed Vice President for Corporate Operations. They provide the President and Commandant a body of expertise to investigate areas of concern and to recommend policy or process changes.

The EI members have remained a resource to be called upon by the faculty, staff, and students of the College. In support of the curriculum, members have served not only as mentors to the faculty, staff, and students, but also as classroom lecturers and facilitators, briefing evaluators, and subject matter experts. In perhaps their most important role, they serve as liaisons with their Services and organizations. They help clarify school issues with Services, facilitate speakers, keep track of Service acquisition policies and practices, and serve as an interface with the Service Defense Acquisition Career Managers (DACM) and Major Commands. The Industry Chair has performed a similar function, serving as an interface with industry; bringing in speakers and students; and providing industry best practices.

They also constitute the DAU President's and DSMC Commandant's "kitchen cabinet," often providing informal advice on important topics. Over the last 20 years, they have also responded to requests from the DAU and DSMC senior leadership to provide advice on a number of critical issues facing the University and the College. The results of their efforts over the years yielded several noteworthy initiatives:

- a study, termed the "Harvard Off-Site," to provide objectives for the College;
  - a study on how to develop a "World Class" Faculty;
  - a look at the acquisition culture;
  - several studies of European and Pacific Rim acquisition organizations; and
  - support for the Section 800 Panel.
- Members of the EI also research, write, and review articles for *Program Manager* magazine and the *Acquisition Review Quarterly* journal, and serve as advisers to the DAU Military Research Fellows. At the end of each Advanced Program Management Course, they host "Service Day," where they bring in current topics on the latest "happenings" in the Services such as Alternative Dispute Resolution, New Start legislation, and Army Transformation.
- Present EI chair incumbents include Frank Swofford, Industry Chair, and Dr. Gertud Humily, the International Cooperative Acquisition Chair. The Service Chairs include Joann Langston, Army; Mike Sullivan, Navy; and Tony Kausal, Air Force. The current active Visiting Professors include Ron Fox, Tom Dolan, Dr. Walter LaBerge, John Douglass, Ed Hirsch, and Bill Lukens.
- For the members of the EI, their time at DAU and DSMC is a challenging assignment – a chance to chart one's own course, yet make a major contribution to the University, the College, and the Defense acquisition workforce.
- a Student Assessment Process;
  - a Service Acquisition Organizations Comparison;

*Kausal is Holder of the Air Force Chair, Executive Institute, Defense Acquisition University, Fort Belvoir, Va.*

# EXECUTIVE INSTITUTE PERSONNEL – 1980 TO PRESENT

## INDUSTRY CHAIR

1980-1981 Charles W. George  
 1981-1982 David Westermann  
 1983-1984 William N. Hunter  
 1987-1988 Conrad D. Babb  
 1989-1993 William L. Clark  
 1994-1998 George Krikorian  
 1998-present Frank Swofford

## DoD CHAIR

1980-1982 John B. Walsh  
 2000-2000 John Wilson

## ARMY CHAIR

1983-1985 Perry C. Stewart  
 1986-1987 Herb Puscheck  
 1987-1989 Joann H. Langston  
 1990-1991 Gary E. Tagtmeyer  
 1992-1994 James Brown  
 1995-1996 Benny Pinkley  
 1998-present Joann H. Langston

## NAVY CHAIR

1981-1982 Dr. Jules J. Bellaschi

1982-1984 Robert Swart  
 1985-1986 Gerry Goldschmidt  
 1988-1989 Gerald E. Keightley  
 1989-1990 Al Bottoms  
 1990-1992 Joseph N. Shrader  
 1992-1997 Gibson G. LeBoeuf  
 1997-2000 William Hauenstein  
 (Acting)  
 2000-present Mike Sullivan

## AIR FORCE CHAIR

1984-1987 Dr. Clarence E. Bergman  
 1987-1993 Edward J. Trusela  
 1994-present Benedict A. "Tony"  
 Kausal

## ACQUISITION PERSONNEL POLICY CHAIR

1987-present Robert W. Crittenden

## DEFENSE LOGISTICS AGENCY CHAIR

1994-1996 Lawrence G. Kohler

## DEFENSE ADVANCED RESEARCH PROJECTS

1997-1999 RON REGISTER

## ACQUISITION LAW CHAIR

1993-1994 Thomas J. Dolan Jr.

## SYSTEMS MANAGEMENT CHAIR

1993-1995 Greg Wierzbicki  
 1998-2000 Edward Hirsch

## INTERNATIONAL COOPERATIVE ACQUISITION CHAIR

1998-1998 Kang Haeng Jung, Korea  
 2000-2001 Dr. Gertrud Humily,  
 France

## VISITING PROFESSORS

Dr. Walter B. LaBerge  
 Dr. J. Ronald Fox  
 John J. Welch Jr.  
 Thomas J. Dolan Jr.  
 Gerald A. Cann  
 Gil Decker  
 Ed Hirsch  
 John Douglass

Joann H. Langston  
 Army Chair



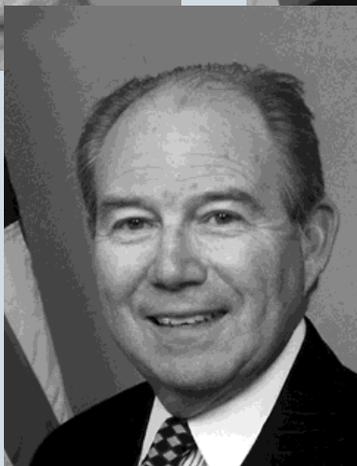
Retired Navy Rear Adm. Mike Sullivan  
 Navy Chair



Benedict A. "Tony" Kausal  
 Air Force Chair



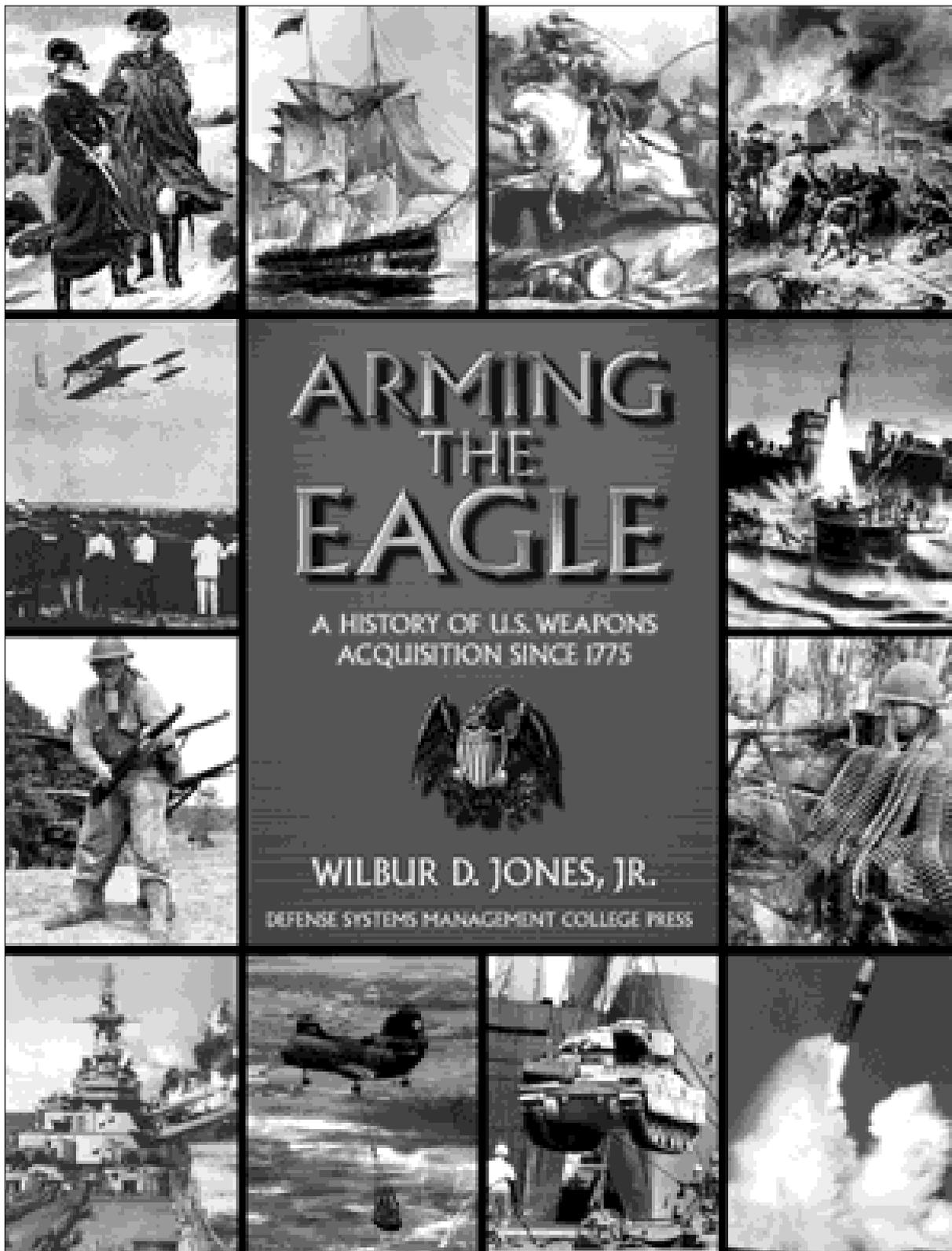
Frank Swofford  
 Industry Chair



Dr. Gertrud Humily  
 International Chair

# ARMING T

HERE'S WHAT YOU'



# THE EAGLE

ALL FIND INSIDE...

## CHAPTER 1

A Tribute to Sheer Determination: The Role of Acquisition in the American Revolution, 1775-1783

## CHAPTER 2

Barbary Pirates and Other Naval Wars: Ship Acquisition in National Maritime Defense, 1794-1815

## CHAPTER 3

Camels, pontoons, and interchangeable parts: Military Enterprise and Antebellum Acquisition, 1815-1865

## CHAPTER 4

Inventive Genius and New Appliances of War: Technology and the Union Army, 1861-1865

## CHAPTER 5

All-steam, all-steel: White Squadron to Great White Fleet: America Acquires a New Navy, 1878-1909

## CHAPTER 6

The "Army's Dark Ages" and "Root's Reforms: To Sustain the Armaments Industry, 1865-1918

## CHAPTER 7

Spruce, Dope, and Fordism: The Flying Coffin; America Acquires an Air Arm: Wright Brothers Through the Great War, 1903-1941

## CHAPTER 8

Depreciation, Deficiencies, and Disarmament: Pacifism and Acquisition Between the Wars, 1919-1941

## CHAPTER 9

"It Will be an Industrial Miracle"; War Department Economic Mobilization and Munitions Acquisition, 1939-1945

## CHAPTER 10

Liberators, Mustangs, and "Enola Gay"; America Acquires Army Air Power for World War II, 1940-1945

## CHAPTER 11

Whatever It Takes: Counterpunching the U-Boats: The Acquisition Process that Won the Battle of the Atlantic, 1939-1945

## CHAPTER 12

Korean and Cold Wars; Military-Industrial Complex: Acquisition for Strategic Planning in the Nuclear Age, 1945-1964

## CHAPTER 13

"Horror Stories" of Toilet Seats and Coffeepots: Reforming Acquisition after Vietnam, 1964-1989

## CHAPTER 14

"The Come-as-You-Are" War: Force Modernization, Preparedness, and Logistics Support in the Persian Gulf, 1990-1991

## CHAPTER 15

Sluggers, Tank Plinkers, and Scud Busters: Generational Mix in the Ultimate Proving Ground, 1980-1991

## CHAPTER 16

Whither Arsenal Ships and Joint Strike Fighters: High-Tech Systems for the 21st Century, 1993 to the Present

## APPENDIX

"Fifi" Flies: Classics That Won the War Still Thrill

**Editor's Note:** The book may be ordered from DAU and the Government Printing Office. Call DSN 655-2151 or (703) 805-2151 for price and ordering information.

# International Cooperative Acquisition Education

## Over Two Decades of Progress

RICHARD KWATNOSKI

In January 2001, the U.S. Commission on National Security/21<sup>st</sup> Century issued its report, *Road Map for National Security: Imperative for Change*. The Commission stated that “America cannot secure and advance its own interests in isolation. The nations of the world must work together – and the United States must learn to work with others in new ways ... U.S. policy should join its efforts with allies and multilateral institutions wherever possible; the United States is wise to strengthen its partners and, in turn, will derive strength from them.”

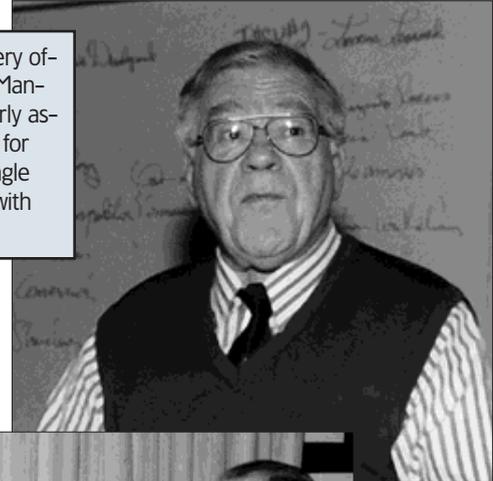
### Strength Through Education

One way the United States strengthens its allies and partners is through education and educational activities. At the Defense Systems Management College (DSMC), our primary international educational efforts are focused on our international acquisition courses, which have grown from small beginnings in 1979, to three one-week international courses; a large diversity of seminars, symposia, fora, and special course offerings; and finally, the establishment of an International Cooperative Acquisition Chair within the Executive Institute of the Defense Acquisition University.

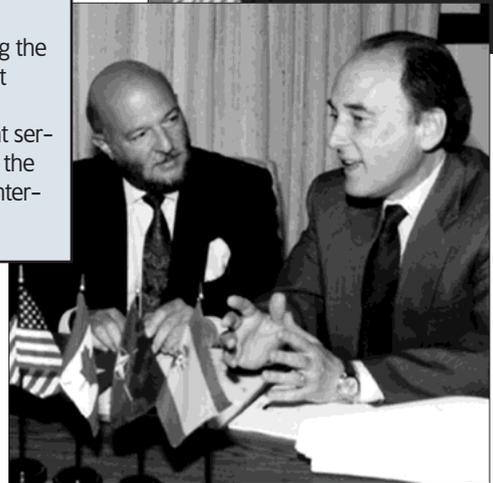
The following chronology spans over 20 years of DSMC involvement in international cooperative acquisition:

*Kwatnoski is the Director, International Acquisition Courses and Seminars, DSMC, Fort Belvoir, Va.*

Hermann O. Pfrengle lectured in every offering of the Multinational Program Management Course since 1979. Formerly assigned to the German Liaison Office for Defense Materiel U.S./Canada, Pfrengle now lectures regularly on “Working with Americans.”



Jerry Cooke and DSMC Professor Richard Kwatnoski. As a contractor to DSMC, Cooke was instrumental in developing the Advanced International Management Workshop in 1989. He still provides lectures and curriculum development services for the Workshop. Kwatnoski is the Course Manager for the Advanced International Management Workshop.



### First International Acquisition Course – 1979

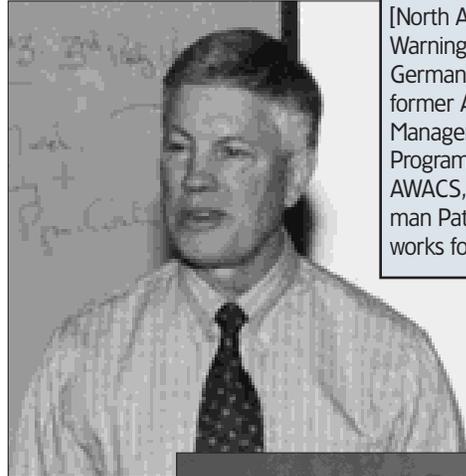
#### MULTINATIONAL PROGRAM MANAGEMENT COURSE (PMT 202)

While DSMC has been around for 30 years, our international program did not begin until 1979, with the first offering of the Multinational Program Management Course. Like all three of our current international acquisition courses, this is a one-week offering, and is designated as an assignment-specific course for the acquisition workforce. While designated an Acquisition Category (ACAT) Level II course, PMT-202 is viewed as *the* introduction to the world of international program management.

### First International Seminars – 1983

#### BILATERAL SEMINARS WITH GERMANY

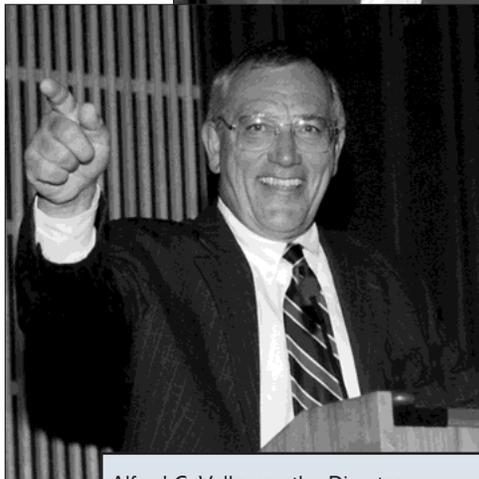
The College’s next international education expansion came during the mid-1980s. DSMC and its German equivalent defense educational institution, the Federal Academy of Defence Administration & Military Technology (BAK-WVT) in Mannheim teamed to conduct three biennial, international acquisition seminars beginning in 1983. These were the genesis for multilateral seminars with our European partners.



Dr. Richard Grimm attended the first offering of the Multinational Program Management Course, and has lectured in almost all subsequent offerings on "An International Trilogy: F-16, NATO AWACS [North Atlantic Treaty Organization Air Warning and Control System], and the German Patriot Program." Grimm, a former Air Force colonel, was the Financial Manager for the F-16 International Program, Program Manager for NATO AWACS, and Industry Manager of the German Patriot for Raytheon Corp. He now works for Polaroid Corp.



The late Susan Ludlow-MacMurray, while serving as Director, International Security Programs, Office of the Under Secretary of Defense (Policy), lectured in almost all offerings of the Advanced International Management Workshop since the first offering in 1989.



Alfred G. Volkman, the Director, International Cooperation, Office of the Under Secretary of Defense (Acquisition, Technology and Logistics), along with his Atlantic, Pacific, and Plans and Analysis Directors, provides course lectures, international seminar presentations, and International Acquisition forums.

### Multilateral International Seminar With European Partners – 1989

#### ANNUAL INTERNATIONAL ACQUISITION/PROCUREMENT SEMINAR – ATLANTIC (IAPS-A)

In 1988 DSMC organized an informal seminar in London, United Kingdom. Representatives from the United Kingdom and Germany attended, and suggested additional teaming to conduct an annual seminar. In November 1988, representatives of the German Federal Academy of Defence Administration & Military Technology (BAkWVT), and the British Royal Military College of Science (RMCS) met at DSMC to formalize the arrangement. The formal arrangement became known as the International Defense Educational Arrangement (IDEA),

and was signed by the respective heads of the defense educational institutions (BAkWVT, RMCS, and DSMC). Annual seminars ensued, beginning with the first IDEA-sponsored seminar in Bonn, Germany, in 1989. France joined IDEA in 1991, the member institution currently being the Centre des Hautes Études de l'Armement (CHEAr), Paris, France. The arrangement among the four institutions is to rotate annually the seminar hosting responsibilities. In June 2001, the 13<sup>th</sup> Annual International Acquisition/Procurement Seminar – Atlantic will be conducted at BAkWVT in Mannheim, Germany.

### Second International Acquisition Course – 1989

#### Advanced International Management Workshop (PMT 304)

During the late 1980s, officials in the Office of the Secretary of Defense (OSD) became concerned with the poor quality of international project agreements that U.S. negotiators were staffing and seeking authority to conclude. OSD officials pressed DSMC into service to assist in resolving this deficiency. DSMC developed a one-week workshop dedicated to the development and negotiation of international cooperative project agreements, more commonly referred to as Memoranda of Understanding (MOU). We have trained over 600 U.S. DoD personnel in the drafting and negotiating of such agreements over the past decade. This is a factor in the tripling of the annual number of international project agreements in recent years.

### Third International Acquisition Course – 1995

#### INTERNATIONAL SECURITY & TECHNOLOGY TRANSFER/CONTROL COURSE (PMT 203)

During the mid 1990s, officials in the Office of the Under Secretary of Defense (Policy), specifically the Director, International Security Programs, desired to heighten the awareness of the acquisition workforce about security and technology transfer issues in international programs. OSD officials again pressed DSMC into service to assist in resolving this deficiency. DSMC developed a one-week course ad-

addressing these topics for the acquisition workforce.

### International Acquisition Forums — 1996

In the mid-1990s, the Deputy Under Secretary of Defense for International Programs recognized a need for OSD and Service representatives actively engaged in international cooperative programs, to meet regularly to present and exchange views on contemporary, and sometimes contentious, international acquisition topics. He asked DSMC to host the Forums, which have been conducted biannually at the College since 1996. They are currently chaired by the OSD Director, International Cooperation and, on occasion, have been attended by the Principal Deputy Under Secretary of Defense (Acquisition, Technology and Logistics). Attendance is by invitation only, and is restricted to U.S. Government participants, primarily DoD. The 10th biannual International Acquisition Forum will be conducted at DSMC during May 2001.

### Special Offerings In-Theater — 1996

#### DEFENSE COOPERATION IN ACQUISITION COURSE

In the mid-1990s, Pacific Command (PACOM) recognized a need for training their personnel in-theater who support cooperative acquisition programs with our Pacific partners. This has evolved into a biennial offering with past offerings in Singapore and Australia. European Command (EUCOM) has expressed a strong interest in beginning a similar offering in the European Theater. Plans are underway to conduct the EUCOM offering this year.

### Multilateral International Seminars With Pacific Partners — 1998

#### ANNUAL INTERNATIONAL ACQUISITION/PROCUREMENT SEMINAR — PACIFIC (IAPS-P)

In the Pacific region, a similar arrangement to the one with our Atlantic partners has evolved. This arrangement is among defense institutions and Ministries in the United States, Australia, South Korea, Singapore, and New Zealand. The arrangement among the five institutions/Ministries is to rotate

annually the hosting responsibilities for the annual seminar. In September 2001, the 4<sup>th</sup> Annual International Acquisition/Procurement Seminar — Pacific will be conducted at the Defense Acquisition University/Defense Systems Management College, Fort Belvoir, Va.

### International Chair — 1998

DAU-DSMC instituted the position of International Cooperative Acquisition Chair, complementing the DoD, Services, and Industry chairs of the Executive Institute. South Korea provided the first International Chair in 1998, France followed, and Australia is expected to be next in 2001.

### The Way Ahead — 2001

DAU President Frank J. Anderson Jr. has named "Strategic Alliances" with allied nations and others as one of his 2001 "Fast-Track" Initiatives. Indeed, interest in international cooperative research, development, and acquisition projects is surging. Moreover, the new DoD 5000 series places high emphasis on the interoperability of military equipment with that of our allies, which lends further impetus to our international acquisition education initiatives.

For all of these reasons, the author professes the following enhancements to the DAU/DSMC international education program:

- a joint EUCOM/PACOM conference on Defense Cooperation in Armaments
- a conference with industry on defense industrial globalization
- more special offerings in-theater to include allied participation
- more teaming with other defense educational institutions.

Readers are encouraged to visit DSMC's International Web site at:

<http://www.dsmc.dau.mil/international/international.htm>

#### B I B L I O G R A P H Y

"DSMC Conducts Successful Ninth International Acquisition/Procurement Seminar with German Federal Acad-

emy," *Program Manager Magazine*, September-October 1997.

"DSMC Launches New Workshop in International Acquisition Management," *National Defense*, April 1990.

"DSMC's International Engagement Program," *Program Manager Magazine*, July-August 2000.

"DSMC To Host IDEA Seminar," *Program Manager Magazine*, May-June 1995.

"IDEA — A Successful International Partnership in Education," *Program Manager Magazine*, November-December 1995.

"International Acquisition Management Workshop," *Program Manager Magazine*, May-June 1990.

"International Defense Educational Arrangement Conducts Successful Seminar on Armaments Cooperation," *The DISAM Journal of International Security Assistance Management*, Winter 1995/96.

"International Defense Educational Arrangement: Passing a Major Milestone," *Program Manager Magazine*, May-June 1994.

"Largest International Event in DSMC History: Eleventh Atlantic Seminar — An Unqualified Coup de Maitre," *Program Manager Magazine*, July-August 1999.

"Preparations Underway for Ninth Annual Acquisition/Procurement Seminar," *Program Manager Magazine*, May-June 1997.

"South Korea, Australia, United States Sponsor Pacific Seminar: Cooperation Among Allies," *Program Manager Magazine*, November-December 1999.

"World-Class Education: Defense Systems Management College Measures Up Internationally," *Program Manager Magazine*, January-February 1999.

# Thirteenth Annual International Acquisition/Procurement Seminar — Atlantic (IAPS-A)



**June 25–29, 2001**

**Sponsored by the  
International Defense Educational  
Arrangement (IDEA)  
at the**

**Federal Academy of Defence Administration  
and Military Technology (BAkWVT)  
Mannheim, Germany**

## **Topics**

- **Information Technology**
- **National Policies on International Acquisition/Procurement**
- **International Program Managers: Government and Industry**
- **Trans-Atlantic Cooperation**
- **Special Seminars and Workshops**

***No seminar fee for qualified participants.***

For further information, contact any member  
of DSMC's IAPS-A Team: **(703) 805-5196**

or

Visit our Web site:

**<http://www.dsmc.dsm.mil/international/international.htm>**

The Thirteenth Annual Acquisition/Procurement Seminar — Atlantic (IAPS-A) will focus on international acquisition practices, cooperative programs, and information technology. The seminar is sponsored by the International Defense Educational Arrangement (IDEA), which consists of the defense acquisition educational institutions in Germany, France, the United States, and the United Kingdom.

Those eligible to attend are Ministries, Departments of Defense, and supporting Defense Industries from the four IDEA nations who are actively engaged in international defense acquisition programs.

This year's seminar will be held June 25, 2001, at the BAKWVT facility in Mannheim, Germany. The theme for this year's seminar will be Information Technology. The last day of the seminar, June 29, will be dedicated to the educational aspects of international acquisition.

The IAPS-A is by invitation only. Those desiring an invitation who have not attended past international seminars should submit a letter of request, on government or business letterhead, to DSMC by fax.

Invitations, confirmations, and joining instructions will be issued after May 1, 2001.

To register, visit the seminar Internet Web site at <http://www.dsmc.dsm.mil/international/international.htm>.

Contact an IAPS-A Team member for additional seminar information:

- Prof. Don Hood, Director, International Acquisition Courses
- Sharon Boyd, Projects Specialist

E-mail: [don.hood@dau.mil](mailto:don.hood@dau.mil)  
[sharon.boyd@dau.mil](mailto:sharon.boyd@dau.mil)

DSN: 655-5196/4593

Fax: (703) 805-3175

DSN: 655-3175

# Acquisition Research Symposia and the DAU Military Research Fellows Program

## Looking for a Better Way

ALBERTA LADYMON

**W**hen David Packard articulated a research mission for the Defense Systems Management School in the early 1970s, he envisioned a research program that would improve the DoD acquisition process and its management. Over the last 30 years the School's, and later the College's research program has not only fulfilled Packard's vision, but also evolved and changed to fit the needs of a changing acquisition environment and workforce. This article looks at two components of DAU-DSMC's research program that remain popular, unique opportunities to dialogue and improve the DoD acquisition process: the Acquisition Research Symposia and the DAU Military Research Fellows Program.

### Acquisition Research Symposia

In 1979, the Defense Systems Management College (DSMC) and the Federal Acquisition Institute (FAI) co-hosted the eighth annual DoD/FAI Acquisition Research Symposium at the Naval War College. This was DSMC's first involvement in this continuing series of highly successful biennial research symposia. Later, DSMC began co-hosting the Acquisition Research Symposium with the National Contract Management Association (NCMA).

Paul McMahon, DAU's Director of Research/Strategic Partnerships, reviews a previously published Military Research Fellows Report with the 2000-2001 Military Research Fellows. From left: McMahon; Air Force Lt. Col. Warren Anderson; Army Lt. Col. John McGuinness; and Navy Cmdr. John Spicer.



These popular Symposia continued with a similar format for the next 20 years. They called together the latest research papers on defense systems acquisition management issues for presentation to the community. Additionally, they offered a dynamic forum for dialogue among key professionals

working on vital issues facing the changing acquisition community.

Typical Acquisition Research Symposium attendees, both national and international, included senior officials, program managers, staff officers and researchers/acquisition professionals from the Department of Defense, federal civilian agencies, military, academe, and industry.

Sponsoring these Symposia was the Deputy Under Secretary of Defense (Acquisition Reform), Office of the Under Secretary of Defense (Acquisition, Technology and Logistics). Each Symposium carried a theme and sub-theme reflecting the ongoing and future implementation of the acquisition reform process.

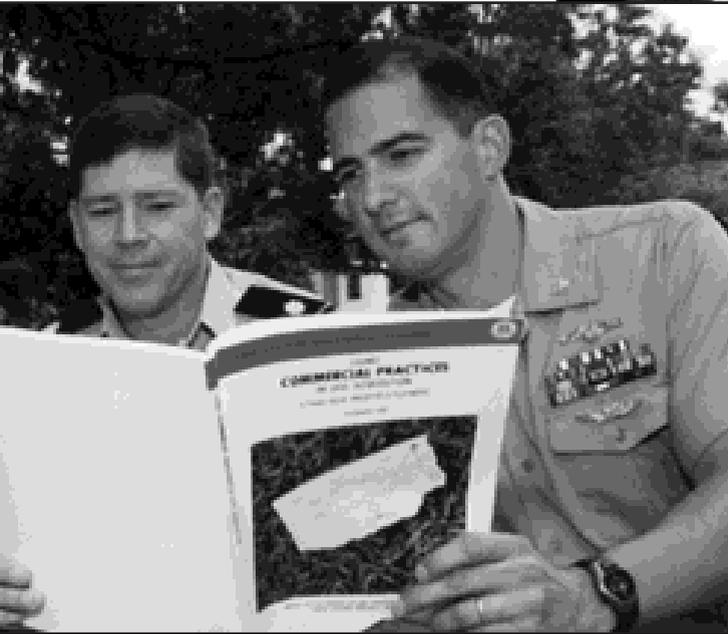
Throughout the years, many distinguished people from academia, govern-

ment, and industry have supported these Symposia. Some of the more notable speakers, panelists, and presenters have included:

- D. Kenneth Richardson, former Executive Vice President, Operations, Hughes Aircraft Company
- John D. Rittenhouse, former Senior Vice President, GE Aerospace and Chair, Defense Science Board Acquisition Streamlining Task Force



Principal Deputy Under Secretary of Defense (Acquisition, Technology and Logistics) Dave Oliver delivers the keynote address at the 1999 Acquisition Research Symposium.



- Gerald Cann, former Assistant Secretary of the Navy (Research, Development and Acquisition)
- Steven K. Conner, former Assistant Secretary of the Army (Research, Development and Acquisition)
- Mary Ann Gilleece, Partner, Manatt, Phelps & Phillips
- Deidre A. Lee, former Administrator, Office of Federal Procurement Policy, Office of Management and Budget
- Stan Z. Soloway, former Deputy Under Secretary of Defense (Acquisition Reform)
- Dr. Steven Kelman, Professor, Harvard University
- Deborah L. Wince-Smith, former Assistant Secretary of Commerce for Technology Policy
- Colleen A. Preston, former Deputy Under Secretary of Defense (Acquisition Reform)
- Hazel R. O'Leary, former Secretary, Department of Energy
- Army Lt. Gen. Paul J. Kern, former Military Deputy to the Assistant Secretary of the Army (Research, Development and Acquisition)
- Air Force Maj. Gen. Claude M. Bolton Jr., former DSMC Commandant and former Air Force Program Executive Officer for Fighter and Bomber Programs
- Navy Rear Adm. David P. Keller, SC, former Commander, Defense Logistics Support Center, Defense Logistics Agency, and the list goes on and on.

A typical Symposium features a series of speakers and panelists addressing the entire audience on a wide spectrum of topics and issues. Throughout the course of the 2½-day Symposium, 24-32 papers are presented to the attendees in a series of six breakout sessions. The papers

are solicited well ahead of the Symposium and are submitted by researchers throughout the acquisition community.

Changes in the political arena and within the acquisition community resulted in postponement of the scheduled June 2001 Symposium until 2002. The DAU Home Page ([www.dau.mil](http://www.dau.mil)) will be updated regularly as the information becomes available.

### **DAU Military Research Fellows Program**

Chartered by the Under Secretary of Defense (Acquisition) in 1987 to enhance DSMC capabilities, the Military Research Fellows Program provides professional military education to selected Fellows and develops new and innovative concepts for systems acquisition management. This joint fellowship program is a unique opportunity for selected Fellows to supplement DAU-DSMC research goals and to impact the defense acquisition process. The program begins in August each year and continues through June of the following year. Part of the program includes an opportunity for education at a premier business university such as the Harvard University School of Business, where the Fellows complete the 12-week Program for Management Development (PMD). The remainder of the program is spent at the DAU-DSMC Fort Belvoir campus where they conduct research, write the report, and offer a series of briefings throughout DAU and the acquisition community.

Every year, each of the Services nominates one candidate to attend the DAU Military Research Fellows Program. All Fellows must have at least a master's degree in a discipline associated with acquisition management, have achieved the rank of O-5 or GS/GM-14 for Army civilians, and have documented experience and performance in positions that develop an understanding and expertise in acquisition management. Once selected, the Fellows work together as a research team to develop and produce research findings that illuminate an aspect of systems acquisition management. Research Reports are published upon program completion. Throughout the years

these reports have been used in various DAU-DSMC courses, assisted numerous program offices with current issues, and assisted both government and industry to initiate change within their organizations. These reports bring to light the quality of research that directly supports the needs of the acquisition community.

Topics are selected each year by the Director of Research, based on the forecast needs of the acquisition community for the next year. The Services select their

nominees based on the selected topic area. This allows the Services to nominate officers with both a level of expertise and high interest in the topic, which further enhances the program for DAU and the Services.

Beginning in 1994, published Fellows Reports became available online at [http://www.dsmc.dsm.mil/research\\_main.htm](http://www.dsmc.dsm.mil/research_main.htm) or from the Strategic Planning Action Group Research Department at (703) 805-5406. Prior reports are available in very limited quantities. Copies

are also available for checkout in Acker Library at the DAU Fort Belvoir campus. A list of the report titles follows.

- *Transatlantic Armaments Cooperation* – 2000
- *Program Management 2000: Know the Way* – 1999
- *Simulation Based Acquisition: A New Approach* – 1998
- *A Model For Leading Change: Making Acquisition Reform Work* – 1997
- *Navigating The Digital Environment: A Program Manager's Perspective* – 1996
- *Modernization in Lean Times: Modifications and Upgrades* – 1995
- *Systems Acquisition Manager's Guide for the Use of Models and Simulations* – 1994
- *Virtual Prototyping – Concept to Production* – 1993
- *NDI Acquisition – An Alternative to "Business as Usual"* – 1992
- *International Cooperation – The Next Generation* – 1991
- *Europe 1992 – Catalyst for Change in Defense Acquisition* – 1990
- *Using Commercial Practices in DoD Acquisition* – 1989

**START PLANNING NOW FOR THE  
2002 ACQUISITION RESEARCH AND CONSULTING  
SYMPOSIUM**



Defense  
Resources  
Management  
Institute

## Defense Resources Management Course

### Course Objectives

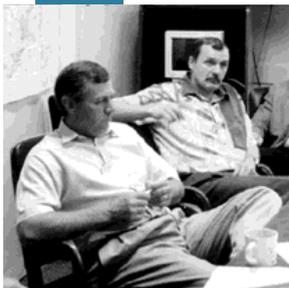
Develop an understanding of resource management concepts, principles, and techniques

### Who Should Attend?

Managers working in all fields concerned with resource allocation

### Who is Eligible?

- Military Officers (active or reserve) O-4 and above
- Civilian DoD, GS-11 and above
- Equivalent ranking military & civilian officials of other nations



**Naval Postgraduate School  
Monterey, California**

DSN 878 210-2104/2306  
Comm 831 656-2104/2307  
mandrews@nps.navy.mil

### Calendar Year 2001

Four-week Sessions  
May 21-June 15  
August 20-September 14

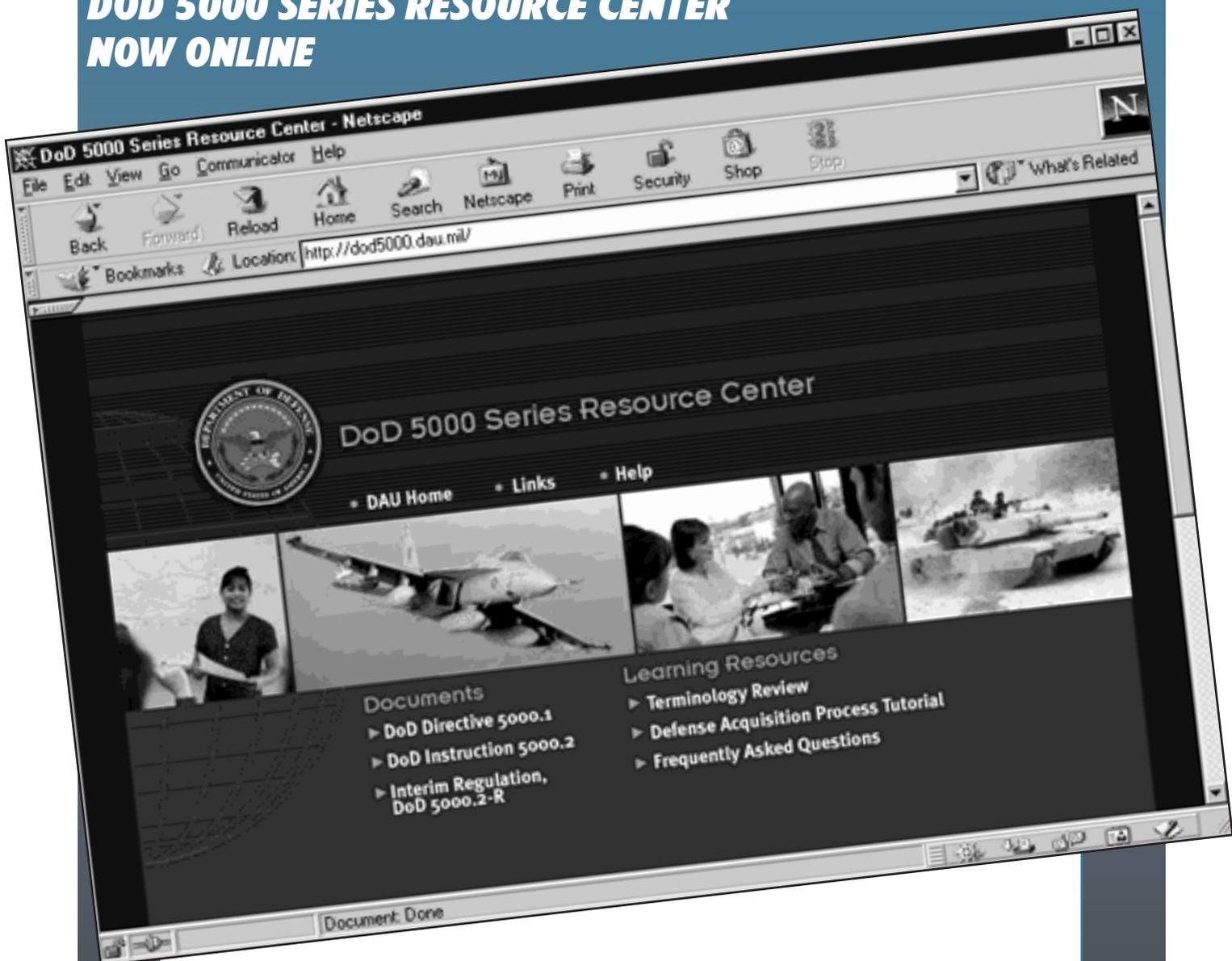
For more information

[www.nps.navy.mil/drmi/](http://www.nps.navy.mil/drmi/)



# DAU ESTABLISHES NEW WEB SITE

**DoD 5000 SERIES RESOURCE CENTER  
NOW ONLINE**



If you're looking for the latest changes to the DoD 5000 Series documents, you need look no further than DAU's new Web site: the [DoD 5000 Series Resource Center](http://dod5000.dau.mil). View copies of the new DoD 5000 series policy and procedures documents, or take advantage of a great tutorial that walks you through the new 5000 governing principles and management framework. Also see frequently asked questions about the new 5000, and a thorough terminology reference.

<http://dod5000.dau.mil>

# The Malcolm Baldrige National Quality Award

## DAU-DSMC Contributes to Building Solid Education Criteria for Baldrige National Quality Program

DR. MARY-JO HALL

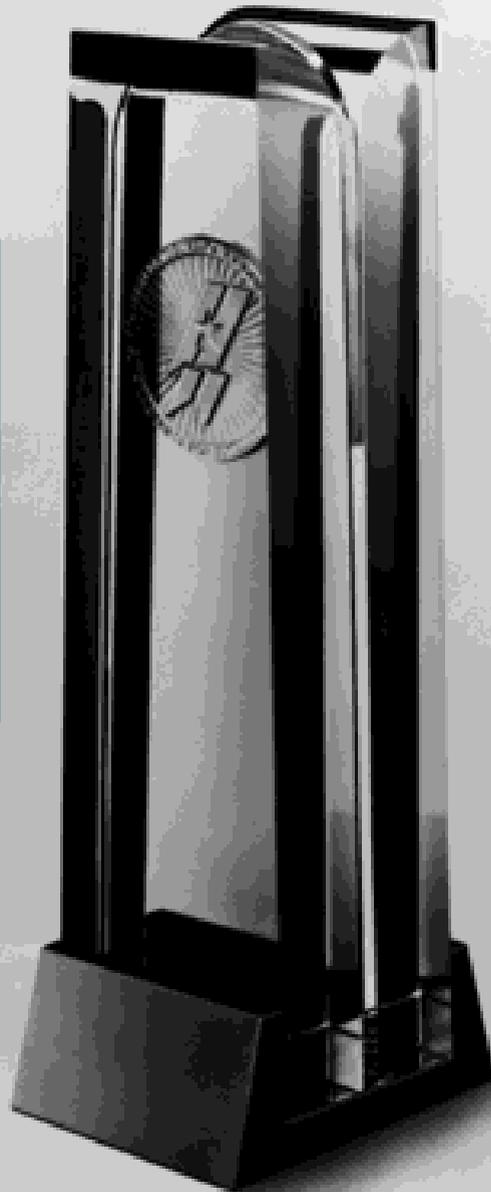
**T**he Baldrige National Quality Program (BNQP) is beginning its 12th year of recognizing performance excellence as an integral part of business management practices. The BNQP award criteria for performance excellence are designed to assist organizations in delivering ever-improving value to customers and improving overall performance and capabilities. Authorized by Public Law 100-107, President Ronald Reagan signed the BNQP legislation on Aug. 20, 1987.

### Education and Health Care Pilots

During the first years of the Baldrige, the program included only two categories for Manufacturing and Service companies. As part of the process to expand the values and concepts of the Baldrige to improve education and health care, Education and Health Care Pilot Programs were started in the 1992 timeframe; however, it was not until 2000 that Education and Health Care were included as actual categories in the Baldrige competition. While there were no winners, there were numerous applicants.

Through the years, the Defense Systems Management College (DSMC) has contributed to the establishment of the Baldrige Education Criteria in numer-

The Malcolm Baldrige National Quality Award, a three-part solid crystal stele encasing an 18-karat gold medal, recognizes companies that have shown outstanding performance in seven critical areas: leadership; information and analysis; planning; human resource utilization; quality assurance of products and services; quality results; and customer satisfaction.



*Hall is a professor at the Defense Acquisition University, Fort Belvoir, Va., working with both the Advanced Program Management Course (APMC) and the Executive Program Management Course (EPMC). Since 1996, Hall has served as a Baldrige Examiner. Three of the five years since her appointment, she was a Senior Examiner. In a consulting role, she has also assisted organizations within the acquisition community with self-assessments. Her faculty page is located at <http://faculty.dsmc.dsm.mil>.*

ous ways. In the late 1980s, we conducted a self-assessment using the standard business criteria, under the direction of Jack McGovern, a former professor in the Manufacturing Management Department and a Baldrige Examiner. While this was not part of the national program, it focused us on the criteria as a tool for change.

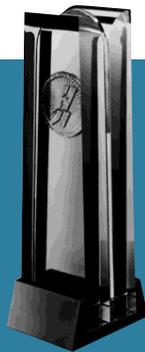
One major lesson learned from the self-assessment was that members of our staff and faculty experienced difficulty in accepting business criteria in an educational setting. While change is always difficult for some, an easy justification was “the business criteria do not apply to us.”

The Manufacturing Management Department in the Faculty Division at DSMC incorporates aspects of the Baldrige Criteria in the Department’s curriculum. Through the years, they have also designed assessments around various aspects of the criteria.

During the tenures of former DSMC Commandants, Navy Rear Adm. William L. Vincent and Air Force Brig. Gen. Claude Bolton (July 1991 through March 1996), the College embarked on a concerted effort to focus on the requirements of its customers and to act more like a business. While the effort did not use the Baldrige Criteria as *the* guide or model, it incorporated the tenets and many of the values of the Baldrige.

In late 1994, the BNQP announced formal pilots for Education and Health Care. The pilots used a variation of the business criteria, but adjusted to reflect the education community. At the time of the announcement, we were debating participation in the President’s Quality Award (PQA).

The PQA is the nation’s top award for performance excellence and the government’s equivalent of the Baldrige. Managed by the Office of Personnel Management, it recognizes federal organizations that achieve “significant and documented” accomplishments in improving customer service or saving taxpayer dollars. We decided to participate



**THE BALDRIGE  
NATIONAL QUALITY  
PROGRAM AWARD  
CRITERIA FOR  
PERFORMANCE  
EXCELLENCE ARE  
DESIGNED TO ASSIST  
ORGANIZATIONS IN  
DELIVERING EVER-  
IMPROVING VALUE TO  
CUSTOMERS AND  
IMPROVING OVERALL  
PERFORMANCE AND  
CAPABILITIES.**

in the Education pilot to prove the inadequacy of arguments put forth by the “we are different from a service business” naysayers. Lessons learned from this experience are presented in this article.

After the Baldrige experience, we also submitted an application and participated in the PQA at DoD level. (DoD always has significant participation in the PQA.) Additionally, I, along with another faculty member, Jesse Cox, served (and continue to serve) as reviewers for the entire DoD application pool. In 1998, the PQA was presented to the Long Island Contract Management Office (CMO). In 1999, Staten Island and the Twin Cities CMO were recognized as

Presidential Quality Award Program winners. And in 2000, the Santa Ana CMO was a winner.

As part of the development of the Education Criteria, the National Quality Program organized a team to write a training case using a community college. In 1996, I joined the case writing team for the Education Criteria. Regrettably, the Education category was postponed in 1998 because of major changes in the business criteria. Later, these changes were reflected in the Education Criteria and the funding released for both the Education and the Health Care pilots. In 2000, a revised community college application served as the training case for all Baldrige examiners.

### **The Baldrige Process**

The seven Baldrige categories or criteria for Education (as published in 1995 and since revised) were modeled after the Business Criteria and included:

- Leadership
- Information and Analysis
- Strategic and Quality Planning
- Human Resource Development and Management
- Educational and Business Process Management
- Student Focus and Student and Stakeholder Focus
- School Performance Results

The Baldrige application process is divided into five phases.

### **Phase 1 — Writing the Application**

The first phase is writing the application. For the participating organizations, this is the most arduous and time-consuming. For each of the categories, multiple questions must be answered. Because of a page limitation, every word counts. The categories are not separate entities, but in fact are integrated.

For example, in the Strategic and Quality Planning category, the participant must describe how the strategies are developed, including benchmarking best practices and setting stretch goals. In the other categories such as Human Resource Development, Process Manage-

ment, and Performance Results, the applicants must describe processes and activities used to implement the strategies. Finally, in the School Performance Results category, the applicant must use data to show that the strategies were deployed in the organization in such a way as to produce the expected results. And to take this a step further, the results must be over a period of four to six years of consistent improvements.

### **Phase 2 — Reading and Rating the Application**

Phase 2 is reading and rating of the application by seven to nine certified and trained Baldrige Examiners, including at least one Senior Examiner. Each examiner spends an average of 30 hours reading and rating the application. Also during this phase, each examiner completes a written response and provides a numeric rating based on standard criteria.

### **Phase 3 — Consensus Discussion by All Examiners**

If the applicant receives a certain score by the examiners, the next phase is a consensus discussion by all examiners. This is completed in a conference call after extensive preparation and examination. The call can last from six to 12 hours, and the ensuing discussion results in one rating for the applicant.

### **Phase 4 — The Site Visit**

Phase 4 is a Site Visit, which is restricted to only those applicants with a rating that could result in a win. Approximately six examiners spend a week verifying and clarifying the material in the application. This is the most grueling part of the Baldrige process for the examiners. The Site Visit takes long hours and extensive cross-referencing.

### **Phase 5 — The Feedback Report**

The last phase is submitting the final report to a Panel of Judges who make the final determinations. Throughout all of the examination, security is tight. For example, examiners are not allowed to tell their family members what organization they are examining. An applicant can be eliminated at the end of any of the phases. However, feedback from the

examination process is always provided and is most valuable to the applicants.

### **Participation in Quest for Excellence VIII**

One of the values of the BNQP is sharing best practices with other organizations. This is done in many ways such as the Baldrige Web site or publications. One formal way of doing this, however, is a conference at which the winners share their lessons learned and best practices. Called "Quest for Excellence," this conference is held annually in Washington, D.C. As one of the three sites visited in the 1995 Education pilot, we were recognized nationally by an invitation to participate in Quest for Excellence VIII.

### **Strategies to Succeed**

Professor Jesse E. Cox, Assessment Coordinator for DSMC, presented lessons learned from the self-assessment and the application process. In an in-depth review of the arduous planning, researching, and writing of the College's application, Cox laid out the details of how the College discussed, planned, and organized its resulting 70-page application, which addressed 63 areas in the seven categories. The application research took an extensive amount of time, and team members prepared the application in conjunction with their regular work. A key action in the application process, according to Cox, was appointing a project manager, Professor Jack McGovern, and category teams — each with its own leader.

The College also established an Operations Room, similar to a campaign war room, where storyboards were posted for each category. This enhanced communications because anyone could review any category, anytime. Because of the requirement on the Baldrige application to track results and document all processes, the category teams also developed a library of all documents and interviews. This requirement proved invaluable as some of the more interesting aspects we learned about our DSMC educational system were not captured in writing, but were anecdotal and passed on verbally from worker to worker.

Another key strategy Cox highlighted was the Open House, in which one of the category teams hosted the Open House for interviewing and researching their specific area. Public announcements were posted, which listed topics to be covered, questions, and issues. A Lessons Learned documentation file was also developed during the application process.

Cox reiterated that the Baldrige assessment process uses common standards and language. It uses a systems approach to focus on results and outcomes. Assessing ourselves in this manner enhanced our ability to discuss our progress with others. Besides learning about ourselves, we learned about the criteria. It soon became clear that our approach to performance excellence was more mature than our deployment. Consequently, the consistent results over time required by the Baldrige, were not evidenced by the data in the application.

For example, we did not have a systematic way to collect, analyze, and use data to improve our processes. We did not benchmark our processes against other organizations to an appropriate extent. While we are moving forward to remove division stovepipes through work with our Strategic Processes, the criteria helped us to see a much higher level of systems integration.

As DSMC's Special Assistant for Quality, I shared the College's experiences in preparing for the Site Visit phase of the evaluation. As explained earlier, the purpose of Site Visits is to verify the application and clarify any issues raised during the reading phase. Six evaluators certified in the Baldrige Criteria were on the team. To prepare for the Site Visit, we relied on the Plan-Do-Study-Act cycle and the use of project management tools such as Gantt and milestone charts.

Category team leaders were key. They reviewed the application and developed a point of contact list for every item in the application. Additionally, a notebook was developed for each category. These books contained all backup data for

every item in case the team leader became unavailable during the actual Site Visit. The notebooks were then added to the Baldrige Library.

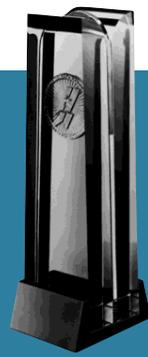
In accordance with the Site Visit directions, notebooks were also put together for each of the evaluators. Short briefings were prepared for the opening and the closing sessions. The opening session was designed with a 15-minute reception to allow evaluators and DSMC staff and faculty members to get acquainted. Air Force Col. Sam Brown, former Dean, Academic Programs Division, gave the opening remarks; and Army Col. Bill Knight, former Dean, Division of College Administration and Services, conducted an overview tour of the 11 buildings on the Fort Belvoir, Va., campus.

Air Force Brig. Gen. Claude M. Bolton Jr., former DSMC Commandant, represented the College during the session on The Feedback Report. The format of the Report is dependent on the phase in the Baldrige cycle. The Feedback Report for Phase 1 – *Writing the Application*, is naturally much less specific than the Report from Phase 4 – *The Site Visit*.

Bolton outlined the importance of feedback in making changes to strategies that are driving actions. The Feedback Report provides an outline of both perceived strengths and areas that need improvement. However, while the Report is comprehensive, it is not prescriptive. It does not tell an organization how to get to a higher level of performance. Nevertheless, continuing to do those things that are producing excellence, while eliminating those things that are hindering achievement; and adding things that are not present to optimize the overall system and use the full capabilities of every employee is certainly key to any effort toward a higher level of performance.

### **Weighing the Benefits**

Admittedly, the assessment and completion of the application were a tremendous resource drain. However, the benefits came from knowing more about the capabilities of our educational system and using the feedback to make those



**THE DEFENSE SYSTEMS  
MANAGEMENT COLLEGE  
HAS A HISTORY OF  
INVOLVEMENT WITH THE  
BNQP, WHICH HAS  
DEMONSTRATED ITS  
STRENGTH  
INTERNATIONALLY. AS  
DAU-DSMC MOVES  
INTO THE FUTURE,  
PARTICIPATION IN THE  
BALDRIGE NATIONAL  
QUALITY PROGRAM IS  
PART OF THE PAST THAT  
CAN HELP MOVE US  
FORWARD.**

midstream corrections deemed necessary.

The Site Visit phase of the evaluation gave us an unprecedented opportunity to recognize and celebrate the fact that DSMC's approach to changing the way the College operates is on target. Participating in the Site Visit also provided us an opportunity to communicate DSMC's efforts both internally and externally.

The Areas for Improvement we identified can serve as guideposts to shape a systematic approach to our continual improvement. We are at a critical stage in our Quality Journey. We've accom-

plished enough to be on the Journey, but not enough to have the change strategy deployed throughout the organization. Now we must prioritize initiatives that will leverage past efforts and push us to the higher levels where noticeable trends and results are achievable.

Participating in the Baldrige Education Pilot has been an asset to accomplishing our vision of *being the academy of distinction promoting systems management excellence*. It has required discipline to embark on a change effort that will take years. It has involved thinking and behaving in a way that focuses on customer requirements, managing processes rather than fighting fires, using data to make decisions, and creating an environment where everyone is involved in continual improvement.

### **We've Only Just Begun**

The results of the Education Pilot confirm that our efforts over the past three years are effective. However, the difficult part is just beginning. Making the leap from activities that are checked off, to learning from every process is a major behavioral change. Everyone will have to commit head, hands, and heart. This is now both an organizational and a personal journey. Clearly, everyone must be engaged to meet our daily challenges in a quality manner.

The Defense Systems Management College has a history of involvement with the BNQP, which has demonstrated its strength internationally. As DAU-DSMC moves into the future, participation in the Baldrige National Quality Program is part of the past that can help move us forward.

### **B I B L I O G R A P H Y**

- Baldrige Education Criteria 2001 (<http://www.nist.gov>).
- Johnson, C., "DSMC Participates in 1995 Malcolm Baldrige Pilot Program in Education," *Program Manager*, January-February 1996.
- Hall, M.J. and C. Johnson, "DSMC Participates in Quest for Excellence VIII National Conference," *Program Manager*, May-June, 1996.

# JOIN DSMCAA!

## A T T E N T I O N

### Defense Systems Management College Course Graduates, Faculty, and Staff!

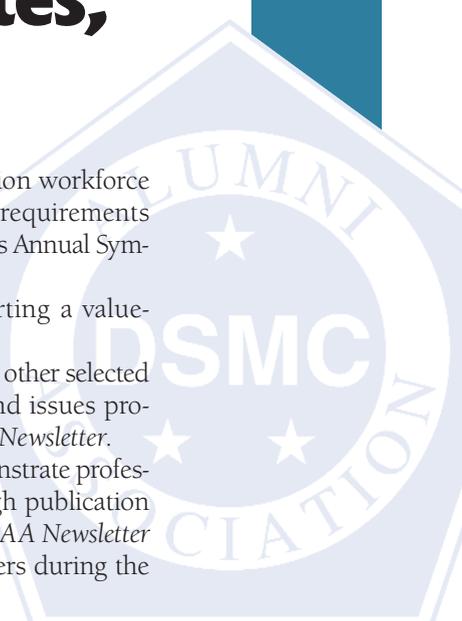
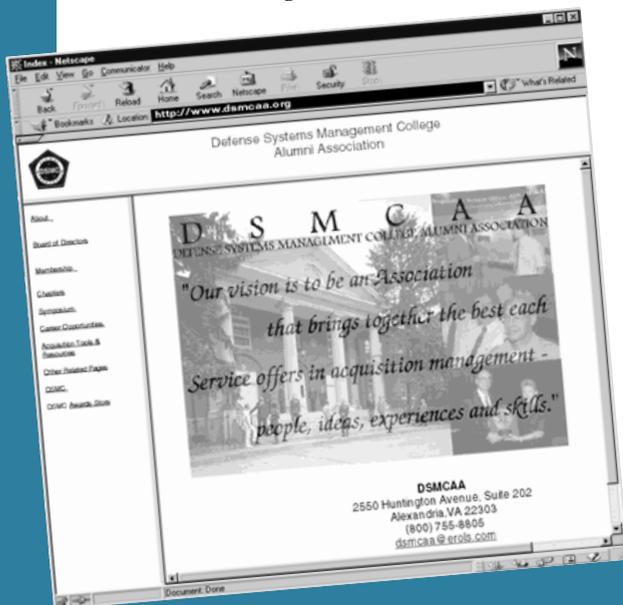
**T**ake advantage of the great benefits of being a Defense Systems Management College Alumni Association member! As a graduate of any DSMC course, you are eligible to join a select group of acquisition workforce professionals and receive DSMCAA benefits. Your benefits as a DSMCAA member, to name a few, include:

- Addition of DSMCAA membership to your résumé.
- Increased professional networking opportunities within the acquisition workforce community.
- More links to other professional and social organizations.

- Credit toward acquisition workforce continuing education requirements by attending DSMCAA's Annual Symposium.
- Satisfaction of supporting a value-added organization.
- Current information on other selected acquisition subjects and issues provided in the *DSMCAA Newsletter*.
- Opportunities to demonstrate professional expertise through publication of articles in the *DSMCAA Newsletter* or presentation of papers during the Annual Symposium.

Join this select group of professionals who are proud of their achievements as DSMC graduates, thankful for the skills and expertise they possess, and ready to make additional contributions to the security and progress of our nation.

Take advantage of this opportunity to help yourself and others. Call (703) 960-6802 to join DSMCAA or complete one of the forms (opposite page). Mail it to the address shown. To learn more about DSMCAA or register online using a credit card, visit <http://www.dsmcaa.org>.



THE RULES HAVE CHANGED!  
**DSMC Alumni Association News!**

**DSMC Short Course Graduates  
Gain Full Membership Status!**



**GIVE A COPY OF THIS OFFER TO AN ASSOCIATE**

THE RULES HAVE CHANGED!  
**DSMC Alumni Association News!**

**DSMC Short Course Graduates  
Gain Full Membership Status!**



**GIVE A COPY OF THIS OFFER TO AN ASSOCIATE**

THE RULES HAVE CHANGED!  
**DSMC Alumni Association News!**

**DSMC Short Course Graduates  
Gain Full Membership Status!**



**GIVE A COPY OF THIS OFFER TO AN ASSOCIATE**

# THE RULES HAVE CHANGED!

**You have a new chance to join the DSMC Alumni Association!**

**Short course graduates gain full membership status!**

The benefits of DSMC Alumni Association membership have increased. Graduates of all short courses are now eligible for full membership status. Take advantage of this new opportunity to join the DSMC Alumni Association today!



1 yr \$25<sup>00</sup>  3 yr \$60<sup>00</sup>

**Fill out this card and mail with a check to:**

DSMC ALUMNI ASSOCIATION  
2550 HUNTINGTON AVE STE 202  
ALEXANDRIA VA 22307  
Register Online at: <http://www.dsmcaa.org>

Name .....  
Address .....  
.....  
Rank/Title/Service .....  
Company/Agency .....  
Phone (H) .....  
(W) ..... Fax .....

**For information call (703) 960-6802 • (800) 755-8805 • Fax: (703) 960-6807 • E-mail [dsmcaa@erols.com](mailto:dsmcaa@erols.com)**

# THE RULES HAVE CHANGED!

**You have a new chance to join the DSMC Alumni Association!**

**Short course graduates gain full membership status!**

The benefits of DSMC Alumni Association membership have increased. Graduates of all short courses are now eligible for full membership status. Take advantage of this new opportunity to join the DSMC Alumni Association today!



1 yr \$25<sup>00</sup>  3 yr \$60<sup>00</sup>

**Fill out this card and mail with a check to:**

DSMC ALUMNI ASSOCIATION  
2550 HUNTINGTON AVE STE 202  
ALEXANDRIA VA 22307  
Register Online at: <http://www.dsmcaa.org>

Name .....  
Address .....  
.....  
Rank/Title/Service .....  
Company/Agency .....  
Phone (H) .....  
(W) ..... Fax .....

**For information call (703) 960-6802 • (800) 755-8805 • Fax: (703) 960-6807 • E-mail [dsmcaa@erols.com](mailto:dsmcaa@erols.com)**

# THE RULES HAVE CHANGED!

**You have a new chance to join the DSMC Alumni Association!**

**Short course graduates gain full membership status!**

The benefits of DSMC Alumni Association membership have increased. Graduates of all short courses are now eligible for full membership status. Take advantage of this new opportunity to join the DSMC Alumni Association today!



1 yr \$25<sup>00</sup>  3 yr \$60<sup>00</sup>

**Fill out this card and mail with a check to:**

DSMC ALUMNI ASSOCIATION  
2550 HUNTINGTON AVE STE 202  
ALEXANDRIA VA 22307  
Register Online at: <http://www.dsmcaa.org>

Name .....  
Address .....  
.....  
Rank/Title/Service .....  
Company/Agency .....  
Phone (H) .....  
(W) ..... Fax .....

**For information call (703) 960-6802 • (800) 755-8805 • Fax: (703) 960-6807 • E-mail [dsmcaa@erols.com](mailto:dsmcaa@erols.com)**

# DSMC Professor Receives Hammer Award



**D**r. Mary-jo Hall, Professor of Program Management and Leadership at the Defense Systems Management College, Defense Acquisition University, receives a Hammer Award for her participation in the research and development team for the WORKERS.GOV portal.

In a ceremony held Dec. 13, 2000, in the Indian Treaty Room of the Eisenhower Building (Old Executive Office Building), in Washington, D.C., Hall was the only member of the inter-agency design team from the Department of Defense. The Hammer Award is former Vice President Al

Gore's special recognition of teams that have achieved excellence in "reinventing" government in support of putting customers first, cutting red tape, empowering employees, and getting back to basics.

The WORKERS.GOV portal is part of FirstGov for Workers, the Federal Government's electronic information resource. The FirstGov Web site was launched in July 2000.

Pictured from left: DAU President Frank Anderson Jr.; Hall; and DAU Provost Rich Reed.

# Oliver Authorizes Streamlined Process, Consistent Approach for DoD on Defense Contracts



ACQUISITION,  
TECHNOLOGY AND  
LOGISTICS

PRINCIPAL DEPUTY UNDER SECRETARY OF DEFENSE  
3010 DEFENSE PENTAGON  
WASHINGTON, D.C. 20301-3015

MAR 19 2001



MEMORANDUM FOR SECRETARIES OF THE MILITARY DEPARTMENTS  
CHAIRMAN OF THE JOINT CHIEFS OF STAFF  
DIRECTORS OF THE DEFENSE AGENCIES  
UNDER SECRETARY OF DEFENSE (COMPTROLLER)  
ASSISTANT SECRETARY OF DEFENSE (COMMAND,  
CONTROL, COMMUNICATIONS AND INTELLIGENCE)  
GENERAL COUNSEL OF THE DEPARTMENT OF DEFENSE  
DIRECTOR OPERATIONAL TEST AND EVALUATION  
COMPONENT ACQUISITION EXECUTIVES

SUBJECT: ISO 9001:2000 Quality Management Systems – Requirements, Transition

This memorandum authorizes a streamlined process and consistent approach for the Department of Defense (DoD) on Defense contracts to simplify transition from the 1994 edition of ANSI/ISO/ASQ 9001, 9002, or 9003 to the 9001:2000, *Quality Management Systems – Requirements* version, when elected by a contractor. Contracting officers shall authorize contractors and their subcontractors to implement ISO 9001:2000 in place of 1994 ISO 9001, 9002, or 9003, subject to no change in price, fee, cost, or contractual product or service requirements. As applicable, DoD activities should encourage contractors to notify management councils or administrative contracting officers of their transition strategy. The National Aeronautics and Space Administration (NASA) intends to join DoD in implementing this initiative.

When the Defense Contract Management Agency (DCMA) is the cognizant contract administration office and the contractor elects to transition their quality management system, DCMA is authorized to monitor the transition and implementation, and to approve and issue appropriate modifications to associated contracts. If DCMA is not the cognizant activity, as is the case with NASA, the cognizant contracting officer will generate appropriate contract modifications. The transition to the new standard should require no more than three years.

Questions regarding this action should be referred to ODUSD (Acquisition Reform), Craig Curtis, at (703) 697-6399 or e-mail, [craig.curtis@osd.mil](mailto:craig.curtis@osd.mil).

cc:  
Administrator, National Aeronautics and Space Administration  
Administrator, Federal Aviation Administration

**Editor's Note:** This information is in the public domain at <http://www.acq.osd.mil/ar/#iso9001>.

# Fax this ad to Friends or Associates

**Tell Your Friends  
And Associates  
PM is Free!**



To subscribe by fax, fill out the short form at the bottom of the page; prepare a written request and fax it to (703) 805-2917 or DSN 655-2917; e-mail [greg.caruth@dau.mil](mailto:greg.caruth@dau.mil); or mail the short form to the address shown below. Home addresses are permitted for delivery.

**DEFENSE ACQUISITION  
UNIVERSITY  
ATTN DAU PRESS  
9820 BELVOIR RD STE 3  
FT BELVOIR VA 22060-5565**

## **FREE** PROGRAM MANAGER

Add my name to your subscription list for *PM*.

Name \_\_\_\_\_

Title \_\_\_\_\_

Organization \_\_\_\_\_

Address at Work or Home \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

*PM* is now free to all subscribers. Should you have issues remaining on your paid subscription, the Superintendent of Documents, General Printing Office, will make adjustments for any unused remittance. Our aim is to make it easier for all potential subscribers to receive news, trends, events, and current thinking affecting program management and defense systems acquisition.

# French Delegation Visits DAU



CA Patrick Lefort, Assistant Defense Cooperation Attaché, Embassy of France, and IGA Jean Paul de Beauchêne, Deputy Director, Centre des Hautes Études de l'Armement (CHEAr), visit the Defense Acquisition University on March 6 to discuss International Engagement issues and the International Defense Educational Arrangement (IDEA). Pictured from left: Sharon Boyd, Projects Specialist, School of Program Management, DSMC;

Lefort; Dr. Gertrud Humily, DAU International Cooperative Acquisition Chair; Professor Donald Hood, Manager, International Acquisition Courses, School of Program Management, DSMC; Frank Anderson Jr., DAU President; Beauchêne; Army Col. Joseph Johnson, Director, Administration and Services, DAU; Tony Kausal, DAU Air Force Chair; and Navy Capt. Conway Halsall, Director, School of Program Management, DSMC.

# Fourth Annual International Acquisition/Procurement Seminar – Pacific (IAPS-P)



**September 17-20, 2001**

**Sponsored jointly by the  
Defense Acquisition University/Defense Systems  
Management College (DAU/DSMC)  
New Zealand Ministry of Defence  
Australian Defence Force Academy (ADFA)  
Korea Institute for Defense Analyses (KIDA)  
Singapore Ministry of Defence  
at the  
Defense Acquisition University/Defense Systems  
Management College**

## **Topics**

- **National Policies on International Acquisition/Procurement**
- **International Program Managers: Government and Industry**
- **Trans-Pacific Cooperation**
- **Promoting/Restricting Arms Exports**

## **Special International Topics**

- **Testing**
- **Education**
- **Agreements**

***Qualified participants pay no seminar fee.***

For further information, contact any member of the DSMC International Team: **(703) 805-5196** or Visit our Web site:

<http://www.dsmc.dsm.mil/international/international.htm>

## **Seminar Registration Information**

The Fourth Annual International Acquisition/Procurement Seminar—Pacific (IAPS-P) focuses on international acquisition practices and cooperative programs. The seminar is sponsored by defense educational and related institutions in the United States, New Zealand, Australia, South Korea, and Singapore.

The seminar will be held Sept. 17-20, 2001, at DAU/DSMC, Fort Belvoir, Va.

Those eligible to attend are Defense Department/Ministry and defense industry employees from the five sponsoring nations who are actively engaged in international defense acquisition programs. Other nations may participate by invitation. PACRIM nations participating in previous seminars were Canada, Japan, and Thailand.

The IAPS-P is by invitation only. Those desiring an invitation who have not attended past seminars should submit a letter of request, on government or business letterhead, to DAU/DSMC by fax.

Visit the seminar registration Internet Web site at <http://www.dsmc.dsm.mil/international/international.htm> for additional seminar information. Qualified participants pay no seminar fee. Invitations, confirmations, and joining instructions will be issued after June 1, 2001.

### **In the United States, contact:**

- Prof. Richard Kwatnoski, Director, International Acquisition Courses, DSMC
- Sharon Boyd, Projects Specialist, DSMC

Comm: (703) 805-5196/4592

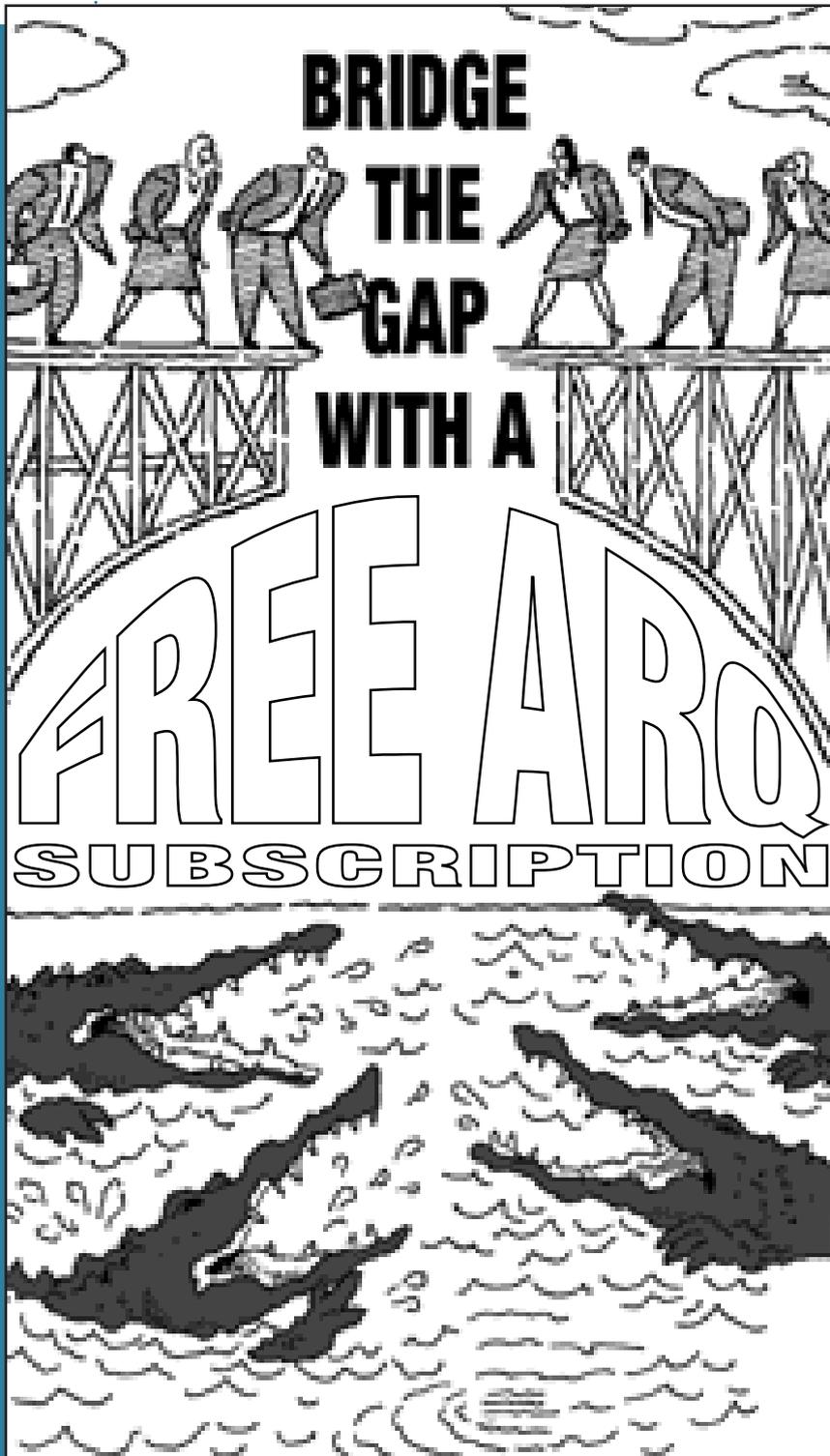
DSN: 655-5196/4592

Fax: (703) 805-3175

DSN: 655-3175

E-mail: [sharon.boyd@dau.mil](mailto:sharon.boyd@dau.mil)

# Fax this ad to Friends or Associates



To subscribe by fax, fill out the short form at the bottom of the page; prepare a written request and fax it to (703) 805-2917 or DSN 655-2917; e-mail [greg.caruth@dau.mil](mailto:greg.caruth@dau.mil); or mail the short form to the address shown below. Home addresses are permitted for delivery.

**DEFENSE ACQUISITION  
UNIVERSITY  
ATTN DAU PRESS  
9820 BELVOIR RD STE 3  
FT BELVOIR VA 22060-5565**

## FREE

Add my name to your subscription list for ARQ.

Name

Title

Organization

Address at Work or Home

City

State

Zip

# PM

**P**rogram Manager Magazine is the ideal forum for publishing your next article on acquisition reform, acquisition legislation, or acquisition current policies and practices. You are the subject matter experts – send us your successes, failures, lessons learned, or long-range vision for what may or may not work and why. In the process, gain peer exposure and recognition as a subject matter expert in your field. We want to hear from you and your associates – today.



For submission guidelines, contact the editor (703) 805-2892 or visit our Web site at <http://www.dau.mil/pubs/pubs-main.htm>

## WHO

- Current and former program managers
- CEOs/CIOs
- Industry executives
- DAU faculty
- Current and former DSMC students
- Military acquisition leaders
- Previous PM and ARQ authors
- High-level DoD and industry executives
- Policy makers
- Budget and finance careerists
- Weapons users in the air, in the field, and at sea

## WHAT

- Hot topics
- Lessons learned
- Op-Ed articles
- Reinventing government
- Speeches and addresses by high-level lecturers
- People to interview
- Acquisition news
- Changing acquisition paradigms
- Commercial business practices
- Research and development
- Defense industrial base
- Acquisition education

## When: NOW

## Call for Authors

We are actively seeking quality manuscripts on topics related to Defense acquisition. Topics include opinions, lessons-learned, tutorials, and empirical research.

References must be cited in your bibliography. Research must include a description of the model and the methodology used. The final version of your manuscript must conform to the *Publication Manual of the American Psychological Association* or the *Chicago Manual of Style*.

To obtain our ARQ Guidelines for Authors, or to inquire about your manuscript's potential for publication, call the DAU Press at (703) 805-4290 or DSN 655-4290, fax (703) 805-2917 or e-mail [norene.blanch@dau.mil](mailto:norene.blanch@dau.mil)

## Call for Referees

We need subject-matter experts for peer reviews in our blind referee of manuscripts.

Please fax your credentials to us and we will add you to our reference file (703) 805-2917.

ATTN: DAU PRESS  
Editor, ARQ

## Special Call for Research Articles

We publish Defense acquisition research articles that involve systematic inquiry into a significant research question. The article must produce a new or revised theory of interest to the acquisition community. You must use a reliable, valid instrument to provide your measured outcomes.

*Acquisition Review Quarterly* is listed in *Cabell's Directory of Publishing Opportunities in Management and Marketing*.

**ATTENTION  
MILITARY OFFICERS,  
DEFENSE INDUSTRY GOVERNMENT EXECUTIVES,  
UNIVERSITY PROFESSORS, AND GRADUATE STUDENTS!**

**THIS IS YOUR OPPORTUNITY TO CONTRIBUTE TO THE  
ACQUISITION WORKFORCE REFORM**

# CALL FOR AUTHORS AND REFEREES

A R Q  
25  
W I N T E R  
2 0 0 1

THE JOURNAL OF THE  
DEFENSE ACQUISITION  
UNIVERSITY



# ACQUISITION

*Review*  
Q U A R T E R L Y

VOL. 8

NO. 1

Diana I. Angelis	Implementing Activity-Based Management in an Acquisition Organization	1
Patrick N. Watkins	The Persistence of Learning and Acquisition Strategies	15
Michael Barzelay Fred Thompson	How the Acquisition Workforce Adds Value	31
COL Ralph H. Graves, USA	Seeking Defense Diversity	47
George H. Perino	A Cognitive Barrier to Defense Systems Acquisition Management	61



# ACQUISITION REFORM

An Internet Listing Tailored to the Professional Acquisition Workforce

## Surfing the Net

### DEPARTMENT OF DEFENSE

#### **Under Secretary of Defense (Acquisition, Technology and Logistics) (USD(AT&L))**

<http://www.acq.osd.mil/>

ACQWeb offers a library of USD(A&T) documents, a means to view streaming videos, and jump points to many other valuable sites.

#### **Deputy Under Secretary of Defense (Acquisition Reform) (DUSD(AR))**

<http://www.acq.osd.mil/ar>

AR news and events; reference library; DUSD(AR) organizational breakout; acquisition education and training policy and guidance.

#### **DoD Inspector General**

<http://www.dodig.osd.mil/pubs/index.html>

Search for audit and evaluation reports, Inspector General testimony, and planned and ongoing audit projects of interest to the acquisition community.

#### **Deputy Director, Systems Engineering, USD(AT&L/IO/SE)**

<http://www.acq.osd.mil/io/se/index.htm>

Systems engineering mission; Defense Acquisition Workforce Improvement Act information, training, and related sites; information on key areas of systems engineering responsibility.

#### **Defense Acquisition Deskbook**

<http://web1.deskbook.osd.mil>

Automated acquisition reference tool covering mandatory and discretionary practices.

#### **Defense Acquisition University (DAU)**

<http://www.dau.mil>

DAU Course Catalog, *Program Manager* magazine and *Acquisition Review Quarterly* journal; course schedule; policy documents; and training news from the Defense Acquisition Workforce.

#### **Defense Acquisition University Virtual Campus**

<https://dau1.fedworld.gov>

Take DAU courses online at your desk, at home, at your convenience!

#### **Acquisition Reform Communications Center (ARCC)**

<http://www.dau.mil/arcc>

Acquisition Reform training opportunities and materials; announcements of upcoming Acquisition Reform events; and Issues Forum for discussion.

#### **Army Acquisition Corps (AAC)**

<http://dacm.rdausa.army.mil>

News; policy; publications; personnel demo; contacts; training opportunities.

#### **Army Acquisition**

<http://acqnet.sarda.army.mil>

A-MART; documents library; training and business opportunities; past performance; paperless contracting; labor rates.

#### **Navy Acquisition Reform**

<http://www.acq-ref.navy.mil/>

Acquisition policy and guidance; World-Class Practices; Acquisition Center of Excellence; training opportunities.

#### **Navy Acquisition, Research and Development Information Center**

<http://nardic.onr.navy.mil>

News and announcements; acronyms; publications and regulations; technical reports; "How to Do Business with the Navy"; much more!

#### **Naval Sea Systems Command**

<http://www.navsea.navy.mil/sea017/toc.htm>

Total Ownership Cost (TOC); documentation and policy; Reduction Plan; Implementation Timeline; TOC reporting templates; Frequently Asked Questions (FAQ).

#### **Navy Acquisition and Business Management**

<http://www.abm.rda.hq.navy.mil>

Policy documents; training opportunities; guides on areas such as risk management, acquisition environmental issues, past performance, and more; news and assistance for the Standardized Procurement System (SPS) community; notices of upcoming events.

#### **Space and Naval Warfare Systems Command (SPAWAR)**

<https://e-commerce.spawar.navy.mil>

Your source for SPAWAR business opportunities, acquisition news, solicitations, and small business information.

#### **Air Force (Acquisition)**

<http://www.safaq.hq.af.mil/>

Policy; career development and training opportunities; reducing TOC; library; links.

#### **Air Force Materiel Command (AFMC) Contracting Laboratory's Federal Acquisition Regulation (FAR) Site**

<http://farsite.hill.af.mil/>

FAR search tool; *Commerce Business Daily* Announcements (CBDNet); *Federal Register*; Electronic Forms Library.

#### **Defense Systems Management College (DSMC)**

<http://www.dsmc.dau.mil>

DSMC educational products and services; course schedules; job opportunities.

#### **Defense Advanced Research Projects Agency (DARPA)**

<http://www.darpa.mil>

News releases; current solicitations; "Doing Business with DARPA."

#### **Defense Information Systems Agency (DISA)**

<http://www.disa.mil>

Structure and mission of DISA; Defense Information System Network; Defense Message System; Global Command and Control System; much more!

#### **National Imagery and Mapping Agency**

<http://www.nima.mil>

Imagery; maps and geodata; Freedom of Information Act resources; publications.

#### **Defense Modeling and Simulation Office (DMSO)**

<http://www.dmsomil>

DoD Modeling and Simulation Master Plan; document library; events; services.

#### **Defense Technical Information Center (DTIC)**

<http://www.dtic.mil/>

Technical reports; products and services; registration with DTIC; special programs; acronyms; DTIC FAQs.

#### **Joint Electronic Commerce Program Office (JECPO)**

<http://www.acq.osd.mil/jecpo/>

Policy; newsletters; Central Contractor Registration; Assistance Centers; DoD Electronic Commerce Partners.

#### **Open Systems Joint Task Force**

<http://www.acq.osd.mil/osjtf>

Open Systems education and training opportunities; studies and assessments; projects, initiatives and plans; reference library.

#### **Government Education and Training Network (GETN) (For Department of Defense Only)**

<http://atn.afit.af.mil>

Schedule of distance learning opportunities.

#### **Government-Industry Data Exchange Program (GIDEP)**

<http://www.gidep.corona.navy.mil>

Federally funded co-op of government and industry participants that provides an electronic forum to exchange technical information essential during research, design, development, production, and operational phases of the life cycle of systems, facilities, and equipment.



# ACQUISITION REFORM

An Internet Listing Tailored to the Professional Acquisition Workforce

## Surfing the Net

### FEDERAL CIVILIAN AGENCIES

#### Acquisition Reform Network (ARNET)

<http://www.arnet.gov/>

Virtual library; federal acquisition and procurement opportunities; best practices; electronic forums; business opportunities; acquisition training; Excluded Parties List.

#### Federal Acquisition Institute (FAI)

<http://www.faionline.com>

Virtual campus for learning opportunities as well as information access and performance support.

#### Federal Acquisition Jump Station

<http://nais.nasa.gov/fedproc/home.html>

Procurement and acquisition servers by contracting activity; CBDNet; Reference Library.

#### Federal Aviation Administration (FAA)

<http://www.asu.faa.gov>

Online policy and guidance for all aspects of the acquisition process.

#### General Accounting Office (GAO)

<http://www.gao.gov>

Access to GAO reports, policy and guidance, and FAQs.

#### General Services Administration (GSA)

<http://www.gsa.gov>

Online shopping for commercial items to support government interests.

#### Library of Congress

<http://www.loc.gov>

Research services; Congress at Work; Copyright Office; FAQs.

#### National Technical Information Service (NTIS)

<http://chaos.fedworld.gov/onow/>

Online service for purchasing technical reports, computer products, videotapes, audiocassettes, and more!

#### Small Business Administration (SBA)

<http://www.SBAonline.SBA.gov>

Communications network for small businesses.

#### U.S. Coast Guard

<http://www.uscg.mil>

News and current events; services; points of contact; FAQs.

### TOPICAL LISTINGS

#### MANPRINT (Manpower and Personnel Integration)

<http://www.MANPRINT.army.mil>

Points of contact for program managers; relevant regulations; policy letters from the Army Acquisition Executive; as well as briefings on the MANPRINT program.

#### DoD Specifications and Standards Home Page

<http://www.dsp.dla.mil>

All about DoD standardization; key Points of Contact; FAQs; Military Specifications and Standards Reform; newsletters; training; nongovernment standards; links to related sites.

#### Joint Advanced Distributed Simulation (JADS) Joint Test Force

<http://www.jads.abq.com>

JADS is a one-stop shop for complete information on distributed simulation and its applicability to test and evaluation and acquisition.

#### Risk Management

[http://www.acq.osd.mil/io/se/risk\\_management/index.htm](http://www.acq.osd.mil/io/se/risk_management/index.htm)

Risk policies and procedures; risk tools and products; events and ongoing efforts; related papers, speeches, publications, and Web sites.

#### Earned Value Management

<http://www.acq.osd.mil/pm>

Implementation of Earned Value Management; latest policy changes; standards; international developments; active notebook.

#### Fedworld Information

<http://www.fedworld.gov>

Comprehensive central access point for searching, locating, ordering, and acquiring government and business information.

#### GSA Federal Supply Service

<http://pub.fss.gsa.gov>

The No. 1 resource for the latest services and products industry has to offer.

#### Commerce Business Daily

<http://www.govcon.com/>

Access to current and back issues with search capabilities; business opportunities; interactive yellow pages.

### INDUSTRY AND PROFESSIONAL ORGANIZATIONS

#### DSMC Alumni Association

<http://www.dsmcaa.org>

Acquisition tools and resources; government and related links; career opportunities; member forums.

#### Electronic Industries Alliance (EIA)

<http://www.eia.org>

Government Relations Department; includes links to issue councils; market research assistance.

#### National Contract Management Association (NCMA)

<http://www.ncmahq.org>

"What's New in Contracting?"; educational products catalog; career center.

#### National Defense Industrial Association (NDIA)

<http://www.ndia.org>

Association news; events; government policy; *National Defense* magazine.

#### International Society of Logistics

<http://www.sole.org/>

Online desk references that link to logistics problem-solving advice; Certified Professional Logistician certification.

#### Computer Assisted Technology Transfer (CATT) Program

<http://catt.bus.okstate.edu>

Collaborative effort between government, industry, and academia. Learn about CATT and how to participate.

#### Software Program Managers Network

<http://www.spmn.com>

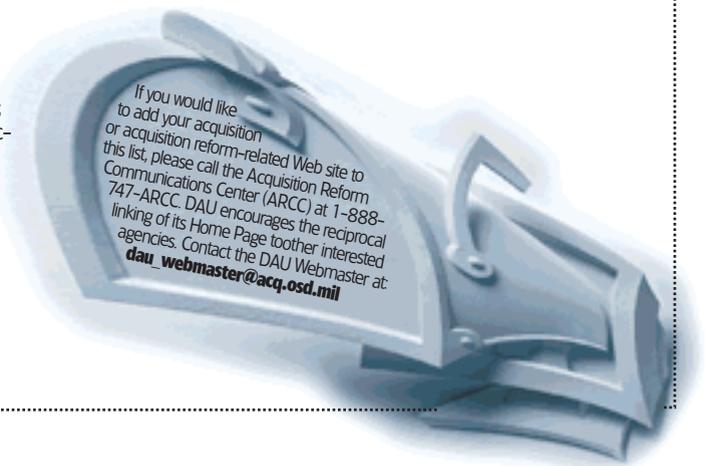
Site supports project managers, software practitioners, and government contractors. Contains publications on highly effective software development best practices.

#### Association of Old Crows (AOC)

<http://www.crows.org>

Association news; conventions, conferences and courses; *Journal of Electronic Defense* magazine.

If you would like to add your acquisition or acquisition reform-related Web site to this list, please call the Acquisition Reform Communications Center (ARCC) at 1-888-747-ARCC. DAU encourages the reciprocal linking of its Home Page together interested agencies. Contact the DAU Webmaster at [dau\\_webmaster@acq.osd.mil](mailto:dau_webmaster@acq.osd.mil)



# DSMC'S 25<sup>TH</sup> ANNIVERSARY



ELEVEN FORMER DSMC COMMANDANTS ATTENDED DSMC'S 25<sup>TH</sup> ANNIVERSARY CELEBRATION AT FORT BELVOIR, VA., ON JUNE 25, 1996. SEATED FROM LEFT: AIR FORCE LT. GEN. (RET) JOHN G. ALBERT (2<sup>ND</sup> COMMANDANT); NAVY REAR ADM. (RET) WILLIAM L. VINCENT (11<sup>TH</sup> COMMANDANT); ARMY BRIG. GEN. (RET) RICHARD A. BLACK (13<sup>TH</sup> COMMANDANT); AIR FORCE BRIG. GEN. CLAUDE M. BOLTON, JR. (12<sup>TH</sup> COMMANDANT); NAVY REAR ADM. (RET) ROWLAND G. FREEMAN II (3<sup>RD</sup> COMMANDANT).

STANDING FROM LEFT: ARMY COL. (RET) JOHN B. HANBY, JR. (4<sup>TH</sup> COMMANDANT); ARMY MAJ. GEN. (RET) LYNN H. STEVENS (10<sup>TH</sup> COMMANDANT); NAVY REAR ADM. (RET) ROGER D. JOHNSON (8<sup>TH</sup> COMMANDANT); AIR FORCE BRIG. GEN. (RET) CHARLES P. CABELL (9<sup>TH</sup> COMMANDANT); ARMY BRIG. GEN. (RET) BENJAMIN J. PELLEGRINI (6<sup>TH</sup> COMMANDANT); ARMY COL. (RET) THOMAS V. FORBURGER (7<sup>TH</sup> COMMANDANT); AIR FORCE LT. GEN. (RET) WILLIAM E. THURMAN (5<sup>TH</sup> COMMANDANT).



A Bimonthly Magazine  
of the Defense  
Acquisition University