

**MINUTES**  
Defense Acquisition University  
Board of Visitors Meeting  
September 24, 2014  
Fort Belvoir, Virginia

**Welcome:** General William Tuttle, USA, retired, Chairperson, and Mr. James Woolsey, President, DAU, welcomed the board members and DAU leadership.

**DAU Update:** Mr. Woolsey updated attendees on events since the board meeting in May. BoV candidate Lieutenant General William Phillips, USA, retired was inducted into the DAU Hall of Fame in June. Mr. Kendall met with the DAU faculty to discuss his vision for the Defense Acquisition Workforce. DAU was also awarded a Learning 100! Award for the fourth consecutive year.

**The New Acquisition Learning Model:** Mr. Woolsey began by providing context for why DAU was established and how its workforce and its role have evolved over the years. He discussed the value DAU brings to the warfighter. In particular, Mr. Woolsey shared some of the comments he received from program offices in response to mission assistance efforts from DAU faculty. According to the customers, the efforts are having a positive impact on acquisition programs. The time and money program offices saved and costs they avoided due to mission assistance they received from DAU allowed those programs to be more successful.

Mr. Woolsey mentioned that one of the organizational goals for fiscal year 2015 was to begin work on consolidating knowledge sharing assets. The intended outcome is to create a better user experience and make knowledge assets easier to find.

Mr. Woolsey noted that three main things impact the environment DAU operates in: shrinking budgets, challenging demographics, and new learning styles.

- The FY15 budget for the university is 10% lower than it was in FY14. He noted that this was particularly difficult to manage over a single year due to the largest portion of the DAU budget being civilian pay. Mr. Woolsey noted that DAU had implemented a hiring freeze in FY13 in anticipation and had offered an “early out” for staff over the summer.
- The challenging demographics are due in part to the baby boomer generation leaving the workforce. DAU leadership recognizes the importance of capturing their knowledge. The younger generation is faced with fewer mentors and fewer programs to learn on. Therefore, they will need better tools. Finally, the increased demand that came with growing the Defense Acquisition Workforce during wartime has been met. The demand for classroom training leveled off and is now beginning to decline.
- As the learning styles of DAU students change, teaching methods and learning tools need to evolve and adapt. Learning organizations are looking carefully at expensive classroom training. DAU recognizes that it is still important, but with a shrinking budget and

evolving learning styles, it is more important than ever that careful consideration be given to the delivery method of all courses.

Mr. Woolsey shared with the board that while DAU courses continue to get high survey scores from students and survey data shows that members of the Defense Acquisition Workforce like their jobs more after attending a DAU course, there are still challenges to address, in particular: relevance, currency, cost, content, and utility.

- Relevance – we must find ways to more quickly incorporate new lessons learned into courses.
- Currency – get faculty more involved with program offices; leverage opportunities that can improve both faculty currency and program outcomes.
- Cost – classroom hours are expensive to DAU, students, and their organization; use wisely.
- Content – incorporate more critical thinking exercises in lower level course curriculum.
- Utility – improve and combine the DAU Web presence.

Board members asked about the composition of mission assistance teams. Several deans responded that more than 95% of faculty participate to some degree and are qualified to conduct basic mission assistance efforts. There are smaller groups in every region with more specialized expertise. The emphasis is on providing faculty with the right skill set for the issues being faced. All faculty members are expected to contribute to mission assistance.

The question of cost and funding for mission assistance was raised. DAU leadership responded that being located close to the customer base has helped them establish relationships with program offices and allowed them to better anticipate need. The proactive approach to mission assistance has also allowed regional deans to better plan for these efforts, and they are able to allocate resources accordingly. DAU is reimbursed for travel and direct costs of mission assistance efforts, but not for labor when the customer is a member of the Department of Defense. Several board members suggested pursuing avenues for payment, perhaps like service laboratories or test centers; some are industrially funded. The Working Capital Fund was mentioned, but with caution that unintended consequences might arise.

Mr. Woolsey appreciated the suggestions and agreed to look at the options available. He also assured the board that he had gone over the budget with Mr. Kendall and explained that because classroom demand has decreased, DAU is able to realign more resources to meet mission assistance demand. Future year budgets will reflect more emphasis on mission assistance. Another suggested option was to exchange personnel with the program offices the mission assistance efforts are helping. DAU faculty gain experience, program offices get targeted assistance, and program office personnel help bring currency to the classroom.

Next, Mr. Woolsey explained the new “Acquisition Learning Model” DAU is adopting. It revises the organizational learning strategy to better reflect the needs of the Defense Acquisition Workforce.

The first element is Foundational Learning and includes training courses, targeted training and rapid deployment training, and continuous learning.

Next is Workflow Learning. This includes performance support tools and knowledge sharing. The One Portal DAU plans to develop over the next year will directly relate to workflow learning. Board members expressed an interest in hearing more about the planned One Portal as it is a massive undertaking.

The last element is Performance Learning. This includes individual qualification, team training and mission assistance. Mr. Woolsey also explained that assets from all three domains are integrated and shared across the spectrum.

The board observed that the ALM can be used as a resource allocation model from which future strategy can be developed. Also noted was the versatility required by faculty to successfully implement the learning model and the lack of organizations to benchmark which have successfully implemented something similar.

Discussion points recognized that specific acquisition training is and will continue to be a large part of the DAU mission. The law requires it, it is the basis of the DAU charter, and it is what DAU is primarily funded for. The new ALM blends the domains to complement each other and focus on improving acquisition outcomes.

A suggestion was made to issue hardware (laptop, tablet, etc.) to students that are theirs to keep. In addition to course materials and easy access to resources, they are also able to maintain their notes, classroom discussions, and lectures from class in one location. Something similar could potentially be accomplished by allowing students to bring their own devices. Ideally, the students can continue to use the devices for their own lessons learned beyond the classroom, and they would always link back to DAU resources.

Another way to drive the acquisition workforce back to DAU learning assets and improve the quality of the workforce is through the use of assessments. Offering small challenges on the job that encourage them to use the tools and knowledge learning assets could help drive professional growth and serve as refresher training. It would allow for customization and instant feedback so workforce members can assess their own knowledge needs.

The board members and DAU leadership went on to discuss the important role mentorship will need to play in order for the concept to be successful. One suggestion was to develop a “society of mentors” comprised of representatives from each functional area. Another way to ingrain the concept of mentorship is to discuss it more with experienced Defense Acquisition Workforce members in the Level III courses.

**Collaboration and Knowledge Management:** Curt Gray discussed organizational learning and development from the corporate perspective (BAE Systems). He noted some of the key differences between his organization and DAU and between their respective customers. The goals of knowledge sharing and collaboration are largely the same.

Mr. Gray highlighted the value shift away from tangibles to intangible assets such as expertise and talent. He noted that, like DAU, BAE Systems is finding four to five distinct generations in the workplace. For them, this means there are a range of different learning and teaching styles. Mr. Gray pointed out that third party social sites have more aggregate information on the company's workforce than they do. Studies have shown that companies with highly engaging cultures earn more than those that do not.

Recognizing the 70/20/10 model of how people learn, without classrooms (10%), the company must find innovative ways to make experiential and social learning happen (the other 90%). Pilot courses are going well in *Work Out Loud*, *Expertise Location*, *Knowledge Transfer*, and *Target Communities*. This has been a bottom-up effort. As these efforts are shown to be successful, they push the data up to leadership. In the last 18 months, the company has seen an increase in productivity and decrease in attrition equaling at least \$2.5 million in savings.

- The *Work Out Loud* initiative converted all learning systems to a single system. They created one portal for people to access all the classes and connections. They found the key to successful virtual events was good tools and processes. *Expertise Location* within the organization continues to be a challenge; BAE is still working on that area.
- *Knowledge Transfer* (KT) in action is a four step process involving the KT Team, KT Plan, Knowledge Transfer & Capture, Practice & Innovate.
- *Target Communities*: The organization isn't in the business of teaching; they're in the business of getting the organization to learn from itself. All the resources needed are in the organization. The structure facilitates the creation of communities and allows for collaboration and learning among employees.

The organization can set up tools, guides, and networks to get employee groups to connect, form, and let them take required actions. Bringing structure to the communities helps ensure the quality of information and allows for the measurement of outcomes.

Talent market is an area on the internal employee portal where employees can go to find others with particular expertise. This area can be used to facilitate workers self-forming teams. It is a way to share talent across the organization. So far, this idea has only been implemented on a small scale and is not yet enterprise wide. Demand has been the forcing function. It could be built into evaluations – what has a given employee done to transfer knowledge? Success of the program will be evident in improvements in productivity, program performance, and reduction in attrition.

**Collaborative Classrooms:** Maj. Gen. Erv Lessel, USAF, retired, briefed the board on Deloitte's use of collaborative spaces in their training environment. He began by asking why DAU wants to move toward collaborative classrooms. Mr. Woolsey explained how collaborative learning fits into the DAU learning strategy and the importance of using classroom time as effectively as possible. Maj. Gen. Lessel explained that collaborative classrooms have to be tied to the learning strategy and the outcomes the organization is trying to achieve. When employees are expected to work collaboratively on teams, it is important for them to learn the same way.

DAU staff described to board members the typical classroom layouts on DAU campuses. Nearly all classrooms use table clusters to facilitate group discussion. The inherent challenge the university has faced in converting existing spaces versus building new ones was also described.

Maj. Gen. Lessel agreed that the use of space and building in flexibility are important considerations when designing a collaborative classroom.

Steelcase lessons learned regarding collaborative training spaces include: determine critical success factors; training environment should reflect the workforce culture; leadership sets the tone. Maj. Gen. Lessel stated and the board members agreed that it is important for DAU to be empowered as the learning experts in how to train the workforce. Functional leads and IPTs are important in determining the content of instruction, but DAU has the expertise to determine how that learning can best occur.

Deloitte is focused on intellectual capital. The Deloitte University was built three years ago to replace the older model of training in hotels. In recognizing that people are their number one capability, Deloitte built a facility specifically for the type of collaborative learning they were facilitating and, just as importantly, revamped the curriculum to fit the learning model.

The number one challenge for Deloitte is the competition for talent—acquiring, developing and retaining talent. The learning strategy is supported by a governance model. This is an approach where leaders and current practitioners facilitate training in place of traditional instructors. The curriculum was redesigned to enable this process and the content is constantly updated. There was some discussion about how Deloitte accomplishes this strategy, which is largely through incentives. Employees are measured not only on their performance, but in how they have contributed to the organization through development of the workforce. One can also fulfill learning requirements through facilitating. DAU, conversely, has a traditional instructor base. There could be potential for leveraging Mission Assistance efforts and incentivizing workforce development to incorporate knowledge sharing from practitioners in the field. Maj. Gen. Lessel described the process Deloitte uses to make their implementation successful—basic training for facilitators, standard teaching points, paired facilitation, etc. Most of the facilitation is based on simulations.

It was noted that the real value to the students is not in the mechanics of instruction, it is in their experiences. In the case of Deloitte, the knowledge base is gained online before entering the classrooms. Once there, it is a completely immersive environment—the learning experience. By design, everything is integrated. The environment is completely focused on sharing experiences and collaboration. Additionally, high level meetings take place in the same location; having company leaders in the same place as students creates synergy and opportunities for engagement.

A board member shared that Executive Business Courses in the Navy were designed around a similar philosophy. The environment is a powerful element of the learning process.

Deloitte made a strategic decision to increase virtual learning. They transformed the curriculum with an optimized blend of delivery considerations. They looked at the segment of the workforce at which the training was targeted and made strategic decisions about which training method made the most sense. Technology was incorporated in the classes to support learning outcomes, not just for the sake of technology. Everything then has to change to support the new approach, including the curriculum and teaching methods.

Deloitte classrooms accommodate about 28 students and there is no built-in front of the classroom. There are multiple screens, laptop connections, VTC, lots of whiteboards, a photacam for whiteboards, and flexible configurations (incl. divided classrooms) with extensive wireless (Deloitte has a bring-your-own-device policy in place). DAU has also incorporated a majority of the features Deloitte has into newly built classrooms. The DAU South and Midwest campuses have most if not all of their classrooms purpose built to include these features. The challenge has been at the regions where classrooms are in older, existing spaces that are being retrofit as possible. It was noted that bring-your-own-device options are being requested more frequently.

Lessons learned through implementation of the collaborative classrooms include:

*Strengths:* environment, strategy, classrooms, curriculum and flexible spaces all work well. User-friendly technology allows facilitators to successfully operate classroom features with minimal instruction.

*Weaknesses:* tables, classrooms, team rooms should all be larger. The copycams were unnecessary and VTCs were underutilized.

The return on investment for Deloitte has been largely intangibles, as they far outweigh tangibles in cost savings. The vast majority of partners are very much in favor of it and the demand has gone up. About one million in-residence hours per year are taught at Deloitte University. People want to take courses there. It has also been a recruitment tool. Those in the room agreed that the training facility has an impact on students. When people attend courses in a first-class facility, they feel better about what they are doing. The question Maj. Gen. Lessel posed to the group is: what is the experience of students who come to DAU? What low-cost things can be implemented to improve the experience?

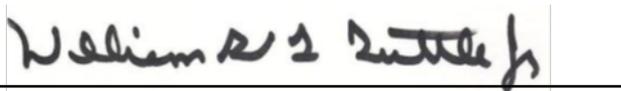
**Working lunch discussion:** This session was an opportunity for the board members and DAU leadership to explore some of the briefing topics further. There was discussion on change management related to the new Acquisition Learning Model. The group also talked about DAU faculty and what opportunities might be leveraged to bring current practitioner expertise into the learning environment. An important aspect to consider is incentives that drive behavior—both in the faculty and workforce.

**Action items:**

1. The next BoV meeting will be on Jan. 28, 2015. It will be a virtual meeting; any board members located near a DAU facility may participate from that location if desired.
2. General Tuttle asked members to send their topics of interest to him for inclusion on the agenda for future meetings.

DECISION:

Approved:



Chairperson, DAU Board of Visitors

Date:

Nov. 14, 2014

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ATTENDEES  
Defense Acquisition University  
Board of Visitors Meeting

Meeting Date: September 24, 2014  
DAU Headquarters, Fort Belvoir, Virginia

Attending:

BGen Michael Brogan, USMC (Ret), ManTech  
Dr. Kevin Carman, Dean, DAU West Region  
Mr. Leo Filipowicz, Director, Operations Group, DAU  
Mr. Gene Fraser, Northrup Grumman, Vice President, Programs, Quality and Engineering,  
Northrup Grumman Corporation  
Ms. Christen Goulding, Executive Secretary, DAU Board of Visitors  
Mr. Curt Gray, Senior Vice President, Human Resources, BAE Systems  
Dr. Chris Hardy, Director, DAU Global Learning & Technology Center  
Mr. John Higbee, Executive Director, DAU Mission Assistance/Knowledge Repository  
CAPT Mike Hocker, USN, Deputy Director, LCIC Business Systems, DAU  
Ms. Meg Hogan Roy, Director, Human Resources, DAU  
Mr. Scott Ilg, Acting Dean, DAU Mid-Atlantic Region  
Mr. Joseph Johnson, Chief of Staff, DAU  
Maj Gen Erwin Lessel III, USAF (Ret), Director, Deloitte Consulting LLP  
Mr. Mark Lumb, Dean, DAU South Region  
VADM Wally Massenburg, USN (Ret), Senior Director, Mission Assurance Business Execution  
Raytheon Integrated Defense Systems  
Dr. Jim McMichael, Vice President, DAU  
Mr. Bob Mosher, Chief Learning Evangelist, APPLY Synergies  
LTG William Phillips, USA (Ret), Consultant  
Dr. Allison Rossett, Professor Emeritus, San Diego State University  
Ms. Joanne Schoonover, Dean, DAU Capital and Northeast Region  
Mr. Tim Shannon, Director, DAU Learning Capabilities Integration Center  
Mr. Travis Stewart, Dean, DAU Midwest Region  
Dr. Kurt Stonerock, Dean, College of Contract Management  
VADM David Venlet, USN (Ret)  
GEN William G.T. Tuttle, USA (Ret), Consultant  
RADM Lenn Vincent, USN (Ret), Industry Liaison, National Defense Industrial Association  
Mr. Mark Whiteside, Director, DAU Performance and Resource Management  
Mr. Pat Wills, Associate Dean, DAU Defense Systems Management College  
Mr. James Woolsey, President, DAU  
Gen Ron Yates, USAF (Ret), Consultant