



A Study of Army Civilian Entry Level and Mid-Level Program Management Leadership
Development

Craig J. Maurice

Defense Acquisition University
Senior Service College Fellowship 2015-2016
Huntsville, Alabama

8 May 2016

This research paper is presented to the Defense Acquisition University for partial fulfillment of the academic requirements for the Army's Senior Service College Fellowship (SSCF) under the direction of SSCF Director, Mr. John Daniels and Research Advisor, Mr. Van Poindexter.

Distribution Statement A, Approved for Public Release, 30 June 2016, SFAE-AV-PEO Aviation

Approval Page

Title: A Study of Army Civilian Entry Level and Mid-Level Program Management Leadership Development

Author: Craig J. Maurice

Organization: Defense Acquisition University, Senior Service College Fellowship (SSCF)

Date of Paper: 8 May 2016

Informed Consent Forms Completed and On-file: Completed

Research Advisor [Van Poindexter] Approval Date: 6 May 2016

SSCF Director [John Daniels] Approval Date: 8 May 2016

OPSEC Approval Date:

Approval for Public Release Date:

Date Submitted for Journal Publication:

Acknowledgements

I would like to acknowledge the Program Executive Officers, Deputy Program Executive Officers, Project Managers, Deputy Project Managers, Project Directors, and Deputy Project Directors who completed the survey and provided their candid comments. Your contributions were invaluable for completing the research paper.

Table of Contents

Abstract.....	5
List of Figures.....	6
Introduction.....	7
Problem Statement.....	12
Purpose of the Project.....	12
Significance of Research.....	13
Research Questions.....	13
Objectives and Outcomes.....	13
Literature Review.....	13
Relevant Sources.....	13
Research Methodology.....	14
Research Hypothesis.....	14
Methodological Approach.....	15
Data Collection.....	15
Limitations of the Study.....	16
Findings.....	16
Summary of Findings.....	16
Survey Findings.....	22
Discussions and Recommendations.....	29
Discussions.....	29
Recommendations.....	29
Conclusions.....	31
References.....	32
Glossary of Acronyms and Terms.....	35
Appendix A – On-line Survey.....	37
Appendix B – Survey Comments by Respondents.....	43

Abstract

Leadership development is crucial to an organization's continued success and growth. Creating a leadership pipeline filled with competent, trained, educated, and experienced civilian acquisition leaders from the entry level and mid-grade level positions is an important responsibility for senior leaders. Mentoring and coaching entry level and mid-grade level professionals could be the one of most important things senior leaders do to develop civilian leaders within their organizations. Creating a unified civilian acquisition program management leader development policy, plan, and detailed roadmap for entry level and mid-grade level civilian leaders will detangle the web of leader development.

The research examined commercial and government research papers, periodicals, studies, reports, and Department of Army documents associated with leader or acquisition workforce development. The focus of the research was on leader and leadership development processes and practices pertaining to entry level and mid-grade level positions. The US Army overarching leadership strategy and planning documents parallel the commercial sector, however, the Army has multiple stakeholders for civilian leadership development. Multiple entities focused on education, training, and experience sometimes intersect and do not merge to create a comprehensive, unified program management leader development policy, plan, and detailed roadmap. Gaps exist in Army entry level and mid-grade level civilian acquisition leader development such as not actively managing civilian experiential assignments, leadership training, or providing mentors and coaches for acquisition workforce members.

List of Figures

Figure 1: Program Management Career Model.....	10
Figure 2: Acquisition Career Development Model (ACDM).....	17
Figure 3: Army Leader Development Model.....	18
Figure 4: Army Acquisition Civilian Leadership Development Plan (AACLDLP).....	19
Figure 5: Participants by position.....	22
Figure 6: PEO Civilian Leader Development Policy Components.....	23
Figure 7: Tailored Civilian Leader Development Policy.....	24
Figure 8: Comparison of recommended skills by position.....	24
Figure 9: Table of Responses by Skill and Position.....	25
Figure 10: Civilian Education System Leader Training.....	25
Figure 11: Acquisition Leadership Challenge Program.....	26
Figure 12: Mentoring and Coaching.....	27
Figure 13: Program Management Certification.....	27

Introduction

Eighty-nine million “hits” from a google search for leadership development shows that much is written on leadership development and the magnitude of the subject on developing leadership skills to be successful and effective leading an organization. Leadership development is an umbrella term referring to “the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization” (Headquarters, Department of the Army, 2006, pp. 1-2). Leader development is one aspect of leadership development and is the focus in the research paper. Leader development, although commonly used interchangeably with leadership development, focuses on the development of the individual with an emphasis on cultivating the desired attributes in a leader in terms of behavior, thoughts, and feelings (de Vries & Korotov, 2010). Another definition for leader development is the “expansion of a person’s capacity to be effective in leadership roles and processes” (McCauley, Van Velsor, & Ruderman, 2010, p. 2). These definitions highlight the importance of leader development and the need for civilian acquisition professionals to have the leadership capacity to be effective leaders.

Civilian leaders at all levels should have the requisite competencies “attained through the combination of training, education, and experiences acquired through opportunities in the operational, institutional, and self-development domains” (Ham, Gen (Ret) Carter F.; Chandler, Sergeant Major of the Army (Ret) Raymond F.; Hale, Honorable Robert F.; Stultz, LTG (Ret) Jack C.; Lamont, Honorable Thomas R.; Ellis, Gen (Ret) Larry R.; Hicks, Honorable Kathleen H.; Thurman, Gen (Ret) James D, 2016, p.73) to lead in the acquisition enterprise. The importance of civilian leaders at all levels with the requisite competencies is further emphasized in Army TRADOC Pamphlet 525-3-0 stating “The Army [acquisition enterprise] must be able to provide the right equipment at the right time and place to its Soldiers and units” (Training and Doctrine

Command, 2012, p. 21) to achieve “the Army of 2025 and Beyond” (McHugh & Odierno, 2015, p. 6). The Army Acquisition Executive (AAE) recently stressed the importance of the acquisition enterprise’s leadership role in achieving the Force 2025 and beyond with her statement that “Members of the materiel and acquisition enterprise will be key players in implementing the vision of Force 2025 by designing solutions to build up the expeditionary capacities of the Army” (Shyu, 2015, p. 6).

“Leader development is the deliberate, continuous, and progressive process that grows soldiers and Army civilians into competent, committed, professional leaders” (Ham, et al., 2016, p. 73). Leadership development “[has] become one of the most pressing talent challenges faced by global organizations. Nearly 9 out of 10 global HR [Human Resources] and business leaders (86 percent) cited leadership as a top issue” (Canwell, Geller, & Stockton, 2015, p. 17). A 2014 Deloitte global survey of executives found leadership was viewed as the highest-priority issue with 86 percent of them rating it “urgent” or “important,” and was identified as relevant to all levels of the organization and to all generations of the workforce (Canwell, Dongrie, Neveras, & Stockton, 2014). “While many executives worry about top leadership, mid-level and first-level leaders actually operate the company and are the future strategic leaders of the organization” (Canwell, Geller, & Stockton, 2015, p. 20). Developing entry level and mid-grade level leaders is the starting point for filling the “leadership pipeline” (Charan, Drotter, & Noel, 2001). The “leadership pipeline” metaphor accurately illustrates the active ongoing process of developing leaders by moving them from one point, the new employee, to another point, the next level, and through each leadership level of the organization to the most senior or executive level positions (Brown, 2001).

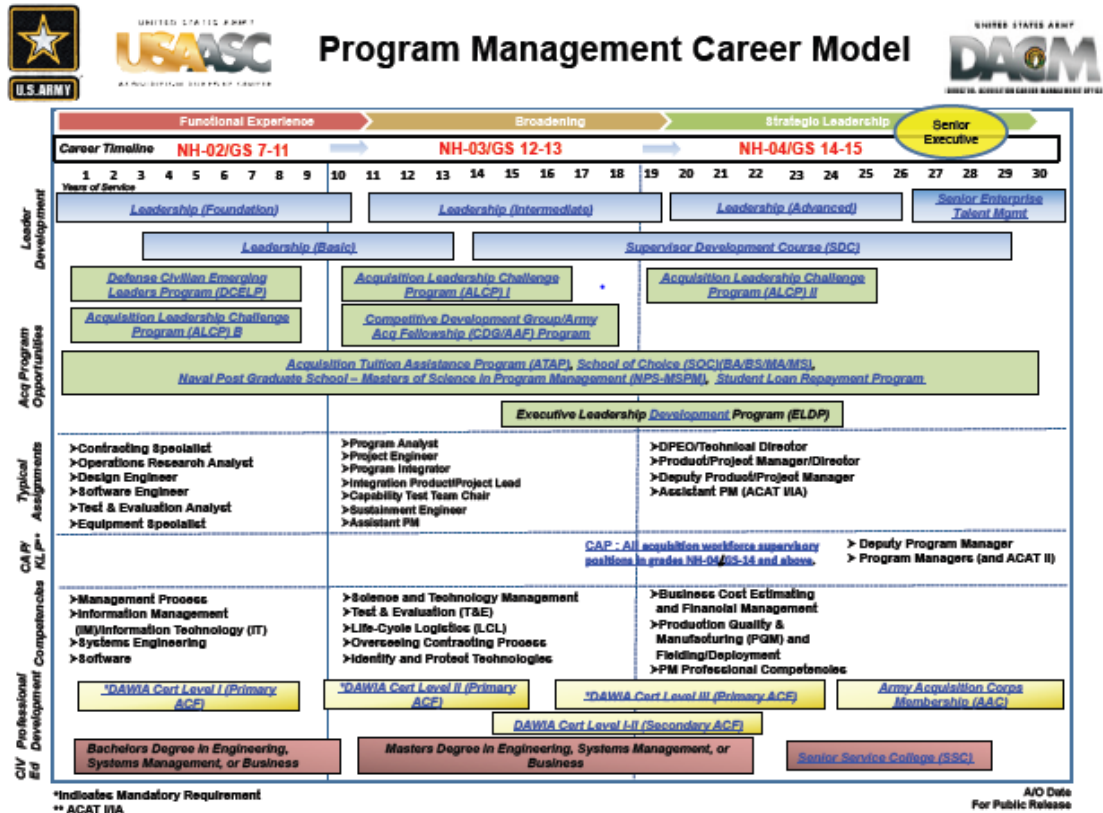
The Department of the Army (DA) acquisition enterprise continues to work toward developing well-rounded, skilled civilian leaders with the requisite leadership skills and abilities to successfully lead in senior level positions. The 2009 OSD Study of “Program Manager Training

and Experience” found in the area of acquisition experience and careers that “Program Manager careers need more aggressive planning and execution to ensure that PMs have the preparatory assignments and experiences necessary for proficient management of ACAT I/II acquisition programs” (Defense Acquisition University, 2009, p. 8). A 2015 study of training and development for the Senior Executive Service made three recommendations for organizational leaders, “Top leadership support for training and development is essential, hold all employees in leadership positions accountable for developing their direct reports, and embed leadership development programs in the organization” (Grundmann, 2015, pp. ii-iii). The two studies quoted above are part of the growing number of studies sighting the need for civilian leader and leadership development for all CAPs, KLPs, and senior leader positions. The process for developing a leader begins 20-plus years prior to the organization’s need for the individual (Wenzel, 2015) at the leadership entry and mid-grade levels.

There are many entry-level and mid-grade level leadership positions throughout the Army civilian acquisition enterprise where men and women work daily to help achieve the enterprise’s vision, mission, and objectives necessary to provide the US Army with the systems and equipment they need. The entry-level and mid-grade level leadership positions discussed in the research paper are Project Engineer, Integration Product/Project Team (IPT) Lead, Team Lead or Chair, Assistant Program Manager (APM), and System Acquisition Manager (SAM). These positions are identified in various documents by the Director, Acquisition Career Management (DACM) Office, which include as the 2014 Handbook: Civilian Project/Product Manager (DACM, 2014), and memorandum establishing the Army Acquisition Workforce Standard Program Management Position Nomenclature Policy (Williamson, 2015). Figure 1 shows the Program Management Career Model listing the Project Engineer, IPT Lead, and Team Lead or Chair positions as examples of entry-level leadership positions that individuals may be assigned to early in their leadership

career (DACM, 2014). The APM and SAM positions are examples of mid-grade level leadership positions, however, the SAM position is still absent from the career model. These positions provide the opportunity for developing the solid leadership abilities in individuals to become outstanding future senior leaders.

Figure 1. Program Management Career Model (DACM, 2014)



Civilian acquisition professional’s careers are loosely defined in Figure 1 for education, training, and experience to develop leadership skills and abilities to lead. The leadership skills and competency development are left nearly entirely up to the individual to figure out. There is no single website, document, or roadmap that exists to guide civilians through the maze of leadership development. Developing the leadership capability of leaders is directly connected to superior business performance (Gestalt International Study Center, 2016). “Organizations that invest in developing their people as effective leaders and managers create a sustainable advantage in an

increasingly complex and competitive business environment. Organizations with highly effective leaders outperform competitors and have a meaningful and significant impact on their communities and the world” (Gestalt International Study Center, 2016).

Leader development training for civilian acquisition professionals is governed and defined by numerous laws, regulations, policies, directives, instructions, and memorandums. The majority of these are focused on the senior level civilian acquisition professionals in the Critical Acquisition Positions (CAPs), Key Leaders leadership Positions (KLPs), and Senior Executive Service (SES) positions. The civilian leader development path to a senior level position from an entry or mid-grade level program management acquisition position is not well defined as you can see in figure 1. A more unified and defined acquisition civilian leader development program with a detailed roadmap for leader development from an entry level leadership position through senior level leader position would allow individual leaders to develop leadership skills early in the civilian’s career. Developing leadership capability early in a person’s career will allow the Army to reap benefits for the rest of that person’s career.

Three points in time have significantly shaped the civilian acquisition workforce. The first was in 1991, when the Defense Acquisition Workforce Improvement Act (DAWIA) became law, the Department of the Army has continued to evolve the acquisition workforce training and professional development (U.S.C., 1991). DAWIA brought about the first certification requirements for several acquisition career fields. DAWAI identified the education, training, and experience requirements for several acquisition career fields.

The second, the 2006 Quadrennial Review created a focus on “Reshaping the Defense Enterprise,” and “Developing a 21st Century Total Force” resulting in the first focused Army civilian leader development program called the Civilian Education System (CES) (Rumsfeld, 2006). The CES program policy was released in November 2006. The CES created civilian leadership

training at several levels, the Foundation Course (FC), the Basic Course (BC), the Intermediate Course (IC), and the Advanced Course (AC). The CES identified apex of civilian leader training is Senior Service College (Deputy Chief of Staff, G-5/7/9 Training Directorate, 2006). The CES program incorporated and built upon existing civilian Army Management Staff College leadership training.

The third, and most recent, is the Defense Acquisition Executive's Better Buying Power (BBP) 2.0 memorandum implementation directive to improve the professionalism of the total acquisition workforce (Kendall, 2013, April 24). Strong leadership skills must be developed by a leader in order to lead an organization successfully and effectively in accomplishing its vision, mission, goals, and objectives.

Problem Statement

There are a number of disparate leadership development programs, training, and guidance throughout DoD, DA, Assistant Secretary of the Army for Acquisition, Logistics, and Technology (ASA (ALT)), Training and Doctrine Command (TRADOC), and the Office of Personnel Management (OPM) for entry level and mid-grade level civilian acquisition program management leaders. Career plans identified for entry level and mid-grade level civilians are not providing the skills, competencies, and experience required (Defense Acquisition University, 2009). Civilian acquisition professional career development lacks a comprehensive, unified, and detailed training policy and roadmap for entry level and mid-grade level leaders to fill senior civilian acquisition program management and senior leadership positions.

Purpose of the Project

The purpose of the research is to identify gaps in the program management acquisition leader development process for civilian entry level and mid-grade level positions of Project Engineers, IPT Leads, Team Leads/Chairs, APMs, and SAMs.

Significance of Research

The significance of the research is to provide information to improve civilian entry level and mid-grade level leader development for civilian leadership roles in Army acquisition programs and in senior level positions.

Research Questions

1. What leadership training and education should entry level and mid-grade level Civilian Acquisition Professionals have at each leadership position?
2. What leadership training and education is available to entry level and mid-grade level Civilian Acquisition Professionals?

Objectives and Outcomes

The objective is identification of the gaps in leadership development for the entry level and mid-grade level DA acquisition workforce program management leadership positions of Project Engineers, IPT Leads, Team Lead or Chiefs, APMs, and SAMs.

The expected outcome is a recommended unified entry level and mid-grade level leader development policy and roadmap of education, training courses and subjects, and experiential assignments.

Literature Review

Relevant Sources

The literature review pursued information about leader development and leadership development for entry level and mid-grade level positions. The search explored both private sector and public sector source documents describing leader and leadership development programs and practices.

There are many relevant private sector document sources supporting both leader and leadership development and no single source was used significantly more than any other. Studies,

white papers, and reports were examined for existing and recommended leadership development practices. Research findings by organizations such as Deloitte, McKinsey & Company, and the Center for Creative Leadership provided current insights on leader and leadership development. One source, Blanchard & Witt, quantified the benefits of better leadership skills as reducing an organization's voluntary turnover rate by 9% to as much as 32%, improving customer satisfaction by 3-4%, and improving an organization's productivity by 5-10% (Blanchard & Witt, 2011).

Public sector documents, specifically the Department of Defense (DoD) and the Department of the Army (DA) were used to examine existing policies, plans, regulations, directives, and instructions for civilian leader and leadership development. There are several laws governing civilian development, most notably DAWIA. Multiple organizations with legal authority and responsibilities for civilian acquisition and leadership development have a written policy for, and provided guidance or directives on Army civilian development. Multiple websites, each providing some type of document for policy, regulation, directive, pamphlet, training requirement or opportunity, suggested training, and recommended or mandatory career and leader development requirements exist. There is a cross section of these documents used and referenced throughout the research paper. A number of reports and studies by government and commercial entities were reviewed regarding leadership development and the acquisition processes to identify challenges and recommended improvements for both subjects such as the DoD Program Manager Training and Experience studies of 2009, 2010 and 2014. McKinsey & Company, Partnership for Public Service, Deloitte University Press, and the Center for Creative Leadership provided useful insight into leader and leadership development.

Research Methodology

Research Hypothesis

Army civilian leader development for entry level and mid-grade level acquisition leaders lacks a comprehensive, unified policy, implementation plan, and detailed leader development roadmap.

Methodological Approach

The methodological approach was quantitative for this research study with a document search and content review, and a short survey of Program Executive Officers, Deputy Program Executive Officers, Project Managers, Deputy Project Managers, Project Directors, and Deputy Project Directors. The survey asked the participants about existing PEO civilian leader development policies and if a civilian leader development policy were created in a PEO, what should be included. The survey participants were asked to identify the leadership skills, education, training, and experience they recommend be included in a leader development policy as well as the inclusion of leadership training from outside of the DA acquisition workforce. The survey provided several opportunities for the participants to provide additional comments to questions.

Data Collection

The instrument used to collect data was an online survey created using the Opinio software tool. The survey developed had 20 questions for military leaders and 21 questions for civilian leaders. The extra question for civilian leaders pertained to attending or receiving credit for Civilian Education Courses. The participants chosen were the Program Executive Officers, Deputy Program Executive Officers, Project Managers, Deputy Project Managers, Project Directors, and Deputy Project Directors for all U.S. Army PEOs. The participants were at the General Officer, SES, O-6 level, and GS-15 level.

The survey participants selected were the senior leaders in each Program Executive Office (PEO) or Program Office that influence or can influence leadership development, and are responsible for leader development in their respective organizations. The positions are supervisory

positions and all participants were assumed to be cognizant of training, education, and experience requirements for themselves and their employees to achieve the appropriate acquisition certifications, required Continuous Learning Points (CLPs), needed training and development.

The survey questions asked about existing PEO civilian leader development policies, and what should be included in a PEO civilian leader development program if a civilian leader development policy were created. The survey asked the participants to recommend the leadership skills, education, training, and experience that should be included as well as the inclusion of leadership training from outside of the DA acquisition workforce. The survey provided several opportunities for the participants to provide additional comments to questions. See Appendix A for a copy of the survey.

Limitations of the Study

There are limitations with the research. The survey was sent to the senior leadership of each Program Executive Office using ASA (ALT) provided generic email addresses to the PEOs, DPEOs, and to each PEO Chief of Staff for distribution to all O-6 and GS-15 level Project Managers, Project Directors, and their respective Deputies. The quantity of potential participants is unknown, however, 34 valid and completed survey responses were received. Time is the second limitation of the research. The survey was only open for two weeks, and no reminders were sent out the second week. The study focused on U.S. Army civilian acquisition professionals, and no other services were surveyed or included in the survey.

Findings

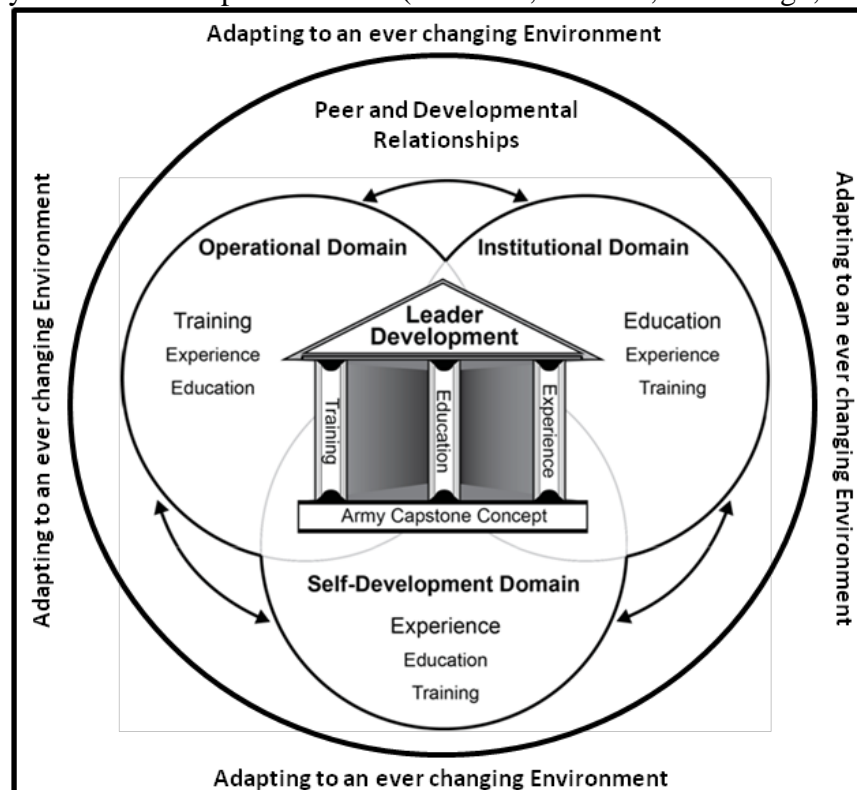
Summary of Findings

The United States Army is working to develop a civilian program management leadership pipeline of civilian acquisition leaders with the leadership skills, education, training, and experience necessary for consistent and successful acquisition program execution within the acquisition enterprise. The challenges for civilian acquisition leader development is best described as "...there

methodology for the ALDP program. It identifies multiple stakeholders such as the Chief of Staff, Army (CSA), Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA(M&RA)), Deputy Chief of Staff, G-3/5/7 (DCS, G-3/5/7), and the Commanding General, TRADOC (CG, TRADOC), with the responsibility for shaping strategic decisions impacting Army leader development (Odierno & Morrow, 2013).

The Army Leader Development Model (ALDM) shown below, (Figure 3), is the overarching construct for military and civilian leader development and is the framework for the mutually shared responsibility between the institutional Army, the operational force, and the individual. The ALDM focuses on education, training, and experience as the three pillars of leader development (Chandler, Odierno, & McHugh, 2013).

Figure 3. Army Leader Development Model (Chandler, Odierno, & McHugh, 2013)



The Army Acquisition Executive (AAE) is responsible for the Acquisition, Logistics, and Technology (AL&T) enterprise workforce's education, training and career development and is the Assistant Secretary of the Army (Acquisition, Logistics, and Technology) (ASA (ALT)). The Army

Director for Acquisition Career Management (DACM) is responsible for developing policy and implementing the Acquisition, Logistics, and Technology (AL&T) enterprise workforce’s education, training and career development (Director, Acquisition Career Management Office, 2010) and serves as the Principal Military Deputy to the ASA (ALT). The DACM has developed both an Acquisition Career Development Model (ACDM) and an Army Acquisition Civilian Leadership Development Plan (Director, Acquisition Career Management Office, 2015).

Figure 4. Army Acquisition Civilian Leadership Development Plan (AACLDP) (Director, Acquisition Career Management Office, 2010)

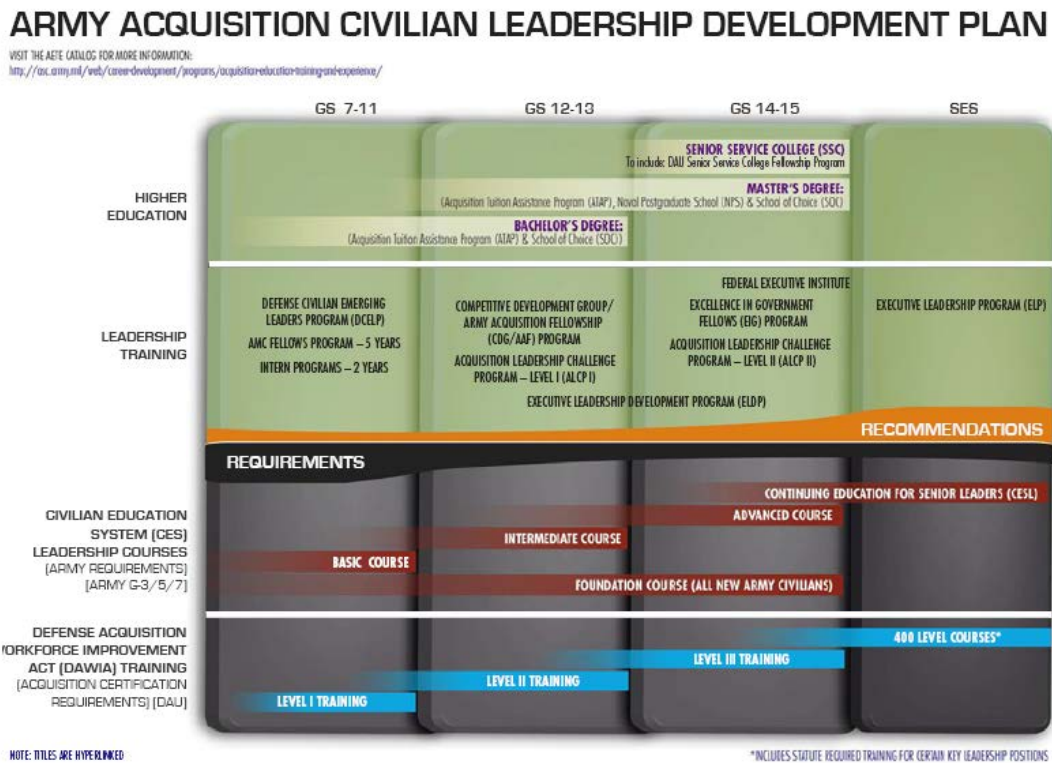


Figure 4 shows leader development and acquisition career development are somewhat separate and parallel processes within DA for developing civilian acquisition leaders. The DACM shows the CES requirements separate from the DAWIA requirements and other leadership training and programs as optional in Figure 4.

The Army acquisition workforce program management leadership pipeline begins with the entry level civilian acquisition professionals and ends with Senior Executive Service members.

“Entry level programs are an integral part of talent-development strategies and often are the only effective bridge between academia and the business environment (Krishnamoorthy, 2014). The 2013 Harvard Business Publishing survey found there is a “strong focus to develop middle managers,” where historically middle managers were underserved by leadership development programs even though prior research identified this group as the driving force behind many corporate initiatives (Harvard Business Publishing, 2013). The importance and benefits of leader development can be illustrated best with the tool created by The Ken Blanchard Companies to quantify the positive financial value of leadership development. The “analysis of 200+ companies [...] shows that every year of delay is costing the typical organization an amount equal to 7% of their total annual sales (Blanchard & Witt, 2011). The three key areas affected by less-than-optimal leadership practices cost these organizations millions of dollars each year by negatively impacting employee retention, customer satisfaction, and overall employee productivity (Blanchard & Witt, 2011). The report expounds on the benefits of better leadership skills by stating an organization’s voluntary turnover rate can be reduced by 9% to as much as 32%, can improve customer satisfaction by 3-4%, and improve an organization’s productivity by 5-10% (Blanchard & Witt, 2011). These benefits would apply to organizations executing leadership development programs.

Leadership development begins with a good leadership strategy, Pasmore states, “a leadership strategy makes explicit how many leaders we need, of what kind, where, with what skills, and behaving in what fashion individually and collectively to achieve the total success we seek” (Pasmore, 2014, p. 3). The leadership strategy is driven by the business strategy and should specify five things: (1) Quantity – identify how many leaders will be needed over the next 5-10 years, (2) Qualities – identify the characteristics individual leaders and leaders overall should possess when selected or retained, (3) Skills/Behaviors – identify the specific skills, behaviors, knowledge, competencies or abilities leaders need by function, level, location or unit to implement

the business strategy, (4) Collective Capabilities – identify the capabilities that are required of leaders when acting together, and (5) Leadership Culture – identify key attributes of the culture created by leaders through the way in which they lead (Pasmore, 2014). Creating the leadership strategy is an iterative process, and once created, a leadership development strategy should be created.

The leadership development strategy supports the leadership strategy and specifies the actions to be taken to retain, develop or acquire the leaders and the leadership skills required by the business strategy (Pasmore, 2014). The leadership development strategy should cover the topics of the on-boarding process, individual development plans, individual and organizational assessments, required/core learning experiences, and elective learning opportunities (Pasmore, 2014). A well thought-through leadership development strategy will return benefits at the individual, team, and organizational level (Pasmore, 2014). The September 2013 Harvard Publishing Survey of executives and senior talent development professionals in prominent organizations found that leadership development is increasingly viewed as a strategic lever for organizations (Harvard Business Publishing, 2013).

The Department of the Army (DA) has a written leader development strategy, the Army Leader Development Strategy (ALDS) dated 2013 signed by the Secretary of the Army, the Chief of Staff of the Army, and the Sergeant Major of the Army (Chandler, Odierno, & McHugh, 2013).

The ALDS defines leader development as:

“...the deliberate, continuous, and progressive process – founded in Army values – that grows Soldiers and Army Civilians into competent, committed professional leaders of character. Leader development is achieved through the career-long synthesis of the training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains, supported by peer and developmental relationships.” (Chandler, Odierno, & McHugh, 2013)

The 2014 Army Regulation 350-1, *Army Training and Leader Development* is derived from the strategy to describe and detail all leadership training for both military and

civilians (O'Keefe, 2014). While predominately focused on developing military leaders, Chapter 3 address Army Civilian leadership development in two Sections, VII and VIII.

Three courses are identified here for entry level and mid-level leaders, the CES Foundation Course, Basic Course, and Intermediate Course. The Army has developed and published all of the documents prescribed in the private sector, although not to the specificity recommended in the private sector (O'Keefe, 2014).

Survey Findings

Survey questions, Appendix A, were developed and sent to senior acquisition professionals in US Army Program Executive Offices (PEOs) to gain an understanding and insight into the current policies and practices. The survey asked for recommended policies and practices for developing entry level and mid-grade level program management leaders. The survey was anonymously sent to Program Executive Officers, Deputy Program Executive Officers, Project Managers (PMs), Deputy Project Managers (DPMs), Project Directors (PDs), and Deputy Project Directors (DPDs) and was open for two weeks. Thirty-four acquisition professionals, 6 military and 28 civilians, completed the survey (Figure 5). Thirty people identified Program Management as their primary career field.

Figure 5. Participants by position.

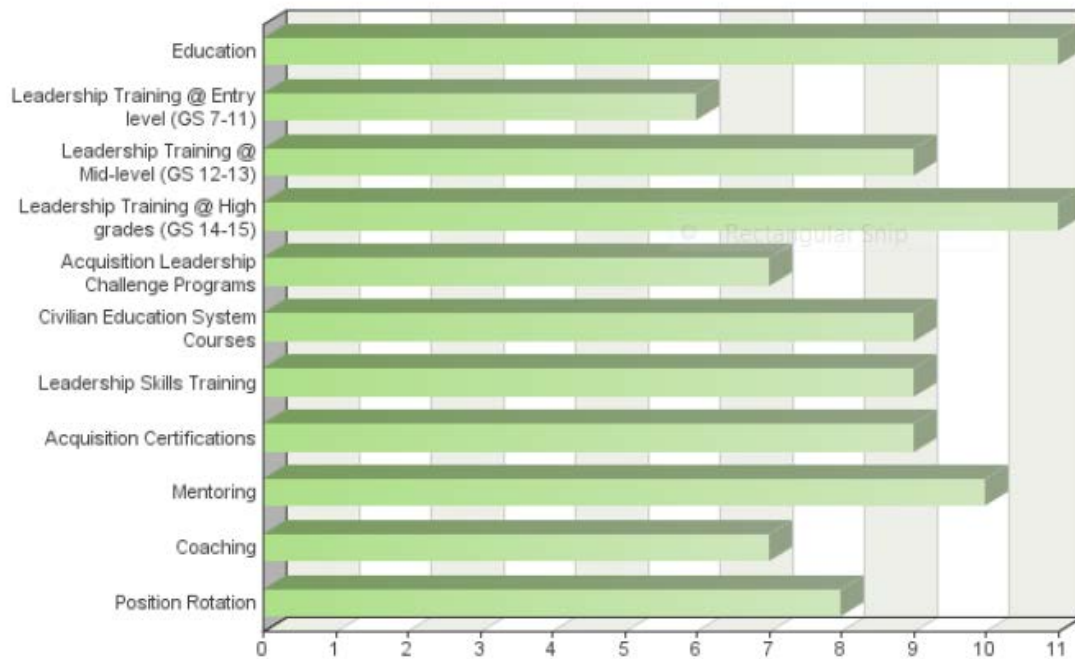
Participants	Military	Civilian	Total
Program Executive Officer	1	4	5
Deputy Program Executive Officer		1	1
Project Manager	3	3	6
Deputy Project Manager		11	11
Project Director	2	6	8
Deputy Project Director		3	3
Total	6	28	34

The survey was developed using Opino software with 20 questions for military leaders and 21 questions for civilian leaders. The extra question for civilian leaders pertained to attending or receiving credit for Civilian Education Courses. Only 42.8% of the civilian respondents identified

as having completed or being credited for the Civilian Education System’s Advanced Course, and only 39.3% identified completing the Civilian Education Senior Leader (CESL) Course.

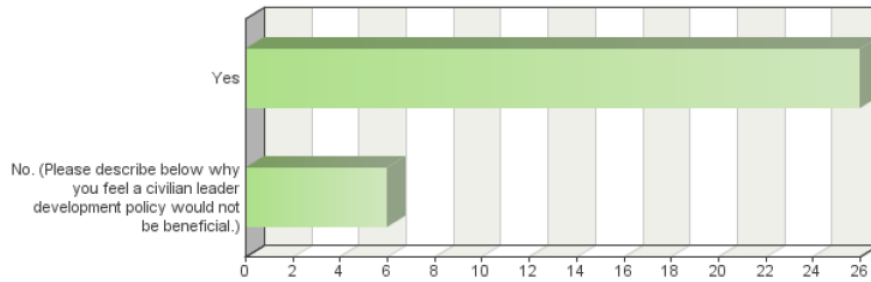
Approximately, 42% of respondents identified their PEO as having a leadership development policy that augments or further defines the ASA(ALT), DACM, DA or OSD leader development policies (Figure 6). Only one respondent identified their Project Management Office as having a leader development policy.

Figure 6. PEO Civilian Leader Development Policy Components



Overwhelmingly, 81.3% of respondents identified that a tailored civilian leader development policy for entry level and mid-level program management positions would be beneficial to growing future program management leaders to support Force 2025 (Figure 7). Individual participant comments are listed in Appendix B.

Figure 7. Tailored Civilian Leader Development Policy



The two most instructive comments provided by the survey participants were: 1) recommended combining policies, refocusing them, and strengthening them in lieu of an additional policy, and 2) having a roadmap might be a better way to look at leader development in lieu of another policy.

Respondents were asked to identify the leadership skills training they recommended for each entry level or mid-level leadership position. The respondents most frequently identified skills associated with Effective Communications, Conflict Management, and Critical Thinking (Figure 8). The three entry level positions (Integrated Product/Process Team Lead, Team Lead/Chief, and Project Engineer) had higher scores than the two mid-grade level positions (Assistant Program Manager/Director, and System Acquisition Manager). The research indicates the importance in developing these skills early in the leadership development process (Figure 9).

Figure 8. Comparison of recommended skills by position.

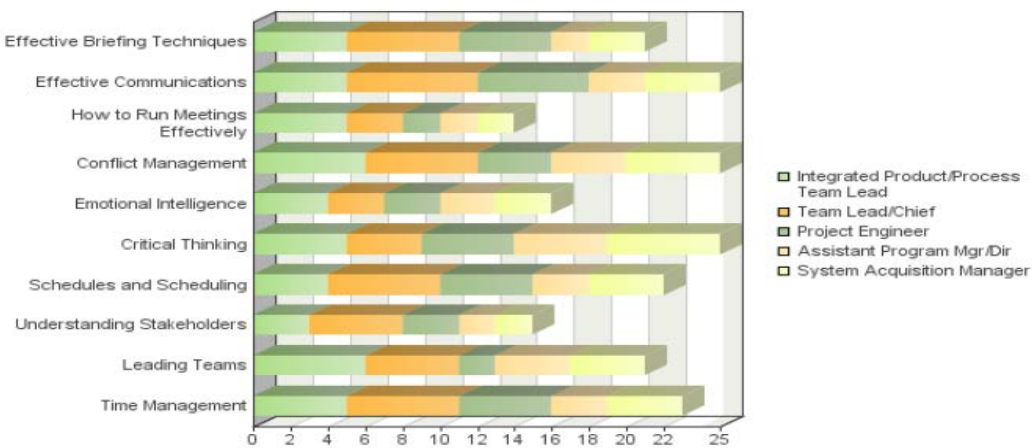


Figure 9. Table of Responses by Skill and Position.

	Integrated Product/Process Team Lead	Team Lead/Chief	Project Engineer	Assistant Program Manager/Director	System Acquisition Manager	Average Score by Skill
Effective Briefing Techniques	5	6	5	2	3	4.2
Effective Communications	5	7	6	3	4	5.0
How to Run Meetings Effectively	5	3	2	2	2	2.8
Conflict Management	6	6	4	4	5	5.0
Emotional Intelligence	4	3	3	3	3	3.2
Critical Thinking	5	4	5	5	6	5.0
Schedules and Scheduling	4	6	5	3	4	4.4
Understanding Stakeholders	3	5	3	2	2	3.0
Leading Teams	6	5	2	4	4	4.2
Time Management	5	6	5	3	4	4.6
Average Score by Position	4.8	5.1	4.0	3.1	3.7	

When asked to select the highest recommended Civilian Education System (CES) Course for each entry level and mid-level leadership position, the CES Intermediate Course was most frequently identified to be the minimum requirement for the entry level positions. The CES Advanced Course was most frequently identified as the minimum requirement for the mid-grade level positions of APM and SAM (Figure 10).

Figure 10. Civilian Education System Leader Training

Civilian Education System Leader Training Course	Integrated Product/Process Team Lead	Team Lead/Chief	Project Engineer	Assistant Program Mgr/Dir	System Acquisition Manager
Foundation Course (GS 1-15)	8	8	6	4	5
Basic Course (GS 1-9)	10	9	7	6	5
Intermediate Course (GS 10-12)	13	12	12	9	8
Advanced Course (GS 13-15)	6	9	9	18	16

A comment provided by one respondent stated at the GS-15/NH-IV/YC3 with 11 years of Government service and he/she did not have knowledge concerning any of the CES classes. The challenge can be seen from two perspectives. The first perspective is, a GS-15 serving in any of the civilian leadership positions surveyed, with responsibility for supervising and managing employees, reviewing Individual Development Plans (IDPs), and providing career counseling and advice should know about the CES courses. DA G-3/5/7 established the Foundation, Basic, Intermediate, and

Advanced courses with the 2006 CES policy. The CES courses are listed in the Army Civilian Training, Education and Development System (ACTEDS) catalog, on the Civilian Personnel On-Line (CPOL) website, in the Career Acquisition Personnel and Position Management Information System (CAPP MIS) drop down IDP menu for Non-DAU training, and are taught by the Army Management Staff College (AMSC). The other perspective of the issue revolves around the disparate stove piped systems that exist, the lack of a comprehensive and unified emphasis on leadership development, and to use the respondents terms, a “chaotic and byzantine way of managing personnel” (Anonymous, 2016). It is perhaps easy to not know about the CES courses as well as other leadership training.

The participants were also asked to select the highest recommended Acquisition Leadership Challenge Program (ALCP) training for each entry level and mid-level leadership position. The ALCP I Course was most frequently identified as the minimum requirement for the entry level positions. The ALCP II Course was most frequently identified as the minimum requirement for the mid-grade level positions of APM and SAM (Figure 11).

Figure 11. Acquisition Leadership Challenge Program

Acquisition Leadership Challenge Program (ALCP) Leader Training	Integrated Product/ Process Team Lead	Team Lead/ Chief	Project Engineer	Assistant Program Mgr/Dir	System Acquisition Manager
ALCP Beginnings (GS 7-11)	8	7	5	6	6
ALCP I (GS 12-13)	15	11	11	7	8
ALCP II (GS 14-15)	6	10	10	17	16

Mentoring and coaching were identified to be beneficial for all positions (Figure 12). Mentoring was given slightly more importance for IPT leads, team leads/chiefs, and project engineers than APMs and SAMs. The converse was true for coaching, where respondents identified coaching as slightly more important for APMs and SAMs, than for IPT leads, team leads/chiefs, and project engineers.

Figure 12. Mentoring and Coaching

Topic	Integrated Product/ Process Team Lead	Team Lead/ Chief	Project Engineer	Assistant Program Mgr/Dir	System Acquisition Manager
Mentoring	23	23	20	18	18
Coaching	13	16	18	22	23

The participants were asked to identify the highest level Program Management Certification, I, II, or III, recommended for each position, the majority of respondents marked Level III for the entry level and mid-grade level positions. The current experience requirements for Level III certification will preclude level III certification for many entry level positions (Figure 13).

Figure 13. Program Management Certification

Program Management Certification	Level 1	Level 2	Level 3
Integrated Product/Process Team Lead	2	14	10
Team Lead/Chief	1	9	15
Project Engineer	2	11	12
Assistant Program Manager/Director	2	3	22
System Acquisition Manager	2	2	22

The survey question 17, asked respondents if it would be beneficial to include Office of Personnel Management (OPM) Leadership Courses, e.g. Leadership Skills for Non-supervisors, Collaborative Leadership, Leading from the Middle, in an Army civilian leader development policy. The respondents overwhelmingly recommended inclusion in a leadership development policy, and only two respondents identified them for exclusion. One comment emphasized the value of OPM training, “The APG community has developed two leadership programs with OPM focused on Senior (GS-14/15) and Emerging leaders (GS11-13)” (Anonymous, 2016).

The results for questions 18 and 19 were mixed. The respondents were exactly split 50-50 when asked about the benefits of designating a civilian Assistant Program Manager/Director position in each Project Manager or Director’s office and manage these positions at the PEO level. However, respondents overwhelmingly, by 92.6%, identified that experiential opportunities created

by periodically rotating civilian APMs/APDs through different program offices within the PEO would be beneficial. One of the respondents stated “We do that now in our PEO and it works” (Anonymous, 2016). The participant provided more favorable comments for the APM positions and rotations than negative comments.

Survey question 20 asked if it would be beneficial to designate one or more civilian System Acquisition Manager (SAM) positions (GS-12) in each Project Manager’s or Director’s office, and manage the positions in the PEO. Question 20 received more negative responses, nearly 2 to 1, in not having the PEO manage the SAM positions for the PMs. Some participants appeared confused on the position based on the comments provided. The confusion may stem from the newness of the SAM position. The DACM introduced the term in his 22 Sep 2015 memorandum regarding position nomenclature (Williamson, 2015).

The last question of the survey was open ended for any additional comments the respondents wanted to add in regard to civilian entry level and mid-level program management leader development policy or any additional comments. The participants’ comments varied and offered positive input. As mentioned previously, all participants’ comments are listed in Appendix B.

As one survey respondent stated his comment regarding Civilian Leader Development opportunities while quoting his PEO, “its up to the individual to avail themselves of those opportunities” (Anonymous, 2016).

Discussions and Recommendations

Discussions

The processes and requirements for developing DA civilian program management acquisition leaders continues to be challenging. There are a number of disparate efforts by organizations with the requirement and responsibility to develop DA civilians based on laws, regulations, policies, directives, etc. These organizations actively work to develop civilian leaders. Efforts should be made to develop a unified and detailed plan and roadmap to further develop the entry level and mid-grade level civilian program management acquisition leaders to fill the leadership pipeline.

The literature review demonstrated the complexity of the DoD and DA civilian development systems. The literature identified, and in some cases, quantified the benefits the private sector organizations gained through leadership development. Two benefits, higher employee retention, and higher productivity are readily transferable to the public sector.

The survey provided insight into the current policies, practices, and recommended improvements to the leader development process within the PEOs. Further investigation is warranted to better understand the details behind the survey results.

Recommendations

The following recommendations come from both the literature search and the leadership survey.

Recommendation 1

The first recommendation, because the civilian acquisition leadership development topic is large and important to the continued success of Army acquisition programs, is to continue developing an overarching unified civilian acquisition program management leadership development policy, program, and detailed roadmap for entry level and mid-grade level acquisition professionals.

Recommendation 2

The second recommendation is to revise the program management career model and certification requirements for levels I, II, and III by incorporating leadership development training with the acquisition career training. The intent of the recommendation is to ensure acquisition professionals have the prescribed CES leadership training, and the ALCP training in addition to the Defense Acquisition University (DAU) courses at the time of certification at level I, II, or III.

Recommendation 3

Each Program Executive Office develop a civilian program management leader development policy, program, and detailed roadmap tailored for their respective organization for entry level and mid-grade level acquisition professionals. The PEO and PMs would identify and determine the number of entry level and mid-level positions needed based on mission, and then manage and track the positions and personnel. The PEO and PMs should develop an internal rotational process to cross train civilians in more than one weapon system or subsystem thus providing experiential leadership training interspersed with training and education requirements.

Recommendation 4

For each of the entry level or mid-grade level positions (project engineer, IPT lead, team lead/chair, APM, and SAM) in addition to the detailed career roadmap, each entry level or mid-grade level professional should be assigned a mentor and or coach.

Recommendation 5

Based on the survey for recommended leadership skills, for the five subject positions in the research study, a new leadership skills course or a couple shorter skills courses should be developed and required for the respective certification levels. The survey recommended skills training to include effective briefing techniques, effective communications, how to run meetings effectively, conflict management, emotional intelligence, critical thinking, schedules and scheduling, understanding stakeholders, leading teams, and time management.

Conclusions

Civilian acquisition leadership development is an overly complex multi-stakeholder managed process. A unified entry level and mid-grade level civilian acquisition program management leader development strategy, plan, policy, and program could be crafted from within the existing strategies, plans, policies, and programs tailored to civilian acquisition workforce professionals. The PEOs can craft a policy, plans and create detailed roadmaps tailored for their respective organizations to guide entry level and mid-grade level civilian acquisition professionals.

References

- Anonymous. (2016). *Leadership Development Survey on entry level and mid-level program management leadership positions.*
- Blanchard, S., & Witt, D. (2011). *Making the Business Case for Leadership Development: The 7% Differential.* San Diego: The Ken Blanchard Companies.
- Brown, L. M. (2001). *Business Book Review.* Decatur, GA: Business Book Review.
- Canwell, A., Dongrie, V., Neveras, N., & Stockton, H. (2014). *Leaders at all levels, Close the gap between hype and readiness.* Deloitte University Press.
- Canwell, A., Geller, J., & Stockton, H. (2015). *Leadership: Why a perennial issue?* Deloitte University Press.
- Chandler, R. F., Odierno, R. T., & McHugh, J. M. (2013). *Army Leader Development Strategy 2013.* Washington D.C.: US Army.
- Charan, R., Drotter, S., & Noel, J. (2001). *The Leadership Pipeline, How to Build the Leadership-Powered Company.* San Francisco: Jossey-Bass.
- DACM. (2014). *2014 Handbook: Civilian Project/Product Manager.* Washington D.C.: Acquisition Support Center.
- de Vries, M. K., & Korotov, K. (2010). *Developing Leaders and Leadership Development.* Fontainebleau, France: INSEAD.
- Defense Acquisition University. (2009). *OSD Study of Program Manager Training and Experience.* Washington DC: Office of the Secretary of Defense.
- Deputy Chief of Staff, G-5/7/9 Training Directorate. (2006). *Army Civilian Education System.* Washington, DC: Department of the Army.

- Director, Acquisition Career Management Office. (2010). *Army Supplement to the Department of Defense Desk Guide for Acquisition, Technology, and Logistics Workforce Career Management*. Washington D.C.: U.S. Army.
- Director, Acquisition Career Management Office. (2015). *Army Acquisition Education & Training (AET) Catalog 2015*. Washington D.C.: US Army Acquisition Support Center.
- Gestalt International Study Center. (2016, April). *Leaders*. Retrieved from Gestalt International Study Center: <http://www.gisc.org/leaders/programs/Benefits-LeadDevProg-GISC.php>
- Grundmann, S. T. (2015). *Training and Development for the Senior Executive Service: A Necessary Investment*. Washington DC: US Merit Systems Protection Board.
- Ham, Gen (Ret) Carter F.; Chandler, Sergeant Major of the Army (Ret) Raymond F.; Hale, Honorable Robert F.; Stultz, LTG (Ret) Jack C.; Lamont, Honorable Thomas R.; Ellis, Gen (Ret) Larry R.; Hicks, Honorable Kathleen H.; Thurman, Gen (Ret) James D. (2016). *National Commission on the Future of the Army*. Arlington.
- Harvard Business Publishing. (2013). *Harvard Business Publishing Survey Reveals Striking Lack of Confidence in Leadership Capability of Global Organizations*. Boston: Harvard Business Publishing Corporate Learning.
- Headquarters, Department of the Army. (2006). *FM 6-22, Army Leadership - Competent, Confident, and Agile*. Washington DC: US Army Training and Doctrine Command.
- Kendall, F. (2013, April 24). *Implementation Directive for Better Buying Power 2.0 - Achieving Greater Efficiency and Productivity in Defense Spending*. Washington, DC: Department of Defense.
- Krishnamoorthy, R. (2014, May 16). How GE Trains More Experienced Employees. *Harvard Business Review*.

- McCauley, C. D., Van Velsor, E., & Ruderman, M. (2010). *The Center for Creative Leadership handbook of leadership development*. San Francisco: Wiley.
- McHugh, J. M., & Odierno, R. T. (2015). *The Army Vision, Strategic Advantage in a Complex World*. Washington D.C.: Department of the Army.
- Odierno, G. R., & Morrow, J. E. (2013). *Army Leader Development, Department of the Army Pamphlet 350-58*. Washington D.C.: Department of the Army.
- O'Keefe, G. B. (2014). *Army Training and Leader Development, Army Regulation 350-1*. Washington D.C.: Department of the Army.
- Partnership for Public Service and McKinsey&Company. (2013). *Building the Leadership Bench, Developing a Talent Pipeline for the Senior Executive Service*. Washington D.C.: Partnership for Public Service and McKinsey&Company.
- Pasmore, W. P. (2014). *Developing a Leadership Strategy, A Critical Ingredient for Organizational Success*. Greensboro: Center for Creative Leadership.
- Rumsfeld, D. (2006). *Quadrennial Defense Review Report*. Washington, DC: Department of Defense.
- Shyu, H. (2015, January-March). Toward A More Expeditionary Army. *Army AL&T*, pp. 4-7.
- Training and Doctrine Command. (2012). *TRADOC Pamphlet 525-3-0, The U.S. Army Capstone Concept*. Fort Eustis, VA: Department of the Army.
- U.S.C., 1. (1991). *Defense Acquisition Workforce Improvement Act*.
- Wenzel, Frank (COL(R)). (2015, July-August). Developing Leaders. *Military Review*, pp. 33-41.
- Williamson, M. E. (2015). *Memorandum for Distribution: Army Acquisition Workforce Standard Program Management Position Nomenclature Policy*. Washington DC: Department of the Army.

Glossary of Acronyms and Terms

Acronym	Description
AAE	Army Acquisition Executive
AACLDP	Army Acquisition Civilian Leadership Development Plan
AC	Advanced Course
ACAT	Acquisition Category
ACDM	Acquisition Career Development Model
ALDM	Acquisition Leadership Development Model
ALDS	Army Leader Development Strategy
ALDP	Army Leader Development Program
AMSC	Army Management Staff College
ASA	Assistant Secretary of the Army
ALCP	Acquisition Leadership Challenge Program
AL&T	Acquisition Logistics and Technology
APD	Assistant Program Director
APM	Assistant Program Manager
ASC	Acquisition Support Center
BBP	Better Buying Power
BC	Basic Course
CAPPMIS	Career Acquisition Personnel and Position Management Information System
CES	Civilian Education System
CESL	Civilian Education Senior Leaders Course
CAP	Critical Acquisition Position
CLP	Continuous Learning Points
CoS	Chief of Staff
CPOL	Civilian Personnel On-Line
CSA	Chief of Staff, Army
DA	Department of the Army
DA G-3/5/7	Department of the Army G-3/5/7
DAC	Department of the Army Civilian
DACM	Director, Acquisition Career Management
DCS	Deputy Chief of Staff
DDACM	Deputy Director, Acquisition Career Manager
DAWIA	Defense Acquisition Workforce Improvement Act
DoD	Department of Defense
DODD	Department of Defense Directive
DODI	Department of Defense Instruction
DPD	Deputy Project/Product Director
DPM	Deputy Project/Product Manager
ECQ	Executive Core Qualifications
FC	Foundation Course
GO	General Officer
IC	Intermediate Course
IDP	Individual Development Plan
IPT	Integrated Product/Process Team
KLP	Key Leadership Position

MILDEP	Military Deputy
M&RA	Manpower and Reserve Affairs
OPM	Office of Personnel Management
PEO	Program Executive Officer
PD	Project/Product Director
PM	Program/Project/Product Manager
PMO	Project/Program Management Office
QDR	Quadrennial Review
SAM	System Acquisition Manager
SES	Senior Executive Service
TRADOC	Training and Doctrine Command
USC	United States Code

Appendix A

Survey Instrument

This 10-15 minute survey is intended to identify if Civilian Leader Development policies currently exist within Program Executive Offices, and or Project Manager and Director Offices for civilian acquisition professionals in entry level and mid-level program management leadership positions and to identify improvements to the civilian leadership development training for entry level and mid-level positions such as Integrated Product/Process Team Leads, Team Leads or Chiefs, Project Engineers, Assistant Program Managers (APMs), and System Acquisition Managers (SAMs).

Your anonymity is protected and only the aggregated results will be incorporated into the Senior Service College Fellowship (SSCF) project report. The project survey results and research will be used to identify a potential civilian leader development policy for entry and mid-level positions, and the required or recommended leadership development training for entry level and mid-level program management leadership positions. If you have questions regarding the survey, please contact Craig Maurice by email at: Craig.Maurice@dau.mil.

Your candid honest answers will provide valuable input into improving future civilian entry level and mid-level program management leadership development training.

Thank you:

Thank you for your time, candor, and the integrity of your responses. Your responses will help identify improvements to the civilian entry level and mid-level program management leadership development training.

SURVEY

CONSENT STATEMENT

1. I understand this survey is for academic purposes and all responses are anonymous. I have read the Informed Consent Statement and:

- I agree to participate.
- I prefer not to participate.

DEMOGRAPHIC & POSITION QUESTIONS

2. What is your position?

- Program Executive Officer
- Deputy Program Executive Officer
- Project Manager
- Deputy Project Manager
- Project Director
- Deputy Project Director
- None of the above

3. Are you Military or Civilian?

- Military
- Civilian

4. Number of years of Acquisition experience?

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 25+

5. Is your primary acquisition workforce career field Program Management?

- Yes
- No

6. What is your primary acquisition workforce career field?

- Auditing
- Business-CE
- Business-FM
- Contracting
- Engineering
- Facilities Engineering
- Industrial/Contract Property Management
- Information Technology
- Life Cycle Logistics
- Production, Quality and Manufacturing
- Purchasing
- Science and Technology Management
- Test and Evaluation

7. Select the Civilian Education System course(s) or equivalent courses you have completed or received credit for:

- Foundation Course (GS 1-15)
- Basic Course (GS 1-9)
- Intermediate Course (GS 10-12)
- Advanced Course (GS 13-15)
- Civilian Education Senior Leader Course (GS 14-15)

SURVEY QUESTIONS ON CIVILIAN LEADERSHIP DEVELOPMENT POLICIES**8. Does your Program Executive Office (PEO) have a civilian leader development policy that augments or further defines the ASA(ALT), DACM, DA, and or OSD leader development policies?**

- Yes.
- No.

9. Select the items the PEO civilian leader development policy covers:

- Education
- Leadership Training @ Entry Level (GS 7-11)
- Leadership Training @ Mid-level (GS 12-13)
- Leadership Training @ High Grades (GS 14-15)
- Acquisition Leadership Challenge Programs
- Civilian Education System Courses
- Leadership Skills Training
- Acquisition Certifications
- Mentoring
- Coaching
- Position rotation
- Other-please describe: _____ (300 characters maximum)

10. Would a tailored civilian leader development policy for entry level and mid-level program management positions be beneficial to growing future program management leaders to support Force 2025?

- Yes.
- No. Please describe why you feel a civilian leader development policy wouldn't be beneficial: _____ (300 characters maximum)

11. Does your Project Manager's Office/Project Director's Office have a civilian leader development policy?

- Yes. It mirrors the PEO policy.
- Yes. It is an internal policy.
- No. The PEO policy is used.
- No.

12. Please identify the items the civilian leader development policy covers:

- Leadership Skills Training
- Education
- Leadership Training @ Entry Level (GS 7-11)
- Leadership Training @ Mid-level (GS 12-13)
- Leadership Training @ High Grades (GS 14-15)
- Acquisition Leadership Challenge Programs
- Civilian Education System Courses
- Acquisition Certifications
- Mentoring
- Coaching
- Position rotation
- Other-please describe: _____ (300 characters maximum)

13. Select all of the leadership skills training you feel are recommended for each entry level or mid-level leadership position listed (Select “Include all skills listed” for each position or individually select each skill you feel applies):

Leadership Skills Training	Integrated Product/ Process Team Lead	Team Lead/ Chief	Project Engineer	Assistant Program Mgr/Dir	System Acquisition Manager
Include all skills listed					
Effective Briefing Techniques					
Effective Communications					
How to run meetings effectively					
Conflict Management					
Emotional Intelligence					
Critical Thinking					
Schedules and scheduling					
Understanding stakeholders					
Leading Teams					
Time Management					

14. Identify the highest recommended CES, and ALCP leadership training required for each entry level and mid-level leadership position listed:

Leader Training	Integrated Product/ Process Team Lead	Team Lead/ Chief	Project Engineer	Assistant Program Mgr/Dir	System Acquisition Manager
Civilian Education System (CES)					
Foundation Course (GS 1-15)					
Basic Course (GS 1-9)					
Intermediate Course (GS 10-12)					
Advanced Course (GS 13-15)					
Acquisition Leadership Challenge Program (ALCP)					
ALCP Beginnings (GS 7-11)					
ALCP I (GS 12-13)					
ALCP II (GS 14-15)					

15. Identify the entry level and mid-level leadership positions listed that would benefit from mentoring; and from coaching:

Program	Integrated Product/ Process Team Lead	Team Lead/ Chief	Project Engineer	Assistant Program Mgr/Dir	System Acquisition Manager
Mentoring Program					
Coaching Program					

16. Identify the highest recommended Program Management certification level for each entry level and mid-level leadership position listed:

Position	Level I	Level II	Level III
Integrated Product/ Process Team Lead			
Team Lead/ Chief			
Project Engineer			
Assistant Program Manager/Director			
System Acquisition Manager			

17. Do you feel it would be beneficial to include Office of Personnel Management Leadership Development Courses, e.g. Leadership Skills for Non-supervisors, Collaborative Leadership, Leading from the Middle, in an Army civilian leader development policy?

- Yes
- No
- Comments: _____(300 characters)

18. Do you feel it would be beneficial to designate a civilian Assistant Program Manager/Director position in each Project Manager or Director’s office and manage the positions in the PEO?

- Yes
- No
- Comments: _____(300 characters)

19. Do you feel the experiential opportunities created by periodically rotating civilian Assistant Program Managers/Directors through different Program offices within a PEO would be beneficial in developing the individual’s leadership skills?

- Yes
- No
- Comments: _____(300 characters)

20. Do you feel it would be beneficial to designate one or more civilian System Acquisition Manager (SAM) positions (GS-12) in each Project Manager’s or Director’s office, and manage the positions in the PEO?

- Yes
- No
- Comments: _____(300 characters)

21. Are there any other items you feel should be included in a civilian entry level and mid-level program management leader development policy or do you have any additional comments?

- Yes. Please list and describe items you feel should be included or additional comments in the space provided. _____(300 characters maximum)
- No.

Appendix B

Survey Comments

The following are verbatim copies of the actual comments provided to specific questions.

The questions are listed, and then all written responses are provided. All responses were anonymous.

Question 10. Would a tailored civilian leader development policy for entry level and mid-level program management positions be beneficial to growing future program management leaders to support Force 2025?

Responses:

Text input

Policy does little to encourage the development. My experience has actually been almost inverse. The more policy an organization has the less real development they are probably doing.

too prescriptive, DAU certification requirements combined with current Army leadership and supervisor requirement's are enough for lower level civilian personnel

No. If witnessed by the quality of the Competitive Development Group, having a bunch of job hoppers who don't add value to your organization and it doesn't make them better leaders.

Our info is not a clear policy, but a guideline. In addition, we are not a PEO, but equivalent in nature of work we do for Army medicine

ASC does a pretty good job of posting multiple annual Civilian Leader Development opportunities as they arise. As my PEO recently put it to all staff, "its up to individuals to avail themselves of those opportunities".

As long as its TAILORED by the individual organizations. Centralized ASA ALT-level workforce programs don't always improve the workforce.

At this time there are a plethora of training plans, courses, cohorts, etc. It would be far better for the policy to look at some way of combining these, refocusing them, and strengthening them vice adding yet another consumer of time.

I could go either way on this one with respect to a policy. Having a roadmap might be a better way to look at it. There is existing higher level guidance on the qualifications that would be required.

Question 17. Do you feel it would be beneficial to include Office of Personnel Management Leadership Development Courses, e.g. Leadership Skills for Non-supervisors, Collaborative Leadership, Leading from the Middle, in an Army civilian leader development policy?

Responses:

Text input

Kind of a trick question. If there was a policy it should include leadership portions, but I am not sure that a specific policy is needed for development beyond what is already generally available.

The APG community has developed two leadership programs with OPM focused on Senior (GS-14/15) and Emerging leaders (GS11-13). Both programs are open to all APG employees and focus on leadership principals and cross organization teaming. They augment the CES programs very well.

Due to the continuous addition of what it takes to get Level III certification (time/classes) plus the broadening required for KLPs, in 5 years or so the Army may find it has no one qualified to be an ACAT I anything.

Civilians as whole lack practical leadership experience and training.

Everyone can benefit from these courses

Any and all leadership courses for IPT Chairs are helpful, we just have to be mindful of time for training vs. time for executing their programs

Any additional leadership development courses, to include mentoring and coaching are beneficial. These present opportunities for employees, but they have to be made aware of the opportunities as they occur and want to participate in them.

59 in mandatory for supervisors but optional for non-supervisors

Question 18. Do you feel it would be beneficial to designate a civilian Assistant Program Manager/Director position in each Project Manager or Director's office and manage the positions in the PEO?

Responses:

Text input

There is too much variation across PMs. They should be used when needed, not as a cookie cutter approach

too much overhead - my HQ HR manages this just fine

Management and oversight of leadership development policies and programs can be achieved within current HR staffs. I strongly believe Leaders at all levels MUST be personally engaged in the development of future leaders. HR Staff can ensure access / availability of mentoring, coaching, leader development courses and structure for broadening assignments but these are only useful if PMs, Division Chiefs, etc (leaders) take ownership of the responsibility to build future leaders within their organizations by leveraging these programs.

This is an inherent leadership issue that should not be taken away from the leader. Creating this position enables leaders to be less effective and not accountable for their organization and personnel.

Deputy Duties

It is important to build the bench for when PM/PD positions come open in the PEO

More detail on exactly what the question is getting at would be helpful. Is this like the way MAJ's are managed? Is that what you mean?

Currently the Deputy for the SES (PEO ~) is also the ACMA - so any additional help is appreciated.

We do that now in our PEO and it works.

Civilians make just as capable APMs as Military officers, in some cases moreso, due to their longevity. I don't think, however, that their duties should be managed by the PEO.

Programs get enough help and new requirements without new resourcing. This is already a deputy function.

I don't understand what this would do for us...The DPMs and DPEO do this at their levels..

To provide programs continuity and ensuring training/education takes place.

Designated APM/Director positions - yes. No to management at the PEO level.

Question 19. Do you feel the experiential opportunities created by periodically rotating civilian Assistant Program Managers/Directors through different Program offices within the PEO would be beneficial in developing the individual's leadership skills?

Responses:

Text input

Although I am not sure rotation is the way to go. I think if more positions were closer to term positions (not in the OPM sense) and competed periodically it would create the required openings to allow more opportunities. But this would also have to apply to director level positions so that there is room for growth and people would not stay in the same positions for a decade.

While it would be beneficial for the individual, it may not be beneficial for the Program. A lot of institutional knowledge would be lost.

There is limited opportunity for growth among civilians. Military officers at all levels complain about broad experience and "dead weight", but there is no real career management civilians. Civilians manage their own careers.

These are very beneficial as are cross organization developmental opportunities. Acquisition is a team sport with many stakeholder organizations (PEO, LCMCs, RDECOM, ASAALT HQ, etc). Broadening assignments across these organizational boundaries help develop a rounded acquisition professional that can work across organization boundaries.

Would need to be a campus-wide initiative. Ad hoc or coalition of willing does not work.

No. See my answer to #15

I support rotational assignments to build the leadership bench

I wouldn't limit it to leadership skills. All skills, experience, knowledge base across the PEO would benefit....if the right individuals are rotating.

Yes, we are actually setting up 3 to 6 mo details to accomplish this

Rotational assignments benefit all employees. However, again, the PEOs should highlight these opportunities so employees can sign up.

Yes, BUT it has to be balanced with employee career desire and product resultant turmoil. What gets lost in the desire to help "prepare/deepen the bench" is that the position is not a specified training assignment - but rather is a job that must be accomplished to meet the product cost, schedule, performance, and sustainment.

APMs that inspire to be Prod Lead, Directors, and/or Managers need to diverse their expertise with different ACAT level programs, commodities, and phases of life cycle...

Yes. However, the time spent in a project office needs to be of sufficient duration (1+ years) in order for them to be a contributor to that office.

Question 20. Do you feel it would be beneficial to designate one or more civilian System Acquisition Manager (SAM) positions (GS-12) in each Project Manager's or Director's office, and manage the positions in the PEO?

Responses:

Text input

this is the Deputy PMs job to manage civilians

see previous comment on APM at PEO level. same logic applies here.

Don't know what a SAM is

Not so sure about this position

This would be the same role as the Contracts Manager for the Program

NA for us - we do not have SAM positions

If SAMs are designated for PM/PDs that would be good. We are hiring that position right now. However, I think they should be direct reports to said PM/PD just like the APMs, and not report to the PEO.

The designated SAM slot will invariably come as a requirement without additional resources. If mandated it will take on a life of its own (lets not self-delude ourselves - this always happens), and may not actually be needed at the PMO

Same comment as the APM question...

Question 21. Are there any other items you feel should be included in a civilian entry level and mid-level program management leader development policy or do you have any additional comments?

Responses:

Text input

DAU training should happen earlier and broader experience should be afforded junior employees. As one who worked in industry the government would benefit from training with industry in order to better learn what motivates industry.

again going to the first question I do not think one is needed

1. Practical leadership training that has nothing to do with acquisition. Make them translate the concept to acquisition.

2. Comment on your survey - You made an assumption that respondents would know about the civilian acquisition training. Bad assumption. I am a GS-15/NH-IV/YC3 and have been my entire time in the government (11 yrs). I have never seen a more chaotic and byzantine way of managing personnel. I'm used to a personnel process that informs leaders on a regular basis as well as mandatory yearly briefings on the personnel system. None of that happens in the government. I had to leave the question on CES blank because I don't know what any of those classes are. I am more well versed on the military side of personnel and their process because the military personnel process makes it a point to ensure I'm informed.

Formal Negotiation Training. This is to be able to negotiation transactions with OCAs as well as Prime Contractors.

Perhaps emphasize how important it is to use these leadership opportunities as they arise. Every individual, no matter where they are in their career, can be approved to pursue and complete additional leader training. I fully encourage staff at all levels to participate in various programs, and have one employee in SSCF right now, and another about to attend iCollege at NDU.

I think that the PM leaders to become proficient in one of the functional areas before they enter into PM career field. Functional areas have intern programs to allow them understand some basic stuff before entering the PM world.