



AD&A



Special Human Capital Edition 2009

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It's About People



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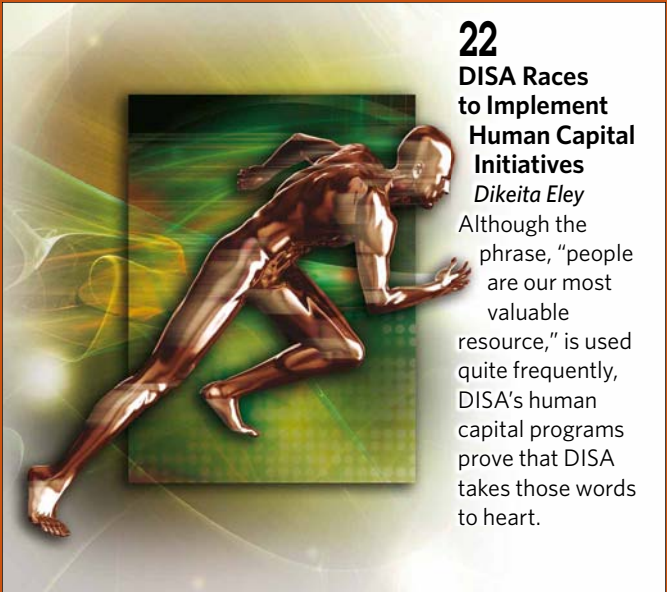
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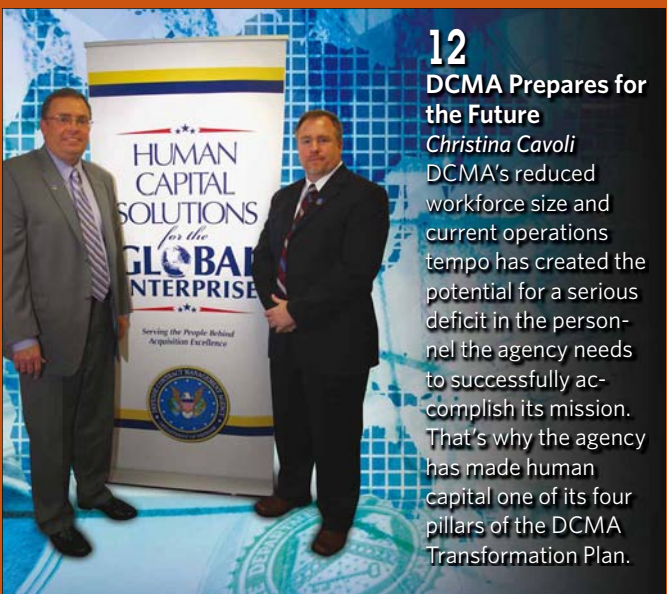
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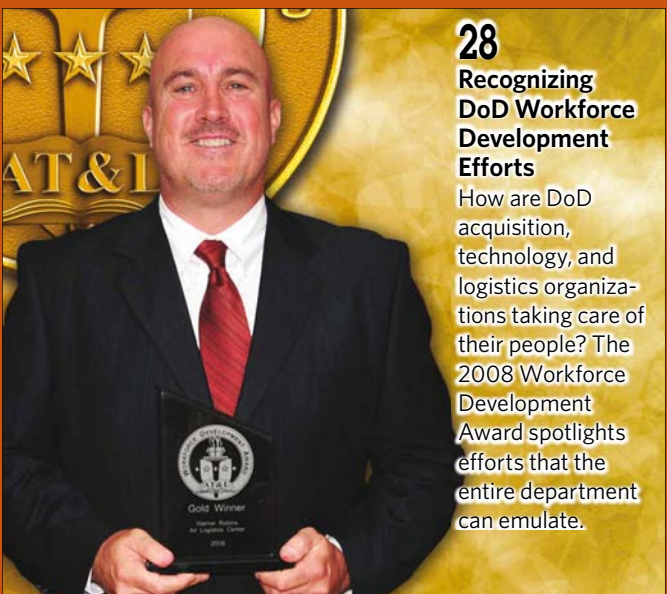
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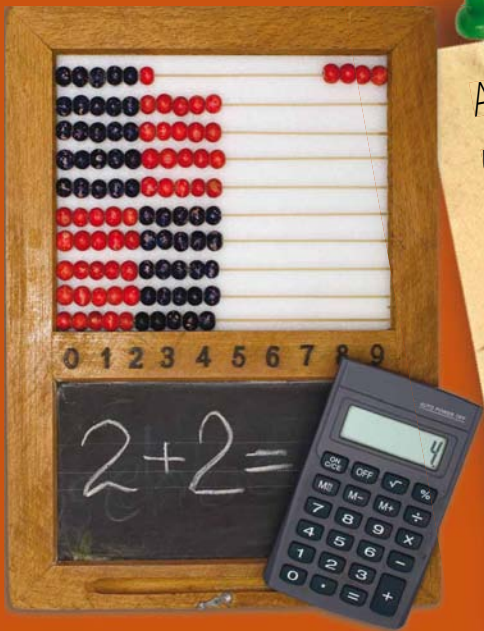
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It's about the people. Senior leaders from across the acquisition community have emphasized that message, from Under Secretary of Defense for Acquisition, Technology and Logistic John Young's strategic thrust 3 to the numerous DoD agencies and organizations that have begun developing new recruiting, retention, and training programs. The statistics prove it: The acquisition workforce is aging and losing talent, and now is the time to put plans in place to keep the workforce operating at peak capability.

The passage of Section 852 of the National Defense Authorization Act for fiscal year 2008 is a major part of the recruiting, retention, and training plans of many organizations. The expansion of already-implemented workforce development programs and the implementation of new work/life programs are other parts of the overall human capital initiatives plan for DoD organizations.

This special issue of Defense AT&L magazine takes a close look at Section 852 as well as the recruiting, retention, training, and work/life programs being implemented across DoD. It's not an all-inclusive look, as it would be impossible to document all the great things being done across the department, but it offers a glimpse of what's being done. For it is all about the people, and it is the people that make the acquisition workforce a success.

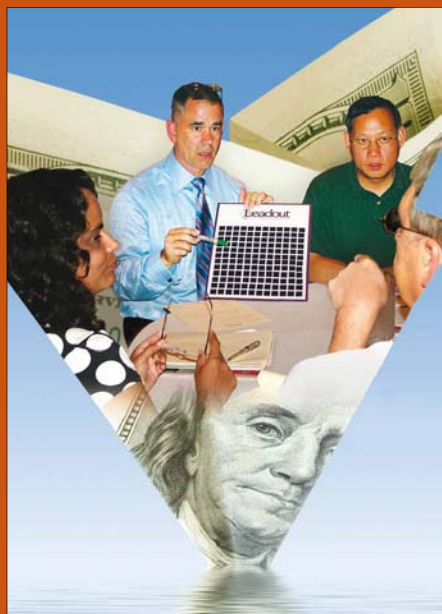
The 2009 DAU Acquisition Community Symposium explored the topic, "Acquisition Workforce Challenge: Winning the War for Talent." The symposium and other acquisition workforce development information can be found at <www.dau.mil>.

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The Big Picture on the Defense Acquisition Workforce Development Fund

Frank J. Anderson Jr.

Senator Carl Levin, chairman of the Senate Committee on Armed Services, made the following statement just prior to voting on passage of the Senate version of the National Defense Authorization Act (NDAA) for fiscal year 2008: "Senior DoD officials have recognized the deficiencies in the defense acquisition workforce, but they have been unable to obtain significant funds that are needed to remedy the problem. ... Our bill will address this issue by establishing an acquisition workforce development fund to enable the Department of Defense to increase the size and quality of its acquisition workforce."

The secretary of defense and Department of Defense senior leaders are actively involved in shaping initiatives to improve the capability and capacity of the defense acquisition workforce. The defense acquisition workforce is critical for improving acquisition outcomes for the nation's \$1.6 trillion investment in acquisition systems and services. The new Defense Acquisition Workforce Development Fund (DAWDF) is a key enabler for revitalizing the workforce. The fund was made possible by Congress, and funding is contributed by DoD components. DoD is deploying the DAWDF now to increase and improve recruiting, hiring, training, development, and retention—all key ingredients to restoring the acquisition workforce.

The DAWDF is a vital enabler in responding to several significant workforce challenges. Downsizing of acquisition organizations in the 1990s was followed by a dramatic increase in workload

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beginning in 2001. Those factors have strained the current 126,000-member acquisition workforce and increased the risk that DoD will be unable to achieve its desired acquisition outcomes. In 2001, the Defense Department spent \$138 billion on contracts; and in 2008, spending reached \$396 billion—of which \$202 billion was for services. During this period, dollars spent on contracting actions over \$25,000 doubled, while the defense acquisition workforce (civilian and military) remained relatively flat in size. While addressing this dramatic increase in workload, DoD has also been dealing with the dynamics of an aging workforce. Also, there was a significant increase in use of contractor support personnel during this period. Today, the Baby Boomer generation represents 73 percent of the acquisition workforce. Eighteen percent of the acquisition workforce is fully eligible for retirement now, and another 20 percent will become fully eligible during the next five years.

The Defense Acquisition Workforce Development Fund

The DAWDF was enacted through Section 852 of the NDAA for fiscal year 2008 and was codified as 10 U.S.C. 1705, which is part of the Defense Acquisition Workforce Improvement Act (DAWIA). Section 852 states, "The Secretary of Defense shall establish a fund to be known as the 'Department of Defense Acquisition Workforce Fund' ... to provide funds, in addition to other funds that may be available, for the recruitment, training, and retention of acquisition personnel of the Department of Defense." The DAWDF established dedicated funding for workforce initiatives requested by the department's senior leaders, required by the Congress, and identified by previous acquisition improvement reports. The fund enables DoD to reset and address long-standing acquisition workforce shortfalls. The purpose of the fund is very clear: To better prepare the acquisition workforce to successfully execute the acquisition mission and improve acquisition outcomes. FY08 NDAA states: "... ensure the Department of Defense has the capacity in both personnel and skills needed to perform its mission, provide appropriate oversight of contractor performance, and ensure that the Department receives best value for expenditure of public resources." FY08 NDAA was enacted on Jan. 28, 2008, and actions were initiated immediately to successfully deploy the fund.

Initial actions created a methodical, deliberate, and collaborative approach with the military departments and defense agencies (collectively, the components) in setting up

the fund. That was challenging because the force planning construct and priorities are very different between the components. This collaborative foundation was critical for successfully shaping workforce plans and the prioritization process. The process starts by collecting and transferring funds from the components into the DAWDF. Credits to the fund are made on a quarterly basis. The statutory requirement mandates collecting funds equal to a percentage expended quarterly for contracted services, excluding services for research and development, and construction. In fiscal year 2008, the annual percentage was 0.5 percent; in fiscal year 2009, the percentage is 1 percent; in fiscal year 2010, the percentage is 1.5 percent; and for fiscal years 2011 and beyond, the percentage is 2 percent. The statute provides that the secretary of defense may reduce the amount to prescribed minimum levels, if appropriate.

Establishing the DAWDF Governance Structure

A comprehensive and collaborative enterprise process to implement the DAWDF was established with the components, DoD acquisition functional leaders, the DoD comptroller, and the under secretary of defense for personnel and readiness. It was a major teaming effort. The under secretary of defense for acquisition, technology and logistics and the DAWDF team have worked to develop the administrative and operational structure of the fund. The fund's start-up and the time required for the initial release of funds to the components evolved slowly, but were driven by the overarching objective to

Section 852 Fiscal Year 2008 Hiring Plan

Career Field	Interns	Journeyman	HQEs	Total
Auditing	300	-	-	300
Business, Cost Estimating, and Financial Management	72	32	-	104
Contracting	550	98	-	648
Facilities Engineering	15	-	-	15
Industrial/Contract Property Management	27	-	-	27
Information Technology	3	4	-	7
Life Cycle Logistics	48	15	-	63
Production, Quality, and Manufacturing	129	43	-	172
Program Management	55	15	1	71
Systems Planning, Research, Development, and Engineering	164	107	-	271
Test & Evaluation	1	46	-	47
Other	59	-	56	115
Total	1,423	360	57	1,840

establish a process that provided transparency and accountability, and that would ensure the responsible distribution of funds. There were critical administrative actions involved with building the fund's crediting and allocation processes; and in establishing tracking, oversight, and management control procedures. Procedures were also established for the vetting process to prioritize and ensure the right acquisition workforce initiatives were funded. As one can imagine, this was challenging, and it took time.

A key driver was the magnitude of effort required to build the fund approval structure and develop the initial workforce priorities and areas of need. DoD aligned DAWDF-funded initiatives into three major categories, which are consistent with the Section 852 language: recruit and hire, develop and train, and recognize and retain.

Roles and responsibilities were established to ensure proper management of the fund. A fund charter and a senior steering board were established by DoD's acquisition leadership. The senior acquisition executives for the military departments, DoD functional leaders, and heads of major DoD agencies were designated as members of the DAWDF steering board. Also included are representatives from the Office of the Under Secretary of Defense, Comptroller; and the Office of the Under Secretary of Defense for Personnel and Readiness. Representatives of the principals comprise the DAWDF working group.

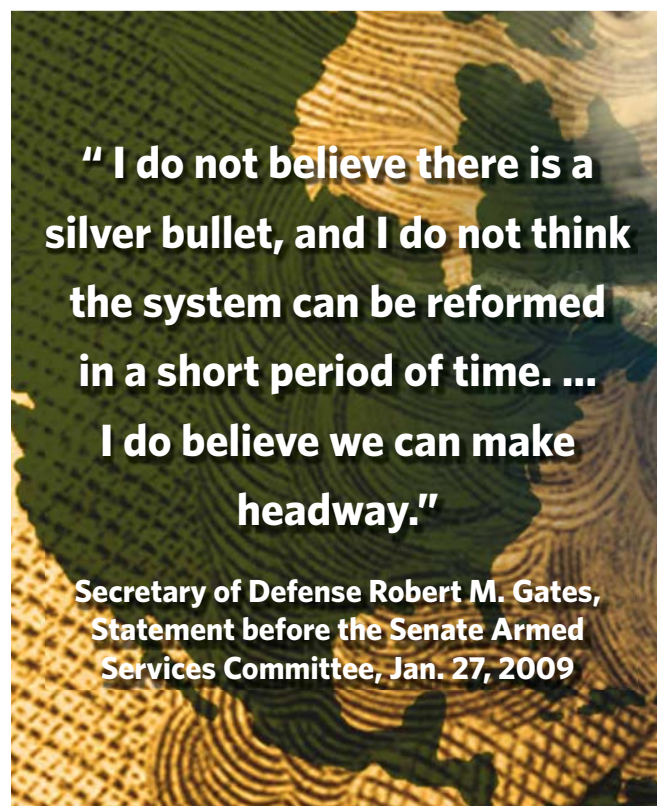
The DAWDF Fund Request Process

How does a DoD component obtain DAWDF funding? The DAWDF working group is the conduit for all funding requests. The working group members serve as a first line of review, interfacing with their respective acquisition commu-

nities and providing analysis of the initiatives to determine the best uses of the fund. The working group ensures that funding requests, where practical, maximize and leverage other component initiatives. During fiscal year 2008, plans were not approved until the end of fiscal year. Proposals were reviewed, prioritized, and approved by the chair of the DAWDF senior steering board. The fund planning cycle has changed during fiscal year 2009, and now starts in the May-June timeframe, preceding the start of fiscal year 2010. This will facilitate annual execution by ensuring funding is allocated and available at the beginning of each fiscal year. After the end of each fiscal year, an annual report to Congress is submitted to document what was spent, how the funds were applied, and what improvements in the defense acquisition workforce were achieved. One unique aspect of the fund is that transferred funds are available for use across three fiscal years. That means funds collected in fiscal year 2008 can be used in fiscal years 2008, 2009, and 2010.

Rebuilding the Defense Acquisition Workforce

To mitigate the impact of past downsizing, the aging workforce, workforce turnover, and increased workload, the fiscal year 2008 workforce initiatives were focused primarily on recruiting and hiring. The funding level for fiscal year 2008 was set at \$253,740,000, and the funds allowed DoD to take initial steps to ensure workforce growth. Between January and March 2008, the components defined recommended workforce initiatives linked to their workforce needs and strategies. Continuous dialog was maintained through joint working group meetings as component acquisition executives prioritized their workforce initiatives.



The fund provides for increased training capacity to address current unmet and documented certification training shortfalls, and to expand training to meet new and evolving training needs—both which will enable partnership expansions with other academic institutions and training organizations. The fund will also be used to expand and target workforce incentives to retain critical expertise.

While significant progress is being achieved, the workforce improvement journey is just starting. The fiscal year 2008 funded initiatives are documented in three major categories that are further subdivided into eleven line items as follows:

Recruit and Hire (\$153,756,000)

1. Intern programs
2. Recruiting incentives
3. Outreach programs
4. Journeyman hiring
5. Hiring expert knowledge (highly qualified experts, or HQEs).

Train and Develop (\$73,659,000)

6. Training enhancement and capacity expansion
7. Comprehensive acquisition workforce and student information system
8. Competency management and assessments
9. Workforce planning-pilot program.

Retain and Recognize (\$26,325,000)

10. Retention and recognition incentives
11. Career broadening and academic programs.

Recruiting and Hiring

Hiring has started, and DoD is investing \$153,756,000 (or 60.6 percent of the total fund amounts) in recruiting and hiring for interns, journeymen, and HQEs in fiscal year 2009. The fund provides resources to leverage and expand existing hiring programs to meet workforce growth requirements. The funding is being used to hire 1,423 interns, 360 journeymen, and 57 HQEs.

The intern initiative is the largest funded line item under DAWDF. In fiscal year 2008, \$83,288,000 was allocated, which allows up to approximately 1,400 interns per year. Examples of increased intern hiring include the Defense Contract Management Agency's efforts to hire 300 interns in fiscal year 2009 using the \$19,803,000 allocated them. Other examples include the Department of the Navy, which in addition to already having a robust Naval Acquisition Intern Program, is planning to hire an additional 100 acquisition interns annually using DAWDF funding. The Army and the Air Force also are using DAWDF funding to increase intern hiring. In addition to interns, the department also allocated \$27,260,000 of fiscal year 2008 funding to hire 360 journeymen. Journeymen are experienced professionals who are hired to fill experience gaps and to rapidly add to overall workforce capability.

Training and Development

For fiscal year 2008, DoD invested \$73,659,000 (or 29 percent of the total fund amounts) in training and development. That provided \$35,499,000 to the components, with the Army receiving \$13,093,000; the Navy receiving \$10,800,000; the Air Force receiving \$6,524,000, and defense agencies receiving \$5,082,000. The Defense Acquisition University received \$38,160,000, of which approximately \$2,400,000 (7 percent) is returned to the components for student travel.

The department's top training priority and most pressing area of need is to improve certification levels and provide acquisition certification training at the right time in an employee's acquisition career. DoD will reinvigorate certification standards to ensure the workforce is fully qualified to be successful in an increasingly complex acquisition environment.

Certification training requirements have exceeded DAWDF's training capacity and must expand to meet forecasted growth. Increased training demand is based on the departure of the Baby Boomers; replenishment hiring for other workplace turnover; and expanded requirements resulting from planned growth of the workforce. Equally important is the capacity to meet future training demand resulting from increased hiring of interns, journeymen, and HQEs resulting from the DAWDF. Additionally, there are new and evolving training initiatives to improve workforce quality and capabilities.

Some examples of new training include expanded expeditionary training, contracting officer's representative training, and requirements training for the "Big A" workforce. This also includes improved and expanded training for contract specialists and pricing personnel; international cooperation training; expanded program management training; source selection and risk management training improvements; new curricula development for high-impact, emerging acquisition needs; and other job enhancing learning assets. DoD will also complete an enterprise-wide competency assessment of the acquisition workforce to identify gaps and improve both training and human capital planning. The fund is critical in expanding the DAU learning enterprise architecture to drive a new standard of collaboration, integration, and interoperability to better leverage all training investments to continue to drive down the overall average cost of delivering training. The improvements will facilitate the delivery of the right blend of live, virtual, and immersive simulation training to create a more effective learning environment for DoD and to continue to evolve the construct of delivering learning assets using the right delivery medium at the employee's learning point of need. This is a critical element in improving workforce capacity and capability.

Training initiatives are also being deployed by the components to address leadership and other component-specific

skill/competency requirements. Examples of component-specific initiatives include the Army contracting lab, the Army Acquisition Basic Course, the Navy Acquisition Boot Camp, the Navy Acquisition Hot Topics Course, and various executive leadership training. Air Force initiatives include expansion of attendance at its Air Force Institute of Technology Mission Ready Contracting Officer Course, the Intermediate Project Management Course, its Acquisition Leadership Challenge Program, and the Air Force Fundamentals of Acquisition Management Course.

Retention and Recognition Initiatives

DoD is implementing a robust employee retention and talent management strategy to retain acquisition employees with expert knowledge in critical and shortage skill areas. Those employees include, but are not limited to, individuals filling key leadership positions such as program managers, engineers, senior contracting officers, life cycle logisticians, cost estimators, etc. (especially those in ACAT I and ACAT II programs); and other personnel possessing special expertise that is hard to find or retain. DoD will invest \$26,325,000 (or 10.4 percent of the total fund amounts) in retention and recognition incentives, of which \$18,659,000 is allocated for retention initiatives (student loan repayment, tuition assistance, retention bonuses, etc.) and \$5,791,000 is allocated for recognition incentives. The funds are also used for component career broadening and academic degree programs, which also promote retention.


As we prepare the future workplace environment and deploy strategies to improve acquisition outcomes, we must start now to recruit and hire the brightest and best talent to improve the capacity and capability of the acquisition workforce. This requires DoD to create a workplace environment where current and new employees view the department as the best place to work—an integral part of DoD's employee value proposition. The DAWDF accelerates this process. DAWDF funding for retention and recognition is allocated to the Components as follows: the Army receives \$9,148,000; the Navy receives \$10,475,000; the Air Force receives \$4,500,000; and defense agencies receive \$2,202,000.

Restoring the Acquisition Workforce

"Since the end of World War II, there have been nearly 130 studies on these [acquisition] problems—to little avail. I mention all this because I do not believe there is a silver bullet, and I do not think the system can be reformed in a short period of time. ... I do believe we can make headway."

Secretary of Defense Robert M. Gates, Statement before the Senate Armed Services Committee, Jan. 27, 2009

The secretary of defense and the DoD senior leadership team strongly support the president's initiative's to improve the government's acquisition and contracting process. Essential to improving defense acquisition outcomes is a highly



"Our bill will address this issue by establishing an acquisition workforce development fund to enable the Department of Defense to increase the size and quality of its acquisition workforce."

Senator Carl Levin, chairman of the Senate Committee on Armed Services

skilled, professional workforce. There is strong agreement that DoD must act now to recruit, hire, develop, retain, and sustain the acquisition workforce. The secretary of defense is committed to growing the size and capacity of the acquisition workforce. In congressional testimony on Jan. 27, 2009, Gates stated, "We must restore the department's acquisition team. I look forward to working with you and the rest of Congress to establish necessary consensus on the need to have adequate personnel capacity in all elements of the acquisition process."

While the specific size has not yet been determined, DoD will ensure the defense acquisition workforce is appropriately sized to ensure the department has the right acquisition enterprise capability to produce best value for the American taxpayer and the soldiers, sailors, airmen, and Marines who depend on the weapons, products, and services we buy.

DAWDF is a catalyst for growth and renewal of the defense acquisition workforce. Fiscal year 2008 was the start-up year. DoD established the fund, created the governance structure, and prioritized and reallocated funding to the components. Growth has started. Because of the infrastructure work done in 2008, the defense acquisition community will start to feel the impact of the DAWDF in 2009. Most of the fiscal year 2008 funding is allocated for recruiting and hiring, and our challenge now is to accelerate deployed initiatives. The fund and human capital initiatives have ideally positioned DoD to aggressively implement the president's acquisition agenda, the secretary of defense's workforce initiatives, and congressional requirements to reset and restore the acquisition workforce. Those initiatives will serve to revitalize and restore our acquisition workforce—a critical element in improving DoD's acquisition outcomes.

The author welcomes comments and questions and can be contacted at frank.anderson@dau.mil.

SPECIAL ANNOUNCEMENT!

IT'S ABOUT THE PEOPLE

"I frequently view the work of the acquisition team as paving a path, one brick at a time, that will provide us with the means to strike anyone, anywhere, and at any time. You can't just lay one brick—and each member of the team has a chance each day to lay new bricks. You have to lay a lot of bricks—ships, planes, weapons, sensors, communications, and networks that connect everything, and more importantly, change how we do business. The result is we, together, pave a path that represents a superhighway to the future."

~JOHN YOUNG

Under Secretary of Defense for Acquisition, Technology and Logistics



Mr. Young identified four strategic thrusts that outline the direction the defense acquisition workforce needs to take. Strategic Thrust 3 is "Take Care of Our People." The guiding principal behind that thrust is that the AT&L team will operate as a neighborhood, collaborating and developing people to strengthen the community

A great deal is being expected of the AT&L team. The team must:

- Equip all with the skills they need to be successful and work together across the AT&L workforce
- Collaborate to achieve enduring results
- Provide a work environment that allows all to participate productively; one that is free from harassment, discrimination, and unethical behavior
- Ensure we act as unbiased government representatives in evaluating all courses of action and proposals
- Constantly attack regulations and bureaucratic impediments in order to more effectively and efficiently deliver value for the warfighter
- Recruit and hire the best and brightest to learn and lead in the future
- Reward people who make a difference and perform beyond their job description

How will the team do this?

- Establish the Defense Acquisition University Living Library to collect lectures on program management experiences and lessons learned
- Institute a comprehensive workforce analysis and decision-making capability
- Implement a rotational assignment plan for senior executives and developing leaders
- Apply executive coaching and 360° feedback processes to improve the organization
- Review and implement changes to our hiring practices to make the government hiring timely and competitive
- Seek to change things to more effectively and efficiently deliver value for the warfighter and the taxpayer

For further information, please see the USD(AT&L) Strategic Plan version 3.0, located at www.acq.osd.mil/goals/20081105_SGIP.pdf.

Sustaining the Future Civilian Workforce

DoD's Strategic Human Capital Management

Julie K. Bigler



How do you ensure you have the talent you need to meet mission requirements, now and in the future, in the face of looming retirements and new mission focus areas? That is a question that Patricia Bradshaw, the deputy under secretary of defense for civilian personnel policy, has been dealing with over the last several years. Talent needs are particularly daunting for the Department of Defense acquisition community, which includes approximately 126,000 defense civilian and military members. Working collaboratively, however, the DUSD(CPP) and the Acquisition, Technology, and Logistics Human Capital Initiatives staff are crafting solutions to meet that challenge. They are also developing forecasting and competency models that hold promise for addressing both current and future capability requirements and competency gaps—powerful tools in the war for acquisition talent.

Bigler is a human resources specialist in DoD's Civilian Personnel Management Service Policy and Strategy Support Cell.



The acquisition community is not the only DoD community undertaking this type of strategic planning and analysis. Strategic human capital management for the civilian workforce is crucial to building the DoD workforce of the future. Bradshaw leads the DoD human capital efforts on behalf of the under secretary of defense for personnel and readiness (USD[P&R]); in partnership with Dr. Carl Dahman, the program executive officer for the Defense Human Capital Strategy Program. To address DoD workforce needs, Bradshaw, in collaboration with DoD and component leadership, developed a DoD Civilian Human Capital Strategic Plan focusing on:

- Ensuring DoD has world-class enterprise leaders
- Ensuring a mission-ready workforce
- Implementing a results-oriented performance system

- Deploying enterprise human resources support.

To institutionalize strategic human capital management within the department, the USD(P&R) issued a DoD instruction on Nov. 18, 2008, entitled "Civilian Strategic Human Capital Planning" (DoDI 1400.25, Volume 250). The instruction lays out an enterprise-wide functional community manager construct at the Office of the Secretary of Defense and component levels that will result in a more deliberate life cycle management of the DoD civilian workforce. Similar to the acquisition functional advisors/leaders established by DoD Instruction 5000.66, "Operation of the Defense Acquisition, Technology, and Logistics Workforce Education, Training, and Career Development Program," the functional community managers assist DoD leadership in maintaining the health of their career fields,



How do you ensure you have the talent you need to meet mission requirements, now and in the future, in the face of looming retirements and new mission focus areas?

from both a competency and capabilities perspective, and from an expeditionary and non-expeditionary perspective, thereby ensuring DoD has the talent it needs to meet mission requirements. Such visibility over critical requirements will enable DoD's leadership to better develop enterprise-wide strategies to meet future needs. The defense acquisition functional advisors/leaders are actively engaged in this initiative.

Acquisition Human Capital Strategies

The DoD acquisition community has a new expedited hiring authority that will facilitate the recruitment of acquisition personnel. Authorized in the National Defense Authorization Act for fiscal year 2009, the authority allows the secretary of defense to identify and designate defense acquisition positions as falling within a shortage category. The designation authority normally resides with the director for the Office of Personnel Management (OPM). Such a designation would enable DoD to use an expedited process for hiring personnel, thereby reducing the time it takes to recruit.

A Dec. 23, 2008, joint memorandum from John J. Young Jr., under secretary of defense for Acquisition, Technology and Logistics, and Dr. David S. C. Chu, then the USD(P&R), to the secretaries of the military departments and directors of defense agencies identifies defense acquisition shortage category positions, provides implementing guidance for using the authority, and provides an avenue for the appointment of Science, Mathematics and Research for Transformation (SMART) Defense Scholarship for Service Program participants into DoD acquisition shortage category positions. (See www.asee.org/fellowships/smart) for more information

on SMART.) Those authorities are available for use through Sept. 30, 2012.

Shortage category positions covered under the authority are Defense Acquisition Workforce Improvement Act (DAWIA) positions at the mid- and high-grade/band levels in all career fields except for the purchasing and manufacturing and the industrial property management career fields. To be eligible to be hired under the authority, applicants must meet the OPM and DoD qualification requirements and be assessed as highly qualified for the position.

In addition to the expedited hiring authority, DoD will also be pursuing a streamlined approach to filling its entry-level acquisition positions and look into providing additional compensation flexibilities to aid in retention.

Other Recruitment Initiatives

On Sept. 28, 2008, President George W. Bush signed Executive Order 13473, which authorizes noncompetitive appointments in the federal government for spouses of certain members of the armed forces, providing selecting officials another streamlined recruitment source, as well as facilitating entry into federal careers for spouses. Release of implementing regulations on the new hiring authority is pending review by the new presidential administration.

DoD is also developing strategies to encourage applicants to recognize DoD as a preferred employer. Vacancy announcements are being improved by making them more user-friendly and by highlighting available DoD quality-of-life initiatives such as telework, alternate work schedules, wellness programs, and mass transit benefits. The Federal Acquisition Institute, together with OPM, has developed and published a streamlined, user-friendly vacancy announcement template for use in recruiting contract specialist positions. The template is available at https://securemedia.newjobs.com/opm/ro/usajobs/rectools/contract_specialist_gs-1102_57_usajobs.doc (accessible from government computers). The Office of the USD(P&R) encourages commands to use the template model when recruiting for contract specialist positions.

Recruitment efforts are further enhanced by the use of pay flexibilities for first-duty station moves, recruitment and relocation incentives, and student loan reimbursements. Those tools could improve DoD's ability to get the best talent possible in a competitive labor market.

DoD plans to pilot an enterprise staffing system in early spring 2009. Designed to more easily and better identify candidates with the skills needed for position vacancies, the system is expected to result in a much-improved candidate assessment and referral process. The ESS will have specific career recruitment marketing sites, one of which will focus on acquisition careers and current acquisition vacancies. ESS pilot sites have been identified, and business process maps

have been finalized. Once the pilot is completed, an assessment will be conducted to determine whether the system should be deployed throughout DoD.

The 21st Century Executive

DoD has diverse civilian leaders who effectively manage people in a joint environment, ensure continuity of leadership, and sustain a learning environment that drives continuous improvement across the enterprise. Under the 21st Century Initiative, the department will broaden an executive's skillset to include multi-joint and -interagency experiences.

"Many people are excited about this; especially the younger generation. ... They're enthused that someone *does* want them to grow and develop and not become stagnant in one area," said Bradshaw regarding the initiative.

A USD(P&R) memorandum released Dec. 31, 2008, "Joint Experience Requirements for Career Senior Executive Service Leaders," provides guidance for implementing three DoD-unique competencies in support of the 21st Century Initiative—joint perspective, enterprise perspective, and national security perspective. Those competencies will serve as prerequisites for entry into and assignment within senior executive service positions and for SES continual development, including the positions designated as SES national security professional development (NSPD) (see <www.nspd.gov> for more information).

DoD will use a phased approach for the implementation of the 21st Century Initiative, and by Jan. 1, 2012, the department will require the demonstration of the three unique

competencies as prerequisites for entry into and assignment to NSPD-designated SES positions, enterprise SES positions, and tier 2 and 3 SES positions.

Expeditionary Workforce

In support of the nation's military force and to assist in meeting surge requirements of a contingency or humanitarian nature, DoD is developing a Civilian Expeditionary Workforce—a pre-identified, ready, trained, and security-cleared cadre of civilian personnel. Within the CEW, there will be four categories of employees:

- **Emergency Essential.** These employees occupy positions that have been designated to support combat operations in a combat zone in accordance with Title 10 U.S.C.1580. It is a position-based designation and is, therefore, a condition of employment.
- **Non-Combat Essential.** These employees occupy positions that support non-combat missions such as responses to natural disasters. It is a position-based designation and is, therefore, a condition of employment.
- **Capability-Based Volunteers.** These employees voluntarily identify skills and competencies, outside the scope of the positions they occupy, that may be needed to meet emergency essential and non-combat essential surge requirements. Due to its voluntary nature, acceptance of assignments is not a condition of employment.
- **Capability-Based Volunteers Former Employee Volunteer Corps.** These are former employees who would be prepared to support emergency essential, non-combat essential, and capability-based volunteers employee backfill or deployed requirements.

Ongoing efforts to create a civilian expeditionary contracting team is an integral part of this overall initiative. DoD Directive 1404.10, which sets forth DoD's policy on the CEW, was issued in January 2009. Currently, the department is recruiting civilians for more than 400 positions worldwide, including Iraq and Afghanistan. For more information on CEW vacancies, please go to <www.cpmosd.mil/expeditionary>.

Key to Success

DoD has an ambitious human capital agenda, with many supporting initiatives. Success in meeting the agenda is dependent on the continued partnership and attention of the DUSD(CPP) office, component human resource service providers, and the department's functional leadership. Working together across the DoD enterprise will move DoD closer to accomplishing its human capital initiatives, allowing the department to build and sustain a workforce for the future.

The author welcomes comments and questions and can be contacted at julie.bigler@cpms.osd.mil.



DCMA Prepares for the Future

Christina Cavoli



The Defense Contract Management Agency is the Department of Defense component that works directly with defense suppliers to help ensure that DoD, federal, and allied government supplies and services are delivered on time, at projected cost, and meet all performance requirements. DCMA directly contributes to the military readiness of the United States and its allies and helps preserve the nation's freedom.

DCMA professionals serve as information brokers and in-plant representatives for military, federal, and allied government buying agencies, both during the initial stages of the acquisition cycle and throughout the life of the resulting contracts; as well as contingency contract support in Iraq and Afghanistan. Currently, DCMA works with more than 18,540 contractors and oversees more

Cavoli is a Defense AT&L contributing editor.



than 324,450 active contracts. DCMA is headquartered in Alexandria, Va., with 65 major field locations and more than 750 locations worldwide. DCMA works with a number of foreign defense ministries under reciprocal arrangements negotiated by the State Department and DoD. In fiscal year 2008 alone, DCMA conducted more than 14,500 onsite quality assurance visits in Iraq and Afghanistan, discovering 13,000 quality defects and issuing 128 corrective reports.

DCMA was created in 2000. Previously, it had been part of the Defense Logistics Agency and had been called the Defense Contract Management Command. The initial command workforce in the early 1990s was about 26,000 civilian and military members. Through consolidating activities, DCMA has reduced personnel to about 9,500. The professional workforce is composed of engineers; contract administration specialists; price cost analysts; transport, packaging, and

industrial specialists; and quality assurance experts. About 600 employees are based overseas today, including a contingent in Iraq.

Transformation Plan

Human capital is a priority in DCMA; it is one of the four pillars of the DCMA Transformation Plan. It's a necessary part of DCMA's future success because in the past decade, DoD downsized its acquisition workforce by half, resulting in a current serious imbalance in the skills and experience of its remaining workforce and the potential loss of highly specialized knowledge as many of its acquisition specialists retire.

Given the reduced workforce size and the current operations tempo, the acquisition workforce is facing a serious deficit in the personnel it needs to successfully accomplish its mission. The problem of a reduced workforce is exacerbated by DoD estimates that as



**“We are a ‘people agency,’
and we do all we can
to demonstrate that.”**

**Randy Sawlsville, executive director of
human resources, DCMA**

many as half of the remaining acquisition personnel are currently eligible to retire. More shortfalls will begin occurring as more workers become eligible for retirement. The fact that many members of the workforce opt to work past the initial age of retirement eligibility can only postpone, not resolve, the eventual shortfall.

There is also concern that actual and projected reductions could be exacerbated by increased competition for technical talent from other industries. Emerging technologies, products, and services mean that a new mix of skill sets and knowledge is needed in the workforce, and those with required skills are highly sought after by a variety of employers. Skill imbalances that exist can increase workload on remaining employees, causing lowered morale and job dissatisfaction. Potential shortfalls in the size of the workforce are one item that must be addressed; gaps in the skills needed to fulfill missions and strategic plans is another item that must be addressed as the future needs of the acquisition workforce are considered.

To meet the workforce challenge, acquisition organizations are rethinking every approach to human resources management, from how to recruit and train at all skill levels to how to provide competitive compensation and true job satisfaction. The human resources team at DCMA, run by Randy Sawlsville, executive director of human resources, and Joe Winiarz, director of the Human Resources Operations Center, has sought to find creative and incentivizing

solutions to resolve any future workforce shortfalls in their organization. Sawlsville is responsible for the overall human capital strategic, operational, and tactical policy, processes, and procedures in support of more than 9,500 civilian and military personnel at DCMA.

In 2000, DCMA consolidated military contract administration organizations under one uniform procurement policy. The intent of the consolidation was to eliminate duplicative overhead and payroll costs associated with maintaining independent contract administration offices, while upgrading the quality of contract administrative services and workforce within the department.

Since the agency’s creation, staffing and budget have decreased annually. DCMA has dealt with the staffing cuts by consolidating office and personnel infrastructure, redirecting contractor oversight, and implementing risk- and performance-based surveillance methods to handle the increasing contract workload.

DCMA began strategic human capital planning in 2000 in response to guidance from the Office of the Under Secretary of Defense for Acquisition, Technology and Logistics; and the agency issued its first human capital strategic plan in 2002. The careful consideration and approach to human resources in the DCMA Human Capital Strategic Plan led to the agency being recognized as a gold winner in the 2003 USD(AT&L) Workforce Development awards ceremony. The plan

identified key areas that needed more support and outlined a plan to develop concrete solutions for recruiting new talent to fulfill those needs. The plan also identified 15 specific actions or strategies to address gaps identified in the three major analyses of DCMA personnel needs. Early on, DCMA recognized that human capital involved recognizing the gap between the current workforce and future requirements. The Human Capital Strategic Plan defined what strategies were needed to close the workforce gap—not only recruiting new employees, but also recognizing gaps in skill that may occur throughout the agency as workforce requirements evolved. The following discusses various aspects of DCMA's Human Capital Strategic Plan.

Bringing in New Employees

The majority of the DCMA acquisition workforce has more than 20 years of work experience, and an employee's average age is 52 years. Nearly half of the current workforce will be eligible to retire in the next five years. As a result, DCMA is focusing on hiring and developing interns and journeymen. Coming to assist in that effort is Section 852 of the National Defense Authorization Act for fiscal year 2008, which establishes the Defense Acquisition Workforce Development Fund and provides DoD agencies and services with money to recruit and retain talented members in acquisition career fields.

To bring in new talent, DCMA uses its Keystone Intern Program, a selective three-year management training program designed to prepare college graduates and others for careers as professional contract managers and administrators. DCMA provides on-the-job training and real-world experience that can lead to career-building opportunities in business, engineering, information technology, quality assurance, personnel management, and other fields in the DCMA organization. The program is open to people with many different backgrounds and academic majors.

The Defense Acquisition Workforce Development Fund will allow DCMA to recruit up to 300 interns into the Keystone Intern Program, enabling DCMA to pay for an intern's training and salary over a period of one to three years, and afterwards, interns would join the workforce as fully trained employees. Thanks to the fund, DCMA will be able to maintain an intern base of 250 employees per year. To ensure the Keystone Intern Program is successful across the agency, DCMA has established recruiting goals for various job series and locations to meet projected attrition in locations across the globe.

Additionally, the fund helps support the Student Career Experience Program, which is an Office of Personnel Management (OPM) program implemented by DCMA to introduce new potential workforce members to the agency by providing students with temporary employment opportunities. In the SCEP, students are given an opportunity to learn the agency's mission, culture, processes, and customers. SCEP experiences link directly to a student's program of study.

The Defense Acquisition Workforce Development Fund also supports the hiring of more than 80 advanced journeymen annually over the next five years to mitigate losses and grow a successive workforce in the critical acquisition series.

Two DCMA recruiting programs target veterans wounded in combat. Operation Warfighter allows injured servicemembers to volunteer with DCMA to gain experience while recovering. The Recruit a Hero Program allows for hiring severely disabled veterans. To facilitate those hires, DCMA attends roughly seven to eight DoD-sponsored events throughout the year focused on these special programs.

"We recognize the value represented by veterans who are recovering or have Service-connected disabilities, and we are committed to giving back to those veterans with work opportunities where and whenever possible," said Sawlsville. Partners in the programs are the Walter Reed Army Medical Center, the Veterans' Administration, OPM, and local military transition centers.

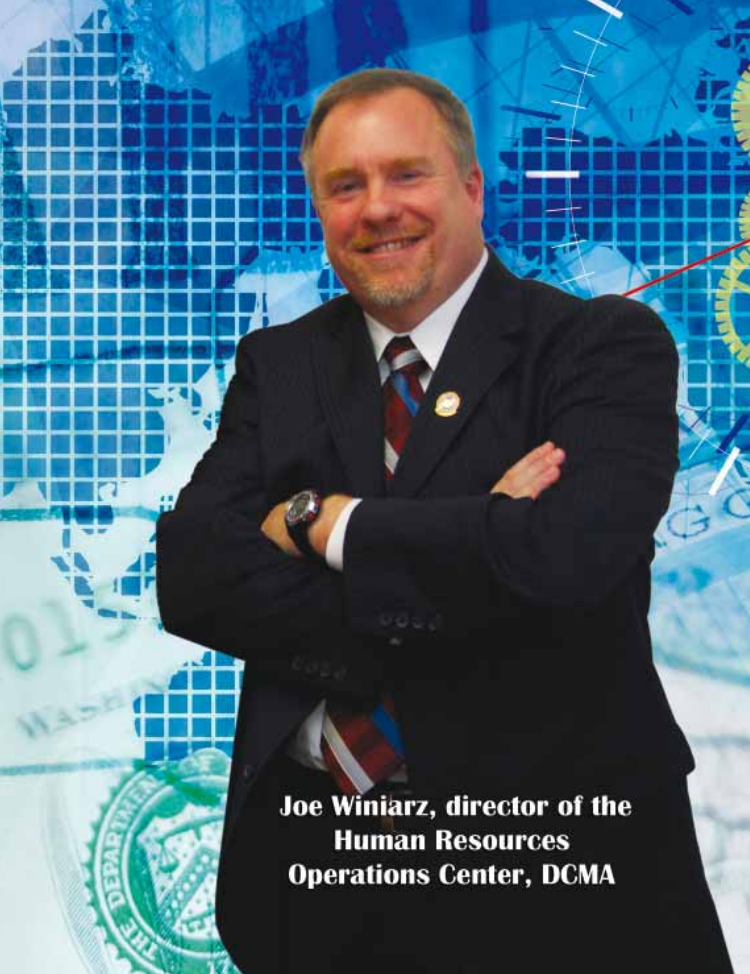
Before the Section 852 fund opened up new workforce development opportunities, budget reductions had negatively impacted critical investments in skill training and maintaining core competency capabilities. DCMA was unable to recruit top talent or develop new talent, while being forced to accept higher levels of contract risk. DCMA predicts the agency's future will change as a result of the establishment of the Defense Acquisition Workforce Development Fund.

Spreading the Word

Having established a program to welcome incoming members of the workforce, the next step was to attract the right talent. Recruiting and marketing efforts are being increased to attract a younger, more diverse, and more technologically savvy workforce to the DCMA "brand." The recruiting and marketing efforts will increase awareness and visibility among recent graduates of possible jobs in the acquisition defense career field. Many graduates are not aware of non-military jobs in DoD that provide both good career options and the opportunity to serve the country. DCMA has begun an effort to address its branding strategies and has collaborated with several experienced companies through the OPM Center for Talent Services to develop and advertise DCMA's employment value proposition. Additionally, DCMA is developing realistic job previews that tell the tale of opportunities available within the acquisition community and specifically within DCMA. By developing a clearly defined brand and providing potential employees across various generational streams with a realistic picture of how they can contribute to the defense of our nation, DCMA hopes to develop continual interest in the agency.

Recruiting Challenges

Recruiting in certain areas provides additional challenges. DCMA has an ongoing need to hire qualified administrative contracting officers, property administrators, and quality



**Joe Winiarz, director of the
Human Resources
Operations Center, DCMA**

Defense Acquisition Workforce Improvement Act level II requirements.

Guiding an organization smoothly through changes is also an important part of human capital management. A case in point: On Nov. 9, 2005, the Base Realignment and Closure commission's recommendations became law, which included the recommendation to relocate DCMA's headquarters and international and special programs divisions from Alexandria, Va., to Fort Lee, Va. Although only a small portion of the agency's current workforce will be affected, there is much agency focus on the move, given that the employees affected are mostly from the headquarters. To facilitate the formal move, currently scheduled for the summer of 2011, a human resources transition plan has been developed and a small agency footprint has been established at Fort Lee. By mid-summer of 2009, new headquarters employees will be hired almost exclusively at the Fort Lee location. While not yet finalized, roughly 65 percent of current employees are expected to not move. There are several incentives available to current employees who wish to move to Fort Lee, but it will be a challenge to recruit potential employees while in a transition period. Opportunities exist as well to hire new employees and leverage the recent executive order allowing the direct hire of qualified military spouses.

Focusing on the Incoming Workforce

DCMA works through its two programs, the Keystone Intern Program and the SCEP, to target current students and recent graduates. DCMA primarily looks at four-year universities near operating locations, especially those with major programs in business, engineering, and applied technologies. All Keystone interns are paid, full-time employees. Part-time SCEP employees can be transitioned into the Keystone Intern Program.

Relating education to work experience, DCMA looks for business majors or students with at least 24 semester hours of credit in business courses for contract administrator positions, which require a business background. Graduates of accredited engineering programs are recruited for engineering positions, as are graduates with technology degrees to fill positions in quality assurance, supply chain management, and industrial management.

It is important to communicate with academic institutions the sorts of skills and abilities that will be needed in the acquisition workforce. DCMA recognizes it may have missed some key opportunities in the past few years in terms of developing and sustaining relationships with academic institutions that feed its core occupational series. Recently, DCMA has reinvigorated the vital aspect of developing relationships and has begun the process of transitioning its recruiting strategy from a decentralized to a centralized one, allowing those relationships to be targeted and monitored. DCMA representatives are attending recruiting events and hiring/career fairs, focusing on attracting the right new talent for incoming positions at the agency.

assurance personnel to fill emergency essential positions. All positions require deployment overseas to support U.S. military forces engaged in combat or crisis situations, with current deployments focused in the U.S. Central Command area of operations. Over the years, the need for personnel performing contracting, quality assurance, and other duties in theater has grown and continues to grow. DCMA provided 100 volunteers for duty in theater at the end of 2007 and will likely have further growth as the operations tempo in Afghanistan changes.

DCMA recruits for those hard-to-fill positions with several tactics. All emergency essential positions are advertised online at USAJOBS.com as well as with the Army vacancy board, accessible through the Army's civilian personnel online portal. As with its other recruiting efforts, DCMA tries to leverage attendance at recruiting events or hiring/career fairs as a way to advertise the unique positions. Routine attendance at such events as the National Property Management Association and the National Contract Management Association conferences provides another recruiting opportunity. In addition, the DCMA Public Affairs Office places advertisements in professional media vehicles to advertise emergency essential positions. Still, despite a variety of incentive tools tailored to attract well-qualified potential employees—including a 25-percent retention or recruiting incentive—those positions remain incredibly challenging to fill given the demands of the positions and the specific



The majority of the DCMA acquisition workforce has more than 20 years of work experience, and an employee's average age is 52 years. Nearly half of the current workforce will be eligible to retire in the next five years.

Of course, there will always be competition with the private sector for quality employees with in-demand skill sets. DCMA presents employment in the federal government and the acquisition field as offering particular opportunities and challenges for those seeking employment. Currently, with the economy struggling, DCMA jobs may be even more attractive for potential employees who hope to find some stability and career security. But as an employer of in-demand talent, DCMA recognizes it must remain competitive with its total compensation and benefits package, generous leave packages, and growth opportunities.

"We believe we have a strong employment value proposition, but we want to make it stronger and build on the DCMA brand," said Sawlsville. DCMA has recently partnered with experts to evaluate current programs and make recommendations to improve the employer value proposition of DCMA. "We want to become a 'best-in-class' employer," said Sawlsville. "Most important, we are a 'people agency,' and we do all we can to demonstrate that." DCMA strives to offer exceptional developmental opportunities in leadership and technical areas as well as a smorgasbord of work/life programs such as flexible work schedules, telework, virtual work locations, tuition assistance, education sabbaticals, physical fitness time, and monetary assistance with gym memberships.

Maintaining a Healthy Workforce

Hiring the correct mix of employees is equally important to having an adequate workforce number. DCMA must continue to identify gaps in the skills and competencies of the current or projected defense acquisition workforce, as well as changes to the types of skills needed in the projected future. To that end, DCMA recently completed a contracting competency assessment that provided a great deal of information for use by the agency's human capital planners. Part of the current human capital strategic plan is to complete assessments for acquisition and industry competencies for all core acquisition career fields. DCMA is also exploring the possibility of using acquisition and professional competency learning maps to address current and future developmental needs and incorporate them into career guides. In addition, leadership competencies will be incorporated and aligned with the technical competencies that drive the organization.

As emerging technologies make acquiring new skill sets an ongoing proposition, training can also provide an incentive to keep employees motivated and satisfied. DCMA career guides provide a developmental road map throughout an employee's career. At any point in a career, an employee can assess where he or she is and what competencies—technical or leadership—he or she needs to develop for a position of increasing responsibility. The DCMA electronic individual development plan, linked to the agency's civilian training management system, provides employees 100 percent visibility of agency, Defense Acquisition University, and

SkillPort® [e-Learning] training opportunities. Employees can tailor their developmental requirements to keep pace with a changing technological environment and emerging trends. Over the past years, DCMA has increased the investment in critical education through tuition assistance funding and the implementation of critical skill and leadership initiatives. For the current fiscal year, DCMA has allocated more than \$16 million to fund training.

Increasing and ensuring employee satisfaction is an ongoing goal. DCMA conducts organizational surveys of its workforce approximately every two years. Between the formal surveys, focus groups are conducted from a random sampling of employees to determine their professional job satisfaction. As a result of those formal and informal assessments, action plans have been created to address areas of concern identified, and progress is measured and reviewed by the agency's senior management biannually at a minimum.

Continual Support

Since fiscal year 1990, DCMA's civilian workforce has declined by 59 percent to under 10,000 personnel. Yet DCMA continues to support its DoD mission and the warfighter. With forward-thinking programs, concern about employee job satisfaction and quality of work/life, and funding for new recruitment and training, DCMA has taken strides towards ensuring the correct pool of personnel with the specialized skills needed to meet today's and tomorrow's missions.

The author welcomes comments and questions and can be contacted at christina.cavoli@gmail.com.

Supporting the Supporters

DLA's Workforce Development Plans

Carol Scheina



“We are absolutely critical to warfighters’ being able to accomplish their mission. People in DLA take that very seriously. It’s an important mission. And people are very proud of the work that they do and proud of the fact that we give great support to warfighters who are out there risking their lives every day.”

Jeffrey R. Neal, DLA director of human resources

Operating in 48 states and 28 foreign countries, DLA's 23,000 civilian and military personnel reflect one of the Department of Defense's largest workforces. DLA's support to the military servicemembers comes in the form of an average of 54,000 requisitions and 8,200 contracts per day, and that's not all the agency does. In fact, in fiscal year 2007, DLA employees oversaw the provisioning of more than \$35 billion in goods and services to military services worldwide, including support to Operation Enduring Freedom and Operation Iraqi Freedom.

"If America's forces can eat it, wear it, drive it, or burn it, chances are that DLA helps provide it," a DLA brochure declares. That's a hefty responsibility, indeed. The former director of the Defense Logistics Agency, Army Gen. Robert T. Dail, often reminded the DLA workforce that "our support should be worthy of their service."

But who's making sure the DLA employees supporting the warfighter are ... well, supported? What about their training and development? How does the agency retain the level of talented workers it needs to maintain its current and future operations?

After all, according to the fiscal year 2002 President's Management Agenda, "Approximately 71 percent of the government's current permanent employees will be eligible for either regular or early retirement by 2010, and then 40 percent of those employees are expected to retire. Without proper planning, the skill mix of the federal workforce will not reflect tomorrow's changing missions."

There needs to be a plan in place.

That's where Jeffrey R. Neal, director of human resources at DLA, comes in. He's the man behind the agency's overall human capital strategy, looking at how DLA fills and retains positions, structures positions in the agency, and develops future leaders. Part of DLA's future as an agency and its ability to continue operating at its current fast-paced tempo lies in the strength of its human capital planning.

A Strong HR Organization

Part of DLA's human capital plan has been to prepare its human resources office to support the agency's acquisition workforce. That meant reorganizing the HR staff into an organization that could meet DLA's needs. So seven years ago, DLA created HR offices that oversaw strategic human capital issues that were important to the agency, such as the training of leaders, retention, and hiring corporate interns. Additionally, the agency created HR offices that support the major business initiatives of the agency, such as e-Procurement and inventory management and stock positioning. The HR offices supporting the business initiatives oversee the

training, organization, and job changes for specific areas within DLA.

"What we had done seven years ago is we had a fairly traditional HR organization in DLA—very traditional as a matter of fact," said Neal. But that wasn't quite enough. And so Neal came up with the idea of the HR Strategy Team.

"If you look at the typical HR organization and talk to them about things that need to be done, they know the things that need to be done," Neal explained. But most HR people don't have time to do the things they know need to be done, and they end up focusing on the tasks that are due tomorrow.

The HR Strategy Team was created specifically to look at the long-term assignments, namely those that last six months to years. In fact, five years were spent working on the DLA competency assessment process, which is similar to the competency assessment that was being conducted by the Office of the Under Secretary of Defense for Acquisition, Technology and Logistics at the same time. The HR Strategy Team needed the separation from the day-to-day distractions of the HR world in order to finalize the competency plan, making it into a tool that could be duplicated in future years. With a solid competency plan in place, the agency could track trends for specific career fields and appropriately plan recruiting, retention, and training strategies for future years.

Ask the Workforce

Another aspect of planning for the future involves asking employees how they feel about the now. To answer that question, DLA has conducted three culture surveys over a period of six years, and a fourth culture survey was recently completed in spring 2009. More than 60 percent of the agency participated in the first culture survey, and response rates rose to 70 percent by the second survey.

The agency researched a number of industry culture survey tools before deciding to use the Denison™ Culture Model as the basis for its culture survey. According to the Denison Web site, the culture model focuses on mission, consistency, involvement, and adaptability, which can be broken down into 12 aspects of corporate culture. The model also involved a 360-degree feedback tool that evaluated how supervisors in the agency mirrored the agency's culture.

"We think the process is really worth the time and the money invested because it really does help us understand how the workforce views the culture at DLA. And how they view it is how it is. It doesn't matter how the senior executives and the generals and the admirals view the culture. What matters is how the people who do the work every day view the culture. If they view it negatively, then it's negative," Neal said. He added, "How the supervisors and managers and senior executives and generals and admirals view it is nice to know, but is not as important as how the rank-and-file

Scheina is managing editor of Defense AT&L magazine.

employees who actually do the work of the agency view it, because they're the ones who get it done."

Leadership Development

The culture survey revealed that employees wanted more leadership development opportunities, resulting in the development of DLA's leadership program. The five-tier program, recognized by the Partnership for Public Service as one of the most effective in the federal government, provides leadership development for all employees ranging from those who want to be supervisors to senior leaders in the agency.

DLA created a training and development program for new supervisors. It didn't matter if an employee had been a supervisor elsewhere—all new supervisors at DLA went through the program. The two-year program involved classroom training, on-the-job training, peer coaching, and executive coaching. More than 1,000 new supervisors have gone through the program since it was created.

"We have the most turnover in supervisory jobs in first-level supervisory positions, so focusing on that level first allowed us to get a lot of people into the program over the last few years," said Neal.

The new supervisors program was so successful that other supervisors began asking for a program that fit their leadership capabilities. And so DLA created a retrofit program to provide some of the same training and development opportunities to all supervisors as well as training for other employees.

Tier I was developed for employees with a desire to become supervisors and gain leadership capabilities. It provides an overview of leadership training and development activities—such as a class, handbook and informal mentoring for non-supervisors and team leads. The new supervisors' program became Tier II. Some of the core pieces of Tier II were tai-

lored to employees who had been supervisors for three or four years but hadn't been given the opportunity to take new supervisors' training. Tier III targeted leaders with two to 10 years of experience, and the tier involves opportunities for participants to write and speak on leadership as well as leadership classroom courses. As leaders develop, they are given the opportunity to progress to more advanced leadership classes, such as those that are offered in Tier IV and Tier V. Tier IV is for supervisors with more than 10 years of experience. Like Tier III, Tier IV involves opportunities for participants to write and speak on leadership, but it also offers an advanced leadership course. Tier V is targeted toward those in the Senior Executive Service and for managers of managers. It involves a senior leader offsite as well as executive-level courses and activities that encourage coaching, mentoring, and speaking opportunities.

"We're still developing the program. Ten years from now, we should still be developing the program because it needs to adapt," Neal said. "As the agency changes, as the requirements that we have change, we'll keep modifying that program, which is what we do with our corporate intern program. We've been constantly adapting that program as we go because it needs to grow with the agency, and it needs to fit the mission."

Bringing Talent Onboard

While the leadership development program honed and shaped DLA's leaders, the agency needed an infusion of new talent to replace those who would be retiring in years to come. That's where the agency's corporate intern program comes in.

"It's our primary intake method for our core business occupations—for our acquisition positions, for our supply positions, for our IT positions—the primary way we bring those folks on board is through our corporate intern program," Neal said.



Started seven years ago, the intern program receives a diverse pool of applicants seeking careers as contract specialists; product specialists; supply management specialists; environmental protection specialists; property disposal specialists; information technology specialists; accountants; human resource specialists; and other high-demand, need-to-fill jobs.

Subject matter experts and DLA HR staff members travel to college campuses

“We’re still developing the [leadership program]. Ten years from now, we should still be developing the program because it needs to adapt. As the agency changes, as the requirements that we have change, we’ll keep modifying that program.”

Jeffrey R. Neal, DLA director of human resources

to recruit recent college graduates for the program. Additionally, many former military members apply for the program, bringing extensive military experience and training to the job. It is, indeed, a diverse group, and interns come on board with a wide range of experiences they can apply to their careers at DLA.

Participants in the intern program experience two years of on-the-job assignments, cross-training, rotational assignments, and formal training. Interns are full-time, permanent workers, receiving all the benefits of serving as a government employee. They start at the GS-7 grade equivalent and graduate from the program at the GS-11 grade.

Of DLA’s 23,000 employees, the agency had 900 participants in the corporate intern program in summer 2008. In early 2009, the agency hired about 150 to 200 employees. Not only is DLA recruiting large numbers of interns, but they’re also retaining them—they’ve had a 90 percent retention rate of interns.

“If you have a training program like that and you keep 90 percent of the people, you’re doing great. [It’s] our biggest way of bringing people into the agency and in our core occupations,” said Neal. “The ways we keep them are we survey them as they’re coming in to find out why they came to work for us. If you find that people come for a particular reason and then it turns out that that reason isn’t true, then we’re probably going to lose them. So we do an entrance survey to find out why folks are coming to work at DLA.”

Why Folks Are Going to DLA

In fact, DLA conducts a lot of surveys. The agency conducts entrance surveys not only for corporate interns, but for all its new employees. The agency wants to know what it’s doing well in regards to attracting employees. DLA also wants to know why people leave DLA, and what could have been

done to retain an employee. The entrance and exit surveys are conducted in addition to the culture survey.

DLA wants to know how DLA employees feel about the agency—their work, how they are treated, if they have the tools they need to succeed. As a result, DLA has been developing strong work/life programs. Many of DLA’s global facilities have fitness centers, and the agency encourages employees to maintain a healthy lifestyle. Several facilities also have onsite daycare child development centers, which are fully accredited to take care of children and are often cheaper than local childcare centers.

“We offer telework—we have over 5,000 positions that are approved for telework now—and people are teleworking a day or sometimes two days a week,” Neal said. “We offer compressed work schedules; we offer flexible work schedules.”

In addition to DLA’s work/life programs and human capital plans, the agency’s HR successes are also helped in part by the tremendous amount of pride DLA employees have in the work they do. DLA employees have been asked to provide unanticipated extra effort to support Operation Iraqi Freedom and Operation Enduring Freedom, but the overall support the agency has provided has continued without wavering.

“We were having to do a lot of work in DLA. We’re still doing a lot of work, and our sales volume has increased enormously in the last few years. But when you ask the DLA workforce to put out extra effort to support something like that, they always do,” Neal said. “When the war in Iraq started, you didn’t see people leaving DLA because the workload was increasing. We didn’t have any more trouble recruiting, and we didn’t have trouble keeping people. Our employees always, always support what we need to do for the warfighters—every time. It’s very rewarding when you go to a DLA facility and see people who are really working hard because they know that somebody in Iraq or somebody in Afghanistan is going to end up benefiting from the work that they’re doing.”


Neal added, “If you look at what DLA does, we provide food, we provide medical supplies, clothing, spare parts, all the fuel that’s used—basically, everything that’s not a reparable part out there comes from DLA. America’s armed forces can’t go to war without DLA. We are absolutely critical to warfighters’ being able to accomplish their mission. People in DLA take that very seriously. It’s an important mission. And people are very proud of the work that they do and proud of the fact that we give great support to warfighters who are out there risking their lives every day.”

The author welcomes comments and questions and can be contacted at carol.scheina@dau.mil.



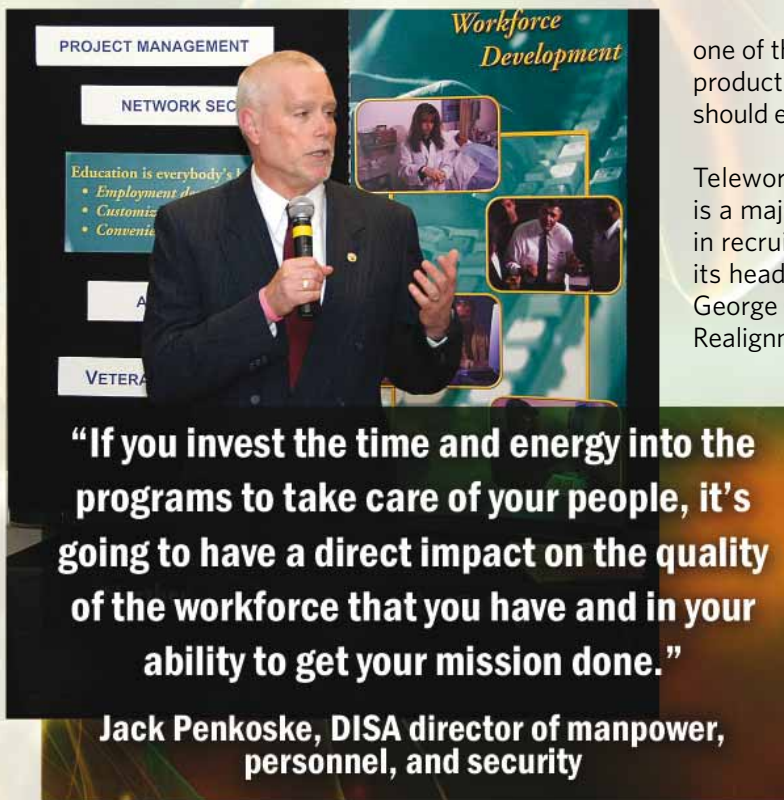
DISA Races to Implement Human Capital Initiatives

Dikeita Eley



Although clichés are, well, cliché, more times than not, they represent fundamental truths. Spouting trite expressions such as “people are our most valuable resource” can lead organizations to realize the basic values they express, and can well be the impetus for human capital initiatives. It’s definitely the inspiration for the Defense Information Systems Agency’s aggressive and award-winning human capital programs.

Eley works in DISA’s Corporate Communications Division.



one of the biggest reasons for doing it. If people can be as productive or even more productive on telework, then we should expand [the program].”

Telework is more than a tool to enhance productivity. It is a major strategy to aggressively attack the challenges in recruitment and retention that DISA faces as it moves its headquarters in phases during 2010 and 2011 to Fort George G. Meade, Md., in accordance with the 2005 Base Realignment and Closure (BRAC) legislation. Of the 2,493 civilian positions moving to Fort Meade, approximately 1,745 of the incumbents in these positions—70 percent of the DISA civilian workforce—currently live in Virginia. And while the shortest driving distance from DISA headquarters to Fort Meade is only 30 miles in distance, it would translate into an additional 2.5 hours in commute times for most Virginia employees. That creates additional challenges in the area of DISA workforce retention.

Student Programs

In addition to telework, DISA’s student programs—the Career Development Intern Program and the Student Career Experience Program (SCEP)—will be highly used to cushion the possible losses DISA faces with the upcoming move.

“Our intern program is a cornerstone of the agency because we really believe we have to continue to bring new talent into [our workforce]. We have over 400 active interns in our intern program and over 250 college co-ops [SCEP students],” said Penkoske.

DISA’s Intern Program is a three-year training program that targets high-caliber recent college graduates and offers them full-time permanent employment with the agency. Interns receive on-the-job training, are assigned mentors, and are given an educational allowance to continue their education while completing the requirements of the program. Interns have the opportunity for non-competitive promotion up to GS-13 for employees in the engineer/computer science career series at select locations and to GS-12 for all other employees.

At DISA, with the majority of the positions being in the technical series, there’s a constant need to fill those positions.

“About 70 to 75 percent of our workforce is either in the professional or technical series. It’ll probably continue to grow. [Through the intern program,] we’re bringing in engineers, scientists, IT specialists, and telecom specialists at the entry level and then training them over a three-year program,” said Penkoske.

SCEP is a recruiting tool for current college students to be placed in full- or part-time student trainee positions related

“We do, as an agency from a leadership standpoint, put a high premium on the people and taking care of the people. If you invest the time and energy into the programs to take care of your people, it’s going to have a direct impact on the quality of the workforce that you have and in your ability to get your mission done,” said Jack Penkoske, director of manpower, personnel, and security at DISA.

Impact, indeed. DISA has received much recognition for its people programs. DISA was presented the 2007 Under Secretary of Defense for Acquisition, Technology, and Logistics Workforce Development Gold Award and also received the 2007 Human Capital Management for Defense Award in two categories. One of the awards was for DISA’s leadership programs and the other for its student programs. Furthermore, DISA received the 2007 Telework Exchange Award, an award for one of the agency’s most-noted people programs: the telework program.

A Growing Telework Program

DISA seeks to be the telework forerunner for the federal government. The agency permits regular and recurring telework up to three days a week with supervisor approval. DISA also reimburses teleworking employees up to \$25 per month for a high-speed Internet connection.

Even with such a progressive initiative as DISA’s telework program, Penkoske believes there is still room for improvement.

“I still don’t think we are where we need to be on telework. We keep trying to make sure we focus on productivity as

to their educational program. After completing the program, students are eligible to be offered the opportunity for non-competitive conversion to an intern position.

“Just in those two programs alone, we have over 600 individuals, so those programs will continue to be a big part of our strategy,” said Penkoske.

Workforce Development Programs

Recruiting talented people is just the first phase of a tandem attack for agency development. DISA then focuses on refining that talent with its professional development programs for all levels of the workforce.

“We are always expanding our leadership programs—developing leadership skills among our workforce starting at the entry level. We have formal programs now for our more junior employees, including our Emerging Leaders Program, and we have our Executive Leadership Development Program for our GS-13s through 15s,” said Penkoske. DISA is continuing to ensure the programs are going to stay relevant as the strategies and vision of the agency change, he added.

Recruiting and Retention

Then, there’s retention—a challenge within itself, but doubly so when coupled with BRAC. While there are outreach efforts in place, it’s a tall order to maintain a workforce during a relocation. Penkoske cites communication and information as key to maximize retention.

“We’re doing a lot of things to communicate to [the workforce]. We have town hall meetings with them on a regular basis to explain things to them. The state of Maryland has been great about coming down here, holding meetings with the workforce to give them information on housing, transportation, schools. We’ve had field trips to Fort Meade on a regular basis so the workforce can actually see the construction site where their new home will be,” said Penkoske. “We’ve been doing all those kinds of things to make it attractive so that, hopefully, a real significant portion of our workforce is going to go with us.” In additional efforts to keep lines of communication open among the DISA workforce, BRAC kiosks were recently installed at DISA’s facilities in the Washington, D.C., area to provide the workforce with ongoing information on things such as housing, schools, and transportation in the Maryland area.

Workforce Development Funds

With the majority of the agency’s workforce being in the science and information technology fields, DISA can also use its recruitment and retention advantage: the 2008 National Defense Authorization Act. The act establishes the Defense Acquisition Workforce Development Fund for DoD agencies to recruit and retain its acquisition, technology, and logistics workforce. DISA has pledged to be more aggressive in using the funds in fiscal year 2009.

Currently, DISA’s acquisition civilian workforce makes up approximately 8 percent of the DISA overall workforce. In addition to using the funds for recruitment and retention bonus, the agency is planning to hire 10 interns and 10 journeyman positions a year for its acquisition workforce—a hiring action it intends to continue through fiscal year 2012. Including fiscal year 2008 initiatives, that will create a total of 50 interns and 50 journeyman positions by 2012.

DISA has also established an awards program to recognize contributions to excellence in the acquisition workforce. DISA envisions that the program will motivate and enhance retention within its acquisition workforce community.

DISA’s Manpower, Personnel, and Security Directorate is in the process of meeting with other organizations of the agency to get input that will ensure funds are used effectively and efficiently. Because the fund has only recently been established, DISA, in efforts to fully understand and appropriately apply the funds to its workforce, is also working closely with the Defense Acquisition University (the fund’s executive agent) and other defense agencies to ensure it can capitalize on the fund in a consistent manner. The agency will then refine program planning, as appropriate, based on any changing requirements and successful program initiatives.

“We have put the requirement in on what we believe we need. We’re anxiously awaiting the decision on the funding that DISA is going to get to take advantage of that,” said Penkoske.

BRAC Planning

So, what’s the retention goal for the move to Fort Meade? The agency would like 100-percent retention, and while they know it’s an unrealistic goal, DISA pursues it with a robust BRAC Human Resources Plan that carries quite a few incentives to make staying with DISA as attractive as possible for employees.

“We’re going to pay their [permanent change of station costs], which we think will help with a lot of things. We have different kinds of entitlements we can use on a case-by-case basis. We helped work with [the Office of the Secretary of Defense] to get a change in the retention allowance authority for now for BRAC-impacted agencies. We keep trying to look at other flexibilities that we can get,” said Penkoske.

Those flexibilities include spousal employment placement assistance, transportation options, and partnering with Maryland colleges and universities to leverage educational opportunities.

Educational opportunities will prove beneficial as DISA puts emphasis on workforce planning, evaluating the trends, and predicting the subsequent needs of the agency before they present themselves. Part of the emphasis is on identifying

the new skills that are relevant to the progressive change of the agency.

“Sometimes I think that, in the past, organizations or agencies may have fallen into a trap,” said Penkoske. “If you lose an engineer [position], then you fill it with the same kind of engineer. If you lose a computer scientist, then you fill it with the same kind of computer scientist. But what we are trying to do—and we still have a way to go—is not just to say, ‘Well, we know we’re going to lose some engineers or computer scientists,’ but what is the skill we need or is it a different kind of skill based on the changes in technology and on where the agency is headed? How do we have to adjust and bring in somebody with different and new types of skills?”

Knowledge Transfer and Management

Along with workforce planning and identifying the new, relevant skill sets, DISA is using and retaining the existing wisdom available to the agency directly from its workforce. Penkoske calls it knowledge transfer and management. And maintaining that institutional knowledge is equally critical as retaining the workforce itself.

“How do you make sure that institutional knowledge is transferred from one generation of your workforce to the next? The solution for that isn’t that you just put everything out on a Web site and then people can just look at it,” Penkoske said. “There are maybe some intangible things, like how do you transfer leadership skills? Some of that may be by mentoring and shadowing. How do you transfer what I call wisdom? There’s a big difference between technical experience and knowledge and then wisdom. So, that whole area—and we’re probably not as sophisticated as we need to be, but we’ve at least identified it—how do you make sure that you have an orderly transition of that knowledge?”

“Although it may sound obvious, one of the things you have to do upfront is to identify what knowledge you need to keep,” Penkoske added.

The numerous awards DISA has received related to its human capital initiatives imply a certain level of success in these programs. Penkoske attributes such success to moving into the implementation phase quickly.

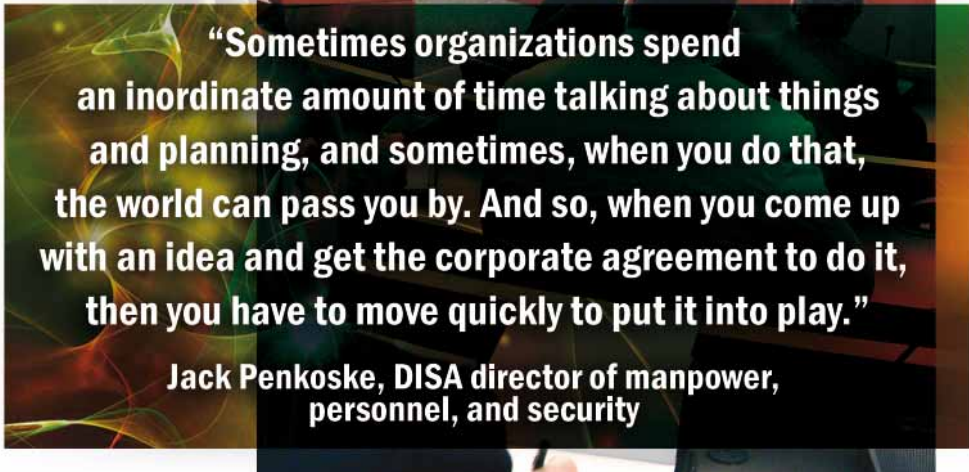
“Sometimes organizations spend an inordinate amount of time talking about things and planning, and sometimes, when you do that, the world can pass you by. And so, when you come up with an idea and get the corporate agreement to do it, then you have to move quickly to put it into play,” said Penkoske. “You have to put an idea into place, and then

you can expand it after that. That’s where I think DISA has been fairly successful—in putting the programs in place pretty quickly and then adjusting them and leveraging resources.”

The Future

With so many exciting current programs taking place at DISA, it begs the question: What’s the next human capital initiative for the agency?

“I’m not going to tip the hand,” Penkoske said, smiling. “There are some things that I think are pretty close to coming to frui-



tion and that I think are really going to help our workforce. Some of them will only impact a small niche—a small group of people—but I think those are important too.”

Although BRAC is a top priority for DISA, Penkoske was quick to emphasize that all the human capital programs are available to the DISA workforce worldwide. And still, expansion will continue to play a commanding role in DISA’s strategies for human capital management.

“We want to stay more aggressive in being proactive, in assessing what our needs are going to be for the future, and in staying ahead of the power curve on that,” said Penkoske.

The author welcomes comments and questions and can be contacted at corporatecommunications@disa.mil.

A Message from the USD(AT&L)

Dear AT&L Team Members,

People run programs. We have to help the enterprise ensure that the right people with the right skills are part of the acquisition team.

There is broad agreement that we need to grow the acquisition workforce. The acquisition workforce has remained relatively flat since 2001 while the Defense Department budget for development and acquisition has increased 119 percent. However, this consensus will be lost if we cannot more precisely articulate the need for additional acquisition team members. We need to be more precise about how many people we need, why the people are needed, and what specific skills these people need to have.

I believe broad arguments to just generally increase the workforce will not be sustainable in the long term. I have asked the Services to begin to think about a model. It should be possible to determine the approximate number of people necessary to run an ACAT 1, 2, 3, or 4 program. Frankly, it should be possible to identify the number of people by skill area—such as the number of engineering, contracts, financial, and management personnel. Further, it should even be possible to more precisely define these numbers based on factors such as the type of program (airplane, ship, ground vehicle, missile) and the software content or other technical factors. An adequate model would let us provide a constant demand signal for the right people with the right skills directly linked to the budget plans for acquisition programs.

Further, we need to understand the mechanisms to send the demand signal for these people and ensure the budget supports this staffing. We have to move beyond just asking systems commands for staffing. We have to produce the demand signal, advocate the budgets, and ensure the Services hire and allocate the talent.

I have frequently asked all of you to engage the budget process to ensure your programs are properly funded, so you have a chance to successfully execute the program. A recent GAO report notes that DoD programs are frequently short of manpower. I am now asking you to engage the manpower planning and budgeting system to help create a defensible demand signal for people which can be funded and executed. This is fundamental to the successful execution of defense acquisition programs.



John J. Young Jr.
Under Secretary of Defense
for Acquisition, Technology and Logistics



Recognizing DoD Workforce Development Efforts

How are Department of Defense acquisition, technology, and logistics organizations taking care of their people?

Warner Robins Air Logistics Center, in partnership with the state of Georgia, established the Middle Georgia Work Ready Aerospace Partnership. The center assessed its future workforce needs and designed a workforce development pipeline and road map. Among the partnership's initiatives are expanded student hiring, youth apprentice programs, and mentoring programs.

A shortfall of 1102-series contract specialists led the Contracting Department, Fleet and Industrial Supply Center-Norfolk, Naval Supply Systems Command to launch a concerted effort to recruit interns from a pool of highly qualified individuals. Members of a recruiting team contacted college placement offices, attended job fairs, and made personal contacts to expand the pool of potential candidates.

Those are just a few examples of workforce development initiatives, and both organizations were recognized as gold award winners of the 2008 Under Secretary of Defense for Acquisition, Technology and Logistics Workforce Development Award.

Eight winning organizations received the 2008 Under Secretary of Defense for Acquisition, Technology and Logistics Workforce Development Award in recognition of their accomplishments in developing innovative, comprehensive learning and development programs for their workforces. The then-Deputy Under Secretary of Defense for Acquisition and Technology James I. Finley presented the awards to the winners at a luncheon held in conjunction with the Program Executive Officers/Systems Command Commanders' Conference at Fort Belvoir, Va., Nov. 4, 2008.

Award Background

The USD(AT&L) Workforce Development Award program was established in 2004 to recognize organizations that are achieving excellence in learning and development for their employees.

"This program recognizes AT&L field organizations that have made exemplary contributions to the career-long learning and development of their workforces," said John J. Young Jr., under secretary of defense for acquisition, technology and logistics, in a memo released April 15, 2008. It is specifically geared to identify organizations that have promoted the objectives of the USD(AT&L) Strategic Thrust 3: Take Care of Our People.

A panel of seven judges from academia, industry, and corporate learning institutions independently conducted the award evaluation process. The judges were Karen Barley, president and co-founder of Corporate University Enterprise Inc.; Robert Mosher, global chief learning and strategy evangelist, LearningGuide Solutions; Dr. Michael Echols, executive vice president and director, Human Capital Lab, Bellevue University; Dr. Paul Alfieri, program director for research, Defense Acquisition University; Wayne Glass, program director for strategic partnership, DAU; Dr. Christopher Hardy, director of the e-Learning and Technology Center, DAU; and Garry Shafovaloff, special assistant to the president for human capital initiatives, DAU.

The judges ranked each submission based on the workforce development program's objectives, best practices, and the benefits realized. The submitting organization is also ranked on its workforce development climate, training offered, academic affiliations and partnerships, and alignment of workforce initiatives with the organization's mission. In 2008, a record 41 nominations were received, and the judges reported

the quality of submissions was outstanding and competition for the awards was fierce.

Organizations reported establishing numerous effective best practices in areas such as recruiting, internships, retention, performance management, partnerships, organization-unique training, leadership development, succession planning, executive coaching, mentoring, job rotation, job shadowing, and knowledge sharing. Outcomes from those programs included greater organizational and individual performance, increased workforce expertise, higher employee satisfaction, and significant cost savings.

Applicants spanned the entire country, the military services and defense agencies, and many different areas of mission. Organization sizes ranged from as few as four people to more than 20,000 employees.

The 2008 Winners

The 2008 award winners provide good examples of how organizations throughout DoD are taking care of their people. For instance, as previously mentioned, Warner Robins Air Logistics Center established the Middle Georgia Work Ready Aerospace Partnership. Additionally, the center, which was the gold winner for large organizations, heavily revamped its online learning management systems. The center established seven state-of-the-art training support facilities, including labs, computer classrooms, and a recently remodeled Distance Learning Center.

The leadership development program developed by Warner Robins Air Logistics Center is a two-week course that enhances current leaders' ability to build commitment toward common goals throughout the center. Five certificate programs provide customized, accelerated education for knowledge workers in high-demand fields. Warner Robins Air Logistics Center's workforce development efforts led to more than 100 engineer and more than 50 student hires in fiscal year 2008; a retention rate of 90 percent of the personnel hired since 2005; certification of 60 students, with 44 percent of them being promoted; and positive feedback in its leadership development program.

The gold winner for small organizations, the Contracting Department, Fleet and Industrial Supply Center-Norfolk, not only increased its hiring of contract specialists, but the organization also created Workforce Enrichment Days, in which the workforce provide training that shift away from traditional classroom programs and discuss things like personal finances,

teamwork and organizational identity, and how employees can make a difference. The Workforce Enrichment Days were a huge morale booster, with more than 90 percent of attendees saying they provided a valuable learning experience.

The Contracting Department has also created a workforce development coordinator who is responsible for facilitating various workforce development programs, such as arranging for subject matter experts to lead discussion, keeping variety and balance in programs, monitoring progress, and keeping people informed of upcoming events.

The overall efforts of the Contracting Department led to 100 percent of acquisition employees reaching or exceeding certification for their position, as well as the hiring of 47 new interns, which increased staff by 25 percent.

A complete list of the 2008 award winners:

Large Organization Category (more than 500 employees)

- Gold Award – Warner Robins Air Logistics Center
- Silver Award – Naval Surface Warfare Center, Corona Division
- Bronze Award – Marine Corps Systems Command

Small Organization Category (less than 500 employees)

- Gold Award – Fleet and Industrial Supply Center Norfolk Contracting Department, Naval Supply Systems Command
- Silver Award – Warner Robins Air Logistics Center, Directorate of Contracting
- Silver Award – PEO Command, Control, Communications, Computers, and Intelligence
- Bronze Award – PEO Missiles & Space
- Bronze Award – Cost and Systems Analysis Office, U.S. Army TACOM Life Cycle Management Command

“Congratulations to all the winners! Your efforts have resulted in innovative human capital initiatives that all should emulate as we work to ensure that our workforce has the right skills and expertise to ensure improved acquisition outcomes,” Young said in a message to the acquisition workforce.

For More Information

If you have any questions about the award or application procedures, please contact the award coordinator at learning.award@dau.mil.



Warner Robins Air Logistics Center
 Gold, Large Organization
 David A. Burger, chief, WRALC Civilian
 Development Management Branch



Naval Surface Warfare Center, Corona Division
 Silver, Large Organization
 Left to right: Bruce Galloway, Employee Development Program
 manager, NSWC Corona Division; and Navy Capt. Rob Shafer



**Naval Supply Systems Command Fleet & Industrial Supply Center-Norfolk,
 Contracting Department**
 Gold Winner, Small Organization
 Left to right: Peter Proko; Velma Corey; Erin Kilrain; Navy Capt. Ruth Christopherson, commanding
 officer, FISC Norfolk; Navy Capt. Asa Page; and Al Fanelli



**Warner Robins Air Logistics Center,
Directorate of Contracting**

Silver, Small Organization

Left to right: Deborah Hall; and Mickie Cranford, chief,
Resource Management Division, Directorate of Contracting

**PEO Command, Control,
Communications, Computers,
and Intelligence (C4I)**

Silver, Small Organization
Christopher A. Miller, program
executive officer, C4I

Marine Corps Systems Command

Bronze, Small Organization
James D. Irwin, director, Workforce
Management and Development,
Marine Corps Systems Command



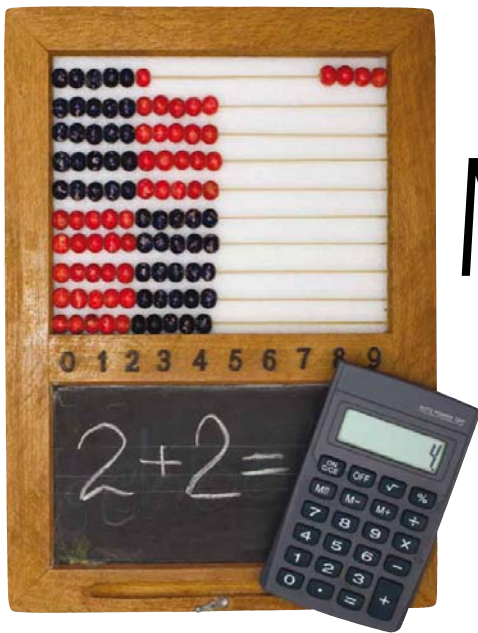
TACOM Life Cycle Management Command, Cost & Systems Analysis Division

Bronze, Small Organization

Left to right: Diane Hohn; David Holm;
Richard Bazy, chief, Cost and Systems Analysis, TACOM LCMC


PEO Missiles and Space

Bronze, Small Organization
Michael Hartwell, deputy PEO
(Aviation and Maneuver), PEO Missiles
and Space



Training the Multigenerational Workforce

Judith M. Greig



uch has been written in this and other publications about the challenges of managing a workforce made up of Baby Boomers, Generation X, and Generation Y, each with its own life experiences, goals, and expectations. Similar challenges also face educators and corporate trainers as they design and deliver

Greig, a Baby Boomer and formerly executive editor of Defense AT&L, has a master's degree in English and a certificate in adult teaching from Cambridge University, U.K. She has taught at Wayne State University, Mich., and Northern Virginia Community College.



The answer to a robust blended learning program is not to match the delivery to the people or to match it to the content, but to match to both.



continuing education and professional training programs for the multigenerational classroom. In “The Boomer-Millennial Convergence: Designing Instruction for the Learners of Tomorrow” (a paper presented at the 2006 Interservice/Industry Training, Simulation, and Education Conference) Vertex Solutions, Inc.’s Janice Ware, chief learning strategist, and Rosemary Craft, senior instructional designer, write that “creating a learning environment that will meet the varied needs of all three generations will challenge the skill and talent of all members of the DoD and Federal learning community.”

Who Are These People?

A few caveats. First, Baby Boomers, Gen X, and Gen Y have been the subjects of many sociological studies, independently and in comparison with each other. Stereotypes are dangerous—we all know people who don’t fit the traits, goals, and values of the generational group to which they belong. The descriptions I give below are attributable to no one expert’s research findings but reflect recurring characteristics from many studies and articles. Second, authorities vary in both the date ranges they assign to the generations and in nomenclature: In some studies Gen Y and Millennial are simply different names for the same group; in others, the Millennials are considered a fourth generation. The term I have chosen for this article is Generation Y. And third, time is a continuum, so the generational boundaries are blurred. The late Boomers, for example, are less like the early Boomers and more like the early Gen Xers ... and so on.

Baby Boomers: It’s Been a Hard Day’s Night

The Boomers, born between 1946 and 1964, are the generation whose senior members are just now reaching retirement age. The approaching loss of their skills is a much-documented concern for the Department of Defense and for public and private sector employers in general. But as would-be retirees examine their 401(k) statements in the uncertain financial environment of 2009, many will undoubtedly feel they have no choice but to delay retirement; and some who have already retired may re-enter the workforce

and require catch-up training or even retraining for a different career. It’s reasonable to suppose, then, that Boomers will be a presence in the workplace and the corporate training arena longer than previously anticipated.

Boomers are the children of hard-working parents—in the case of the early Boomers, parents who lived through one or two world wars and the Great Depression. This group is characterized on the one hand as a bunch of self-indulgent whiners, but on the other as hard workers, driven to succeed and willing to put in long hours, often to the detriment of family life.

Boomers lived the evolution of increasingly sophisticated workplace, home, and personal technology—some of them were responsible for creating it (think Bill Gates and Steve Jobs)—but they went to school in the “chalk and talk” educational era, when the instructor stood at the front of the classroom and lectured, illustrating points on the blackboard; students took notes and occasionally asked or answered questions. In the educational arena, the language lab was probably the only interactive learning technology to which many Boomers were exposed. The result is that however gadget-oriented some of them have become, given a choice, Boomers (especially older Boomers) are more likely to opt for an instructor-led classroom than, say, listening to a podcast of the same material.

Generation X: Like I Care?

Gen Xers, born between 1965 and 1980, are often described as the disaffected latch-key children of the workaholic Boomers. Many Xers grew up in two-career or single-parent families, and because they had to fend for themselves from a pretty early age, they tend to be self-reliant. Gen Xers saw—and themselves also paid—the price of their Boomer parents’ 60-hour weeks; in contrast, they want a healthier balance between work and homelife. As for comfort with technology, they’re the kids who programmed the VCR for their parents and grandparents.

Chalk and talk was certainly part of Gen X’s educational experience, but so to an increasing extent were cooperative learning approaches in which students worked actively in groups. Computers in schools may have been a rarity for early Gen X, but by the time the last Xers were high school juniors and seniors in 1997, 70.4 percent of K-12 students were using computers at school, according to the U.S. Department of Education’s National Center for Educational Statistics.

Generation Y: Look at Me! Look at Me!

Born between 1981 and 1989 (or 1999, depending on whose numbers you like), to late Boomers and early Xers, Gen Y are the workplace newbies. Sometimes unkindly dubbed “trophy kids,” they grew up in an environment of constant attention, feedback, and encouragement. “Good job” rang in their ears as a constant refrain. Yers are used to being the center of at-

tention, entertained by adults, the TV, computer games, and their K-12 teachers. Ware and Craft write that Gen Y “does not make the same distinction between ‘learning’ and ‘fun’ that earlier generations made ... [and] will not be satisfied to sit in a classroom listening to lectures. For them, learning needs to be hands-on, interactive, collaborative and fun.”

More than tech-savvy, plugged-in Yers are tech-dependent. They’ve never known a world without computers, cell phones, handheld video games, e-mail, and instant messaging. They are the ultimate multitaskers, sending text messages while they listen to music or podcasts they’ve downloaded to their MP3 players and check out their friends’ Facebook pages or blogs.

Gen Yers value speed and practicality. Why waste time typing “How are you?” or “That was really funny,” when you can get the message across with “r u ok” (punctuation optional) and “ROFL”? Yers are most likely of the three groups to not just embrace but to expect various distance-learning options. However, having been raised in the parental spotlight, they also need the kind of one-on-one attention that mentoring provides.

Blended Learning for the Blended Workforce

Is it as simple as classrooms for the Boomers and Web 2.0 glitz for Gen Y? Absolutely not. The need is for blended learning programs that provide a multimodal combination of classroom and online learning assets to “meet the varied needs of all three generations” (to quote Ware and Craft).

The Defense Acquisition University got with the program early. DAU offers courses leading to acquisition career field certification and training to meet continuing education requirements, both of which are offered in a variety of modes: classroom; distance learning, where course material is offered in various online formats; and hybrid, which employs both online and classroom learning. DAU also provides informal learning assets for workforce members on the job—the DAU Acquisition Community Connection online communities of practice and the AT&L Knowledge Sharing System (AKSS).

“Courses are designed to accommodate the power of different learning preferences where and when we can,” said Dr. Judith H. Bayliss, chief education advisor at DAU, in conversation with other DAU faculty members.

Bayliss is skeptical of the generational model. “I think it’s easy to fall into broadly written and ineffective stereotypes,” she said. “People have amazing similarities and amazing differences, and those things are frequently quite independent of age or generation. We have to try and meet everybody’s needs. How certain people prefer to receive information may not necessarily be how certain others prefer to send it, so we may have some mismatches, but I think that has more to do with just being people than the decade of birth.”



As instructional designers face the challenge of serving the sixty-somethings, the twenty-somethings, and everyone in between, they have a broader array of choices than ever before.

Dr. Owen Gadeken, DAU professor of acquisition management, agreed: “You can wrap yourself around a never-ending dilemma if you start dividing people up into all sorts of different classifications. I do think some knowledge of generational differences is useful, and over the course of an entire program, you strive for enough diversity that you hit as many of the hot buttons as you can.”

Others—of whom Alvin Lee, DAU professor of acquisition management, is one—believe that the real key is to match the delivery medium to the content. Some material can be presented effectively online, other material relies on classroom interaction, and still other requires one-on-one



“We have to try and meet everybody’s needs. How certain people prefer to receive information may not necessarily be how certain others prefer to send it, so we may have some mismatches.”

Dr. Judith H. Bayliss, DAU chief education advisor

mentoring—and an individual’s or a generation’s learning preferences do not affect that.

“I think we—that is, training organizations—need to make a concerted effort to look at what actually works versus what feels good or is the current trend,” he said.

The answer to a robust blended learning program is not to match the delivery to the people or to match it to the content, but to match to both.

Learning Online

Distance learning offers well-documented advantages: the ability to reach more people more cost-effectively and to provide location-independent, round-the-clock learning



opportunities. Forward-looking educational institutions are finding more and more innovative ways to exploit the capabilities technology offers and to extend their distance learning media.

Dr. Chris Hardy, director of the DAU eLearning and Technology Center, is excited at the possibilities offered by the rapidly evolving online learning world of virtual classrooms, mobile learning, and the range of Web 2.0 capabilities—many of which DAU is actively exploring and incorporating into curricula.

Hardy believes that there are some generationally related comfort level-issues with learning technology. The younger

workforce members, he said, “come connected.” They already operate in the world of Twitter, Facebook, blogs, and wikis; and having been used to the rapid proliferation of social networking technology, they accept change almost without noticing it.

Many of the older workforce members need to be brought up to speed on Web 2.0 applications. The point isn’t that they are technology-averse, but, as Bayliss pointed out, that Boomers—and to a lesser degree, Gen X—didn’t have the opportunity to grow up in a culture with all of today’s delivery modes. “We need to change the culture and make people want to become more proficient with the technology,” Hardy said.

That culture change applies to those who teach as well as those who learn. “We are doing a lot of onsite technology training with our faculty right now,” Hardy added. “DAU is moving towards integrating the formal learning of the certification courses and continuous learning courses with the informal learning of AKSS, the communities of practice, and Web 2.0 initiatives. So [when] a course manager develops a course, and he is responsible not only for the classroom and continuous learning module content, but also for all the content that resides in the knowledge-sharing space.”

Learning in the Classroom

While it’s important that trainers be conversant and, to some degree, competent with the technology available in order to support the integration of learning assets, good training programs recognize that they must leverage the strengths and comfort zones of trainers as well as learners, and for some, that comfort zone is the classroom. Gadeken is one of those people. “I grew up in the classroom, and that’s where I am most comfortable and where DAU is going to get the best work out of me,” he said.

Today’s classroom training is no longer just chalk and talk (or as Gadeken put it, “sage on a stage”). In Gadeken’s opinion, DAU has very successfully transitioned most of the classroom experience into facilitated team-learning opportunities that use innovative approaches. Gadeken himself successfully uses simulations, including Looking Glass, Inc.[®], a large-scale management simulation that DAU licenses from the Center for Creative Learning in Greensboro, N.C., for use as a capstone exercise in the 10-week PMT 401 Program Manager’s Course. (Gadeken described the experience in “Through the Looking Glass,” *Defense AT&L*, September-October 2004.)

Gadeken facilitated another creative exercise in experiential learning when he took students in the PMT 352B Program Management Office Course to Gettysburg to do a hands-on examination of two “projects”: the Union (Army of the Potomac) project and the Confederate (Army of Northern Virginia) project (“Learning Program Management on the Battlefield at Gettysburg,” *Defense AT&L*, January-February 2007).

While these and other learning exercises and games may have nothing directly to do with defense acquisition, they are carefully chosen to teach principles that apply in acquisition. There is a value to taking acquisition out of the picture. Gadeken explained that it’s easier to get to the learning objectives when people aren’t worried about getting the “right” answer and when they don’t get sidetracked into discussions of how their own organizations do certain things.

The team approach in the classroom serves a number of important functions. Depending on the type and level of the course, it can bring Boomers, Gen X, and Gen Y together in an arena where, in order to be successful, they must work cooperatively and respect each other’s differences. It can also, in some courses, provide opportunities for the more experienced to mentor the less experienced. “I think there’s a tremendous social motivational need to do classroom training,” Hardy said.

Learning: A Shared Responsibility

Bayliss, Hardy, Gadeken, and Lee all stressed that the responsibility for learning is not one-sided. Course designers should respect and accommodate, as far as is practical, various learning preferences; but learners need to be flexible too. Content has to be covered, and it may be that the best way to present a certain part of it is not a particular student’s preferred way to learn. It’s impossible to please everyone all the time. And—a reality of the training world—the best course design and all the learning options in the world won’t reach a student who isn’t motivated but is simply meeting a requirement.

“If I’m forced to take a course and I don’t want to, I’m going to go through the material as quickly as I can, take the tests, and immediately flush the knowledge,” Lee pointed out. “But if I’m interested in something, I don’t care about the way the content is presented because it’s important to me, so I will do anything I have to in order to master it.”

Motivation is rarely under the control of any training program, and trainers need to accept the fact that they are just not going to reach some students, however they choose to present the material—and it’s not their fault or the fault of the instructional design.

As instructional designers face the challenge of serving the sixty-somethings, the twenty-somethings, and everyone in between, they have a broader array of choices than ever before to best match content and delivery; to accommodate a variety of learning preferences, individual and generational; and to provide learning assets enjoyable enough to win over all but the most unmotivated of learners.

The author welcomes comments and questions and can be contacted at jmgreig@onlymyemail.com.



Just Another Boondoggle?

The MC4 Offsite Experience

Alvin Lee

Software engineers, administrative staff, and logisticians stare intently at a sticker-laden board, agonizing over which square to reveal next. Like the teams around them, the group seems transfixed, as if trying to will each opaque square into revealing what lies beneath. Is it a sought-after dot? Or will the choice cost them when a blank square is revealed?

It is the second day of a three-day strategic planning meeting away from military grounds—often dubbed an “offsite.”

Lee is a DAU professor of acquisition management with a passion for experiential learning, teambuilding, and soft skills development.

Organizations can have difficulty in justifying offsites. Rising costs, fewer people, and increasing demands on workers' schedules are making a single afternoon away from the cubicle, much less an extended work trip, appear wasteful. Are offsites headed for extinction? Can the cost in time, effort, and funds be justified any longer?

Recently, Defense Acquisition University instructors were given the opportunity to contribute to and participate in an offsite for the Medical Communications for Combat Casualty Care, DoD's battlefield medical recording program. Team-building exercises that promote creative thinking and collaboration are a hallmark of the university, and DAU instructors work with offsite programs like MC4's to mix learning and fun together, while teaching skills that enhance team performance. During the exercise described in this article, MC4 participants increased their collaboration and problem-solving skills in a challenging live-action simulation.

Because DAU participated in the event, I had the chance to talk with Army Lt. Col. Edward Clayson, former MC4 commander and product manager. He shared his perspectives on leadership and the use of offsites as tools for ensuring future success.

The Challenge

The team debates: to pull or not to pull? Each team member has unique information, and success depends on decisions that integrate each person's specialized knowledge. It seems like it should be easy, but the limits imposed by the simulation are proving formidable.

When Clayson assumed command of MC4 in 2005, he took over a rapidly expanding organization. The MC4 program was quickly growing from its Operation Iraqi Freedom-focused roots to a worldwide system. A suite of hardware and software components that provides an integrated medical information management system for Service personnel, MC4 has surged from an Army-only system to one used by all the Services.

"The program has grown tremendously over the last three years," Clayson said. Since 2005, MC4 expanded its Iraq-only efforts to include Afghanistan,



Europe, and Egypt; and the program is now used in 13 countries as a result of the Air Force's adoption of the system. Clayson expressed pride in the program's accomplishments, but admitted the workload his people had taken on came with a price.

"We had a lot of people who were well-trained, knew what they were doing, but morale wasn't necessarily as high as it could be," Clayson said. "We needed to do some teambuilding exercises and some morale building, [and to build] some *esprit de corps* to become a highly functional, highly effective organization."

The Response

The discussion continues, and idea by idea, a strategy begins to take shape.

Faced with those and other challenges, Clayson put together his plan of action, which strove to improve:

- Situational leadership
- Recognition
- Teambuilding
- Communication.

One tool for implementing his plan was the yearly MC4 offsite. His goals for the event were well-aligned with his vision and strategic plan:

- Recognize people in front of their peers
- Create an opportunity for people to interact in a social environment
- Get people to know each other better socially as well as professionally.

An MC4 offsite typically spans three days. It begins with a "State of MC4" address by the product manager, which lays out the accomplishments of the program over the past year. This is followed by briefings from each site and functional lead (departments), and updates to the entire organization on team and individual accomplishments. On the second day, team training and teambuilding take place, each year with a different focus tied to the year's goals. The offsite closes with an awards ceremony, celebrating the accomplishments program's team and individual accomplishments. MC4 plans

"It [is easier] to pick up that phone or send that e-mail message to someone who you can put a face to, you have knowledge of, and to someone who you can tell a joke to and know that that joke will be well-received."

**Army Lt. Col. Edward Clayson
Former MC4 commander and product manager**

social activities after hours to bring people together, varying from the standard group dinner to more creative, shared events specific to the venue.



“At the Gettysburg battlefield offsite two years ago, we had an opportunity to do a battlefield tour,” Clayson said. “That provided the opportunity to break the ice, to get to know each other, to see each other in a social setting. As a result, it made it easier to pick up that phone or send that e-mail message to someone who you can put a face to, you have knowledge of, and to someone who you can tell a joke to and know that that joke will be well-received.”

Building camaraderie can also be accomplished through recognition. Even if they can’t attend the offsite, members are still recognized during MC4’s awards ceremony, with site leads accepting honors on a colleague’s behalf. Clayson makes it a point to include recognition in his frequent visits to regional sites for those who are unable to drift far from their post.

“I’ve done a lot of travel in this job,” Clayson admitted. “I’ve traveled to all the sites, been to every level three hospital in the Central Command—all of the sites where we’ve had folks stationed. I do take the time out to recognize people, oftentimes reading letters from their supported customers in front of their colleagues.”

Planning the Offsite

The team looks at the board again, though this time with anticipation. Where once there was trepidation over a single square, there is now confidence in an overall plan covering dozens of squares. They reach for the first sticker.

Planning the offsite takes four months and starts like any new project—with a consideration for cost, schedule, and performance. Well before the event, a small team within MC4 researches requirements such as lodging, facilities, meeting and training objectives, available funding, and personnel schedules to determine constraints on locations and dates. The team evaluates three different sites, then identifies the costs, locations, facilities and events. Whichever provides the best value is selected as a winner. With a small team taking care of the logistics of the offsite ahead of time, participants can fully concentrate on the objectives of the offsite without worrying about the details.

What has this investment in time and money brought to the program? Over the past three years, the organization has seen an increase in morale and productivity.

Because the mission always comes first, attendance at the offsite remains voluntary. Despite the expanding demands of the MC4 staff, the team’s success in planning productive, interesting, and fun offsites has resulted in a voluntary attendance figure of 70 to 80 people each year—about a third of the entire organization’s civilian, military, and contractor personnel. Even the offsite’s after-hours activities, which are paid for by the participant, are well-attended.

The Bottom Line

A dot! Then another! The team cheers as dot after dot is revealed, a direct product of their team’s successful collaboration.

What has this investment in time and money brought to the program? Over the past three years, the organization has seen an increase in morale and productivity—something MC4 representatives attribute to their active recognition program. Communications have improved as well, with departments engaging one another to resolve issues. Team-building activities have inspired real-life improvements, such as the launch of a program-wide Lean Six Sigma effort.

Clayson described an even more dramatic payoff: “We had some particular challenges in personnel turnover because a lot of our workforce is required to deploy to Southwest Asia and spend six months [there]. Even when they come back, they’re often on the road, away from their families, at other military bases, training units that are about to deploy in the next rotation. So getting these folks together, letting them know they’re appreciated, that what they’ve accomplished is a huge contribution to the organization, have helped to retain personnel. Turnover has reduced dramatically.”

For MC4, the offsite has proven to be a valuable leadership tool. As with any program, the benefits of an offsite increase proportionately with the amount of thought and planning done beforehand. While it is not a universal panacea for all of a program office’s problems, the offsite remains a valuable tool for the successful program manager.

At dinner that night, the participants regale one another with how well—and poorly—they did. Amidst the laughter, the lessons of the simulation are reviewed.

The author welcomes comments and questions and can be contacted at alvin.lee@dau.mil.

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Acquisition Central

<http://acquisition.gov>

Shared systems and tools to support the federal acquisition community and business partners.

Acquisition Community Connection

<http://acc.dau.mil>

Policies, procedures, tools, references, publications, Web links, and lessons learned for risk management, contracting, system engineering, TOC.

Air Force (Acquisition)

ww3.safaq.hq.af.mil

Policy; career development and training opportunities; reducing TOC; library; links.

Air Force Institute of Technology

www.afit.edu

Graduate degree programs and certificates in engineering and management; Civilian Institution; Center for Systems Engineering; Centers of Excellence; distance learning.

Air Force Materiel Command

Contracting Laboratory's FAR Site

<http://farsite.hill.af.mil>

FAR search tool; *Commerce Business Daily* announcements (CBDNet); *Federal Register*; electronic forms library.

Army Acquisition Support Center

<http://asc.army.mil>

News; policy; *Army AL&T Magazine*; programs; career information; events; training opportunities.

Army Training Requirements and Resources System

<https://www.atrrs.army.mil>

Army system of record for managing training requirements.

Assistant Secretary of the Army (Acquisition, Logistics & Technology)

www.alt.army.mil

ACAT Listing; ASA(ALT) Bulletin; digital documents library; links to other Army acquisition sites.

Association for the Advancement of Cost Engineering International

www.aacei.org

Planning and management of cost and schedules; online technical library; bookstore; technical development; distance learning.

Association of Procurement Technical Assistance Centers

www.aptac-us.org

PTACs nationwide assist businesses with government contracting issues.

Association of Proposal Management Professionals

<http://www.apmp.org/>

Supports capture and proposal managers on defense acquisitions; government-industry acquisition liaison; proposal professional accreditation program.

AT&L Knowledge Sharing System

<http://akss.dau.mil>

Automated acquisition reference tool covering mandatory and discretionary practices.

Best Manufacturing Practices Center of Excellence

www.bmpcoe.org

National resource to identify and share best manufacturing and business practices in use throughout industry, government, academia.

Central Contractor Registry

<http://www.ccr.gov>

Registration for businesses wishing to do business with the federal government under a FAR-based contract.

Committee for Purchase from People Who are Blind or Severely Disabled

www.abilityone.gov

Information and guidance to federal customers on the requirements of the Javits-Wagner-O'Day (JWOD) Act.

Defense Acquisition University and Defense Systems Management College

www.dau.mil

DAU Course Catalog; *Defense AT&L* magazine and *Defense Acquisition Review Journal*; DAU/DSMC course schedules; educational resources.

DAU Alumni Association

www.dauaa.org

Acquisition tools and resources; links; career opportunities; member forums.

Defense Advanced Research Projects Agency

www.darpa.mil

News releases; current solicitations; *Doing Business with DARPA*.

Defense Business Transformation Agency

www.bta.mil

Policy; newsletters; Central Contractor Registration (CCR); assistance centers; DoD EC partners.

Defense Information Systems Agency

www.disa.mil

Defense Information System Network; Defense Message System; Global Command and Control System.

Defense Modeling and Simulation Office

www.dmsol.mil

DoD modeling and simulation master plan; document library; events; services.

Defense Technical Information Center

www.dtic.mil

DTIC's scientific and technical information network (STINET) is one of DoD's largest available repositories of scientific, research, and engineering information. Hosts over 100 DoD Web sites.

Deputy Under Secretary of Defense for Acquisition, Technology and Logistics

www.acq.osd.mil/at/

Acquisition and technology organization, goals, initiatives, and upcoming events.

Director, Defense Procurement and Acquisition Policy

www.acq.osd.mil/dpap

Procurement and acquisition policy news and events; reference library; acquisition education and training policy, guidance.

DoD Acquisition Best Practices Clearinghouse

<https://bpch.dau.mil>

The authoritative source for acquisition best practices in DoD and industry. Connects communities of practice, centers of excellence, academic and industry sources, and practitioners.

DoD Defense Standardization Program

www.dsp.dla.mil

DoD standardization; points of contact; FAQs; military specifications and standards reform; newsletters; training; nongovernment standards; links.

DoD Enterprise Software Initiative

www.esi.mil

Joint project to implement true software enterprise management process within DoD.

DoD Inspector General Publications

www.dodig.osd.mil/pubs/

Audit and evaluation reports; IG testimony; planned and ongoing audit projects of interest to the AT&L community.

DoD Office of Technology Transition

www.acq.osd.mil/ott

Information about and links to OTT's programs.

DoD Systems Engineering

www.acq.osd.mil/sse

Policies, guides and information on SE and related topics, including developmental T&E and acquisition program support.

Earned Value Management

www.acq.osd.mil/pm

Implementation of EVM; latest policy changes; standards; international developments.

Electronic Industries Alliance

www.eia.org

Government relations department; links to issues councils; market research assistance.

Electronic Warfare and Information Operations Association

www.myaoc.org

News; conventions, courses; *Journal of Electronic Defense*.

Federal Acquisition Institute

www.fai.gov

Virtual campus for learning opportunities; information access and performance support.

Federal Acquisition Jumpstation

<http://prod.nais.nasa.gov/pub/fedproc/home.html>

Procurement and acquisition servers by contracting activity; CBDNet; reference library.

Federal Aviation Administration

<http://fast.faa.gov>

Online policy and guidance for all aspects of the acquisition process.

Federal Business Opportunities

www.fedbizopps.gov

Single government point-of-entry for federal government procurement opportunities over \$25,000.

Federal R&D Project Summaries

www.osti.gov/fedrmd/about

Portal to information on federal research projects; search databases at different agencies.

Federal Research in Progress

<http://grc.ntis.gov/fedrip.htm>

Information on federally funded projects in the physical sciences, engineering, life sciences.

Fedworld Information

www.fedworld.gov

Central access point for searching, locating, ordering, and acquiring government and business information.

Government Accountability Office

<http://gao.gov>

GAO reports; policies and guidance; FAQs.

General Services Administration

www.gsa.gov

Online shopping for commercial items to support government interests.

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Government-Industry Data Exchange Program

www.gidep.org

Federally funded co-op of government-industry participants, providing electronic forum to exchange technical information essential to research, design, development, production, and operational phases of the life cycle of systems, facilities, and equipment.

GOV.Research_Center

http://grc.ntis.gov

U.S. Dept. of Commerce, National Technical Information Service, and National Information Services Corporation joint venture, single-point access to government information.

Integrated Dual-Use Commercial Companies

www.idcc.org

Information for technology-rich commercial companies on doing business with the federal government.

International Society of Logistics

www.sole.org

Online desk references that link to logistics problem-solving advice; Certified Professional Logistician certification.

International Test & Evaluation Association

www.itea.org

Professional association to further development and application of T&E policy and techniques to assess effectiveness, reliability, and safety of new and existing systems and products.

Joint Capability Technology Demonstrations

www.acq.osd.mil/jctd

JCTD's accomplishments, articles, speeches, guidelines, and POCs.

U.S. Joint Forces Command

www.jfcom.mil

"Transformation laboratory" that develops and tests future concepts for warfighting.

Joint Fires Integration and Interoperability Team

http://www.jfcom.mil/about/com_jfiit.htm

USJFCOM lead agency to investigate, assess, and improve integration, interoperability, and operational effectiveness of Joint Fires and Combat Identification across the Joint warfighting spectrum. (Accessible from .gov and .mil domains only.)

Joint Interoperability Test Command

http://jitc.fhu.disa.mil

Policies and procedures for interoperability certification; lessons learned; support.

Joint Spectrum Center (JSC)

www.jsc.mil

Operational spectrum management support to the Joint Staff and COCOMs; conducts R&D into spectrum-efficient technologies.

Library of Congress

www.loc.gov

Research services; Copyright Office; FAQs.

MANPRINT (Manpower and Personnel Integration)

www.manprint.army.mil

Points of contact for program managers; relevant regulations; policy letters from the Army Acquisition Executive; briefings on the MANPRINT program.

National Aeronautics and Space Administration's Technology Transfer and Partnership Office

http://technology.grc.nasa.gov/

Promotes competitiveness of U.S. industry through commercial use of NASA technologies and expertise.

National Contract Management Association

www.ncmahq.org

Educational products catalog; publications; career center.

National Defense Industrial Association

www.ndia.org

Association news; events; government policy; *National Defense* magazine.

National Geospatial-Intelligence Agency

www1.nga.mil

Imagery; maps and geodata; Freedom of Information Act resources; publications.

National Institute of Standards and Technology

www.nist.gov

Information about NIST technology, measurements, and standards programs, products, and services.

National Technical Information Service

www.ntis.gov

Online service for purchasing technical reports, computer products, videotapes, audiocassettes.

Naval Sea Systems Command

www.navsea.navy.mil

TOC; documentation and policy; reduction plan; implementation timeline; TOC reporting templates; FAQs.

Navy Acquisition and Business Management

www.abm.rda.hq.navy.mil

Policy documents; training opportunities; guides on risk management, acquisition environmental issues, past performance; news and assistance for the Standardized Procurement System (SPS) community; notices of upcoming events.

Navy Acquisition, Research and Development Information Center

www.onr.navy.mil/sci_tech

News and announcements; publications and regulations; technical reports; doing business with the Navy.

Naval Air Systems Command

www.navair.navy.mil

Provides advanced warfare technology through the efforts of a seamless, integrated, worldwide network of aviation technology experts.

Office of Force Transformation

www.oft.osd.mil

News on transformation policies, programs, and projects throughout DoD and the Services.

Open Systems Joint Task Force

www.acq.osd.mil/osjtf

Open systems education and training opportunities; studies and assessments; projects, initiatives and plans; library.

Parts Standardization and Management Committee

www.dscclia.mil/programs/psmc

Collaborative effort between government and industry for parts management and standardization through commonality of parts and processes.

Performance-Based Logistics Toolkit

https://acc.dau.mil/pbltoolkit

Web-based 12-step process model for development, implementation, and management of PBL strategies.

Project Management Institute

www.pmi.org

Program management publications; information resources; professional practices; career certification.

Small Business Administration (SBA)

www.sba.gov

Communications network for small businesses.

DoD Office of Small Business Programs

www.acq.osd.mil/osbp

Program and process information; current solicitations; Help Desk information.

Software Program Managers Network

www.spmn.com

Supports project managers, software practitioners, and government contractors. Contains publications on highly effective software development best practices.

Space and Naval Warfare Systems Command

https://e-commerce.spawar.navy.mil

SPAWAR business opportunities; acquisition news; solicitations; small business information.

System of Systems Engineering Center of Excellence

www.sosece.org

Advances the development, evolution, practice, and application of the system of systems engineering discipline across individual and enterprise-wide systems.

Under Secretary of Defense for Acquisition, Technology and Logistics

www.acq.osd.mil

USD(AT&L) documents; streaming videos; links.

U.S. Coast Guard

www.uscg.mil

News and current events; services; points of contact; FAQs.

U.S. Department of Transportation Maritime Administration

www.marad.dot.gov

Information and guidance on the requirements for shipping cargo on U.S. flag vessels.

Links current at press time. To add a non-commercial defense acquisition/acquisition and logistics-related Web site to this list, or to update your current listing, please fax your request to *Defense AT&L*, 703-805-2917 or e-mail [datl\(at\)dau.mil](mailto:datl(at)dau.mil). Your description may be edited and/or shortened. DAU encourages the reciprocal linking of its home page to other interested agencies. Contact: [webmaster\(at\)dau.mil](mailto:webmaster(at)dau.mil).



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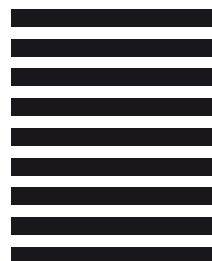
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Defense AT&L Writer's Guidelines in Brief

Purpose

Defense AT&L is a bi-monthly magazine published by DAU Press, Defense Acquisition University, for senior military personnel, civilians, defense contractors, and defense industry professionals in program management and the acquisition, technology, and logistics workforce. The magazine provides information on policies, trends, events, and current thinking regarding program management and the acquisition, technology, and logistics workforce.

Submission Procedures

Submit articles by e-mail to [dartl\(at\)dau.mil](mailto:dartl(at)dau.mil) or on disk to: DAU Press, ATTN: Carol Scheina, 9820 Belvoir Rd., Suite 3, Fort Belvoir VA 22060-5565. Submissions must include the author's name, mailing address, office phone number, e-mail address, and fax number.

Receipt of your submission will be acknowledged in five working days. You will be notified of our publication decision in two to three weeks.

Deadlines

Issue	Author Deadline
January-February	1 October
March-April	1 December
May-June	1 February
July-August	1 April
September-October	1 June
November-December	1 August

If the magazine fills before the author deadline, submissions are considered for the following issue.

Audience

Defense AT&L readers are mainly acquisition professionals serving in career positions covered by the Defense Acquisition Workforce Improvement Act (DAWIA) or industry equivalent.

Style

Defense AT&L prints feature stories focusing on real people and events. The magazine also seeks articles that reflect your experiences and observations rather than pages of researched information.

The magazine does not print academic papers; fact sheets; technical papers; white papers; or articles with footnotes, endnotes, or references. Manuscripts meeting any of those criteria are more suited to DAU's journal, *Acquisition Review Journal (ARJ)*.

Defense AT&L does not reprint from other publications. Please do not submit manuscripts that have appeared in print elsewhere. *Defense AT&L* does not publish endorsements of products for sale.

Length

Articles should be 1,500 – 2,500 words.

Format

Submissions should be sent via e-mail as a Microsoft® Word attachment.

Graphics

Do not embed photographs or charts in the manuscript. Digital files of photos or graphics should be sent as e-mail attachments or mailed on zip disks or CDs (see address above). Each figure or chart must be saved as a separate file in the original software format in which it was created.

TIF or JPEG files must have a resolution of 300 pixels per inch; enhanced resolutions are not acceptable; images downloaded from the Web are not of adequate quality for reproduction. Detailed tables and charts are not accepted for publication because they will be illegible when reduced to fit at most one-third of a magazine page.

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Author Information

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