A Strategic Shift

MEETING CUSTOMER NEEDS TO GIVE THE WARFIGHTER A DECISIVE EDGE

DAU

2019-2022
STRATEGIC PLAN
FY19 | PERFORMANCE PLAN

VISION

An accomplished and adaptive workforce, giving the warfighter a decisive edge.

DAU's new vision statement raises the bar and sets our standard for today and the future.

"Accomplished" means certified and experienced, but also much more than that. It's about achievement and outcomes, and expertise beyond written requirements. It means hitting a moving target, where new knowledge and new skills are constantly needed, actively sought and quickly obtained. Accomplished yesterday does not mean accomplished today. We have to help the workforce in all phases of their career, and every day, if they are going to hit this mark.

"Adaptive" may be the most crucial workforce characteristic in the coming years. The predictable adversary, stable requirements and robust defense-oriented industrial base of yesteryear are gone. They've been replaced by more agile potential and current foes, tightening observe, orient, decide, and act (OODA) loops, and an industrial base that must include firms that currently aren't interested in defense work. The workforce will have to adapt—and continue adapting—what they know, how they apply what they know, and how they make a changing acquisition system work. DAU itself is going to have to be more adaptive than it's ever been.

"A decisive edge" is the point of the entire enterprise, and it must always be at the front of everyone's mind. Everybody can and must contribute to maintaining our warfighters' current advantages and creating new ones. Just like the NASA janitor who said that his job was putting a man on the moon, it must be all of our jobs to create this decisive edge.

MISSION

Provide a global learning environment to develop qualified acquisition, requirements, and contingency professionals who deliver and sustain effective and affordable warfighting capabilities.

DAU strives to enable the Defense Acquisition Workforce to achieve better acquisition outcomes, now and in the future. Additionally, the DAU mission statement is consistent with the original charter of 1992, "educate and train professionals for effective service in the Defense acquisition system; to achieve more efficient and effective use of available acquisition resources by coordinating DoD acquisition education and training programs and tailoring them to support the careers of personnel in acquisition positions; and to develop education, training, research, and publication capabilities in the area of acquisition."

Our mission statement reflects that DAU now serves an ever more inclusive acquisition community and that we use an innovative learning strategy to meet our customers' needs in the classroom, online, and on the job. DAU is the one institution that touches members of the workforce throughout all stages of their professional careers, ensuring they have the skills and tools needed to be successful in support of our warfighters.

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OUR STRATEGIC SHIFT

Secretary Mattis' National Defense Strategy clearly describes a world in which threats are growing while our military advantage is eroding, and where the environment is increasingly complex and dynamic. To meet the national security challenge this presents, he has laid down a mandate for urgent change. Much of that change must come from our customers, the men and women of the defense acquisition workforce. The workforce is being asked to think creatively and to invent solutions in situations where rules, precedent and procedure have previously sufficed.

These general ideas quickly become specific for our customers. A contracting officer may see the need to employ Other Transaction Authority so that a non-traditional vendor can bring an innovative concept to the fight. A tester may have to create a unique test regime to accommodate agile software development. A program manager may need a different acquisition strategy to include rapid prototyping of a new technology. In these and thousands of other scenarios, the professionals of the acquisition workforce will be asked to figure it out, and do it quickly. To help them, we must thoroughly understand the challenges they face and quickly deliver solutions that meet their needs, every day, in whatever form and whatever place is most powerful. This is the essence of our strategic focus on customer intimacy.

This strategic plan and the performance plan that comes from it, reflect our customer focus. The customer is the driving force behind what we do, the decisions we make, and how we measure our performance. The plan includes specific objectives for listening to our customers and understanding what they tell us, ultimately becoming their partners and not just their schoolhouse. The plan requires us to meet their needs with high-quality learning solutions and assistance, delivered efficiently and quickly in an exceptional ecosystem.

Like the contracting officer, the tester, the program manager, and over 165,000 other members of the acquisition workforce, DAU will have to be creative and innovative and "figure it out", if we are to achieve our vision of an accomplished and adaptive workforce giving the warfighter a decisive edge. This strategic plan will guide our world-class faculty and staff as we do so.

James P. Woolsey
President
Defense Acquisition University

WE HAVE A NEW STRATEGIC DIRECTION

The National Defense Strategy powerfully describes a world in which security threats are growing and the environment is increasingly complex and dynamic.

To address the National Security Challenge, the acquisition workforce must streamline acquisition and implement new approaches that will deliver performance to our warfighters more rapidly.

DAU took a long, hard look at what we should be doing differently to help the workforce with its very difficult job. We discussed whether we should continue to do what we currently do, only do it better and more efficiently. We examined whether we should focus primarily on deploying leading-edge approaches to training the workforce. And, we asked ourselves what it would look like if we knew our customers so well that we became adept at giving them more than they expected; stayed ahead of their rising expectations; and tailored products to meet their learning needs.

We determined that the best way to help the acquisition workforce and ultimately, our Nation's warfighters, is to understand our customers so well that we can deliver learning solutions that meet their needs, every day, in whatever form and whatever place is most powerful. This is what we mean by customer intimacy and we strongly believe that adopting customer intimacy as a value discipline will increase our mission impact through greater customer insight.

For DAU, customer intimacy focuses on the needs of the individual customer—the PEOs, PMs, other DoD buying organizations—offering a range of learning solutions customized to meet the unique requirements of each organization. In short, the customer is the central focus of everything we do because our customers must succeed in giving our nation's warfighters the decisive edge in today's increasingly dangerous and dynamic world.

Based on "Customer Intimacy and Other Value Disciplines" by Michael Treacy Newand Fred Wiersema. Their approach concludes that there are three primary value disciplines successful organizations have used to narrow their business focus to better serve their customers—customer intimacy, product leadership, and operational excellence. Organizations must be good at all three, but choose one in which to excel.

WE ARE ALIGNED WITH OUR LEADERS' PRIORITIES

For DAU's strategic plan, alignment is the most important principle—from the National Security Strategy to the National Defense Strategy to the goals of our immediate leadership, the Undersecretary of Defense for Acquisition and Sustainment.

The *National Security Strategy of the United States of America,* dated December 2017, recognizes the competitive world we live in and the necessity to ensure that "American military superiority endures." The third Pillar of the strategy—Preserve Peace Through Strength—includes acquisition and the use of new approaches and innovative technologies as a priority action under its objective to renew military capabilities.

Preserve Peace Through Strength - Renew Capabilities: Priority Action: Acquisition

The United States will pursue new approaches to acquisition to make better deals on behalf of the American people that avoid cost overruns, eliminate bloated bureaucracies, and stop unnecessary delays so that we can put the right equipment into the hand of our forces. We must harness innovative technologies that are being developed outside the traditional defense industrial base.

National Security Strategy
December 2017

Defense Strategy Priorities

Lethality
- *Readiness, resiliency, and efficiency*

Alliances
- *Building strong alliances and multinational partnerships*

Business reform
- *Innovation and reforms*

"This strategy establishes my intent to pursue urgent change at significant scale."
Jim Mattis, Secretary of Defense
January 2018

Likewise, the *National Defense Strategy— Sharpening the American Military's Competitive Edge,* released in January 2018, is aimed at restoring America's competitive military advantage. Meeting the goals to 1) build a more lethal force; 2) strengthen alliances and attract new partners; and 3) reform the Department for greater performance and affordability will require changes in how DoD acquires systems and services as well as how it trains both its military and civilian workforces. The strategy states, "Recruiting, developing, and retaining a high-quality military and civilian workforce is essential for warfighting success." The strategy sets the requirement for the acquisition system to "deliver performance at the speed of relevance" and to "streamline rapid, iterative approaches from development to fielding." DoD will no longer accept "cumbersome approval chains, wasteful applications of resources in uncompetitive space, or overly risk-averse thinking that impedes change."

The Honorable Ellen Lord (USD (A&S)) issued goals in support of the National Security Strategy and the National Defense Strategy. To achieve the goal to reform the business of defense, Ms. Lord is reconfiguring the acquisition workforce and implementing acquisition reform. She stated in her testimony before Congress, "I believe there's enormous opportunity to train the acquisition workforce, and that would be something I would spend time on."

USD(A&S) Priorities

Readiness and lethality
- *F35*
- *Nuclear enterprise*
- *S&T efforts*

Strengthen alliances
- *FMS and partnerships*
- *Align USD(P) and OSD/Services efforts in FMS domain*

Reform business of defense
- *Reconfigure acquisition workforce*
- *Implement acquisition reform*
- *Implement AT&L reorganization*

WE ARE COMMITTED TO MEETING CUSTOMER NEEDS

DAU's organizational structure, with innovative learning solution development and support, and responsive delivery through our regional campuses, the Defense Systems Management College (DSMC), and the College of Contract Management (CCM) ensures we deliver the learning solutions our customers need.

We are committed to working collaboratively with our senior leadership, faculty and staff, stakeholders and partners, and most importantly, our customers, to turn the Strategic Plan into a reality and ensure that we meet customer needs for developing accomplished and adaptive acquisition professionals who can give the warfighter the decisive edge. In doing so, we also are committed to honoring our values of excellence, trust, teamwork, service, ever forward, and people matter.

WE STAND BY OUR VALUES

Excellence

We commit to the highest standards of competence and professionalism, to be the provider of choice for acquisition-based knowledge, lifelong learning and professional growth.

Trust

We inspire confidence in teammates and customers to perform at their best by demanding integrity and accountability.

Teamwork

We foster collaborative and cooperative efforts to achieve common goals.

Service

We listen to our customers to understand and directly fulfill their needs in improving acquisition outcomes.

Ever Forward

We commit to evolve and develop ourselves, our organization and those around us, using every challenge as an opportunity to innovate, adapt and improve.

People Matter

We value all people, providing opportunities to serve and contribute in a balanced and respectful environment that supports the acquisition community.

James P. Woolsey
President

Frank L. Kelley
Vice President

Joseph E. Johnson
Chief of Staff

Mark C. Whiteside
Director, Performance & Resource Management

Angela M. Carsten
Director, Human Resources
and Human Resources Advisor

Dr. Chris R. Hardy
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Director, Enterprise Integration Directorate

Timothy D. Hamm
Director, Information Technology and
Chief Information Officer

Leo M. Filipowicz
Director, Operations Support Group

Sylvester Rainey, Jr.
Director, Acquisition Services

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To keep pace with our times, **the department will transition to a culture of performance and affordability that operates at the speed of relevance.** Success does not go to the country that develops a new technology first, but rather, to the one that better integrates it and more swiftly adapts its way of fighting.

Our current bureaucratic processes are insufficiently responsive to the department's needs for new equipment. We will prioritize speed of delivery, continuous adaptation and frequent modular upgrades.

We must shed outdated management and acquisition practices, while adopting American industry's best practices. Our management structure and process are not engraved in stone. They are a means to an end, empowering our warfighters with the knowledge, equipment and support needed to fight and win.

"

James N. Mattis
Secretary of Defense

January 19, 2018
   Remarks to the Press on the
   National Defense Strategy

A Strategic Shift

Shift

MEETING CUSTOMER NEEDS TO GIVE THE WARFIGHTER A DECISIVE EDGE

DAU | FY19 | STRATEGIC PLAN

OUR GOALS ARE FOCUSED ON OUR CUSTOMERS

DAU's strategic goals are focused around the three organizational imperatives—customer intimacy, product leadership, and organizational excellence. Highly successful organizations are competent in all three disciplines, but excel in one. For DAU, that discipline is Customer Intimacy. The customer is the central focus of everything we do. Our efforts in product leadership and operational excellence are viewed from the perspective of how they will help us achieve customer intimacy.

Each goal has a set of objectives and tasks that drive the overall goal outcome. Each goal also is supported by a model that provides the structure for the work being accomplished in that area.

STRATEGIC GOALS

GOAL 1 - CUSTOMER INTIMACY:
Ensure customers know we understand them and view us as trusted advisors and acquisition partners

GOAL 2 - PRODUCT LEADERSHIP:
Achieve customer value with high-quality learning solutions, customizing products and services to meet the specific acquisition needs of our customers

GOAL 3 - OPERATIONAL EXCELLENCE:
Create a culture of exceptional service to the customer supported by an expert DAU workforce and integrated learning environment

STAKEHOLDERS

- Congress
- DoD Leadership
- Functional Leaders
- SAEs/CAEs
- Board of Visitors
- Strategic Partners

CUSTOMERS

- Systems Commands
- Program Executive Offices
- Program Management Offices
- Other DoD Organizations (e.g., contracting offices, requirements, FMS)

LEARNERS

- Defense Acquisition Workforce members
- Other DoD Workforce members (e.g., requirements, contingency, FMS)

FOCUSED ON MEETING CUSTOMER NEEDS

Strategic Goal 1: Customer Intimacy

Ensure customers know we understand them and view us as trusted advisors and acquisition partners

Measures:

- We are embedded at the senior table (as measured by standing invitations at customer (PEO, PM, SYSCOM) meetings (staff, strategic planning, etc.))
- Increase in customer invitations for DAU involvement
- Customers agree that DAU is responsive to their needs

Objectives:

1.1 Create a customer intimate culture where every DAU member sees every encounter as an opportunity to understand learning needs

1.2 Engage in proactive customer information gathering, share customer needs, and prioritize our response based on data-driven decisions

1.3 Work with stakeholders to better focus on customer learning needs

1.4 Create and maintain a positive user experience across the DAU online learning environment

Expected Outcome

Generations of requirements and acquisition professionals exhibit skills in both the science and art of acquisition.

VOICE OF THE CUSTOMER

The customer is the central focus of everything we do. What we accomplish in this goal, drives our efforts in Goals 2 and 3. To achieve Goal 1, DAU must actively and intently listen to the voices of its customers, capture what they hear; analyze it and determine what the customer needs; prioritize those needs and identify initiatives; and implement solutions. During the listening phase, DAU changes the conversation from identification of problems to a discussion of the customer's objectives and aspirations.

DAU has developed the Voice of the Customer (VoC) model, a proactive process that employs focused listening and data collection methodologies to capture the needs of DAU customers and the interests of DAU stakeholders and consumers:

- as expressed in their own words,
- organized into a hierarchy, and
- prioritized by them.

DAU will use this information to inform decisions on product and process improvement initiatives aimed at achieving deep customer satisfaction and loyalty.

Customer Intimacy → Continuous Improvement
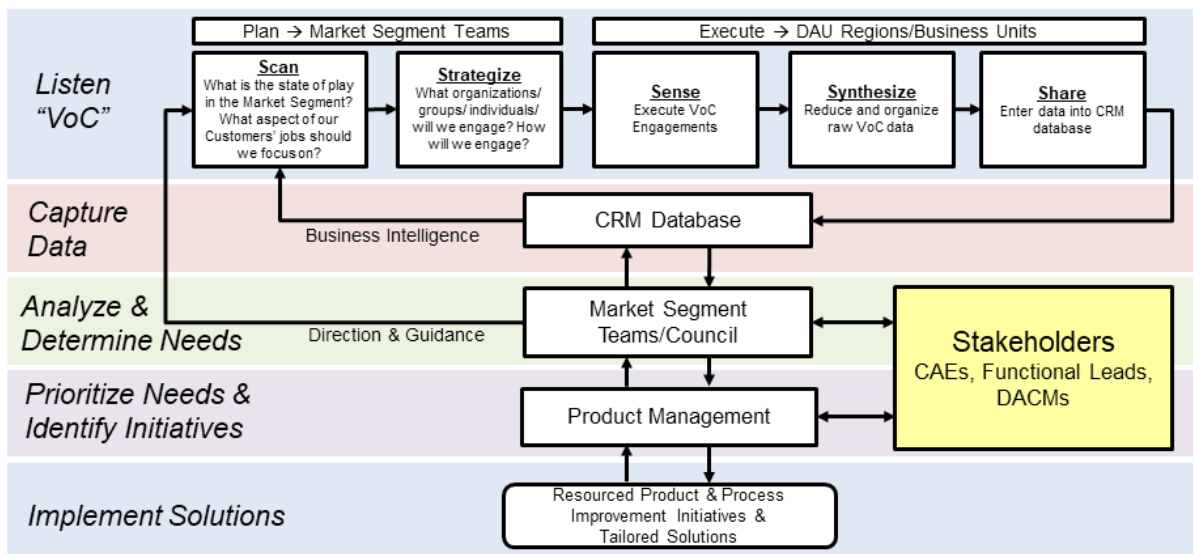
Strategic Goal 2: Product Leadership

Achieve customer value with high-quality learning solutions, customizing products and services to meet the specific acquisition needs of our customers

Measures:

- Student and supervisor follow-up course evaluation survey scores exceed 5.4 on a 7 point Likert scale for classroom and distance learning courses
- >50% of strategic mission assistance engagements receive positive job impact feedback
- Increase in the number of learning solutions tailorable by market segment based upon the prioritization of the market segment council
- Weekly users of DAU.mil at 20,000 by 2020

Objectives:

2.1 Develop and deliver quality learning solutions across the ALM to improve acquisition outcomes

2.2 Cost-effectively develop and deliver learning solutions to meet Defense Acquisition Workforce needs

2.3 Enable tailored learning and implement new technologies to improve learning effectiveness and operational excellence

2.4 Explore moving beyond DAWIA certification construct to create a continuum of learning and development (that may include badging, experiential learning, action learning, OJT and development of thinking skills, prudent acquisition governance, etc.)
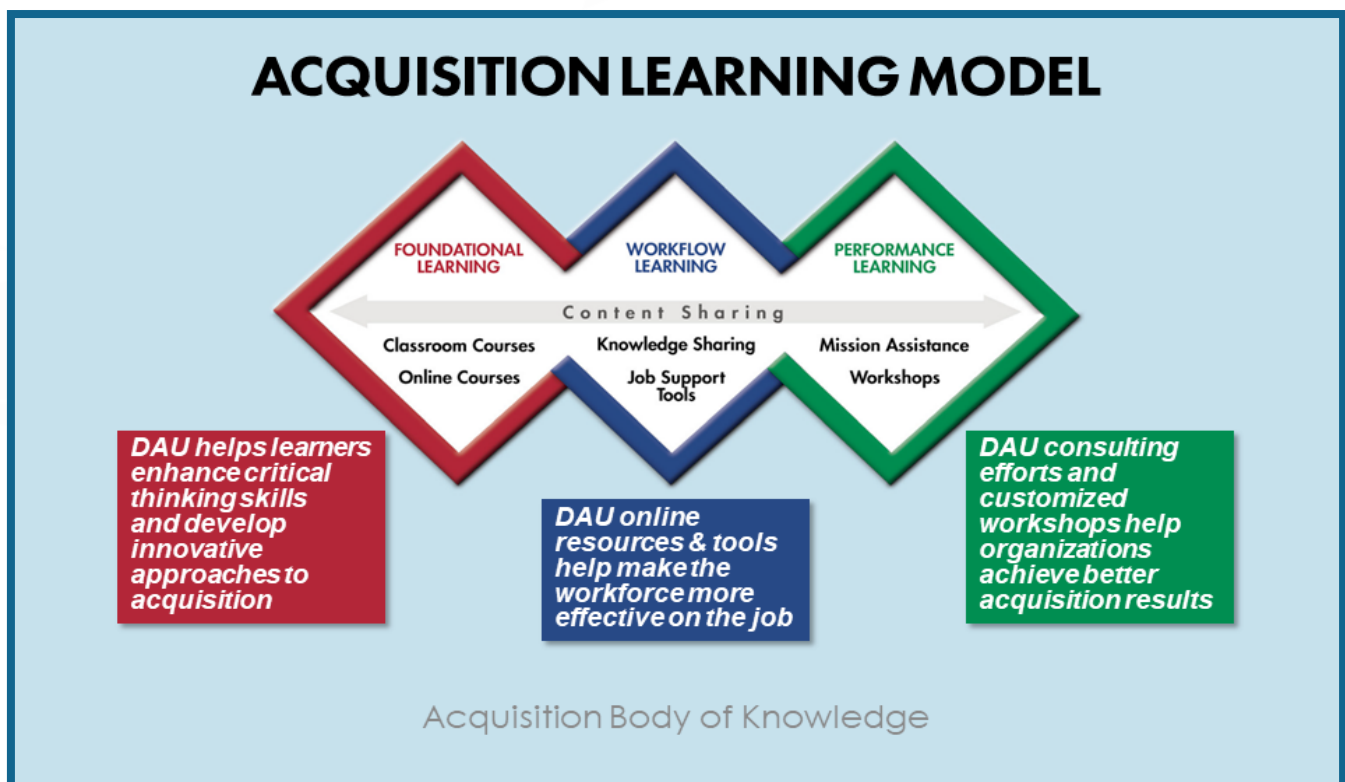
Expected Outcome

A workforce that is accomplished, adaptive, and prepared to respond quickly to give the warfighter a decisive edge.

To achieve Goal 2, we evolved the

ACQUISITION LEARNING MODEL

What we learn about our customers' needs in Goal 1 will inform the types of high-quality learning solutions that DAU develops to meet those needs. This focus on understanding our customers and delivering products and services that they need, ensures DAU will maintain its position as a leader in the learning and development industry. DAU evolved the Acquisition Learning Model (ALM) with its three distinct, yet supportive domains— foundational learning, workflow learning, and performance learning. We are sharing contact across our learning solutions—both in the classroom and on the job—to more effectively deliver the acquisition body of knowledge. This focus changes how we develop, deploy, deliver, and maintain all our learning solutions. It minimizes bias towards courses as the only solution, leverages technology that best suits the material, meets the needs of the customers and learners, and allows for sharing and re-purposing of learning solutions across the ALM. The three domains of our ALM work together to develop an accomplished and adaptive Defense Acquisition Workforce, which is capable of giving the warfighter a decisive edge.

ACQUISITION LEARNING MODEL

Content Sharing

FOUNDATIONAL LEARNING
Classroom Courses
Online Courses

WORKFLOW LEARNING
Knowledge Sharing
Job Support Tools

PERFORMANCE LEARNING
Mission Assistance
Workshops

DAU helps learners enhance critical thinking skills and develop innovative approaches to acquisition

DAU online resources & tools help make the workforce more effective on the job

DAU consulting efforts and customized workshops help organizations achieve better acquisition results

Acquisition Body of Knowledge

FOUNDATIONAL LEARNING

Training Courses (Classroom and Online)

Leadership / Guest Lectures

WORKFLOW LEARNING

Website

Job Aids and References

Multi-media Communication

PERFORMANCE LEARNING

Consulting

Workshops

Embed Assignments

Executive Coaching

Applied Research

Strategic Goal 3: Operational Excellence

Create a culture of exceptional service to the customer supported by an expert DAU workforce and integrated learning environment

Measures:

- Increase the number of invitations to participate in customer forums and professional associations
- 2% of faculty/staff are immersed with their customer organizations
- We view each other as partners, measured by scores of 5.6 or higher on a 7-point Likert scale for internal service support satisfaction surveys
- Average hiring cycle from announcement close date to official offer is 45 days
- Each career faculty member earns at least 80 CLPs every 2 years
- Availability of DAU hosted learning systems above 99.9%
- Average help desk phone-oriented wait time less than 5 minutes
- Average help desk survey scores exceed 6 on a 7 point Likert scale
- Student and faculty Likert score for facilities of 5.6 or higher for DAU controlled infrastructure and facilities
- Growth of individual Inter-Service Support Agreement (ISSA)/lease costs does not exceed CPI rate
- Maintain DAU Council on Occupational Education (COE) and International Association for Continuing Education and Training (IACET) accreditation

Objectives:

3.1 Provide Human Capital Management (HCM) from recruitment, development, promotion, cross training, retirement and succession to achieve correct employee mix, with an emphasis on employee growth as trusted experts

3.2 Encourage employee growth and professional development at all levels and across all functions to enhance currency and performance

3.3 Provide professional development opportunities that ensure faculty currency and excellence

3.4 Promote retention through recognition and job satisfaction

3.5 Enhance internal support services focus

3.6 Provide cost-effective IT infrastructure to improve delivery and management of learning solutions (IT, LMS, Blackboard and Learning Analytics)

3.7 Provide business systems to enable continuous process improvement and cost efficiencies

3.8 Provide effective classroom and work facilities that maximize learning and productivity

3.9 Enhance the enterprise's capability to capture, analyze, and report acquisition data

3.10 Look outward for best practices and build on our success and reputation as an accredited premier corporate university

3.11 Support professional development of the 4th Estate workforce to achieve current and future acquisition requirements
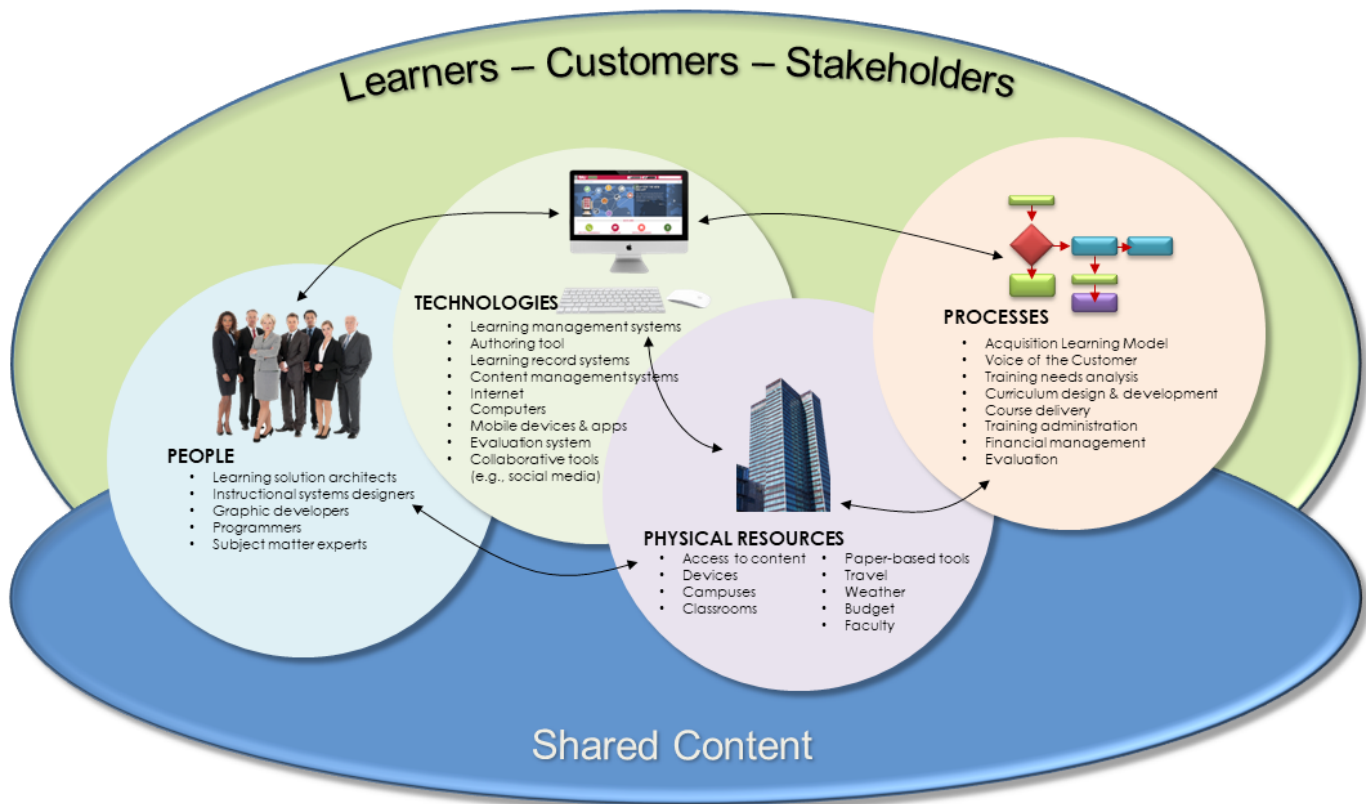
Expected Outcome

Expert faculty and staff supported by a modern physical and technical infrastructure that provides our learners with a world-class learning ecosystem.

To achieve Goal 3, we must create a world-class

LEARNING ECOSYSTEM

As our efforts in Goal 1 are helping us forge stronger relationships with our customers and better understand their training and development needs, they also are helping us gain an understanding of the type of learning ecosystem needed to effectively and efficiently deliver what our customers need. DAU knows we must create a world-class learning ecosystem with expert faculty and staff, a modern physical and technology infrastructure, and efficient and effective business processes. In creating this ecosystem, DAU focuses on the people, technologies, physical resources, and processes and the interconnections among them. This ecosystem balances speed to market and cost to ensure the availability of the right type of learning solution at the right time and the right place for the Defense Acquisition Workforce.

DAU's Learning Ecosystem

Learners – Customers – Stakeholders

TECHNOLOGIES
- Learning management systems
- Authoring tool
- Learning record systems
- Content management systems
- Internet
- Computers
- Mobile devices & apps
- Evaluation system
- Collaborative tools (e.g., social media)

PROCESSES
- Acquisition Learning Model
- Voice of the Customer
- Training needs analysis
- Curriculum design & development
- Course delivery
- Training administration
- Financial management
- Evaluation

PEOPLE
- Learning solution architects
- Instructional systems designers
- Graphic developers
- Programmers
- Subject matter experts

PHYSICAL RESOURCES
- Access to content
- Devices
- Campuses
- Classrooms
- Paper-based tools
- Travel
- Weather
- Budget
- Faculty

Shared Content

Everyone at DAU has a role to play

WHAT OUR STRATEGIC SHIFT MEANS TO OUR CUSTOMERS AND STAKEHOLDERS

This Strategic Plan reflects a strategic shift to a Customer Intimacy culture and way of doing business—making the customers central to all we do. We will be actively listening to their needs and offering products and services that address their unique needs. DAU will be a resource our customers turn to, bringing them the help they want… and need. This shift means we will:

- Focus on improving acquisition outcomes by listening directly to our customers—the PEOs, PMs, and other DoD organizations responsible for successfully delivering systems and services to our Nation's warfighters.

- Use what we learn from our customers to work with our stakeholders and leadership to provide the learning and development most critical to those PEOs and PMs in the most cost effective delivery mode.

- Measure the impact on critical program success metrics to determine whether we are effectively delivering the correct content and prioritize and deliver the learning and development activities that have the greatest impact on those metrics.

- Provide learning and development solutions to address specific problems and build on a foundation of online learning aids meant to help acquisition professionals with on-the-job support at their precise moment of need.

- Work with stakeholders to identify a certification structure that will increase workforce effectiveness by 1) focusing on what the learner does not know and emphasizing mastery vs completing a class and 2) providing personalized and adaptive learning and development solutions required to attain and maintain that mastery.

- Offer a curated "catalog" of services—training courses or modules, online resources and tools, and consulting and customized intact team workshops—that focus on attaining and maintaining mastery of acquisition competencies, not just completing required courses.

WHAT OUR STRATEGIC SHIFT MEANS TO OUR FACULTY AND STAFF

The shift to customer intimacy creates a new environment at DAU. To be successful in this new environment, DAU faculty and staff must adopt collaborative, adaptive, and responsive behaviors. They will be working jointly with others, fostering creativity; building cohesion, focusing on collective strengths; and accomplishing common goals together. They also must be willing to see alternatives in ways to deliver learning, easily change approaches, and be flexible in the outcome. Finally, they must react quickly and positively, be open to suggestions, and interested and enthusiastic in their approach to delivering learning. As DAU makes the shift to a customer intimate organization, our faculty will become a thinking partner, an adaptive sage, a modern learner, and a toolbox subject matter expert.

- **Thinking partner**: An acquisition solutions provider, who as a customer advocate, seeks to understand the customer and their business, empathizes with problems (walks in their shoes), and sets a plan to meet needs.

- **Adaptive Sage**: Equally adept in all domains of the ALM. Moving away from position of "professor at the lectern" to the knowledge connector in the middle of the group, an adaptive sage connects learners to knowledge, tools, research methods, and other learners.

- **Modern learner**: Continually researches and seeks knowledge through multiple channels, for both personal growth and for sharing with the community.

- **Subject Matter Expert**: By understanding and remaining abreast of all the tools/resources in the DAU toolbox, the toolbox subject matter expert is an integrator of content across the ALM and connects students and customers to the appropriate tools for their respective areas of interest.

The lines between classroom, online, and consulting dissolve and they are all equal parts of the solution set and scheduled with an eye towards the requirements of each market segment customer. Faculty and staff will actively listen to the voice of our customers and use the right tools to meet their needs. They will evaluate each learning and development need to determine the best solution to meet that need. For example, classroom or online courses are best for covering foundational, complex, ambiguous, or critical topics in response to the learner need for new or additional knowledge. Online content such as job aids, videos, communities, or online guidebooks are a way to quickly and inexpensively provide a large number of people specific knowledge at their point of need. Online content can be curated to empower acquisition professionals with relevant facts, tools, policy changes, or help getting their job done. Consulting and workshops are effective ways to provide customized products that meet an acquisition organization's unique needs.

BEHAVIORAL COMPETENCIES

Thinking
- Critical Thinking
- Strategic Thinking

Reasoning
- Inductive Reasoning
- Deductive Reasoning

Engaging
- Situational Awareness
- Relationship Building

SKILLS AND ABILITIES

- Agility
- Intellectual curiosity
- Consummate communicator
- Strong collaboration skills
- Good facilitation skills
- Engaged and active listener to discern customer needs
- Trend and problem identification
- Design thinking

WHAT OUR STRATEGIC SHIFT MEANS TO OUR LEARNERS

By putting a customer emphasis on our Acquisition Learning Model—which integrates learning solutions across Foundational Learning, Workflow Learning, and Performance Learning—our learners can expect a closer partnership with DAU.

FOUNDATIONAL LEARNING

Students leave our courses informed, challenged, and armed with the tools they'll need to succeed

Before the course, students will

- Use DAU communities and social media assets to
  - Connect with professor and classmates in a collaborative learning network
  - View course admin information and schedule
  - Access learning materials
- Take an online "knowledge inventory"
  - Professor assesses student training readiness
  - Directs students to DAU learning resources to improve their knowledge in weak areas

During the course, students will

- Have shorter courses, organized by topic and tailored for their needs
- Access course materials virtually using their own devices (BYOD)
- View online videos and other materials to prepare for lessons
- Work collaboratively on relevant simulations and exercises that promote critical thinking, team-building and problem solving
- Hear best practices and lessons learned from faculty members' recent experiences supporting program offices
- Receive real time acquisition news and policy updates
- Connect to online resources using course information, proven practices, and job support tools in the classroom and in DL courses

WORKFLOW LEARNING

Workforce members reinforce foundational learning, accelerate the time to mastery, and have help on the job

Workforce members will remain engaged with DAU to

- Use the online resources and job support tools they became familiar with in class on the job…and discover new ones
- Provide feedback and co-create solutions to acquisition challenges
- Gain insight at work or on the go with access to acquisition policies, proven practices, and breaking news
- Collaborate with experts, mentors, and peers through communities and blogs
- Enhance workforce performance through job support tools, including short videos, simulations, and templates
- Experience accidental learning through more discoverable content
- Receive notices and recommendations about new courses, continuous learning modules, and other assets based on individual needs and interests
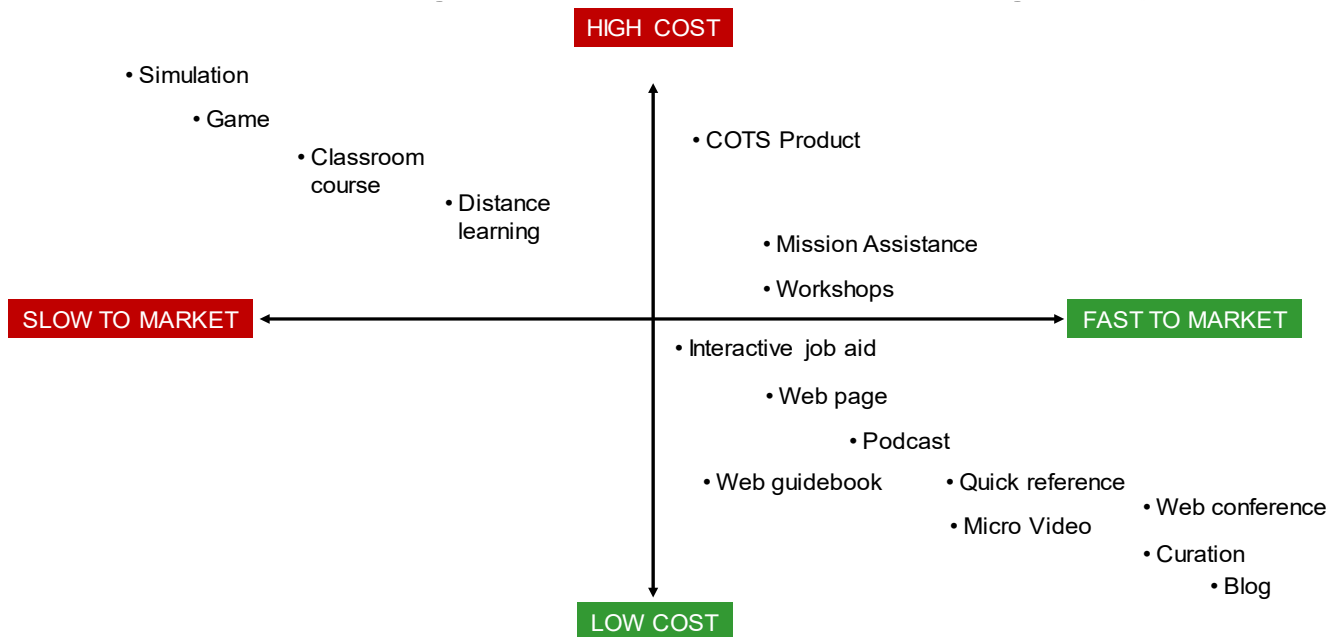
PERFORMANCE LEARNING

> *Acquisition members and teams call on DAU to support them at critical points in the life of their program*

Workforce Members will

- Have access to DAU faculty expertise for

  – Program assessments

  – Deep dives in acquisition program issues

  – Development of acquisition strategy, source – selection plans, systems engineering plans; and

  – Executive coaching

- Participate in DAU's robust portfolio of intact team training workshops covering all phases of the acquisition process and using actual program information to develop solutions

- Connect to Workflow Learning using workshop information, proven practices, and job support tools in the workshop

- Recall and use information learned in foundational courses

To Meet the Need, We Use the Right Tools

HIGH COST

- Simulation
- Game
- Classroom course
- Distance learning
- COTS Product
- Mission Assistance
- Workshops

SLOW TO MARKET ← → FAST TO MARKET

- Interactive job aid
- Web page
- Podcast
- Web guidebook
- Quick reference
- Micro Video
- Web conference
- Curation
- Blog

LOW COST

"I am extremely committed to training. …The key to this is making sure that the acquisition workforce is trained by active practitioners who can share actual experiences on specific programs. …Then create real-world case studies of success. That's where DAU is pivotal. They are working to create a variety of different modules that people can take to address these specific cases. …I don't mean a four-week class where you are locked down somewhere, I mean two to four hour sessions where you can talk about how we do things.

We have lots of areas where we can continue to roll out new capabilities and use DAU to teach it. We want to make sure DAU can send more people to help organizations as they stand up their programs."

Ellen Lord
Undersecretary of Defense for
Acquisition and Sustainment

A Strategic Shift

MEETING CUSTOMER NEEDS TO GIVE THE WARFIGHTER A DECISIVE EDGE

DAU | FY19 | PERFORMANCE PLAN

2018 ROAD TO CUSTOMER INTIMACY

Modeled on Kotter 8 Step Process www.kotterinc.com

FY19 PERFORMANCE TASKS
Goal 1 - Customer Intimacy: Ensure customers know we understand them and view us as trusted advisors and acquisition partners

OBJECTIVE	FY19 TASK		RA	OPR	OCR
1.1 Create a customer intimate culture where every DAU member sees every encounter as an opportunity to understand learning needs.	1.1.1	In FY19, integrate DAU values into all employee-related processes (such as hiring, performance appraisal, promotions, awards, etc.), including a DAU video for new employee orientation.	HR	PRS Deans Directors	
	1.1.2	Recognize superior customer intimacy efforts using DAU current rewards structure to include FY19 annual corporate awards, regional awards, spot awards and other special recognitions as appropriate.	HR	Deans Directors	
	1.1.3	By January 31, 2019, complete initial training of all faculty and staff and develop a plan for new hire orientation on VoC/CI and continuous learning/ refresher training in VoC/CI for all incumbent faculty and staff.	West	VoC Tiger Team	Deans Directors
	1.1.4	Revise customer intimacy measures based on market segment experiences and submit to PRS by January 31, 2019.	CNE	Deans	PRM
	1.1.5	Support development of faculty/staff-generated customer intimacy initiatives selected for FY19.	PRS	Deans Directors	
1.2 Engage in proactive customer information gathering, share customer needs, and prioritize our response based on data-driven decisions.	1.2.1	By December 31, 2018, publish standard operating procedures to codify market segment team operations (planning, data collection, analysis, and measures of success, customer response, roles and responsibilities, interaction with BUs).	West	Market Segment Leads	PRM
	1.2.2	In FY19, each market segment team publish and present at Dean and Director/MOPR meetings a "State of the Market Segment Report" that assesses customer sentiment within the segment, lists the priority under-served needs for the segment, and outlines a VoC engagement strategy/plan for the segment for the next 6 months.	West	Market Segment Leads	
	1.2.3	By February 28, 2019, develop a CRM capability improvement roadmap and improve in house CRM tool capability. In FY19, develop and deploy improvements in accordance with the approved roadmap.	EID	EID Deans	IT PRM WLD
	1.2.4	Provide training on the new CRM to all faculty and staff within 90 days of rollout.	EID	Deans Directors	
	1.2.5	By February 28, 2019, populate CRM with VoC data.	EID	Deans	

OBJECTIVE	FY19 TASK	RA	OPR	OCR
	1.2.6 During FY19, increase the number of invitations at senior level (PEO/PM/Functional Leader (staff, strategic planning,…) meetings by 5%.	EID	Deans	
	1.2.7 Define type of customer invitations to be counted and reported by October 31, 2018 and during FY19, increase customer invitations for DAU involvement by 5%.	EID	Deans	
	1.2.8 Build framework for new employee VoC/CI enculturation and current faculty enculturation (re-boot) by June 30, 2019. Update FPD 100, FPD 200, FPD Sim, and other FPD courses to promote voice of the customer by September 30, 2019.	HR	HR EID	
	1.2.9 Engage 100% of PEOs.	South	Deans	
	1.2.10 Produce new DAU video by June 30, 2019.	PRS	PRS	OPS
1.3 Work with stakeholders to better focus on customer learning needs.	1.3.1 During FY19, provide periodic updates on current VoC findings to all SAEs/CAEs, Functional Leads, and DACMs. Capture and share the feedback from these engagements across the DAU enterprise.	EID	PRS FLD DSMC CCM	Deans
	1.3.2 During FY19, provide responsive USD(A&S) policy implementation and dissemination support.	PRS	PRS	FLD WLD EID DSMC

Goal 2 - Product Leadership: Achieve customer value with high-quality learning solutions, customizing products and services to meet the specific acquisition needs of our customers

OBJECTIVE	FY19 TASK		RA	OPR	OCR
2.1 Develop and deliver quality learning solutions across the ALM to improve acquisition outcomes.	2.1.1	During FY19, analyze, develop, and update learning solutions in response to emerging FY17-19 NDAA requirements.	FLD	FLD	Deans
	2.1.2	Integrate relevant LMS content into DAU.mil knowledge base by end June 30, 2019.	WLD	FLD WLD IT	WLD
	2.1.3	During FY19, attain CSOD metrics results at or above university benchmark, and make outcome-oriented Level IV feedback from 120-day surveys readily available for appropriate foundational learning courses and all performance learning engagements. Track on the DAU Balance Scorecard.	PRS	PRS	PRM IT
	2.1.4	Develop a process to analyze and prioritize learning requirements from customers and stakeholders by January 31, 2019.	EID	EID Market Seg Leads FLD WLD	Deans
	2.1.5	Throughout FY19, develop integrated learning solutions per process developed in task 2.1.4.	FLD	FLD Deans	
2.2 Cost-effectively develop and deliver learning solutions to meet Defense Acquisition Workforce needs.	2.2.1	During FY19, implement proposed plan to cut down existing classroom time by 20% on top 10 highest throughput DAU courses and explore the use of alternate mediums delivering content and learning.	FLD	FLD	
	2.2.2	Monitor fielding progress and student feedback on new CSOD LMS, ensuring positive user experience, and continuous improvement to business processes, OLT content, and configuration settings.	FLD	FLD	IT
2.3 Enable tailored learning and implement new technologies to improve learning effectiveness and operational excellence.	2.3.1	During FY19, develop plan to address DAU approach to artificial intelligence (AI) from both an internal and external stakeholder perspective. Form a tiger team to write strategic documents that support how AI will be integrated into (1) critical systems development; (2) related curriculum/course design across the ALM by January 31, 2019. Experiment with one or more AI solutions to validate hypotheses by July 31, 2019.	EID	FLD WLD	IT Deans PRM
	2.3.2	During FY19, select and disseminate "powerful examples" to the Defense Acquisition Workforce.	WST	Deans FLD	PRS WLD

OBJECTIVE	FY19 TASK		RA	OPR	OCR
	2.3.3	Field a prototype EPSS tool by December 31, 2018. Provide a system prototype analysis including user input and feedback and a final recommendation on EPSS process and way forward by March 31, 2019.	WLD	WLD FLD	
	2.3.4	Conduct study of the future direction of DAU executive coaching program and brief results/recommendations at a Deans and Directors meeting during the 2nd/3rd quarter FY19.	DSMC	DSMC	Deans
	2.3.5	Expand use of mobile app to all regions. During FY19, enhance mobile app to incorporate Phase III and all future DAU.mil design upgrades.	WLD	WLD IT	Deans
	2.3.6	During FY19, develop and deploy short, tailored workshops and courses, and online job support tools to meet customer needs and address USD(A&S) priorities.	FLD	FLD Deans	
	2.3.7	By July 31, 2019, develop a flexible, modular online training strategy that includes use of new technology and "test out" methodology.	FLD	FLD WLD	IT
	2.3.8	By September 30, 2019, develop an enterprise strategy to conduct instructor-led training courses remotely to maintain continuity of learning during periods of facility disruption and in support of alternative delivery to meet learner preferences.	FLD	FLD	IT PRM Deans
2.4 Explore moving beyond DAWIA certification construct to create a continuum of learning and development (that may include badging, experiential learning, action learning, OJT and development of thinking skills, prudent acquisition governance, etc.).	2.4.1	Present the end state/final blueprint 3rd quarter FY19 to DAU President of FY18 analysis of leadership learning solution portfolio recommendations for future direction, to include new learning solutions and adding leadership content to current assets.	DSMC	DSMC	Deans
	2.4.2	Brief for decision alternatives for earning course completion credits (e.g., test out of modules) to ALC during the 1st quarter.	FLD	FLD	
	2.4.3	Explore use of micro-credentials to encourage workforce members to achieve and document proficiency in transformative acquisition techniques. Brief DAU senior leadership team by June 30, 2019.	FLD	FLD WLD	Deans
	2.4.4	Conduct a research symposium on the topic of intellectual property by August 31, 2019.	EID	EID FLD	Deans
	2.4.5	By September 30, 2019, develop a multi-functional DAWIA Level III capstone course. Ensure that students taking the course receive centralized DAU travel funding and that the availability of the new course is widely promoted.	FLD	FLD	DSMC PRM PRS 4E DACM Deans

Goal 3 - Operational Excellence: Create a culture of exceptional service to the customer supported by an expert DAU workforce and integrated learning ecosystem

OBJECTIVE	FY19 TASK		RA	OPR	OCR
3.1 Provide human capital management from recruitment, development, promotion, recognition, retirement and succession to achieve correct employee mix, with an emphasis on employee growth as trusted advisors and acquisition partners.	3.1.1	During FY19, determine emerging leadership, technical expertise, and learning and development gaps and focus on need to build/hire/train for VoC/market segment competencies; prioritize hiring accordingly and report progress at Dean and Director meetings.	HR	Deans Directors	
	3.1.2	Budget and plan implementation of new HR management system to include employee profile capability by September 30, 2019.	HR	HR IT PRM	
	3.1.3	Decide feasibility of supervisor cash differential for FY20 by June 30, 2019.	HR	HR PRM PRS	
	3.1.4	Implement administrative FCAP/faculty advancement changes and build framework for Faculty Plan 2020 by the September 30, 2019.	HR	HR Deans Directors	
	3.1.5	Implement an enterprise-wide standard onboarding/offboarding process to include onboard/offboard surveys by June 30, 2019.	HR	HR Deans WLD	
	3.1.6	Throughout FY19, meet OPM and DCPAS standards for hiring time cycle time.	HR	HR Deans Directors	
	3.1.7	Foster diversity and inclusion through engagements with minority serving institutions, organizations and DAU-internal activities by March 31, 2019.	HR	HR	

OBJECTIVE	FY19 TASK		RA	OPR	OCR
3.2 Encourage employee growth and professional development at all levels to ensure a collaborative, adaptive, and responsive DAU workforce in support of customer intimacy strategy.	3.2.1	Develop replacement supervisory training program by June 30, 2019.	HR	HR	
	3.2.2	By April 30, 2019, to ensure adequate support for both emerging technical areas and skillset certification needs: 1) Leverage employee development opportunities with NDU and other peer DoD organizations; 2) Implement a Faculty Technical Development Program to select well qualified faculty members from the regions to pursue dedicated training; and 3) Develop and pilot a strategy to leverage customer SME expertise to augment DAU learning solution design and/or delivery for three emerging, high-priority acquisition topics or technologies; and 4) participate in at least one Industry Public-Private talent exchange.	HR	HR Deans Directors	
	3.2.3	Develop concept for a facilitation Lab, in coordination with IT, to provide experienced faculty with peer feedback on techniques appropriate for classroom, mission assistance, and customer engagement events by January 30, 2019.	FLD	FLD	IT Deans
	3.2.4	Complete instructor pilot of updated learning solutions addressing research by September 30, 2019.	EID	EID	
3.3 Enhance internal support services to improve the speed and agility of faculty and staff in responding to customer needs.	3.3.1	Throughout FY19, coordinate with DAU business unit leaders and supporting contracting offices to determine contracting strategy for follow on or new requirements prior to submission of packages.	AS	AS	
	3.3.2	Throughout FY19, support CMO A&S SRRB objectives with DAU SRRB reviews and actions to reduce 4th quarter obligations.	AS	AS	
	3.3.3	Coordinate with WHS and MICC to receive max authority on both Government Purchase Card programs by December 30, 2018.	AS	AS	
	3.3.4	By March 31, 2019, conduct a workshop with DAU business units and supporting contract office developing work statements in the acquisition process.	AS	AS	
	3.3.5	Field an internal support services system to accept, track, and assess customer satisfaction with Fort Belvoir Operations Support Group job orders by June 30, 2019.	OPS	OPS	

OBJECTIVE	FY19 TASK		RA	OPR	OCR
3.4 Provide cost-effective IT infrastructure to improve delivery and management of learning solutions.	3.4.1	Deploy new DAUNet by January 31, 2019.	IT	IT PRS WLD	
	3.4.2	Integrate LMS course evaluation data from Data Mart into QLIK by September 30, 2019.	PRM	PRM IT	PRS FLD
	3.4.3	Archive legacy data and decommission Atlas by March 31, 2019. Evaluate consolidation of BlackBoard functions into Cornerstone LMS by March 31, 2019.	IT	IT FLD	
	3.4.4	During FY19, collaborate with DoD CIO and DoD CMO on IT transformation efforts to include hosting learning content from other defense agencies.	IT	FLD IT	
	3.4.5	During FY19, implement WebEx to support virtual classrooms, Lunch and Learn, Hot Topic Forums and the DAU Acquisition Training Symposium.	IT	IT	
	3.4.6	During FY19, achieve consistent use of BYOD in every region and college.	IT	IT Deans	
	3.4.7	Deploy COTS facility scheduling system at Ft. Belvoir to increase efficiency and gather metrics to improve use of DAU conference rooms/classroom/break out room space at Ft. Belvoir by September 30, 2019.	OPS	OPS IT	
3.5 Provide business systems and management processes to enable operational excellence.	3.5.1	Throughout FY19, provide Support Resources Council the analytics and recommendations necessary to achieve FY19 FTE burn rate target, which will be impacted by the transfer of DAWDF FTEs to O&M.	PRM	PRM	
	3.5.2	Continue to deploy Business Intelligence (BI) capabilities to allow DAU faculty and staff to responsively obtain standard, required information by September 30, 2019.	PRM	PRM	
	3.5.3	Deploy salary management tool by December 31, 2018 and help DAU deans and directors manage salary growth at approximately 3.26%, based on GPI set by Congress.	PRM	PRM Deans Directors	
	3.5.4	Establish an integrated data management construct across DAU to include a data scientist by September 30, 2019.	PRM	PRM WLD	
	3.5.5	Deploy G-Invoicing, the Invoice Processing Platform for Buy/Sell Reimbursable Transactions, at DAU and implement throughout DAU's Business Units for all Incoming and Outgoing MIPR's by March 31, 2019.	PRM	PRM	
	3.5.6	Deploy Executive MOPR dashboard by February 28, 2019, for March FY19 MOPR.	PRM	PRM	

OBJECTIVE	FY19 TASK		RA	OPR	OCR
3.6 Provide effective classroom and work facilities that maximize learning and productivity.	3.6.1	Complete repair and renovation of B209 by September 30, 2019.	OPS	OPS	IT
	3.6.2	Complete 100% design and renovation of Norfolk facility by September 30, 2019.	OPS	OPS MAT	IT
	3.6.3	During FY19 coordinate with GSA to achieve cost effective lease renewals (to include avoiding new facility buildout costs for DAU sites at Huntsville, El Segundo, and Sterling Heights.	OPS	OPS	WST STH MWT
	3.6.4	Update DAU COOP according to template provided from USD(A&S) by June 30, 2019 and conduct emergency response exercises at all locations at least semi-annually during 2019.	OPS	OPS Deans	
	3.6.5	Replace Telepresence room at DAU West location by May 31, 2019 and install new "Video Wall" technology in the Ft. Belvoir CCC and Telepresence Room by September 30, 2019.	OPS	OPS IT	WST
	3.6.6	Provide classroom capabilities demonstration of large scale monitor vice projector and screen set up currently in use by August 30, 2019 subject to funding availability.	OPS	OPS	
	3.6.7	Complete revision of DAU Property Accountability Directive and SOP by December 21, 2018. Complete all business unit property inventories by January 31, 2019 and implement cyclic property inventories by September 30, 2019.	OPS	OPS	Deans Directors
	3.6.8	Continue student safety upgrades on Ft. Belvoir to including marked crosswalks, repairing sidewalks, and drainage improvements by September 30, 2019.	OPS	OPS	
3.7 Look outward for best practices and build on our success and reputation as an accredited premier corporate university.	3.7.1	Submit COE Annual Report and Change Reports by November 30, 2018 and complete draft of self-study for reaffirmation of accreditation by September 30, 2019.	PRS	PRS	Deans Directors
	3.7.2	Review and update DAU policies, procedures, and directives by December 31, 2018.	PRS	PRS Directors	
	3.7.3	During FY19, benchmark universities, private sector organizations, and training organizations through visits, conferences, and awards programs Report at MOPRs/leadership meetings as appropriate.	PRS	PRS	FLD WLD Deans

OBJECTIVE	FY19 TASK	RA	OPR	OCR
3.8 Support professional development of the 4th Estate workforce to achieve current and future acquisition requirements.	3.8.1 Achieve 90% fill rate of allocated Talent Management seats throughout Defense Agencies/Field Activities by August 31, 2019,	4th Estate DACM	4th Estate DACM	
	3.8.2 Promote customer intimacy via: 1) redesigned website to provide users a centralized repository of AWF resources; 2) social media plan that extends 4th Estate community awareness of current and future events; and 3) 2nd Talent Management week that builds on activities from the inaugural week, e.g., team building, leadership training, etc. by September 30, 2019.	4th Estate DACM	4th Estate DACM	
	3.8.3 Increase agency/DACM communication efforts via: 1) expanded scope of quarterly newsletter to include additional agency involvement, e.g., areas of interest per specific agency needs; 2) re-designed, updated, and regularly published 4th Estate Operating Guide to ensure it accurately depicts policy and becomes a "go-to" resource and plan; and 3) Annual Summit that promotes stakeholder intimacy, provides training opportunities, and educates re: future plans etc., by August 31, 2019.	4th Estate DACM	4th Estate DACM	
	3.8.4 Deploy DATMS 2.0 modifications including: 1) event management which allows responsible stakeholders to accurately record agency-specific events for their employees thereby automating the CL approval process; 2) outreach user-based training for all relevant DATMS 2.0 modifications; 3) upgraded DATMS user documentation to ensure user has reliable instructions for new and/or updated functionality; and 4) integrated Defense Acquisition Waiver functionality completely into DATMS by June 30, 2019.	4th Estate DACM	4th Estate DACM	

APPENDIX A

STRATEGIC PLANNING AND PERFORMANCE PLANNING PROCESS

DAU STRATEGIC PLANNING PROCESS

Our strategic planning process is performance-based and does not stop with the publishing of the Strategic Plan. It is an end-to-end planning process that encompasses performance measurement, budgeting, and contribution-based employee evaluation systems. It includes the following products:

- **Strategic Plan,** which contains the mission, vision, goals, objectives, measures, and outcomes. It covers 3 years but is updated annually as a living document.

- **Organizational Performance Plan,** which has measurable performance tasks for the current year in support of each strategic goal.

- **Organizational Performance Assessment,** which shows the actual versus planned accomplishments for the year as well as progress on long-term measures for each goal of the Strategic Plan.

- **Annual Report,** which provides DAU's customers and stakeholders with our achievements for the preceding year.

- **Performance-based individual contribution plans,** which are used for both our faculty and staff.

Each year, DAU measures, and updates, and validates our strategic goals, objectives. Throughout the year, DAU faculty and staff scan the environment examining 1) changes in DoD warfighting and acquisition environment; 2) results from listening to the voice of the customer; 3) advances in learning and development approaches; 4) major shifts in technology, market, competition, or regulatory environment; and 5) long-term organizational sustainability. Areas for improvement/ focus are determined through leadership reviews of mission/operational

performance, customer satisfaction ratings, stakeholder inputs, climate survey results, and annual performance plan task accomplishments. At the outset of the strategic planning process, this environmental scan is used to inform the analysis of organizational strengths, opportunities, aspirations, and results (SOAR). (The results of the SOAR are shown in Appendix C, page 43.)
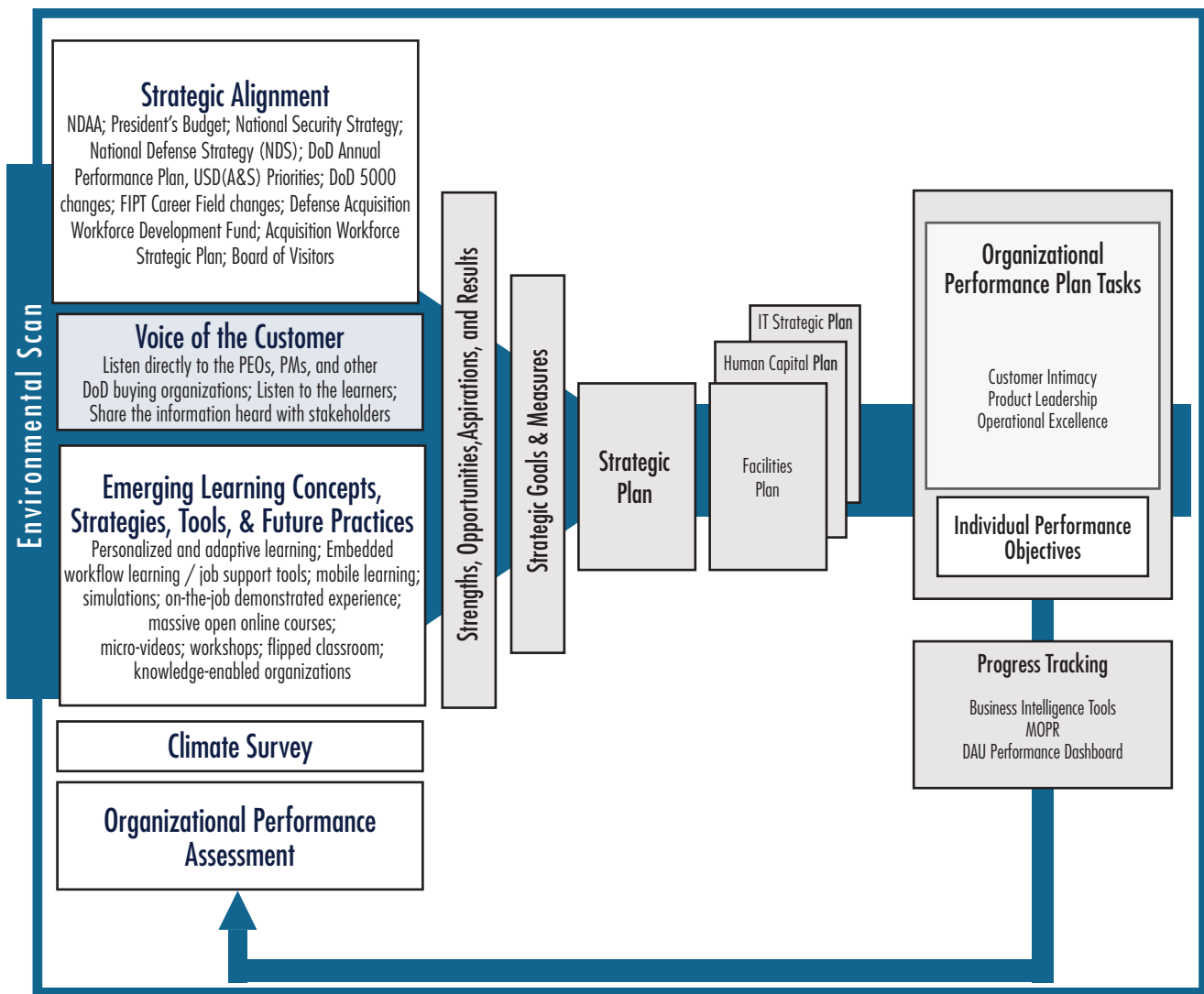
In alignment with the strategic goals, DAU establishes strategic measures to measure the overall success of the goal. We also develop separate performance tasks to be accomplished during the year, which are defined in the DAU Organizational Performance Plan. These tasks are projects headed by a project manager. Performance targets with specific outcomes/output measures and indicators of success are embedded within each task, and define progress toward achieving the objectives.

Our progress toward meeting our strategic goals and fulfilling our mission is measured and reported regularly. DAU has adopted an online enterprise-wide performance measurement tool, the DAU Performance Dashboard, (https://clo.dau.mil), which we use to set baselines, manage tasks, and analyze results. This dashboard, available to all managers, tracks progress of the performance tasks that support each strategic goal. DAU conducts periodic organizational performance reviews for all annual performance tasks as well as long-term measures for the strategic goals. This enables management to make resource allocation decisions in the context of past results and allocate or reallocate resources as appropriate. All of our decisions are data-driven. Long-term goal performance and current year task performance are documented in our annual Organizational Performance Assessment. Results are reviewed and incorporated as necessary into the next update of the Strategic Plan.

DAU's contribution-based employee evaluation systems ensure that each employee is focused on contributing to the execution of our mission and the accomplishment of the performance tasks, and ultimately, focusing on the goals of the organization. Individual objectives are set based on the Strategic Plan and Organizational Performance Plan. In the end, employee rewards are tied to specific contributions toward accomplishing DAU's performance goals.

Our strategic planning process has been recognized as a best practice and is DAU's engine for change. The entire process is a deliberate, planned, measured, iterative, and integrated cycle that continuously moves DAU toward its organizational goals and vision for the workforce.

Environmental Scan

Strategic Alignment
NDAA; President's Budget; National Security Strategy; National Defense Strategy (NDS); DoD Annual Performance Plan, USD(A&S) Priorities; DoD 5000 changes; FIPT Career Field changes; Defense Acquisition Workforce Development Fund; Acquisition Workforce Strategic Plan; Board of Visitors

Voice of the Customer
Listen directly to the PEOs, PMs, and other DoD buying organizations; Listen to the learners; Share the information heard with stakeholders

Emerging Learning Concepts, Strategies, Tools, & Future Practices
Personalized and adaptive learning; Embedded workflow learning / job support tools; mobile learning; simulations; on-the-job demonstrated experience; massive open online courses; micro-videos; workshops; flipped classroom; knowledge-enabled organizations

Climate Survey

Organizational Performance Assessment

Strengths, Opportunities, Aspirations, and Results

Strategic Goals & Measures

Strategic Plan

IT Strategic Plan

Human Capital Plan

Facilities Plan

Organizational Performance Plan Tasks
Customer Intimacy
Product Leadership
Operational Excellence

Individual Performance Objectives

Progress Tracking
Business Intelligence Tools
MOPR
DAU Performance Dashboard

PERFORMANCE PLANNING PROCESS

The FY19 DAU Performance Plan consists of 19 objectives and 77 tasks. These objectives and their performance tasks are described on the following pages. All of these tasks support the DAU Strategic Plan and its goals, which are aligned with the president's and Congress' acquisition reform and workforce initiatives; our DoD senior leadership planning guidance and priorities; and the USD(A&S) priorities.

This Performance Plan continues the journey DAU is taking to achieve its vision and strategic goals. Also, our longer-term strategic measures will require both continuous and breakthrough improvements. Our progress toward meeting our strategic goals and fulfilling our mission is measured annually. The Performance Plan describes performance tasks that will help realize both. Some tasks are smaller subsets of a larger project that may span several years. Our 3-year Strategic Plan helps accommodate the changing financial picture that DAU managers must factor into the equation of what is achievable in any given year.

Each task in the Organizational Performance Plan is incorporated into the DAU Performance Dashboard and updated monthly by the assigned Reporting Activity (RA) with input from the Office of Primary Responsibility (OPR) and Office of Corollary Responsibility (OCR). The tracking process is intended to be a "lean process," with minimal administrative requirements. The main page consists of:

- Specific tasks to be accomplished in the current fiscal year
- Assigned RA / OPR / OCR for each performance task
- Current status in accordance with performance targets
  - Green (on track)
  - Yellow (at risk)
  - Red (will not be completed as planned)

The RA enters current and projected status in a "Performance Progress" template linked to each performance task:

- Current status (mandatory)
- Current status reason (mandatory)
- Projected status (mandatory)
- Projected status reason (mandatory)
- Status issues (optional)
- Additional comments (optional)

For certain high-profile performance tasks, RAs may be required to develop an action plan to include:

- Approach description
- Expected outputs and / or outcomes
- Milestones / schedule
- Resource requirements
- Risks / issues
- Future actions

Key Terms & Performance Task Definitions

Strategic Goals. These are the long-term goals contained in the Strategic Plan. By accomplishing these goals, DAU will realize its vision.

Strategic Measures. These are our broad measures aligned to each goal that serve as multiyear indicators of DAU's strategic goals accomplishments (during 2018–2021).

DAU Performance Dashboard. A Web-based software application used to provide status on execution of the annual DAU Organizational Performance Plan. The Dashboard uses a business performance management approach by focusing on goals, objectives, and performance tasks.

Monthly Operational Performance Review. DAU leadership conducts monthly reviews of the operational performance of the university.

Objectives. Objectives are specific activities to be implemented during the Strategic Plan period. These objectives are aligned with the goals. Accomplishing these objectives will support achievement of the long-term goal.

Performance Tasks. Performance tasks are how we measure progress regarding completion of each objective. They can be measured as a percentage of improvement from a previously agreed-to baseline or standard. They also can be measured based on previous performance showing continuous improvement in regard to efficiency, effectiveness, and optimization using qualitative, quantitative, compound, or multiple metrics (examples: complete by July 2018; increase throughput 20 percent over last year; decrease costs by 5 percent from the baseline; provide 10 seminars per year; maintain student satisfaction rates above 80 percent).

Office of Corollary Responsibility (OCR). Organization, department, or individual responsible for assisting the office of primary responsibility in accomplishing a task.

Office of Primary Responsibility (OPR). Organization, department, or individual responsible for achieving the planned results of the tasks. The OPR may obtain matrix support by designating an OCR or by using an IPT approach to accomplish the task.

Reporting Activity (RA). Organization, department, or individual responsible for updating the Performance Dashboard on a monthly basis.

Strategic Planning Tiger Teams

LISTEN			DEVELOP & DELIVER	MEASURE	PEOPLE
Listen VoC Process	CRM	Market Segments & Deans Council	**Product Management** Design ~ Develop ~ Deliver	Vision	Contributions
			Operational Excellence	Goals & Measures	Communications
			Learning Asset Development Process	Performance Plan	Incentives
			CON 090		Values
			Leadership Development		Elevator Speech
			Instructor Loading Effectiveness		
			Speeding up Acquisition		

STRATEGIC PLANNING TIGER TEAMS

Starting in 2017, DAU engaged in a year-long strategic planning effort to take a closer look at what we do, how we do it, and what changes are necessary to ensure success for the Defense Acquisition Workforce in the future. We used the Michael Treacy and Fred Wiersema value discipline model of product leadership, operational excellence, and customer intimacy. The leadership team decided on customer intimacy as the value discipline that DAU would focus its future efforts. To develop and implement key parts of the new strategic direction, they established several tiger teams with representation from faculty and staff across DAU.

LISTEN

GOVERNANCE
Jim Woolsey, Executive Sponsor

VOICE OF THE CUSTOMER
John Higbee, Executive Sponsor
Chris Robinson, Team Lead
Michel Jimerson
Steve Liebler
Jerome Collins
Rob Tremaine
Lenny Manning
Scott Fouse
John Mueller
Kathy Spainhower
Syl Hubbard

CAPTURE CUSTOMER DATA (CRM)
John Higbee, Executive Sponsor
Mark Whiteside, Executive Sponsor
Kathy Spainhower, Team Lead
Craig Lush
Ross Thompson
Diane Cunha
Kevin Corcoran
DSMC POC John Mueller

MARKET SEGMENTS
Kevin Carman, Executive Sponsor

ARMY
Mark Lumb, Executive Sponsor
Vance Gilstrap
Bill Bailey
Vishnu Nevrekar
Joe Veneziano
Greg Schlauch
Tony Brown
Bobby Claflin

NAVY/USMC
Kevin Carman, Executive Sponsor
Kevin Corcoran, Team Lead
Chris Robinson
Jack Cain
Mike Paul
Steve Liebler
Vishnu Nevrekar
Joe Veneziano
Joel Brown
Jerry LaCamera
Tony Romano

AIR FORCE
Travis Stewart, Executive Sponsor
Vance Gilstrap
Jack Cain
Jason Ackiss
Vishnu Nevrekar
Joe Veneziano
Jeff Schmidt
John Champman
Ann Wong
John Pritchard

4TH Estate
Lois Harper, Executive Sponsor
Lisa Schneider
Scott Fouse
Paul Horst
Vishnu Nevrekar
Joe Veneziano
Sal Cianci
Rick Nordgren
John Mueller

JOINT
Scott Ilg, Executive Sponsor
Lisa Schneider
Jack Cain
Timothy Freihofer
Vishnu Nevrekar
Joe Veneziano
Woody Springs
Eric Jeffries
Pat Baker

DOD SENIOR LEADERSHIP / COCOM
Pat Wills, Executive Sponsor
Lois Harper
Scott Ilg
Mark Lumb
Kevin Carman
Pat Wills
Vishnu Nevrekar
Joe Veneziano

DEVELOP & DELIVER

PRODUCT MANAGEMENT
TBD

OPERATIONAL EXCELLENCE
Mark Whiteside, Executive Sponsor
Joe Johnson
Michael Hocker
Scott Ilg

LEARNING ASSET DEVELOPMENT PROCESS
Bill Parker, Executive Sponsor
Sylwia Gasiorek-Nelson, Team Lead
Carolyn Tebault

CON 090
Scott Ilg, Executive Sponsor
Carol Tisone, Team Lead
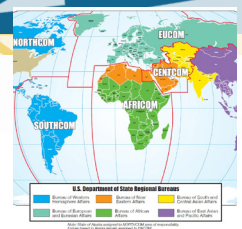Amy Timmermann
Lorraine Rardin
Bryan Amsel
Michelle Currier
Katie Keller
Steve Fasko
Jim Whalen
Penny Brooks
James Malloy

CIVILIAN ACQUISITION LEADERSHIP DEVELOPMENT
Mark Lumb, Kurt Stonerock, Pat Wills, Lois Harper, Kevin, Carman, Travis Stewart, Scott Ilg, Executive Sponsors
Richard Dowling, Team Lead
John Larson
David Gallop
Scott Miller
Will Broadus
Dave Dotson
Michael Bayer
Mike Gainor
Davie Chennault

INSTRUCTOR LOADING EFFECTIVENESS
Kurt Stonerock, Executive Sponsor
Darlene Urquart
Carole Tisone
Rick Dowling
Carl Hayden
Hank DeVries
Maryann Watson
Michel Jimerson

SPEEDING UP ACQUISITION (AKA HACK THE 5000)
Mark Lumb, Executive Sponsor
Darlene Urquhart
Mike Gainor
Glenn Lamartin
Mike Kotzian
Thomas Rauls
Jan Kinner
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APPENDIX B

ENVIRONMENTAL SCAN

LEARNING AND DEVELOPMENT TRENDS

BENCHMARKING BEST PRACTICES AND ACTIVITIES

DAU's benchmarking activities are a key part of our strategic planning process's environmental scan. Benchmarking will become more and more important to stay competitive and acquire best practices and emerging technologies. It can be defined as a measurement of the quality of an organization's policies, products, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers. The objectives of benchmarking are (1) to determine what and where improvements are called for, (2) to analyze how other organizations achieve their high performance levels, and (3) to use this information to improve performance.

However, in practice benchmarking also includes many broader actionable activities: participating in learning and development conferences, award competitions (preparing, submitting and judging), market research, formal accreditation programs, and sharing best practices with others. Akin to other industries, the learning and development industry is undergoing a shift due to the ever-increasing pace of doing business, the continuous emergence of new technologies, and the rapidly changing needs of the learners all of which drive several key overarching trends which drive the process and technology changes to deliver personalized learning at the point of need. Through these activities we have identified and confirmed significant and impactful trends in the future.

The following are emerging L&D trends in Learner Centricity, Digital Transformative Environments and Tools, and Innovative Designs and Delivery.

LEARNER CENTRICITY

Adaptive Learning: "Personalized learning paths cater to specific performance gaps and experience levels. There are a

multitude of ways people can absorb and assimilate the information they need. These personalized online training paths may involve clickable eLearning course maps, individual training contracts, and course catalogs that allow employees to pick-and-choose. Adaptive Learning means: Better Outcomes; Non-linear learning; Learner-centric; Adapts to learner's needs and abilities; Addresses specifically what learner does not know; Brings every learner to mastery of stated objectives; Learners Take Ownership of their learning; Achieve Mastery at Own Pace, and Personalized by content, interest, or career." (Lewis, 2018)

Focus on Millennial: This recognizes that a learning provider has just seconds to get the attention of a millennial workforce with self-directed, fast training on topic immediately applicable to the job. Learning solutions responsive to this generation of learners include immersive environments, reconfigurable classrooms, micro-videos, integrated curricula cross modalities, and tools/phone apps specifically for learning.

Increased Need For Soft Skills: To remain competitive in the future, more soft skills will be needed. As organizations become more global, digital, and diverse, it will become even more critical to emphasize collaboration, communication, decision-making, negotiation, critical thinking and other soft skills.

Online Coaching/Mentoring: Mentorship and coaching programs are also moving to online platforms. Mentoring benefits both mentees as well as their mentors. Mentees can learn from the insights of more experienced employees, while online mentors improve knowledge retention and reinforce key skills as they put their knowledge base into practice.

Social & Collaborative Learning: Included in their enterprise learning strategies, organizations will offer exponentially increasing communicative and collaborative learning opportunities with interactive and engaging social learning activities such as Social media groups, online discussions, blogs, and video sharing platforms.

DIGITAL TRANSFORMATIVE ENVIRONMENTS AND TOOLS

Digital Transformation: According to Brandon Hall Group's HCM Outlook 2018, "Digital transformation is…using technology to enhance, facilitate, measure and analyze learning in ways never before possible. Digitization will provide learners access to learning wherever they want, whenever they want, thanks to the cloud and mobile devices. Learners will be more connected to experts and one another than ever before due to rapid advances in collaboration software. Additionally, virtual classrooms will connect people from across the globe as though they are in the same room. All learning will be tracked, measured and analyzed. Even spontaneous learning will be measured against behavior and performance improvement." Brandon Hall Group (2018)

Virtual Reality/Augmented Reality: "Virtual reality, augmented reality are opening doors to entirely new learning experiences. Brandon Hall Group's research has found that interest and use is growing among "high-consequence" industries that face heavy regulatory and compliance requirements. Interest in using game-based technology and simulations has increased significantly among these companies, as more than 30% identify these tools as a top learning priority for the next 12-24 months. This is a 66% increase from 2016. VR can allow training to occur within a safe, virtual environment, preparing employees for real-world scenarios far better than any classroom; 40% of high-consequence companies say they are prepared to address or take action on it. There is also an increase in the use of augmented reality, in which data and information is layered over a visual of the real world. For example, an employee can look at a piece of machinery through a phone's camera, and information about each of the parts, systems and switches can be added over it." Brandon Hall Group (2018)

Artificial Intelligence (AI): In life and work, Artificial intelligence is already replacing key actions and decisions we perform. In learning and development, it is most commonly used as a recommendation engine, but is expected to evolve and grow in use in L&D as it has become ubiquitous in our life, work, and play.

Data Analytics: The amount of data available will only increase over time and will continue to become more important. As a result, most organizations will continue to invest in sophisticated reporting and analytics tools. Many learning organizations unable to internally staff and resource the needed statistical expertise will increasingly turn to outside help or seek simple to use tools that can provide the analyses and reporting.

The Digital Transformation of Learning

From http://zdnet.com/blog/hinchcliffe on ZDNet, by Dion Hinchcliffe
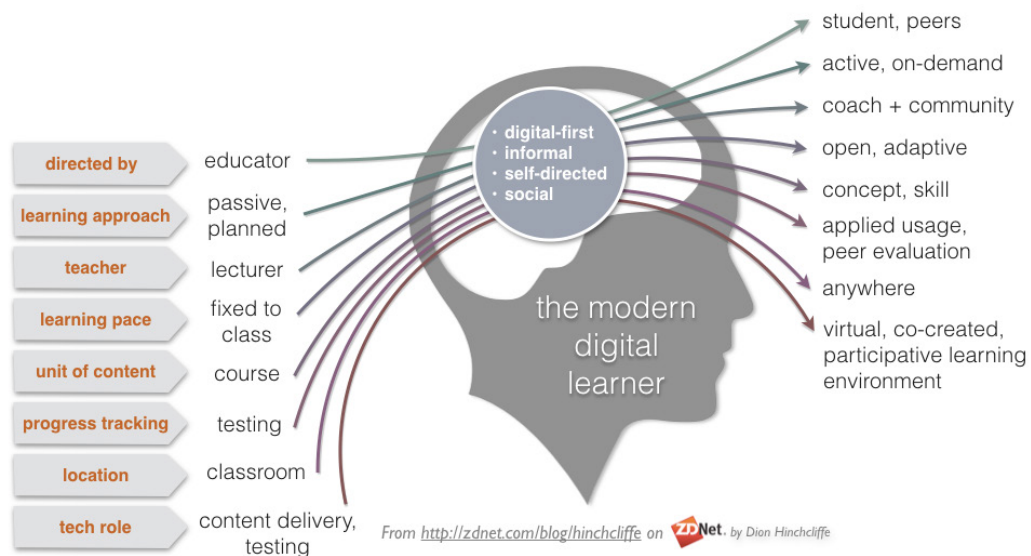
INNOVATIVE DESIGN AND DELIVERY

Content Curation: L&D trends are moving towards building a learning library that covers relevant topics, which are easily accessible for timely training. Bob Mosher, Chief Learning Evangelist at APPLY Synergies, notes that "collecting information is one thing; distributing it in a meaningful way and easily assessable way is another. We will see a deeper focus on the aggregation of content, both learning and support, in a more powerful way." Mosher (2017)

Enterprise Learning platforms: New learning platforms will have more features and flexibility to support extended enterprise uses and external content sources. They will provide learners the tools to access, manage, and create their own learning experience. Using social learning they can recommend learning to others, follow peers and other internal experts, rate and review content, and create and share personal learning paths. They can also search and discover learning content, paths, experts and recommendations from others. And, do this all from their mobile device.

Learning Accessible on Demand: L&D priorities are making a shift to easy-to-digest micro learning content that is accessible on-demand. With a more technologically-driven and agile design, maximizing blended learning also allows L&D practitioners to offer effective and relevant delivery methods for their learners.

Micro-learning: Refers to bite-sized courses that can be consumed in a short period of time with the content being rich in substance. With the utilization of micro-learning, employees will complete additional learning and development at their point of need without interrupting their daily schedule and integrating these learning solutions as a natural part of their workflow.

Mobile Friendly Resources: Will become the standard in the industry. Agile/ responsive learning solution designs will allow organizations to develop and deploy online training courses that are accessible anytime, anywhere, and on any device. All learners will receive the same quality and benefits regardless of device.

Gamification/Serious Games: Gamification and serious games triggering motivation and emotional connection are becoming more prevalent within corporate learning strategies and blended learning solutions. On-line games give learners the opportunity to learn without realizing it - competing with peers and receiving awards/badges while absorbing the key takeaways.

Training Webinars: An increasing number of organizations will leverage webinars as blended solutions with featuring guest speakers, games, online discussions, live events, recorded for future use, and combined with social collaborative tools.

Instructors as Coaches/tutors: In the class room, roles will shift from facilitator to coaches or tutors, with greater emphasis on their ability to personalize the learning experience for each learner. With the current pace of tech evolution, as desirable skills change, globalization transforms our reach, and business needs and priorities shift, L&D professionals must also adapt.

Performance Support: Performance Support will become even more important and prevalent as learning and development organizations expand beyond the classroom and web-based courses into the workflow on the job. As L &D's measures of success become aligned and focused on performance on the job and business success, more performance support tools (embedded within the workflow) will be demanded in addition to training. This will drive more "blended solutions" and integrated content throughout all learning solutions to meet workflow needs on the job. Technology will accelerate this capability.

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APPENDIX C
STRENGTHS, OPPORTUNITIES, ASPIRATIONS, AND RESULTS

STRENGTHS, OPPORTUNITIES, ASPIRATIONS, AND RESULTS

Strengths:

What can we build on?

- Talented and dedicated faculty and staff
- Good at Foundational Learning and Performance Learning; improving at Workflow learning; getting better at integrating
- Learning solution development valued
- Several enterprise integration groups
- Well connected with regional customers

Opportunities:

What do our Customers and Stakeholders Need?

- Services' role in acquisition increasing
- Federal budget pressures foster innovation
- The millennials are coming!
- Advances in learning technologies
- They like how we teach, but….

Aspirations:

What do we deeply care about becoming?

- **Customer outcomes are central to everything we do**

Results:

How do we know we are succeeding?

- Get really good at and integrate all ALM elements
- Flexible delivery of learning solutions focused on customer outcomes
- Work together as an enterprise team to identify and address learning and performance needs

MISSION SUCCESS

DAU has repeatedly demonstrated and been recognized for its success in providing a global learning environment.

2018
- ELearning! Media Group's Learning! 100 Award (2107, 2016, 2015, 2014, 2013, 2012, 2011) Best in Government (2016)
- Chief Learning Officer Learning Elite Winners Circle

2017
- Chief Learning Officer Learning Elite (2016, 2015, 2014, 2013, 2012, 2011)
- Brandon Hall Group Excellence in Learning - Best Corporate University Strategy (2016)
- Corporate University Best-in-Class (CUBIC) Leader of the Year

2016
- Chief Learning Officer Learning in Practice Awards (Business Partnership, Trailblazer, and Innovation)

2014
- Earned reaffirmation of accreditation with commendations in three areas
- Best Overall Corporate University—Corporate University Best-in-Class (2006, 2002)
- Annual Awards for Publication Excellence (Award of Excellence for AT&L Magazine) (2010, 2009)
- Enterprise Learning! Excellence in Practice for Army / DAU Senior Service College Fellowship
- Federal Government Distance Learning Association (FGDLA) Eagle Award (2012)
- Brandon Hall Award for Measurement

2013
- Global Council of Corporate Universities Gold Award for Best Overall Corporate University
- Chief Learning Officer Editor's Choice Award for Learning Impact on Business
- International Coach Federation Prism Award

2012
- Chief Learning Officer Learning in Practice Gold Award for Learning Strategy

2010
- Brandon Hall Research Excellence in Learning Award for Best Use of Virtual Worlds for Learning
- Leadership Excellence—Best in Leadership Development (2009, 2008, 2007, 2006, 2005)

2009
- Chief Learning Officer Vanguard Award
- Chief Learning Officer Learning Team Award
- Silver Inkwell Award for Government Communications

2008
- Earned reaffirmation of accreditation with commendations in three areas

2007
- Computerworld 21st Century Achievement Award

2006
- Best Mature Corporate University—Corporate University Best-in-Class
- Best Virtual Corporate University—Corporate University Best-in-Class (2002)
- Corporate University Leader of the Year—Corporate University Best-in-Class (2002)

2004
- Ranked No. 1 Corporate University in America—American Society of Training and Development (2003)

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West Region
San Diego, CA
619-524-4814

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Defense Systems Management College
Fort Belvoir, VA
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