

Defense Acquisition University BUSINESS PLAN 2001

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SB 20/20

“Smart Business 20/20” provides the Defense Acquisition University (DAU) a clear vision (20/20) of how its faculty and staff can help program offices and other acquisition organizations solve specific real-world issues and make smart business decisions. It establishes goals that will enable DAU to help create a more effective acquisition workforce through education, training, research and consulting.



DAU Vision

The acquisition community's learning resource of choice!

DAU Corporate Goals

Provide our stakeholders and customers what they need, when and where they need it.

- Operate a premier learning enterprise.

- Advance excellence in acquisition business practices.

- Employ knowledge management to enhance learning and productivity.

- Provide our stakeholders and customers with a preeminent faculty and staff.

THE WAY AHEAD FOR ACQUISITION TRAINING



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“True genius lies not
in doing extraordinary
things
but in doing
ordinary things
extraordinarily well.”

—MajGen Louis H. Wilson,
USMC

Dramatic economic and political changes have forced America and the DoD to rethink the way we do business. Corporate America has downsized, restructured, reengineered and reorganized in an effort to reduce costs and improve efficiency. Most companies have shed all but what they consider their core competencies in an effort to meet their customer’s needs with improved efficiency and competitiveness.

The environment in the Department of Defense (DoD) and the Defense Acquisition University (DAU) has been no different. As budgets have decreased, the DoD and DAU have also downsized and restructured in order to meet a rapidly changing business and acquisition environment. The Defense Reform Initiatives and the Revolution in Business Affairs have been directed at improving the efficiency of our acquisition and logistics operations. While streamlined processes resulting from acquisition reform have

already produced significant savings, additional savings are achievable through the application of better business practices.

Acquisition training is a critical element in preparing the acquisition, technology & logistics workforce (AT&LWF) to think differently, develop better business practices, and shape smart business deals.

To be successful in the future, DAU must adapt and prepare now for a different training environment and the continuously changing needs of the AT&LWF.

Adaptability, speed, customer focused, and targeted training are qualities valued by the workforce.

The DAU strategic plan is on target and on track. They are aggressively moving forward with distance learning, case-based training, and taking the lead in implementing an evolving concept of knowledge management so we can reach and support the AT&LWF at their workplace.

It is important to recognize that the mission of DAU is to prepare the AT&L workforce to shape smart business deals, successfully function in a rapidly changing acquisition environment, and to critically think through and solve tough and challenging program issues. By smartly implementing its strategic plan, DAU will build a corporate university with a collaborative culture that empowers their workforce to accomplish the DAU mission.



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“The mediocre teacher tells,
the good teacher
explains, the superior
teacher demonstrates,
and the great teacher
inspires.”

—William A. Ward

DAU is also aggressively addressing the recommendations in the October 1999 Report of the DoD Section 912c Commercial Business Environment Study Group that suggested DAU should operate more along the lines of a corporate university.

DAU is developing a benchmarking methodology to effectively identify and implement best practices. Further, they are establishing strategic alliances with leading organizations from private industry, other

government agencies, and academia.

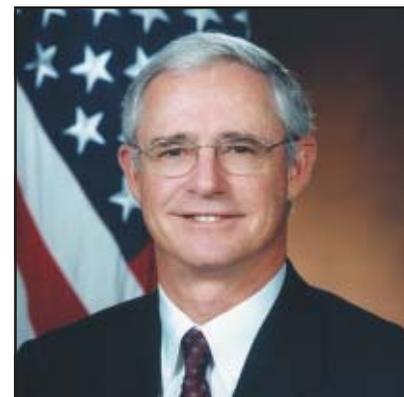
To ensure maximum momentum I have worked with the DAU leadership to select ten

Fast Track Initiatives that will jump-start the execution phase for rapid implementation. These initiatives offer a renewed vision and organizational construct for DAU. We must aggressively push forward to ensure the acquisition community receives quality training at the right time, right place, and right price.

Fast Track Initiatives

- | | |
|---|--|
| 1. <i>DAU HQ/DSMC Collocation at Fort Belvoir</i> | 6. <i>Functional Integrated Process Team/ Overarching Integrated Process Team Jump Start</i> |
| 2. <i>Revision of PM Training Curriculum</i> | 7. <i>Supporting the New 5000 Changes</i> |
| 3. <i>Critical Thinking and Case-Based Curriculum</i> | 8. <i>Knowledge Management</i> |
| 4. <i>Faculty Development and Currency</i> | 9. <i>Change Management Center</i> |
| 5. <i>Budget Reassessment and Realignment</i> | 10. <i>Strategic Alliances</i> |

Dr. Jacques S. Gansler
Under Secretary of Defense
(Acquisition, Technology & Logistics)



DAU Challenge



Until now, our challenge has been to provide effective and efficient acquisition education, training, research, and associated academic activities as an integral part of acquisition support to DoD's national security efforts.

In the future, we must become an exemplary corporate university recognized, inside and outside DoD, for excellence in acquisition education. We must be a leader in areas such as knowledge management and problem-based learning. We must develop critical thinkers capable of responding to the most complex acquisition challenges.

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"If we ask our employees at every level of the workforce to win in a world seething with change, we must provide them with the tools.. we have to.. open up, give people a chance, get them in the process, and I am convinced we can make quantum leaps."

—Jack Welch

We must be an active participant in acquisition research to help streamline DoD processes and incorporate new concepts and technologies. We must also partner with other academic activities that support the career development of DoD professionals.

The products and services we provide the acquisition community are an investment, and the return must be visible and valuable to all of its stakeholders and customers.

My challenge to the faculty and staff of DAU is simple — prepare the workforce to make smart business decisions.

Mission Statement

Provide the acquisition community with the right learning products and services to make smart business decisions.



Stan Soloway
Deputy Under Secretary
of Defense
(Acquisition Reform)

The DAU Team



Congress established DAU in 1990 to consolidate and integrate education and training for the Defense acquisition workforce, today numbering more than 140,000 personnel.

TEAM DAU consists of 545 dedicated civilian and military personnel who work to accomplish the mission of DAU through education, research, consulting, and information dissemination. The team is committed to customer support and acquisition excellence.

Our people operate from four main campuses (Ft. Lee, VA; Ft. Belvoir, VA; Norfolk, VA; and Wright-Patterson AFB, OH) and nine regional sites.

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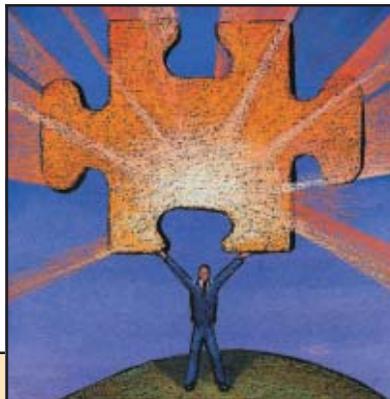
“When different talents and ideas rub up against each other, there is friction, yes. But also sparks, fire, light and — eventually — brilliance!”

—Nancie O’Neill

In addition to the DAU campuses, we have affiliations with the National Defense University, Defense Contract Audit Institute, and private vendors.

Education

Our schools provide more than 85 acquisition courses to entry-, intermediate-, and senior-level civilian and uniformed personnel to allow them to attain certification in one or more of the 11 defense acquisition career fields. Today, we offer six courses via distributed learning and are transitioning to better serve our students by providing education anytime — anywhere.



Defense Acquisition University Organization





Other Products and Services

DAU publishes numerous acquisition-related documents such as the *Program Manager Magazine*, a series of acquisition business guidebooks, and the refereed *Acquisition Review Quarterly*. We host numerous conferences such as the Program Executive Officer-Systems Command (PEO-SYSCOM), Advanced Concept Technology Demonstration (ACTD), and the Business Managers and Acquisition Research Symposium. Through

the Acquisition Reform Communication Center and DAU Website, we disseminate the latest information related to acquisition business.

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There are no secrets to success. It is the result of preparation, hard work, and learning from failure.

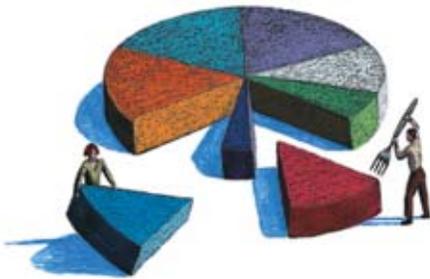
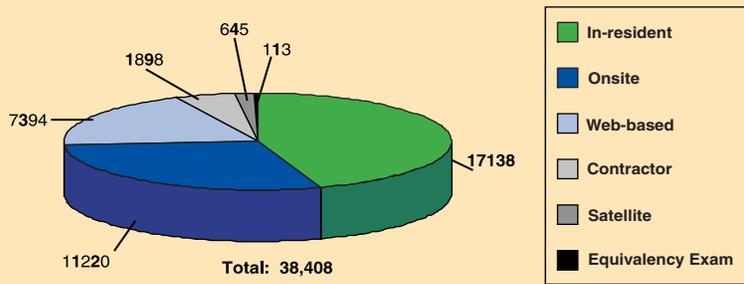
—Colin Powell

Our faculty and staff also work closely with the Office of the Secretary of Defense, the Services, and other agencies on programs, policy teams, and numerous integrated product teams. In the area of acquisition research, we sponsor many research projects conducted by DAU faculty and other interested organizations. Cooperative research includes members of the Service academies, federally funded research centers, and other academic institutions.

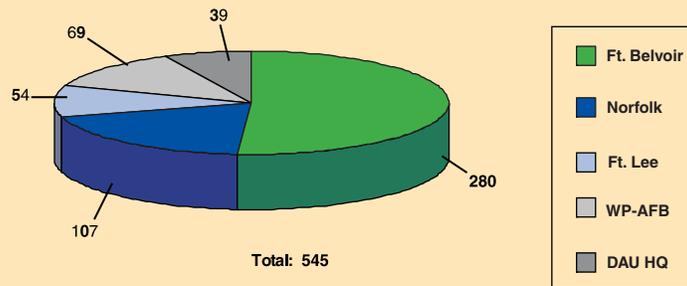
“You have established acquisition as a profession and set the standards of the professionals that you train. I would like to see you go even further...[become] a hotbed of new ideas...try out new strategies and new technologies before and during real program experience...[be] the main point of entry for all of the commercial techniques I’ve been talking about...[use] simulation and gaming as an alternative to traditional classroom work...[and] implement ‘distance learning.’”

—Hon. H. Lee Buchanan
Assistant Secretary of the Navy

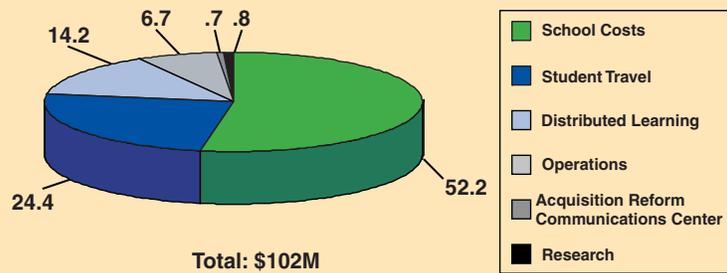
DAU Graduates FY99



DAU Workforce FY01



DAU Budget FY01



The Environment



In order to assess where we must lead, we conducted an environmental scan to identify external and internal factors that must be considered in developing the corporate strategy.

External Environment

Acquisition Workforce Challenge

The defense environment of the first decade of the 21st Century will witness the heightened impact of resource and demographic pressures.

The Acquisition and Technology Workforce, already reduced by previous personnel cuts, will continue to decline in size because of legislation gov-

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“There is no way to make people like change. You can only make them feel less threatened by it.”

—Frederick O. R. Hayes

erning end-strength, the effect of competitive sourcing efforts, retirements, and loss to the commercial sector of highly trained acquisition professionals. The remaining workforce will be older because of the use of seniority rules in making previous personnel reductions, the inability to hire in recent years and the loss of younger employees to industry. Because of the aging workforce and high potential for turnover, there is a need to capture the “corporate memory” and experience of those who will be retiring.

Clearly, programs must be put in place to prepare new personnel to face the challenges of a changing environment. The workforce must be flexible.

Acquisition Career Fields

- Acquisition Logistics
- Auditing
- Business, Cost Estimating, and Financial Management
- Communications-Computer Systems
- Contracting
- Industrial Property Management
- Manufacturing, Production, and Quality Assurances
- Program Management
- Purchasing
- Systems Planning, Research, Development and Engineering
- Test and Evaluation

Source: DoD 5000.52-M



Personnel must possess business insight so they can become “smart acquirers” who manage producers not products. They must be “results driven” so they can operate in a performance-based business environment that focuses on efficiently delivering products to their warfighter customers. They must be able to foresee and implement change. They must possess the management and personal skills needed to operate in a multi-functional, team-based, digital environment.

Increased use of commercial practices and expanded use of best-value techniques will enable DoD to operate more like a business. Continued emphasis on reengineering of DoD processes and the evolution of information technology will drive the need for more targeted education and timely access to knowledge.

Customer Requirements

Acquisition organizations have expressed their need to mini-

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“Leadership is a potent combination of strategy and character.. you always know the right thing to do. The hard part is doing it.”

—General H. Norman Schwarzkopf, USA

mize the costs of learning and to make the best investment possible in education and training. They want to offer learning in ways that are distributed, low cost, low impact on current infrastructure, readily available, adaptable, and easy to use. They want learning that includes insights and solutions; lessons learned; mistake avoidance; and the latest legal, regulatory, and acquisition reform information. Finally, they want training, consulting, and research that is tailored to their precise needs and delivered where and when it is needed.

The World Beyond DoD and DAWIA

No other Federal agency has invested as much in the education and training of the acquisition workforce as has DoD. Hence, many of these Federal agencies have expressed a need for DAU products and services.

Internal Environment

We have, since our inception, had one primary goal — to provide the Defense Acquisition Workforce with the highest quality training and education to satisfy the certification requirements defined in the Defense Acquisition Workforce Improvement Act (DAWIA) and its related DoD directives. We have additional responsibilities for acquisition research, publication, and acquisition reform information dissemination.

In 1999, DoD’s efforts to educate and train its acquisition workforce moved from a con-



sortium model to a unified institution. The unification is structurally complete, but the work of creating a unified culture is only beginning.

Technology continues to offer the prospect of increasing accessibility to and reducing the costs of learning by assuring that learners travel only to engage in specific learning experiences that require the face-to-face interaction of learner groups and instructors.

Previously, we focused on internal learning solutions. We must recognize that often the *right source* may be outside of the DAU. In this situation we can support the workforce best by being knowledgeable about suppliers and by serving as the portal to the right source.

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“Champions
are pioneers ...
No support
systems,
no
champions.
No
champions,
no
innovations.”

—Tom Peters

Our leadership has embraced the direction provided by the DAU Transition Plan (April 1998), which formalized the transition of DAU from a con-

sortium structure supported by Service school faculty and staff to a unified DAU. Led by the Vice President of DAU, a corporate planning team has determined that meeting the stakeholders’ needs requires more than just a simple transition or unification. We must *transform* our organization, culture, infrastructure, and processes in order to be responsive to the changing needs of the acquisition workforce. Our ultimate goal is to become the acquisition community’s *learning resource of choice*.

In the next section we discuss the paradigm shifts that must take place to meet this challenge.



Paradigm Shift



We must build upon our past successes, challenge our assumptions, and make changes to ensure our continued effectiveness in enabling the Workforce to meet the challenges of the future acquisition environment. We must think in new terms and shift our paradigms as outlined below.

Total Mission Focus

We need to refocus our mission to accommodate the total needs of the Workforce, not just *certification training*. The resources, which contributed to our past successes, will now be directed toward understanding and meeting the environment, needs, and constraints of the acquisition workforce as a whole.

Corporate University

As a corporate university, we will function as the strategic umbrella for the acquisition community's total learning needs. We will help shape the DoD acquisition community culture by

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“If you’ve higher priorities than ‘meeting your customers’ expectations,’ you’re in a whole lot more trouble than any book is going to bail you out of.”

—John Guaspari

fostering the development of essential skills such as leadership, critical thinking, and problem solving.

Business Strategy Consultant

As the acquisition environment changes, DAU faculty will become business strategy consultants, who help program offices and other acquisition or-

ganizations with specific real-world issues such as making smart business decisions. Smart business decisions are made from an integrated perspective including considerations of all relevant technical, financial, contractual and leadership aspects.

Performance-Targeted Learning and Critical Thinking

We must provide performance-targeted products that assist learners in analyzing, synthesizing and evaluating challenging problem-based scenarios. In addition, the acquisition workforce must leave the classroom with a suite of high-order thinking skills that result from an environment rich in opportunities for critical thinking and analysis.

Integrated Knowledge

We will become the cornerstone in the process of identifying, collecting, organizing, analyzing, and distributing acquisition-related knowledge. We will



make it available to the acquisition workforce, when and where they need it.

Virtual Communities of Practice

By leveraging technology, electronically linking faculty and staff expertise across all locations, and partnering with

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“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things.”

—Niccolo Machiavelli

key stakeholders and customers, we will create virtual communities of practice where we can interact and share knowledge.

Value is Enhanced Job Performance

The future dictates a shift in focus. We must place a greater



CHANGING DAU PARADIGMS

CURRENT

- DAWIA Focus
- Training Organizations
- Subject-Matter Expert
- Lecture/Discussion
- Disconnected Information
- Islands of Expertise
- Value is Student Throughput/Feedback
- Campus Operations
- Campus Faculty & Staff Development
- Individual Course Focus

FUTURE

- Total Mission Focus
- Corporate University
- Business Strategy Consultant
- Performance-Targeted Learning and Critical Thinking
- Integrated Knowledge
- Virtual Communities of Practice
- Value is Enhanced Job Performance
- Corporate Management
- Corporate Faculty & Staff Recruiting and Development
- Integrated Knowledge Skill Sets



value on enhanced job performance — not just DAWIA certification or the number of graduates. We will develop measures that provide better feedback on the performance outcomes of all our products.

Corporate Management

We have organizationally transformed from a consortium of separate schools to a unified entity. To complete this transformation, we must develop and

implement a corporate management philosophy that emphasizes the need for a unified culture working toward a common mission and vision.

Knowledge Skill Sets

We will work with the functional representatives of each acquisition career area to determine which knowledge skill sets their personnel must possess as their careers progress. We will then integrate those skill sets through-

out the courses offered within each acquisition career field by designating a focal point for all curricula within each career area.

Corporate Faculty and Staff Recruiting and Development

To achieve our corporate goals, we must smartly retain and recruit premier faculty and staff. The faculty and staff must have the opportunity to develop, maintain, and enhance skills and expertise.

“Acquisition reform has produced tremendous benefits — our focus now must be on acceleration and institutionalization. The Defense Acquisition University and its member schools are key to our success. We must ensure the lessons learned from our revolution in business affairs become second nature to the entire acquisition workforce.”

—Hon. Lawrence J. Delaney
Assistant Secretary of the Air Force
(Acquisition)

Strategic Thrusts



The 15 strategic thrusts are the heart of the DAU Business Plan. They represent how we will bring about the changes we need to make to help the acquisition workforce operate more effectively in the future acquisition environment.

1. Provide a Tailored, Timely, and Relevant Product Mix

As we commit our resources to maintain or develop products and services, we will ensure that we understand our primary stakeholders' *big picture*. We will partner with our customers in order to provide them with the right learning products and services at the right time, place, price, and attitude.



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“If no one ever took risks, Michelangelo would have painted the Sistine floor.”

—Neil Simon

2. Provide Performance-Targeted Learning and Develop Critical Thinking Skills

We will provide the workforce performance-targeted learning through hands-on, tailored curricula focused on developing practical insights in order to en-



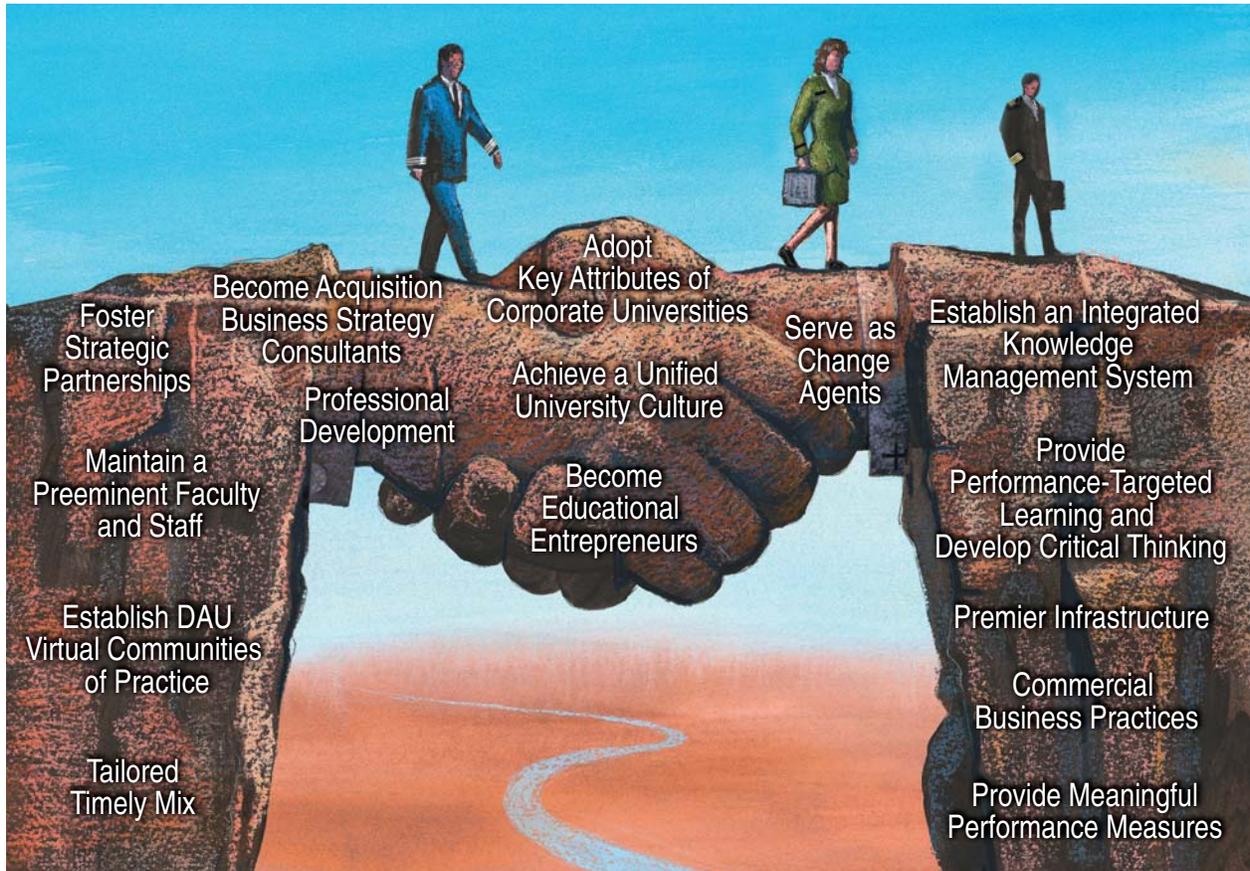
hance job performance. In addition we must assist the acquisition community in developing critical thinking skills in order to execute smart business decisions. To support and promote critical thinking, faculty will often be required to facilitate performance-targeted learning by assisting learners in synthesizing and evaluating challenging problem-based scenarios. The goal of critical thinking is to produce learners who can evaluate situations and then consistently make the right decisions.

3. Establish a DAU Integrated Knowledge Management System

Knowledge management is the name given to the process of identifying, storing, index-



DAU Bridge to the Future



ing, analyzing, and retrieving information. The role of knowledge management is to leverage DAU's knowledge base to enhance learning products and services and the internal functions of DAU. The knowledge management system must be capable of, capturing selected acquisition workforce/faculty/staff/learning partner capabilities, hosting learning products, supporting virtual communities of practice, and supporting organizational operations.

The knowledge management system should also provide rel-

evant lessons learned and the latest legal, regulatory, and acquisition reform guidance. The ideal knowledge management system should be distributed, low cost, and low impact to current infrastructure. It must be based upon an open architecture, which will facilitate future backward compatibility and designed to minimize information overload.

4. Adopt Key Attributes of Corporate Universities

A corporate university provides strategic management of the entire learning function.

It serves as the centralized umbrella for strategically relevant learning solutions for each job family within the corporation. A corporate university is also responsible for shaping corporate culture and fostering the development of intangible skills such as leadership, critical thinking, and problem solving.

As a corporate university, DAU will function as the strategic umbrella for the acquisition community's total learning requirements. It will partner with its stakeholders in order



to enhance the customer skill sets and, thereby, increase the job performance of a targeted organization as well as the acquisition community as a whole.

5. Maintain a Preeminent Faculty and Staff

The retention of a highly qualified faculty and staff is paramount for the continued success of the Defense Acquisition University. DAU must develop plans to ensure that aggressive compensation and incentive programs are available for faculty and staff. These plans will allow for progression commensurate with individual professional development and reward achievements. We must also establish a proactive recruitment program to attract highly qualified faculty and staff from the public and private sector.

6. Provide Professional Development for the Faculty and Staff

Preeminent faculty and staff are recognized experts in

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“It is amazing how much people can get done if they do not worry about who gets the credit.”

—*Sandra Swinney*

their respective fields. This recognition is gained through education, experience, research, and consulting. DAU senior leadership are committed to resourcing a professional development program that enables faculty and staff to effectively engage in these activities.

7. Increase Understanding of Commercial Business Practices

DoD’s ability to accomplish the Revolution in Business Affairs depends on a cultural and organizational transformation.

This does not mean that government can or should be made to operate exactly like business, but should adopt key attributes that instill in the acquisition workforce the same cultural values that make the U.S. economy a world leader. In order to achieve this transformation, DAU must help the acquisition community develop a mind-set that embraces best practices, empowers the workforce, and achieves optimal solutions for the best value.

8. Become Acquisition Business Strategy Consultants

DAU has established a solid reputation for providing expert classroom instruction for DAWIA training requirements. To become more responsive to the acquisition community’s mission-related needs, DAU faculty must also focus their expertise on helping program offices and other acquisition organizations with specific real-world issues, such as crafting smart business strategies and



facilitating resolution of complex program issues. Consulting must be viewed as a vital part of our mission. We must position ourselves to be our customers' source of first resort for acquisition support and assistance. We must respond to their requests with the appropriate combination of assets from anywhere in DAU and, broker assistance from other sources in DoD, the federal government, allied nations, universities, and industry.

9. Achieve a Unified University Culture

DAU has moved from a consortium to a unified organization. The strategic challenge inherent in this move is to ensure that the faculty and staff work together as equals. In order for this to become a reality, senior management must nurture internal partnerships, implement workload leveling, and facilitate resource sharing among its business units. The headquarters staff must also be respon-

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“Complaints provide little insight into what the customer really wants and needs in a product. They simply reflect what the customer dislikes in the present product or service.”

—Ronald G. Day

sive to and supportive of those responsible for providing DAU's products and services.

10. Establish Virtual Communities of Practice

Our capability to deliver products and services will significantly improve as we move toward uniting faculty and their expertise across all DAU locations. We have moved from separate-service expertise resources to a unified resource. Cross-campus collaboration will powerfully improve our products and services.

11. Become Educational Entrepreneurs

We will foster a corporate environment that encourages innovation and the pursuit of smart business opportunities. This represents a new culture, which will allow us to partner with educational institutions and industry, create flexible curricula, allow flexible funding, market our products and services, and become the *learning resource of choice*.

12. Serve as Change Agents

Supporting the Revolution in Business Affairs requires us to serve as change agents in addition to our traditional role of providing DAWIA instruction. Our personnel will explore innovative practices and serve on acquisition process improvement teams. When new practices are approved, we must develop strategies to effectively reduce cycle time to provide information and training and new policies and processes to the



workforce. Modifying DAWIA courses is only one of many possible methods for *jump starting* change. We must also be capable of rapidly deploying learning products using knowledge management techniques and conducting targeted team training to help the acquisition workforce understand the changes and lower organizational barriers to change.

13. Provide Meaningful Performance Measures

A meaningful, reliable, and valid university-wide measurement

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“The intelligence of the team exceeds the intelligence of the individuals in the team.”

—Peter Senge

program that is tied to the strategic thrusts and planning process is critical to our success.

In addition, DAU must establish a set of measures that will enable us to determine the extent to which our products and services, whether provided by government or contractor personnel, are enhancing the acquisition community’s performance.

14. Foster Strategic Partnerships

We must enhance our value to our stakeholders and customers through the formation of partnerships with professional associations, private sector firms, Federal agencies, allied





nations, universities, and acquisition organizations.

The purposes of these partnerships may vary but are intended to allow us to harness capabilities not available internally, including access to industry expertise, participation in standards bodies, and industry exchange programs.

15. Establish and Maintain a Premier University Infrastructure

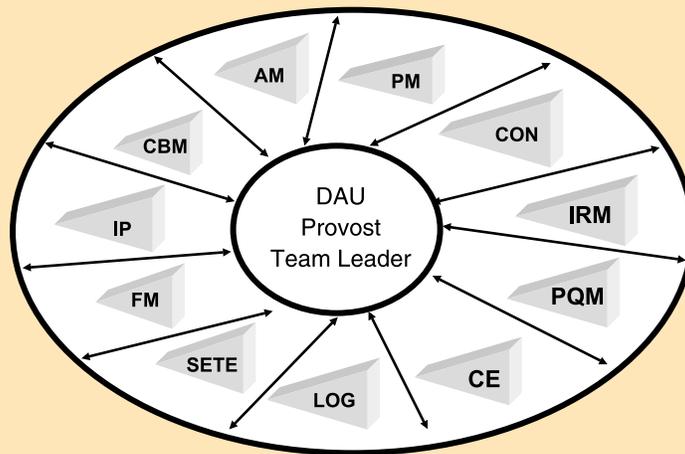
A critical component of satisfying our customers' requirements is providing them with an environment that is conducive to learning. Our facilities, fixtures, equipment, and automation, as well as our faculty and

staff, must meet or exceed the needs of our learners. Our goal is to provide state-of-the-art classrooms and support facilities equipped with the automated tools necessary to facilitate performance-targeted learning and the development of critical thinking skills.

“To achieve success we need acquisition professionals who understand business and the importance of contractor incentives. Education is the key. The Army is building a world-class workforce. We rely heavily on the Defense Acquisition University to help us succeed.”

*—Hon. Paul J. Hoyer
Assistant Secretary of the Army
(Acquisition, Logistics and Technology)*

DAU Integrated Curriculum Management Team



Program Directors

As a corporate university, DAU is charged with helping the Acquisition Workforce develop the skill sets needed to make smart business decisions. To accomplish this critical objective, we must not only ensure that individual courses contain the most effective content, but we must also strive to seamlessly integrate knowledge throughout the courses offered within each acquisition career area. We will accomplish this by creating program directors (PDs) for Acquisition Management (AM), Program Management (PM), Contracting Business Management (CBM), Contracting (CON), Industrial Property (IP), Fi-

ancial Management (FM), Logistics (LOG), Information Resource Management (IRM), Production Quality, and Manufacturing (PQM), Systems Engineering/Test and Evaluation (SE/TE), and Cost Estimating (CE).

Program directors will be the focal point for all curriculum issues concerning the courses within each area. Guided by the DAU Provost, program directors will work with the course managers and functional integrated process teams to structure the right content for individual courses and logically sequence content across all courses within their areas. The Provost fur-

ther ensures that knowledge is integrated across career area courses so that each member of the acquisition team will be able to effectively support the acquisition process.

Rich Reed

Provost
Defense Acquisition
University



Goals, Thrusts, and Tasks



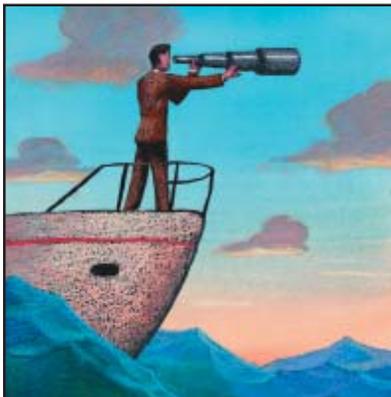
GOALS

The DAU Business Plan encompasses five goals with supporting strategic thrusts (objectives) and tasks required to turn our vision of becoming the learning resource of choice for the acquisition community into reality. To show leadership commitment, the DAU President, Vice President, and Provost have each chosen goals to “champion.” For each goal they have personally selected a DAU office of primary responsibility (OPR) to plan and implement each strategic thrust. The OPR will report progress on a regular basis to the DAU leadership.

GOAL 1

Provide Our Stakeholders and Customers What They Need, When and Where They Need it.

Our first focus must be on our customers — the acquisition workforce. We must provide them with tailored, performance-oriented learning products and services that promote critical thinking.



STRATEGIC THRUST 1.1. Provide a Tailored, Timely, and Relevant Product Mix of Education, Training, Research, and Consulting. OPR: Mr. Reed

Task 1.1.1. Establish a process for identifying and tracking stakeholder and customer current and future requirements.

Task 1.1.2. Right source products and services with the proper mix of internal and external capabilities.

Task 1.1.3. Reduce cycle time for fielding learning products and services.

Task 1.1.4. Employ distributed learning techniques where appropriate and cost effective.

Task 1.1.5. Establish a system for assessing our success in meeting stakeholder and customer requirements and providing feedback to them.

Task 1.1.6. Implement the DAU Program Director initiative to ensure the integration of learning products within and across functional areas.

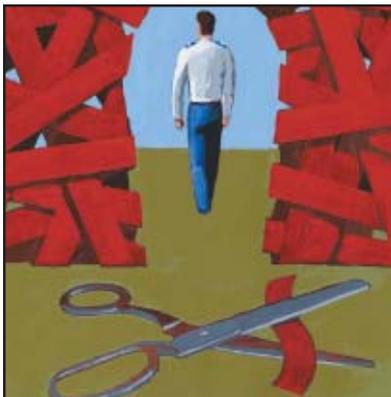
Task 1.1.7. Identify and implement actions to make FIPT/OIPT operationally effective.



GOAL 1 (continued)

Provide Our Stakeholders and Customers What They Need, When and Where They Need it.

Our first focus must be on our customers — the Acquisition Workforce. We must provide them with tailored, performance-oriented learning products and services that promote critical thinking.



STRATEGIC THRUST 1.2. Provide Performance-Targeted Learning and Develop Critical Thinking Skills.

OPRs: Dr. Ainsley

Task 1.2.1. Enhance job performance by promoting performance-targeted learning through hands-on, tailored curricula (e.g., case studies, gaming, and simulation) that is in-depth and focused on providing practical insights.

Task 1.2.2. Promote critical thinking by requiring learners to analyze, synthesize, and evaluate challenging problem-based scenarios in order to make smart acquisition decisions.

STRATEGIC THRUST 1.3. Become Educational Entrepreneurs. OPR: Ms. Hogan

Task 1.3.1. Conduct continuous market surveys of acquisition-related training and services from private sector, universities, and other government agencies.

Task 1.3.2. Develop and implement a marketing plan for all DAU products and services.

Task 1.3.3. Implement procedures for exploring and resourcing new opportunities to develop or repackage learning products and services.

Task 1.3.4. Develop and implement procedures for acceptance of reimbursable funding sources.

“...to operate in this new environment, the acquisition workforce must have a complete understanding of commercial business practices and how to acquire both commercial products and services. This knowledge will be obtained...through appropriate training through our Defense Acquisition University courses, utilizing the latest technologies to bring education to the workforce...”

—Mr. Stan Soloway
Deputy Under Secretary of Defense
(Acquisition Reform)



GOAL 2

Operate a Premier Learning Enterprise.

As a newly unified organization, we must take a corporate approach to the way we conduct our operations. We must measure our performance, both in the delivery of our learning products and services and in our internal business practices. We must also forge strategic partnerships with a variety of other institutions to ensure we are aware of best practices and the best sources for providing education.



STRATEGIC THRUST 2.1. Adopt Key Attributes of Corporate Universities. OPR: Dr. Murphy

Task 2.1.1. Benchmark corporate university best practices.

Task 2.1.2. Develop and communicate a DAU corporate university philosophy.

Task 2.1.3. Conduct a university self-assessment towards goal of attaining higher level of accreditation.

STRATEGIC THRUST 2.2. Achieve a Unified University Culture. OPR: Mr. Reed

Task 2.2.1. Survey the faculty and staff to determine attitudes and needs in order to lead to a unified culture.

Task 2.2.2. Institute common management and policy processes.

Task 2.2.3. Develop and implement a unified faculty workload model.

Task 2.2.4. Develop a university-wide scheduling and distribution system that ensures the efficient and effective allocation of products and services and promotes the professional development of the faculty.

Task 2.2.5. Consolidate DAU HQ to Fort Belvoir and conduct a formal review of the DAU organizational structure, functions, processes, and budget priorities and make adjustments as necessary to successfully carry out the corporate plan.

Task 2.2.6. Publish a monthly DAU electronic newsletter.

Task 2.2.7. DAU President, Vice President, or Provost conduct quarterly town hall meetings at each main campus.

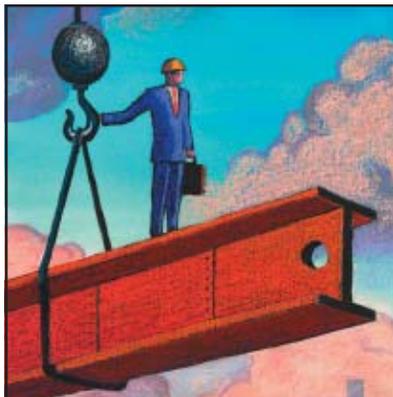
Task 2.2.8. Facilitate interaction among campuses in the areas of administration, education, training, research, and consulting.



GOAL 2
(continued)

Operate a Premier Learning Enterprise.

As a newly unified organization, we must take a corporate approach to the way we conduct our operations. We must measure our performance, both in the delivery of our learning products and services and in our internal business practices. We must also forge strategic partnerships with a variety of other institutions to ensure we are aware of best practices and the best sources for providing education.



STRATEGIC THRUST 2.3. Establish and Maintain a Premier University Infrastructure. OPR: COL Johnson

Task 2.3.1. Inventory, assess, and enhance governmental and nongovernmental facilities, fixtures, and equipment used by DAU to better meet the needs of the faculty, staff, and learner.

Task 2.3.2. Establish an information technology management plan and deploy an electronic administrative backbone to support knowledge management architecture and other University functions.

STRATEGIC THRUST 2.4. Foster Strategic Partnerships. OPR: Mr. Wolownik

Task 2.4.1. Enter into mutually beneficial arrangements with other government agencies, allied nations, educational institutions, private sector, and professional associations.

Task 2.4.2. Facilitate interaction among all DoD providers of acquisition education.

STRATEGIC THRUST 2.5. Define and Implement Meaningful, Reliable, and Valid Performance Measures. OPR: Mr. Wolownik

Task 2.5.1. Determine areas to be measured (e.g., customer satisfaction, learner performance, faculty performance, business operations) that are meaningful to DAU and its stakeholders and customers.

Task 2.5.2. Develop and implement a corporate performance measurement system encompassing the areas identified in Task 2.5.1.



GOAL 3

Advance Excellence in Acquisition Business Practices.

This goal recognizes DAU's role as a change agent in support of the Acquisition Reforms and the revised business practices that the Under Secretary of Defense (Acquisition, Technology & Logistics) has challenged the Workforce to implement.

STRATEGIC THRUST 3.1. Serve as Change Agents. OPR: Mr. McMahon

Task 3.1.1. Aggressively pursue early involvement in acquisition-policy working groups, to include Change Management Center.

Task 3.1.2. Develop and/or revise learning materials concurrent with emerging acquisition initiatives.

Task 3.1.3. Champion Acquisition Reform initiatives in all products and services.

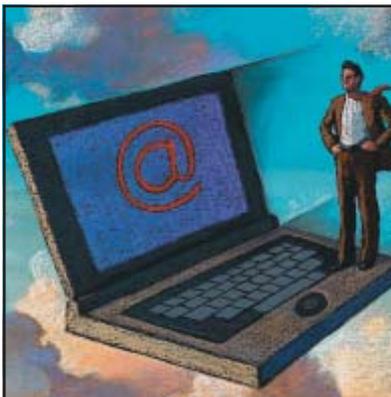
Task 3.1.4. Provide organizational/team training on latest acquisition initiatives.

Task 3.1.5. Facilitate sharing of lessons learned and best practices.

STRATEGIC THRUST 3.2. Define, Establish, and Advocate the Role of Acquisition Business Strategy Consultants to Facilitate Smart Business Deals. OPR: Mr. Robinson

Task 3.2.1. Determine the business strategy consulting needs of acquisition organizations and market DAU's capabilities to satisfy those needs.

Task 3.2.2. Participate as team members, consultants, coaches, and advisors in our customers' acquisition processes.



STRATEGIC THRUST 3.3. Increase the Acquisition Workforce's Understanding of Commercial Business Practices. OPR: Mr. Israel

Task 3.3.1. Identify successful business practices applicable to government acquisition.

Task 3.3.2. Review DAU learning products and integrate, where applicable, commercial business practices.



GOAL 4

Employ Knowledge Management to Enhance Learning and Productivity.

We must capture acquisition knowledge from a variety of sources, organize this knowledge for ease of use, and make it accessible to the Workforce in both a classroom environment and virtual modes.

STRATEGIC THRUST 4.1. Establish a DAU Integrated Knowledge Management System. OPR: Dr. Lush

Task 4.1.1. Develop, resource, and execute the DAU knowledge management plan that addresses the individual, organizational, and interorganizational needs of faculty, staff, and learners.

Task 4.1.2. Develop knowledge management as a DAU product/service.

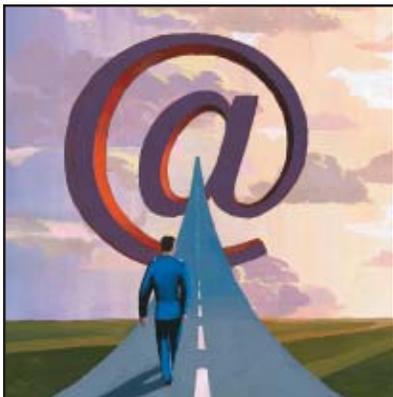
Task 4.1.3. Design and develop DAU products and services to be compatible with the knowledge management system.

Task 4.1.4. Expand the capability for former students, upper management, and faculty to collaborate on acquisition issues and problems.

STRATEGIC THRUST 4.2. Establish DAU Virtual Communities of Practice. OPR: Dr. Lush

Task 4.2.1. Establish, maintain, and promote a means to facilitate the sharing of common knowledge, experiences, and lessons learned among faculty and staff.

Task 4.2.2. Utilize the information in the Virtual Communities of Practice to augment learning products and services.





GOAL 5

Provide Our Stakeholders and Customers with a Pre-eminent Faculty and Staff.

Realizing that our ability to accomplish any of our objectives starts with highly qualified and motivated personnel, we must ensure that we recruit, develop, and retain a world-class faculty and staff.

STRATEGIC THRUST 5.1. Maintain a Preeminent Faculty and Staff. OPR: Mr. Shannon

Task 5.1.1. Develop and implement a compensation and incentive program that will retain highly qualified (civilian and military) faculty and staff.

Task 5.1.2. Develop and implement a recruiting plan that will attract highly qualified (civilian and military) faculty and staff.

STRATEGIC THRUST 5.2. Provide Professional Development for the Faculty and Staff. OPR: Mr. Graham

Task 5.2.1. Plan, resource (time and money), and implement a unified professional development program for faculty and staff.

Task 5.2.2. Develop and implement a unified faculty workload model that is integrated with the professional development plan and supports the full range of DAU products and services.



Closing Thoughts



To meet the acquisition workforce's needs, we must become the corporate focal point responsible for shaping acquisition education. This plan builds on our past successes and incorporates the advice and guidance of our many partners.

The plan provides an outline of our overarching goals to:

- provide our stakeholders and customers what they need, when and where they need it;
- operate as a premier learning enterprise;
- advance excellence in acquisition business practices;
- employ knowledge management to enhance learning and productivity;
- provide our stakeholders and customers with a preeminent faculty and staff.

20/20

“One never notices what has been done.

One can only see what remains to be done.”

—*Marie Curie*

I am committed to the execution of this plan and urge every individual within the Defense Acquisition University to become familiar with this document and to talk with one another about its content. In conjunction with this plan, we have established a planning system, which will allow us to survey our present environment, both internal and external, and present scenarios

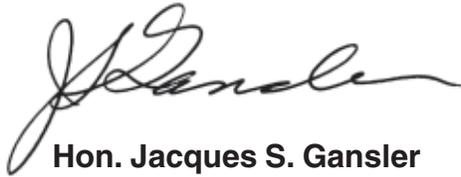
concerning our future. This continuous feedback and tracking system will help us achieve our established goals.

To be successful, we must establish a collaborative implementation process that involves all of our stakeholders and customers. With your help, teamwork, and support, I am convinced we will successfully position the Defense Acquisition University community to meet the challenge.

Frank Anderson
Brigadier General, USAF (ret.)
President
Defense Acquisition
University



Leadership Commitment



Hon. Jacques S. Gansler
Under Secretary of Defense
(Acquisition, Technology and Logistics)



Mr. Stan Soloway
Deputy Under Secretary of Defense
(Acquisition Reform)



Frank Anderson
Brigadier General, USAF (ret.)
President
Defense Acquisition University

Eyes on Covers

Hon. Jacques S. Gansler

Mr. Stan Soloway

Hon. Paul J. Hoyer

Hon. H. Lee Buchanan

Hon. Lawrence J. Delaney

Lieutenant General Paul J. Kern, USA

Mr. Paul Schneider

Mrs. Darleen Druyun

Mr. Keith Charles

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Mr. Rich Reed