

# Capstone Proceedings of the Federal Acquisition Workforce Workshops

IR902L1/MARCH 1999

## INTRODUCTION

Between November 1998 and February 1999, the Logistics Management Institute (LMI) sponsored and conducted a series of four workshops addressing issues and opportunities associated with the federal acquisition workforce. These workshops were conducted in coordination with the Office of Federal Procurement Policy (OFPP), more than 20 other federal agencies, and the Procurement Round Table (PRT).<sup>1</sup>

The workshops had two broad objectives.

The first objective was to provide a forum to

- ◆ identify common workforce management issues,
- ◆ share information on current and planned acquisition workforce management and training programs,
- ◆ highlight unique needs of the civilian agencies,
- ◆ develop potential alternative courses of action, and
- ◆ develop an end-state vision for the federal acquisition workforce.

The second objective was to agree upon and put in place a structure that workshop attendees, and the agencies they represent, can use as a means to help implement the initiatives that arise from the workshops.

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<sup>1</sup> Appendix B identifies the agencies and individuals that participated in the workshops.

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To achieve these objectives, workshop agendas were structured as follows:

- ◆ Workshop #1 (November 12, 1998):
  - The need for cultural change and new skills.
  - Identification and designation of the acquisition workforce.
  - Parameters for an end-state vision for the workforce.
- ◆ Workshop #2 (December 10, 1998):
  - Professional qualification requirements.
  - Structure for training the acquisition workforce.
  - Professional development and career management.
- ◆ Workshop #3 (January 14, 1999):
  - Funding for training and professional development.
  - Recruiting and retaining qualified acquisition professionals.
  - Performance measurement, evaluations, and promotion.
- ◆ Workshop #4 (February 11, 1999):
  - Development of a vision for the acquisition workforce.
  - Confirmation of action items proposed at the three preceding workshops, and establishment of a reporting structure for monitoring progress in accomplishing the actions.

LMI prepared four stand-alone reports that provide detailed recapitulations of the discussions in each workshop. The purpose of this Capstone Proceedings is to capture in a single document all the actions and initiatives the workshops attendees agreed to undertake, and to outline the reporting structure they established to monitor their progress.

This Capstone Proceedings is designed for wide distribution throughout the acquisition workforce community. The individual workshops were intended to allow for a frank and open exchange of opinions, leading up to the decisions that were reached in the final workshop and are summarized here. To protect the open

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exchange that took place, the individual reports have been distributed only to workshop attendees.<sup>2</sup>

## OVERVIEW OF ACTIONS AND INITIATIVES

The workshops identified eight actions or initiatives in six categories:

- ◆ Career field definition.
- ◆ Training.
- ◆ Professional development.
- ◆ Personnel management.
- ◆ Performance.
- ◆ Vision for the acquisition workforce.

Throughout the series of four workshops, the question repeatedly arose as to whether the attendees should attempt to define the acquisition function and the acquisition workforce. There is a wide range of definitions used for various purposes. The narrowest definition of the workforce is one that includes only contracting officers in Job Series 1102. The broadest definitions are found in the Department of Defense (DoD), where the workforce is usually defined as encompassing employees performing not only the contracting function but also requirements determination, program management, systems planning and engineering, test and evaluation, acquisition logistics, financial management and auditing for investment programs, and other functions.

The workshop participants reached the following conclusions regarding a common definition:

- ◆ The traditional, narrow definition that limits the acquisition workforce to 1102s is too narrow in today's environment.
- ◆ For most civilian agencies, the definitions applied to DoD are too broad.
- ◆ Because of the significant differences that exist among agencies, it would be difficult or impossible to reach a consensus on a single definition for all federal agencies.

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<sup>2</sup> The individual reports were published as *Proceedings of the Federal Acquisition Workforce Workshops: Workshop #1*, November 12, 1998; *Proceedings of the Federal Acquisition Workforce Workshops: Workshop #2*, December 10, 1998; *Proceedings of the Federal Acquisition Workforce Workshops: Workshop #3*, January 14, 1999; and *Proceedings of the Federal Acquisition Workforce Workshops: Workshop #4*, February 11, 1999. Attendees may obtain copies of these reports by contacting Mr. Al Schroetel at 703-917-7526.

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Accepting the premise that the definition should be broader than 1102s but narrower than that used in DoD, it was agreed that each agency would draw up and use its own definition for the workforce. Participants agreed that this flexibility would not adversely impact the implementation of the approved actions and initiatives.

The next several sections of this report identify the actions the workshop participants agreed to undertake. For each action we provide a description, identify the lead and participating agencies, establish the target date for an initial in-process review (IPR), and cite sources in previous workshop reports where additional information on the action can be found. Each of the IPR timelines is expressed in a number of elapsed days. It has been agreed that the “clock” for these timelines will begin on March 1, 1999.

## CAREER FIELD DEFINITION

### Action 1: Redefine the role of the contracting officer

*Description.* In most federal agencies, personnel working in the 1102 job series are thought of as only contracting officials, performing what is often viewed as an administrative function. This limited perception does not reflect the current and emerging role of the contract specialist, and the contribution that 1102s can make to the organization. To alter this perception, and to bring 1102s into the mainstream of federal agencies, the acquisition community must establish a better understanding of how the 1102’s functions are essential to the accomplishment of agency missions.

To an ever-increasing degree, agencies are making far more effective use of 1102s by assigning them as members of multi-functional teams (e.g., integrated product or process teams [IPT]) that are formed early in a project’s life cycle. This early and sustained involvement gives the 1102 the opportunity to take on a role that is broader than contracting. The role is evolving into what has been described as “business manager,” indicating that the 1102, while still bringing to bear sound knowledge of the contracting process, is also expected to apply judgement-based skills (see the discussion of Action #2 at page 5).

The overarching theme of this action is that the redefined role of the 1102 must be driven by a linkage to agency missions. This will reflect what has become reality in many organizations, and will help to increase the stature of the acquisition function and the 1102 workforce in government.

This action should include monitoring the progress of DoD’s legislative initiative to establish a bachelor’s degree as a requirement for new hires into the 1102 specialty. While the workshop participants decided not to adopt the establishment of the degree requirement as one of their actions, they recognized that such a

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requirement would also help enhance the professional stature of the 1102 career field.

*Lead Agency.* OFPP Section 37 Steering Committee.

*Participating Agencies.* Procurement Executives Council (PEC), Federal Acquisition Institute (FAI), Office of Personnel Management (OPM), all agencies.<sup>3</sup>

*Initial IPR.* 90 days.

*Sources for expanded discussion.*<sup>4</sup> Workshop #1, pp. 7–8, 10  
Workshop #3, pp. 12, 15  
Workshop #4, pp. 10, 12–13

## Action 2: Develop a common set of skills and competencies for the future workforce

*Description.* This action is closely related to Action #1 to redefine the role of the 1102. There is a strong consensus that while maintaining a solid understanding of the technical rules of contracting, the 1102 of the future must bring additional skills and knowledge to the table. These are usually described in two broad categories:

- ◆ Business- or judgement-based skills that enable the 1102 to contribute to agency missions with flexible, innovative approaches to business problems.
- ◆ Interpersonal skills that enable the 1102 to perform effectively as a member of the IPTs and other teams that are widely used in today's government and business environments.

The PEC Acquisition Workforce Subcommittee will lead an effort to develop a common set of skills and competencies for the future workforce, building on FAI's recently published competencies handbook.<sup>5</sup> This will entail identifying procurement functions and skills needed to accomplish those functions, and identifying key skill areas associated with successful commercial sector performance that should be emulated by federal agencies.

In the initial workshop, the following lists of skills were developed that may be used as a point of departure for this action. The first list suggests personal attributes, and the second identifies technical and business skills.

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<sup>3</sup> In this context, "all agencies" refers collectively to civilian agencies and DoD. Where an action or initiative envisions different roles for civilian agencies and DoD, it will be explicitly stated.

<sup>4</sup> For each action, this paragraph identifies the individual workshop reports where the issue is discussed in greater detail.

<sup>5</sup> In September 1998, FAI published the *Contract Specialists Workbook: A How To Guide for Performing 85 Essential Contracting & Purchasing Duties*.

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*Table 1. Tentative List of Personal Attributes*

Strong mission orientation
Complexity management
Risk management
Ethics
Integrity
Leadership
Emotional intelligence
Dedication
Flexibility and adaptability

*Table 2. Tentative List of Technical or Business Skills and Competencies*

Information-based competencies and computer literacy
Communication skills
Analytical skills
Decision-making skills
Team orientation
Partnering techniques
Technical understanding and commodity orientation
Performance and results orientation
Process orientation
Customer focus
Supply chain management
Negotiation skill
Human relations skills
Marketing skill
Knowledge of the Federal Acquisition Regulation
Performance measurement

*Lead Agency.* PEC Acquisition Workforce Subcommittee.

*Participating Agencies.* OFPP, OPM, FAI, all agencies. (United States Postal Service [USPS] will provide lessons learned from its work in this area.)

*Initial IPR.* 60 days.

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*Sources for expanded discussion.* Workshop #1, pp. 8–10  
Workshop #2, pp. 7–8, 10–11  
Workshop #3, pp. 11–12  
Workshop #4, p. 11

## TRAINING

### Action 3: Develop the concept of a central entity to support acquisition training

*Description.* Throughout the series of workshops, it was frequently noted that while differences exist among agencies' acquisition functions, there are more than enough similarities and commonalities to allow for joint or combined efforts to help focus training programs for the workforce. One of the vehicles to implement this common focus will be the establishment of a central entity—formed with cross-agency representation—that will be tasked to identify training requirements, develop curricula, accredit training deliverers, and provide quality control for training. This will include gathering data on current and future training requirements and training availability, identifying barriers to effective training, and suggesting ways to deal with those barriers. Recognizing that much work needs to be done to “sell” the importance of acquisition workforce training outside the federal agencies, the central entity will also lead an effort to prepare and present multi-agency presentations to the Office of Management and Budget (OMB) and Congress on the “value added” from training.

It was emphasized that the entity should play a key role in standardizing training requirements, but should not get involved in delivering training and should not be part of the funding chain for training. An expansion into these latter two areas would detract from the primary focus.

*Lead Agency.* OFPP.

*Participating Agencies.* General Services Administration (GSA), FAI, all agencies.

*Initial IPR.* 90 days.

*Sources for expanded discussion.* Workshop #2, pp. 14–16, 19–20  
Workshop #3, pp. 9–11  
Workshop #4, p. 11

### Action 4: Establish a Web page as an information clearinghouse on training requirements and opportunities

*Description.* It was agreed that the World Wide Web should be used as a vehicle to establish a clearinghouse of information on training requirements and

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availability. This might begin by building on OFPP's Acquisition Reform Network (ARNet) and could expand into creation of a new Web site. Some agencies are already working on this, but a more formalized effort is needed to ensure complete and sustained coverage.

The participants noted that there is a cost associated with maintaining a high-quality Web presence. Web pages that are not properly maintained can quickly lose credibility and thus become useless. While use of the Web is an excellent idea, one must not assume that a Web page can be established and then left to run on its own. Active maintenance will be needed to ensure that the Web page continues to be useful.

*Lead Agency.* FAI.

*Participating Agencies.* All agencies.

*Initial IPR.* 60 days.

*Sources for expanded discussion.* Workshop #2, pp. 16, 20  
Workshop #4, p. 11

## PROFESSIONAL DEVELOPMENT

### Action 5: Formalize professional development programs

*Description.* As discussed above, the nature of the acquisition function and the skills required to accomplish that function are changing. Workforce members must continuously update and improve their skills if they are to contribute to agency mission accomplishment. Professional development programs are essential to ensuring that the workforce has the requisite skills to meet these changing needs, both now and in the future. This action calls for the formalization of professional development programs, to include interagency and interdisciplinary exchange programs, exchange programs with industry (similar to DoD's training with industry and education with industry programs), and agency-wide mentoring programs.

To a certain extent, this action depends upon implementation of Actions #1 and #2, which will serve to increase the professional stature of the acquisition function. As acquisition becomes more widely recognized as a profession, the establishment of professional development programs will gain greater support with senior decision-makers.

Professional development programs should recognize the need for specific programs to address the stages in a career: entry-level interns, mid-career professionals, and senior manager and executives. For each of these stages, programs should be considered that would address such issues as qualifications or credentials for entry, mandatory training, experience standards (expressed in time, depth in

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different positions, breadth in different organizations), and demonstrated performance.

As is the case with many of the actions addressed in this report, the resulting professional development programs must be “sold” to workers and supervisors. The programs need the support and endorsement of senior managers so that workers know their bosses are serious about the programs. From the workers’ perspective, professional development programs have to be shaped so that they address the needs of both the legacy workforce and new employees, two workforce elements that are often viewed as having different needs and objectives.

One of the challenges associated with this action is the need to address multi-agency issues and opportunities while at the same time giving each agency sufficient flexibility to tailor programs to meet its unique needs.

*Lead Agency.* PEC Acquisition Workforce Subcommittee.

*Participating Agencies.* All agencies. (USPS will share the best practices of its mentoring program.)

*Initial IPR.* 90 days.

*Sources for expanded discussion.* Workshop #2, pp. 20–25  
Workshop #3, p. 16  
Workshop #4, pp. 11–12

## PERSONNEL MANAGEMENT

### Action 6: Develop an interagency acquisition professional advertising and recruitment program

*Description.* One of the side effects of the dramatic federal downsizing in recent years has been a stagnation of new hires in many career fields, contracting among them. With no recent need for significant numbers of new hires, most agencies do not have active intern programs, and fewer still appear to have active college recruitment programs. But now, with a significant portion of the contracting officer workforce at or near retirement age, agencies will soon need active recruitment programs.

Federal agencies should establish an ongoing presence at college job fairs and other college recruiting forums. Taking this a step further, agencies may want to establish more focused relationships with specific colleges and universities and with prominent professors from acquisition-related disciplines. This practice, which emulates an approach being used successfully by many private sector firms, would not only help to provide access to sources of new employees, but

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would also enable agencies to influence college curricula so that graduates would be better prepared for their initial jobs.

Recruiting programs must identify and emphasize the positive aspects of government service. These include the opportunities for rapid growth of responsibilities, fast promotion to journeyman level, a well-defined and stable career path, and a sound and generous compensation package.

The participants stressed that senior procurement executives must take an active role in formulating recruiting programs and participate in contacting candidates. This critical task should not be left wholly in the hands of human resource staffs.

*Lead Agency.* PEC Acquisition Workforce Subcommittee.

*Participating Agencies.* OPM, all agencies.

*Initial IPR.* 90 days.

*Sources for expanded discussion.* Workshop #3, pp. 14–15  
Workshop #4, p. 12

## PERFORMANCE

### Action 7: Invest more resources in performance-based leadership training

*Description.* Workshop participants observed that current personnel appraisal systems, which for the most part are focused on individual accomplishments, do not do a good job of encouraging individuals and teams to achieve organizational goals. This observation suggests the need for two changes in the overall appraisal process. First, organizations, led by their senior executives, must determine the outcomes that the organization wants to achieve. Second, ways must be found to identify the individual and team actions and behaviors that are essential to achieving those outcomes.

With these two elements in place, agencies will then be able to focus their efforts on ensuring that workers have the skills and other tools to enable them to contribute to agency outcomes, and on using the desired outcomes as the goals and objectives they use to manage agency performance.

In this context, methods will be needed to incentivize leadership at all levels, creating a linkage between senior and mid-level managers. This might include earmarking any dollar savings that result from performance improvements and using gainsharing or goalsharing to allow the workers who created the savings to share in the financial benefits. Incentives to achieve agency performance goals should also consider non-monetary rewards, such as time off, professional recognition, training, and job rotation.

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To contribute to this effort, the action team will use lessons learned from various personnel demonstration projects. These include DoD’s China Lake project, which not only recognized a highly technical non-managerial staff, but also focused on performance pay to stimulate people to find ways to improve their business processes.

*Lead Agency.* PEC Acquisition Workforce Subcommittee.

*Participating Agencies.* All agencies.

*Initial IPR.* 120 days.

*Sources for expanded discussion.* Workshop #3, pp. 16–20  
Workshop #4, p. 13

## VISION FOR THE ACQUISITION WORKFORCE

### Action 8: Develop the vision for the acquisition workforce

*Description.* Participants agreed that a vision is needed. The purpose of a vision can be best understood in the context of the Government Performance and Results Act (GPRA), the statute that establishes requirements for strategic planning, performance planning, and performance reporting for federal agencies.

In the GPRA context, each agency has a mission, which defines or describes the reasons the agency exists. Based on its mission, the agency forms a vision, which describes a desired future state—the state or outcomes that will exist when improvement initiatives have been successfully completed. The vision in turn guides the agency in developing the goals and objectives it wants to achieve, along with the specific improvement initiatives it will undertake to achieve the goals and objectives and thus to realize the vision.

Several draft vision statements were developed during the fourth workshop, but participants did not reach closure. These drafts will be used as a point of departure for developing and staffing a vision statement for the workforce. The alternative draft statements are shown below.

<p style="text-align: center;"><b>Vision for the Acquisition Workforce Alternative 1</b></p>
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<p>Acquisition professionals are strategic business partners critical to the accomplishment of agency missions. They are versatile, well-educated, and well-trained partners of a team that carries out high-performance business relationships that save the agency money and get best-value products and services.</p>
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**Vision for the Acquisition Workforce  
Alternative 2**

Accomplish agency missions through strategic business practices.

We are a workforce of \_\_\_ professionals (\_\_\_% of the agency's workforce) who spend \$\_\_\_ (\_\_\_% of the agency's budget).

- ◆ Partners on agency teams
- ◆ Versatile, trained, and educated
- ◆ Performance managers

**Vision for the Acquisition Workforce  
Alternative 3**

To create valuable business relationships that enable mission success.

To achieve our Vision, we commit to:

- ◆ Saving the agency money and getting best-value products and services.
- ◆ Applying functional and interpersonal skills as members of high-performing teams.
- ◆ Recruiting and developing a well-educated, trained, and versatile workforce.

Participants recognized that there are several critical success factors that must be put in place to make the vision useful and not just a hollow statement. The action team that develops the vision statement for staffing will also address ways to ensure that these factors are addressed. The critical success factors are:

- ◆ *Buy-in.* Senior leaders in both the executive and legislative branches of government must accept and adopt the vision. In this regard, the PRT volunteered to help sell the vision in such key forums as the President's Management Council.
- ◆ *Resources.* By properly resourcing the initiatives and actions that arise from the vision, agencies will demonstrate their commitment to making the vision a reality.
- ◆ *Policies.* In some cases, agency and government-wide policies will have to be established to serve as a foundation for long-term, continuous improvement and the achievement of the vision.

*Lead Agency.* PEC.

*Participating Agencies.* PRT, all agencies.

*Initial IPR.* 60 days.

*Sources for expanded discussion.* Workshop #1, pp. 15–18  
Workshop #4, pp. 5–9

## SUMMARY OF ACTION ITEMS

Table 3 summarizes the action items adopted by the workshop attendees.

*Table 3. Summary of Action Items*

Number	Action	Lead Agency (Participating Agencies)	Initial IPR	Sources for Additional Information (WS = Workshop)
1	Redefine the role of the contracting officer	OFPP Section 37 Steering Committee (PEC, FAI, OPM, all agencies)	June 1	WS #1, pp. 7-8, 10 WS #3, pp. 12, 15 WS #4, pp. 10, 12-13
2	Develop common set of skills and competencies for the future workforce	PEC Acquisition Workforce Subcommittee (OFPP, OPM, FAI, all agencies)	May 3	WS #1, pp. 8-10, WS #2, pp. 7-8, 10-11 WS #3, pp. 11-12 WS #4, p. 11
3	Develop the concept of a central entity to support acquisition training	OFPP (GSA, FAI, all agencies)	June 1	WS #2, pp. 14-16, 19-20 WS #3, pp. 9-11 WS #4, p. 11
4	Establish a Web page as an information clearinghouse on training requirements and opportunities	FAI (All agencies)	May 3	WS #2, pp. 16-20 WS #4, p. 11
5	Formalize professional development programs	PEC Acquisition Workforce Subcommittee (All agencies)	June 1	WS #2, pp. 20-25 WS #3, p. 16 WS #4, pp. 11-12
6	Develop an interagency acquisition professional advertising and recruitment program	PEC Acquisition Workforce Subcommittee (OPM, all agencies)	June 1	WS #3, pp. 14-15 WS #4, p. 12
7	Invest more resources in performance-based leadership training	PEC Acquisition Workforce Subcommittee (All agencies)	July 1	WS #3, pp. 16-20 WS #4, p. 13
8	Develop the vision for the acquisition workforce	PEC (PRT, all agencies)	May 3	WS #1, pp. 15-18 WS #4, pp. 5-9

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## IN-PROCESS REVIEWS

It is suggested that each IPR address the following points:

- ◆ Description of the action or initiative.
- ◆ What has been done to implement the action.
- ◆ Problems that have arisen during implementation, the impact of these problems, and what has been done or should be done to address them.
- ◆ Proposed criteria and procedures for measuring how well the action has been implemented.
- ◆ Commitment to a timeline for achieving performance targets and for subsequent IPRs.

Of these items, it is expected that the most challenging will be determining the criteria and procedures for measuring successful implementation. Often, performance is measured in terms of inputs, i.e., the resources that have been expended. Rather than using input measures, agencies implementing these initiatives are encouraged to identify performance measures that focus on the outcomes of the initiatives. An outcome-based performance measure should describe what happens as a result of implementing the initiative. As an alternative in cases where outcome-based measures cannot be developed, output-based measures should be used.

An example that uses a Department of Agriculture program serves to highlight the differences among the three types of performance measures. Consider the department's food stamp program, for which the following performance measures could be established:

- ◆ *Input-based measures.* Dollars appropriated and spent to print food stamps and to manage the program.
- ◆ *Output-based measures.* Number and dollar value of food stamp certificates printed and distributed.
- ◆ *Outcome-based measure.* Nutrition level of eligible low-income households.

In this example, it is clear that the outcome-based performance measure is the most meaningful of the three measures, because it measures how well the program's goal is being achieved. But at the same time, this outcome-based measure would be the most difficult of the three to implement and use.

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It would be a simple matter to gather data on the input-based measures, which would be available from agency financial records. It probably would be equally easy to measure the output-based measures, for which data would be available from the office responsible for printing and distributing the certificates. But using the outcome-based measure would be much more difficult. It would entail determining the best metric to use for measuring nutrition level, establishing the appropriate performance targets to be achieved, and then instituting a procedure that would cause the performance data to be collected and reported on a regular basis.

While we recognize the difficulties associated with using outcome-based performance measures, we nonetheless recommended that this type of measure be used whenever possible to monitor progress toward implementing the actions and initiatives addressed in this report. Outcome-based performance measurement has far greater utility to managers and executives, and can be used effectively with external agencies (such as OMB and Congress) to demonstrate the value of the initiatives.

## CONCLUSION

LMI was pleased to host this series of workshops, and commends the participants for their enthusiastic participation. We particularly want to commend Ms. Deidre Lee, Administrator of OFPP, for her leadership role in helping to guide the workshops to a successful conclusion. We also appreciate the voluntary work by the members of the PRT, who were so essential to the successful conduct of the breakout sessions conducted during the workshops.

We believe that the agencies that participated in the workshops have established lines of communication that will serve them well in the future, and that this effort will come to be recognized as a critical step in achieving real progress in the management of the professional acquisition workforce.

# Appendix A

## Glossary

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ARNet	Acquisition Reform Network
DoD	Department of Defense
FAI	Federal Acquisition Institute
GPRA	Government Performance and Results Act
GSA	General Services Administration
IPR	in-process review
IPT	integrated product or process team
OFPP	Office of Federal Procurement Policy
OMB	Office of Management and Budget
OPM	Office of Personnel Management
PEC	Procurement Executives Council
PRT	Procurement Round Table
USPS	United States Postal Service

# Appendix B

## Workshop Participants

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The following individuals attended one or more workshop sessions.

Organizations	Attendees
Central Intelligence Agency	Bernard Guerry
Department of Commerce	Janet Springsteen
District of Columbia Government	John Dickman
Department of Defense	Steve Cohen
	Jill Davey-Weidman
	Tom Crean
	Pat Brooks
	Meg Hogan
	Jim McMichael
	Brandy Johnson
	Bill Mounts
	Karla Merritt
	Donna Richbourg
	Ric Sylvester
	Richard Reed
Department of Energy	Cynthia Yee
Department of Interior	Paul Denett
	Patricia Corrigan
	Dean Titcomb
Department of Justice	Deorah Patrick
Department of State	Lloyd Pratsch
	Mary Ackerman
Department of Transportation	David Litman
	Lesley Field
Department of Education	Glenn Perry
Environmental Protection Agency	Betty Bailey
	Judy Davis
	Joan Roberts
Federal Aviation Agency	Kenneth Byram
	Debbie Wilson
Federal Acquisition Institute	Deborah O'Neill
	Jerry Olson
	John Blumenstein
Federal Emergency Management	Christine Makris
Agency/Small Agency Council	
Representative	
General Services Administration	Ida Ustad
	Al Matera
	Teresa Elbin

Organizations	Attendees
Department of Health and Human Services	Terry Tychan Marc Weisman Lorah Tidwell
Department of Housing and Urban Development	Steve Carberry
Internal Revenue Service	Nick Nayak
Federal Judiciary	Fred McBride Carol Smith
National Aeronautics and Space Administration	Anne Guenther Valerie Stucky Harold Jefferson
Nuclear Regulatory Commission	Mary Lynn Scott Susan Hopkins
Office of Federal Procurement Policy	Dee Lee Nathan Tash
Office of Personnel Management	Ed McHugh JC Thieme Barbara Colchao Gail Redd
Small Business Administration	Michael McHale
Social Security Administration	James Fornataro
Department of Treasury	Annelie Kuhn Jean Lilly Armenda Daye
Department of Agriculture	David Shea
United States Postal Service	Juanda Barclay
Department of Veterans Affairs	Connie Gaessler Karen Palmer Rita Williams
Office of the Vice-President	Bob Stone
Congressional	Mark Stephenson
Professional Associations	Jim Goggins (NCMA) Paul Novak (NAPM) Nora Neibergall (NAPM)
Procurement Round Table	Dave Berteau Al Burman LeRoy Haugh Ray Kline Ralph Nash Bob Scott
Private Sector	Harvey Gordon (Lockheed) Dan Jacobs (Federal Market Group) Wally Keene (Atlantic Rim) Fran O'Neal (Atlantic Rim) Art Rowe (Deere) Pat Sullivan (AIA)

Organizations	Attendees
LMI	William G. T. Tuttle, Jr. Carl Jensen Myron Myers Albert H. Schroetel Don Boyle John Durgala Lou Gaudio Phil Lussier Greg Macfarlan Ed Molnar Charles Price Joseph Romito David Smith Delores Street Karen Sorber