



DEPARTMENT OF DEFENSE
ACQUISITION WORKFORCE STRATEGIC PLAN

FY 2016 – FY 2021
TITLE 10 U.S.C., SECTIONS 115B(D) AND 1722B(C)



*"In the end, it is the quality of our people that matters the most,
more so than any policy or regulation anyone can put in place"*

— Mr. Frank Kendall
*Under Secretary of Defense
for Acquisition, Technology, and Logistics (USD(AT&L))*



A Message from the Under Secretary of Defense for Acquisition, Technology, and Logistics



We have made unprecedented progress in rebuilding and professionalizing our workforce—the key to improving the way we do business. By harnessing an increasingly professional acquisition workforce guided by the tenets for our Better Buying Power (BBP) initiatives, we have substantially improved the efficiency and productivity of acquisition programs. For example, analysis shows that we are achieving the best results at controlling costs on major acquisition programs at any time in the last 35 years. With the latest version of the Department of Defense (DoD) Instruction 5000.02, “Operation of the Defense Acquisition System,” we established a revised framework that is better suited to shaping acquisition processes and requirements for programmatic needs. It is designed to empower the acquisition workforce to make the right decisions to buy the right systems to support the Warfighter at the right time. This is particularly important in light of the increasingly technical complexity of the designs of many warfighting systems, the rapid cycle of technological innovation, and the multiplicity of the threats we face. A highly skilled and professional acquisition workforce is essential to improving the flexibility of the acquisition framework and getting warfighting systems into the hands of our Service members.

The Department’s efforts to strengthen workforce capabilities and promote professionalism of the acquisition workforce have covered a wide range of initiatives, addressing recruiting, workforce development, and talent management challenges. The Department has made progress in rebalancing and increasing the workforce to meet our workflow, and it is further reshaping disciplines related to emergent threats and challenges such as cybersecurity and information technology. We continue to focus our recruiting and retention programs on identifying, hiring, and retaining the best and the brightest in the disciplines vital to meeting today’s challenges while anticipating those of the future. The Department has also initiated an effort to ensure that acquisition leaders across the enterprise are fully qualified, experienced, and capable of performing all aspects of their assignments. We have emphasized the importance of having a pool of talent ready to assume positions at all levels. By improving our training and certification programs for acquisition professionals, we ensure workforce members have the skills and knowledge necessary to effectively do their jobs. We have also instituted more comprehensive awards programs in order to recognize excellence and to incentivize high achievement and performance. Finally, we are expanding the Civilian Acquisition Workforce Personnel Demonstration Project so that more organizations can take advantage of the hiring flexibilities and contribution-based incentives it offers.

On behalf of approximately 156,000 acquisition professionals across the Department, I want to extend my appreciation to the members of Congress for their ongoing support of acquisition workforce excellence and specifically for the permanency of the Defense Acquisition Workforce Development Fund (DAWDF), the Expedited Hiring Authority, and the extension of the Civilian Acquisition Workforce



Personnel Demonstration Project (AcqDemo). I would also like to thank the Services and Defense Agencies, the Defense Acquisition University, and associated offices throughout the Department for their leadership in driving acquisition excellence through continuous workforce improvement.

The Department must responsibly sustain the acquisition workforce size modulated by workload demand and requirements; ensure its personnel continue to increase their professionalism by helping them obtain training, education, and experience they need to be effective; and continue to expand talent management programs to include recruitment, hiring, training, development, recognition and retention initiatives by using the DAWDF and other appropriate tools.

Our goal is to build on the progress achieved to date. This strategic plan sets forth overarching guidance for the next five years. It emphasizes constant improvement of our acquisition workforce to ensure the United States continues to field the best-equipped military in the world. I am confident our dedicated and professional workforce will rise to this challenge, and I will do everything in my power to help it do so.

A handwritten signature in black ink, appearing to read 'Frank Kendall', is centered on the page.

Frank Kendall



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Rene' Thomas-Rizzo
 Director, Human Capital
 Initiatives,
 Office of the Under
 Secretary of Defense
 for Acquisition,
 Technology and Logistics

“HCI’s mission is to execute Department of Defense (DoD)-wide acquisition workforce governance, strategies, policies, programs, and talent management initiatives to equip a highly-qualified workforce of professionals in acquiring and delivering world-class warfighting capabilities to our Soldiers, Sailors, Airmen, and Marines.”

— HCI Charter | 1 Nov 2015



Mission and Vision

Our Mission

Recruit, hire, develop, and retain a diverse, agile, highly qualified, and motivated workforce of acquisition professionals to acquire and deliver world-class warfighting capabilities for our Soldiers, Sailors, Airmen, and Marines.

Our Vision

To create a high quality, high-performing, agile Defense Acquisition Workforce that is empowered to deliver the best possible acquisition outcomes in support of the Warfighter.

Our Ethos

Acquisition, Technology, and Logistics (AT&L) is in pursuit of developing the most versatile acquisition workforce that routinely operates on the following ethos:

- Invest in your people
- Choose the right person, right skills, right job, right time
- Support the Warfighter
- Protect the taxpayer
- Foster diversity
- Maintain technical superiority
- Uphold ethics at any price
- Demand accountability
- Make sound business decisions
- Critical thinking is essential
- Ensure leadership is doing the right things

Defense Acquisition is a team sport, and mission success is only as good as the products and services we acquire on behalf of the Warfighter.

“(T)he most important factor in the performance of the Defense Acquisition System: the capability of the professionals in our acquisition workforce, which includes program management, engineering contracting, and product support disciplines engaged in a wide range of active ties throughout the product lifecycle”

— BBP 2.0 Guidance and Actions | April 2013



Introduction

Scope

This plan covers the 156,000 military and civilian acquisition workforce (AWF) professionals across the Department, to include the military departments and defense agencies. The AWF includes 15 functional communities, each contributing to the mission of acquiring and delivering world-class warfighting capabilities to our Soldiers, Sailors, Airmen, and Marines.

The plan outlines goals and objectives to sustain and improve the capacity and capabilities of the Department of Defense (DoD) AWF. The goals are aligned and support overarching DoD strategic direction, including Better Buying Power (BBP) objectives, to improve the professionalism of the total AWF. The plan meets the strategic planning requirements of sections 115b and 1722b of title 10, United States Code (U.S.C.). It is a report on our progress and provides overarching guidance for the coming years.

Congress and DoD have long recognized the importance of the AWF to achieving the timely and cost effective development and delivery of warfighting capabilities to America's combat forces. DoD's acquisition mission represents the largest buying enterprise in the world—the AWF is responsible for investing over \$1 trillion in taxpayer dollars to equip and sustain the Warfighter through fiscal year (FY) 2021. Today, we have achieved many of the goals set in the FY 2010 – 2015 strategic plan which were specific to growing the AWF by 20%. The goals established in this FY 2016 – 2021 plan are enduring and, with the DAWDF, DoD is positioned to continue strengthening and responsibly sustaining the AWF.





FY 2016 – FY 2021 Strategic Goals

The Department must ensure it has an acquisition workforce capable of delivering technological superiority to the Warfighters. The challenges we face today require us to pursue the following goals, which were developed in partnership with Component acquisition and Functional community leaders and approved by the Defense Acquisition Workforce Senior Steering Board (SSB).

Goal 1:

Make the Department of Defense an employer of choice

Goal 2:

Shape the Acquisition Workforce to achieve current and future acquisition requirements

Goal 3:

Improve the quality and professionalism of the Acquisition Workforce

Goal 4:

Continuously improve Workforce policies, programs, and processes

Structure of the Acquisition Workforce Strategic Plan

The main body of the plan consists of four sections:

- **Background.** Provides an overview of the strategy and accomplishments in the FY 2010 plan, the role of DAWDF, and the current environment and challenges.
- **Management Framework.** The governance structure responsible for AWF management, manpower resource management, and alignment of this plan to statutory and regulatory requirements.
- **State of the Workforce.** Assessment of factors indicative of the current capacity and capability of the workforce and of risks the Department must manage in order to sustain and develop the capacity and capabilities required in the future.
- **Looking Ahead.** Strategic goals and supporting initiatives.

In addition, the appendices provide details for each of the Services, the major Defense Agencies, and each acquisition functional area.



Section 1: Background

The 2010 DoD Strategic Human Capital Plan Update acknowledged that, due to efforts to reduce Government and outsource tasks to civilian contractors, the Defense AWF decreased substantially (56 percent) between 1987 and 2004. This trend continued, despite an increasing acquisition workload, until 2009, when it became apparent the DoD AWF lacked the capacity and capability to meet growing demands. The Executive Branch and members of Congress consequently recognized the need to restore DoD’s acquisition workforce. DoD’s ability to restore the workforce was enabled by five major factors: A foundation of statutory authorities, management strategy based on alignment and decentralized execution, well-established management functions, joint governance, and a statutory-based workforce fund. Each of these factors is covered in greater detail below.

In March 2009¹, the President released a memorandum directing the Office of Management and Budget (OMB) to assist agencies in assessing the capacity and ability of their AWF’s to develop, manage, and oversee acquisitions. Additionally, in April 2009, the Secretary of Defense (SECDEF) issued the Department’s key objectives, which included a call for a fundamental overhaul of the DoD acquisition system and a challenge to restore the size and improve the quality and readiness of the AWF. The 2010 Quadrennial Defense Review (QDR)² cited acquisition reform, including AWF rebalancing, as a fundamental and vital part of the Nation’s Defense Strategy, pledging to increase the size of the AWF by 20,000 positions by 2015 and promising to “enhance training and retention programs ... to bolster the capability and the size of the acquisition workforce.” (QDR 2010)

“However, if there is one thing that has impressed me during my 40-plus years in defense acquisition, most of it in government, it is the dedication, positive attitude, resilience and desire to serve the taxpayer and our Servicemen and -women well that characterizes this country’s acquisition professionals.... This country owes a lot to you; together with our industry partners, you are the reason we have the best-equipped military in the world.”

— Frank Kendall | USD(AT&L)

¹ President Obama’s Memorandum for the Heads of Executive Departments and Agencies – Subject: Government Contracting, dated March 4, 2009

² Quadrennial Defense Review, February 2010, page viii



The 2010 DoD Strategic Human Capital Plan stated that DoD “will place a greater emphasis on a high quality workforce having the right competencies and skill sets, at the right places, at the right time.” The plan included the following objectives:

Objective	Initiatives
Strategic Sizing and Shaping of AWF	<ul style="list-style-type: none"> • Increasing AWF size by 20,000 (half new hires/half in-sourced positions) by 2015 • Strategic reshaping of acquisition career fields by deliberate and targeted growth of specific career fields
Improve Workforce Quality	<ul style="list-style-type: none"> • Reinventing Defense Acquisition Workforce Improvement Act (DAWIA) certification structure with a greater emphasis on experience and fully qualified employees • Ensuring a qualified organic workforce • Investing in leadership development • Meeting the growing demand for acquisition training • Assessing workforce competencies
Retention and Recognition	<ul style="list-style-type: none"> • Retention and other related AWF initiatives • Recognizing AWF excellence

Table 1-1 DoD Strategic Human Capital Plan Update
The Defense Acquisition Workforce Objectives and Initiatives, April 2010

Defense Acquisition Workforce Development Fund – A Significant Enabler

In order to restore, responsibly sustain, and continuously improve the quality of the AWF, sufficient and stable dedicated funding is required. Congress established the DAWDF in 2008 to ensure DoD has “the capacity, in both personnel and skills, needed to perform its acquisition mission, provide appropriate oversight of contractor performance, and ensure the Department receives best value for expenditure of public resources.”³ The DAWDF supports efforts to meet the Department’s workforce challenges and restore the organic defense AWF by funding initiatives in three major categories: recruitment and hiring, training and career broadening, and recognition and retention. Congress has continued to support DoD’s efforts to strengthen and improve the quality of the AWF. Since 2010, there have been several adjustments to the DAWDF, most significantly DAWDF permanency in the FY 2016 National Defense Authorization Act.

Accomplishments of the FY 2010 – FY 2015 Strategy

As previously stated, the AWF was downsized by 56 percent prior to 2010 in order to reduce the Government footprint. The Department fell below acceptable staffing levels, and the focus in the past was simply ensuring we had the numbers to accomplish the mission and the ability to overcome

³ Title 10, U.S.C., section 1705, Defense Acquisition Workforce Development Fund



attrition challenges. The Department’s 2010 growth strategy addressed the needs to rebuild capacity, improve quality, and rebalance the workforce to ensure effective oversight and inherently governmental responsibilities are performed by organic AWF members. Section 3 of the Strategic Plan, “State of the Workforce,” addresses the Department’s growth strategy and concerns in greater detail.

The cumulative efforts of the Components from FY 2009 through FY 2015 increased the acquisition workforce size, rebuilding capacity by 24.1 percent from 125,879 to 156,313. Efforts strategically shaped the workforce by bolstering critical functions and building early and mid-career workforce size. DoD expanded training and deployed acquisition tools and specialized workshops to support the workforce on the job, resulting in a more proficient and capable acquisition workforce. The Defense Acquisition University (DAU) increased training capacity in required certification courses and eliminated bottlenecks in the training path. Component leadership emphasis and increased training capacity led to improved certification levels, which increased from 86 percent in FY 2008 to 96 percent in FY 2015. The number of individuals with a bachelor’s degree or higher in the acquisition workforce increased from 77 percent in FY 2008 to 84 percent in FY 2015. Additionally, the number of individuals with a graduate degree increased from 29 percent in FY 2008 to 39 percent in FY 2015. DAWDF-funded efforts contributed to these improvements and support the BBP objective to increase the professionalism of the total acquisition workforce.

Current Environment and Challenges

The United States is facing what the Chairman of the Joint Chiefs of Staff describes as “the most unpredictable” global security environment in over 40 years. We simultaneously face security challenges from adversary states and regional networks of sub-state groups. As stated in the Implementation Guidance to BBP 3.0, April 9, 2015:

The technological superiority of the United States is now being challenged by potential adversaries in ways not seen since the Cold War. Efficiency and productivity are always important, but the military capability that we provide to our Warfighters is paramount. Our operational effectiveness is based on the quality of our people and the quality of our products. The former is not in doubt; the latter depends on our efforts and on those of the industrial base. We will continue our work to improve productivity and efficiency, but we must also turn our attention increasingly to our ability to innovate, achieve technical excellence, and field dominant military capabilities.

The Warfighter will require the capability to counter a wide range of threats from leading edge cyber-attacks, acts of terrorism, and sophisticated weapons. Geopolitical and technological demands call for maintaining the superiority and flexibility of the force structure and dictate investment in the capability needed to pace the threat. It is an absolute



necessity that the United States maintains a technological edge over enemies by fielding dominant warfighting capability. The AWF is critical to equipping the Warfighter with this capability.

“Today’s security environment is dramatically different – and more diverse and complex in the scope of its challenges – than the one we’ve been engaged with for the last 25 years, and it requires new ways of thinking and new ways of acting.”

— Ashton Carter | Secretary of Defense | March 17, 2016

DoD’s ability to responsibly sustain improvements and continue efforts to strengthen the AWF is challenged by the current fiscal environment. The continuation of fiscal constraints imposed by sequestration, the uncertainty engendered by the annual budget turmoil, and threats of Government shutdown could negatively affect warfighting capability and recent workforce improvements. DoD has been granted significant relief from the sequestration cuts in FY 2014 and FY 2015 by the Bipartisan Budget Act of 2014 and in FY 2016 and FY 2017 by the Bipartisan Budget Act of 2015. These actions have provided much needed stability. However, it should be noted that for FY 2018 and beyond, sequestration relief has not been endorsed. In spite of this fiscal environment, DoD’s AWF is well-postured for the future. Our investment in the workforce since 2009 is paying off.

The following sections provide additional information on the management framework, state of the workforce, looking ahead, and specific component and functional details.



Section 2: Management Framework

DoD’s comprehensive AWF management framework includes the following elements: statutory–based, centralized DoD-wide policy and standards with decentralized execution by the Components; and joint governance forums. Through an integrated governance structure (Figure 2-1), the Under Secretary of Defense for Acquisition, Technology, and Logistics (USD(AT&L)), Component Acquisition Executives, Human Capital Initiatives (HCI), Functional Leaders, Component Directors of Acquisition Career Management (DACMs), the Under Secretary of Defense for Personnel and Readiness, and DAU work together to develop and sustain a highly capable, high performing, agile AWF. The Director of HCI, supports the USD(AT&L) and all governance partners to effectively plan and execute strategies, policies, programs, and talent management initiatives.

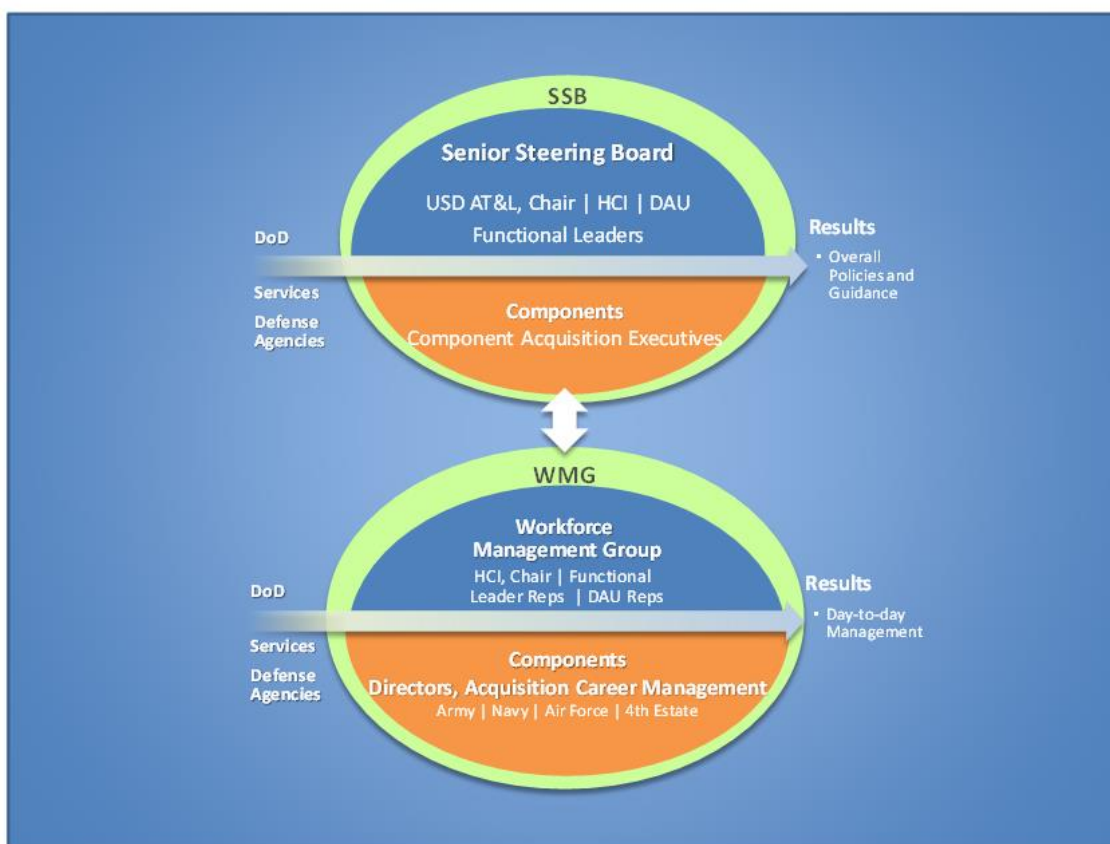


Figure 2-1 Defense Acquisition Workforce Integrated Management

Statutory Authority, Roles, and Responsibilities

DoD’s AWF capability has been a longstanding high priority of Congress. Title 10, U.S.C., chapter 87, Defense Acquisition Workforce Improvement Act (DAWIA), enacted in 1990, provides the foundation for the AWF management framework. DAWIA charges the Secretary of Defense with responsibility for accession, education, training, and career development of personnel serving in acquisition positions. In

turn, title 10, U.S.C., 1702 vests USD(AT&L) with the authority to “...carry out all powers, functions, and duties of the Secretary of Defense with respect to the acquisition workforce in the [DoD].” In this role, USD(AT&L) provides strategic leadership and advocacy, establishing enterprise-wide DoD AWF policies and standards. Core policy is provided in DoDI 5000.66, “Operation of the Defense Acquisition, Technology, and Logistics Education, Training, Experience, and Career Development Program,” and Department-wide workforce standards are published in the DAU iCatalog (<http://icatalog.dau.mil/>).

Section 1704 of title 10, U.S.C., vests Service Acquisition Executives (SAEs) with the authority to “...carry out all powers, functions, and duties of the Secretary concerned with respect to the acquisition workforce within the military department concerned and shall ensure that the policies of the Secretary of Defense ... are implemented ...”.

USD(AT&L) has designated the Director of HCI, to assist in execution of statutory workforce responsibilities and acquisition workforce strategic planning, policy, and programs, to include the DAWDF. The Director of HCI, provides leadership and facilitates an integrated team effort with the DACMs and Acquisition Functional Leaders to improve the capabilities and success of the AWF.

The DACMs, as the principal advisor to the Component Acquisition Executives (CAEs) provide direction and policy guidance on all matters pertaining to education, training, experience, and career development of the AWF. They serve as a single point of contact for Human Capital Initiatives (HCI) and Functional Leaders for the implementation, execution, and oversight of the AWF Program.

In coordination with Functional Leaders, DACMs implement acquisition management stewardship processes; establish and participate in Component and DoD forums, e.g., Functional Integrated Product Teams (FIPTs), boards and working groups; manage the Service's Defense Acquisition Workforce Development Fund (DAWDF); oversee the designation of AWF Positions; collaborate with OSD and other Components to implement statutory requirements; serve in an advisory role at senior acquisition assignment slating panels; and manage acquisition career development programs and opportunities.



AWF Functional Leaders are appointed by USD(AT&L) for each functional acquisition career field. Functional Leaders advise and support USD(AT&L) as the senior DoD subject matter experts on qualifications and career development requirements, which include establishing Department-wide standards. Functional Leaders serve as the senior leader and proponent for their functional community.

DAU provides training for acquisition career field certification, assignment-specific requirements, and executive-level development. DAU also supports the workforce throughout their careers by providing online acquisition resources, job support tools, and on-the-job assistance to acquisition organizations and teams.



Joint Governance Forums

Three standing governance forums—the Senior Steering Board (SSB), Workforce Management Group (WMG), and FIPTs—provide a collaborative means for strategic planning, management, and oversight of the DoD-wide acquisition workforce:

- **SSB:** The SSB, depicted in Figure 2-1, provides strategic direction and oversees the execution of the AWF Program. The SSB principal members include the USD(AT&L) (SSB Chair), CAEs of the Military Departments, Defense Contract Management Agency, Defense Logistics Agency, and Defense Contract Audit Agency; Functional Leaders; the USD (Personnel and Readiness); the Director, AT&L Human Capital Initiatives (SSB Executive Secretary), the Defense Acquisition University President and others as the USD(AT&L) considers appropriate.
- **WMG:** The WMG supports the SSB in execution of its responsibilities. The WMG advises the SSB on strategic direction and improved AWF program execution. The WMG serves as a primary forum for reviewing elements of the AWF program to ensure integration of enterprise requirements and that supporting initiatives are aligned with strategic workforce goals and resources. The WMG principal members, representatives of the SSB members, include the Director, AT&L HCI (Chair), Directors, Acquisition Career Management, Functional Leaders, the Defense Acquisition University and others as the Director, AT&L HCI considers appropriate.
- **Functional Integrated Product Team (FIPT):** There is a FIPT for each acquisition career category that is chaired by the Functional Leader. The FIPT is a collaborative forum for stakeholders to participate in developing Department-wide functional community requirements and overseeing implementation of standards and supporting training. The FIPT has overarching responsibility for the enterprise-wide elements of the functional community career path models. FIPTs review and ensure currency of certification and continuous learning standards, and identify training gaps and new requirements. FIPTs have developed and validated enterprise-wide functional competency models used to identify career field skill gaps that help shape workforce development.

Competency Framework

The Department has adopted a uniform approach to managing workforce competencies by functional area. A critical foundation for the Department’s strategy to improve AWF quality is to leverage functional competency standards by assessing AWF competency gaps, managing an inventory of competencies, and developing strategic workforce strategies to monitor progress and close competency gaps. In this plan, a competency is defined as “an observable measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully.”

Competency Management

DoD’s workforce planning process provides a prescriptive approach to identify and assess critical skills as well as competency gaps and strengths. The Department has implemented a competency management framework that establishes a common classification for DoD competencies and facilitates life-cycle

management of the civilian workforce. Acquisition Functional Leaders have developed and validated initial enterprise-wide functional competency models using subject matter experts. Assessments identified gaps in critical skills and competencies, leading to strategies that close the gaps and inform training and development plans. The management approach is based on aligning mission outcomes with expectations for employees' behaviors and providing a consistent structure to define and assess workforce competency needs and gaps. This approach provides employees and supervisors with observable, transparent, and measurable indicators to ensure mission success and meet the intent of section 115b of Title 10, U.S.C. Competency models will continue to be used to support the BBP objective of establishing stronger professional qualification requirements for all acquisition specialties.



Talent Management

Talent Management is an effective methodology intended to attract, develop, motivate, and retain industrious, committed personnel. The Department currently utilizes various talent management tools within our human resources framework to achieve our goals and objectives.

Comprehensive Framework Positions DoD for Success

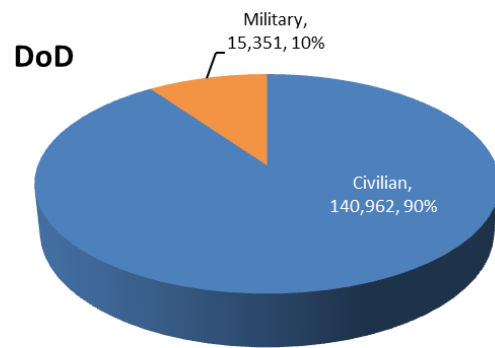
The statutory foundation and defined roles, in combination with the collaborative governance structure and other elements, provide an effective framework for AWF management. This comprehensive framework positions DoD for success in achieving the strategic goals of this FY 2016 – FY 2021 strategic plan. The next section describes the current state of DoD's AWF.

“(W)hat it takes to be successful at defense acquisition isn’t all that complicated... It consists of just these four items: (1) set reasonable requirements, (2) put professionals in charge, (3) give them the resources they need, and (4) provide strong incentives for success...The fact is that none of this is easy.”

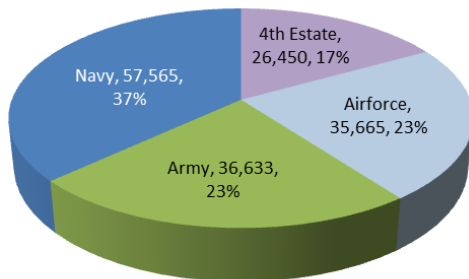
— Frank Kendall | USD(AT&L)

Section 3: State of the Workforce

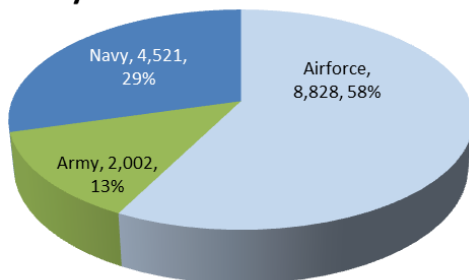
The Department has made significant progress towards strengthening workforce capability and promoting professionalism of the AWF. Since 2008, DoD has rebalanced and increased the workforce size as part of readiness to meet challenges and emergent threats. Significant investments were also made to improve workforce quality. DoD's strategy is to responsibly sustain and build on these improvements. DoD will continue to improve its analytics on requirements gaps and focus on AWF by analyzing workforce size and shape; increasing the professionalism by concentrating on certification, education, training, and experience; building leaders at all levels; and addressing challenges both current and on the horizon.



Services and Components



Military



Acquisition Workforce Size and Shape

The DoD AWF is comprised of approximately 156,000 employees, distributed by about 90 percent civilian and 10 percent military members, as shown in Figure 3-1. The Navy encompasses the largest percentage of the total AWF (military and civilian), with 37 percent, followed by Air Force and Army at 23 percent each, and 4th Estate at 17 percent. The distribution of the military AWF is led by the Air Force at 58 percent, Navy at 29 percent, and Army at 13 percent.

Figure 3-1 also shows the breakout of the AWF by career field, indicating the Engineering career field has the largest percentage of the AWF (26 percent), followed by Contracts (19 percent).

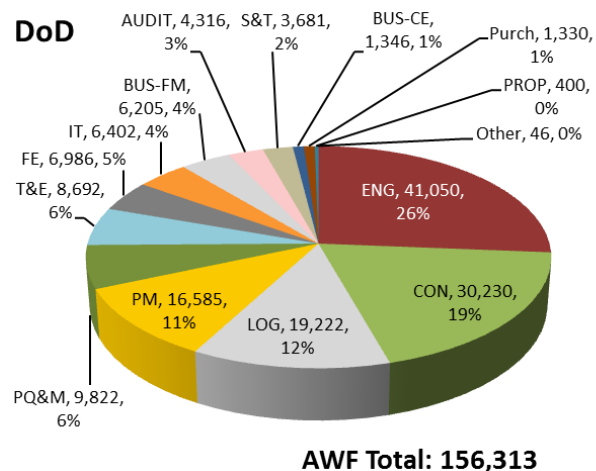


Figure 3-1 Acquisition Workforce Status (as of 4th Qtr. FY 2015)⁴

⁴ Source: AT&L Workforce Data Mart (Fourth Quarter, FY 2015)



Table 3-1 demonstrates the significant changes in the AWF over the last seven years. The Military Departments made great progress toward the goal of rebuilding an acquisition workforce that was significantly reduced in size and capability during the 1990s. Since 2008, DoD has accomplished its strategic objective to rebuild the AWF, which started at approximately 126,000, and has sustained the workforce at over 150,000 each year since FY 2011 in spite of major budgeting complications such as sequestration, furloughs, and hiring freezes. Moreover, DoD has reshaped and thereby positioned the workforce for future success by strengthening early and mid-career workforce groups. Over this period, the Components achieved targeted growth in specific skill sets and acquisition career fields in the areas of contracting, program management, engineering, and cost estimating. These efforts have shaped the AWF for future success, even as a large percentage of the AWF becomes retirement eligible.

Human Capital Fact Sheet						
Defense Acquisition Workforce	FY 2008			FY 2015Q4		
	Civilian (Civ)	Military (Mil)	Total (Civ+Mil)	Civilian (Civ)	Military (Mil)	Total (Civ+Mil)
Size & Composition						
Workforce Size	110,934	14,945	125,879	140,962	15,351	156,313
Change in size from 2008	-	-	-	27%	3%	24%
Civilian/Military Composition	88%	12%	-	90%	10%	90% / 10%
Educational Attainment						
Bachelor's Degree or Higher	77%	81%	77%	84%	83%	84%
Graduate Degree	26%	44%	29%	38%	54%	39%
Certification (Cert)						
Level I or Higher Achieved	73%	61%	72%	77%	76%	85%
Level II or Higher Achieved	63%	41%	61%	77%	52%	74%
Level III Achieved	38%	19%	36%	46%	24%	44%
Position Cert Rqmt Met or Exceeded	61%	41%	58%	78%	59%	76%
Within 24 Months of Cert Rqmt	25%	46%	27%	19%	35%	21%
Does Not Meet Cert Rqmt	15%	12%	14%	3%	5%	4%
Planning Considerations						
% Baby Boomer / Traditional Gen.	68%	17%	62%	44%	3%	40%
Average Age	46.9	36.4	45.7	46.2	35.5	45.1
Workforce Life-Cycle Model (YRE)	20/23/57(%)	-	-	25/23/52(%)	-	25/23/52(%)
% Future/Mid-Career/Senior						
Average Years of Service	17.8	13.3	17.3	15.5	13.1	15.2
Retirement Eligible	19,051(17%)	-	-	22,436(17%)	-	22,436(17%)
Retirement Eligible w/i 5 Years	21,315(19%)	-	-	25,749(19%)	-	25,749(19%)
Total Gains/Losses	14,245/15,030	-	-	17,044/10,596	-	17,044/10,596

Table 3-1 Human Capital Fact Sheet (FY 2008 to FY 2015)⁵

Throughout DoD, Components have used the DAWDF to rebuild and reshape the workforce in critical functional areas through targeted hiring strategies and retention efforts. Table 3-2 shows the results of these efforts to rebuild, shape, and sustain the workforce in those critical functional areas. Of note are the significant personnel increases in contracting, program management, engineering, life cycle logistics, and information technology since FY 2008. Additionally, it should be noted that contractors supporting the AWF are not included in Table 3-2.

⁵ Source: AT&L generated from HCI/RAND analysis using Defense Manpower Data Center (DMDC) data (FY 2015 Fourth Quarter)



Overall Defense Acq Workforce Career Field	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	% Change Since FY08	% Change Since FY14
Engineering	34,752	35,142	34,710	34,537	36,704	39,201	39,690	39,807	39,544	39,242	41,050	19%	5%
Contracting	26,025	27,748	26,038	25,680	27,655	29,792	30,327	30,292	30,271	29,826	30,230	18%	1%
Life Cycle Logistics	12,493	12,332	12,604	13,361	14,852	16,861	17,369	17,539	17,122	17,724	19,222	44%	8%
Program Management	12,284	12,775	12,427	12,781	13,422	14,915	15,683	15,824	16,171	16,003	16,585	30%	4%
Production, Quality and Man	9,397	8,966	8,364	9,138	9,023	9,727	9,601	9,458	9,658	9,671	9,822	7%	2%
Test and Evaluation	7,384	7,280	7,419	7,420	7,892	8,446	8,573	8,603	8,580	8,569	8,692	17%	1%
Facilities Engineering	8,356	3,927	4,394	4,920	5,420	6,911	7,428	7,290	6,970	6,617	6,986	42%	6%
Information Technology	5,472	4,843	4,423	3,934	4,358	5,165	5,563	5,832	5,870	5,776	6,402	63%	11%
Business (Fin Mgt)	8,119	7,747	7,387	7,085	7,262	7,054	7,009	6,761	6,463	6,142	6,205	-12%	1%
Auditing	3,536	3,486	2,852	3,638	3,777	4,143	4,231	4,505	4,368	4,560	4,316	19%	-5%
S&T Manager	314	291	483	480	623	2,561	3,062	3,209	3,293	3,401	3,681	667%	8%
Business (Cost Est)	-	-	-	-	-	1,070	1,252	1,278	1,312	1,309	1,346		3%
Purchasing	2,438	1,680	1,170	1,196	1,238	1,287	1,276	1,340	1,283	1,205	1,330	11%	10%
Property	571	530	481	451	475	501	483	449	402	389	400	-11%	3%
Unknown/Other	3,229	1,495	3,280	1,258	402	71	344	139	48	31	46		
TOTAL												↑	↑
	134,370	128,242	126,032	125,879	133,103	147,705	151,891	152,326	151,355	150,465	156,313	24.2%	3.9%

Table 3-2 Growth of AWF by Functional Area 2008-2015^{6, 7}

The total AWF is composed of military personnel, Federal civilian employees, and contractors. Each group has an important function in the total workforce mix. The military provides operational perspective, field experience, contingency contracting, mobility, functional depth, and leadership; civilian employees offer continuity, corporate knowledge, and functional depth as well as leadership; and contractors offer flexibility to meet surge capability and provide temporary manpower to fill gaps in technical specialties without performing inherently governmental activities. The size of the acquisition contractor element of the total workforce mix is currently determined at the organizational level so that each organization has the flexibility to utilize the number of contractors required to meet missions and operational needs.⁸

Sustaining the workforce size at levels demanded by the number and complexity of acquisition and technology programs has been a challenge. USD(AT&L) and Components have worked with DoD senior leadership to make the case that AWF sustainment should be a high priority in the budget-challenged environment. As part of sustainment efforts, senior leadership has provided guidance and monitored

⁶ Source: AT&L Workforce Data Mart (Fourth Quarter FY 2015)

⁷ Small Business and International Acquisition are not included in table 3-1 as they do not have a specifically identified workforce.

⁸ Concerning acquisition workforce total force mix, Office of the Under Secretary of Defense for Personnel and Readiness (OUSD(P&R)) is tasked by Congress to have “overall responsibility for guidance to implement... policies and procedures” (10 USC 129a(c)). Full implementation of updated policy is still in-progress and OUSD(P&R) projects to have useable capability for projecting total force mix in the 2018 timeframe. USD(AT&L) will comply with Total Force Mix reporting requirements, as soon as the tools required are available.



retention trends and force level projections. For example, gains and losses are monitored to assess retention and emerging gaps in critical acquisition functions. Overall, AWF gains have exceeded losses. Figure 3-2 below depicts gains and losses for AWF civilians from FY 2008 through FY 2015. Using the analysis of this data, the Department has been successful in rebuilding, reshaping, and sustaining the AWF at a stable level since FY 2011.

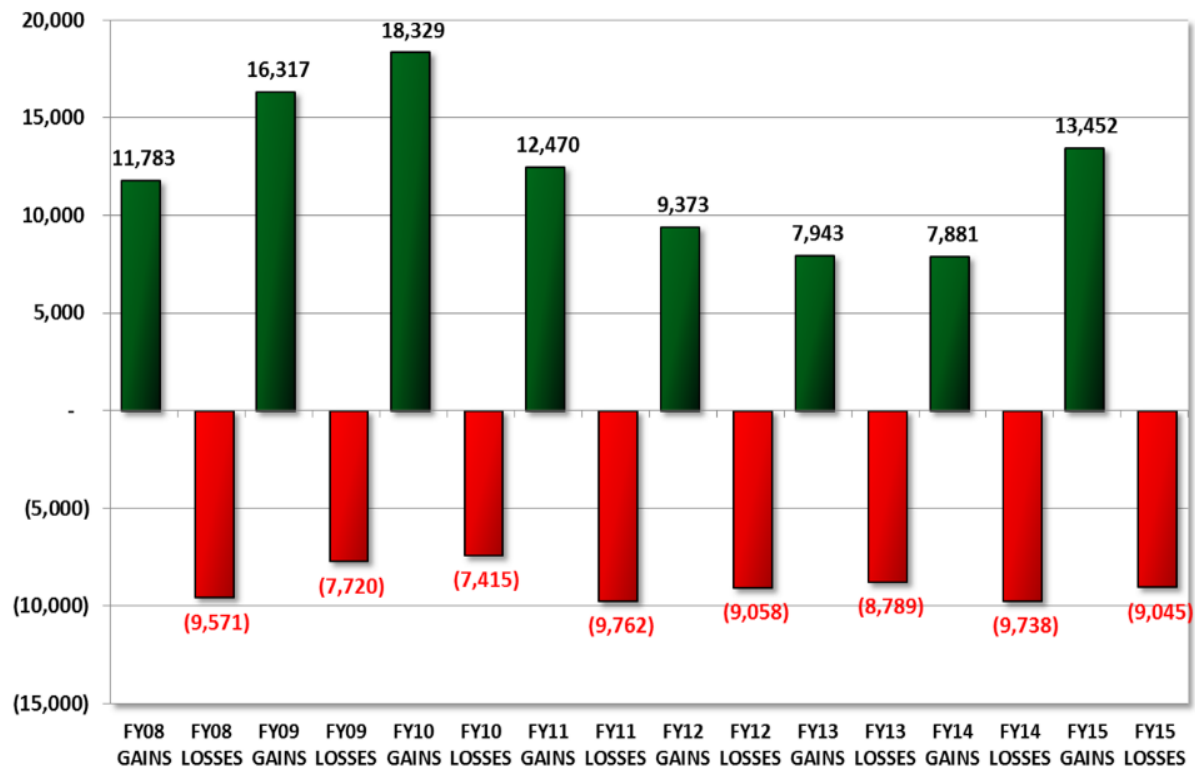


Figure 3-2 DoD AWF Gains and Losses⁹

Shaping the AWF supports the requirement to have sufficient staffing of experienced personnel. Shaping also mitigates the effects of pending retirements and the “bathtub”¹⁰ of low year groups¹¹. The collective efforts of Component leaders significantly improved the year group size distribution in AWF civilians across the career lifecycle. In 2008, as indicated in Figure 3-3 below, the “bathtub” included extremely low numbers of early- and mid-career AWF and showed that 57 percent of the civilian AWF was eligible or would become eligible to retire within the next 10 years.

As a result of leadership hiring and retention actions, the year groups that at one time created the bathtub effect have now doubled in size, and the workforce is better postured for the anticipated high level of retirements. In addition, Component leaders leveraged DAWDF and other resources to increase

⁹ Source: AT&L generated from HCI/RAND analysis using DMDC data (FY 2015 Fourth Quarter)

¹⁰ A snapshot representation of the entry/mid/senior civilian AWF composition, in this case, by years-to-retirement eligibility, depicts a distribution that forms a “bathtub” shape due to the lower size of the mid-career group of the AWF in contrast to the entry and senior workforce groups.

¹¹ Low-year growth resulting from the downsizing of the acquisition workforce that occurred in the 1990s

entry level and journeyman hiring. Their efforts shaped the workforce by targeting critical functions and increasing early- and mid-career workforce numbers. As part of recruitment and retention, DAWDF was used to offer recruitment bonuses, internship and journeyman development program funding, relocation allowances, tuition reimbursement, and student loan repayment. As a result, workforce size has been stabilized, critical career fields have been augmented, and increased numbers in critical functional areas have enabled DoD to better meet its acquisition requirements.

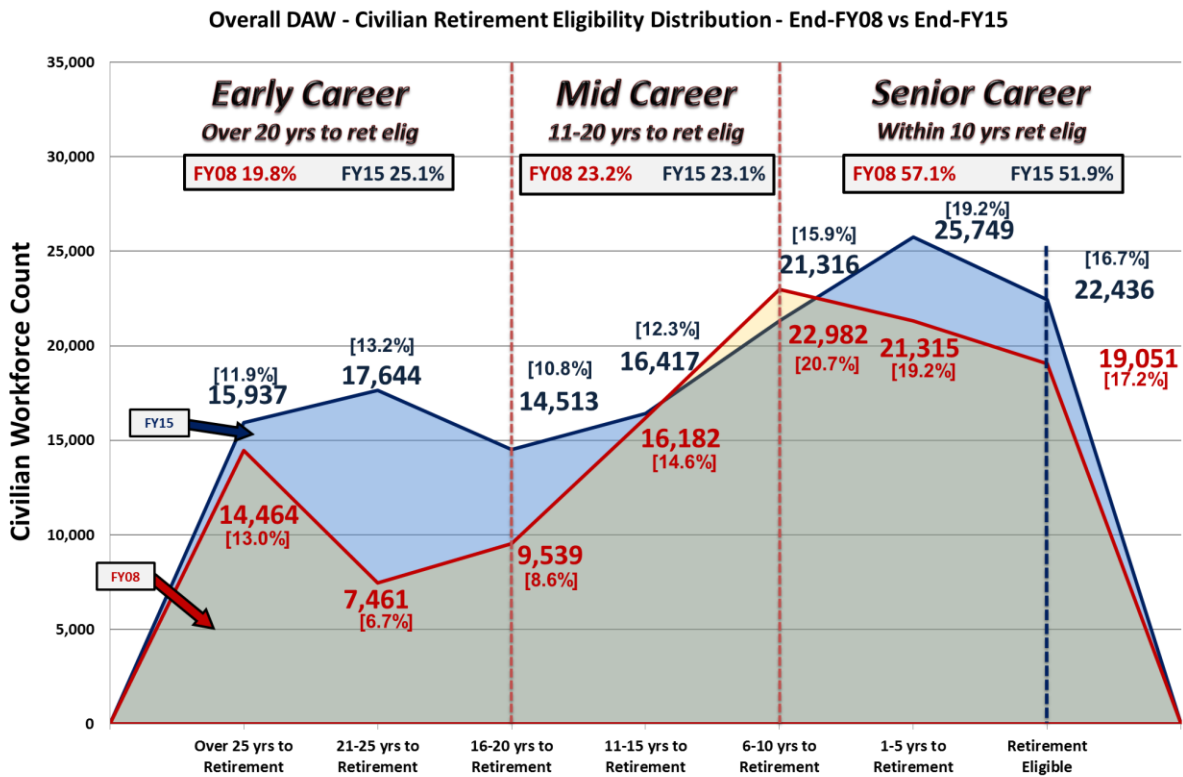


Figure 3-3 Civilian AWF Retirement Eligibility Distribution¹²

In addition to rebuilding workforce size and shape, a major BBP objective is to “Improve the Professionalism of the Total Acquisition Workforce.” Critical to improving professionalism is the improvement of certification and training, the attainment of higher education, and an increase in experienced-based knowledge. Through the Key Leadership Position initiative, the Department has provided the workforce the opportunity to prepare for senior acquisition positions. The collective workforce improvements have significantly improved the Department’s readiness for DoD’s acquisitions through FY 2021, which will expend over \$1 trillion in taxpayer resources.

Certification

The imperative to improve workforce qualification and certification has been championed by USD(AT&L) through the BBP objective to “establish stronger professional qualification requirements for all

¹² Source: AT&L generated from HCI/RAND analysis using DMDC data (FY 2015 4th Quarter)



acquisition specialties.” Since 2008, DoD and Military Department leadership has stressed the importance of increasing certification rates across the acquisition workforce. The increase in DAU course availability has contributed to higher certification rates. The results of these efforts can be seen in Figure 3-4. Note that the number of workforce members who have failed to achieve the required level of certification within the 24-month window decreased to a historic low in 2015.

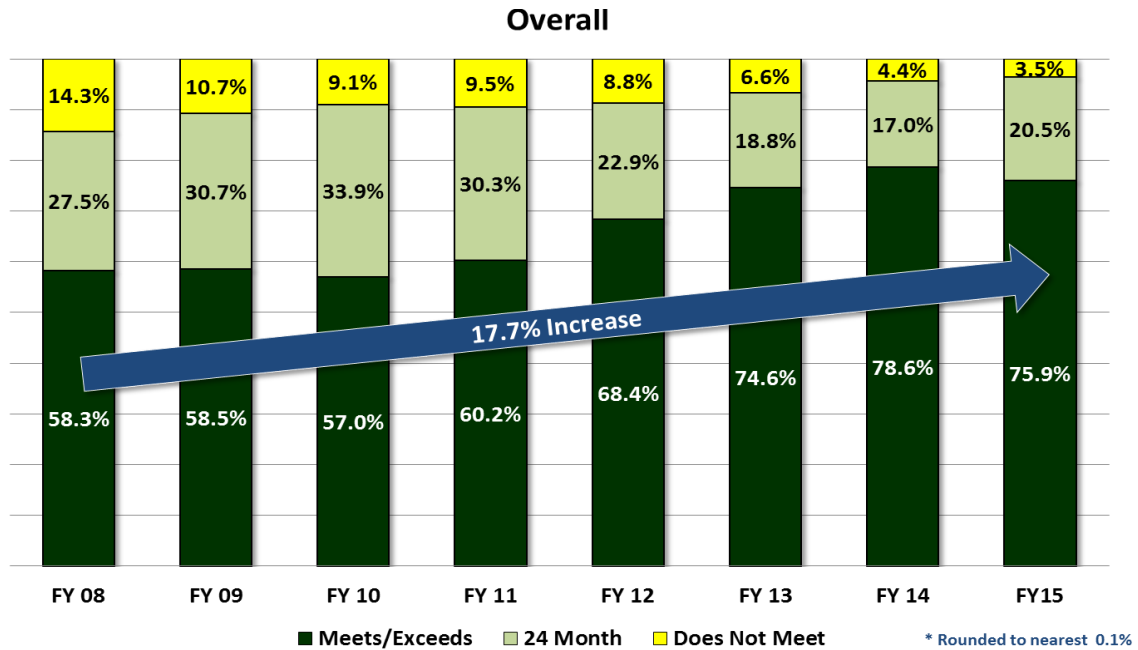


Figure 3-4 Defense Acquisition Workforce Certification Rates¹³

Education

Acquisition leaders have increased the emphasis on hiring personnel holding degrees and providing opportunities for workforce members to advance their education. Supported by hiring of individuals with degrees, tuition assistance, and student loan repayment incentives, the percentage of the workforce with bachelor’s degrees has increased by seven percent from FY 2008 to FY 2015, resulting in an increase of 33,000 employees with bachelor’s degrees (Figure 3-5). The percentage with advanced degrees has increased by 10 percent over the same time, resulting in an additional 25,000 employees with graduate degrees. Increased education levels contribute to strengthened skills sets and quality of the workforce. Additionally, employees hired with a degree are more likely to remain in the workforce longer than those who do not, and employees who gain a degree while in service have an even higher retention rate.¹⁴

¹³ Source: AT&L Workforce Data Mart (Fourth Quarter FY 2015)

¹⁴ Christopher Guo, Phillip Hall-Partyka, et al., Retention and Promotion of High-Quality Civil Service Workers in the Department of Defense Acquisition Workforce, Rand, 2014, p. 24



	2008		2015
	97,370 (77%)	Bachelors Degree or Higher	130,662 (84%)
	35,878 (29%)	Graduate Degree	61,177 (39%)

Figure 3-5 Defense Acquisition Workforce Education Levels¹⁵

Training

Since 2008, DAU has improved its training capacity and training resources to meet demand for increased through-put, resulting from DoD’s AWF rebuilding initiative. Thanks in large part to the additional resources provided by DAWDF, DAU increased its capacity, eliminated bottlenecks in the training pipeline, and expanded its training capacity with a 28 percent increase in classroom graduates and a 15 percent increase in online training graduates. The increased training capacity and training enhancements played an important part in improving the overall workforce certification level from 58.3 percent in FY 2008 to 75.9 percent in FY 2015, as illustrated in Figure 3-4. DAWDF funding has also enabled DAU staff to work more closely with DoD acquisition senior staff and acquisition field organizations, resulting in an expansion of global access to training from 51 to 100 countries.

DAU played a central role in transforming defense acquisition workforce by updating career field curricula to incorporate the latest information and to support the establishment of more rigorous professional requirements for acquisition career paths (in response to BBP). For example, the contracting curriculum was restructured so that it better meets the training needs and certification requirements of the Contracting community. The revised curriculum includes increased emphasis on strategic contracting areas such as pricing, service contracting, source selection, and competition.

DAU also provided rapid deployment training related to the BBP initiatives, giving stakeholders guidance to craft BBP implementation policy and process changes that will help organizations meet BBP objectives. These rapid deployment training sessions were conducted by defense acquisition experts from DAU shortly after release of AT&L policy.

In addition to DAU’s core acquisition training required for DAWIA certifications, the Components have additional training for targeted technical and specific component requirements. For example, the Naval Air Systems Command (NAVAIR) established the NAVAIR University, which provides comprehensive, standardized training and career development to their workforce. The Air Force used DAWDF to improve application skills, increase capacity in key training areas, and enable efficient training solutions. The Army developed the Specialty Engineering Education and Training initiative, which provides specialty engineering training in areas of reliability, quality, logistics, test and evaluation, human factors, software quality, and the theory of maintained systems. Defense Contract Management Agency established the College of Contract Management, providing specialized application training in contract oversight.

¹⁵ Source: AT&L Workforce DataMart (FY 2015 Fourth Quarter)



Experience

Department leadership stresses the quality vs. the quantity of experience of workforce members. There is a growing realization that demonstrated mastery of specific required competencies for each career path is more essential to improved performance than tenure alone. In response to this, DoD developed experiential/proficiency standards and tasks for each of the acquisition career fields by competency and competency element through an effort known as the Acquisition Workforce Qualification Initiative (AWQI). This career development tool focuses on the quality versus the quantity of the experience attribute of certification and provides a higher level of measureable demonstration of experience specific to a position. AWQI uses demonstrated experience standards to aid in developing fully qualified acquisition professionals. This tool will be effective in career development and succession planning—key elements of talent management.

“At the end of the day, qualified people are essential to successful outcomes and professionalism, particularly in acquisition leaders...”

— USD(AT&L) Policy Memo | April 24, 2013

To ensure succession readiness, DoD continues to leverage rotational assignments, coaching and mentoring, and opportunities for key experiences to develop future leaders.

Leadership Development

A major objective of the BBP is to improve the quality of the DoD acquisition leadership cadre by establishing rigorous qualification standards for Key Leadership Positions (KLPs) in the DoD acquisition arena. Candidates must demonstrate expertise by showing successful hands-on experience in addition to education and training/certification. The goal of this effort is to establish a pool of candidates qualified to assume leadership positions in DoD acquisition.

KLPs are positions central to the success of Major Defense Acquisition Programs and Major Automated Information System programs. Approximately 1,100 KLP positions in DoD filled by senior-level AWF members (O-5 / O-6 military personnel or GS-14 / 15 or higher civilian personnel) have been identified as KLPs. KLP positions have tenure obligations and require Defense Acquisition Corps¹⁶ membership and Level III Certification. Under Secretary Kendall issued revised KLP standards in November 2013, including the addition of cross-functional competency requirements and higher acquisition experience standards.

¹⁶ The AWF includes approximately 40,000 members of the Defense Acquisition Corps. The Defense Acquisition Corps is defined as those persons who have met the standards prescribed by title 10, U.S.C. sections §§ 1721-1724, and who have been granted admission by the USD(AT&L) or by a CAE.



As part of implementing higher standards and preparing tomorrow's acquisition leaders, Under Secretary Kendall established the option for KLP qualification boards to identify a pool of acquisition professionals who are ready to hold Key Leadership Positions.

Another Department initiative to prepare AWF members for leadership roles is the Defense Civilian Emerging Leader Program (DCELP). DCELP fills a critical need for DoD to focus on the development of leadership skills in GS-7 through GS-12 personnel. In DCELP, leadership is developed inside and outside of the classroom, and learning is pursued through community-based courses of instruction, guest speakers, group projects, mentoring, and simulations.



Moreover, the Components have developed their own specific leadership development programs. For example, the Air Force and Army established acquisition leadership development programs which provide foundational leadership development to acquisition civilians. They are offered at basic, intermediate, and advanced levels with a focus on individual awareness of leadership traits, strengths, and weaknesses. The Navy developed acquisition initial leadership development and acquisition journeyman leadership development courses to strengthen leadership capability for entry and mid-level employees. The Missile Defense Agency established a leadership academy that provides their AWF with focused leadership development and training.

Challenge – Responsibly Sustain and Continue

It is imperative that the United States maintain a technological edge over its enemies by fielding dominant warfighting capability. The AWF is critical to equipping the Warfighter with this capability. Strategies to build on recent improvements and to strengthen and responsibly sustain a highly qualified, agile workforce through FY 2021 are described in the next section.



Section 4: Looking Ahead

This FY 2016 – FY 2021 Acquisition Workforce (AWF) Strategic Plan describes the Department’s strategic priorities to sustain the momentum of efforts to strengthen the defense acquisition workforce. As noted throughout this plan, the Department faces a challenging and unpredictable future that requires the military to be equipped and ready to respond to threats posed by a diverse set of adversaries, from traditional nation states to regional insurgencies by non-state actors. Warfighter challenges and the requirement for dominant warfighting capability require an agile and high-performing AWF ready to successfully acquire, deploy, and maintain state-of-the-art weapon and information systems. In order to sustain the accomplishments over the last seven years, the following goals were developed in partnership with Components and Functional Leaders and were approved by the SSB.

Goal 1	Goal 2	Goal 3
Making DoD an Employer of choice	Shape the Acquisition Workforce to achieve current and future acquisition requirements	Improve the quality and professionalism of the Acquisition Workforce.
Goal 4		
Continuously Improve Workforce Policies, Programs, and Processes		



Best Possible Acquisition Outcomes



Goal 1:

Make the Department of Defense an employer of choice

DoD must become more competitive with the private sector for the Nation’s best talent. While the public is generally aware of the military opportunities in the armed forces, it has little knowledge of the outstanding DoD civilian career opportunities that directly support the Warfighter. Adding to the challenge, DoD contends with a reputation of cumbersome regulations for recruiting, hiring, promoting, and rewarding the workforce. To become more competitive, the Department must significantly improve its outreach to attract and hire talented candidates. In addition to improved outreach, the Department will demonstrate that it is an “employer of choice” through continuously improving and educating the workforce on employee benefits and incentives.

Improve Recruitment policies and practices across the Department of Defense to establish and communicate a distinctive DoD AWF Brand.

Recruiting top talent with critical skills is paramount to shaping the AWF. DoD intends to adopt industry-proven methods to communicate with and recruit top talent. This will be accomplished by leveraging existing recruitment processes; establishing recruitment objectives, strategies, activities; and conducting periodic assessment of results. To improve recruiting across the department, we will implement the following initiatives:

- Establish and widely communicate a distinctive and attractive AWF brand that will speak directly to highly qualified individuals interested supporting the military through a career in public service
- Expand outreach on college campuses to recruit top talent
- Increase the use of outreach and incentives to attract Science, Technology, Engineering, and Math (STEM) candidates
- Expand Department AWF college and university internship programs
- Leverage current DoD Student Training and Academic Recruitment (STAR) program to increase on-campus presence
- Establish metrics to assess the return on investment for developmental programs

“Our success depends entirely on the efforts of thousands of true professionals in the full range of disciplines needed for new product design, testing, and support.”

— Frank Kendall | USD(AT&L)

Increase hiring flexibilities and reduce barriers to hiring

When compared to the private sector, the Department is at a disadvantage by the lengthy and complex hiring process, varying and limited implementation of hiring and incentive authorities, and the inability to make offers within a competitive time frame. We are exploring innovative solutions and methods that streamline hiring and on-boarding processes. To improve the hiring process across the Department, we will implement the following initiatives:

- Implement direct hiring authorities where available (i.e., STEM, Cyber, veterans)
- Partner with the HR community for AWF-unique requirements and challenges to improve its understanding of the skills required by the AWF
- Ensure we are fully leveraging current hiring authorities interpretations and practices to their maximum utility
- Standardize implementation of guidance of authorities (i.e., Expedited Hiring Authority)
- Expand use of hiring best practices across the Department
- Improve permeability between Government and the private sector by improving the personnel exchange programs

Offer competitive compensation and incentives

To assist in recruiting and hiring skilled personnel, the Department must take steps to provide compelling compensation and benefits. To retain top talent, the Department must reward outstanding performance. Our efforts will include:

- Leverage compensation strategies and flexibilities through the expansion of AcqDemo
- Promote tuition reimbursement and student loan repayment programs as incentives for current and prospective employees
- Target incentives to mitigate workforce risk to acceptable levels and to identified high priority gaps
- Leverage workforce analytics and DAWDF to improve use of incentives

Improve work-life balance

The Department strives to identify, develop, and promote policies and programs that improve quality of life for the acquisition workforce. DoD is competing with the private sector for skilled and competent workers who value, among other things, flexible work arrangements, support and services for childcare and elder care, and a safe and healthy work environment. To improve the quality of life of our workforce, we will continue to support initiatives in the following areas:

- Flexible work arrangements, including job sharing
- Part-time employment opportunities
- Alternative work schedules and expanded telecommuting





Goal 2: ***Shape the Acquisition Workforce to achieve current and future acquisition requirements***

Over the last seven years, DoD has made significant progress in improving workforce capability, capacity, and their acquisition results. DoD is achieving the best results at controlling costs on major programs in 35 years, and it is trending solidly in the right direction across all the products and services that are acquired. Between now and 2021, the DoD acquisition workforce will be responsible for efficiently and effectively spending over \$1 trillion in taxpayer dollars to equip and support the Warfighters. We must improve and responsibly sustain a right-shaped AWF to meet both current and future requirements.

Continuously monitor the health and capability to ensure a balanced acquisition workforce

USD(AT&L) will continuously monitor and analyze acquisition workforce gains, losses, diversity, required skillsets, and various other demographics at the Component and career field levels to assess gaps in the workforce. A significant part of our acquisition expertise will be retiring in the next five years. It is imperative that we invest now in the development of our next generation of experts, managers, and leaders to ensure successful knowledge transfer.

To address these challenges, DoD must:

- Conduct robust workforce gains and loss data analysis to understand and forecast attrition trends
- Utilize workforce data analytics to assess workforce requirements and identify capability gaps based upon mission requirements and functional area demands
- Ensure knowledge transfer and talent mapping processes are in place
- Mandate KLPs and continue to enforce high standards
- Leverage DAWDF to offer retention incentives when required to transfer knowledge and experience
- Institute Workforce Shaping tools as required

Ensure our acquisition workforce has skillsets to achieve technical excellence

To maintain technical superiority, we must strengthen our organic engineering capabilities and ensure proper training is in place for current and future leaders to properly manage cost, schedule, and performance while reducing risk. It is critical that DoD is postured with the right skillsets needed to meet new requirements and emerging technologies such as cyber warfare. Components must ensure adequate in-house capacity and capability of scientific, technical, engineering, and mathematical skills to successfully acquire the required technological capabilities. This strategy supports the Department's BBP objective to continuously improve the professionalism of the total acquisition workforce.

Initiatives to accomplish this include:

- Strengthen our organic engineering capabilities by recruiting and hiring technical experts



- Develop education and training to increase workforce understanding of cybersecurity and cyber warfare
- Leverage STEM and Science and Technology Reinvention Laboratory (STRL)-specific hiring authorities
- Improve our leaders' ability to understand and mitigate technical risk



Succession planning is a priority

As a Department, we must take positive action to guarantee that we have the professionals in place who have the knowledge, skills, experience, and capabilities to lead the organization into the future. Note that qualifications to assume leadership roles must be based upon proven mastery of all required competencies based upon actual workplace experience—not simply training or education.

- Manage military acquisition careers to ensure a pathway for promotions
- Continue to develop and establish effective talent management programs to build candidate pools at all levels of the workforce
- Develop leadership skills in early-, mid-, and senior-level acquisition professionals
- Establish a career roadmap from Critical Acquisition Positions (CAPs) to Key Leadership Positions (KLPs)



Goal 3: Improve the quality and professionalism of the Acquisition Workforce

A key BBP objective is improving the professionalism of the total acquisition workforce. As USD(AT&L) has stated:

“Defense acquisition professionals have a special body of knowledge and experience that is not easily acquired...No one should expect an amateur without acquisition experience to be able to exercise professional judgments in acquisition without the years of training and experience it takes to learn the field...our expertise sets us apart.”

To improve the quality and professionalism of the workforce, DoD will continue to enhance workforce development through training, education, and experience opportunities.

Career Development

Career development is the ongoing process of developing an individual through training, experience, and advanced education in order to improve knowledge, skills, and abilities required for progression to higher levels of responsibility. Competency models, a key foundation of career development, are available for each acquisition functional area. The objective of the model is to guide an AWF member by specifying knowledge/skills required to execute the responsibilities attendant to each functional position. This information will assist each member in preparing for certification in various positions—from the early stages of a career to the most senior positions. Furthermore, it will be a valuable tool to guide AWF members toward the right training and development opportunities and will improve career planning. Actions leading to the AWF’s ability to effectively manage their careers include the following:

- Develop career paths for each career field to provide the AWF a framework/roadmap
- Attain a fully certified workforce (including those within the 24-month window for certification) in the areas of training, education, and experience
- Conduct career field competency assessments at a minimum of every five years
- Ensure the AWF remains current in their career field through continuous learning and establish the capability to measure
- Institutionalize coaching/mentoring throughout the AWF
- Use talent management metrics and tools to assess the effectiveness of workforce career development

The foundation of acquisition workforce development is a professional certification focused on training, education, and experience.

Training

Shaping the future of acquisition learning includes improving all types of learning to create a modern, integrated environment that delivers the information the workforce needs to ensure training meetings the requirements/objectives of the workforce. DoD will embrace best practices for workforce



engagement, workforce development, qualification and currency tools, leadership development, and knowledge transfer.

Foundational learning that is delivered in the classroom and online courses will be connected to robust learning that goes on outside of formal courses continuously. This will include online access to acquisition resources and job support tools (when and where they need it) and performance learning, which addresses specific challenges and provides acquisition organizations and teams with on-the-job assistance at critical points in their programs. The following are actions we will take:

- Provide the AWF with the world-class training that it needs to meet the demands of an increasingly complex environment
- Ensure certification training is current and aligned with competency assessments
- Facilitate an effective training delivery system, allowing easy access for AWF members
- Continue to provide additional targeted assignment specific and mission assistance training, leveraging the latest learning technologies to keep the workforce certified, qualified, and current
- Continue to train and prepare our current and future acquisition leadership with the knowledge, skills, and confidence to effectively lead the people who work our acquisition programs throughout the entire career life cycle

Improving over time the expertise, values and competencies of our professionals is the best way to improve defense acquisition technology and logistics outcomes.”

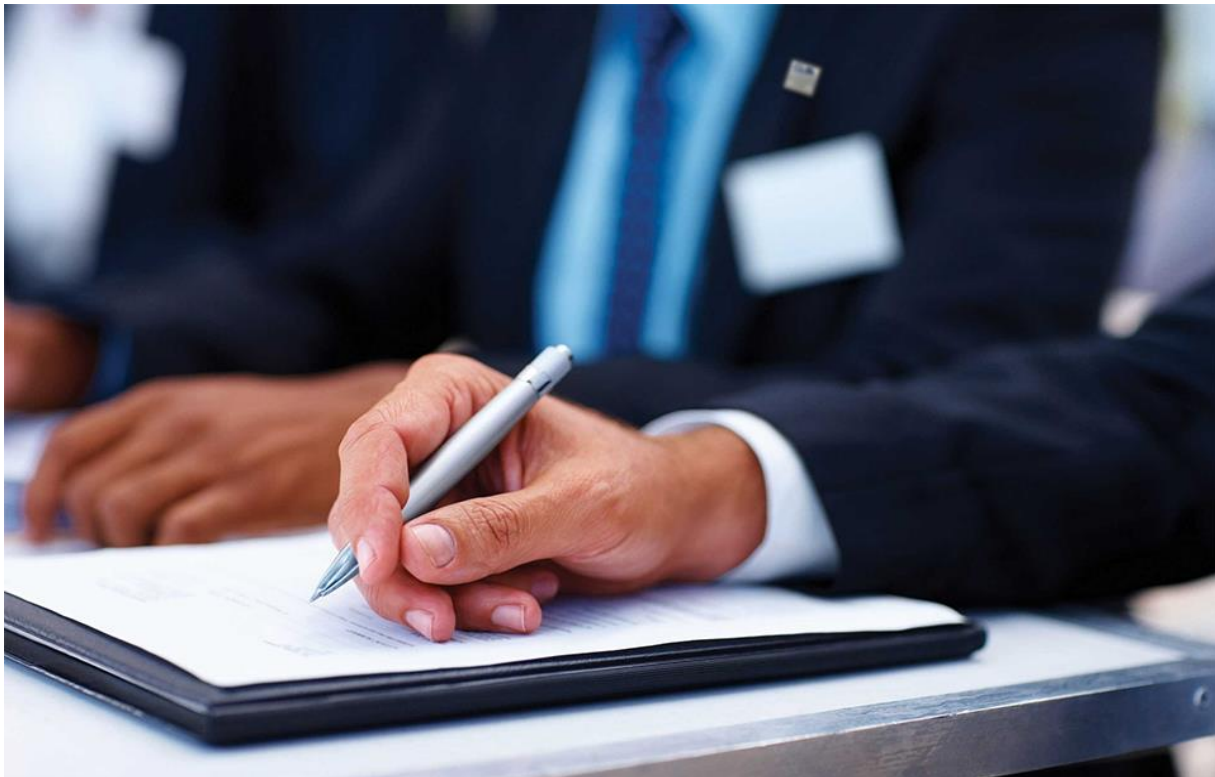
— Frank Kendall | USD(AT&L)

Education

We continue to emphasize the importance of academic attainments of AWF members by tracking the educational degrees of AWF members and encouraging the current AWF to earn degrees in disciplines related to acquisition duties. Ways to achieve this objective include the following:

- Increase the number of degreed AWF members
- Enhance opportunities for attaining educational goals through tuition reimbursement programs and other incentives
- Reinforce the criteria for graduate degrees for senior-level positions
- Continue to emphasize and track the required educational levels for AWF

- Work with the Office of Personnel Management and Budget to establish positive degree requirements for all AWF career fields



Experience

Experiential training, in alignment with occupational competencies, provides a holistic approach to workforce development. Initiatives will focus the Department's efforts on quality of experience vice quantity, leading to improved professionalism in the acquisition workforce.

- Increase the use of rotational assignments and on-the-job training to improve workforce competencies (skills)
- Identify developmental assignment opportunities (exchange programs)
- Enhance the focus on workforce proficiency/demonstration of skills specific to the AWF member's career field

Goal 4:

Continuously Improve Workforce policies, programs, and processes

Continuous improvement is an essential key tenet of DoD’s strategy for FY 2016 – FY 2021. The Department is committed to sustain our recent investments and to continue improving the quality and professionalism of the military and civilian AWF.



Improve the processes for education, training, experience, and career development programs

With long-term funding stability, we must have policy and procedures in place that strengthen the acquisition workforce. The reissuance of DoDI 5000.66, “Operation of the Defense Acquisition, Technology, and Logistics Workforce Education, Training, and Career Development Program,” will capture current statutory and regulatory policies to provide DoD-wide management of the AWF and to document initiatives that have been implemented since the last issuance.

We will continue to:

- Collaborate with Congress to enact statutory flexibilities that allow better management and oversight of the acquisition workforce
- Implement a coordinated talent management system across the DoD AWF
- Streamline and automate workforce processes (e.g., waivers, continuous learning, fulfillment, etc.)

“Continuous Improvement will be more efficient than radical change.”

— Frank Kendall | USD(AT&L)

Improve analytics for acquisition workforce planning and decisions

Part of process improvement is establishing control points, which afford an organization the opportunity to improve metrics and analytics. The ability to provide accurate and meaningful acquisition workforce

data analysis is valuable for insightful acquisition workforce management. The resulting analytics will identify trends and anticipate gaps in the acquisition workforce. Improvements will include:

- Leveraging data from DoD sources, such as DataMart, USD(AT&L)-sponsored studies and the DoD Office of Cost Assessment and Program Evaluation Select and Native Programming database
- Developing and implementing metrics to track progress towards meeting FY 2016 AWF Strategic Plan Goals and Objectives
- Enhancing data management tools and reports for workforce trends
- Improving data-driven analytics to inform AWF strategy, requirements, policies and procedures, and to measure AWF continuous learning

Establish consistent management and utilization of DAWDF funding across the Department

The purpose of the Fund is to ensure that the Department of Defense acquisition workforce has the capacity, in both personnel and skills, needed to properly perform its mission—provide appropriate oversight of contractor performance—and ensure that the Department receives the best value for the expenditure of public resources.



All four goals of this strategic plan are significantly enabled by DAWDF. The DAWDF provides stable funding at sufficient levels, enabling long-term planning and budgeting of continuous improvement of the DoD acquisition workforce. The FY 2016 NDAA established DAWDF as a permanent fund. The Department will implement a full set of management controls for utilization of DAWDF across DoD. Specific efforts will include the following:

- Establish DAWDF operating guide, which will include standardized policy and procedures
- Streamline DAWDF line items for improved accountability
- Ensure DAWDF funding is leveraged to resource changing AWF requirements
- Target DAWDF funding to manage risk in the recruiting, training, and retention of AWF personnel

Establish AcqDemo as the Personnel Management System for the DoD AWF

As designed, AcqDemo provides the AWF community with personnel flexibilities and tools needed to attract, recruit, develop, compensate, and retain a highly-skilled workforce. AcqDemo's classification, contribution assessment, and compensation flexibilities have become essential within the toolkit of workforce management flexibilities. Interest in AcqDemo is on the rise. Participation has grown as a result of increasing competition for skilled resources, higher retention rates, improved supervisor/employee communications, the ability to appropriately compensate high contributors, and program stability. As AcqDemo is one of the earliest personnel demonstration projects, many of its innovative personnel flexibilities have been incorporated into personnel management processes.

Objectives include:

- Establish AcqDemo as a permanent personnel management system for acquisition organizations
- Expand participation in AcqDemo
- Implement system improvements and flexibilities required to attract, reward, and retain a highly qualified workforce





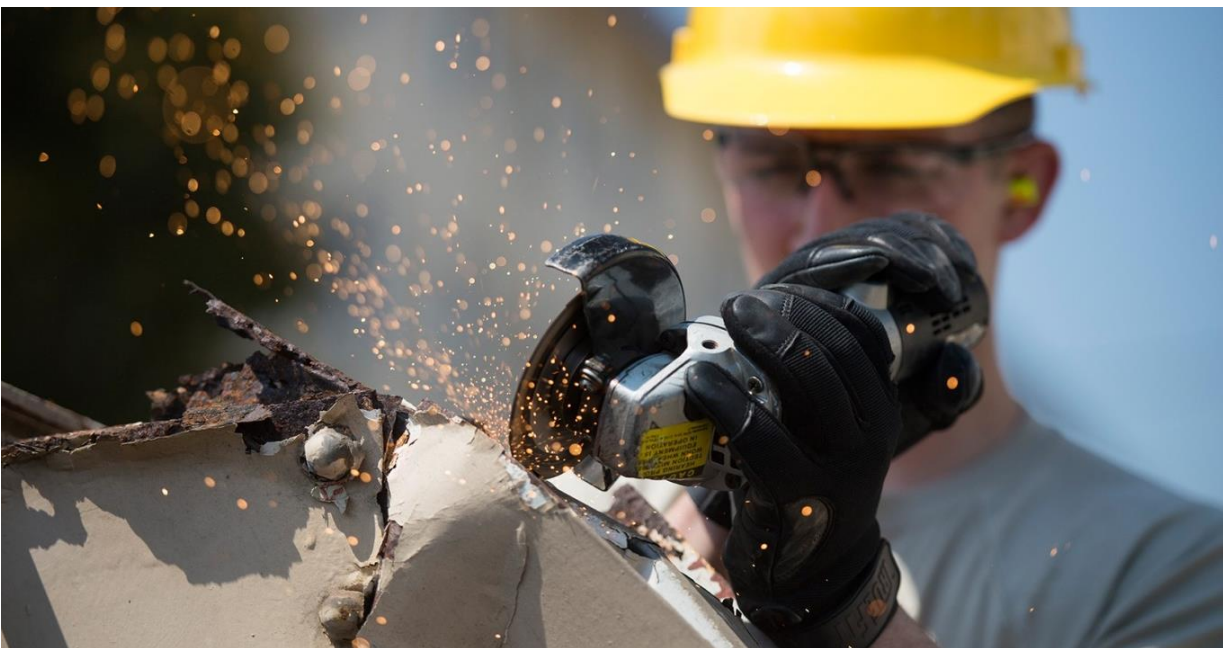
Summary

With continuing support from Congress and insightful direction from the Secretary of Defense, we look forward to implementing our plan to improve the size, shape, and quality of the Department’s AWF. This effort will build upon the progress and successes of the last seven years. We will continue to facilitate a ready workforce that is able to meet all challenges to the technological superiority of the Military’s warfighting systems at the most reasonable cost possible.

The professionalism and quality of the AWF continue to be a benchmark for talent management success. Our AWF possesses a professional credential through a certification process, a mature governance structure designed for talent management, and its own state-of-the-art university. We must encourage the continued development of a professional culture marked by qualities such as dedication to mission, superior acquisition knowledge, mastery of acquisition skills, and efficient ways of doing business. As USD(AT&L) has stated:

Defense acquisition professionals know how to deal with complexity. The problems we have to solve are not simple—we are developing and fielding some of the most complicated and technically advanced systems and technologies in military history.

The acquisition community comprises our greatest resource. If we do not continue to sustain the AWF, it will be impossible for us as a Nation to maintain technical superiority, regardless of monetary resources expended. This strategic plan sets forth a roadmap for the next five years. These goals are foundational to make DoD an employer of choice, to right size and shape the AWF, and to continuously improve the quality and professionalism of the Defense AWF. Our actions will empower our workforce to continue providing superior weapon systems to our military. Our Nation expects the AWF to continue fielding the best-equipped military in the world while protecting the taxpayer dollars. DoD’s dedicated and professional acquisition workforce will surely rise to this challenge.



Appendix 1 – Department of the Army

1. Workforce Description and Key Responsibilities

Mission

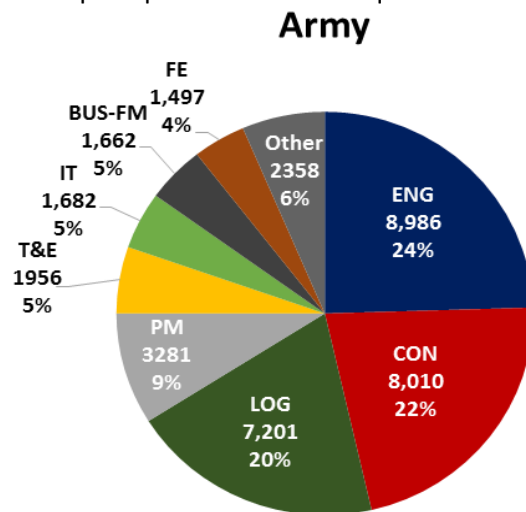
The mission of the U.S. Army is to “protect and defend our Nation’s vital security interests and to provide support to civil authorities in response to domestic emergencies.” In order to accomplish this mission, the Army must have an expeditionary, campaign-quality Army capable of dominating across the full-spectrum of conflict, at any time, in any environment, and against any adversary for extended periods of time. A high quality, agile, adaptive, right-sized, right-skilled, professional acquisition workforce is imperative to support the Army’s growth and transformation.

Role

The Department of the Army’s Office of the Assistant Secretary of the Army for Acquisition, Logistics and Technology (ASA(ALT)) is led by the Honorable Katharina G. McFarland, who serves in an acting capacity. Secretary McFarland also serves as the Army Acquisition Executive. In this role, she oversees the life cycle management and sustainment of Army weapon systems and equipment, from research and development through test and evaluation, acquisition, logistics, fielding, and disposition. Secretary McFarland is also responsible for appointing, managing, and evaluating Program Executive Officers and managing the Army Acquisition Workforce (AAW). For the AAW, the U.S. Army Acquisition Support Center Army Director of Acquisition Career Management (DACM) Office is the one-stop shop for all acquisition career-related matters.



Katharina G. McFarland
*Assistant Secretary of Defense (Acquisition)
 Performing the Duties of the Assistant Secretary of the Army (Acquisition, Logistics and Technology) / Army Acquisition Executive*



Data Source: At&L DataMart as of Sept 30, 2015

Figure 1



Demographics

The current Army Acquisition Workforce (AAW) count is 36,633, with 95 percent Army civilians and 5 percent military Officers and Non-Commissioned Officers (NCOs) (Figure 1). The AAW is comprised of Functional Area (FA) 51 Acquisition Officers primarily focused on program management and contracting acquisition career fields (ACFs), Military Occupational Specialty (MOS) 51C Contracting NCOs, and Civilians represented in every ACF except for Auditing. FA 51 Officers assess into acquisition at the six to seven year mark in their Army careers after completing the Captain’s Career Course and Company Command. MOS 51C NCOs reclassify into acquisition contracting before ten years of time in service as senior E-5s. Civilians are acquisition coded by their position requirements description because more than 50 percent of their duties are ACF-related. The three largest acquisition career fields within the AAW are Lifecycle Logisticians (20 percent), Contracting (22 percent), and Engineering (24 percent) (Figure 1). As shown in Figure 2, the education and certification rates for the AAW have steadily increased in the last seven years.

Human Capital Fact Sheet								
Defense Acquisition Workforce Army	FY 2008				FY 2015Q4			
	Army Civilian (Civ)	Army Military (Mil)	Total Army (Civ+Mil)	Defense Acquisition Workforce	Army Civilian (Civ)	Army Military (Mil)	Total Army (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	38,689	1,580	40,269	125,879	34,631	2,002	36,633	156,313
Change in size from 2008	-	-	-	-	-10%	27%	-9%	24%
Civilian/Military Composition	96%	4%	-	88% / 12%	95%	5%	-	95% / 5%
Educational Attainment								
Bachelor's Degree or Higher	74%	92%	75%	77%	84%	86%	84%	84%
Graduate Degree	23%	70%	25%	29%	36%	56%	37%	39%
Certification (Cert)								
Level I or Higher Achieved	63%	63%	63%	72%	93%	81%	92%	85%
Level II or Higher Achieved	52%	51%	52%	61%	89%	71%	88%	74%
Level III Achieved	36%	30%	36%	36%	63%	47%	62%	44%
Position Certification Requirement Met or Exceeded	49%	43%	49%	58%	88%	74%	87%	76%
Within 24 Months of Certification Requirement	27%	48%	28%	27%	11%	20%	11%	21%
Does Not Meet Certification Requirement	24%	8%	23%	14%	1%	6%	1%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	68%	27%	67%	62%	45%	4%	42%	40%
Average Age	47.0	40.7	46.7	45.7	46.6	39.6	46.2	45.1
Workforce Life-Cycle Model (YRE) ²				20/23/57				25/23/52(%)
% Future/Mid-Career/Senior	21/22/58(%)	-	-	(%)(Civ)	25/23/51(%)	-	-	(Civ)
Average Years of Service	17.9	17.5	17.9	17.3	15.9	16.7	16.0	15.2
Retirement Eligible*	6,996(18%)	-	-	19,051(17%) (Civ)	5,935(17%)	-	-	22,436(17%) (Civ)
Retirement Eligible w/ 5 Years*	7,603(20%)	-	-	21,315(19%) (Civ)	6,675(19%)	-	-	25,749(19%) (Civ)
Total Gains/Losses*	5,420/8,339	-	-	14,245/15,030 (Civ)	2,662/3,274	-	-	17044/10596 (Civ)

Source: The Human Capital Fact Sheet is based on end of FY2008 and FY2015Q4 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.
*Analysis support from RAND using FY2008 and FY15Q4 DMDC data.

Figure 2

Accomplishments

The Army DACM Office has been able to employ the following initiatives, processes, and tools that are considered major accomplishments in the process of developing a highly capable, agile, adaptive, and professional AAW.

- AAW Tools
 - Per section 861 of the National Defense Authorization Act for FY 2011, an **Executive Dashboard** tool was developed to integrate key authoritative data from systems of record (data sources) both internal to the Acquisition Business (AcqBiz)



Environment (e.g., AIM, CAPPMIS) and external to the AcqBiz Environment (e.g., GFEBBS, ODS, LMP). The data reflected in the executive dashboard is recognized as the authoritative data for the entire ASA(ALT) enterprise. The dashboard simultaneously presents data from multiple systems and enables senior leaders to assess the health and status of the ASA(ALT) enterprise in a real-time or near real-time manner.

- The **AAW Dashboard** is an online data dashboard that tracks the health of the overall AAW on a daily basis. It allows a “single point” visual display of AAW data with key AAW parameters identified up front. Overall, the dashboard provides data in a more timely and consistent manner to the Army DACM Office as well as to our AAW customers, partners, and stakeholders. The Career Acquisition Personnel and Position Management Information System (CAPPMIS) serves as the central repository for all AAW details. CAPPMIS generates data from the Defense Civilian Personnel Data System and other military data sources to support the AAW dashboard. This tool facilitates decision making and allows leadership to focus attention on the most relevant and important information regarding the AAW.
- **Predictive Resource Staffing Model–Program Management (PRSM-PM)**. The predictive manpower model is an initiative that improves forecasting of staffing requirements to better support Program Executive Officer (PEO)/Program Manager (PM) concept planning. PRSM-PM estimates the functional workload for PEO/PM programs to forecast validated and credible staffing requirements detailed by ACFs and an appropriate mix of civilian, military, and contractor manpower structure. PRSM-PM has been validated by the U.S. Army Manpower Analysis Agency. PRSM-Contracting is also currently being validated. Additional models to forecast test and R&D requirements are scheduled to begin in FY 2016.
- Training and Development
 - **Training Enhancement and Capacity Expansion:** This effort, first addressed in FY 2009, provided additional throughput, curriculum development, and other learning support to meet previously unmet AAW demand. It identified unique Component requirements that will be funded and further supplemented via Acquisition Training Forums, and it ensured AAW members are enabled by state of the art Mission Training Facilities.
 - **Career Broadening and Academic Programs:** These programs encompass various leadership training and functional skills development courses, including rotational assignments, operational experiences, acquisition boot camps, and an Acquisition Leadership Challenge Program benchmarked from the Air Force. An Army Acquisition Leader Preparation Course for centrally-selected positions was piloted, and it has since become the model for future senior leader seminars.
 - **Increased Overall Certification Rates by 56 percent:** At the end of FY 2008, the overall AAW certification rate was 49 percent. AAW personnel within the allowable grace period rate was 28 percent, for a combined AAW certification and within grace period rate of 77 percent. By the end of FY 2015, the AAW certification rate was 88 percent, with 10.6 percent within the grace period rate.



The overall AAW certification and within grace period rate was 98.6 percent rate, leaving less than 2 percent delinquent and outside of this grace period. This major accomplishment was the direct result of key senior leader commitment, who ensured that certification was a top priority. This Army leadership focus continues with an emphasis on those AAW members who are delinquent.

- **Development of ACF Models for Civilians:** The Army DACM Office collaborated with Army Acquisition Functional Advisors, who are ACF Subject Matter Experts, to develop civilian acquisition career field models. These models provide Defense Acquisition Workforce Improvement Act (DAWIA) details, occupational series insight regarding position growth and broadening, and other Army career/leader development requirements in order to ensure our acquisition civilians are provided a 30-year roadmap toward a successful acquisition career.
- Recruitment, Retention, and Recognition
 - **Hiring:** Between FYs 2009-2015, the Army DACM Office enabled the asession of over 2,200 new AAW civilians utilizing Defense Acquisition Workforce Development Funds (DAWDF).
 - **Incentives:** The Student Loan Repayment Program provided over 2,400 AAW members with a college degree the ability to reimburse outstanding federally-insured student loan balances. This was a retention incentive for AAW personnel who are considered highly qualified in their current position; Army recipients agree to remain within the Department for three years by signing a continuous service agreement.

2. Strategic Goals

Secure a quality, agile, adaptive AAW.

- Develop a comprehensive and fully integrated Human Capital strategy for the 21st century and shape the AAW to meet future needs.
- Attract the best and brightest—"Hire for Life."
- Manage and Utilize the DAWDF to meet requirements for fulfilling training shortfalls and mission critical acquisition skill set capability gaps.

Sustain the professionalism of the AAW.

- Recognize and reward excellence and expertise.
- Develop innovative leadership development programs that utilize talent management as their foundation.
- Develop policies, processes, and programs to sustain a world-class acquisition workforce.



3. Challenges and Way Ahead

Key AAW initiatives

- **Build, Retain, and Monitor High-Quality AAW and Associated Professional Standards.** Ensure the right acquisition professionals with the right skills are in the right place at the right time. Maintain and monitor certification and within grade period percentage to ensure at least a 96 percent rate overall within the AAW. Ensure acquisition personnel are meeting Continuous Learning Point (CLP) standards. Monitor regular Individual Development Plan discussions between employees and supervisors. Finalize an overall AAW attrition analysis to determine a path ahead to reduce any acquisition career field gaps.
- **Foster Growth and Posture Personnel for Success—Talent Management Focus.** Institute an enterprise on-boarding approach; reinforce retention efforts to ensure high-performing/high-potential personnel make acquisition their career. Refine a new process to centrally select civilians for key leadership positions.
- **Create a talent management team to develop tools, processes, and programs to ensure that our best and brightest talent meets future AAW senior leader requirements.** Provide equal-level lateral developmental and broadening experiences to enhance an AAW member’s skills while allowing them to use newfound learning.
- **Ensure Specific and Clear Direction, Documentation, and Communication of all Better Buying Power Initiatives as they Relate to the AAW.** Discuss at biannual General Officer/Senior Executive Service (GO/SES) State-of-the-AAW Forums. Include information in discussions at quarterly Acquisition Career Management Advocate (ACMA) video teleconferences, in the DACM Newsletter, and in DACM Office goal setting. Host forums as necessary to work team efforts.
- **Communicate, Coordinate, and Collaborate with Army Commands and Our Senior Leaders.** Host quarterly high-level DAWIA focused meetings to discuss the State-of-the-AAW. Provide biannual GO/SES State-of-the-AAW Updates. Ensure Quarterly ACMA updates. Institute Army Acquisition Functional Advisor Policy, Coordination, Appointment, and Annual Summit.
- **Analyze Retention and Recognition Metrics.** Continue AAW attrition analysis by Command and ACFs to determine a path ahead regarding recruitment and retention incentives in order to offset projected losses in excess of the AAW’s current attrition rate of 7.3 percent.
- **Develop Knowledge Management Strategies and Implement Processes and Practices Focused on Improved Performance, Innovation, and Sharing of Lessons Learned.** Institute a virtual coaching/mentoring program intended to enable the transfer of knowledge and practical capability from experienced professionals to our new employees. Ensure regular coordination of acquisition proponents and workforce initiatives (SLF/BODs). Institute new standards and goals for acquisition certification and CLP attainment. Ensure AAW initiatives are accomplished despite tough fiscal realities. Foster a continual investment in AAW training and career/leader development. Explore an effective post-utilization concept incorporating a



mentor/coach aspect for our upcoming PMs that is focused on talent management of current high performing/high potential AAW members.

Key AAW challenges.

As the Army continues to work through austere budget cuts and manpower reductions, managing the AAW will be challenging. Defining, analyzing, and understanding the AAW framework will ensure we develop the right retention tools to counter attrition challenges. As a defense acquisition workforce, the Army must continue to receive funding to ensure our AAW receives the necessary education, training, and experiences to maintain a professional, right-sized acquisition workforce.

Human Capital Planning

The Army DACM Office, in coordination with our customers, partners, and stakeholders, embarked upon an AAW Human Capital Strategic Plan in FY 2016. Once finalized, this effort will fine-tune our goals and initiatives moving forward. Prior to this initiative, four overarching goals were established to focus on the evolving needs of our overall AAW. These goals were developed through a human capital assessment framework and key drivers of employee engagement as well as the current and projected internal and external environment. The four goals are as follows:

- **Human Capital Goal 1:** Drive development of AAW initiatives, competency gaps, and action plans based on a collaborative and systematic change management process.
- **Human Capital Goal 2:** Leverage and synchronize Army DACM Office, Army/OSD Acquisition Functional, and Army Command AAW planning efforts through integration of stakeholders.
- **Human Capital Goal 3:** Align AAW management with the personnel life cycle management functions: structure, acquisition, distribution, deployment, development, compensation, sustainment, and transition (attrition).
- **Human Capital Goal 4:** Cultivate an engaged, empowered, diverse and motivated AAW in this challenging environment while ensuring accountability and fairness; prepare the next generation of leaders to face the transformational challenges that lie ahead.

Summary

Members of the U.S. Army acquisition community are charged to perform the vital mission of developing, acquiring, delivering, supporting, and sustaining the most capable and affordable systems and services for our Soldiers. It is our solemn responsibility to enable Soldiers to dominate the battle space safely and securely with unprecedented speed, accuracy, and lethality. Soldiers are our most important customers, and the Army works hard to provide them with the decisive edge—the first look, first strike advantage. It is paramount to recognize that our people are our most important asset in this effort.

Appendix 2 – Department of the Navy

Overview of Component Acquisition Workforce

The Department of the Navy (DON) Acquisition Workforce (AWF) is responsible for translating military requirements into materiel solutions through designing, building, sustaining, modernizing, and maintaining complex ships, aircraft, and vehicles with associated equipment, combat systems, weapons, and ordnance to support Sailors and Marines 24/7 anywhere around the globe. Many of the major acquisition programs have life cycles exceeding fifty years. The AWF provides the technical and professional excellence to ensure a technological edge for our military while balancing cost, schedule, and risk in the context of growing legislation, regulations, and policies. This requires tens of thousands of individual decisions on a daily basis. Experienced, knowledgeable acquisition professionals who know how to work in the unique defense marketplace, understand the technical dimensions, and can navigate the regulations are central to acquisition success. Strong, repeatable acquisition performance requires a resilient and adaptable AWF.

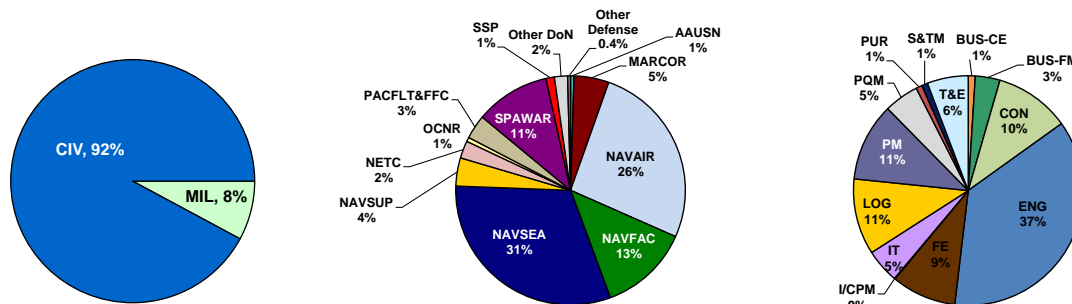


Figure 1: Composition of the DON Acquisition Workforce

As of September 2015, the DON AWF is made up of over 57,000 civilians and military members in 12 career fields and over 15 major commands, though they are concentrated in the Program Executive Officers (PEOs) and System Commands (SYSCOMs). The DON has a longstanding heritage of in-house expertise in Science and Engineering (S&E), both in the military and civilian communities. Without a strong S&E foundation, the Navy becomes no more than an administrative interface with limited knowledge of the systems it develops and procures. DON relies on its Chief of Naval Research, Naval Research Laboratory, and its Warfare Centers for much of its S&E foundation. The DON S&E talent is required to maintain our technological advantage in products for the Warfighter.

1. Accomplishments

The FY 2010-2015 DON AWF Strategic Plan established a strategic vision for a right-sized, high-performing, and agile workforce. Between FY 2010 and FY 2013, our primary focus was to bring core technical and business functions back into the organic AWF, thus reducing an overreliance on contractor support. Most notably during this period, DON achieved the majority of its five-year AWF growth plan in the first three years, rebuilding bench strength in core competency areas and creating a pipeline for future AWF and leadership positions. During the FY 2014-FY 2015 timeframe, having achieved much of



our planned growth, DON shifted its emphasis from growth to sustainment and protection of the investments made in the AWF. Significant initiatives were implemented during this time. For example, we enhanced our program management slating guidance and standardized Program Manager (PM) and Deputy Program Manager (DPM) selection. Navy Service Days and War Rooms were established to offer new PMs and DPMs a leadership perspective and insight into successful management of acquisition programs. Additionally, new training opportunities, such as the “Ships are Different” course and the “Understanding Industry” courses at the University of North Carolina and the Virginia Darden School of Business, were added to address DON-specific acquisition challenges and create a better understanding of the industrial base.

2. Challenges

With a changing operating environment—characterized by constrained budgets, increasing system complexity, limited competition, a shrinking industrial base, and cyber security challenges—maintaining our technological edge will require an even more innovative, astute, and responsive AWF. To operate effectively in this environment, we must better understand the cost, productivity, and risk associated with AWF staffing to responsibly manage this community throughout its life cycle (recruiting, hiring, developing, retaining, and retiring).

3. Strategic Focus, Goals, Objectives, and Way Ahead

Plan for the Future FY 2016 – FY 2021:

The DON AWF Vision is to create world-class acquisition professionals for today and tomorrow who are energized, focused on professional and technical excellence, responsible, and accountable.

- **Energized Workforce:** Our people will be energized and will demonstrate professional excellence, mastery, and autonomy when they have a clear understanding of how they impact the Fleet (current and future). An energized workforce will be more personally engaged in the mission, more innovative in solving problems, more resilient in the face of challenges, and inclusively more effective. An energized AWF will be better able to succeed through the challenges of the changing environment. The following initiatives will help accomplish this goal:
 - Increase the Enterprise acumen of how the DON AWF delivers Warfighter capability. AWF members across the enterprise and at all levels should understand how individual and team actions contribute to the larger mission and be able to think and act effectively. This will include increasing the opportunities (e.g., job rotations, interactions with requirements community, ship trials, shipyard visits, supplier visits) for the AWF in every career field and life cycle phase so that they understand the impact of what they do for the Warfighter and develop a personal connection to the mission;
 - Increase Enterprise understanding of what motivates productivity, excellence, and retention of high performers and build reinforcements into the human resources and talent management processes to include:
 - “pay for contribution” compensation systems such as AcqDemo;
 - Increase recognition and awards to high achievers for their contributions.



- Increase use of mentoring programs;
 - Increase opportunities in formal development programs, such as the Corporate Fellowship Program, Eisenhower School, and Navy-sponsored courses like Understanding Government - Industry Relationship in Acquisition.
- **Focus on Professional and Technical Excellence:** Acquiring effective and efficient materiel solutions that support naval missions and other operations is critical for warfighting success. Achieving this requires the Navy and Marine Corps to maintain a qualified acquisition workforce that is large enough to fill acquisition demands. The acquisition workforce faces loss of experience and capacity as the current workforce ages and retires. Shaping the future workforce will require getting the acquisition workforce requirements right (size and shape) with defensible Workload Forecasting Models that include attrition and strategically inform hiring and training. Through the use of proper education, training, experience (hands-on and job rotations) and tools, the workforce can be refocused on the new mission needs and environmental demands. An AWF focused on cost, productivity, innovation, technology, and professional and technical excellence will better achieve dominant capabilities for the Warfighter. A workforce focused on these goals will make better decisions and better navigate the acquisition system to deliver the capabilities that matter to the Warfighter and continue to give them the technical advantage over any adversary. To achieve this, DON will:
 - Establish Enterprise understanding of workload drivers and how they impact workforce requirements to build a forecasting capability;
 - Further Talent Management initiatives so that AWF members are better matched to the jobs they desire and are more engaged in their own development and career navigation;
 - Increase professional and technical excellence in all career fields through advanced degrees, certifications, job rotations, and hands-on experience so that each member of AWF can deepen their technical knowledge and are equipped to solve complex technical problems;
 - Facilitate Enterprise problem solving for new challenges (e.g., incorporating cyber and intelligence requirements and solutions throughout the acquisition life cycle, innovation, and prototyping);
 - Properly shape the workforce for increased productivity and excellence by understanding the cost and risk associated with maintaining the AWF throughout its life cycle (recruiting, hiring, developing, retaining, attrition, and retirements) and balanced capabilities;
 - Manage the AWF like a program by applying systems thinking and systems engineering to the DON AWF domain to develop a framework for measuring, understanding, predicting, and managing workforce processes and associated costs, productivity, and risks.



- **Reinforce Responsibility and Accountability:** The AWF has many stakeholders—first and foremost is the Warfighter, followed by the taxpayer and Congress. We owe it to the stakeholders to provide solutions that are cost-effective. Integrity and values-based leadership are fundamental to execution of the DON acquisition mission. A professional AWF that is properly led, trained, and grounded will act ethically and can be trusted to deliver cost-effective solutions. When there is little trust in an organization, oversight increases. When there is high trust, organizations can be lean and agile.

In the structure of Major Defense Acquisition Programs, the Program Manager is the responsible and accountable individual who provides leadership and program direction. The PM is charged with identifying the resources necessary to execute the program on cost and schedule with the desired performance. However, the PM's leadership can be thwarted by poor communication, poor leadership, training, or policies that usurp his authority. First Line supervisors are accountable and responsible for a set of oversight and reporting responsibilities for their subordinates. However, they may also be thwarted by the same entrapments as the PM. Clear lines of accountability and responsibility are required; barriers need to be broken down to be more agile and innovative as an enterprise. To this end, DON will:

- Evaluate missions, policies, and instructions to ensure responsibility and accountability are clear and support innovation;
- Promote ethical conduct and integrity, trust, diversity, teamwork, clear communication, continuous learning, responsibility, and accountability at all levels (self, organization, and enterprise);
- Implement specific diversity and inclusion initiatives to ensure we take advantage of the full spectrum of the best and brightest individuals at all levels of our DON AWF;
- Model and promote the development of high performance acquisition organizations while ensuring the lines of responsibility and accountability are documented. Case studies and pilots will be developed to use instill productivity, innovation, and excellence in the AWF.

Appendix 3 – Department of the Air Force

Enabling a World-Class Acquisition Workforce

Enabling a world-class acquisition workforce (AWF) underpins all of the Air Force's efforts to achieve and maintain acquisition excellence. The Air Force Service Acquisition Executive's (SAE) 20 Year Acquisition Strategic Plan (February 2015) identifies human capital (our workforce) as one of the five pillars derived from Title 10 authorities assigned to the SAE. The Air Force acquisition enterprise will build upon these to meet the challenge of delivering acquisition capabilities in support of the United States Air Force's 30-year Strategy, *America's Air Force: A Call to the Future*.

Through its comprehensive Acquisition Professional Development Program, the Air Force manages the credentialing standards of Defense Acquisition Workforce Improvement Act (DAWIA), including the Acquisition Corps, certification, and professional currency. It also provides functional-specific development and qualification processes, which are designed to build pools of candidates who are ready to step into positions of higher responsibility as they progress through a career. The Air Force deliberately develops military and civilian acquisition professionals according to well-defined career path models, which serve as a guide for professional experience opportunities, education, and training. These career models provide ample opportunity and experience for acquisition professionals at all ranks, and provide a defined path to greater rank and responsibility.

In the Air Force, the development of AWF members is aided by the use of Career Field Development Teams, which consist of senior leaders from within each Career Field. Using published career path models as a guide, the Development Teams (DTs) provide tailored developmental guidance (vectors) to individuals based on their past record of experience, training, and education. The DTs also nominate officers and civilians for developmental education, including Professional Military Education, and identify military and civilian candidates for command and Materiel Leader positions within the AWF. The Air Force has career field management teams at the Headquarters Air Staff level that provide strategic direction and daily oversight of the career fields while managing the Developmental Team process. Under this Air Force construct, each acquisition career field is under the functional management and oversight of a senior functional leader at the Assistant Secretary of the Air Force or Headquarters Air Force level. Talent management is a major responsibility of our General Officer/Senior Executive Service level senior functional leaders, as well as the SAE's Military Deputy and Principal Deputy. The Air Force Director, Acquisition Career Management, assists senior functional leaders, Major Command and Center leaders, and AWF supervisors with their responsibilities to organize, train, and equip current and future AWF members to meet the challenges of Air Force acquisition.



Darlene Costello
*Principal Deputy and
Acting Assistant
Secretary of the Air
Force (Acquisition)*



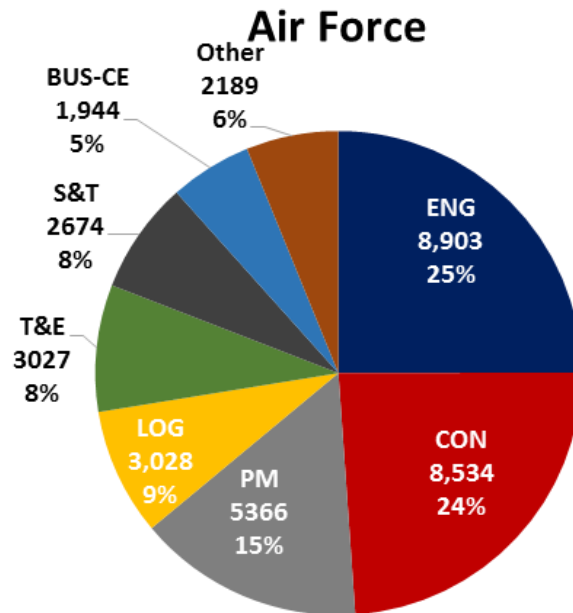
**Lt Gen Arnold W.
Bunch Jr.**
*Military Deputy
Office of the Assistant
Secretary of the Air
Force (Acquisition)*



Human Capital Fact Sheet								
Defense Acquisition Workforce Air Force	FY 2008				FY 2015Q4			
	Air Force Civilian (Civ)	Air Force Military (Mil)	Total Air Force (Civ+Mil)	Defense Acquisition Workforce	Air Force Civilian (Civ)	Air Force Military (Mil)	Total Air Force (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	16,067	8,760	24,827	125,879	26,837	8,828	35,665	156,313
Change in size from 2008	-	-	-	-	67%	-	44%	24%
Civilian/Military Composition	65%	35%	-	88% / 12%	75%	25%	-	75% / 25%
Educational Attainment								
Bachelor's Degree or Higher	87%	82%	85%	77%	92%	80%	89%	84%
Graduate Degree	48%	47%	48%	29%	55%	51%	54%	39%
Certification (Cert)								
Level I or Higher Achieved	81%	60%	74%	72%	87%	78%	85%	85%
Level II or Higher Achieved	67%	38%	57%	61%	72%	52%	67%	74%
Level III Achieved	38%	15%	30%	36%	36%	19%	32%	44%
Position Certification Requirement Met or Exceeded	65%	38%	55%	58%	78%	58%	73%	76%
Within 24 Months of Certification Requirement	22%	46%	31%	27%	19%	36%	23%	21%
Does Not Meet Certification Requirement	13%	16%	14%	14%	3%	5%	4%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	72%	11%	50%	62%	44%	1%	33%	40%
Average Age	47.7	34.6	43.1	45.7	46.2	33.0	42.9	45.1
Workforce Life-Cycle Model (YRE)*	17/24/59(%)	-	-	20/23/57 (%)(Civ)	24/23/53(%)	-	-	25/23/52(%) (Civ)
% Future/Mid-Career/Senior				17.3				15.2
Average Years of Service	17.7	11.8	15.6	17.3	15.1	10.7	14.0	15.2
Retirement Eligible*	2,641(16%)	-	-	19,051(17%) (Civ)	4,241(17%)	-	-	22,436(17%) (Civ)
Retirement Eligible w/ 5 Years*	3,403(21%)	-	-	21,315(19%) (Civ)	4,860(20%)	-	-	25,749(19%) (Civ)
Total Gains/Losses*	2,406/1,845	-	-	14,245/15,030 (Civ)	4,144/2,057	-	-	17044/10596 (Civ)

Source: The Human Capital Fact Sheet is based on end of FY2008 and FY2015Q4 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.
*Analysis support from RAND using FY2008 and FY15Q4 DMDC data.

Table 1



Data Source: At&L DataMart as of Sept 30, 2015

Figure 1: Air Force Acquisition Career Field Distribution



1. Accomplishments

Since publishing its first acquisition human capital strategic plan in FY 2009, the Air Force has completed many initiatives supporting its enduring AWF strategic goals, including:

Goal 1—Size the AWF based on program requirements

We will pursue initiatives to corporately address the need for the right number of military and civilian personnel in the Air Force AWF, augmented by the right number of support contractors, to execute and oversee approved technology development, acquisition, and sustainment programs.

- **Achieved Secretary of Defense growth targets.** Through a combination of growth hiring, insourcing, and re-coding, the Air Force grew its AWF from 24,827 in FY 2008 to 35,665 at the end of FY 2015. Over 1,500 growth positions were funded and filled, exceeding the original Secretary of Defense growth target set in FY 2009.
- **Established objective manpower models.** The multiyear effort initiated in 2008 produced second-generation models useful for ACAT programs and support to weapons systems, automated information systems, and business systems. These included all product groups, systems, activities, systems, and projects. Second-generation models were used by Air Force Materiel Command to develop the FY 2016 Program Objective Memorandum (POM).

Goal 2—Shape and develop the AWF to meet current and future mission area demands

We will shape and develop the AWF to meet current and future mission area demands through competency management, knowledge transfer, succession planning, deliberate development, and the preservation of critical expertise and capabilities.

- **Established the use of DAWDF to enable stable replenishment hiring.** Although the initial DAWDF focus was growing/rebuilding the AWF, the Air Force developed the follow-on concept of using DAWDF for “replenishment hiring,” ensuring the steady influx of talent into acquisition needed each year to backfill for normal promotions, attrition, and retirements. DAWDF is being used to augment central funding for hiring recent graduates and interns, ensuring needed entry-level hiring does not stall due to short term execution year fluctuations in Operation and Maintenance funding.
- **Expanded civilian Tuition Assistance.** DAWDF enabled Air Force to offer Tuition Assistance to civilian acquisition professionals to further their education in acquisition-related fields—a tool for increasing professionalism and retention.

Goal 3—Increase the effectiveness of the AWF

To increase the effectiveness of the workforce, we will improve the availability, timeliness, and relevance of acquisition-specific training, while more effectively managing assignments to match the right person to the right job.

- **Addressed gaps in acquisition technical training.** These include cost estimation, testing and evaluation, developmental planning, human systems integration, technical and manufacturing readiness assessment, business acumen, etc. This training, much of



which is provided by the Air Force Institute of Technology, complements DAU training by providing more depth in application skills.

- **Addressed training needs more quickly.** Thanks to DAWDF, throughput in training has been increased, eliminating bottlenecks in Defense Acquisition University courses that members depend on for professional certification and currency. As a result, DAWIA certification rates increased significantly (from 49 percent at the end of FY 2010 to 73 percent by the end of FY 2015). The Air Force also used DAWDF to address emerging training needs with greater agility in the year of execution, when new courses were required.

Goal 4—Continuously improve workforce policies, programs, and processes

We will continue to improve policies, programs, and processes for AWF engagement, development, and management, in order to better enable members to achieve their highest potential, and to enable supervisors and acquisition leaders to leave a stronger workforce as a lasting legacy.

- **Fully automated the DAWIA credentialing process.** Automating both the certification and professional currency processes has alleviated workforce members of an administrative burden. It has also freed managers to concentrate on coaching and mentoring members as they navigate acquisition career paths and development opportunities.
- **Improved civilian recruiting capabilities.** A tailored, mission-based acquisition “brand” and associated recruiting websites and materials for each acquisition, test, and sustainment center has been developed. Tools put into use include social media (LinkedIn, Facebook, and Twitter) to extend outreach and the greater availability of recruiting incentives (like Student Loan Repayment) to attract talent.

2. Challenges

Air Force Acquisition is able to attract highly qualified, skilled candidates drawn by the challenge and satisfaction of contributing to the Nation’s defense by sustaining and developing capabilities in Air, Space, and Cyberspace. We offer compelling opportunities for education, training, and career development. However, we want to do more to elevate our competitive advantages in the market for top talent, and we need to improve the speed and agility of the hiring process. To date, the Air Force acquisition enterprise has been successful in maintaining the increased workforce size attained through its Acquisition Improvement Program and the Secretary’s growth strategy. While budget pressures will be a continuing challenge, the Air Force has already made progress in developing manpower models for both objectively defined program office size and skill mix for acquisition and sustainment units. These Manpower models have already proven their value in the POM process. We need to continue to develop and refine these models. We have addressed significant gaps in both formal and informal training (OJT) and career development, and we have institutionalized annual and out-of-cycle processes to solicit and satisfy training requirements under DAWDF. But new training needs emerge continually. One new training area we plan to tackle is the needs of people performing Acquisition of Services as a primary job, for whom the existing Systems Acquisition structure is inadequate.



3. Strategic Focus, Goals, and Objectives

Recognizing the problems created by downsizing the workforce while program workload increased, a fundamental goal remains ensuring that the workforce is sized appropriately to perform the tasks associated with assigned acquisition programs. We can make Air Force Acquisition and DoD Acquisition an employer of choice by the actions we are taking to improve the recruiting and hiring processes, increase the availability of incentives to attract and retain the most highly qualified candidates, provide an environment that offers challenging work in addition to deliberate development and lifelong learning, and build acquisition organizations that are structured appropriately to accomplish our acquisition and sustainment missions. Table 2 lists three key efforts supporting Air Force and DoD AWF goals, the specific initiatives and relevant measures we will use to achieve them, and the outcomes we expect them to produce in policies, programs, and processes for recruitment, hiring, engagement, development, and management.

The Air Force faces many challenges. Perhaps the greatest challenge is ensuring it has the “right” people to do the job—both in the right numbers and with the right capabilities. To meet the realities of evolving technology and a competitive environment for talent, the acquisition community must continue to develop, execute, and measure the performance of initiatives to maintain a capable and agile AWF aligned to meeting Warfighter requirements. Prioritizing workload requirements, defining acquisition competencies, assessing Air Force needs, establishing education and training programs, and integrating personnel data systems are crucial to meeting the demands of the Air Force. The Air Force Acquisition human capital strategic plan will guide efforts to sustain an AWF capable of meeting current and future mission demands; realize improvements in the effectiveness of the AWF through improved selection, training and retention; validate the appropriate size and mix of the workforce based on program requirements; and drive continued improvement in policies, programs, and processes for acquisition workforce recruitment, hiring, engagement, development and management.



Air Force Acquisition Workforce Strategic Focus | 2016 – 2021

Key Effort: Examine state-of-the-art recruiting programs and Air Force implementation of existing DoD authorities, identify best practices, and plan implementation of recommended actions to enhance Air Force acquisition

Goal supported: *DoD Acquisition is an employer of choice, able to compete for highly qualified candidates*

Expected Outcomes	Measures	Initiatives
<ul style="list-style-type: none"> Continued ability to recruit, hire, and retain a highly skilled, diverse, and capable workforce 	<ul style="list-style-type: none"> Attrition and retention data Exit survey data Employee feedback survey data Candidate and new hire quality data Employees under Acq Demo 	<ul style="list-style-type: none"> Expand the Acquisition Personnel Demonstration Project to the remainder of the major acquisition centers and contracting organizations RAND Project Air Force review of industry best practices for recruiting, hiring and retention OPM review of Air Force use of Expedited Hiring Authority OPM review of Contracting (1102) classification to ensure compensation matches expected complexity of the work & contribution to mission Integrate the established AF Acquisition center brands and recruiting tools for acquisition, test, nuclear and sustainment with AF civilian recruiting Expand the use of social media to engage both active and passive candidates in the job market

Key Effort: Develop corporate Air Force-sanctioned, objective, workload-driven, programmable manpower models for managing the development, acquisition, production, and sustainment of weapon systems

Goal supported: *Size the acquisition workforce to meet program requirements*

Expected Outcomes	Measures	Initiatives
<ul style="list-style-type: none"> Methodologies for estimating acquisition manpower requirements are easily understood, universally accepted, and useful to determine current and future acquisition workforce requirements 	<ul style="list-style-type: none"> Mission areas and program types covered by validated manpower models 	<ul style="list-style-type: none"> Complete third generation models which are requirements-based and incorporate process-oriented work measurement, with application to all approved acquisition and sustainment life cycle management programs Utilize ASU manpower models in conjunction with Air Force Life Cycle Management Center Strategic Resource Management process to authorize and allocate resources

Key Effort: Develop the ability to identify people performing Acquisition of Services full time, steer them to appropriate training, and recognize and track their special acquisition experience

Expected Outcomes	Measures	Initiatives
<ul style="list-style-type: none"> Personnel performing Acquisition of Services as their primary job are directed to training tailored to their needs The Air Force can find personnel with the required competencies and experience when staffing Services positions 	<ul style="list-style-type: none"> Functional code established for Acquisition of Services Functional Services Managers positions coded Feedback gathered on Functional Services Managers training needs 	<ul style="list-style-type: none"> Request OSD secure a functional code to identify manpower positions of people predominantly performing Acquisition of Services functions Identify who performs Acquisition of Services in order to direct them to appropriate training and track their expertise. Realign from other DAWIA functional areas as appropriate. Survey Functional Services Managers to assess available training and identify gaps in training Address unmet training requirements of Functional Services Managers

Goals Supported:

- Shape and develop the acquisition workforce to meet current and future acquisition mission area demands*
- Increase the effectiveness of the acquisition workforce*

Appendix 4 – 4th Estate

Overview of Component Acquisition

The goals of the 4th Estate Acquisition Career Management Office are to: provide the highest quality and most innovative programs for workforce development; and provide support and centralized processes for the 4th Estate organizations through course registration, certification, continuous learning, workforce development, talent management, employee retention, and succession management initiatives. The strategic focus of these goals is to enable the development of a high-quality and mission-capable defense acquisition workforce (AWF).



Robert Daugherty
*Director,
 Acquisition Career
 Management QSD and
 the 4th Estate*

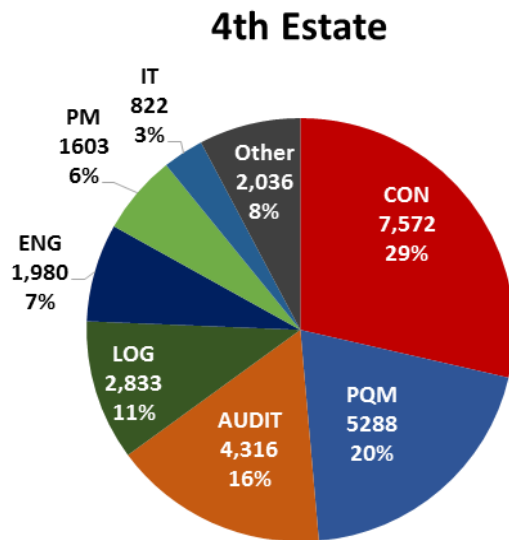


Figure 1

1. 4th Estate Centralized Accomplishments

- Developed the Defense Acquisition Talent Management System (DATMS) career development module, a competency management tool developed to provide the civilians of 4th Estate organizations a systematic approach for evaluating and effectively aligning occupational competencies with mission and job requirements throughout the human capital life cycle.
- Successful student participation in the Acquisition Leadership Challenge Program (ALCP). The ALCP, a leadership development training program, promotes effective communication methodology and develops a capable and productive leadership corps. The 4th Estate DACM Office has provided 30 ALCP courses in 2014 and 2015 that were attended by 762 members of the 4th Estate acquisition workforce.



- 4th Estate students were successfully selected for the Senior Service College Fellowship (SSCF) program. SSCF develops civilian acquisition leaders in preparation for roles as product and project managers, program executive officers, and other key acquisition positions.
- 4th Estate Rotational Assignment Program was implemented successfully with six assignments at the 4th Estate DACM office, Washington Headquarters Services, and the Defense Information Systems Agency.
- The Defense Finance and Accounting Service (DFAS) aggressively maintained a 96-100 percent Defense Acquisition Workforce Improvement Act (DAWIA) certification for Contracting and Program Management over the last three years.
- 100 percent of the Defense Advanced Research Projects Agency's AWF is Level III DAWIA-certified in Contracting.
- The Defense Microelectronics Agency is 100 percent AWF DAWIA-certified in Financial Management.
- The Defense Threat Reduction Agency utilized Defense AWF Development Fund for training. In FY 2015, 274 leadership training courses were completed by its AWF.
- The Defense Intelligence Agency (DIA) has successfully launched an acquisition awareness and outreach initiative. The focus of this initiative is to identify, code, and validate positions that have assigned duties underpinning the acquisition function. This allows DIA to assess how many acquisition-associated billets it needs. As a result, more employees are being hired to fully develop the AWF.
- Department of Defense Education Activity has developed a training program to strengthen the technical expertise of the AWF and facilitate career development opportunities for its members. The program requires the submission, consolidation, and central review of all 1105 and 1102 Individual Development Plans. This facilitates FY training, planning, and strategic opportunities for group learning.
- DFAS has developed and continues to grow its Center of Knowledge for audit and audit-related contracts. Other 4th Estate agencies are able to learn best practices from DFAS and implement them for successful business process improvement.
- The Defense Information Systems Agency maintains an Acquisition Support Center to provide guidance about models and processes for acquisition of Information Technology products and services.
- The Missile Defense Agency (MDA) partnered with the Defense Acquisition University to create a one-year pilot program that directly addresses the competency requirements for acquisition Key Leadership Positions, using a variety of dilemma case studies as the initial foundation.
 - Missile Defense Career Development Program (MDCDP):
 - The MDCDP is MDA's three-year career development program, building an entry-level talent pipeline. The program provides valuable technical and work-related skills through purposeful



rotational assignments as well as career focused training that includes seminars, formal classroom activities, and on-the-job training. The talent pipeline developed by the MDCDP is a critical component to mission success.

- Continuous Learning and Professional Certification:
 - MDA emphasizes professional certification aligned with career paths and performance objectives. Obtaining professional certifications is supported through MDA’s training program and through the availability of tuition assistance and payment of workshop and conference registration and certification expenses.
- Executive Mentorship:
 - This pilot event connected executives (members of the Senior Executive Services, General and Flag Officers) with members of the workforce to help them develop realistic and achievable professional goals, to foster an environment of continuous improvement and learning, share knowledge, and create collaborative working relationships.

2. 4th Estate Organizational Challenges

- Most 4th Estate agencies face challenges in acquiring and maintaining a workforce with the diverse and critical skillsets needed to execute their mission.
- Training and educating the workforce is a constant need due to the ever-changing acquisition environment.
- Employee retention and succession planning is a challenge for the 4th Estate organizations. With many current employees reaching retirement eligibility status, it is vital to groom the necessary talent to replace them.
- The hiring process for new employees is slow and time-consuming.
- The current imposition on manpower caps is a challenge for the 4th Estate organizations. The caps do not allow these organizations to implement an acceptable level of succession management planning in order to maintain a ready and capable workforce for the future. This is especially true as the current workforce retires or departs for other positions.

3. Strategic Focus, Goals, and Objectives

- Standardize and formalize acquisition career path competencies and expectations through the implementation of DATMS. This will empower employees to take charge of their own careers, enable managers to better mentor their subordinates, and assist the organizations in planning AWF growth and learning opportunities.



- Aggressive implementation of DoD's Phased Retirement Program, which allows the 4th Estate organizations to strategically replenish the workforce. Many of their critical positions are one deep and are currently filled by civilians who have declared their imminent retirement plans.
- Provide more training opportunities for the defense AWF to further develop its members in their competencies. Opportunities include additional on-site training, information about leadership development programs from the Services and industry, tuition assistance, and rotational assignment programs.
- Initiate an acquisition position identification and coding process. This, along with meeting acquisition position requirements, is essential for ensuring the acquisition capabilities necessary to support the organization's mission.
- Employ a 360-degree customer service focus initiative to properly meet the needs of our customers. The initiative will help to ensure the best service for the customer while identifying gaps in employee training.
- Identify areas of need and provide information to all hiring authorities in order to facilitate an efficient hiring and onboarding process.

4. Summary

The way ahead for our organization is to continue developing the AWF to meet the emerging needs of the 4th Estate organizations through training, certification, continuous learning, and leadership development. Also, we must continue to support organizations to implement talent management, retention, and succession planning initiatives. We will constantly communicate training opportunities in order to be even more agile in identifying and responding to training needs as they arise.

The 4th Estate Director for Acquisition Career Management Office believes that the greatest success measure of our AWF planning strategies is an AWF that is empowered with the skills and expertise to support the organization's mission.

Appendix 5 – Defense Acquisition University

1. Overview of DAU

As the corporate university for the Acquisition Workforce (AWF), DAU fosters professional development for members of the workforce throughout their careers. DAU provides foundational learning through a full range of basic, intermediate, and advanced certification training, assignment-specific training, executive-level development, online continuous learning modules, and rapid-deployment training on emerging acquisition initiatives. Once students are back on the job, DAU remains connected to them through workflow learning assets found in an integrated web-based environment, which gives the workforce access to the resources and tools they need, when and where they need it. DAU also connects with acquisition organizations and teams through performance learning efforts, which provide them on-the-job assistance at critical points in the life of their program. This assistance includes consulting efforts and acquisition workshops for intact teams, such as services acquisition workshops (SAWs), source selection simulations, and should cost. Individually tailored workshops are also provided for senior acquisition and requirements leaders.



James P. Woolsey
*President Defense
Acquisition University*

Through Foundational Learning, DAU offers training courses for each of the 14 Defense Acquisition Workforce Improvement Act career fields. Defense AWF members must be certified for the positions they hold. Through DAU's 137 training courses, workforce members are able to fulfill the training requirements for their career-field certifications. In FY 2015, there were:

- 4,654,191 hours of training
- 173,969 total graduates
- 132,748 online graduates
- 41,221 classroom graduates

Defense AWF members must keep current with new policies, practices, and initiatives. Department of Defense policy requires workforce members to earn 80 continuous learning points every 24 months to maintain currency in their career fields. DAU's Continuous Learning Center provides "anytime, anywhere" availability allowing the workforce to meet continuous learning requirements in a cost-effective manner. In FY 2015, there were:

- 310 continuous learning modules available
- 700,788 completions
- 2,615,190 contact hours

Access to acquisition knowledge outside traditional learning environments improves efficiency, innovation, and effectiveness, in turn enhancing overall job performance. DAU's Workflow Learning program augments the foundational learning that occurred in the classroom, gives individuals quick,



easy access in the workplace to acquisition knowledge and job support tools, and connects them to other acquisition professionals. In FY 2015, there were:

- 37,771 contact hours on the Defense Acquisition Portal
- 32,786 contact hours on the Acquisition Community Connection

An organization’s complex problems often require face-to-face support. DAU’s Performance Learning/Mission Assistance program extends services beyond the classroom and into the workplace. This program places seasoned faculty on site at organizations ranging from smaller acquisition teams to larger acquisition programs to provide advice and consulting on new initiatives, or workshops targeted to address unique mission needs. In FY 2015, there were:

- 520 consulting events and workshops
- 74,133 consulting and workshops contact hours

2. Initiatives and Major Accomplishments

Initiatives:

- Support BBP 3.0 and Emerging Needs: Respond to need for expanded Foundational, Workflow, and Performance Learning in critical areas of need, including IT Acquisition, Cybersecurity, Small Business Career Field, International Acquisition, the need for greater Requirements and Intelligence integration into the acquisition process, business acumen, and understanding of industry.
- Services Acquisition: Expansion of Services Acquisition learning assets and assistance to the workforce as mandated in law and regulation.
- Implement the Acquisition Learning Model: Exploration and expansion of Alternative Delivery of Foundational Learning and tighter integration of Foundational, Workflow, and Performance Learning to serve the members of the AWF seamlessly throughout their careers.

Accomplishments:

- Alternative delivery: Implemented 10 alternative delivery courses in FY 2014 with 12 ongoing in FY 2015. Substantial savings in time and resources realized (e.g., PQM-201A/B delivered savings of \$65,000 and reduced class time from 4.5 days to 2.5 days).
- Information Technology Curriculum Re-engineering: Used curriculum development “sprints” to quickly modernize and deploy the entire IT curriculum.
- Engineering Curriculum: Used curriculum development “sprints” to quickly modernize and deploy the entire Engineering curriculum.
- Service Acquisition Workshops (SAWs): Delivered 42 SAWs in FY 2014 and 51 in FY 2015. Rapidly responded to SAW request after the Office of Personnel Management data breach for what is expected to be a \$3 billion contract.



- Leverage Social Media: Expanding DAU presence on social media to more effectively reach the millennial workforce.
- BBP 3.0—Should Cost: Deployed Should Cost portal to support BBP 3.0 initiative.
- Benchmarking and Recognition: Recognized in 2015 as the Corporate University of the Year for North America, in Top 10 Learning Elite, and named #1 Public Corporate University by eLearning Media Group.

3. Strategic Focus

DAU's Strategic Focus is shaped and guided by our vision and mission:

- Vision: Enabling the Defense AWF to achieve better acquisition outcomes, now and in the future.
- Mission: Provide a global learning environment to develop qualified acquisition, requirements, and contingency professionals who can deliver and sustain effective and affordable warfighting capabilities.
- Goals: DAU's strategic goals are focused around the three elements of the Acquisition Learning Model—foundational learning, workflow learning, and performance learning—plus the supporting areas of people and infrastructure that are necessary to deliver our products and services. The objectives and tasks within each goal drive the overall goal performance.

Strategic Objectives

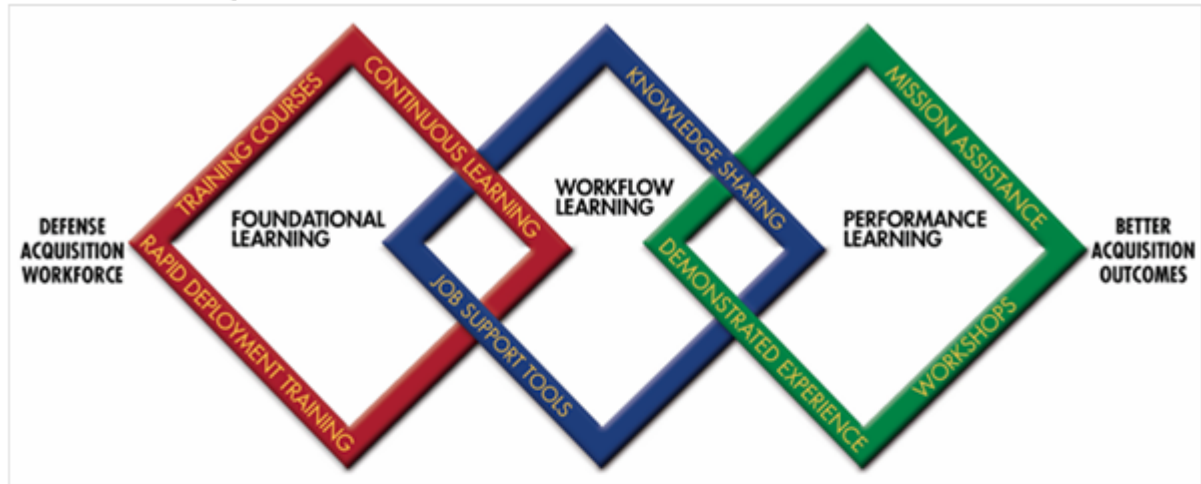
GOAL 1: Foundational Learning

- Deliver high-quality and relevant foundational learning, including critical thinking skills.
- Leverage innovative practices in delivery and enabling technologies.
- Improve speed-to-market and cost-effectiveness of developing/delivering foundational learning assets.
- Optimize and align DAU training opportunities to assure the defense AWF's ability to achieve their training objectives.

GOAL 2: Workflow Learning

- Deliver high-quality and relevant workflow learning assets that support the defense AWF on the job. Adopt best commercial practices in development, delivery, and collaborative technologies.
- Provide and maintain a one DAU portal and architecture that enables the defense AWF to easily locate content, share knowledge, and make professional connections.
- Provide job support tools aligned to customer job needs.

ACQUISITION LEARNING MODEL AND STRATEGIC GOALS



<p>GOAL 1: FOUNDATIONAL LEARNING</p> <p>Goal: Deliver high-quality, current, easily accessible acquisition training providing long-term knowledge and critical thinking skills.</p> <p>Outcome: A workforce with functional and cross-cutting acquisition knowledge and the ability to think critically and exercise sound judgment.</p>	<p>GOAL 2: WORKFLOW LEARNING</p> <p>Goal: Provide customer-focused learning assets and job support tools, at the point of need, to help the Defense Acquisition Workforce succeed.</p> <p>Outcome: Easily accessible acquisition information, resources, and tools that help the workforce succeed on the job.</p>	<p>GOAL 3: PERFORMANCE LEARNING</p> <p>Goal: Conduct high-impact customer engagements to improve acquisition outcomes.</p> <p>Outcome: Highly effective acquisition teams able to achieve successful program outcomes.</p>
<p>GOAL 4: PEOPLE</p> <p>Goal: Hire, develop, and retain a workforce with the right skills to execute our mission.</p> <p>Outcome: A highly-skilled DAU workforce shaped to meet DAU mission needs within budget parameters</p>	<p>GOAL 5: INFRASTRUCTURE</p> <p>Goal: Develop and sustain effective and efficient infrastructure and business processes to support a global learning environment for our customers</p> <p>Outcome: Responsive, cost-effective infrastructure and business processes that support continuous delivery of learning assets to the Defense Acquisition Workforce around the world.</p>	

GOAL 3: Performance Learning

- Proactively engage with the defense AWF to raise awareness of DAU's mission assistance, understand its requirements, and rapidly respond.
- Conduct mission assistance and workshops to enhance acquisition outcomes.
- Incorporate mission assistance lessons learned and best practices into foundational and workflow learning assets.
- Provide thought leadership and research in regard to acquisition best practices and innovation to support AT&L leadership and the defense AWF. Incorporate findings into foundational and workflow learning.



- Support the implementation of the Acquisition Workforce Qualification Initiative.

GOAL 4¹⁷: People

- Shape the DAU workforce to deliver foundational, workflow, and performance learning.
- Encourage employee growth and professional development at all levels and across all functions to enhance currency and performance.
- Promote retention through recognition and job satisfaction.

GOAL 5: Infrastructure

- Provide cost-effective infrastructure to improve delivery and management of learning assets (IT, LMS, etc.)
- Provide business systems to enable continual process improvement and cost reduction.
- Provide cost-effective classroom and work facilities that maximize learning.
- Provide responsive customer service.
- Shape the future by looking outward for best practices and building on our success and reputation as an accredited premier corporate university.

4. Challenges and Way Ahead

DAU Support of AWF Strategic Goals

AWF Goal 2: Shape the AWF to achieve current and future acquisition requirements.

- DAU ensures education, training, and career development opportunities are available to the AWF through the development and delivery of Foundational, Workflow, and Performance Learning products and services.
- DAU also maintains and continues to grow its strategic partnerships with over 187 institutions of higher education and the American Council of Education, allowing AWF members to obtain credit for DAU courses toward degrees and credit for college courses toward certification.

AWF Goal 3: Improve the quality and professionalism of the AWF.

- In addition to certification training, DAU offers executive-level training tailored to the needs of flag officers and senior executives. [Defense Acquisition Executive Overview](#)

¹⁷ Goals 4 and 5 are focused on the business processes, human capital, and infrastructure resources we need to effectively deliver our learning assets.



Workshops and Requirements Executive Overview Workshops are offered to flag officers and senior executives in acquisition and requirements billets. These are highly interactive and tailorable offerings designed to meet the needs of the participants. DAU has also built a cadre of experienced faculty that can provide award-winning executive coaching and mentoring to senior acquisition leaders.

- In FY 2015, DAU developed and began delivering a 9-month, blended learning program for Missile Defense Agency Key Leaders. This cohort training program is designed to strengthen integrated acquisition skills, critical thinking, and decision making among experienced acquisition professionals.

AWF Goal 4: Continuously improve workforce policies, programs, and processes.

- Maintaining the currency and relevancy of DAU curriculum is critical to developing a qualified defense AWF. Therefore, one of the objectives in our strategic plan is to improve speed-to-market and cost-effectiveness of developing/delivering learning assets. Recent efforts in this area include:
 - 1) **Institutionalization of the Development and Revision Tool (DART)** – Prior to 2013, the majority of DAU learning assets were created using various authoring tools based on specific business requirements. This meant numerous contractors were involved in maintaining DAU courses. In 2013, DAU implemented DART, which is used to maintain and build DAU learning assets internally, thus improving standardization and reusability while reducing overall costs and time-to-market.
 - 2) **Curriculum Development Sprint Teams** – DAU implemented the use of curriculum development sprint teams. This approach was used to overhaul the Engineering and Information Technology curricula in 2015 more rapidly and cost-effectively than previous curricula revisions.
 - 3) **Consolidated Learning Asset Standards and Processes (CLASP)** – DAU launched the CLASP site to provide the DAU community with a one-stop-shop for resources that aid in the design, development, and deployment of DAU learning assets.

Top 3 New Initiatives

- Create an integrated web-based environment to give the workforce the information resources and tools, when and where needed.
- Expand Foundational, Workflow, and Performance Learning in critical areas of need, including IT Acquisition, Cybersecurity, Small Business Career Field, International Acquisition, and Requirements and Intelligence integration into the acquisition process.
- Implement Alternative Delivery of Foundational Learning and tighter integration of Foundational, Workflow, and Performance Learning to serve the members of the AWF seamlessly throughout their careers.



Appendix 6 – Defense Contract Management Agency

1. Overview of DCMA Acquisition

The Defense Contract Management Agency (DCMA) ensures the integrity of the contractual process and provides a broad range of acquisition management services for America’s Warfighters. DCMA ensures federal acquisition programs, supplies, and services meet performance requirements and are delivered on time and within cost limits. The Agency serves as an information broker to military buying agencies throughout the acquisition life cycle, interacting daily with customers to ensure the service provided meets the customers’ needs.

To operate this mission effectively, an appropriately sized cadre of acquisition professionals with the right skills and training to successfully perform their jobs must be in place. DCMA’s workforce has shifted fundamentally from seasoned, highly skilled personnel to highly educated, yet relatively inexperienced, newcomers. A major challenge for DCMA has been the loss of experienced acquisition workforce (AWF) personnel, which creates increased performance risks associated with functions needed to support DoD acquisition programs. Analysis indicates 18.55 percent of the civilians in the DCMA AWF are eligible for full retirement, and 38.45 percent will become eligible for full retirement over the next five years. Under the leadership of Lieutenant General Wendy M. Masiello, USAF, Director, DCMA, the DCMA Human Resources team is laying the groundwork to fulfill the requirements of the Agency’s recently released Strategic Plan, with a laser focus on creating and maintaining an agile learning organization and culture that strives to exceed customer expectations by defining, shaping, and preparing the DCMA AWF to meet current and emerging demands.



DCMA Acquisition Workforce (DAW) Defense Contract Management Agency (DCMA)	DCMA DAW Civilian (Civ)	Defense Acquisition Workforce (Civilian and Military)
FY15 Workforce Size	8624	8989
Change in size 2014-2015	110	85

DCMA Acquisition Workforce (DAW) Defense Contract Management Agency (DCMA)	DCMA DAW Civilian (Civ)
Bachelor’s Degree or Higher	4,120 (35.9%)
Graduate Degree	2,469 (21.52%)
Level I or Higher Achieved	44.3%
Level II or Higher Achieved	73.8%
Level III or Higher Achieved	72.6%



DCMA Acquisition Workforce (DAW) Defense Contract Management Agency (DCMA) Training Statistics	2015
% Baby Boomer / Gen X / Gen Y	49.2% / 36.2% / 8%
Average Age	49
Average Years of Service	15
Retirement Eligible	18.55%
Retirement Eligible w/in 5 Years	38.45%
FY15 Gains / Losses	826 / 1146

2. Strategic Focus

DCMA is continuing to improve its capability to assess and manage its AWF. Through the Agency’s FY 2015-2019 strategic plan, DCMA is shaping recruitment, training, and mentorship for the AWF. The objectives and initiatives that make up the strategic plan are almost linear, from recruitment of the right candidate to development of seasoned acquisition professionals via career-broadening experiences. DCMA has expanded its hiring pool, incorporated new technologies to augment traditional learning, and harnessed the internal knowledge base to build and sustain the AWF—our greatest asset. A significant focus has been placed on workforce planning, bringing in good people and making them great, and helping them find career paths that maximize their skills and provide long-term benefits for the Agency, the Department of Defense, and the Nation.

In support of Better Buying Power (BBP) initiatives and DoD’s Strategic Management Plan Goal 4, which is aimed at strengthening the acquisition processes (spanning requirements determination, development, procurement, and support), DCMA’s FY 2015-2019 Strategic Plan targets specific initiatives aimed at improving and creating efficiencies in how DCMA supports the achievement of affordable programs and dominant capabilities while controlling life cycle costs and eliminating unproductive processes and bureaucracy. Initiatives that span the breadth of DCMA Program Assessment Reports on major programs, overhead Should-Cost reviews, industrial base analysis, forwarding pricing rate agreements, input into request for proposal development, or reducing the cost of compliance to industry, are underway to ensure that DCMA acquisition professionals are prepared to deliver “acquisition insight that matters.”

DCMA has also established strategic goals aligned with DoD’s Strategic Management Plan Goal 1, focused on developing agile business practices that optimize execution and support to the acquisition enterprise. DCMA is a large, geographically dispersed organization with offices and employees all over the world. The Agency’s mission includes performing contract administration activities for a diverse portfolio of goods and services procured by many different customers. To that end, DCMA recognizes that it is essential to develop a strategy for policy and processes that emphasize consistency, effectiveness, and efficiency. Multi-functional teams were deliberately established and include acquisition professionals from our Headquarters, our Operational Directorates, and our Field Components to ensure sound business process fundamentals are employed in everything we do. The strategic goal of developing agile processes can be best achieved utilizing this teaming approach, as it ensures those closest to the products and programs DCMA oversees and our acquisition professionals are keenly aware of DoD initiatives underway at higher headquarters.



As a key service provider, DCMA is the eyes and ears on the factory floor, ensuring the customer gets what they contracted for. DCMA serves as the customers' trusted agent, accepting critical material and authorizing over \$455 million every day in contract payments on their behalf. This represents a huge part of the customers' financial resources and a major factor in their ability to be audit-ready. DCMA is entrusted with over \$1.6 billion in budget authority every year to accomplish the mission. Just like the rest of the Department, as a reporting entity, the Agency needs to be certain it has strong financial management controls in place and that sound, supportable business decisions are made about how resources are used while staying properly focused on meeting mission objectives.

The Agency has three major objectives: The first objective is to get audit-ready and stay that way—both for the Agency and for its customers. The Department has clearly outlined its Financial Improvement and Audit Readiness responsibility. Consistent with good business practices, the Agency is on course to comply with, and continue to sustain, internal controls and readiness into the future. Second, DCMA will implement a long-term strategy to make the most out of its budget while remaining mindful of current and potential DoD budget constraints. Finally, DCMA will reduce facility costs by 30 percent. This will come from a combination of optimizing the Agency's footprint, partnering with the Military Services at on-base locations as appropriate, leveraging recent advances in IT and communications technology at every site, establishing appropriate and consistent facility standards, and becoming more energy efficient.

3. Summary

DCMA's FY 2015-2019 Strategic Plan is closely aligned with DoD goals identified in BBP 3.0. Through a variety of efforts—from proactively managing recruitment, development, and retention efforts to continuing to professionalize our AWF, adapting and thriving in the agile learning environment of today, ensuring efficient and effective core business processes to optimize mission execution, and informing and contributing to cost control and affordability decisions—DCMA has established specific initiatives to address fundamental objectives that are at the heart of the Agency's mission and that will ensure the Agency is an effective and respected member of the defense community well into the future.

Appendix 7 – Defense Logistics Agency

1. Overview of DLA Acquisition

As America’s Combat Logistics Support Agency, the Defense Logistics Agency (DLA) provides the Army, Marine Corps, Navy, and Air Force, federal and state agencies, and international partners with the full spectrum of innovative logistics, acquisition, and technical solutions. DLA’s most daunting challenges are often encountered in support of our warfighting customers. As the combat logistics support provider, we must sustain Warfighters in an era of complex, dynamic, competing, and often urgent needs.

DLA has always been a high-performing organization, and our workforce is our greatest asset. To further increase performance, we will use innovative approaches to attract and retain mission-focused people. We will foster an environment that unlocks the full potential of our workforce, enabling them to achieve peak performance and meet future challenges. To accomplish this, we will continue to attract and hire highly-talented individuals, further develop their competencies and resilience, and cultivate and retain the next generation of diverse leaders and workforce to advance DLA into the future. The key to mission success is to continue our focus on people and culture.

Our mission is straightforward: provide effective and efficient global solutions to Warfighters and our other valued customers. Our vision is clear: deliver the right solution on time, every time.

We will realize this vision through five goals:

1. Warfighter First — Make promises and keep them
2. People and Culture — Valued team members; resilient and ready for the challenge
3. Strategic Engagement — Better outcomes through teamwork
4. Financial Stewardship — Affordable solutions and continued accountability
5. Process Excellence — Always improving; finding smarter ways to do things

Our values define who we are, how we act, and how we treat one another:
Integrity, Resiliency, Diversity, Innovation, Accountability, Excellence.

2. Demographics

The predominant career fields include Contracting, Life Cycle Logistics (LCL), and Production, Quality and Manufacturing (PQM) (Figure 1). An increase in the acquisition workforce population represents the inclusion of DLA employees in the LCL community. This initiative began in October 2010. In 2012, DLA started assignment of existing personnel into Acquisition, Technology, and Logistics (AT&L) Workforce Positions in the LCL career field. The implementation completion is planned for 2017. The DLA LCL



Matthew Beebe
*Director,
DLA Acquisition*

community will reach a total of approximately 3,000 employees upon completion of this initiative. In addition, DLA estimates approximately 1,100 positions will be re-coded over the next two years in the LCL, PM, IT, and T&E career fields with a total population of approximately 8,400 workforce members. As of September 30, 2015, 98.3 percent of the acquisition workforce met certification requirements. The emphasis on certification plays an important role particularly for our growing LCL community.

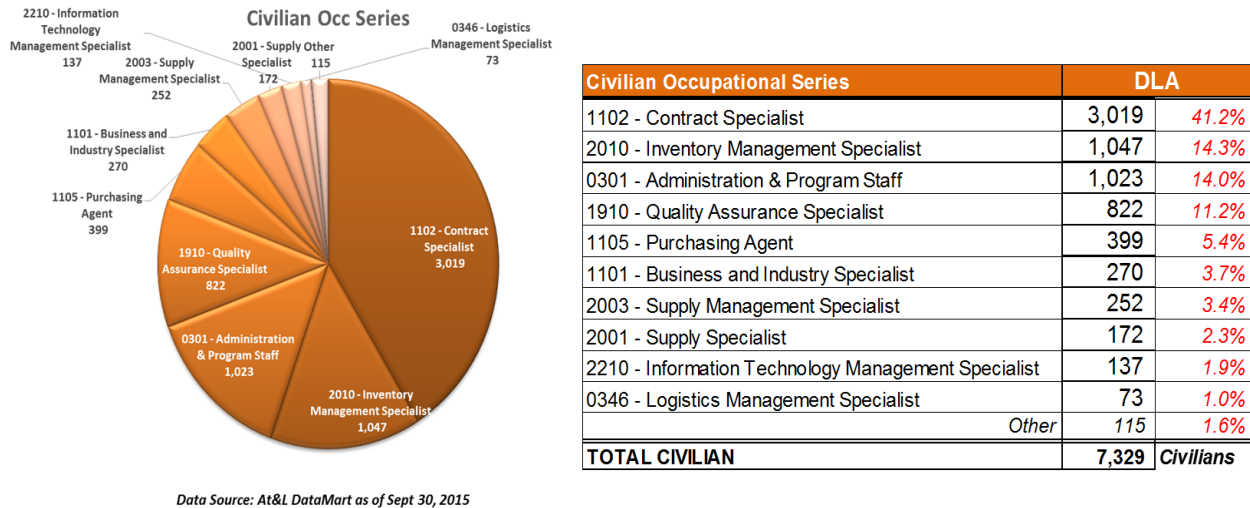


Figure 1: DLA Size by Occupational Series

3. Accomplishments

Better Buying Power (BBP) presents opportunities to shape the way DLA supports its customers, interacts with industry, and manages its workforce. Tenets of BBP offer an opportunity to influence DLA culture well into the future and need to be communicated to the workforce. DLA has undertaken the following initiatives to accomplish strategic engagement of the Acquisition workforce members: promote professional development and help retrain high-performing professionals equipped with tools required to meet current and future challenges. We leverage the Acquisition Career Program Board as the governing body for our strategic initiatives.

- Acquisition Workforce Career Development (AWCD) Office.
 - This office was established and modeled after Military Services and 4th Estate Director, Acquisition Career Management. The office was established October 1, 2015, to support the DLA Acquisition Workforce Career Development Organization. This initiative is aligned with the BBP initiative to professionalize the Acquisition Workforce as well as with the DLA Strategic Plan 2015 - 2022. This initiative will enable DLA's process to develop, improve quality, and professionalize a credentialed workforce.
- Strategic Communications Working Group.



- This group was formed as a subset of the AWCD initiative. The purpose of the group is to enhance and cultivate strategic communications with our workforce. It recognizes and promotes excellence by all Acquisition personnel influencing functional communities in all career fields represented at DLA. The group focuses on publicizing communications that identify and create awareness of success stories connected to DoD and DLA strategic initiatives, BBP, professional development, and career-broadening opportunities, among others.

4. Strategic Goals and Objectives

- Establish a DLA Acquisition Career Development Organization.
 - The AWCD office developed the DLA Acquisition workforce career development model and roadmap. The office will refine these tools as we continue to develop and sustain the Acquisition workforce. Initiatives focus on the following:
 - Establish and monitor organizational structure and effectively and efficiently manage operational resources and support requirements
 - Document career development support processes
 - Energize mentoring as a key enabler for career development
 - Identify, protect, and preserve critical expertise and capabilities
 - Provide supervisor and mentors with instruction in career development
 - Develop and Implement a Succession Plan for Key Acquisition Positions. Develop and Build a Framework for Effective Succession Management for DLA Key Positions.
 - The DLA Strategic Plan 2015 – 2022 includes emphasis on overall workforce development and succession management. For the acquisition workforce, Critical Acquisition Positions and Key Leadership Positions are a critical element of succession management. DLA will implement a succession planning process to adapt to a changing strategic environment and generational shifts within the workforce and leadership. DLA will identify and assess Key Leadership Positions and skillsets most critical to the agency's short and long-term success. The effective succession management processes will ensure a high-quality workforce and robust talent pipeline for DLA critical positions.
- Professionalize a Total Credentialed Workforce and Strengthen Acquisition Workforce Competencies
 - The DLA Strategic Plan 2015 – 2022 identifies and implements new strategies to expand workforce competencies for both acquisition and non-acquisition positions. This goal includes all Acquisition workforce functional communities in an effort to continue to develop and maintain a high-performing, qualified workforce. The needed critical competencies will be defined to ensure the workforce meets emerging and future demands. A training development program will be instituted to further professionalize the workforce.



- The success of this objective will equip and develop a workforce that demonstrates the competencies needed to meet current mission requirements and is engaged in professional development to meet future challenges.

5. Way Ahead/Challenges

- Continue to Promote Internal and External Career Development and Rotation Programs.
 - Programs developed to promote career developmental opportunities to maintain, retain, and grow a credentialed workforce. DLA continuously strives to offer a variety of leadership, functional, and professional development skills training to improve the quality of the workforce.
- Identify Emerging Technologies and Leverage State of the Market Technology to Obtain Actionable Market Intelligence.
 - Leverage on-the-job training with competencies required to meet position demands by developing market intelligence within the Acquisition Workforce professionals. There are unique requirements for positions that need tailored training for the functions performed at some of the field activities. We want to leverage the knowledge and fully engage industry to better our organizational performance. Innovation in our business practices will occur through collaboration with industry.
- Industry Experience.
 - Interest has evolved in the growth of special programs to develop opportunities that will equip the workforce with industry experience. We understand the value added from an exchange of opportunities with our industry counterparts. The implementation of an enterprise approach to understanding industry is essential for the Acquisition workforce development. Acquisition workforce professionals will expand their portfolio of understanding on how the market and industry operates. Instituting programs that offer various knowledge sharing opportunities and engagement between the Government and industry will provide the opportunity to build and retain these vital skills. Our business model has migrated from a transactional model to one that values long-term relationships with industry. We want to engage industry and other partners in the delivery of effective and affordable solutions. DLA will collaborate with universities to develop courses that provide in-depth knowledge and understanding of DLA's wide ranging industrial base.

Summary

The DLA Strategic Plan embraces the Acquisition workforce. Initiatives focus on the readiness of our workforce to meet changing mission requirements. DLA values provide the foundation for all actions and decisions taken to support our customers, stakeholders, workforce, and partners. The workforce is key to mission success. Excellence recognition is important for us to keep the workforce engaged and show the value in our efforts to build, sustain, and retain a highly qualified and professionalized workforce.



Appendix 8 – Auditing

1. Description of Workforce and Key Responsibilities

The Director of the Defense Contract Audit Agency (DCAA) is the Functional Leader (FL) for the Department of Defense Auditing career field. In this role, the FL provides leadership and oversight of career development requirements for the Auditing community, which is comprised entirely of DCAA auditors. The FL establishes and maintains education, training, and experience requirements, as well as competencies, certification standards, and position category descriptions.



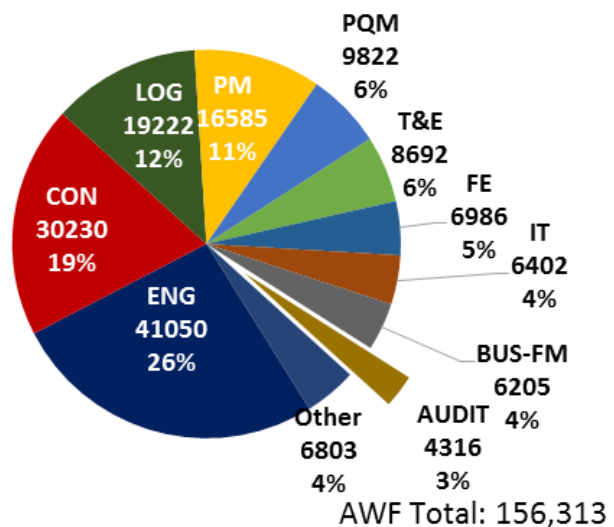
Anita Bales
Auditing
Functional
Leader

DCAA’s primary function is to conduct contract audits and related financial advisory services. Contract audits are independent, professional reviews of financial representations made by defense contractors. Specifically, DCAA assists in determining whether contract costs are allowable, allocable, and reasonable. DCAA conducts audits in accordance with Generally Accepted Government Auditing Standards, a standard that ensures that audit conclusions are well-supported by evidence. The type and extent of DCAA’s audit work varies based on the type of contract awarded, but its audit services are generally limited to acquisitions under Federal Acquisition Regulation Part 15 (Contracting by Negotiation). DCAA only audits contractors; it has no internal audit responsibilities in DoD. Audit staff is located throughout the country, corresponding to the locations of the contractors that DCAA audits.

2. Demographics

As shown in Figure 2, the audit workforce has grown by 19 percent since FY 2008. This growth, achieved primarily through use of DAWDF funding, has resulted in a decrease in the average years of service of auditors. As a result of this growth and less experienced staff, DCAA has created initiatives to improve the on-boarding process, develop mentoring and coaching programs, and focus on leadership skills early in auditor careers.

AWF by Career Field (Auditing)



Data Source: At&L DataMart as of Sept 30, 2015

Figure 1



Human Capital Fact Sheet								
Defense Acquisition Workforce Audit	FY 2008				FY 2015Q4			
	Audit Civilian (Civ)	Audit Military (Mil)	Total Audit (Civ+Mil)	Defense Acquisition Workforce	Audit Civilian (Civ)	Audit Military (Mil)	Total Audit (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	3,638	0	3,638	125,879	4,316	0	4,316	156,313
Change in size from 2008	-	-	-	-	-	-	-	24%
Civilian/Military Composition	100%	0%	-	88%/ 12%	100%	0%	-	90%/ 10%
Educational Attainment								
Bachelor's Degree or Higher	99%	-	99%	77%	98%	-	98%	84%
Graduate Degree	26%	-	26%	29%	41%	-	41%	39%
Certification								
Level I or Higher Achieved	87%	-	87%	72%	95%	-	95%	85%
Level II or Higher Achieved	78%	-	78%	61%	84%	-	84%	74%
Level III Achieved	26%	-	26%	36%	35%	-	35%	44%
Position Certification Requirement Met or Exceeded	76%	-	76%	58%	84%	-	84%	76%
Within 24 Months of Certification Requirement	23%	-	23%	27%	16%	-	16%	21%
Does Not Meet Certification Requirement	1%	-	1%	14%	1%	-	1%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	53%	-	53%	62%	33%	-	33%	40%
Average Age	43.1	-	43.1	45.7	43.1	-	43.1	45.1
Workforce Life-Cycle Model (YRE)*	36/21/43(%)	-	-	20/23/57 (%)(Civ)	38/23/39(%)	-	-	25/23/52(%)
Average Years of Service	13.9	-	13.9	17.3	12.4	-	12.4	15.2
Retirement Eligible*	479(13%)	-	-	19,051(17%)(Civ)	510(12%)	-	-	22,436(17%)
Retirement Eligible w/ 5 Years*	515(14%)	-	-	21,315(19%)(Civ)	670(16%)	-	-	25,749(19%)
Total Gains/Losses*	1,078/291	-	-	14,245/15,030 (Civ)	166/447	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.

*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Figure 2

3. Accomplishments

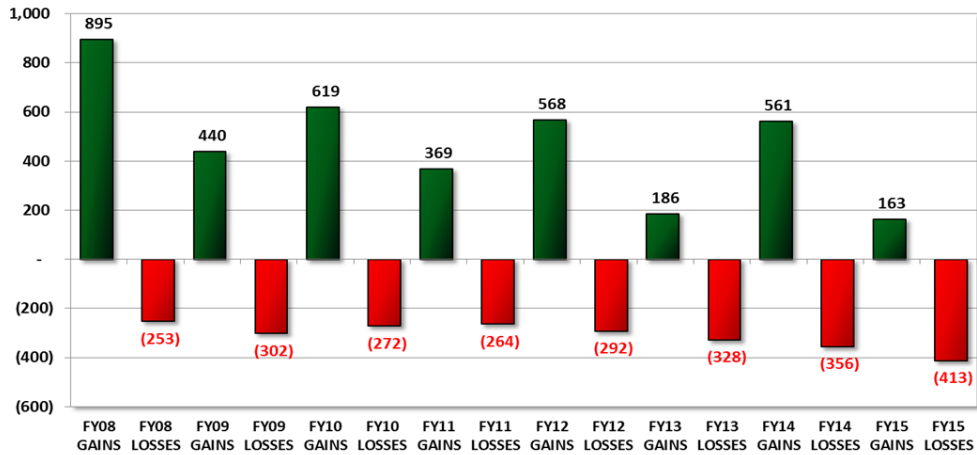
As illustrated in Figure 2, DCAA grew from 3,638 to 4,316 auditors over the past seven years, with gains exceeding losses. A large portion of these new hires are at the entry level. DCAA has long had a formal, structured training curriculum in place for its auditors. In FY 2015, DCAA revamped the on-boarding and training curriculum for new auditors in order to create a more integrated program consisting of both formal courses and structured on-the-job training (OJT) experiences. Each formal course is designed to progressively build on the previous course, and OJT tasks provided by the supervisor support and augment classroom learning and allow the auditor to gain hands-on experience to supplement the knowledge and theory gained through the formal training.

DCAA also implemented a coaching program designed to improve the technical skills of less experienced employees by pairing each one with a more experienced, trained coach. In FY 2015, DCAA assigned coaches to new employees and subsequently expanded the program to make it available to all employees upon request.

A third major accomplishment is the introduction of the Field Audit Office Assistant for Quality (FAQ) position. The FAQs serve an important role in developing the competence of DCAA's auditors. They supplement the formal training curriculum by conducting semiannual training sessions on audit guidance updates and providing hands-on training as needed. This ensures that all auditors receive the training and are aware of the most current developments.



Audit FY2008 - FY2015 Gains and Losses

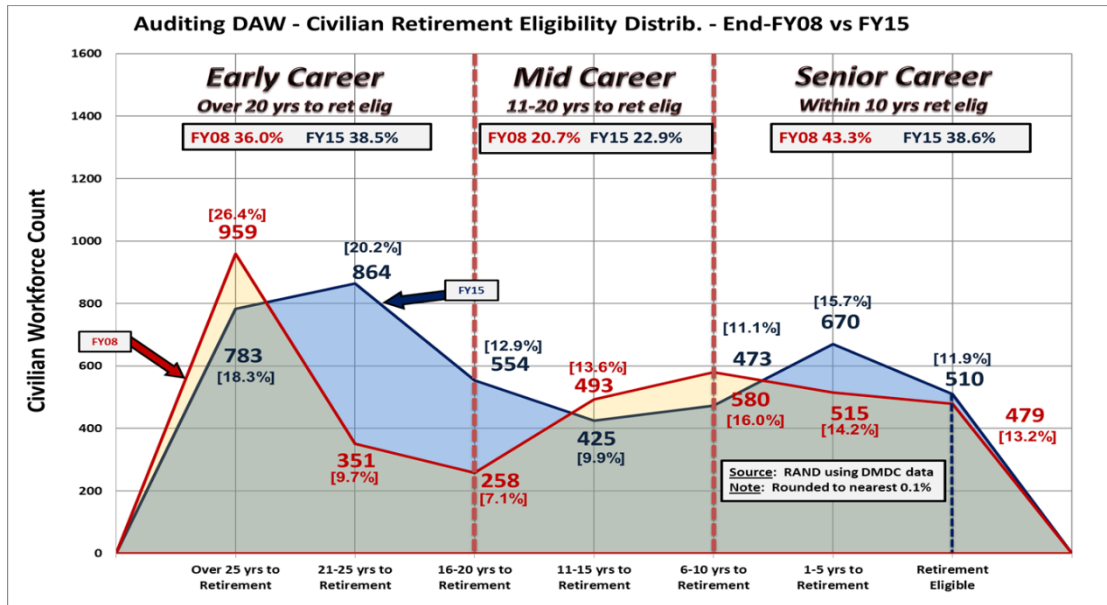


Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 3

4. Challenges

The auditing career field faces many of the same challenges as the other acquisition functional areas, including retention of employees early in their careers and succession planning for those who are at the end of their careers. Over the next few years, DCAA will expand the training curriculum to include more leadership training. While DCAA does participate in the Defense Civilian Emerging Leader Program, only a small number of employees can attend. It is important that all employees develop the leadership skills, as well as technical skills, early in their careers that will allow them to more easily move into positions of increasing responsibility. As shown in the Human Capital Fact Sheet and Figure 4, 39 percent of DCAA’s audit staff falls within the future career group with over 20 years until retirement eligibility. These auditors will become the leaders of the future. To address this challenge, DCAA established a Leadership Academy in late FY 2014. The Academy has identified its skill needs and is designing courses to address those needs. Several challenges remain, including hiring the instructional staff to effectively deliver the training, integrating the leadership training into a curriculum that has focused on technical training, and reaching employees at all stages of their careers.



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 4

5. Strategic Focus/Goals/Objectives

DCAA has recently updated its 5-year strategic plan. The new plan contains a goal to foster a diverse workforce of highly motivated and valued professionals with objectives addressing recruitment, retention, and learning and talent development. These objectives align directly with the Acquisition Workforce Strategic Plan (AWSP) goals, which focus on creating “an agile, high-quality, high-performing acquisition workforce, empowered to deliver the best possible acquisition outcomes in support of the Warfighter.”

There are two strategic initiatives underway to shape the auditor workforce. DCAA is developing a formal succession plan that will allow it to identify, develop, and promote future leaders. While approximately 28 percent of the auditor workforce is retirement-eligible within five years (as shown above), the percentage is much higher at the GS-13 and higher levels, currently estimated at 44 percent. The universe of auditors ready to step into these positions falls short of the projected need, especially for the GS-13 first-line supervisory auditor positions. A second, related initiative focuses on motivating and preparing non-supervisory auditors to move into supervisory positions. A recent survey found that, while almost 60 percent of GS-12 auditors are willing to compete for supervisory positions, many do not feel adequately prepared to do so. DCAA must overcome this barrier because these first-line supervisors are key to the success of the Agency.

DCAA has a third strategic initiative related to auditing in the 21st Century. Over the past few decades, contractor financial systems have become more sophisticated while fundamental audit techniques have not changed significantly. All audit organizations are dealing with this challenge. One of the goals of the initiative is to improve auditor skills in using data analytics in order to perform audits more efficiently. Data analytics can help auditors more quickly identify anomalies and areas of high risk so that audits can focus on these areas, rather than spending time on areas of low risk. This initiative aligns with both



DoD's strategic goal to Reform the Business and Support Functions of the Defense Enterprise and with the DoD Strategic Management Plan goal to Strengthen DoD Acquisition Processes.

6. Critical Skills and Competencies of the AWF

The acquisition auditor career field falls within the Financial Management (FM) community. In April 2014, the Defense Civilian Personnel Advisory Service performed a Department-wide assessment of four mission critical FM occupations, one of which was the 0511 auditing series. The assessment used the following auditor career field competencies: Audit Concepts, Policies, and Principles; Audit Planning and Management; Decision Support—Audit Execution; and Audit Reporting. These competencies are closely related to the requirements of the Government Auditing Standards published by the Government Accountability Office. The assessment showed that the auditing career field had gaps (difference between current proficiency and target proficiency assigned by supervisor) in all four competencies. DCAA attributes these gaps to a workforce that has a large percentage of auditors with less than five years of experience.

In July 2014, DCAA began a process to overhaul the training curriculum for new auditors. The new curriculum is closely tied to the requirements of the Government Auditing Standards and, consequently, the auditing competencies. The new hire curriculum consists of a 2-week onboarding session, followed by a 2-week class in basic contract audit skills, plus another 2-week class focused on applying those skills in specific types of audits. The new curriculum was deployed in August 2015 and will play a large role in DCAA's strategy to address the gaps in the audit competencies.

Career Paths

As the result of a strategic plan objective, DCAA identified career paths within the agency and published them on its internal website. The website displays all the auditor positions at each grade level, including both field and regional/headquarters positions. An ad-hoc group also identified the skills and competencies needed for each position and recommended training to prepare for those positions. The purpose is to allow employees the opportunity to maximize their career potential. The career path information goes hand-in-hand with the soon-to-be-implemented mentoring program, which will pair auditors with mentors who will guide new employees as they determine their career paths and advancement in DCAA. Additionally, succession planning will reinforce the need for auditors to gain a variety of experiences in order to develop the skills needed to become future leaders.

7. Way Ahead

DCAA auditors have the important role of ensuring that contracting officers are provided with high quality and timely audit reports, advice, and negotiation support to establish fair and reasonable contract prices. This supports the Department's goal of delivering better value to the taxpayer and the Warfighter. In order to deliver its mission, DCAA's auditors must not only be technically competent, but they must also have the skills to become the leaders of the future. DCAA is on a path to achieving this vision through a combination of formal training focused on audit and competencies; coaching and mentoring programs to support individual development; leadership training; and succession planning.

Appendix 9 – Business

Overview of Functional Area

Dr. Nancy Spruill was appointed by the Under Secretary of Defense for Acquisition, Technology, and Logistics (USD(AT&L)) to serve as the Business Acquisition Workforce (AWF) Functional Leader (FL). As such, she oversees and manages the development of requirements for the community and serves as the senior Department of Defense subject matter expert and proponent for all functional related areas. She establishes and maintains education, training, and experience requirements, which include competencies, certification standards, and position category descriptions. She advises the USD(AT&L) on the implementation of Business community workforce programs. As the Business AWF FL, Dr. Spruill also provides strategic direction and guidance to the Business Functional Integrated Product Team (FIPT). The FIPT includes Component functional experts and acquisition career managers, and it is supported by advisors and instructional systems designers from the Defense Acquisition University (DAU).



1. Description of Workforce and Key Responsibilities

This community is primarily responsible for cost estimating and analysis, financial planning, formulating financial programs, budgeting and analysis, and execution of DoD acquisition programs. Members serve as financial advisors to commanders, program executive officers, program managers, and other acquisition decision makers.

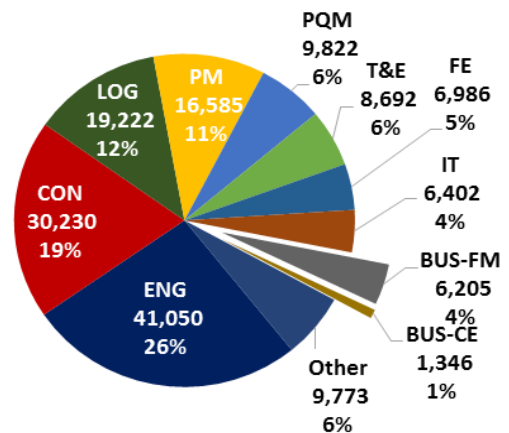
The overall Business community has two distinct career paths, one for Business–Financial Management (BUS-FM) and one for Business–Cost Estimating (BUS-CE), with distinctly unique training and experience certification standards for each.

Business–Cost Estimating

This area of the Business community utilizes engineering judgment and experience in applying scientific principles and techniques to the problems of cost estimation, cost control, and affordability. Key objectives in cost estimating are to provide:

- Realistic and objective estimates of program costs at key decision points where major commitments of resources are at stake;

AWF by Career Field (Business)



AWF Total: 156,313

Data Source: At&L DataMart as of Sept 30, 2015

Figure 1



- Clear identification of cost drivers and opportunities for cost improvement, areas of risk (e.g., technical or programmatic), and significant program assumptions that can affect cost;
- Mechanisms for the collection and analysis of relevant data to support cost estimates and execution monitoring; and
- Updates to estimates as a result of actual costs incurred and/or program changes.

Business–Financial Management

This area of the Business community is concerned primarily with the total financial affairs of an organization, department, or program. Financial management involves interrelating data to obtain a perspective of the total financial situation that will assist managers in program planning and decision-making. Key objectives in acquisition financial management include:

- Relating program cost estimates to specific programming and budgeting requirements;
- Applying the appropriate funding policy and statutes to program circumstances;
- Aligning budget policy and funding mechanisms appropriately with contract types;
- Preparing various budget exhibits and documentation to support both the congressional and the Planning, Programming, Budgeting, and Execution review processes; and
- Analyzing program/contract execution and corresponding financial performance.

2. Current Business Acquisition Workforce Metrics

The Human Capital Fact Sheet shown in Figure 2 below is one element that assists the FL in building a foundation for data-driven strategic planning to improve the Business AWF. Component force planning and organizational-specific analysis is essential for successful targeted implementation of workforce development strategies and initiatives.

As illustrated in Figure 2, the Business AWF increased by 7 percent from 7,085 in FY 2008 to 7,551 as of 4th Quarter FY 2015. This increase can be attributed to the implementation of initiatives and strategic planning undertaken to grow the overall DoD AWF, as well as recognition of the criticality of both Cost Estimating and Financial Management in establishing realistic program baselines and addressing long-standing concerns over cost growth in major programs. However, there is still risk that must be managed moving forward, since 32 percent of the Business workforce is either currently eligible for retirement or will be eligible by FY 2020. Combating this trend necessitates robust and effective training, retention, and hiring programs. This is also a well-educated workforce, with nearly 79 percent of the Business community holding a bachelor’s degree (or higher) and 37 percent holding a graduate degree. Capturing and retaining this level of talent in a future competitive market will be a challenge.

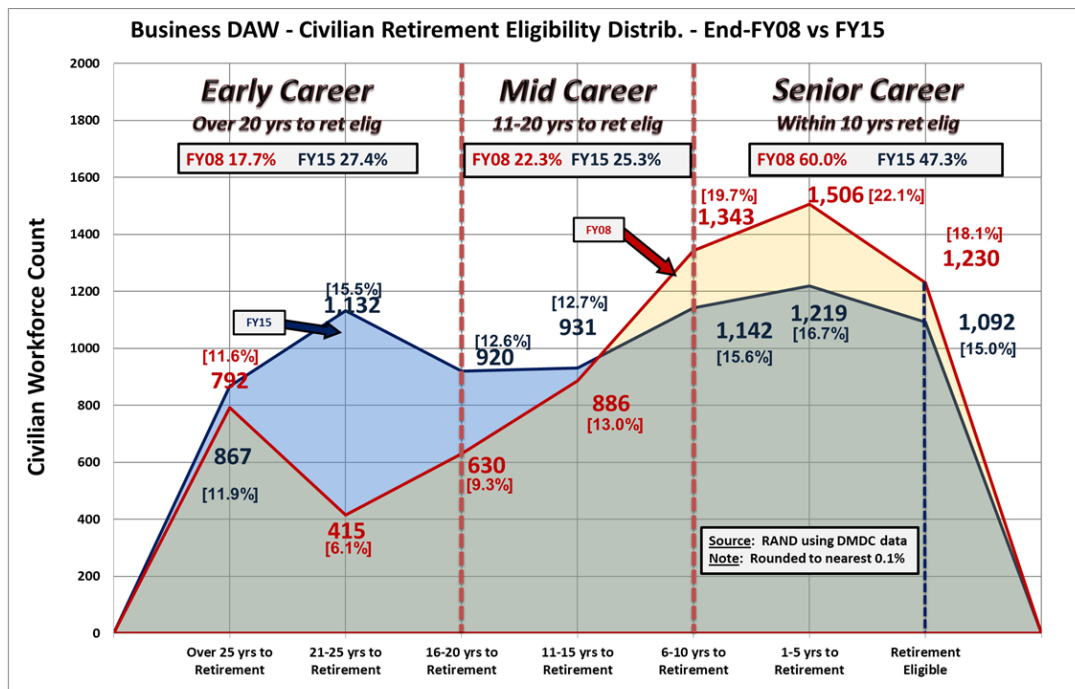
Human Capital Fact Sheet								
Defense Acquisition Workforce Business	FY 2008				FY 2015Q4			
	BUS Civilian (Civ)	BUS Military (Mil)	Total BUS (Civ+Mil)	Defense Acquisition Workforce	BUS Civilian (Civ)	BUS Military (Mil)	Total BUS (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	6,840	245	7,085	125,879	7,327	224	7,551	156,313
Change in size from 2008	-	-	-	-	7%	-9%	7%	24%
Civilian/Military Composition	97%	3%	-	88% / 12%	97%	3%	-	90% / 10%
Educational Attainment								
Bachelor's Degree or Higher	63%	84%	63%	77%	79%	97%	79%	84%
Graduate Degree	21%	44%	22%	29%	37%	55%	37%	39%
Certification								
Level I or Higher Achieved	59%	57%	59%	72%	82%	37%	81%	85%
Level II or Higher Achieved	43%	28%	43%	61%	70%	15%	68%	74%
Level III Achieved	30%	14%	30%	36%	40%	4%	39%	44%
Position Certification Requirement Met or Exceeded	42%	29%	41%	58%	70%	18%	69%	76%
Within 24 Months of Certification Requirement	30%	55%	31%	27%	24%	71%	25%	21%
Does Not Meet Certification Requirement	28%	16%	28%	14%	6%	12%	6%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	70%	20%	68%	62%	39%	1%	38%	40%
Average Age	47.4	37.3	47.0	45.7	45.3	33.8	45.0	45.1
Workforce Life-Cycle Model (YRE)*	18/22/60(%)		-	20/23/57(%)	27/25/47(%)		-	25/23/52(%)
Average Years of Service	19.2	13.2	19.0	17.3	15.3	11.0	15.2	15.2
Retirement Eligible*	1,230(18%)	-	-	19,051(17%)(Civ)	1,092(15%)	-	-	22,436(17%)
Retirement Eligible w/in 5 Years*	1,506(22%)	-	-	21,315(19%)(Civ)	1,219(17%)	-	-	25,749(19%)
Total Gains/Losses*	1,360/1,651	-	-	14,245/15,030(Civ)	1,049/977	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.

*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Figure 2

The retirement eligibility in Figure 3 documents the business community's workforce profile. At the end of 4th Quarter FY 2015, 15 percent are retirement-eligible. Additionally, 47.3 percent will be eligible to retire within the next ten years.



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 3



Strategic Focus, Goals, and Alignment with DoD Goals

In line with the overall strategic goals of the Department, the Business community leadership has set a goal of creating an agile, high-quality, high-performing defense cost estimating and financial management workforce. This workforce must be empowered to deliver the best possible acquisition outcomes that support the Warfighter and protect the taxpayer.

Over the next few years, the Business workforce will strategically emphasize the cultivation and institutionalization of a culture of development and learning throughout the career progression of cost estimating and financial management professionals. To meet these demands, the Functional Leader will partner with DoD Components in the shared goal of building the Business community workforce's capability and capacity to meet current and future needs. The objectives of this partnership include:

- Recruit a qualified and capable workforce;
- Develop and maintain a competent workforce; and
- Retain a qualified and capable workforce

3. Business Community Competency Assessment

The Office of the USD(AT&L) is currently involved in a multiyear process of developing competency models and assessing each career field. The Business community completed its workforce survey and initial competency assessment in November 2014. In early 2015, the Business FL established a multi-agency Business FIPT working group that rigorously analyzed, updated, and validated the BUS-FM and BUS-CE competency models. Based on these competency adjustments and updates, the team then conducted exhaustive "deep dives" of all DAU BUS certification courses (and a few other cross-cutting courses, such as ACQ 101) to identify and address training gaps or redundancies. The FIPT has already begun implementing necessary adjustments to required training and is communicating with the components to assist ongoing Component force structure and workforce planning efforts.

4. Summary and Way Ahead

In 2016, the Business community will collaborate with DAU to complete the training adjustments identified by the FIPT. Notable updates and additions include a new certification course for software cost estimating; improvements in course content on inflation and escalation; updates to the Planning, Programming, Budgeting, and Execution process; new continuous learning modules on Should Cost management, foreign military sales, and revolving funds; and dozens of smaller updates within current DAU courses. Most of these training adjustments should be in place at the start of FY 2017.

In that same vein, the community will identify tools to mitigate the potential loss of experienced personnel over the next 5-10 years. Finally, senior leadership in the Business community will continue to focus on actual program outcomes in terms of cost and schedule performance in order to improve future cost and financial management policy formulation.

Appendix 10 – Contracting

1. Workforce Description and Key Responsibilities

The Department of Defense contracting function is vital to the national security of the United States, and it requires a motivated, qualified, and proficient workforce that can successfully accomplish the defense mission. The DoD contracting workforce Functional Leader, designated by the Under Secretary of Defense for Acquisition, Technology, and Logistics (USD(AT&L)), is the Director, Defense Procurement and Acquisition Policy (DPAP). With the support of the Functional Leader and over 100 Contracting Senior Leaders across the Department, DoD contracting professionals operate with the utmost integrity on the front lines of delivering defense capabilities. They are able to secure the best deal for the Warfighter while demonstrating good stewardship of the taxpayer dollars.



Claire Grady
*Contracting
Functional
Lead*

Proficiency in the Contracting Career Field is developed over time with a balance of formal training and education, soft skill sets, critical thinking, and on-the-job training (OJT) experience. The Functional Leader is responsible for establishing and maintaining the requirements for education, training, and experience, as well as the standards for competency, certification, and position category descriptions for the career field. Concurrently, the contracting senior leaders work with the Defense Acquisition Career Managers and the Human Resources team to recruit, hire, retain, and develop talented individuals for the contracting force of the future. Together, the leadership team is committed to nurturing the careers of the Department's contracting professionals by providing challenging OJT experiences, leadership and developmental opportunities, coaching, and mentorship.

The Department's contracting professionals operate in a dynamic and complex environment, gaining experience by supporting a myriad of defense mission areas and military operations. The contracting workforce awards and administers contracts totaling over \$300 billion a year to deliver supplies and services to support major systems acquisitions, logistics and sustainment, base operations, infrastructure, and military operations. Procurements include weapon system platforms; information technology; and support services such as architectural, engineering, construction, research and development, and logistics. Support may also extend to expeditionary and combat environments.

The contracting workforce contributes to successful procurement and contract management by working closely with the customer to develop well-defined requirements packages and acquisition strategies. DoD contracting professionals instill fairness in the acquisition process and serve as overall business advisors to the acquisition team. Among other skills, contracting workforce members are trained to negotiate, conduct cost and price analysis, and award and modify contracts in compliance with the governing laws, regulations, and policy.

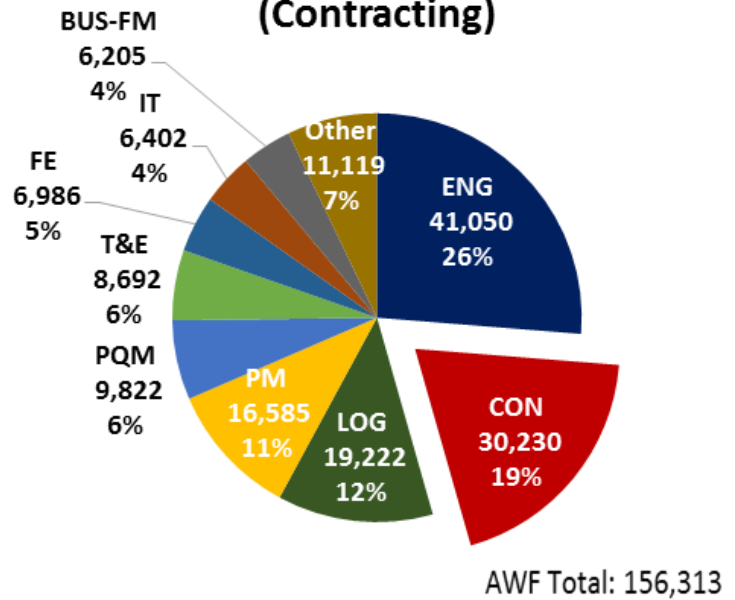


Demographics

Contracting is a challenging and rewarding career field that is comprised predominantly of the 1102 mission critical occupational series and military equivalents. It is the second largest of the defense acquisition career fields, with 30,230 military and civilian professionals (as shown in Figure 1).

Since FY 2008, the contracting workforce has increased nearly 18 percent, with planned growth to 20 percent through FY 2020. Figure 2 below provides more detailed workforce data. The Contracting Career Field consistently demonstrates a high rate of certification. Of the current workforce, 80 percent meet or exceed the Defense Acquisition Workforce Improvement Act (DAWIA) certification, an increase of 11 percent since FY 2008. The workforce has also improved in meeting the 24-month DAWIA grace period to become certified, where rates have decreased from 24 percent in FY 2008 to 18 percent in FY 2015. The workforce that does not meet certification has decreased from 7 percent in FY 2008 to 3 percent in FY 2015.

AWF by Career Field (Contracting)



Data Source: At&L DataMart as of Sept 30, 2015

Figure 1

Human Capital Fact Sheet								
Defense Acquisition Workforce Contracting	FY 2008				FY 2015Q4			
	CON Civilian (Civ)	CON Military (Mil)	Total CON (Civ+Mil)	Defense Acquisition Workforce	CON Civilian (Civ)	CON Military (Mil)	Total CON (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	21,773	3,907	25,680	125,879	25,280	4,950	30,230	156,313
Change in size from 2008	-	-	-	-	16%	27%	18%	24%
Civilian/Military Composition	85%	15%	-	88%/ 12%	84%	16%	-	90%/ 10%
Educational Attainment								
Bachelor's Degree or Higher	79%	61%	77%	77%	93%	65%	88%	84%
Graduate Degree	27%	28%	27%	29%	44%	31%	42%	39%
Certification								
Level I or Higher Achieved	82%	61%	78%	72%	89%	80%	88%	85%
Level II or Higher Achieved	75%	44%	70%	61%	84%	57%	79%	74%
Level III Achieved	37%	19%	34%	36%	44%	22%	40%	44%
Position Certification Requirement Met or Exceeded	73%	48%	69%	58%	81%	70%	80%	76%
Within 24 Months of Certification Requirement	21%	39%	24%	27%	16%	24%	18%	21%
Does Not Meet Certification Requirement	6%	13%	7%	14%	2%	6%	3%	4%
Planning Considerations								
%Baby Boomer / Traditional Gen.	68%	13%	59%	62%	39%	2%	33%	40%
Average Age	46.8	34.7	45.0	45.7	45.2	33.8	43.4	45.1
Workforce Life-Cycle Model (YRE) [*]	21/22/58(%q)	-	-	20/23/57 (%q)(Civ)	29/25/46(%q)	-	-	25/23/52(%q)
%Future/Mid-Career/Senior	17.9	12.3	17.1	17.3	15.1	11.7	14.5	15.2
Retirement Eligible [*]	3,812(18%q)	-	-	19,051(17%q)(Civ)	4,250(17%q)	-	-	22,436(17%q)
Retirement Eligible w/ 5 Years [*]	4,497(21%q)	-	-	21,315(19%q)(Civ)	3,844(15%q)	-	-	25,749(19%q)
Total Gains/Losses [*]	4,193/4,800	-	-	14,245/15,030 (Civ)	2,633/2,296	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.

*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Figure 2



2. Accomplishments in Career Field

Over the past several years, the Director, DPAP, led numerous Better Buying Power (BBP) quality-focused initiatives to institute a cost-conscious culture and to strengthen the capability and readiness of the contracting workforce. This focus is recognition by the Contracting Senior Leaders that the quality of the workforce ultimately determines acquisition outcomes and restores affordability in defense procurement. Three notable accomplishments since the publication of the last strategic workforce plan are:

- **Training:** Based on competency assessment results, the Director, DPAP, with extensive involvement of the Contracting Senior Leaders, worked with the Defense Acquisition University to revamp the DAWIA certification training for the contracting workforce. In FY 2012, this collaborative effort resulted in the deployment of updated certification standards (Levels I, II, III) and curriculum for the Contracting Career Field. The updated curriculum incorporates a significant number of additional learning objectives in the areas of pricing, competition, contract administration, services acquisition, small business, and the BBP initiatives. This improved training is unprecedented in both scale and impact on the workforce, developing qualified contracting professionals who deliver and sustain effective and affordable warfighting capabilities. Additionally, CON 090, “Federal Acquisition Regulation (FAR) Fundamentals,” has been enhanced, immersing students into the FAR and the Defense Federal Acquisition Regulation Supplement. This course, along with the new upgraded contracting curriculum, reduces competency gaps across the contracting workforce and provides the most comprehensive change for the contracting DAWIA certification program in the last 20 years. Furthermore, the skill gaps identified from the competency assessment resulted in the initiation of biannual training forums and pricing collaboration events for targeted populations in the workforce. It also led to the implementation of multiple Defense Acquisition Workforce Development Fund Component/Command-level training programs.
- **Tools:** In FY 2012, the Director, DPAP, established two subcommittees under the Panel for Contracting Integrity that developed an OJT tool and warrant guidance for use by the workforce. The OJT training tool, approved by the Panel, improves the quality of the workforce by providing a career field roadmap, which allows supervisors and employees to track and document the workforce members’ demonstration and understanding of the 28 technical and 10 professional competencies in the Contracting Career Field. DoD Components have expanded the use of the tool under the Acquisition Workforce Qualification Initiative. The OJT tool assists the contracting workforce in understanding what types of experiences must be accomplished in order to become a highly qualified contracting official. The Panel also approved the Contracting Officers Warranting Program guidance developed by the subcommittee. The guidance was formally issued by the Director, DPAP, and provides a standardized warranting program model and process for use by DoD Components.
- **Leadership Development:** The Contracting Functional Leader was a lead participant on the team that developed the Defense Civilian Emerging Leader Program (DCELP). This successful program provides a pipeline for entry to mid-level, high-performing workforce members who have the potential leadership and technical competencies

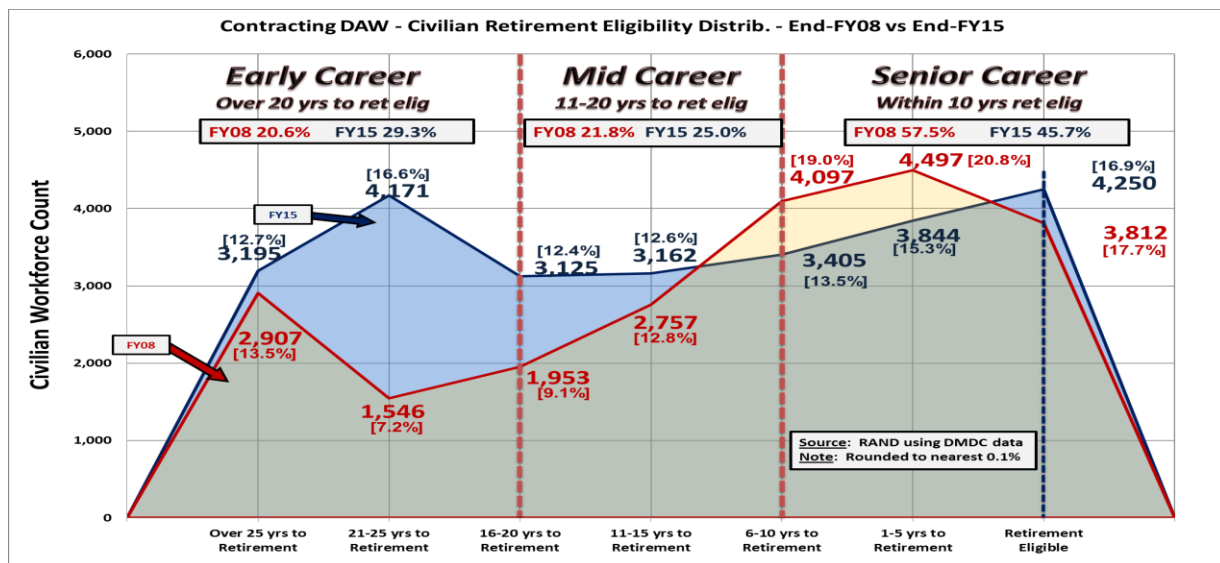
required to execute the Department’s complex contracting mission. By participating in the DCELP, the Functional Leader recognizes the importance of investing in the entry to mid-level workforce to develop ethical, competent, well-trained, and qualified contracting professionals. The DCELP is a tremendous leadership developmental opportunity that has been incorporated into the respective Component Talent Management systems. To date, more than one hundred 1102s have graduated from the DCELP.

3. Challenges

The contracting workforce faces similar challenges to those experienced by the overall acquisition workforce (AWF).

- Under the umbrella of workforce management, there are challenges in hiring, development, and retention.
- The high percentage of senior contracting professionals eligible for retirement in the next 10 years presents challenges to maintaining a well-rounded and technically skilled workforce to execute the Department’s complex mission. The impact of loss from retirees reinforces the need for succession management and the retention and development of the early to mid-career workforce.

Figure 3 shows the workforce eligible to retire in 10 years or less is 11,499, or 45.7 percent. Included in this percentage is the 16.9 percent (4,250) currently eligible to retire, which is an increase of approximately 11 percent from FY 2008. The mid-career group eligible to retire in 11 to 20 years comprises 25 percent (6,287), up from 21.8 percent in FY 2008. The workforce eligible to retire in 21 to 25-plus years has increased from 20.6 percent in FY 2008 to 29.3 percent in FY 2015.



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 3



4. Strategic Focus, Goal, and Objectives

The Contracting Senior Leadership is aligned with the DoD strategic focus to create an agile, high-quality, high-performing defense contracting workforce, empowered to protect the taxpayer and deliver the best possible acquisition outcomes in support of the Warfighter.

Over the next five years, the strategic emphasis for the contracting workforce is to cultivate and institutionalize a culture of development and learning throughout the entire career span of a contracting professional. Led by the Functional Leader, the DoD Contracting Senior Leadership will implement initiatives that:

- focus on targeted continuous learning training and OJT experiences;
- emphasize mentoring opportunities as an important aspect of the job that benefits both new and seasoned employees;
- equip the contracting workforce to excel as business advisors;
- focus on the mastery of the fundamentals of contracting early in a career and enhance and expand fundamental skills through the journey and senior levels of the Contracting Career Field;
- review intern programs for training and certification of contracting professionals with skills immediately useful to the organization;
- strengthen current job rotation/career development programs and opportunities to provide a broad range of experience;
- develop contract writing and other electronic performance support tools that facilitate the application of critical thinking in the creation of written contracts;
- improve training with a focus on skills needed to communicate and negotiate with industry effectively;
- collaborate with Defense Career managers and the Human Resources team to improve hiring and retention, identifying ways to implement and facilitate talent management and the transfer of knowledge;
- continue to improve the skills of the pricing workforce.

5. Critical Skills and Competencies

The Contracting Career Field requires foundational knowledge and skills that all 1102s need to grow and develop, such as critical thinking, sound judgment, communication skills, and basic contracting/cost analysis concepts. The validated Competency Model for the Contracting Career Field includes professional and technical competencies that apply across the spectrum of the workforce. The required proficiency levels increase throughout career progression. Recent contracting competency assessments identified the need to continually improve fundamental contracting skills and depth of knowledge at all levels of the workforce.

6. Career Path

The notional career path for the contracting AWF is shown below:

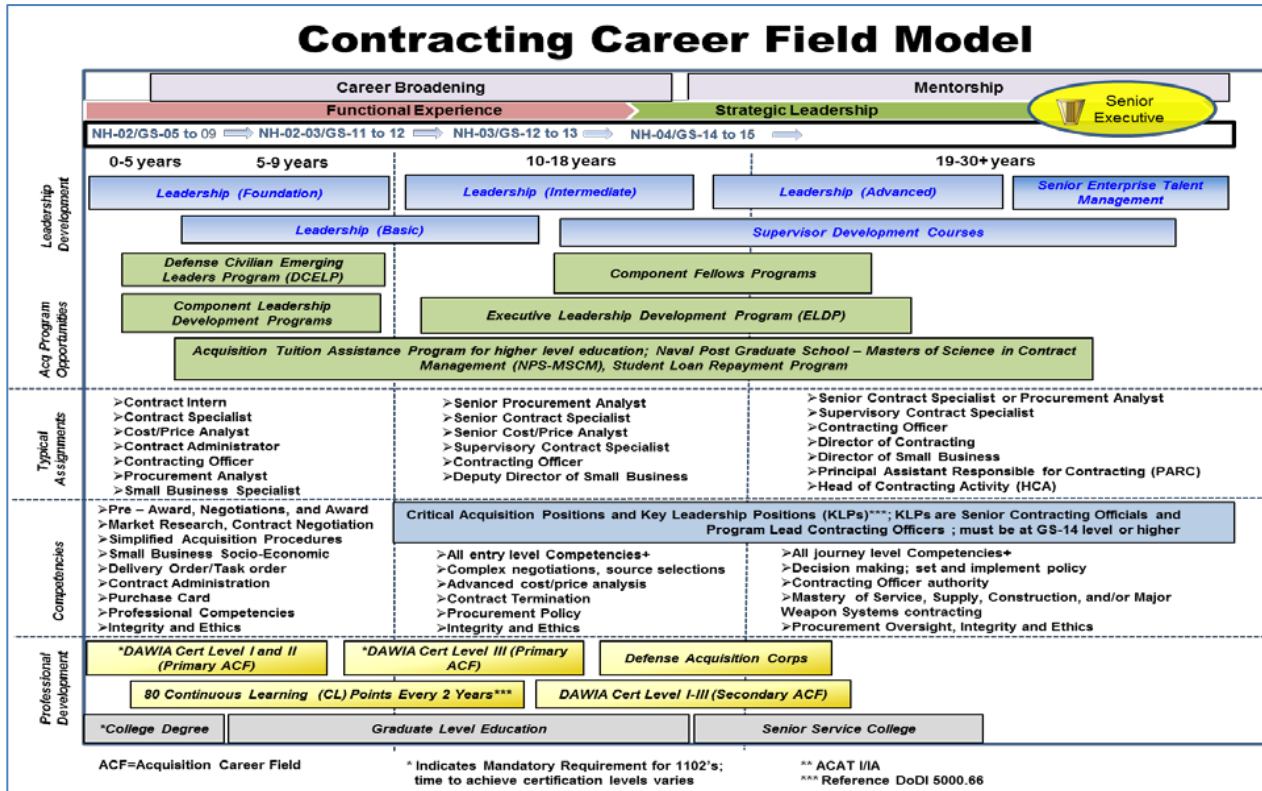


Figure 4

Each Military Department and Fourth Estate Agency has career path guidance. In general, a new 1102 (or military equivalent) first enters a contracting intern program. A contracting professional quickly learns to lead and work with an interdisciplinary acquisition team. The contracting career progression involves growth from a wide variety of OJT experiences, formal training, professional development, and rotational assignments.

7. Summary and Way Ahead

The Department has a more educated and experienced contracting workforce than at any other time in our history. The workforce has demonstrated its resilience, motivation, and dedication in supporting and executing the defense mission. The contracting Senior Leadership is optimistic about the quality and performance of both the current and future contracting workforce. A balance of formal training and OJT experience is essential for the development of a contracting professional who knows how to communicate and craft a balanced business deal with industry. This results in optimal contractor performance, providing timely delivery of services and products needed by the Warfighter. The Department's continued investment in improving the skills and capabilities of the contracting workforce is vital to the Nation's military readiness and increased buying power.

Appendix 11 – Engineering

Overview of Functional Area

The Deputy Assistant Secretary of Defense for Systems Engineering (DASD(SE)) is the Functional Leader for the Engineering (ENG) acquisition workforce (AWF) career field. The ENG workforce is comprised of over 41,000 military and civilian employees located all over the United States as well as abroad (see Figure 1).

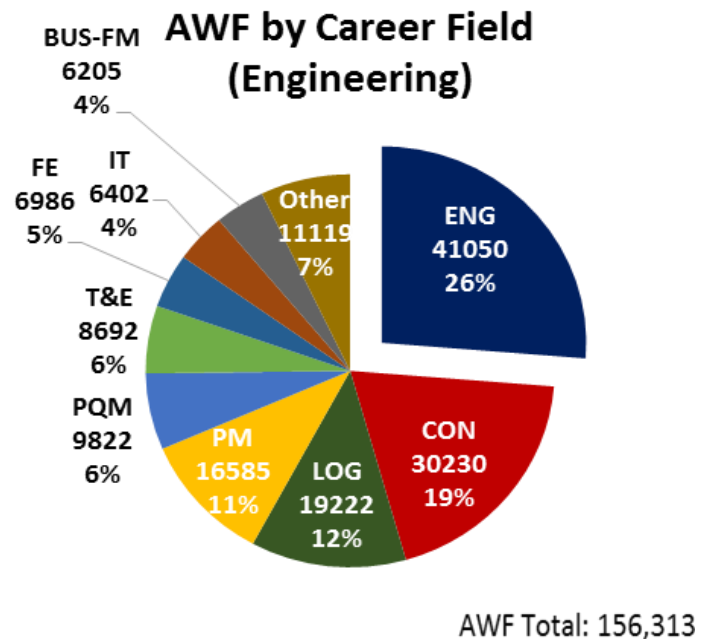
1. Description of Workforce and Key Responsibilities

Engineering is critical to the acquisition process, and members of the ENG AWF are responsible for planning, organizing, monitoring, managing, analyzing, overseeing, and/or performing research and engineering activities within defense acquisition programs. The ENG AWF has a vital role in fielding high-quality, affordable, supportable, and effective defense systems. Its role requires evolving and verifying an integrated, total life cycle, balanced set of systems, people, and process solutions that both satisfy the customer’s needs and meet Department of Defense (DoD) affordability goals. This requires technical competency, critical and strategic thinking, understanding of various product domains, and knowledge of technical disciplines. Specific expertise is demonstrated by the ENG AWF’s ability to lead, organize, analyze, conduct, and/or monitor engineering activities in a functional specialty relating to the design, development, fabrication, installation, modification, sustainment, and/or analysis of systems or system elements. Additionally, the ENG professional must be well-versed in DoD 5000-series policy documents and current issues in systems acquisition management.

ENG AWF members may hold a variety of positions, including: project engineer, scientist, supervisory project engineer, engineer, computer engineer/scientist, operations research analyst, software engineer, or naval architect. An ENG AWF member may also hold a specialty engineering position, such as materials or structures engineer, reliability engineer, design engineer, or cost engineer.



Ms. Kristen Baldwin
Deputy Assistant Secretary of Defense for Systems Engineering (Acting)



Data Source: At&L DataMart as of Sept 30, 2015

Figure 1



2. Current Acquisition Engineering Workforce Metrics/Demographics

Figure 2 provides a number of pertinent statistics describing the ENG AWF. Data for FY 2008 and FY 2015 are provided to display trends of overall improvement in many areas.

Human Capital Fact Sheet								
Defense Acquisition Workforce Engineering	FY 2008				FY 2015			
	Engineering Civilian (Civ)	Engineering Military (Mil)	Total Engineering (Civ+Mil)	Defense Acquisition Workforce	Engineering Civilian (Civ)	Engineering Military (Mil)	Total Engineering (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	32,385	2,116	34,501	125,879	39,437	1,613	41,050	156,313
Change in size from 2008	-	-	-	-	22%	-24%	19%	24%
Civilian/Military Composition	94%	6%	-	88% / 12%	96%	4%	-	90% / 10%
Educational Attainment								
Bachelor's Degree or Higher	98%	95%	98%	77%	99%	98%	99%	84%
Graduate Degree	36%	45%	36%	29%	41%	62%	42%	39%
Certification								
Level I or Higher Achieved	78%	57%	77%	72%	89%	79%	88%	85%
Level II or Higher Achieved	70%	25%	68%	61%	79%	53%	78%	74%
Level III Achieved	58%	8%	55%	36%	59%	22%	57%	44%
Position Certification Requirement Met or Exceeded	67%	31%	64%	58%	82%	60%	81%	76%
Within 24 Months of Certification Requirement	18%	52%	20%	27%	15%	37%	16%	21%
Does Not Meet Certification Requirement	15%	17%	15%	14%	2%	3%	3%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	60%	8%	57%	62%	38%	1%	37%	40%
Average Age	44.6	32.5	43.8	45.7	44.1	32.2	43.6	45.1
Workforce Life-Cycle Model (YRE)*	27/24/49(%)	-	-	20/23/57 (%)(Civ)	33/20/46(%)	-	-	25/23/52(%)
% Future/Mid-Career/Senior	16.7	8.9	16.2	17.3	15.6	9.3	15.3	15.2
Retirement Eligible*	3,965(12%)	-	-	19,051(17%) (Civ)	6,186(16%)	-	-	22,436(17%)
Retirement Eligible w/in 5 Years*	4,804(15%)	-	-	21,315(19%) (Civ)	7,262(18%)	-	-	25,749(19%)
Total Gains/Losses*	4,050/4,197	-	-	14,245/15,030 (Civ)	4,865/2,517	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.
*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Figure 2

3. Functional Initiatives and Major Accomplishments

To achieve these objectives, the ENG community has undertaken multiple workforce improvement initiatives. The top three initiatives (and the HCI Strategic Goal that each supports) include:

- Strengthen Organic Engineering Capabilities (GOAL 2) – led by the Air Force and part of USD(AT&L)'s Better Buying Power 3.0, this initiative focuses on strengthening the Department's organic engineering workforce to support the United States in retaining its technological superiority and managing its portfolio of defense systems. As part of this initiative, the Services are developing unique metrics that will be used to monitor the health of their engineering capabilities and resources (competencies, tools, infrastructure, and data). The next step will be for the Services to conduct self-assessments of their in-house engineering capabilities and resources, as well as to identify specific organic engineering technical gaps that are creating risk in the management of their products and services portfolios.
- Systems Engineering Competency Career Model (SECCM) (GOAL 2) – led by the Deputy Assistant Secretary of the Navy for Research, Development, Test, and Evaluation (RDT&E), this initiative focuses on developing a validated Competency Model to support the career development of systems engineers. The Navy, with participation from the other Services and the DASD(SE), has drafted a base set of systems



engineering competencies that are aligned with the ENG AWF competency model. The Navy has initiated the process of validating the SECCM through the Uniform Guidelines for Employee Selection, and the validated Competency Model is ultimately expected to benefit the entire Department.

- Engineering Workforce Data Demographics Baseline (GOAL 4) – led by the Air Force, this initiative focuses on identifying comparable data to understand the ENG workforce across all Components, ascertain trends, and identify gaps that affect strategic workforce planning. The data metrics working group has identified a broad set of possible tracking metrics, and it is in the process of formalizing a process to obtain this data on a regular basis.

4. Strategic Focus, Goals, and Objectives

The strategic focus of the DASD(SE), in the role of Functional Leader for the ENG AWF career field, is to ensure the Department’s ENG workforce is trained, qualified, and certified to support the engineer’s vital role in fielding high-quality, affordable, supportable, and effective defense systems. Success in this area requires technical competency, critical and strategic thinking, knowledge of multiple product domains, and familiarity with other engineering disciplines. To meet these demands, DASD(SE) partners with DoD Components in pursuit of the shared goal of building the ENG AWF’s capability and capacity to meet current and future needs. The objectives of this partnership include:

- Recruit a qualified and capable workforce;
- Develop and maintain a competent workforce; and
- Retain a qualified and capable workforce.

5. ENG Workforce Competencies

In FY 2013, DASD(SE) completed an update to the ENG workforce competency model (see Figure 3). This model represents the Department’s complex ENG requirements and is composed of four primary Units of Competence under which fall the 41 ENG Competencies.

ENG Career Field Units of Competence and Competencies – Version 2015			
Analytical	Technical Management	Professional	Business Acumen
Mission Lead Assessment	Decision Analysis	Problem Solving	Industry Awareness
Stakeholder Requirements Definition	Technical Planning	Strategic Thinking	Organizations
Requirements Analysis	Technical Assessment	Professional Ethics	Cost, Pricing, and Rates/Cost Mgt.
Architecture Design	Configuration Management	Leading High-Performance Teams	Cost Estimating
Implementation	Requirements Management	Communication	Financial Reporting and Metrics
Integration	Risk Management	Coaching and Mentoring	Business Strategies
Verification	Data Management	Managing Stakeholders	Proposal Process
Validation	Interface Management	Mission and Results Focus	Supplier Management
Transition	Software Engineering Mgt.	Personal Effectiveness/Peer Interaction	Industry Motivation, Incentives, and Rewards
Design Considerations	Acquisition	Sound Judgment	Negotiations
Tools and Techniques			

Figure 3

6. Engineering Competency Framework and Career Model

The DASD(SE) has drafted a high-level Competency Framework and Career model (see Figures 4 and 5) to illustrate the multiple competency areas necessary to support the Department’s engineering requirements. This framework is intended to demonstrate how the multiple competency models (the Occupational Series, acquisition ENG Career Field Competency Model, specialty engineering competency requirements, etc.) relate to one another. The inverse triangle illustrates a career model—the progressive development of employees’ competencies as they move through their careers.

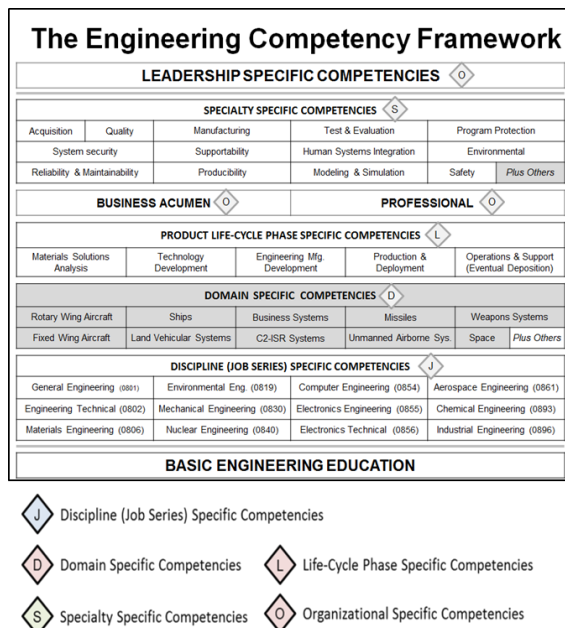


Figure 4

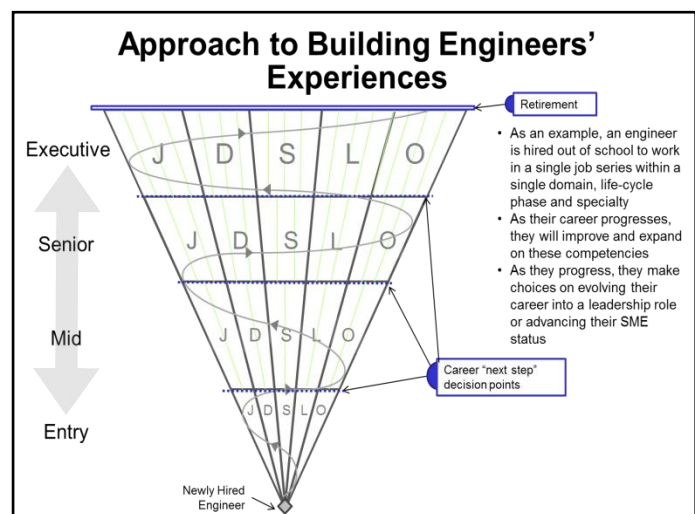


Figure 5

7. Challenges and Way Ahead

The DASD(SE) has identified three broad categories of workforce challenges: 1) the ability to recruit a qualified and capable workforce; 2) the ability to develop and grow that workforce to meet current and future needs; and 3) the ability to retain that workforce. These challenges align directly with the DASD(SE) objectives for the ENG community.

As the U.S. industrial production index continues to improve, private sector growth creates greater competition for engineering talent. Compounding the increasing demand issue is the fact that the United States is not producing enough Science, Technology, Engineering, and Mathematics (STEM) graduates to meet these workforce demands. In addition, according to a 2015 survey by Universum, engineering undergraduate students in the United States do not rank the Department (or any of the Services) among their top 10 ideal employers.¹⁸ Instead, the survey results show that U.S. engineering undergraduate students rank National Aeronautics and Space Administration as their top employer of choice, followed by Google, Boeing, Tesla, and SpaceX.

Given the fact that over 34 percent of the current ENG workforce is currently eligible, or will be eligible to retire by 2021, this factor presents a significant challenge for the Department in its attempts to fill requirements for new engineering talent (See Figure 6).

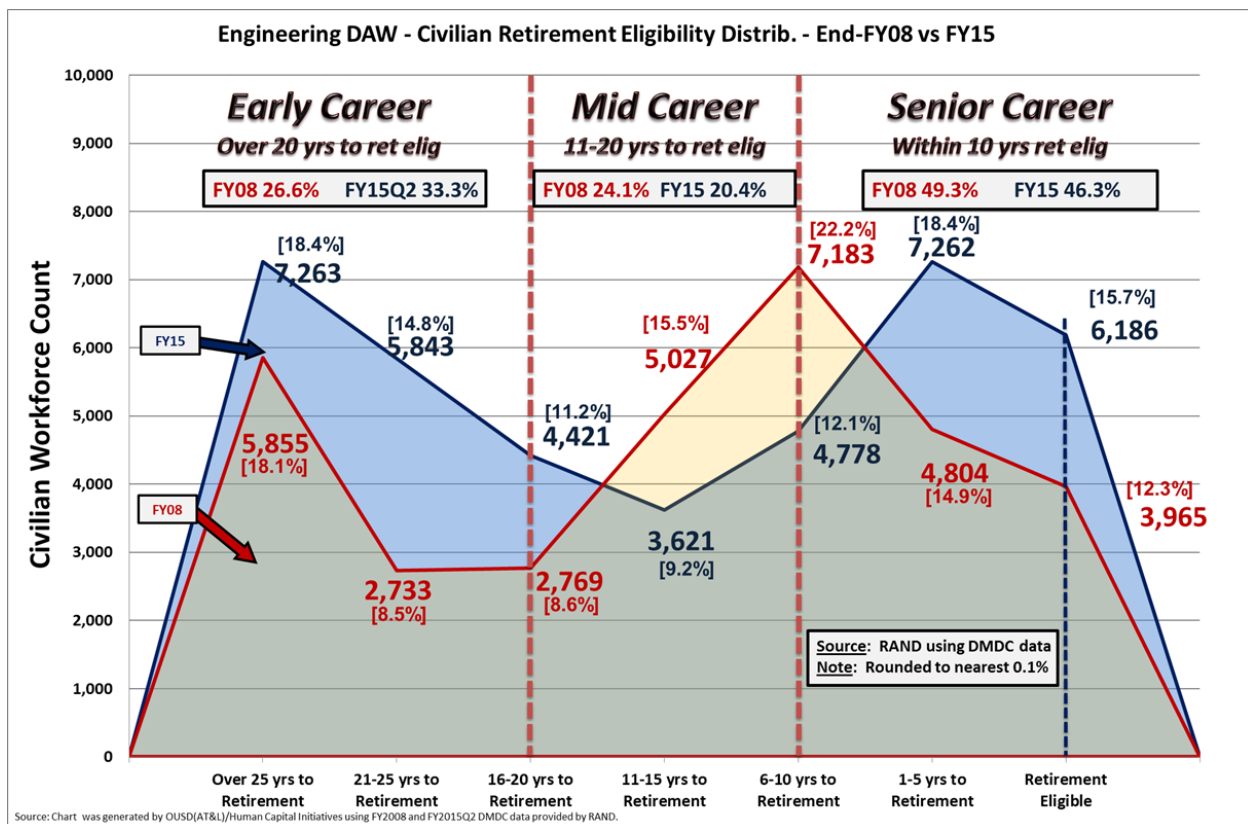
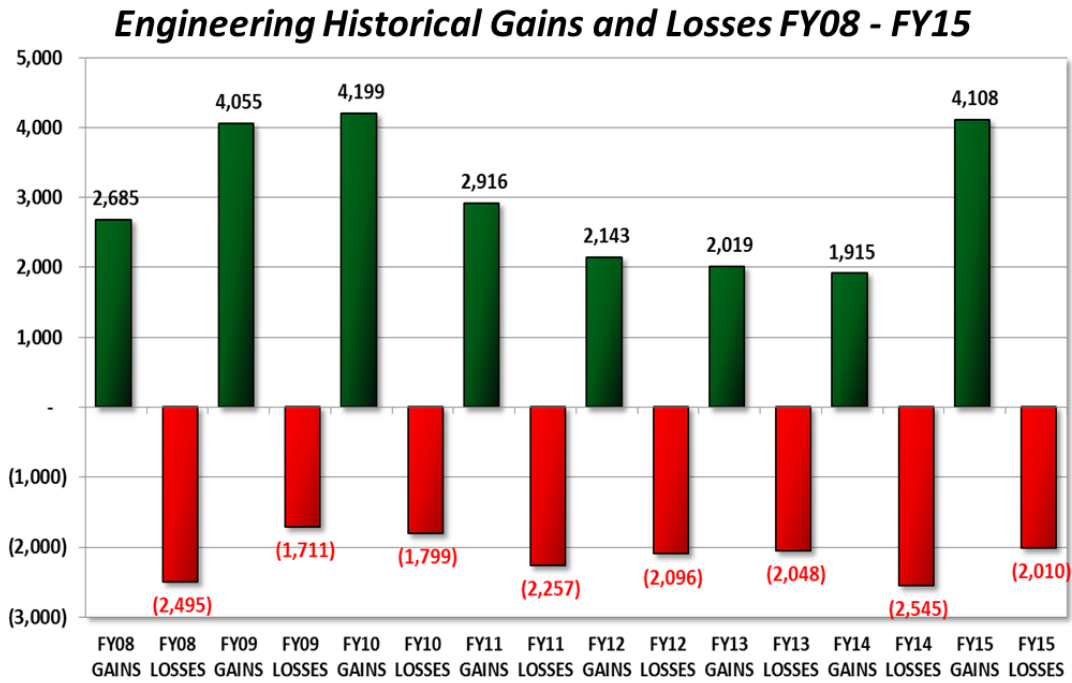


Figure 6

¹⁸ “United States of America's Most Attractive Employers - Engineering Students 2015” (Universum Global RSS) <http://universumglobal.com/rankings/united-states-of-america/student/2015/engineering/>



To meet this challenge, the Department must continue—and even expand, as appropriate—the hiring and developmental programs that target new hires, even during these difficult fiscal times. So far, the Department has been successful in growing the ENG AWF through use of several programs. As represented in Figure 7, the ENG gains and losses from FY 2008 through FY 2015 show a positive growth of 7,079 within the ENG workforce, with 24,040 gains against 16,961 losses. The use of initiatives and incentives, such as Defense Acquisition Workforce Development Fund, student loan repayments, and ongoing training and advanced degree tuition assistance programs, have been successful at building capability and capacity.



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 7

Appendix 12 – Facilities Engineering

1. Workforce Description and Key Responsibilities

The Facilities Engineering (FE) career field encompasses a variety of professional individuals with diverse skills focused on the design, construction, and life cycle maintenance of military installations, facilities, civil works projects, airfields, roadways, and ocean facilities. It involves all facets of life cycle management from planning through disposal, including design, construction, environmental protection, base operations and support, housing, real estate, and real property maintenance. Additional duties include advising or assisting commanders and acting as, or advising, program managers and other officials as necessary in executing all aspects of their responsibilities for facility management and the mitigation / elimination of environmental impact in direct support of the defense acquisition process.



2. Demographics

As shown in Figure 1, the FE career field encompasses 5 percent of the Acquisition Workforce (AWF). The current FE Defense AWF count is 6,986, up from 4,920 in FY 2008—a total increase of 2,066 (see Figure 2). The FE Defense AWF count was at its highest point (8,356) in FY 2005 and its lowest point (3,927) in FY 2006. As the Army and the Air Force continue to assimilate positions into the FE career field, significant increases in the workforce size are expected in FY 2016 and FY 2017. The Agencies with the largest increases since FY 2008 are Navy, Army, and Air Force, with increases of 1,359 (35 percent), 509 (52 percent), and 160 (2667 percent), respectively. The certification and within grace period rate for the workforce has steadily increased in the last five years.

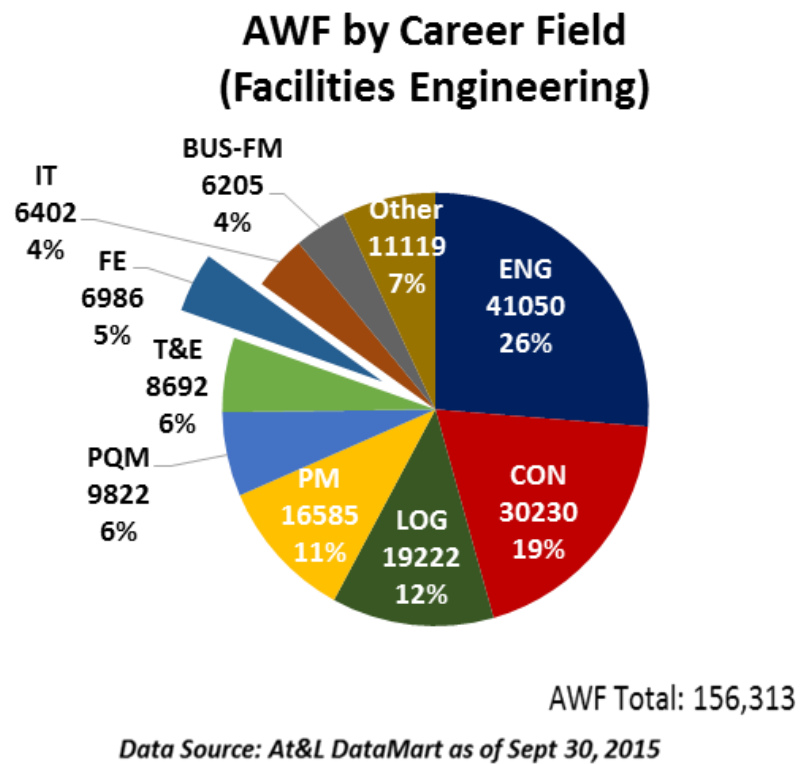


Figure 1

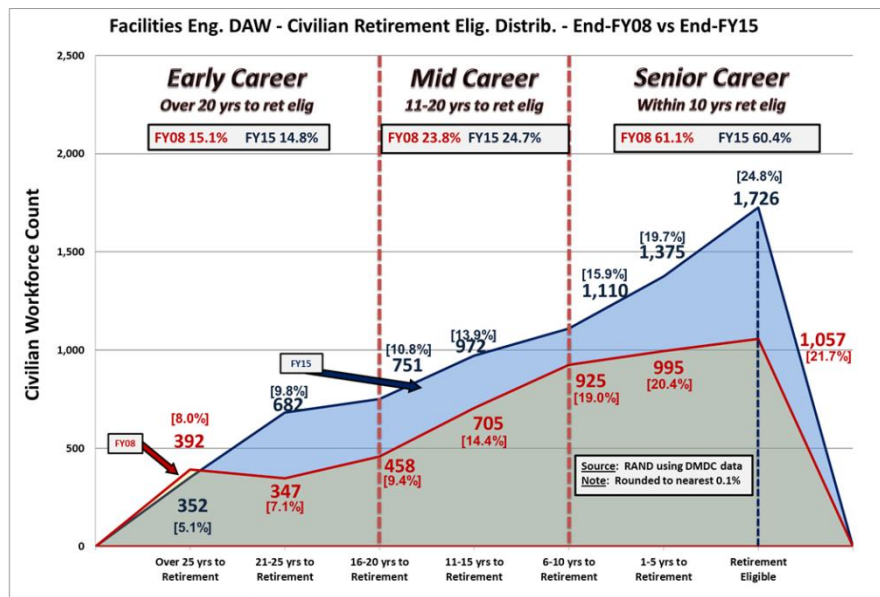


Human Capital Fact Sheet								
Defense Acquisition Workforce Facilities Engineering	FY 2008				FY 2015Q4			
	FE Civilian (Civ)	FE Military (Mil)	Total FE (Civ+Mil)	Defense Acquisition Workforce	FE Civilian (Civ)	FE Military (Mil)	Total FE (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	4,919	1	4,920	125,879	6,983	3	6,986	156,313
Change in size from 2008	-	-	-	-	42%	200%	42%	24%
Civilian/Military Composition	100%	0%	-	88%/ 12%	99.96%	0.04%	-	90%/ 10%
Educational Attainment								
Bachelor's Degree or Higher	77%	0%	77%	77%	80%	100%	80%	84%
Graduate Degree	20%	0%	20%	29%	29%	100%	29%	39%
Certification								
Level I or Higher Achieved	47%	0%	47%	72%	81%	0%	81%	85%
Level II or Higher Achieved	41%	0%	41%	61%	79%	0%	79%	74%
Level III Achieved	0%	0%	0%	36%	29%	0%	29%	44%
Position Certification Requirement Met or Exceeded	40%	0%	40%	58%	76%	0%	76%	76%
Within 24 Months of Certification Requirement	44%	100%	44%	27%	22%	100%	22%	21%
Does Not Meet Certification Requirement	16%	0%	16%	14%	2%	0%	2%	4%
Planning Considerations								
%Baby Boomer / Traditional Gen.	72%	0%	72%	62%	52%	0%	52%	40%
Average Age	48.8	23.0	48.7	45.7	49.5	38.3	49.5	45.1
Workforce Life-Cycle Model (YRE)*	15/24/61(%)	-	-	20/23/57 (%)(Civ)	15/25/60(%)	-	-	25/23/52(%)
%Future/Mid-Career/Senior								
Average Years of Service	18.6	1.0	18.6	17.3	17.4	13.0	17.4	15.2
Retirement Eligible*	1,057(22%)	-	-	19,051(17%) (Civ)	1,726(25%)	-	-	22,436(17%)
Retirement Eligible w/ 5 Years*	995(20%)	-	-	21,315(19%) (Civ)	1,375(20%)	-	-	25,749(19%)
Total Gains/Losses*	1,344/825	-	-	14,245/15,030 (Civ)	1,466/1,111	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Data Mart.
*Analysis support from RAND using FY2008 and FY2015 DMDC data.

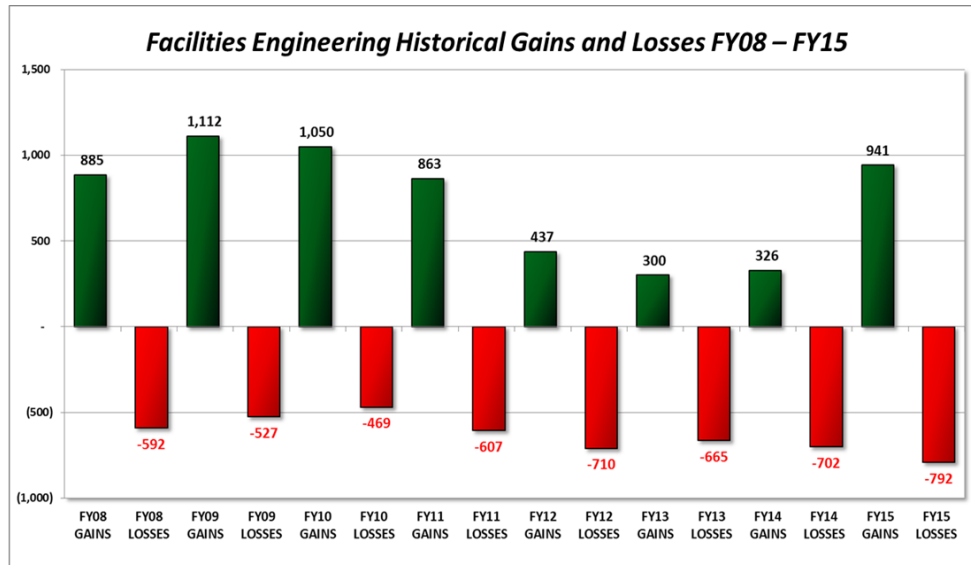
Figure 2

Figure 3 documents the FE workforce retirement profile. At the end of FY 2015, 24.8 percent of the civilian FE workforce was eligible to retire. Additionally, 35.6 percent of the workforce was eligible to retire within the next ten years. As outlined in Figure 4, losses have exceeded gains in the FE workforce from FY 2012 to FY 2014. During FY 2013 and FY 2014, the losses were more than double the gains in the workforce. While that trend appears to reverse in FY 2015, the growth in the career field in FY 2015 was a direct result of the Air Force and the Defense Commissary Agency assimilating additional positions into the FE workforce and not a result of recruitment or retention initiatives.



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 3



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 4

3. Accomplishments in Career Field

During the previous five years, the FE Functional Leader and Functional Integrated Product Team (FIPT) have worked to update and verify the competencies for the career field. The updated competencies were published in FY 2014, and DAU and the FE FIPT revised the FE Level III course curriculum in FY 2015. The new course will be launched in FY 2016, providing training that better fits the needs of the workforce. As the training was improved, the Army and the Air Force began to assimilate additional employees into the career field.

4. Challenges

The top challenge for the FE workforce continues to be recruitment and retention of a highly qualified workforce. As outlined in the previous section, we are continually losing more FE workforce members than we are gaining. Initiatives must be pursued to increase workforce recruitment in the Future and Mid-Career Groups. A related challenge is ensuring that the Senior Career Group shares its subject matter expertise and valuable knowledge with the Future and Mid-Career Groups before retiring. While the make-up of the FE workforce will change as the Army and the Air Force continue to appropriately code positions, the FE workforce will still have a large population of employees eligible to retire in 10 years. Mentoring and developmental assignment initiatives should be expanded across the workforce to ensure the knowledge gained by these employees does not leave the workforce when they retire. Effective workforce planning and management will help mitigate the loss of experienced workforce members. To address the foreseeable gaps left in the workforce from retirement of highly qualified workforce members, strengthening leadership development in the FE workforce is a must. Presently, each Component provides leadership development opportunities. The FE FIPT needs to pursue a review of the leadership opportunities across the Department to determine if a more robust, FE-centric leadership program needs to be established.



5. Strategic Focus, Goals, and Objectives

In order to address the recruitment and retention challenges of the workforce, FE leadership must ensure continuous succession planning to build the talent pool for the career field. Initiatives to sustain technical expertise must be pursued. This is challenging to initiate across the FE workforce due to the variety of occupational series that the career field includes. The workforce is comprised of Civil Engineers, Electrical Engineers, Mechanical Engineers, Realty Specialists, Interior Designers, Physical Scientists, and Program/Project Managers, to name just a few. The FE FIPT must continue its attempts to determine the technical expertise needed for all occupations in order to provide appropriate training for the entire workforce. Another objective of the FE FIPT is to significantly expand the quantity of online Continuous Learning Modules available for the FE workforce. These courses will provide technical knowledge in a variety of FE subject matters to address the gamut of FE occupations.

6. Critical Skills and Competencies

The FE career field has six broad competency areas: Construction, Risk Management, Acquisition, Sustainability, Design, and Planning. The first three listed are the high priority competencies for the career field. In addition to the updated course curriculum, an increased focus is needed on construction management and risk management skills. Additional online modules, as well as developmental assignments, will be pursued in order to increase knowledge in these areas.

7. Career Path

The notional career path for the civilian FE workforce is shown below.

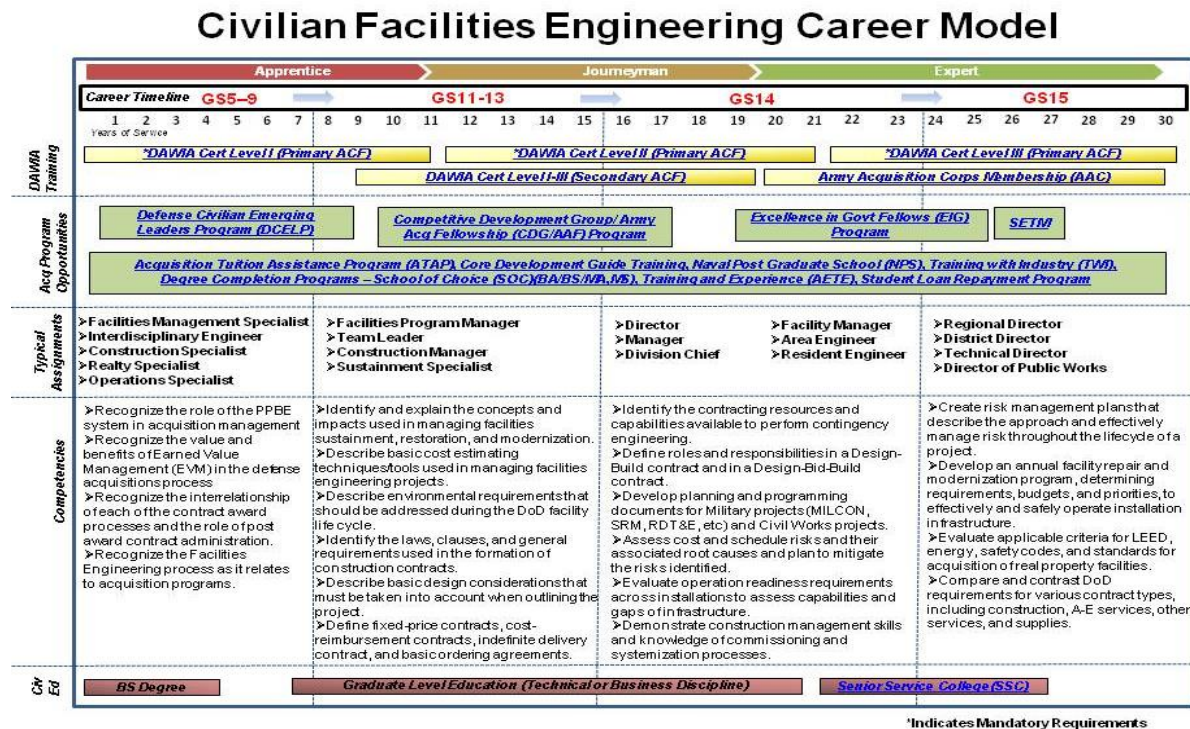


Figure 5



8. Summary and Way Ahead

The FE workforce encompasses a variety of career fields focused on design, construction, and life cycle maintenance of military facilities. Through continual efforts to recruit, retain, and train the workforce, the quality and professionalism of the FE workforce will increase and seamless execution of assigned projects will result. An increased focus on leadership development and technical expertise will provide valuable support to the DoD Acquisition process.

Appendix 13 – Information Technology

Overview of Functional Area

Since FY 2010, the Department of Defense (DoD) Information Technology (IT) acquisition workforce (AWF) has been the subject of extraordinary improvement efforts. The Office of the DoD Chief Information Officer (CIO), as the IT acquisition Functional Leader (FL), has partnered with the Defense Acquisition University (DAU), the Office of the Under Secretary of Defense for Acquisition, Technology, and Logistics (USD(AT&L)), Human Capital Initiatives (HCI), and a strong and supportive IT Functional Integrated Product Team (FIPT) to:

- Upgrade the stature of the IT acquisition career field;
- Improve the DAU curriculum offerings to benefit both the IT career field and other career fields that use IT competencies; and
- Take a DoD-wide leadership role in developing course content in key emphasis areas that include: Cybersecurity, Agile IT, Defense Business Systems, and IT services (such as Cloud).



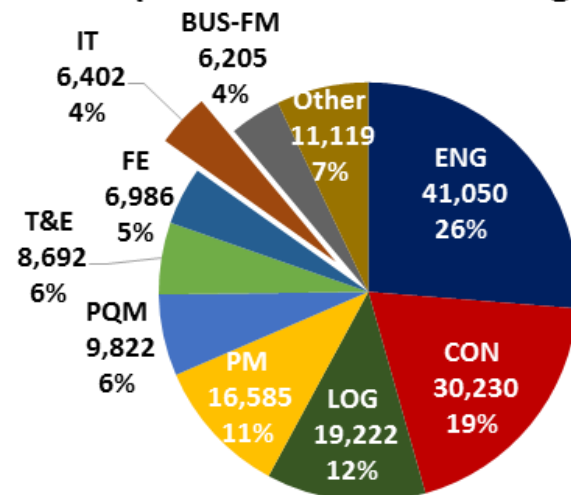
Stephanie Keith
IT Functional Leader
(Acting)

1. Workforce Description and Key Responsibilities

The IT acquisition workforce is responsible for developing and applying IT program management approaches; emerging IT acquisition strategies; cybersecurity; basic concepts of software engineering and development activities; enterprise architecture; IT systems engineering; IT-related performance measures and quality management; acquisition planning, solicitation, and administration; test and evaluation processes; verification and validation processes; and fielding and sustaining IT systems.

There has been increasing recognition, both within the Department and across the Federal IT acquisition landscape, of the need to acquire IT and cyber capabilities more efficiently and effectively. Section 875 of the FY 2010

AWF by Career Field (Information Technology)



AWF Total: 156,313

Data Source: At&L DataMart as of Sept 30, 2015

Figure 1



National Defense Authorization Act set out a requirement for the Department to establish a strategic plan to strengthen the IT AWF. Accordingly, the IT FL developed a Strategic Plan, approved by the USD(AT&L) and the DoD CIO, to meet this requirement and to establish a strategic focus with aligned goals and objectives.

2. Demographics

As shown in Figure 1, the current IT AWF numbers 6,402, up from 3,934 in FY 2008—a total increase of 2,468. The Components with the largest increases since FY 2008 are the Navy, the DoD Defense Health Agency, and the Air Force, with increases of 1,862 (206 percent), 194 (1,293 percent), and 183 (19 percent), respectively. The Components with the largest decreases since FY 2008 are the Army and the DoD Human Resources Activity, and DAU with decreases of 82 (-5 percent), 2 (-67 percent), 1 (-17 percent) respectively. Figure 2 below shows the Human Capital fact sheet.

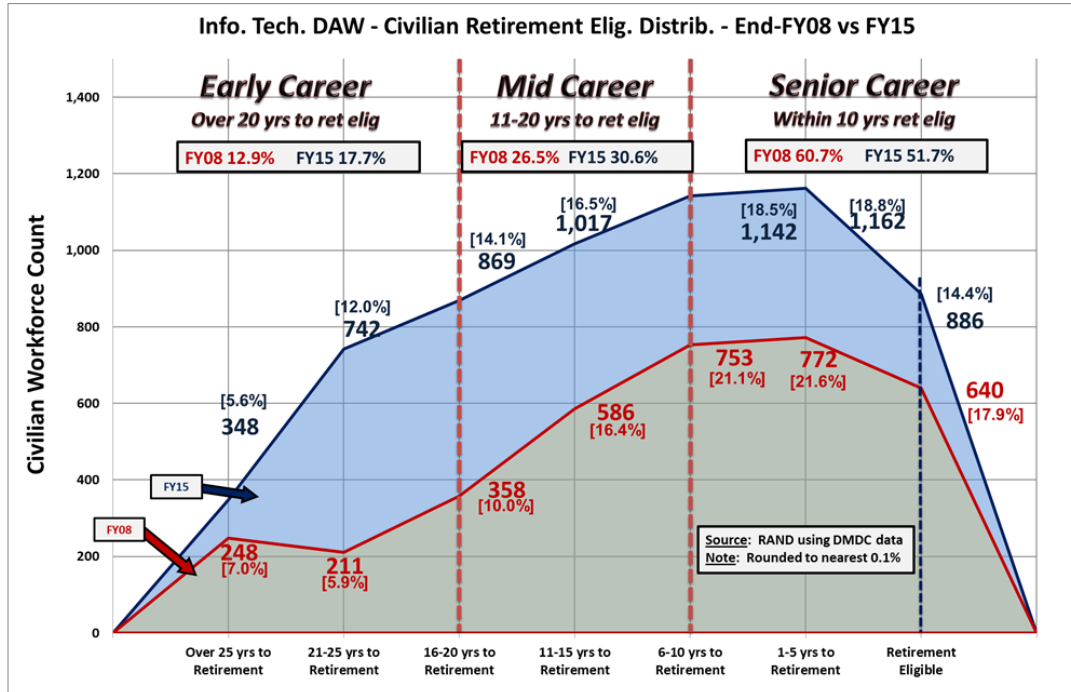
Human Capital Fact Sheet								
Defense Acquisition Workforce Information Technology	FY 2008				FY 2015Q4			
	IT Civilian (Civ)	IT Military (Mil)	Total IT (Civ+Mil)	Defense Acquisition Workforce	IT Civilian (Civ)	IT Military (Mil)	Total IT (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	3,579	355	3,934	125,879	6,200	202	6,402	166,313
Change in size from 2008	-	-	-	-	73%	-43%	63%	24%
Civilian/Military Composition	91%	9%	-	88%/ 12%	97%	3%	-	90%/ 10%
Educational Attainment								
Bachelor's Degree or Higher	55%	85%	58%	77%	64%	82%	65%	84%
Graduate Degree	18%	43%	20%	29%	26%	43%	26%	39%
Certification								
Level I or Higher Achieved	58%	28%	55%	72%	75%	28%	74%	85%
Level II or Higher Achieved	40%	9%	37%	61%	59%	9%	58%	74%
Level III Achieved	20%	4%	19%	36%	31%	2%	30%	44%
Position Certification Requirement Met or Exceeded Within 24 Months of Certification Requirement	37%	10%	35%	58%	66%	16%	64%	76%
Does Not Meet Certification Requirement	35%	74%	38%	27%	28%	71%	30%	21%
Does Not Meet Certification Requirement	28%	16%	27%	14%	6%	13%	6%	4%
Planning Considerations								
%Baby Boomer / Traditional Gen.	75%	13%	70%	62%	45%	2%	43%	40%
Average Age	48.7	37.2	47.7	45.7	47.7	34.5	47.3	45.1
Workforce Life-Cycle Model (YRE)*	13/26/61(%q)	-	-	20/23/57 (%q)(Civ)	18/31/52(%q)	-	-	26/23/52(%q)
Average Years of Service	18.2	13.7	17.8	17.3	13.7	12.5	13.7	15.2
Retirement Eligible*	640(18%q)	-	-	19,051(17%q)(Civ)	886(14%q)	-	-	22,436(17%q)
Retirement Eligible w/ 5 Years*	772(22%q)	-	-	21,315(19%q)(Civ)	1,162(19%q)	-	-	25,749(19%q)
Total Gains/Losses*	932/1,352	-	-	14,245/15,030 (Civ)	1,413/742	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.

*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Figure 2

The IT acquisition retirement eligibility profile is: 51.7 percent (3,190) with 10 years or less to retirement eligibility; 14.4 percent (886) currently eligible to retire; 30.6 percent (1,886) with 11 to 20 years to retirement; and 17.7 percent (1,090) with 21 to 25+ years to retirement, as depicted in Figure 3.



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 3

Current IT AWF Metrics

The IT FL, supported by the IT FIPT, established three key performance metrics for the AWF in 2011. Since then, these metrics have been tracked and reported on at quarterly IT FIPT meetings.

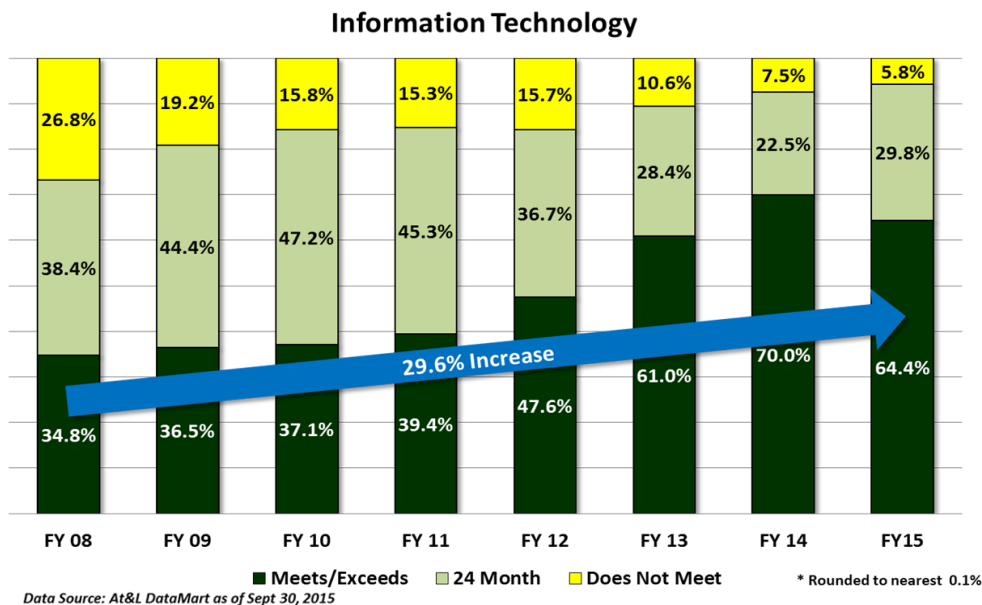
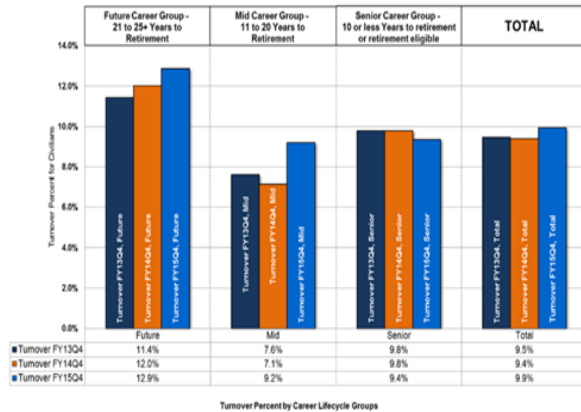


Figure 4: IT Acquisition Workforce Certification Rate

- The first performance metric is the percent of IT acquisition members that are certified for the position they are in (certification rate). In FY 2008, the IT acquisition certification rate was 34.8 percent, the lowest of any acquisition career field. In FY 2014, the certification rate peaked at 70 percent; it is now at a slightly lower 64.4 percent due to personnel recoding. In any event, the improvement is significant and is at least partly the result of the management attention brought to bear by having Component FIPT representatives report on progress at each FIPT meeting. Figure 4 below depicts the rise in certification rate over the last eight years.
- The second performance metric is the percent of the IT AWF with a bachelor’s degree or higher. Even though a college degree is not a requirement to be a member of the IT career field, a more educated workforce is commonly considered to have greater professional capacity, as well as the critical thinking skills emphasized in Better Buying Power 3.0. The percent of IT workforce members with a bachelor’s degree or higher rose from 58 percent in FY 2008 to 65 percent at present. During this period, the percent of the defense-wide AWF with a bachelor’s degree or higher rose from 77 percent to 84 percent (see Figure 2).
- The third performance metric is the turnover rate for employees in the IT acquisition career field. The turnover rate in FY 2009 was 12.3 percent for IT, compared to 6.8 percent for the defense AWF as a whole. In the fourth quarter of FY 2015, the turnover rate was 9.9 percent, while the overall defense AWF was just under 7 percent. On its own, a high turnover rate is not necessarily a good or bad thing. It could signify employees taking higher-level jobs in another career field, for example. However, the fact that IT AWF turnover is consistently 3 to 4 percent higher than that of the defense-wide AWF necessitates further examination. Below, Figure 5 shows the turnover rate within the IT AWF, while Figure 6 shows the turnover rate of the defense-wide AWF.

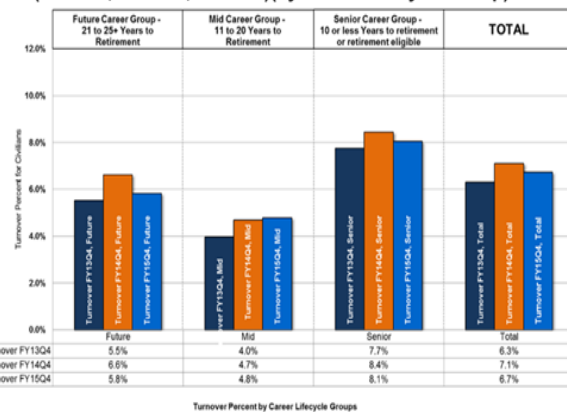
**Defense Acquisition Workforce Turnover - IT (Civilian)
(FY13Q4, FY14Q4, FY15Q4)(by Career Lifecycle Group)**



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 ODMC data provided by RAND

Figure 5

**Defense Acquisition Workforce Turnover - AT&L (Civilian)
(FY13Q4, FY14Q4, FY15Q4)(by Career Lifecycle Group)**



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 ODMC data provided by RAND

Figure 6



These performance metrics demonstrate how improvements in the effective and efficient acquisition of DoD IT investments can affect the AWF. Continued analysis of these metrics will aid in the evaluation of the effectiveness of initiatives.

3. Accomplishments in Career Field

Guided by the IT AWF strategic plan, the following notable steps have been taken to date:

- In FY 2010, the DoD AWF strategic plan added IT to the list of mission-critical career fields.
- In FY 2011, DAU began marketing its Mission Assistance support to Major Automated Information Systems programs.
- In FY 2011, the USD(AT&L) initiated an annual IT Achievement Award as part of the acquisition awards program.
- In FY 2011, the USD(AT&L) designated the “IT Program Lead” as an IT Key Leadership Position (KLP).
- In FY 2012, after a comprehensive review, the IT FL signed out an updated competency model that included a set of 42 IT competencies. These competencies are reviewed and updated annually.
- In FY 2013, DAU and the IT FL jointly conducted a review of existing DAU IT courses and developed a plan to improve currency, alignment with DoD policies, and coverage of updated competencies, while minimizing gaps and overlaps in the courses.
 - In October FY 2015, as a result of remarkable collaboration between DAU and the IT FL, each of DAU’s IT courses will meet these goals.
- In FY 2015, with input from and benefit to multiple career fields, DAU released a Cybersecurity distance learning offering. With IT Functional Leader guidance, DAU has embarked on development of distance learning offerings for Risk Management Framework (an implementer’s view), Cloud Computing, Agile Software Acquisition, and Defense Business Systems.

As a mark of continued Government concern about business systems within DoD and other Federal agencies, the General Accountability Office (GAO) recently added “Improving the Management of IT Acquisitions and Operations” to its Federal Government list of high-risk areas (GAO-15-290, February 2015).

4. Challenges Ahead

Almost every day, there are reminders of the criticality of cybersecurity to the Department’s overall mission.

- In FY 2012, with the Office of Management and Budget (OMB) as the lead, the Federal Government created a new occupational category, “IT Program Manager.” This new category is part of a broad-based effort to upgrade the capabilities of IT Program



Managers for IT investments. Reviews of the occupational category should be conducted annually so that adjustments can be made to meet OMB expectations.

- Congressional appropriating legislation, past and present, requires the Department to implement a new acquisition process for IT systems that is designed to include: greater user involvement; multiple, rapidly executed increments of capability; early, successive prototyping; and a modular, open systems approach. This process shares features with “Agile IT,” but much work remains to be done.
- The establishment of IT KLPs is still in its infancy; there are only eight presently in the Department.
- The IT field must bring new talent into the IT AWF with capabilities aligned to existing and emerging needs.
- The DAU IT curriculum, having achieved currency, needs to be continuously refreshed at a rate commensurate with the rapid changes in environment.
- The critical DAU IT competency curriculum needs to be accessible to other career fields.

The USD(AT&L) and the DoD CIO have set high goals, and the success of the last five years indicates that the challenges ahead will be well met. Continued collaboration between the IT FL, DAU, HCI, the FIPT, and partners in other career fields helps ensure that such successes will continue.

5. Strategic Focus, Goals, and Objectives

The IT FL’s strategic focus is to support improvements in the effective and efficient acquisition of DoD IT investments. This will be accomplished by:

- Creating a robust, sustainable IT acquisition community and supporting the development of Program Managers for IT investments;
- Annually refreshing the competency model and career roadmaps for IT acquisition personnel;
- Sustaining learning and growth throughout the professional life cycle; and
- Working across broad stakeholder communities to integrate IT acquisition reforms into IT acquisition curricula.

Specific objectives include:

- Consolidate improvements to the DAU IT curriculum by:
 - Rapid refresh of course materials;
 - Improved accessibility of other DoD acquisition career fields to developed materials about IT skills;



- Collaboration with DAU and other career fields to expand course offerings in Cybersecurity, Agile IT, Defense Business Systems, IT services, and emergent priority areas.
- Continue to track metrics that measure the health and readiness of the IT AWF, particularly the Defense Acquisition Workforce Improvement Act (DAWIA) certification rate;
- Partner with the Program Management FL to develop mechanisms, such as an IT Program Management specialty area, to support the development of software acquisition and other key competencies within the Program Management career field;
- Support the Components in identifying appropriate IT KLPs that reflect the intent of DoD's established KLP policy;
- Support the Components in their efforts to recruit and retain a highly skilled and qualified IT AWF;
- Revitalize the IT Community of Practice into a robust, curated forum for policy dissemination and innovation sharing;
- Support DAU in development of an IT "curriculum next," currently under investigation, with anticipated outcomes that include improved course architectures (accessible to other career fields); quicker refresh cycle; and ability to leverage other DoD and non-DoD learning institutions;
- Maintain a strong IT FIPT, under the leadership of the IT FL, as the primary engine of change for the IT acquisition career field.

6. Critical Skills and Competencies

The IT Acquisition FL, supported by the IT FIPT, comprehensively updated the IT competence set in FY 2013 and has updated the competency list annually since that time. The DAU IT curriculum has also been rigorously updated in the last 18 months to ensure that the 42 established competencies are reflected at the appropriate learning level across all the IT courses. The competency that has emerged as the single most critical across all major career fields is cybersecurity. The IT FL has taken a lead role in the defense AWF Department-wide to develop and deploy courses in cybersecurity and a risk management framework applicable to multiple fields. Additional course development has been proposed in the areas of software assurance and supply chain risk management. The second area of critical concern is the knowledge and skills associated with software acquisition and defense business systems. Efforts are presently underway to provide online course offerings in these areas that can benefit multiple functional areas of the AWF beyond IT.

Career Path

As previously stated, a key strategic goal of the last few years has been to enhance the stature and prestige of the IT acquisition career field. In part, this has occurred naturally as the cost of IT systems failing becomes more widely recognized. At the same time, IT has a less well-defined career path than many other career fields, largely because the work involved is so varied. IT has a well-defined DAWIA certification path for levels I, II, and III (entry level, journeyman, and expert practitioner, respectively)



that sets education, training, and experience requirements. The great challenge ahead is to articulate and develop IT KLPs with each of the Components. The first IT KLP was established by the USD(AT&L) in August 2011. Presently, there are only eight IT KLPs across the entire Department. The IT FL is committed to working closely with the Components to encourage growth in the number of DoD's IT KLPs.

7. Summary

The focus of the IT FL is to create a robust, sustainable IT acquisition community. By partnering with DAU, the USD(AT&L), and the IT FIPT, the IT FL has taken on a DoD-wide role in developing course content and improving curricula that will upgrade the stature and contributions of the IT acquisition career field.



Appendix 14 – International Acquisition

1. Overview of Career Path

The International Acquisition workforce (AWF) executes Department of Defense (DoD) acquisition programs in concert with U.S. allies and foreign partners. Created in 2007, the International Acquisition Career Path guides the development and training of the workforce across four broad international acquisition activities: international cooperative programs; defense sales and transfers; acquisition strategy development; and technology security and foreign disclosure. The Director for International Cooperation (IC), under the Under Secretary of Defense for Acquisition, Technology, and Logistics (USD(AT&L)), is the Functional Leader for the International Acquisition Career Path. In this role, he develops policy, training programs, retention plans, and professional development initiatives to ensure the health of the workforce and its ability to meet DoD requirements.



Over the past several years, the International Acquisition career path has evolved to support personnel in all phases of the acquisition lifecycle. In FY 2014, the USD(AT&L) expanded the workforce beyond its initial tie to the Program Management functional area to include all Defense Acquisition Workforce Improvement Act (DAWIA) functional areas. The Military Departments and DoD agencies are currently reviewing all their acquisition coded personnel to determine which positions should be coded for international acquisition, and they are updating personnel systems accordingly. In late FY 2014, the Defense Acquisition University released a revamped, resident-based, intermediate level international acquisition course that ensures workforce training is current and addresses the growing trend toward increased international cooperation in defense acquisition.

2. Strategic Focus, Goals, and Objectives

The International Acquisition Functional Leader is implementing an international acquisition career path and leadership development effort that enables the workforce to capitalize on acquisition partnership opportunities with foreign partners. Several steps are required to ensure the workforce reaches that goal. DoD organizations must finish coding all international acquisition-related positions to understand the size, breadth, and skills of the workforce. With that data, the Director, IC, can work with the Military Departments and DoD Agencies to match training, retention, and development programs with the needs of the workforce and DoD acquisition leaders. Finally, the Director, IC, will work with the Military Departments and DoD agencies to finalize career path guidance for the workforce and develop a robust workforce that supplies DoD leaders a cadre of future international acquisition leaders.

IACP Workforce Size		Civilian		Military	
Total	2916	2855	98%	61	2%
Army	54	54	100%		0%
DoN	1308	1294	99%	14	1%
Air Force	1550	1503	97%	47	3%
DISA	1	1	100%		0%
MDA	3	3	100%		0%

Table 1: International Acquisition Workforce



3. Critical Skills and Competencies

The international AWF requires skills across all the functional areas to meet DoD national security goals. However, the nature of international acquisition also requires unique skills not associated with other functional areas. Unique international acquisition critical skills and competencies include:

- Technology security and foreign disclosure—understanding export policies, foreign disclosure guidance, and exportability-related technology security.
- Cooperative acquisition development—analyzing cooperative opportunities and integrating international acquisition and exportability considerations into a weapon system’s acquisition strategy.
- Defense sales and transfers—understanding policies associated with foreign military sales and direct commercial sales; developing foreign military sale or direct commercial sale program plans.
- Export integration—analyzing how exportability planning and implementation promotes development and fielding of exportable systems.

4. Career Path

International AWF career development is guided by each employee’s functional area (e.g., contracting) coupled with training, education, experience, and job opportunities associated with international acquisition. Employees should seek increasing levels of responsibility in a range of international acquisition duty assignments, including cooperative development programs, foreign military sales, and technology security and foreign disclosure. Assignments should include execution of specific projects or programs, as well as staff level assignments where policy is developed. International acquisition training includes three Defense Acquisition University courses that comprise the Career Path’s core training standards; three courses that comprise the unique position training standards; and numerous continuous learning modules. Workforce members may also participate in Defense Institute of Security Assistance Management training for focused learning on Security Assistance programs.

INTL - Functional Area Distribution	Percent of Workforce
Business - Cost Estimating	1.4%
Business - Financial Mgmt	12.7%
Contracting	10.1%
Engineering	22.1%
Facilities Engineering	0.1%
Property	0.0%
Information Technology	0.5%
Life Cycle Logistics	19.9%
PQM	1.0%
Program Management	31.8%
S&T Manager	0.1%
Test and Evaluation	0.3%
Unknown	0.0%
Total	100.0%

Table 2: International Acquisition Workforce Functional Area Composition

5. Summary and Way Ahead

The international workforce is currently healthy and must continue to adapt to the changing environment to serve the needs of DoD leaders. Over the next five years, the Office of the USD(AT&L) will be in a much better position to manage this workforce as it analyzes incoming data on the size of the workforce across all Military Departments, DoD Agencies, and acquisition functional areas. With that data, the Director, IC, will be armed to assess the adequacy of existing programs in meeting workforce needs.

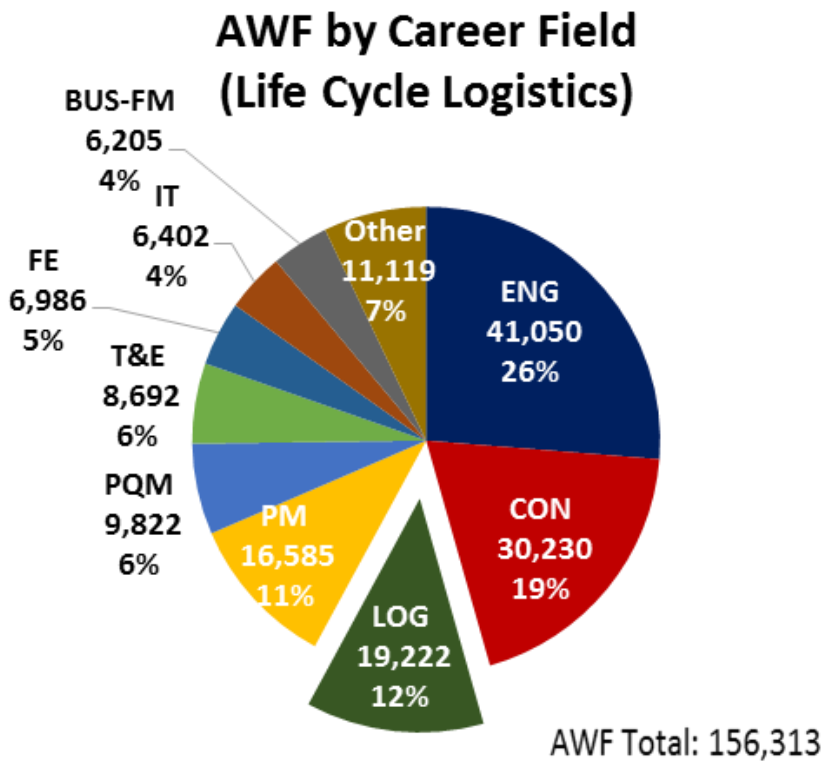
Appendix 15 – Life Cycle Logistics

Overview of Functional Area

The Life Cycle Logistics (LCL) workforce contributes to the successful acquisition and management of major weapons systems, services, and other equipment and support systems by executing critical functions such as logistics planning, management, and support of defense acquisition programs. The Department of Defense (DoD) recognizes the important role of LCL personnel, and it has established positions to meet emergent logistics needs. The LCL community is a mature workforce, with an average of over 15 years of service per employee. More than half of this workforce has a bachelor’s degree or higher, and 97 percent meet the Defense Acquisition Workforce Improvement Act (DAWIA) certification requirements of their job description. The community values education and enables continuing education through a variety of resident and distance learning aides.



Terry Emmert
Deputy Assistant Secretary of Defense for Materiel Readiness



Data Source: At&L DataMart as of Sept 30, 2015

Figure 1



1. Description of Workforce and Key Responsibilities

LCL is a core acquisition management function that ensures the integration of all support elements to maximize deployability, supportability, and mobility of the system throughout the program life cycle. LCL personnel can work in a program office directly in support of the program manager or in other supporting logistics activity offices (e.g., Logistics/Materiel Commands, logistics centers, life cycle management centers, inventory control points, logistics readiness centers, warfare centers, other defense agencies).

While some acquisition workforce (AWF) functional communities are entirely within the AWF, LCL is part of the larger DoD Logistics community. The LCL career field makes up 12 percent of the defense AWF, as shown in Figure 1, and 13 percent of the DoD Logistics community, which has approximately 143,000 total military and civilian members. Initiatives to strengthen the capability of the broader Logistics community and initiatives to improve those in the LCL are mutually beneficial. The DoD Logistics community represents a large logistics-domain experienced source for future LCL AWF members.

The LCL career field includes professionals responsible for the planning, development, implementation, and management of a comprehensive, affordable, and effective systems support strategy. LCL personnel have principal roles during the acquisition, operational sustainment, and disposal phases of the weapon or materiel systems life cycle to:

- Ensure product support strategies meet the program goals for operational effectiveness and system readiness, and facilitate iterative technology enhancements during the system life cycle;
- Ensure supportability requirements are addressed consistently with cost, schedule, and performance;

Human Capital Fact Sheet								
Defense Acquisition Workforce Life Cycle Logistics	FY 2008				FY 2015Q4			
	LCL Civilian (Civ)	LCL Military (Mil)	Total LCL (Civ+Mil)	Defense Acquisition Workforce	LCL Civilian (Civ)	LCL Military (Mil)	Total LCL (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	12,415	946	13,361	125,879	18,195	1,027	19,222	156,313
Change in size from 2008	-	-	-	-	47%	9%	44%	24%
Civilian/Military Composition	93%	7%	-	88% / 12%	95%	5%	-	90% / 10%
Educational Attainment								
Bachelor's Degree or Higher	52%	55%	52%	77%	63%	61%	62%	84%
Graduate Degree	15%	23%	16%	29%	26%	38%	26%	39%
Certification								
Level I or Higher Achieved	70%	40%	68%	72%	84%	61%	82%	85%
Level II or Higher Achieved	49%	16%	47%	61%	74%	29%	71%	74%
Level III Achieved	28%	7%	27%	36%	40%	7%	39%	44%
Position Certification Requirement Met or Exceeded	47%	16%	45%	58%	75%	34%	73%	76%
Within 24 Months of Certification Requirement	31%	64%	33%	27%	22%	58%	24%	21%
Does Not Meet Certification Requirement	22%	20%	22%	14%	3%	7%	3%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	76%	26%	73%	62%	52%	4%	49%	40%
Average Age	48.8	39.6	48.1	45.7	48.6	38.8	48.0	45.1
Workforce Life-Cycle Model (YRE)*	14/24/62(%)	-	-	20/23/57 (%)(Civ)	17/25/58(%)	-	-	25/23/52(%)
% Future/Mid-Career/Senior	17.8	17.2	17.8	17.3	15.5	17.6	15.6	15.2
Retirement Eligible*	2,489(20%)	-	-	19,051(17%) (Civ)	3,386(19%)	-	-	22,436(17%)
Retirement Eligible w/ 5 Years*	2,676(22%)	-	-	21,315(19%) (Civ)	3,612(20%)	-	-	25,749(19%)
Total Gains/Losses*	2,471/1,704	-	-	14,246/15,030 (Civ)	3,140/1,603	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.

*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Figure 2

- Perform an integral role in systems engineering to ensure supportability considerations are implemented during systems design; and
- Plan and develop performance-based logistics (PBL) initiatives as the preferred approach to product support.

As of the end of FY 2015, the LCL Defense AWF count is 19,222, up from 13,361 in FY 2008—a total increase of 5,861. Additional demographic comparisons between FY 2008 and FY 2015 are available in Figure 2.

The LCL Defense AWF count was at its highest point (19,222) in FY 2015 and its lowest point (12,332) in FY 2006. The Agencies with the largest increases since FY 2008 are the Defense Logistics Agency, the Navy, and the Air Force, with increases of 2,514 (6,285 percent), 1,805 (41 percent), and 1,301 (75 percent), respectively. The Agency with the largest decrease since FY 2008 is the Defense Information Systems Agency, with a decrease of 29 percent. Overall gains and losses within the LCL community are shown in Figure 3. Since FY 2008, the LCL workforce enjoys a net gain.

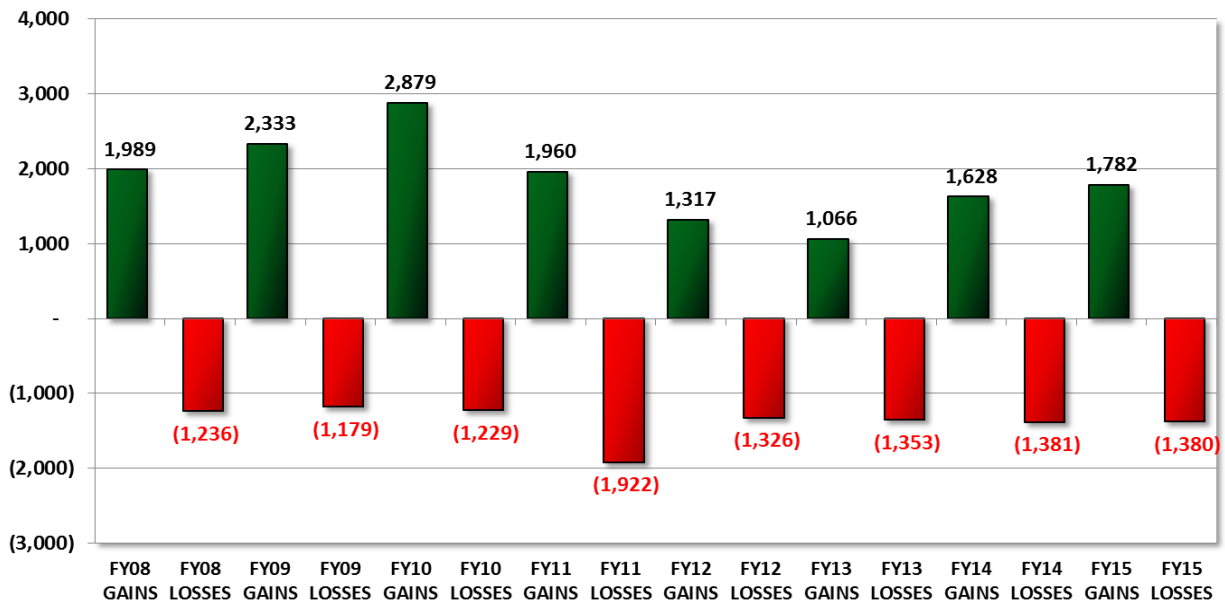


Figure 3

Data Source: At&L DataMart as of Sept 30, 2015

Figure 4 below illustrates changes in the percentage of the LCL Defense AWF that has met or exceeded its DAWIA certification requirements between FY 2008 and FY 2015. The LCL workforce has seen a 28 percent increase in meeting DAWIA certification requirements over this time.

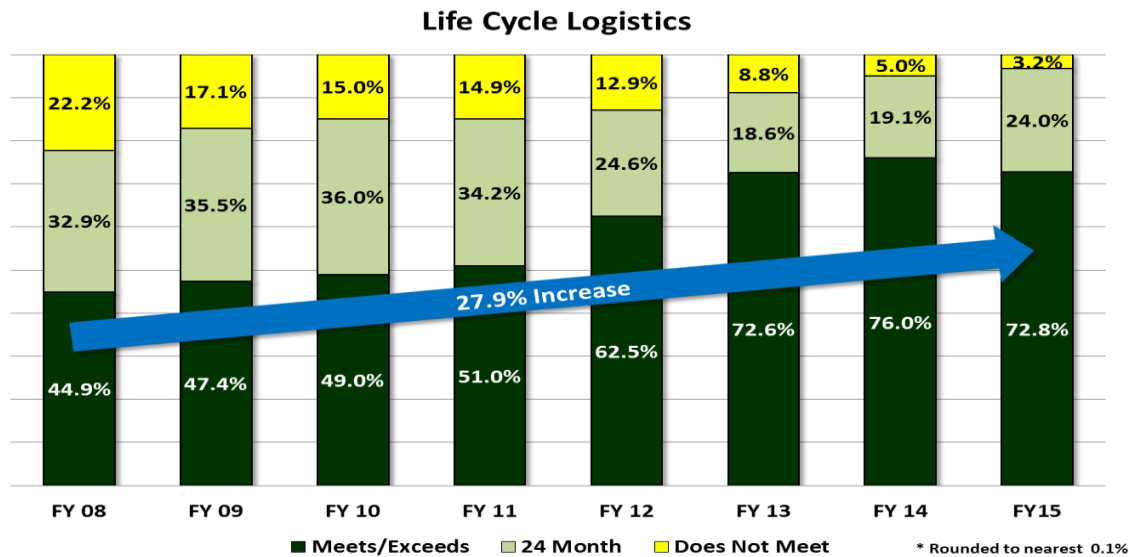
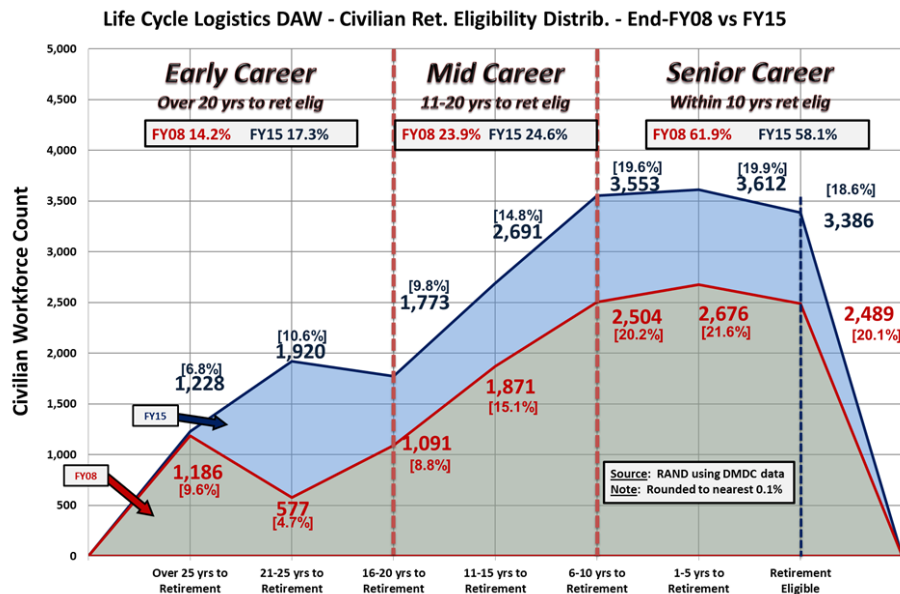


Figure 4

Figure 5 shows the LCL Defense AWF Civilian Retirement Eligibility distribution in FY 2008 versus FY 2015. Although the Senior Careerists make up approximately 60 percent of the current workforce and are eligible to retire in the next ten years, the percentage of Early Careerists has grown from FY 2008 to FY 2015 and now makes up approximately 17 percent of the workforce.



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 5



The LCL Functional Leader has spearheaded initiatives to implement the Product Support Manager (PSM) requirement established in the National Defense Authorization Act for FY 2010 and to improve the professionalism of the LCL workforce. Foremost of these was the creation of the PSM role as a direct report to the Program Manager. This effort included the establishment of PSM roles and responsibilities and implementation by the Services through assignment of appropriate personnel to the role. Second was the development of the LOG 465 Executive Product Support Manager course in conjunction with the Defense Acquisition University. This is a seminar-based course focused on sharpening the skills of personnel occupying the PSM role. The course was successfully deployed in 2014. The third major initiative was the alignment of LCL competencies to the Integrated Product Support Elements. This effort sent a cross-Service and Office of the Secretary of Defense team of LCL professionals to a several day workshop to assess the relevancy and applicability of each LCL competency.

The set of challenges that the LCL Functional Leader will address moving forward includes:

- The changing demographics of the AWF. Nearly 60 percent of the LCL workforce will be eligible to retire within the next ten years.
- Recruiting talent from all sources, including the existing non-LCL logistics workforce, as the mature workforce retires. It is imperative to recruit workers who can handle the full range of diverse tasks and jobs that the logistician faces.
- Determining whether the LCL community must implement a requirement for a bachelor's degree (a positive education requirement).

2. Strategic Focus, Goals, and Objectives

The strategic focus of the LCL Functional Leader is to ensure that the LCL workforce has the tools (policy, position description, career roadmap and certification requirements), training (curriculum, continuous learning) and resources for career development. This includes continued implementation of the PSM position and heightened attention to the health of the LCL career field. Given the fact that approximately 60 percent of the workforce is eligible to retire, the LCL community must focus its efforts on defining policy that addresses recruitment, talent management, and succession planning, as this provides the tools, training, and resources for career development.

3. Critical Skills and Competencies of the LCL AWF

With the development and implementation of the PSM position, there are two critical skills that require further development for members of the LCL career field: 1) Operating and Support (O&S) Cost Management and 2) usage and implementation of PBL within weapons system programs. This second skill facilitates the first. Although neither requires new competencies to be developed within LCL, they may require additional training development or focus.

4. Steps Taken to Develop a Career Path for Civilian and Military Personnel

The typical career path for members of the LCL AWF is shown in Figure 6.



Figure 6

5. Summary and Way Ahead

The LCL community has evolved since the 2010 Workforce Strategic Plan, and it will continue to evolve in the coming years to meet the changing needs of the Warfighter and the acquisition community. Over the next five years, the LCL community will continue its efforts to ensure that current PSMs meet Key Leadership Position requirements and that the next generation of PSMs receives the training and experiences necessary to succeed in leadership roles. The LCL Functional Leader, with the Director, Human Capital Initiatives, will assess the possibility of a positive education requirement for the workforce in the context of comparable education requirements across the entire AWF. The establishment of positive degree requirements will further enable the workforce to have the critical thinking skills required to handle difficult acquisition challenges. Additionally, to ensure the continuing development of skills necessary to manage increasingly difficult situations as members of the LCL workforce mature in their careers, the LCL Functional Leader will continue to work with DAU to ensure that classroom training is relevant and current to the Department's initiatives, including PBL, Better Buying Power, and O&S Cost Management. Logistics and sustainment are becoming increasingly important factors in systems acquisition, and—taken collectively—these actions will ensure that the Department can effectively and affordably support its systems and personnel.

Appendix 16 – Production, Quality and Manufacturing

Overview of Functional Area

The Deputy Assistant Secretary of Defense for Systems Engineering (DASD(SE)) is the Functional Leader for the Production, Quality, and Manufacturing (PQM) acquisition workforce (AWF) career field. The PQM workforce is comprised of nearly 10,000 military and civilian employees spread broadly across the United States as well as abroad (see Figure 1).



Ms. Kristen Baldwin
Deputy Assistant Secretary of Defense for Systems Engineering (Acting)

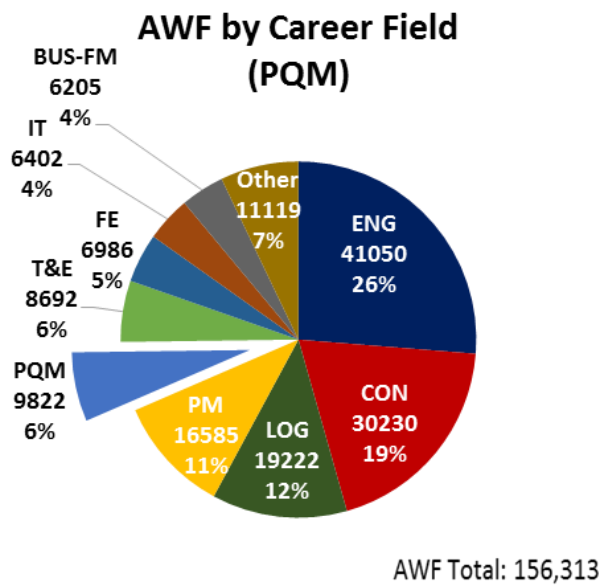


Figure 1

1. Description of Workforce and Key Responsibilities

The specific duties of the PQM workforce fall into two major categories: 1) manufacturing and production (M&P) and 2) quality assurance (QA). The M&P workforce monitors and manages the manufacturing and production activities at industry or Government facilities throughout the system acquisition process; assesses and reports on the availability of resources for production and realistic industry approaches to manufacturing and supply chain management; conducts feasibility assessments of risk during transition periods and throughout the acquisition process; and provides advice, assistance, and recommendations to support “make” or “buy” decisions and alternative production processes. The quality workforce manages QA processes to establish essential quality standards and controls; performs production surveillance and oversight of defense contractors and subcontractors; develops, executes, and evaluates policies, procedures, plans, and test provisions for QA requirements throughout the



various phases of the systems' acquisition cycle; ensures QA plans are integrated into the systems engineering process; and performs process and product-oriented reviews and audits to ensure compliance with QA requirements.

PQM professionals may hold a variety of positions, including: supervisory, production, manufacturing, or industrial engineer; production management; industrial specialist; production officer; general, aerospace, or mechanical engineer; QA supervisor, representative, or staff specialist; mathematical statistician; QA engineer, supervisory and/or quality engineer; supervisory and/or general engineer; pharmacist; physical scientist; chemist; electronic technician; product line specialist, QA director/chief (division, branch or section); and QA surveillance representative/specialist.

2. Current Acquisition PQM Workforce Metrics and Demographics

Figure 2 provides a number of pertinent statistics describing the PQM AWF. Data for FY 2008 and FY 2015 are provided to display the overall improving trends in many areas.

Human Capital Fact Sheet								
Defense Acquisition Workforce Production, Quality and Manufacturing	FY 2008				FY 2015			
	PQM Civilian (Civ)	PQM Military (Mil)	Total PQM (Civ+Mil)	Defense Acquisition Workforce	PQM Civilian (Civ)	PQM Military (Mil)	Total PQM (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	8,445	693	9,138	125,879	9,163	659	9,822	156,313
Change in size from 2008	-	-	-	-	9%	-5%	7%	24%
Civilian/Military Composition	92%	8%	-	88% / 12%	93%	7%	-	90% / 10%
Educational Attainment								
Bachelor's Degree or Higher	40%	83%	43%	77%	42%	87%	45%	84%
Graduate Degree	9%	38%	12%	29%	14%	71%	17%	39%
Certification								
Level I or Higher Achieved	76%	56%	74%	72%	82%	69%	81%	85%
Level II or Higher Achieved	68%	42%	66%	61%	73%	48%	71%	74%
Level III Achieved	13%	23%	14%	36%	21%	29%	21%	44%
Position Certification Requirement Met or Exceeded	65%	43%	63%	58%	74%	55%	72%	76%
Within 24 Months of Certification Requirement	24%	53%	26%	27%	21%	41%	22%	21%
Does Not Meet Certification Requirement	11%	4%	10%	14%	6%	4%	6%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	82%	26%	78%	62%	53%	7%	50%	40%
Average Age	51.0	39.9	50.2	45.7	49.4	39.4	48.8	45.1
Workforce Life-Cycle Model (YRE)*	9/19/71(%)	-	-	20/23/57 (%)(Civ)	14/25/60(%)	-	-	25/23/52(%)
Average Years of Service	21.0	16.2	20.7	17.3	16.9	17.5	16.9	15.2
Retirement Eligible*	2,395(29%)	-	-	19,051(17%) (Civ)	2,008(22%)	-	-	22,436(17%)
Retirement Eligible w/in 5 Years*	1,976(24%)	-	-	21,315(19%) (Civ)	1,809(20%)	-	-	25,749(19%)
Total Gains/Losses*	2,322/1,578	-	-	14,245/15,030 (Civ)	1,210/1,045	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.
*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Figure 2

3. Functional Initiatives and Major Accomplishments

To achieve these objectives, the PQM community has undertaken multiple workforce improvement initiatives. The top two initiatives (and the HCI Strategic Goal they support) are:

- Key Leadership Position (KLP) Joint Qualification Board (GOAL 2): As part of Better Buying Power 3.0, this initiative focuses on prescreening defense AWF personnel to qualify a pool of candidates for these important positions. The Qualification Board will



identify individuals who are prepared to fill mandatory KLPs based on their training, education, and experience. A set of PQM-specific functional requirements have been developed and are posted on the Defense Acquisition University (DAU) website, and the Functional Leader is preparing to conduct the first Qualification Board.

- PQM Competency Model Refresh (GOAL 2): This initiative focuses on updating the competencies to accurately reflect the knowledge, skill, and ability levels required by the workforce to enable DAU to appropriately revise the PQM courses. In May 2015, PQM subject matter experts provided insight on the practical application and required KSA levels for the 92 sub-competencies. The next step will be to review and revise the PQM competencies, as appropriate.

4. Strategic Focus, Goals, and Objectives

As the Functional Leader for the PQM acquisition workforce career field, the DASD(SE)'s strategic focus is to ensure that the PQM workforce is trained, certified, and qualified to meet the Department's complex manufacturing and quality assurance requirements. DoD's M&P and QA professionals play a vital role in fielding high-quality, affordable, supportable, and effective defense systems, which requires technical competency, critical and strategic thinking, knowledge of multiple product domains, and comprehensive knowledge of both the M&P and QA disciplines. To meet these demands, DASD(SE) partners with DoD Components in the shared goal of building the PQM workforce's capability and capacity in order to meet current and future needs. The objectives of this partnership include:

- Recruit a qualified and capable workforce;
- Develop and maintain a competent workforce; and
- Retain a qualified and capable workforce.

5. PQM Workforce Competencies

In FY 2013, DASD(SE) completed an update to the PQM workforce competency model (see Figure 3). This model represents the Department's complex M&P and QA requirements and is composed of 14 Units of Competence (represented by the light blue boxes in Figure 3) under which fall the 37 PQM Competencies.

PQM Career Field Units of Competence and Competencies – Version 2013			
Defense Acquisition Management Process	Cost and Funding	Professional	Business Acumen
Acquisition, Requirements Generation & PPBE	EVMS, WBS & Production Cost Models	Problem Solving	Industry Landscape
Defense Contracting Process	Mfg Cost Drivers DTC Goals, Mfg Investments	Strategic Thinking	Organization
FAR/DFARS, PCO/ACO/COR Roles & Responsibilities	Materials Management	Professional Ethics	Cost, Pricing, and Rates
Contracting Activities (Pre-Awd, Source Selection) & Contract Structure	Maturity, Availability, Suitability, Long Lead, Scale-Up, Special Handling, GFE/M/P/F	High-Performance Teams	Cost Estimating
Surveillance Activities	Process Capability and Control	Communication	Financial Reporting and Metrics
CAS Roles & Responsibilities, and Processes	M&S, CpK, SPC, Proofing, Rates & Yields	Coaching and Mentoring	Business Strategy
Technology and Industrial Base	Quality Management	Managing Stakeholders	Capture Planning and Proposal Process
IB Risks (Single/Sole/Foreign Sources)	Management, Models, Strategy, Planning & Tools	Mission and Results Focus	Supplier Management
IB Programs (S&T, ManTech, DPAS, Title III)	Process Improvements	Personal Effectiveness/Peer Interaction	Industry Motivation, Incentives, Rewards
Systems Engineering Process	Manufacturing Workforce		Negotiations
SE Process, Reviews & Audits, Configuration Management	Number/Mix/Training/Certifications		
Risk Management	Facilities		
IPPD and Producibility	Adequacy of Capabilities/Capacity (e.g. Tooling, Test Equip) – Prime/Sub/Vendor		
	Manufacturing Management		
	Mfg Planning, Scheduling & Control Systems, Mfg Strat/Plan, Industrial Engineering Activities		

Figure 3

6. PQM Competency Framework and Career Model

The DASD(SE) has drafted a high-level Competency Framework and Career Model (see Figures 4 and 5) to illustrate the multiple competency areas necessary to support the Department’s M&P and QA requirements. The framework is intended to answer how the multiple competency models (for example, the Occupational Series, acquisition PQM Career Field Competency Model, and specialty competency requirements, among others) relate to one another. The inverse triangle illustrates a career model—the progressive development of an employee’s competencies as they move through their careers.

Manufacturing & Quality Competency Framework			
LEADERSHIP SPECIFIC COMPETENCIES			
SPECIALTY SPECIFIC COMPETENCIES			
Acquisition	Manufacturing Management	Technology and Industrial Base	Process Capability & Control
Defense Contracting	Cost and Funding	Systems Engineering	Facilities
Surveillance	Material Management	Quality Management	Plus Others
BUSINESS ACUMEN		PROFESSIONAL	
PRODUCT LIFE-CYCLE PHASE SPECIFIC COMPETENCIES			
Materials Solutions Analysis	Technical Development	Engineering Mfg Development	Production & Deployment
			Operations, Support & Eventual Disposition
DOMAIN SPECIFIC COMPETENCIES			
Rotary Wing Aircraft	Ships	Mfg S&T	Missiles
Supply Chain	Land Vehicular Systems	C2-ISR Systems	Remotely Piloted Airborne Sys.
			Space
			Weapons Systems
			Plus Others
DISCIPLINE (JOB SERIES) SPECIFIC COMPETENCIES			
General Engineering (0901)	Industrial Engineering (0896)	Business & Industry Spec. (1101)	Industrial Specialist (1150)
Production Controller (1152)	Quality Assurance Specialist (1910)	Admin & Program Staff (0301)	Plus Others
BASIC MANUFACTURING & QUALITY EDUCATION/TRAINING			

- Discipline (Job Series) Specific Competencies
- Domain Specific Competencies Life-Cycle Phase Specific Competencies
- Specialty Specific Competencies Organizational Specific Competencies

Figure 4

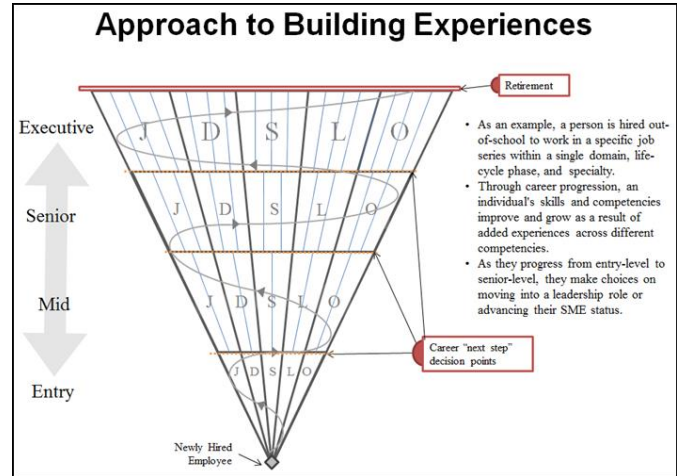


Figure 5

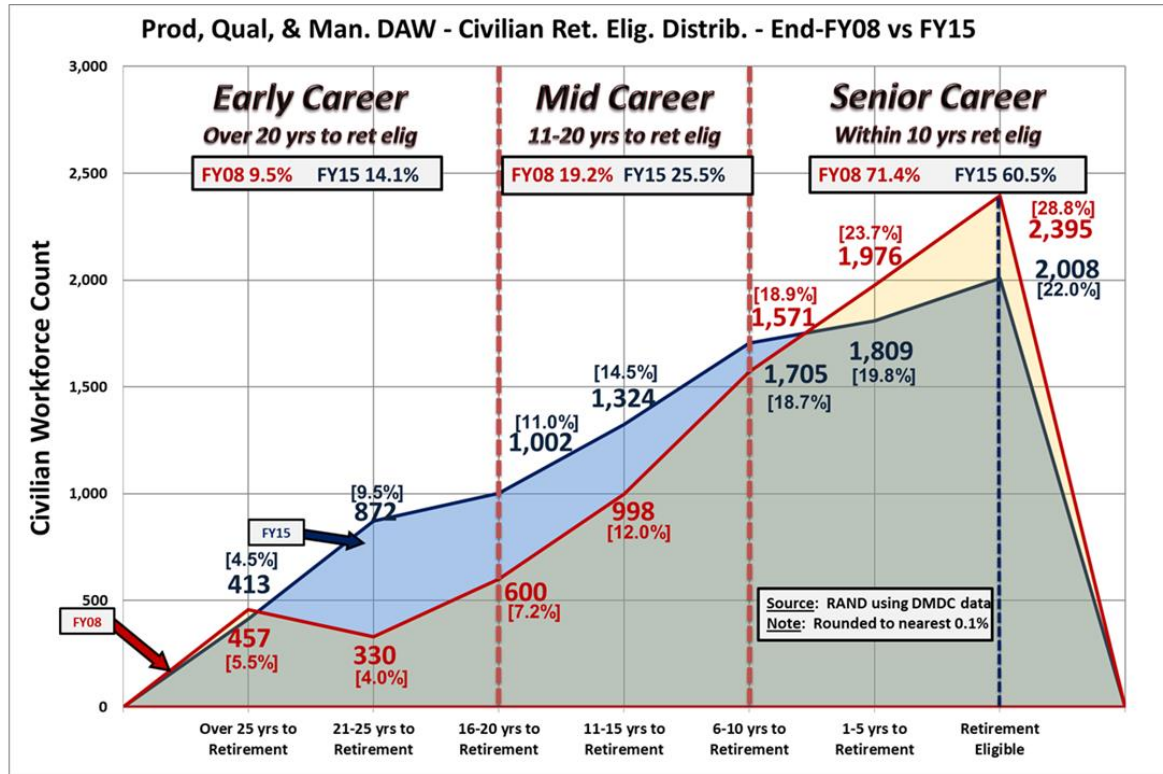
7. Challenges and Way Ahead

The DASD(SE) has identified three major categories of workforce challenges: 1) the ability to recruit a qualified and capable workforce; 2) the ability to develop and grow that workforce to meet current and future needs; and 3) the ability to retain that workforce. These challenges align directly with the DASD(SE) objectives for the PQM community.

As the manufacturing industry deepens its investment in advanced technologies, the skill requirements for manufacturing and quality management jobs are rising. Based on the March 2012 report “Emerging Global Trends in Advanced Manufacturing” by the Institute for Defense Analyses, large investments in automation and information technology are driving a shift from traditional to advanced manufacturing. This change is occurring as the PQM workforce is also aging. According to the Bureau of Labor Statistics’ 2013 Labor Force Statistics, approximately 3.4 million manufacturing workers (nearly 25 percent) are now 55 years of age or older¹⁹. The need to replace these workers as they retire, coupled with the emerging growth of the advanced manufacturing, will drive a demand for individuals with strong science, technology, engineering, and mathematics (STEM) backgrounds capable of overseeing and managing the new automation tools and processes.

¹⁹ Employed Persons by Detailed Industry and Age, 2013 Annual Averages (U.S. Bureau of Labor Statistics) http://www.bls.gov/cps/industry_age.htm

These factors will make it challenging for the Department to fill its requirements, as 22 percent of the PQM civilian workforce is currently eligible for full retirement and an additional 20 percent will become eligible for retirement by 2021 (see Figure 6).



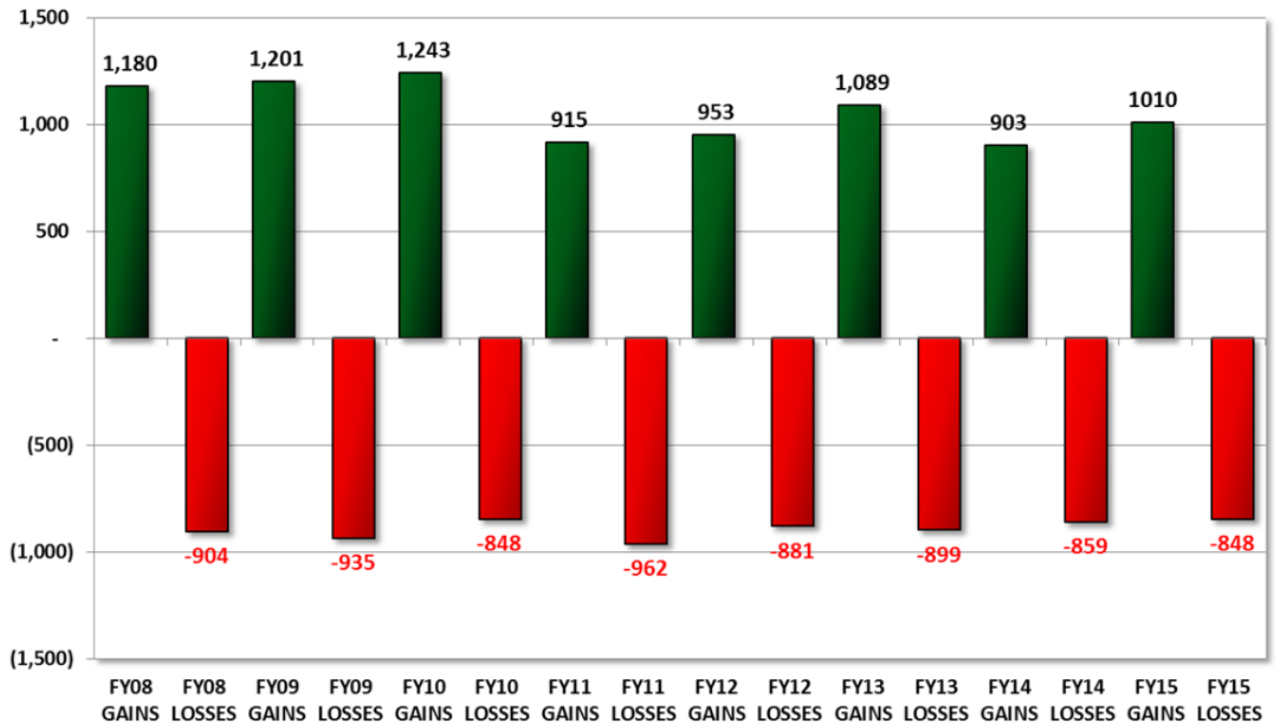
Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 6

To meet this challenge, it will be important that the Department continues—and possibly expands, as appropriate—its hiring and developmental programs that target new hires, even during this difficult budget period. As represented in Figure 7, the PQM gains and losses from FY 2008 through FY 2015 show a positive growth of 1,358 within the PQM workforce, with 8,494 gains against 7,136 losses. The Defense Acquisition Workforce Development Fund, student loan repayments, and ongoing training and advanced degree tuition assistance programs are three successful capability and capacity building initiatives.



PQM Historical Gains and Losses FY08 – FY15



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 7

Appendix 17 – Program Management

Overview of Functional Area

The Principal Deputy Assistant Secretary of Defense for Acquisition is the Program Management (PM) Functional Leader. The PM Functional Leader provides advice to the Under Secretary of Defense for Acquisition, Technology, and Logistics on implementing title 10, U.S.C., section 1702, Defense Acquisition Workforce Improvement Act, and is responsible for the leadership and oversight of career development requirements for the PM community across the Department of Defense (DoD).



James MacStravic
*Principal Deputy
Assistant Secretary of
Defense (Acquisition)*

1. Description of Workforce and Key Responsibilities

The PM workforce consists of individuals who lead or support the efficient and effective integration of all efforts and resources needed for the successful acquisition, sustainment, and management of major weapon systems, services, and other equipment and support systems required to respond to military requirements. The fundamental responsibilities of the PM community are to:

- balance the many factors that influence cost, schedule, and performance;
- interpret and execute the requirements of the DoD 5000 series regulations;
- ensure that high quality, affordable, supportable, and effective defense systems and services are delivered as quickly as possible.

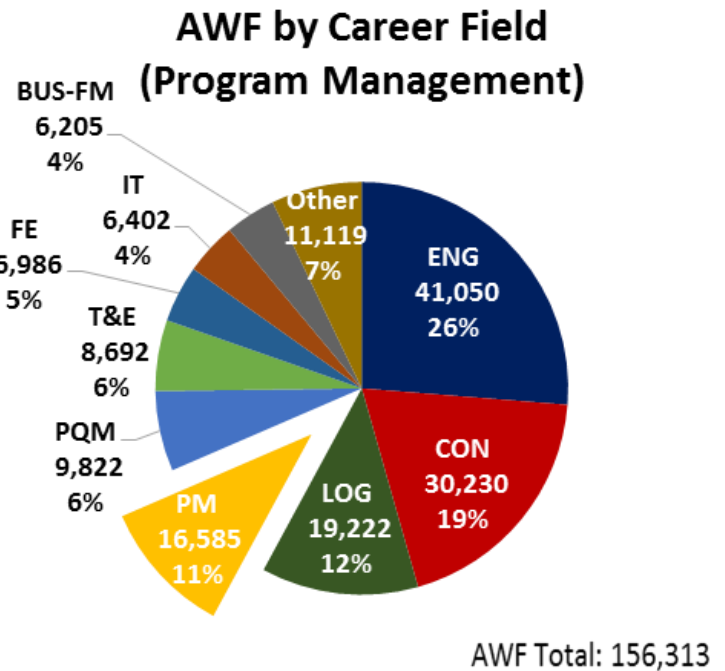
This workforce is comprised of individuals of all levels of seniority, although the PM community is staffed by more senior personnel (many of whom bring other acquisition functional experience) than other acquisition functional areas. The PM workforce is involved with all phases of a program’s life cycle. The members work closely with members of all other acquisition functional areas and routinely interact with stakeholders outside the Department. As integrators of the efforts and products needed to acquire and sustain a program, members must be knowledgeable and skilled in multiple disciplines, including leadership, contracting, cost estimating, systems engineering, science and technology, life cycle logistics, test and evaluation, and information management and technology, to name just a few.

PM professionals principally serve in a wide range of Program Management Office (PMO), acquisition staff, and Program Executive Office (PEO) positions. In addition to fulfilling the roles of program managers, program executive officers, and their deputies, PM professionals will also support the PMO as program control staff, program integrators, and analysts. Positions in these offices will sometimes include or be referred to as Product Officer and Project Officer, depending on the parent Service’s vernacular, the size of the system or service acquired, and the relationship with other systems. PM workforce members are also involved in acquisition oversight and other support offices. Here they can provide technical expertise to the program office or communicate program office issues to leadership or outside stakeholder organizations.

2. Demographics

As of 4th Quarter FY 2015, the size of the PM Defense Acquisition Workforce (AWF) is 16,585, representing an increase of 3,804 since FY 2008. As shown in Figure 1, the PM Defense AWF accounts for 11 percent of the total Defense AWF.

The retirement eligibility shown in Figure 2 describes the PM AWF retirement profile. At the end of 4th Quarter FY 2015, 17.3 percent of the civilian PM AWF was eligible to retire. Additionally, 60.4 percent of the workforce was eligible to retire within the next ten years—a drop since FY 2008 that indicates a more stable workforce. The gains and losses graphic in Figure 3 outlines how PM AWF gains exceeded losses through FY 2013; gains were nearly double the losses from FY 2009 through FY 2011. Losses exceeded gains in FY 2014, and gains exceed losses through 4th Quarter FY 2015. While the overall trend is positive, the PM workforce is still on pace for losses to exceed gains in the near future, mostly in the Senior Career Group (having 10 or less years to retirement).



Data Source: At&L DataMart as of Sept 30, 2015

Figure 1

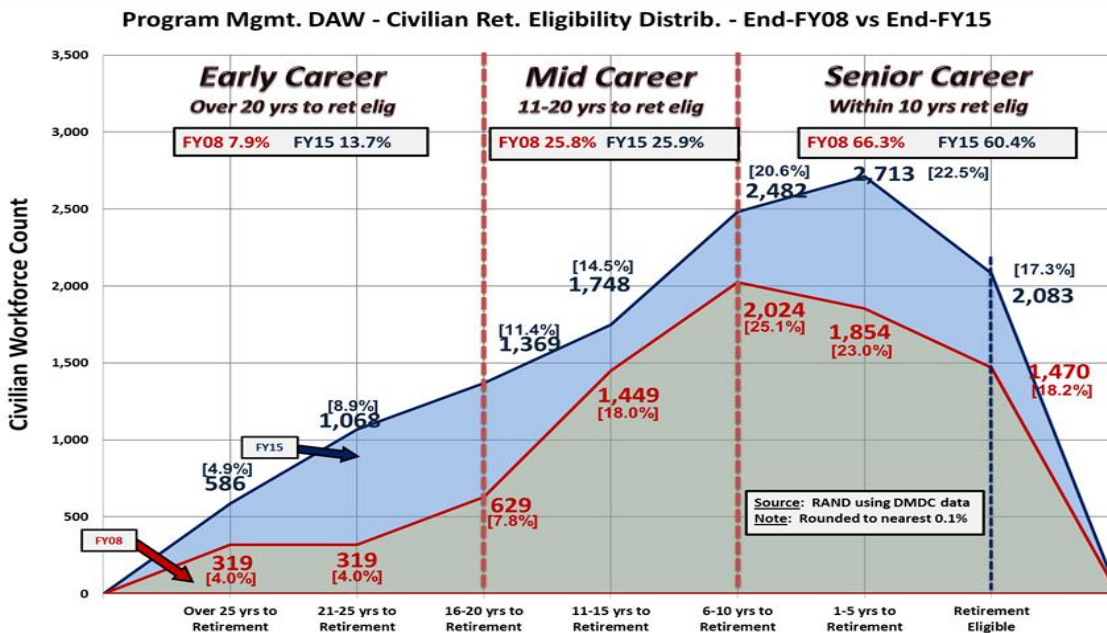
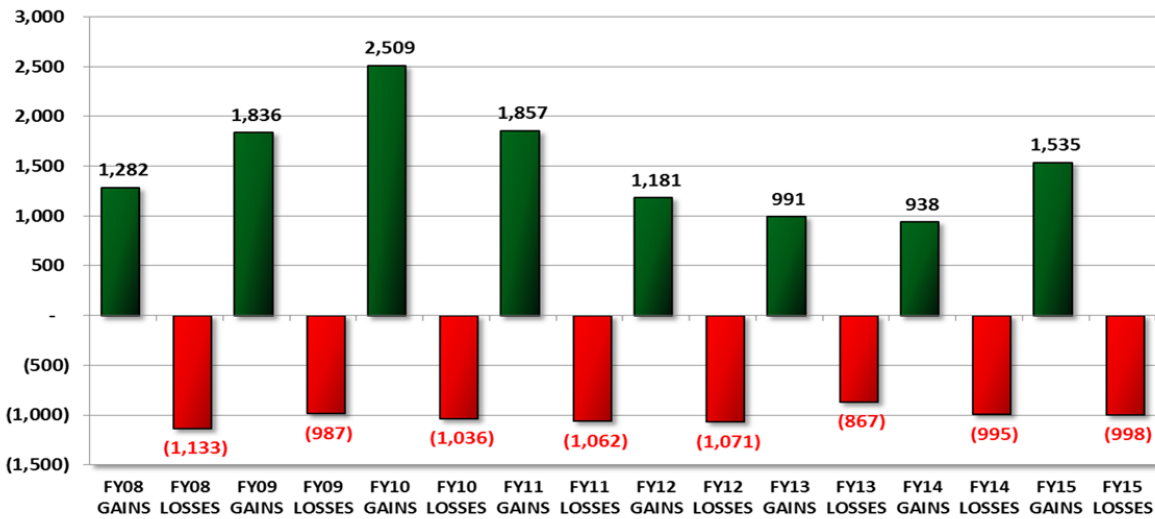


Figure 2

Program Management Historical Gains and Losses FY08 – FY15



Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND

Figure 3

Table 1 provides some of the pertinent statistics describing the PM AWF. Data for FY 2008 and FY 2015 are provided to display the overall improving trends in many areas.

Human Capital Fact Sheet								
Defense Acquisition Workforce Program Management	FY 2008				FY 2015Q4			
	PM Civilian (Civ)	PM Military (Mil)	Total PM (Civ+Mil)	Defense Acquisition Workforce	PM Civilian (Civ)	PM Military (Mil)	Total PM (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	8,070	4,711	12,781	125,879	12,075	4,510	16,585	156,313
Change in size from 2008	-	-	-	-	50%	-4%	30%	24%
Civilian/Military Composition	63%	37%	-	88% / 12%	73%	27%	-	90% / 10%
Educational Attainment								
Bachelor's Degree or Higher	75%	92%	82%	77%	83%	96%	87%	84%
Graduate Degree	37%	62%	46%	29%	50%	74%	56%	39%
Certification								
Level I or Higher Achieved	71%	76%	73%	72%	87%	84%	86%	85%
Level II or Higher Achieved	62%	61%	61%	61%	78%	65%	74%	74%
Level III Achieved	46%	31%	40%	36%	52%	39%	48%	44%
Position Certification Requirement Met or Exceeded	56%	55%	55%	58%	76%	65%	73%	76%
Within 24 Months of Certification Requirement	26%	38%	30%	27%	19%	31%	22%	21%
Does Not Meet Certification Requirement	19%	8%	15%	14%	5%	4%	5%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	82%	24%	61%	62%	52%	4%	39%	40%
Average Age	49.8	39.0	45.8	45.7	49.1	38.1	46.1	45.1
Workforce Life-Cycle Model (YRE)*	8/26/66(%)	-	-	20/23/57(%)	14/26/60(%)	-	-	25/23/52(%)
Average Years of Service	19.0	15.5	17.7	17.3	15.5	15.6	15.5	15.2
Retirement Eligible*	1,470(18%)	-	-	19,051(17%)(Civ)	2,083(17%)	-	-	22,436(17%)
Retirement Eligible w/ 5 Years*	1,854(23%)	-	-	21,315(19%)(Civ)	2,713(22%)	-	-	25,749(19%)
Total Gains/Losses*	2,179/1,993	-	-	14,245/15,030(Civ)	1,928/1,263	-	-	17,044/10,696

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.

*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Table 1: Program Management Workforce Statistics (FY 2008 vs FY 2015)



3. Strategic Focus, Goals, and Objectives

The PM Functional Leader’s strategic focus is to ensure that the quality and size of the PM workforce is capable of supporting and leading the efficient and effective integration of all efforts and resources that culminate in successful acquisition, sustainment, and management of major weapon systems, services, and other equipment and support systems needed to respond to military requirements. This is principally done by establishing and maintaining the PM community’s education, training, and experience requirements, a process that includes identification of necessary competencies, certification standards, and position category descriptions. The DoD PM Functional Integrated Product Team (FIPT) supports the PM Functional Leader in this role. The FIPT includes Component PM functional experts, acquisition career managers, and Defense Acquisition University (DAU) center directors and curriculum specialists, as well as advisors from other DoD and non-DoD organizations as needed. Objectives of this partnership include recruiting, developing and maintaining, and retaining a qualified and capable workforce.

4. Functional Initiatives and Major Accomplishments

In achieving these objectives, the PM functional leadership team has undertaken a number of workforce improvement initiatives. The top three, with the Human Capital Initiatives (HCI) Strategic Goal they support, are listed below:

- **Ensuring Development Program Leadership is Technically Qualified to Manage Research and Development Programs:** To better understand the background of PMs and PEOs of Major Defense Acquisition Programs, the PM functional team collected a wide variety of key data on PMs and PEOs of Acquisition Category (ACAT) I programs. The data collected focused on the amount and type of training, education, and acquisition experience held by each PM and PEO managing ACAT I and IA programs. The team analyzed the data to identify trends and to make comparisons to the 2012 and 2014 studies. Related studies have been completed on PM tenure to ensure consistent leadership and proper accountability. Resulting observations and recommendations led to the initiation of actions to help ensure those leading our most challenging programs meet technical qualifications. These actions include adjusting the training and experience requirements needed for PM certification and adjusting tenure requirements.
- **Review and Improve of PM Career Field Competencies:** Based on updated direction provided in USD(AT&L)’s Better Buying Power Strategy series, new challenges associated with the program management environment, and feedback from numerous sources on the 2008 version of the PM competencies, the list of expert-level PM Competencies has been updated. This effort was combined with the work to generate the PM portion of the Acquisition Workforce Qualification Initiative (AWQI) competency tasks and products. The team also compiled a list of common competencies for Key Leadership Positions applicable to all functional workgroups. The result is a complete, updated PM career planning tool that can inform training organizations, PM community members, and supervisors about the training and skills expected for the most skilled PM positions.



- **Review and Improve the Training Composition and Format:** In an update to a similar effort conducted in 2009, a comprehensive study and report were completed in 2014 that examined the training and training experiences of PMs. Consistent with the 2009 study, this study was based on interviews with numerous DoD ACAT I, 1A, and II program managers and PEOs. It identified training strengths and weaknesses, as well as opportunities to improve the training and experience of future program managers of major acquisition programs through: 1) additional training, 2) improvements in training, and/or 3) additional experience requirements for program manager candidates. Findings of the report show over 50 percent of respondents believe training received was sufficiently practical and comprehensive in 15 of the 22 challenge areas. This is an improvement from 2009, when over 50 percent of respondents believed training was sufficient in only eight areas. Fifteen areas received more positive responses than in 2009, with many of the biggest improvements in some of the weakest areas identified in 2009. Results also indicate areas that are still weak, with three areas dropping by five percent or more. These areas require additional attention in the future. Respondent comments were also collected to determine how to best improve topics of training, methods of training, and acquisition experience and careers. Efforts to address new areas of weakness have been initiated.

5. PM Workforce Competencies

As stated above, the PM competencies have been recently updated to reflect revised enterprise priorities and new challenges facing the PM community. The components are listed in Table 2 below. The 13 competencies listed are organized under three competency categories and are composed of 49 competency elements.

PM Competency Framework and Career Path

Given the fact that the PM career field is made up of a highly diverse group with backgrounds in many of the other functional specialties, it is challenging to define one specific career path for all in the community to follow. Instead, the Functional Leadership team focuses on ensuring key elements of essential training, education, and experience are well defined and accessible. This helps to ensure community members attain the technical and leadership skills needed for their current and future responsibilities. These attributes are assessed for those competing for and filling PM positions, especially more senior positions.

Acquisition Management		Technical Management
Capability Integration Planning	Program Execution	Engineering Management
Requirements Management (Mgmt)	Risk/Opportunity Mgmt	Technical Planning
Acquisition Program Strategic Planning	Program Planning	Requirements Decomposition
Business Case Development	Teaming	Technical Assessment
Acquisition Law and Policy	Program Oversight	Decision Analysis
Acquisition Policy and Best Practice	Resource Mgmt	Configuration Mgmt
Contractual Laws, Regulations, and Obligations	Technology Mgmt	Technical Data Mgmt
Financial Mgmt Laws, Directives, and Policies	Services Acquisition	Interface Mgmt
Program Support Laws, Directives, and Policies	Business Management	Defense Business Systems
Technical and Engineering Laws, Directives and Policies	Contract Management	DBS Certification
Information Technology Laws, Policy, Best Practices	Market Research	DBS Acquisition Approach Preparation
International Acquisition and Exportability	Pre-Solicitation Planning and Execution	Test and Evaluation Mgmt
International Cooperative Programs	Source Selection and Negotiations	Test Planning
Sales and Transfers	Contract Administration	Test Execution
Technology Security and Foreign Disclosure	Contract Closeout	Manufacturing Mgmt
Defense Exportability Integration	Financial Mgmt	Manufacturing Planning and Transition
	Financial Planning	Manufacturing Shutdown
Stakeholder Mgmt	Programming	Product Support Mgmt
Political Savvy	Budget Formulation	Product Support Planning
External Situational Awareness	Budget Execution	Product Support Mgmt
Media Relationships	Cost estimates	Supply Chain Mgmt

Table 2: PM Competencies (organized under three categories and made up of 49 competency elements)

6. Challenges and Way Ahead

The PM Functional Lead has identified a number of challenges that the PM community will face in the coming years as it strives to improve itself and its performance. Three of the top challenges and associated plans include the following:

The Need to Continuously Improve Training

The increasing complexity of systems and services procured, as well as changes in statutes and policies, requires continual updates and enhancements to training material and processes. The community will continue its work to improve Core and Core Plus training in contracts, contract management, scheduling, understanding industry, and other areas that require emphasis. Timing of the courses will also be reviewed to ensure training is received before it is needed, but not so early that the knowledge is stale or out-of-date by the time it is required. Additionally, the existing PM Tools Course will be redesigned to produce a more interactive, scenario-based course. Workshops, such as the Startup and Transition Workshops for programs movement between phases, will be emphasized and improved.



Program Manager Forums and other meetings will continue to maximize information sharing and the resolution of community issues.

The Need for Stronger Qualification Requirements

The current certification process does not clearly define the type of experience needed for differing levels of proficiency. To help resolve this, the program management leadership will continue to develop and hone the necessary list of proficiencies. These include leadership skills for all levels and technical skills needed by those in the “beginner” and “intermediate” level PM positions. The PM functional team will continue to leverage work done on AWQI and the piloted PM Acquisition Qualification Standards initiative. Both of these initiatives aid the workforce in attaining the competency and experience levels needed for proficiency at varied levels of complexity. In the near future, the process of using established standards when selecting personnel for PM Key Leadership Positions will also be completed.

The Need to Leverage the Experience and Knowledge of Proven Performers

To best utilize the knowledge and experience of superior performers, the Department needs to continuously develop a means for them to pass their knowledge on to others in the workforce. To this end, the PM functional team will continue to cultivate and support mentoring and coaching programs, giving particular attention to the definition of post-program manager and deputy program manager positions for military and civilian members. This will ensure that the Department can continue to draw off the investment it makes by keeping experienced personnel in the workforce.

Appendix 18 – Science and Technology Manager

1. Description of Workforce and Key Responsibilities

The Principal Deputy to the Deputy Assistant Secretary of Defense for Research is assigned as the Science and Technology Manager (S&TM) Functional Leader. The S&TM workforce consists of individuals who lead or support efforts in basic research, applied research, and advanced technology development. The fundamental responsibilities of this community are to develop and transition leading technologies to programs of record, industry, or directly to the Warfighter.

S&TM workforce members possess a baccalaureate or graduate degree in a technical or scientific field, and they must be proficient in their technical domain. They also must be able to conceptualize, initiate, design, develop, test, and/or provide oversight of performers related to basic research, applied research, or advanced technology development.

S&TM professionals may hold a variety of positions, including research scientist, project engineer, computer scientist, and management positions like science officer, scientific program manager, and laboratory/organization Technical Director. The workforce is primarily located at: Army Research Development and Engineering Command, Army Medical Research Materiel Command, Office of Naval Research, Naval Warfare Centers, Air Force Research Laboratory, and the Defense Threat Reduction Agency.

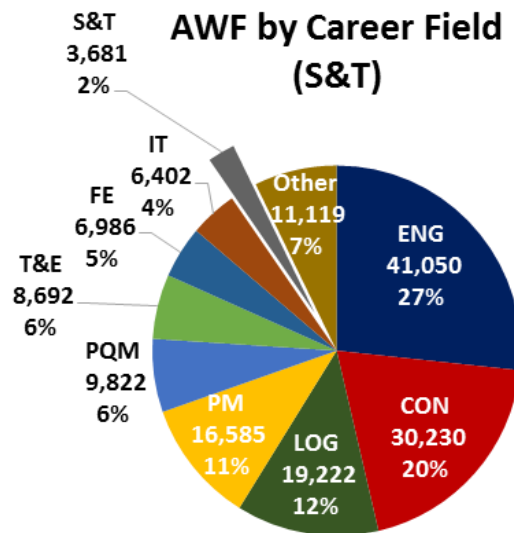


Dale Ormond
S&TM
Functional
Leader

2. Demographic Summary

Figure 2 provides a number of the pertinent statistics describing the S&TM acquisition workforce. Data for FY 2008 and FY 2015 are provided to display the overall improving trends in many areas.

AWF by Career Field (Science and Technology Manager)



AWF Total: 156,313

Data Source: At&L DataMart as of Sept 30, 2015

Figure 1



Human Capital Fact Sheet								
Defense Acquisition Workforce Science and Technology Manager	FY 2008				FY 2015Q4			
	S&TM Civilian (Civ)	S&TM Military (Mil)	Total S&TM (Civ+Mil)	Defense Acquisition Workforce	S&TM Civilian (Civ)	S&TM Military (Mil)	Total S&TM (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	416	64	480	125,879	3,245	436	3,681	156,313
Change in size from 2008	-	-	-	-	680%	581%	667%	24%
Civilian/Military Composition	87%	13%	-	88% / 12%	88%	12%	-	90% / 10%
Educational Attainment								
Bachelor's Degree or Higher	97%	94%	96%	77%	99%	98%	99%	84%
Graduate Degree	66%	61%	66%	29%	80%	70%	78%	39%
Certification								
Level I or Higher Achieved	55%	25%	51%	72%	83%	65%	81%	85%
Level II or Higher Achieved	54%	19%	49%	61%	77%	38%	72%	74%
Level III Achieved	48%	14%	43%	36%	57%	8%	51%	44%
Position Certification Requirement Met or Exceeded	52%	17%	47%	58%	77%	47%	74%	76%
Within 24 Months of Certification Requirement	37%	81%	43%	27%	21%	51%	24%	21%
Does Not Meet Certification Requirement	12%	2%	10%	14%	2%	3%	2%	4%
Planning Considerations								
% Baby Boomer / Traditional Gen.	75%	28%	69%	62%	42%	4%	38%	40%
Average Age	49.9	40.1	48.6	45.7	45.9	32.5	44.3	45.1
Workforce Life-Cycle Model (YRE) ^a	13/26/60(%)	-	-	20/23/57 (%)(Civ)	28/21/51(%)	-	-	25/23/52(%)
Average Years of Service	17.6	14.3	17.1	17.3	16.5	8.8	15.5	15.2
Retirement Eligible*	92(22%)	-	-	19,051(17%) (Civ)	575(18%)	-	-	22,436(17%)
Retirement Eligible w/i 5 Years*	64(15%)	-	-	21,315(19%) (Civ)	655(20%)	-	-	25,749(19%)
Total Gains/Losses ^a	123/147	-	-	14,245/15,030 (Civ)	549/227	-	-	17,044/10,596

Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.

*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Figure 2

3. Accomplishments in Career Field

- Increased the size of the career field over the last six years from 480 to 3,681.
- Improved the certification rate over the last six years from 47 percent to 74 percent, with 98 percent now either certified or within the 24-month window.
- Completely revamped the training requirements during the past year, adding one new continuous learning module, one online course at the 100 level, and one new 300 level course on strategic planning and technology portfolio development.

4. Challenges

We need to increase the number of scientists and engineers in the Department of Defense (DoD) laboratories who are certified in Science and Technology Management. At this time, the vast majority of people doing basic and applied research receive no acquisition training. This leaves them with little understanding of how their work fits into the overall acquisition process. There is significant competition from industry for scientists and engineers. With 51 percent of the S&TM workforce within 10 years of retirement eligibility, it is important that DoD continues to expand its hiring and retention programs. It is also critical that the Services not limit the Lab Directors' ability to execute hiring authorities given to them by Congress.

FY 2015 Q4: For FY 2014, the gains exceeded the losses by 50. For FY 2015, the gains exceeded the losses by 213. We are hoping to continue or at least maintain our positive workforce numbers (Figures 2 through 4). The laboratories need to continue to improve how they interact with the acquisition community. Some laboratories (but not all) work closely with their acquisition counterparts and do an



effective job transitioning technology. There is a need to improve the rate at which technology gets out of the laboratories and ultimately into the hands of the Soldier, Sailor, Airman, or Marine.

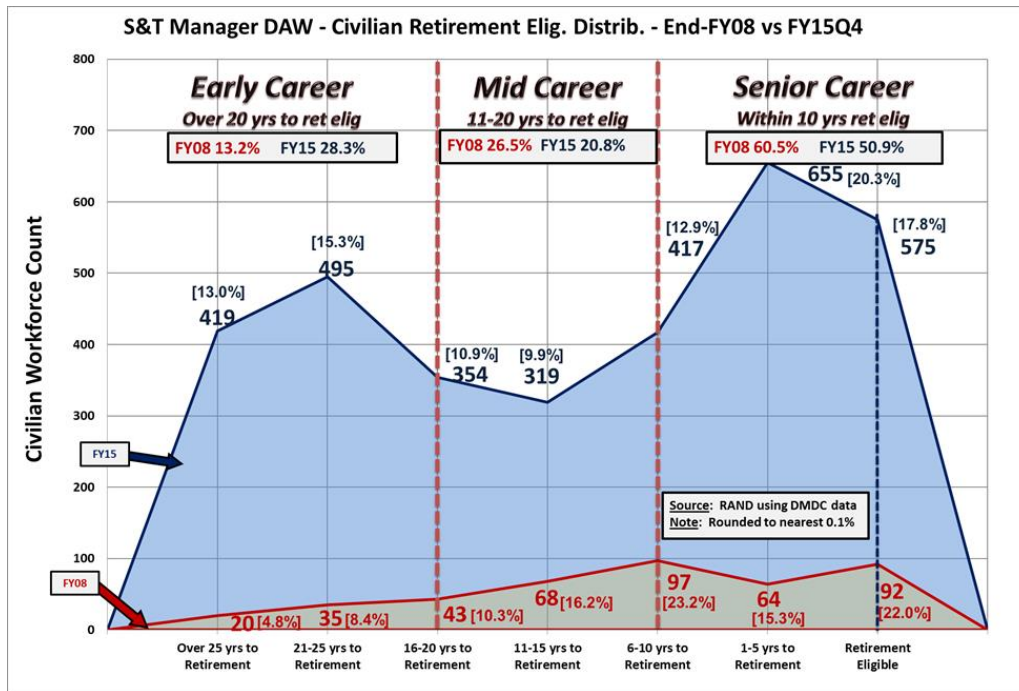


Figure 3

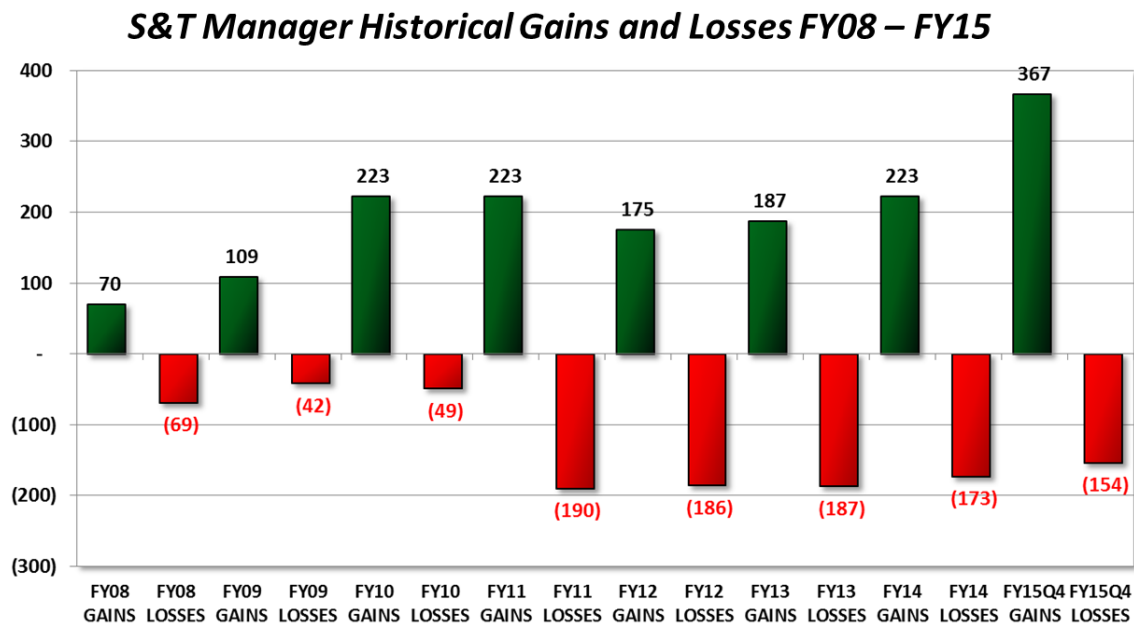


Figure 4

Source: Chart was generated by OUSD(AT&L)/Human Capital Initiatives using FY2008 and FY2015 DMDC data provided by RAND



Strategy

In order to address these challenges, we are taking the following actions:

- The Functional Leader is working with the laboratory directors to develop a plan that will increase the rate at which laboratory personnel receive acquisition training. The training will be tailored to the positions they occupy.
- The S&TM certification requirements have been gradually increased over the years to provide the workforce a more in-depth understanding of how their work fits into the overall acquisition process, and how they can work more closely with the acquisition community to transition technology developed in the laboratories.
- Congress gave DoD the option of requesting exemptions to the downsizing directives for special categories of personnel. The Department should pursue exempting its S&TM workforce from the downsizing.

Competency Assessment

The Center for Naval Analyses, in conjunction with members of the S&TM community, completed the S&TM competency assessment in 2010. The model is composed of four units of competence: communication, scientific and technical credibility, science and technology planning and execution, and leadership. Under these units of competence, there are a total of 62 competency elements. The assessment only revealed a gap in the area of strategic planning and portfolio development. This gap has been addressed by deploying the new 300 level course in strategic planning and technology portfolio development. At this time, there are no additional recognized competency gaps. The S&TM FIPT plans to do a complete review of the competencies in late 2016 after the new courses have been deployed for a year. If needed, adjustments will be made at that time to react to any newly identified competencies.

5. Steps Taken to Develop Career Paths for Civilian and Military Personnel

Currently, there is no S&TM functional model identifying career paths for civilian and military personnel. Each of the Services and their laboratories has a career progression model. The S&TM FIPT will investigate opportunities to share current practices and develop common ones where appropriate. We plan to have the OSD Lab Director form a subgroup within the Laboratory Quality Enhancement Program, whose purpose will be to review and propose a series of paths for both technical and managerial (Lab Director) progression.

6. The Way Ahead

At this time, the S&TM functional community has the skills and competencies to accomplish its mission. This mission includes the development of new technology, its transition to the acquisition community, and ultimately its use by the Warfighter. There are, however, a number of challenges that we have yet to overcome. In order to address these, we first need to increase the proportion of laboratory personnel who receive acquisition training. Then, we will continue to work on hiring and retention initiatives in order to ensure we have the numbers and skills necessary for the workforce to accomplish its mission. Finally, we will improve the synchronization between the S&TM community and the acquisition community. We have identified a plan of action to accomplish each of these tasks.

Appendix 19 – Small Business

1. Workforce Description and Key Responsibilities

Small business professionals are responsible for leading the acquisition workforce (AWF) to maximize small business opportunities and achieve success in the Department’s small business programs. These professionals perform a wide range of functions, which include but are not limited to: conducting market research, advising and formulating small business utilization strategies for acquisitions, managing innovation research and technology programs, providing subject matter expertise on socioeconomic programs, performing advocacy and outreach, influencing small business legislation, providing business advice to small business owners and entrepreneurs, and performing other activities related to growing the Department of Defense (DoD) small business industrial base.



Mr. Gary J. Motsek
*Small Business
 Functional Leader
 (Acting)*

Demographics

Based upon self-identified civilian workforce data, the current small business workforce is made up of 686 full and part-time employees (Table 1).

Component	Total
Army	206
Navy	150
Air Force	176
4 th Estate	154
Total SB Professionals	686

Table 1: Small Business Workforce Size (as of June 2013)

As of June 2013, based upon self-identified civilian workforce data, including both full and part-time personnel, this data does not include a full representation of the Small Business Science and Technology community. Approximately 90 percent of small business professionals work 50 percent or more on their small business duties.

These professionals are responsible for an estimated three million actions per year, influencing over 20 percent of the Department’s annual discretionary spending. The U.S. Office of Personnel Management’s (OPM) Human Resources Solutions division conducted a workforce analysis for DoD Office of Small Business Programs (OSBP) in 2011. They found that a majority of small business professionals are performing small business duties 50 percent or more of the time, have a grade level of GS-11 through GS-15, are coded under the 1102 contracting occupational series, and have at least a Bachelor’s degree. However, more than 55 percent of this workforce is eligible to retire within the next five years, and over 80 percent is eligible to retire within the next ten years (Table 2).



Percentage of Respondents	Reported Retirement Eligibility
31 percent	Eligible to retire next year
26 percent	Eligible to retire in 1-5 years
26 percent	Eligible to retire in 6-10 years
17 percent	Eligible to retire in more than 10 years

Table 2: Eligibility Retirement (as of 2011)

2. Accomplishments

On October 1, 2014, the Under Secretary of Defense for Acquisition, Technology, and Logistics established the Small Business Career Field (SBCF). The SBCF, a part of the acquisition workforce, specifically “allows for the development of acquisition-certified small business professionals and provides the opportunity for individuals to rotate from other career fields through the SBCF to specialize as necessary.” The primary occupational series for small business professionals is 1101; however, the career field includes other occupational series to address legal, technical, and scientific aspects of small business activities within DoD. The Establishment of the SBCF memorandum also contains another major accomplishment, the small business Position Category Description (PCD). The PCD will allow for formal accounting of the small business workforce by ensuring these professionals receive the proper acquisition code, the associated training, and the experience required in order to be qualified to perform their duties. Finally, the SBCF establishes the role of the Director of the DoD OSBP to serve as the Small Business Functional Leader (SB FL). The SB FL is using established small business competencies to develop and make available small business courses for the professional certification of members of the career field in FY 2017.

3. Challenges

As DoD continues to strive to meet statutorily mandated small business goals, it has become evident that building small business workforce capacity and capability is paramount to improving performance and ensuring the proper execution of small business programs. Workforce planning efforts to date have identified the following factors as key to the success of the SBCF:

- Sequestration effects and budget cuts may compound the lack of small business workforce personnel and small business program funding. This includes specific training and resource needs, which are not currently addressed due to the majority of small business professionals’ inclusion under the 1102 contracting occupational series.
- Reporting and coding of small business professionals in the AWF database.
- Establishing a continuous competency/capability assessment strategy. This strategy will address capability trends, changes in mission requirements, and needs of the small business workforce so that workforce planning initiatives can be adjusted to address the current environment.



4. Strategic Focus, Goals, and Objectives

The SBCF is not yet fully implemented, a fact which is reflected in the broad strategic focus listed below. These objectives align with the AWF goal 2 (Maximize the Department's capability by shaping its AWF to achieve current and future Acquisition requirements) and goal 3 (Develop and improve the quality and professionalism of the total AWF, while retaining top talent). As the SB FL and stakeholders implement the career field, they will document more specific goals and objectives in alignment with the AWF strategic plan.

To bring professionalism, structure, and discipline to the development of the small business workforce, the SBCF must focus on:

- Improving proficiency and performance. Training and quality experiences for small business professionals and other career fields across the DoD workforce are critical tools for improving performance and achieving Department goals. The SB FL is developing comprehensive training for small business professionals to increase their competency in managing small business programs at all levels of the Department where acquisitions are made. Training is necessary across the DoD workforce, including DoD leadership. This will ensure that the workforce's expertise and size are commensurate with their fundamental responsibilities. These tools are critical for the sustained health of the defense industrial base and will encourage marketplace competition.
- Shaping the small business workforce. Workforce shaping requires not only an interdisciplinary approach to competencies and skill sets, but also a strategic look at the size of the workforce and the structure of program offices. It is essential that small business career planning models demonstrate a clear opportunity and flexibility for individuals from other AWF functional areas to enter and exit the SBCF. The number and size of DoD acquisitions each fiscal year far exceed the capacity of the existing small business workforce, forcing a reprioritization of workload to an already thin workforce, which increases the risk of incomplete and inadequate execution of key acquisition functions. The expected retirement of a significant portion of the current small business workforce within the next ten years highlights the criticality of this strategic planning.
- Bolstering DoD readiness through small business. Ensuring that the small business workforce has both the capacity and qualifications to successfully perform functions critical to the acquisition mission is necessary for overall Department readiness. The SB FL has a responsibility to train the small business workforce, and is currently working with the Defense Acquisition University (DAU) to develop innovative training based on the established and continually evolving small business competencies and gap assessments.



5. Critical Skills and Competencies

The 2011 OPM report included a competency and gap assessment associated with the small business workforce. The Small Business Functional Integrated Product Team (FIPT), using OPM’s assessment, completed a competency validation effort. This led to the establishment of 38 technical and 13 professional competencies in categories that include small business utilization, contracting, science and technology, and entrepreneurship. The FIPT then worked with DAU to crosswalk the competencies into topics and learning objectives. The SB FL approves these as the foundation for small business course development and certification.

Moving forward, these continuing competency and course development efforts will integrate with the competency-based workforce qualification efforts. The FIPT partnered with the Acquisition Workforce Qualification Initiative team to establish a continuous qualification assessment that addresses capability trends, changes in mission requirements, and needs of the Small Business community in order to adjust workforce planning initiatives to address the given environment.

6. Career Path for Civilian and Military Personnel

The inclusion of the small business workforce hiring and shaping plans aligns with DoD priorities and the dynamic role the small business workforce plays within the Department. The OSBP built the qualification standards to meet present and future SBCF needs. The SB FL established career guides that describe the potential entry and exit points for each stage, the types of positions and grade levels occupied at each stage, and the types of training and experience necessary to move through the next stage. The 2014 *Establishment of the SBCF* memorandum states that the SBCF allows for the development of acquisition-certified small business professionals. It also provides the opportunity for individuals to rotate from other career fields through the SBCF in order to specialize as necessary. It is critical to define a career progression standard that will help recruit, develop, and retain quality candidates in this important career field. Lastly, to further professionalize the small business workforce, the SB FL will identify Key Leadership Positions in order to better describe the small business workforce in data management systems.

Functional Area	Description
Small Business (SB) Legislation, Regulation, & Policy	Develops, manages, and/or tracks procurement laws and regulations, particularly those affecting small business utilization. Evaluates small business elements in proposals and solicitation criteria to ensure FAR and DFARS compliance.
Subcontracting	Develops and manages subcontracting program to ensure overall compliance with subcontracting requirements, from the inception of the solicitation through contract award and closeout.
SB Program Evaluation & Goals	Determines and recommends the appropriate level of small business participation during the acquisition planning process to maximize utilization opportunities for small businesses.
SB Industrial Base Analysis, Characterization, & Monitoring	Assesses and analyzes the effectiveness of established command or agency small business program initiatives and objectives to develop a strategy for achievement of objectives and accomplishment of the command or agency mission.



SB Market Research & Acquisition Strategy Formulation	Collects and analyzes information regarding commercial capabilities processes, pricing, initiatives, warranties, delivery, and other standard terms and conditions.
SBIR/STTR	Manages or oversees the implementation of laws and regulations for Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR).
Mentor/Protégé	Manages or oversees the implementation of laws and regulations for the Mentor/Protégé Program.
SB Advocacy & Outreach	Develops, participates, and represents the Department in small business advocacy and outreach events aimed at expanding competition across the industrial base.
Socioeconomic Programs	Ensures regulation compliance that promotes utilization of small businesses that fall into socioeconomic categories as specified by the Small Business Administration (SBA).
Headquarters-level Functions	Manages or oversees programs and initiatives at the headquarters or OSD level. Examples include workforce development, Science, Technology, Engineering, and Mathematics (STEM), entrepreneurship, oversight, and Director support functions.

Table 3: Small Business Professional Functional Areas

7. Way Ahead

Moving forward, as directed in the April 2013 *Implementation Directive for Better Buying Power 2.0* memorandum, the SB FL is currently working with DAU to develop a small business certification curriculum that is forecasted to be fully deployed in FY 2017. This training will structure the future workforce to meet the needs of small business offices, ranging from installation level, major command level, program offices, DoD Component headquarters, and the DoD OSBP. The design of the SBCF will provide opportunities for advancement and the necessary training and experiences required to reach the highest levels of performance in all types of acquisition environments. The future workforce, which is comprised of all the small business functional areas such as market research, subcontracting and policy development (see Table 3 above), will enable DoD to benefit from the innovation, cost competitiveness, and agility provided by small business. The holistic composition expands upon the common view of small business professionals solely as socioeconomic experts, and instead emphasizes their influence on and responsibility to modernizing the Defense industrial base. Targeting the small business portion of the AWF for hiring and shaping will enhance weakened areas, help fill critical skills gaps, and address the increasing legislative and national security demands placed on small business professionals in the acquisition process.

Appendix 20 – Test and Evaluation

Overview of Functional Area

The Deputy Assistant Secretary of Defense for Developmental Test and Evaluation (DASD(DT&E)) is the Functional Leader for the test and evaluation (T&E) acquisition workforce (AWF) career field. The T&E AWF comprises more than 8,600 military and civilian employees spread across the world.

1. Description of Workforce and Key Responsibilities

T&E is critical to the acquisition process. Members of this acquisition workforce are responsible for, or are an integral part of, the conceptualization, initiation, design, development, test, evaluation, contracting, production, deployment, logistical support, modification, and disposal of weapons and other systems, supplies, or services (including construction). These are provided to satisfy Department of Defense (DoD) needs and are intended for use in, or in support of, military missions. T&E professionals offer information to support risk analysis and management while continuing to provide feedback to decision makers on the engineering process.



Typical duties of T&E AWF members are to:

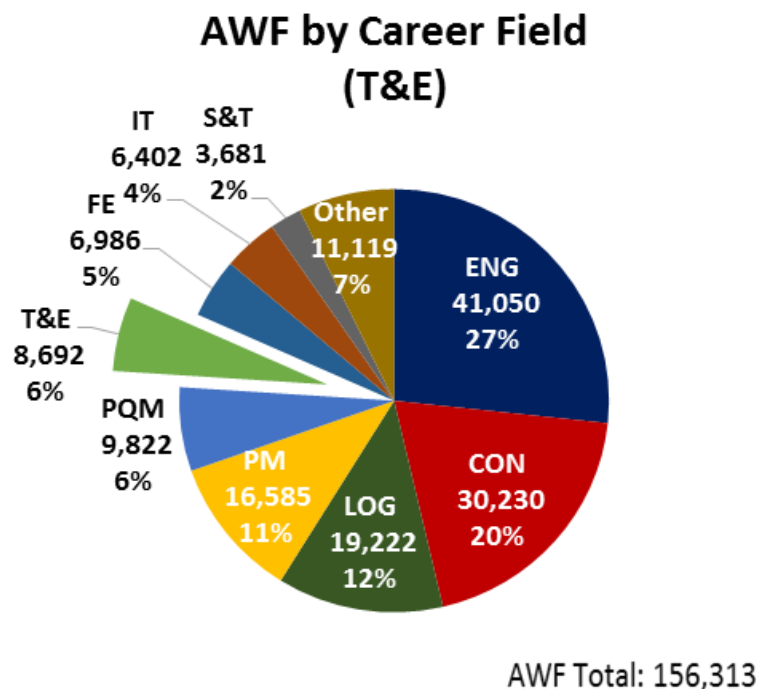
- serve as Chief Developmental Tester for Major Defense Acquisition Programs or Major Automated Information System programs;
- serve as the Chair, T&E Working-level Integrated Product Team (T&E WIPT), or as a member representing the materiel developer, tester, and/or system evaluator;
- analyze requirements/capabilities documents to determine operational relevance, achievability, testability, and measurability;
- plan, organize, manage, or conduct test and/or evaluation associated with concepts, emerging technologies, and experiments, as well as prototypes of new, fielded, or modified command, control, communications, computers, intelligence, surveillance, and reconnaissance systems (including information technology (IT) systems participating in system-of-systems and net-centric services) and weapons; or automated information systems equipment or materiel throughout all acquisition phases, to include developmental tests, and support to in-service tests and operational tests;
- determine scope, infrastructure, resources, and data sample size to ensure that system requirements are adequately demonstrated;
- analyze, assess, and evaluate test data/results;
- prepare reports of system performance and T&E findings;
- develop T&E processes;

- modify, adapt, tailor, or extend standard T&E guides, precedents, criteria, methods, and techniques, including scientific test and analysis techniques, modeling and simulation, cybersecurity T&E, interoperability, and certification;
- design and use existing or new test equipment, procedures, and approaches;
- write, edit, and staff a Test and Evaluation Master Plan (TEMP), as well as system-level and/or individual element test plans;
- conduct developmental T&E and support operational tests, evaluate and/or analyze test results and/or test data, and prepare and present evaluation/assessment results; and
- categorize test data, equipment, materiel, or system deficiencies and certify readiness for operational test and evaluation.

T&E AWF members may hold a variety of positions that include but are not limited to: Chief Developmental Tester; Chair, T&E WIPT; Assistant Program Executive Officer for T&E; Assistant Program Manager for T&E; Lead Test Engineer; Lead Experimentation Engineer; Chief Test Engineer; Chief Test Pilot; Test Director/Manager; Test Engineer; Acquisition T&E Department Head; Director, Flight Test Engineering; Test and Experimentation Design Branch Head; T&E Department Head; Capability Test Team Chair; Portfolio Manager; Chief Test Officer; Test Officer; T&E Analyst; and Lead Simulation Engineer.

2. Demographics

The T&E AWF has grown 17 percent, from 7,420 in FY 2008 to 8,692 at the end of FY 2015, currently representing 6 percent of the AWF (Figure 1).



Data Source: At&L DataMart as of Sept 30, 2015

Figure 1: T&E Portion of the AWF

As reflected in the gains and losses chart below (Figure 2), the workforce size has remained steady since FY 2012, with a slight increase in the recent year.

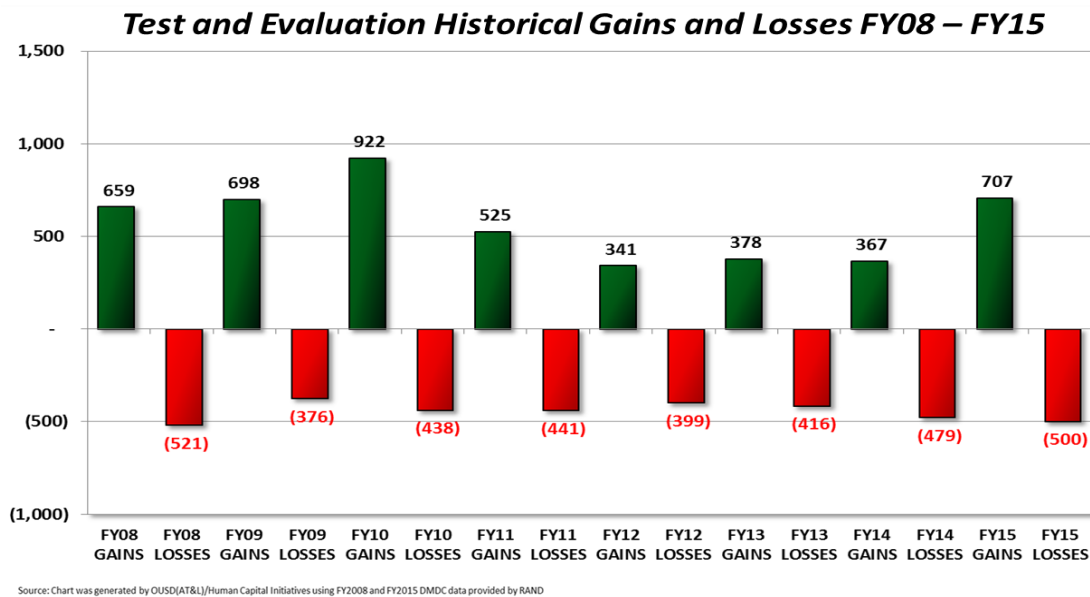


Figure 2: T&E Gains and Losses

The percentage of T&E AWF civilian employees eligible to retire in the next ten years has increased slightly from 46 percent in FY 2008 to 48 percent at the end of FY 2015 (Figure 3).

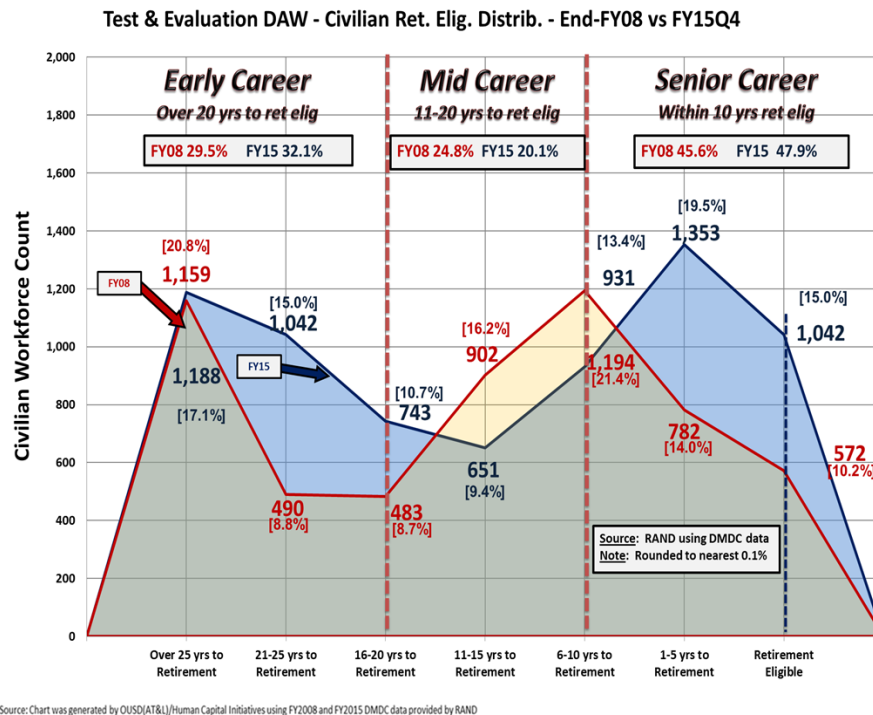


Figure 3: T&E Civilian Retirement Eligibility



As shown in the Human Capital Fact Sheet (Table 1) below, T&E certification rates continue to be strong. The workforce has also shown a steady increase in bench strength, a metric that represents personnel who are certified above their required certification level. There has been an increase in the number of personnel with bachelor's degrees from 94 percent in FY 2008 to 96 percent in FY 2015 and the number with master's degrees from 33 percent in FY 2008 to 43 percent in FY 2015.

Human Capital Fact Sheet								
Defense Acquisition Workforce Test and Evaluation	FY 2008				FY 2015Q4			
	T&E Civilian (Civ)	T&E Military (Mil)	Total T&E (Civ+Mil)	Defense Acquisition Workforce	T&E Civilian (Civ)	T&E Military (Mil)	Total T&E (Civ+Mil)	Defense Acquisition Workforce
Size & Composition								
Workforce Size	5,608	1,812	7,420	125,879	6,971	1,721	8,692	166,313
Change in size from 2008	-	-	-	-	24%	-5%	17%	24%
Civilian/Military Composition	76%	24%	-	88%/ 12%	80%	20%	-	90%/ 10%
Educational Attainment								
Bachelor's Degree or Higher	95%	91%	94%	77%	97%	92%	96%	84%
Graduate Degree	30%	43%	33%	29%	40%	58%	43%	39%
Certification								
Level I or Higher Achieved	76%	49%	69%	72%	86%	62%	82%	85%
Level II or Higher Achieved	68%	24%	57%	61%	80%	32%	71%	74%
Level III Achieved	52%	8%	41%	36%	60%	14%	51%	44%
Position Certification Requirement Met or Exceeded	65%	28%	56%	58%	79%	41%	72%	76%
Within 24 Months of Certification Requirement	23%	55%	30%	27%	16%	51%	23%	21%
Does Not Meet Certification Requirement	13%	17%	14%	14%	5%	8%	5%	4%
Planning Considerations								
%Baby Boomer / Traditional Gen.	58%	10%	46%	62%	40%	1%	32%	40%
Average Age	43.8	34.6	41.5	45.7	44.4	34.2	42.4	45.1
Workforce Life-Cycle Model (YRE)*	30/25/46(%)	-	-	20/23/57 (%)(Civ)	32/20/48(%)	-	-	25/23/52(%)
Average Years of Service	15.4	11.5	14.5	17.3	15.4	11.7	14.7	15.2
Retirement Eligible*	572(10%)	-	-	19,051(17%) (Civ)	1,042(15%)	-	-	22,436(17%)
Retirement Eligible w/i 5 Years*	782(14%)	-	-	21,315(19%) (Civ)	1,353(19%)	-	-	25,749(19%)
Total Gains/Losses*	926/934	-	-	14,245/15,030 (Civ)	876/698	-	-	17,044/10,596

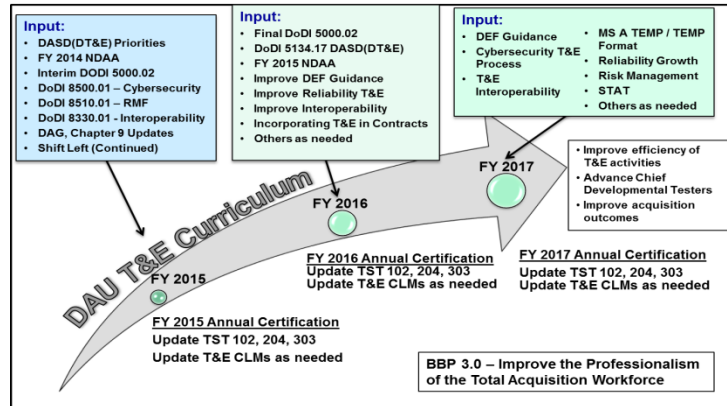
Source: The Human Capital Fact Sheet is based on end of FY2008 and end of FY2015 data and was generated by OUSD(AT&L)/Human Capital Initiatives using the AT&L Workforce Data Mart.

*Analysis support from RAND using FY2008 and FY2015 DMDC data.

Table 1: T&E Human Capital Fact Sheet

3. Initiatives and Major Accomplishments

Over the past several years, the DASD(DT&E) and the Defense Acquisition University (DAU) have collaborated to enhance T&E training. Level II training was expanded from one to two weeks, adding content, instilling rigor, and adding practical application exercises in the coursework. In addition, the Level III curriculum was updated to stress critical thinking, which is an essential part of developing T&E leaders.



As part of the annual curriculum review, DASD(DT&E) created an FY 2015 to FY 2017 road map to document improvement blocks. The goal is to continuously improve the curriculum so that T&E professionals are prepared and capable of performing their critical roles throughout the acquisition life cycle. This road map will strengthen the organic T&E capability and is reviewed annually and updated as required.

During FY 2014, the DASD(DT&E) revised the education requirements for certification in the T&E career field to address DoD Components' concern regarding the previous requirement for a scientific or technical degree. The revised education requirement for each level of certification, effective October 1, 2014, is as follows:

- Level I: Associate's degree in any discipline.
- Level II: Baccalaureate degree or higher (any field of study). A total of 24 semester hours or equivalent in technical or scientific courses, such as mathematics (e.g., calculus, probability, statistics), physical sciences (e.g., chemistry, biology, physics), psychology, operations research/systems analysis, engineering, computer science, and Information Technology.
- Level III: Baccalaureate or graduate degree in a technical or scientific field such as engineering, physics, chemistry, biology, mathematics, operations research, engineering management, or computer science.

Revised education requirements are expected to increase the number of T&E personnel entering the workforce at Level I while maintaining the higher standards for Level III T&E members.

An initiative of the Under Secretary of Defense for Acquisition, Technology, and Logistics (USD(AT&L)), Better Buying Power is intended to improve the professionalism of the total AWF by establishing higher standards for Key Leadership Positions (KLPs) and stronger professional qualification requirements for all acquisition specialties. In FY 2014, the USD(AT&L) directed the T&E career field to finalize the process and materials for the initial KLP Qualification Board. The DASD(DT&E) convened the Department's first KLP Qualification Board in December 2014 and provided results to the candidates and AT&L leadership. The DASD(DT&E) also provided lessons learned for use by other career fields. The second annual T&E KLP Joint Qualification Board was held in December 2015.



4. Strategic Focus and Priorities

As the Functional Leader for the T&E AWF career field, the DASD(DT&E)'s strategic focus is to ensure that the DoD T&E workforce is trained, certified, and qualified to meet the challenges of T&E for DoD's complex systems. DASD(DT&E) priorities include cybersecurity T&E, Developmental Evaluation Framework, reliability T&E, interoperability T&E, implementing a TEMP at Milestone A, and the T&E of autonomous systems. In support of these priorities, the DASD(DT&E) works with the T&E community and the T&E Functional Integrated Product Team (FIPT) to ensure that guidance and training reflect these critical initiatives. Currently, these are being addressed in the DAU T&E curriculum.

5. T&E Workforce Competencies

In FY 2011, DASD(DT&E) completed a T&E Competency Assessment and created a T&E Competency Model. The T&E Competency Model was used to develop a survey that was sent to the entire T&E AWF. With encouragement from DASD(DT&E), approximately 30 percent of the T&E AWF participated in the survey. This T&E Competency Model has been reviewed and updated annually, and it helped develop the criteria for the Chief Developmental Testers. The results of the T&E Competency Assessment were used for a gap analysis to identify areas for training improvements. The T&E FIPT used the results of this analysis to ensure that all competency areas were adequately addressed in the DAU T&E curriculum. As part of the TST 204 course expansion (FY 2014) from one week to two weeks, practical application exercises on Evaluation and Analysis were added.

The T&E competencies form the basis of DAU T&E training and are critical for the development of the T&E workforce. Experience in all aspects of T&E competencies is required for Chief Developmental Testers.

6. T&E Competency Framework and Career Path

In an effort to keep the T&E Competency Model and Career Path current, the DASD(DT&E) includes the DoD Component representatives as part of the T&E FIPT to review and recommend changes annually to the Competency Framework Model and Career Path. The FIPT reviews the multiple career paths for T&E professionals, which include both civilian and military personnel across the Department. This information is used by the FIPT to recommend changes to the T&E curriculum. DASD(DT&E) includes the results of these efforts as part of the DASD(DT&E) Annual Report to Congress.

7. Summary and Way Ahead

The DASD(DT&E) will continue to work through DAU, the FIPT, and other forums to enhance the training, certification standards, and courses for the T&E AWF.

Appendix 21 - Additional Information on the Defense Acquisition Workforce

Pursuant 10 United States Code § 1722b(c), the Department is required to submit information for civilian and military personnel in the acquisition workforce. The section required the Department to:

“...include in the report to Congress required under section 115b(d) of this title the following information related to the acquisition workforce for the period covered by the report (which shall be shown for the Department of Defense as a whole and separately for the Army, Navy, Air Force, Marine Corps, Defense Agencies, and Office of the Secretary of Defense)...”

“(1) The total number of persons serving in the Acquisition (workforce) Corps, set forth separately for members of the armed forces and civilian employees, by grade level and by functional specialty.” (See Figure 1 below.)

Figure 1 – Total Number of DoD Acquisition Workforce (Civilian and Military) by Grade (Equivalent)

Total Workforce Size By Career Field and Civilian/Military by Grade/Rank** (As of FY15)	Auditing	Business - CE*	Business - FM*	Contracting	Engineering	Facilities Engineering	Information Technology	Life Cycle Logistics	PQM*	Program Management	Property	Purchasing	S&T Manager*	Test and Evaluation	Unspecified	TOTAL
Total Workforce	4,560	1,309	6,142	29,826	39,242	6,617	5,776	17,724	9,671	16,003	389	1,205	3,401	8,569	31	150,465
Civilian by Grade																
SES Equiv	15	6	8	57	80	12		1	27	1	144		27	14		392
15+		2	1		213	1		2	1	11	7		8	5		251
14 - 15	272	387	1,179	3,297	8,797	992	11	821	1,769	599	4,910	2	1,725	1,674	7	26,442
13 - 14		4	91	255	179	6	2	259	418	109	114		6	58		1,501
12 - 13	3,330	680	3,896	15,606	26,094	4,727	244	4,547	11,653	4,286	6,254	35	1,278	4,562	24	87,216
7 - 11	699	209	856	6,027	3,957	1,235	138	561	4,299	4,143	635	1,067	201	653	7	24,687
1 - 6			7	38	114	10	5	9	27	12	6	225		5	2	460
Other		1			3				1	2	5	1				13
Civilian Total	4,316	1,289	6,038	25,280	39,437	6,983	400	6,200	18,195	9,163	12,075	1,330	3,245	6,971	40	140,962
Military by Rank																
O7 - O9				9	3			2	4	52				5		75
O4 - O6		16	73	1,179	509	3	50	368	425	3,068			125	743	6	6,565
O1 - O3		41	90	1,181	1,096		106	185	179	1,289			311	876		5,354
W2 - W5							1	11		24						36
E7 - E9			4	762			22	310	40	60				57		1,255
E5 - E6				1,113	1		20	139	10	12				38		1,333
E1 - E4				704	4		1	1								710
Not Listed				2			2	11	1	5				2		23
Military Total	-	57	167	4,950	1,613	3	202	1,027	659	4,510	-	-	436	1,721	6	15,351

* CE = Cost Estimating; FM = Financial Management; PQM = Production, Quality and Manufacturing; S&T = Science and Technology (Applies to figures 2 and 3)

** Civilian acquisition workforce pay plans converted to General Schedule.



“(2) The total number of critical acquisition positions held, set forth separately for members of the Armed Forces and civilian employees, by grade level and by other appropriate categories (including by program manager, deputy program manager, and division head positions²⁰), including average length of time served in each position. For each such category, the report shall specify the number of civilians holding such positions compared to the total number of positions filled.” (Civilian numbers in Figure 2 represent the number of civilians holding positions and positions filled.) (Figure 3 depicts reported time served in present position.)

Figure 2 – DoD Acquisition Workforce on Critical Acquisition Positions by Grade (Equivalent)

CAPs Only By Career Field and Civilian/Military by Grade/Rank** (As of FY15)	Auditing	Business - CE*	Business - FM*	Contracting	Engineering	Facilities Engineering	Information Technology	Life Cycle Logistics	PQM*	Program Management	Property	Purchasing	S&T Manager*	Test and Evaluation	Unspecified	TOTAL
Total Workforce	211	225	720	3,002	4,401	208	309	1,193	393	4,244	9	4	768	1,008	2	16,697
Civilian by Grade																
SES Equiv	12	6	7	54	79	7		1	26	1	143		27	14		377
15+		2	1		162	1		2	1	8	5		4	4		190
14 - 15	173	199	695	2,344	3,883	187	6	248	1,043	243	2,644		742	833	2	13,242
13 - 14			3	26	7			1	6		8		1	3		55
12 - 13	6	8	31	208	118	13	3	43	57	50	111	1	9	9		667
7 - 11				2	4				2	6	10					24
1-6								1								1
Civilian Total	6	8	34	236	129	13	3	45	65	56	129	1	10	12	-	14,556
Military by Rank																
O7 - O9				6	2			2	4	48				5		67
O4 - O6		5	17	365	132		8	74	74	1,351			25	125	1	2,177
O1 - O3				5	4			1		5				2		17
Not Listed																-
Military Total	-	5	17	376	138	-	8	77	78	1,404	-	-	25	132	1	2,261

* See Figure 1 * note

** See Figure 1 ** note

Figure 3²⁰ - Length of Time Served in DoD Acquisition Positions

CAPs Time (in Years) Spent in Current Position (As of FY15)	Auditing	Business - FM	Business -CE	Contracting	Engineering	Facilities Engineering	Information Technology	Life Cycle Logistics	PQM	Program Management	Property	Purchasing	S&T Manager	Test and Evaluation	Unspecified	Total
1 Year or Less		49	174	662	739	67	1	71	312	78	1,257		183	198	2	3,793
1 to 3 Years	7	60	201	874	915	51	2	86	330	87	1,480	1	214	257	1	4,566
3 to 5 Years	6	85	241	728	1,724	57	3	82	461	95	1,137		166	371		5,156
5 to 10 Years	16	26	137	587	849	32	2	65	106	105	440		187	160		2,712
10 to 15 Years	50		1	129	163		1		3	20	11		48	9		435
15 to 20 Years	110			29	1	1				1			9			151
20+ Years	2			1									1			4
Total	191	220	754	3,010	4,391	208	9	304	1,212	386	4,325	1	808	995	3	16,817

* See Figure 1 * note

** See Figure 1 ** note

²⁰ Data not available for total number of Deputy Program Managers and Division Heads in DoD. For time served in present position, best available data in the AT&L DataMart is the “date entered present position.” The date in this position is subject to update by various personnel actions and may reduce the actual time an incumbent is assigned to a position.



“(3) The number of employees to whom the requirements of subsections (b)(1)(A) and (b)(1)(B) of section 1732 of this title did not apply because of the exceptions provided in paragraphs (1) and (2) of section 1732 (c) of this title, set forth separately by type of exception.”

Subsections (b)(1)(A) and (b)(1)(B) of section 1732	
Army	No.
DoN	No.
Air Force	No.
4 th Estate	No.

Section 1732 (c) of this title, set forth separately by type of exception	
Army	No.
DoN	No. We do not waive individuals into the Acquisition Corps (AC). However, we do waive the requirement for AC membership for assignment to CAPs/KLPs in situations where the selectee is determined best qualified. Of the 4620 individuals assigned to DoN CAPs/KLPs, only 31 (less than 1%) do not have a degree and/or are not covered by the 10-yr experience exception. These individuals are on temporary waivers that do not exceed 2 years. During the waiver period, they are required to meet AC requirements.
Air Force	Currently, there are 3 Workforce members who do not have bachelor’s degree but meet the 1991 clause. There 11 current members who do not meet the 24/12 requirement but meet 1991 clause.
4 th Estate	Yes (2) – DTRA has issued two Acquisition Corps Membership waivers.

“(4) The number of times a waiver authority was exercised under section 1724 (d), 1732 (d), or 1734 (d) of this title or any other provision of this chapter (or other provision of law) which permits the waiver of any requirement relating to the acquisition workforce, and in the case of each such authority, the reasons for exercising the authority. The Secretary may present the information provided under this paragraph by category or grouping of types of waivers and reasons.”

Section 1724 (d) 1102s	
Army	No.
DoN	Of the 4234 individuals in DoN 1102 (and similar military) positions, only 83 (1.9%) do not meet requirements.
Air Force	There are 82 Contracting positions waivers approved in FY15.
4 th Estate	No.



Section 1732 (d) AcqCorps	
Army	No.
DoN	We do not waive individuals into the AC. However, we do waive the requirement for AC membership for assignment to CAPs/KLPs in situations where the selectee is determined best qualified. Of the 4620 individuals in DoN CAPs/KLPs, 209 (4.5%) are not Acq Corps members. These individuals are on temporary waivers that do not exceed 2 years. During the waiver period, they are required to meet AC requirements.
Air Force	There are 9 Acq Corps membership waivers in FY15.
4 th Estate	Yes, DTRA (2)

Section 1734 (d) CAPs	
Army	Yes, 7. CAP tenure waivers are only provided for exceptional circumstances.
DoN	CAPs: DoN rarely issues CAP tenure waivers. DoDI 5000.66, E2.4.2.1 allows for certain acceptable deviations from tenure requirements: Promotion; reassignment to a command/command-equivalent position; separation; retirement; removal for cause; reduction-in-force; mobilization; assignment to military theater/zone of operation; elimination of position; or reassignment due to program cancellation, merger, or organizational realignment. The great majority of our early movements meet one of the acceptable deviations where waivers are not required. KLPs: In the recent year, of the 508 individuals assigned to KLPs, 1 did not meet their tenure obligation.
Air Force	There are 78 approved CAP tenure waivers approved in FY15.
4 th Estate	No.



DoD Acquisition Workforce Strategic Plan FY2016 – FY 2021

