

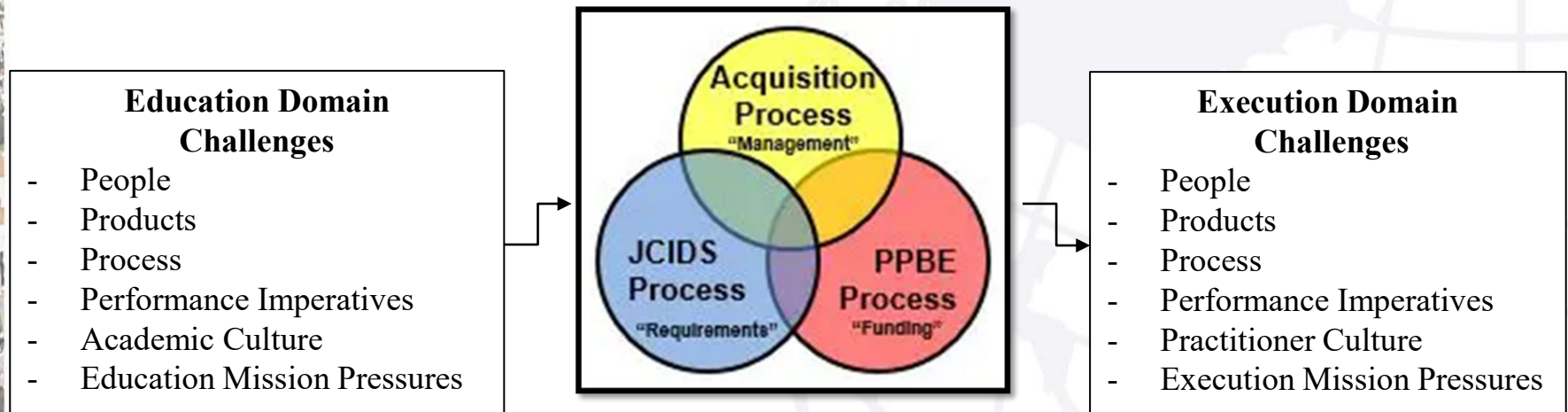


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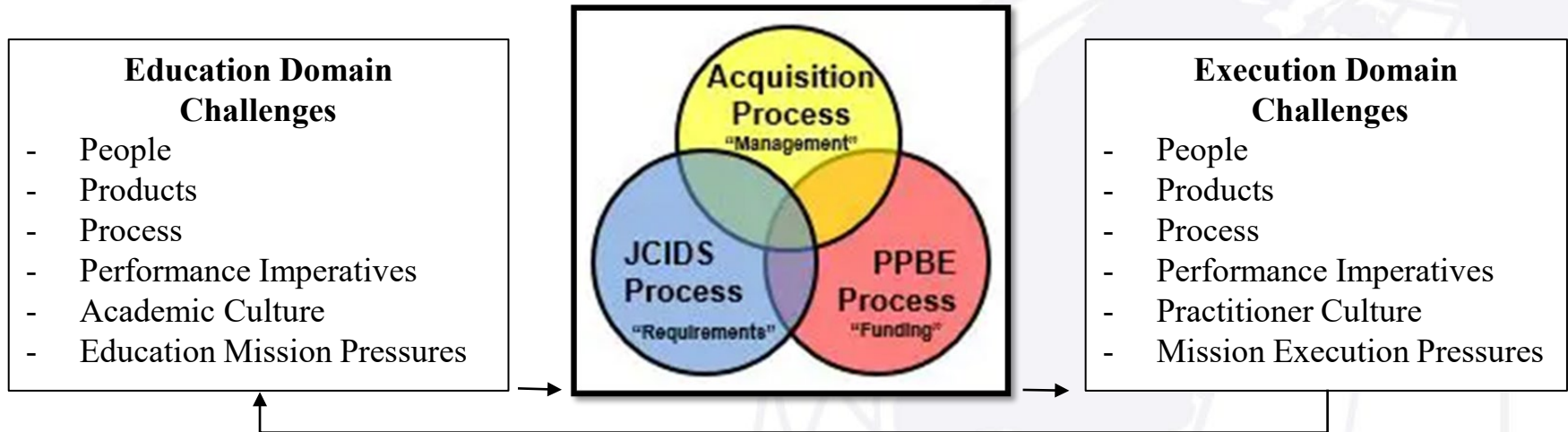
**Educational Leadership, Collaboration, and Relevance:
A Get Real, Get Better Approach To Innovating Major
Weapon Systems Cost/Price Analysis and Contract
Negotiations Courses in Higher Education**

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- Buyers and Sellers Operate in a Turbulent 21st Century Defense Acquisition System (DAS) and National Security Environment
- Education & Execution Domains Contribute to DAS Performance Outcomes (+ / -)
- Education Domain Challenges: limited focus on technological advances, evolving stakeholder expectations, and the need for real-world application (Halabieh et al., 2022, p. 15).
- Execution Domain Challenges: “Knowledge gaps exist in the areas of business acumen, industry operations/motivations, impacting the ability to conduct cost/price analysis and contract negotiations” (Weber et al., 2019, p. 112).



- Contemporary researchers call for **Educational leaders to create collaborative learning environments, relevant and worthwhile curricula, and innovative partnerships for the common good** (Halabieh et al., 2022, p. 12; Sternberg, 2005, p. 203; Toker, 2022, p. 234).



Alignment & Linkage: Bring the Realities of the Mission Area to the Classroom



Research Objective and Research Questions

Research Objective

Examine the lived experience of an educational leader's implementation of the U.S. Navy's Get Real, Get Better (GRGB) Methodology into MN3320 Cost/Price Analysis / MN3321 Contract Negotiations higher education courses, and the extent to which these activities shaped the quality of education and improved student learning, AY2021 – AY 2022.

Research Questions

1. How did an education leader integrate the GRGB approach into existing cost/price analysis and contract negotiations curricula and course structure?
2. To what extent, if any, did the implementation of the GRGB approach improve or sustain student understanding of cost/price analysis and contract negotiations principles?
3. What were the leadership outcomes, best practices, and lessons learned?



Get Real: Determine Current Execution Domain State:

1. FY20 – FY23 Program Acquisition Costs by Weapon System
2. Corresponding Federal Procurement Data / Contracting Process
3. Related Naval Postgraduate School Research

Get Real: Determine Current Education Domain State:

1. Course demographics summer/winter 2021 and 2022
2. Active-military / DoD Civilian entry points
3. Course content and knowledge sequencing

Get Real: Establish a Standard

1. Compare Education and Execution Domains
2. Identify Education and Execution Domain Deltas
3. Understand Alignment and Linkage Opportunity Areas



Get Better: Continuously Improve

1. Collaborative learning environment
2. Relevant and worthwhile curricula
3. Education Quality

Get Real: Learn

1. From Winter 2021, Summer 2021 Course Evaluation Results
2. From Winter 2022, Winter 2022 Course Evaluation Results
3. Employing Kolb's Experiential Learning Model

Get Better: Identify the Problem

1. Understand Cross-Service Perspectives
2. Consider Organizational Performance Imperatives
3. Understand Awareness of Proposal Development / Analysis Software

Get Real: Develop Solutions

1. Based on Facts
2. Based on Data
3. Based on Diverse Inputs



Research Results



“Find and embrace the red to drive improvement”
(VCNO Adm. Lescher, 2022)

Entry Point Variations

Row Labels	Count of Rank/Service/Country
MN3320/MN3321 W-21	31
Capt, USMC, U.S.A.	7
Capt., USAF, U.S.A.	1
CPT, USA, U.S.A.	5
LCDR, USN, U.S.A.	6
MAJ, USA, U.S.A.	12
MN3320/MN3321 S-21	34
Capt, USMC, U.S.A.	2
Civilian, U.S.A.	24
CWO4, USN, U.S.A.	1
LCDR, USN, U.S.A.	1
Lt Col, USMC, U.S.A.	1
LT, USN, U.S.A.	3
MAJ, USA, U.S.A.	2
MN3320/MN3321 W-22	22
Capt., USSF, U.S.A.	1
CPT, USA, U.S.A.	16
MAJ, USA, U.S.A.	5
MN3320/MN3321 S-22	24
1st Lt, USMC, U.S.A.	1
CDR, USN, U.S.A.	1
Civilian, U.S.A.	14
ENS, USN, U.S.A.	1
LCDR, USN, U.S.A.	5
LT, USN, U.S.A.	1
Maj, USMC, U.S.A.	1
Grand Total	111



Characteristics of Major Weapon Systems Cost Analysis, Price Analysis, and Contract Negotiations	Execution Domain		Education Domain		Alignment Areas	
	Buyers	Sellers	Buyers	Sellers	Buyers	Sellers
83 Major Defense Acquisition Programs	X	X	/	X	X	X
Appropriation Types: RDT&E, Procurement	X	X	/	X	X	X
Contract Types: Cost and Fixed Priced Variants	X	X	X	X		
Contract Methods: FAR 15 Contract by Negotiations (Sole-Source)	X	X	X	X		
Sole-Source Contracting Process	X	X	X	X		
Buyers Release Request for Proposal (RFP) (Letter)	X		X			
Sellers Receive RFP		X	X	X		
Sellers Develop Proposals Using Software		X	X	X	X	X
Buyers Receive Seller's Proposal / Determine Adequacy	X		X	X		
Buyers Conduct Fact-Finding	X	X	X	X		
Technical Evaluations (Excel Spreadsheets)	X		X			
Proposal Analysis Software	/	X	X	X	X	X
Cost/Price Analysis (Active / Buyer-Developed Excel Spreadsheets)	X		X			
Pre-Price Negotiation Memorandum	X		X			
Business Clearance	X		X			
Negotiations (Using Proposal Analysis Software)	/	X	X	X	X	X
Final Price Negotiation Memorandum	X		X			
Contract Clearance	X		X			
Contract Award	X	X	X	X		

- 1
- 2
- 3
- 4
- 5

Standard

- 15 major defense contractors manufacture and support 83 MDAPs.
- Majority use ProPricer Contractor Edition (CE) to develop cost proposals (Cooper, 2022).
- Buyers /sellers use consistent appropriation types, contract types, methods, and sole-source negotiations process.

/ = Limited Awareness in the Execution Domain
 X = Awareness in Execution / Education Domains
 / = Limited Awareness in Education Domain
 X = Not Initially Captured in the Education Domain
 X = 5 Alignment/Linkage Areas



Identify
Problems &
Develop
Solutions

"Get Better"

1. Developed **collaborative partnership** with ProPricer Government Edition (GE) developers
2. Introduced cohesive course design that follows the sole-source major weapon systems contracting process, involving lectures and ProPricer GE labs.
3. Students divided into buyer and seller groups
4. Both groups use ProPricer GE to develop and analyze proposals.
5. Information supports Pre-Price Negotiation Memorandum (PNM) Business Clearance, Final PNM, and Contract Clearance.

Characteristic s of Major Weapon Systems Negotiations Environment	MN3320/MN33 21		Cohesive Course Design		Kolb's Experiential Learning Cycle	Bloom's Taxonomy
	Buyers	Sellers	Weeks	Themes /Activity	Kolb's Learning Cycle Elements	Bloom's Taxonomy Level
83 Major Defense Acquisition Programs	1 X	X	1	Understand Environment (Lecture)	Concrete Experience	Understanding
Appropriation Types: RDT&E, Procurement, and O&M	2 X	X	1	Understand Environment (Lecture)	Concrete Experience	Understanding
Sellers Develop Proposals Using Software	3 X	X	3	ProPricer GE Lab 2 Sellers Receive RFP / Lecture	Concrete Experience Reflective Observation	Evaluating and Creating
Proposal Analysis Software	4 X	X	4	ProPricer GE Lab 3 Technical Evaluations / Lecture	Abstract Conceptualization	Analyzing
Negotiations (Using Proposal Analysis Software)	5 X	X	6, 7, 8	ProPricer GE Lab 5: Turning Offers and Counteroffers	Abstract Conceptualization Active Experimentation	Evaluating and Creating



Continuously
Improve &
Learn

"Get Better"

Course Evaluation Form Statements / Data

Row Labels	Count of Section	MN3320 Responses	Response Rate	MN3321 Responses	Response Rate
MN3320/MN3321 W-21	31	30	97%	30	97%
MN3320/MN3321 S-21	34	19	56%	20	59%
MN3320/MN3321 W-22	22	22	100%	22	100%
MN3320/MN3321 S-22	24	12	50%	12	50%
Grand Total	111	83	75%	84	76%

Element	Course Evaluation Statements	M20 W-21	MN21 W-21	MN20 S-21	MN21 S-21	MN20 W-22	MN21 W-22	MN20 S-22	MN21 S-22	Avg.	Total	% of Total
SL	1.1. I developed new skills and abilities.	4.80	4.87	4.37	4.42	4.82	4.86	4.92	4.92	4.75	5.00	95%
SL	1.2. I improved my understanding of the subject.	4.83	4.83	4.37	4.32	4.91	4.82	4.92	4.92	4.74	5.00	95%
SL	1.3. I strengthened my analytic capabilities.	4.77	4.77	4.32	4.32	4.77	4.86	4.92	4.92	4.71	5.00	94%
SL	1.4. I enhanced my ability to think critically.	4.70	4.70	4.26	4.26	4.82	4.86	4.92	4.92	4.68	5.00	94%
SL	1.5. Overall, I learned a great deal.	4.77	4.80	4.21	4.21	4.86	4.86	4.92	4.92	4.69	5.00	94%
C/D	2.1. The course material engaged me in the subject matter.	4.63	4.86	4.37	4.35	4.86	4.91	5.00	5.00	4.75	5.00	95%
C/D	2.2. The course assignments reinforced course content.	4.67	4.79	4.42	4.45	4.86	4.91	5.00	5.00	4.76	5.00	95%
C/D	2.3. The course content was relevant to my program of study.	4.87	4.93	4.53	4.60	4.82	4.86	5.00	5.00	4.83	5.00	97%
C/D	2.4. This course was academically challenging.	4.63	4.71	4.21	4.40	4.86	4.82	4.75	4.83	4.65	5.00	93%
C/D	2.5. Overall, the course was well designed.	4.66	4.79	4.21	4.20	4.91	4.91	4.75	4.75	4.65	5.00	93%
EL	3.1. The instructor created a productive classroom environment.	4.90	4.83	4.50	4.50	4.91	4.91	5.00	5.00	4.82	5.00	96%
EL	3.2. The instructor encouraged student participation.	4.90	4.90	4.72	4.70	4.91	4.91	5.00	5.00	4.88	5.00	98%
EL	3.3. The instructor was helpful when I had difficulties or questions.	4.83	4.90	4.56	4.55	4.91	4.91	5.00	5.00	4.83	5.00	97%
EL	3.4. The instructor provided constructive feedback.	4.87	4.87	4.50	4.40	4.95	4.91	5.00	5.00	4.81	5.00	96%
EL	3.5. Overall, the instructor was effective in teaching this course.	4.87	4.87	4.50	4.30	4.95	4.91	5.00	5.00	4.80	5.00	96%

SL = Student Learning C/D = Content and Design

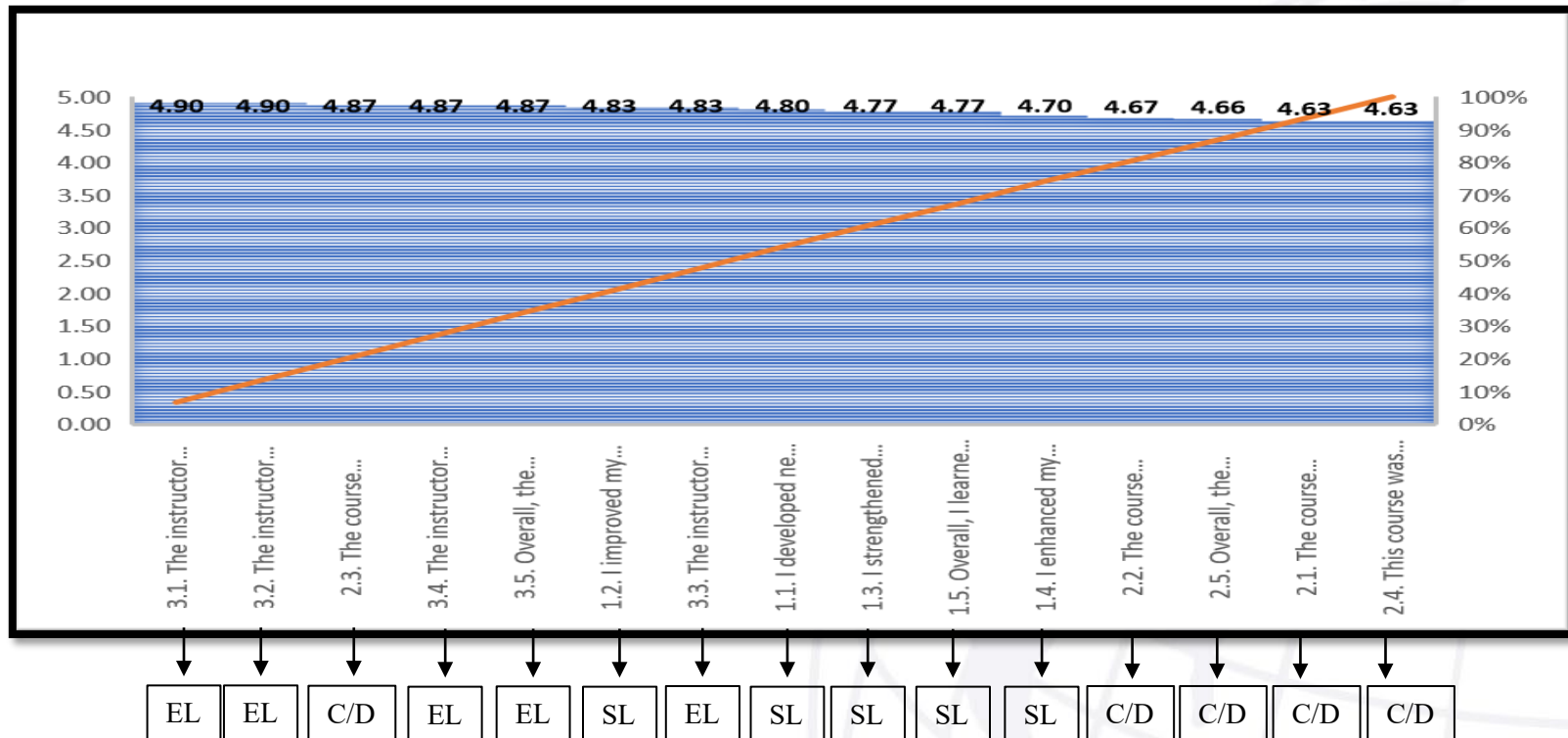
EL = Educational Leadership



Continuously
Improve &
Learn

"Get Better"

Course Evaluation Form Statements / Data in Descending Frequency Order



EL = Educational Leadership, SL= Student Learning, and C/D Content and Design

EL creates the conditions for SL through course C/D



Results & Recommendations

Results

- Educational leadership is required to assess and interrogate assumptions on course content/design and then synthesize the results to continuously improve in a DoD higher education context.
- Collaborative problem-solving in the education domain requires diverse stakeholder inputs.
- Overall, 83 of 111 (or 75 percent) of students who responded agreed/strongly agreed with the course enhancing critical thinking skills in cost/price analysis and negotiations; 84 of 111 (or 75 percent) who responded agreed/strongly agreed with the relevance of course content and design.
- Results are consistent with Houle's (1996) Fundamental System of Education Design, which emphasizes that "the analysis for planning educational activities must be based on the realities of the human experience and the state of constant change (p. 42).
- Best Practice: Embrace the red to drive improvements
- Lessons Learned: (1) Education involves the totality of the system (2) Innovation in one domain does not guarantee system-level innovation—requires a holistic approach.

Recommendations

- Future researchers should consider the feasibility of Government-Industry co-education in major weapons systems cost/price analysis and contract negotiations.
- Buyer/seller variations in education and training in these areas manifest in the Execution Domain, where the need for accuracy and faster decision-making is high (both operate in a turbulent 21st century DAS and national security environment).
- Government-Industry co-education earlier in the professional development process and BEFOE entering the Execution Domain could increase cost/price analysis and contract negotiations accuracy and decision speed for the common good.



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