

Background

Research
Objective

Methodology

Findings

Conclusions



Instituting a Learning Organization (LO) Architecture in the Acquisition Workplace



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Acquisition Communities and LOs

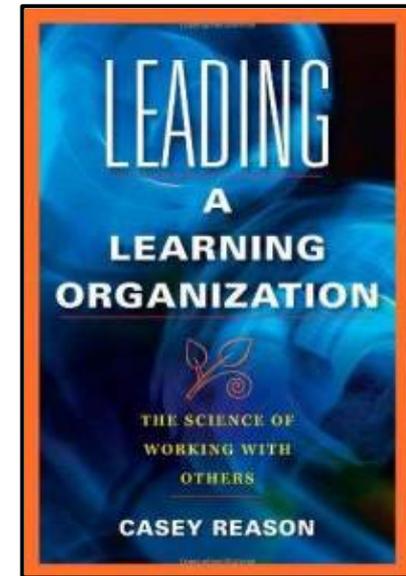
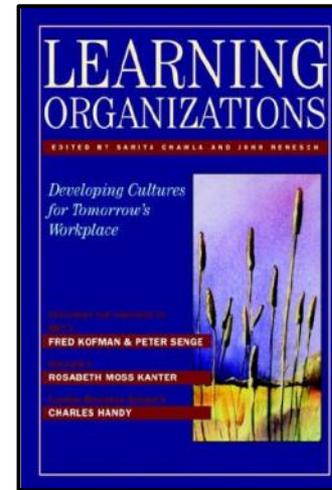
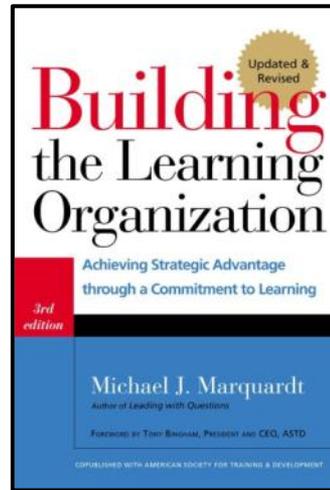
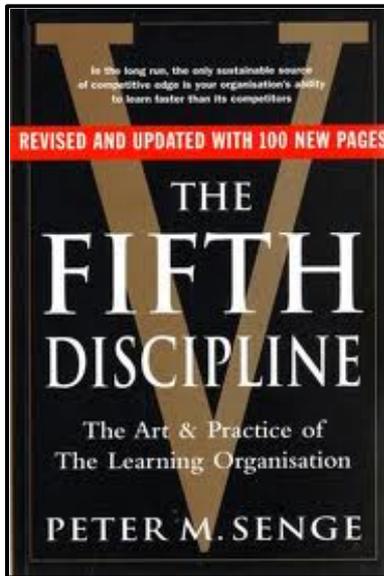
Since DoD Acquisition Organizations depend heavily on learning gains, where do they stand as “Learning Organizations (LOs)”?



This research set out to seek them out and better understand the key components that make them appropriately armed LOs... especially if the DoD expects to fulfill the current Better Buying Power initiatives...and future ones like it over the long haul.

What is a Learning Organization?

The Literature says...



KEY ATTRIBUTES

Stimulates Systems Thinking...

Supports Personal Mastery...

Challenges Existing Mental Models...

Creates a Shared Vision...

Promotes Team Learning...



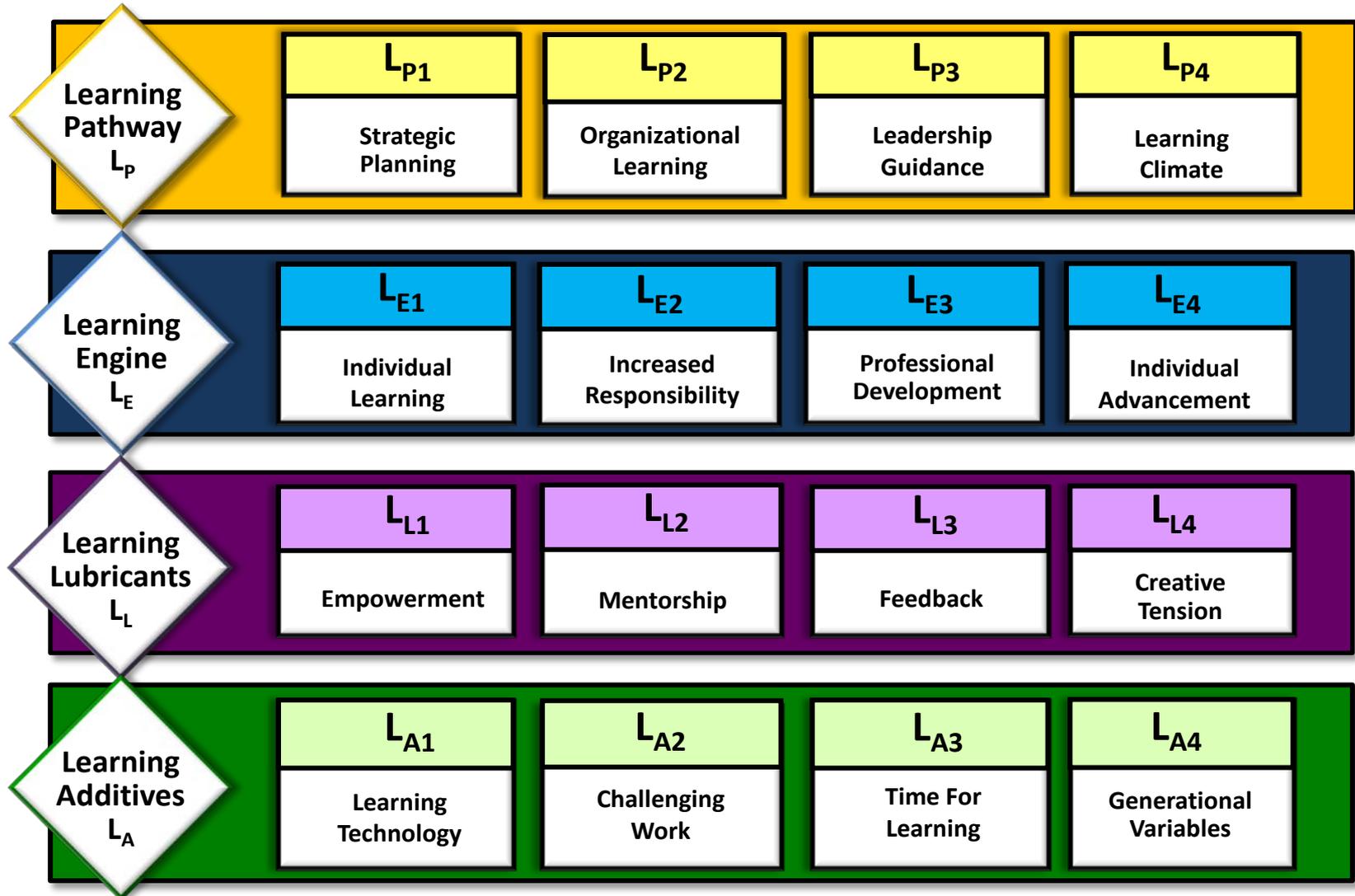
**Is there a Learning Organizations
Blueprint the Acquisition Community
Can Follow?**

LO Features

Methodology

Assessment Basis

$LOs = f((\text{Learning Pathway } (L_{Pi}), \text{ Learning Engine } (L_{Ei}), \text{ Learning Lubricants } (L_{Li}), \text{ Learning Additives } (L_{Ai}))$



Program Offices

Methodology

Benchmark Data

18 Interviewed and Surveyed



Ballistic Missile Defense System (BMDS)



Navy Virginia (SSN 774) Class Attack Submarine



C-130/C130J Aircraft Modernization Program



B-2 and SATCOM and Computer Increment I



F-35 Lightning II Program Office



MQ-9 UAS REAPER



KC-46 Tanker



F-22



RQ-4A/B UAS GLOBAL HAWK



WGS (MILSATCOM, AEHF, FAB-T, GBS)



NPOESS National Polar-orbiting Operational Environmental Satellite System



SBIRS HIGH Infrared Systems Directorate



EELV (Launch & Range Directorate)



GPS IIIA and NAVSTAR GPS



AB3A REMANUFACTURE



GMLRS/GMLRS AW Precision Fires Rocket & Missile Sys



PEO C4I

LO Survey Instrument

Methodology

Close preview

DAU DEFENSE ACQUISITION UNIVERSITY
Learn. Perform. Succeed.

6. Rate your ORGANIZATION'S active implementation of the following.

	Rate Implementation						
	Not Active			Highly Active			
	1	2	3	4	5	6	7
Strategic Planning (Serves to focus an organization's heading, e.g. setting goals, instituting performance targets, etc.)	<input type="radio"/>						
Organizational Learning Goals (Uses knowledge to improve performance and is measurable)	<input type="radio"/>						
Strong Learning Climate (Promotes learning, e.g. makes it safe for people to share openly and take risks)	<input type="radio"/>						
Individual Learning (Sets aside enough time to leverage on-the-job learning)	<input type="radio"/>						
Individual Advancement (Seeks professional growth opportunities at the workplace)	<input type="radio"/>						
Increased Responsibility for its Personnel (Creates a supportive environment)	<input type="radio"/>						
Team Learning (Values team diversity and shared responsibility to tackle bigger challenges, and learn from others)	<input type="radio"/>						
Professional Development (Provides learning opportunities outside the workplace and typically involves structured learning)	<input type="radio"/>						
Creative Tension (Pushes each other intellectually to encourage critical thinking, challenge old world thinking, etc.)	<input type="radio"/>						
Empowerment (Allows employees with the requisite skills to take charge)	<input type="radio"/>						
Mentorship (Formal or informal)	<input type="radio"/>						
Leadership Guidance on Learning (Leaders are actively involved in the development of workplace learning)	<input type="radio"/>						
Individual Feedback (Connects individual feedback with learning gains)	<input type="radio"/>						
Feedback about Organizational Outcomes (Openly broadcasts organizational results)	<input type="radio"/>						

If you rated any category less than 5, please explain.

33%

Save and Return Next

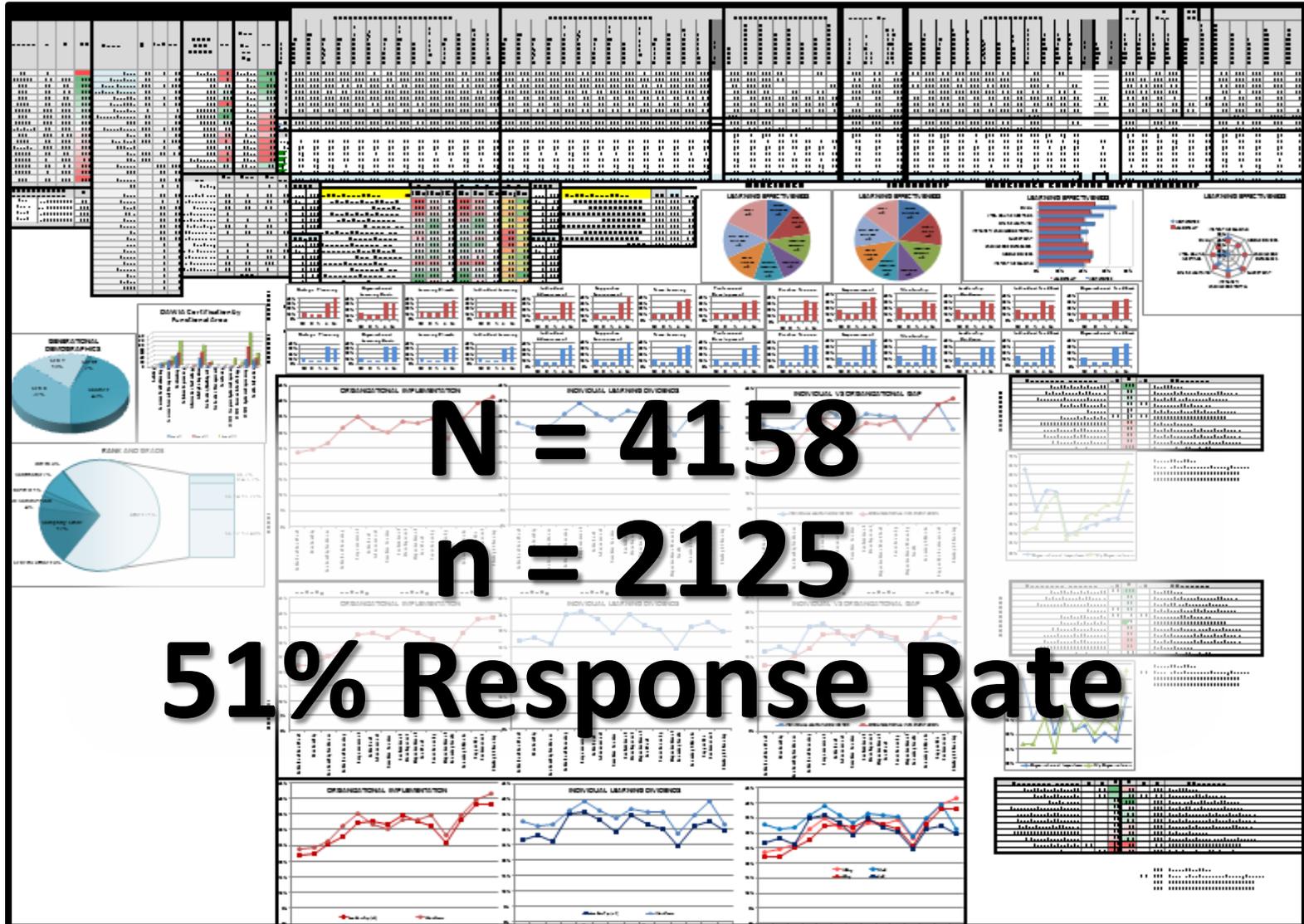
Powered by
Orion Systems Software

- 63 questions
- Likert scale: 1-7
- Questions mostly quantitative
- Several open ended questions
- Confidentiality maintained
- 10 minutes to take...

“to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, to describe what exists, in what amount, and in what context.”
(Isaac & Michael, 1997, p. 136)

What did the Data Say?

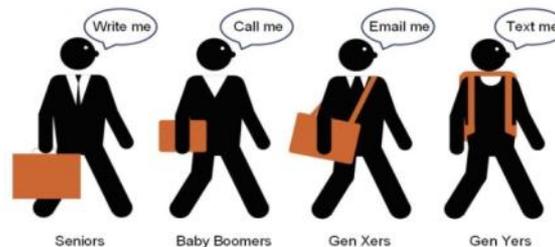
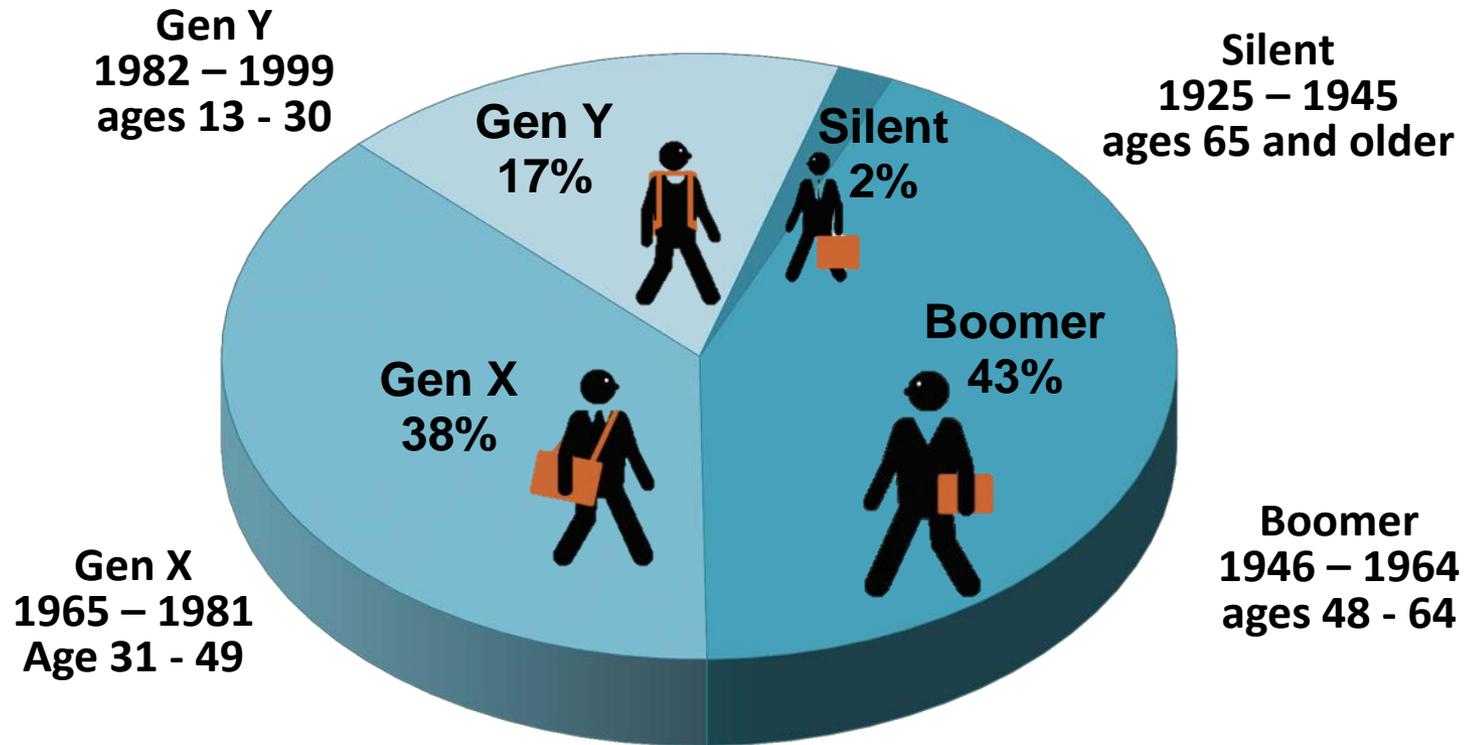
Findings



Demographics

Findings

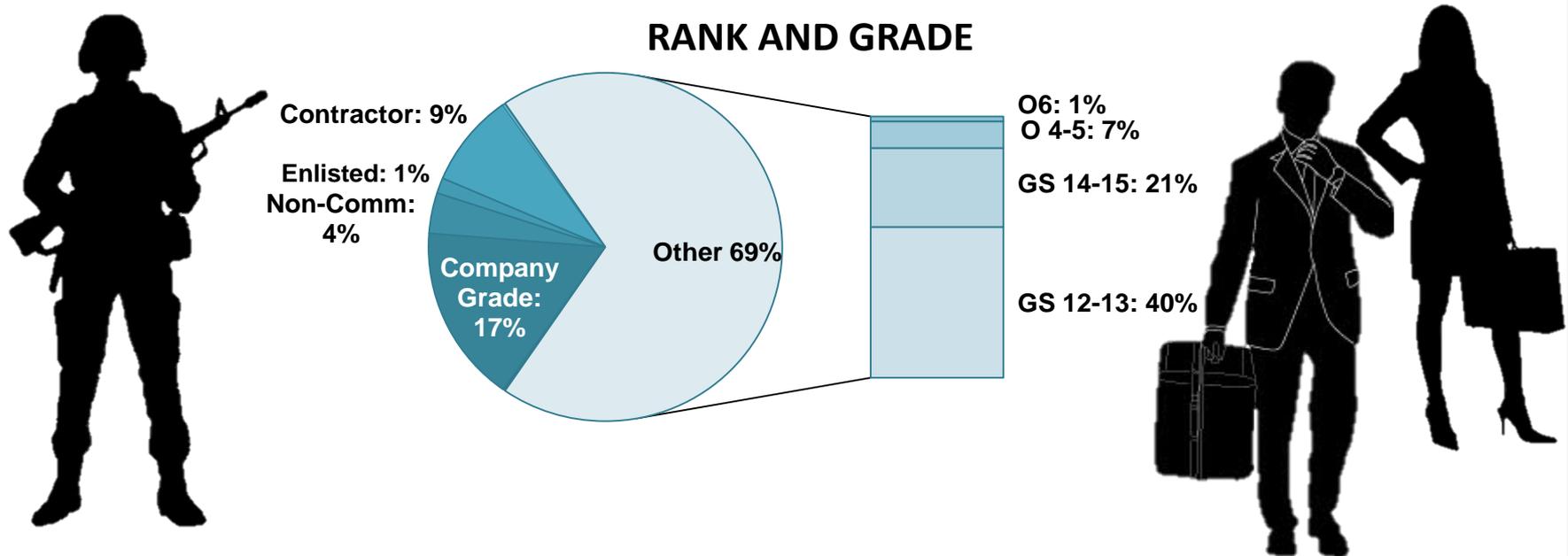
Programs Offices Contain Four Generations in the Workforce



Workforce Differentials

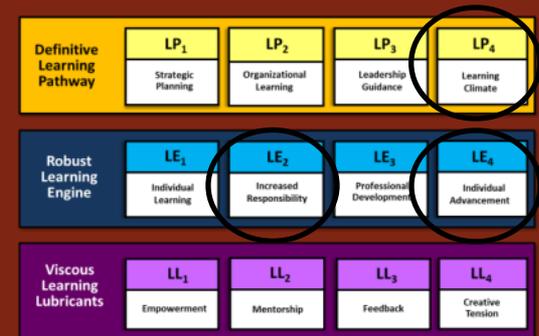
Findings

Are opportunities distributed fairly...regardless of Rank/Grade?



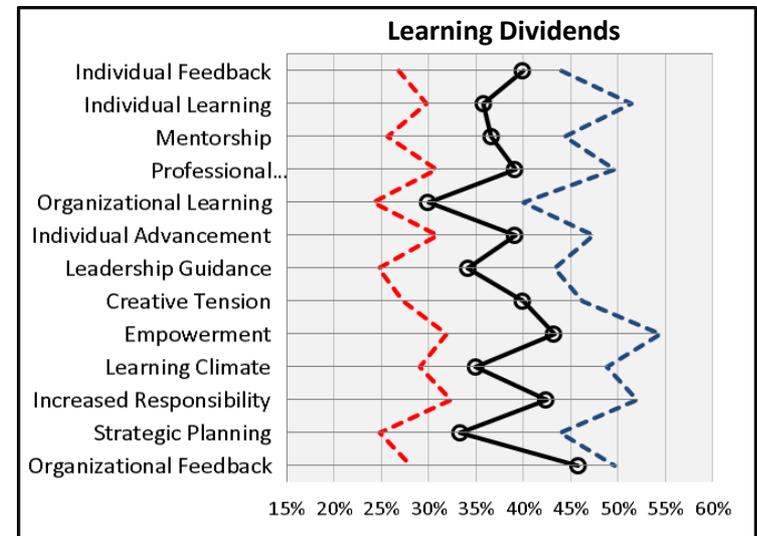
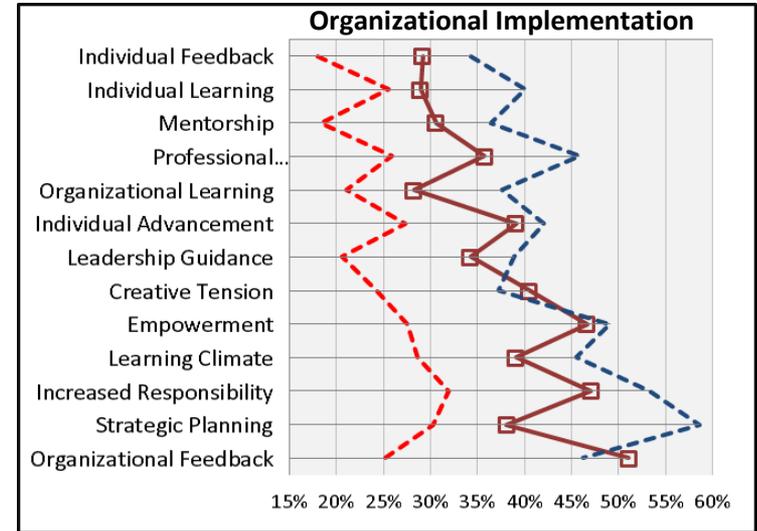
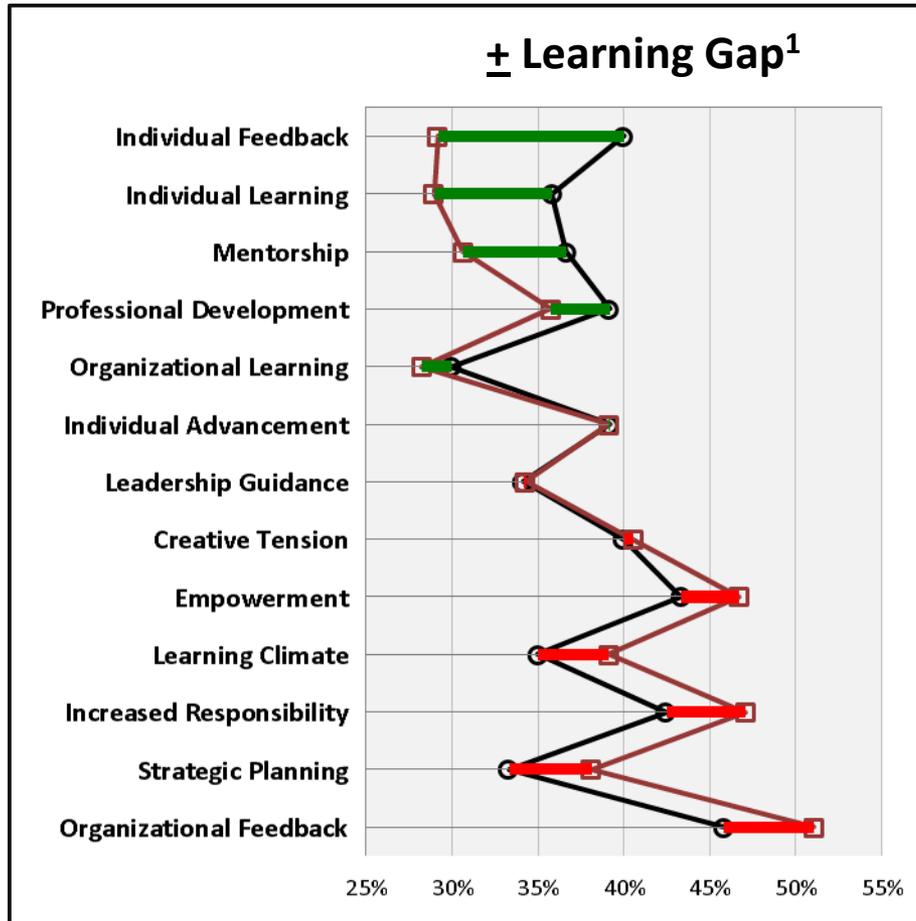
Civilian Comments (representative)

- Civilians are not candidates for leadership positions
- The military leadership doesn't recognize the value of civilian work force
- Limited mentorship/career guidance available to civilians
- Limited learning/growth opportunities to civilians
- Military leadership seems overly concerned with military advancement
- Military leaders want civilians to be more like military personnel
- Professional military education has limited value in acquisition



Gaps and Thresholds Program Results—1 of the 18

Findings



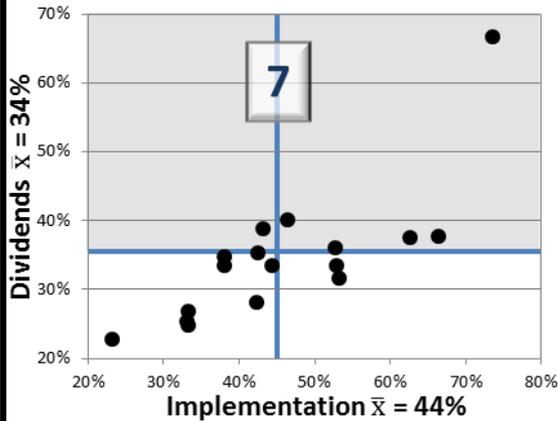
— Individual Learning Dividends - - - Aggregate Upper Rail (+1 σ)
 — Organizational Implementation - - - Aggregate Lower Rail (-1 σ)

¹Responses represent “top two box” percentages

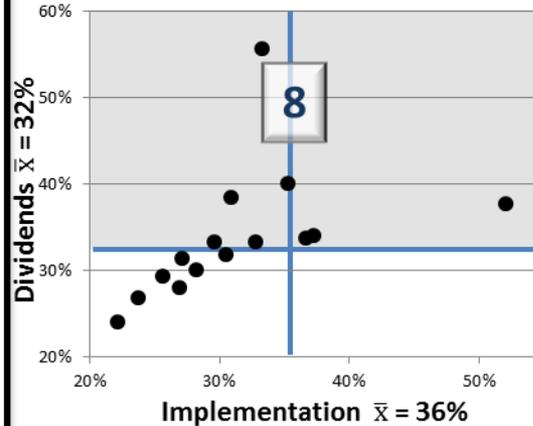
LEARNING PATHWAY

Findings

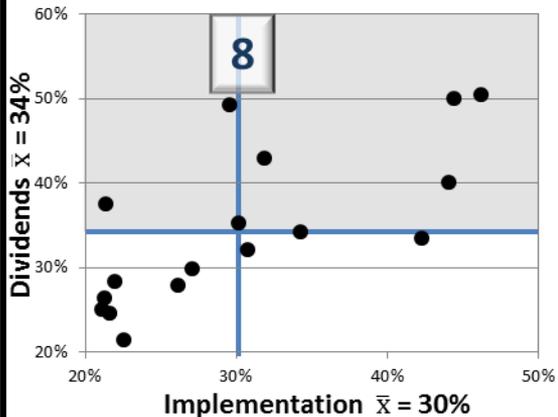
Strategic Planning (L_{p1})



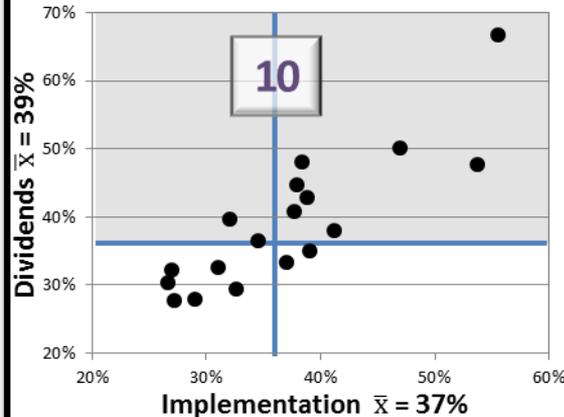
Organizational Learning (L_{p2})



Leadership Guidance (L_{p3})



Learning Climate (L_{p4})



How the Learning Elements Scattered for each of the 18 Organizations Queried and Examples of Catalysts



Strategic Plan:

integrate it, communicate it, make it more than shelf ware

Organizational Learning:

individuals learning should lead to the organization learning. The three critical factors are meaning, management, and measurement

Leadership Guidance:

accountability with leaders

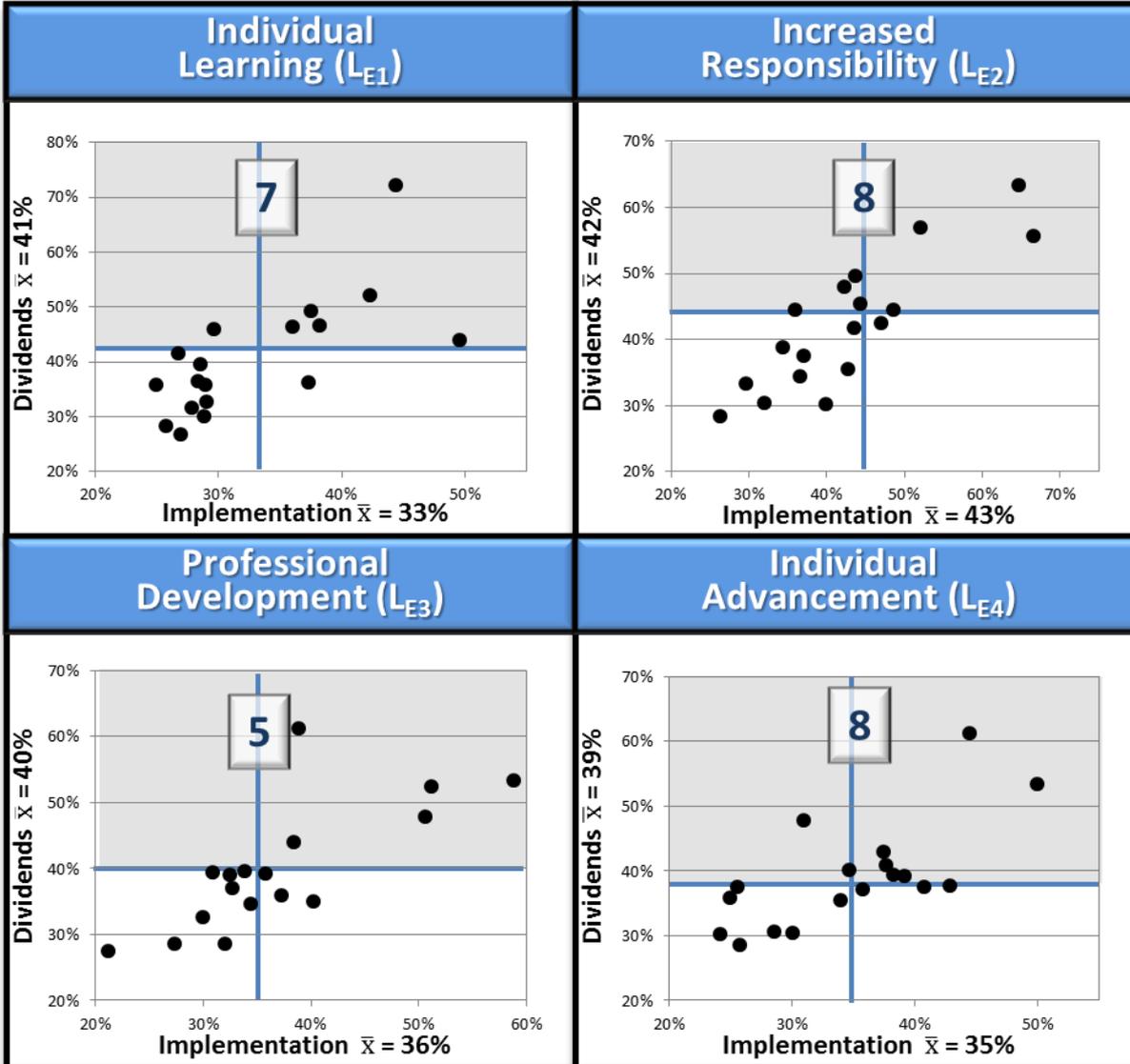
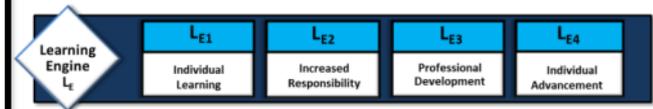
Learning Climate:

pushing the workforce to think critically and challenge the status quo

LEARNING ENGINE

Findings

How the Learning Elements Scattered for each of the 18 Organizations Queried and Examples of Catalysts



Individual Learning:

put junior people in charge of briefings

Increased Responsibility:

Innovation doesn't live in the routine, encouraging persistence to challenge themselves

Professional Development:

allow junior personnel to assume roles that are developmental and a stretch

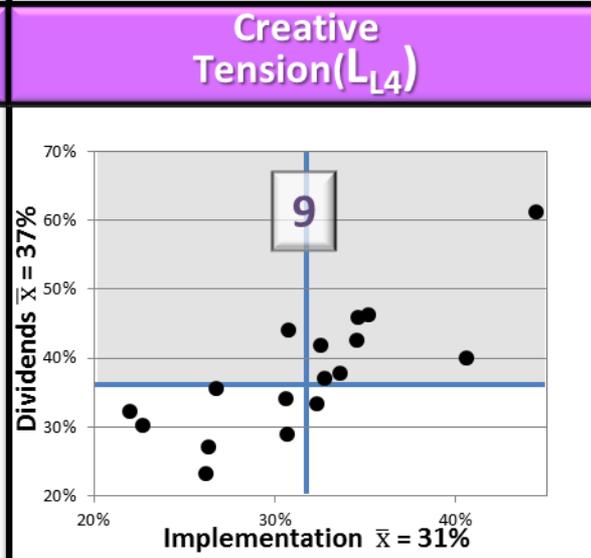
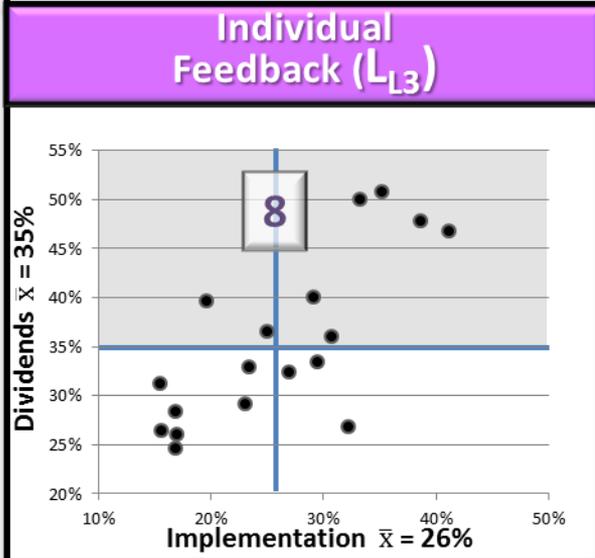
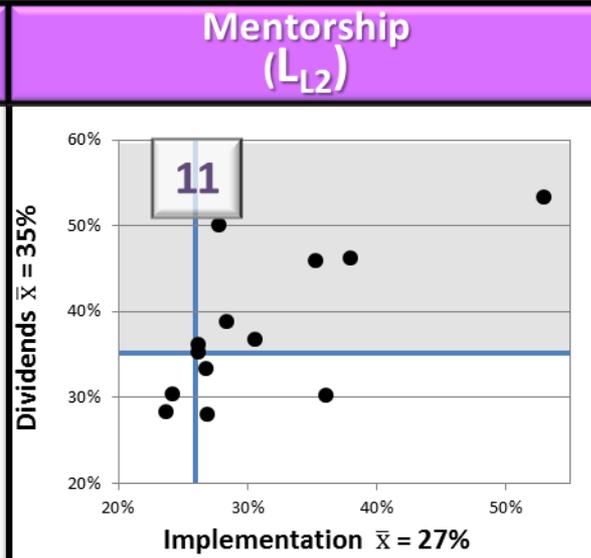
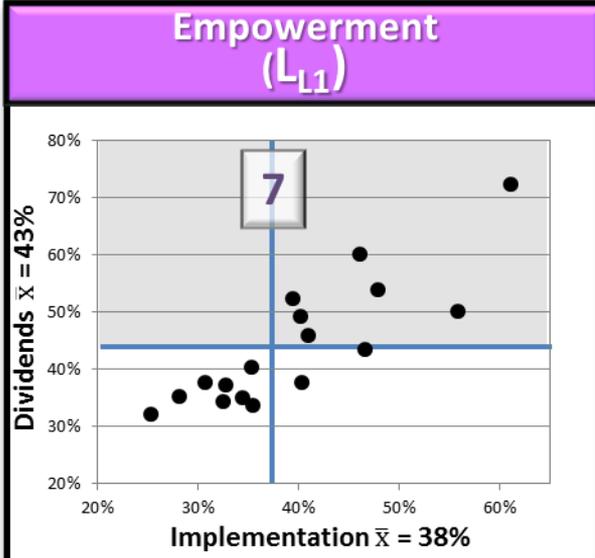
Individual Advancement:

show how to advance, allow competitive individuals to diversify, accession models

LEARNING LUBRICANTS

Findings

How the Learning Elements Scattered for each of the 18 Organizations Queried and Examples of Catalysts



Empowerment:

widely delegated “the authority” across their organization

Mentorship:

mentors must be willing to bear the responsibility for their employees' growth...too much formality leads to its death

Individual Feedback:

timely, respectful, accurate, carefully communicated, and void of negative undertones

Creative Tension:

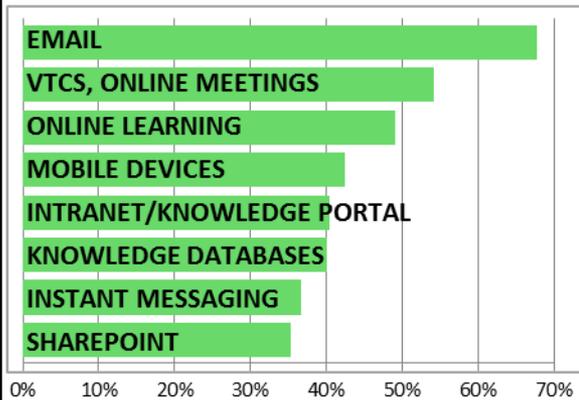
for the good of the product, healthy and respectful debate

LEARNING ADDITIVES

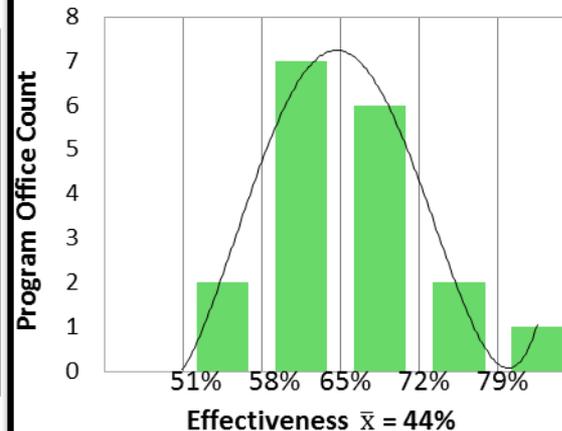
Findings

Learning Technology (L_{A1})

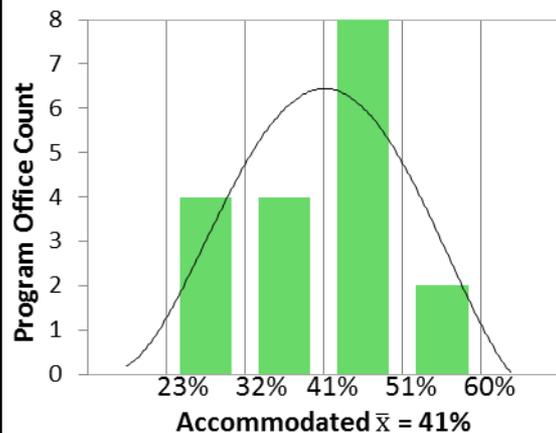
Effectiveness



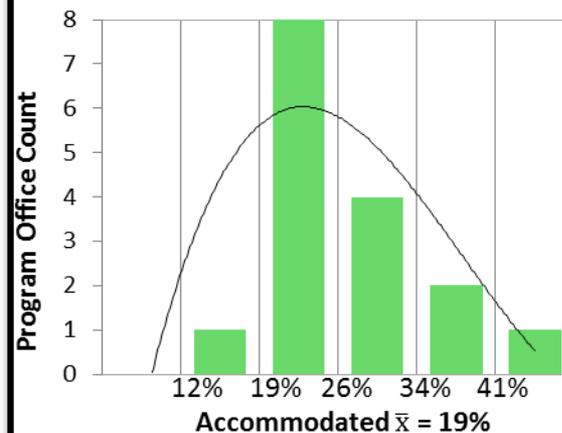
Challenging Work (L_{A2})



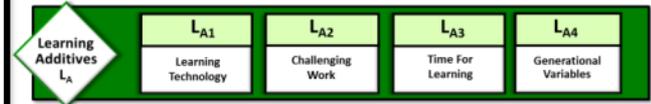
Time for Learning (L_{A3})



Generational Learning (L_{A4})



How the Learning Elements Scattered for each of the 18 Organizations Queried and Examples of Catalysts



Learning Technology:

email as a learning tool is paying dividends, build email protocol and processes

Challenging Work:

organizations achieve challenging work with a clear understanding of the sum of its parts

Time for Learning:

blended “just-in-time” learning, “ojt”, contests

Generational Learning:

give more attention to the development of your junior workforce



Program LO Scorecard—1 of the 18

Conclusions

Learning Pathway
L_P

Strategic Planning

- Not clear
- Outdated
- Ill-defined
- No measures

Organizational Learning

We don't implement what we learn.

Leadership Guidance

- Too tactical
- Needs structured opportunities to fill knowledge gaps

Learning Climate

- Time for learning & time for doing disconnect
- Work volume has forced rigid learning processes

Learning Engine
L_E

Individual Learning

- No time for 'individual' learning
- No time for formal OJT—must seek out others with the right experience

Increased Responsibility

In some cases, Program responsibility resides with the PM only

Professional Development

Encouraged to participate in learning opportunities

Individual Advancement

Not always focused on learning as a means for advancement

Learning Lubricants
L_L

Empowerment

- Restricted by processes
- Not encouraged to take risks in all cases

Mentorship

- Need mentorship at the start of the job
- Employees must seek out mentoring

Feedback

- In some cases, employees must solicit feedback
- Could be more timely

Creative Tension

Creative Tension is not always pervasive

Learning Additives
L_A

Learning Technology

VTCs and on-line meetings less valuable...

Challenging Work

Leaders seem very focused on tactical level challenges

Time For Learning

- Time for learning is always in conflict with time for doing
- Too busy working daily issues

Generational Variables

Entrance level personnel expect more focused support



DAU Can Help With Solutions

Conclusions

Learning Pathway
L_P

Learning Engine
L_E

Learning Lubricants
L_L

Learning Additives
L_A

 **Strategic Planning**

- Not clear
- Outdated
- Ill-defined
- No time for individual learning

 **Organizational Learning**

We don't implement

 **Leadership Guidance**

- Too tactical
- Needs structured opportunities to fill gaps

 **Learning Climate**

- Time for learning & time for doing disconnect
- Work volume has forced rigid learning processes

Organizational Performance Assessments

- Executive Coaching
- Workshops (e.g. Strategic Planning, Risk Management, etc.)
- Continuous Learning
- Climate Surveys
- 360^o assessments
- ACQ 45X Hybrids
- Soft Skill Training (e.g. Crucial Conversation, Speed of Trust, etc.)
- Professional Development (e.g. competencies, proficiencies, growth, etc.)

 **Learning Responsibility**

- No time for individual learning
- No time for continuous learning
- Must seek out others with the right experience

 **Learning Mentorship**

In some cases, Program responsibility resides with the PM only

 **Professional Development**

Encouraged to participate in learning opportunities

 **Individual Advancement**

Not always focused on learning as a means for advancement

 **Learning Engagement**

- Restricted
- Not encouraged to take risks in all areas

 **Learning Mentorship**

Individual mentorship at the start of the job

 **Feedback**

- In some cases, employees must solicit feedback

 **Creative Tension**

Creative Tension is not always pervasive

 **Learning Technology**

VTCs and on-line meetings less valuable...

 **Learning Challenging Work**

Leaders seem very focused on tactical level challenges

 **Learning Time For Learning**

- Time for learning is always in conflict with time for doing
- Too busy working daily issues

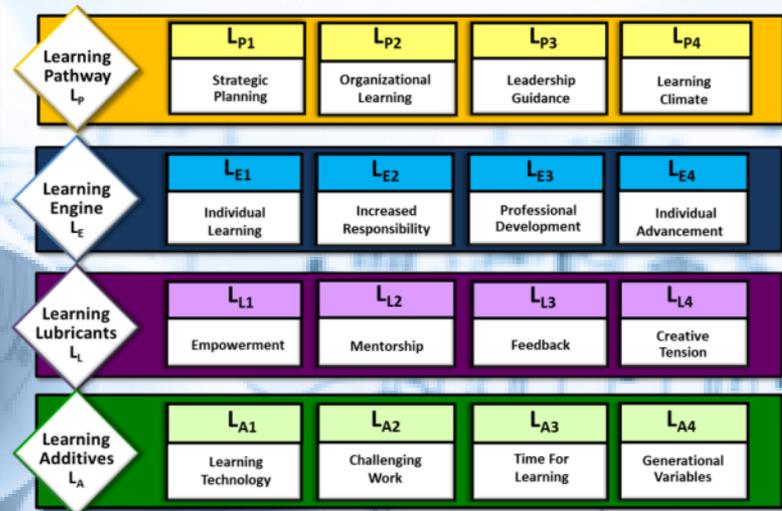
 **Learning Generational Variables**

Entrance level personnel expect more focused support

Instituting an LO Architecture in Acquisition Workplace—Pilot

Way Ahead

- Test Usefulness of Newest Product Line in the West Region
- Pre-selected 2 of the 18 Candidate Programs Offices who have already been evaluated under this Study
- Objective
 - Measure impacts to learning outcomes after adjusting various LO elements that are producing less than average learning dividends
 - Determine overall effects to Acquisition outcomes





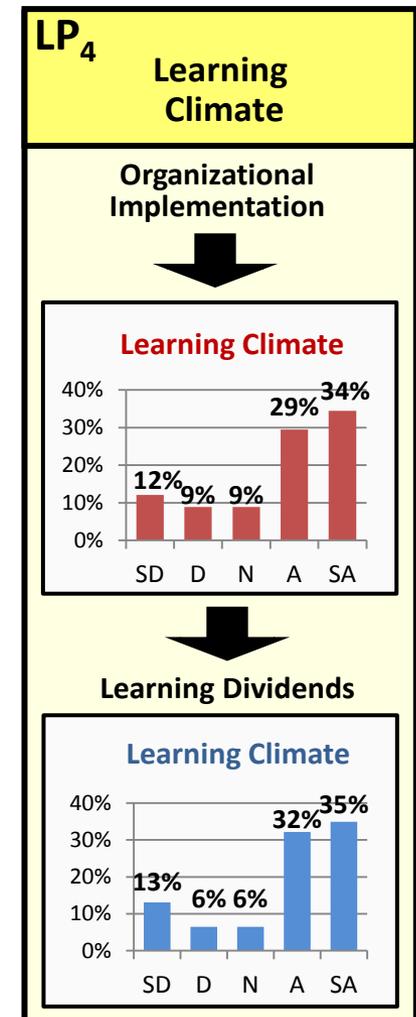
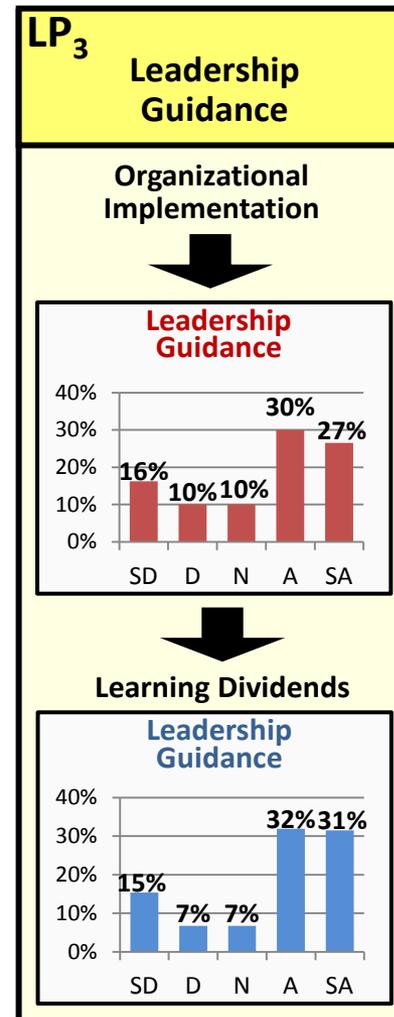
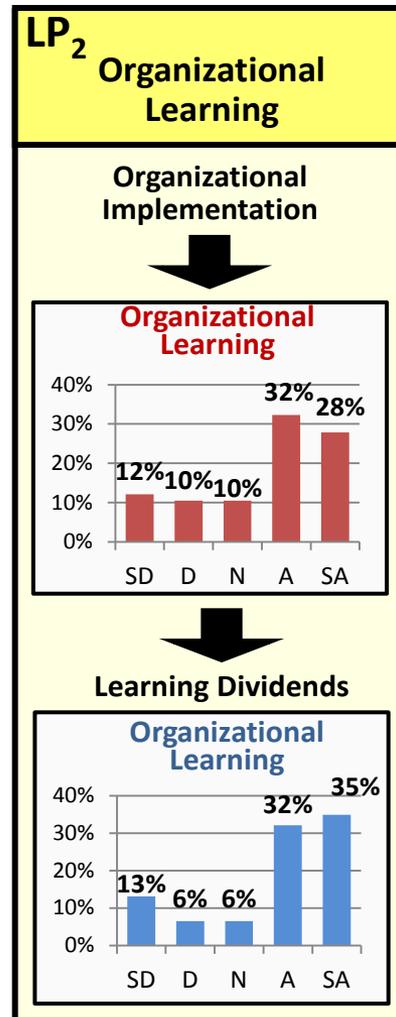
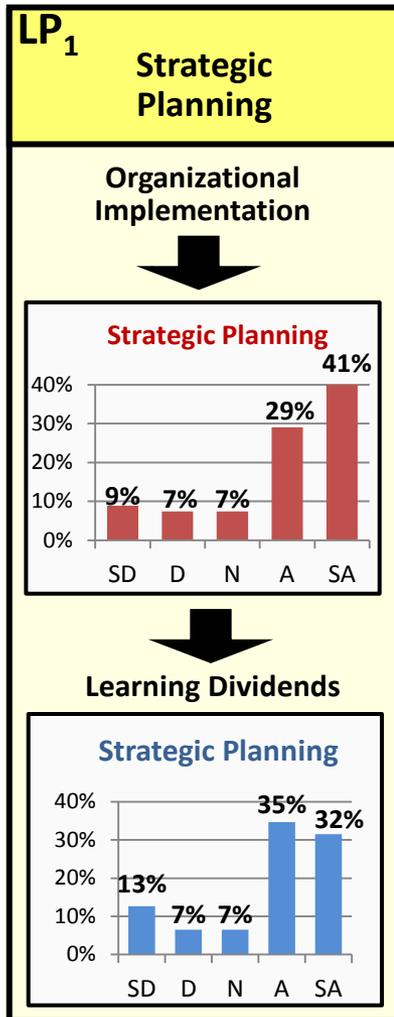
BACKUP SLIDES

Learning Element Relationships

Findings

Aggregate

Learning Pathway (Lp_i)

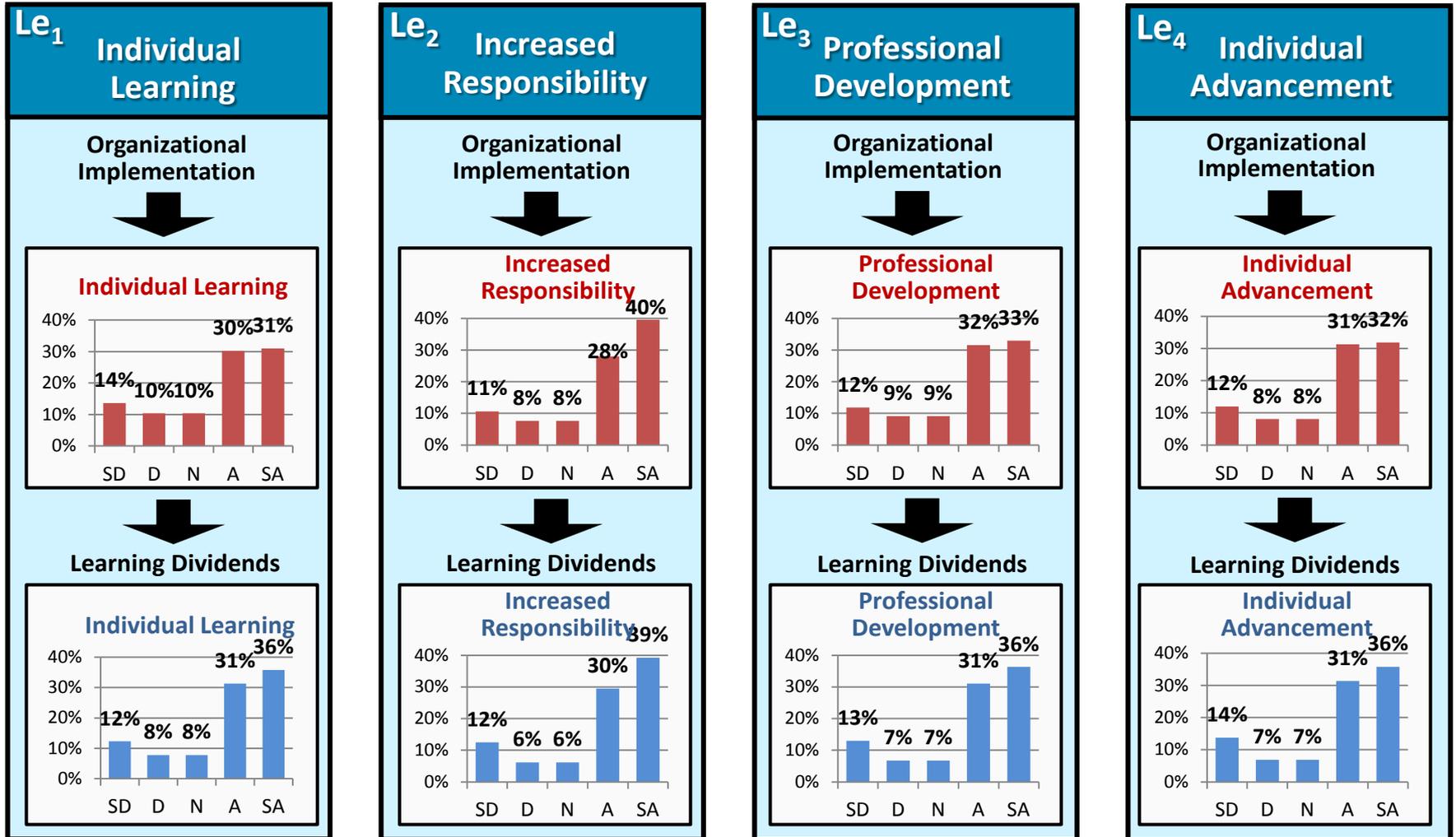


Learning Element Relationships

Findings

Aggregate

Learning Engine (Le_i)

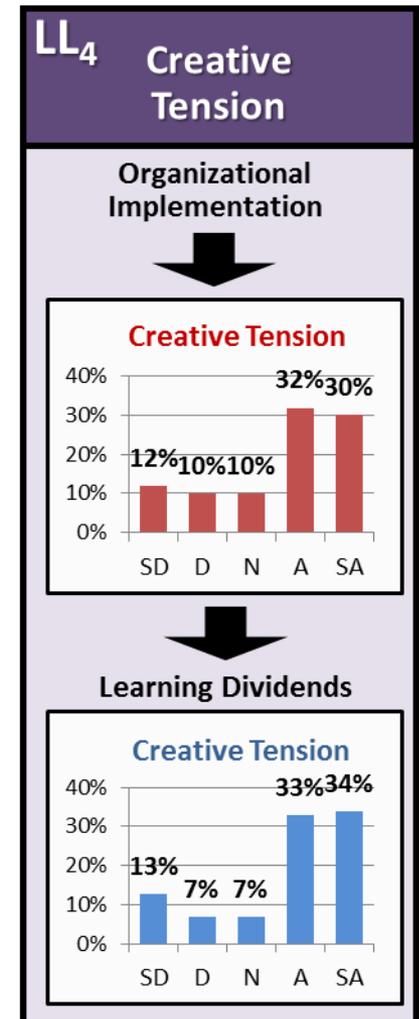
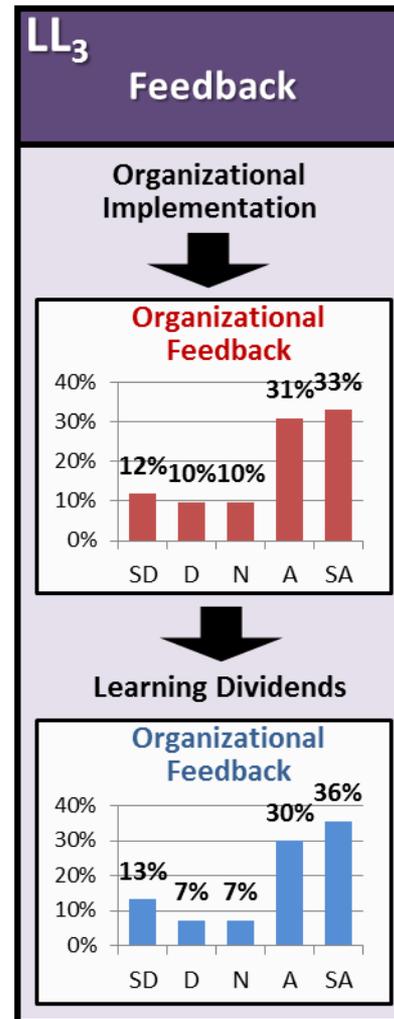
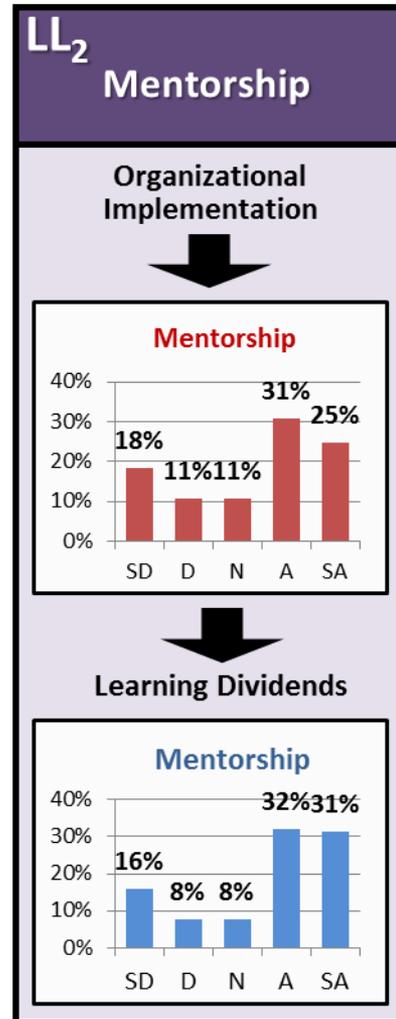
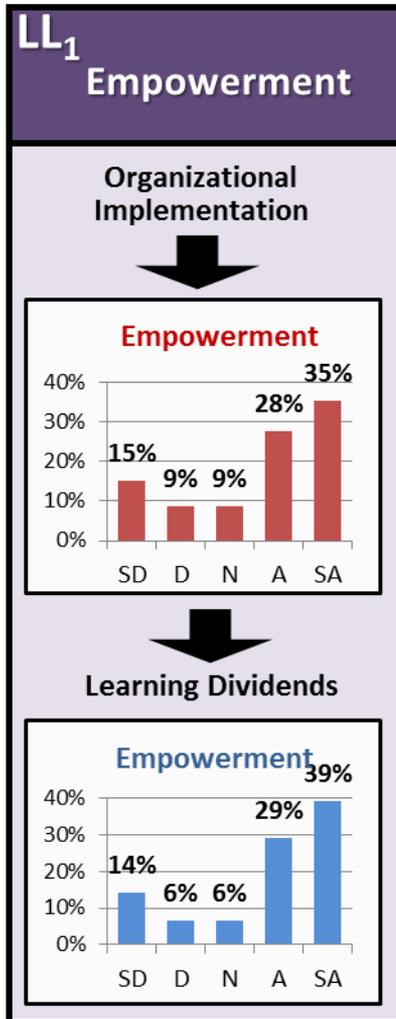


Learning Element Relationships

Findings

Aggregate

Learning Lubricants (LL_i)



Game Time!

Learning Organizations

Power Learner Play-Offs

Scenario Objective: Identify the Learner Leader powers that have the greatest leadership potential for you at your workplace.

1. Introduce Leadership Power concept
2. Go over game objectives
3. Pass out pencils and a copy of Potential Power Sheets
4. Go over directions
5. Give participants about 2 minutes to check 5 sources of power they believe hold the most promise for their own learning effectiveness
6. Hold up the deck of Power Source cards for everyone to see. Explain the deck of 20 Power Sources listed on their sheets including the 5 Power Sources they just checked
7. Advise players they will randomly be dealt 5 Power Source Cards—and they will be able to trade later
8. Let them know goal of game: End up with as many of these 5 Power Source cards they originally checked
9. Deal 5 Power Source Cards to each player
10. Let them know when you call "Trade" they can begin to start trading.
11. Call Trade
12. 3 minutes later, call time.
13. Have players record 5 points on their Potential Power Sheets
14. Have players add an additional 10 points if they collected all of the power sources checked on their potential Power Sheets
15. Ask Player to add up their scores
16. Declare the winners and award them the Prince/Orincess of Power
17. Debrief Players. Have players give a couple of their strongest leading powers. Ask them how they could be used to promote personal mastery in a learning organization. Ask them some of the advantages they may have over professional trainers in affecting dramatic changes in a organization

What Matter Most to You?

Accepting
Criticism

Good
Listener

Articulate

Patient

Confront
Controversy

Think on
Feet

Deal with
Incorrigibles

Process & Apply
Research Findings

Analytical

Systems
Thinker

Business
Understanding

Knowledge
of Learning

Creative

Persuasive

Facilitator

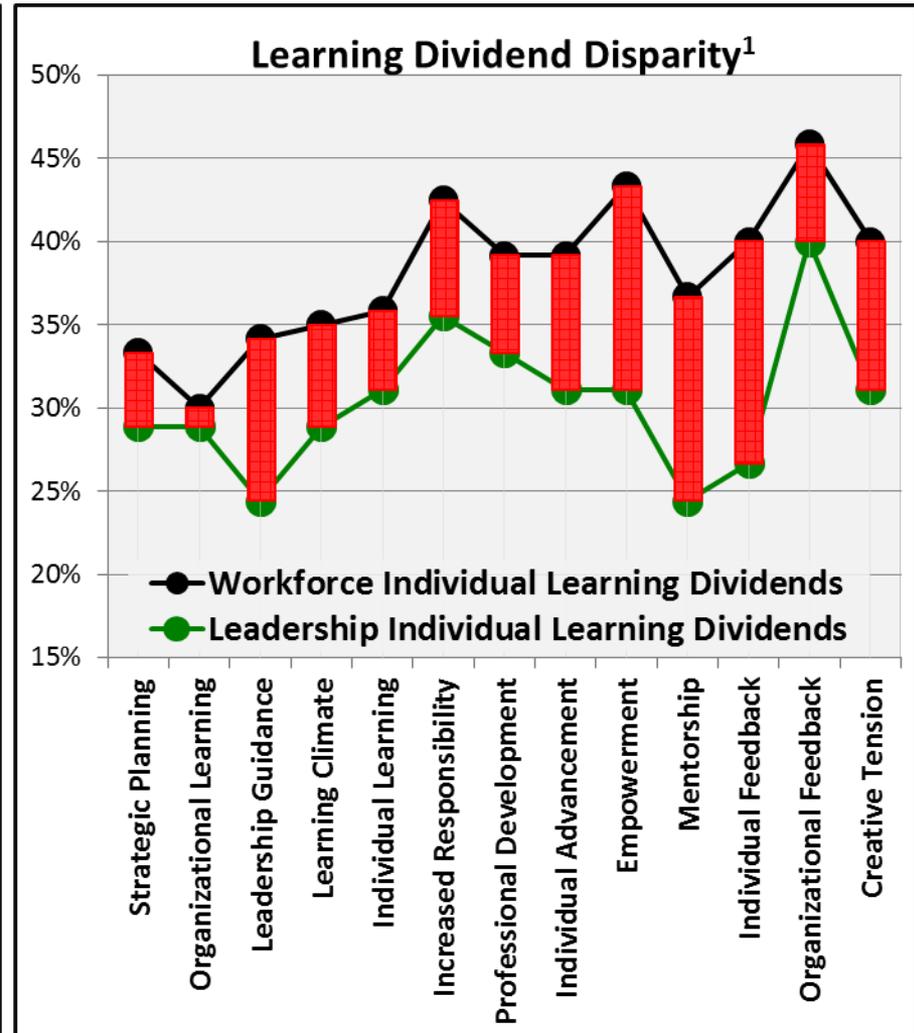
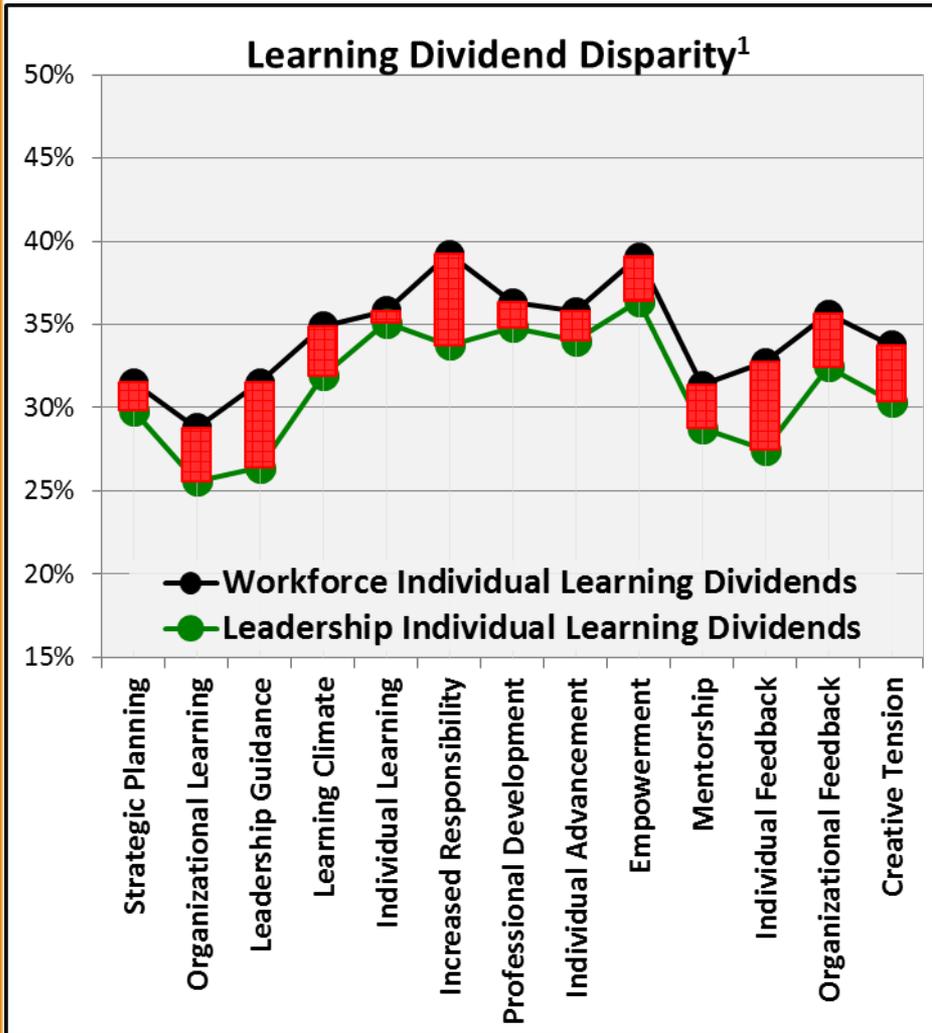
Sense of Humor

Learning Dividends Program Results—1 of the 18

Findings

Aggregate Workforce to Leadership

1 of the 18 Workforce to Leadership



¹Responses represent "top two box" percentages