SPECIAL ISSUE: EMPOWERING THE WORKFORCE

THE BIG CHANGES EXPLAINED
From the Office of the Under Secretary of Defense for Acquisition and Sustainment and DAU’s President and Management

SECURING THE FUTURE THROUGH BACK-TO-BASICS

DAU HAS LISTENED AND PIVOTED!

WHAT LIES AHEAD IN TRAINING, CREDENTIALING, AND CERTIFICATION

THE NEW DAU MODEL—LEARNING TOOLS AND CREDENTIALS WHEN NEEDED

PLUS
Outlook for the Functional Areas and Updates by the Armed Services and the 4th Estate
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SECURING THE FUTURE THROUGH BACK-TO-BASICS

by GREGORY M. KAUSNER
PERFORMING THE DUTIES OF THE UNDER SECRETARY OF DEFENSE FOR ACQUISITION AND SUSTAINMENT

A sailor stands watch on the flight deck of the littoral combat ship USS Charleston (LCS 18) during a port visit to Guam.
Source: U.S. Navy photo
In response to an emergent China and rapid technological change, Secretary of Defense Lloyd Austin has consistently emphasized the need to innovate and modernize quickly and at scale to keep pace with threats to our security. In this dynamic landscape, people are our most critical asset and the key to driving our competitive advantage.

Today, our workforce faces challenges unknown to our predecessors. We need a new approach to training and development in order to meet those challenges. To that end, we are instituting a new training philosophy that moves away from a one-size-fits-all model to one that fosters a culture of lifelong learning and empowers individuals to tailor their development. It is an approach I wholeheartedly endorse and one that will make our workforce more successful now and into the future.

Developed in collaboration with the Military Services, Components, functional leaders, and DAU, this new structure streamlines the acquisition career fields into core functional areas. The structure also reduces the number of required training hours to make room for elective learning that better meets specific individual and organizational needs. Our workforce is responsible for managing budgets that range into the billions of dollars, as well as weapon systems that our Warfighters depend on to maintain our competitive advantage. It only makes sense that we entrust you with the decisions about the training you need.

Every member of the acquisition workforce will benefit from this transformation. As you change positions and grow into new roles, you will be able to continue your development and refresh job-specific skillsets by self-selecting the training you need to be successful. As technology evolves and new acquisition approaches emerge, you will be able to obtain the requisite learning to apply those tools at the time of need.

The new certification structure similarly increases flexibility for component acquisition leaders, program managers, and supervisors. Learning and development requirements can now be tailored through specialty training and credentials that better align with organizational objectives. Imagine you are the program manager for a new software-intensive program. You could encourage your entire team—the contracting officer, the contracting officer’s representative, engineers, finance experts, and cost professionals—to complete a series of software development credentials, ultimately building the collective expertise. This type of invaluable, team-driven learning is possible only through the new approach to certification.

It’s important to note that this certification program was not developed in a vacuum. It is the culmination of deliberate collaboration not only between stakeholders across the Department of Defense, but most importantly, with you—the workforce. In other words, it is a certification model designed for, and created by, the entire defense acquisition community. To everyone who has contributed to this once-in-a-generation change, you have my sincere gratitude.

The launch of this new structure represents the first step to ensuring you have access to the training and resources you need to deliver preeminent capabilities to the Warfighter. Having streamlined the certification requirements, we are now building out our suite of credentials to provide structured learning packages that demonstrate your knowledge in specific areas. In this important next phase, we will continue working with the Services and Components to build processes that enable lifelong learning. Most importantly, we will listen closely to your feedback to iterate and make continuous improvements.

One central idea underwrites this new approach to training: empowerment. Just as the Adaptive Acquisition Framework pushes critical acquisition decisions down to the lowest possible level, our new program does the same for training and talent development. In implementing this radically different approach to certification, we are providing you the tools and flexibility to succeed.

Now, we are counting on you to make the most of these opportunities. Doing so will enable us to drive competitive advantage and deliver the capabilities our Warfighters need to defend the Nation.

KAUSNER, a career member of the Senior Executive Service, is currently performing the duties of Under Secretary of Defense for Acquisition and Sustainment (A& S). Earlier, he served as the Executive Director, International Cooperation within A& S; Deputy Director of the Defense Security Cooperation Agency, and Senior Advisor to the Under Secretary of State for Arms Control and International Security.

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THE NEW DAU MODEL—
LEARNING TOOLS AND CREDENTIALS WHEN NEEDED

by JAMES P. WOOLSEY
PRESIDENT OF DAU

A pilot conducts preflight checks on an Air Force HC-130J Combat King II personnel recovery plane.
Source: U.S. Air Force photo
The training construct of the Defense Acquisition Workforce Improvement Act (DAWIA) has served us well since 1991. It brought rigor and order to workforce training and development and is one reason our nation’s Warfighters are so well equipped today.

It has been 30 years, however. And, as we all know, much has changed in technology, acquisition, and the defense landscape. Execution of DAWIA has changed too, but not always for the better. Like many systems in large organizations, DAWIA incorporated lots of additions, but little was removed from it. The result was a system that became bloated, rigid, and ill-suited to today’s environment. With the rollout of the Back-to-Basics training model, we take a giant step toward modernizing training and giving you the tools that you need for today’s world.

Before building the new model, we listened to you. Through student surveys, interviews, suggestion box comments, and classroom discussions, we learned a great deal about how the existing system needed change. The most common theme was that you were forced to spend too much time on training that wasn’t relevant to your work. This observation became a primary principle of change.

From now on, the goal will be to limit the required certification training to skills and knowledge needed by everyone in a specific career field, rather than requiring everyone to learn everything.

We worked with leaders and experts from the Services and Agencies to build this smaller fundamental core training. We further simplified the DAWIA program by reducing the number of career fields and certification levels.

For the past year, DAU has worked hard to entirely rebuild the curriculum using this new model. DACM (Director, Acquisition Career Management) offices and other partners throughout the acquisition enterprise have changed position descriptions, personnel data, and procedures to accommodate the new system. The new construct became effective Feb. 1, and class registration already has begun. This, however, is only the first step.

In the new system, you will be given the opportunity—and the responsibility—to build on the foundation of core certification and obtain the knowledge and skills you need for your current and future roles. We are creating a system of elective training and credentials so that component acquisition leaders, program managers, supervisors, and workforce members can all play a role in tailoring training and development to meet today’s needs.

As workforce members change careers and earn promotions, they will continue their development and refresh their skills by choosing the training they need for their particular roles. As organizations take on new missions, leaders will be able to use a portfolio of learning resources and credentials to prepare their personnel better.

The heart of the new system is the credentials program. Credentials are packages of learning that will give you the skills and knowledge you need, in an organized and trackable way. For example, if you are in the contracting career field,
EVERY GREAT POWER COMPETITION IN THE MODERN AGE HAS BEEN DETERMINED, IN PART, BY THE EFFORTS OF THE DEFENSE ACQUISITION WORKFORCE AND OUR PARTNERS IN THE DEFENSE INDUSTRIAL BASE.

and have completed your core certification training, you’ll want to look for credentials that give you what you need in your specialty area. These might mean credentials in sustainment, small business, pricing, or services. When new technologies or processes emerge—perhaps agile development or artificial intelligence, as examples—you will want to get up to speed on those and will be able to find a credential to help. Your credential completions will be documented and become part of your permanent record, to be used in tracking career development and applying for new positions.

This user-driven model demands a new way to think about training and development. For all its faults, the old model did provide a definite and comforting prescription for acquisition training—take these classes, in this order, and you’ll have the knowledge you need to succeed. The only way to build a system that could respond to our dynamic environment and the many ways that careers develop was to give that up and, instead, put you in charge of getting what you need after completing a basic core. Instead of “level 3 and done,” we must all make learning a careerlong endeavor. This will require more active and strategic professional development and planning by individuals, supervisors, and the entire enterprise.

To help you, DAU is transforming the way we do business. We have in-sourced curriculum development so that we can respond quickly to emerging demands for courses and credentials. We are using new tools to develop those learning assets, to make them more engaging and efficient. We are continually updating our learning environment so that you can more easily find what you need. We are increasing use of webinars and workshops to meet immediate needs.

You are already responding to these changes by seeking elective learning. Attendance at webinars is now nearly as large as attendance in formal courses, and workshops are not far behind. More than 14,500 people have registered for credentials, even though the program is just emerging from a pilot phase. These trends are encouraging and must accelerate. We are rapidly creating new credentials, and always want to know what more is needed. If you have an unmet need, don’t hesitate to let us know. You have a direct line to DAU at communications@dau.edu.

Every great power competition in the modern age has been determined, in part, by the efforts of the Defense Acquisition Workforce and our partners in the Defense Industrial Base. That will be true in today’s competition as well. Prominent features of our times, and this competition, are change and ambiguity. To thrive in this environment, we must be flexible and adaptable as well as knowledgeable and well-prepared. The new modernized training program will give you the tools that you need as you continue providing our Warfighters with the unmatched systems and support they expect and deserve.

WOOLSEY is president of DAU.

Please direct inquiries and comments to communications@dau.edu.
In moving forward with current transformational efforts, DAU has listened to your feedback, “swiped right,” and never looked back.

We at DAU saw the pandemic as an additional opportunity to take training to the next level for you, the learner. With changes reaching back to 2018 and accelerated by 100 percent virtual instruction during the pandemic, DAU expanded its delivery methods, experimented with new course authoring tools, identified and compressed core content, and added to our list of learning assets. We dusted off the shelves, replaced books with iPads, and sorted through redundancies—all in an effort to provide you, the acquisition workforce member, with more time on-the-job to gain experience and execute mission requirements.

Most of DAU’s faculty and staff have been in your, now mostly virtual, seats. We’ve served the Warfighters as cost analysts on Acquisition Category I programs, logisticians at aircraft depots, and engineers working on hypersonic technology for major weapon systems. So when we set out to shorten courses, condense learning modules, and build new credentials, we had the acquisition workforce and the Warfighters in mind.

Now, thanks to your mindful feedback, we’ve realigned our mission to suit your needs better.
WE HEARD: “I can’t complete my certification requirements because I can’t get into my required training.”

WE PIVOTED: With the learner in mind, DAU consistently searches for new ways to deliver training. Based on course feedback and mission assistance efforts, five factors were highlighted as near-term objectives: (1) identify core content; (2) provide elective learning opportunities; (3) minimize time in the classroom; (4) maximize time on the job; and (5) reinforce rigor within DAWIA certification requirements. In collaboration with the functional area leaders, DAU and key stakeholders reduced “scrap” training to help the Defense Acquisition Workforce focus on the most relevant content within each functional area. In turn, this will give workforce members more time on the job to gain experience and select elective training—e.g., credentials, etc.—that addresses their immediate and future needs. Additionally, through development of new and updated training, DAU maximized virtually delivered content without sacrificing the learner’s positive experiences. DAU also recognized that classroom time would be minimized by virtual instructor-led learning blended with the pace set by student needs. While there are no longer three levels of certification, rigor is maintained through increased interactive activities, simulations, situational capstone assessments, and comprehensive exams. By addressing those five areas, DAU has worked hard to maximize the opportunities for learners to complete required training.

WE HEARD: “I’d be more effective on the job if I could choose my training.”

WE PIVOTED: The initiative to modernize the implementation of DAWIA refocuses the model from acquisition workforce members completing most of their training early in their careers to a lifelong learning paradigm. Going forward, you can expect fewer core training hours to meet DAWIA certification requirements, which will afford you additional time to select job-relevant training. In October 2019, we launched the first Defense Acquisition Credential. Credentials are curated pathways designed to provide up-to-date learning about specific topics. This is the perfect opportunity for you and your supervisor to discuss short- and long-term goals and what specific training best supports those goals. As of early January 2022, more than 20 credentials were available, ranging from cybersecurity to product support affordability to digital engineering. Nearly 15,000 of you have already registered for a credential to move your career plans forward.
WE HEARD: “I spent most of my first year in training.”

WE PIVOTED: With the intent to identify themes in your responses, we updated our survey technology for improved drill-down functionality and metrics. Based on our analyses, a recurring theme was that there were “too many training hours.” DAU revisited its current learning asset inventory and made significant changes, including instituting a continuous feedback loop and streamlining core course content by an average of 50 percent across the training spectrum. As a result, more than 60 required courses were created or updated for Fiscal Year 2022.

WE HEARD: “My interns need more than two years to complete the required training and gain the requisite experience.”

WE PIVOTED: The DoD is considering a more expansive grace period that will be determined by your functional area and tier. For example, under the former construct, you would have been required to meet all CON certification requirements, including the experience requirement, within the two-year grace period. This may have been a tight timeline to familiarize yourself with the Federal Acquisition Regulation (FAR) and Defense Federal Acquisition Regulation Supplement (DFARS) while also applying the principles and clauses back on the job. Under the new framework, contracting professionals may have three years to complete their certification requirements.

WE ARE EACH RESPONSIBLE FOR TAKING CHARGE OF OUR CAREERS...
DoD is positioning itself to modernize learning for future generations of the Defense Acquisition Workforce. A retooling of its acquisition certification framework was needed to foster critical thinking, smarter decisions, and quicker movement of cutting-edge capabilities to our Warfighters.

Through the “voice of the customer” outreach and learner feedback, we realized that the workforce would benefit from DAU pivoting from a front-loaded, one-size-fits-all construct to a streamlined, just-in-time elective learning paradigm. With the lifelong-learning approach, workforce members will have access to readily available job-specific training when it is needed. With more learning options available online, workforce members can stay on the job so that their skills are used as they are learned, which will reinforce learning retention.

We are each responsible for taking charge of our careers and with the new certification framework implementation, better delivery methods, more resources available at time of need, and enhanced virtual instruction, we, at DAU, will be right there to support your acquisition career success.

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**WE HEARD:** “My classmates are just like me. I would like to train with professionals from other career fields.”

**WE PIVOTED:** In conjunction with the functional area leaders and senior officials within your Service/4th Estate, the DoD purposefully streamlined career fields into functional areas. Through this action, your immediate training environment has been expanded. For example, if you are an engineer, most of the students in your former training courses also were engineers. However, the new Engineering and Technical Management functional area integrates professionals from Engineering; Production, Quality and Manufacturing; Science and Technology Manager; and some Information Technology members. All of these sectors will bring unique perspectives and technical expertise that will enhance the overall training experience through new best practices and expanded networks.

**WE HEARD:** “I was close to completing the training requirements but didn’t finish my training and didn’t get certified by Jan. 31, 2022.”

**WE PIVOTED:** In collaboration with the functional area leaders, DAU and key stakeholders worked hard to identify previous training (predecessors) that would count toward new training requirements. They also proposed extending the grace period. Predecessors were identified in each functional area to ease the transition of workforce members into the new framework based on previously completed training. For those workforce members who may be subject to the new certification requirements, the previous grace period may be expanded from the historical two-year model. With credit options available for some previously earned training courses and an extended grace period, many acquisition workforce members may be able to meet their position requirements within the allotted timeframe.

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An Air Force pararescueman communicates with an Army Task Force heavy-lift helicopter during a training exercise.

Source: U.S. Air Force photo
TAKING CONTROL THROUGH ELECTIVE LEARNING

by MATTHEW SABLAN
With the shift to fewer required courses within the new certification construct, Defense Acquisition Workforce members will be able to pursue specialized learning to enhance their training. Changes are under way to modernize implementation of the Defense Acquisition Workforce Improvement Act (DAWIA) to include a blend of required core courses and elective, job-specific credentials.

The Defense Acquisition Credential Program provides targeted, responsive, and timely learning experiences. By offering smaller, more job-specific credentials, DAU is focusing on the intent of DAWIA by augmenting the certification. Learners will have more control over their training, and leaders can shape the skill sets of their workforce as needs change. Credentials are part of DAU’s elective learning model emphasizing lifelong learning; they help shift the focus of acquisition learning from the beginning of one’s career to a model in which relevant information is delivered throughout a person’s career.

Credentials can help the functional area leads (FALs) promote DAU’s development of learning assets as changes occur in technology, statute, policy, or regulation. FALs provide the Under Secretary of Defense for Acquisition and Sustainment with functional advice and recommendations; establish and maintain competency models; and establish and oversee certification standards. Once FALs have identified a need or competency gap, they can work with DAU to develop a credential to meet these new requirements. Credentials provide the knowledge and associated skills to perform job-centric, niche, and emerging functions in the acquisition environment and document the workforce member’s ability to perform in the workplace.

Life Cycle of a Credential
The Under Secretary of Defense for Acquisition and Sustainment and the Under Secretary for Research and Engineering sponsor the Defense Acquisition Credential Program. DAU works with the FALs to determine which credentials are created. DAU then uses the requirements to create targeted learning assets or uses existing content and puts together a curriculum that addresses the learning objectives.

“DAU is creating material attractive to learners,” said Noel Bryson, DAU Production, Coordination and Optimization Production Manager, in reinforcing that the acquisition workforce will be able to elect the training to be received beyond the core curriculum. Individuals earn credentials to document their knowledge, skills, and abilities to perform a DoD acquisition-related function or set of tasks. Credentials can also help build skills to address emerging needs, technology advancements, or changing requirements.

Members of the workforce have one year from enrolling in a credential to complete associated coursework and a capstone assessment. DAU currently has more than 25 credentials available for students.

In addition to earning credentials, members of the Defense Acquisition Workforce can simultaneously gain Continuous Learning Points (CLPs). Completing the credential earns the CLPs from the courses, plus an additional 10 percent of the total CLPs of the estimated time required to earn the credential. CLPs will be reflected in a user’s official DAU Transcript or, later, in the individual Component’s tracking systems.

While certification focuses on core training in the six functional areas, credentials are designed to impart timely and relevant information for professionals to excel in their field. Because of the timeliness of the material, they typically expire within three to five years of completion but can be renewed by completing the renewal requirements. Figure 1 shows a credential’s life cycle and explains how to renew and maintain credentials once they are earned.

Credentials are being developed for each of the functional areas as well as for cross-functional topics. Each credential offers value to recipients by helping develop an ever-increasing range of skills and competencies. “We’re looking out across the training ecosystem and incorporating other professional development,” Bryson said. “We’re trying to curate best practices ... for the learners, to offer them a variety of learning experiences.”
Training at the Point of Need

“Credentials enable the concept of just-in-time training,” Bryson said. “Learners are looking for things that move them along in their current position or to prepare for the next [role].

Credentials are here to help get them through where they are and where they want to go.”

Supervisors, components, or FALs may direct employees to obtain specific credentials for individual positions or roles. Credentials that require paid licenses or certain third-party courses are restricted only to Defense Acquisition Workforce members, but other credentials are available to anyone with access to the DAU Virtual Campus. Priority for attending instructor-led courses remains with acquisition workforce members.

More than 12,000 learners have started earning a credential with approximately 2,300 credentials already awarded. Learners gave a variety of reasons for applying for a credential: Bryson highlighted as the overwhelming reason a belief by learners that the credential would help them to improve their job performance. DAU will enable learners to select credentials to further their own career and professional development, allowing them to control of their own education and training.

SABLAN has provided support to the Assistant Secretary of the Army for Acquisition, Logistics and Technology and supported Executive Communications at the Under Secretary of Defense for Research and Engineering. He has written for U.S. Army Combat Capability Development Center Ground Vehicle Systems Center (then TARDEC), and the Defense Contract Management Agency. Currently, he provides contractor support to DAU Communications.

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DEFENSE ACQUISITION CREDENTIALS

**CACQ 001: Services Acquisition Team Member: Non-Acquisition Credential**
**DESCRIPTION:** Provides relevant training and educational resources while adopting commercial best practices related to contract services management.

**CACQ 002: Services Acquisition Team Member: Acquisition Professional Team Members Credential**
**DESCRIPTION:** Emphasizes critical thinking to promote better decisions in complex defense acquisitions.

**CACQ 004: Introduction to Risk, Issue and Opportunity Management Credential**

**CACQ 006: Acquisition Law and Policy Credential**
**DESCRIPTION:** Provides specialized teaching to explore the depth and breadth of acquisition law and policy and legal considerations in contracting.

**CACQ 008: Foundational Intellectual Property (IP) Credential**
**DESCRIPTION:** Details how to integrate IP planning fully into acquisition strategies and product support strategies to protect core DoD interests over the entire life cycle.

**CCON 002: Business Foundations Credential**
**DESCRIPTION:** Provides details on how broad business markets work and how those pressures influence the behavior of industry partners negotiating with the government.

**CCON 011: Construction Contracting Credential**
**DESCRIPTION:** Details foundational construction contracting topics and issues, including acquisition planning, funding, design/build, wage rate requirements, contract modification proposal analysis, contract performance, and construction quality management.

**CCON 012: Architect-Engineering Contracting Credential**
**DESCRIPTION:** Provides contracting information designed for architect-engineers; covers foundational and regulatory issues.

**CCON 014: Foundational Contingency Contracting Credential**
**DESCRIPTION:** Develops contracting support skills for aiding Joint Forces across the full spectrum of military and disaster relief operations; focuses on unique aspects of contingency, critical thinking skills, and the execution of appropriate contractual instruments.

**CCON 015: Advanced Contingency Contracting Credential**
**DESCRIPTION:** Develops skills for managing contingency contracting support operations provided to Joint Forces across the full spectrum of military operations.

**CCYB 001: Program Protection Credential**
**DESCRIPTION:** Provides an understanding of security threats and training on program protection including protection of information, critical technologies, and mission critical functions.

**CCYB 002: Cybersecurity for Program Managers Credential**
**DESCRIPTION:** Trains learners to effectively oversee cybersecurity efforts for an acquisition program by developing and evaluating cybersecurity requirements, test and evaluation, and related skills.

**CENG 001: Digital Engineering for DoD Consumers Credential**
**DESCRIPTION:** Promotes key digital engineering and establishes how models, simulations, and digital engineering can benefit the entire system life cycle and how models, simulations, and digital engineering can support systems engineering.
CENG 002: Data Analytics for DoD Acquisition Managers Credential
DESCRIPTION: Trains learners to manage data analytics projects and combines commercial online training provided by Johns Hopkins University and IBM with DAU-authored training that specifically addresses DoD needs.

CENG 004: Agile DoD Team Member Credential
DESCRIPTION: Provides information on the tenets and principles of Agile that will provide the owner the knowledge and skills to perform on a DoD Agile program.

CIND 001: Industrial Contract Property Management Credential
DESCRIPTION: Provides foundational knowledge of the overall management of U.S. Government contract property, including the roles and responsibilities of government and contractor personnel.

CLCL 001: Product Support Management Fundamentals Credential
DESCRIPTION: Provides an overarching understanding of life cycle logistics, life-cycle management and product support management integrated product support.

CLCL 003: Supply Chain Integration Credential
DESCRIPTION: Provides an understanding of the life cycle logistician’s responsibilities for planning, developing, and implementing all aspects of supply chain management.

CLCL 004: Maintenance Planning and Management Credential
DESCRIPTION: Provides a comprehensive understanding of the life cycle logistician’s responsibilities for planning and managing the product support associated with maintaining weapons system.

CLCL 005: Supportability and Design Interface Credential
DESCRIPTION: Facilitates understanding the relationship between supportability and design interface throughout a program’s life cycle.

CLCL 007: Product Support Analysis Credential
DESCRIPTION: Provides information on the DoD Product Support Analysis processes foundational to developing, fielding, and sustaining affordable weapon systems. Addresses a range of product support analyses.

CLCL 009: Information Technology Life Cycle Support Credential
DESCRIPTION: Reinforces foundational concepts for Information Technology Systems Continuous Support by training learners to identify, plan, resource, and acquire the necessary elements for life cycle management of computer hardware and software systems.

CLCL 011: Product Support Affordability and Cost Fundamentals Credential
DESCRIPTION: Provides learning assets, multiple DoD guidebooks, and several DAU ACQuipedia articles to help generate a holistic view of the linkage between product support management and the budgeting process.

CLCL 012: Product Support Operations and Sustainment (O&S) Cost Management Credential
DESCRIPTION: Provides learning assets to apply O&S cost estimating techniques and should-cost management techniques in representative scenarios.

CLCL 014: Parts and Material Life Cycle Management Credential
DESCRIPTION: Offers a comprehensive overview of DoD parts and material life cycle management and provides an overall understanding of the life cycle logistician’s responsibilities for planning, developing, and implementing all aspects of parts and material life cycle management.

CSBP 001: Small Business Professional Credential
DESCRIPTION: Provides small business professionals with an understanding of key baseline business processes, tools, legislation/policies, and procedures.

Interested in signing up for a credential? Check out DAU’s iCatalog.
NEW PATH TO CERTIFICATION

Updates to DAWIA certification requirements affect the entire workforce. DAU created a *Getting Back-to-Basics* webpage with easy-to-use resources to help you navigate these changes to better understand how you may be impacted.

Visit [www.DAU.edu/back-to-basics](http://www.DAU.edu/back-to-basics) for fact sheets, videos, tools, FAQs and more.
Excel Through Elective Learning

New responsibilities, emerging technologies, and an evolving security landscape can be challenging. We can help you throughout your career to not only succeed, but to excel.

Learn new skills, stay current in your field and connect with your community all while earning Continuous Learning Points.

Visit www.DAU.edu to learn more.
CONTRACTING

WHERE WE ARE, HOW WE GOT HERE, AND A LOOK TO OUR FUTURE

by DR. JONI DOWLING in collaboration with SUSAN POLLACK
CHANGE IS ALL AROUND US, AS INDIVIDUALS, AS A COMMUNITY, AND AS A COUNTRY.

Most of you reading this article know that the Defense Acquisition Workforce’s training programs for career certification have gone through a significant transformation. You probably remember reading the Sept. 2, 2020, memorandum from the Under Secretary of Defense for Acquisition and Sustainment (USD(A&S)—titled “Back-to-Basics (BtB) for the Defense Acquisition Workforce”—that explained the need for the acquisition community to make a directional turn from the broad-spectrum approach of workforce development to one that is streamlined and tailored.

You may also know that implementation of BtB was delayed and pushed to February 2022. Despite the delay, many individuals at multiple organizational levels were involved in this process. Their commitment and dedication to you, as a member of the Defense Contracting career field (the Contracting Functional Area), should not go unnoticed.

You may also recall from one of the earlier BtB informational videos that if you are assigned to one of the six Functional Areas (Program Management, Engineering, Test and Evaluation, Contracting, Life Cycle Logistics, or Business Financial Management/Cost Estimating), your certification requirements likely have changed. The specific training courses and experience requirements could also change. You may also be required to take a final comprehensive exam or submit a resume to complete your certification. For the Defense Contracting career field, we transitioned from a three-tiered certification model to a single-level certification model. To describe our new certification program, the Contracting Certification Taskforce coined the phrase “initial readiness” to perform basic contracting functions.

Some of you may be wondering about this taskforce and its involvement. Shortly after senior leadership decided to streamline the Defense Acquisition Workforce’s training program, the Contracting Certification Taskforce was formed using senior representatives within the Defense component organizations as well as members of the Defense Pricing and Contracting (DPC) organization. DAU and the Components’ Defense Acquisition Career (DACM/Training Management (DATM) offices also observed and participated in its activities. Much of the creation and design of the BtB framework for the Defense Contracting workforce originated within this group, and the effort continues under the Contracting Workforce Functional Integration Team (CON FIT).

This Taskforce defined BtB for contracting as having common roles and responsibilities among all 1102s and military equivalents—i.e., initial readiness, and established the certification requirements, such as training, experience, and assessment. Your organization will validate that you have met all of the requirements cited in Table 1 before you are certified.

DAU used the new common competencies for contracting in the design and development of its learning assets that make up the training part of the certification program. Under this new structure, mandatory training for contracting certification was reduced from approximately 650 hours to about 180 hours. Susan Pollack, executive secretary of the CON FIT, refers to DoD’s 33,000 contracting professionals as “a force multiplier in executing the defense mission.” In Fiscal Year 2021, this contracting workforce obligated nearly $350 billion for products and services.

Pollack notes, “The new Contracting Professional Certification is the most significant transformation to the certification program in nearly 30 years. The positive progress in the development and implementation efforts of this innovative training program and contracting credentials is directly attributed to the collaboration and dedication of the DAU and Component representatives serving on the CON FIT, and to the engaged contracting senior leaders led by DoD Contracting Functional Area Leader, Mr. John Tenaglia.”

In his Feb. 17, 2021, memorandum to the contracting workforce, Tenaglia states, “Our deployment of the new certification program and credentials will enable an improved talent development approach for a professional, capable, and mission-focused contracting workforce.”

The new BtB framework places increased importance on training and experience after certification,
Tenaglia says, “the new Defense Acquisition Credential Program is critical training for the workforce and advises contracting professionals to become credentialed in something that you need to understand for the current job, or to pursue training for something you might want to do in the future. Maybe you’re currently doing contracting for base operations and you want to get into research and development, or you’re in foreign military sales and you want to get into construction contracting. Credentials support our workforce’s long-term development over a course of a career from certification through the executive level. This renewed commitment to professional currency and lifelong learning provides the workforce with more elective learning opportunities to meet current mission needs, future development opportunities, and an individual’s career goals.”

Tenaglia commends the CON FIT, chaired by Pollack, and Kevin Linden, DAU Center Director for Contracting and Small Business, for leading the development of the new certification training program and the various contracting credentials. The majority of the contracting credentials are pricing related. The development team—led by Dr. Renee Butler, DAU Learning Director for Price, Cost and Finance, and Janice Muskopf, Director, Price, Cost and Finance—is diligently developing credentials to provide focused and relevant content for government contracting officials to consider when making a fair and reasonable price determination.

Tenaglia emphasizes that “the reinvention of our certification training and development and deployment of contracting credentials, will provide the knowledge, skills, and abilities the workforce needs to be successful in contributing confidently and directly to our national security.” As Linden says, “It was no longer about giving them everything they need to know for the next 30 years of their career, but giving them just what they need today” because the rest will ebb and flow based on the changing tides of a person’s career. Other significant changes involved removing the baccalaureate degree requirement as part of the certification program and updating the DoD Position Category Description for Contracting. Some of you may have helped DAU and senior leadership by providing valuable feedback as part of our contracting student pilots for CON 1100V, CON 1200V, CON 1300V, and CON 1400V. Some of the feedback received validated the perspective of Nantana Wongtanasirkul, DAU Instructional Systems Designer. She described the DAU learner experience:

---

### Table 1. DoD Contracting Professional Certification Requirements

| EDUCATION | No degree requirement for certification (10 U.S. Code § 1724 requires baccalaureate degree for 1102 series positions and similar military positions) |
| TRAINING | Contracting Common Competencies (does not include Mission Focused or Specialty Competencies) |
| EXPERIENCE | 12 months full time experience applying a representative sample of the Contracting Common Competencies |
| ASSESSMENT | Comprehensive Exam on Contracting Common Competencies |
| VALIDATION | Agency/organization validates that all of the above is completed and provides official DoD Contracting Professional Certification |
| PROFESSIONAL CURRENCY | • 80 hours of Continuous Learning (CL)/2 years – DoDI 5000.66.  
• CL hours may be completed in technical, professional, and specialty competencies.  
• A certain amount of CL hours, as determined by supervisor, shall directly map to professional competencies.  
• Requirements for maintaining professional currency will be addressed in an update to the DoDI 5000.66. |

Source: Defense Pricing and Contracting organization
Table 2. New Certification Courses

<table>
<thead>
<tr>
<th>Table 2. New Certification Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOLLOWS THE DOD CONTRACTING COMPETENCY MODEL</strong></td>
</tr>
<tr>
<td>Each 4 weeks (19 workdays) long with Live (sync) &amp; Self-paced (async) learning</td>
</tr>
<tr>
<td>Approximately 178 student training hours</td>
</tr>
<tr>
<td>*Must be completed first</td>
</tr>
<tr>
<td><strong>CON 1100V</strong></td>
</tr>
<tr>
<td>Contract Foundational Skills*</td>
</tr>
<tr>
<td>• Contracting Life Cycle</td>
</tr>
<tr>
<td>• Contracting Principles</td>
</tr>
<tr>
<td>• Understanding Regulations</td>
</tr>
<tr>
<td>• Parts of a Solicitation and Contract</td>
</tr>
<tr>
<td>• Guiding Principles</td>
</tr>
<tr>
<td>• Situational Assessment</td>
</tr>
<tr>
<td>Estimated 46 hours 32.5 sync, 13.5 async</td>
</tr>
<tr>
<td><strong>CON 1200V</strong></td>
</tr>
<tr>
<td>Contract Pre-award**</td>
</tr>
<tr>
<td>• Define Requirements</td>
</tr>
<tr>
<td>• Understanding Industry</td>
</tr>
<tr>
<td>• Industry Perspective</td>
</tr>
<tr>
<td>• Market Research</td>
</tr>
<tr>
<td>• Acquisition Planning</td>
</tr>
<tr>
<td>• Developing effective contract strategy</td>
</tr>
<tr>
<td>• Socioeconomic Programs</td>
</tr>
<tr>
<td>• Develop/amend solicitations</td>
</tr>
<tr>
<td>Estimated 58 hours 19 sync, 39 async</td>
</tr>
<tr>
<td>PRE-REQUISITES:</td>
</tr>
<tr>
<td>• CON 0072 Source Selection</td>
</tr>
<tr>
<td><strong>CON 1300V</strong></td>
</tr>
<tr>
<td>Contract Award**</td>
</tr>
<tr>
<td>EVALUATION &amp; AWARD</td>
</tr>
<tr>
<td>• Price &amp; Cost Analysis</td>
</tr>
<tr>
<td>• Plan Negotiations</td>
</tr>
<tr>
<td>• Select Sources</td>
</tr>
<tr>
<td>• Manage Disagreements</td>
</tr>
<tr>
<td>Estimated 41 hours 21 sync, 20 async</td>
</tr>
<tr>
<td>EMBEDDED:</td>
</tr>
<tr>
<td>• FAC 069 Price Analysis</td>
</tr>
<tr>
<td>• FAC 068 BtB Conduct Pre-award &amp; Post-Award Debriefings</td>
</tr>
<tr>
<td><strong>CON 1400V</strong></td>
</tr>
<tr>
<td>Contract Post-award***</td>
</tr>
<tr>
<td>• Administer Contracts</td>
</tr>
<tr>
<td>• Quality Assurance</td>
</tr>
<tr>
<td>• Subcontracts</td>
</tr>
<tr>
<td>• Manage Changes</td>
</tr>
<tr>
<td>• Interpretations, disputes, terminations</td>
</tr>
<tr>
<td>• Closeout (includes GFP Disposition)</td>
</tr>
<tr>
<td>Estimated 33 hours 10 sync, 23 async</td>
</tr>
</tbody>
</table>

Source: Designed by Mark Jenkins for DAU CON Certification Curriculum Design Document

Note: Course hours are subject to change.

... learners will be able to retain the information taught in the course better with the spaced learning approach. All course material can later be used as reference material and job aids. The course design structure maximizes the virtual learning experience by applying a blended learning approach to the course design.

In addition, DAU received input from DoD supervisory subject-matter experts and members of the Federal Acquisition Institute. These voices were heard and adjustments made so that the new training you are about to receive is exemplary in giving you information and resources when they are needed. Ms. Megan Dake, Acting Deputy Assistant Secretary of the Army (Procurement), echoed the voices of our contracting workforce in saying, “We are presented with a great opportunity to embrace the freedom within the new BtB structure—to allow for more focused and tailored training delivered on-demand at the time of need.”

If you weren’t one of these individuals and haven’t visited DAU’s website recently and looked at our iCatalog, we encourage you to do so, but until then, Table 2 may help you see the layout of the new Contracting Certification Training program.

After successfully completing these courses, you can decide in consultation with your supervisor whether you need to enroll in the CON 3900V prep-course before taking the comprehensive exam.

If you are a new employee and strike up a conversation with colleagues who have been part of the Defense Contracting workforce, they may tell you that this certification training looks different from what they went through in training (Figure 1).

Contracting is one of the best career fields you can be part of; you will meet many DAU professors of Contract Management who will confirm that. You support the warfighter and help execute our Nation’s national defense strategy. Your DAU training will prove important in helping you achieve your professional developmental needs in support of your organization’s missions.

Bublak, DAU Learning Director for Contracting, said:

“BtB [Back to Basics] gave us an opportunity to reflect on how we trained in the past and what we want our training to look like in the future. We have leveraged the Universal Design for Learning framework, which focuses on the learner by offering flexible ways for the learners to access information. Applying this framework meant that we were able to build frictionless learning assets that satisfy our adult learners’ functional area needs, with flexible schedules and an inclusive learning environment that embraces diversity.

In the future, as we explore the possibility of Artificial Intelligence and ways to apply it to our learning assets, we will be able to focus our frictionless learning events to only those topics that the learner actually needs or wants to know. This is an exciting time for DAU and the Acquisition Workforce.”
We were honored to partner with the Contracting (CON) Functional Integration Team (FIT) on the first functional area video detailing proposed certification framework changes related to the Back-to-Basics initiative. The team’s involvement helped fine-tune the narrative and enabled us to streamline and focus on the core elements most critical to the acquisition workforce’s comprehension of the changes. We were pleased the team was able to encapsulate the FIT’s hard work of more than 12 months into a three-minute, engaging video.

—Diane Jackson, Management Analyst, 4th Estate Director Acquisition Career Management (DACM) Office

The Contracting functional area, with only one level of certification, will present a drastic change to the CON workforce from what they are used to. I see the change as a good thing—less prescriptive training that a lot of the workforce doesn’t need. CON really stripped it down and make the focus essentially on the “extras”—the credentials which are really the backbone of Back-to-Basics. Now individuals and supervisors get the freedom and the power to pick what they actually need to do their job successfully.

—Scott Greene, Chief, Strategy and Communications Division, Army DACM Office

Back-to-Basics is about less time training upfront. Contracting professionals with only two years of experience generally had not been exposed to most of the topics we taught. What we did was breakdown the information and right sized the topics needed to achieve initial readiness, not expert readiness. After initial readiness is achieved, training is tailorable to the individual.

—Carole Green, Professor of Contract Management, DAU South Region

I had the privilege of working on this initiative from two distinct perspectives: DAU and the 4th Estate Director, DACM. Since its establishment, the CON FIT has been a sphere of influence for the enterprise-wide Defense Acquisition Workforce. From the DAU perspective, the Back-to-Basics initiative marked a significant update in streamlining curriculum and the use of hybrid learning environments to ignite powerful engagement opportunities. From the 4th Estate DACM perspective, the CON FIT actively solicited customer feedback from the defense agencies, which increased the overall understanding of its unique mission sets and the downstream impacts of the initiative. Through its foresight and ingenuity, the CON FIT ensured its total workforce was cognizant of and ready for all changes resulting from Back-to-Basics.

—Scott Bauer, Associate Director, Production, Coordination and Optimization Directorate and Former 4th Estate DACM Director

As a member of the Mid-Atlantic faculty team, I am excited with the new role I will be performing as an instructor. Guiding learners through the course material and seeing them engage through discussion forums. That is what adult learning is all about. I think that Back-to-Basics contracting training allows for new contracting professionals to both learn and apply what they are learning at their duty stations in real time. Additionally, a robust suite of credentials will be available for contracting professionals to “upskill” themselves and dive deeper into topics and specialty areas throughout their careers.

—Amy Timmerman, Professor of Contract Management, Mid-Atlantic Region

Figure 1. CONTRACTING

DoD is modernizing its implementation of the Defense Acquisition Workforce Improvement Act (DAWIA). The Contracting (CON) Functional Area includes many professionals previously in the Purchasing (PUR) and Industrial/Contract Property Management (ICPM) career fields. Below is an overview of the updated CON certification requirements effective Feb. 1, 2022. CON certification will also require passing a comprehensive assessment.

CERTIFICATION CATEGORY

<table>
<thead>
<tr>
<th>PROFESSIONAL</th>
</tr>
</thead>
</table>

PROFESSIONAL TIER

1 Years of Acquisition Experience
4 Number of Required Courses
3 Years Grace Period†

†Planning is underway to potentially expand the current two-year grace period to complete certification requirements.

More time available for professional growth through elective learning and workplace experience.

73% Reduction in training hours compared to FY21 curriculum requirements.

29 Job-specific credentials available or planned.

80 Continuous Learning Points (CLPs) every two years.
DAU curriculum development teams have been working hard to cultivate foundational learning in the four new Contracting courses, the comprehensive exam preparation course, and the comprehensive exam itself.

—Cindy Baker, Professor of Contract Management, DAU Mid-Atlantic Region

One of the things about CON 1200V that is most interesting is the view of the contracting process from an industry perspective. Especially the pre-award phase of the contracting process. For the first time we have a curriculum that will touch all new contracting professionals on this topic. Sure, DAU has ACQ 315, Understanding Industry, but that only reaches a limited targeted audience and, even then, mostly the Program Management career field. The CON 1200 industry-related units of instructions will show just how much time, effort, and therefore cost is involved on the industry side of contracting just to try and get a contract awarded to them. This is a concept that personnel in the Acquisition career fields often significantly underestimate and under appreciate. It is our goal to eventually have these units of instruction available to the entire Acquisition Workforce and industry.

—Learning Asset Manager for CON 1200V and Professor of Contract Management, DAU Capital and Northeast

Moving to a streamlined set of initial classes gives the contracting workforce the foundation to do their job. It doesn’t stop there. Newly developed credentials mean training moves from being front loaded to being available for their whole career.

—Jason Ackiss, Learning Asset Manager for CON 1300V and Professor of Contract Management, DAU Mid-Atlantic

I think the learners will like the reduced hours of instruction, the combination of instructor-led learning as well as self-paced learning, and the opportunity to learn by doing. I think students will appreciate the modularity of the new framework, and the ability to learn in bite-sized chunks rather than weeks-long courses. I suspect new Contracting professionals won’t realize how much the certification curricula has been refined to eliminate needless scrap learning while retaining the essentials. Overall, I think the new Contracting professionals out there have an amazing opportunity to build a solid foundation for their Contracting careers utilizing this new framework. Finally, I’m very happy to see that the most important element of this framework—human interaction—has not been scrapped. Ultimately, it is the enthusiasm and passion of curriculum developers and instructors that really make the difference.

—Mark Jenkins, Learning Asset Manager for CON 1100V and Professor of Contract Management, DAU West

In order to best prepare for the new Contracting certification exam, we highly recommend you first take the optional exam prep course, CON 3900V. The content will focus on the competencies to be assessed and provide lots of practice questions, study tips, and weekly live discussions with an instructor.

—David Kennedy, Learning Asset Manager for CON 3900V and Professor of Contract Management, DAU South

DOWLING, a former DAU Learning Director, was involved in several DAU asset learning developments and supported formation of BtB policies in support of the Defense Pricing and Contracting (DPC) organization.

POLLACK is the Executive Secretary of the Contracting Functional Workforce Integration Team, Defense Pricing and Contracting, in the Office of the Under Secretary of Defense for Acquisition and Sustainment.

For further information about training and credentials in your area, contact the office of your respective DACM or DATM: Army, stefanie.l.pidgeon.civ@army.mil; Navy, Marianne.n.lyons.civ@us.navy.mil; Air Force, SAF.AQ.RSS-SAF-AQH.APDP@us.af.mil; 4th Estate, michael.lambert@dau.edu.

DAU, in collaboration with the 4th Estate DACM Office, developed a short video that provides an overview of the changes to the Contracting Certification Structure.
LIFE CYCLE LOGISTICS

KEY TENETS OF BACK-TO-BASICS

by LISA P. SMITH
DEPUTY ASSISTANT SECRETARY OF DEFENSE FOR PRODUCT SUPPORT

An Air Force master sergeant prepares to wash a C-17 transport aircraft.
Source: U.S. Air Force photo.
The Sept. 2, 2020, memorandum from the Under Secretary of Defense for Acquisition and Sustainment, “‘Back-to-Basics’ for the Defense Acquisition Workforce,” represents perhaps the most significant update to Defense Acquisition Workforce certification and governance since implementation of the Defense Acquisition Workforce Improvement Act (DAWIA) three decades ago. As the Department of Defense (DoD) prepares to implement this transformation, we know the following to be true:

• “It is imperative that we pivot from the past broad workforce focus and get ‘Back-to-Basics’ by streamlining our functional area framework and prioritizing limited training resources for the Defense Acquisition Workforce who develop, acquire, and sustain operational capability.”


• Launch of the “Back-to-Basics 21st Century Acquisition Workforce Talent Management Framework” includes all six functional areas with an Office of the Secretary of Defense (OSD) designated functional area leader supported by counterparts designated by the Service Acquisition Executives.

• Back-to-Basics outcomes for each functional area include three key outcomes: streamlined and restructured certification requirements, identified prioritized credentials, and provision of continuous learning.

Why … and Why Now?

According to an Oct. 1, 2020, Message from the Defense Acquisition Workforce Leadership Team, “…we can and must provide the workforce an improved certification and training framework and tools to successfully deliver capability to the force at the speed of relevance. Much like the acquisition system itself, our workforce management framework has grown to include excessive requirements and doesn’t have the flexibility to respond to diverse and changing demands in a complex and dynamic environment.” This necessitated a “shift to modern talent management for the acquisition workforce for their current and future success—starting by streamlining the OSD acquisition certification structure, reducing OSD-required training and creating a 21st century job-relevant learning environment and culture.”

Coupled with budget realities and the rapid evolution of technology and the threat environment, the imperative for change that the Back-to-Basics initiative provides is clear, compelling, and urgent. Moreover, I would contend that strategic workforce development imperatives include:

• The environment in which we operate is too complex for a “one size fits all” approach. We need more granular, targeted, engaging, “just-in-time” training, and lifelong professional development.

• As Defense Acquisition Workforce members, we must “up our game.” We must take greater responsibility for professional development, recognize the need to refresh skills continuously, and acknowledge the imperative of lifelong learning.

• We must master our craft by recognizing, understanding, and applying key technical competencies within, in collaboration with, and across each of the six Acquisition Workforce functional areas.

• We must efficiently utilize training opportunities. We cannot afford to waste people’s time with unnecessary training or “scrap learning.”

• We must all hone our skills to become critical thinkers who can intuitively grasp both strategic and tactical implications and applications. Our Life Cycle Logistics workforce needs both a deep bench of broadly based generalists coupled with a similarly deep bench of skilled practitioners and subject-matter experts.
• We must be a Defense Acquisition Workforce that operates successfully in an environment of volatility, uncertainty, complexity, and ambiguity, prepared to respond quickly and decisively to rapidly evolving technology, threats, funding, and requirements.

• We must be a workforce that embraces and understands key leadership competencies (e.g., leading change, leading people, results driven, business-acumen-building coalitions, public service motivation, interpersonal skills, oral/written communication, integrity/honesty, and, not coincidentally, continual learning).

So what might a successful “Back-to-Basics 21st Century Acquisition Workforce Talent Management Framework” look like? Let’s start with what we know, then pivot to some powerful success enablers. Undergirding all of this, regardless of functional area, personal experience, or organizational assignment, must be unrelenting commitment to six overarching principles. Deliberate integration, alignment, and balance are necessary to mitigate the risk of each being inadvertently treated as competing rather than complementary priorities.

• Warfighter and war-winning-focused capabilities
• Interdisciplinary alignment and cross-functional integration
• Achieving cost, schedule, performance, and supportability outcomes
• Embraced by both functional area leadership and members of the Defense Acquisition Workforce

Crafting “best value” implementation strategies that achieve both effectiveness and efficiency

Life cycle management that seamlessly delivers required acquisition and sustainment outcomes

Workforce excellence delivering successful acquisition/sustainment outcomes

Ultimately, of course, to be understood and embraced by functional area leadership and workforce members alike, a successful transformation strategy of this magnitude must be clear, compelling, and readily embraced. I am convinced this is the case.

Lifelong Learning at the Core

Let us take a closer look at how our Life Cycle Logistics community has chosen to approach this strategic imperative. At the core of Back-to-Basics is lifelong learning. Required training will be streamlined and supplemented by role-specific training to meet individual needs.

A DoD Life Cycle Logistics Functional Area Transformation Task Force led by the Office of the Deputy Assistant Secretary of Defense for Product Support has actively worked the details for the outcomes listed above over the last two years. Composed of key stakeholders from across the Services, Defense agencies, Joint Chiefs staff, and DAU and OSD staff, the transformation team proposed, staffed, and received approval to proceed with substantive updates to long-standing DAWIA certification requirements. In addition, the team developed a series of new Life Cycle Logistics credentials built around each of the 12 Integrated Product Support (IPS) Elements. The results of the Life Cycle Logistics Transformation Task Force are both exciting and impactful (Table 1).

Accomplishing this required a major restructuring of the long-standing DAWIA certification model that includes:

• Streamlining from three mandatory certification levels to two
• Reducing mandatory training by approximately 100 hours
• Updating experiential requirements from the former 1-2-4-year model to a more appropriate 2-5-year model

Working with Service Directors for Acquisition Career Management/Defense Acquisition Talent Management Systems to ensure proper coding of positions

Deliberate and intentional alignment with functional area competency requirements

Integrating with ongoing DAU Transformation to focus on more relevant, responsive, engaging, targeted, virtual, and just-in-time credential-based learning

Collaborating, communicating, and teaming, which are clearly more important than ever
This exciting Defense Acquisition Workforce professional development transformation journey is almost certainly to be challenging, continuous, and occasionally arduous.

Table 1. BtB Certification and Credentialing for the Life Cycle Logistics Workforce

<table>
<thead>
<tr>
<th>Core LCL Training</th>
<th>Supported by Competency-Focused Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACQ 1010</strong> Acquisition Management Fundamentals</td>
<td><strong>ACQ 2020</strong> Intermediate Systems Acquisition (Part A)</td>
</tr>
<tr>
<td><strong>LOG 1000</strong> Life Cycle Logistics Fundamentals</td>
<td><strong>ACQ 2030</strong> Intermediate Systems Acquisition (Part B)</td>
</tr>
<tr>
<td><strong>LOG 104</strong> Reliability, Availability and Maintainability (RAM)</td>
<td><strong>LOG 2060</strong> Intermediate Systems Sustainment Management</td>
</tr>
<tr>
<td><strong>LOG 105</strong> Fundamentals of System Sustainment Mgmt</td>
<td><strong>ACQ 315</strong> Understanding Industry</td>
</tr>
<tr>
<td><strong>LOG 2350</strong> Performance-Based Logistics</td>
<td><strong>LOG 3400</strong> Life Cycle Product Support</td>
</tr>
<tr>
<td><strong>LOG 200+201</strong> Product Support Strategy Development, Pt A+B</td>
<td><strong>LOG 3500</strong> Enterprise Life Cycle Logistics Management</td>
</tr>
<tr>
<td>LCL Foundation Training (2 Years Experience)</td>
<td>LCL Advanced Training (5 Years Experience)</td>
</tr>
</tbody>
</table>

**Note 1:** Virtual Instructor-Led Training (VILT) versions of classroom courses are acceptable alternatives.

**Note 2:** Many course numbers will be updated as DAU implements new streamlined numbering schema.

**Note 3:** Prerequisites may be required for some courses.

**Note 4:** As of Feb. 1, 2022

After certification, the Defense Acquisition Credential Program provides job-relevant, point-of-need training in specific acquisition topics. Perhaps one of the most powerful aspects of the Life Cycle Logistics professional development revolution are 15 new interdisciplinary IPS Element-based credentials that undergird the streamlined certification requirements. Development and deployment of these credentials are already under way, with completion slated before the end of Fiscal Year 2022. These new multi-disciplinary credentials include:

**CLCL 001** Product Support Management Fundamentals
**CLCL 002** Integrated Product Support
**CLCL 003** Supply Chain Integration
**CLCL 004** Maintenance Planning and Management
**CLCL 005** Supportability and Design Interface
**CLCL 006** Designing Supportable Systems
**CLCL 007** Product Support Analysis
**CLCL 008** Product Support Arrangements
**CLCL 009** Information Technology Life Cycle Support
**CLCL 010** Technical Data Management
**CLCL 011** Product Support Affordability and Cost Fundamentals
**CLCL 012** Product Support Operating and Support Cost Management
**CLCL 013** Packaging, Handling, Storage and Transportation (PHS&T)
**CLCL 014** Parts and Material Life Cycle Management
**CLCL 015** Product Support Infrastructure
THE DEFENSE ACQUISITION WORKFORCE IS EXPECTED TO THINK CRITICALLY, MAKE SMART DECISIONS, AND MOVE QUICKLY.

The impact and opportunities of this professional development approach in general, and of these new Life Cycle Logistics and product support credentials in particular, are substantial. They:

- Facilitate lifelong learning
- Are interdisciplinary, IPS Element-based, competency aligned and component approved
- Are tailored to better meet unique professional development needs of Defense Acquisition Workforce members
- Are more responsive to rapidly evolving priorities, technologies, threats, and operating environment
- Are standardized in length (generally 30 hours in duration, plus or minus 10 hours)
- Are predominantly application-based rather than knowledge-based, with demonstrated proficiency-based end-of-credential assessments
- Have flexibility to evolve as requirements change
- Provide more personalized, self-selected learning to deepen skills
- Increase supervisor and organizational involvement in professional development

DoD is modernizing its implementation of the Defense Acquisition Workforce Improvement Act (DAWIA). Below is an overview of the updated Life Cycle Logistics (LCL) Functional Area certification requirements effective Feb. 1, 2022.

Figure 1. Life Cycle Logistics

More time available for professional growth through elective learning and workplace experience.

25% Reduction in training hours compared to FY21 curriculum requirements.

15 Job-specific credentials available or planned.

80 Continuous Learning Points (CLPs) every two years.

§ Planning is underway to potentially expand the current two-year grace period to complete certification requirements.

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Where Do We Go From Here?

Recrafting mandatory certification requirements, transforming DAU, and deploying new credentials are essential first steps to implementation of a successful Back-to-Basics 21st Century Acquisition Workforce Talent Management Framework, but they are only the first of many. Today’s rapidly evolving environment makes it clear that Defense Acquisition Workforce members do not have the luxury of a “one and done” approach to professional development transformation.

We must recognize the rapidly changing demographics of our workforce from a Baby Boomer-centric workforce (generally those born between 1946-1964) to the digital natives of Generation X (born between 1965-1980), Generation Y (born between 1980-1994; also referred to as Millennials), and Generation Z (born between 1996-2015). How knowledge and information are prioritized, delivered, conveyed, and accessed will continue evolving. How we develop, secure, and protect that information are quickly becoming national security imperatives. Sorting through and selecting from a mountain of information to identify knowledge we need, at just the right time, is increasingly critical. Traditional methods like registering well in advance for a multi-week classroom-based training course may still have their place, but to be successful we also need immediate, secure, real-time, and easily accessible key information.

For our DAU teammates, this means a rapid and dramatic transformation that includes greater focus on a wider range of professional development opportunities for our workforce, including more micro-learning, web-based resources, virtual instructor-led training course options, webcasts, videos, podcasts, powerful examples of program success, open workshops, interdisciplinary credentials, and virtual events. It entails more engaging, interesting, impactful, relevant, and timely learning assets. It involves increased responsiveness, more targeted mission assistance, executive coaching, and outreach. It also involves reduced costs, shorter development times, and compressed update cycles (Figure 1).

As our leadership has made clear to our DAU teammates, defense acquisition requires quality, speed, and agility. The Defense Acquisition Workforce is expected to think critically, make smart decisions, and move quickly. To better meet the changing needs of the workforce, DAU is transforming into a modern learning platform providing lifelong learning and support tailored to the needs of our Defense Acquisition Workforce teammates.

Finally, I contend that the present and the future require this transformation. An increasingly important role in shaping our activity and professional development will be played by the implementation policies and guidance of the new DoD and Service Adaptive Acquisition Framework. These include DoD Instruction 5000.91 “Product Support Management for the Adaptive Acquisition Framework,” recently issued by the Under Secretary of Defense for Acquisition and Sustainment.

Are you ready? Our nation and our Warfighters are counting on your readiness.

SMITH is the Deputy Assistant Secretary of Defense for Product Support.

For further information about training and credentials in your area, contact the office of your respective DACM or DATM: Army, stefanie.l.pidgeon.civ@army.mil; Navy, Marianne.n.lyons.civ@us.navy.mil; Air Force, SAF AO RS3- SAF AOH APDP@us.af.mil; 4th Estate, michael.lambert@dau.edu.
I serve as the Functional Area Leader for Engineering and Technical Management (ETM). The new ETM functional area replaces three former career field designations: Engineering (ENG); Production, Quality, and Manufacturing (PQM); and Science and Technology Management (S&TM). At the discretion of individual Components, ETM may also serve as the designation for personnel formerly assigned to the Information Technology (IT) career field.

The following overview of the ETM functional area seeks to answer the questions that members of the workforce might have about the new structure.
Why the Change?
As part of the Acquisition Workforce Transformation effort, the OUSD(R&E) agreed to modernize the way it develops and sustains technical skills in the acquisition workforce. Advances in digital technology have created the need for new technical skills in the defense acquisition process. Modernizing the training approach addresses this need.

The new implementation of the Defense Acquisition Workforce Improvement Act (DAWIA) reorients training to emphasize career-long learning. All functional areas have streamlined their core certification training so that it consists only of material relevant to everyone in the functional area. Consequently, ensuring a technically competent acquisition workforce will rely heavily on elective defense acquisition credentials to supplement the certification training.

The new approach to credentials allows employees to learn just what they need to know for their particular job when they need it, keeping knowledge and skills fresh. This approach to training also empowers employees to take a more active role in their career planning and professional development, as they can tailor training to reach current career goals and prepare for a potential future position. Furthermore, the credentialling allow for a curriculum that is more responsive to congressional directives, Department of Defense (DoD) policy updates, and evolving states of practice. This will enable the DoD to deliver updated training to the workforce that keeps pace with new and emerging technology topics.

Who Is Included in ETM?
As the largest acquisition body in the DoD, the ETM functional area includes more than 72,000 workforce members (nearly 40 percent of the Defense Acquisition Workforce). ETM acquisition professionals serve in a variety of roles, from designing software and weapon systems to conducting scientific research to overseeing quality assurance efforts in contractors’ manufacturing facilities. Figure 1 illustrates the composition of the ETM functional area from legacy career fields.

How Was ETM Designed?
OUSD(R&E) established a task force of technical leaders from across the DoD, Services, and the defense community. The first step was to develop the competency model that underpins both core certification training and credentials for the ETM functional area. The task force collected more than 100 competencies.

Figure 1. ETM Functional Area by Legacy Career Field

*Number of Legacy IT Career Field Personnel to transition TBD
Source: OUSD(A&S) Defense Acquisition Workforce Data Mart, First Quarter, Fiscal Year 2020
from the former career fields and from other sources such as congressional directives and DoD guidebooks. These were pared down to nine core competencies and 36 specialty competencies. The core competencies anchor the certification training, and the specialty competencies serve as the foundation for the initial set of ETM credential areas.

**ETM Certification Course Development**

The task force streamlined the traditional three levels of DAWIA certification into two categories: ETM Foundational certification and ETM Practitioner certification. DAU incorporated a modular design for the certification curriculum that embeds the nine core competencies in both certification categories, just at different proficiency levels. The results are 18 new ETM courses (nine core courses per certification category, as shown in Table 1). This modular design will facilitate future updates to the material to meet demand.

DAU’s curriculum development teams designed the courses to ensure a natural progression of learning both within a certification and between the certifications. Much of the material for the new ETM courses is revised and updated from legacy career field courses. DAU repurposed material from its rich portfolio of continuous learning modules for narrower topics such as software. DAU also incorporated commercial sources when it made sense to do so and developed new material as appropriate.

Students will be able to move through the curriculum at a pace that fits their workload. Every course that makes up the ETM Foundational certification, plus one course in the ETM Practitioner certification, will be delivered asynchronously online. The rest of the ETM Practitioner courses will be taught in a virtual instructor-led environment with real-time instructor facilitation. Although DAU still offers some in-person training, none of the ETM courses requires instructor-led classroom attendance at this time.

Table 1. Fiscal Year 2022 ETM Certification Training Requirements

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**Legend:** *Light Green* = Online Training (OLT); *Dark Green* = Virtual Instructor-Led Training (VILT)

Source: OSD

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**Table 1. Fiscal Year 2022 ETM Certification Training Requirements**

<table>
<thead>
<tr>
<th>Foundational Courses</th>
<th>Practitioner Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ETM 1010</strong> Leading Change Fundamentals</td>
<td><strong>ETM 2010V</strong> Leading Change for Practitioners</td>
</tr>
<tr>
<td><strong>ETM 1020</strong> Mission &amp; Systems Thinking Fundamentals</td>
<td><strong>ETM 2020V</strong> Mission &amp; Systems Thinking for Practitioners</td>
</tr>
<tr>
<td><strong>ETM 1030</strong> Requirements Definition &amp; Analysis Fundamentals</td>
<td><strong>ETM 2030V</strong> Requirements Definition &amp; Analysis for Practitioners</td>
</tr>
<tr>
<td><strong>ETM 1040</strong> Technical Management</td>
<td><strong>ETM 2040V</strong> Technical Management for Practitioners</td>
</tr>
<tr>
<td><strong>ETM 1050</strong> Design Considerations Fundamentals</td>
<td><strong>ETM 2050V</strong> Design Considerations for Practitioners</td>
</tr>
<tr>
<td><strong>ETM 1060</strong> Product Realization Fundamentals</td>
<td><strong>ETM 2060</strong> Product Realization for Practitioners</td>
</tr>
<tr>
<td><strong>ETM 1070</strong> Digital Literacy Fundamentals</td>
<td><strong>ETM 2070V</strong> Digital Literacy for Practitioners</td>
</tr>
<tr>
<td><strong>ETM 1080</strong> Software Literacy Fundamentals</td>
<td><strong>ETM 2080V</strong> Software Literacy for Practitioners</td>
</tr>
<tr>
<td><strong>ETM 1090</strong> Technical Perspectives on Defense Contracting Fundamentals</td>
<td><strong>ETM 2090V</strong> Technical Perspectives on Defense Contracting for Practitioners</td>
</tr>
<tr>
<td><strong>ACQ 1010</strong> Fundamentals of Systems Acquisition Management</td>
<td></td>
</tr>
</tbody>
</table>

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**Source:** OSD
ETM CREDENTIAL DEVELOPMENT
Credentials are additional training that will provide job-specific, specialty, and point-of-need training for mid- and advanced career jobs and trajectories.

DAU is proceeding through its established credential development process so that all ETM credentials will be consistent with the goals for the ETM workforce. DAU faculty are developing the certification curriculum as a priority. As faculty members become available, they are creating credentials in collaboration with the ETM task force.

For the credentials, DAU will be able to recycle much of their existing material for the Systems Engineering (SE), S&TM, Manufacturing Engineering, and Quality Assurance (QA) credential areas. Credentials in these areas will have a five-year expiration, as the subject matter is stable and not very likely to change.

DAU has limited existing material to support the Mission Engineering (ME), Digital Engineering (DE) for the Technical Workforce, Secure Cyber-Resilient Engineering (SCRE), and Software Engineering (SwE) credential areas. For these, DAU plans to build the curriculum from a variety of sources including commercial providers. Since technology is evolving more rapidly in these areas, the credentials will have a three-year expiration. Consideration will be given to additional topic areas for credentials after release of the initial set.

What Does This Mean For You?
If you are currently in an acquisition billet and have been assigned to the ETM functional area, you are subject to the new ETM certification standards shown in Table 2. We have extended the time to complete position certification requirements from the former two-year grace period. You now have three years from the date of your position assignment to achieve ETM Foundational certification and five years to achieve ETM Practitioner certification.

POSSIBLE CONVERSION TO ETM
Although the ETM certification is new, that does not necessarily mean you will need to start from scratch with training. All previously earned DAWIA certifications will remain in your training record. Table 2 illustrates the certification conversion plan for incumbents in ETM-designated positions. If certified—at any level—in ENG, S&TM, PQM, or IT, you are guaranteed to start out with at least ETM Foundational certification.

NEW CERTIFICATION STANDARDS FOR ETM
The ETM certification does not require a baccalaureate degree, but some civilian occupational series and military positions assigned to the ETM functional area may require a degree or other education attainments. Required experience is commensurate with the level of proficiency needed to complete the courseware successfully. ETM Foundational certification requires one year of relevant acquisition experience, and Practitioner certification requires four years of relevant acquisition experience.

The most significant change within the ETM framework is the training curriculum. At first glance, the number of certification courses may give the impression of more training hours. However, ETM’s four predecessor career fields will all see a reduction in total certification training hours. With respect to course flow, students are required to complete the ETM Foundational certification before ETM Practitioner certification. Once ACQ 1010 and ETM 1040 are completed, the Foundational courses can be taken in any order preferred. As testing is embedded in the coursework, the certification does not require a comprehensive exam on the curriculum. The requirement for 80 hours of continuous learning every two years remains the same; pursuit of credential training opportunities will be a great way to maintain currency.
Credentials should be thought of as electives because they are not part of the ETM certification. They provide opportunities to dive deep into specialized topics, such as DevSecOps and Technology Project Management, and they emphasize job skills rather than formal knowledge. The intent behind credentials is to allow for just-in-time attainment of key skills that individuals and their leadership deem critical for their current projects and career development.

Unlike ETM certification (which does not expire), ETM credentials will expire either three or five years from the date earned (depending on the specific credential) and require a refresher exam to stay current. As you mature in your job and your responsibilities change, you can move from credential to credential. You can also allow your credential expire if it is no longer pertinent to your job.

As credentials become available, they will be published in the DAU iCatalog. Once released, ETM credentials will be available not just to the ETM workforce but to all DoD, federal, and industry employees who desire training in ETM-centric topic areas. This flexibility applies across all functional areas. If your position is assigned to the ETM functional area and you want to take credentials from another functional area, such as Test and Evaluation (T&E), those credentials are open to you as well. A credential that includes paid licenses, such as a Coursera course, will be restricted to Defense Acquisition Workforce personnel. However, there may be extenuating circumstances if a contractor or non-acquisition coded employee previously completed the required third-party course(s) by some other means. Over time, you can expect the ETM credentials will evolve as DoD priorities and technology evolve.
Frequently Asked Questions

MY PREVIOUSLY EARNED DAWIA CERTIFICATION CONVERTED TO ETM FOUNDATIONAL. DO I NEED TO TAKE ANY OF THE NEW ETM COURSES?

If Foundational certification is required for your current position, you are not required to take any of the new ETM courses. If you seek Practitioner certification later, your DACM/DATM office may accept a waiver or fulfillment request for the Foundational courses that are Practitioner course prerequisites.

WHAT IS THE DIFFERENCE BETWEEN ETM CERTIFICATION AND CREDENTIALS? ARE BOTH MANDATORY?

Only ETM certification is mandatory in the sense that it is a condition of employment (i.e., hard coded in position descriptions and job announcements). Each Component can decide whether credentials will be mandatory at the local level for the job someone is doing.

THIS SOUNDS LIKE A LOT OF TRAINING IN ADDITION TO MY FULL-TIME JOB. WHAT ARE THE BENEFITS?

Credentials allow you to acquire cross-functional training to customize your knowledge and enhance your overall career. They may even be seen as qualifications for hiring. Credentials are also transferrable across Components. Therefore, if you earn a credential while working for the Army and then take a job with the Navy, your credential will follow you to your new position (assuming it has not expired).

HOW ARE CREDENTIALS EARNED?

Per DAU policy, each credential will be less than 80 hours and is earned through completion of training (e.g., DAU courses, a course from a third party such as Coursera, etc.) and culminate in an assessment where the student must demonstrate mastery of all the prescribed skills.

POSSEHL serves as the Acting Deputy Director for Engineering within OUSD(R&E) and is the Functional Area Leader for both the ETM and T&E acquisition workforces. She has more than 25 years of federal service with DoD, including the Missile Defense Agency (MDA) where she received the MDA Medal for Exceptional Civilian Service in 2020. Previously, she supported the U.S. Navy and taught senior-level Program Management and Systems Engineering courses at DAU. She holds a Bachelor of Science degree in Mechanical Engineering and a Master of Science degree in Technology Management, both from the University of Maryland.

For further information about training and credentials in your area, contact the office of your respective DACM or DATM: Army, stefanie.l.pidgeon.civ@army.mil; Navy, Marianne.n.lyons.civ@us.navy.mil; Air Force, SAFAQ.RSS-SAF-AQH.ADPD@us.af.mil; 4th Estate, michael.lambert@dau.edu.
I serve as the Functional Area Leader for Test and Evaluation (T&E). The T&E functional area includes acquisition workforce members working in Developmental Test and Evaluation (DT&E), the Test Resource Management Center, test ranges, and Operational Test and Evaluation (OT&E) throughout all phases of the acquisition life cycle.

The following overview of the T&E functional area seeks to answer the questions that members of the workforce might have about the new structure.
Why the Change?
As part of the Acquisition Workforce Transformation effort, the Office of the Under Secretary of Defense for Research and Engineering (OUSD(R&E)) resolved to modernize the way it develops and sustains technical skills in the acquisition workforce. Advances in digital technology created the need for new technical skills in the defense acquisition process. Modernizing the training approach addresses this need.

The new model aims at enhancing personnel development, streamlining functional areas, reforming the certification construct, modernizing talent management, and equipping acquisition professionals for the future.

The traditional acquisition workforce management framework has been in place since implementation of the Defense Acquisition Workforce Improvement Act (DAWIA) of 1990. The Back-to-Basics (BtB) reform initiative shifts from past training practices to the basics of acquisition with a sharpened focus on workforce readiness and equipping Department of Defense (DoD) acquisition professionals for the future.

We will pivot from a 30-year-old “one size fits all” certification construct to a component and workforce-centric, tailorable, continuous learning construct. The BtB reform initiative means equipping the workforce to be ready, with agility, innovation, and the speed of relevance, to develop, procure, and sustain operational capability and overmatch in the competition of great powers—today and for the future. Budget reductions for acquisition workforce training and development also create the imperative for a focus on the lean “basics” that empower the workforce for success.

DoD’s longstanding implementation of DAWIA and the former framework have served the acquisition workforce community well. But after 30 years, we believe it is essential to transform and modernize our approach. We can and must provide the workforce with an improved framework and tools to deliver capability to the Forces at the speed of relevance. Much like the acquisition system itself, our workforce management framework has grown to include excessive requirements and lacks the flexibility to respond to the demands of a complex and dynamic environment.

The recently implemented DoD Adaptive Acquisition Framework increases flexibility, reduces the Office of the Secretary of Defense (OSD) requirements, and empowers program managers to choose the pathway that meets their program needs. Similarly, the BtB initiative is part of our shift to modern talent management for the acquisition workforce—starting by streamlining the OSD acquisition certification structure, reducing OSD-required training, and creating a 21st-century job-relevant learning environment. Acquisition leaders and workforce members will have new flexibility at the local level to tailor training and professional development.

(See “Back-to-Basics for the Defense Acquisition Workforce—Empowering the Workforce Today and for Their Future” by Alan Shaffer, Deputy Under Secretary of Defense for Acquisition and Sustainment, and DoD Senior Acquisition Leaders,” Oct. 1, 2020.)

Who Is Included in T&E?
The T&E workforce comprises more than 9,000 people with a 4-to-1 ratio of civilian to military.

How Was T&E Designed?
As a result of the acquisition workforce transformation momentum begun in late 2019, the Deputy Director for Engineering established the T&E Task Force in May 2020. Its task was to recommend a replacement for the DAWIA three-tiered certification model in order to provide leaner, more tailorable, job-specific training while promoting the concept of lifelong learning. The Task Force had two major components: the Executive Steering Group (ESG) and the Working Group (WG). The ESG comprises senior leadership from the Components, the Defense 4th Estate, Developmental Test, Evaluation, and Assessment, Director of Operational Test and Evaluation (DOT&E), and DAU. The Task Force Working Group includes functional representatives from the Components, the Defense 4th Estate, OUSD(R&E), DOT&E, DAU, and the Office of Human Capital Initiatives. The Task Force began a series of weekly meetings in June 2020, concluding its planning work in November 2020 with a recommendation, which I approved, of a streamlined competency model, a two-tier certification framework, a 33 percent reduction in total training hours, from 266 to 179, and an initial set of proposed credential topics to implement point-of-need learning.

T&E Certification Training Requirement
The new T&E certification training requirement (Table 1) for the Foundational level includes three courses: ACQ 1010 (Fundamentals of...
Table 1. Test & Evaluation Functional Area Certification Framework

<table>
<thead>
<tr>
<th>Certification Category</th>
<th>Foundational (within 3 years of position assignment)</th>
<th>Practitioner (within 5 years of position assignment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Has a basic understanding of the T&amp;E concepts and is developing skills on a routine set of tasks through interactions with skilled workers and on-the-job experiences. At a minimum, has demonstrated the ability to support and assist in T&amp;E activities while interacting with multiple organizations.</td>
<td>Has a full understanding of the concepts and basic set of skills to perform T&amp;E activities. Has gained knowledge and experience within the T&amp;E community by performing routine tasks with limited supervision. At a minimum, has demonstrated the ability to manage and direct T&amp;E activities while interacting with multiple organizations.</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>• No degree requirement (Hiring agencies determine Occupational Series which may have requirements)</td>
<td></td>
</tr>
<tr>
<td><strong>Training</strong></td>
<td>ACQ Core • ACQ 1010</td>
<td>ACQ Core • ACQ 2020 • ACQ 2030/V</td>
</tr>
<tr>
<td></td>
<td>T&amp;E Core • TST 102 • ENG 101 (or equivalent)</td>
<td>T&amp;E Core • TST 2040/V • ENG 201 (or equivalent)</td>
</tr>
<tr>
<td><strong>Estimated Total Hours:</strong></td>
<td>42 hrs (including ACQ Core Training)</td>
<td>135 hrs (including ACQ Core Training)</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>• At least 1 year relevant T&amp;E experience with evidence of demonstrated proficiency (Awareness/Basic) in T&amp;E competencies</td>
<td>• At least 4 years relevant T&amp;E experience with evidence of demonstrated proficiency (Intermediate) in T&amp;E competencies</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• No comprehensive exam – test(s) embedded in coursework</td>
<td></td>
</tr>
<tr>
<td><strong>Validation</strong></td>
<td>• Agency/Organization validates completion of above requirements and provides DoD T&amp;E Certification</td>
<td></td>
</tr>
<tr>
<td><strong>Certification Currency</strong></td>
<td>• 80 hours of Continuous Learning (CL)/2years – in accordance with DoDI 5000.66</td>
<td></td>
</tr>
<tr>
<td><strong>Certification Conversion Plan</strong></td>
<td>• Level I in T&amp;E</td>
<td>• Levels II or III in T&amp;E</td>
</tr>
</tbody>
</table>

Source: OSD


**T&E CREDENTIAL DEVELOPMENT**

CREDENTIALS are additional training that will provide job-specific, specialty, and point-of-need training for mid- and advanced career jobs and trajectories. DAU is working to develop the courses for the credentials and expects to have the first credentials ready for enrollment in the second quarter of Fiscal Year 2022. Over time, DAU will generate new credentials as the Components identify new jobs and new training requirements for those jobs. There will be multiple touchpoints in reviewing and creating new coursework as the Components, the T&E Task Force, and DAU collaborate to satisfy the emerging learning essentials.

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**What Does This Mean For You?**

If you are assigned to an acquisition billet and to the T&E functional area, you are subject to the new T&E certification requirements. New training approaches encompassing acquisition core training, T&E core training, and T&E credentials, as well as a two-level certification structure are built into the new T&E certification framework (Table 2). Acquisition core training addresses baseline competencies applicable to the entire acquisition workforce and is required for certification.

The T&E professional with Level I Foundational certification has a basic understanding of the T&E concepts will generate new credentials as the Components identify new jobs and new training requirements for those jobs. There will be multiple touchpoints in reviewing and creating new coursework as the Components, the T&E Task Force, and DAU collaborate to satisfy the emerging learning essentials.

---

**WHAT IS THE DIFFERENCE BETWEEN T&E CERTIFICATION AND CREDENTIALS? ARE BOTH MANDATORY?**

Only T&E certification is mandatory in the sense that it is a condition of employment (i.e., hard coded in position descriptions and job announcements). Each Component can decide whether credentials will be mandatory for the job at the local level.
Table 2. Fiscal Year 2022 T&E Certification Training Requirements

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACQ 1010</td>
<td>ACQ 2020</td>
</tr>
<tr>
<td>ENG 101</td>
<td>ACQ 2030/V</td>
</tr>
<tr>
<td>TST 102</td>
<td>TST 2040/V</td>
</tr>
<tr>
<td>Intermediate Systems Acquisition, Part A</td>
<td>Intermediate Systems Acquisition, Part B</td>
</tr>
<tr>
<td>Test and Evaluation for Practitioners</td>
<td>Test and Evaluation for Practitioners</td>
</tr>
</tbody>
</table>

**T&E CREDENTIALS (INITIAL SET)**

- Applying Scientific Test and Analysis Techniques (STAT)
- Chemical, Biological, Radiological and Nuclear (CBRN) Defense T&E
- Current Changes in T&E
- Cybersecurity T&E
- Evaluating Data
- Evaluation Frameworks and Identifying Integrated Testing Opportunities
- Interoperability Testing
- T&E and Tracking Reliability (Reliability Growth Curve)
- T&E of Software
- T&E of Artificial Intelligence
- T&E of Autonomous Systems
- T&E Strategy Development and Planning
- Test Event Planning & Execution
- Safety, Environmental, and Quality/Mission Assurance for T&E
- Space (Satellite and Ground Support) Systems T&E
- Digital Engineering (Existing DAU Credential)

and is developing skills on a routine set of tasks through interactions with skilled workers and on-the-job experiences. At a minimum, the employee has demonstrated the ability to support and assist in T&E activities while interacting with multiple organizations.

The T&E professional with Level II Practitioner certification has a full understanding of the concepts and basic set of skills to perform T&E activities. The professional has gained knowledge and experience within the T&E community by performing routine tasks with limited supervision. At a minimum, he or she has demonstrated the ability to manage and direct T&E activities while interacting with multiple organizations.

Credentials are intended for flexible point-of-need application. They may be required by senior leadership, functional leaders, service/agency, or supervisor direction. Credentials expire and credential holders will participate in refresh training to maintain a credential.

If you are certified at Level I under the current three-tiered DAWIA certification model, your certification will transition to the Foundational level under the new framework. If you are certified at Level II or Level III under the current three-tiered DAWIA certification model, your certification will transition to the Practitioner level under the new framework. If your certification is in progress by Feb. 1, 2022, I encourage you to work with your supervisor and Director, Acquisition Career/ Talent Management (DACM/DATM) office to determine what courses you need to complete the certification requirements. Be sure to keep the documentation

**LEGEND:** Light Green = Online Training (OLT); Dark Green = Virtual Instructor-Led Training (VILT)

Source: OSD
of prior certifications as part of your record of professional achievement.

There is no education requirement for T&E certification at the Foundational or the Practitioner level. There are 179 required training hours under the new two-tier framework. For Foundational certification, one year’s experience in a T&E-coded position is required. For Practitioner certification, four years’ experience in a T&E-coded position is required.

Practitioners are expected to keep their skills current in accordance with DoD Instruction 5000.66. OUSD(R&E) is revising the policy and will provide more details after publication.

CREDENTIALS ENHANCE SPECIFIC SKILLS

Credentials are available to all government personnel, not just T&E-coded workforce members. They are separate and distinct from certification requirements. Workforce members will want to earn them to become qualified for advancement, to dive deeper into specialized topics, and to stay current on changes in the functional area’s environment. T&E credentials provide unique training that addresses skills and knowledge (specialty, currency, and breadth) needed to perform a T&E job. Specialty credentials develop skills at a higher proficiency level that may not be needed by the entire T&E workforce. Currency and breadth credentials prepare for growth and adaptation to dynamic environments. Credential training is not part of core training and is not needed for certification. The need for specific credential training is driven by unique needs of the individual position and therefore can vary greatly. The training is responsive and provides learning closer to the time of need and a foundation for an individual’s continued development. Attainment of a credential proves that the student has demonstrated skills and capabilities required for successful application at work.

This new framework is expected to deliver more significant outcomes for the workforce. Employees will be empowered to tailor their training to reach career goals and meet the needs of current or future positions. In addition, the new certification framework provides point-of-need learning (i.e., learn what you need when you need it). Embodied in this new approach is lifelong learning and its benefits. Training is spread over one’s career to keep knowledge and skills current. It also enables rapid delivery of training addressing emerging technology topics.

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For further information about training and credentials in your area, contact the office of your respective DACM or DATM: Army, stefanie.l.pidgeon.civ@army.mil; Navy, Marianne.n.lyons.civ@us.navy.mil; Air Force, SAF.AQ.RSS-SAF-AQH.APDP@us.af.mil; 4th Estate, michael.lambert@dau.edu.

THIS SOUNDS LIKE A LOT OF TRAINING IN ADDITION TO MY FULL-TIME JOB. WHAT ARE THE BENEFITS?

Credentials allow you to acquire cross-functional training to customize your knowledge base and enhance your overall career. They may even be seen as possible discriminators for hiring. Credentials are also transferrable across Components. So if you earn a credential while working for the Army and then take a job with the Navy, your credential will follow you to your new position (assuming it has not expired).

HOW ARE CREDENTIALS EARNED?

Credentials are limited to 80 hours and are earned through completion of training (e.g., DAU courses, course from third party such as Coursera, etc.) and a performance-based capstone assessment.

VISIT THE DAU WEBSITE TO LEARN MORE ABOUT THE T&E FUNCTIONAL AREA, AND STAY TUNED FOR T&E CREDENTIALS COMING SOON!
We’re Looking for a Few Good Authors

Got opinions to air? Interested in passing on lessons learned from your project or program? Willing to share your expertise with the acquisition community? Want to help change the way DoD does business?

Write an article (ideally, 1,500 to 2,500 words long) and Defense Acquisition magazine will consider it for publication. Our readers are interested in real-life, hands-on experiences that will help them expand their knowledge and do their jobs better.

What’s in it for You?
First off, seeing your name in print is quite a kick. But more than that, publishing in Defense Acquisition can help advance your career. One of our authors has even been offered jobs on the basis of articles written for the magazine.

Now we can’t promise you a new job, but many of our authors:
• Earn continuous learning points
• Gain recognition as subject-matter experts
• Are invited to speak at conferences or symposia
• Get promoted or rewarded

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BUSINESS FINANCIAL MANAGEMENT AND BUSINESS COST ESTIMATING

FOUNDATIONAL TENETS

by CHRISTOPHER C. O’DONNELL

PERFORMING THE DUTIES OF THE ASSISTANT SECRETARY OF DEFENSE FOR ACQUISITION
My predecessors and I, as Business Functional Area Leaders, have directed the Business Financial Management (BUS FM) and Business Cost Estimating (BUS CE) Transformation Task Force in laying the groundwork on how to implement Back-to-Basics.

The Business Transformation Task Force was formed with representation from the Office of the Secretary of Defense (OSD); the Services; DAU, including the Human Capital Initiative office; multiple 4th Estate Agencies; and representatives of the various Directors of Acquisition Career/Talent Management offices.

The Task Force studied issues, provided recommendations, and briefed their findings to OSD and Component Acquisition Executives. A brief summary follows of the changes developed for the Business acquisition workforce and the new or modified certification requirements:

- The Business approach to this initiative will clearly define more efficient and thorough certification standards for the Department of Defense (DoD) Acquisition Workforce while delegating many aspects of training and development for specific positions to the Components.

- Mandatory training for certification has been significantly reduced by approximately 40 percent in BUS FM and 59 percent for BUS CE. This allows greater training flexibility beyond the basic certifications—with training to be taken only when needed, depending on the person, position, product, and the acquisition life cycle stage of the program.

- There now will be only two certification levels: Practitioner and Advanced (Practitioner). The Practitioner level requirements have been developed to accommodate the vast majority of the BUS FM and BUS CE workforce positions. The Advanced level certification will apply to a much smaller percentage of the workforce that requires the highest level of expertise and is assigned the highest levels of responsibility (e.g., large programs or portfolios).

- Despite the reduced mandatory training requirements for certification, certification standards will be more rigorous. Increased standards include a more comprehensive certification application that demonstrates the applicant has attained the core competencies, and endorsement and validation by Service or Component leadership. The type of experience required for certification has also changed; four years of relevant experience for Practitioner and six years of relevant experience for Advanced. These changes in the specific type of acquisition experience standards will increase credibility, confidence, and pride in the Business acquisition workforce.

- Given the size of the Business workforce and the goal of fully implementing the new Framework by Feb. 1, a transition was developed and approved that will automatically move individuals with Level III certification and six or more years of relevant experience to the Advanced Level certification. All other Level III and Level II certified individuals will automatically transition to the Practitioner Level of certification if experience requirements are met. Individuals with Level I or no certification will follow the new requirements for obtaining Practitioner certification.

- There will be greater emphasis on continuous learning (CL) to maintain up-to-date competence in today’s fast-changing and agile acquisition environment. Therefore, 80 hours of CL every two years will continue as a requirement for retaining certification. Individual Development Plans and routine discussions with supervisors and mentors will become even more important under the new Framework of streamlined certification training, with increased emphasis on obtaining training at time of need and relevant Specialty Training and Credentials. This must be emphasized for the initiative to succeed.

These changes are summarized in Figures 1 and 2.
Figure 1. Business—Cost Estimating


<table>
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<th>PRACTITIONER TIER</th>
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<tr>
<td><strong>Years Grace Period</strong></td>
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*Specialized experience as indicated by the Functional Area Leader. †Planning is underway to potentially expand the current two-year grace period to complete certification requirements.

More time available for professional growth through elective learning and workplace experience.

58%
Reduction in training hours compared to FY21 curriculum requirements.

4 Job-specific credentials planned.

80 Continuous Learning Points (CLPs) every two years.

Figure 2. Business—Financial Management


<table>
<thead>
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*Specialized experience as indicated by the Functional Area Leader. †Planning is underway to potentially expand the current two-year grace period to complete certification requirements.

More time available for professional growth through elective learning and workplace experience.

49%
Reduction in training hours compared to FY21 curriculum requirements.

8 Job-specific credentials planned.

80 Continuous Learning Points (CLPs) every two years.

Finally, I would like formally thank the members of the DoD Business Financial Management/Cost Estimating Transformation Task Force and those who supported them for their dedicated time, effort, and professionalism in making this new Back-to-Basics training construct a reality for the entire DoD Business acquisition workforce.

The Task Force will continue working on implementation details of the above points and many other issues such as credential development and implementation, knowledge area coordination, timelines, etc. The Task Force will communicate any changes/updates to the workforce as they become available.

O’DONNELL is Performing the Duties of the Assistant Secretary of Defense for Acquisition.

For further information about training and credentials in your area, contact the office of your respective DACM or DATM: Army, stefanie.l.pidgeon.civ@army.mil; Navy, Marianne.n.lyons.civ@us.navy.mil; Air Force, SAF.AQ.RSS-SAF-AQH.APDP@us.af.mil; 4th Estate, michael.lambert@dau.edu.
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My predecessors and I, as Program Management (PM) Functional Area Leaders, directed the PM Transformation Task Force to lay the groundwork on implementing Back-to-Basics. The Task Force was formed with representation from the Office of the Secretary of Defense (OSD), PM functional representatives from the Services, DAU, multiple Defense agencies, and representatives from the various Directors of Acquisition Career/Talent Management offices.

The Task Force studied issues and provided their findings and recommendations to OSD and the Component Acquisition Executives. Here is a brief summary of the Task Force decisions on changes for the PM workforce as well as the new or modified certification requirements:

- The PM approach to this initiative will clearly define more efficient and thorough certification standards for the Department of Defense (DoD) PM workforce, while delegating to the Components many aspects of training and development for specific positions.
- Mandatory training for program management certification has been reduced by approximately 60 percent, and considerably greater flexibility is provided for training beyond the basic certification—depending on the person, position, product, and the acquisition life cycle stage of the program.
- There will now be two certification levels: Practitioner and Advanced (Practitioner). The Practitioner level requirements have been developed to accommodate the vast majority of the PM workforce positions. The Advanced level certification will apply to a much smaller percentage of the workforce that requires the
Figure 1. Program Management

DoD is modernizing its implementation of the Defense Acquisition Workforce Improvement Act (DAWIA). Below is an overview of the updated Program Management (PM) Functional Area certification requirements effective Feb. 1, 2022. Beginning FY23, PM certification will also require passing a comprehensive assessment.

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CERTIFICATION CATEGORIES

- **ADVANCED**
  - 4 Years of Acquisition Experience
  - 6 Number of Required Courses
  - 5 Years Grace Period†

- **PRACTITIONER**
  - 8 Years of Acquisition Experience
  - 7 Number of Required Courses
  - 4 Years Grace Period†

*Specialized experience as indicated by the Functional Area Leader.
†Planning is underway to potentially expand the current two-year grace period to complete certification requirements.

More time available for professional growth through elective learning and workplace experience.

- 60% Reduction in training hours compared to FY21 curriculum requirements.
- 14 Job-specific credentials available or planned.
- 80 Continuous Learning Points (CLPs) every two years.

A summary of these changes is included in Figure 1.

Finally, I thank the members of the DoD PM Transformation Task Force and those who supported them for their dedicated time, effort, and professionalism in making this new Back-to-Basics training construct a reality for the entire DoD PM acquisition workforce. The Task Force will continue working on implementation details and many other issues—including credential development and implementation, knowledge area coordination, timelines, etc. The Task Force will communicate any changes and/or updates to the workforce as they become available.

**O’DONNELL** is Performing the Duties of the Assistant Secretary of Defense for Acquisition.

For further information about training and credentials in your area, contact the office of your respective DACM or DATM. Army, stefanie.l.pidgeon.civ@army.mil; Navy, Marianne.n.lyons.civ@us.navy.mil; Air Force, SAF.AQ.RSS-SAF-AQH.APDP@us.af.mil; 4th Estate, michael.lambert@dau.edu.

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highest level of expertise and is assigned the highest levels of responsibility (e.g., for large programs or portfolios).

- Although mandatory training requirements for certification are being reduced, certification standards will be more rigorous. Increased standards include a more comprehensive certification application that demonstrates that the applicant has attained the core PM competencies; endorsement and validation by program management certified leadership; and a comprehensive exam. Relevant acquisition experience required for certification is increasing to four years for Practitioner while relevant required program management experience is increasing to eight years for Advanced. These increased standards will add credibility, confidence, and pride in the PM workforce.

- Given the size of the PM workforce and the goal to fully implement the new Framework by Feb. 1, a transition policy was approved to automatically transition individuals with Level III certification and eight or more years of relevant experience to the Advanced Level certification. All other Level III and Level II certified individuals will automatically transition to the Practitioner Level of certification. Individuals with Level I or no certification will follow the new requirements for obtaining Practitioner certification.

- There will be increased emphasis on continuous learning (CL) to maintain up-to-date competence in today’s fast-changing and agile acquisition environment. Therefore, 80 hours of CL every two years will continue as a requirement for retaining certification. Individual Development Plans and routine discussions with supervisors and mentors will become even more important under the new Framework of streamlined certification training, increased emphasis on obtaining training at time of need, and relevant Specialty Training and Credentials. Personnel development must be emphasized for the initiative to succeed.
Changes to Defense Acquisition Workforce Improvement Act (DAWIA) certification requirements take effect Feb. 1, 2022. The new certification framework focuses on professional growth through lifelong learning and increased time on the job to gain experience.

**50%** More time is available for professional growth through elective learning and workplace experience by reducing required training hours an average of 50% compared to FY21 requirements.

**100+** Job-specific credentials available or planned.

**EXPANDED GRACE PERIOD** Planning is underway to potentially expand the current two-year grace period to complete certification requirements.

**Modernized Implementation of DAWIA Certification**

www.DAU.edu/back-to-basics
People are our priority in building a better U.S. Army Acquisition Workforce, a professional workforce that is agile and ready to tackle any challenges the Army faces. The implementation of the Department of Defense Back-to-Basics helps provide a 21st-century talent management framework and increases the opportunities for the workforce. We fully expect our Army civilians, officers, and non-commissioned officers to embrace quickly, adapt, and navigate through the improved certification process implemented Feb. 1.

Our workforce includes more than 43,000 professionals who cultivate innovation, design the impossible, and provide Soldiers with what they need to succeed. So, why are we implementing this new Back-to-Basics framework? This new paradigm allows us to streamline the certification process and refocus our workforce training resources and efforts. Ultimately, our acquisition professionals can receive targeted career development and specific training when needed. It enables our workforce to be innovative, explorative, and empowered.

We intend to continue strengthening our workforce and always strive for excellence. We’ve established training and leader development programs to help develop our future leaders. We provide these opportunities and other incentives to bring top talent to our workforce. This new paradigm shift, coupled with these efforts, passion, and drive of our professionals, ensure that our Army is trained, equipped, and ready! Without fail, the U.S. Army Acquisition Workforce will continue providing our U.S. Army and Nation with a decisive advantage against any mission or threat.

SAUNDERS is the U.S. Army Acquisition Executive and the Senior Official Performing the Duties of the Assistant Secretary of the Army for Acquisition, Logistics and Technology.

Please direct comments and inquiries about this article to stefanie.t.pidgeon.civ@army.mil.
Nothing is more valuable than on-the-job experience. Doing the job gives each of us the opportunity to learn from doing; to make mistakes and to find solutions; to absorb best practices and lessons learned from those seasoned professionals who surround us.

The shift to a more streamlined Defense Acquisition Workforce Improvement Act (DAWIA) certification and training framework as part of the Back-to-Basics transition resets those priorities for our Army Acquisition Workforce. Certification does not equal experience, and experience is what we need to enable our Soldiers’ success.

While we need our Army acquisition professionals on the job, we know that training is critical to enhancing our capabilities. But that training needs to be timely and relevant. As a result of the Back-to-Basics transition, our supervisors and their employees will be empowered to tailor and develop a training program specifically suited to the job. Outside of certifications, we have credentialing, which offers huge flexibilities to drill down and become a subject-matter expert. While we need generalists, the combination of certification requirements and credentials gives us the best of both worlds.

As Ms. Saunders says, the Army civilians, officers, and noncommissioned officers that make up the Army Acquisition Workforce are our most valuable asset. We need our people to be adaptive and agile, able to pivot based on changing conditions. To develop future leaders who possess these competencies, the Army Director, Acquisition Career Management (DPCM) Office offers a variety of leader development courses and will continue to integrate, execute, and education, training, and talent management for our workforce.

The DACM is the proponent who champions the overall Back-to-Basics process and transition for the Army. While we’re updating our policies and processes to reflect these changes, one thing that won’t change is our continued support to the Army Acquisition Workforce, and to our current and future leaders.

RICHARDSON is U.S. Army Director of Acquisition Career Management (DACM).

Please direct comments and inquiries about this article to stefanie.l.pidgeon.civ@army.mil.
CAREERS OF THE FUTURE
THE NAVY LAUNCHES BTB, CHARTING A NEW COURSE

by MARIANNE LYONS

The Department of the Navy (DON) includes the largest percentage of Defense Acquisition Workforce, with more than 71,000 members whose work provides continuous support to our Warfighting mission, including the United States Navy and the United States Marine Corps.

The “Back-to-Basics” initiative of the Under Secretary of Defense for Acquisition and Sustainment will modernize many aspects of the legacy Defense Acquisition Workforce career development program. The Navy embraces the idea of reducing core training required for Defense Acquisition Workforce Improvement Act certification and fostering a culture of lifelong learning designed to meet the needs of the job.

The Navy’s Director of Acquisition Talent Management office supports our National Leads in providing guidance specific to the needs of our acquisition communities. Professional development is important for each employee, and the Back-to-Basics initiative enables the supervisor and employee to work closely together on tailored training for each employee and respective position.

Given the complexities of the processes that will be needed, the DON is implementing Back-to-Basics in phases beginning Feb. 1, 2022, and will provide clarifying guidance to the Defense Acquisition Workforce in the coming weeks. Implementing this initiative will be a challenge, but Navy leadership is committed to ensuring a thoughtful, purposeful transition.

The Navy’s acquisition talent management system, eDACM, will soon reflect a new Back-to-Basics tab that will include Navy information in one convenient location to be updated as further guidance becomes available.

LYONS is the Department of the Navy’s Director of Acquisition Talent Management.

The author can be contacted at marianne.n.lyons.civ@us.navy.mil
The current acquisition certification and training structure is being replaced as of Feb. 1 under the umbrella of the Back-to-Basics initiative. The new framework (Table 1) enhances the quality of the Department of the Air Force’s (DAF) acquisition workforce moving forward and enables the tailoring of competencies held to best support the service’s programs. On Dec. 20, 2021, Darlene Costello, Acting Deputy Assistant Secretary of the Air Force Acquisition, Technology and Logistics, endorsed the new acquisition certification framework in a memorandum to all DAF Program Executive Offices:

“The Under Secretary of Defense for Acquisition and Sustainment is undergoing a complete overhaul of our long-standing Acquisition Certification Framework with the complete involvement of the Services, Fourth Estate, and Functional Area leadership. I ask for your full support of this transition as it will provide improved and pertinent training delivery and give more time back to our workforce members. Communication of the details will be provided in many forms and primarily through your Major or Field Commands’ organize, train, and equip structures.”

Developing people and creating the most professional workforce possible to support acquisition programs and missions continue to be the DAF’s top priority. Everyone working toward their certification will have several years to obtain it. The Acquisition Career Management System will provide the grace period to meet individual position requirements. Current acquisition workforce members do not need position waivers during this transition period. The time spent on-the-job to meet the position requirements for certification, known as the “grace period,” will reset to the new longer periods published in the policy change to Department of Defense Instruction 5000.66, Chapter 3. The stipulation remains of 80 hours of Continuous Learning (CL)/2 years—per DoDI 5000.66.

In addition, the DAF is reviewing position acquisition coding. If a position does not retain acquisition coding, certification and professional currency are no longer required. The acquisition coding does not affect the position series or career field management, or mission requirements. Many procedural approaches from the previous framework will be used for the functional areas; however, the operating standards below will be adopted specifically for the DAF.
Contracting (CON). The Industrial Property Management Series, 1103 career field, previously had a separate track for Acquisition Professional Development Program (APDP) training. Under the new framework, the positions will not be coded. Therefore, as new 1103s come into the Air Force, training will be coordinated with the Air Force Personnel Center for priority. Purchasing Series, 1105 career field positions, will be coded to the Contracting functional area’s Foundational level, the former APDP position coding.

Program Management (PM). For time spent on a PM-coded position, satisfactory appraisals or performance reports satisfy the requirement for “demonstrated proficiency in PM competencies.” For time spent in an acquisition position not PM-coded, validation of proficiency in PM competencies is required to meet the experience qualification. PM Practitioner certification will be required to compete for PM leadership positions at future Materiel Leader and Commander Candidate Boards and Civilian Development Team meetings that identify Material Leader candidates. The PM Advanced Practitioner certification will be required to compete for SML positions at future military Command Screening Boards and Civilian Development Team meetings that identify SML candidates. Acquisition workforce members currently certified at the PM Level III will inherit the Advanced certification.

Engineering and Technical Management (ETM). Satisfactory appraisals or performance reports fulfill the requirement for “demonstrated proficiency (Awareness) in ETM competencies” for experience or time-spent requirements in an Engineering (ENG); Production, Quality, and Manufacturing (PQM); Science and Technology Management (S&TM); or Information Technology (IT) position that transitions to ETM. For time spent in an acquisition position that is not ENG, PQM, S&TM, or IT coded but that is transitioning to ETM, the validation of proficiency in ETM competencies is required for experience for certification.

Test and Evaluation (T&E). The experience requirement for T&E certification increases from 24 months to 48 months under the new framework.

Life Cycle Logistics (LCL). Acquisition workforce members currently certified Level II exceed Foundational certification requirements but do not meet the requirements to inherit the Advanced certification.

Business Financial Management (BUS-FM). Acquisition workforce members currently certified Level III will inherit the Advanced certification.

Business Cost Estimating (BUS-CE). Acquisition workforce members currently CE Level I certified will Practitioner certification if BCF 230 or predecessor are complete (when experience met).

Questions? The Back-to-Basics Info Hub is an Air Force website accessible to individuals with an af.mil or space.mil email account. Frequently Asked Questions (FAQs) and a document library with functional area-specific information are located here for your reference: https://usaf.dps.mil/sites/SAFAQ/dir/Career Mgmt and Resources/apdpmanagers/ SitePages/Back-to-Basics.aspx. You can also reach out to your local APDP Manager listed on the portal page here: https://www.my.af.mil/gcss-af/USAF/content/apdphelpoverview.

For information about this article, contact Leslie Rodriguez at SAF. AQ.RSS-SAF-AQH.APDP@us.af.mil.
The Back-to-Basics (BtB) talent management framework has captured the attention of acquisition professionals for nearly two years on a paradigm shift in how the DoD acquisition workforce (AWF) professionals hone their core and supplemental training while earning functional area certifications.

With specific transition activities kicking into high gear during the second half of 2021, the 4th Estate Director for Acquisition Career Management (DACM) team worked diligently with all 4th Estate agencies and field activities for several months to ensure that they were prepared to make the transition on Feb. 1. As in the case of any major organizational change, there are challenges and concerns—particularly in terms of communications, administrative, and technical capabilities.

“One of the 4th Estate’s goals in this BtB transition is to equip all of our designated and engaged points-of-contact throughout the 4th Estate Agencies and Field Activities so they are knowledgeable on BtB policies, guidance and resources,” said Otis Lincoln, Director, 4th Estate...
Acquisition Career Management (DACM). “The 4th Estate is always here to help and assist, but we also want to ensure our agency liaisons can be a trusted resource and ambassador with the AWF within their respective agencies,” added Lincoln.

A major administrative focal point for all 4th Estate agencies and field activities is the massive amount of position recoding necessary for a successful transition. With the shift from 14 legacy career fields of the Defense Acquisition Workforce Improvement Act (DAWIA) to six functional areas with variable “tiers” depending on the functional area, agencies will need to complete a 100 percent coding review of all their acquisition-coded positions.

“While existing policy dictates that a position coding review should be an annual and regular part of every 4th Estate agency’s workflow,” said Lincoln, “we recognize this transition creates a higher volume of position review workload for all of our agencies and field activities. While having all recoding reviews and updates done by Feb. 1 is an admirable goal, we also realize that every agency may not meet this objective.” Lincoln added that the work associated with position reviews and recoding will continue for weeks and, in some cases, months beyond the Feb. 1 BtB implementation date.

While there have been nominal changes to the Defense Civilian Personnel Data System (DCPDS) to accommodate BtB, the 4th Estate DACM Office has collaborated with its industry partners on system enhancements that put it on track to schedule several phased releases of the Defense Acquisition Talent Management Systems up to mid-February. This will help the 4th Estate DACM Office and the 4th Estate workforce adapt to the transition.

With these preparations and imminent transition, leaders and workforce members from across the 4th Estate have embraced the changes within DAWIA. They recognize the importance and criticality of modernizing the training and certification process while reducing the number of required training hours.

“The DAWIA framework has served us well, but it has become rather cumbersome as more requirements have been added to the certification process,” said Drew Cawlfield, chief, Workforce Development Division, Workforce Services and Development Directorate, at the Defense Information Systems Agency (DISA). “One of the complaints from the acquisition workforce has been that they have to take a lot of training that doesn’t relate to their current duties. BtB shifts the certification process from a one-size-fits-all construct to a certification process with some basic instruction supplemented by additional training that can be tailored by the agency, supervisor, and employee to fit the duties currently being performed in a just-in-time construct,” Cawlfield said.

Dr. Christopher Hardy, DAU’s Director of Strategic Planning, also praised BtB’s core tenets: “The focus on streamlined and focused competencies in the six functional areas is a great aspect of BtB,” he said. “DAWIA allowed for those core competencies in the 14 career fields. However, BtB refines that by retaining the same core certification standards for basic acquisition career fields, and identifying additional credentials or training for supplemental skills added as appropriate. In this critical transition, we don’t want to lose the focus on core training—and we certainly don’t want to throw the baby out with the bath water,” Hardy added.

Dr. Mary Haley, the Defense Logistics Agency’s Director of Information Operations in the Acquisition Support Office, said: “The focus in recent years has been on a too-rigid textbook type of learning in a highly evolving space. As a DoD enterprise, we need to move with the times and embrace a new frontier in knowledge delivery, exploiting the latest technologies and virtual experiences.” And indeed, there has been a push at DAU to utilize the latest collaborative technologies to provide just-in-time training for the AWF—especially with the imminent implementation of BtB.

DISA’s Cawlfield added that the COVID-19 pandemic forced many organizations to quickly adapt in how they provide and receive training, forcing a change from in-person to virtual training in the space of just weeks or months—but also emphasized that the forced urgency and flexibility ultimately helped in the BtB transition.

“At this point there is no going back, and we are adapting and providing just-in-time, job-relevant, training and credentials,” said Cawlfield. “The new BtB construct helps us foster and reinforce a culture of lifelong learning and development across the acquisition workforce, leading to a more agile and adaptable workforce that's able to deliver operational capability to the Warfighter, and it allows us to recruit the best and brightest as we transition to new generation of acquisition professionals,” he added.

LAMBERT is the 4th Estate DACM Management Analyst.

The author can be contacted at michael.lambert@dau.edu

For more information on the 4th Estate, go to https://4EDACM.dau.edu
Purpose
Defense Acquisition is a bimonthly magazine published by DAU Press, for senior military personnel, civilians, defense contractors and defense industry professionals in program management and the acquisition, technology and logistics workforce.

Submission Procedures
Submit articles by e-mail to defacqmag@dau.edu. Submissions must include each author’s name, mailing address, office phone number, e-mail address, and brief biographical statement. Each must also be accompanied by a copyright release. For each article submitted, please include three to four keywords that can be used to facilitate Web and data base searches.

Receipt of your submission will be acknowledged in 5 working days. You will be notified of our publication decision in 2 to 3 weeks. All decisions are final.

Deadlines
Note: If the magazine fills up before the author deadline, submissions are considered for the following issue.

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Audience
Defense Acquisition readers are mainly acquisition professionals serving in career positions covered by the Defense Acquisition Workforce Improvement Act (DAWIA) or industry equivalent.

Style
Defense Acquisition prints feature stories focusing on real people and events. The magazine seeks articles that reflect author experiences in and thoughts about acquisition rather than pages of researched information. Articles should discuss the individual’s experience with problems and solutions in acquisition, contracting, logistics, or program management, or with emerging trends.

The magazine does not print academic papers; fact sheets; technical papers; white papers; or articles with footnotes, endnotes, or references. Manuscripts meeting any of those criteria are more suitable for DAU’s journal, Defense Acquisition Research Journal (ARJ).

Defense Acquisition does not reprint from other publications. Please do not submit manuscripts that have appeared elsewhere. Defense Acquisition does not publish endorsements of products for sale.

Length
Articles should be 1,500–2,500 words.

Format
Send submissions via e-mail as Microsoft Word attachments.

Graphics
Do not embed photographs or charts in the manuscript. Digital files of photos, videos, or graphics should be sent as e-mail attachments. Each figure, chart, or embedded video must be saved as a separate file in the original software format in which it was created.

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