



Leadership: Driving Civilian Education Programs

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Session Objectives

- List/define current DoD civilian educational institutions.
- Determine what academic quality & excellence means for the spectrum of DoD civilian institutions.
- Value the importance of continually challenging the relevance of our personal and institutional models of good practice.
- Understand how to apply “Dynamic Knowing” to be competitive.
- Determine how to develop forces for change that are greater than the forces for preserving the status quo.
- What does accreditation have to do with it?

Leadership: Driving DoD Civilian Education Programs

The DoD Civilian Educational Institutions are:

- Air Force Institute of Technology
- Army Logistics Management College
- Army Management Staff College
- Asia-Pacific Center for Security Studies
- Center for Civil-Military Relations
- Center for Hemispheric Defense Studies
- Defense Academy for Credibility Assessment
- Defense Acquisition University
- Defense Ammunition Center
- Defense Contract Audit Institute
- Defense Equal Opportunity Management Institute
- Defense Information School
- Defense Institute of International Legal Studies
- Defense Institute of Security Assistance Management
- Defense Language Institute-Foreign Language Center
- Defense Resource Management Institute
- Defense Security Service Academy
- George C. Marshall European Center for Security Studies
- Joint Military Intelligence Training Center
- National Cryptologic School
- National Defense Intelligence College
- National Defense University
- National Geospatial-Intelligence College
- Naval Postgraduate School
- Uniformed Services University of the Health Sciences

Mr. Charles T. Barco
Acting Provost
National Geospatial-Intelligence College

Special Challenges for the DoD

“I would like to point out that our priority has traditionally been the following:

- 1. Safety*
- 2. Quality*
- 3. Volume*

These priorities became confused and we were not able to stop, think and make improvements as we were able to do before.”

Akia Toyoda (2010)

Ever-Changing World

Industrial Age:

- **Linear**
- **Cause and effect**
- **Boundaries**
- **Discrete events**
- **Component thinking**
- **Specific Event**

Good Practice?

Information Age:

- **Non-linear**
- **Changing field of interactions**
- **Relationships**
- **Continuous process**
- **Systems thinking**
- **Broader context**

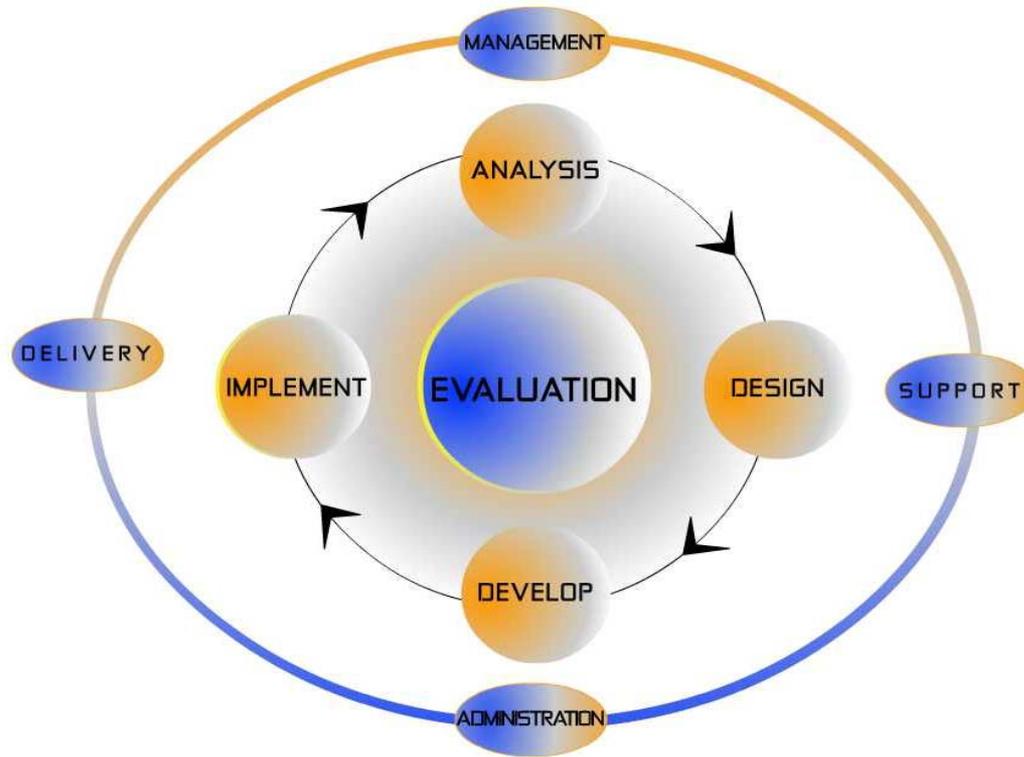
Leaders ... "must constantly look backward, attending to the products and processes of the past, while also gazing forward, preparing for the innovations that will define the future." O'Reilly and Tushman (2004)

Uncovering Hegemonic Assumptions

“assumptions that we believe to be examples of commonsense wisdom, but end up working against an educator’s best interest ” Brookfield (2004)

- “We can do more with less to the same or higher standard ...” (Quality)
- “We can develop training faster, better and cheaper” (Capacity)
- “We must meet customer expectations” (Congruency)
- “What worked in the past will work in the future” (Currency)
- “Change is good” (Change)
- “What works in the classroom will work just as well on-line” (Consistency)
- “Quick and steadfast decisions reflect strength of character” (Critical Thinking)
- “Rigor and compliance to standard assure excellence” (Complexity)

What Practices Should Be Adopted By Faculty and Administrative Leaders?



ISD models are valued in specific settings...however this approach "creates a "dissonance for instructors who desire to target specialized learner needs, create unique classroom dynamics, or introduce new and varied content." Wilson & Hayes (2000)

Emerging Learning Architecture ?

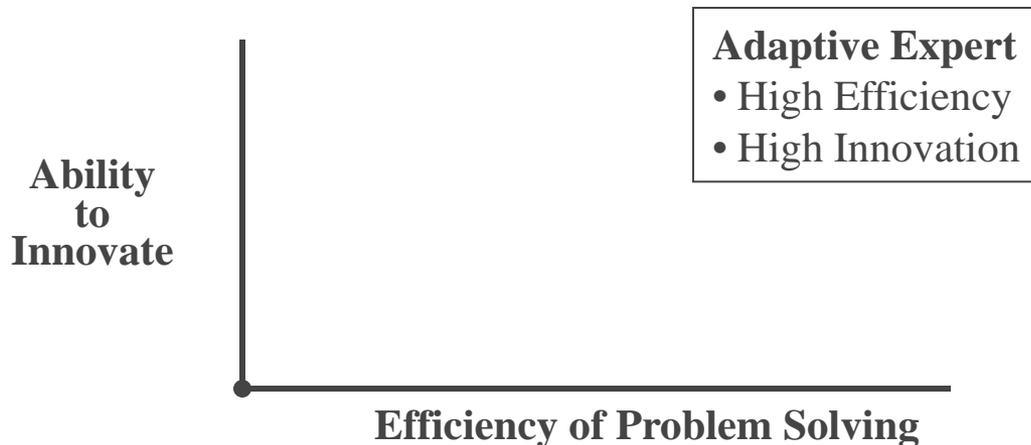
Institutions must "...continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured... and where people are continually learning to see the whole together."

Senge (1990)

		Formal		
		<u>Core Training</u>	<u>Learning Outreach and Referral</u>	
		Formal learning solutions (traditional and e-learning) deemed most critical to developing the core competencies associated with an occupation.	Partnerships with entities external to the College established to address training needs for which the College does not have sufficient resources or expertise to meet.	
Internal		<u>Performance Support</u>	<u>Knowledge Sharing</u>	External
		Informal learning solutions that complement the formal curricula by offering quick reaction learning opportunities tailored to help people perform Better on the job.	A collaborative learning environment that provides enabling support to career long development.	
		Informal		

Requires Balanced Development

- Competency: Ability to respond to novel and contextually rich problems
 - Critical when operating in complex high-ops tempo environments that require high levels of agility

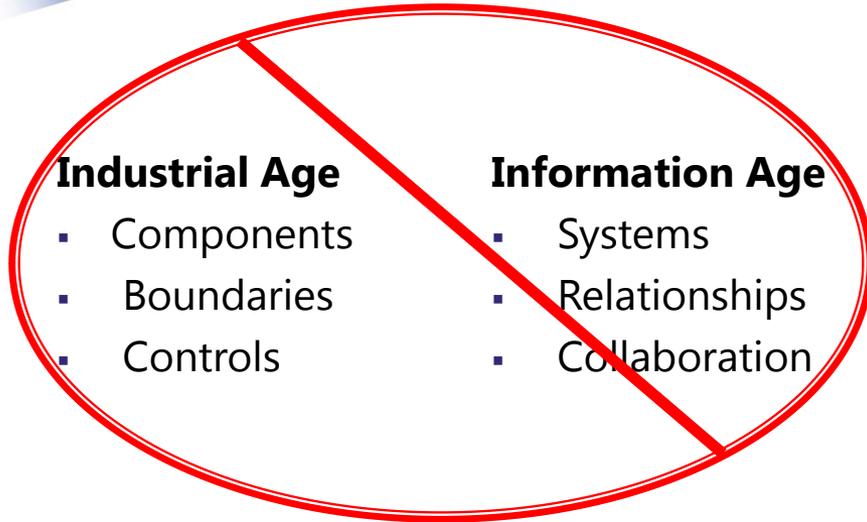


- Critical for:
 - Personal Development = “Adaptive Expertise”
 - Organizational Development = “Ambidextrous Strategies”

How Do We Assess Good Practice?

- **Organizational Standards:** (i.e. Military Services) 1775
- **Inspection:** (i.e. Service and Agency IGs, Quality Offices) 1777
- **Certification:** (i.e. Institute for Credentialing Excellence {ICE}) 1834
- **Accrediting Standards:** (i.e. National and/or Regional) 1885
- **Counts:** (i.e. student enrollment, fill rates, no-shows, costs, profit)
- **Student Performance Data:** (i.e. test, exercises, simulations)
- **Surveys:** (i.e. End-of-course, Post-graduate, Supervisory, Climate)
- **Rankings:** (i.e. US News and World)
- **Studies:** (i.e. ROI, ROE)
- **Self Assessment:** (i.e. Baldrige Education Criteria)
- **Balanced Scorecards:** (i.e. financial, customer, learning, internal process)

Feedback and Accountability Tied to Standards Derived From ...



Proper Mix Helps Shape Good Practice thru:

- **Compliance**
- **Performance**
- **Capacity-building**

In complex environments executives must ... "have the ability to understand and be sensitive to the needs of very different kinds of businesses. Combining the attributes of rigorous cost cutters and free-thinking entrepreneurs while maintaining the objectivity required to make difficult trade-offs .."

O'Reilly and Tushman

Challenge

Our existing models, heuristics, standards and practices may not be well suited to a 21st Century context and ... like others before us, we may be in our own “bubble” and not even realize it.



Good practice requires “*reflexivity*”

The ability to constantly **examine** and **reform** our practices “in light of incoming information about those very practices ” Giddens, 1999

- **Examine:** Enabled through the establishment of more adaptive standards, which smartly balance compliance, performance, and capacity building.
- **Reform:** Enabled through a nuanced approach to management which considers:
 - short- and long-term
 - rigor and agility
 - control and collaboration
 - internal and external focus
 - efficiency and innovation

Next Steps

1. Reflect upon your own standards and heuristics; do they serve as:
 - a) tethers to past traditions
 - b) foundations to good and efficient practice
 - c) enablers to an innovative future
 - d) uncertain gauges of excellence
 - e) a + b
 - f) b+ c
 - g) a + c
 - h) a + b + c
 - i) a, b, and/or c + d

2. Does your organization encourage such questions, ignore them, or punish those who raise them?

Mr. Michael Gannon
Provost
Defense Information School

Learning as a Social System

- Communities of Practice
 - Definitions
 - What are they about?
 - How do they function?
 - What capabilities can they produce?



One person's view

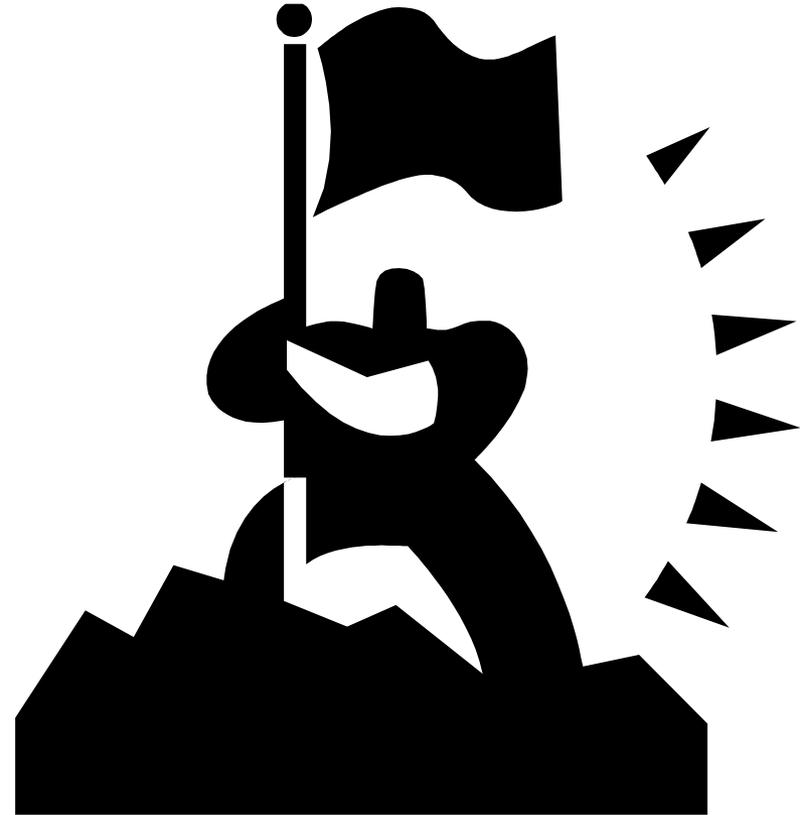
“Communities of practice do not require heavy institutional infrastructures, but their members do need time and space to collaborate. They do not require management, but they do need leadership. They self organize, but they flourish when the learning fits with the organization's environment.”



*Dr. Etienne Wagner
In "Systems Thinker"*

Creating a Culture of Change

- Anticipate
- Analyze
- Act
- Affirm



Establishing Priorities



- Use accreditation to promote innovation as opposed to conformity to a standard
- Accumulate and manage knowledge
- Leaders must pressure institutions to change and reinforce with resource allocations and training for staff

Thank You

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