Planning & Accountability Directorate

DoD MISSION, DoD WORKFORCE.
YOU CAN'T PLAN FOR ONE WITHOUT THE OTHER.

The Defense Civilian Personnel Advisory Service (DCPAS) Planning & Accountability Directorate develops policy and guidance for civilian human capital planning initiatives, including leading development of the Department of Defense (DoD) Human Capital Operating Plan and facilitating the management of functional communities and enterprise competencies. The goal of strategic human capital and workforce planning is to shape and improve the civilian workforce to support national defense requirements and effectively manage the Department.

Planning & Accountability Directorate

Planning & Accountability (P&A) Directorate's role is critical to the Department in ensuring that we plan for the right civilian talent in order to meet Department's ever-demanding missions. Our work impacts more than 900,000 DoD civilians and is done through workforce planning, competency and skills management, analytics, and accountability.

Strategic Guidance

P&A Directorate is guided by DoDI 1400.25 Volume 250, 5 CFR 250 Part B, and Strategic Guidance for providing consulting and advisory services to the Components, Defense Agencies and Activity offices.

Mission

To provide world class civilian Human Capital oversight, planning, and advisory services to DoD customers across the Enterprise and to inform civilian Human Resources solutions that enhance the lethality of the Department.

Vision

Serves as the "provider of choice" for all Enterprise activities in Human Capital Solutions, Strategic Workforce Planning, Workforce Data Analytics, Competency Development and Management, Accountability and Oversight, and Consulting and Advisory services.

From the Desk of Darby Wiler!

For many of us, March 2021 marks one year of working in a fully (or mostly fully) virtual work environment in response to the COVID-19 pandemic. As vaccination percentages increase, plans are being developed across the DoD workforce to return personnel to their respective workplaces. Concurrently, existing policies are in revision and new policies are in development to govern and define what the workplace of the future looks like, such as where and when work is accomplished, and how DoD will manage what we expect to be a far more virtual workforce. For me, this is a long overdue transition and I'm excited to see the anticipated benefits of this in our employee satisfaction data and our ability to attract and retain talent.

Here are a few highlights of what your Planning & Accountability/DCPAS colleagues are working on:

- We are augmenting Advana applications with diversity data. This effort will result in several new depictions in our current Functional Community application, as well as development of new depictions in other Advana applications and plans for a DoD-wide diversity dashboard. We hope to have these improvements in place for FY21 Q3 reporting.

- NDAA 21 has several provisions relative to the DoD Civilian Workforce. Human Capital Management, pipeline/scholarship programs, training and development, and segments of the Technology/Digital Workforce are all highlighted in these provisions. DCPAS is engaged with our colleagues across the Enterprise on these NDAA provisions, with Planning & Accountability in a supporting role for several.

- Last, FEVS 20 data, Agency Management Reports, and Annual Employee Survey Reports are all available. Our Enterprise FEVS Program Manager, Niece Eberhart, is busy coordinating with FEVS points of contact across DoD to ensure that everyone can access, analyze, and leverage this data to identify job dissatisfiers, then develop and implement strategies to improve employee satisfaction in all corners of DoD.

As always, please reach out to any member of the Planning & Accountability staff if there is any way we can assist you. We hope you enjoy this Quarter's newsletter.

Semper Fi,
Darby

CDSE SPēD Certification Program

The CDSE SPēD Certification Program

The Security Professional Education Development (SPēD) Certification Program supports the Department of Defense (DOD) mission to professionalize the security workforce by validating security knowledge and skills needed to address 21st century threats and challenges. As security professionals in the DOD, federal government, or cleared industry, individuals can elect to become SPēD certified to demonstrate they possess these necessary skills and knowledge. The SPēD Certification Program ensures that a common set of competencies among security practitioners exists to promote interoperability, facilitate professional development and training, and develop a workforce of certified security professionals. These certifications have expanded over the years to cover specialized security disciplines. CDSE currently offers seven certifications and one credential.

Beginning June 1, 2020, these certifications transitioned from distributed manually to a completely automated process, also known as digital badging. Digital badges are electronic representations of the SPēD certifications and credential. Since this change, more than 8,755 digital badges have been issued to SPēD certification holders through Credly's Acclaim platform. This represents thousands of badges for security professionals who no longer have to wait months for their certificate.

This digital badging initiative led CDSE to win a 2020 Brandon Hall Group Excellence in Technology Bronze Award under the category "Best Advance in Rewards and Recognition Technology" in December 2020. Each entry was based on rigorous judging processes. Entries were evaluated by an international panel of independent industry experts, Brandon Hall Group senior analysts, and the Brandon Hall Group executive leadership team. Judging was based on the following criteria: fit the need, design of the program, functionality, innovation, and overall measurable benefits. The winners are listed on the Brandon Hall website: https://www.brandonhall.com/excellenceawards/past-winners.php

For more information about the SPēD Certification Program, visit https://www.cdse.edu/certification/index.html. Sign up for our monthly CDSE Pulse Newsletter, weekly News Flash, quarterly Product Update, and other topic area updates by visiting the CDSE News Page: https://www.cdse.edu/news/index.html

By: Jason Taylor
Chief, DOD SPeD Program Management Office
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Digital Workforce

P&R Support to the Digital Workforce

During the summer of 2020, DASD(CPP) requested support of USD(P&R) to convene a cross-functional working group (P&R, PCA, CIO, A&S, R&E) to define work and relationships of Cyber, AI, Data, Software Engineering, and other areas currently managed separately within the civilian workforce. The over-arching goal was stated to yield building blocks for all aspects of HR management in order to attract, recruit, retain, develop, and manage the over-arching DoD Digital Workforce in support of world-wide strategic, operational, and tactical requirements, and to develop a common Digital Workforce HR framework and lexicon. Subsequently, the USD (P&R) endorsed 3 proposed lines of action (LOA):

LOA 1:   Define the Digital Workforce
LOA 2:   Adopt Function Coding
LOA 3:   Create a Civilian HR Center of Excellence for the Digital Workforce

In the early fall of 2020, known Digital Workforce agencies and designees were identified to participate in a DoD Digital Workforce Group, such as USD(CIO), the Joint Artificial Intelligence Center, USD(R&E), USD (A&S), USD(P), USD(I&S), the Defense Digital Service (DDS), and USD(P&R). DASD(CPP) briefed executive counterparts within the Digital Workforce on considerations for integration/collaboration on workforce management. Discussion topics included: effective and efficient management of multiple workforces, how to address differences, meet common needs, share problems/solutions, use networks, and proposed actions to support the modernization of the Digital Workforce. Executive-level consensus to move forward was gained and a concept with a defined planning strategy was created.

This endeavor includes an Executive Governance Board, a Core Working Group, and Focus Groups consisting of subject matter experts (SMEs). Currently, the Executive Governance Board consists of all of the offices listed above as well as the Chief Data Office, with the Core Working Group consisting of representatives/designees from the Executive Governance Board. USD (P&R) currently serves as the Chair, and provides full-spectrum human resources support to the group. Work is focused on addressing LOAs 1 and 2: Define the Digital Workforce, and Adopt Function Coding. LOA 3, Create a Civilian HR Center of Excellence for the Digital Workforce, is being addressed concurrently, but separately by DCPAS. Recently, a function was added to the group for the purpose of integrating oversight of FY21 NDAA provisions related to the Digital Workforce between functional SMEs and HR representatives.

The function coding effort will consist of identifying work functions within each technical area, development of a work function matrix that identifies commonality of work functions amongst technical areas, identification of codes for common and independent work functions, and development and implementation of a function coding construct in the personnel data system.

Currently, the plan for a path forward is to utilize the framework established by the Defense Cyber Work Force (DCWF) and the NICE Framework as a template, following a similar process for identifying the work tasks/work functions. Information related to the DCWF and the NICE Framework will be distributed to members of the Working Group and a consensus will be reached regarding how to move forward. Specifically, consensus will be reached about how to begin the process (i.e. identify the technical areas first, then the work functions, or vice versa) and how to engage the Working Group moving forward (i.e. individually or in a collective setting). LOA 1, Definition of the Digital Workforce, could be completed by end of FY21. LOA 2, Adopt Function coding, is anticipated to take much longer due to the nature of the work and the number of SME focus groups to be conducted.

By: Anthony Bown & Chad Hodges
DCPAS/Planning & Accountability

Data Analytics

Data Demystified – A Brief Discussion of Using Employee Loss Rates as an Indicator of Potential Retention Problems

How would you evaluate if one of two DoD populations currently have a retention problem relative to the other? The simplest option would be to count the number of losses. The organization with the largest number of losses would be considered the organization with the largest potential problems. In direct comparison, that would appear to be a true statement. The problem with this approach is that the population with more employees is likely to have more losses just due to their size. Imagine two populations: one with 1,000 employees and one with 1,200 employees. If both populations had 100 losses, would you say they had similar retention issues? Probably not. To address this issue, you would probably want to calculate and compare loss rates for each organization. There are many ways to calculate Loss Rates for a given population. One common method is to count all of the losses for some period of time, e.g. one fiscal year, and divide by the beginning strength.

$$\textbf{\textit{Employee Loss Rates}} = \frac{Sum\ of\ all\ losses}{Beginning\ Strength}$$

By dividing the losses by the strength, you normalize the data by the population size which allows you to make fairer comparisons across different populations; so a 10% loss rate in one organization should be comparable with a 10% loss rate in another organization.

Organization 1: 1,000 employees, 100 losses, Loss rate = 10%
Organization 2: 1,200 employees, 100 losses, Loss rate = 8.3%

For the scenario described in the opening paragraph, the first organization had 100 losses with a population size of 1,000, which results in a 10.0% loss rate. In contrast, the 2nd population had 100 losses out of the 1,200 employees resulting in an 8.3% loss rate. If you were to evaluate this metric, you would likely conclude that the population with a 10.0% loss is much more likely to be experiencing a potential retention issue, but this may or may not be the case. Let me explain.

There are numerous factors that contribute to why an employee might leave an organization, such as employee age, the amount of travel required, the length of commute, job satisfaction, salary, etc. Age happens to be one of the better predictors. As such, the relationship between age and loss rates will be presented and discussed below.

Figure 1. Relationship between age and loss rates
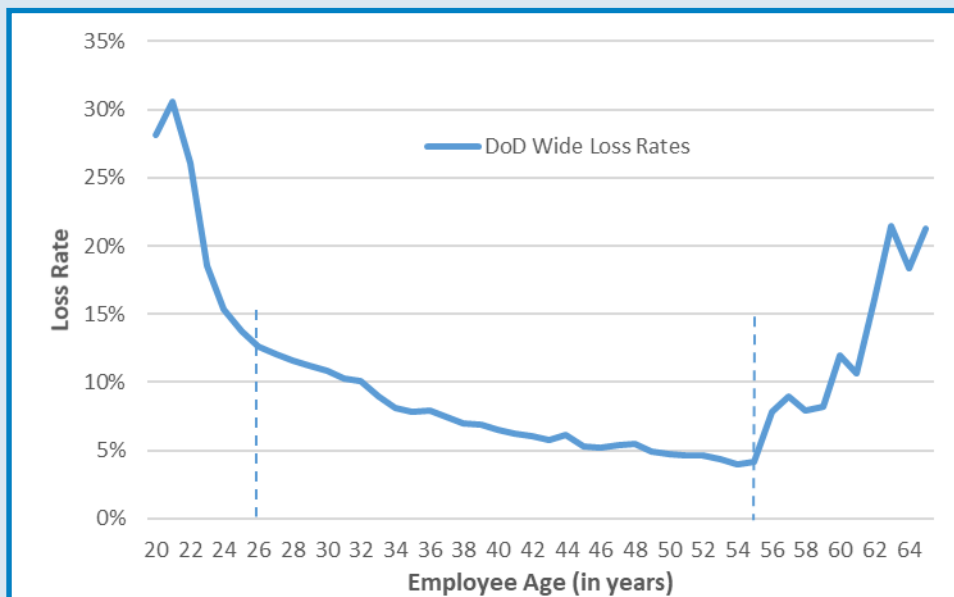
Clearly this data does not show a linear relationship. The relationship could be described as having 3 distinct parts:

- before age 26 the loss rates are fairly large
- from age 26-55 the loss rates steadily decline in a linear manner
- and after age 55, the loss rates increase pretty dramatically

This behavior can easily be explained in the following manner. Early in an employee's career, they are more likely to be jumping around and taking new positions as they look for advancement as they climb the career ladder. Employees in their 30s and 40s, are more likely to have achieved higher paid positions, are more likely to have established a home, and are more likely to have found a job that that is a good fit. Then, in the mid-50s, employees start becoming retirement eligible and loss rates dramatically increase accordingly.

So, thinking back to the comparison between the 2 organizations with loss rates of 10% and 8.3%. By just reporting the loss rates, you are unintentionally ignoring other correlated variables, such as age. With fairly large population sizes, you hope that the distribution of the two populations is pretty similar; however, if that assumption is not true, some portion of the discrepancies could be due to the age distributions of the 2 populations. For example, if the first population happened to be primarily comprised of lower paid positions filled with employees in their 20s, a 10% loss rate may seem very low and actually may indicate that the expected losses are well below what might be expected. In contrast, if the 2nd population was primarily comprised of mid-careerists in their mid-40s to 50s you might be surprised that the loss rates were so high.

As an educated consumer of data metrics, you need to be aware that metrics like loss rates are often useful indicators of potential problems, but clearly do not tell the whole story. In the example presented, the discrepancies between the loss rates might be more an expectation of the type of positions and the typical candidates that fill them and not due to a real retention issue(s). For this reason, one should refer to loss rates as a POTENTIAL indicator of retention problems.

By: James Walter
DCPAS/Planning & Accountability

Human Resources Functional Community

In accordance with the 2010 National Defense Authorization Act (NDAA), Section 1112, Public Law 184, the Secretary of Defense shall establish a program of leadership development for civilian employees of the Department of Defense (DoD). The Defense Civilian Emerging Leader Program (DCELP) is the result of that legislation. The objective of this program is to develop a new generation of leaders for the Department and the federal enterprise.

DCELP is intended for entry-level and emerging leaders in the grades of GS-7 to GS-12. Per schedule changes related to the global pandemic, the program is open to all occupational series and interagency partners during the first half of the training year (typically January to April) and the Acquisition, Financial Management and Human Resources career fields during the second half of the training year (typically June to September).

DCELP institutes a competency-based approach for the deliberate development of individuals selected to the program with emphasis on Leading Self, Leading Teams and Projects, and Leading People as depicted on the DoD Civilian Leader Development Continuum.

In DCELP, learning opportunities include:

- Seminars designed to meet the program's five Terminal Learning Objectives: Know Self, Express Self, Build Teams, Lead People, and Understand the DoD. With the exception of Understand the DoD (which is addressed through a web-based resource), all seminars are conducted by our contract vendor.
- Reflection exercises, leadership assessments, mentoring, peer coaching, individual coaching (optional), team and individual presentations, networking opportunities, "real world" applications of lessons learned through experiential activities, and a final Capstone project.
- Graduation requirements including the completion of a 5-minute oral presentation and development of a personalized Leadership Roadmap and Action Plan.
- Several opportunities to demonstrate and expand leadership skills throughout the program.

By: Linda Coto, PhD
Human Resources Functional Community
DCPAS/Talent Development

Competency Management

Do College Degrees or Competencies Better Predict Job Performance?

On June 26, 2020, President Donald Trump signed an executive order for the federal government to transition away from requiring applicants to have college degrees for job consideration within the federal government (with some exceptions). Federal job applicants will be assessed on the "skills" required for the job (i.e. competence) through pre-hiring assessments in an effort to increase diversity in the workforce and make the hiring process more equitable. In the private sector, many large companies, such as Apple, Google, Bank of America, and Starbucks, are also no longer requiring college degrees for many entry to mid-level jobs (Hess & Addison, 2018). With less emphasis being placed on college education in hiring, it may be beneficial for readers to have a high-level understanding of what this means and how this places more emphasis on assessing competencies, both pre and post hire. Using properly defined competencies to predict and measure job performance can have major benefits for both the employee and the organization.

Since most organizations view education as an indicator of a person's productivity or skill level (Benson, Finegold, & Mohrman, 2004), it is frequently used as a prerequisite in hiring decisions. However, there is still debate about whether education is truly an indicator of "intelligence" or "ability" in relation to job performance (Racen, 2017). While it's clear that education is not equal to intelligence (i.e. you can be highly intelligent without being highly educated, and vice versa), there is no shortage of research that indicates a strong correlation between education and intelligence (e.g. Ceci, 1991). Along those same lines, there's extensive research that intelligence is a strong predictor of job performance (Barrett & Depinet, 1991; Hunt, 1995; Hunter & Hunter, 1984; Schmidt & Hunter, 1981; Wigdor & Garner, 1982). To better explain this, Figure 1 (Hunter & Schmidt, 1996) illustrates how General Cognitive Ability (i.e. Cognitive Intelligence) is correlated with Job Knowledge and Job Performance. What this indicates is that cognitive intelligence better predicts job performance because it predicts learning and job mastery, which come with job knowledge. So essentially, high cognitive intelligence means that an employee can learn and master the job faster, producing better performance quicker.
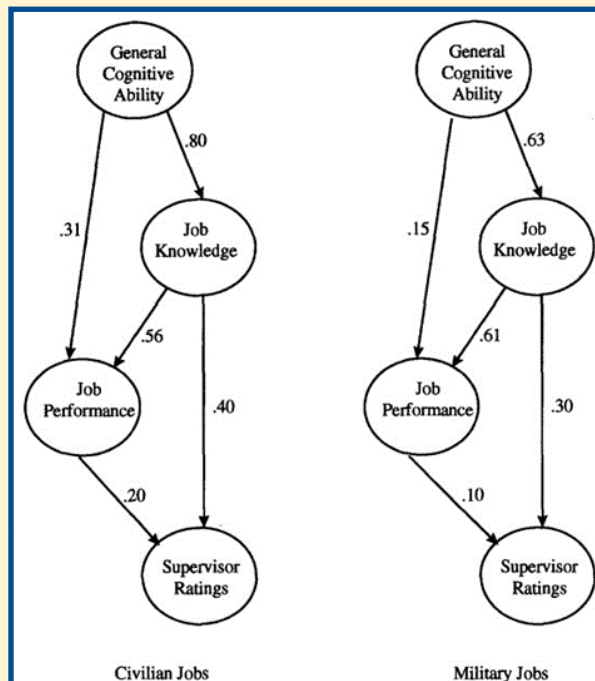

Figure 1. A path analysis of cognitive ability, job knowledge, job performance, and supervisor ratings.

However, even though intelligence is correlated with both education and job performance, education alone is not strongly correlated with job performance (Schmidt & Hunter, 1998). In fact, the world's most data-driven companies, Google and Facebook, have found no relationship between college degrees and job performance (Alexander, 2015; Banjo & Bass, 2020). There's several theories as to why this occurs, however it's a topic that is too extensive for this article (and one that needs further research). One possibility, among many, is that students are given a greater amount of freedom when selecting their course curriculum, giving them the opportunity to take less challenging courses and protect their GPA. Another possibility is that with weak University counseling and little external mentorships, students rarely take the few courses geared toward building practical skill sets, leaving students ill-prepared for the actual workforce. Indicators that hiring managers typically look at in applicants, such as whether or not the applicant was able to gain admittance to a high ranking school and/or perform well in school, may have been abilities revealed by their grades and diploma as opposed to abilities provided by their college education.

Requiring college degrees when they aren't needed comes at a substantial cost. According to a 2017 joint report by Harvard Business School, Accenture, and Grads of life (Fuller, Raman, et al., 2017), the rising demand for a four-year college degree for jobs that previously did not require one is a widespread phenomenon that is making the U.S. labor market more inefficient. Companies that insist on only accepting applicants with college degrees unnecessarily reduces the recruitment pool, effectively cutting oneself off from the untapped potential of eager, young adults as well as experienced, older adults. And this "degree inflation" isn't only having negative effects on companies and applicants, but it is also hurting the economy. This trend of forcing people to go into debt to get unnecessary degrees has only worsened the $1.6 trillion debt due to outstanding student loans.

Since college degrees and education are not great for predicting future job performance, why not just use cognitive intelligence as a predictor? McClelland (1973) was the first to advocate for testing for "competence" rather than cognitive intelligence, a movement that picked up steam by many other researchers over the years (e.g. Boyatzis, 1982). His argument was that cognitive intelligence did not predict all aspects of job success, and that competencies such as leadership, interpersonal skills, and communication skills were being largely overlooked. McClelland's proposal has faced criticism though, with arguments that cognitive intelligence is still the most valid predictor of job performance (Barrett & Depinet, 1991). Regardless, there is ample evidence that competencies form the basis for effective and superior performance (e.g. Shippmann, 2000). Research supports that three clusters of competencies essentially differentiate outstanding from average job performance (Bray, Campbell, & Grant, 1974; Boyatzis, 1982; Kotter, 1982; Luthans, Hodgetts, & Rosenkrantz, 1988; Howard & Bray, 1988; Campbell, Dunnette, Lawler, & Weick, 1970; Spencer and Spencer, 1993; Goleman, 1998; Goleman, Boyatzis, & McKee, 2002):

Cognitive intelligence competencies (such as those related to pattern recognition and systems thinking), Emotional intelligence competencies (such as those related to self-awareness and self-management), and Social intelligence competencies (such as those related to social awareness and relationship management).

Competencies provide a common vocabulary and perspective for those working within the organization, conveying desirable behaviors and creating a consistency of expectations (Vazirani, 2010). Competency modeling (i.e. the process of identifying the competencies needed to be successful in a specific role) provides the adhesion or "glue" that is necessary for elements of an organization's human resource management system (Dubois, 2013).

While there have been several definitions of "competency" over the years, DCPAS utilizes a definition that is very similar to that used in current research today: "An observable, measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics needed to perform work roles or occupational functions successfully." By this definition, competencies are based on job knowledge instead of cognitive intelligence, which if you reference back to Figure 1, illustrates that "Job Knowledge" has a stronger direct correlation to "Job Performance" than "General Cognitive Ability" to "Job Performance." In addition, competencies consist of more than just knowledge, meaning that skills, abilities, behaviors, and other characteristics needed to perform work roles are being assessed along with job knowledge.

Utilizing a rigorous, standardized process similar to that of job analysis, competency modeling at DCPAS helps agencies take a unified and coordinated approach to designing and maintaining human resource management systems, which can include recruitment, hiring, performance management, employee development, succession planning, career planning, etc. To quote Spencer and Spencer (2013):

"In complex jobs, competencies are relatively more important in predicting superior performance than are task-related skills, intelligence, or credentials….What distinguish[es] superior performers in these jobs are motivation, interpersonal skills, and political skills, all of which are competencies."

So while cognitive intelligence may still be the best single predictor of job performance, college degrees are not always indicative of intelligence, nor do they always provide recipients with the job knowledge needed to be successful at a job. Competencies, on the other hand, provide a more holistic look at an individual in relation to the work being performed. Assessing competencies identifies the capabilities of an applicant/employee in relation to job performance in ways that college degrees fail to capture.

By: Chad Hodges
DCPAS/Planning & Accountability

Competency Model Schedule CY 21

The Competency Development and Management Team are currently developing competency models for CY21. Listed below is the current schedule:

0640 Industrial Hygiene Tech	Feb 23-24	Panel 1
0640 Industrial Hygiene Tech	Mar 2-3	Panel 2
Strategic Advisor	Mar 9-11	Panel V
Tier 1 Leadership	Mar 16-17	Panel 3
Supply (Functional)	Mar 23-24	Panel 1
Supply (Functional)	Mar 30-31	Panel 2
Supply (Functional)	6-Apr	Panel 3
0645 Medical Technician	Apr 13-14	Panel 1
0645 Medical Technician	Apr 20-21	Panel 2

If you are interested in developing a competency model or if there is a need or desire to better understand our competency modeling process, please reach out to Brandon Dennis at brandon.e.dennis.civ@mail.mil.
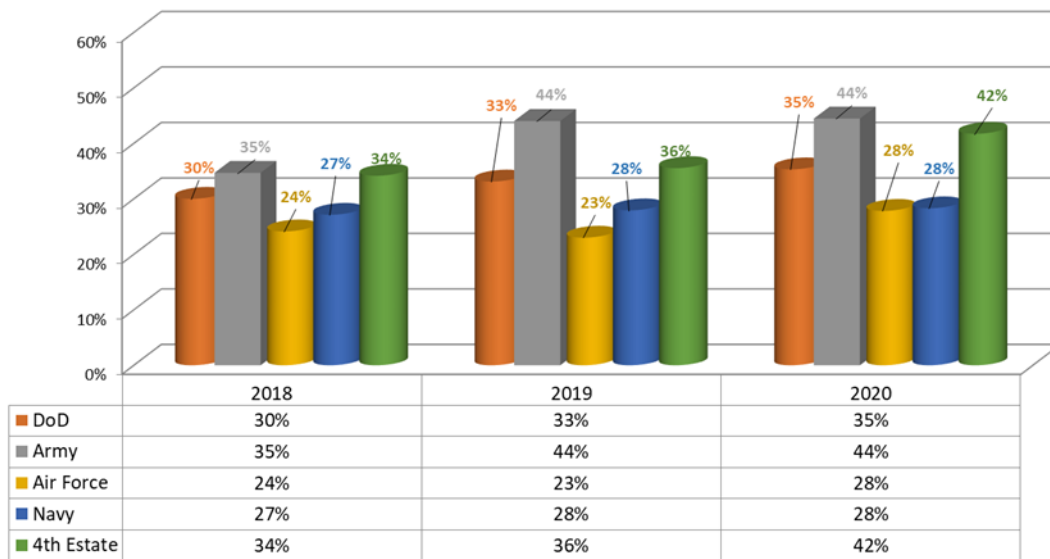
You Took FEVS

2020 | Office of Personnel Management
Federal Employee Viewpoint Survey — *Empowering Employees. Inspiring Change.*

The Federal Employee Viewpoint Survey (FEVS), administered annually by the Office of Personnel Management (OPM) is a census of all permanent, non-seasonal, non-term civilian employees. FEVS20 was administered from September 14th through November 4th, 2020. The response rate for DoD is 35% and represents a 2-points increase from FEVS19 (33 percent). It is to be noted that the larger data set will help provide smaller offices and programs with reports they would not normally receive if sampled since OPM only provides reports for any defined organization with greater than 10 responses.

DoD FEVS20 Response Rate

	2018	2019	2020
■ DoD	30%	33%	35%
■ Army	35%	44%	44%
■ Air Force	24%	23%	28%
■ Navy	27%	28%	28%
■ 4th Estate	34%	36%	42%

FEVS includes questions on workforce climate in addition to the 16 core questions, referred to as the Annual Employee Survey (AES). It also provides trending tools that include indices such as Employee Engagement (EE - environment conductive to engagement), and Global Satisfaction (GS - satisfaction with job, organization, and pay). Agencies can use these FEVS key indices, as well as their own unique indices or individual questions of interest, to trend their data and to compare results to other government agencies. New this year is a comprehensive section addressing the COVID-19 pandemic, with questions that allow identification of ways in which employees continue to achieve missions in the face of an unprecedented pandemic. These results will be published later this year.

FEVS20: DoD EMPLOYEE ENGAGEMENT by YEAR

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Employee Engagement - DoD	67%	67%	65%	64%	65%	66%	68%	69%	70%	74%
Leaders Lead	57%	57%	54%	52%	54%	55%	58%	58%	60%	64%
Supervisors	72%	72%	71%	71%	72%	72%	74%	75%	76%	80%
Intrinsic Work Experiences	73%	72%	69%	69%	70%	70%	72%	73%	73%	77%
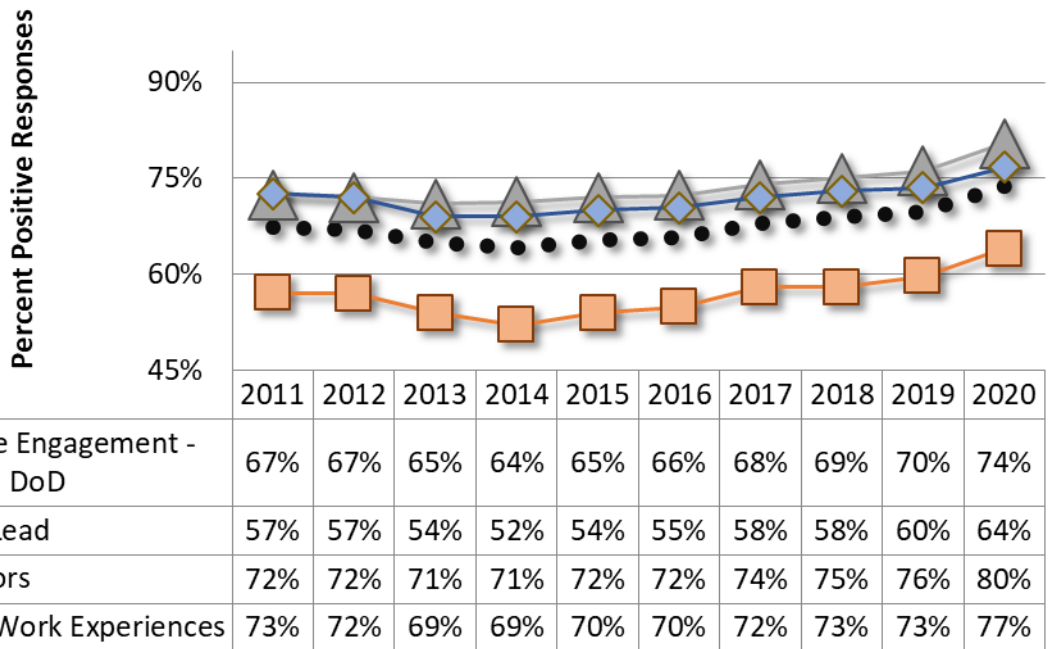
From 2019 to 2020, DoD increased four percent in EE (74% vs. 70%), the Leader Lead Index increased four percent (64% vs. 60%), Supervisors Index increased four percent (80% vs. 76%), and Intrinsic Work Experiences Index increased four percent (77% vs. 73%).

EMPLOYEE ENGAGEMENT by COMPONENT by YEAR

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
DoD	67%	67%	65%	64%	65%	66%	68%	69%	70%	74%
4th Estate	66%	67%	65%	65%	65%	66%	67%	69%	70%	74%
Army	68%	66%	63%	63%	64%	64%	68%	68%	70%	73%
Air Force	67%	67%	66%	65%	67%	67%	68%	68%	70%	74%
Navy	68%	68%	66%	65%	66%	67%	69%	69%	70%	74%
USMC	67%	66%	65%	66%	65%	64%	68%	68%	68%	72%

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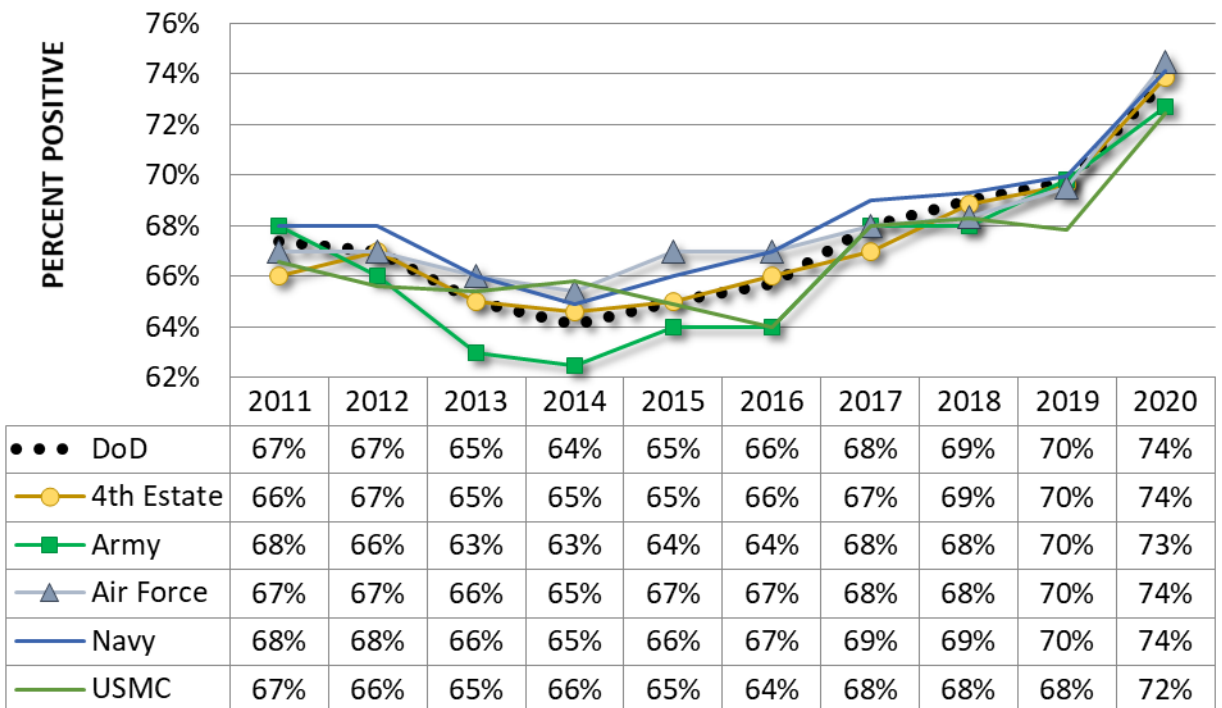
FEVS 2020 (Cont'd)

From 2019 to 2020, Global Satisfaction Index increased four percent (70% vs. 66 %). It is worth pointing out that the indices have maintained a positive trend since 2014. While there is a lot more work to be done, the 4% increased in all indices is great news for DoD.

FEVS20: GLOBAL SATISFACTION by COMPONENT by YEAR

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
● ● ● DoD	66%	64%	58%	59%	61%	62%	65%	65%	66%	70%
■ Army	66%	63%	57%	57%	59%	60%	64%	65%	66%	69%
▲ Air Force	65%	64%	58%	59%	62%	62%	64%	63%	64%	69%
◆ Navy	67%	65%	60%	60%	61%	63%	66%	65%	66%	70%
■ USMC	65%	61%	59%	60%	59%	58%	63%	63%	62%	68%
○ 4th Estate	64%	62%	59%	60%	61%	63%	65%	67%	67%	71%
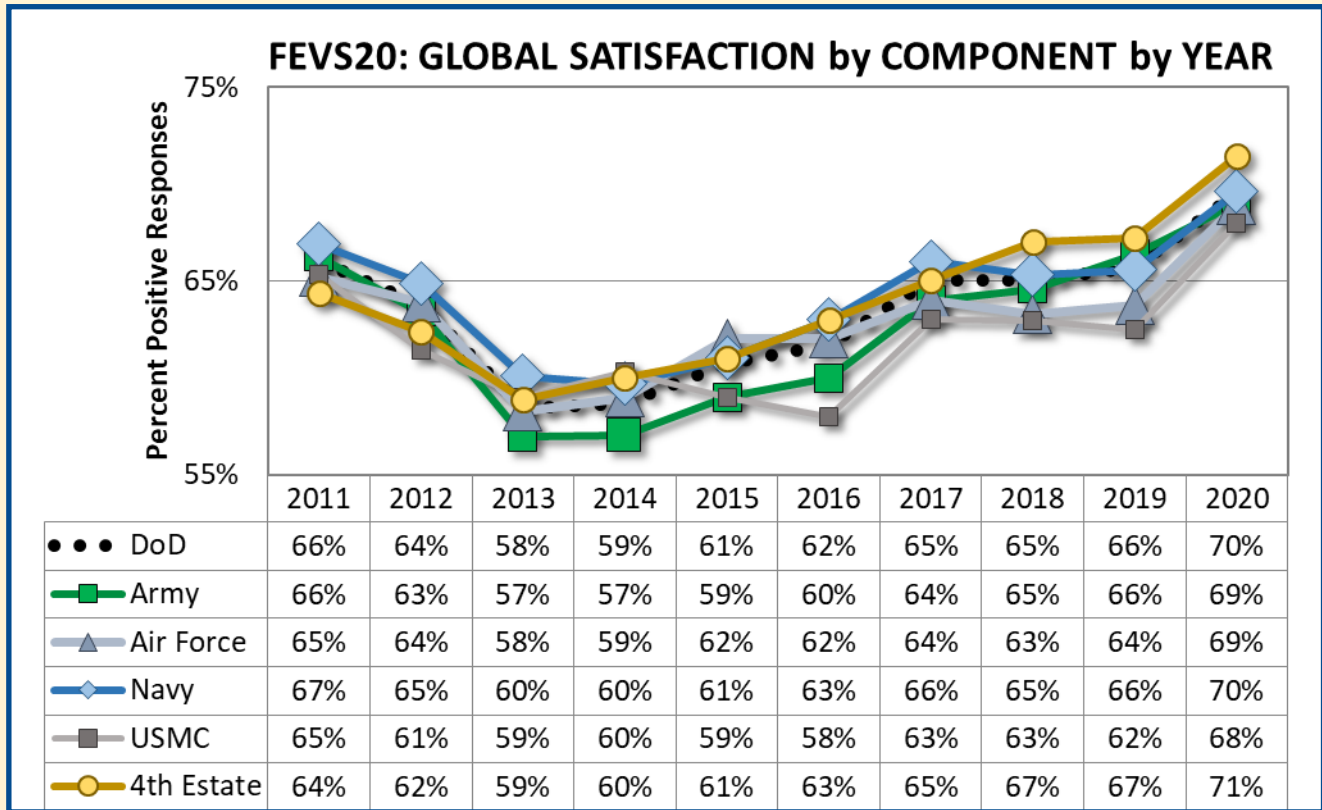
The protection of the identity of individual employees and the confidentiality of their responses are our highest priorities. Survey participation is voluntary and all responses are confidential and anonymous. When OPM delivers the survey results, no information is provided to tie responses to individual employees.

The results provide agency leadership insight into areas where improvements have been made, as well as areas where improvements are needed. Your participation matters to DoD and this is the beginning of the analysis of the results and informs action plans that leads to organizational change. Thank you for your participation in FEVS20.

POINT OF CONTACT: Berenice Eberhart DoD/DCPAS FEVS Program Manager 571-372-2043 Telework: 703-628-3200; berenice.l.eberhart.civ@mail.mil

By: Berenice Eberhart
DCPAS/Planning & Accountability
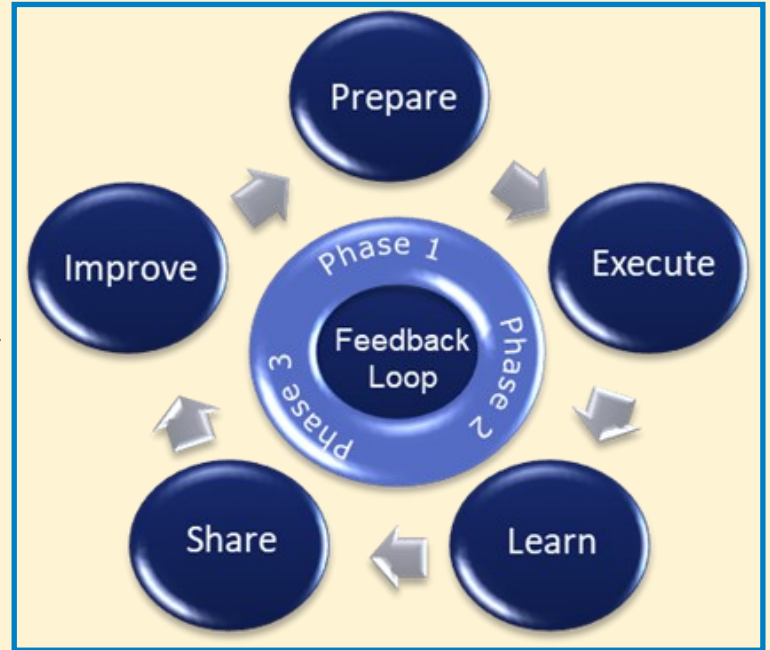
Human Capital Management Evaluation

Meet The Team
Human Capital Management Evaluation
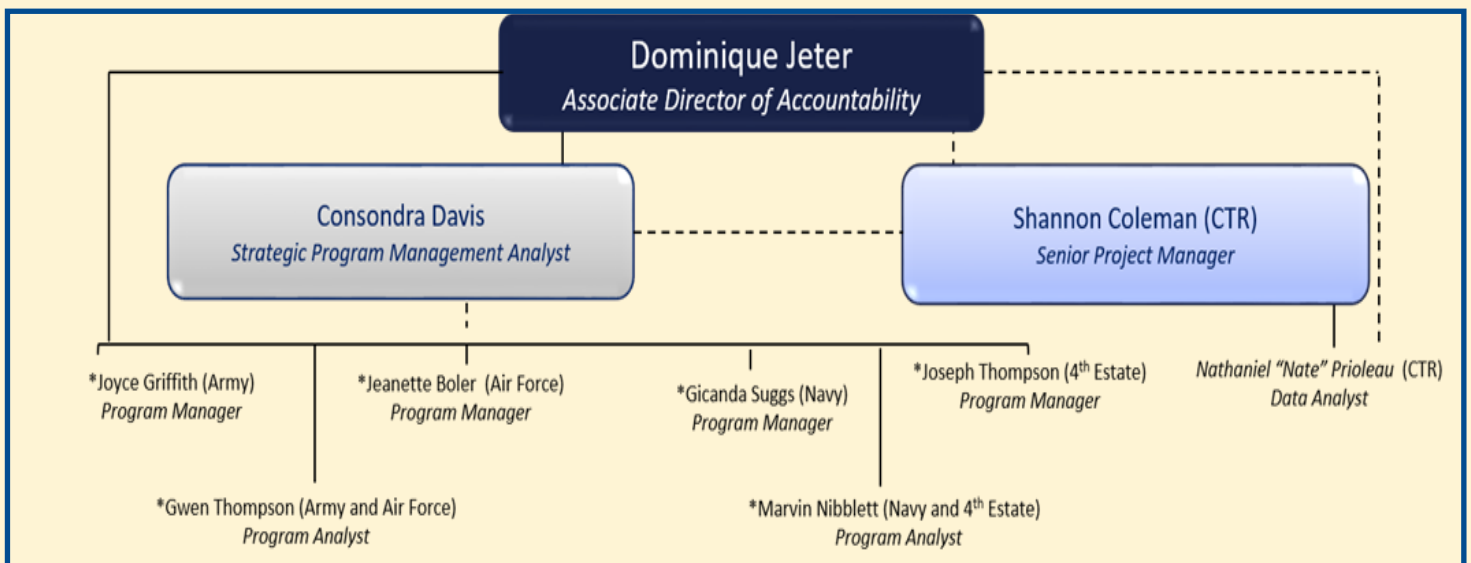
Our Team Ready to Serve

The Accountability Division (LOB 1) will align purposely with the DoD Human Capital Evaluation Handbook to rethink strategies, seek quick-wins, and long-term solutions to modernize the HR landscape. We will utilize the Federal Human Capital Framework to measure effectiveness and efficiency, leverage partnerships, inform policy, and encourage diversity of thought. The Accountability Community, will execute the Human Capital Framework, which surrounds itself with four systems:
(1) Strategic Planning and Alignment
(2) Talent Management
(3) Performance Culture
(4) Evaluation

The Team will also integrate the Department's power of three: *Deliver* Talent, *Maximize* Employee Performance and *Transform* Human Resources.

Meet the TEAM

Dominique Jeter
Associate Director of Accountability

Consondra Davis
Strategic Program Management Analyst

Shannon Coleman (CTR)
Senior Project Manager

*Joyce Griffith (Army)
Program Manager

*Jeanette Boler (Air Force)
Program Manager

*Gicanda Suggs (Navy)
Program Manager

*Joseph Thompson (4th Estate)
Program Manager

Nathaniel "Nate" Prioleau (CTR)
Data Analyst

*Gwen Thompson (Army and Air Force)
Program Analyst

*Marvin Nibblett (Navy and 4th Estate)
Program Analyst

Goals

- Drive change through innovative Data Management, Assessments, Analytic Tools, and Performance Metrics
- Develop a network to expand Accountability Community of Practice
- Advocate for partnerships across agency and business lines
- Align on the feedback loop mechanism to improve HR Programs
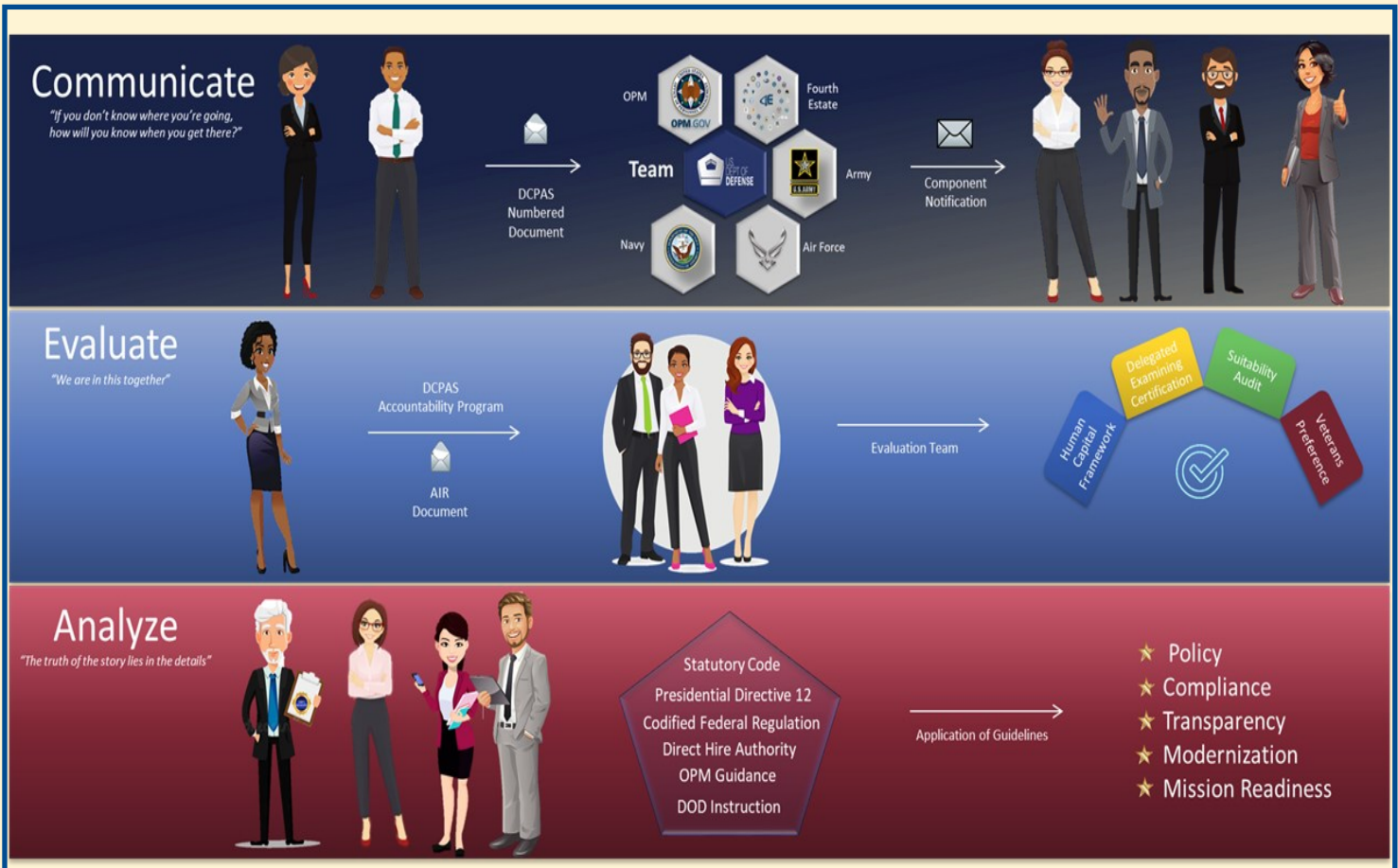
By: Shannon Coleman
DCPAS/Planning & Accountability

DoD STEM Office

NEW DoD Innovators Spotlight Series—Igniting Innovation: Awardees from across the Defense Enterprise share their cutting edge work and best practices

The Office of the Deputy Director of Defense Research and Engineering for Research and Technology awards exceptional personnel in the fields of Research and Development, Science, Technology, Engineering, and Mathematics, and Technology Transfer with the following awards:

• <u>Laboratory Scientist of the Quarter Award</u> recognizes extraordinary service by DoD scientists and engineers that demonstrate exceptional work on behalf of the Department

• <u>STEM Advocate of the Quarter Award</u> recognizes outstanding STEM education and outreach efforts that further the mission of the Department of Defense
<u>Technology Transfer (T2) Advocate of the Quarter Award</u> recognizes outstanding Technology Transfer efforts that further the mission of the Department of Defense.

Join the virtual DoD Innovators Spotlight Series! This is a monthly, at times twice a month, virtual event with presentations by several Laboratory Scientist, STEM Advocate, or T2 Advocate, who speak to the innovative work and best practices they have been recognized for by the Department.

The inaugural DoD Innovators Spotlight Series event occurred on 23 February 2021, and featured presentations by Laboratory Scientist Award winners: Pictured: Dr. Igor Linkov, U.S Army Corps of Engineers, Engineer Research and Development Center (on left); and, Dr. Khanh Pham, Air Force Research Laboratory, Space Vehicles Directorate, Future Space Communications Program (on right)

For more information about this series, upcoming presenters and to register (a one-time registration is required), please go to https://events.sa-meetings.com/ehome/606631/home/. Details about the next event is listed below.

Date & Time	23 March 2021 @ 1145am – 1pm EST

DoD STEM Office (Cont'd)

Awardees	**Ms. Tiffany Owens, Naval Surface Warfare Center, Dahlgren Division - STEM Advocate** **Dr. Edward Diehl, U.S. Army Medical Research and Development Com-**
Future Dates	20 April 2021 @ 1145 EDT 4 May 2021 @ 1145 EDT 18 May 2021 @ 1145 EDT 1 June 2021 @ 1145 EDT 22 June 2021 @ 1145 EDT 20 July 2021 @ 1145 EDT

DoD STEM UPDATE

Department of Defense (DoD) STEM seeks to attract, inspire, and develop exceptional STEM talent across the education continuum and advance the current DoD STEM workforce to meet future defense technological challenges.

DoD STEM off-ers educational programs, internships and scholarships for students and many career development opportunities for educators. DoD STEM is part of the Defense Enterprise within the Department's Research & Engineering. To learn more about DoD STEM and opportunities, visit www.dodstem.us. Be sure to follow us on Social Media @DoDstem!

DoD Manufacturing Education Engineering Program (MEEP) Partner: The University of Texas Rio Grande Valley (UTRGV) I-DREAM4D Career and Internship Virtual Expo. DoD STEM, SMART Program, and representatives from the Army, Navy, and Air Force STEM offices presented educational and workforce opportunities across the Department during the UTRGV I-DREAM 4D Career and Internship Virtual Expo on 23 February 2021. Approximately 300 post-secondary students registered for this event. UTRGV was one of nine Manufacturing Engineering Education Program fiscal year 2017-2018 funding opportunity awardees. UTRGV's awarded project, I-DREAM4D launched a consortium comprised of five higher education institutions: UTRGV, University of Texas (UT) Austin, UT San Antonio, Virginia Tech, and Virginia State University; national research centers; national laboratories; defense manufacturers; local high school districts and community colleges. The project's goal supports U.S. defense manufacturing through exposure, education, and engagement to cultivate an educational ecosystem drawing young talent to additive and smart manufacturing and innovations in lightweight materials, structures, and systems. For more information about I-DREAM4D initiative, please visit https://idream4d.org/. To learn more about DoD STEM partners, please visit https://dodstem.us/about/partners/.

DoD STEM Office (Cont'd)

DoD STEM's National Defense Education Program (NDEP) Awards University Affiliated Research Center (UARC) to build Artificial Intelligence (AI) mentoring platform and increase participation in STEM.

The University of Southern California (USC) Institute for Creative Technologies (ICT) is developing an AI mentor called CareerFair.ai. USC-ICT is a UARC and current NDEP awardee, two portfolios in the Office of the Under Secretary of Defense for Research and Engineering, Laboratories and Personnel Office. To understand the challenges of building a robust, diverse STEM workforce, USC-ICT is working in collaboration with California State University, Fullerton (CSUF) to study ways to increase participation in STEM, such as amplifying STEM mentoring. The purpose of CareerFair.ai is for: a) students to interact for free with virtual STEM professionals in DoD priority areas; and b) STEM professionals to build their own intelligent mentors. The "virtual mentors" will use machine-learning to identify the most appropriate response to an input question among video-recorded answers, which enables a simulated conversation with mentors on their career insights and experiences. The goal of the project will be to develop a sustainable, extensible virtual career fair where students can, free-of-charge and 24/7, talk (in simulated conversations) to a diverse array of professionals to learn about different pathways to STEM careers. Of note, CSUF is a Hispanic-serving institution and ranked #3 in the nation for graduating underrepresented students with bachelor degrees. "We are recruiting a diverse set of mentors for this project, so students can find and interview mentors that match what they are looking for — this could be a match in terms of the type of occupation, educational background, cultural background, or personality among other factors," said Okado. "Our goal is to increase access to mentors and open more doors for all students, including those in non-STEM disciplines, to consider STEM-related career opportunities." More information can be found at https://ict.usc.edu/news/press-releases/researchers-to-build-mentoring-platform-leveraging-ai-to-increase-participation-in-stem/. To learn more about DoD STEM partners, please visit https://dodstem.us/about/partners/.

For more information about DoD STEM and to learn more about opportunities, connect with us:
- Follow us on Social Media
- Visit us on the DoD STEM website at www.dodstem.us
- Reach out to us in the DoD STEM Office via email at info@dodstem.us

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Planning & Accountability

Planning and Accountability Directorate welcomes Dominique C. Jeter and Consondra Christopher-Davis

Dominique C. Jeter is the Associate Director of Planning and Accountability Directorate at Defense Civilian Personnel Advisory Services (DCPAS). In this position, she is the Department of Defense (DoD) Accountability Program Manager, and responsible for providing strategic oversight and compliance of Human Resources Programs for the Army, Air Force, Navy, Fourth Estate, Combatant Commands, and alike. Ms. Jeter provides an integrated approach to align purposely with the Federal Human Capital Framework to rethink strategies, seek quick-wins, and long-term solutions to modernize the HR landscape. Ms. Jeter is at the helm of the effort to measure effectiveness and efficiency, leverage partnerships, inform policy, and encourage diversity of thought.

Ms. Jeter entered the active duty Army in January 1992 as an enlisted military Administrative Specialist. For the next 23 years, she performed as a federal service employee in various positions of increasing responsibility at the Installation, Direct Reporting Unit, Major Command, and two Combatant Commands. She held four senior positions as the Director of Civilian Human Resources, Chief of Civilian Personnel, Chief of Civilian Force Management and Lead Human Resource Specialist prior to receiving current appointment. Ms. Jeter also was nominated to participate on the Department of Navy, Civilian Human Capital Task Force, and as a Pilot Lead, she evaluated concepts to assist with changing the way we listen and reimage the classification program through innovation and technology. She has a Bachelor of Science Degree in Human Resources Management; Park University and a Master of Science Degree, Management and Leadership; Webster University.

Ms. Consondra Christopher-Davis is a Strategic Analyst with the DCPAS Planning and Accountability Directorate. Prior to joining DCPAS, Ms. Davis served with the Defense Logistics Agenc(DLA) Headquarters, Logistics Operations Division of the Defense Logistics Agency at Fort Belvoir, Virginia. Ms. Davis was selected to serve on a DLA high performing COVID-19 task force from March through December 2020. The task force facilitated around the clock logistics management and support to the Federal Government and the Nation. Prior to working on the task force, she served as a Strategic Analyst assigned to the Whole of Government team. In this role, Ms. Davis provided strategic analytical assessments, program improvement recommendations, and program support to the DLA Logistics Executive Command and other senior leaders. In addition, she provided the Department of Defense and other government and federal agencies with comprehensive logistics solutions in the most effective and efficient manner possible.

Ms. Davis began her career as an Assistant VP with Bank of America. After several years of banking, she relocated to Ramstein Germany and transitioned to federal service as a Supervisory Human Resources Manager. She managed the migration and implementation of a Human Resources Information Decision Support System for the Landstuhl Regional Medical Center (LRMC) and seven disparate outlying clinics impacting over 3,000 civilians, contract, and military personnel.

Prior to DLA, Ms. Davis served as a Supervisory Healthcare Administrator for the Defense Health Agency (DHA). In this role, she was responsible for human resources management, operational and managerial analysis, program management, internal control management, audit contract review, and healthcare administration management for a robust multi-disciplinary medical department.

Ms. Davis has a Master of Business Administration and a Bachelor of Business Administration in Marketing. Her civilian awards are: Department of Defense (DoD) Spirit of Service Award, Superior Civilian Service Medal, Outstanding Civilian Service Medal.

Planning & Accountability

UPCOMING MEETINGS

Meeting	Date	Room #	Time
FCMEC	March 30, 2021	Virtual	TBD
WPAG	May 20, 2021	Virtual	TBD
FCMEC	June 15th, 2021	Virtual	TBD
WPAG	August 19th, 2021	Virtual	TBD
FCMEC	September 21st, 2021	Virtual	TBD
WPAG	November 18th, 2021	Virtual	TBD
FCMEC	December 14th, 2021	Virtual	TBD

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Online Resources

MilBook site in milSuite (https://www.milsuite.mil/book/groups/cspr) is used to house documents related to strategic human capital and workforce planning. The documents are useful to our customers. Some of the documents posted on milSuite include:

- **Strategic and Directive Documents**
  - Human Capital Operating Plan
- **Strategic Workforce Planning Guide**
- **Competency Validated Models**
- **Data Decks**
  - DoD Wide
  - Functional Communities
  - Mission Critical Occupations
  - Special Groups
  - Fourth Estate Agencies

DCPAS Website	https://www.dcpas.osd.mil/
MilSuite Site	https://www.milsuite.mil/book/groups/cspr
SWP Report FY 2016– 2021	https://www.apps.cpms.osd.mil/shcp/FY16-21_Report-Final.pdf
DoD STEM Development Office	http://www.dodstem.us/
SMART Scholarship Program	https://smart.asee.org/
5 CFR Part 250	https://www.gpo.gov/fdsys/pkg/FR-2016-12-12/pdf/2016-29600.pdf
OPM Human Capital Management	https://www.opm.gov/policy-data-oversight/human-capital-management/
OPM's Workforce Reshaping	http://www.opm.gov/reshaping
SHRM	https://www.shrm.org/
WorldatWork	https://www.worldatwork.org/home/html/home.jsp
Bureau of Labor Statistics	https://www.bls.gov/

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**Defense Civilian Personnel Advisory Service
Planning & Accountability Directorate**

2nd Quarter Newsletter