

Army Management Staff College



Strategic Planning 2010

Dr. Arthur P. McMahan
Director, Educational Services
and Strategic Planning
2 October 2009

Title	Page
Executive Summary.....	1
Army Management Staff College History.....	1
Process.....	2
Results.....	4
Strategic Planning Action Plan.....	5
Mission.....	5
Vision.....	5
Values.....	5
Competencies.....	6
Goals.....	6
Way Ahead.....	9
Implications.....	10
Appendix A—Balanced Scorecard.....	11
Appendix B—Higher Headquarters’ Strategic Plans.....	13

AMSC Strategic Plan 2010

Executive Summary

Since the launching of the first Civilian Education System Course in 2006, the Army Management Staff College (AMSC) has been at the forefront of Army Civilian Leader Development. Our **mission** is to develop civilian and military leaders for leadership and management responsibilities throughout the Army and conduct timely and relevant research that addresses current personnel, installation, and organizational management challenges throughout the institutional Army. The purpose of this plan is to develop a strategy that propels us forward and positions us to realize our **vision** to be The Army's Center for Lifelong Leader Development. A SWOT analysis reveals that one of our strengths is a high level of agreement from graduates and supervisors that the learning experience at AMSC is relevant to their jobs, and they would recommend the courses to their peers and subordinates. One of the keys to our success will be getting our message out to a wider range of customers and stakeholders through a more comprehensive marketing strategy and collaboration with our higher headquarters. Our intent is to continue to improve course offerings and serve the needs of our customers.

Army Management Staff College History

AMSC has been in the forefront of Army Civilian Leader Development for over 20 years. Our history began in 1985 after the Army concluded that Civilians in or entering into leadership positions were ill-prepared for the challenges they faced, while their military counterparts received leadership training in military staff and senior service colleges. The Army needed a comprehensive program to educate military and civilian leaders in Army-specific subjects geared to the sustaining base. These factors led to the creation of two related efforts—AMSC at Fort Belvoir, Virginia, and the Civilian Leader Development Division (CLDD) in the Center for Army Leadership at Fort Leavenworth, Kansas.

AMSC offered an integrated resident program to civilians called AMSC. CLDD offered the Organizational Leadership for Executives course and then the Intern Leader Development Course and Leadership Education and Development. Names and missions changed over the years. In 1989, CLDD was changed to Civilian Leadership Training Division (CLTD) to accurately reflect its mission. AMSC as a course was changed to Sustaining Base Leadership and Management when the Garrison Precommand and General Officer Installation Command courses were added in 1994 and 1995. In 1997, our Command Programs office piloted the Garrison Command Sergeants Major Course. After the September 11, 2001, terrorist attacks, the Army required a number of changes for antiterrorism and force protection measures worldwide. As a result, the Installation Force Protection Exercise Program was launched in October 2006.

In 2005, CLTD merged with AMSC to develop the Civilian Education System (CES) Leader Development Program for the Army Civilian Corps. AMSC and CLTD both brought together extensive experience from teaching thousands of Army leaders. The merger has resulted in a wealth of expertise that will only serve to intensify the educational experience for the Army Civilian Corps and magnify the success of CES for the Army. CES was launched in January 2007 and provides enhanced leader development and educational opportunities for Army Civilians throughout their careers.

By the fall of 2007, AMSC piloted the first Continuing Education for Senior Leaders. Command Programs kicked off 2008 by launching two new courses—the Directorate for Plans, Training, and Mobilization Course and the Army Installation Antiterrorism Executive Seminar. AMSC faculty and staff are excited to be part of developing leaders for the Army, DOD, and other Federal Government agencies. Through CES, Command Programs, and our Research and Development program, AMSC is consistently Transforming Leaders through Education.

Process

For the second year, we designed a strategy planning process that includes both a virtual and a face-to-face session. After the success from last year, it was easy to convince leadership that this was a good idea and that we could conduct a quality strategic planning meeting using the virtual mode for most of the underlying discussion. Strategic planning is much more effective if everyone is involved, so it is critical to have a process that is accessible to everyone; one where everyone feels welcome to give their thoughts and opinions. The virtual process puts everyone on an equal footing, regardless of their position in the college and gives introverted personality types a way to engage that may be more comfortable for them. Each person could comment on any topic whenever they wanted—with one caveat—their name would be printed with their comments.

We divided the site into six topic areas: mission, vision, goals, values, knowledge management, and marketing. We assigned topic leads to monitor the discussion, answer questions that could presumably arise, and keep the conversation moving productively. Topic leads were selected based on their knowledge of and ability to conduct an analysis of their specific topic area. Of the six topic leads 50 percent were used last year and 50 percent were new to the process. We conducted the entire strategic planning process in four phases over 26 calendar days.

Strategic Planning Phases

Phase 1	Phase 2	Phase 3	Phase 4
Initial Virtual Input by Topic	Synopsis by Topic Leads & 2 nd Virtual Input by Topic	Synopsis by Topic Leads & 2 nd Virtual Input by Topic Session	Synopsis by Topic Leads & 3 rd Virtual Input by Topic. Senior Leaders Review
17-24 August	2-6 September	10-11 September	11-16 September

Phase 1 allowed participants to submit questions or comments about the current 2009 mission, vision, goals, and values or address the three questions posted to initiate conversation. The last question and the one common to all of the topics is—what other comments would you like to make about (the topic area)?

Phase 2 began a discussion for the 2010 plan and consisted of a synopsis of each topic by the respective topic lead, considering all of the discussion from Phase 1. The new synopsis was again loaded on the Learning Community site for participants to make additional comments before Phase 3.

Phase 3 was the 2-day face-to-face meeting, with the virtual site remaining open so employees not in attendance could participate in or monitor the discussion. Everyone at the Belvoir Campus was invited to attend, and leadership at Leavenworth sent representation from their campus. The 58 participants in this phase were divided into groups. The analyses from the first two phases were provided to the large group by the topic lead. Each group convened in a separate area to discuss the topic and make recommendations. We brought the groups together for consensus, allowing each group to elaborate on the most critical points. We conducted this process for each topic section, which was led by the respective topic leads.

Phase 4 was back on the Learning Community. The topic leads analyzed all the information from the previous three phases and developed a final output document. That document was posted for 5 days to allow all participants one last chance to have their opinions heard. A new component of the process was recommended by our higher headquarters. The Deans of Academics and Operations and the other senior leaders of the college met to confirm and validate the draft products. The final product was then sent to the Commandant and approved as the 2010 AMSC Strategic Plan.

Results

The strategic planning process concluded after the 26 day period, with a 'draft plan that was submitted to the Commandant and approved. The collaboration over this period and the depth of the discussions in the virtual and face-to-face portions is noteworthy. The plan is a product of our collective energy and serves as a model for the effectiveness of diversity and inclusion. The virtual site did not have as much participation as last year, but the face-to-face was significantly better. The addition of the senior leader review helped to validate the process. At the end of the strategic planning sessions, leadership determined that reviews of the plan should be conducted every 2 years vice each year.

Strategic Planning Action Plan FY10

Mission

Develop civilian and military leaders for leadership and management responsibilities throughout the Army and conduct timely and relevant research that addresses personnel, installation, and organizational management challenges throughout the Army.

Vision

The Army's Center for lifelong leader development

Values

Accountability—(Integrity) Being True to Self and Others

- Dedicate self to the mission
- Demonstrate professionalism by maintaining the highest standard of conduct, and exhibit competency

Mutual Respect—Treating each other with care and dignity

- Create a positive organizational climate by caring for others during trying times and occasions
- Share and celebrate joyous occasions

Service Focused—Assisting the Army, the organization, peers, students, and others

- Support others in the successful accomplishment of their endeavors
- Step up to offer assistance when others may need help

Committed Community—Recognizing the importance of people and striving for full engagement of membership in the attainment of our vision and mission

- Show concern for the health and welfare of the organization's members
- Respect difference while seeking full understanding

Competencies

AMSC embraces the competencies listed below and strives for excellence in each

- **Teach:** Inform, enlighten, instruct, tutor, train, and educate, causing others to develop skill or knowledge
- **Research:** Diligent and systematic inquiry or investigation into a subject in order to discover or revise facts, theories, applications, etc
- **Practice:** Applying knowledge and wisdom to solve problems and to improve performance.

Goals

Goal 1--Provide leader development programs that support Army leader development goals

a. Objective 1: Educate and prepare the Army Civilian Corps (ACC) for leadership roles to accomplish today's and tomorrow's Army missions.

Strategies

- Enforce and support the Army's policy that CES is required for the ACC
- Integrate Army civilians and military into CES courses.

b. Objective 2: Design, develop and maintain progressive and sequential civilian leader development courses

Strategies

- Provide integrated, joint and interagency CES education

c. Objective 3: Follow robust/rigorous business practices to provide resources to support execution of programs.

Strategies

- Analyze budget requirements
- Monitor manning documents
- Monitor student costs
- Execute budget

c. Objective 4: Market AMSC and CES programs

Strategies

- Analyze market
- Develop marketing plan
- Produce marketing materials
- Conduct marketing events

Goal 2—Develop agile and adaptive leaders who can lead and manage people, processes and organizations.

Objective: Develop and maintain current and relevant curriculum/quality lessons.

Strategies

- Provide competency-based curriculum.
- Conduct needs analysis from customers and stakeholders
 - Use road shows to collect data
 - Use Organizational Leader Development
- Establish partnerships with other Army and service schools to support curriculum.
- Implement internal cycle for review and update.
- Engage senior military and civilian leaders as guest speakers.
- Create responsive dL
 - Reduce help desk calls.
 - Implement design decisions that enable easier student flow through the dL
 - Coordinate correction of systemic problems.
- Leverage technology
 - Learning Community
- Market programs to maximize attendance and fill seats with right students
- Collect and analyze data to assess effectiveness
 - Utilize enterprise software products to improve quality assurance
 - End-Of-Course Survey; alumni
 - Aggregate data to understand differences between sub-populations
- Develop internal analysis processes.
- Establish student assessment to measure learning
- Complete program evaluation
- Benchmark with other Army schools to incorporate best practices
- Establish business processes to stay within CAC and TRADOC's budgetary guidance
- Streamline the registrar process to maximize services to AMSC students
- Be responsive to tasks from ACU, CAC, TRADOC, IMCOM, and DA

Goal 3—Maintain an accredited learning environment.

Objectives

a. Objective 1: Develop and maintain current and relevant curriculum/quality lessons.

Strategies

- Follow accreditation standards when developing curriculum
- Improve curricula and processes using qualitative and quantitative analysis
- Maintain and increase articulation agreements with outside colleges and universities
- Engage faculty in scholarly work
- Maximize use of Knowledge Management principles

b. Objective 2: Create and maintain state of the art facilities/classrooms. Ensure that AMSC IT requirements are captured w/in the TRADOC POM and lifecycle management programs.

Strategies

- Deploy latest available technology
- Benchmark with other colleges and universities
- Maintain facilities

Goal 4--Provide professional and relevant research and outreach products that support the Army

a. Objective 1: Contribute to Army's body of knowledge through research and writing

Strategies

- Conduct professional symposium/workshops that support Army initiatives
- Establish a center for civilian leadership lessons learned

a. Objective 2: Customize stakeholder interventions

Strategies

- Share best practices
- Introduce lessons learned into curriculum development cycle

Goal 5--Recruit, support, develop, and retain a highly qualified workforce

a. Objective 1: Prepare and certify faculty to teach/deliver quality programs.

Strategies

- Recognize certificate levels
- Create faculty exchange program with partner schools
- Use developmental assignments to enhance content, knowledge and competencies
- Develop culture of scholarly work through research, presentation and attendance at professional conferences
- Collect and analyze data to assess effectiveness
- Recruit new faculty with needed skills
- Update PDs
- Establish an ongoing professional development program.

b. Objective 2: Establish a positive climate, an equitable work environment through strict adherence of EEO policy, and the fair administration of hiring actions IAW with merit principles.

Strategies

- Ensure a safe work environment
- Enforce management controls
- Support and live the example of Army and AMSC values
- Establish and sustain standard hiring procedures.
- Maintain an effective new employee (on-boarding) program.
- Develop a responsive sponsorship program
- Reward excellence in our employees and students
- Enforce academic rigor to ensure integrity and honesty

Way Ahead

AMSC will deploy the balanced scorecard (Appendix A) to align mission, goals, and objectives. The college scorecard will consist of the 5 goals and the major objectives. Each department will embrace the five college goals and related objectives and measures for their specific areas of interest. The college card is fed by Directorate and Departmental score cards with measures that quantify movement and trigger the red, amber, green indicators in key areas identified by the Commandant.

Balanced Scorecard Scale: The cutoff values for **Red**, **Amber**, and **Green** vary and are established by each department, depending on the work requirements in that specific section.

1 year Plan

Our one year plan for success is based on the red, amber, green status buttons used widely throughout the government. The scale below will determine relative success in each area which will be measured and reported quarterly.

Green= fully acceptable

Amber= needs improvement

Red= unacceptable

3-5 year Plan

Our three to five year plan requires continuous improvement yearly and a biennial review of the strategic plan to ascertain whether we are moving toward our vision to be The Army's Center for lifelong leader development. Consecutive years of overall improvement will be an indicator of movement toward vision.

AMSC in collaboration with ACU identified the following Army Imperatives as relevant to the mission and vision of the Army Management Staff College:

- a. Encourage an equal commitment by the institution, by leaders, and by individual members of the profession to lifelong learning and development
- b. Manage the Army's military and civilian talent to benefit both the institution and the individual
- c. Balance our commitment to the Training, Education, and Experience pillars of development
- d. Produce leaders who are mentors and who are committed to developing their subordinates
- e. Prepare select leaders for responsibility at the national level).

Our intent is to integrate each of these imperatives into our academic initiatives and our organizational culture to ensure that civilian leaders are fully equipped to lead the Army through times of constant change. Incorporating these Army imperatives will propel us closer to our vision of becoming the Army's Center for lifelong leader development.

Implications

This method of conducting strategic planning is applicable to large or small organizations, especially those that are geographically dispersed. Virtual planning combined with a shortened face-to-face session could result in maximum participation while minimizing costs in terms of man-hours and travel expenses. Schedule conflicts are easily eliminated as individuals can participate from their workstation. Finally those who are less prone to speak in a group setting can feel comfortable that their voice will be heard and considered during the virtual discussion. The virtual strategic planning session coupled with a 2-day workshop was a win-win for AMSC and has great potential for other organizations

AMSC Balanced Scorecard

Summary



AMSC Strategic Planning Goals

Goal 1—Provide leader development programs that support Army leader development goals

Goal 2—Develop agile and adaptive leaders who can lead and manage people, processes and organizations

Goal 3—Maintain an accredited learning environment

Goal 4—Provide professional and relevant research and outreach products that support the Army

Goal 5—Recruit, support, develop and retain a highly qualified workforce

Higher Headquarters' Strategic Plans

Army

Mission

It is the intent of Congress to provide an Army that is capable, in conjunction with the other armed forces, of-

- Preserving the peace and security, and providing for the defense, of the United States, the Territories, Commonwealths, and possessions, and any areas occupied by the United States;
- Supporting the national policies;
- Implementing the national objectives; and
- Overcoming any nations responsible for aggressive acts that imperil the peace and security of the United States.

Vision

Relevant and Ready Landpower in Service to the Nation

Goals

- Sustain our Soldiers and Families
- Prepare our forces for success in the current conflicts
- Reset returning units to rebuild readiness
- Transform to meet the demands of the 21st Century

TRADOC

Mission

TRADOC develops the Army's Soldier and civilian leaders and designs, develops and integrates capabilities, concepts and doctrine to build a campaign-capable expeditionary Army in support of joint warfighting commanders through Army Force Generation (ARFORGEN).

Commanding General's Vision

Victory starts here! TRADOC is providing the right people with the right skills, right capabilities, at the right time and right place for today and tomorrow.

Goals

To shape both today's Army and the future combat force, TRADOC:

- Recruits and trains Soldiers, the centerpiece of the Army: TRADOC builds the Army on a solid foundation of quality people by transforming recruits into Soldiers – Soldiers who are physically tough, mentally adaptive and live the Warrior Ethos. Soldiers are our ultimate asymmetric advantage and cannot be matched by our adversaries, current or future.
- Develops adaptive leaders: TRADOC trains leaders for certainty and educates them for uncertainty. Leader development produces innovative, flexible, culturally astute professionals expert in the art and science of the profession of arms and able to quickly adapt to the wide-ranging conditions of full-spectrum operations.
- Designs today's Army modular force and the future combat force: TRADOC identifies and integrates comprehensive solutions for the Army modular force, both today and tomorrow.
- Maximizes institutional learning and adaptation: As an integral component of an innovative generating force, TRADOC shapes and links it seamlessly to the operating force to maximize Army learning and adaptation.

Priorities

1. Leader Development Training -- Education -- Experience

CAC

Mission

Prepare the Army and its leaders for war. At present this mission is divided between preparing the Army for the Global War on Terrorism and transforming it to meet future needs.

Vision

A catalyst for change and to support the development of a relevant and ready ground force to support joint, interagency and multinational operations anywhere in the world.

Goals

Provide Army-wide leadership and supervision for leader development and professional military and civilian education; institutional and collective training; functional training; training support; battle command; doctrine; lessons learned; and other specified areas that the TRADOC Commander designates.

Priorities

- Develop agile and adaptive leaders
- Forge a comprehensive approach to operations
- Foster a culture of engagement

Army Civilian University (ACU)

Mission

Maximize the effectiveness and integrate competency-based programs for Civilian development while achieving high efficiency.

Vision

The recognized Army organization that leads a coalition of institutions to execute the best possible systems for Civilian development

Values

Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage

Loyalty: ACU and its member institutions believe their schools and programs owe sole allegiance to the meeting of Army needs. Institutions aren't ends unto themselves.

- **Duty:** We strive to do our best, which means a professional life of continuous improvement. As individuals and as organizations we value positive change and *expect* it as a core component of our duty. We practice lifelong learning and operate as a learning organization.
- **Respect:** ACU operates in the best interest of the Army and for each institution's success. ACU oversight is not to criticize or jeopardize but to build up, helping each program reach its full potential.
- **Selfless Service:** Essential to the success of ACU are the collaborative efforts with member/affiliate organizations, who we consider as customers of our products and services. ACU does not do things "to schools" or "for schools" but relies on partnering with schools to accomplish change. We function in the best interests of the Army.
- **Honor:** We strive to be role models, both personally and professionally.
- **Integrity:** We do what's right, even when no one is watching. We act on principle and we behave consistently.
- **Personal Courage:** To be maximally effective, systems for Civilian development must regularly innovate and adapt. We will boldly pursue positive change and confidently embrace it.

Goals

The Chief of Staff and the Secretary of the Army expect ACU to ". . . establish integrated and complementary curricula and a more standardized, competency-based approach to civilian education and leader development . . ." (Army Implementing Directive, 11 Jul 2008). To these ends, ACU goals focus on three areas: **1) effectiveness, 2) efficiency, and 3) growth.**

Goal 1—ACU-managed Civilian development programs are optimally effective, producing substantial tangible benefits to the Army and to individual participants.

- **Objective 1.** Develop criteria and standards for effective training and education programs, leveraging prior work in TRADOC, the Army, and the rest of government.

- **Objective 2.** Identify redundant or ineffective curriculum and delivery methods for a prototype school, then improve the course content and delivery.
- **Objective 3.** Based on lessons learned, refine and implement ACU programs that could produce similar results at other institutions.
- **Objective 4.** For member/affiliate schools, ensure that curriculum for Civilian development is necessary and sufficient for required competencies, synchronized and phased by grade, experientially based, and fully integrated across the enterprise.

Goal 2—The ACU system matches the efficiency of well reputed development programs.

- **Objective 1.** Establish benchmarks for gaining efficiencies. Based on comparable training and education systems, develop uniform guidelines for efficient infrastructure, business operations, and IT systems. Develop a method to identify and capture best practices.
- **Objective 2.** Consolidate, standardize, and improve infrastructure for one or more prototype schools as a proof of concept.
- **Objective 3.** Based on lessons learned, build formal ACU programs that, if properly applied in other venues, would produce similar results to the prototype effort.
- **Objective 4.** For ACU member institutions, identify inefficient infrastructure (e.g., IT systems, facilities, staff, resources), then improve these operations.

Goal 3—Build ACU

- **Objective 1.** Establish and gain approval of criteria for bringing non-TRADOC candidate institutions into the ACU system as full members or affiliates.

Objective 2. Using an approved sequence and timeline, bring organizations into the ACU system.