

## 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.

**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.*

## From the Desk of Darby Wiler!

Colleagues,

Difficult to believe that it's December and that the Holiday season is upon us.

We've covered a great deal of ground this Calendar Year, and for the majority of it, we operated in highly unusual circumstances.

To our collective credit, both internal to the Planning & Accountability Team and to all of you, we have continued to deliver top quality product, on-time, and on-target in support of our varied missions. I'm extremely proud of the Planning & Accountability Team, and I'm very grateful for the partnership we enjoy with all of you. You all have maintained your engagement with us while working in the COVID environment, and if your situations are similar to ours, you've seen a measurable increase in demand and your workloads as well.



And despite all of the turbulence of 2020, we have continued to make significant progress in programs that affect the entire civilian workforce collaboratively. Some significant accomplishments of 2020 include:

- Designation of ADVANA as the new personnel data warehouse System of Record.
- Approval and kickoff of the Digital Workforce Project, an initiative to capture and define the areas in the Digital Workforce, identify work functions of this workforce, and establish a function coding construct for this workforce.
- Completion of the FY20 Mission Critical Occupation List.
- Completion of the second full Functional Community Maturity Model assessment.
- Fielding of the next generation competency assessment tool, DCAT Cloud, which is Qualtrics-based.
- Completion and distribution of the Human Capital Framework Evaluation Handbook.
- Countless customer support engagements with our partners across the Enterprise.

Last, I'd be remiss if I didn't mention the impending retirement of our DASD (CPP), Ms. Anita Blair. It has been a genuine pleasure to serve with Ms. Blair and we wish her all the best in her retirement. Fair Winds and Following Seas, ma'am.



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



DEPARTMENT OF DEFENSE



WORLDWIDE HUMAN RESOURCES TRAINING EVENT



**The Department of Defense executed its First Virtual WWHRTE!**

On 15-16 September 2020, the Office of the Deputy Assistant Secretary of Defense for Civilian Personnel Policy and Defense Civilian Personnel Advisory Service (DCPAS) hosted the first ever 2-day virtual Worldwide Human Resources Training Event (WWHRTE). Attendees gained invaluable insight from key leaders on efforts directly impacting DoD's HR community. Facilitation of the event was handled by the Human Resources Functional Community (HRFC). HRFC, recognized by charter, is a systematic process to identify and resolve issues, determine priorities, and make decisions to support the achievement of the DoD HRFC community vision and ultimately the goals and objectives of the National Defense Strategy.



**Ms. Anita Blair**  
*Deputy Assistant Secretary of  
Defense for Civilian Personnel Policy*



**Mr. William H. Booth**  
*Director, Defense Human Resources Activity,  
Office of the Under Secretary of Defense for  
Personnel and Readiness*



**Cyrus Salazar**  
*Chief Diversity Officer  
Director of the Office for Diversity,  
Diversity, Equity, and Inclusion*



**Michelle LoweSolis**  
*Director  
Defense Civilian Personnel Advisory Service*

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## Worldwide Human Resources Training Event (Cont'd)

The worldwide human resources training event (WWHRTE) was kicked off with DoD's top civilian HR leaders and executives, including Ms. Anita Blair (Deputy Assistant Secretary of Defense for Civilian Personnel Policy), Mr. William H. Booth (Director of DoD Human Resources Activity), and Mr. Cyrus Salazar (Director of DoD's Office for Diversity, Equity, and Inclusion). Ms. Michelle Lowesolis (Director of Defense Civilian Personnel Advisory Service your HR Functional Community Executive) also shared insights into the future of DoD HR and how our work is changing to meet DoD's critical talent requirements.

Presentations included discussions on Civilian Workforce Analytics, DoD's HR Response to COVID-19, Improvements in Civilian Hiring, DoD Employer Branding, upcoming efforts in your HR Functional Community, and DoD HR's major IT transition to the new Defense Civilian Human Resources Management System (DCHRMS), to include insights into the new Performance Management module.

Participant's showed particular interest about credentialing requirements. The entire HRFC community is eligible to obtain training and credentials. This includes personnel working in 0201, 0203, 0260, 0299, 0360, and 0361 job series. With the exception of the Benefits Advisor credential, the other credentials and their requirements are still under development. There may be experience requirements in addition to course and testing requirements to achieve higher levels of credentialing. This varies depending on the technical area. Information about credentialing and certification will be highlighted in the bi-monthly HRFC newsletter. Watch for updates and credentialing availability in the newsletter and our milSuite website at <https://www.milsuite.mil/book/community/spaces/dodhrfc>.

Another segment that gained acknowledgement at this year's training event was Defense Civilian Human Resources Management System (DCHRMS). DCHRMS is an Oracle Software as a Service (SaaS) application that contains numerous modules and functionality. The current functionality that is leased contains the core Human Resources functionality. The deployment of the core HR functionality is a priority in order to get DCHRMS in use.

The virtual event, held in the new Microsoft Teams live environment, allowed many more participants. Historically, this biennial worldwide event was constrained by facility size; however, this year's virtual platform allowed for much greater participation. More than 1300 individuals preregistered to participate in this event, and by kickoff of the first day, a surge of last-minute participants brought our total attendee number to more than 1600!

If you missed it, don't fret! All WWHRTE presentation slides and video recordings of all presentations can be found on the WWHRTE milSuite site at <https://www.milsuite.mil/book/groups/wwhrte>. We have also posted FAQs, where we have provided responses to all of the questions we weren't able to answer "on the air".

By: Linda Coto, PhD  
DCPAS/Talent Development  
HRFC





## Importance of the Department of Defense (DoD) Financial Management (FM) Enterprise-wide Competencies

The DoD FM enterprise-wide competencies are the threads that bind DoD's budget and financial management policy and practices with FM talent acquisition and development. To ensure the usage of DoD FM competencies in the hiring process, the FM Community engaged with Office of Personnel Management (OPM), FM Subject Matter Experts (SMEs), and other stakeholders to develop job item libraries. Job item libraries represent the outcome of OPM and DoD's collaborative transition from a knowledge, skills, and abilities applicant evaluation process to a competency-based approach that supports job analysis and assessment development. The transition requires Components to use job item libraries, which contain the detailed task breakdowns of competencies in the hiring process. The FM Community followed a thorough revalidation process through each iteration of the FM competencies and subsequent job item libraries, partnering with both DCPAS and OPM.

In the hiring process, competencies are used through job items, which are specifically developed to help determine if an applicant possesses a chosen competency. Job items are each linked to competencies, stored in an item library, and form the basis for creating technical assessment questionnaires specific to the competencies required, occupational series, and grade level being filled. The FM Functional Community (FC), through the usage of SME panels, converted the tasks to job items, associated and tailored the job items to their corresponding competencies, and produced a comprehensive listing of job items that is referred to as the FM job item libraries. These job item libraries are used in assessment questionnaires to distinguish the best-qualified candidates. The FM Community shared competencies, job task lists, and job item libraries with the FM Component Functional Community Managers (CFCMs). There is a job item library for each FM occupational series showing the association of the job items to the competencies applicable to that occupational series. To allow maximum flexibility while still maintaining a common language across the FM Community, the implementation of the job item libraries in the hiring process is managed at the Component level.

The FM Office of the Secretary of Defense Functional Community Manager strongly encourages the entire DoD FM Community to leverage the FM FC created technical competency models and job item libraries. Each Component can choose to customize and use the job item libraries in a manner most effective for them as Components, selecting officials, and hiring managers. Each of these can customize each job item library to be most applicable to the position advertised in the job announcement. One example of a Component that utilizes competencies, including the DoD FM job item library, for hiring is the Department of the Navy (DON). DON validated its job items against DoD FM FC developed job items to ensure the use of competencies in the hiring process.

Not all Components have achieved the same level of proficiency utilizing FM competencies in the hiring process; therefore, FC Leadership continues to support the community by making the job item libraries accessible on FM Online and offering forums for learning and sharing of best practices. This summer, during a quarterly FM roundtable with CFCM participation from several Components, a DON human resources representative shared how the DON uses the competencies in the hiring process, demonstrated how to load, add, and update competencies and items, and explained the benefits of a competency library. DON's competency library in USA Staffing is centrally managed and contains high quality content. This has led to improved efficiency for DON by providing easy access to competencies and job items searchable by metadata and facilitated quicker assessment questionnaire development, improved quality and quality control, and improved analytics and reporting by enhancing reporting capabilities on how and when competencies and items are used.

## Advantages of an FM Enterprise-Wide Job Item Library:

- Utilizes the enterprise-wide FM competencies and tasks
- Promotes common competency/job item language across the FM Community
- Minimizes inconsistency and redundancy of FM CFCM/Component job item libraries
- Maximizes ease in creating customized job items
- Links job items to competencies for efficient re-use of content
- Helps hiring managers use and remain consistent with the assessment tools provided within the FM Community

The FM Community has embraced the importance of the use of competencies in the hiring process and makes the job item libraries easily accessible to anyone with a CAC on FM Online. The most recent version of the Job Item Library, revalidated in 2020, can be found at (<https://fmonline.ousdc.osd.mil/Professional/Civilian-Career.aspx>). The FM FC's goal is that most Components will benefit from the support and tools available and strive to become proficient in using the job item libraries effectively in the hiring process, resulting in improved overall quality of FM candidates.

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# Executive Development

## Reimagining Executive Development in the Department of Defense

### Overview

The Department of Defense's (DoD) executive cadre is comprised of Senior Executive Service (SES), Senior Level, Scientific and Professional, Defense Intelligence Senior Executive Service, and Defense Intelligence Senior Level employees who are the catalysts that lead the Department in every aspect of attaining its mission. Thus, their pivotal role necessitates a highly-skilled workforce, equipped with the leadership and technical skills to lead in uncertain times.

The Office of Personnel Management (OPM) describes executive development as *an ongoing systematic process that assesses, develops, and enhances an executive's ability to carry out top-level roles in the organization*. It further entails a deliberate process by which organizations invest in the development of their executive cadre to aid in the mastery of relevant competencies needed to perform their duties.

Executive development is an integral component of the DoD Framework for Career Lifecycle Management which is overseen by the Defense Executive Resources Management Office, and serves as a high-level blueprint for attaining mission and organizational goals. As highlighted below, there are five key components of DoD executive development programs to include 360 assessments, competency-based development, experiential and immersion learning, job rotations and mentoring/coaching.

### DoD Framework for Career Lifecycle Management



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## Executive Development (Cont'd)

The following descriptions of executive development programs are provided to further illustrate its key role in the continuing development of DoD executives.

- ◆ **360 assessments<sup>1</sup>** are a widely used method and tool to assist in identifying strengths and developmental needs. The assessments are usually conducted in survey format and collect opinions about participants from a wide range of individuals including the participant's co-workers, supervisor, direct subordinates as well as customers and other peers outside the executive's agency.
- ◆ **Competency-based** executive development programs are rooted in the DoD's 18 Critical SES Leadership Competencies<sup>2</sup>. These competencies are regarded as the most critical for executives to develop proficiency in and are identified below.

DoD Critical SES Leadership Competencies					
Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions	Enterprise-Wide Perspective
Creativity/ Innovation External Awareness Strategic Thinking Vision	Leveraging Diversity Developing Others Team Building	Accountability Decisiveness Customer Service Problem Solving	Financial Management Human Capital Management Technology Management	Political Savvy Influencing/ Negotiating	Joint Perspective National Security

- ◆ **Experiential and immersion learning** enable participants to learn through experience and apply this knowledge in the workplace. Rotational assignments and virtual learning are progressively becoming more common forms of experiential and immersion learning.
- ◆ **Job rotations<sup>3</sup>** are developmental processes involving movement of an executive to another position or assignment that broadens their knowledge, skill and experience to enhance talent development and mission attainment. Executive rotations include executive reassignments, transfers, internal development assignments such as acting in another executive position, external development assignments such as Intergovernmental Personnel Act assignments or temporary assignment/detail to another agency.
- ◆ **Mentoring<sup>4</sup>** programs are designed to pair new executives with an experienced executive mentor either within or outside their agency. Mentors provide valuable insight and experiences by sharing new ideas, challenges, and accomplishments.

<sup>1</sup>Office of Personnel Management, See <https://www.opm.gov/policy-data-oversight/senior-executive-service/executive-development/#url=Types-of-Leader-Development>

<sup>2</sup>The 18 critical leadership competencies were derived from the "DoD Civilian Leader Development Framework" found at <https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/143016p.pdf>

<sup>3</sup>Executive Order Guidance – Strengthening the Senior Executive Service: Implementing the Executive Rotations Requirement, See <https://chcoc.gov/sites/default/files/Guidance%20for%20Implementing%20Executive%20Rotations.pdf>

<sup>4</sup>Office of Personnel Management, See <https://www.opm.gov/policy-data-oversight/senior-executive-service/executive-development/#url=Types-of-Leader-Development>



## Executive Development (Cont'd)

- ◆ *Executive Coaching*<sup>5</sup> involves confidential, one-on-one partnerships between an executive and a qualified coach to improve managerial performance and enhance learning outcomes.

DoD Components have adapted the aforementioned development programs within their respective executive development portfolios; however there is opportunity to improve and modernize our collective approach to developing executives. The ensuing section further explores DoD's approach to reimagining executive development.

### A Deeper Dive into DoD Executive Development

The critical need to ensure the continuous development of executives across DoD spearheaded a department-wide study of executive development programs across all DoD Components. This study sought to assess the current state of executive development programs, identify gaps in program execution, and benchmark with federal agency and industry partners to glean a holistic understanding of emerging executive development trends and alignment to the Department's National Defense Strategy. Some of the key themes that emerged from this ongoing effort are described below:

- Training programs should be designed and tailored to executives' development needs.
- Having the necessary resources and leadership support are vital to the success of development programs.
- Programs need to have a unified executive development strategy that clearly articulates a shared leadership philosophy.
- Organizations should foster a blended approach to training and development that includes virtual options that are both instructor-led and experience-based.
- Personal and professional accountability are vital to effective development.
- Program evaluation is key to determining the effectiveness of training programs.

One of the key trends uncovered the need for DoD to develop a holistic, yet simplified executive development strategy suitable to meet the ever-changing and unique developmental needs of executives across all DoD Components.

The partnership among Department leadership is vital to ensuring the unique needs of each Component are well represented and reflected. DERM has been a driving force in ensuring the continuity of this strategic partnership through proactive and transparent communication, and integrating perspectives from all key stakeholders. These perspectives will inform final recommendations that are proposed and those that are ultimately accepted by senior leadership.

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Executive Development Program Manager

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<sup>5</sup>Office of Personnel Management, See <https://www.opm.gov/policy-data-oversight/senior-executive-service/executive-development/#url=Types-of-Leader-Development>



# Army Civilian Career Management

Spotlight

The Army People Strategy (11 Oct 2019) and Civilian Implementation Plan (14 May 2020), directed the expansion of talent management capabilities to cut across the personnel domain and integrate into all phases of the human capital lifecycle. It states, “Career programs will be the core of our enterprise talent management approach—identifying talent to be acquired and developed; facilitating varied and progressively challenging assignments to provide breadth and depth of experience; and establishing a continual pipeline of talented Civilians across their career fields to meet current and future mission needs.”

ASA (M&RA) and the Deputy, Under Secretary of the Army (DUSA) approved the establishment of the Army Civilian Career Management Activity (ACCMA), under HQ CHRA command and control (Memorandum, Subject: Army Civilian Career Management Restructuring, 15 July 2020). ACCMA aligns to 4 priorities of Civilian talent management:

1. Transform workforce planning and management;
2. Modernize Civilian talent acquisition;
3. Evolve Career Programs to be integral to enterprise personnel management; and,
4. Build world-class supervisors.

By significantly changing how career management functions are organized and delivered, the Army can radically improve Army Civilian talent management. ACCMA has achieved the following initiatives:

- Consolidates career programs into a single organization and leader, which ensures consistency and integration of enterprise-wide career management functions
- Organizes 32 career programs into 11 career field groupings that broadens Civilian training/developmental opportunities and leverages collaboration among congruent functional capabilities
- Establishes a centralized support office to consolidate and provide career field support in human resources, budget execution, logistics, facilities management, information technology, and administration
- Empowers career fields to perform additional talent management functions across the personnel domain including recruiting talent, hiring entry-level talent, planning for and coordinating for their development and planning for and ensuring a sustained flow of talent to meet future readiness requirements.

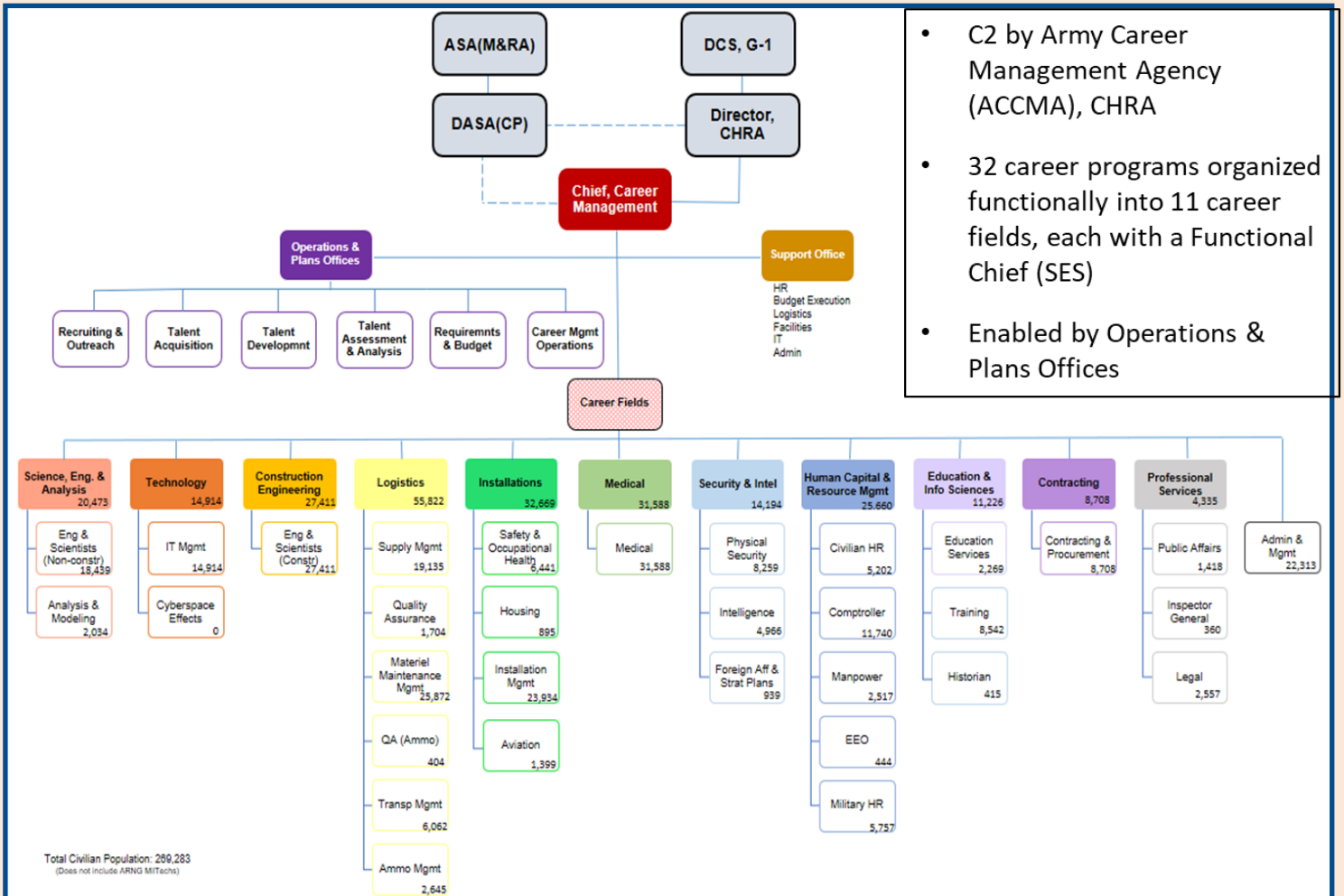


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# Army Civilian Career Management

Spotlight

## Army Career Management Restructuring



- C2 by Army Career Management Agency (ACCMA), CHRA
- 32 career programs organized functionally into 11 career fields, each with a Functional Chief (SES)
- Enabled by Operations & Plans Offices

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# Human Capital Framework (HCF) Handbook

*The Human Capital Framework Handbook has been signed and approved as of November 2020. The Human Capital Framework provides an understanding of what is directly required for an evaluation so that the DoD at large can complete evaluations in an systematically effective and independent way. The Handbook is updated every few years and integrates four HC systems: Strategic Planning and Alignment, Performance Culture, Talent Management, and Evaluation.*

## Purpose

The purpose of the HC Framework (HCF) Evaluation Handbook is to establish the methodology and procedures for conducting DoD HC policies and program evaluations. These evaluations are used to systematically assess the accomplishment of HC strategic goals and objectives. The evaluations need to be as implemented in HC activities and in compliance with Federal statutory, regulatory and DoD policy requirements; all of these requirements are built on the core principles of the HCF. Overall, the goal of the HC Evaluation System is to provide a process of evaluation to improve outcomes for HC programs that enable the accomplishment of agency mission objectives.

## Stakeholders and users of HCF handbook

- ⇒ Deputy Assistant Secretary of Defense for Civilian Personnel Policy (CPP):
  - Oversight of the DoD civilian evaluation program and is charged with conducting enterprise-wide HCF evaluations
- ⇒ Component Civilian Human Resources (HR) Directors or Equivalent:
  - Oversight of the Component HCF program and assists in communicating HCF requirements and other coordinating functions within their respective components (inside and outside of HR channels)
- ⇒ Defense Civilian Personnel Advisory Service (DCPAS):
  - Management of the evaluation program
  - Coordination of a comprehensive HC assessment schedule which includes coverage of the four HCF systems (Talent Management, Performance Culture, Strategic Planning & Alignment, and Evaluation) in coordination with the Office of Personnel Management (OPM) and DoD Components
  - Monitor timely completion and dissemination of HCF DCPAS-led and Component-led self-assessments
- ⇒ Components:
  - Conduct HC self-assessments in accordance with DCPAS program guidance
  - Report results and analysis of Component- led evaluation activities
  - Actively participate in OPM and DCPAS-led HCF evaluations

## Why this Handbook

This handbook applies to the evaluation of all civilian HC policies and programs DoD-wide. A comprehensive independent evaluation program contributes to the Department's performance by monitoring and evaluating the results of HC policies, programs, and activities; analyzing compliance with merit system principles and the Department's strategic goals; and identifying and monitoring necessary program improvements. By using the handbook different leaders and components within the DoD can make sure that their evaluations are meeting the standards and requirements that have been set by the DoD and the Federal Government at large.



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# Competency Management - Survey Items

## Survey Items: Pitfalls & Solutions

With the advent of the FEVS and subsequent FEVS Follow-Up Survey, it's been great to see other offices and LOBs creating surveys to engage their employees about how their workspace and working environment can be improved.

Surveys are a fantastic way to gather employees' input and thoughts and – hopefully – make changes based on their responses and results. However, in order to gather that valuable insight, it's imperative to ask the questions in the best way possible.

In order to assist, I wanted to cover some common survey pitfalls and how to fix them.

### ◆ Pitfall #1: Double barreled questions

*“Does having access to the Employee Assistance Program (EAP) and childcare services increase your satisfaction with the agency?”*

This question is really targeting two things: EAP services and childcare services. If the respondent uses only one (e.g., EAP), answering that question may not only be difficult for the respondent but may also ‘inflate’ the satisfaction rating of another service (i.e., childcare services may receive a higher rating only because of the high EAP rating). It is better to separate this into two questions or restructure the question:

How satisfied are you with the following work-life programs?						
	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable
EAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### ◆ Pitfall #2: Leading questions

Leading questions ask questions in such a way that forces the respondent to have to ‘agree’ or ‘disagree’ to something based on how it is worded. Let's take a look at the first example question again:

*“Does having access to the EAP and childcare services increase your happiness with this agency?”*

Along with being a double-barreled question (asking two questions), it's also assuming that both of these Services “increase your happiness” with where you work. While these services may indeed increase your job satisfaction, other facets of your job (e.g., location) may also play a big part.





## Competency Management - Survey Items (Cont'd)

As seen in Pitfall #1, that issue is fixed by changing the structure of the question to 1) include different areas of possible job satisfaction, and 2) provide the respondent the ability to rate their satisfaction with each area.

### ◆ Pitfall #3: Using 'Not' or 'Except' in the question

Using a negative in a question is very common and sometimes hard to avoid. However, using negatives can make it difficult for respondents to best interpret – and subsequently answer – the question. For example:

*Which of the following is not helpful in your commute to work?*

- Parking
- Traffic
- Guard is busy
- Office is closed

If the respondent is not reading carefully, they may skip over the 'not' in the question and answer which of those options IS helpful for their commute (which may also confuse them as well).

If a negative has to be used in the question, draw attention to the negative word or phrase by both **bolding** and underlining it. Even better, remove the negative connotation and rephrase the question:

Please select the item that makes your commute most difficult:

- Parking
- Traffic
- Guard is busy
- Office is closed

### ◆ Pitfall #4: Too many open-ended items

Finally, one of the best ways to gather respondent's thoughts on topics in a survey is asking an open-ended question. This allows the respondent to make mention of anything that may not have been covered in the survey and/or provide them space to elaborate on something else. However, starting a survey off with an open-ended question or having a survey that is over-laded with open-ended questions can overwhelm a respondent.



## Competency Management - Survey Items (Cont'd)

A simple question such as, “*What can our office do better?*” presented as an open-ended question may not illicit the response(s) you were looking for (or any responses). The respondent may not know where to start, how much information the question is looking for, and/or if there is a particular area they should focus on.

In seeking open-ended thoughts and responses, it often helps to ‘prime’ survey takers by providing a handful of options to a given survey question and then provide an ‘Other’ option that allows them to elaborate:

In what areas would you like to see improvement?  
(Please check all that apply)

Training

Work flexibilities

Skill Sharing

Awards

Other

As always, the Competency Assessment Team is here to help. The Industrial/Organizational psychologists in Planning & Accountability have many years of experience in creating, conducting, and analyzing survey data. If there is anything we can assist with – or if you have any questions – please contact either Brandon Dennis ([Brandon.e.dennis.civ@mail.mil](mailto:Brandon.e.dennis.civ@mail.mil)) or Chelsey Hibbard ([Chelsey.a.hibbard.civ@mail.mil](mailto:Chelsey.a.hibbard.civ@mail.mil)).

*Note: This article is the first in a multi-part series of articles from the Competency Assessment Team that will focus on surveys (survey creation and interpreting results). If you have any questions regarding those areas that you would like to see featured in upcoming articles, please contact [Chelsey.a.hibbard.civ@mail.mil](mailto:Chelsey.a.hibbard.civ@mail.mil)*

By: Chelsey Hibbard  
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# Labor and Employee Relations Credentialing Update



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## UPDATE

In coordination with the Human Resources Functional Community (HRFC) Team of the Training and Development Line of Business (LOB), the Labor and Employee Relations (LER) LOB is progressing toward the anticipated LER credentialing program.

The tiered credentialing framework includes an introductory, intermediate, and advanced level. The introductory course will broadly outline principles of both Labor Relations (LR) and Employee Relations (ER) for a thorough introduction to the LER field. The curriculum for this tier of the credentialing framework is currently with course developers after a thorough review by subject matter experts (SME) to be consistent with legal and regulatory changes. A prototype introductory course is scheduled for field-testing in March 2021.

The curriculum for the intermediate and advanced tiers are currently under development in the LER LOB in conjunction with development of LER within the HRFC framework. Component input is being considered to ensure course-related views and concerns are addressed. Once the curriculum is ready, it will be provided to the course developers. The credentialing course development process is an embodiment of many parties' efforts to ensure that Department of Defense LER practitioners have access to standardized, up-to-date, and professionally developed materials to help them navigate this challenging field. The LER LOB looks forward to meeting this challenge in coordination with leadership, the components, SMEs, and course developers.

By: DCPAS/Labor and Employee Relations Team



# Data Analytics

## Predicting Employee Turnover

### ◆ Why is HR Analytics Important?

A routine of monitoring your organizations HR Analytics can lead to a higher experience in productivity, greater retention, and higher levels of success overall. Monitoring metrics like employee attendance, productivity, and engagement, HR professionals can gain a greater understanding of the overall employee experience.

### ◆ Predicting Employee Turnover:

Shown below is a checklist from HRAnalytics101.com that covers a lot of common analytics an HR professional would need to assist with predicting employee turnover.

**PREDICTING EMPLOYEE TURNOVER:  
A BASIC DATA CHECKLIST**

<b>Demographics</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Ethnicity</li><li><input type="checkbox"/> Sex</li><li><input type="checkbox"/> Age</li><li><input type="checkbox"/> Education level</li><li><input type="checkbox"/> Region/City/State</li></ul>	<b>Organization</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Department</li><li><input type="checkbox"/> Total time at company</li><li><input type="checkbox"/> Time in current job</li><li><input type="checkbox"/> Hierarchy level of current job</li><li><input type="checkbox"/> Team-level turnover</li></ul>
<b>Performance</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Individual performance</li><li><input type="checkbox"/> Promotions (e.g. last 2 years)</li><li><input type="checkbox"/> Departmental performance</li><li><input type="checkbox"/> Team-level performance</li><li><input type="checkbox"/> Supervisor performance</li></ul>	<b>Salaries</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Annual salary</li><li><input type="checkbox"/> Salary market reference point</li><li><input type="checkbox"/> Size of last raise</li><li><input type="checkbox"/> Time since last raise</li><li><input type="checkbox"/> Bonus/ Retention program</li></ul>
<b>Survey Data</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Engagement</li><li><input type="checkbox"/> Job satisfaction</li></ul>	<b>External Data</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Region/ County population</li><li><input type="checkbox"/> Local labor market</li></ul>

By: Donnie Keith  
DCPAS/Planning & Accountability



# Trend Analysis

## Trend Analysis

*Trend Analysis is the practice of collecting information and looking to find patterns. The goal of doing trend analysis is to understand the differences between different components and to be able to identify key areas of success and areas of improvements needed.*

Trend analysis is used when trying to understand the differences between organizations. In most cases it is used in an informal manner to check common patterns that are occurring when several components have to complete the same task. When developing a feedback mechanism for example it is highly recommended that you are able to analyze different patterns. This is because the common items that come up will occur throughout different components and understanding patterns can lead towards answering the question: Why is this occurring?. There are two typical approaches towards trend analysis that are commonly used when measuring patterns which are a qualitative approach and a quantitative approach.

- Qualitative trend analysis focuses more on getting more in depth answers and replies to the programs being studied. For example, if you are measuring accountability work being completed this is when focus groups and interviews with leadership are occurring. With qualitative analysis the goal is to gather further understanding of the specifics of a work situation. This can commonly be used in the early stage of review when trying to understand a specific component or at the ending stage when trying to analyze why a specific component was unable to complete their tasks. Examples of qualitative analysis include focus groups, interviews, and open-ended surveys.
- Quantitative trend analysis focuses more on being able to sample across multiple components to understand if there a common pattern occurring. This analysis tends to be more numerically driven and is done by having participants all answer the same questions to able to find out common points of agreement in both areas of success and areas of improvement. This method tends to be the easiest to find patterns but the hardest to draw conclusions from because while numbers may show a story of behavior they do not tell you directly what is occurring unlike an interview. Examples of quantitative analysis include closed-ended surveys and using charts to measure the results.

Overall trend analysis is much more of an art rather than an exact science. The goal remains at the end to understand differences between components. Using trend analysis when developing items such as a feedback mechanism can be useful to understand differences.

By: Nathaniel Prioleau  
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# Federal Employee Viewpoint Survey



*Together We Can Make a Change*



**Thank you for your participation  
in FEVS20**

Results will be available in January, 2021

By: Berenice Eberhart  
DCPAS/Planning & Accountability

2020

Office of Personnel Management  
**Federal Employee Viewpoint Survey**



*Empowering Employees. Inspiring Change.*



# U.S. Merit Systems Protection Board—2021 Merit Principles Survey



## Fact Sheet for Federal Employees

**What is the U.S. Merit Systems Protection Board?** The U.S. Merit Systems Protection Board (MSPB) is an independent, quasi-judicial agency in the Executive branch that serves as the guardian of Federal merit systems. In that role, MSPB adjudicates employee appeals of certain personnel actions and conducts studies of merit systems in the Executive branch.

**What is the Merit Principles Survey?** The Merit Principles Survey (MPS) is a Government wide survey of Federal civilian employees that measures the health of Federal merit systems and progress in achieving a workplace free of prohibited personnel practices. MSPB has conducted the survey periodically since 1983.

**Why is my participation important?** The survey provides a unique opportunity for Federal employees to voice their opinions and concerns about workforce issues and inform Federal Government human resources policies and practices. Your response will help MSPB provide the President and Congress with a balanced perspective on the state of the civil service and how well the Federal workforce is being managed.

**How will MSPB use survey results?** MSPB uses the survey to obtain employee views on issues such as workplace fairness, personnel practices, and the work environment. Survey results are presented, in summary form, in MSPB publications addressed to the President, Congress, and other Federal policy-makers and stakeholders.

**Are my responses confidential?** Yes. Results will only be reported in summary form, such as by agency or for large groups (e.g., supervisors and non-supervisors). MSPB does **not** maintain personally identifiable information such as name or email address as part of your survey response, or publicize results in a way that enables anyone to associate you with your survey responses.

**How does the MPS relate to OPM's Federal Employee Viewpoint Survey (FEVS)?** The Merit Principles Survey differs from the FEVS in several respects, including (1) a focus on merit system principles and HR policy and practice; (2) a smaller sample; and (3) administration every few years instead of annually.

**Is agency participation in the MPS mandatory?** Yes. MSPB selected 25 major departments and agencies for the survey. Their cooperation is required under 5 U.S.C. § 1204(e)(3), which authorizes MSPB to obtain agency support and records needed to conduct special studies of the Federal civil service.

**Who is asked to complete the MPS?** Approximately 100,000 full-time permanent employees and managers from across the Federal Government will be invited to complete the MPS. Employees were selected randomly using a sample designed to produce a statistically sound measure of employee opinion. We have notified major Federal employee unions of the survey and asked them to support their members' participation.

**What will be asked on the survey?** The MPS includes questions concerning the merit system principles, the prohibited personnel practices, and selected aspects of the work experience and human resources management. Information on MPS topics and questions will be available on MSPB's website, [www.mspb.gov](http://www.mspb.gov), in December 2020.

**When will the survey be administered?** January–March 2021. The survey will be open for approximately four weeks in each participating agency.

**How will the survey be administered?** The survey will be secure and web-based. Participants will receive an advance notification and an invitation through their work (official) email with a link to the survey.

**How long will it take to complete the survey?** Approximately 30 minutes. MSPB has asked participating agencies to instruct supervisors to allow employees work time to complete the survey.

**Is my participation voluntary?** Yes. If you have been selected for the MPS, we hope you choose to participate, because your views are important. However, you may choose not to respond.

By: Berenice Eberhart  
DCPAS/Planning & Accountability

# U.S. Merit Systems Protection Board—2021 Merit Principles Survey

## Fact Sheet for Federal Agencies



**What is the U.S. Merit Systems Protection Board?** The U.S. Merit Systems Protection Board (MSPB) is an independent, quasi-judicial agency in the Executive branch that serves as the guardian of Federal merit systems. In addition to hearing Federal employee appeals, MSPB reviews significant actions of the U.S. Office of Personnel Management (OPM) and conducts studies of merit systems in the Executive branch.

**What is the Merit Principles Survey?** The Merit Principles Survey (MPS) is a Government-wide survey of Federal civilian employees that measures the health of Federal merit systems and progress in achieving a workplace free of prohibited personnel practices. MSPB has conducted the survey since 1983 as part of its statutory oversight responsibility under 5 U.S.C. § 1204(a)(3). Survey results are reported to the President and Congress and shared with Federal policy-makers and decision-makers. This survey differs from the Federal Employee Viewpoint Survey administered by OPM in several respects, such as: a focus on merit system principles and HR policy and practice; administration every few years instead of annually; and a smaller sample. The most recent MPS was conducted in 2016.

**Is agency participation in the Merit Principles Survey mandatory?** Yes. 5 U.S.C. § 1204(e)(3) states that “In carrying out [special studies relating to the civil service and to other merit systems], the Board shall make such inquiries as may be necessary and, unless otherwise prohibited by law, shall have access to personnel records or information collected by the Office of Personnel Management and may require additional reports from other agencies as needed.”

**Who will be asked to complete the survey?** Approximately 100,000 full-time permanent employees and managers from across the Federal Government will be invited to complete the survey. Employees are selected randomly, using a sample designed to produce a statistically sound Government-wide measure of employee opinion. MSPB will notify major Federal employee unions of the survey and ask them to support their members’ participation.

**What will be asked on the survey?** The MPS includes questions concerning the merit system principles, the prohibited personnel practices, and sexual harassment. To support analysis of patterns, trends, and effects, the survey also requests demographic information and includes items related to employee engagement and career plans.

**Why is participation important?** The survey provides a unique opportunity for Federal employees to voice their opinions and concerns about workforce issues and inform Federal Government human resources policies and practices. Survey results provide the President and Congress with a balanced perspective on the state of the civil service and how well the Federal workforce is being managed.

**How will the survey be administered?** The survey will be a secure web-based survey. Participating employees will receive an invitation through their work (official) email that includes a link to the survey. In advance of that invitation, agencies should inform employees and employee representatives of the survey and agency leaders should encourage employees to respond.

**When will the survey be administered?** January–March 2021. The survey will be open for approximately four weeks in each participating agency.

**How long will it take to complete the survey?** Approximately 30 minutes. Supervisors are asked to allow employees work time to complete the survey.

**Who will see the responses?** Employee participation is voluntary and responses are confidential. Results will only be reported in summary, by agency or for groups of individuals (e.g., supervisors and non-supervisors). No data will be reported that could be used to identify an individual employee.

By: Berenice Eberhart  
DCPAS/Planning & Accountability



## 2021 Merit Principles Survey

# Let Your Voice Be Heard!

**What:** 2021 Merit Principles Survey

**Who:** 100,000 randomly selected  
Federal employees

**Why:** Voice your opinion and concerns about  
workforce issues to Federal decision-makers.

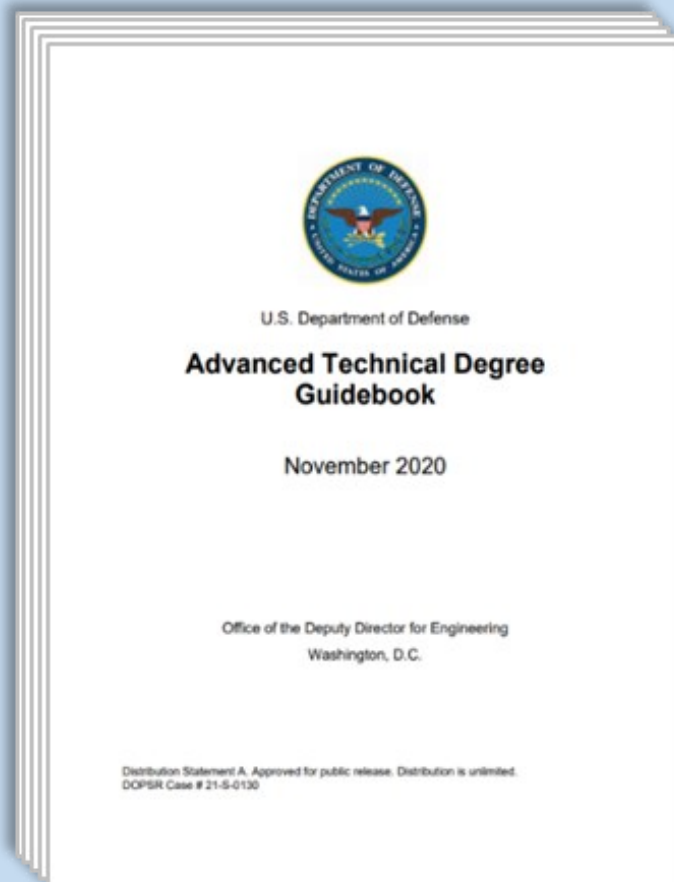
**When:** January 2021

Visit [www.mspb.gov/studies](http://www.mspb.gov/studies) for more  
information



US Merit Systems Protection Board

By: Berenice Eberhart  
DCPAS/Planning & Accountability



## DoD Advanced Technical Degree Guidebook

The Deputy Director for Engineering published the DoD Advanced Technical Degree Guidebook, November 2020, to assist DoD civilian engineers and other science, technology, engineering, and mathematics (STEM) personnel in attaining technical master's degrees, graduate certificates, and PhDs. The guidebook describes the process for selecting, applying, and paying for advanced education through opportunities such as Components' tuition assistance and scholarship offerings. A cohort of DoD engineers and other STEM personnel across the Components piloted the guidebook and provided feedback in its development.

The Guidebook can be accessed here: <https://ac.cto.mil/wp-content/uploads/2020/12/TechDegree-Guide-Nov2020.pdf>

POC: Engineering Workforce Team, [osd.pentagon.ousd-re.mbx.communications@mail.mil](mailto:osd.pentagon.ousd-re.mbx.communications@mail.mil)



## DoD Technology Transfer (T2)

*Department of Defense (DoD) Technology Transfer (T2) Program is vital to the Department's mission of developing new technologies and promoting technology commercialization as the U.S. military seeks to maintain its technological advantage. The DoD technology transfer efforts also help to ensure the Nation's investment in innovative research is transferred from Defense laboratories to the American people. DoD T2 is part of the Defense Laboratory Enterprise (DLE) within the Department's Research & Engineering.*

### **Defense Department Announces Winner of 2020 George F. Linsteadt Award for Excellence in Technology Transfer**

The Department of Defense (DoD) has selected the National Security Agency's (NSA) Technology Transfer Program (TTP) as the winner of the 2020 George F. Linsteadt Award for Excellence in Technology Transfer. DoD gave special recognition to Ms. Linda Burger, the NSA TTP director; Ms. Karen Presley, the NSA TTP deputy director; Ms. Kiana Williams, the NSA TTP intellectual property and portfolio manager; and former NSA employees Ms. Alexis Henderson and Mr. Joseph Witt for creating a pipeline for technology transfer through Open Source Software (OSS). "Through the annual Linsteadt award, the Office of the Under Secretary of Defense for Research and Engineering (OUSD(R&E)) highlights initiatives that have had a significant impact on the Department's technology transfer program," said Dr. JihFen Lei, Acting Director of Defense Research and Engineering for Research and Technology. "R&E recognizes professionals who have performed extraordinary work to transfer technology developed in the defense laboratories in collaboration with partners in the public and private sectors." This year, the Linsteadt award recognizes the NSA TTP team for developing an innovative approval process to release NSA-developed tools to the OSS community. This process not only advances ongoing NSA programs but also has potential commercial applications, including collaboration with small businesses that support our Nation's economic development. The full press release can be found here: [https://rt.cto.mil/wp-content/uploads/2020\\_George-Linsteadt\\_Press-Release\\_Final.pdf](https://rt.cto.mil/wp-content/uploads/2020_George-Linsteadt_Press-Release_Final.pdf).

(POC: Dr. Pham, Director, DoD T2)

### **Department of Defense (DoD) STEM Education Programs and Activities Instruction (DoDI) 1025.11 Published**

*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 offers educational programs, internships and scholarships for students and many career development opportunities for educators. DoD STEM is part of the Defense Laboratory Enterprise (DLE) within the Department's Research & Engineering.*

The DoD STEM DoDI 1025.11 is now publicly released. The purpose of this policy is in accordance with the authority in DoD Directive 5134.01, the 13 July 2018 Deputy Secretary of Defense Memorandum, and the direction in the 25 June 2010 Deputy Secretary of Defense Memorandum. This issuance: 1) establishes and implements policy, assigns responsibilities, prescribes procedures for DoD STEM education programs and activities, and encourages STEM engagement throughout the DoD; 2) authorizes coordinating and collecting data on STEM education programs in accordance with Public Law (P.L.) 111-358; and, 3) establishes the DoD STEM Advisory Council (SAC) and the SAC Working Group (SACWG). The DoDI is located at <https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/102511p.pdf?ver=2020-08-21-125054-330>.

(POC: Mr. Lopez, Director, DoD STEM)



## DoD STEM Office (Cont'd)



### Department of Defense Awards \$31 Million to National Defense Education Program Science, Technology, Engineering, and Mathematics

The Department of Defense (DoD) announced the selection of 12 awardees for the National Defense Education Program (NDEP) Science, Technology, Engineering, and Mathematics (STEM) awards. These distinguished educational and industry partners will receive more than \$31 million over a 3-year period to establish or expand STEM education, outreach, and workforce initiatives for students, educators, and veterans from early childhood through postsecondary. The goal of this effort is to establish programs to better position the current and next-generation STEM workforce, which is critical to the Department and our Nation's security. Activities will support the DoD STEM strategic plan and align to the 2018 Federal STEM strategic plan. Several of these efforts will include collaboration with the Department's laboratories and military installations across the country. Acting Under Secretary of Defense for Research and Engineering Kratsios announced these awards via official press release located at <https://www.cto.mil/dod-awards-31-million-ndep-stem/>.

(POC: Mr. Lopez, Director, DoD STEM)

### DoD STEM, Biotechnology, and Civics Virtual Webinar

The Department participated in the DoD STEM Education and Workforce Development Virtual Webinar. Acting Deputy Under Secretary of Defense for Research and Engineering Lewis provided opening remarks. The DoD STEM team hosted this virtual event, which focused on: (1) STEM education, outreach, and workforce development; (2) biotechnology education and workforce development; and, (3) enhanced civics education. DoD STEM and Biotechnology provided overviews of their portfolios, and the Department of Education and Department of Defense Education Activity presented on the topic of civics education. Over 400 individuals registered from across the Components, federal agencies, academia, non-profit, and industry. Participants also engaged in breakout room questions and answers sessions pertaining to STEM and biotechnology education. This webinar was a follow up event after the Office of the Under Secretary of Defense for Research and Engineering/Laboratories and Personnel published a Request For Information on 22 July 2020, which was posted on grants.gov (<https://www.grants.gov/web/grants/view-opportunity.html?oppId=328298>).

(POC: Mr. Lopez, Director, DoD STEM)

### Federal STEM Education Strategic Plan Virtual Webinar

The Department of Defense participated in the Federal STEM Education Strategic Plan Virtual Webinar, hosted by the Department of Education. The purpose of this webinar was to provide updates on the federal government's five-year STEM Education Strategic Plan, *Chartering a Course for Success: America's Strategy for STEM Education*, published in December 2018. Event speakers comprised of senior federal officials representing five federal agencies, including Mr. Lopez, Director, DoD STEM; Assistant Secretary, Office of Planning, Evaluation & Policy Development (OPEPD), and STEM Lead and Policy Advisor, OPEPD, U.S. Department of Education; Senior Policy Advisor and Assistant Director of STEM Education, Office of Science and Technology Policy, Executive Office of the President; Senior Analyst, Office of STEM Engagement, National Aeronautics and Space Administration; and, Program Director, Education and Human Resources Directorate, National Science Foundation. Speakers highlighted their agencies' STEM accomplishments promoting the plan, and provided information about program information, resources, and opportunities. Webinar recording is accessible at <https://edstream.ed.gov/webcast/Play/f3fa61ddc9eb4ff9b31407079394b1901d>.

(POC: Mr. Lopez, Director, DoD STEM)



## DoD STEM Office (Cont'd)



### Department of Defense (DoD) For Inspiration and Recognition of Science and Technology (FIRST) Teams Awarded for the 2020-2021 Season

DoD STEM Robotics Grants were awarded for the 2020-2021 FIRST season. These grants will support DoD teams for season registration grants and for championship registration grants for qualifying teams. This year, over 1,700 applications were received and 1,657 teams will be funded. DoD supports the largest number of teams and directly supplies the most mentors to these FIRST robotics programs. The Department's FIRST Robotics Grants program has grown from supporting 49 teams in 2009 to supporting more than 1,200 teams in FY20 (2019-2020 season), and has expanded its reach to military child impacted teams at DoD Education Activity (DoDEA) schools in 10 countries and 2 U.S. territories. The DoD FIRST Robotics Grants effort now reaches approximately 12,000 students in elementary, middle, and high school, and nearly 50 percent of these students are military dependents. Each DoD-supported FIRST team is required to work with a DoD or DoDEA employee throughout the season and these dedicated DoD volunteers provided an estimated 269,000 total hours of mentorship and coaching in 2019 to FIRST teams in their local community and at national robotic competitions; this is more than any other FIRST sponsor. The portal opened on 05 June 2020 and closed on 10 July 2020. This is the second year for utilizing the online application portal, which was created specifically for DoD FIRST teams.

FIRST is a Defense STEM Education Consortium (DSEC) partner.

(POC: Mr. Lopez, Director, DoD STEM)

### DoD STEM Opportunities

- ◆ **DoD Science, Mathematics, and Research for Transformation (SMART) Scholarship-for-Service Program Application Deadline:** The application window for the DoD SMART Program 2021 cohort opened on August 1, 2020, and will remain open for applications until December 1, 2020. To apply and learn more about the SMART Scholarship-for-Service Program, please visit: <https://www.smartscholarship.org/>.
- ◆ **Naval Horizons Challenge for College Students:** Do you know a college student pursuing a STEM major? Check out Naval Horizons—a new STEM challenge—and help design the Navy and Marine Corps of the future! Learn about cutting-edge science and technology topics that impact the U.S. Navy and Marine Corps. Share your ideas on the Navy and Marine Corps of the future. Connect with Naval STEM professionals and learn about STEM-related careers. Earn cash! Each submission will be reviewed to ensure that the responses provided are technically sufficient. Submissions will be evaluated on a rolling basis and the first 3,000 submissions to meet the evaluation criteria will be awarded a \$200 stipend. Visit the Naval Horizons website to learn more about how to participate in this exciting opportunity: <https://navalhorizons.asee.org/>.

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For more information about DoD STEM and to learn more about opportunities, connect with us:

Follow us on Twitter @DoDstem

Visit us on the DoD STEM website at [www.dodstem.us](http://www.dodstem.us)

Reach out to us in the DoD STEM Office via email at [info@dodstem.us](mailto:info@dodstem.us)

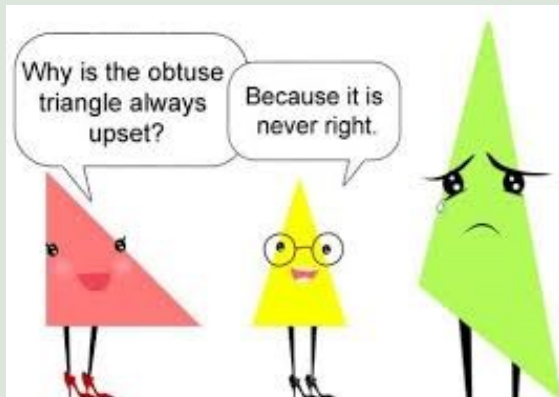




# Math One Liners!



- ◆ I saw my math teacher with a piece of graph paper yesterday. I think he must be plotting something.
- ◆ Parallel lines have so much in common ... It's a shame they'll never meet.
- ◆ What shape is usually waiting for you inside a Starbucks? A line.
- ◆ Why was the obtuse triangle always upset? Because it's never right.
- ◆ Why was math class so long? The teacher kept going off on a tangent.
- ◆ Did you hear about the mathematician who's afraid of negative numbers? He'll stop at nothing to avoid them.
- ◆ How do you solve any equation? Multiply both sides by zero.
- ◆ A talking sheepdog rounds up all the sheep into the pen for his farmer. He comes back and says, "Okay, Chief — all 40 sheep accounted for". The farmer says, "But I've counted them and I've only got 36!" The sheepdog replies, "I know, but I rounded them up."
- ◆ There's a fine line between a numerator and a denominator... But only a fraction would understand.
- ◆ What do you get if you divide the circumference of a jack-o-lantern by its diameter? Pumpkin Pi.
- ◆ What do you call two friends who love math? Algebros.
- ◆ Why do plants hate math? Because it gives them square roots.
- ◆ Why was the math book so sad? Because it had so many problems.
- ◆ Have you heard the one about the statistician? Probably.
- ◆ Why did the student get upset when her teacher called her average? It was a 'mean' thing to say.



Compiled By: James Walter  
DCPAS/Planning & Accountability

What did the science book  
say to the math book?

You've got problems

## Planning & Accountability



*We wish you  
Happy Holidays  
and a  
Wonderful New Year*

Meeting	Date	Room #	Time
WPAG	February 18, 2021	TBD	TBD
FCMEC	March 16, 2021	TBD	TBD

### Connect with DCPAS on Social Media



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



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### MILSUITE

<https://www.milsuite.mil/book/groups/cspr>

As of December 16, 2020



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

**1st Quarter Newsletter**

