

From the COMMANDING GENERAL

★ ★ ★ ★ ★ ★ We are the Army's Home ★ ★ ★ ★ ★



REVIVING THE JOURNAL OF INSTALLATION MANAGEMENT

When I joined the Installation Management Command, I was impressed and surprised to learn that IMCOM had been publishing a professional journal. I was impressed because establishing a journal indicates a high level of organizational maturity and professional curiosity. I was surprised to learn this publication had been in production during the years I was the Senior Commander at a major installation, yet I'd never seen a copy. This contradiction represents the current state of IMCOM. The command has become vital to sustaining the Army Family, but it needs to more effectively communicate the great work it does.

This is why we established the Installation Management Campaign Plan and it's why we're emphasizing strategic communication. IMCOM has supporters and detractors like any new organization, but it has become indispensable to the Army as the keeper of the Army's Home. Our Army needs us to do more in raising the installation management community profile. This journal is one of many tools we will use.

We've built on the good work that went before to bring you an updated magazine with a fresher look, a regular quarterly production schedule, and a more strategic approach to content and content management. Each quarterly issue will adhere to

a theme related to the Campaign Plan, with about 10 articles that address some aspect of the theme. Content will come from the garrisons, the headquarters and the regions, and from other stakeholders when appropriate. We're going to ensure all our stakeholders get a copy of their own to read and keep on their bookshelves, and we'll publish an electronic copy on the Web site for easy reference.

As the Senior Commander at Fort Hood, I would have welcomed this resource. I worked closely with the garrison commander and the region headquarters to provide and constantly improve facilities and services for the Fort Hood community. As a customer and a partner, I regularly engaged the garrison commander and the Region Director to set priorities that improve processes for everyone's benefit. Had I been reading the Journal of Installation Management, I would have better understood IMCOM's challenges and opportunities and could have contributed more as a stakeholder. This exchange of ideas is important and productive in managing the relationship between service providers and customers. That is the relationship we're looking for with our readers.

The theme for this issue is Leadership and Workforce Development, based on Line of Effort (LOE) 3 in the Campaign Plan. I selected 10 garrison commanders to provide an article each. Of the 10 articles, some gave a status report on where they stand with the Campaign Plan. One addresses the changes inherent in a total refocusing of the installation's missions. Yet another illustrates the price we pay in lost capability when we fail to teach Civilian leaders the leadership skills we teach military leaders.

In addition to the 10 garrison articles, we added two articles contributed by the Army War College to address two important aspects of installation leadership: one is on acculturating a new garrison

commander, and the other addresses leading the kinds of changes that BRAC and Army Transformation have brought to some installations.

I think most of us can learn something from the articles in this issue of the Journal. Some of it might look obvious to you, but everyone approaches the same common leadership tasks a little differently—that fact comes out in these articles. We can all learn from each other. While you're reading, give some thought to how you would go about crafting an article and on what topics you would prefer to write. We will continue to task the garrisons for articles, but I would hope we arrive at a time when our leaders and subject matter experts feel moved to contribute of their own volition. We'll see where it goes. Like everything we do, we try things and modify as we progress to continuously improve.

Enjoy this issue and let us know what you think. In reading through the articles myself, I remain impressed by the level of knowledge and the depth of insight that exists across our community. If we get enough constructive feedback, we'll start publishing a letters section where we can have a dialogue.

Thanks to all who contributed to the first issue of the new Journal. I look forward to seeing the rest of you published here in the near future.

Lieutenant General Rick Lynch
Commanding General
U.S. Army Installation
Management Command

Assistant Chief of Staff
for Installation Management
"Defender 6"

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JOURNAL OF INSTALLATION MANAGEMENT

★ ★ ★ CONTRIBUTORS' GUIDE ★ ★ ★

Topics and Contributors

The U.S. Army Journal of Installation Management is the Army's print forum for ideas, experiences, case studies and opinions relating to the many disciplines that pertain to the broad area of installation management. Each edition will feature articles from a select group of garrison leaders and other contributors discussing topics within the issue's designated theme, which will ordinarily stem from some part of the Installation Management Campaign Plan (IMCP). The IMCP is available at the IMCOM Web site, <http://www.imcom.army.mil/hq/>.

Articles will be evaluated for consistency with commander's intent and for topical fit within the theme. All submissions are carefully reviewed and may be shared with a subject matter expert to provide a second opinion as to accuracy and relevance. Where appropriate to maintain consistent focus and high editorial quality, authors may be asked to clarify or expand on some aspect of their papers.

All articles should be titled and state the name of the author(s) of record, along with a short bio, not to exceed 50 words.

Length

Articles should be of adequate length to engage a knowledgeable reader in a substantial exploration of the topic. A good average length is about 3,000 words, or 13 double-spaced pages.

Manuscript Style

Writing should be clear and concise, ideas should be the author's own, and

cited material must be properly accredited. We are looking for a scholarly text—not news stories. Structure normally proceeds from a thesis statement to background, discussion, conclusion, recommendations, and summary. Proposal outlines or abstracts are not required, but will be considered and feedback provided if writers want to test an article idea.

The Journal staff does not require adherence to a particular academic style, but rules of good writing always apply. A good and widely available reference book is the Elements of Style, by Strunk and White. For heavily footnoted articles, an academic style such as the American Psychiatric Association (APA) Style or the Chicago Style can be helpful in managing references.

Although most of the audience is senior installation professionals and customers, vocabulary should be accessible to a general college-level audience, with technical language used only as necessary. Writers should try to avoid military or function-specific jargon when possible, or try to explain for a general audience if it is necessary. The editorial staff will edit all manuscripts for general rules of good grammar and style. Substantive changes will be referred to the author for clarification. Editors will also consider security and appropriateness when editing manuscripts.

Writers should include a short biography that mentions current duty assignment and any credentials that lend credibility to the writer. Also include mailing address, daytime phone number, email address, and any other con-

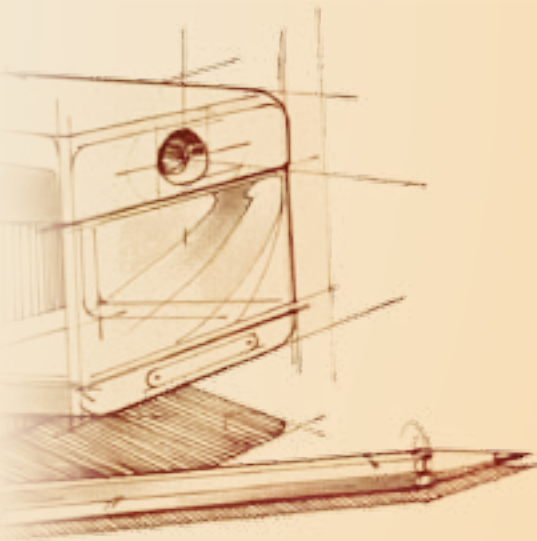
tact information that allows editorial staff to reach you. We will not publish contact information.

Accompanying Material

Photographs, charts, and other supporting visuals are encouraged, but will often have to be modified by the designers for reproduction quality. Don't embed visuals into the text of an article—instead, submit them separately, with identifying information and relevance to the article.

Clearance

All articles and supporting visuals must have any required clearance for operational security. Editors will also screen for public releasability.



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We Want Your Feedback

A professional journal is only as good as its commentary, or feedback, page. This page is where readers engage writers, discussion starts, communication happens, and ideas get exchanged. That's what this Journal is for.

If we're doing our job, the articles here will probably stir you to strongly agree or disagree, or perhaps remind you of a similar circumstance that can contradict or amplify the article in the Journal.

Selected feedback will appear in this column. You can send your comments to the e-mail box, imcomjournal@conus.army.mil. No length or style requirements apply, but the editorial board will review for clarity and, of course, civility.

Hope to hear from you soon.



Developing a Workforce at the Speed of ARFORGEN

by COL Kenneth H. Riddle, Garrison Commander, Fort Drum, and Mrs. Judith L. Gentner, Deputy to the Garrison Commander, Fort Drum

After nearly a decade of supporting Soldiers and Families bearing the burden of the fight in a global war on terror, it's not a far stretch to propose that we no longer measure our time in days, months, or even years. If you are working on an Army force projection garrison, time is measured in the Army Force Generation Cycle, better known as ARFORGEN. Developed by Forces Command (FORSCOM), ARFORGEN is a rotational structure intended to improve the efficiency of delivering deployment-ready troops to combatant commanders, while giving Soldiers more dwell time at home between deployments. The ARFORGEN cycle divides a Soldier and Family's garrison time into three stages including: reset, train/ready

and available. However, in a garrison command, our ARFORGEN cycle for any given Soldier and Family unit really spans a four-stage cycle that includes the deployment. So at the garrison, you have: Reset, Train/Ready, Available--and Support to the Family during deployment.

With five brigades and numerous other deployable tenants at Fort Drum, this means the Soldiers and Civilians who make up the garrison workforce are juggling numerous ARFORGEN cycles – all at different points but on similar paths. It is the equivalent of asking a private sector workforce to simultaneously work a half dozen different projects of the same construct, with slightly different requirements,

at different points of evolution, with multiple partners in a constantly changing environment of execution, where failure would bring a halt to plans made by multiple Fortune 500 CEOs in a host of countries. Bottom line, we ask our workforce to achieve success in a setting where very few would even know where to begin.

Watching the burden of this level of support wear on a workforce over time is no easy thing. As leaders, we must constantly ask ourselves, "Are we really taking care of the people who are the stewards of the Army's home? Are we really developing this dedicated, diverse workforce to do what we need done and grow into new and larger duties?"

As our Commander, LTG Rick Lynch, asks: "Are we doing the right things? Are we doing things right? What are we missing?" Applied to workforce development, we can further ask, "Are we doing the right things for our garrison workforce? What more can we do?"

We can do more: The LEADER Program

We know that in the near future at least, our requirements are not soon to lessen. Thus we can surmise that the only way to keep up with ARFORGEN is to provide the tools to our workforce to develop along with it.

The Installation Management Campaign Plan clearly highlights the importance of developing a workforce able to sustain the ARFORGEN. Among the 11 key messages that address the next seven years of IMCOM mission execution, you will find the following:

"The Installation Management Community is dedicated to developing a healthy, well-balanced, multi-skilled workforce comprising military and Civilian leaders and personnel with the knowledge, capabilities, skills and opportunities to successfully and innovatively accomplish our mission."

IMCOM Campaign Plan 2010-2017

With this emphasis placed on developing an agile workforce, there is no doubt that it is the charge of every garrison commander and his appointed leadership to make workforce development a top priority.

There are the tried and true paths to success that we all adhere to and are outlined in the IMCOM Campaign Plan. These paths include mandatory training, focusing on collaboration and innovation to find better ways to get more jobs done with less, and the emergent promotion of a healthy work environment that cares for the mind, body, and spirit. We must think of these basics as our foundation--classes that, without careful maintenance, our whole training structure would fall apart.

However, when faced with the question, "What more can I do?," we at Fort Drum knew there was room for growth in how we develop leadership in a way that is not directly connected to a particular worker's mission. Similar to how much of a student's college education is solely to teach how to learn, aside from a major discipline, we knew we had to provide an opportunity to teach our best and brightest simply how to lead, not as a by-product of greater responsibility, but as a cornerstone to future personal



Figure 2: Developmental Experience Opportunities often put LEADER program participants in the training shoes of the Soldiers where they can gain valuable insight regarding the needs of their customers.

and professional growth.

This realization gave birth to the Fort Drum Leader Enhancement and Developmental Education Requirements (LEADER) Program. Since it stood up in 1999, approximately 95 members of the Fort Drum workforce have endeavored to advance their leadership skills through this program.

The LEADER program is a 48-month comprehensive curriculum designed to train, motivate, and sustain quality Civilian leaders and is open to all permanently assigned appropriated and non-appropriated fund employees, including tenant activities. Participants are provided an understanding of leadership principles and techniques and are given the opportunity to experience leaders in action at all levels of the installation, as well as being given the necessary foundation-building tools to become successful leaders.

Acceptance & Orientation

Participation in the LEADER program starts with application and acceptance

into this training, as only the workers with recognized potential are approved to participate after submitting their self-nomination packets. Applicants must articulate their interest through a purpose statement, develop an outline of past personal development accomplishments and course work, provide a supervisor evaluation and obtain their director's endorsement through a letter. Applications are then evaluated by the installation training committee members, who screen for the best applicants.

After acceptance to the program, an orientation phase ensures an understanding of expectations and alignment of philosophies on leadership; inculcates the Army's and IMCOM's mission, vision and goals, as well as the installation mission and functions; fosters management's practice of facilitating union partnerships; and establishes relationships between the LEADER mentors and LEADER participants. Participants are matched with their mentors at a one day kick-off event where they are introduced to local leaders and each other. Later



Figure 1: Developmental Experience Opportunities are a key part "outside of the box" learning aspect of the LEADER program.



in this phase, they must complete a formal mentor/student agreement and an Individual Development Plan. Mentors serve as the guiding force and advisor to the participant throughout the entire program.

Instructor-Based Training

The formal portion of the program is divided into three tiers of Army-offered onsite or e-learning. Each tier of learning is associated with a point system and time limit, which will cumulatively add up to graduation from the program. While this program is designed to be flexible, the point and time requirements are non-negotiable. This regulated system allows each LEADER candidate to choose a curriculum, with mentor guidance, that most aligns with their personal goals within a construct that ensures they are also aligned to the command's goals. Participants can also receive credit for classes they have completed up to three years prior to their acceptance into the LEADER program, if those classes are part of the recognized curriculum. This allows participants to obtain credit for work they have already completed if the mentor agrees that it meets the requirement.

Tier One allows up to 160 possible points and requires a minimum of 128 points for graduation. Tier One must be completed within 16 months. Class and point offerings in the first phase of training that students may select from are as follows:

COURSE	POINTS
CES Foundation Course	16
Creative and Adaptive Thinking (CATS)	16

Developing Strategies for Effective Briefing	16
Leadership, Insight and Self Awareness (LISA)	16
Managing Time, Change and Stress	16
Problem Solving and Decision Making in a Team Environment	8
Team Building: New Skills for New Times	16
Leading from the Front Line	16
Speed Reading	8
Writing Techniques	16
Customer Focus	16

Tier Two allows up to 194 possible points with a minimum of 152 points required for graduation to be accumulated from the list below. Tier Two must be completed within 16 months. Class and point offerings in the second phase of training are as follows:

COURSE	POINTS
CES Intermediate Course	16
Going from Management to Leader	24
Assertive Communication Skills	18
Coaching and Counseling	16
Negotiation Skills	16
The Manager's Role in EEO	16
Leadership Skills for Non-Supervisors	16
Understanding and Managing Human Behavior	16
Developing High Performance Teams	24
Maximizing Productivity through Delegation	8
7 Habits of Highly Effective People	24

Tier Three allows up to 184 possible points with a minimum of 144 points required for graduation. Tier Three must be completed within 16 months. A menu of class and point offerings in the third phase of training is as follows:

COURSE	POINTS
CES Advanced Course	16
Fundamentals of Business Law	24
Supervisory Development Course	40
Situational Leadership Seminar	16
Lean Six Sigma	24
Mentoring	16
Hiring and Interviewing Skills	16
Basics Statistics & Reporting	16
Managing Workforce Diversity	16

Developmental Experience Opportunities

Simultaneous to the tier training, LEADER participants must harness experiential learning opportunities outside of a classroom environment through Developmental Experience Opportunities (DEOs). Participants must complete 30 DEOs per tier, within the specified time frame, in order to successfully graduate from that level.

While requiring 90 DEOs to graduate from the program may seem like a high goal, it is this hands-on training and real-time, real-life understanding of the garrison that truly sets participants up for success in the venture as a whole. DEOs can be inside or outside of the organization; however, they

must foster leadership and they must afford the individual with further career enhancement.

Examples of DEOs include:

- Attending director level meetings (i.e. Executive PBAC, Executive Council Meetings, division/garrison staff meetings etc.)
- Participating in military-style training
- Serving as acting supervisor
- Attendance at military ceremonies
- Leading a process action team
- Job shadowing (NTE 30 Days)
- Serving in a leadership capacity at an organization/agency/program/volunteer group
- Rotational assignments/cross training
- College classes completed on private time

Mentors

Mentors in this program are the key to success for the students in fulfilling their professional growth potential. Mentors serve as teacher, guide, counselor, motivator, sponsor, coach, advocate, role model, door opener, and advisor to the participant. Mentors must first be willing. Any hesitation on a mentor's part to take part in this in-depth process is a hindrance to the participant and cannot be tolerated. Mentors, at a minimum, must be a GS-11 or equivalent, and outside of the participant's chain of command, and must attend a one day mentor training seminar. Each LEADER participant has the opportunity to ask for a specific mentor and each is assigned a mentor from the very beginning of his or her learning quest. The mentor is a guide to success and a key-holder to developmental experience opportunities. Early

in the program, the mentor maps the course with the participant through an Individual Development Plan (IDP). The IDP, done in conjunction with the employee's supervisor, serves as the touchstone for the entire process from that point on. With a program as extensive and in-depth as this one, the IDP as an outline serves as an invaluable tool from onset to graduation.

As the LEADER participant progresses through the training, the mentor must help the student by evaluating their expectations and helping set realistic goals while at the same time share an understanding of the LEADER goals, objectives, and requirements. The mentor will be the judge on effectiveness of chosen DEOs and whether or not it meets the minimum requirements for inclusion based on their evaluation of its value to the partici-

part. Perhaps the most difficult aspect of all, a mentor must be willing to tell a student if they are not exhibiting leadership traits. Mentors, most of all, must believe that the program is worth the incredible amount of commitment it takes to complete, and be the reminder as necessary to the participant that will value their labors in all aspects of their lives.

Graduation

In review, successful completion of the Fort Drum LEADER program requires a student to earn 424 instructor-led training points and finish 90 developmental experience opportunities within a 48-month timeframe. However, before the participant officially graduates, he or she must also complete a formal paper outlining their experiences in the program. The participant must identify the strengths

Figure 3: LEADER Graduates are recognized by the Garrison Commander in front of their peers, usually at a quarterly work force brief.





and weaknesses observed, both in their performance and the program as a whole. The paper must identify, at a minimum, three ways the program can be improved. Participants are required to apply their extensively developed concepts of leadership and strategic thinking. This paper is worth the final 10 points needed for completion of the program.

Students are recognized with an award in front of their peers and mentors at completion of Tiers One and Two. This is normally done at a LEADER Lunch and Learn session. Graduates of the program are recognized in a public forum, usually a garrison commander's workforce brief, with a locally designed LEADER Program certificate signed by the Senior Commander and the chairperson of the training committee.

Graduates of the LEADER program set themselves apart from the pack from that moment forward and are relied upon at all levels of command/directorate for their knowledge and execution of the finest leadership qualities. While graduation from the program does not guarantee a promotion, past practice shows us that it is often inevitable. When you foster and mentor leaders, their momentum can carry an entire organization. As a case in point, Fort Drum recently welcomed a new Civilian Personnel Advisory Center (CPAC) director, promoted after many years working her way up through IMCOM ranks. This individual started out in federal service as a GS-4 finance clerk. Today she holds one of the most influential positions at one of the busiest garrisons in the US Army. She is a graduate of the Fort Drum LEADER Program.

A Leader's Call To Duty

The LEADER Program takes an above baseline commitment from all involved. There is no doubt that this is a hard bridge to build for a workforce, but it cannot be viewed as a bridge too far. If we are to achieve LTG Lynch's strategic imperatives of continuing to evolve as a customer-focused combat support organization; embracing a performance-based management culture; and equipping our workforce with the competencies, skills and enabling capabilities needed to provide extraordinary support to our customers at the incredible speed of ARFORGEN, we as leaders must realize that our best work is through empowering others with the skills to achieve without a single-point leader. All other lines of effort, in our current campaign plan, or in any iteration to follow, are meaningless without a developed workforce – one trained, ready and able to be the stewards of the Army's home.



COL Riddle is garrison commander at Fort Drum. His previous assignment was as executive officer to the Director of the Army Staff. He holds a bachelor's degree from the Citadel and Masters in National Security Strategy from the National War College. During his career in the Army he has served at Forts Riley, Benning, Leavenworth, and Hood and has completed tours in Washington D.C., Germany, Bosnia and Iraq.

Judith L. Gentner manages the day-to-day base operations for the installation and tenant activities and provides administrative program direction to garrison directors and special staff. She has held several positions in Morale, Welfare and Recreation, including Director of Personnel and Community Activities in Schweinfurt, Germany.

Leadership Pot Luck

by COL Dan Thomas

Garrison Commander, Fort Meade

In IMCOM, how do Civilian leaders learn to lead? To manage? To plan?

The Grand Opening

In 2005 I was serving in my second year as garrison commander in Bamberg, Germany. Soon, we were going to have the good fortune to open a brand new gym in our community. Up until that time, I'd say the fitness facility we had was a typical Army old-style gymnasium. You know the drill: big basketball gymnasium floor, wooden bleachers, cinder-block walls with giant logos painted on, big clock. Small side rooms, regardless of their original purpose, were now serving as cramped weight and aerobics rooms.

Well, this new gym was not an updated version of the old style. It was a complete departure--a \$15 million "aircraft carrier" of fitness. Built around two full-sized basketball courts in the center, it was two stories, with an indoor running track ringing the upper deck. Around the periphery of these two stories were glass-enclosed rooms offering boxing, weights, separate men's and women's weight rooms, aerobics, aerobic fitness rooms, spin bike room, ballet and dance room, sports classrooms, separate locker room for visiting sports teams, racquetball courts, two lounges and a fitness drink bar. The gym even had electronic shade louvers that adjusted to the angle of the sun and the indoor temperature of

the gym. It was sweet.

However, moving from old gym A to new gym B was no walk in der Parkstrasse. It was not a matter of just showing up at a new building when the Corps of Engineers gave us the keys. We had a lot of work to do. We had to fully equip it, to include a combination of some of our old weight and aerobics gear, and equipment for new functions we did not have previously, such as boxing and dance. Our small staff would suddenly have to maintain and operate a facility over twice the size of the old one, with new functions and technologies they had never seen or used. We had to move, train and equip one, while keeping the other open. We had to ensure the community was engaged and informed on new services. And we had to plan and execute a grand opening that was truly grand.

Well, as an Army officer, I guess I knew at least one thing about this endeavor with certainty: to pull this off, we needed a plan. So, I called in my director of community activities (DCA, predecessor to today's director of family and morale, welfare and recreation) and gym manager, a man who had been running Army gyms for decades.

"Do we have a plan yet?" I asked.

"No," he answered.

"OK, well, we have our mission," I replied. "Here is my intent. Here are the areas we need to consider: x, y, z. Now,

go out, put together a plan, and get back with me in a week."

Well, that was that... I did my job, right? At least, so far? Now it was up to them to do theirs.

A week later I am looking at the gym manager's plan. Well, what he called his plan, and what he wanted to make our plan. It really was nothing more than a disconnected, incomplete collection of tasks in various stages of completion. The things we were not doing, or omissions, or things half completed and snarled were glaringly obvious and a little frightening. Almost as frightening as the fact that I now knew this task was more complex than I envisioned, we were behind, and this "plan" was 100% inadequate. I explained to my manager the obvious criticality of this mission. I pointed out the lack of synchronization. I emphasized that in the current state, we were not even close to opening on time. I pressed the obvious answer, at least to me: there's no way we can execute this enormous endeavor without a plan.





This is not a plan. Now do as I told you: go make a plan and bring it to me.

Round two with my gym manager offered improvement, but not much. Round three: incremental improvement. But the good news was, during that third session, as I was again reviewing my NON-plan, I had my breakthrough. I discovered the core problem. I had met the enemy, and the enemy was me.

Perhaps it's as obvious to you, the reader, as it is obvious to me now in hindsight and a few additional years with our Civilian workforce. I knew that my gym manager, a man who had spent countless years running your traditional Army gym, knew little about this new technological masterpiece he was about to inherit, and he knew little about the new programs we were about to embark on, and knew nothing about grand openings; but what I missed was the most important element of all – he didn't know how to plan. Really, he didn't know what a real plan even looked like.

While you may consider this a long road to make a point, I like the story because it draws the problem out for you just as it was drawn

out for me in real time. We faced a real problem and had made little progress in solving it. The problem was dragging along, not due to lack of effort or irresponsibility on anyone's part, but due to misunderstandings between cultures and a lack of trained capability.

I viewed my gym manager's capabilities through my Army lens of experience and leadership expectations. And I expected him to tackle the problem with tools he didn't have because in his career track, they were never placed in his tool kit.

The Army Experience

Every Army officer's experience, regardless of branch and commissioning source, is similar. I was getting my leadership and management 101 as an officer cadet before I pinned on my second lieutenant bars. From there, I went to the basic course: six months of leadership training, combined with knowledge of my career field. A few years later came the Advanced Course. Then CAS3 and tack on a year for a master's degree program as a captain. CGSC consumed another year, and a variety of other courses were scattered throughout: Basic Counter-Terrorism (CT), Advanced-CT, NBC. Air Force Target Officer Course, three months. What about OPD's? Command Courses for Battalion and Brigade Command. War

College. I figure the Army has invested four years of committed classroom training to develop my leadership and technical competence.

But let's take it a step further. Many units pretty much train full time when not deployed. As a lieutenant, I served in a Mechanized Infantry Brigade. At the risk of dating myself, our mission in those days was to prepare to take on the Soviet Russians. The four years I was there, we trained and trained and trained. We never actually executed our tactical mission on the battlefield (unless I missed World War III while on leave), though we practiced it in the Georgia forests, at REFORGER and at the National Training Center. But if you really get right down to it, it was four years where I got to take my classroom training and put it on the practice field ... more training. Then how much of my career has actually been schoolhouse and practice field? Half?

Mission units — and the Garrison

There is another kind of unit or organization I am sure we are all familiar with in our Army career experience. I will call them mission units. They are units that are ALWAYS in the fight, either literally or figuratively. You don't train, then

go into the fight, then come out to train some more. I worked at U.S. Central Command (CENTCOM) for four years, and I don't remember ever training. It was before September 11, 2001, but we were at war every day. We were not training to produce intelligence or act on intelligence, we were doing it. We used the skill sets, the tools we already had in our toolkit. If you lacked knowledge in a subject area, you learned—you educated yourself using tools the Army had fortunately provided in previous training. PT? None that was organized, no time, but the Army had taught me enough about fitness to take care of myself and those under my charge that looked to be slipping. I think I went to the range twice, once to deploy and once while deployed. Deployed? Yeah, after 11 September, things certainly changed at CENTCOM, but not as much as one might imagine. The stakes were higher, as was the stress, and the hours were longer. But we did the same thing: mission. No training.

You have all been there—higher headquarters units, or units that must accomplish a functional mission every day. An Army Clinic or hospital is another example. On Fort Meade, we have several such units: the Asymmetric Warfare Group, or the 902nd MI Group or 704th MI Bde. They don't rotate into and out of the box and transition through training cycles. They execute their wartime mission every day from Fort Meade. They also have hundreds of Soldiers downrange every day. They conduct training, but it is auxiliary to their normal, daily mission execution, which must come first.

I should mention one other mission unit like this on Fort Meade: mine--the garrison. The garrison is analogous to these largely uniformed organizations--a vast mission of extensive complexity. Every day I am amazed at the enormity of what my people have to do, and how it never ends. They may pull off an exquisite event benefiting thousands of people, and they OFTEN do (Fourth of July, National Night Out, DISA Job Fair, etc) and many smaller ones. At the end of the event does not lie a welcome home banner and a party--it is usually another big, high-adventure, must-do, no-fail event. You have to hand it to them. They are dedicated and work hard. Thankfully, they have the training tools to pull it all off. Don't they?

Our Civilian Workforce

Our Civilians certainly receive training, both technical and leadership developmental. However, I don't think I am going out on a limb with the following observations:

- The technical schooling received is not nearly the equivalent of what the average Soldier receives.
- The quantity of leadership training is not even close to that received by our Soldiers, at any level.
- Some of the best leadership and management tools your workforce bring to the table are those acquired during their own prior military service; what the Army gave them as a Soldier, but not as a Civilian.
- As those in your workforce have matured in years of Civilian service, those years have been characterized by on-the-job experience and learning – work in “mission (garrison) units,” not training units. There are no units

in IMCOM where employees get to practice running an Army Community Service (ACS) office, bowling alley or golf course for three years before going to a “mission unit” or “deploying.”

- Civilian leaders are often technical experts that rise to their positions due to seniority in their field; but the leadership and management tools and experience are not necessarily part of their makeup.
- While Soldiers face times of training challenges due to assignment to “mission units” with lower training frequency and priority, these assignments are interrupted every few years by long sessions at school or new assignments. Civilians by-and-large don't operate in that environment.
- Civilian employees bring no predictable pattern of experience: employees come and go, both from among garrisons, the entirety of the Army Civilian and DoD Civilian workforce, and between government service and private sector jobs. This means, when hiring a Civilian, you find a wide variance in the leadership and management skills and experience one brings to your organization. When you get an Army major working for you, you can count on a certain, predictable level of school and practical experience. With Civilians, you cannot. It is **Leadership Pot Luck.**

The “So What”

At worst, I have now bored you with some observations that are probably obvious to you. At best, I hope I have focused a little insight and “ah-ha” on





our challenges with developing our workforce. So what do we do about it? Well, here is the moral to this story and what it means to workforce development for our garrisons. Army officers and senior NCOs – we are one fortunate bunch. The leadership and management skills the Army has bestowed on us through schoolhouse teaching, unit training, and on-the-job opportunities are unmatched—the more senior, the more developed. That means YOU, garrison leaders, and the other uniformed members of your command are the best suited to teach, coach, train, and MENTOR your Civilian leaders and managers, both junior and senior. You need to teach your workforces how to plan, how to execute, how to lead, and even how to train.

IMCOM is moving out with the new IMCOM Regulation 350-1, Training and Leader Development. Uniformed service members in IMCOM can certainly influence its successful implementation by direct involvement. But we can also get to the core of the commander's intent by evaluating the level of leadership and management competencies among our garrisons' leaders and managers, and apply our experience and tools to their growth, both through informal opportunities, and through development of formal programs. I must confess, at times I have shied away from involvement in Civilian leader and manager development. What did I know? I was a Soldier and had not spent years in the Civilian workforce. As it turns out, the truth is counter-intuitive: I have plenty to offer, because I had the good fortune of over two decades of officer experience and was outside the Civilian realm.

Back To The Gym

Some of you might be wondering what happened to my gym. Did my manager finally come up with a plan? Did he execute well? Did we have a successful grand opening and subsequent introduction of new services to the community, or a disaster?

Well, the Grand Opening was a tremendous success. So successful, in fact, we had to do it twice ... half our community was deployed to Iraq, and when the 1st ID ADC(M) and rest of the Division leadership heard and saw the results, they wanted the same for themselves, so we did it again when they redeployed home. The gym ran smoothly, and we introduced the new facility, new equipment, and programs to the community.

So how did I turn my gym manager into a great planner and executer overnight? Well, I didn't. I cheated. When I realized he did not have the planning and leadership skills and experience needed, I turned to someone who did: my Headquarters and Headquarters Company commander, an Army Captain, and teamed him with an experienced DFMWR employee.

Today, I have numerous leaders under my charge. Some are military, but the vast majority are Civilian. I now pay greater attention to leadership development in our garrison. It is not easy; my leaders have a wide variance in skills and experience. We are a "mission unit" with competing tasks and requirements too numerous to count that constantly competes for our time and attention. But we do the best we can, both formally and informally, to train and mentor our personnel, and

I believe we are making progress. I know one thing for certain, and that is if I asked my recreation manager to give me a plan for opening a new gym today, he knows what I am asking for, and it is due to our training.

As leaders, we have to always be open to new ideas and learning as well. I hope my lesson in leadership learned while opening a new gym in Bamberg, Germany, can help you too.



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Operationalizing Leader and Workforce Development

by COL Thomas D. Macdonald, Garrison Commander, Fort Benning

“Good leaders inspire others to follow - great leaders inspire others to lead.”

— MG Michael Ferriter

Thesis:

Installation Management Command (IMCOM) must operationalize leader and workforce development to effectively meet the near term and future challenges faced by our garrisons. Garrisons must have a professional workforce imbued with a “culture of service” inspiring them to provide dedicated support to commanders, Soldiers, Families, and the Civilian workforce. This culture of service focuses the organization on a goal of “exceeding

expectations.” The garrison workforce has a tremendous responsibility in supporting the senior commander in executing Army Force Generation (ARFORGEN) requirements and sustaining and improving quality of life for the community. To ensure success in these responsibilities, IMCOM must create a culture that provides education opportunities, training, and experience needed to build and sustain an inspired workforceⁱ.

Background:

Today's strategic environment is characterized by uncertainty, complexity and competition from a variety of actors across the operational spectrum. Changing demographics and

globalization exacerbate competition for increasingly scarce natural resources which drive international political-military competition and conflict. These same forces shape the garrison operational environment as each installation executes the IMCOM world-wide support mission. The 2005 Base Realignment and Closure (BRAC) Act significantly reduces the number of Army garrisons while Grow the Army (GTA) increases the Army's size to meet ARFORGEN requirements and transformation as the Army reorganizes into Army core enterprises and modular units. Any one of these initiatives would challenge garrison leaders; simultaneously executing all of them requires the same confident, versatile, adaptive and innovative leaders the Army Leader Development Strategy seeks to grow and develop for success in combatⁱⁱ.

Discussion:

There are significant challenges impacting the garrison workforce that increase the urgency for operationalizing leader and workforce development. Challenges include: limited developmental opportunities for entry level employees and junior Civilian leaders, increased organizational interdependencies, and increasing resource constraints. The challenges must be addressed as IMCOM implements the Installation Management Campaign Plan.

Due to recent contracting of lower graded positions across the installations, coupled with the standardization of position descriptions and grades, seemingly without re-





gard to mission capabilities or installation size and combat power, there are limited opportunities for junior leaders to improve their potential for professional advancement. The lack of professional development creates conditions for mediocrity in performance and a loss of potential leaders who see little opportunity as a DA Civilian in significant positions of responsibility. This condition has created a climate marked by a lack of progression, and it has resulted in a lack of emphasis on focused experiences, which limits developmental growth and may make government service unattractive to many talented leaders. This reduces the ability of junior leaders to develop the skills and credentials to compete for advanced leadership positions. Many of IMCOM garrisons' senior positions are filled by former uniformed service members who have benefited from the Non-Commissioned Officer and Officer Education systems (NCOES & OES), making them more competitive than most career Department of Army Civilians. The result of this imbalance has created an aging workforce and limited significant promotion potential for junior leaders. It provides little incentive to create the culture of service needed at our garrisons. There are a great number of qualified people working in and leading our garrison workforce, however, the full potential of the entire workforce has not been tapped.

Increasingly, the garrison workforce must be able to effectively partner with outside agencies as organizational interdependencies increase with the Army's establishment of Core Enterprises and necessary partnerships in order to meet current and emerging

challenges. Garrison employees not only support the Senior Commander and this staff, but also partner with U.S. Army Medical Command, Army Material Command, Network Enterprise Command, and Services and Infrastructure Core Enterprise elements to effectively synchronize activities across the installation. In addition, environmental requirements necessitate partnerships with Department of Justice, United States Fish and Wildlife, Environmental Protection Agency and others. Garrison lead-

Leaders must ensure the workforce understands the organization's vision and how their efforts support a "bigger picture" as described in campaign plans and Senior Commanders' vision and priorities.

ers must establish relationships with community leaders in government and business to leverage support to the installation. Agreements between multiple agencies require emerging leader skill sets based on relationships, and not command authority. Further, decentralization is critical as these relationships must be established throughout the leadership hierarchy to fully exploit opportunities and successfully meet challenges. The establishment of healthy relationships becomes critical to improving performance by leveraging additional resources and integrating efforts in support of installation prioritiesⁱⁱⁱ. The workforce must be able to gain the trust of individuals and organizations that can facilitate the success of the mission.

Decreasing budgets are a reality, and the competition for limited resources will become more prevalent. Resource

limitations will require leaner organizational structures to effectively operate within budgetary constraints. Optimized manning will be required to provide the same, if not better, services at the garrison level. Achieving mission goals will require a highly skilled, inspired, agile, creative, and effective workforce capable of prioritizing efforts with minimal guidance. The professional development of garrison leaders must be resourced to sustain the workforce in continuing to meet the expectations of Soldiers,

Families, and Civilians. Business is rapidly becoming a thing of the past as our future leaders must lead us in cost saving practices and champion the sustainability of our resources to more effectively support Army installations. Sustainment of an inspired workforce is also critical to prevent a loss of intellectual capital in competition with other sectors of society.

Discussion:

Effective leadership is necessary throughout the organization to meet the challenges described above and enable a motivated and adaptable workforce. There are several key areas that need to be addressed for leaders to create and sustain a culture of service in their organizations. Adaptable leaders must inspire the members of their organization to develop the competence and attitude needed to exceed expectations in providing services to the instal-



Inspirational leaders are recognized routinely for demonstrating initiative and superior service beyond the scope of their duties. Many vertically aligned and inspired leaders have been Civilians in nonsupervisory positions. Irma Mason became an example of an inspired leader when she gave up her lunch hour to accommodate customers who came to her office when it was closed. They didn't realize they needed appointments, and an elderly couple had traveled considerable distance to get there. She didn't tell them to come back later--she did more than what was required and made some customers very happy--and probably surprised. In the words of a Soldier who was there, "She represented the Fort Benning Civilian Workforce in an excellent manner...to a Columbus City Council representative, retired family members and an active duty soldier. She also demonstrated caring, compassionate and dedicated leadership to her subordinates in the ID Card section."

lation. Leaders must ensure the workforce understands the organization's vision and how their efforts support a "bigger picture" as described in campaign plans and Senior Commanders' vision and priorities. Leaders must empower their workforce by decentralizing decision making to the lowest level possible. Leaders must identify individuals capable of influencing others in support of the commander's vision.

Aligning the installation's strategy and the employees executing this strategy is what George Labovitz and Victor Rosansky, in their book "The Power of Alignment," call vertical alignment. Labovitz and Rosansky note that, "vertical alignment energizes people, provides direction, and offers opportunity for involvement."^{iv} MG Michael Ferriter, the senior commander at Fort Benning, established "Demonstrate Inspirational Leadership" as a priority to recognize individuals who are operating in vertical alignment. "Demonstrate Inspirational

Leadership" is one of the six lines of effort in the Maneuver Center of Excellence (MCoE) Campaign Plan. MG Ferriter operationalizes this line of effort by routinely recognizing inspirational leaders across the installation.

Inspirational leaders are recognized routinely for demonstrating initiative and superior service beyond the scope of their duties. Many vertically aligned and inspired leaders have been Civilians in nonsupervisory positions. For example, MG Ferriter stopped at a Fort Benning Access Control Point, to recognize a security guard, Mr. Jimmy McCoy, for his leadership and outstanding performance. When asked what effect the visit had on him and those around him, Mr. McCoy stated that "when a leader takes the time out of his schedule to recognize you for what you do, it makes you want to do it even better." Mr. McCoy also believes the experience had a positive effect on the morale and performance of everyone there that day.

Adaptive leaders who demonstrate and foster inspirational leadership as part of their daily philosophy will see the effects of their efforts at all levels of their organization. Supervisors leveraging this principle can create an environment that encourages their subordinates to perform at their highest potential. Leaders must realize that this principle not only encompasses fulfilling their duties and responsibilities to their utmost ability, but also taking time out to recognize when their subordinates do the same. "It's simple human nature: if you want people to behave in a certain way, model it by treating them that same way."^v For garrison leaders, their customers are the people with whom they come into contact every day, whether it is the Family member entering through the access control point (ACP) or a Soldier in-processing. Each person should see the effects and reap the benefits of inspirational leadership.

The garrison workforce must see "the big picture" and realize that every task they perform is directly linked to providing "The Army's Home" to Soldiers and their Families. Ensuring that individuals at all levels understand how their daily duties support an Army at war and provide an outstanding quality of life for the community is critical to ensuring they seek to exceed expectations. Mr. McCoy, as a security guard, understands that he doesn't just serve as the first line of defense as he checks identification cards, but he serves as an ambassador for the installation as the first point of contact for visitors. Given Mr. McCoy's interaction with thousands of people, his actions may have a lasting impression on those entering the installation: positive or negative.



In “Creating Magic,” Walt Disney World’s Lee Cockerell says that in the mid-1990s, executives from Walt Disney World developed a strategy to enhance teamwork, productivity and the quality of their product by including the cast members into the decision-making process for the entire organization. After some initial push-back, executives were able to convince cast members that they would be able to play a major role in developing the organization’s strategies without taking the blame if those strategies failed. As a result, each and every cast member would learn the mission and values of Walt Disney World, learn the impact of his or her services on guest satisfaction, and be able to exchange jobs with other cast members to gain a better understanding of the organization.^{vi}

Decentralizing the organization and empowering the workforce is critical to establishing a culture of service. Workforce empowerment fosters initiative, innovation, and creativity. Workforce empowerment is contingent upon an understanding of the Army’s values, legal and regulatory requirements, and a well communicated vision for the organization. Today’s generation values individual contributions and helps to develop emerging leaders as they exercise decision making without fear of failure if action was intended to support the commander’s intent. Lee Cockerell supports the idea of a decentralized workforce, “If you want to lose great people quickly, look over their shoulders all the time and make their decisions for them. On the other hand, if you want to be a great leader, learn to let go. Hire great people, be perfectly clear about their responsibility, authority, and account-

ability, and let them do their thing.”^{vii} Empowerment enables the workforce to gain leadership experiences at the lowest level and helps promote pride in the organization.

Garrison leaders must identify individuals who have the ability to influence others. Ori Brafman and Rod A. Beckstrom, authors of “The Starfish and the Spider,” describe people with exceptional abilities as catalysts. “Catalysts are inspirational and collaborative; they talk about ideology and urge people to work together to make the ideology a reality”^{viii} Leaders at all levels can leverage these catalysts to motivate others into supporting

Today’s generation values individual contributions and helps to develop emerging leaders as they exercise decision making without fear of failure if action was intended to support the commander’s intent.

the organization’s vision and develop best practices in support. Leveraging catalysts is key to creating and sustaining a culture of service. They will motivate others to commit to the vision and goals of the organization and work to exceed expectations no matter what service they provide. Catalysts, as influencers, additionally are multipliers giving the organizational interdependence prevalent in today’s environment. They can quickly establish useful working relationships with people in other organizational circles, thereby reducing barriers and gaining unity of effort to further the goals and mission of the organization. Fort Benning has had great success in establishing a partnership between the garrison, Corps of Engineers, United

States Fish and Wildlife Service and other agencies working through enormous environmental challenges related to the construction effort associated with the BRAC movement of the Armor School to Fort Benning and the establishment of the MCoE.

Conclusion:

It is imperative for the entire IMCOM garrison workforce to have a culture of service as they support commanders, Soldiers, Families, and Civilians at every installation. LTG Rick Lynch has consistently called for IMCOM to “stop acting like an agency, and start acting like a command.” To do this, we must invest in the professional de-

velopment of our workforce to ensure they are proud of what they do and are inspired to provide the best services possible to the community. Led by adaptive leaders, the workforce must be comfortable operating in an environment of interdependent organizations and austere resourcing. Leaders must be creative and dedicated to serve as they develop their organizations to support the vision of the senior commander and Installation Management Command. More important, the workforce must understand the impact they make on our Army’s mission and the quality of life of the Army community and are inspired to support a culture of service and exceeding expectations.

Recommendations:

IMCOM must make professional development a priority to help generate competent, adaptable, and inspirational leaders capable of creating a culture of service.

Professional development must occur in three specific areas, education, training and relevant experience. Programs currently exist to develop uniformed leaders at various levels of experience, but the Army does not adequately support such developmental opportunities for our Civilian workforce. We must create professional forums at the installation level, support in-

Structured development paths should focus not only on developing the individual as a catalyst and service provider, but expand the topics focusing on agile leadership.

stitutional course attendance opportunities, and challenge our workforce by providing other developmental experiences. Finally, we must resource training opportunities with centralized funding sources.

Civilian workforce education must be tailored to address the needs of a vertically aligned, decentralized and empowered organizational structure. New topics, such as cost management, process improvement methodologies, organizational behavior, and strategic planning, must be cornerstones of the new curriculum. Training opportunities through the Business Executives for National Security (BENS) and other partnerships with industry may be coupled with proven Army lead-

ership programs, both Civilian and military, to provide the training needed for today’s challenges. The Army Management Staff College offers various Civilian Education System (CES) courses, based on the individual’s level in the organization and leadership assessed potential, that focus on primary skills needed in the Army. Unfortunately CES does not address many of the topics discussed above, nor is there a programmatic curriculum for achieving professionally recognized benchmarks that meet Army needs or expectations.

Creating professional development plans, integrated with customer ser-

vice plans, establishes these expectations and holds employees accountable in providing services that meet or exceed expected performance. The ability to tailor these plans to each installation’s unique mission is paramount to the overall success of the program. At Fort Benning, we are establishing the first step of this program by developing ‘Smart Books’ for every employee. These books, readily available in hard copy and electronic forms, contain various installation phone numbers where the employees can connect each customer with the service they’re requesting. A Soldier or Family Member should not call the Family Housing Office and be turned away because they need the MWR Lodging office.

The professional development plans and customer service plans will identify how and when recurring training should be implemented across our installations on an annual basis at a minimum, and match identified Army, installation, and workforce educational and training needs. IMCOM could provide direction and an outline of topics to be included, but the training should be tailored to the installation. Training should focus on how an individual’s job is linked to the IMCOM Campaign Plan and the Senior Commander’s mission, vision, and priorities to achieve vertical alignment. Training modules would also be tailored to ensure each member of the workforce understands how his or her contributions are aligned vertically within the garrison. Training would include a customer service training block to complete organizational alignment. The training delivery could be conducted at garrison, directorate or even division chief level. This training will help better align the garrison workforce to exceed expectations of every customer they serve.

The Army must ensure each emerging leader is afforded the appropriate experience to build on the education and training opportunities. Through well defined professional development ladders, these growing leaders can apply their education and training to internalize their leadership skills. Structured development paths should focus not only on developing the individual as a catalyst and service provider, but expand the topics focusing on agile leadership. Through formalized education and training, along with developmental positions across installations, individuals can build on



their experiences, from assignment to assignment, in a structured environment. Additionally, these progression ladders should be focused on various career paths that appeal to emerging leaders across the Army.

Civilian professional development in the Army has not received the same emphasis as our OES/NCOES programs. This stems largely from a lack of emphasis on professional development due to competing requirements and limited resources. IMCOM Regulation 350-1 begins to address these issues with the appointing of the Garrison Training Program Manager and initiation of the Army Centralized Individual Training Solicitation (TACITS) survey. However, this program is new and will take time to develop. Until the funding stream matures, I recommend a dedicated line of accounting for IMCOM employees, fenced exclusively for professional development. Additionally, a Common Level of Support must be established and dedicated to performing the Training Program Manager tasks. To create adaptive leaders, either through 350-1 or another program, the Army must make professional development a cornerstone over the next decade to effectively transform Line of Effort 3--Leader and Workforce Development--from paper to program. With constrained budgets and growing mission requirements, training courses are typically the first to suffer. Leader and workforce development must be sustained through dedicated resourcing. Fencing these resources demonstrates the Army's commitment to the individual and demonstrates inspirational leadership from the top down.

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^{iv}George Labovitz and Victor Rosansky, "The Power of Alignment" (Canada: John Wiley & Sons, 1997), 27
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Garrison Leadership: Enlisting Others

by COL Charles Allen (Ret.), U.S. Army War College

Command of a garrison requires a leader who understands it is unlike any other assignment. Writing for an earlier edition of the Journal of Installation Management (JIM), I offered a perspective to those officers about to assume garrison command and provided recommendations to help an incoming garrison leader make the most of the first 90 days in command (Allen, Journal of Installation Management online, Summer 2009). The key components of the leader transition were to prepare for command, to learn the command, and to establish a personal network of installation professionals.

The new garrison commander (GC) prepares by internalizing the Installation Management Campaign Plan and other Installation Management Command (IMCOM) policies and strategies, while learning directly from those with garrison experience. This edition of the Journal includes articles from garrison commanders that discuss the many facets of leadership and workforce development that the typical garrison makes available to its community—Soldiers, Civilians and Family members. The complexity of garrison operations is well established and there is the necessity to collaborate at multiple levels. But another, often overlooked, aspect of leadership development is the process by which the community receives and acculturates its new leader every

two or three years. Therefore, upon assuming command, the garrison commander should develop strong relationships with the garrison staff

Some Commanders had not worked with a predominantly Civilian workforce...add to that stakeholders—customers (family members, Host Nation politicians, US politicians, etc.). Suddenly you are forced to think (strategically) across several spectrums...the kinds and depth of tasks are also challenging - the GC has to know a little bit about a lot of things. -Region Director

and community members who are the constituents and key stakeholders, but also important mentors. One could say this is the paradox of leader and workforce development. In this case, the workforce contributes significantly to developing the leader.

Each GC receives missions from IMCOM and the Senior Commanders of their installations. Through the application of strategic planning, the GC sets the direction for the garrison and begins to move forward to execute the strategy to achieve the assigned mission set. For success, the GC has to be the leader, but must understand that leadership is different from previously held command assignments. The framework for this article builds upon the Kouzes and Posner (2008) concept of enlisting others. This framework includes the traditional *leading of the organization*, the unfamiliar *leading without authority*, and the potentially uncomfortable *leading up*.

Leading the Organization

Officers selected for garrison command understand and have been very successful in applying the basics of leadership as captured in our Army doctrine. *Field Manual 6-22 Army Leadership* (2006) provides a concise definition of leadership as "a process of providing **purpose**, **motivation**, and **direction** to accomplish the mission and improve the organization."

Our officers have demonstrated great competence with direct leadership while in a variety of command and staff positions. Officers selected for garrison command have "made the cut" with successful company-level commands of tactical Modified Table of Organization and Equipment (MTOE) units and high performance in field grade assignments such as executive officer and operations officer for battalions and brigades. Many GC selectees have served as staff officers on division and higher-level staffs of such large and complex organizations.

As these officers transition to garrison command, the same leadership principles from operational units apply to leading the installation workforce and its staff. This garrison team consists of the directors and supervisors, the workforce, and the contractors who provide essential services for base support operations under the Common Levels of Support (CLS). The mem-





bers of this team must have a sense of **purpose** and understand what value they bring to the organization. That value is tied to the perception of doing meaningful work, which is powerful **motivation** for employees. The garrison command team should also communicate that it cares for the employees by providing the resources (e.g., people, funding, equipment, and time) to do the job, the training to do it well, and the developmental opportunities for self-improvement. The climate and culture of the organization should be such that each member sees himself as an integral part of a team that is necessary for the success of the organization. Early in the command (within the first 90 days), the GC should conduct an organizational diagnosis to assess the culture and command climate using the existing IMCOM tools of the organizational self-assessment (OSA). The OSA is a framework developed by the National Council for Performance Excellence that IMCOM has adopted to provide a holistic view of garrisons.

Every visit I make impresses me with the dedication of Civilian employees to Soldiers and Families. The folks at Ft Xxxx tell story after story of how deployments and redeployments run well because of the all the work they do to support... No [extra] pay, no compensation, no big front-page story. But, day in and day out they want to do what's right.
-A Senior ACSIM Civilian

The **direction** for the workforce is provided not only by the strategic plan for the garrison, but also with policies and implementing guidance from the parent command, IMCOM. The key function of the commander is to assign priorities aligned with the core capabilities required from the garrison by its customers. This is especially important in an environment of scarce resources, competing requirements, and uncertainty. Hence, the strategic direction provided by the garrison commander with the vision and mission statement must be consistent with the daily realities faced by the workforce.

Leading an organization is probably the most natural and comfortable role for the garrison commander. While

the context may be different with a predominately Civilian and contractor workforce, the underlying leadership principles are the same. Successful commanders get out of the office and lead (not manage!) by walking around and talking to people at all levels—from the clerks and childcare providers to the range control specialists—in the organization. These leaders also use proven communication and recognition events such as workforce town hall meetings, annual “state of the community” briefs, and award ceremonies. The enduring leadership principles are to inform, engage, and demonstrate appreciation to the most essential element of the garrison—its people.

Leading without Authority

The more unfamiliar territory is leading either those who are not under the commander’s direct authority but to whom they have the responsibility to serve, or those who can assist in providing service to customers in the garrison. Jim Collins (2007) acknowledged the essential leadership requirements for public and civic organizations. Collins holds that leadership of hierarchical organizations is qualitatively different from the lateral leadership required for garrisons. In this context, leadership is more about influence, finding common purpose, and building consensus than about giving direction. The GC provides leadership for peers that are the tenant commanders, for the Family members

and residents, for the members of the local community, and for the volunteers that support the installation.

For each of these groups, the policies of the garrison directly or indirectly affect the operation of the units and the quality of life of those associated with the installation. There are several examples that come to mind. For tenant units, access to quality ranges and facilities is critical to training for readiness in Core and Directed Mission Essential Task Lists (CMETL, DMETL). Soldiers and their Families are directly affected by the availability of child and youth services that are of immense importance with our Army’s pace and frequency of deployments. The quality of life for installation users is indirectly influenced by the partnership the GC has with several tenant activities outside of the chain of command. These activities include Army and Air Force Exchange System, Defense Commissary Agency, Department of Defense Dependant Schools, as well as the Medical and Dental Command units. The GC must also develop partnership with public administration (county and city officials) and civic organizations (e.g, Chamber of Commerce) in the local community.

We have all experienced the good work of volunteers from both on-post and the local community members (retirees, veterans, and civic groups) that complement existing IMCOM programs. Where would we be without the volunteers who coach youth teams, organize chapel support programs, man information desks at clinics and hospitals, lead scouting activities, and raise funds for scholarships? From my

experiences, celebrating the contributions and successes of those who offer their time and energy is a worthwhile investment for the garrison and a primary purpose for annual renewals of the Community Covenant. The GC actions offered below provide an equivalency of purpose, motivation, and direction when leading without authority (Warner, 2002).

- Communicate a desired future.
- Create a common goal.
- Enhance relationships inside and outside the command.
- Embrace new opportunities.
- Build teams, create trust and manage conflict.
- Negotiate agreement and commitment among stakeholders.
- Strive for continuous improvement and excellence.
- Demonstrate conviction to values.
- Recognize others’ success.

The GC should recognize that groups that are “outside chain of command” and volunteers are important stakeholders in the successful operation of the installation and, in turn, the greater community. As such, these stakeholders and their interests should be captured in the strategic planning process. This can be accomplished through representatives in the process or by soliciting input from focus groups. The

GCs have to go to the GC Conference with an intentional engagement strategy. After my first GC Conference, I made sure I had my “to do”/“to see” list for every other one I went to. I also took every opportunity to talk to any ACSIM/IMCOM SES that visited here.
-Garrison Commander

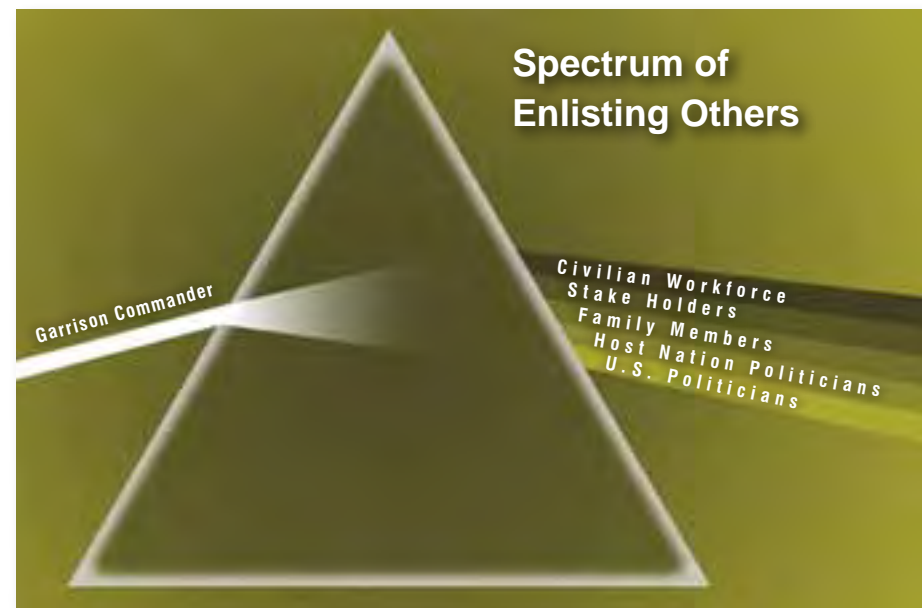
resulting installation strategic plan should have a vision that is shared among all, along with well-developed goals and strategies. The execution of the strategic plan requires collaboration and cooperation among the groups that make up the community. Feedback from these groups helps determine how well the garrison is doing and provides information on how to improve its operation. Success breeds success on the way to excellence.

Recognition through the Army Communities of Excellence (ACOE) program is the culmination of well-developed goals and successfully executed strategies. Customer service and satisfaction is the hallmark of excellence in installation management. The ACOE program is an annual competition that uses a modification of the Malcolm Baldrige National Quality Award Criteria and showcases the good work garrisons do within their communities (Wilson, 2007). It illustrates the value of partnership among those who deliver essential services and provide for the quality of life for Soldiers and Families. Participation in the ACOE competition makes the garrison a better team and enables continuous improvement.

Leading Up

The most uncomfortable aspect of garrison leadership may be the necessity to lead those who are considered “bosses.” For garrison commanders there are a number of “bosses.” The garrison chain of command includes the Senior Commander of the installation, the Region Director, and the IMCOM Commander and Deputy Commander as well as their respective staffs. Wharton School Professor Michael Useem (2001) captured the

Figure 1: Spectrum of Enlisting Others.





essence of this leadership challenge in *Leading Up: How to lead your boss so you both win*. Leading up is “a matter of offering a boss your strategic insights or persuading a superior to alter directions....It requires an ability to work in two directions at once, of stepping into the breach when nobody above you is doing so – and of listening to those below you when they have much to offer you.” (Useem, 2002). Leading up requires a potential shift in how the officer has operated in past assignments where the mission and priorities were well defined, the resources were relatively fixed, and the organization was inherently responsive to direction. In garrisons, each of these conditions may be challenged.

Several external factors affect garrisons. Army Force Generation (ARFORGEN), Base Realignment and Closure (BRAC), result in changing missions, priorities and, ultimately, resourcing. Garrison commanders have “ground-truth” appreciation of the unique requirements and the challenges of their garrisons. While the Assistant Chief of Staff for Installation Management (ACSIM) develops policy and IMCOM builds the supporting strategies from the corporate perspective, that centralized planning has to be executed in a decentralized manner at the garrisons. The garrison commanders are the first-line providers of common levels of support to their installations and must work with their Senior Commanders to identify how that is accomplished locally. This places the garrison commander in an awkward position when the policy and funding do not appear to meet the needs of the installation.

The garrison commander’s first responsibility in leading up is to inform and educate the Senior Commander. The Senior Commander must understand and be part of the strategic planning process for the garrison so that visions and strategies are aligned and complementary. For success, it is critical that divergent goals are addressed and resolved early. When there is a conflict, the garrison commander should engage the Region Director to make the case for flexibility in executing the IMCOM programs, to gain additional resources, or to suggest changes in policy and priorities. The garrison commander recognizes the same responsibility to lead up occurs with the leadership of IMCOM and ACSIM. Garrison commanders have the opportunity and the obligation to engage these senior leaders to advocate for their installations. In addition, commanders point out systemic issues that can hurt the performance of the Services and Infrastructure elements of the Army Core Enterprise Concept. We have all commented that the ubiquitous “they” from higher headquarters do not understand what is needed at our level and that “they” are disconnected from reality. Garrison commanders also have the opportunity to provide insights and offer solutions based upon an intimate understanding of their local installations and personally experiencing the challenges of implementing IMCOM strategies.

To lead up requires that the GC establish a relationship of trust and credibility with those higher in the chain of command. As Useem (2002) offered, “upward leadership is not about seizing power, undermining your boss, ingratiating yourself, or otherwise augmenting your stature at the expense of others. It is about serving the organization and the people it serves – whether customers, owners, or constituents.” The First Principle of service to others goes back to the Army definition where leadership is about accomplishing the mission and improving the organization. The engagement with senior leaders should never be self-serving or overly parochial. Garrison commanders are expected to advocate for their installations and their workforce. To be effective advocates, commanders must interact with those leaders who provide strategic direction and have access to resources.

In developing the relationship, there is balance with the frequency of contact, the amount and type of information provided, and discretion in when to engage. Knowing the personalities, preferences, and decision-making styles of the senior leaders is essential. The commander should understand what is im-

portant for senior leaders to know and consider as the leaders strive to accomplish their respective missions. The commander should have good appreciation of the issues, have completed a thorough assessment of the perceived problem, and offer viable solutions. Garrison commanders should be aware that competence is presumed by virtue of the command position, but confidence in one’s judgment is earned in the relationship.

The Synergy of Enlisting Others

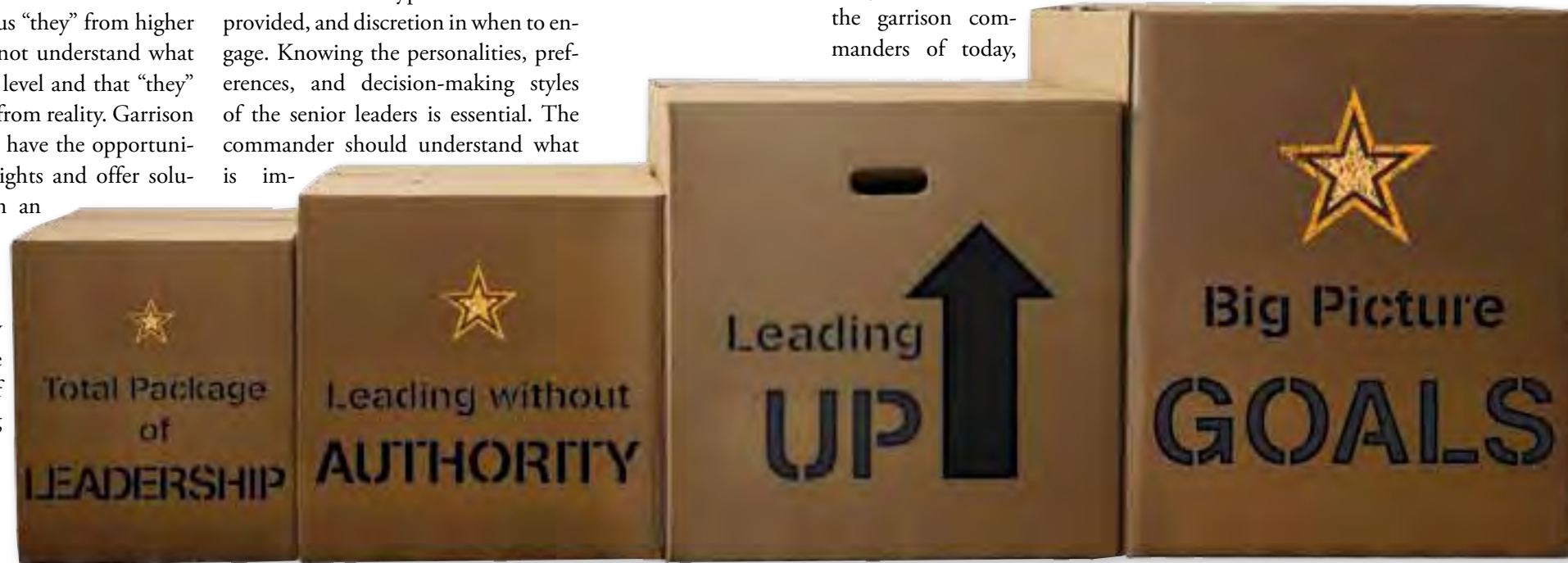
After my base support battalion command tour, I became the Chief of Inspections, United States Army Europe (USAREUR). As an Inspector General, I had the opportunity to visit each base support battalion (BSB) and area support group (ASG) (both are now designated as US Army Garrisons) and every installation in the command. With few exceptions, the commanders of those O-5 and O-6 level garrisons did not have prior experience with installation management. They were, however, like the garrison commanders of today,

charged with supporting an Army that had rotational deployments and were subject to short-notice missions. We in USAREUR were “On Point for the Nation.” The base operations mission was the same—to provide bases to house and train combat-ready units, to provide quality of life for the Soldiers, Families, Civilians, and retirees in the community, and to enable the deployment of the units when called.

The commanders and their command team built upon their fundamental leadership skills to lead the workforce of Civilians and local national employees. The commanders realized that the success of their military communities was inextricably linked to partnering with tenant units, with the volunteer activities led by spouses and retirees, and with the members and leaders of the local German communities. The commanders established relationships of trust with the Senior Commanders that were developed by the garrisons’

demonstrated ability to fulfill core mission requirements in challenging environments (resourcing, competing priorities, and uncertainty). The most successful commanders transitioned from the focus on leading the organization to leading without authority and leading up to influence their bosses to accomplish the “Big Picture” goals. Garrison command requires that total package of leadership.

The synergy of combining the three leadership foci results in a qualitative increase in mission performance. How can one know? The four base support battalions in our 98th Area Support Group all placed in the top five for the USAREUR Army Community of Excellence (ACOE) Program in 1999 and, in 2002, Department of the Army recognized as the 417th BSB as a “Best ACOE” installation. During that timeframe, the base support battalion supported the deployments and redeployments of 1st Infantry Division and V Corps units to Bosnia, Kosovo, and Macedonia. It enabled the short-notice deployments of Corps assets out of the European theater. It provided for the well-being of the Families left behind and had a healthy relationship with our German hosts in the many surrounding communities. Then, as now, there were challenges and stressful times. As one reviews the list of ACOE Award winners in the 21st Century, the diversity of Army garrisons is apparent. Successful accomplishment of their mission in support of training (Fort A.P. Hill), forward-deployed forces (Japan and Germany), and power projection (Fort Bragg and Fort Stewart and Hunter Army Airfield) enables the Army mission. The IMCOM mission requires excep-





tional leaders who have the capability to lead at several levels (Allen, 2007) and across traditional organizational boundaries to “support expeditionary operations...and to provide a quality of life for Soldiers & Families commensurate with their service.”



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Leader and Workforce Development: Maintaining the Fort Knox Heart and Soul in Good Times and Bad

by COL Eric Schwartz, Garrison Commander, Ft. Knox

Our workforce is the heart and soul of the garrison organization. It is the conduit through which the Installation Management Command provides all the programs and services needed to support our Soldiers and Families, Retirees and Survivors – to make the installation their home. An educated and dedicated workforce can overcome almost any challenge an organization faces. In today’s era of persistent conflict, it is critical that Army garrisons maintain a professional workforce team that is agile, educated, motivated, and has a common understanding of the overarching mission, goals and objectives. They must seize every opportunity to achieve efficiencies and improvements and must be good stewards of all resources – the

novatively accomplish the installation management mission, we must focus on activities that:

- Develop and retain multi-skilled and adaptive leaders;
- Provide for constant communication and continuous workforce feedback;
- Ensure teamwork, professionalism and selfless service in all things;
- Ensure we have a sustainable, empowered workforce focused on collaboration and innovation;
- Provide continuing education and training opportunities; and
- Inculcate a culture of safety, sustainability and a healthy work environment.

In today’s era of persistent conflict, it is critical that Army garrisons maintain a professional workforce team that is agile, educated, motivated, and has a common understanding of the overarching mission, goals and objectives

environment, taxpayer money, and time. In order to achieve our objective to develop and retain a multi-skilled workforce comprising military and Civilian leaders and personnel with the knowledge, capabilities, skills, and opportunities to successfully and in-

Leadership Development

When available resources decline, organizations will often trim or eliminate training and development programs first. However, while identifying and training leaders is important at all times, it is vital in lean times. Ensuring the organization has leadership that is

adaptive, that can drive efficiency, and that can solve difficult problems is the only way to achieve mission success. Emphasis on innovation and managing change is essential. The Fort Knox garrison recognizes the importance of leadership development and has published our “Human Capital Resource and Successor Workforce Plan.” This plan sets our course for developing and retaining leaders through fiscal year 2014. Succession planning is the strategy used to identify successor workforce competencies, occupations and characteristics. It takes into account environmental influences such as other organizations recruiting for leadership positions, present and future organizational competencies/occupations requirements, recruitment influences such as labor pool and population trends, and occupational/competency gaps in the workforce. Plan objectives are included in our semi-annual strategic planning session reviews. Objectives are reviewed twice a year and modified to meet the needs of a changing command.

Training and education are essential to the development of leaders. Military

leaders are well trained in leadership as part of their military training. Civilian supervisors and senior leaders take advantage of courses available through the Civilian Education System. Individual development plans are used to determine what training is needed and desired. Many of our leaders can



take advantage of courses now available online, saving time and money. A focus on ethics training is also important to ensure our leaders engage only in legal and ethical behavior and that they promote an environment of legal and ethical behavior in our organization. Annual ethics training is required. Performance management training is also part of leadership development. The performance management system is a powerful way to drive the right behaviors when used properly to incentivize and motivate employees.

Communication and Feedback

One of the key challenges in leading the workforce in the year of execution and in upcoming fiscal years is to communicate, educate, and get our message to the workforce with limited resources. At the most recent Fort Knox Garrison semiannual strategic planning session, we identified communication as the number one challenge across all lines of effort in the garrison's plan. Communications should be seamless and the message must be consistent. In evaluating the communication process, we classified information flow with our workforce and the Fort Knox community at large into two-way and one-way communication methods. Two-way information methods have a flow of information from the organization to the workforce and community and also include a way to receive immediate feedback. The garrison uses traditional two-way communication methods such as town hall style. Town halls are recorded, and DVDs made available for those who cannot attend. Briefing materials are also made available. This allows a train-the-trainer approach and ensures important garrison information is communicated to the

workforce. It enables staff directors to replicate the Town Hall environment and train their workforce in their own functional areas to help achieve the overall garrison, IMCOM and Army goals and objectives. Our garrison has a long-standing open-door policy that facilitates two-way communication with the workforce on a more personal level. I am accessible and convenient to all. Supervisors and senior leaders are also available to receive workforce feedback at any time. The garrison team also works to spot new technologies and trends that will improve the efficiency and effectiveness of our communication methods. We have broken down barriers and implemented new two-way communication methods using social media, such as Facebook, Twitter, and Flickr. Other informal methods of two-way communication include stopping by school bus stops to talk with waiting parents and get their feedback. We enlist community members at large through Community Information Exchanges (CIE) to understand the issues and challenges facing the garrison residents and stakeholders.

The garrison also has many one-way communication

methods. These tools are practical and functional ways to get short-range news, information and updates out to the workforce. These methods include newsprint via "The Turret"; television via Channel 98; and email via KNOXINFO announcements. We also publish periodicals such as the MWR magazine, "Opportunity Knox". Temporary signage in heavily traveled areas, marquee sign announcements and even bulletin boards in the workplace are useful ways to disseminate information to the workforce. Increasingly, both intranet and internet have become key communication tools. We post announcements and video on our websites for key messages and updates to

installation policies. An example is a new video posted to explain changes in our weapons registration policies. We also post the Fort Knox Installation Guide and the Garrison Strategic Plan on our websites. We work to ensure information is easily accessible to the entire workforce. We seek new technologies to help us in communication for emergency management, as well. We are currently working on a dialogic communicator that will flash emergency messages on computer screens and text message our workforce and residents in the case of an emergency or disaster.

We strongly encourage feedback from our workforce. We believe all feedback positively contributes to achieving excellence in providing installation services to Soldiers and Families. Interactive Customer Evaluation (ICE) is one of our key feedback methodologies. It is an active program at Fort Knox. I personally read all ICE comments and respond to many. ICE comments drive change, from improvements to the workplace environment, to

procedural changes that enhance the employees' overall work experience.

Teamwork, Professionalism, Selfless Service

Building a team to achieve our mission starts at the top. The Fort Knox Garrison starts with semiannual strategic planning sessions comprising senior leadership and key directorate personnel to review IMCOM and Fort Knox mission, vision, and lines of effort. We look to the future and evaluate our strengths, weaknesses, opportunities and threats and develop our strategies and actions. By setting short, mid and long-term strategies, objectives and actions, our organizational direction is set and leaders can communicate this to the workforce. Knowing where we are going is the first step in building a cohesive and effective installation management team. Providing excellent installation services to Soldiers and their Families is the higher purpose in what each employee does each day and understanding this higher purpose helps employees to dedicate themselves to achieving our goals and objectives.

Team building also results from process improvement techniques such as Lean Six Sigma project teams. Cross-functional teams are assembled to study and improve the efficiency and/or effectiveness of our processes. Each member brings different knowledge and experiences to the team and the results are synergistic. These efforts also break down barriers of communication among different functional areas. This teamwork benefits the entire organization.

We not only strive to achieve team

building and teamwork within the organization, but we also work to achieve it on the installation as a whole. There are many diverse commands resident on Fort Knox. The garrison functions as a point of integration for all. The Senior Commander sets our priorities, and we are tasked to inform and educate the installation about the multiple missions and priorities. While we work daily with the many tenants on Fort Knox, the Installation Planning Board is convened on a semi-annual basis to share not only the garrison ongoing and future actions and plans – but those from the other Installation Service Providers, such as Medical Command (MEDCOM), Network Enterprise Technology Command (NETCOM), Army and Air Force Exchange Services (AAFES) and resident unit commands from Forces Command (FORSCOM), Training and Doctrine Command (TRADOC), and U.S. Army Reserve (USAR). The Senior Commander and I co-chair this meeting and can emphasize to all tenants his priorities. The Installation Planning Board is a key mechanism to ensure transparency between commands as one team – one effort.

Other team building and professional development activities on Fort Knox include the annual Fort Knox organization day, where we gather to engage in fellowship and team building activities. We have clubs operating on the installation such as the Fort Knox Leadership Association, which is designed for key leaders from multiple commands across the entire Installation to share information about their organizations and missions. The Fort Knox Leadership club hosts an annual Hot Dog & Ice Cream Social





as a Civilian appreciation event. Fort Knox also has an active multi-command chapter of the American Society of Military Comptrollers. This is a private organization that provides professional development opportunities both locally and nationally.

Collaboration and Innovation

Understanding that innovation is the key to our success, and that innovation works best through collaboration, we have implemented programs on several fronts that utilize collaboration to innovate our services. Within our organization, we have assembled a cadre of trained Lean Six Sigma (LSS) practitioners. These practitioners lead teams of employees that use the structured and fact based LSS approach to improve the effectiveness and efficiency of specific work processes. We also solicit and maintain a list of candidate projects to be studied. When a LSS practitioner has completed a project, they are assigned another. To date we have realized over \$10 million in cost savings and avoidances through this program. Fort Knox received an IMCOM Lean Six Sigma Excellence Award Program (LEAP) award for our project that studied the high cost of Federal Employee Compensation Act (FECA) claims on Fort Knox. The study recommended an emphasis on ensuring safety on the job and providing additional training. Supervisors attended FECA training, and a training video on how to avoid slips, trips and falls was purchased and made available to the workforce. The total cost avoidance for this project was over \$3.8 million. A recent recycle project certified one LSS black belt and two green belts. It saves over \$1million. This project team and the indi-

vidual that led it were recognized at the recent garrison town hall meeting.

We collaborate with partners outside our organization to generate innovations as well. Through partnerships with local utilities and energy companies, the Fort Knox Energy Team pursues an aggressive energy reduction plan focused on sustaining the installation. Fort Knox's unique geology has allowed the installation to install geothermal heating and cooling systems, resulting in a significant reduction in natural gas consumption. Furthermore, Fort Knox recently began drilling for natural gas on the installation through a partnership and is now receiving this natural gas at a reduced rate. Additionally, the Fort Knox energy reduction plan continues to increase the installation's use of renewable energy sources such as solar, wind, and methane gas generation. Fort Knox also employs state-of-the-art

technology in managing energy consumption. Heating and cooling of administrative facilities is reduced after business hours thereby reducing overall energy consumption and cost. All new construction on Fort Knox is required to be connected to this system ensuring Fort Knox continues to garner energy savings.

The Residential Communities Initiative (RCI) has privatized family housing construction and management on Fort Knox and is another example of collaborating with other organizations to provide improved services and facilities to our Soldiers and Families. This program has generated over 850 new homes on Fort Knox and renovated over 1,200 existing homes. Four- and five-bedroom homes are now available to Soldiers with larger Families. The cost to the government for these improvements is substantially lower than what could be achieved by using government resources alone.



Education & Training

As with leadership development and training, workforce development and training can often take a back seat to the demands of accomplishing our day-to-day tasks and can be delayed or curtailed due to lack of resources. I recognize the critical importance of training and educating the workforce. All employees are required to have an Individual Development Plan (IDP) in which they outline their required and desired training and education. This plan is developed in conjunction with their supervisors in order to ensure occupational and competency gaps are addressed. We encourage all employees to work on Civilian Education System (CES) course credit and equivalency. We try to maximize CES training through the use of web-based course work to keep costs down. There are a multitude of annual refresher training courses employees must complete, such as Ethics training; Ethics for Government Purchase Card Holders; Subversion and Espionage Directed Against the Army (SAEDA) training; Prevention of Sexual Harassment (POSH) training; and Substance Abuse – Drug free workplace training. The Civilian Personnel Advisory Center (CPAC) offers training in strategic recruitment and National Security Personnel System (NSPS) to Total Army Performance Evaluation (TAPES) conversion, and manages new employee orientation. All recurring training reinforces important workplace policies and procedures. This training is mandatory and employees are held accountable for completion.

Our Equal Employment Opportunity

(EEO) office offers employees interested in mentoring opportunities a chance to work with volunteer leaders to develop their professional and leadership skills. This is an active program and we have had positive feedback on the program. This is yet another way we are building a cadre of future leaders. The EEO office also conducts recurring training to supervisors and the workforce to reinforce the EEO policies and procedures. This required training is also provided to all new employees as part of their orientation.

MWR Employee Development and Customer Service Training: The Fort Knox Directorate of Family and Morale, Welfare and Recreation (DFMWR) has been on the forefront in our organization in developing strategies and policies to develop and train employees. The DFMWR has 650 employees registered in the MWR Academy Online site, www.mwraonline.com. This learning site is dedicated to providing relevant online training to Family and MWR professionals. Division chiefs and managers discuss training and development opportunities and standards with all employees during annual and semi-annual performance reviews. With the addition of online Individual Development Plans and Professional Development Plans by position and the Directorate driven mandatory requirement for use, the number of registrants from Knox significantly rose in FY10 by 60 percent over the last year. Thirty-five managers having supervisory, facility, program or fiscal responsibility have completed the MWR Academy Online Basic Management Course. This represents 80 percent of the management staff successfully completing this course.

Fort Knox uses a variety of methods to create a customer-focused environment within each of its DFMWR programs and services. Active recruiting and hiring practices; regularly scheduled new employee orientations; high-quality service standards; leadership, current business knowledge, coaching and mentoring; situational awareness; marketing techniques; training opportunities; and employee recognition and incentives all balance to create the customer-driven culture found throughout Fort Knox Family and MWR.

Fort Knox's methodology for recruiting and hiring customer focused, qualified employees includes selection based upon prior customer service experience and the applicants' ability to deliver an exceptional level of service to the Fort Knox standard. The Family and MWR Team Member Orientation (TMO) course is mandatory within the first 30 days of employment. The two-day course includes Chain of Command introductions and blocks of instruction that build a foundation for understanding the organization's purpose and their role within the DFMWR. A three-hour online DFMWR Orientation class is a prerequisite. The second day's itinerary includes a block of in-depth customer service training and mandatory safety, antiterrorism, ethics and EEO training.

Management's focus on customer service and employee development is intensified during initial, mid-point and annual performance ratings. Each employee is required to review written customer service standards twice a year and assist the supervisor in the development of an individual de-



velopment plan based upon the skill needs in their current position; the job series professional development plan; and future growth opportunities. Management places great emphasis on developing leadership through training, coaching and mentoring. Additional responsibility with management oversight is used to develop employees to the next level.

One of the goals in the Knox DFMWR Strategic Plan is to recruit, develop and retain a high-performance, service-orientated MWR workforce. Our 2009-2013 strategic goals directly support our mission and vision statements and focus on employee development and its direct correlation to delivering exceptional customer service. Fort Knox DFMWR was selected for the 2009 Exemplary Employee Development Award because of its sustained dedication to employee development and the focus on the future. One hundred percent of the current workforce has been trained in customer service delivery and standards of service at Knox. Realizing our employees are our greatest asset and that their further development will ultimately enhance our customers' experience, we have purposefully focused on training opportunities and assets to assist in this endeavor. In September 2009, Knox Family and MWR opened the doors to a newly renovated 6681 square-foot DFMWR training center. Complete with classroom, computer stations and a training library, it is designed to accommodate multiple training support functions. A computer lab provides 12 computer workstations with individual terminals, three RecTrac Point Of Sale training computers and a computer-synched projection system for instruc-

tor use. Web linked assets will allow for hands-on classroom training in a wide variety of subjects. Training curriculum will soon include basic and intermediate computer classes and group DFMWR online classes, as well as providing support for employee individual development plans and annual mandatory training. The leadership team of Fort Knox Family and MWR is dedicated to providing an unparalleled level of customer service to its patrons and is steadfast in its commitment to set the standard for quality of life and well-being programs on Fort Knox. We have done this and will continue to do so through investment of time, training and mentorship opportunities to our workforce and listening attentively to our customers' and employees' wants and needs.

Safe, Sustainable and Healthy Work Environment

Providing a safe and healthy work environment and encouraging a healthy lifestyle provides quality of life to our employees and also benefits our organization as a whole. A high-quality work environment helps to retain the valuable, trained employees in which we have invested. There is a direct correlation between the safety & health of our workforce and overall productivity. At Fort Knox, safety emphasis starts at the top. Command Safety messages are issued at all major holidays and as the seasons change. The Command Safety Council is held quarterly. These meetings allow senior leaders to review accident and incident statistics and review actions to improve safety. Fort Knox has a robust safety program that addresses all aspects of safety. The Safety Office holds an annual safety stand-down day and a motorcycle

safety day. They issue an annual safety action plan and it is posted on their website. Safety videos are also posted on their website. They conduct annual safety inspections and train safety officers. The Safety Office addresses subjects such as hazard communication (HAZCOM), the emergency action plan, the fire protection plan, respiratory protection, the exposure control plan, fall protection, process safety management, hearing conservation, and much more.

I also chair the Community Health Promotion Council (CHPC) in which we partner with the hospital and others to ensure the health and welfare of our Soldiers, Family members, and DA Civilian work force. The commanders/directors should be aware of problems and irritants, and take initiatives to maintain high morale and caring leadership. This council serves as one mechanism for commanders and key treatment and prevention staff to discuss unit/installation risk reduction needs and emphasize and enforce procedures and prevention tools that will reduce the rate of suicides, gestures, attempts, drug and alcohol usage; and promote healthy lifestyles.

Our process improvement efforts are also contributing to the overall safety of our workforce. A good example is the LSS project aimed at reducing FECA costs referenced above, which resulted in additional safety training to prevent slips, trips and falls in the workplace.

Our Challenges Today

The Army is in the midst of a protracted conflict that will likely continue for several years to come. The Army

is also in the process of transforming both organizationally and geographically – through Base Realignment and Closure (BRAC). At Fort Knox we are experiencing an enormous amount of rapid change, which, along with budgetary restrictions, makes some of our obstacles seem almost insurmountable. We have identified and prioritized our issues and we work hard each day to identify and implement innovations to gain efficiencies. We also work to develop mitigation strategies to ensure we are delivering the best possible services to Soldiers and Families.

The most difficult challenge we currently face is restricted funding. The Civilian workforce has been significantly impacted as a result. We are currently under a hiring freeze with several critical positions left unfilled. We struggle with conflicting priorities for in-sourcing and hiring freezes. Our aging workforce is retiring and the hiring freeze makes it increasingly difficult to retain, recruit and train replacement workers. We are currently relying on re-employed annuitants to bridge some of the occupational or competency gaps. We are looking at how we can engage with the Warrior

Transition Unit to bridge some of those gaps as well. Another mitigation strategy we are exploring is partnering with Veterans with Disabilities. The Veterans Administration will pay the veteran's salary while the individual gains experience working in garrison positions. Because Fort Knox is in the midst of unprecedented job growth, we are concerned that we may become a "revolving door" – getting people in who immediately get picked up for DA Civilian positions elsewhere.

Reduced funding has also impacted our ability to build on our innovation efforts. We have lost some LSS practitioners to other commands. Funding restrictions have forced a moratorium on travel, which impacts our ability to train the workforce. Because training funds have been limited, and IMCOM has had limited training opportunities for LSS practitioners, the garrison has partnered with Army Accessions Command and has been able to train black belt and green belt candidates here on site, saving TDY funds. These employees are the future leaders of our organization, and they are the key to gaining the big innova-

tions we need to successfully reduce costs and gain efficiencies.

Another challenge presented by the transformation currently ongoing at Fort Knox is our struggle to retain our trained and experienced work force. Fort Knox is transitioning from the home of the Armor Center and School to a multifunctional installation. The Senior Commander role will transition from the Armor Center to Army Accessions Command (TRADOC). There will be a strong USAR presence. We have several FORSCOM units to support, including the 3/1 IBCT. The Human Resources Command (FOA) is relocating to Fort Knox and will form the Human Resources Center of Excellence. These incoming organizations have higher grade structures and currently have many vacancies to fill as they stand up here at Fort Knox. Another impact of units transitioning to and from Fort Knox has been members of split Families deciding to relocate, and retirement eligible employees making the decision to retire instead of moving to a new location. This is further depleting our workforce. While it is hard to compete with higher pay, or to mitigate personal Family situations, we are working to enhance employee satisfaction and engagement within the organization. We ensure the work environment is pleasant, comfortable, and safe. We ensure each employee knows from the top how important they are to our mission to provide for Soldiers and Families and how much they are appreciated. We take every opportunity to communicate this message through forums such as town hall meetings.





Delivery of installation services has become increasingly fragmented as major service providers realign in accordance with Army directives. While some transitions have brought little or no impact, such as the transition of clinical substance abuse services from MEDCOM to IMCOM, others have been disruptive, such as last year's transfer of information management functions from the garrison to NETCOM. Other installation services are controlled by other commands, including Civilian Personnel (CHRA), Contracting (MICC), Commissary (DeCA), and medical services (MEDCOM). We will soon see the logistics function of the garrison move to Army Materiel Command (AMC). The garrison lacks operational control of these elements of installation services, but the garrison has been assigned the overall responsibility to deliver installation services for the Senior Commander. This makes the Installation Planning Board all the more critical for communication with the Senior Commander and tenant units on the installation. Fort Knox conducts an IPB every six months and all installation service providers participate.

Celebrate Success — Keep Improving

We have many success stories that point to our ability to effectively manage the change and challenges we face each day. We have managed a significant work force transition from Military Police to DA Civilian police and from contracted security guards to Civilian security guards.

Performance management is understood at all levels, with the NSPS

system, Common Levels of Support (CLS) program management reviews, and communities of practice being primary reasons for this. From the deputy, to directors, to subordinate supervisors, everybody has specific performance goals and objectives. We will soon transition back to TAPES program of evaluating Civilian employees, and all will be cognizant of the need to closely monitor the process so we retain the type of specific, measurable objectives introduced under NSPS. They will be results driven, and IDPs and objectives will be linked to garrison and IMCOM objectives.

We have implemented and institutionalized communication forums that improve the information flow within our organization and with our Partners in Excellence. Examples include Facebook, the Garrison Strategic Plan, the Installation Planning Board, ICE, and the Organizational Self Assessment. We intend to survey the workforce to ensure the message has permeated the entire workforce.

We are also developing new ways to engage our workforce and customers. One new successful program recently implemented was the Earth Day Amnesty Day. In support of Earth Day 2010, the Fort Knox Environmental Management Division (EMD) hosted a day to collect excess hazardous materials. EMD's intent was to assist military units, garrison and tenant organizations and Fort Knox contractors with the trouble-free ability to turn in hazardous materials that were no longer needed. They collected 8,582 pounds of hazardous waste. This improves workplace safety and provides a healthier environment for all and pro-

vided EMD the opportunity to engage with employees and customers on hazardous waste turn-in.

The garrison team will not fail – each day we work longer, harder, and faster. As resources continue to dwindle, this will eventually take a toll. We understand that we cannot sustain the organization with non-paid voluntary or paid overtime. This will result in increased sick leave usage, illness, and perhaps attrition. Our focus will continue to be on innovation and collaboration. It is the key to our success. The care and keeping of Soldiers and Families is an awesome responsibility and vital to Army success. The Fort Knox garrison is committed to providing unsurpassed installation services that ensure the best home for our Soldiers and Families.



COL Eric Schwartz was commissioned an Armor officer with a degree in Education from Lynchburg College, Va. COL Schwartz's assignments include troop leading positions in West Germany during the Cold War, Tank Company Commander during Operation Desert Storm and Tank Battalion Commander during Operation Iraqi Freedom I. In April 2003, COL Schwartz's Battalion attacked into Baghdad as the lead Armor force of the Thunder Run. COL Schwartz has extensive experience working with International Partners during Combat, Peace Support and Disaster Relief Operations.

Workforce Development: the Foundation for Sustained Success

by COL Wayne A. Green, Garrison Commander, Fort Leavenworth, and Jennifer Mootz

I'll level with you. I had never heard of the German term Fingerspitzengefühl until Defender 6 (Commanding General, LTG Rick Lynch) used it at the latest Installation Management Community conference. So much for a SAMS (School of Advanced Military Studies) education and a couple tours in Germany. Thank goodness for Wikipedia. Fingerspitzengefühl is a stated ability of some military commanders to maintain awareness of an ever-changing operational and tactical situation by maintaining a mental map of the battlefield. The term literally means "finger tip feeling", and is synonymous with the English expression

command is built on the art of finding tradeoffs every day, month and year. Whether you are striving to become the Great Place, the Best Hometown in the Army, or a Community of Choice; all of us share the common goal - to deliver the most we can at the highest quality for the Warfighter and Family who deserve all that we can deliver. We are all about keeping our promise – a collection of our own personal covenants. That is the gratifying part of our jobs. However, there never seems to be enough time to do what we want to accomplish. The more we analyze our requirements compared with our capacity, the tougher the choices

must increasingly be through our employees and leaders. But, in order to achieve enduring excellence, our workforce must have the knowledge, skills and abilities, the tools and techniques, the information and authority to move the organization in the direction that it must go with little more guidance than the commander's intent. To accomplish this, we must build and institutionalize a strong organizational culture and paradoxically, in order for the commander to gain a better "finger tip feeling," we must further decentralize leadership and decision making. These two things require well-planned and structured workforce development practices that go beyond just training and include such considerations as workforce capability and capacity, mentoring, career development, communication, empowerment, and rewarding performance management.

The Power of Decentralization
"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success." -Steven Covey



of "keeping one's finger on the pulse". So our challenge is to find and monitor the pulse on an ever-changing operational environment from our camps, posts and stations to our Senior Commander and through our Region and IMCOM chains of command. Our

are about where to commit resources, make the most of our dollars, and understand and communicate when a service or facility's condition becomes red or amber, or amber becomes green or vice versa. I contend that our critical path to success has always been and

Decentralization refers to how much decision-making authority has been delegated to other management levels, or how empowered workers are to make decisions. For years, the installation management environment has been characterized by unpredictability, uncertainty and change. Daily, we



must address and overcome a variety of new and unexpected issues and opportunities in order to be successful. In such an environment it goes without saying that the solutions and strategies we develop today are often inappropriate or irrelevant to the challenges we will face tomorrow, so innovation is becoming increasingly critical to our success. Effective implementation of the organization's strategies depends on managers and employees who are involved and have the flexibility and authority to make decisions. Decentralization promotes that flexibility and responsiveness because it empowers and adds responsibility, which in turn makes work more interesting and challenging, motivating employees and providing them greater incentives to put forth their best efforts.

Yet, decentralization, in order to be effective, requires an approach to workforce development that will support it.

Everyone in the organization shares responsibilities for making decentralization work. **Senior leaders** must set and share organizational direction (provide aim), convey intent and priorities and provide resources. Also critical is the demonstration that they value employees and trust the intentions of people to do the right things and make the right decisions. When they do make those decisions, perhaps taking risks in the process, they should be recognized and supported by leadership when decisions have less than desirable outcomes. This leadership environment creates a work environment in which innovation and out-of-the box thinking become the norm. In the second quarter this year for example, we held four "inlay meetings" – brainstorming

sessions in which we sought employees' ideas on ways to save or to make money. We received so many ideas we are challenged to sort them out and implement them – from hydroelectric power on the Missouri River to an MWR wishing well for deployed families. More importantly, in order to encourage this creative thought and idea sharing in the future, each participant received personal thanks and public recognition for their contributions in this effort.

Directors and senior managers set the conditions for decentralization. They must communicate effectively and ensure that they have given their employees all the information they need to make good decisions. In addition to rewarding, recognizing, training, listening, and hiring accordingly, supervisors should ensure that employees' roles in a decentralized organization are integral to their performance objectives. If we're looking for autonomous initiative and self direction, those traits need to be specified and incentivized. Similarly, some employees may need additional coaching and mentoring in order to effectively use the authority given to them through empowerment.

Employees, whose orders in the past may have been very directive, must now understand the fact that an empowered organization and its strategy are different and more inclusive than what they might expect. Ever heard the story of President Lyndon Johnson's visit to the NASA space center in Houston? As it's told, the President noticed a janitor in the facility, carrying a broom. He interrupted his tour, walked over to the man and said, "Hi,

what are you doing?" to which the janitor responded, "I'm helping put a man on the moon, Mr. President." Truth or fiction, the point is well-founded. If the empowerment and autonomy that are key to a decentralized organization are to be used effectively, employees must understand how their jobs fit into the bigger picture. That means taking risks, making decisions, being accountable and leading up. Ironically, more autonomy for employees entails more responsibility at all levels of the organization.

Building an Enabling Culture
"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."
 --General George Smith Patton, Jr.

It is difficult to put a dollar value on an organization operating from commander's intent and a common purpose as opposed to one that is waiting to act on specific directives from the commander or afraid to act for fear of making a mistake. The evidence shows time and again that motivated, informed and empowered employees are likely to deliver a higher quality product at a better cost than the same employees who simply follow orders, unaware of the commander's intent, or who face obstacles to rapid decision-making. Leading by clear commander's intent to enable the formation of a productive culture is much more likely to stand the test of time – to create lasting excellence. To that end, if a decentralized organization is the toolkit in becoming a "Sustainable Army Community of Excellence," then organizational climate is the roadmap – HOW we're going to get there.

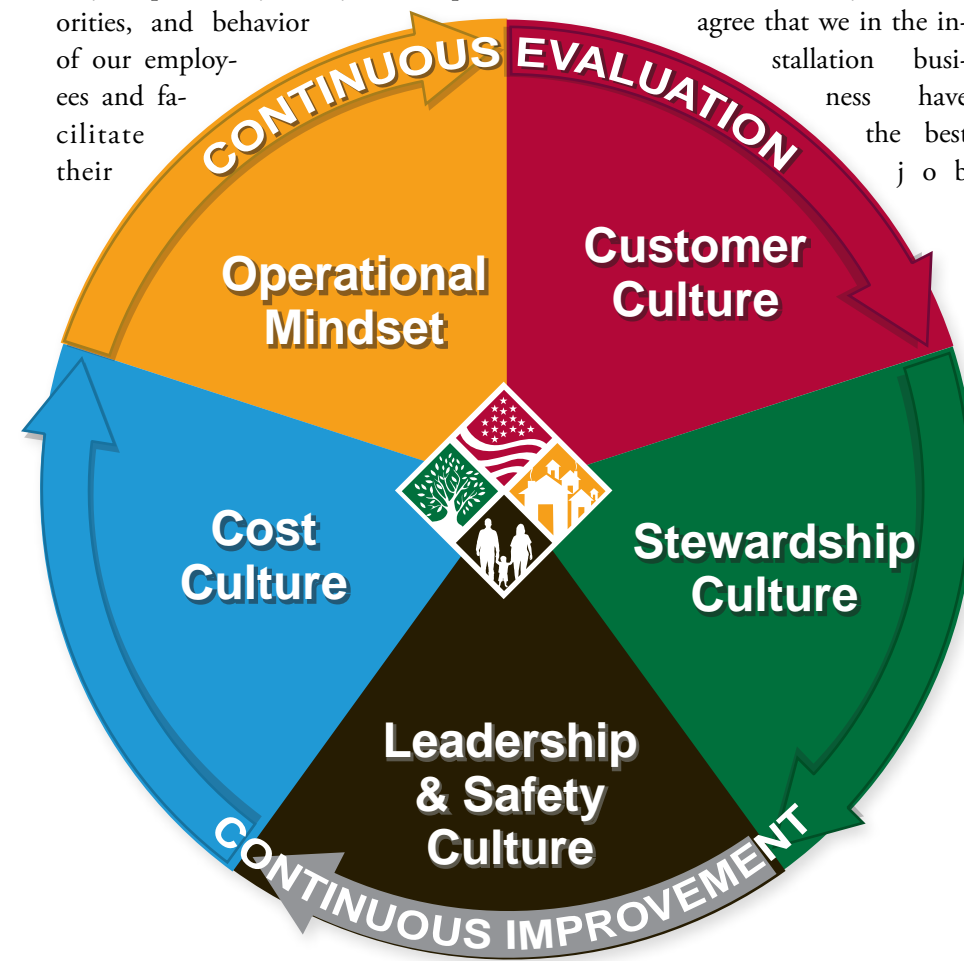
Organizational culture is best described as the values, norms and assumptions shared by members of the workforce. It is shaped by the words and actions of its leaders, how work systems and processes are designed, what and how work is rewarded and recognized, how work is prioritized and how resources are used. When cultures are positive, strong and well-established, they can do great things for any organization. They can attract and retain high-performing employees, engage the workforce, create energy and momentum, and improve engagement and attitudes toward work. Most importantly, organizational cultures create focus, alignment and synergy. Arguably, more than inspirational vision statements, they shape the day-to-day efforts, priorities, and behavior of our employees and facilitate their

decisions of HOW work should be accomplished. Accordingly, we at USAG Fort Leavenworth are working to build and institutionalize five interdependent cultures that will posture us for success both now and in the future. They are the heart of our Integrated Management System that is set forth by Installation Campaign Plan Line of Effort (LOE) 4, key task IR2: Sustainable Army Communities of Excellence, but in order for these cultures to achieve their purpose in acting as a roadmap to lasting excellence, we must develop the workforce accordingly, as set out in LOE 3, Leader and Workforce Development.

Customer Culture: I think you would agree that we in the installation business have the best job

in the Army. However you define the customer – kids, Families, single Soldiers, Army Civilians, retirees, Gold Star Families, or deployed Families, we get to serve national heroes every day. It is the unifying energy of our posts and garrisons. Since it is our customers who determine quality in our programs and services, the success and sustainability of the garrison depends greatly on our ability to effectively listen to and learn from them and to deliver to their requirements and expectations. Customers drive the way we do business and are our highest priority in the way we accomplish our work. Whether through Interactive Customer Evaluation (ICE) or focus groups, or daily rounding, or Facebook and internet blogs, we have got to have that dialogue, that two-way communication with them to build the relationships that ensure a consistently positive experience, even if the answer is "no." In the last 24 months our monthly ICE submissions have grown from roughly 50 per month to over 400 per month with a goal of 5,000 annual submissions in FY 10 and 7,500 in FY 11. But that did not happen by accident. We had to do the troop-to-task analysis to ensure that programs were adequately staffed. Similarly, the roles and responsibilities for the program had to be clearly established. We had to train staff, not only in the use of ICE, but in managing customer feedback in general. Increasing ICE comments became central to the performance objectives of most managers and consistently positive feedback as well as customer recovery had to be rewarded and recognized.

Cost Culture: Costs must be an inherent consideration in every decision



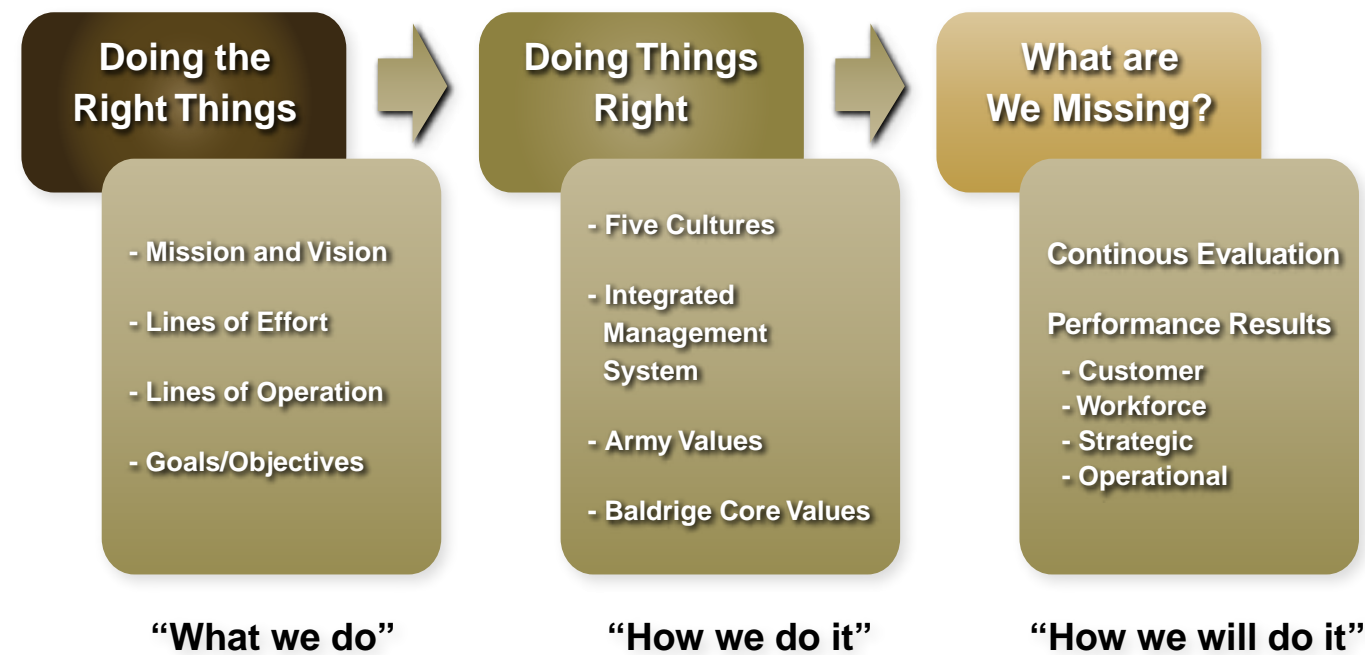
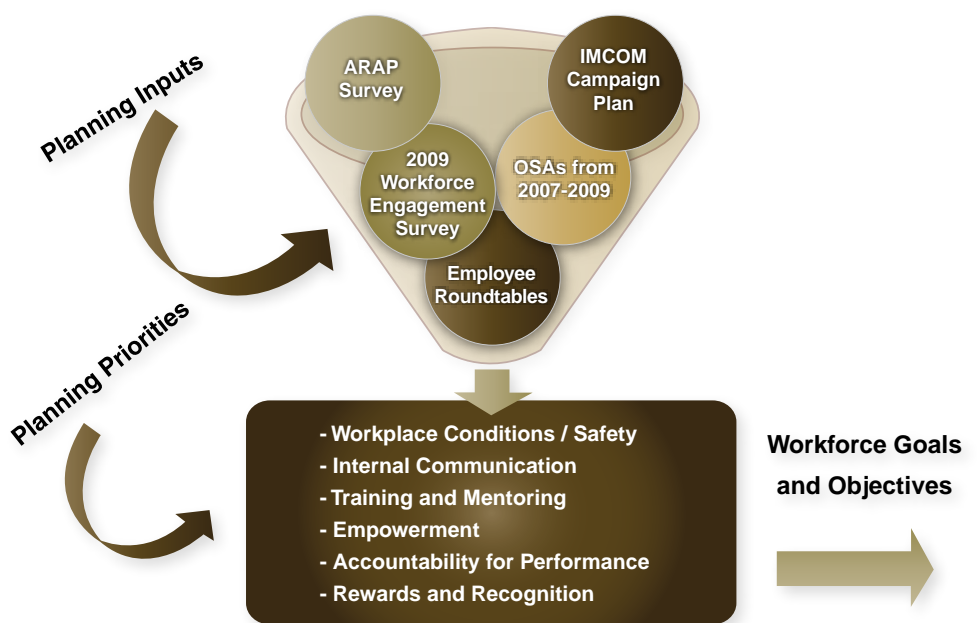


our employees make. For now, we have centralized our cost culture in the form of a garrison selective hiring freeze, constraining overtime and making the deputy to the garrison commander the sole approving authority for travel, but for the long haul we have to decentralize these efforts. For example, we recently fell behind our timeline for a Sustainment, Restoration and Maintenance (SRM) project and ultimately spent additional dollars at the final hour to complete the project on time for the customer. Sound familiar? We would rather have spent that money to widen the trail that over 300 bicyclists use every morning. What could have been done to prevent that? Did we effectively incentivize cost savings in executing the project? Was the management of the project itself appropriately staffed with the right people doing the right things at the right time? Did those involved in the management of the project have the tools or training necessary to get the most for our investment? In considering these questions, it becomes evident that develop-

ing the workforce is central to building a cost and conservation culture to promote accountability for spending, identify opportunities for savings, facilitate cost awareness, and relentlessly pursue efficiencies. More importantly, it is only through our workforce that we can maximize the bang for every buck we have and find creative ways to accomplish what we otherwise could not afford to do for our Soldiers, Families and Civilians. What about other workforce development considerations in building this culture, say recruiting and retaining for example? Lean Six Sigma is the Army's tool of choice for identifying and implementing cost savings and cost avoidance opportunities. So, to what degree are we incorporating LSS credentials (Green or Black Belt Certification) into the selection of new or promotion of existing employees?

Stewardship Culture: Congress designated Fort Leavenworth a National Historic Landmark in 1960 in recognition of its historic role in the open-

ing of the Western Frontier and its picturesque beauty. As the fort is the oldest standing Army post west of the Mississippi, the garrison serves as the primary steward of the fort, with a responsibility to the nation as well as those Soldiers and Civilians who live, work and train here, to preserve its natural resources, buildings, landscapes and vistas. Additionally, one of the key determinants of success in overcoming the challenges posed by our resource constrained environment is the degree to which we manage energy consumption on the installation. Improved energy efficiency, decreased dependence on fossil fuels, and conservation of water resources must be central to our operations and the decisions we make every single day. For example, we could never replace the 150 year old trees that make our post unique if their viability was ever compromised, but through empowering our forester to develop creative solutions to enduring problems, we can now conduct an urban tree census for the purpose of monitoring and maintaining every single tree on post. With the increased importance of energy conservation to both cost savings and environmental stewardship, we bit the bullet on losing our energy czar for a week so that he could attend training to become a certified energy auditor, thus increasing our capability to identify new opportunities for energy savings. So while empowerment and training are key to institutionalizing this culture there are several other workforce development considerations that can be instrumental as well – workforce capability for one. If we are to achieve LEED (Leadership in Energy and Environmental Design) certification in our buildings, both existing and to-



“What we do”

be-built, have we examined whether the employees charged with this objective have the capability to realize it? Do they have the right training, incentives, motivation? If not, how can we get them there from here?

Operational Mindset: Here is where we bring it all together. If we continue to consume our time operating in Covey's Quadrants I and III versus Quadrant II, when can we ever find time to properly inform, educate and train the workforce or optimize our services to our customers? We must cultivate an organizational consciousness that our work systems, functions and objectives are interconnected and interdependent. No directorate, division, event or undertaking is 'an island,' and therefore, systematic and deliberate management of operations at every level in the organization is a prerequisite to effective time management, achieving efficiencies in money and manpower utilization, and in focusing the garrison on common goals and desired outcomes. The most im-

portant workforce development consideration in institutionalizing this culture is communication. To this end we are enabling synchronization and sharing of information through the creation of a garrison calendar, managed by the Directorate of Plans, Training, and Mobilization, and synchronized weekly with partners and the Senior Commander's staff. We then use a Battle Update Briefing twice a week for final preparation of events within a 72 hour time horizon. This mindset provides forums for directorates to receive commander's guidance and intent and a planning horizon that facilitates agility in taking advantage of such opportunities as a last minute visit to post by the Kansas City Chiefs. The benefits of this culture are limitless but ultimately they enable employees to better visualize the environment and make informed decisions at their level.

Valuing the Workforce: As employees are our greatest resource, an investment in them is an investment in the

future success of the garrison. Effective approaches to taking care of them, whether it's training them, recognizing them or protecting their safety and well-being, accomplish two things. They increase the effectiveness and efficiency of our employees and they serve to motivate, inspire and engage them. Doing all of these things will communicate to employees that they are valued, but one of the most effective ways to accomplish this is to listen to them. Through monthly Employee Roundtable discussions with selected workforce segments, we solicit feedback on anything from Government credit card usage to training to the supply and equipment needs of those in our shops. Even more powerful is the use of employee feedback in shaping our approach to workforce development. Through the Organizational Self Assessment (OSA), ARAP, engagement surveys and other mechanisms, we are designing our approach to be responsive to the unique needs of the Fort Leavenworth employee.



The Workforce Development Keystone

Workforce development, then, is more than just training. It includes in its amalgam of responsibilities exploiting the diverse ideas, backgrounds and thinking of the staff, understanding what motivates your employees and delivering accordingly. It includes coaching, mentoring, the transfer of knowledge from departing employees, career progression, assessing and shaping workforce capability (what are we capable of doing) and capacity (how much can we do and how efficiently), recruitment, retention, succession planning, empowerment, rewards and recognition programs that promote high performance, and an effective performance management system that helps employees to improve their performance and achieve their professional goals. It's about more than just improving the skill of the people who keep our doors open. It's about putting the whole organization on a self-propelled trajectory for success – overcoming our challenges and opportunities for improvement to do the best we can for the Soldiers, Families and Civilians we serve, today and into the future.

Conclusion

“Start with good people, lay out the rules, communicate with your employees, motivate them and reward them. If you do all those things effectively, you can't miss.”

-- Lee Iacocca

From his first day as the CG, IMCOM, our most senior leader has asked us to take a hard look at three things: Are we doing the right things?; Are we doing things right?; and What are we missing? Through the IMCOM Campaign Plan, its Mission, Vision,

Lines of Effort and supporting objectives, our guidance with regard to doing the right things has been very clear. But doing things right - the HOW - is largely to be defined by us in our garrisons. Key to the how, is the development of our workforce. Habit 2 of Stephen Covey's "Seven Habits of Highly Effective People" is, "Begin with the end in mind," so in creating and retooling our leader and workforce development program – our "HOW," we concluded that we must institutionalize certain enduring cultures and further decentralize leadership and decision making. This requires that employees have the knowledge, skills and abilities, trust, motivation and empowerment to make the right decisions at the right time in the absence of directive guidance.

Even with all the money and facilities and equipment and acreage we need, we cannot become sustainable Army Communities of Excellence without valuing and growing our people. And while for many of us, this may seem like a daunting task, it really boils down to just a few simple ideas. Within the means we have available, we must give our people the tools they need to contribute, to make decisions, and to always act in the best interest of the customer and each other. We must train them, coach them, listen to and communicate with them, helping them to understand the purpose and the goals of IMCOM and the garrison and how they contribute to their achievement. We must trust them and reward them and they will ensure our success no matter what the future holds.



COL Wayne A. Green was commissioned an Armor officer from the U.S. Military Academy and served in various mechanized infantry units including a deployment to Operation Desert Storm and a tour in Macedonia. He finished a Congressional Fellowship in 2004, and has since served as legislative assistant to the Chief of Staff of the Army and Sergeant Major of the Army.

Jennifer Mootz is a Strategic Planner and Quality Manager at Fort Leavenworth. With the Army's adoption of the Malcom Baldrige National Quality Award Criteria in 1996 to guide its continuous improvement efforts, Ms. Mootz' understanding and enthusiasm for the program and its potential as well as her unwavering commitment to quality led her to become one of the Army's foremost experts in interpreting and adapting these tools and practices to government operations.

APG Partners Collaborate to Find/Keep Technical Talent

by COL Orlando Ortiz, Garrison Commander, Aberdeen Proving Ground

Upon returning from the recent IMCOM Campaign Plan (IMCP) Rollout Conference in San Antonio, Texas, the Aberdeen Proving Ground (APG) leadership quickly embarked on an effort to identify the nested priorities from the Senior Commander, MG Nick Justice, and align them with the IMCOM Campaign Plan. Recently identified were the major challenges of acquiring, developing, and retaining a workforce for an installation undergoing a complex transformation.

Just as important as the increasing number of organizations is the changing composition of the workforce as the installation transitions from a largely training and testing post to a national hub of research, development, engineering, acquisition and testing.

Aberdeen at a Glance

Located on Maryland's upper Chesapeake Bay, APG is the home for the Research, Development, Test and Evaluation (RDT&E) Center of Excellence. With the expansion from the Base Realignment and Closure (BRAC) and other Army initiatives, the installation will increase its size and complexity in highly technical fields of endeavor that employ scientists, engineers, researchers, and other skilled workers. More than 70 organizations already call APG home, and the additional growth will soon increase the

installation's population to more than 80 diverse organizations.

Just as important as the increasing number of organizations is the changing composition of the workforce as the installation transitions from a largely training and testing post to a national hub of research, development, engineering, acquisition and testing. The early morning cadences of young Soldiers marching to class have already begun to be replaced by the sound of

construction as state-of-the-art laboratory facilities rise from once empty fields. The installation is undergoing the greatest change it has seen since it was established in 1917.

The Challenge

APG has more than 16,000 Civilians in 221 different occupations. The complexity of APG's technical and professional skill sets poses several workforce development and leadership training challenges. The first challenge is in acquiring people. There is a lot of competition for the same talented people, both on and off post. The second chal-

lenge is providing professional development to the workforce as quickly as possible. Younger employees are being asked to work at higher levels of effort and leadership than their experience would otherwise dictate because senior employees are taking opportunities at other organizations or are retiring. The third challenge is retention. Keeping employees is particularly difficult during the turmoil of transformation.

To address these challenges, the installation has partnered with several organizations to provide enhanced leadership and professional development programs. Through the combined efforts of several APG organizations, the installation has established a robust Civilian training program to prepare the installation's workforce for a new and vibrant future of supporting Soldiers through science. Mr. John Nerger, U.S. Army Installation Management Command Executive Director, delivered a presentation on *Leader and Workforce Development* during the FY10 Installation Management Campaign Plan conference that resonates at APG. Developing the Civilian workforce at APG has become a priority.

Aberdeen Proving Ground needs to develop future leaders who can implement change because of the type of transformation it is undergoing. APG is transforming from a training installation to one that is RDT&E centric. That is a significant change of mission and focus that requires a substantial renovation of its cantonment area. Over a quarter of the installation is going through physical changes causing disruptions and relocations. Through a massive engineering effort, the old



pre-World War II buildings are being demolished and replaced with state-of-the-art multi-level buildings

and complexes.

Intensive reuse plans are being developed to refit and upgrade current organizations bringing new resources and improving the quality of life.

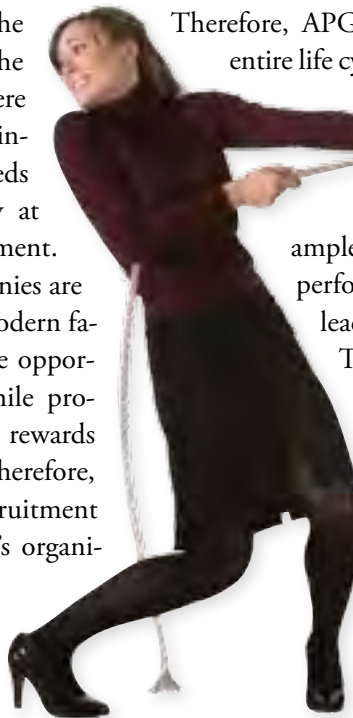
In addition to the 8,500 new government employees coming to APG, over 35 percent of the current workforce will be retirement eligible in the next five years. With transformation and pending reductions due to natural attrition, competition between APG organizations is high for employees with similar skills. Some employees will transfer with their organizations under BRAC; however, many more will need to be hired to fill required positions. The challenge for leadership is to staff and train these new employees. But APG organizations are not the only ones competing for the highly skilled workforce. There is competition with private industry. Private industry needs the same talent, particularly at the entry level, as the government. Further, private sector companies are often able to provide more modern facilities or offer more lucrative opportunities for advancement while providing the same professional rewards as government service. Therefore, there is an additional recruitment challenge for the installation's organizations.

Moving Forward

In 2008, APG enlisted the

aid of Beacon Associates Inc. to identify workforce demographics and trends that aid leadership in determining requirements for acquiring, developing and retaining employees. They found that the APG work-

force was highly educated with over 56% holding a degree of some type and more than 2,000 employees holding a graduate degree. In 2008, APG employees took more than 20,000 classes for over 100,000 hours in the classroom. Much of this instruction focused on technical areas but the installation must sustain the workforce and develop leadership for all functional areas at all levels for the future. Therefore, APG is focused on the entire life cycle of the employee.



For example, developing top performers into future leaders is a necessity. The multiple organizations on post can't work independently. The purpose of the installation's transformation is to create a synergy. The life cycle managers of communi-

cations-electronics equipment from the Communications-Electronics Command need to integrate the engineering expertise of RDECOM's Communications-Electronics Research, Development and Engineering Center. Both need the testing capabilities and capacity of the U.S. Army Test and Evaluation Command's resources for fielding items for our Soldiers and build upon the basic research of RDECOM's Army Research Laboratory for future technologies. All need qualified scientists, engineers, and leaders who share knowledge to reach the installation mission of supporting Warfighters.

Several APG organizations took the initiative to pursue leadership programs at the installation to change the way we do business and work with each other as an installation team. Training the dynamic

Civilian workforce has to be flexible. Due to challenging critical missions, funding issues and personal life styles, attending training offsite may no longer be the best option, while using the installation's ability to integrate the training needs of dozens of organizations offers tremendous advantages as potential leaders from different installation organizations get to learn about each other and from each other in ways that will build relationships that can change business operation paradigms.



Action Science... requires learning by encouraging the individual to focus beyond problem solving skills to identify new ways of establishing solutions and develop results from new perspectives and ideas.

Aberdeen Proving Ground took a big step toward a new paradigm in September 2009 when it became the third installation to permanently host the Defense Acquisition University (DAU) Senior Fellowship program. It is equivalent to having the Army War College on the installation. This ten-month program develops Civilian acquisition leaders in the preparation for senior leadership roles in the acquisition community. At APG, acquisition is the foundation of many organizations. In the RDT&E community, technological solutions must change rapidly to account for adaptations by the enemy in the theater of operations. Solidly establishing the DAU program at APG provided many different organizations a common learning forum to share critical information. Networking is a critical element in the DAU fellows program. It is unique that the fellows are instrumental in each other's development. This program builds the bench for future leadership. Their combined knowledge brings different insights to examine and resolve many of APG's complex issues.

Aberdeen Proving Ground took another step in 2009 by being the first installation to initiate an exportable Civilian Education System (CES) Basic Course from the Army Management Staff College (AMSC) -- the first time an AMSC class was held away from its Fort Belvoir campus. The Army has been "Civilianizing" military tasks but so far has not been able to train Civilians to the level it trains its Soldiers. The two-



CES: Aberdeen Proving Ground became the first installation to offer the Civilian Education System's Basic Course off campus from Ft. Leavenworth. Thirty-three students graduated from the leadership development course last December.

week basic course allowed more of the APG team to attend basic leadership training at one time than would otherwise have been possible. The 32 people learned basic leadership skills together, creating a cohesive team that will help focus the vision of the APG as a premier acquisition installation. Not only was the training a success, but exporting the CES training to APG saved the Army over \$60,000. The pilot course was so successful that there are plans to bring another Basic CES course and an Intermediate CES course to APG in the next year. Expectations in continuing the CES process at APG will help Civilian employees develop long-term relationships and information sharing between organizations that currently reside on APG and those that are transitioning to the installation.

On the other end of the leader-

ship spectrum, members of the APG Senior Executive Service (SES) recognized a need to develop senior leaders throughout the post. This required a grassroots concept of designing a program for senior Civilian leadership on post. Most programs are classroom based with lecture and practical exercises. Those programs are theory and philosophy based on a particular leadership style or influence. Upon completing this type of program it is hoped that the student will apply those applications back in the work environment. However, there is no clear way to determine if what is learned is actually applied. Thus APG Senior Leadership Cohort Program was developed using the Action Science concept.

Action Science, developed by Dr. Chris Argyis, Professor Emeritus at Harvard Business School, requires learning



by encouraging the individual to focus beyond problem solving skills to identify new ways of establishing solutions and develop results from new perspectives and ideas. The key component of this process is performed not in the classroom, but in the everyday work environment, producing more effective learning. It requires that each person have support, encouragement, and feedback from many areas to include peers and mentors. Much of the learning process takes place through on-the-desk and community based projects within learning groups of individuals who come from different on-post organizations, creating cross-organizational connections.

SES members from many of the APG supported organizations nominated some of their best senior leaders and managers to participate in the one

year Cohort program. The intent was to create a leadership learning community that would help all organizations work more effectively and successfully together for the future of the installation. The first class began in March 2009 with 31 participants from 12 different commands. Community-based team projects focused on human resource issues, strategic planning and communications. The projects were presented to the SES leaders for further development and guidance. Each project is supported by the senior leadership on APG and continued to after the end of the program in April with 29 participants from 11 different organizations.

Educational Partnerships

Aberdeen Proving Ground is positioned to be a national hub of lead-

ing edge science and technology. To expand the capabilities of the installation's organizations to collaborate, partner, and recruit in critical high-technology fields, APG has entered into formal partnerships with the University of Delaware and Morgan State University (of Maryland) through Cooperative Research and Development Agreements (CRADA). Partnering with higher education institutions is a strategic step in creating APG as a world-class science and technology center that will enhance workforce development, expand collaboration and create capabilities on many levels.

The CRADA creates a partnership to work on projects through school laboratories, personnel, facilities and other shared resources. Specifically, the partnership between the University of Delaware and APG will focus on a collaboration of engineering efforts in the area of composite materials and antenna technology. This is just the first step in partnership. Several organizations on APG are looking to use the CRADA as a source for internships. Over the last year the Army hired total of 23 University of Delaware students – either through the Student Career Experience Program or as full-time employees.

The CRADA partnership reinforces the command's expanding teamwork between Aberdeen Proving Ground and local universities. Educational institutions are needed partners with APG as a source for leveraging new employees, new facilities, new skills and new ideas. It will ensure that our Soldiers have the best technology now and into the future.

The CRADAs are just one type of partnership APG is working to develop with representatives of regional higher education institutions. APG is at a point now where the educational demand of the APG workforce is about to exceed the capacity of the local educational institutions established in previous years. APG leadership collaborated with the Harford (Maryland) Community College to hold an Advanced Planning Briefing for Education. Similar in concept to a traditional acquisition-focused Advanced Planning Briefing for Industry, leaders from the installation highlighted missions, functions, and insights of future needs. However, in this case, the future needs were not focused on future procurements but on the educational development of the future workforce. Central to the first-of-its-kind discussion, the panel detailed the expected workforce challenges caused by realignment and the forthcoming retirement boom. As one example of a change to support APG's workforce needs, nearby Cecil College has accelerated teaching a government contracting program and has worked with DAU to develop qualifying courses. Future partnerships and programs with other local colleges are planned.

Developing the current employees and working in partnership with universities and local colleges to acquire and retain a qualified workforce are important parts of the strategic plan for the growth of the APG workforce. However, to sustain the installation's capabilities over the long term, APG has worked hard with the public school sector in developing outreach programs for science, technology, engineering and mathematics at the elementary and high school

levels. By partnering with the Harford County school system, APG is setting the foundation for the installation's future workforce and leaders.

Looking Forward to the Future

The K-12 Educational Outreach Program is critical to sustaining an installation workforce focused on science in support of Soldiers. The program is reinforced by three building blocks: curriculum development, professional development and school sponsorship. Although there are many aspects to curriculum development, the main focus is on improving interest and skills in science, technology, engineering and mathematics. The Harford County school system recently embarked on a program designating several of its high schools as magnet schools. Students throughout the county compete for selection to enter one the programs. Aberdeen High School, close to the front gate of APG, is the Sciences and Mathematics Academy. In essence, as with all the magnet schools, Aberdeen High School is a school within a school. The student that has been selected to attend the academy will concentrate four year of studies in series of courses called science, research and technology.

Aberdeen Proving Ground is totally committed to the success of this program. Installation organizations provide mentorship to the students. This allows the students access to practicing scientists, engineers and mathematicians. Through the mentoring process, the student learns about real world applications and processes that support technical development. In the senior year, working closely with the mentor, the student develops a capstone proj-

ect. In many of the projects the student works closely with other installation team members as well as the mentor. The project concludes in detail with the learning objectives and outcomes, to include a presentation to the peers, family, faculty and members of the scientific, engineering and mathematics community. As a result, some of the most successful students are selected for summer internship programs as they go forward to complete their college degrees. In the future these same students may the leaders on the

The U.S. Army Research, Development and Engineering Command Commander Maj. Gen. Nick Justice signs a Cooperative Research and Development Agreement with University of Delaware President Pat Harker establishing a formal working relationship with the school at a signing ceremony at the campus Jan. 26.





installation that have groundbreaking results in their fields.

The second block, professional development, focuses the opportunity for organizations on APG to assist with preparing and exposing teachers to cutting edge technologies applied by scientists and engineers on the installation. Through partnerships, dialoging and exposure, teachers receive “refresher training,” bringing currency to various aspects of their profession and positioning them to better teach their students.

The third block focuses on school partnership. The Adopt-A-School program further engages students and prepares them for a changing, highly technical world. The installation organizations work close with county school leadership to identify needs and requirements. Then an organization is identified to partner with a school in support of those needs. Programs range from e-cyber technology, dental hygiene, mathematics and specialty scientific fields to include environmental science and homeland security. Many organizations participate in the partnering with more than one school. They also assist in several developmental education programs, such as tutoring programs, mentoring, and education fairs. Further efforts in partnering, some organizations provide summer internship programs, sponsored programs for high school students at local universities, and the Student Educational Employment Program.

The key to all three blocks of the outreach program is to inform the administrators, educators, parents, students, workforce and stakeholders about

available resources and opportunities. According to Dr. Nancy Grasmick, State Superintendent of Schools, “The partnerships of Harford County and APG are the strongest of any county in Maryland... the commitment and awareness of APG will pay dividends to this country.” Working closely with the community ensures the future success of the program developing future leaders for Aberdeen Proving Ground.

Conclusion

Aberdeen Proving Ground faces a challenge in the continued growth and development of its work force. With major transition and future high attrition the work force and the accompanying leadership will have many gaps. By working on different levels of workforce and leadership development APG is planning for its new and vital future. No longer can APG acquire, develop and retain the highest professional workforce as it once did. Moving forward into strategically planned programs is the key to workforce development. Leading the change by partnering with outside organizations such as the Army Management Staff College and the Defense Acquisition University is only the beginning. Institutionalizing the internal Cohort program develops leadership change management. Creating partnerships using Cooperative Research and Development Agreements continues the development of a high-tech scientific and engineering workforce. And, perhaps most important, there is planning for the workforce of the far future through the partnering with the local county school systems.

Programs, opportunities, sponsorships and mentoring ensure APG’s future

success for obtaining highly skilled and motivated employees. APG, facing the immense challenges ahead, has positioned itself for success. Through the continued development of workforce and leadership development programs, the installation will continue to be the national hub for cutting edge science, technology and engineering for the Army.



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Leading Change at the Garrison Level

by COL Douglas L. Bentley, Jr, AY10 SSCF,
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Introduction

Since 2001, our Army has experienced some of the most significant changes in our nation’s history. We are within 18 months of completing a total transformation of our formations to the modular force, fulfilling the statutory requirements of Base Realignment and Closure (BRAC) 2005 Law, and completing the massive rebasing that is transforming our Army from a forward-based to an expeditionary force. Today we operate in an era of persistent conflict. The evolving nature of asymmetrical warfare requires our military to continue leading change into the foreseeable future. Installation Management Command (IMCOM) continues to stay in step with Army Transformation and embraces the Army’s enterprise approach detailed in the Installation Management Campaign Plan (IMCP) (March 2010). As stated in the IMCP, it is imperative that IMCOM continues to evolve into a customer-focused combat support organization. Leaders are critical to encouraging an environment where others feel free to contribute openly and candidly in order to create a unit that is poised to recognize and adapt to change. By leading change at the garrison level, all IMCOM leaders will provide world class support to our Army and nation.

With the transformation of the Army,

the necessity to lead change is obvious at over 180 posts, camps, and stations led by garrison commanders (GCs) who must use a wide range and unique blend of leadership skills (Allen, 2007, 6) to build teams of teams. Charles Allen goes into great detail discussing how GCs must develop teams at three levels (command, functional, and external stakeholders) to achieve organizational success (Allen, 2008, 9). Throughout this journey of leading change, the successful GCs also must simultaneously lead the organization, lead without authority, and lead up (Allen, 2009, 11).

The analysis of the decision-making process to effect significant change within the Army resulting in BRAC 2005 Law is well documented by (College and Tarantino, 2006). However, the analysis of leading change during the implementation phase of BRAC 2005 has yet to be written, until now. Fort Sill’s execution of forming the Fires Center of Excellence (FCoE) provides an excellent case study in how the same concepts used in College and Tarantino (2006) are applied in “the real world” during execution. The analysis of Fort Sill’s case study should enable current and future GCs to continue to lead change even during execution of significant change by simultaneously leveraging other transformational opportunities

that support Army and Department of Defense (DoD) requirements.

Although both GCs and Senior Commanders (SCs) have vested interests in providing for the quality of life and well-being of those who rely on the services and facilities provided by installations, the roles and responsibilities of GCs and SCs are often overlapping and confusing. It is critical that GCs and SCs establish a good rapport early and understand how to operate in the gray overlapping areas of responsibilities. Region Directors (RDs) can assist GCs by staying engaged and in touch with SCs’ concerns and priorities. Although the spheres of influence of GCs (and SCs as well) are limited, decisive leadership and acting as persistent agents of change make the difference between success and failure in transformational activities at installations.

Prior to BRAC 2005, Fort Sill was primarily a Training and Doctrine Command (TRADOC)-centric installation with a small War-Fighter (Forces Command (FORSCOM) footprint. Fort Sill’s post-BRAC 2005 landscape encompassed a more well-rounded installation with the integration of the Air Defense Artillery (ADA) School from Fort Bliss, Texas with the Field Artillery (FA) School to form the FCoE; the stand-up of two fires brigades and relocation of one ADA brigade to Fort Sill; and the consolidation of seven reserve centers throughout Oklahoma into a new Armed Forces Reserve Center (AFRC) at Fort Sill. Fort Sill today truly supports almost all elements of our Army with TRADOC missions (Basic Training (BT), Advanced Individual Training



(AIT), Basic Officer Leadership Course (BOLC), Captains Career Course, and Electronic Warfare (EW) Courses); with FORSCOM missions (Mobilization/Demobilization and 3 major combat brigades); and Reserve and National Guard missions with the new AFRC.

While implementing BRAC 2005, Fort Sill, like most other installations, had the major challenge of integrating the otherwise disparate management and decisions (see Figure 1) associated not only with BRAC, but also major Army initiatives and programs, e.g. Grow the Army (GTA), Global Defense Posture Realignment (GDPR), Army Force Generation (ARFORGEN), etc. Throughout this era of transformation, Fort Sill's Stationing Management Office (SMO), led by the Deputy Garrison Commander – Transformation (DGC-T) was the embedded agent of change necessary to

pull stakeholders (HQDA, TRADOC, FORSCOM, Army Material Command (AMC), IMCOM, U.S. Army Corps of Engineers (USACE), U.S. Army Reserve (USAR), Army National Guard (ARNG), etc.) together into cohesive, holistic teams. With the GC on point leading teams of teams, along with the support of the SC and IMCOM's RD, the GC was in the best position to draw out competing interests while being careful to be impartial and not be perceived as favoring any one command. The goal of Fort Sill's GC was to maximize infrastructure and services in the best interests of the Army, in spite of the stovepipe planning from myriad Army commands (see Figure 1). The DGC-T and SMO provided the additional leverage necessary to help the GC pull this all together.

The framework of this article builds upon Allen (2009) and College and

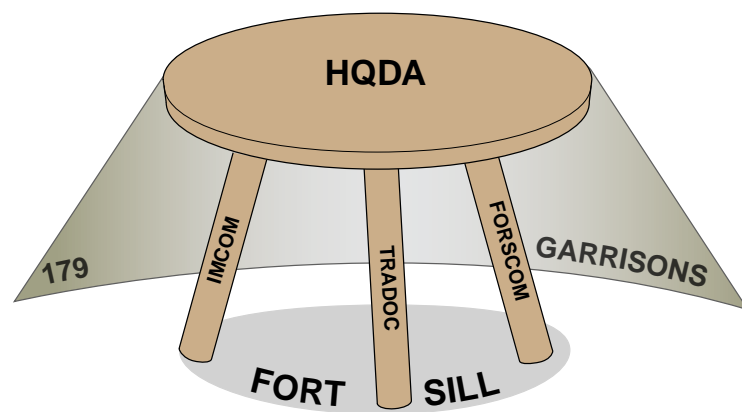
Tarantino (2006). This paper uses Kotter's construct of successful steps to *leading change* (Kotter, 1996a) (Kotter, 1996b). College and Tarantino analyzed the Army process for BRAC 2005 recommendations using Kotter's framework and focused on 5 of the 8 steps that were most appropriate. Although all 8 steps apply to Fort Sill during FCoE execution, the first 4 steps were by far the most effective for enabling the GC to lead change.

Creating a Sense of Urgency

As Kotter states, individuals trying to create major changes in any organization often underestimate the enormity of the first step, establishing a sense of urgency. Any major change "requires great cooperation, initiative, and willingness to make sacrifices from many people" (Kotter, 1996b, 35). There are many ways to successfully create a sense of urgency, but the bottom line is you cannot lead change without it.

As hard as it is to imagine, the statutory requirements of BRAC 2005 (all moves, changes, and closures completed by September 2011) did not guarantee a sense of urgency among all stakeholders. Although BRAC 2005 had many effects at Fort Sill, the most challenging was relocating the Air Defense Artillery (ADA) school from Fort Bliss to Fort Sill and merging with the Field Artillery (FA) school to form the FCoE, and this impending change led to significant emotional and cultural challenges that had to be overcome. I had lived through similar trauma 20 years earlier when the Engineer School moved from Fort Belvoir to Fort Leonard Wood. Even though the Army had decided to move the Engineer School, there was

Figure 1: The challenges the Fort Sill GC (and other GCs) faces sorting out competing demands from multiple commands. (Bridgford, 2008)



- **Priorities:**
- Mob
- TRAP
- Barracks
- ????
- **Stovepipe Planning vs. Maximizing Infrastructure to support warfighter**

- **Significant Challenges:**
- Short-handed balancing act
- Sustainment & Repair
- BOLC, WOLC, WTC (relocatables)
- AAFES
- Dental Capacity

UNIT INFORMATION					FY 2007				FY 2008				FY 2009				FY 2010				FY 2011				
UNIT/ORGANIZATION	ACTION	CATEGORY	E-DATE	FROM SCHOOL	QTR1	QTR2	QTR3	QTR4	QTR1	QTR2	QTR3	QTR4	QTR1	QTR2	QTR3	QTR4	QTR1	QTR2	QTR3	QTR4	QTR1	QTR2	QTR3	QTR4	
AC COMMANDANT AND COMMAND GROUP																									
AC/DAC	Move to Sill	BRAC 126	FY09-FY10	15																					
DTFI	Move to Sill	BRAC 126	FY09-FY10	4																					
OCADA	Move to Sill	BRAC 126	FY09-FY10	19																					
SPO	Move to Sill	BRAC 126	FY09-FY10	7																					
ALOG	Move to Sill	BRAC 126	FY09-FY10	0																					
CENTER LEVEL STAFF																									
CCID - TRADOC - Upper Tier	Move to Sill	BRAC 126	FY09-FY10	8																					
CCID - TRADOC - Lower Tier	Move to Sill	BRAC 126	FY09-FY10	21																					
CCID-DCD	Move to Sill	BRAC 126	FY09-FY10	103																					
DOTD	Move to Sill	BRAC 126	FY09-FY10	35																					
LD	Move to Sill	BRAC 126	FY09-FY10	88																					
QAO	Move to Sill	BRAC 126	FY09-FY10	3																					
DRM	Move to Sill	BRAC 126	FY09-FY10	13																					
OTHERSMALL CENTERLEVEL STAFFS	Move to Sill	BRAC 126	FY09-FY10	10																					
DOTS	Move to Sill	BRAC 126	FY09-FY10	38																					
6TH BRIGADE																									
6th BDEHQ and Sta	Move to Sill	BRAC 126	FY09-FY10																						
2/6 Bn HQ	Move to Sill	BRAC 126	FY09-FY10																						
14J	Move to Sill	BRAC 126	FY09-FY10	200																					
14S	Move to Sill	BRAC 126	FY09-FY10																						
140A	Move to Sill	BRAC 126	FY09-FY10																						
3/6 Bn HQ	Move to Sill	BRAC 126	FY09-FY10																						
14E	Move to Sill	BRAC 126	FY09-FY10	145																					
14T	Move to Sill	BRAC 126	FY09-FY10																						
94S - Phase II	Move to Sill	BRAC 126	FY09-FY10																						
140E	Move to Sill	BRAC 126	FY09-FY10																						
NCO ACADEMY																									
NCO Academy	Move to Sill	BRAC 126	FY09-FY10	14																					

a small cadre of people still in deluded and support for increased training Fort Sill. This was an important piece for

Figure 2: FCoE's Transformation Common Operating Picture from ROC Drill 2007. Green = construction timeline, Purple = "mission ready" timeline, Blue = ADA element movement timeline (Bentley and Morrow, 2007)

ed disbelief up until the final days of the Engineer School's presence at Fort Belvoir. Creating a sense of urgency among stakeholders is personality-driven and leaders need to understand (and overcome) the different perspectives between a post receiving a new organization and a post where an organization is leaving.

To spark this sense of urgency between Forts Bliss and Sill and within HQ, TRADOC, the Deputy Commanding General (DCG) IMCOM hosted a Stationing ROC drill in September 2007 for two specific stationing actions: establishment of the FCoE

loads. By forcing the Fort Sill Garrison to rehearse its plan supporting the multiple unit moves to establish the FCoE and support the increased training load from TRADOC created the needed sense of urgency amongst all stakeholders.

The outputs of the ROC drill were hard to achieve but essential to create this spark. USACE committed to timelines for construction and renovation of FCoE facilities, the Fort Sill Garrison established "mission ready" dates for all FCoE infrastructure, and the ADA Center and School developed the first movement timeline for migrating all elements to

our Army since clearing Fort Bliss of the ADA School and Center paved the way for other formations to either stand-up (GTA) or move (GDPR) to Fort Bliss. A key deliverable of this ROC drill was the Transformation Common Operating Picture (T-COP). Simply put, the T-COP laid out the commitments and timelines established at the ROC drill on one page and it was extensively used, updated and modified to energize execution of establishing the FCoE. (See Figure 2) The T-COP is a "best practice" that helped create a sense of urgency, as well as a vision, and proved to be very powerful and effective in leading change.



Creating the Guiding Coalition

After establishing a clear sense of urgency, Kotter asserts “a strong guiding coalition is always needed... building such a team is an essential part” (Kotter, 1996b, 52) of leading change. Kotter suggests four essential qualities of effective guiding coalitions: position power, expertise, credibility, and leadership (Kotter, 1996a, 2). Coalitions should be formed with internal stakeholders from within an organization as well as those relevant external stakeholders that must be included to ensure change happens and, more importantly, sticks.

One key best practice Fort Sill used at the garrison level was forming the Installation Transformation Synchronization Committee (ITSC). The ITSC provided the guiding coalition necessary to drive transformational change at Fort Sill by looking at the strategic landscape holistically, rather than by command or mission. To be effective, ITSC composition included garrison stakeholders (all sections and directorates) as well as external stakeholders such as AAFES, DECA, DOC, NETCOM, AMC, MEDCOM, DENTCOM, FORSCOM units, and TRADOC units. Led by the DGC-T and SMO, the ITSC met weekly. One ITSC session each month was with the GC and brigade com-

manders/directors and the quarterly ITSC meeting included the assistant commandants and FCoE’s chief of staff, and two ITSCs per year included the FCoE SC and deputies to CGs. The ITSC provided both the GC and SC with the mechanism (with DGC-T and SMO as embedded agents of change) to ensure Fort Sill developed a strategic plan that was properly resourced, sequenced and executed.

Although the ITSC proved to be an invaluable tool for the GC and SC, other guiding coalitions at Fort Sill and Lawton, OK helped lead change in other positive ways. The SC established a FCoE Board of Directors (BOD) which formed the nexus of change between Forts Bliss and Sill. Key partners of this BOD included the GC, DGC-T, and other key directorates from the garrison staff. The city of Lawton created its own series of guiding coalitions including the mayor’s BRAC Committee and several sub-committees specializing in areas such as housing, education, and health care. Again, the GC, DGC-T, and his key directorates were intimately involved with the local government’s coalition. By actively participating in the ITSC, FCoE BOD and Mayor’s BRAC Committee, the GC postured himself where and when needed to

continue to drive change and transformation at Fort Sill. Clearly, doing this requires the GC’s focus to shift from leading the organization to leading without authority (ITSC and Mayor’s Committee) to leading up (BOD) as appropriate. (Allen, 2009, 11)

Developing a Change Vision

Vision is key to change management. Developing a clear vision helps simplify complex issues so all can understand, motivates people to take actions in the right direction, and helps coordinate action of different stakeholders in a remarkably fast and efficient way (Kotter, 1996a, 3). Effective visions must be ambitious without being unrealistic. Leaders need to take the time to get the change vision right in the beginning, and then stay on message. Getting commitment from as many stakeholders as possible proves very helpful as the vision turns into reality.

As discussed earlier with creating coalitions, the ITSC process at Fort Sill firmly established the change vision necessary to coordinate and drive all transformation efforts. While the September 2007 Stationing ROC drill focused on FCoE stand-up, the ITSC used a holistic approach that encompassed all transformation activity. The ITSC was specifically formed because no other entity at the installation (or any installation) was prepared to look at change and transformation across all activi-

ties and commands. Injecting the SC and other Installation leaders at periodic times moved Fort Sill’s vision beyond just BRAC to embracing other Army and DoD requirements that included Aviation Mobilization, Warrior Transition Course, Electronic Warfare Center of Excellence, etc.

Communicating the Vision for Buy-in

Great energy is spent on creating vision. However, “the real power of a vision is unleashed only when most of those involved... have a common understanding of its goals and direction” (Kotter, 1996b, 85). To communicate change vision well requires an intensive strategic communication campaign. GCs (and all leaders of change) need to use every effective communication channel to broadcast the change vision. (Kotter, 1996a, 4). Also essential is ensuring all stakeholders are (and stay) on the same message. Successful communication campaigns will enable an organization to turn the corner in leading change.

This real power of vision was clearly evident at Fort Sill. Through a massive stratcomm campaign, which ranged from creating separate T-COPs for other transformational activities to the creation and distribution of flip cards to producing a very effective video—Fort Sill’s message and vision were well understood and change was being well executed because of effective communication.

Flip cards are tri-folds of pertinent information the GC and DGC-T created to saturate our change vision messages to all stakeholders and Army decision

makers. Three sets of flip cards (one BRAC and two Transformation) were produced and updated as needed, usually once or twice a year. Distribution was virtually unlimited, from Senior Leaders on post and their spouses to the newspaper and television reporters downtown, to all distinguished visitors to Fort Sill to our congressional delegations, local politicians, schools, civic organizations, Army



Command Leaders, and HQDA. Flip cards served many purposes. They were small and could easily fit into your pocket so you always had the message with you. Flip cards contained bulletized factoids about all transformational activities (both approved and proposed projects) on post. Flip cards ensured all stakeholders stayed on message all the time.

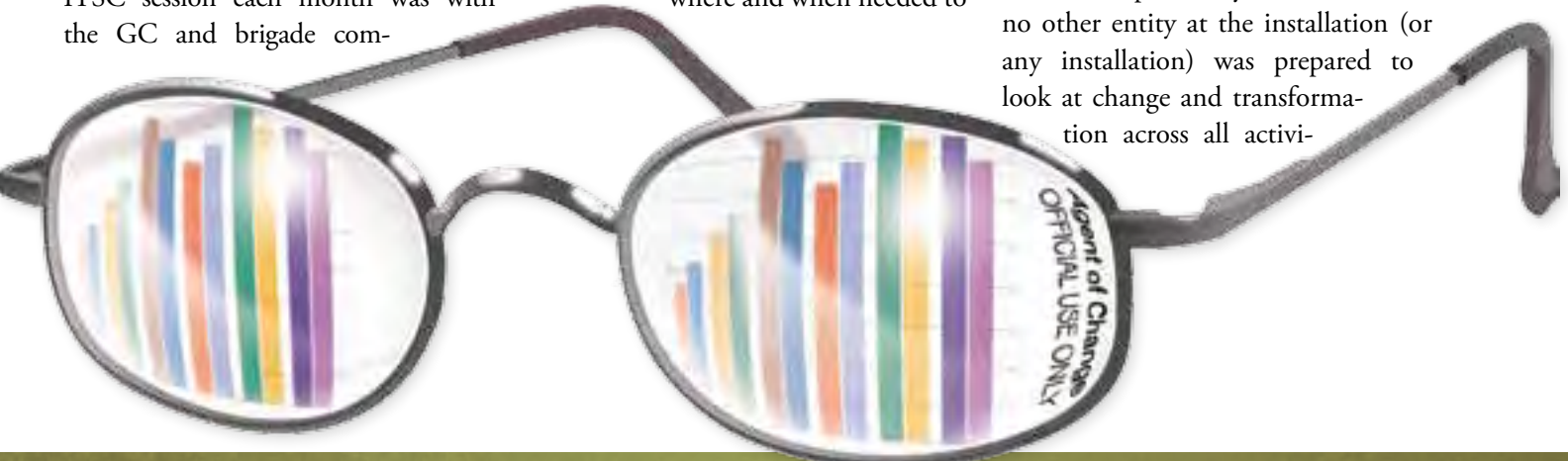
Finally, Fort Sill produced a very powerful video which articulated in short (3-5 minute) voice-over clips all the approved and proposed changes envisioned over next 5-10 years as Fort Sill transformed into the FCoE. These clips were also produced based on BRAC, Army Transformation, and Quality of Life (QOL). Again, saturation distribution of the video ensured

Fort Sill’s Change Vision was well understood and well heard up and down the chains of command, the local community, Army decision makers, and others. The video clips were also made into podcasts which enabled the GC and DGC-T to brief senior Army Leaders “on the fly” via iPods. The video clips looped continuously at most Morale, Welfare, and Recreation (MWR) facilities on post so both new-

comers and old timers alike could “see” what was coming.

Conclusion

The fruits of leading change at installations are enormous. Although Fort Sill had the advantage of being the first BRAC 2005 TRADOC CoE to stand up, being first did not guarantee other great synergies to happen simultaneously. Because Fort Sill’s GC and SC were leaders of change while implementing BRAC 2005 statutory requirements, the installation was able to leverage many other wins for our Army and Department of Defense. Other BRAC-affected installations as well as other installations facing the enormity of transformational change may be able to adopt some of the best practices outlined above to





posture themselves to best support our Army and nation.

As shown in Figure 1 and discussed above, no entity on an installation exists to be the constant agent of change that looks across all commands and missions. To truly lead a garrison with effective change management, the GC needs to find a way to create this constant. During the BRAC 2005 execution years, roughly 15 garrisons are authorized a DGC-T and SMO. However, these positions go away in 2011 and GCs will then need to look at another way to infuse their post with an embedded agent of change.

How do we know that a post is leading change at the Garrison Level? Using Fort Sill's example from 2007-2009, while executing BRAC 2005 requirements, leading change enabled huge wins for multiple commands, our Army, and Fort Sill. During this time, Fort Sill dramatically improved airfield infrastructure and became the Army's Mobilization Platform for Support Aviation that deployed a Combat Aviation Brigade (CAB) into theatre every 5 months (FORSCOM wins!). The holistic approach realized by the GC postured Fort Sill to receive Training Barracks Upgrade Program (TBUP) money 3 years earlier in the Army's programming and budget (TRADOC, IMCOM and QOL wins!). The groundwork was laid and prototypes tested to establish the FCoE as the Army's EW CoE (TRADOC win!). When TRADOC needed to consolidate Warrior Transition Course Training to an active duty post, Fort Sill was in position to execute with

minimal costs to HQDA (HQDA and TRADOC wins!).

As IMCOM executes its new IMCP, it is imperative that all GCs step up to be leaders of change. It's often not easy being a leader of change, but the potential benefits GCs and their staffs can provide to IMCOM and our Army is more than worth the effort of going that extra mile.

COL Douglas L. Bentley, Jr., recently finished his Senior Service College Fellowship at Queen's University, Kingston, Ontario, Canada. He is now deployed to Afghanistan as the Director of Engineering, Plans and Operations, U.S. Forces-Afghanistan (USFOR-A). Prior to his Fellowship, Colonel Bentley served as the Deputy Garrison Commander - Transformation from 2007-2009 at Ft Sill, Oklahoma. During 26 years of commissioned service, Col. Bentley has been a Division Chief at HQDA, DCS G8, PAE, the SHAPE Engineer, and Deputy District Commander, Little Rock Engineer District. He has served numerous CONUS assignments as well as OCONUS assignments in Panama, the Republic of Korea, Belgium, and Canada.

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Leading, Learning and Improving

by Brenda Lee McCullough, Garrison Manager, U.S. Army Garrison - Detroit Arsenal

As the Army transforms with the integration of new concepts, organizations, and technology, it is important that leaders within Installation Management Command (IMCOM) and across the Army look at the means and effectiveness of communication within their respective organizations. At the garrison level we are challenged to communicate with our internal customers, including garrison employees and IMCOM staff, as well as our external customer, the Senior Commander. This often requires us to tailor our messages and delivery methods, not unlike how we adapt our leadership style, to ascertain what motivates our employees. In addition to learning how to communicate with and motivate our employees, we must also ensure they are trained to execute the mission efficiently as well as build the bench of future leaders.

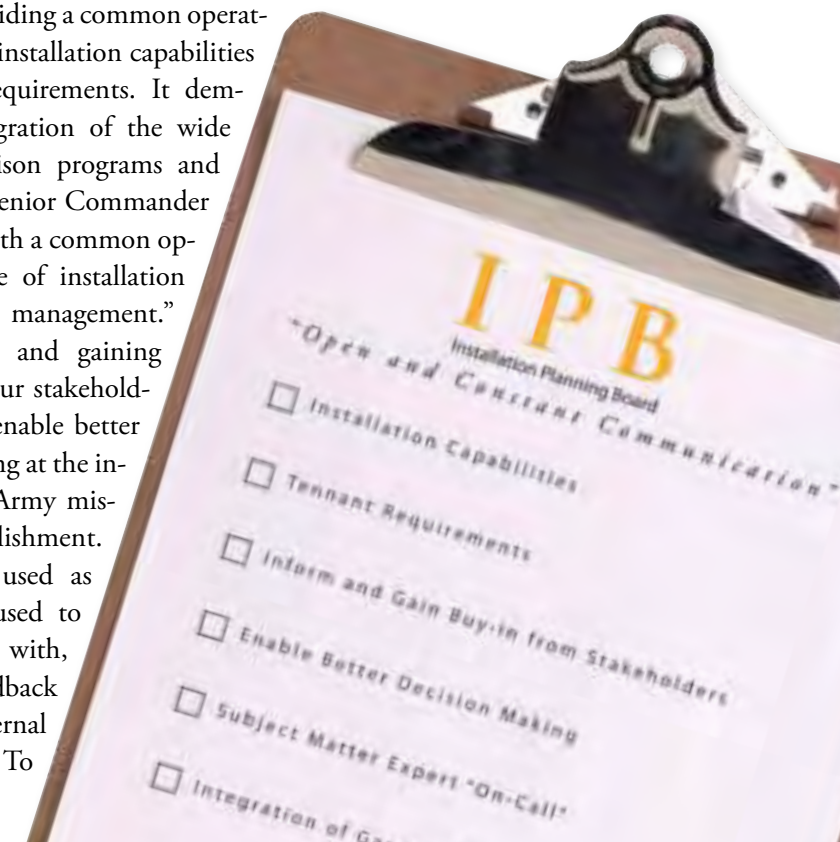
Communicating Across Organizational Lines

The garrison team works hard to maintain a positive relationship with the Senior Commander and his staff in an effort to posture ourselves in such a way as to effectively prepare, predict, and execute the Senior Commander's requirements. As the Garrison Manager, I have open access to the Senior Commander and his command staff. I sit on the Detroit Arsenal Board of Directors, also known as the Warren Board, which is made up of organizational leaders from the U.S. Army TACOM Life Cycle Management Command and other organizations

located on the arsenal. I also serve as an advisor to this same board for special installation integration. The Deputy Garrison Manager meets regularly with the Senior Commander's Deputy Chief of Staff. Garrison directors, and special staff have regular working meetings with their counterparts on the mission side. All of these meetings integrate the Senior Commander's intent into how the garrison executes its mission.

A key forum for integrating the totality of installation interests is the Installation Planning Board (IPB). According to the 2008 Army Posture Statement "the Installation Planning Board serves as the platform for identifying and providing a common operating picture of installation capabilities and tenant requirements. It demonstrates integration of the wide range of garrison programs and provides the Senior Commander and tenants with a common operating picture of installation resources and management." By informing and gaining buy-in from our stakeholders, IPB will enable better decision making at the installation for Army mission accomplishment. Locally it is used as a great tool used to communicate with, and get feedback from, our external customers. To

take full advantage of installation senior leader time, the IPB is run in conjunction with our Real Property Planning Board (RPPB) at the request of our business group leaders. The RPPB functions as the installation "city planning council" to ensure the orderly development and management of installation real property in support of missions, management processes, and achieving community objectives. The Senior Commander chairs the IPB with the garrison Plans, Analysis and Integration Office (PAIO) facilitating, while the RPPB portion is chaired by the Garrison Manager and facilitated by the Directorate of Public Works Master Planning Division. Running the IPB quarterly with the





RPPB makes it a predictable meeting and allows us to more easily synchronize leaders' schedules. Only the most senior leader of each business group or their deputy attends the IPB, along with the Garrison Manager and the IMCOM Northeast Region Director. This assures decisions will be made during the IPB and will not have to be tabled due to non-availability of the final decision makers. Additionally, this makes certain that there is frank discussion in the room with all accountable parties. During the IPBs, garrison subject matter experts are "on-call" for any specific issues that require additional information. To honor the commitment from our senior leaders in this process, the garrison delivers a concise meeting where the integrated priority list is reviewed; pending actions are updated or closed (and linked to campaign plan/strategic goals); informative new topics are discussed; and critical issues are brought to the table. The IPB meeting takes no longer than 1 1/2 hours. Open and constant communication is the absolute key to success.

The importance of both these meetings is that it sets garrison direction from the Senior Commander and the installation senior leaders. These boards are particularly critical to Detroit Arsenal's mission because of our extreme space limitations. The business groups here do not hire to Tables of Distribution and Allowances (TDA); they hire to mission. This means that at any given minute, if the Army Material Command gets

an Army directive to start a new program or increase an old one, they hire local contractors immediately to get the mission accomplished. This puts a considerable strain on our limited infrastructure. The boards bring the General Officers and Senior Executive Leaders together to make final decisions on space allocation which becomes the final decision. The garrison is then free to execute a common agreed upon space solution.

360 Communication

Most issues related to poor mission execution



are directly linked to poor organizational communication at all levels, top to bottom, bottom to top and lateral. Good communication is the flow and exchange of information or ideas between individuals or a group. However, effective communication is more than a speaker verbally communicating with their audience.

A message is effectively communicated when the receiver also understands the message as the speaker intended. There are two pieces to consider in achieving effective communication, content and context. Content is the words used to communicate the message, and context is the way the message is communicated. Context is important when communicating the message to ensure the intention is understood. Speaking the words without connecting with the audience does not effectively get the message to stick. What this means to the Detroit Arsenal is that we work rigorously to break down communication barriers such as culture, distraction, environment, stress and focusing too much on individuals over team accomplishment. When we address our employees, we work hard to do so in their environment and create an atmosphere of trust so that employees will tell us when the message is not received or understood. For example, if an employee comes into your office to speak to you and you continued to write, type, or use your read email, you create a distraction that could be a barrier to effective communication.

My deputy and I develop and train communicators. We do this through official and unofficial mentoring. In addition to required individual performance reviews, I regularly mentor strategic leaders (directors and special staff officers) at least monthly in one-on-one sessions which allow them the

opportunity to discuss issues related to their area, campaign plan execution, employee progress and upcoming events. There are no distractions or outside influence. Sometimes this proves to be a venting session which helps to reduce their stress. Sometimes it is a good idea session. But always, it is about the individual and helping that person become a better leader. The most important aspect of these sessions is discussion centered on employee growth and how the leader is facilitating that process. This gives me the opportunity to bolster the strategic leader's communication skills and remind them that how they communicate is as important as what they communicate. People pick up on insincerity through lack of eye contact, poor posture, gestures, facial expressions and vocal tone. Strategic leaders are now more conscious of not only what they say, but how they say it. Because of our one-on-one sessions, strategic leaders take more time to mentor their own employees in a similar fashion, which has led to a more productive workforce. The Deputy Garrison Manager conducts a similar group training session with tactical leaders (division chiefs). Employees are more enthusiastic about their jobs and proud of the work they do. The important part of this process is not that we are speaking directly to our employees, but that we are also actively listening to their concerns and ideas. The employees' morale is bolstered when leaders get back to them on suggestions they brought to leaders' attention. It also tends to

generate more creative ideas next time. Effective communication is always a two-way exercise. Prior to working hard on effective communication, there were more Equal Employment Opportunity and Labor Management Employee Relations complaints. There have been no formal complaints in close to nine months. When we do have challenges between supervisors and employees, we have been very successful in working them out through alternate dispute resolution. There have only been four of those during the past year.

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The garrison doesn't just spend all its time in face-to-face meetings. We live in a technological world, and if we are going to reach out, we must be relevant and use technology to our advantage. The Detroit Arsenal leverages technology and social media to communicate to both workforce and customers. We posted the IMCOM Campaign Plan

to the main garrison television network which airs throughout all buildings on the installation. We are posting information to Facebook, which has also become another avenue for customers to contact us with concerns. All discussion questions are answered immediately. Our garrison website posts more official information used to conduct business, while our Family, Morale, Welfare and Recreation website promotes family events, Child, Youth and School Services programs and recreational opportunities. Of course there is the old standby, email, which we use twice a week to advertise upcoming events, construction impacts and general information.

Training, Assessment, Benchmarking and Continuous Improvement

The Organizational Self Assessment (OSA) provides corporate surveillance of operations – identifying both strengths and opportunities for improvement and potential preferred practices. It is an industry standard tool that embeds the expectation for continuous improvement and is designed to simulate an Army Communities of Excellence (ACOE) inspection. The ACOE program recognizes excellence in installation management. The program, sponsored by the Chief of Staff of the Army and overseen by the IMCOM, encourages and rewards installations that optimize their environments and demonstrate a commitment to facility and service excellence based on corporate Malcolm Baldrige Award criteria. Our Organizational



Self Assessment (OSA) Leadership percentage increased 25 percent and Workforce Focus increased 30 percent over the previous year. I believe the percentage increases in Leadership and Workforce Focus is a direct result of our emphasis on leadership training and communication skills.

To complement the OSA, we developed the Workforce Engagement Survey (WES) another formal feedback mechanism delivered semi-annually. This survey queries garrison employees on their opinions in matters of personal contributions and capabilities, safety and security, rewards and recognition, managerial attributes, innovation and

...the “eyes and ears” of the garrison,,, the individuals who perform these extra duties are the “go-to” person in their organizations and therefore can best disseminate what they have learned.

improvements, as well as workplace climate. Employees receive a feedback folio of data and detailed strategic leader messages concerning any expected changes as a result of the workforce’s input. This process benefits our organization directly in the workforce engagement sphere, but also validates the goals of strategic planning and ensures that we target what is important to those who perform the work.

Each January, I hold a meeting with our strategic leaders to specifically review our strategic plan and will now include the IMCOM Campaign Plan. Once we flesh through where we are and where we are going, I take it “on the road” in our annual Garrison

Manager Road Show to get front line employees’ ideas for action plans. The briefing is tailored to each office area so they get a sense of belonging. For instance, when we spoke to Emergency Services, the briefing slides featured pictures of police and fire equipment, which kept their attention. I also use the road show to get general feedback from employees. I then take that feedback to the director or special staff officer to develop answers and corrective actions which they brief back to the staff with me in attendance. We then follow up each June with tactical leaders to discuss progress and adjust course as necessary.

To track and validate effectiveness, we developed the Performance Excellence Team which consists of two members of each of the garrison’s directorates and special staff offices. The Performance Excellence Team has become the grassroots of the organization, mobilizing employees to act and educating them on the strategic initiatives of our leaders. The messages the team delivers empower the workforce with knowledge, clarify organizational values, and support relationship building within the garrison. Each meeting starts with members sharing organizational improvements or big-ticket items working in their particular part of the organization. We then discuss either an aspect of the

Campaign Plan, ACOE and Malcolm Baldrige criteria, or provide a key leadership message from the garrison manager and directors.

Another way that the Performance Excellence Team has reached out is in fostering community partnerships within our installation purview. In discussing how sustainability is aligned with the quality criteria, the Performance Excellence Team was able to visit a local Hyatt Regency and attend a meeting of their property’s “Green Team.” The Green Team for Hyatt Regency, as a result of the organization’s efforts to become more sustainable and ecologically intelligent, set up a shared portal site to relay environmentally sound and economically efficient best practices. The Performance Excellence Team visit with the Green Team introduced the concept of industry benchmarking to this group as well. The Performance Excellence Team is a valuable tool in creating a culture of performance improvement and open communication with industry partners.

We have a similar team for our external customers. The Key Customer Forum identifies key customers on the installation as the “eyes and ears” of the garrison. Individuals who already serve to assist the garrison, such as fire wardens or collateral duty safety officers, take part in an information session on the garrison’s services. Often the individuals who perform these extra duties are the “go-to” person in their organizations and therefore can best disseminate what they have learned. The customers benefit from an increased understanding of programs, processes and contacts. One customer who

attended the session stated, “Some great information was passed during the forum! Now I am much more knowledgeable about obtaining services from the different directorates. I am glad to see that our garrison is all about customer service.”

The garrison sees additional benefits from using tactical level leaders (division chiefs) to deliver the briefings. This provides them the opportunity to address a large group, build important public speaking skills and to “put faces to the names” of the leaders. The Key Customer Forum format presently involves a working group of garrison employees, but other service providers on the installation, such as the Network Enterprise Center and Civilian Personnel Advisory Center are participating. The Key Customer Forum occurs every six months and targets a different specific group of “key customers.” Briefings are available at the garrison’s website, and each attendee receives a tri-fold brochure with contacts.

The Army is constantly changing to meet mission requirements. Garrisons must be agile to meet those needs in supporting mission execution. We cannot do that unless we use consistent communication and feedback mechanisms. We must lead by example so that employees understand the context of our message content. We must nurture and teach the next generation of leaders how to lead and effectively communicate. We must respond to their concerns and inspire innovation to become more lean and responsive. The Detroit Arsenal will build on our communication and feedback mechanisms by improving the Workforce

Engagement Survey, Performance Excellence Team and Key Customer Forum visibility and most importantly continue to strengthen our relationship with our Senior Commander, business group leaders and their staff. This is how Detroit Arsenal executes for success!



Brenda Lee McCullough is Garrison Manager of the U.S. Army Garrison-Detroit Arsenal, Warren, Michigan. She received a bachelor’s degree in Business Management from the American Public University, Charles Town, WV, earned a Masters degree in Management Organizational Leadership and is a graduate of the Harvard Kennedy School Senior Executive Fellows Program, Cambridge, MA. Using her experience and extensive knowledge of garrison operations in her current position, she has strategically raised IMCOM’s local level of corporate capabilities and the supported commands of the Material Enterprise. She has led the U.S. Army Garrison-Detroit Arsenal since December 2008.



Growing Leaders at Fast-Growing Fort Belvoir

by COL Jerry L. Blixt, Garrison Commander, Ft. Belvoir



The Commanding General, Installation Management Command, brought forth a new paradigm for conducting installation operations. This past March, LTG Rick Lynch unveiled the Installation Management Campaign Plan (IMCP) as the course for Army Installations for 2010 - 2017. LTG Lynch's imperatives, nested in the IMCP, include: "Embrace a performance-based management culture and equip employees with the competencies, skills and enabling capabilities needed to provide extraordinary support to our customers." The third of the six Lines of Effort within the IMCP, Leader and Workforce Development, speaks directly to these imperatives by setting goals, objectives, actions and measures of success for human resources leadership and management. At Fort Belvoir we have embraced the CG's intent with this Line of Effort by focusing on a variety of initiatives that encourage professional leadership and motivate and equip our workforce to successfully execute the installation's mission.

load is synchronized and managed by the Operations cell within the Directorate of Plans, Training, Mobilization and Security (DPTMS), which publishes operations orders that define the roles and responsibilities of each directorate for every project or program, and monitors progress of execution. DPTMS also manages a "Synch Matrix" that serves as an "effects calendar" to resolve scheduling conflicts and synchronize programs, events, meetings, special emphasis activities, training, and highly visible activities and visitors that are common to our location in the National Capital Region (NCR).

Ninety percent of senior leaders have attended intermediate or advanced Civilian Education System (CES) courses. Individual performance plans and IDPs require continuing education focused on leadership training. Our strong partnership and communication with the Civilian Personnel Advisory Center (CPAC) encourages

strategic recruitment discussions between advisory personnel and selecting authorities to avoid time-delaying rework. We take advantage of all available noncompetitive appointing authorities to reduce fill time, where appropriate.

Constant Communication and Continuous Feedback – LW2

Communication builds a culture of trust at Fort Belvoir by frequent and full disclosure of information affecting our Soldiers, Employees, Families and other customers. We remain focused not only on getting information out through various primary and secondary means, but on getting information from them on how we're doing. In all cases, we are grounded in the values, traditions and heritage that are uniquely the Army's, and, more recently, IMCOM's as "We are the Army's Home." Our communications are tempered by the fact that our audiences, particularly our internal audiences, also tell the stories of Fort Belvoir, IMCOM and the Army. They are the first contact with their own Families and neighbors. Our own forthrightness in keeping our internal audiences informed reinforces our credibility with them and with our public and community neighbors. It is also important to get their input – to encourage them as our "scouts out"

– so that we know of issues that need to be addressed. Our communication strategy must demonstrate our loyalty to our own people as well as our faith in them as the very credentials of what Fort Belvoir is and does.

Fort Belvoir leaders are required to formally counsel employees at least twice annually in the normal performance evaluation cycle. We have conducted eight employee town halls over the past two months. These face-to-face meetings between the Command Team and our employees help solidify the team effort and serve to develop trust and understanding of leader actions and decisions. Weekly garrison leadership meetings focus on synchronizing short and mid-range efforts, and minutes are published and sent to the entire base operations workforce to keep them informed of actions that affect their installation. Representatives from our installation partners attend a monthly meeting with the Command Team and garrison staff leaders to exchange information that is important to our 135 tenant partners. In addition to the normal command information media (newspaper, web site, etc), we have deployed an information telephone hot-line, customer hot-line, an AM radio station that airs important daily information, and social media such as Facebook to make sure our customers, employees and organizational leaders have access to the information they need. Use of ICE as a customer feedback medium continues to grow due mainly to our commitment to timely and accurate response to customer issues. Leader and workforce engagement in ICE has built credibility and confidence in the system among our customers. We monitor key manage-

ment information and progress through corporate reviews within the Customer Management System process. We have employed focus groups that have given us insight into what is important to our installation's population of Soldiers, Families, youth, retirees, and Civilian employees. The DFMWR has deployed a mystery shopper program to encourage improvement in customer services, and continues to lead the installation with innovative customer feedback tools and an awards program for exceptional employees. We're always open and receptive to improving our procedures and services.

Teamwork, Professionalism, Selfless Service in All Things – LW3

At Fort Belvoir the command team emphasizes the importance of equal employment opportunity (EEO) and its impact on quality performance. The Fort Belvoir EEO Special Emphasis Program Committee members identify and recommend solutions to issues that impact women, minorities and individuals with disabilities within the workforce to ensure that Fort Belvoir creates a culture of equal employment opportunity and promotes fair treatment for all employees. This committee meets monthly and comprises Civilians and military personnel from the garrison and partner organizations. The Garrison Commander's EEO policies are updated annually and made available to the entire workforce by email and posted on the FB website. An overview of the program and GC policies is provided to all employees during a bi-weekly orientation for new employees and during monthly POSH training sessions. EEO, Staff Judge Advocate and Labor Management

Employee Relations collaborate to identify barriers to equal employment opportunity and develop strategies, policies, and processes to eliminate identified barriers. This team also provides guidance and advice to managers on reasonable accommodations, hiring and selections, awards, promotions, disciplinary actions, and preventing and resolving EEO complaints. EEO conducts climate assessments and surveys, and facilitates focus group discussions designed to assist managers and supervisors in developing strategies to create a work environment that is free of discrimination and harassment, encouraging teamwork, diversity and recognizing and rewarding employees for their accomplishments and contributions. The GC and command sergeant major address EEO forums to emphasize the importance of doing what's right.

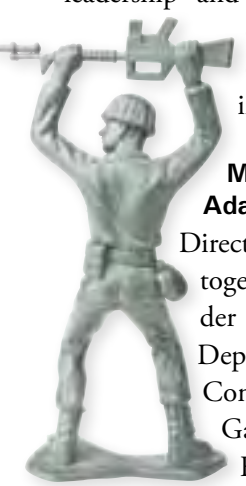
Sustainable, Empowered Workforce Focused on Collaboration and Innovation – LW4

The BRAC and transformation mission of Fort Belvoir has been the "center of gravity" for demanding collaboration and innovation among our leaders and staff. The task of wedging many diverse organizations into limited space, using limited resources, in a short period of time that is mandated by law has brought about several innovative approaches. Fort Belvoir uses cutting-edge technologies to assist in determining site selections for organizations, traffic mitigation, and energy and environmental conservation. Fort Belvoir's master planning process relies on open communication and regular collaboration among staff and customers who have a stake in the success of our transformation. The process is

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of senior leaders have attended intermediate or advanced Civilian Education System courses

Multi-Skilled and Adaptive Leaders - LW1

Director-level leaders work together as a team under the leadership of the Deputy to the Garrison Commander and the Garrison Commander. Fort Belvoir's work-





fast moving and requires constant engagement in a synchronized process in order to keep moving and improving. Transportation and traffic create major impacts for our customers and employees. These impacts have challenged Fort Belvoir leaders to engage in developing a broad set of innovative solutions to sustain our staff and ease the concerns of our installation partners and customers. To combat the transportation challenges, we created a Travel Demand Working Group (TDWG). The TDWG has developed a telework program, a rideshare website, alternative work schedule programs, and a concept for a shuttle service to and from public transportation and on post. The team is exploring other innovative traffic management solutions that will ease employees' commutes and reduce the number of single occupancy vehicles traveling to Fort Belvoir. The TDWG meets regularly with partners from across the installation, county, state, and the Department of Defense to share ideas and concepts for improving quality of life.

Continuing Education and Training Opportunities — LW5

Headquarters and Headquarters Company (HHC), Special Activities, as part of the Headquarters Battalion, conducts Army Warrior Training (AWT) every Thursday IAW with the Army's most recent Warrior Tasks and Battle Drills task list. A Warrior Task is an individual Soldier skill deemed critical to Soldier survival in combat. Examples include weapons training, tactical communications, urban operations, and first aid. Battle Drills are group skills designed to teach a unit to react and survive in common combat situations. Examples include react to

ambush, react to chemical attack, and evacuate injured personnel from a vehicle. The preponderance of this training extrapolates those individual skill sets from the critical individual supporting task list published as sub-sets to the Army's Warrior Task. These are the critical sub-tasks that support the individual's ability to "Shoot, Move, Communicate, Survive & Adapt."

Fort Belvoir's Concept for Individual Development Plans:

To ensure continuing education and to take advantage of training opportunities, we believe the individual development plan (IDP) serves as the foundation for moving forward in achieving the goals of the IMCP, and all of the other Lines of Effort that rely on the output of installation employees to support the Soldiers, Families, and Civilians on Fort Belvoir now and in the future.

Leaders, supervisors and employees operate from position descriptions that are defined by the mission of the installation. The IMCP provides the vision for Army installations and the roadmap for achieving that vision through the six Lines of Effort. Everything that we do on Fort Belvoir, within our directorates and their various divisions and activities must be in support of the IMCP, or we're wasting effort. The individual leader, supervisor and employee performance plans translate their position descriptions to performance expectations and measures of success that align with and support the IMCP (LW4-1 metric). Invariably there are gaps in employees' knowledge, skills and abilities that challenge their ability to achieve the desired results. Or an em-

ployee's job must change to accommodate changes in customer expectations, technology, or any other factor that represents progress. A thorough analysis of an employee's capabilities and the performance expectations of his or her job (which is always that employee's contribution to realizing the IMCP) becomes the basis for his or her IDP by focusing on personal and professional development needed to bring the employee up to full performance. A well-written IDP considers all sources and tools for individual development in mapping the employee's development over time, and considers the potential for that employee to make greater contributions to the IMCOM, the Army or the Department of Defense by forecasting training and other developmental experiences required and properly timed to realize that potential.

At Fort Belvoir we require every employee to have a comprehensive, realistic and achievable IDP that is reviewed and updated during annual counseling, mid-year review and at the end of the rating period. Employees participate in developing and updating their IDPs, in partnership with career program and career field managers at all levels. IDPs complement Army Civilian Training and Education Development System (ACTEDS) requirements and are documented in the Civilian Human



Resources Training Application system (CHRTAS) automated IDP system. IDPs are incorporated in activity training budgets to encourage innovative means for achieving training that reduce funding requirements, such as centrally funded programs, mentorship, on-the-job training, job sharing, and the IMCOM Developmental Assignment Program (DAP). Our Workforce Development Program policy memorandum identifies the IDP as the linchpin and lists the resources available for professional training.

Our goal is to ultimately incorporate initial IDP development into a central Civilian employee in-processing. Our draft SOP provides guidance and a framework for Fort Belvoir to improve the orientation for new employees and assist new employees in learning about Fort Belvoir. Initiation of an IDP is a critical part of that orientation that also identifies required training, and IMCOM career training programs (e.g. Civilian Executive Development Assignments Program, CES, Senior Service College, etc).

The IDP Process:

The IDP provides supervisors and employees an opportunity to identify training and development needs that ensure individual and organizational success. An IDP is a written schedule or plan designed to meet particular individual goals that are aligned with the IMCP and the installation and directorate action plans. The development of an IDP, which outlines developmental objectives, along with activities to achieve those objectives, will afford employees an opportunity to develop skills that will ultimately benefit the individual and the organization.

The IDP and developmental objectives processes are inherently connected to, and are completed in conjunction with, an employee's annual performance appraisal and the development of performance standards and elements. IDPs are used to plan developmental experiences that may change from year to year as the mission evolves. There are a variety of developmental experiences that should be explored and evaluated when determining the appropriate experiences to incorporate into the IDP. Some examples include details, course work, special projects, on-the-job training, formal education, and competitive professional development opportunities.

The IDP process is a four-step process that involves continuous two-way communication between supervisors and employees:

1. **Determine Developmental Objectives,**
2. **Explore Development Options and Select Activities,**
3. **Prepare IDP and Hold Development Discussion,**
4. **Take Action and Monitor Progress.**

The Family and Morale, Welfare and Recreation Command's (FMWRC) Nonappropriated Fund (NAF) Management Trainee Program is an excellent example of a developmental program for incoming FMWR professionals that nearly mimics an intern program. The NAF Management Trainees are college students, graduates, wounded warriors, current and former NAF employees, and other applicants who have high potential for success in FMWR fields. Trainees un-

“Army Civilians must commit to a lifetime of professional and personal growth to stay at the cutting edge of their profession and keep pace with changing Army environment.”

dergo 24 months of structured training at the FMWR Academy and on-the-job training at an Army installation under the supervision of a trainer-mentor, followed by another 12 months of on-the-job work experience in a specialty program area, for a total of 36 months. Graduates of the program are placed in management positions at installations all over the world and have shown themselves to be extremely competent in their chosen fields as a result of the development they have received through the program.

Individual Self-Development provides a means to acquire knowledge not developed in the schoolhouse or operational experience, and follows the Army's lifelong learning philosophy. Army Civilians must commit to a lifetime of professional and personal growth to stay at the cutting edge of their profession and keep pace with changing Army environment. Every Civilian is responsible for his own development. An individual may choose a professional reading and writing program, professional conferences, affiliations with professional organizations, correspondence courses, off duty advanced schooling, or other appropriate self-development activities.



After the initial development, the IDP process is an ongoing process of growth and development. An IDP should be periodically reassessed to determine its effectiveness in achieving developmental objectives, methods of accomplishment, and the need to update. At a minimum, an IDP should be reviewed at least semi-annually; we recommend at midpoint performance reviews so as to maintain the connection to individual performance standards and the IMCP.

An IDP is not a binding contract. While every effort should be made by both employees and supervisors to adhere to the plan, circumstances sometimes arise that require modifying the IDP. Completing an IDP does not imply promotion; it is intended to address developmental needs and facilitate growth while preparing the organization for future challenges.

A Culture of Safety, Sustainability and Healthy Work Environment – LW6

As unprecedented BRAC development progresses on Fort Belvoir, the Installation Safety Office (ISO) plays an important role in ensuring that the design and construction of all new and renovated buildings will meet applicable codes and policies. The ISO requires that each construction project follow the USACE EM 385-1-1 Construction Safety book, and ISO staff frequent the construction sites to observe, correct and assist with site safety. In spite of the pace and magnitude of development, Fort Belvoir's emphasis on safety has contributed to no construction site fatalities and no serious injuries in the past three years. The ISO also leads a workforce of Collateral Duty Safety Officers

(CDSO) by conducting training, and deploying CDSOs to inspect work centers and facilities. An aggressive Worker's Compensation audit program over the past few years has reduced the Fort Belvoir chargeback from 2.4 million dollars each year to less than one million this past year. Aggressive accident investigation, increased awareness of ergonomic issues and personal protective equipment, and a very aggressive push for construction safety plans has reduced the number of accidents and injuries, even though the population of the installation continues to increase. The safety program also saves resources by identifying potential risks and violations to established codes, regulations, and laws prior to final construction.

High quality fitness and wellness opportunities provided on Fort Belvoir promote the importance of physical fitness as the foundation for workforce health and wellness. The Fort Belvoir Civilian workforce has access to all fitness and aquatic facilities on the installation, and all equipment and programs including the intramural sports program to enhance their physical and mental well-being. Fort Belvoir Sports and Fitness offers eighteen weekly aerobic classes for Civilians and ten other fitness classes such as cycling, yoga, pilates, Power Pump, Boot Camp Express, and Zumba (a Latin dance aerobic exercise). Five Sports and Fitness staff are certified by the Cooper Institute as Personal Trainers allowing them to provide innovative personalized programs for the Civilian workforce. Women in Weights is a five week class in which certified trainers provide training on proper use of free weight equipment to help

women gain the confidence they need with weights to enhance their general health and fitness. MicroFit assessments measure customers' cardiovascular fitness, blood pressure, body fat, flexibility, and muscle strength at the beginning and conclusion of all classes, to track and document progress. Certified trainers work individually with organizations to develop specialized programs for Civilian personnel (and Soldiers, Families, Retirees). A DFMWR Sports and Fitness trainer assisted the Hospital by developing a Brown Bag Introduction to Walking program for Hospital employees. Fort Belvoir continues to support Swim/Run/Run/Walk For Your Life, a self-directed program for Civilians to annotate their cardio achievement by logging their miles completed to receive rewards at the 100, 250, and 500 mile marks.

Fort Belvoir is immersed in improving services across the installation. We continue to develop leaders and a workforce with a sense of passion for our installation and its mission. We believe Fort Belvoir serves as an installation of choice, where Soldiers, Families, and Civilians choose to serve and live. We are The Army's Home.



COL Jerry L. Blixt is a Military Intelligence officer and holds a bachelor's degree from the University of Iowa and Master's degrees from Central Michigan University and the National Defense University. He has served in numerous intelligence and operations capacities with operational units and on the Army staff, as well as commanding the Headquarters Battalion at Fort Myer.

Workforce Development Provides the Tools Skilled Leaders Need

by COL Joseph Simonelli, Garrison Commander, Fort Bliss

Fort Bliss is already the home of a military and Civilian workforce second to none, exhibiting all the characteristics of a dedicated and efficient workforce. Over the past six years they have taken care of Soldiers, Families, Civilians and retirees while deploying and redeploying thousands of military personnel. They were intimately involved in growing the post, with a building boom of what will amount to nearly \$6 billion to support the end state population in 2012 of more than 34,000 active-duty Soldiers – an almost 400 percent increase in population. A key component of our continued success lies in our personal and professional development.

Leader and workforce development requires that the workforce be given the tools they need to grow even more efficient and adaptable to change, but also to demonstrate that they have earned the right to expect a leader climate that supports and enhances those efforts. The Installation Management Command's Campaign Plan stresses this as one of its six Lines of Effort (LOE). Highlighted within this LOE are six keys to success providing goals and metrics for successful Leader and Workforce Development. Through the guidance of the IMCOM Campaign Plan, Fort Bliss is developing a multi-skilled workforce comprising military and Civilian leaders and personnel

with the knowledge, capabilities, skills and opportunities to successfully and innovatively accomplish the installation management mission.

LW1 – Multi-Skilled and Adaptive Leaders

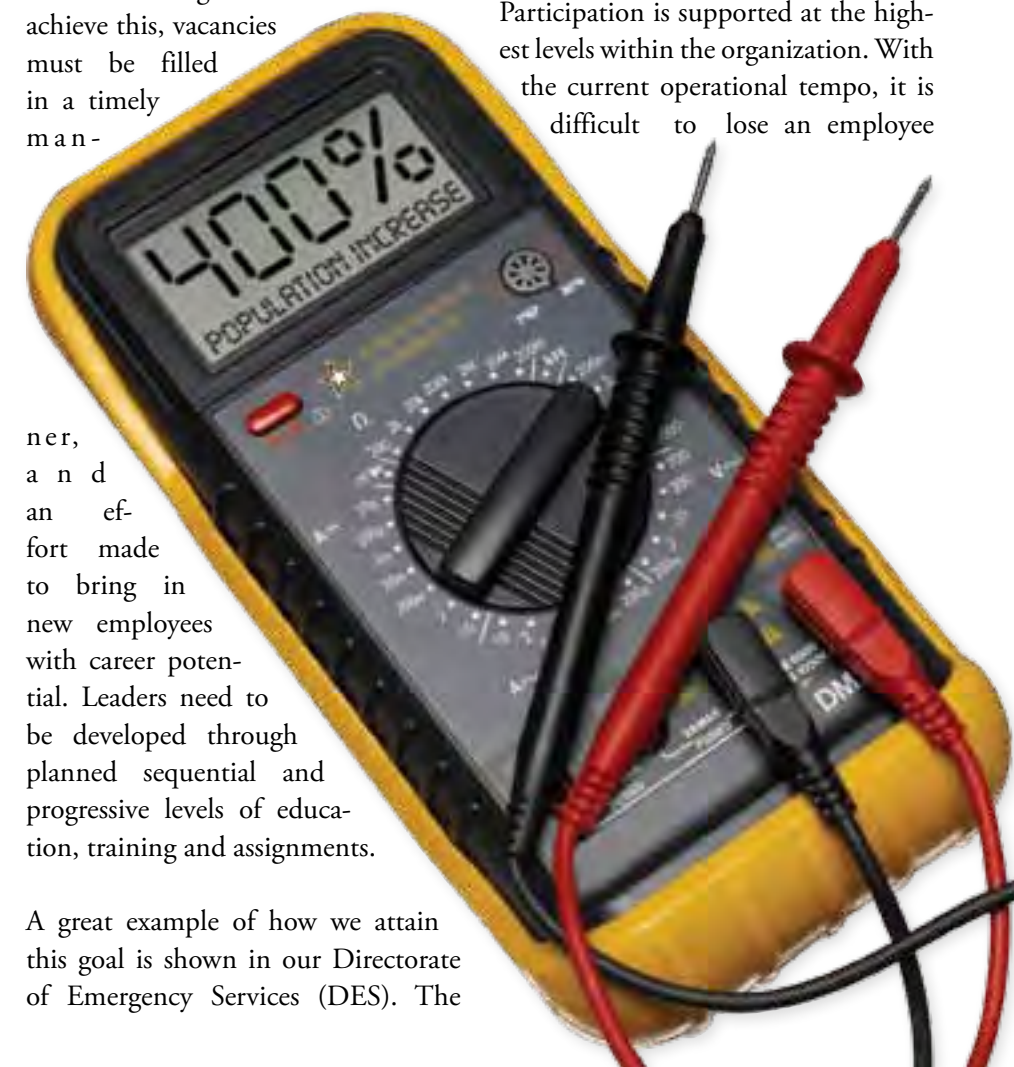
Adaptive and skilled leaders must receive the required training, which will mean a higher retention rate. To achieve this, vacancies must be filled in a timely manner.

ner, and an effort made to bring in new employees with career potential. Leaders need to be developed through planned sequential and progressive levels of education, training and assignments.

A great example of how we attain this goal is shown in our Directorate of Emergency Services (DES). The

DES mandates that all supervisors attend the requisite sequential levels of the Civilian Education System (CES). CES provides our workforce the deliberate, continuous, sequential and progressive learning capability with the Foundation Course, Basic Course, Intermediate Course, Advanced Course, Continuing Education for Senior Leaders, Action Officers Development Course, Supervisors Development Course, and Managers Development Course. The method of delivery is distributed learning, resident instruction or blended learning, or a mixture of distributed and resident instruction.

Participation is supported at the highest levels within the organization. With the current operational tempo, it is difficult to lose an employee





for any amount of time; however it is critical that each supervisor understands and supports this requirement. The DES leadership closely manages enrollment in the program, allowing maximum participation. Additionally, upon return they conduct an outbrief to ascertain how employees felt about the training, and they are asked to pass on that message to their peers. Most, if not all, really enjoy the training and are excited upon their return. This excitement is contagious and has a direct impact on our ability to “sell” the training in a positive light.

To continue the momentum of what they learned, it is equally important to ensure that upward mobility exists within the grades throughout the DES. Within the directorate, one of the biggest challenges was creating upward mobility. When the DA Civilian Police and Security Guard Program were first created, the grade structure was designed so an employee could only progress to the GS-05 level, as the next available grade was at the GS-09 level. Human resources guidance does not provide for a promotion of more than two grades. Therefore, an employee had to leave the organization to take a promotion to the GS-07 level and hope to return to the organization for the next promotion to GS-09. This oversight created an environment where employees became frustrated because they had to leave the organization to receive a promotion. The fix was creating a grade structure that allowed the most junior employee to rise to the most senior Civilian grade within the organization.

Another form of upward mobility is looking from within for promotions. The National Security Personnel System (NSPS) provided valuable tools we could use to accomplish this, especially at the supervisory levels. Lower-graded positions were more of a challenge because of the limitations within the OPM guidelines. Now, with NSPS now giving way to reinstatement of the general schedule pay system, we will continue to look from within for eligible candidates for promotion or upward mobility. All of these efforts help us to build multi-skilled and adaptive leaders.

LW2 – Constant Communication and Continuous Feedback

Communication is the leader’s tool to develop results-driven practices and build competent leaders. Open dialogue, and diverse viewpoints will always contribute to a team of achievers. A good example are the Town Hall meetings that Fort Bliss conducts quarterly. Each meeting is broadcast live over the local television channel and provides a recurring vehicle for direct communication between our community and Fort Bliss executive leadership. Participation includes the commanding general, post command sergeant major, the garrison commander, William Beaumont Army Medical Center commander and installation subject matter experts. In this forum, our leaders at all levels actively participate and answer each question presented by the audience.

Our communication methodology is driven in a

myriad of ways, including attendance in person, electronic, and through visual media. This approach allows us to communicate with both our on- and off-post communities. Every session by design becomes an impromptu leader and professional development forum as it goes beyond the simple Q&A and strategic communication messaging. Our leadership seizes the opportunity to ensure that all questions and/or concerns receive not only an answer, but an explanation of why the issue is important to our community and the Army. Leaders’ responses to questions directly link to senior commander and to Installation Management Campaign Plan objectives.

Fort Bliss leadership also uses Town Hall meetings as a community outreach opportunity by inviting the surrounding regional community’s active participation at each of these Town Halls. These sessions have truly become the standard bearer for collaborative information exchange and problem solving forums. Every meeting has a focused topic, which is presented and discussed prior to entering the general and open Q&A phase of the session.

The Town Hall has established an active venue for leadership communication, but has accomplished even more by directly involving the Fort Bliss military and Civilian workforce. Our workforce development is enhanced by the dynamic relationship and team-building that occurs in each phase of the planning and execution of this tremendously valuable endeavor.

Many leadership development opportunities have been identified from the themes and issues discussed in this venue. It requires methodical coordination and teamwork, which has promoted confidence and mutual trust among all members of Team Bliss. There is an enormous amount of group pride at the conclusion of every successful televised Town Hall meeting. It is a combination of continuing education in the classroom and consistent teamwork and leadership opportunities in our workforce that enables us to build and prepare competent leaders now and in the future.

LW3— Teamwork, Professionalism, Selfless Service in All Things

Teamwork is critical, and leaders must lead by example and display an attitude of confidence to gain the trust of the workforce. Selfless service is putting the team before the individual. New employees are brought into the organization and made fully aware of the goals of the team. Employees who feel appreciated will be satisfied in the workplace and this attitude will help to sustain a culture of trust and pride. Additionally, the use of technology is another powerful and valuable tool that is used to effectively share and communicate the goals of our organization.

No words perfectly describe the dynamic team camera -

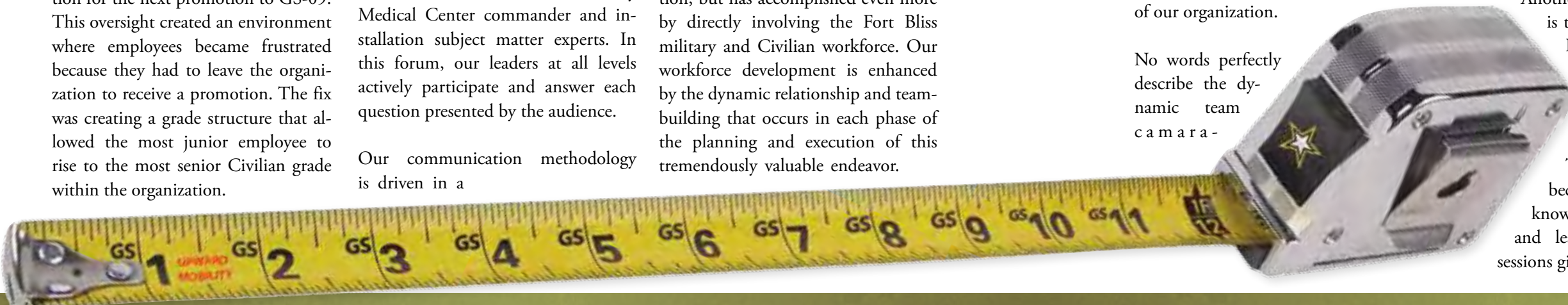
derie spirit found in a multi-faceted atmosphere like that found in the Garrison Command at Fort Bliss. In driving home the mission of supporting the Soldier and the Family, dozens of communication methods are used to disseminate messages within the workplace and to the public.

We accomplish these through weekly e-mails, called “7 Days of Bliss,” and our post newspaper, The Monitor, highlighting what we have done and promoting upcoming events. Quarterly focus groups are televised with senior military leaders, community leaders, and teens to discuss issues of concern and interest. To communicate to the external audience and other services, input is sent to the Digital Video & Imagery Distribution System (DVIDS), through which print and video is sent to hundreds of military and Civilian networks around the world. Locally produced news segments are also aired on the Pentagon Channel. Social media sites like Facebook, Twitter, Flickr, bloggers and Podcasts are also utilized to send out command messages and information. All of these resources are effective ways of promoting group pride in garrison accomplishments.

Another goal in this area is to foster a culture of Equal Employment Opportunity (EEO) and fair treatment for all employees. EEO Training is critical to become and remain a knowledgeable manager and leader. The training sessions give all employees, in-

cluding the leaders, the edge when it comes to making for a more harmonious and positive work environment. The Fort Bliss EEO Office conducts EEO Complaint Process training for supervisors concentrating on providing information that leaders can use to resolve disputes at the lowest possible level before an employee officially initiates the EEO complaint process. There were four training sessions offered that ultimately resulted in 193 directors, managers and supervisors receiving the training. Each session began with a film clip taken from the film “North Country,” starring Charlize Theron, based on a true story depicting the inaction of first-line management and director-level management in fulfilling their obligation to address alleged discrimination in the workplace. A discussion with the audience followed the film clip, exploring what each member of the audience had observed in the clip regarding management, the employee, and what the leader/manager could have done in an attempt to resolve the issues at the lowest possible level.

After addressing the significant points of the clip, the training transitions into the EEO Complaint Process training, pointing out the anti-discrimination laws, directives and regulations that cover the EEO Complaint Process, the mandated timelines associated with processing EEO complaints from the informal stage through the formal stage, the cost associated with processing EEO complaints, and who bears the cost. Additionally, the training provides information on alternative dispute resolution in the form of mediation. Mediation is emphasized as a tool that can be utilized at the informal





stage as well as throughout the complaint process to attempt and possibly resolve EEO disputes more efficiently as opposed to the lengthy traditional method. Based on the success of the training and the positive reception by those in attendance, classes will now be offered for new supervisors, managers, directors and leaders as part of leadership development.

LW4 — Sustainable, Empowered Workforce Focused on Collaboration and Innovation

An empowered workforce is a creative and innovative group that never fails to succeed. A key component to this is encouraging Soldiers and leaders to think creatively and to learn from their mistakes. This is done by developing and devising new ways for Soldiers and Civilians to accomplish tasks and missions with integrity, honesty and ingenuity, while building resilience to deal with the unexpected.

A key asset to develop and encourage all of these traits is the Army Center for Enhanced Performance (ACEP) program. This program provides group and individual workshops that emphasize developing the full potential of military spouses, Families and DA Civilians. It helps build and enforce skills such as attitude adjustment, confidence building, stress and energy management, positive self-talk, work/life balance, sleep management, goal setting for personal and family growth, and enhancing resilience in general.

Within the last year, the center has worked with more than 600 Army spouses, family members, and DA Civilians through partnerships with Army Community Service, Waiting

Families and Family Advocacy Programs, and Army Family Team Building. The center also regularly attends brigade-, battalion-, and company-level Family Readiness Group and Family Readiness Staff Assistant meetings. ACEP also offers a monthly two-day course specifically for DA Civilians that teaches them life skills and resiliency to better cope with pressure and challenges they may encounter. One Family member's comments after taking the ACEP training was, "This class helped me get a better understanding on what I can and can't control in my life. I had never realized how much stress I was adding to my plate!"

LW5 — Continuing Education and Training Opportunities

Education and training opportunities are critical to a well-informed and satisfied workforce. It is an investment for the organization and the Army. Long-term training is difficult to manage with staff shortages, but worthwhile with the benefits gained. There are a multitude of programs we use at Fort Bliss to encourage a life-long commitment to learning through both education and hands-on application through internship.

The Civilian Education System (CES) is the Army's leader development system that provides enhanced leader development and education opportunities for Army Civilians throughout their careers. CES provides the training and developmental opportunities to enable Army Civilians to step up to leadership challenges. CES not only trains future leaders on the Army's foundation and structure, but also helps them prepare for carrying out higher-level duties to ensure the Army's

mission is not interrupted and services are continuously available to the installation's military and Civilian communities.

The Fort Bliss Workforce Development Office, under the Directorate of Human Resources, provides information and guidance to garrison directors, managers and supervisors on the CES program. It also educates and encourages increased enrollment and participation of all eligible employees interested in enhancing their leadership training and abilities. This training will allow them to accomplish the garrison mission, which is to serve and support the military and Civilian communities now, and into the foreseeable future.

Another educational initiative is to locate a 200-acre community college campus on the installation near the large troop concentration area on East Bliss, offering classes for Soldiers, Civilians, and Families both in-house and online. The site will also accommodate a recreational complex and a training area for all law enforcement personnel, military and Civilian. It is a model for community colleges across the nation and is supported by a grant from the Bill and Melinda Gates Foundation.

Internships also assist the educational development through a hands-on approach. For more than 40 years the Department of Army has administered an intern program that takes individuals from entry-level positions to positions of mid-level management. One of our DA intern programs involves mentoring public affairs officers. Numerous PAOs have trained at Fort Bliss and moved on to high-level po-

sitions in the career field. Throughout the Army's Office of the Chief of Public Affairs, Fort Bliss is recognized as a top training ground for PAO interns.

In addition to the public affairs development program, internships for engineers and scientists (construction related) numbers have been generally increasing. Since 2005, Fort Bliss has remained an active and vital part of the program due to its great expansion. We have hired 12 interns to date and plan to hire four more in fiscal 2010. Of the 12 hired to date, six have graduated and five of those continue to work for the Fort Bliss Directorate of Public Works (DPW) as fully proficient engineers in various divisions, allowing us to enforce other areas of growing from within. Others have moved to higher-level positions. Five will graduate from the program in fiscal 2010, and DPW intends to place them in permanent GS-11 positions as fully functional and productive members of the DPW team. The program has proven worthwhile for both the interns and the DPW. Many Army leaders started with the intern program, and many of the senior and most experienced DPW engineers and scientists actually started out as part of the Army CP-18 intern program.

LW6 — A Culture of Safety, Sustainability and Healthy Work Environment

Safety in the workplace will promote and sustain a healthy work environment, helping to reduce compensation costs to the installation that come from workplace accidents. Leaders are responsible for ensuring staff follow the safety rules and take part in the training provided by the Safety

Office staff, both in the workplace and in the Soldier training areas. At Fort Bliss, Class A accident rates and fatalities for the first three quarters of fiscal 2010 have decreased by 50 percent over the same period last year. This is accomplished by promoting the importance of physical fitness and a healthy lifestyle.

Fort Bliss implemented a Civilian Wellness Program that is well attended and gives members of the workforce an opportunity to learn and sustain good health and fitness goals. Headed by a renowned fitness expert, Dr. Doug Briggs, the program is open only to Civilian employees, with sessions during the duty day at our fitness center on post. The program lasts for six months and is a great impetus for an individual to continue a healthy lifestyle.

A Soldier is required to have a high level of fitness, capable of performing a multitude of physical tasks, involving power, strength, speed and agility. Fitness training for Soldiers has changed over the years. Mission Essential Fitness, also headed by Dr. Briggs and a highly qualified staff, is the training required to condition Soldiers to perform their mission, in garrison as well as any operational environment. Functional training incorporates all of these fitness components to train Soldiers as tactical athletes both aerobically and anaerobically. It focuses primarily on the development of core muscles as stabilizers, reducing injury and increasing muscular balance and joint stability, thereby positively affecting a Soldier's performance. Utilizing weight bearing activities, this program targets core muscles of the abdomen and lower back to al-

low the individual to perform daily activities more easily and without injury. The results of both these programs are a military and Civilian workforce who promote healthy lifestyles and are leaders whose decisions affect the organization's effectiveness, health, and safety.

The goal in Leader and Workplace Development is for leaders to manage the workforce talent they have to ensure the right person is in the right job, at the right time. The IMCOM strategy is to create an environment that encourages self development and life-long learning, and to increase innovation and knowledge sharing to improve customer support and services. Fort Bliss is accomplishing this through the guidance of the IMCOM Campaign Plan, by developing a multi-skilled workforce comprising military and Civilian leaders and personnel with the knowledge, capabilities, skills and opportunities to successfully and innovatively accomplish the installation management mission.



COL Joseph A. Simonelli, Jr. is the Garrison Commander of Fort Bliss. He holds a Master of Arts degree in Human Resources and Master of Science degree in National Security Strategies. In his over 22 years of Service, he has served in a myriad of assignments from Battery to Army and Joint Staff level where he provided extensive leadership to both military and Civilian personnel. COL Simonelli leads the Army's most significant BRAC restructuring in modern US Army history with a Post requirements increase of almost 400%.



Developing Tomorrow's Garrison Leaders: How to Create a Civilian Professional Development Program at Minimum Cost

by COL William Hill, Garrison Commander, Fort Hood

The Army has long recognized that leaders are developed. The Army has established effective officer and non-commissioned officer development programs that include formal education and training. The Army has also recognized the need to develop programs for our Department of the Army Civilians. This effort, which improves every year, includes formal and informal training for new and current employees.

There is however a recognized gap in the Installation Management Command (IMCOM) training programs used to develop future leaders. Although there is training offered through Distance Learning (DL) courses for all IMCOM Civilian employees, there is no IMCOM-wide professional development program tailored for future military leaders.

The good news is that at Fort Hood we have developed a low cost program that develops future leaders and provides continued professional development for current supervisors. All installations can do something similar as the new IMCOM Campaign Plan has also embraced workforce development by establishing a Line of Effort

(LOE) that focuses on leader and workforce development.

IMCOM Campaign Plan Objective:

To develop a multi-skilled workforce comprising military and Civilian Leaders and personnel with the knowledge, capabilities, skills and opportunities to successfully and innovatively accomplish the installation management mission.

- We will use effective leadership, mentoring and knowledge management to develop and maintain effective teams operating in an environment of open communications and feedback.
- Leaders will ensure our workforce is afforded a work atmosphere that promotes equal opportunities for employment, training, achievement and advancement.
- We will fully leverage the Army Leader Development Strategy to facilitate career-long development for our workforce through education, training, and experiences.

- We will create an environment that encourages self development and life-long learning.
- Leaders will grow supervisors and staff using a requirements-driven system that is deliberate, continuous, sequential, and progressive to facilitate career growth.

Key Message Sheets Core Message:

The Installation Management Community is dedicated to developing a healthy, well balanced, multi-skilled workforce comprising military and Civilian leaders and personnel with the knowledge, capabilities, skills and opportunities to successfully and innovatively accomplish our mission.

Three years ago when I took command, I included in my commander's intent "Develop our Workforce and its Leaders." The problem was that we did not really have a comprehensive program for our emerging junior leaders. While it took me a while to realize this, it was through discussions with fellow garrison commanders that I understood we had a need to develop a program that would bridge the gap between current courses offered by the Civilian Education System (CES) and the "random" leader development courses offered to our emerging leaders at the garrison.

Findings:

Our Directorate of Human Resources (DHR) and my workforce development Specialist investigated the CES and Civilian Education Senior Level

The most important thing we have achieved is to provide our workforce a meaningful program for developing them as emerging leaders.

(CESL) training programs. The primary training that is available to our "non-leaders" is distance learning (DL) classes through CES. The service currently lacks any formal Army resident training programs. All resident training was for permanent employees in leadership positions. This CES training includes:

- Foundation Course (DL)
- Action Officer Development Course (AODC) (DL)
- Manager Development Course (DL)
- Supervisor Development Course (DL)
- Basic Course (DL)
- Intermediate Course (DL)
- Advanced Course (DL)

How we got started....

We challenged our DHR to develop a program that addressed the gap in emerging leader development at Fort Hood. Our idea was to take the existing DL Courses, including classes available from our resident Noncommissioned Officer Academy, our local community college, and Fort Hood subject matter experts, and partner with a low cost professional education service to create a program.

In coordination with our chief of Education Services, we came up with a phased approach that is not necessarily sequential. For example, the AODC often takes 21 to 30 hours to complete. Some students will complete this DL course during Phase II of the program. This gives the future leaders excellent time management training by balanc-

ing work, class and AODC.

We further divided the Fort Hood program into two groups.

- Future Leaders – New Supervisors, Team Leaders and Aspiring Leaders (20 each session)
- Established Supervisors (15 each session)

The plan was to begin a class for each group quarterly. The quarterly schedule was to allow flexibility for both students and their supervisors to participate in the program while meeting workload demands. A pre-published schedule was to be developed to commit both the student and supervisor to the program requirements.

There are three phases in the Future Leader Program and two phases in the Supervisor Program.

We conducted market research to determine what courses would be best suited for our program and Fort Hood. An action team comprising local community college representatives, garrison directors, senior leaders, and Civilian Personnel Advisory Center (CPAC) personnel developed the five phased approach. The pilot session began July 2009 with 40 students.

How we Adjusted...

We are currently in our fourth rotation of students through the Fort Hood Civilian Leadership Development Program (CLDP). We have made very minor adjustments to the core

program. We have added several SME courses to include Lean Six Sigma Refresher Course (supervisors only), Military Decision Making Process (MDMP) (Future leaders and supervisors), and Composite Risk Management (supervisors). We have dropped the NCO Lead Courses (future leaders) due to the addition of the MDMP SME course. The feedback in surveys from the graduates, graduates' supervisors, and vendors has been outstanding.

What we have achieved...

The CLDP has developed a prestigious reputation through the garrison at Fort Hood. Graduates are exposed to other directorates across the garrison while networking and creating professional relationships. Upon graduating from the program, they receive a framed certificate of achievement from the garrison commander in a formal graduation ceremony for their dedication and commitment to continued professional development.

The most important thing we have achieved is to provide our workforce a meaningful program for developing them as emerging leaders. This translates words and promises of caring for them into real action in terms of developing our workforce. Our workforce feels that its leadership genuinely cares and the focus is not just on senior leaders but on everybody.

Approximate COST: Our program currently costs approximately:



Per Student: \$600
 Per Quarter: \$20K
 Per Year: \$80K

Employees are nominated by their supervisor and endorsed by their director to attend CLDP. Directorates are allocated slots based on their workforce population per quarter.

Future Leaders Curriculum (approx 120 hours of DL and resident):

Phase I

Action Office Development Course (DL): The term “action officer” does not refer to a duty position. This course describes “staff work” as it is generally practiced Army-wide. AODC covers organization and management; conducting completed staff work; managing time and priorities; conducting meetings and interviews; solving problems and making decisions; communicating; writing to the Army standard; coordinating; conducting briefings; and ethics.

Garrison Customer Service Training: The course focuses on the four basic principles of customer service: Attitude, Service, Consistency and Teamwork.

Phase II

Management Development Workshop for Leaders (5 days)

1) Day 1:

- Goals and Objectives: Setting workshop goals; Your plan of action.
- Leadership and Supervisory Skills: Power – Personal and Position; Situational Leadership; Motivation

(Maslow’s Hierarchy of Need).

2) Day 2:

- Problem Solving – Decision Making: Six step problem-solving model and making and implementing decisions.
- Coaching and Counseling: Active listening; how to be a coach; and communication styles (DBM Inventory).

3) Day 3:

- Performance Management: Dealing with problem performance; dealing with performance that meets job standards; progressive discipline.
- Assertiveness Training: Assertiveness vs. aggression; dealing with client complaints.

4) Day 4:

- Time Management: Delegating
- Project Management: Planning and organizing; scheduling and prioritizing.

5) Day 5:

- Team Management: Team building; setting objectives, feedback

and group problem solving.

- Implementing Workshop Concepts: Plan of action.

Phase III

Trust Factor: When trust is absent, relationships are characterized by an adversarial attitude: me vs. you; us vs. them. Rather than having good will, there are deep and hidden animosities. Respect is lost and our performance is compromised as our energies go into manipulation and protection rather than working together toward a shared vision. We believe that the most successful people and organizations of the 21st century will be those who know how to create a climate of trust and good will among their employees and peers.

Change Management: Change is a constant, challenging part of the workplace environment. Taking time



...helps set goals and define actions for developing and enhancing current communication abilities, laying the groundwork for participants to succeed in every communication engagement.

to improve your skills is a worthwhile investment in your self-development. Organizations that value change management as a strategic tool recognize the value of learning about the change process, developing change resilience and enhancing your change management skills.

Effective Communication: Effective communication is an essential skill in today’s fast-paced world. To increase high performance in any organization, leaders must be able to communicate their vision, motivate others, delegate effectively, and lay the foundation for dealing with conflict. Effective communicators need to have the essential skills for speaking to small and large groups and to understand that good communication is both verbal and non-verbal. This course helps set goals and define actions for developing and enhancing current communication abilities, laying the groundwork for participants to succeed in every communication engagement. It will include the following modules: “How to effectively delegate,” “How to give and receive feedback,” and “How to resolve conflicts the right way.”

SME Course:

Military Decision Making Process (MDMP) 3 ½ days: MDMP is a

step by step analytical and logical process that leaders use to make the best possible decisions. It is a standardized planning/decision making model used by the Army. Conceptually it is very easy to understand. MDMP is based on both the art and science of problem solving. The art (leadership, complexity of operations) versus the science (times restraints, resources needed) - a single established and proven analytical process.

Phase IV (Human Resources for Supervisors (Appropriated Fund) or HR for Supervisors (Nonappropriated Fund))

1) HR for Supervisors (AF 4 Days):

- Supervisor as HR Manager (legal and regulatory rights): Prepare supervisors for their legal and regulatory requirements.
- Planning (Strategic Planning): Describe how changes in mission and organizational goals impact planning for Civilian human resource management. Incorporate Civilian human resource management into short and long term workload planning. Recognize the connection between national, DoD and Army strategic plans and organizational and individual goals, objectives and performance expectation.

• Structuring (Classification): Define and describe occupational definitions, career groups, pay schedules and pay bands. How to classify a position following the basic classification process. Define the terms: mixed, interdisciplinary, and interoccupational positions. Make a basic Fair Labor Standards Act (FLSA) determination. Will be able to describe the classification appeals process.

• Acquiring (Hiring): Identify supervisory and CPAC roles. Identify knowledge, skills and abilities needed to perform the duties of a position under recruitment. Describe when veterans’ preference applies in the hiring process. Describe alternate forms of competition and be able to identify pay-setting flexibilities available when hiring, promoting and reassigning employees.

• Developing (Workforce Development): Determine employees’ training needs and sources to meet those needs. Review and approve employee training in accordance with established rules and regulations. Describe the purpose of the Civilian Education System (CES). Explain when employees can earn a degree while completing approved training.

• Sustaining (Performance Management): Performance management cycle for TAPES/NSPS and performance management goals. Aligning work to the mission, Army values, performance planning, performance expectations, TAPES and NSPS performance cycle and be able understand how to write NSPS objectives, supervisory assessments, pay pool



process and reconsideration process.

2) NAF HR for Supervisors Course (4 Days):

- Staffing: Understand supervisory responsibilities when filling vacancies. Identify selection priorities, competitive and non-competitive actions and prohibited interview questions.
- Employee Performance Standards and Evaluation: Explain why evaluating performance is necessary. Properly establish performance standards and list the different levels of performance ratings.
- Work, Leave and Pay: Identify responsibilities for establishing work schedules. Know the minimum requirements for tours of duty and properly assign meal and rest periods.
- Employee Benefits and Services: Identify employee benefits, assistance programs and workman's compensation program.
- Business Based Actions: Explain the basis for Business Based Actions (BBA). Outline the process for initiating a Business Based Action. Name critical information required in the BBA notice and explain requirements for severance pay.
- Labor Relations: Identify workplace matters that have collective bargaining implications and workplace discussions that require union coordination. Explain the factors involved in effective grievance management.
- Effective Discipline: Differentiate between employee misconduct and

performance problems. Determine appropriate recourse to address misconduct. List types of formal and informal disciplinary actions.

- Position Management and Classification: How to locate standardized position descriptions and list major components of a position description. Identify who can file position classification complaints and appeals. Briefly explain the Fair Labor Standards Act (FLSA).
- Training and Development: Identify their responsibilities and explain the types of training available to employees. State the two-phase training program that is mandatory for all newly appointed supervisors.

Phase V - Target Audience: Supervisors

- **Customer Service Training for Employees and Supervisors (1 ½ Days):** The course will consist of an overview of management vs. leadership roles focusing on the technical impact on customer service and the manager's role. A subject matter expert from the Interactive Customer Evaluation (ICE) Office will be a guest speaker. The course will cover who should handle ICE comments as a supervisor.
- **Advanced Employee Assistance Program for Supervisors (1/2 Day):** This training focuses on educating supervisors to the goals and objectives of the Employee Assistance Program and how to utilize it as an employee benefit. It also provides an overview on the major drugs of abuse and their inherent danger to the government workplace.

• Advanced Employee/Labor Relations for Supervisors (1 Day):

- Labor Relations: Topics include the rights and responsibilities of management; unions and employees under the labor relations statute; workplace matters that have collective bargaining implications; and workplace discussions that require union coordination. A union representative will be the guest speaker.
- Management-Employee Relations: The MER course covers topics to include the legal and regulatory framework of the law, discipline and adverse actions, leave management, performance management, disability and reasonable accommodations, and grievances and appeals.

• Composite Risk Management (½ Day):

Composite Risk Management (CRM) is a required part of planning, preparing, and executing missions and everyday tasks in accordance with Department of Defense Instruction 6055.1 and Army Regulation 385-10. This process is vital to the garrison mission, and it is imperative that our personnel are familiar with and use this process in our day-to-day operations.

• Military Decision Making Process (MDMP) (3 ½ Days):

MDMP is a step by step analytical and logical process that leaders use to make the best possible decisions. It is a standardized planning/decision making model used by the Army. Conceptually it is very easy to understand. MDMP is based on both the art and science of problem solving.

• Lean Six Sigma (Project sponsor Refresher Training) (1/2 Day): Continuous Process Improvement

(CPI) is a key enabler to mission success in resource constrained environments. Leaders, managers, and the entire workforce must leverage all relevant methods to achieve improvement. As one of the CPI methods, Lean Six Sigma (LSS), is the process improvement methodology chosen to support DoD's Business Transformation efforts because of its balanced approach and wide-ranging applicability. LSS combines the principles of Lean (reducing and eliminating non-value activities) with Six Sigma (reducing variation, increasing quality) to improve process efficiency and effectiveness.

The learning objectives for this module are to understand the concepts of:

- Project Identification and Selection
 - Project Chartering
 - Process Mapping Fundamentals
 - Developing Metrics
 - Introduction to Business Transformation
- In this Project Sponsor Refresher continuing education module, we will:
- Review Lean Six Sigma project sponsor role and associated responsibilities
 - Understand how Lean Six Sigma is a business tool

- Learn the fundamentals of process management in your role as project sponsor
- Review how to develop good Lean Six Sigma project charters

Advanced Leadership Courses (Will take 4 Classes):

Section I - High-Performance Leaders (required course)

• Keys to High Performance Leaders (required) (1 Day): Leadership is a rich and meaningful word. It stirs a sense of idealism, excitement, hope and courage. It is a word that inspires us to be our best, a word that we associate with those who have made the greatest difference in our lives. In short, leadership is a significant part of the answer to whatever challenges our organizations my face.

• Empowering Others for Leadership Success (required) (1 Day):

Becoming a leader who empowers others and brings out their best is key to your personal success and the success of the organization. We need to learn how to organize and manage our priorities so that big things control little things. Helping others achieve their mission in life through the four principals of empowerment is essential in organizational team building.





Section II – Self Mastery (rotated quarterly):

• Principles of Self-Mastery (1 Day):

Mastery does not happen by accident. It is a process that occurs as we interact effectively with the events and circumstance of our lives. Each moment of our lives provides an opportunity to practice mastery by expanding our visions, awakening the facilities of our minds and our hearts and assuming full responsibility for living, growing and contributing.

• Defining the Purpose and Vision of Your Life (1 Day):

As we explore the power of vision we can clarify what is important to us and set goals to achieve our purpose in life. Without clear guiding principles in life we can lose focus and miss out on the opportunity for personal success and contributing to the success of others.

Section III - Employee Engagement (rotated quarterly):

• Charting a Course for Employee Engagement (1 Day):

Employees who are attracted to and inspired by their work will want to invest in the overall success of the organization. As we recognize the value of each team member and encourage their collaboration we will build greater trust and ensure that each person is fully engaged in the mission of the organization.

• Coaching Employees for High Performance (1 Day):

Author Jim Harris said, “Capture the hearts of our employees; it is essential that we tell them what we stand for and where we are going.” Like any great coach we must be willing to communicate

the vision and provide practical ways for everyone to get engaged in the process. Creating an environment for employee engagement starts with the leaders of the organization.

In conclusion, we all have most of the tools for conducting this professional development of our emerging leaders within each garrison. The key is to augment existing programs with resident Subject Matter Experts and then to group the seemingly unstructured developmental activities into a formal program. Deliver this to your workforce, and you will be amazed at the feeling of accomplishment from your graduates and the overall effect within the garrison.



COL William Hill was commissioned an Armor officer from Texas A&M University. He has served in a variety of Armor and Armored Cavalry assignments throughout his career. He also served in planning and operations joint assignments, with U.S. Central Command, U.S. Europe Command, and U.S. Northern Command. He holds an MBA from City College of Seattle and a MA from the National War College.

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