Financial Management Workforce – Professionalization Strategy

AUSA 2017
Proponency Office
Career Program 11 (CP11) and
Branch Code /Career Management Field 36
Dr. Dennis Davis
11 October 2017
Agenda

- Army Financial Management Workforce Leadership – Organization and Mission
  - Army Financial Management Mission
  - Governance
  - Proponency Office Organization
  - Proponency Office – Workforce Development Vision

- Plan to Achieve Professionalization of the FM Workforce
  - Focus Strategically on the Total FM Workforce
  - Sustain a Professional CP11 Workforce
  - Assess CP11 FM Community Demographics
  - Assess FM Soldier Demographics
  - Develop the Workforce to Meet Evolving Requirements
  - Focus on Mission Critical Occupations
  - Apply Additional Skill Identifiers (ASI)
  - Optimize the FM Workforce
  - Develop an FM Learning Strategy
  - Address Strategic Drivers for Learning Governance Structure
  - Proposed Roadmap
Army Financial Management

Workforce Leadership – Organization and Mission
Assistant Secretary of the Army for Financial Management and Comptroller (ASA FM&C)

Mission: To formulate, submit, and defend the Army budget to Congress and the American people; oversee the proper and effective use of appropriated resources to accomplish the Army’s assigned missions; provide timely, accurate, and reliable financial information to enable leaders and managers to incorporate cost considerations into their decision-making; provide transparent reporting to Congress and the American people on the use of appropriated resources and the achievement of established Army-wide performance objectives; and manage and coordinate programs for the accession, training, and professional development of Army resource managers.

Governance Board – CP11 Senior Council
Comprised of senior FM leaders, civilian and military, who provide oversight, guidance and direct initiatives to advance and sustain a professional workforce.

Comptroller Proponentcy Office (PO)

Mission: To provide Army trained, competent and adaptive Financial Managers with strong decision support, cost management, auditability and leadership skills.
Our Vision:

To support professionalization of the total FM Workforce via strategic:

- Certification and competency-based career program administration
- Learning and professional development opportunities

A trained, competent and adaptive Financial Manager with strong decision support, cost management, auditability and leadership skills.

LOE 1: Functional Management

LOE 2: Outreach, Educate, Sell, Advise & Assist

LOE 3: Training, Education and Certification

LOE 4: Developing Financial Managers
Plan to Achieve Professionalization of the Total FM Workforce Via Strategic Workforce Planning
Proactive FM Human Dimension
Strategic Effort

Vision: For the FM community to have the right people, at the right place, with the right skills.

Accomplishing this Strategic Effort will achieve two AFMO Campaign Objectives (COs):

CO 1
Achieve and Sustain Auditability

CO 2
Deliver FM Operations Efficiently and Effectively

Strategic Effort Map

“Where are we today?”
June 2016 – February 2017

- Conduct current state assessment on FM workforce and training to identify gaps to be addressed by future state
  - Milestones:
    o FM workforce assessed, using position data from G3 and USAFMSA and DCPDS data from CHRA (for Civilians)
    o Training research conducted on competencies, courses, certifications, and roles and responsibilities through interviews and document review
  - Deliverables:
    o Update to PO and MILDEF on position data (Required, Authorized)
    o Update on Assigned data and FY12-17 workforce trends
    o Workforce “baseline” with identified structural, staffing, and training gaps for priority attention during future state planning

“Where do we want to be?”
February 2017 – August 2017 *

- Conduct future state planning on workforce structure, staffing, and training based on current state assessment
  - Milestones:
    o Future state FM mission and function requirements collected/developed
    o Future state training roles and responsibilities defined and agreed upon by training stakeholder groups, to include Army FM School, USAFCOM, DASAs, Proponency
    o Gap analysis performed between current and future state on workforce, training
    o Deploy capability for training on business processes and cost management, to address immediate audit and cost management needs in interim
  - Deliverables:
    o Army FM human capital strategy

“How do we get there?”
August 2017 – 2018+ *

- Implement talent management initiatives to accomplish human capital strategy
  - Milestones:
    o Develop and issue policy to prioritize recruiting to fill critical structure and skill gaps
    o Issue updated career development guidance to grow an “inventory” of qualified workers in critical occupations
    o Develop and issue policy to update talent management systems of record (e.g. DCPDS, ACT) to enable more effective workforce planning
    o Develop and monitor performance metrics for FM individuals, teams, and organizations
  - Deliverables:
    o Implementation of Army FM human capital strategy

Metrics

- Workforce study conducted
- Training concept developed
- Future state workforce defined
- New development requirements integrated
- Skills attainment
- Critical positions fill rate
- Workplace application
- Data quality

Measuring Project Processes

Measuring Outcomes

* Proposed timelines
Focus Strategically on the Total FM Workforce


Memorandum Highlights:

Agencies are to take various key actions with FY18 Budget and other guidance, which include:

- Taking actions to achieve near-term workforce reductions and cost savings, including planning for funding levels in the “Skinny Budget”
- Developing plans by 30 JUN 17 to maximize employee performance utilizing OPM guidance
- Submitting a high-level outline of Agency Reform Plans to OMB by 30 JUN, for discussion with agencies in July to refine full plans for submission SEP 17

Overall Government Reform Plan to be released FEB 18 with FY19 Budget that builds on agency plans, public comment, stakeholder feedback, government-wide council input; will include:

- Emphasis on streamlining, efficiency gains, use of technology and shared services
- Cross-cutting reforms and agency plans should include restructuring and merging programs/agencies

By conducting a CP11 workforce assessment, ASA (FM&C) has begun to address objectives outlined in the OMB Plan.
CP11 community management comprises both recruiting and development processes to ensure long-term development matches current position standards, business processes and career trajectory.

- **Supporting advanced education for current employees**
- **Addressing emerging agency demands for new skills**
- **Supporting professional certifications, including exam-based certifications**
- **Early and regularly along CP11 career pathway, ascertain promotion potential, trajectory and development needs to assure they are met at appropriate development intervals**
- **Recruiting college degree hires for specific positions in Auditing, Accounting**
- **Conduct general assessments on functions performed to job series to ensure employees can access the training needed to perform job**
Assess CP11 FM Demographics

- Civilians in financial management Mission Critical Occupations (MCOs) comprise 63% of the total current on-board CP11 workforce*
- The 343 Series comprises 19.5% of CP11s and is the second largest Series category despite not being an MCO
- 1515s comprise 3.2% of CP11s, supporting cost management and cost analysis functions
- 14.6% are shown under “Other”, which includes Accounting Technicians (525 Series), Miscellaneous Administration and Program (301 Series), Budget Clerical and Assistance (561 Series), and other Series under 2% of the CP11 workforce

*Excluding Non-Appropriated Funds and Civil Works funded personnel

Data source: DCPDS via CHRA as of March 2017
Assess FM Soldier Demographics

Latest Approved FY 17 AUTHORIZATIONS

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SOURCE: FMSWeb

67% of Structure in the RC

½ of 1% of the Army Structure

~ 11,500 Career Program 11 (Comptroller) Civilians
Assess CP11 FM Demographics

% Breakout by Command, and Totals

Data source: DCPDS via CHRA as of March 2017
OTHER includes Joint activities, US Entrance Processing Command, Arlington National Cemetery, Army Tactical Application Element
ASA (FM&C) will focus efforts on the newer generation of FM professionals, providing learning and development opportunities to maximize their potential and engagement, and transferring knowledge.

Color Scale: GS Grades and FM Certification Levels
- 05, 07, 06 (Level 1 Certification)
- 09, 11, 12, 13 (Level 2 Certification)
- 14, 15, SES (Level 3 Certification)

Possess institutional knowledge

Knowledge transfer required

Key:
- **Generation** (Economic concern)
- **“Baby Boomers”** (Retirement)
- **Generation X** (Family)
- **“Millennials”** (Student debt)
- **Generation Z**

Dependent on hiring trends in light of reductions
Two MCOs, Accounting (510) and Auditing (511) have shortfalls between Required, Authorized, Assigned
Accounting (510) has the largest delta between Assigned and Authorized
These shortfalls are consistent with current FM challenges in these areas (e.g. auditability, accounting errors)
Although not shown directly on this graph, CP11 1515s are Assigned at 97% of Authorizations

Required and Authorized Data: FMSWeb data as of 5 October 2016, FY17 Latest Approved
Assigned Data: DCPDS via CHRA as of March 2017
Focus on Mission Critical Occupations

MCOs are critical to the FM Workforce Strategy for two (2) primary reasons:

1. Can be used to prioritize talent management initiatives to shape and train the workforce
   - Training resources can be targeted toward MCOs to increase effectiveness in achieving strategic goals
   - Reductions in workforce can be applied to other workforce segments, preserving existing capability

2. Concept is consistent with published budget and manpower policy and guidance:
   - Cited in National Defense Authorization Act FY 2013 (Public Law 112-239) which directed civilian workforce efficiencies and allowed for MCOs to be excluded from efficiency planning
   - Cited in FY13 Army Command Plan Guidance as purpose of realigning all Civilian positions under Career Paths (CPs)
   - Used in annual DoD strategic workforce planning which defined four (4) MCOs under Financial Management
Apply Additional Skill Identifiers (ASI)

Based on function, competency requirements can be identified and coded for using ASI fields on TDAs, for use in effective planning and resourcing of learning and development opportunities.

### Competency Tiers

- **Tier 1: Core competencies**
  - Apply across Army FM regardless of occupation

- **Tier 2: Primary occupational competencies**
  - Based on occupational series

- **Tier 3: Suboccupational specialty competencies**
  - Competencies specific to basic titles

- **Tier 4: Organization-unique competencies**
  - Competencies unique to the organization or context

- **Tier 5: Position-specific competencies**
  - Competencies unique to or required for a particular position within the occupation and not addressed in above tiers

### Notional Example

- **DoD FM Certification**
  - Technical & Leadership Competencies
  - TDA Data Fields: CP 11

- **Series 510 (Accounting)**
  - Competencies
  - TDA Data Fields: POSCO 00510

- **Systems Accountant**
  - Competencies
  - TDA Data Fields: FPAC ASI1

- **Army Materiel Command**
  - Competencies
  - TDA Data Fields: FPAC ASI2

- **Other IT-related Competencies related to activities**
  - TDA Data Fields: FPAC ASI3, 4

### FPAC and Additional Skill Identifier (ASI)

FPAC and Additional Skill Identifier (ASI) codes can be used to record more precise competency requirements.

### Other Information

Adapted from DoD Competency Management Construct as outlined in AR690-950.
While the Army is identifying functions on TDAs and standardizing FM processes, additional steps are required to optimize the workforce.

- **Outputs** for each organizational unit must be determined, and **processes mapped to produce these outputs**.
- These outputs must be relevant to the organization’s mission and vision, not a list of “stuff” that generates little value.
- These processes must be prioritized based on the importance of their outputs.

- A **RACI model** can be developed to further define who is Responsible, Accountable, Consulted, Informed at each step.
- **Decision rights** must also be identified and assigned to minimize confusion, enable well-informed decision making, and prevent diluted accountability.

- **Workload** can be estimated at each process step and FTEs allocated accordingly.
- **Current workload must also be assessed** to prevent unrealistic future state design.
- **Competencies** specific to the job role can be identified based on the process step and associated decision rights, and a competency gap assessment can be used to inform further action.

If these steps are not performed to identify outputs and to assess and allocate workload to organizational units, FM workforce optimization cannot occur.

* Workload is determined by US Army Manpower Analysis Agency (USAMAA)
Employ an iterative approach to develop the strategy to address learning needs, and enable it to reinforce higher-level talent management/human capital strategy

1. Develop and Institute Policy through Governance
   - Engage and communicate with training
   - Establish and utilize governance model to enable effective execution of policy
   - Increase effectiveness of learning by using data to identify gaps for priority action
   - Approve learning investments

2. Build Competency “Inventory”
   - Gather information on specific job functions required to achieve mission and objectives
   - Identify employee competencies that align with job function
   - Collect data to measure current competency gaps and forecast future gaps
   - Use recruiting, onboarding, training, and employee turnover to shape “inventory” over time to meet gaps, as both the workforce and competency requirements change/evolve

3. Update Career Paths
   - Develop and validate proficiency levels in competencies across grades/ranks
   - Incorporate feedback from employees on career pathing to measure satisfaction and to increase engagement
   - Identify and document job functions in FM positions to guide career pathing

4. Prioritize and Update Courses and Curriculum
   - Align resources to courses offered to priority competency gaps and increase ease of access
   - Identify or build training courses to address competency gaps
   - Collect and evaluate data on course effectiveness and competency growth
   - Standardize learning curriculum tailored to career paths, including experiential assignments

Learning Strategy Development
Key drivers for learning governance in Army FM include driving alignment between learning and business operations, establishing processes for oversight and enabling informed decision making to ensure learning solutions address high-priority operational needs.
Questions