



Submit nominations through Command channels to Office of the Assistant Secretary of the Army (Financial Management & Comptroller):

- Letter of Endorsement
- Civilians include CP II Resume Form
- Military include Officer Record Brief or Enlisted Record Brief
- SF 181

Individuals are required to use the Government Travel Card for TDY expenses.

### Decision Support Model

You have to do your part to positively affect decision making, before the decisions are made! You must be involved up front—proactive—looking ahead for ways to improve processes or determine the best use of the organization's resources. This requires you to translate the financial aspects of decision making into operational impacts. You cannot afford to be merely reactive with ever diminishing resources.

- Identify the Issue
- Analyze the Issue
- Develop Alternatives
- Evaluate Alternatives
- Make a Recommendation

- Military:
- Officer: BC 36 Majors or higher
  - Enlisted: Personnel MOS 36

- Civilian:
- Comptroller Civilian Career Program CP II GS 12-15
  - Students completing DDSC receive 26.7 CPEs

**DDSC aligns to the competencies established for the DoD Financial Management Certification Program**



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Website: <http://www.asafm.army.mil>

## Defense Decision Support Course

*“Over the long-term, the Army will improve its strategic planning, performance assessment, and financial auditability, so that commanders can make better-informed decisions on the utilization of resources to improve readiness.”*

2014 Army Posture Statement

## Course Overview

This course is designed to complement the Decision Support instruction embedded in the four-week Defense Financial Management Course also taught at DFM&CS. The purpose is to acquaint mid to senior level personnel with the merits of the Decision Support instruction, so they recognize and more readily accept appropriate analysis and recommendations from their subordinates.

Defense Financial Management & Comptroller School (DFM&CS) defines Decision Support as: enabling decision makers to make informed decisions that better utilize resources and improve mission effectiveness.

The school views decision support as a two-phased process providing leaders with viable alternatives, financial and non-financial impacts of choosing an alternative, and a well-supported recommendation.

In phase one, advisors combine data, tools, and techniques to understand the environment as well as analyze how and why things happened.

In phase two, advisors use their analysis to develop and clearly communicate projections, alternatives, and impacts as well as make recommendations in a concise, actionable, and timely manner to decision makers who may or may not be subject matter experts.

## Major Topic Areas

### Introduction to Decision Support

What is it? Why is it important? How does it fit into the decision making model? What are the benefits and limitations?

### Qualitative Skills

Creative thinking, critical thinking, brainstorming, understanding the boss' intent, and communicating your recommendation.

### Quantitative Skills/Tools

What is available? When is a certain tool or technique appropriate? What are its limitations? How do you understand and mitigate the risk associated with analysts?

### Practical Exercises and Case Studies

Students work together to identify issues, develop alternatives, compare those alternatives, and recommend a course of action for resolving the scenario. They compare their analysis to that of other teams or to the real world results to gain insight into the complexity of decision making.



## What to Expect

Students will start this four day course with a practical exercise requiring team building, understanding group dynamics, forming an informed consensus, and providing recommendations based on that consensus. This exercise provides a common experience to relate back to throughout the workshop.

The exercise is followed by an introduction to the concepts of Decision Support and a Senior Leader's perspective regarding the importance of implementing decision support concepts at all levels (what he/she expects from advisors).

The course then incrementally walks through the decision support model illustrating the steps or areas that can be positively affected utilizing various quantitative and qualitative skills. Students explore real world scenarios submitted by fellow students on Day 4 to integrate the concepts discussed with their work environments. They spend the last day working through an in-depth exercise requiring the use of all the tools and techniques previously discussed; preparing them to better support informed decisions in the future.

