

DDSC



Defense Decision Support Course



Assistant Secretary of the Army
(Financial Management & Comptroller)
Comptroller Proponency Office
Washington, DC
SPRING 2011

Decision Support Model

To positively affect decision making you have to do your part 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. With ever diminishing resources you cannot afford to be merely reactive.

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

Target Audience

Military:

- Officer: BC 36 Majors or Higher
- Enlisted: Personnel MOS 36

Civilian:

- Comptroller Civilian Career Program (CP 11)
- GS 13 and higher
- Students completing DDSC receive 27 CPE credits

Nomination Process

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

- Letter of endorsement
- Civilians include CP 11 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.

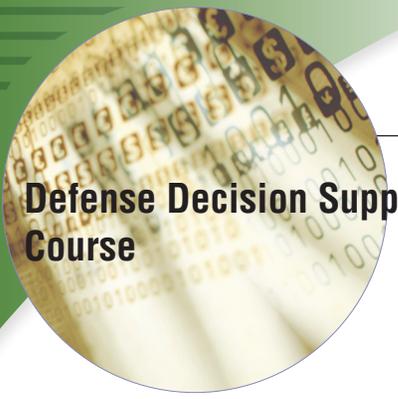
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DFM&CS: Advancing Decision Support
One Student at a Time





Defense Decision Support Course

This course is designed to complement the Decision Support instruction embedded in the four-week Defense Financial Management Course also taught at the 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 and analyze how and why things happened.

In phase two, advisors use their analysis to develop and clearly communicate projections, alternatives and impacts and 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 and critical thinking, brainstorming, understanding the boss' intent, 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 followed by a Senior Leader's perspective regarding the importance of implementing decision support concepts at all levels and 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, integrating 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.