

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



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

Target Audience

Military:

- Officer: BC 36 Majors or Higher;
- Enlisted: Military Occupational Specialty 36 Master Sergeant and above

Civilian:

- Comptroller Civilian Career Program (CP 11) and Manpower & Force Management (CP 26)
- GS 11 and higher
- Students completing DFMC receive 117 CPEs and earn 4 graduate 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

For More Information Contact:

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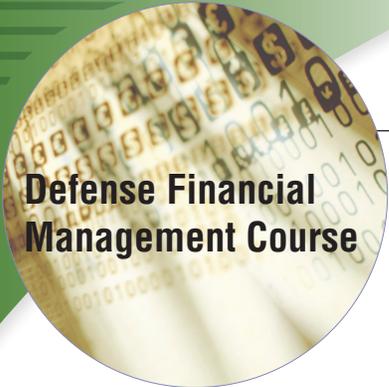
DFMC



Defense Financial Management Course



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



Defense Financial Management Course

The Defense Financial Management Course (DFMC) is designed primarily to develop decision support skill sets to include critical thinking, analysis, advisory responsibilities, strategic orientation, leadership, and conflict resolution. The secondary focus is to broaden awareness of the multi-faceted financial management community.

This mission is achieved through presentations, interactive seminars, networking, small group discussions and facilitated exercises. The students are required to actively participate, formulate individual and group goals, and successfully complete homework and test requirements. Two tests are administered during the course. They are composed of multiple choice and essay questions requiring critical thinking. The course is rigorous and taught at the graduate level.

The Defense Financial Management Course emphasizes a balanced curriculum requiring faculty to lay a firm foundation of principles and practices in each instructional area. Guest lecturers then reinforce the instruction, relating it to “real world” application. Methodologies range from readings, questioning, practical exercises, role-playing, student-led discussions, and problem solving, to instructor guided discussions, realistic case studies, and self-paced, computer assisted simulations. Students are divided into seminars based upon a careful review of questionnaires they complete. Seminars are mixed by service, experience, and status (military or civilian). This procedure greatly enriches the learning experience of all students.

Department of the Army

Instructional Areas

Leadership & Interpersonal Skills

This area enhances leadership, personal and interpersonal skills. Students actively participate in exercises and complete requirements relating to group dynamics, communications, team leading and conflict resolution. Students leave with a documented personal definition of leadership and leadership approach, enhanced communications skills, and a better understanding of a dynamic leadership environment.

Contingency Operations

This area familiarizes the students with the current contingency environment and provides a comptroller perspective of joint operations. Students are exposed to the tactical, operational, and strategic level of comptroller contingency operations, to include, senior leaders’ perspectives/expectations for deployed comptrollership. Strategic Environment & Transformation This area introduces the FM professional to a strategic view concerning transformation efforts and their impacts. Faculty and guest speakers present up-to-date information on how the economy and politics impact the budget process and how to provide decision support in a dynamic environment. In addition, senior level DoD speakers discuss FM Transformation, DoD Partnerships, Cost and Economics, Finance & Accounting, Contracting, and Auditing.

Financial Management Framework

This area improves overall DoD FM knowledge and effectiveness. Faculty and guest speakers present various types of DoD funding along with fiscal law concepts and how they impact the financial manager. Students learn the purpose and the effect of the CFO Act, GPRA and FFMIA. In addition, students increase their knowledge on the DoD resource allocation system (Planning, Programming, Budgeting

and Execution) and the Defense Systems Acquisition process. The FM framework provides the students an understanding of the current challenges facing resource managers.

Decision Support

This area focuses on the concepts related to understanding Decision Support and the transforming roles of financial managers. The instructors define Decision Support, introduce a Decision Support Model, and describe various analysis tools and techniques (both qualitative and quantitative). Students work individually and in teams throughout the course putting the concepts into action through practical exercises.

Evaluation

The DFMC evaluation processes have two broad objectives: (1) evaluation of student performance to measure achievement of behavioral objectives established by the faculty and (2) evaluation of the faculty, guest speakers, educational materials and other facets of the curriculum to determine if the course is meeting the needs of the comptroller community and the DoD. Student achievement of behavioral objectives is measured using several methods including exams, written and oral presentations, seminar participation, problem solving exercises, use of qualitative techniques, and interpretation of quantitative data. Evaluation of the course is accomplished by various means. An on-line critique system provides real-time feedback from students. The broad use of a variety of evaluative indicators enable the school director to measure student learning, to continue to improve instructional