

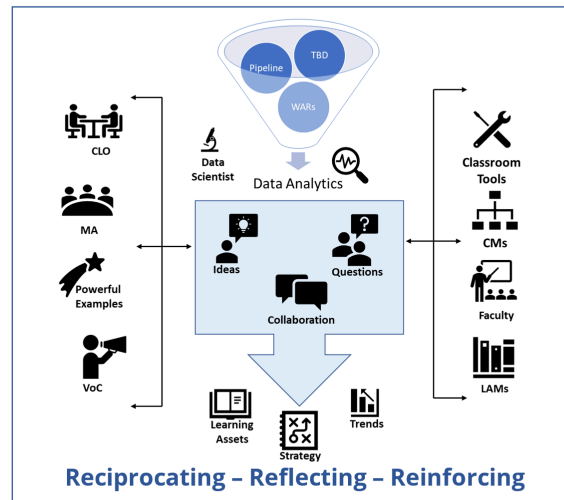
## ***X-Sharing** (Cross-Sharing) with Robert & Bobbie*

### Objective:

- By the end of FY22 establish an effortless and sustainable **cross**-business process that **shares** current, real-world customer examples and DAU classroom tools between consulting efforts and learning assets with a search capability

### Methodology:

- Document** consulting practices and details
- Define** and **partition** consulting documents, products, & reports into discrete data fields
- Develop** standard consulting business templates
- Map** data fields to learning assets and products
- Push** exemplar consulting data to many DAU learning assets & products (1 to N relationship)
- Pull** data via a searchable example database based on key learning terms/concepts



Consulting & Academics Combine to Provide Living Examples

**DAU**

### Consulting Mission

#### Stage 1: Lead through consulting mission approval

Jessica is a DAU faculty SME assigned to explore a potential consulting opportunity. She was provided a lead by the CLO, Jason. Jason provides Jessica the client name, client organization, client email, and client phone number. Jessica calls the client to ask about the potential consulting opportunity. She uses a Stage 1 Consulting Template to capture essential information (TBD) from the client. The Upon ending the call she reviews the templated information and contemplates what the client wants to achieve. Using the same template, she captures her first draft of the consulting mission, objective, scope, deliverables, and desired outcomes that she has developed (elements TBD). Jessica schedules a call with Blair, the associate dean for consulting, for a Go No-Go decision on the job. Blair approves going forward with the mission and provides Jessica an email documenting the captured consulting mission information, a list of additional faculty who are in support of the consulting mission, and courtesy copies Sam who is responsible to request a project code via MAS. Once the project code is assigned, the consulting template is updated with the project code and assigned faculty.

#### Stage 2: Client Objective and Scope Agreement

Jessica maps the information captured in the Stage 1 Consulting Template to the Stage 2 Consulting Agreement template. Jessica schedules a call with the client to review what Jessica has developed and captured as the first draft of the consulting mission, objective, scope, and outcomes. The client reviews, updates, and approves the consulting mission, objective, scope, deliverables, and desired outcomes. Working with the client, Jessica develops metrics to track progress and performance of the consulting mission. This is an iterative process until the Client and Jessica acting on behalf of DAU reach agreement

## X-Sharing Use Case

on what DAU can do to help the Client and what the Client actually needs and can achieve in the given constraints (time, money if applicable, etc.) The Client and DAU sign the consulting agreement

### Stage 3: Conduct of the Consulting Mission

Using a Stage 3 Consulting Template (TBD), Jessica and the DAU consulting team collaborate on the performance of the consulting mission. This take time and is the body of the work. Research, break out of problem statements, methodology, schedule, resources required, products, etc. are all captured using the Stage 3 Consulting Template (TBD). The template captures the essential information of the problem, problem solving, and solution. The template is similar to dissertation or thesis structure (TBD).

### Stage 4: Conclusion of the Consulting Mission

Using a Stage 4 Consulting Template (TBD), Jessica and the DAU consulting team document the critical elements of the consulting mission that lead to the conclusion and findings. A concise executive summary of the consulting mission is captured within the template (TBD). Key products and deliverables are captured on the template with links to the files containing products (matrices, models, frameworks, schedules, surveys, survey analyses, etc.) and deliverables (reports, policy recommendations, list of actionable items to achieve the desired outcomes). Key words are identified by the team and documented in the Stage 4 consulting template.

The information captured in the templates is uploaded to (or was created within) a relational database that is searchable by keyword. Links to artifacts are included. Upon completion of the consulting mission, the body of knowledge becomes a historical record that does not require specific maintenance.

1. User validates (email/phoncon)MA requirement with customer
2. User completes Part 1 of the Consulting Record
3. User completes Part 2 (mission, objective, scope, and outcomes) for Associate Dean approval
  - a. User searches database for relevant Learning Assets
  - b. System responds to search with data/links to Learning Assets
4. User uploads signed customer agreement to Part 3
5. User adds problem, problem solving, and solution to Part 4
6. Key words (data fields) linked to relational database searchable by key word
7. System links relevant fields to Learning Asset artifacts

## Learning Asset Development

Stage 1: John is the learning asset manager for a new class on supply chain management. John confirms learning objectives, target audience and schedule with the Course Manager.

Stage 2: John researches new DoD supply chain policies, procedures, and systems. His research includes the X-Sharing tool for other DAU learning assets and MA problems, solutions and key words related to supply chain management.

Stage 3: Joh coordinates with an ISD to design the class structure, modules, and materials.

## X-Sharing Use Case

Stage 4: Using Stage 2 and 3 data John develops Learning Assets for the new class. A concise executive summary of the Learning Asset is captured within the POI. Key products and links are captured with links to the files containing products (videos, Job aids, microlearning assets, technical notes, etc.) and deliverables (exercises, assignments, references). Key words are identified by the LAM and documented in the POI form.

The information captured in the POI is uploaded to a relational database that is searchable by keyword. Links to artifacts are included. Upon completion of the POI, the body of knowledge becomes a historical record that is updated annually during the POI process.

1. User validates learning objectives, target audience and schedule with CM
2. User accesses X-sharing database
  - a. User searches database for relevant Consulting data and Learning Assets
  - b. System responds to search with data/links to Consulting Record/Learning Assets
3. User works with ISD to design and develop learning assets
4. User adds Learning Asset description/links/files to POI form/record
5. Key words (data fields) linked to relational database searchable by key word
6. System links relevant fields to Consulting Record/Learning Asset artifacts files

## Potential Uses of Consulting Data

1. Examples such as in an Existing Lesson or a Different Format
2. New Lesson
3. Case Study
4. Performance Work Tool Application
5. Lunch and Learn
6. Journal/Magazine article
7. Job aid or link to resource
8. Microlearning
9. Social Media Posting

## Document consulting practices and details

- Provide DSMC consultants simple to use digital tools to gather and collect information
- Pre-formatted fields that align with standard consulting work practices
- Identify the consulting problems-to-solve, objectives, framework, process, solutions
- Value successes and failures
- Establish a repository of consulting data to harvest for learning assets
- Create learning assets that can quickly update to new consulting experiences