GENERAL SERVICES ADMINISTRATION

Federal Supply Service

Authorized Federal Supply Schedule Price List

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order is available through GSA Advantage™, a menu-driven database system. The INTERNET address for GSA Advantage™ is: http://www.GSAAdvantage.gov

Multiple Award Schedule
Federal Supply Group: Professional Services
Contract Number: GS00F236CA
For more information on ordering from Federal Supply Schedules go to the GSA Schedules page at GSA.gov

Price list current as Modification #PA-0015 effective April 12, 2021

Contract Period: July 30, 2020 – July 29, 2025

Contractor: Destiny Management Services, LLC
11821 Parklawn Drive, Suite 250
Rockville, Maryland 20852

Business Size: Small, Disadvantaged, Woman Owned Business

In accordance with 13 C.F.R. 121.404, the Contractor is ineligible to participate in any RFQ that is set aside for small business where the subject contract’s awarded size status for the preponderance NAICS designated in the RFQ is “other than small”.

Telephone: (301) 650-5940
Fax Number: (240) 465-0070
Web Site: www.destinymgmtsvcs.com
E-mail: donnam@destinymgmtsvcs.com
Contract Administration: Donna M. Mitchell, President
Robyn N. Robertson, CPO
rrobertson@destinymgmtsvcs.com
CUSTOMER INFORMATION:

1a. Table of Awarded Special Item Number(s) with appropriate cross-reference to page numbers:

<table>
<thead>
<tr>
<th>SIN</th>
<th>Recovery</th>
<th>SIN Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>541219</td>
<td>541219RC</td>
<td>Budget and Financial Management Services</td>
</tr>
<tr>
<td>541611</td>
<td>541611RC</td>
<td>Management and Financial Consulting, Acquisition and Grants Management Support,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Business Program and Project Management Services</td>
</tr>
<tr>
<td>522310</td>
<td>522310RC</td>
<td>Financial Advising, Loan Servicing and Asset Management Services</td>
</tr>
<tr>
<td>611430</td>
<td>611430RC</td>
<td>Professional and Management Development Training</td>
</tr>
<tr>
<td>611512</td>
<td>611512RC</td>
<td>Flight Training</td>
</tr>
</tbody>
</table>

1b. Identification of the lowest priced model number and lowest unit price for that model for each special item number awarded in the contract. This price is the Government price based on a unit of one, exclusive of any quantity/dollar volume, prompt payment, or any other concession affecting price. Those contracts that have unit prices based on the geographic location of the customer, should show the range of the lowest price, and cite the areas to which the prices apply. Refer to the Final Course Pricing table on page 5.

1c. If the Contractor is proposing hourly rates a description of all corresponding commercial job titles, experience, functional responsibility and education for those types of employees or subcontractors who will perform services shall be provided. If hourly rates are not applicable, indicate “Not applicable” for this item. Refer to the Final Labor Category Pricing table on page 4.

2. Maximum Order: $1,000,000.00

3. Minimum Order: $100.00

4. Geographic Coverage (delivery Area): Domestic and Overseas

5. Point(s) of production (city, county, and state or foreign country): Same as company address


7. Quantity discounts: None Offered

8. Prompt payment terms: Net 30 days Information for Ordering Offices: Prompt payment terms cannot be negotiated out of the contractual agreement in exchange for other concessions

9. Foreign items (list items by country of origin): None

10a. Time of Delivery (Contractor insert number of days): Specified on the Task Order

10b. Expedited Delivery. The Contractor will insert the sentence “Items available for expedited delivery are noted in this price list.” under this heading. The Contractor may use a symbol of its choosing to highlight items in its price list that have expedited delivery: Contact Contractor
10c. Overnight and 2-day delivery. The Contractor will indicate whether overnight and 2-day delivery are available. Also, the Contractor will indicate that the schedule customer may contact the Contractor for rates for overnight and 2-day delivery: Contact Contractor

10d. Urgent Requirements. The Contractor will note in its price list the “Urgent Requirements” clause of its contract and advise agencies that they can also contact the Contractor’s representative to affect a faster delivery: Contact Contractor

11. F.O.B Points(s): Destination

12a. Ordering Address(es): Same as Contractor

12b. Ordering procedures: For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA’s), are found in Federal Acquisition Regulation (FAR) 8.405-3.

13. Payment address(es): Same as company address

14. Warranty provision: Contractor’s standard commercial warranty.

15. Export Packing Charges (if applicable): N/A

16. Terms and conditions of rental, maintenance, and repair (if applicable): N/A

17. Terms and conditions of installation (if applicable): N/A

18a. Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable): N/A

18b. Terms and conditions for any other services (if applicable): N/A

19. List of service and distribution points (if applicable): N/A

20. List of participating dealers (if applicable): N/A

21. Preventive maintenance (if applicable): N/A

22a. Environmental attributes, e.g., recycled content, energy efficiency, and/or reduced pollutants: N/A

22b. If applicable, indicate that Section 508 compliance information is available on Electronic and Information Technology (EIT) supplies and services and show where full details can be found (e.g. contractor’s website or other location.) The EIT standards can be found at: www.Section508.gov/

23. Data Universal Numbering System (DUNS) number: 109547013

24. Notification regarding registration in System for Award Management (SAM) database: Registered
Final Labor Category Pricing:
The rates shown below include the Industrial Funding Fee (IFF) of 0.75%.

<table>
<thead>
<tr>
<th>SIN</th>
<th>Awarded Labor Category</th>
<th>Site</th>
<th>7/30/2021</th>
<th>7/30/2022</th>
<th>7/30/2023</th>
<th>7/30/2024</th>
<th>7/30/2025</th>
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<tbody>
<tr>
<td>541219,541611,611430,522310,611512</td>
<td>Project Director</td>
<td>Both</td>
<td>$311.26</td>
<td>$318.42</td>
<td>$325.74</td>
<td>$333.23</td>
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<td>541219,541611,611430,522310,611512</td>
<td>Sr. Project Manager</td>
<td>Both</td>
<td>$205.02</td>
<td>$209.74</td>
<td>$214.56</td>
<td>$219.50</td>
<td>$224.54</td>
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<td>Sr. Project Staff</td>
<td>Both</td>
<td>$167.74</td>
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<td>$183.71</td>
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<td>$175.03</td>
<td>$179.06</td>
<td>$183.18</td>
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<td>Sr. Mgmt Analyst</td>
<td>Both</td>
<td>$129.40</td>
<td>$132.38</td>
<td>$135.42</td>
<td>$138.53</td>
<td>$141.72</td>
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<td>541219,541611,611430,522310,611512</td>
<td>Sr. Financial Analyst</td>
<td>Both</td>
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<td>$132.37</td>
<td>$135.42</td>
<td>$138.53</td>
<td>$141.72</td>
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<td>541219,541611,611430,522310,611512</td>
<td>Sr. Budget Analyst</td>
<td>Both</td>
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<td>$124.12</td>
<td>$126.98</td>
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<td>$132.88</td>
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<td>541219,541611,611430,522310,611512</td>
<td>Sr. Systems Analyst</td>
<td>Both</td>
<td>$121.33</td>
<td>$124.12</td>
<td>$126.98</td>
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<td>541219,541611,611430,522310,611512</td>
<td>Financial Analyst</td>
<td>Both</td>
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<td>Management Analyst</td>
<td>Both</td>
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<td>$91.02</td>
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<td>541219,541611,611430,522310,611512</td>
<td>Sr. Accountant</td>
<td>Both</td>
<td>$79.26</td>
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<td>Cost/Pricing Analyst</td>
<td>Both</td>
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<td>Budget Analyst I</td>
<td>Both</td>
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<td>Staff Accountant I</td>
<td>Both</td>
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<td>541219,541611,611430,522310,611512</td>
<td>Staff Accountant II</td>
<td>Both</td>
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<td>$57.97</td>
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<td>541219,541611,611430,522310,611512</td>
<td>Budget Analyst II</td>
<td>Both</td>
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<td>$44.91</td>
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<td>$48.08</td>
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<tr>
<td>541219,541611,611430,522310,611512</td>
<td>Sr. Admin Staff</td>
<td>Both</td>
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<td>$56.23</td>
<td>$57.52</td>
<td>$58.85</td>
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<tr>
<td>541219,541611,611430,522310,611512</td>
<td>Admin Staff</td>
<td>Both</td>
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<td>$41.96</td>
<td>$42.92</td>
<td>$43.91</td>
<td>$44.92</td>
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## Final Course Pricing:
The rates shown below include the Industrial Funding Fee (IFF) of 0.75%.

<table>
<thead>
<tr>
<th>SIN(s)</th>
<th>Course Title</th>
<th>Course Length</th>
<th>Minimum Participants</th>
<th>Maximum Participants</th>
<th>Price Offered to GSA (including IFF)</th>
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<tbody>
<tr>
<td>614120,446116,014401</td>
<td>Diversity Training (Personal Profile Included)</td>
<td>2-3 days</td>
<td>14</td>
<td>20</td>
<td>$6,753.85</td>
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<tr>
<td>614120,446116,014401</td>
<td>Diversity Training</td>
<td>1 day</td>
<td>15</td>
<td>20</td>
<td>$3,910.13</td>
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<tr>
<td>614120,446116,014401</td>
<td>Intergenerational Diversity</td>
<td>1 day</td>
<td>12</td>
<td>18</td>
<td>$3,910.13</td>
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<tr>
<td>614120,446116,014401</td>
<td>Disc Profile-Enhancing Performance Through Understanding Yourself and Others</td>
<td>1 day</td>
<td>15</td>
<td>20</td>
<td>$4,354.46</td>
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<tr>
<td>614120,446116,014401</td>
<td>Success Through Self-Assessment</td>
<td>1 day</td>
<td>15</td>
<td>20</td>
<td>$3,910.13</td>
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<tr>
<td>614120,446116,014401</td>
<td>Strategic Listening for Professional Success</td>
<td>2-3 days</td>
<td>15</td>
<td>20</td>
<td>$6,753.85</td>
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<tr>
<td>614120,446116,014401</td>
<td>Job Readiness and Workforce Development</td>
<td>2 days</td>
<td>10</td>
<td>15</td>
<td>$6,753.85</td>
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<tr>
<td>614120,446116,014401</td>
<td>Presentation and Briefing Skills</td>
<td>1 day</td>
<td>15</td>
<td>20</td>
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<tr>
<td>614120,446116,014401</td>
<td>Stress Management</td>
<td>2 days</td>
<td>15</td>
<td>20</td>
<td>$6,753.85</td>
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<tr>
<td>614120,446116,014401</td>
<td>Customer Services Training</td>
<td>1/2 to 1 day</td>
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<td>20</td>
<td>$3,131.49</td>
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<tr>
<td>614120,446116,014401</td>
<td>Harassment-Prohibited Practices</td>
<td>2 days</td>
<td>15</td>
<td>20</td>
<td>$6,753.85</td>
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<tr>
<td>614120,446116,014401</td>
<td>Organizational Change</td>
<td>2 days</td>
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<td>614120,446116,014401</td>
<td>Ethics Training</td>
<td>2 days</td>
<td>15</td>
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<tr>
<td>614120,446116,014401</td>
<td>Team Membership Skills</td>
<td>2 days</td>
<td>15</td>
<td>20</td>
<td>$6,753.85</td>
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<tr>
<td>614120,446116,014401</td>
<td>Risk and Trust Building</td>
<td>2 days</td>
<td>15</td>
<td>20</td>
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<tr>
<td>614120,446116,014401</td>
<td>Effective Performance Training</td>
<td>1 day</td>
<td>15</td>
<td>20</td>
<td>$3,376.93</td>
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<tr>
<td>614120,446116,014401</td>
<td>Effective Performance Training</td>
<td>2 days</td>
<td>15</td>
<td>20</td>
<td>$6,753.85</td>
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<tr>
<td>614120,446116,014401</td>
<td>Effective Communications Training</td>
<td>2 days</td>
<td>15</td>
<td>20</td>
<td>$6,753.85</td>
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<tr>
<td>614120,446116,014401</td>
<td>Team Building Skills</td>
<td>2 days</td>
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<tr>
<td>614120,446116,014401</td>
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<td>2 days</td>
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<td>614120,446116,014401</td>
<td>Manager as Mentor</td>
<td>2 days</td>
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<td>20</td>
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<tr>
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<td>2 days</td>
<td>15</td>
<td>20</td>
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<tr>
<td>614120,446116,014401</td>
<td>Leadership Challenge</td>
<td>1 day</td>
<td>15</td>
<td>20</td>
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<td>614120,446116,014401</td>
<td>Decision Making Skills</td>
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<tr>
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<td>Leadership Partnering</td>
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<td>614120,446116,014401</td>
<td>Polished Presentations Skills for Executives</td>
<td>1 day</td>
<td>10</td>
<td>15</td>
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<td>614120,446116,014401</td>
<td>Microsoft Office Word</td>
<td>1 day</td>
<td>10</td>
<td>15</td>
<td>$666.60</td>
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<td>614120,446116,014401</td>
<td>Microsoft Office Access I - Basic</td>
<td>1 day</td>
<td>10</td>
<td>15</td>
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<tr>
<td>614120,446116,014401</td>
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<td>Microsoft Office Outlook</td>
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<td>10</td>
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<td>2 days</td>
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<td>2 days</td>
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Service Contract Labor Standards: The Service Contract Labor Standards (SCLS) is applicable to this contract as it applies to the entire Multiple Award Schedule Solicitation and all services provided. While no specific labor categories have been identified as being subject to SCLS due to exemptions for professional employees (FAR 22.1101, 22.1102 and 29 CRF 541.300), this contract still maintains the provisions and protections for SCLS eligible labor categories. If and/or when the contractor adds SCLS labor categories/employees to the contract through the modification process, the contractor must inform the Contracting Officer and establish a SCLS matrix identifying the GSA labor category titles, the occupational code, SCLS labor category titles and the applicable WD number. Failure to do so may result in cancellation of the contract.
Labor Category Descriptions 541219, 541611, 522310, 611430, 611512

PROJECT DIRECTOR
Project Director provides strategic and tactical oversight for all project and program functionalities. Responsible for the efficient operational deployment of project/program life cycle events, including project/program Initiating, Planning, Executing, Controlling and Monitoring, and Closing functionalities. Project Director maintains responsibility for the alignment of human capital resources to meet project/program tasks requirements, and the provision and allocation of requisite material support and financial resources for project/program conduct. These functions require the Project Director to successfully identify alternative program options and paths for accomplishment, maintain project stability toward achievement of identified project/program long-term goals, and ensure open lines of communication with client bases.

The Project Director is responsible for integrating interactive lines of communication among project/program staff, involved stakeholders, and client groups, as well as establishing viable functionalities for project/program cost management, budgetary forecast and alignment, scope and sequence determination, as well as the establishment of qualitative measures of success.

Minimum Educational Requirement: Master’s Degree, can be substituted for 25+ Years of experience
Minimum Experience Requirement: 20 years of experience

SENIOR PROJECT MANAGER
The Senior Project Manager is the operational oversight official responsible for the identification, attainment and measurement of project/program task objectives. This individual has responsibility for the refinement of project/program scope and sequence (of activities) to meet identified objectives in a timely and resource allowable manner. This requires the Senior Project Manager to effect viable internal and external communication channels, deploy and/or re-deploy human capital resources to attain operational objectives in concert with individual team member competency set(s), as well as to ensure material resource acquisition and allocation successfully.

The Senior Project Manager is tasked to develop, execute, and monitor project risk management, quality management, procurement management, as well as time and quality assurance management. These functionalities require the Senior Project Manager to create and deploy viable strategies for the assessment of program quality, financial stability and coherence including project profitability and financial stability, staff performance, development and training to meet task assignment requirements, as well as methodologies for creating and maintaining effective stakeholder/client input and communication relevant to project/program operations.

The Senior Project Manager is responsible for the selection, execution, and oversight of project procedures for complying with governmental standards contained in the Government Performance and Results Act (GPRA), the Chief Financial Officers (CFO) Act, the Inspector General (IG) Act, the Debt Collection Improvement Act (DCIA), the Government Management Reform Act (GMRA), and other relevant laws and regulations applicable to the project/program.

Minimum Educational Requirement: Master’s Degree
Minimum Experience Requirement: 15 years of experience
SENIOR PROJECT STAFF
Senior Project Staff provides assistance in the development and execution of all project/program tactical and operational objectives including supervision of routine team functions, management of team meetings and briefings with superiors, resolution of conflicting and/or problematic situations, team member time, attendance, and performance supervision, tracks and monitors budget expenditures, conducts special cost benefit studies, assists in quality assurance and quality control efforts, as well as prevents interpersonal situations from becoming problematic. The Senior Project Staff acts as supervisory support personnel to the Senior Project Manager for staff project staff operation. Staff will manage and monitor the components for project execution including developing and planning resource assignments and allocations, developing program status reports and project reviews, and managing and tracking project deliverables. Staff will also monitor work activities, implementation and evaluation of action plans/strategies to ensure that deliverables and schedules are met.

In support of an agency's mission-oriented business functions, staff will work with agency to provide management or strategy consulting, including research, evaluations, studies, analyses, scenarios/simulations, reports, business policy and regulation development assistance and strategy formulation and facilitation necessary to provide decision support services. Sr. Staff will provide oversight of survey services, using a variety of methodologies, including survey planning, design, and development; survey administration; data validation and analysis and reporting to stakeholder (briefings) as well as advisory and assistance services.

The functionalities embedded in the project execution include project plan execution, project scope verification, project quality assurance, project team development, and information distribution.

Minimum Educational Requirement: Master’s Degree, can be substituted for 10+ years of experience.
Minimum Experience Requirement: 7 years of experience

PROJECT STAFF
The Project Staff comprises the team whose individual and collective efforts secure the achievement of all established program/project strategic and tactical goals and objectives, as well as all operational objectives. Project staff interacts with team members and all project leadership in the attainment of defined tasks efficiently and effectively. This includes the integration of related task achievements, risk migration, compliance study completions, cost proposal evaluation, cost allocation plan development, and other dependent functions.

Project staff members function independently in order to realize Inputs (e.g., documents, plans, formats, designs, etc.), Tools and Techniques (e.g., mechanisms applied to inputs—procedures, methodologies, phase identifications, etc.), and Outputs (e.g., documents, reports, summary statements, products, etc.) The project staff represent the “action officials” whose endeavors create and maintain an interactive team environment for the qualitative and quantitative achievement of project objectives. These functionalities include, but are not limited to, financial systems analyses and assessments, development and implementation of process compliance venues relevant to cost allocation plans, contract pre-award and post-award analyses for accounting operations, financial management reviews, as well as incurred cost audits, and human capital deployment evaluations.

Project staff represents the team members responsible for implementing ongoing compliance programs to ensure agreement with tenets contained in the Government Performance and Results Act (GPRA), the Government Management Reform Act (GRA), the Inspector General Act (IG), the Chief Financial Officers Act (CFO), and the Debt Collection Improvement Act (DCIA). Also, project staff are responsible for the assessment of the program and/or individual program components to determine whether the program
complements, duplicates, overlaps, or conflicts with other related programs. This latter function includes whether the program is following applicable laws and regulations relevant to the program.

Minimum Educational Requirement: Bachelor’s Degree
Minimum Experience Requirement: 3 years of experience

SENIOR MANAGEMENT ANALYST
Senior Management analyst collects and analyzes data about how an organization works and then recommends strategies that will decrease costs and improve efficiencies. Senior Management Analyst functions to ensure operational consistency relevant to human capital resource deployment and accomplishment (e.g., personnel performance management): staff acquisition and personnel management reporting, staff time, leave, and attendance reporting, staff travel arrangements, as well as personnel training compliance. The Senior Management Analyst also provides program report formulation, documentation, and dissemination, which includes staff time, travel, and payroll management. Senior Management Analyst is responsible for providing technical assistant and training to staff members comprising the team. All project endeavors are tracked and monitored for quality assurance measure attainment and efficient program/project output (e.g., report generation, report formatting, report dissemination, arrangement for client and stakeholder interface meetings, as well as all matters related to program budget formulation, budget execution, and management reporting. Provides advice on business or operational matters as well analyzing processes using observation, survey, or interview techniques. Develops training materials. And trains personnel in organizational or compliance procedures. Prepare presentations and brief upper management with new business strategies, practices, or policies. Develop business information systems.

Possesses knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Minimum Educational Requirement: Bachelor’s Degree
Minimum Experience Requirement: 10 years of experience

SENIOR FINANCIAL ANALYST
Oversees financial and accounting system controls and standards to ensure timely financial management and performance reporting. Develops accounting policies and procedures; assesses and enhances accounting internal controls; provides expertise and oversight of financial plans and accounting practices. Identifies, initiates, and manages the preparation of evaluations of financial, statistical, operational, and cost/benefit analyses. Evaluations include determining efficiency, effectiveness and improvement of programs. Analyzes performance reports as required for internal management purposes. Develops procedures for incurred cost audits, pre-award and post-award audits, financial compliance audits, cost proposal evaluation, and contract closeouts. Develops and evaluates rate structures and pricing strategies in order to achieve cost effectiveness, cost containment and cost realism.

Minimum Educational Requirement: Bachelor’s Degree
Minimum Experience Requirement: 10 years of experience

SENIOR BUDGET/SYSTEMS ANALYST
Performs recovery reviews and manages information resources. This information is organized for the collection, processing, maintenance, transmission, and dissemination in accordance with defined procedures listed in OMB Circular. Also, experienced in the information system life cycle, which is typically characterized as initiation, development, operation, and termination. Prepares system requirements and test plans for financial systems, enhancements, interfaces and reports. Develops and
evaluates rate structures and pricing strategies in order to achieve cost effectiveness, cost containment and cost realism. Develop procedures for incurred cost audits, pre-award and post-award audits, financial compliance audits, cost proposal evaluation, and contract closeouts.

Minimum Educational Requirement: Bachelor’s Degree  
Minimum Experience Requirement: 5 years of experience

**FINANCIAL ANALYST**  
Researches and prepares evaluations of financial, statistical, operational, and cost/benefit analyses. Provides assessment of existing and proposed financial plans and policies. Assists in the development of project breakdown structures in order to identify the tasks and project elements for comparison to budget, and performance measures. Obtains, analyzes, and interprets labor and cost accounting reports and provides functional/technical managers with appropriate recommendations for compliance.

Minimum Educational Requirement: Bachelor’s Degree  
Minimum Experience Requirement: 8 years of experience

**MANAGEMENT ANALYST**  
Analyzes existing management operations and recommends system and operational improvements. Processes assessments of organizational systems in order to identify inefficiencies and measure the integrity of the data. Examines existing processes, procedures, both formal and informal for compliance with agency standards, policies, and procedures. Assists in the development of recommended process improvements. Confers with personnel to coordinate business operations and gathers organizational performance information. Plans study of work problems and procedures, such as organizational change, communications, information flow, integrated production methods, inventory control, or cost analysis. Supports efforts related to the development of training materials and assists with training personnel in organizational or compliance procedures. Prepare presentations and brief upper management with new business strategies, practices, or policies. Develop business information systems. Perform IV&V, systems testing.

In support of an agency’s mission-oriented business functions, staff will work with agency to provide management or strategy consulting, including research, evaluations, studies, analyses, scenarios/simulations, reports, business policy and regulation development assistance and strategy formulation and facilitation necessary to provide decision support services. Staff will provide survey services, using a variety of methodologies, including survey planning, design, and development; survey administration; data validation and analysis and reporting to stakeholder (briefings) as well as advisory and assistance services.

Has knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources. Possesses knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Minimum Educational Requirement: Bachelor’s Degree  
Minimum Experience Requirement: 3 years of experience
SENIOR ACCOUNTANT
Implements accounting policies and procedures, and internal controls. Responsible for developing transaction analysis and accounting reconciliation process. Establishes, interprets, and analyzes complex accounting records of financial statements such as general accounting, costing and/or budget data. Establishes and maintains operating procedures in functional areas such as accounts receivable, accounts payable, payroll, budget, or the general ledger. Resolves accounting issues and reconciles records of cash disbursements and receipts.

Minimum Educational Requirement: Bachelor’s Degree
Minimum Experience Requirement: 5 years of experience

COST/PRICING ANALYST
Assists with the development of procedures for incurred cost audits, pre-award and post-award audits, financial compliance audits, cost proposal evaluation, and contract closeouts. Reports performance measurement results, conducts special cost studies, and assist with QA/QC efforts. Tracks project activities and performs periodic analysis of cost, benefit, and risk. Assists in the development of performance measures and related processes that assess the adequacy of the strategic, operational and financial plan. Develops and evaluates rate structures and pricing strategies in order to achieve cost effectiveness, cost containment and cost realism.

Minimum Educational Requirement: Bachelor’s Degree
Minimum Experience Requirement: 3 years of experience

BUDGET ANALYST I
Provides technical assistance to formulate the budget process, implement budgetary controls and execute the budget process effectively. Monitors the budget process utilizing performance measures designed to achieve agency goals and objectives. Assists with reconciliation of reported change in net position with reported budget surplus/deficit. Prepares forecasts and reports variances.

Minimum Educational Requirement: Bachelor’s Degree
Minimum Experience Requirement: 7 years of experience

BUDGET ANALYST II
Supports the technical assistance process for budget preparation. Prepares supplemental schedules including, but not limited, to revenue, accounts receivable, accounts payable, payroll and other expense line items. Ability to process data in automated budget and other financial systems.

Minimum Educational Requirement: High School
Minimum Experience Requirement: 7 years of experience

STAFF ACCOUNTANT I
Prepares and maintains accounting records which may include general accounting, cost accounting, or budget data. Analyzes, verifies, and posts transactions to journals, ledgers, and other records. Analyzes, investigates, and corrects accounting entries and performs routine account reconciliations. Examines, analyzes and interprets accounting records for the purpose of preparing financial statements. Reviews and may prepare statements, invoices, vouchers, and schedules.

Minimum Educational Requirement: Bachelor’s Degree
Minimum Experience Requirement: 2 years of experience
**STAFF ACCOUNTANT II**
Verifies and posts transactions to journals, ledgers and other records. Maintains records of routine accounting transactions. Assists in preparation of financial and operating reports including trial balances, adjustments, closing entries and statements.

Minimum Educational Requirement:  High School  
Minimum Experience Requirement:  3 years of experience

**SR. ADMINISTRATIVE STAFF**
Issue forms, disclosures, letters, and other materials. Greets visitors, handles incoming calls and performs general administrative and data entry duties. Maintain a correspondence tracking system. Design standard correspondence. Issue standardized forms, letters, and disclosure and implement a records management system. Build and maintain a database and perform data field checks to identify problems related to improper coding/inputting. Screen calls, make travel and meeting arrangements, prepare reports and financial data, train and supervise other support staff, and customer relations and inventory control. Improve operating efficiency and effectiveness. Coordinate schedules and activities, place orders for supplies and services, and track progress and results. Assist with quality assurance efforts and spreadsheets. Plan and facilitate any outside team activities. Become familiar with the Civilian Personnel policies and procedures to effectively assist maintaining employee training/development records and time cards.

Minimum Educational Requirement:  High School  
Minimum Experience Requirement:  5 years of experience

**ADMINISTRATIVE STAFF**
Performs administrative and data entry duties for project management. Greets visitors, handles incoming calls and performs general administrative duties including reconciliations and spreadsheet preparation. Screen calls, make travel and meeting arrangements, prepare reports and financial data, train other support staff, and maintain customer relations and inventory control. Issue forms, disclosures, letters, and other materials. Maintain a correspondence tracking system. Maintain a database and perform data field checks to identify problems related to improper coding/inputting.

Minimum Educational Requirement:  High School  
Minimum Experience Requirement:  2 years of experience
COURSE DESCRIPTIONS

DIVERSITY TRAINING (DiSC PROFILE INCLUDED) 2-3 DAYS

COURSE SUMMARY
In the workforce, all organizations are experiencing tremendous impact from diversification. New challenges arise as more employees reflect a broader, and in some cases, different cultural background than previously witnessed. The enrichment that naturally occurs from the blending of these many backgrounds also demands that organizational leaders anticipate how to provide for the skills-based development of each individual. This workshop examines how we perceive (and act upon perceptions of) individual differences in the workplace.

Training includes one or more systemic tools (e.g., DiSC Profile) where each participant can gain a more realistic impression about how he/she thinks, acts, and interfaces with self and others. The course also includes interactive and video-taped sessions that allow each participant to learn from observing his/her actual verbal and non-verbal behaviors during work-related problem scenarios. Self-awareness that contributes to successful group interaction is the goal of this hands-on workshop.

COURSE OBJECTIVES
- To allow participants to recognize the bases for how they think, act, and interface with others due to individually-identified preferences (DiSC Profile)
- To provide a safe environment in which participants can experience the impact of human differences and learn how these differences can enhance the attainment of the corporate objective
- To understand and apply the basic principles of effective communication strategies, including the uses of non-verbal communication cues in the workplace
- To identify barriers to the application and uses of effective communication in the actual workplace, as well as identify pre-active, positive solutions
- To use appropriate problem-solving strategies to create a “win-win-win” workplace environment. Win for the person, Win for the work unit, and Win for the total mission of the agency

TARGET AUDIENCE
This workshop can be tailored for staff and/or management personnel. It is also appropriate for use with intact work groups. The materials can be tailored to meet unique problem scenarios. This course can be tailored for any level of personnel within your organization.

NUMBER OF PARTICIPANTS
We suggest that this workshop enroll no more than 20 participants because of the highly interactive sessions and individualized feedback we provide to each participant during the class.

DIVERSITY TRAINING 1 DAY

COURSE SUMMARY
This workshop introduces participants to the challenges, benefits, and strategies for engagement in working with organizational cultures reflecting multi-ethnic, multi-cultural, and multi-value organizations. Through class discussions, simulations, and problem-solving activities, participants are guided to developing new awareness levels, coping skills, and enhancement competencies with which to empower themselves and every colleague in the work unit.

COURSE OBJECTIVES
- To develop an understanding and appreciation for different cultural, mental mindsets, racial and ethnicities in the workplace dynamic;
- To develop competencies with which to build synergy in the multi-variant workplace;
- To develop skills for empowering self and colleagues working in work units.
TARGET AUDIENCE
This workshop is appropriate for all employees who seek a deeper awareness of the benefits, challenges, and growth potential associated with working in diversified settings.

NUMBER OF PARTICIPANTS
The maximum number of participants for this training is 20 participants.

INTERGENERATIONAL DIVERSITY 1 DAY
COURSE SUMMARY
Diversity challenges and conflicts in the American workforce are unique. Never before has there been a workplace so diverse in so many different ways. Race, gender, ethnicity, and generational differences exist to a greater extent than ever before. In many organizations, four generations of employees are working side-by-side with varying degrees of comfort and compatibility. Billions of dollars are lost each year because corporate leadership has not yet recognized, nor accounted for, the impact of significantly different generational diversity values, attitudes, and expectations about work and the workplace. This workshop is highly interactive and builds upon the “value sets” that each participant brings to the course. Role plays, small group scenarios, and individual “value indicators” will comprise portions of the instruction.

COURSE OBJECTIVES
• To gain an understanding and awareness of the concept of intergenerational diversity and its significance in the modern American workplace;
• To practice strategies for “acceptance” of diverse individuals’ value systems, beliefs systems, as well as cultural differences, without negatively impacting one’s own system(s);
• To explore differences in values, ethics, and communication styles as a means to minimize conflict and improve work unit cohesiveness and productivity;
• To recognize and appreciate the value that age and experiential differences among employees bring to the modern American workplace.

TARGET AUDIENCE
This workshop is appropriate for all levels of employees seeking to better grasp the tenets of intergenerational diversity. It can be tailored to meet the specific curriculum needs of an intact work unit, as well as offered as an “open enrollment” course.

SPECIAL NOTE
This workshop can be offered to individuals who identify themselves culturally, historically, ethnically, and/or racially as Latino and/or Hispanic and wish to receive this instruction in Spanish. DMS has Spanish speaking instructors who are competent to conduct this type of training in-language.

NUMBER OF PARTICIPANTS
Due to the highly interactive nature of these sessions, it is recommended that a maximum of 18 participants enroll in any given class.
**DISC PROFILE - ENHANCING PERFORMANCE THROUGH UNDERSTANDING YOURSELF AND OTHERS 1 DAY**

**COURSE SUMMARY**

The foundation of personal and professional success lies in understanding yourself, understanding others, and realizing the impact of personal behavior on others. Successful people understand themselves and how their behavior affects others. They know how to maximize what they do well. This highly interactive and reflective one-day “Enhancing Performance Through Understanding Yourself and Others,” workshop, incorporates the use of the DiSC profile to help participants gain a better understanding of themselves and how to increase their personal effectiveness. Techniques combine multiple DiSC resources for better results and real-world applications. The DiSC profile is a forced-choice set of word (survey) that each class participant completes prior to enrollment. At the class, each participant receives his/her individual profile that defines behavior in terms of four elements: DOMINANCE, INFLUENCE, STEADINESS, and CONSCIENTIOUSNESS. Each of these four elements have specific behavioral impacts on leadership styles, team membership behavior, as well as group dynamics in general.

**COURSE OBJECTIVES**

- To recognize how to understand one’s own behavioral tendencies, and how their behavior affects others;
- To gain an appreciation for self-strengths and “areas for improvement,” while recognizing that others’ different style(s) are acceptable;
- To understand the importance of “conditions of mutuality” within the workplace and the strengths that it brings to the unit;
- To glean strategies for effectively working with others who possess different “styles”;
- To recognize and employ specific strategies for enhancing self and group dynamics.

**TARGET AUDIENCE**

Due to the highly interactive nature of the course content, only 15 participants are suggested for enrollment. Interactive and group scenarios will complement instructor-led discussions and/or oral presentations (non-lecture). This workshop can be tailored for staff, management, leadership, or a combination. Intact workgroups can benefit especially from this training.

**NUMBER OF PARTICIPANTS**

This training can be successfully conducted for intact workgroups or “open enrollment” with a maximum of 20 participants.

**SUCCESS THROUGH SELF-ASSESSMENT 1 DAY**

**COURSE SUMMARY**

The definition of success has many different meanings depending upon the unique perspectives, interests, needs, and career aspirations of the individual respondent. Research indicates that each individual must define yardsticks for reaching success indicators that are both personally and professionally satisfying to that individual. Harvard Business School professors Howard H. Stevenson and Laura Nash note that the meaning and choices behind the success of high achievers and/or high contributors stem from four particular sources that are often contradictory, but all of them are necessary: ACHIEVEMENT, HAPPINESS, SIGNIFICANCE, and LEGACY. This workshop is devoted to exploring how individuals can introspectively examine themselves first, and their priorities so as to determine better 1) how they make choices, 2) how they make choices under pressure, and 3) build a foundation for their personal and professional success.
COURSE OBJECTIVES
• To recognize and understand the motivating factors that an individual brings to each professional and personal situation;
• To understand how to use your “self-motivators” to better gauge your professional and personal behavior to exhibit “grace under pressure’’;
• To identify and deploy strategies that will enhance an individual’s ability to “go the extra mile,” while creating a “legacy’’;
• To understand four intrinsic rewards that each human being experiences and how these factors impact “success choices” in daily interactions: meaningfulness, sense of choice, sense of competence, and sense of progress;
• To recognize and deploy strategies for effective problem identification and resolution relevant to “success choice(s)” selection;
• To identify an action plan for individual adaptation for constant and systemic individual “redefinition” and growth.

TARGET AUDIENCE
This workshop is appropriate for both staff, management, and leadership personnel. It can be adapted for in-tact work units or teams.

NUMBER OF PARTICIPANTS
The maximum number of participants for this training is 20 participants.

STRATEGIC LISTENING FOR PROFESSIONAL SUCCESS 2-3 DAYS
COURSE SUMMARY
Human beings tend to use the communication dynamic in most personalized ways. Listening dynamics are perhaps one of the most salient competencies associated with not only effective communication skills, but such topics as interpersonal relationship skills, using your Emotional Intelligence (EQ) competencies wisely, positive group dynamics, team work, as well as a host of other “people” situations at work and elsewhere. To understand how one “listens,” an individual must first recognize his own “listening style(s),” as well as develop a conscious effort to modify/enhance existing listening behaviors. Many people consider listening to be an inherently “internal, human” element. While that may be true, every individual who seeks to improve upon her business and personal acumen, maximize opportunities for optimal professional growth and advancement, as well as enjoy the listening experience. Research indicates that people listen with a natural or preferred style. The purpose of this course is to provide self-diagnosis using the DiSC Personal Listening Style indicator to identify one’s own preferred listening behaviors and to also identify those styles that could be useful in certain other situations:

APPRECIATIVE Listen to relax and enjoy the listening experience
EMPATHIC To support and understand the emotions of the speaker
DISCERNING To gather complete and accurate information
COMPREHENSIVE To organize information and understand the meaning of the message
EVALUATIVE To critique information and make a decision

Human beings use a variety of different approaches depending on the situation, but research suggests that each of us tends to use some approaches more than others. In reality, most people use all four styles interactively, but one or two styles dominate our listening experience and behavior. Although we may have a preferred listening style, we can learn to adapt our listening behavior so that we can fully comprehend and deal with oral/verbal communication messages effectively in any situation.
COURSE OBJECTIVES
• To identify and understand the implications of our own preferred listening style(s);
• To recognize behavior changes that we can adopt so as to more fully deploy different listening behavior styles to fully engage in, react correctly to, and understand the complete meaning of oral/verbal communication messages;
• To practice using different listening style(s) other than our preferred style(s) in simulated in-class scenarios;
• To develop an action plan for continued learning and behavior change to more fully deploy the five listening styles appropriately during work and out-of-work situations effectively.

TARGET AUDIENCE
This workshop is designed for in-tact work groups and individual enrollees.

NUMBER OF PARTICIPANTS
The maximum number of enrollees is 20 participants.

JOB READINESS and WORKFORCE DEVELOPMENT 2 DAYS
COURSE SUMMARY
Many hiring officials are discovering that a large percentage of current job seekers are not sufficiently prepared to enter the current challenging workplace. Many individuals who have not been in the workplace recently are finding new value systems in place, different qualifications now required for similar positions of old, as well as a wide diversity of individuals competing for the same positions that was not true yesterday. In addition, the modern American workplace is dependent upon highly motivated and self-starters in order to meet the multi-faceted challenges of today’s working environment. Whether one has retired and is seeking a new career in a different field or has simply not been involved in the modern workplace for some time, new skill sets are required for success. The workshop will include topics that seek to empower individuals to not only “put forth their best face,” but to effectively utilize the hiring process so as to bring into fruition a career choice that is their desire: networking skills, interpersonal readiness and success, working with difficult people, establishing solid career expectations and goals, outlining ones’ action plan by which to achieve those stated expectations and goals, as well as preparation for job entrance and advancement.

COURSE OBJECTIVES
• To recognize and utilize valid interpersonal (including communication and interviewing) sills that will enhance one’s success in job attainment and/or advancement;
• To recognize and use sound networking skills to improve one’s ability to negotiate for career choices successfully;
• To gain an awareness of the importance of “conditions of mutuality” within the workplace, cooperative respect, and the need for awareness of one’s own attitude;
• To learn strategies for self-empowerment that will assist the employee in gaining the position, on the job successes, and career advancements;

TARGET AUDIENCE
This workshop is especially important for those persons seeking re-entry after time delays to the modern workplace; it is also important for those new hires recently graduating from secondary/vocational educational institutions, as well as those who have had difficulty obtaining meaningful employment. Although this training is offered as an “open enrollment” option, it can be tailored to meet the specific job hiring and/or job-seeking needs of specialized audiences.

NUMBER OF PARTICIPANTS
This is an interactive workshop with many in-class scenarios and skill-building sessions. Due to the nature of this instruction, a maximum of 15 individuals should enroll.

**PRESENTATION and BRIEFING SKILLS 1 DAY**

**COURSE SUMMARY**

This workshop is designed to provide an “advanced” overview as to the dynamics associated with effective and convincing presentations so that a “win-win-win” situation results. Federal managers and executives must provide viable, quality, and convincing presentations that are concise, factual, and “to-the-point.” In today’s “sound bite” environment that can more often be easier said than achieved. However, this course will include an array of advanced presentation and briefing skills, along with individualized corrective feedback from video-taped sessions. The topics also include use of verbal and non-verbal cues in the presentation and briefing session(s).

**COURSE OBJECTIVES**

- To recognize and apply principles associated with successful corporate-level Federal briefings and presentations;
- To understand and recognize the relationship between using varying styles of oral presentation to different audiences;
- To practice using PowerPoint as a realistic vehicle for transmitting one’s message in a succinct manner;
- To recognize and practice “up front preparation” for detailed and/or argumentative presentations;
- To glean an awareness of ‘self’ during the briefing and presentation situation;
- To recognize and respond appropriately to “situational feedback” from the audience to whom the briefer is speaking.

**TARGET AUDIENCE**

This training course is appropriate for both staff and leadership/supervisory/managerial personnel. It is well suited for in-tack work groups too.

**NUMBER OF PARTICIPANTS**

Due to the highly interactive nature of this training experience, the maximum number of participants that can be enrolled is 20.

**STRESS MANAGEMENT 2 DAYS**

**COURSE SUMMARY**

Stress in life today has become a realistic factor for too many. Not enough time, resources, energy, etc., in order to achieve all that we seek to do. In the contemporary Federal workplace where qualitative achievements of goals and objectives are more closely examined than ever before, stress can become a hindrance to effective productivity, if not correctly handled. This workshop aims to equip the participant with effective coping skills by which to “multi task” while achieving organizational success. In addition, the training will introduce the participants to stress relievers and on-the-job stress reducers that can otherwise, obscure effective goal attainment. As part of the self-diagnostic process, each participant will be involved with an attitudinal survey, along with a stress level indicator that will inform each of his/her tolerance levels for stress.

**COURSE OBJECTIVES**

- To recognize how stress can impact the human system behaviorally, psychologically, and in work achievement areas;
- To understand how one copes currently with levels of stress and recognize pro-active strategies for containing stress on-the-job;
- To recognize the signals that usher in stress or stressful conditions;
- To practice valid relaxation and stress reduction techniques that can significantly improve one’s
ability to perform successfully on-the-job;
• To realize how one’s personality can impact the level of stress that that person can endure.

TARGET AUDIENCE
This training is designed for any level of Federal employee. It is especially useful for intact work units undergoing significant organizational or work-related change.

NUMBER OF PARTICIPANTS
There is no maximum size for this workshop, although it is recommended for no more than 20 participants in any given session.

CUSTOMER SERVICE TRAINING - ½ - 1 DAY

COURSE SUMMARY
The cliché “customer service” just does not have the same “ring tone” that it did several years ago. Entire departments are established in corporate America to provide for quality customer care to ensure that every client may expect and receive the type of individualized service that each has come to expect. How does your organization prepare its human capital resources to meet this challenge? This workshop is oriented toward line and staff personnel, many of whom are the front-line workers: the first people with whom anyone ever interfaces. The impression that these individuals convey to others is significant in establishing your organization as a world-class entity. This workshop can be tailored to include the specific corporate values and objectives to reflect your corporate perspective. In addition, this training will emphasize how individual differences can have a positive impact on creating the type of organizational climate where quality customer care is the norm, rather than the exception.

PROVIDING QUALITY CUSTOMER CARE is a 2-3 days skills-based training session that includes workforce readiness skills, identification and internalization of the corporate/organization value system, why client care is important to the “bottom line,” and how to negotiate effectively with difficult situations and people. The class builds upon identifiable behaviors that each individual participant brings to the workplace and how to develop those behaviors to meet desired quality customer care for all.

COURSE OBJECTIVES
• To provide a non-judgmental environment in which each participant can fully explore his/her behavioral reactions to work-related problem scenarios, and how these behaviors either reinforce or negatively impact quality customer care;
• To provide a basic knowledge of the communication process, especially how verbal interchanges can impact the delivery of quality customer care;
• To provide observable strategies by which to self-manage under stressful situations and remain effective with customers;
• To provide quantifiable measures by which each participant can assess self-growth and change in skill-based behaviors that will ensure organizational success;
• To provide “decision-tree” strategies that support participant (employee) decision-making behaviors in providing ethical treatment to customers;
• To provide participants with work-related, real-life experiences in “making the call” when there is ambiguity.

TARGET AUDIENCE
This course may be tailored for intact workgroups, stand-alone training for front line employees, or a combination. We recommend the course for entry-level personnel with limited corporate or Federal government experience as a foundation. However, it can also be tailored for senior level management so that they can recognize the skill-sets desirable in front line workers.
NUMBER OF PARTICIPANTS
This training can be successfully conducted for intact workgroups or “open enrollment” with a maximum of 20 participants.

HARASSMENT TRAINING – PROHIBITED PRACTICES 2 DAYS
COURSE SUMMARY
HARASSMENT is a term that often conjures images of blatant prohibited personnel practices, especially “sexual harassment.” However, harassment in and of itself can be even more pervasive, unfortunately. It is the unwanted, direct, and often forced attention, psychological pressure, and/or demands that anyone in a work unit places upon another human being. It matters not if the perpetrator is a member of the management cadre, anyone can be guilty of harassment, and anyone can harass others. For supervisory personnel, the stakes are even higher---management must create, sustain, and reinforce a work organization free from any form of harassment. Legal parameters provide oversight and definition, but the actual daily work behaviors of supervisory personnel, especially, can define the presence or lack there-of harassing conditions. The workshop will examine the Federal government definitions of harassment in all of it forms, including sexual harassment, the supervisor’s responsibility in preventing, correcting, and refraining from harassing conditions, as well as the supervisor’s duties relevant to thorough and timely investigations to determine if and to what degree harassing conditions are present within the work unit.

COURSE OBJECTIVES
• To understand the legal, regulatory, and statuary requirements pertaining to maintaining a harassment-free work environment;
• To understand the dynamics that harassment conditions exhibit within the work unit;
• To understand the types and degrees of harassment; sexual harassment, physical harassment, creating “fear in the workplace” harassment, implied harassment, etc.
• To identify observable behaviors that indicate harassing conditions in the work unit;
• To recognize the supervisor’s legal responsibilities for dealing with harassment in the work unit;
• To understand the impact of harassment within the work unit;
• To understand the subtle aspects of implied harassment;
• To understand the required investigatory requirements associated with the supervisor’s duties in preventing and/or correcting harassing conditions in the work unit.

TARGET AUDIENCE
The workshop is especially aimed at all levels of personnel who hold supervisory and/or managerial responsibilities within organizations.

NUMBER OF PARTICIPANTS
The workshop can enroll a maximum of 20 participants.

ORGANIZATIONAL CHANGE 2 DAYS
COURSE SUMMARY
Change occurs, but planned change requires even the most skillful change agent to recognize certain aspects that can be closely analyzed using John Kotter’s eight step model:

INCREASE URGENCY – inspire people to move, make objectives real and relevant;
BUILD THE GUIDING TEAM – get the right people in place with the right emotional commitment, and the right mix of skills and levels;
COMMUNICATE FOR THE BUY-IN – Involve as many people as possible, communicate the essentials, simply, and to appeal and respond to people’s needs. De-clutter communications and make technology work for you rather than against your goals;
EMPOWER ACTION – Remove obstacles, enable constructive feedback and lots of support from leaders—reward and recognizer progress and achievements;
CREATE SHORT TERM WINS – Set aims that are easy to achieve—in bite size chunks; create manageable numbers of initiatives; finish current stages before starting new ones.
DO NOT LET UP – Foster an encourage determination and persistence—ongoing change; encourage ongoing progress reporting – highlight achieved and future milestones;
MAKE CHANGE STICK – Reinforce the value of successful change via recruitment, promotion, new change leaders, and with innovation; the aim is to change the culture of the organization.

COURSE OBJECTIVES
• To understand the principles of Kotter’s eight step methodology in creating an atmosphere where planned change can occur at the individual and group levels;
• To develop a rational, change agenda, and timeline(s) for implementation of a planned change strategy relevant to the participant’s homework unit;
• To recognize the importance and uses of effective communication in all eight steps of the change model construct;
• To practice the four levels of strategic listening as one tool for empowering others to innovative approaches to change;
• To recognize methodologies for reducing stress, ambiguity, and uncertainty among team/work unit members who are faced with change;
• To learn skills with which to reduce functional indifference, overcome a lack of leadership and/or cooperation, as well as to assuage competing agendas in the deployment of the change process;
• To acquire competencies in building rapport, creating short term “wins,” and reducing ambiguity among work unit/team members experiencing change;
• To recognize the importance of trust, trust building, open communication channels and strategies, as well as the use of EQ skills in creating a positive climate for change to occur and be maintained.

TARGET AUDIENCE
The workshop is targeted to a maximum of 20 participants; this training is highly suitable for in-tact work teams and groups.

NUMBER OF PARTICIPANTS
The workshop enrollment ceiling is 20 participants.

ETHICS TRAINING 2 DAYS
COURSE SUMMARY
Ethics is a timely topic, one to which every Federal, State, and local government official, as well as captains of industry must be attuned. At no time in the collective American experience has the subject of ethics been more paramount in the conduct of business, the manner of governing and government, as well as the condition of American free enterprise: the business community. In every walk of life, ethics and integrity have taken center stage at the heart of every transaction, every business deal, and certainly throughout the Federal and State level governmental operations. To create this culture of trust, positive risk taking, open communication, and respect for each individual, government departments must seek a “culture change.” This highly experiential workshop is focused toward equipping participants with methods and competencies with which to become “culture builders,” those empowered staff who takes single actions and steps that culminate in a renewed organizational environment that supports, rewards, and honors ethical behavior.

The course curriculum includes both inductive and deductive approaches in the presentation of the content. Individuals have ample opportunities to engage in challenging classroom scenarios designed to make them analyze their own value and belief systems, define more appropriate venues for challenging
perceived ethical violations and/or infractions, as well as examine agency/corporate core values in light of creating a more ethical organization.

COURSE OBJECTIVES
• To understand and apply the legal and regulatory framework for ethical standards within an organizational setting (e.g., Federal government department, State level government agency, or corporate sector company);
• To develop empirical paradigms for making operational an organization’s core values and standards of ethics;
• To understand and apply effective communication methodologies by which to create and sustain an ethical culture replete with risk taking, respect, trust, and “conditions of mutuality;”
• To understand the relationship among competencies relevant to Emotional Intelligence, cognitions, decision making and creative problem-solving strategies;
• To recognize and apply the principles of creative change processes to create a synergistic, innovative organizational structure that is open, transparent, and goal oriented;
• To understand the use of non-verbal cues, para-language data, and verbalisms in the communication dynamic;
• To understand the importance of building trust and trusting relationships to insure the creation and sustenance of viable, ethical cultures at work.

TARGET AUDIENCE
This workshop is appropriate for all levels of personnel: staff, supervisory, managerial, and executive employees.

NUMBER OF PARTICIPANTS
Due to the highly interactive nature of the class curriculum, a limitation of 20 participants is set for this training.

TEAM MEMBERSHIP SKILLS 2 DAYS
COURSE SUMMARY
Some of the most valuable productivity in the official work group and/or work place occurs within a team or project environment. How does one work effectively within such an atmosphere, especially when change of membership, duties, and expectations often shift, and there are always other priorities? Working effectively as a team member, demands that each member of a group accept roles and commit to an open and frank manner of discourse with others. This factor can place a great deal of stress upon any team leader or project manager.

COURSE OBJECTIVES
• To understand and recognize the key factors associated with successful team charter building;
• To use appropriate verbal, non-verbal, and written communication strategies to empower all team members with dignity and worth and to attain project objectives;
• To use “questioning skills” (e.g., probing, higher order, open-ended.) to successfully clarify and define strategic and tactical objectives for project goal attainment;
• To use strategic listening skills which encourage and facilitate team members’ contributions and create a synergistic environment;
• To understand the principles of risk taking, trust building, innovation and change, as well as providing corrective feedback in a team setting – to become a proactive team member in support of the work of team colleagues;
• To become aware of how one thinks and how one interfaces with others in a team/project setting and to recognize and value differences in style among others on the same team/project.
TARGET AUDIENCE
This workshop may be completed by intact work units, as well as be offered on an open enrollment status. Ideally, the workshop would include some relevant, work-related material in the course content for intact teams.

NUMBER OF PARTICIPANTS
Due to the highly interactive nature of the sessions, as well as the use of team and self diagnostic inventories, no more than 20 participants is suggested.

EFFECTIVE PERFORMANCE TRAINING 2 DAYS
COURSE SUMMARY
At no time in recent Federal or corporate history has the demand for efficient, savvy, and transparent team structures needed to deliver viable and acceptable work products to an ever more discriminating client base. Within the Federal structure itself, matrix teams, self-directing workforce teams, project management teams, and “independent” teams are continuing to replace the old, more rigid organizational units of strictly defined work units. These newer team structures allow individual team members to utilize their innate talents and competencies in ever more innovative ways to compliment other team members, and achieve high levels of team success.

The challenge is for team leaders to realize that the empowerment of the group starts with the “freeing” of the individual team member to create and flourish as the team members’ work activities support each other personally and professionally. It is essential that the successful team leader start with an in-depth understanding of the skills required to establish a unified team structure, the principles of creating a mutually agreed upon Team Charter, understand how to assess individual team member’s potential for team involvement and team goal attainment, as well as knowing how and when to deploy sound reinforcement, feedback, and counseling protocols to encourage one and all members.

Successful team leaders also must recognize how to assess individual and group performance relevant to established criteria, use of the Delphi Technique for consensus building, the dynamics of the “change process,” as well as paired-choice matrix methodologies. This leader is comfortable with using nonprescriptive diagnostics as rendered from the Everything DiSC Teamwork profile system data that is individually provided on team culture and dynamics, as well as the total “team culture report.” Use of such diagnostics greatly increases the team leader’s ability to use state-of-the-field tools by which to create and maintain a healthy and productive team environment.

COURSE OBJECTIVES
• To understand and apply (during in-class scenarios) methodologies for effectively communicating different messages within the team structure: para-language, verbal, written, e-form, and nonverbal cues;
• To understand individual Everything DiSC Teamwork profile data as it identifies one’s teamwork strengths and areas for improvement;
• To understand how to create a sustainable team designed to function as a synergistic whole of independent professionals;
• To recognize the influences of Emotional Intelligence (EQ) on sustaining effective communication channels with team members, and how to use EQ competencies to support cognitions in working with a diverse team membership;
• To practice one 12-step methodology for creating problem solving activities that can provide innovation and divergence to team deliberations;
• To practice drafting viable Team Charter documents that reflect individual team member needs, competencies, and involvements, while identifying the required elements for effective team structure
FORMATION, FUNCTIONING, AND GOVERNANCE.

TARGET AUDIENCE
This workshop is designed as an interactive learning session and is appropriate for all levels of personnel working in a team organization (staff and status leaders).

NUMBER OF PARTICIPANTS
The maximum number of participants that can enroll in this workshop are 20; the course is ideal also for intact work teams.

RISK AND TRUST BUILDING 2 DAYS
COURSE SUMMARY
In the modern work unit, as is found in entire organizations, human beings seek to have environments in which they can flourish. In order for organizations of any size to create such an atmosphere at work, issues and strategies for developing risk, trust, and empowerment are essential requirements for organizational conduct. Leaders no matter the status title must engender a work atmosphere that fosters creativity, uniqueness, and individual self-commitment on the part of staff. The workshop is designed as a highly interactive course that allows for both inductive and deductive processes to occur at the individual and total class level; this supports creating a ‘condition of mutuality’ in which divergence of thought processes, mental models, and points of view can be harnessed to support group/team synergy. In such an environment, individuals can learn the requisite skills to effect successful utilization of Emotional Intelligence (EQ) competencies, appropriate deployment of dynamic communication strategies that include strategic listening, as well as trust building and risk-taking methods. Use is made of the Everything DiSC Workplace that provides each participant with a tailored, individualized (confidential) report on how that student perceives work desires, professional and personal goals that need to be addressed at work, and one’s unique perspectives as to how the work environment can meet such needs as the desire for trusting and open relationships, as well as needs for interpersonal integrity and transparency. All of these factors are involved in creating and maintaining trust, building coalitions for positive risk taking, and thus creating powerful work organizations.

COURSE OBJECTIVES
• To understand one’s self report on the Everything DiSC Workplace profile as these data relate to trust, trust building, risk, risk taking, and empowerment strategies;
• To understand how to use and interpret an empirical system for creating and maintaining trust relationship based upon effective communication behavior;
• To recognize one’s own behavioral (verbal, para-language, and non-verbal cues) as demonstrated in an in-class video-taped segment;
• To understand the dynamics of appropriate “corrective” feedback in lieu of “criticism” in providing building blocks on which others can grow and flourish;
• To understand that interpersonal trust is distinguished by two factors; 1) confidence in the ability of others and 2) confidence in the intentions of others;
• To practice (in-class simulation exercises) using caring, actively caring, persistence, preciseness, candor, and consistency in creating and maintaining risk taking and trust in creating powerful organizations;
• To understand the role and methodologies for sharing empowerment within the work unit.

TARGET AUDIENCE
This workshop is aimed at all levels of personnel: staff, supervisory, managerial, and executive.

NUMBER OF PARTICIPANTS
The ideal number of participants is limited to 20; the workshop can be delivered to in-tact work units also.

**EFFECTIVE PERFORMANCE TRAINING 1 DAY**

**COURSE SUMMARY**

The successful leader is very much dependent upon the capabilities and performance outputs that his entire staff accomplishes. In order to maintain a status of effective leadership especially with today’s diverse and highly skilled professional staff, responsible and accurate performance feedback must be delivered to each employee. While this may seem routine, nothing could be further from reality in today’s complex and changing organizational settings. Leaders seeking to tailor performance feedback to each employee must take several salient factors into consideration. First, what are the skill bases of the employees involved and how were they deployed given established performance goals and objectives.

This includes the administration of a pre-work skills assessment (formal or informal) relevant to the tasks to be accomplished. Second, was there team member agreement and acceptance of the tasks to be accomplished. More than merely accepting an assignment at the start of the performance period, each team member must provide specific input as to how he/she conceptualizes accomplishing the performance goals and objectives for this rating period. Third, milestones must be adopted at the beginning of the performance period so that both supervisor and staff member know when and record the output(s) from scheduled interim assessment meetings held throughout the performance period. This last step would include a record of all corrective feedback and informal/formal coaching provided to the employee relevant to performance goals and objectives attainment. Viewed in this manner, providing effective performance feedback is more of a systemic, holistic process – one that is entered into with a degree of mutuality at the start of the performance period and continues with feedback, coaching, guidance, and mutual sharing at established milestone indicators during the performance period. Written documentation for each milestone should be archived and retained for use in the summary narrative concluding performance appraisal session at the conclusion of the rating period. In order for successful leaders to deploy this systemic process, they must be well attuned to the dynamics of communication including strategic listening methods, uses of non-verbal and para-language cues in the communication process, as well as strategies for create and maintain trust, innovative change, and divergent thinking. The workshop combines these topics into a meaningful program for implementation.

**COURSE OBJECTIVES**

- To understand the elements involved in systemic performance management: performance goal setting, performance objective definition, establishment of empirical milestones related to performance objectives, and procedures for documenting employee progress;
- To understand and develop a process for obtaining employee buy-in and agreement for each identified performance goal and relevant objective;
- To understand the dynamics of effective communication behaviors required to sustain a viable performance management system: verbal, non-verbal, and para-language cues;
- To practice (in-class scenarios) providing effective communication dynamics in simulated performance management situations;
- To understand how to deploy effective strategies to reduce stress, create climate for innovation and risk taking, as well as fostering employee sponsored change during the performance management cycle;
- To practice (in-class scenarios) providing simulated corrective performance objective feedback that includes evidence of Emotional Intelligence factors, effective communication skills, and employee reward and motivation techniques to attain performance objective successes.
TARGET AUDIENCE
The course is appropriate for all levels of staff, supervisory, and managerial personnel; it is especially useful for team leaders and team directors.

NUMBER OF PARTICIPANTS
The workshop is designed as an interactive learning sequence and is limited to a maximum of 20 participants. This training is also highly recommended for intact work groups.

EFFECTIVE COMMUNICATION TRAINING 2 DAYS
COURSE SUMMARY
Effective communications demands that each individual in today’s society exhibit certain normative skills such as proper use of verbal and non-verbal cues while communicating, tonality and expressions, choice of word usage, diction, as well as the more traditionally accepted body language. How and to whom one communicates can determine success or failure in many important situations. Being aware of cultural and/or diversity differences among those with whom one communicates can greatly impact or inhibit the message being transmitted. Listening skills and the use of “higher order” questioning strategies are essential elements if one is to transmit ideas and intentions clearly. This interactive training will include video-taped individual and small group scenarios (with corrective feedback) to highlight the significance of verbal, non-verbal, as well as para-language communication venues.

COURSE OBJECTIVES
• To understand and recognize how one’s own communication style can either inhibit or enhance one’s message;
• To recognize how and when to “alter” one’s primary communication style so as to be an effective communicator with others;
• To practice valid “listening skills” by which to correctly interpret the message of others;
• To understand and recognize the correct interpretation of non-verbal and para-verbal communication cues;
• To practice using questioning skills that will enhance the communication process to achieve the desired end results of the communicator.

TARGET AUDIENCE
This workshop may be tailored for “open enrollment” or special intact groups. If intact work units are the audience, it is suggested that specific communication challenges and/or problems from the work unit be addressed in class scenarios.

NUMBER OF PARTICIPANTS
Due to the highly interactive nature, including video-taping sessions, it is suggested that the class is limited to 20 participants.
TEAM BUILDING SKILLS 2 DAYS

COURSE SUMMARY At no time in recent Federal or corporate history has the demand for efficient, well informed, and transparent team structures needed to deliver viable and acceptable work products to an ever more discriminating client base. Within the Federal structure itself, matrix teams, self-directing workforce teams, project management teams, and “independent” teams are continuing to replace the old, more rigid organizational units of strictly defined work units. These newer team structures allow individual team members to utilize their innate talents and competencies in ever more innovative ways to compliment other team members, and achieve high levels of team success. The challenge is for team leaders to realize that the empowerment of the group starts with the “freeing” of the individual team member to create and flourish as the team members’ work activities support each other personally and professionally. It is essential that the successful team leader start with an in-depth understanding of the skills required to establish a unified team structure, and the principles of creating a mutually agreed upon Team Charter.

Participants will understand how to assess individual team member’s potential for team involvement and team goal attainment, as well as knowing how and when to deploy sound reinforcement, feedback, and counseling protocols to encourage one and all members. Successful team leaders also must recognize how to assess individual and group performance relevant to established criteria, use of the Delphi Technique for consensus building, the dynamics of the “change process,” as well as paired-choice matrix methodologies. This leader is comfortable with using nonprescriptive diagnostics as rendered from the Everything DiSC Teamwork profile system—data that is individually provided on team culture and dynamics, as well as the total “team culture report.” Use of such diagnostics greatly increases the team leader’s ability to use state-of-the-field tools by which to create and maintain a healthy and productive team environment.

COURSE OBJECTIVES

- To understand and apply (during in-class scenarios) methodologies for effectively communicating different messages within the team structure: para-language, verbal, written, e-form, and non verbal cues;
- To understand individual Everything DiSC Teamwork profile data as it identifies one’s teamwork strengths and areas for improvement;
- To understand how to create a sustainable team designed to function as a synergistic whole of independent professionals;
- To recognize the influences of Emotional Intelligence (EQ) on sustaining effective communication channels with team members, and how to use EQ competencies to support cognitions in working with a diverse team membership;
- To practice one 12-step methodology for creating problem solving activities that can provide innovation and divergence to team deliberations;
- To practice drafting viable Team Charter documents that reflect individual team member needs, competencies, and involvements, while identifying the required elements for effective team structure formation, functioning, and governance.

TARGET AUDIENCE

This workshop is designed as an interactive learning session and is appropriate for all levels of personnel working in a team organization (staff and status leaders).

NUMBER OF PARTICIPANTS

The maximum number of participants for this workshop is 20; the course is ideal also for intact work teams.
NEW MANAGER – SUPERVISION 2 DAYS
COURSE SUMMARY
New supervisory and management personnel are often selected based upon their technical expertise, rather than management skill-sets, which require a closer examination of “self.” This workshop begins with a new manager assessment tool that allows each participant to fully examine his/her behavioral strengths and areas for improvement and to acquire valid strategies for managing oneself when working with subordinate personnel. Starting with an individualized approach, this workshop will build upon each participant’s knowledge and acceptance of his/her style and refine those styles that will create full group or team synergy. To many new supervisory and managerial personnel, the achievement of the work unit goals is paramount. However, the successful new manager must achieve these goals not simply by his/her efforts alone but in concert with others. This requires coaching strategies to effectively encourage others, often taking an informal mentoring role as manager while challenging staff, establishing viable work objectives, and implementing performance management strategies that provide non-negative, corrective feedback. This workshop uses Kenneth Blanchard’s SITUATIONAL LEADERSHIP II model. Designed with highly interactive sessions, this workshop emphasizes each participant’s individual strengths, as well as areas for improvement. The workshop is designed as an individual skill-based growth process, rather than relying upon lecture as a curriculum format. In-class experiences include the new manager’s role; assessment and definition; identification of specific target areas for management enhancement; communicating across the organization and differently with different employees; and coaching and mentoring skill sets.

COURSE OBJECTIVES
• To learn specific skills and attributes that impact directly the successful implementation of the individual’s management behavior within the workplace;
• To understand how the communication process impacts each employee differently within the same work organization, and how to shift one’s style of communicating to create an efficient work unit geared toward work goal attainment;
• To acquire proven coaching skills sets that will improve each employee’s performance in meeting unit objectives and attaining self-satisfaction within the work unit;
• To learn how to better plan and conduct business meetings with specific target goals reached at the meeting conclusion;
• To learn and apply proven “reinforcement” strategies to encourage each employee: the star performer as well as the one who needs constant reassurance;
• To learn and practice viable delegation methods so that the manager is not doing the work alone;
• To learn how to ‘manage your manager’ to get the work accomplished successfully.

TARGET AUDIENCE
This workshop is an ideal experience for intact work units, as well as for new and less seasoned managers who seek to create efficient organizations in which all employees can attain work and personal goals simultaneously.

NUMBER OF PARTICIPANTS
It is recommended for intact work groups and teams or can be offered as an open enrollment class. Ideally, this workshop will enroll a maximum of 20 participants.
MANAGER AS MENTOR 2 DAYS
COURSE SUMMARY
The effective manager in the current workplace is not only a coach, a trainer, but a mentor to his/her employees. Motivation is a “self” concept issue, but mentoring can enhance any employee’s motivation and desire to reach for and sustain higher levels of professionalism on the job. Many technical managers often do not seem to find the time in the current busy professional environment to utilize viable coaching and feedback to employees. However, to effectively become a mentor, the manager must first understand his own unique leadership style, his communication strategies that work well with certain employees and not as well with others, and his competencies in serving in a mentor-mentee relationship. The workshop will include interactive practice sessions involving: individual and small group video-taping sessions with feedback, use of verbal and non-verbal feedback, understanding the dynamics of the mentoring relationship, as well as the role of the manager as trainer and teacher.

COURSE OBJECTIVES
• To understand the dynamics involved in the mentor-mentee relationship; the mentor is a guide, coach, teacher, but is not a personal confidant or advocate;
• To recognize and use the correct verbal, non-verbal, and/or para-verbal cues when interacting with employees;
• To apply the appropriate coaching and feedback skills in the right situation for best intended (resulting) employee behavior;
• To recognize that the “boss may not always be right” in all situations and be able to accept employee corrective feedback.

TARGET AUDIENCE
While this training is geared toward supervisory and managerial personnel, it can be effectively tailored to meet the needs of existing intact work units. If intact work units comprise the audience, it is highly recommended that specific work-related problems and/or interpersonal challenges are used for in-class scenarios.

NUMBER OF PARTICIPANTS
This workshop will enroll a maximum of 20 participants. Due to its highly interactive content, larger groups cannot be accommodated into any given session.

MANAGER AS COACH 2 DAYS
COURSE SUMMARY
FORMAL COACHING sessions are a powerful tool within any effective leader’s management arsenal and provide great value to both leader and subordinate. However, INFORMAL COACHING is well recognized as an equally powerful tool, one that allows managers to integrate into their daily, informal interactions with staff member’s opportunities to guide, provide clarity, and give feedback. The two types of coaching are NOT mutually exclusive, but used together, allow any manager to make this most of her time and interfaces with each staff member.

During formal coaching sessions, the manager and employee are focused and engaged in ‘coaching,’ and are committed to the outcomes sought. Each appointment is characterized by a formal time for the coaching encounter, and should produce a tenable outcome in performance terms. Informal coaching, moreover, is more of a grey area – when coaching is used implicitly, it becomes part of the everyday conversation and interaction between a manager and employee. While neither side may describe the interaction as ‘coaching,’ such interfaces do produce real, innovative, and often challenging rewards for both the coach and coached. In both of these styles, the manager “steps back” in order to empower team members and elicits their commitment and creativity, helping them to both get the job done and learn something new in the process.
Sir David Whitmore in his text, “Coaching for Performance,” describes one method used throughout the business world: The GROW Coaching Model. It offers a way of structuring the coaching sessions to facilitate a balanced discussion between coach and coached: establishing the coaching goal; exploring the current situation for reality testing; identifying options for reaching the goal; and what/when/who will be involved in striving to obtain the goal. The Grow Coaching Model depends upon the coach deploying effective, communication (listening, verbal and non-verbal) skills, Emotional Intelligence competencies, effective higher order and open-ended questions, as well as counseling techniques combined with feedback protocols.

**COURSE OBJECTIVES**
- To understand the principles and uses of Formal and Informal coaching methods;
- To understand the processes of creating the “atmosphere” for desirable Formal or Informal coaching interactions: use of EQ competencies, questioning hierarchies, interpersonal relationship skills, and feedback techniques;
- To learn different modalities for recording and archiving the formal coaching session;
- To practice (in-class simulated scenarios) use of both Formal and Informal coaching behaviors in hypothetical situations.

**TARGET AUDIENCE**
This training is appropriate for all levels of management and staff personnel.

**NUMBER OF PARTICIPANTS**
Due to the interactive nature of the class, enrollment is limited to 20 participants.

**LEADERSHIP Challenge 1 DAY**
**COURSE SUMMARY**
One of the most salient challenges that present-day leaders face is how to engage each and every staff member to reach continually increasing levels of performance excellence. Research into employee engagement indicates that only 20 percent to 30 percent of employees in “typical” organizational settings are actively engaged and even WILLING to give their best efforts toward performance outcomes/goals. This interactive workshop assists leaders in examining exact behaviors that can enhance employee engagement initiatives that are designed to inspire employee involvement, commitment, and performance output. In addition, the course includes topics describing how leaders can assist each employee to learn, seek to expand his/her professional horizon, envision a different reality, and master strategies for successfully contributing to the overall growth of self and organization simultaneously.

**COURSE OBJECTIVES**
- To understand different strategies designed to create an environment and work unit “condition” for achieving employee engagement;
- To recognize leadership behaviors that can be deployed successfully with any type of employee group in order to create and sustain a “work unit culture” emphasizing “envisioning a different reality’;
- To develop behavioral skills designed to foster employee learning, exploration and problem solving, as well as connecting and contributing;
- To understand the dynamics of “complacency traps” and how to avoid them with employee groups;
- To develop empirical models for measuring work unit excellence.
TARGET AUDIENCE
The workshop is designed for senior managers (e.g., Branch Managers, Division Directors, and other senior leaders). The workshop may be tailored for in-tact work teams or may be offered as an “open enrollment” course.

NUMBER OF PARTICIPANTS
This training experience is limited to a maximum of 20 participants.

DECISION MAKING SKILLS 2 DAYS
COURSE SUMMARY
The normal pressures of life create stress levels in all of us. Add to this the tremendous pressure many leaders feel in the current work world as they make decisions that can impact their staff and perhaps many others as well. Nevertheless, the impact of decision-making has a real bottom line in emotional and fiscal cost to each individual employee, the manager, and the organization. Allowing confusion to enter into one’s decision-making process often yields less than ideal business results.

Recognizing the importance of mental clarity in the decision-making process is easy to discuss. But often, we allow everyday problems and unresolved issues to block our intellectual processes. Using this five-step process in class scenarios, each participant will learn effective alternatives to relying upon “nervous” reaction and attain a higher level of mental functioning. Psycho-educational research has documented that human beings can easily acquire those skill sets to clean the mind and relax, to focus intently upon a decision. While more traditional decision-making courses often are based upon the “decision-tree” methodology, this workshop will expand the process of using sound, personal strategies that can have positive transfer value to the participant in any decision-making situation. Each participant is asked to identify and bring to class 3-4 critical work-related decisions faced by the work unit within the last year. Learning the dynamics of mental clarity allows the participant to focus needed energy toward problem resolution rather than scattered nervous mental imaging. Clarity has been shown in research studies as an easily acquired skill that can have overall life benefits. In-class group scenarios will be based real work life participant experiences.

COURSE OBJECTIVES
• To learn the process of a ten-step model of decision making for more ethical decisions;
• To identify barriers to decision-making processes that often blend the “cognitive” with the “intuitive” modalities;
• To allow participants a “safe” in-class environment providing participant and group practice in reaching difficult, critical decisions more easily;
• To acquire skills to establish team “buy-in” to achieve group synergy in supporting rational decisions;
• To learn how to differentiate and use appropriate emotions and rational thought in decision making activities;
• To identify the source and impact of risks associated with decision-making;
• To learn how to “frame” and “map” decisions so that “significant corporate others” will embrace the idea more readily.

TARGET AUDIENCE
While this workshop is geared toward the experienced manager who may be frustrated by modern workplace challenges, including increased organizational and personal stress, it is appropriate for anyone who is charged with decision making.

NUMBER OF PARTICIPANTS
A maximum of 20 participants is suggested for this workshop.
LEADERSHIP PARTNERING 2 DAYS
COURSE SUMMARY
Leadership and its related components have awed people since the dawn of time. From Peter and Catherine the Great to modern day leaders, the question is still, how does a leader secure commitment, trust, and true visionary inspiration from employees? Earlier in the twentieth century, many academic and research efforts were expended to identify what constitutes leadership and to answer the question: is it innate or a learned skill? This is the underlying tenet associated with servant leadership and building the needed coalitions within the Federal environment so that each employee—regardless of title, function, or salary level—can provide the highest quality of input toward meeting the work-unit mission and goals. To become an effective “servant leader,” one must be attuned to oneself (one’s inner needs and dispositions), as well as fluent in dealing with divergent others. This workshop draws heavily from the writings of James C. Hunter, Robert K. Greenleaf, James A. Autrey, and Daniel Goleman. Class experiences will include guided experiential sessions (with feedback), and non-diagnostic tests for self-awareness and personal awareness.

COURSE OBJECTIVES
• To understand and recognize how the basic process of one’s own behavior can impact that of others in the workplace;
• To use and recognize one’s own strengths and areas for improvement that can impact one’s ability to lead efficiently;
• To use empirically-proven strategies that encourage and sustain group/team cohesion, integration, and acceptance of tasks;
• To apply the basic principles of “managing others” while “self-managing” to create a synergistic working environment for all employees;
• To use effective coaching and feedback skill sets in the development of subordinate employees.
To recognize and apply the tenets of servant leadership in resolving workplace issues, problems, and challenging concerns

TARGET AUDIENCE
This training is designed for those who have designated leadership positions within the Federal government, especially senior line managers and division directors, as well as executive personnel. This workshop can be tailored for “in-place” staffs and/or project teams.

NUMBER OF PARTICIPANTS
Due to the highly interactive nature of the course content, the number of applicants should not exceed 16; for intact work units, this limitation can be modified.

PRESENTATIONS SKILLS for EXECUTIVES 1 DAY
COURSE SUMMARY
Senior executives must deliver many speaking engagements during the conduct of their busy schedules: formal briefings, informational sessions, fact finding deliberations, motivational speeches, and the list continues. Whether it is delivering a brief accolade at an associate recognition meeting, reporting on finances at the annual strategic planning meeting, directing a senior executive review board session, or an impromptu press release session, these leaders must create impression, believability, and transparency immediately. This workshop is designed to take the individual executive participant beyond her already sophisticated level of communication dynamics behaviors to include a refinement and re-direction of intended delivery skills (presenting with persuasion, presenting with passion, and presenting to increase effective response).
COURSE OBJECTIVES
• To develop empirical strategies to enhance the effectiveness of planned and ad hoc oral presentations;
• To recognize and practice self-identified “presentation strength” styles;
• To practice using effective non-verbal behavior in presentations: para-language, body movements, gestures, speech intonations, and expressive behaviors;
• To develop appropriate visual aids that enhance and reinforce verbal/oral presentation messages;
• To understand the appropriate “closure” strategies in order to provide concept/content summary and listener internalization.

TARGET AUDIENCE
This workshop is designed for senior executives with limited time to attend training and desire maximum performance outcomes from the same.

NUMBER OF PARTICIPANTS
The training course is limited to 10-15 participants

MICROSOFT OFFICE WORD 1 DAY
COURSE SUMMARY
Microsoft Office WORD is a powerful program that allows participants abilities to create and share documents by combining a comprehensive set of writing tools within an easy-to-use interface. This application introduces SmartArt Diagrams, Building Blocks, and new charting features to create more effective documents, handouts, notes and outlines that participants can construct in-house with a professional appearance. All course concepts and skills are included in “applied practice” sessions within the computer learning laboratory. Whether one is constructing simple memoranda, informal notations to the file or more formal newsletters, flyers, as well as training manuals, Microsoft Office WORD contains something for all.

COURSE OBJECTIVES
• To understand and practice applying key functionalities of MICROSOFT OFFICE WORD including, formatting, charting, display and arrangement capabilities, as well as text construction variables;
• To understand and practice applying plain text variations using the functionality;
• To understand and practice applying building integrated document management solutions.

TARGET AUDIENCE
This workshop is designed for anyone using PCs, Laptops, or other keyboarding functionalities.

NUMBER OF PARTICIPANTS
The workshop is limited to 15 participants, as it is conducted within the organization’s computer learning laboratory facility.

MICROSOFT OFFICE ACCESS I – BASIC 1 DAY
COURSE SUMMARY
Microsoft Office ACCESS is a relational database management system by Microsoft that combines the relational Microsoft Jet Database Engine with a graphical user interface and software development tools. Microsoft Office ACCESS – Basic is a member of the Microsoft Office suite of applications and is able to store information directly, as well as import or link directly to data stored in other ACCESS databases: EXCEL, SharePoint lists, or any ODBC-compliant data container. The workshop provides participants with introductory training to the entire scope and sequence of Microsoft Office ACCESS – Basic functionalities. This highly interactive (using the PC) session is situated in a computer learning laboratory for instruction.
Participants develop automated solutions for simple tasks and develop skills in creating tables and other graphic presentations of data.

COURSE OBJECTIVES
• To develop an understanding of the Microsoft Office ACCESS database as a tool for creating business solutions;
• To practice the development of tables for data representation;
• To practice the development of records and forms for data representation;
• To understand and apply “queries” using Microsoft Office ACCESS.

TARGET AUDIENCE
The workshop is aimed at all users requiring basic computer literacy proficiency in report and data representation.

NUMBER OF PARTICIPANTS
Due to limited seating in the computer laboratory, the training is limited to 15 participants.

MICROSOFT OFFICE ACCESS II – ADVANCED 1 DAY
COURSE SUMMARY
Microsoft Office ACCESS – Advanced builds upon the concepts included in both ACCESS Basic and Intermediate. The aim of this training is to provide advanced level skill acquisition in data management, advanced forms and tasks, as well as pivoting data. This workshop provides hands-on experience to extend participants’ knowledge and skill in using various ACCESS objects, such as tables, queries, forms, and reports. Specifically, participants will acquire advanced competencies into some of the more specialized and advanced capabilities of ACCESS by structuring existing data, writing advanced queries, working with macros, enhancing forms and reports, and maintaining a database. In addition, participants will learn how to exchange data with other applications, automate business processes by using VBA code, and securing and sharing databases.

COURSE OBJECTIVES
• To understand the methodology for restructuring data into appropriate tables to ensure data dependency;
• To acquire skills by which to write queries to analyze and summarize data;
• To learn methods for creating and revising ACCESS macros;
• To understand the process by which to customize reports by using various ACCESS features, thus making them more effective;
• To understand the process of creating and modifying a database switchboard and setting the startup options correctly;
• To understand and apply the process of securing databases; and

TARGET AUDIENCE
This workshop is designed for the more experienced user of Microsoft Office ACCESS and who has already completed the Basic level course.

NUMBER OF PARTICIPANTS
This workshop must be conducted in an agency/organization’s computer training laboratory facility; participation is limited to 15 students.
MICROSOFT OFFICE POWERPOINT 2 DAYS
COURSE SUMMARY
Microsoft Office POWER POINT enables users to quickly create high-impact, dynamic presentations, while integrating workflow and ways to easily share information. This application allows the user to interface with Microsoft Office Fluent so as to deploy new graphics and formatting capabilities. Professional looking presentations are not only easy they can be made more illustrative with the interface with SmartArt diagrams. Using Office Fluent allows the user to share allows the user to share presentations more easily while creating presentations more intuitively.

COURSE OBJECTIVES
• To develop a working knowledge of the Microsoft Office POWER POINT suite functionalities including, creating and depicting presentation data, creating colorful data presentations using SmartArt, updating presentation data content, and sharing presentation content data;
• To develop operational skills in deploying Document Themes in order to produce thematic, tonality, and/or pictorial changes to presentation content data;
• To develop operational skills in re-deploying custom layouts to craft new versions of presentation content data;
• To develop operational skills in modifying shapes, colors, and thematic designs of presentation content data.

TARGET AUDIENCE
The workshop is appropriate for users of Microsoft Office Suite and wish to acquire data projection tools for creating and sharing professional presentations.

NUMBER OF PARTICIPANTS
The workshop is limited to 15 participants, as it is conducted in the organization’s computer learning laboratory.

MICROSOFT OFFICE OUTLOOK 1 DAY
COURSE SUMMARY
This workshop will introduce the participant to an integrated solution for managing time and information, connecting across boundaries, and remaining in control of the information that one needs Microsoft Office Outlook includes tools that the busy professional must master in order to remain in control of multiple sources of information, increasing limitations on time, and the ever expanding need to share data across boundaries.

COURSE OBJECTIVES
• To develop operational proficiency in using search and locate functionalities contained in Outlook;
• To practice using the To-Do Bar in organizing work-related priorities for optimum management of appointments, tasks, flagged mail, and calendar;
• To practice using the Fluent user interface for increased competence in authoring, composing, formatting, and acting on emails;
• To use systemic functionalities to connect across boundaries, publish Internet calendars, send calendar information across units, and share information with colleagues using Online.

TARGET AUDIENCE
The workshop is designed for those seeking greater functionality expertise with Microsoft Office Outlook application.
NUMBER OF PARTICIPANTS
The maximum number of participants for this training is 15 participants.

MICROSOFT OFFICE EXCEL I – BASIC 1 DAY
COURSE SUMMARY
This course teaches the basic functions and features of Excel. After an introduction to spreadsheet terminology and Excel’s window components, participants will acquire skills in how to use the Help system and navigate worksheets and workbooks. Next, participants will acquire skills to enter and edit text, values, formulas, and pictures; instruction includes how to save workbooks in various formats. Instruction includes methodologies to move and copy data, learn about absolute and relative references, and work with ranges, rows, and columns. The course content covers simple functions, basic formatting techniques, and printing. The final class assignment allows participants to create and modify charts and lean techniques for managing large workbooks.

COURSE OBJECTIVES
• To develop a working understanding of spreadsheet terminology, explore the Excel window, navigating workbooks and how to request help in using Excel;
• To develop an operational understanding of entering and editing data: entering and editing text data, formulas, working with pictures, and saving and updating workbooks;
• To develop a working knowledge of how to modify a worksheet: moving and copying data and formulas, as well as absolute and relative references;
• To understand and practice skills associated with using functions: entering functions, AutoSum, and other pertinent functions.
• To develop operational skills in formatting worksheets, printing worksheets, and creating charts.

TARGET AUDIENCE
This workshop is appropriate for those seeking to acquire a basic familiarity and working knowledge of Excel.

NUMBER OF PARTICIPANTS
This class is to be conducted in an organization’s computer laboratory which limits enrollment to 15 participants.

MICROSOFT OFFICE EXCEL II – ADVANCED 1 DAY
COURSE SUMMARY
Building upon the competencies included in Microsoft Office Excel I – Basic, this computer-based training workshop includes advanced skill acquisition in manipulating data and named ranges, using templates, formatting and display techniques, sorting and querying data, linking and consolidating data, chart formatting techniques, as well as protection and security functionalities.

COURSE OBJECTIVES
• To acquire advanced level skills in manipulating data and named ranges: Paste Special, transposing data, importing text, cell range data, as well as creating and removing subtotals;
• To acquire advanced level skills in creating, using, and opening and editing templates;
• To develop advanced level skills in formatting and display techniques, including tables, custom0er number formats, row and column functionalities, as well as “freezing” techniques;
• To develop advanced level skills in sorting and querying data, including sorting internal Excel database, custom sort options, multiple queries, removing filters, as well as advanced fliers;
• To develop advanced level skills in linking and consolidating data, including, linking individual cells, charts, and cell ranges within a worksheet; linking data from one workbook to another; and copying
Excel data into a Word document;
• To develop advanced level skills in chart formatting techniques and protection and security functionalities.

TARGET AUDIENCE
Participants must have completed Microsoft Office Excel I – Basic as a pre-requisite for this training.

NUMBER OF PARTICIPANTS
This training is limited to 15 participants, as it is conducted in the organization’s computer laboratory training center.

MICROSOFT OFFICE PUBLISHER 2 DAYS
COURSE SUMMARY
In today’s busy office environment, many people need the capability to create, customize, and reuse a wide variety of communications materials quickly, efficiently, and with a professional flare. Microsoft Office PUBLISHER allows the user to choose from a library of hundreds of customizable design templates or blank publications, including newsletters, brochures, flyers, postcards, WEB sites, email formats and other options. The course is designed to familiarize participants with the functionalities of this system and allows for individual practice creating variable design templates.

COURSE OBJECTIVES
• To develop operational proficiency in combining and editing mailing lists using the functionality;
• To develop operational proficiency in using E-Mail Merge and e-mail templates to create personalized e-mail marketing communications;
• To develop operational proficiency in selecting and applying color, font, imaging, and format constructs for personalized communications;
• To develop operational proficiency in creating publications using a collection of intuitive design, layout, as well as topography and graphics tools.

TARGET AUDIENCE
The course is appropriate for the individual who seeks to acquire skills to make communications and data presentations more alive, interesting, and professional in appearance.

NUMBER OF PARTICIPANTS
The workshop is limited to 15 participants.
REPORT WRITING ESSENTIALS 1 DAY

COURSE SUMMARY
Destiny designed this course in response to requests from clients who were struggling with summarizing professional activities into coherent reports. This class examines the writing situation: what gives rise to the need for a record of the activity? We also explore the objectives of the report: what are we trying to accomplish? If there are requirements of the report, how do they drive the activity that the report is designed to document? What we know about the client factors into the format and content. We examine how this element is covered, as well as methods to revise the initial report content. Our interactive exercises underscore the importance of how a clear objective minimizes superfluous writing. We discuss how to organize reports; how to sell your key points; how to gain commitment on key points; and how to say what you need to say concisely.

COURSE OBJECTIVES
• To understand the principles of clearly worded statements that include "key" points;
• To understand how to identify the correct criterion for determining the "desired state" when reporting on the status of a process or system in relation to its designed function;
• To examine effective methods to state the consequences of the system or process not performing in accord with its desired state;
• To identify the significant causes for a system or process that is not yielding its desired output;
• To determine exact corrective actions that address the causes and effects of a dysfunctional system;
• To understand and differentiate among sections of a formal report;
• To be able to layer a report for multiple audiences.

TARGET AUDIENCE
We recommend this training for staff and managers who regularly develop and/or design report templates and contents. The training is interactive, and works well in either an open enrollment or an intact workgroup setting.

NUMBER OF PARTICIPANTS
This training can be presented to as many as 20 students.

FOUNDATIONS OF BUSINESS WRITING 1 ½ DAY

COURSE SUMMARY
In this class, we address business writing and its components, grammar and punctuation. We examine the system of rules implicit in business language--the grammar. We also interactively explore the proper use of punctuation, the standard set of marks used in written business documents to clarify meaning and to separate sentences, words, and parts of words. We use hands-on exercises to review the elements of grammar and style. We examine the components of a sentence, sentence construction, common errors, the idea of agreement in tense and number, and modifiers and transitions. We conduct exercises designed to stimulate concise and active writing. The class also covers a variety of business editing scenarios. There are different guidelines and mechanisms for when someone else is editing you; when you are editing a colleague’s work; or when you are editing your own work.

COURSE OBJECTIVES
• To be able to select and use the appropriate writing style for a particular business group;
• To recognize the correct usage of verb tense, active versus passive voice, and the grammar acceptable in written business documents;
• To write concisely and accurately with a strong sense of respect for the reader and the reader’s time;
• To edit and revise work in a variety of business writing situations.

TARGET AUDIENCE
This course is designed for staff and managers who regularly develop and review documents as part of their work environment. The training involves numerous exercises and works well in either an open enrollment or an intact workgroup setting.

NUMBER OF PARTICIPANTS
This training is limited to an enrollment of 15 participants.

BUSINESS CASE WRITING 2 DAYS
COURSE SUMMARY
Successful organizations seeking to expand or simply to sustain significant business ventures must incorporate valid, relevant business case writing as line endeavors. This course provides staff and leadership alike with empirical tools that can ensure business cases meet the highest levels of quality, completeness, and mission assurance. Business cases are ever more important given the seemingly short timeframes for organizations to present, market, and execute business endeavors. Whether Federal government or private, corporate organizations, the ability of the business case to effectively present complete information concisely, convincingly, and rationally often makes the difference between goal achievement or not. This cumulative training experience allows participants to build skills using real-world business scenarios. Each module builds upon the next to allow participants to “experience” the actual development of a “mock” business case. In addition, examples of successful business “models” are presented for small group analyses. Class activities lead participants through each phase of reliable business case development: Title Page, Table of Contents, Executive Summary, Mission Statement, Business Case Objectives, Performance Measures, Needs Assessment, Technical Analysis, Project Work Plan, Preliminary Work Breakdown Structure, Financial Plan, and Conclusion Statement. Use of participants’ home organization examples and situations allows the class to individualize the “mock” business case for optimal transfer-to-the-job.

COURSE OBJECTIVES
• To understand and apply (in the development of a “mock” business case) the “essential” requirements for successful and complete business case writing;
• To recognize and deploy (in the writing of a “mock” business case) the required business case writing tools: grammar, tense, voice, word choice, and sentence structure;
• To develop a convincing “mock” business case illustrating client audience knowledge, business “product” appreciation, and business case “essentials” included;
• To practice “selling” a “mock” business case to peer using individual video-taped scenarios: effective presentation skills, effective communication skills, and effective listening and feedback skills are incorporated;
• To develop a roadmap for transferring class acquired business case competencies to job-related experiences and tasks.

TARGET AUDIENCE
The course is designed as an experiential learning venue and is most appropriate for both staff and project leaders alike. The course can be tailored for “in-tact” work groups or general class populations.

NUMBER OF PARTICIPANTS
The maximum number of participants for class enrollment is 20.
BUSINESS CASE WRITING for PROJECT MANAGEMENT CASES 2 DAYS

COURSE SUMMARY
This experiential workshop builds and continues the concepts of effective business case writing introduced in Business Case Writing. In this workshop, participants examine the competencies included in developing convincing business cases designed for project management perspectives. Emphasis is placed upon establishing empirical criteria to assess business case comprehensiveness, relevance, and data inclusion (e.g., metrics tied to each narrative section). The topics include skill practice writing the executive summary (anticipated outcomes, recommendations, justification, assumptions, and limitations); governance and business case analysis; team governance structure and involvement limitations; problem definition (problem statement, agency and constituent environment, current technology environment, if applicable); project overview (project description, goals and objectives, performance measure, assumptions, constraints, major project milestones); project evaluation (statutory fulfillment, strategic alignment, agency impact analysis, financial analysis, initial risk consideration, alternative analyses); project selection (methodology, results); glossary; revision history; and appendices. Small groups will complete a “mock” services-related project management business case and assess it for component inclusion and relevance. Suggested topics from various sources in both business and Federal government scenarios will be presented as examples.

COURSE OBJECTIVES
• To deploy appropriate elements of business case writing in the development of a project management “mock” business case;
• To identify the required business case essentials needed to complete a comprehensive project management business case; utilize these same essential elements in the writing of a “mock” project management business case;
• To understand and define the impacts of milestones, performance output expectations, governance structure, technology and human capital environments, project constraints and limitations, as well as metrics identification of quantification of data used in a “mock” project management business case;
• To develop an appropriate project management evaluation protocol appropriate for the “mock” project management business case;
• To successfully present and defend the in-class developed “mock” project management business case to fellow team members first, and then to class colleagues.

TARGET AUDIENCE
This workshop is designed for all project management staff and leaders who wish enhanced technical skills in the writing of successful project management business cases.

NUMBER OF PARTICIPANTS
The workshop is limited to 20 participants.

EFFECTIVE TOOLS for EVALUATING BUSINESS CASES 2 DAYS

COURSE SUMMARY
Oversight officials tasked with the responsibilities of setting the stage for business case development, guiding and assessing the progress of business case writing efforts, as well as evaluating the complete business case product needs specific skills. This workshop is designed to increase oversight officials’ competencies relevant to 1) how to identify and define “workable” business case objectives; 2) what, when, and how to assess for grammatical, structural, and logical ‘scope and sequence’ in business case writing; 3) successful editing, re-write, and “adaption” tools; 4) methodologies for determination of technology environment applicability and appropriateness; and 5) how to assess the evaluation protocol for reliability and validity. This is a hands-on workshop experience…one in which participants are presented with “live” business cases of varying degrees of complexity and comprehensiveness and are used as “exemplars” for class critique and application of competencies learned in this training. The instructional approach is both
inductive and deductive in order to allow participants maximum opportunities for divergent learning and skill acquisition.

COURSE OBJECTIVES
• To recognize and define the role of business case writing oversight official, lines of authority, oversight tasks and milestone of activities to be accomplished, as well as strategies for implementation of each task;
• To understand and apply the principles of appropriate editing, proofing, “technical” specification requirements inclusion, and assessing for comprehensiveness;
• To recognize the appropriate methodologies for providing corrective feedback, course correction advice, and summative evaluative notations;
• To develop a plan for the creation and documentation of staff progress, areas of accomplishment, and areas for systemic improvement for use throughout the business case writing cycle.

TARGET AUDIENCE
The workshop is aimed at all personnel who have oversight responsibilities for all aspects and stages of business case writing endeavors: project directors, project leaders, business case managers, etc.

NUMBER OF PARTICIPANTS
This workshop is limited to 20 participants.

WRITING THE STRATEGIC PLAN 2 DAYS
COURSE SUMMARY
Organizations of every size and function need to create comprehensive strategic plans that will guide the business conduct over a period of 3-5 years. In order to accomplish this task, writers must know the fundamentals of writing strategically and for a set purpose. Key stakeholders, senior leaders, and top management officials should be involved in this type of endeavor. Strategic plans provide a framework or decision-making and for securing organization authority and support for business project(s) conduct. The course presents a template of required actions and activities that every strategic plan must include: Executive Summary, Vision, Mission Statement, Organization Values Statement, Objectives, Strategies, Goals, Programs, Recommended Actions, and Appendices. Participants are guided through explanations and examples of each of these strategic plan elements, while cumulatively developing a hypothetical strategic plan in small group settings.

COURSE OBJECTIVES
• To understand the required elements needed in a comprehensive strategic plan and how these elements build upon each other;
• Given hypothetical work situations, create viable, rational, and logical strategic plan elements that include statements on vision, objectives, strategies, goals, programs, and recommended actions;
• To practice writing Executive Summary statements based upon completed development of hypothetical strategic plans that include summative data;
• To practice marketing and defending strategic plans to colleagues.

TARGET AUDIENCE
The workshop is geared to organization officials involved in all/any phase of strategic plan development and writing.

NUMBER OF PARTICIPANTS
This workshop is limited to a maximum of 15 participants.