General Services Administration
Federal Supply Service
Authorized Federal Supply Schedule Price List
Price list current as of Modification #PA-0047 effective September 30, 2021

Contractor: Franklin IQ Inc.
Schedule Title: Multiple Award Schedule (MAS)
Federal Supply Group: Professional Services
Contract Number: GS-10F-0160U

Contract Period: March 12, 2008 through March 11, 2023
Business Size: (Small) Service-Disabled Veteran Owned Small Business

Brendan McElroy
927 N. Liberty St.
Arlington, VA 22205
bmcelroy@frankliniq.com
(240) 426-5150
www.frankliniq.com

Prices Shown Herein are Net (discount deducted)

For more information on ordering from Federal Supply Schedules go to the GSA Schedules page at GSA.gov.

Online 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 GSA Advantage® is: GSAAdvantage.gov.
Contractor Information

Who are we? Franklin IQ is an outcome-driven, management consultancy that values each client as a unique group of human beings with their own set of challenges, needs and desires. We learn and adapt our proven methodology to build highly-tailored programs for large organizations that simplify challenges, create real impact and empower our clients to comfortably take the reins once we leave.

1a. Table of awarded special item number(s) with appropriate cross-reference to item descriptions and awarded prices.

<table>
<thead>
<tr>
<th>SINs</th>
<th>Recovery</th>
<th>SIN Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>541611</td>
<td>541611RC</td>
<td>Management and Financial Consulting, Acquisition and Grants Management Support, and Business Program and Project Management Services</td>
</tr>
<tr>
<td>611430</td>
<td></td>
<td>Professional and Management Development Training</td>
</tr>
<tr>
<td>611512</td>
<td></td>
<td>Flight Training Includes aviation and flight training</td>
</tr>
<tr>
<td>OLM</td>
<td>OLMSTLOC</td>
<td>Order-Level Materials (OLM’s)</td>
</tr>
<tr>
<td></td>
<td>OLMRC</td>
<td></td>
</tr>
</tbody>
</table>

1b. Lowest Priced Model Number and Price for Each Awarded Sin: See Appendix A

1c. Hourly Rates (Services Only): See Appendix A

2. Maximum Order Threshold:

<table>
<thead>
<tr>
<th>SINs</th>
<th>Recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>541611</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>611430</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>611512</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>OLM</td>
<td>$250,000</td>
</tr>
</tbody>
</table>

3. Minimum Order Threshold: $300.00

4. Geographic Coverage: Domestic Delivery

5. Point Of Production: 927 N. Liberty St. Arlington, VA 22205

6. Discount from list prices or statement of net price: Government Net Prices (discounts already deducted.)

7. Quantity Discount: Additional 5% discount on any task order above $15,000.00
8. **Prompt Payment Terms:** Information for Ordering Offices: Prompt payment terms cannot be negotiated out of the contractual agreement in exchange for other concessions. Net 30 days

9. **Foreign Items:** None

10a. **Time of Delivery:** Contact Contractor or To Be Determined at the Task Order level

10b. **Expedited Delivery:** Contact Contractor or To Be Determined at the Task Order level

10c. **Overnight And 2-Day Delivery:** Contact Contractor or To Be Determined at the Task Order level

10d. **Urgent Requirements:** Contact Contractor or To Be Determined at the Task Order level

11. **Fob Point:** Destination

12a. **Ordering Address:** Franklin IQ Inc.
    Attn: Brendan McElroy
    927 N. Liberty St.
    Arlington, VA 22205

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

13. **Payment Address:** Franklin IQ Inc.
    Attn: Brendan McElroy
    927 N. Liberty St.
    Arlington, VA 22205

14. **Warranty Provision:** Standard Commercial

15. **Export Packing Charges:** None

16. **Terms and Conditions of Rental, Maintenance, and Repair:** Not Applicable

17. **Terms and Conditions of Installation:** Not Applicable

18a. **Terms and Conditions of Repair Parts Indicating Date of Parts Price Lists and Any Discounts from List Prices:** Not Applicable

18b. **Terms and Conditions for Any Other Services:** Not Applicable

19. **List of Service and Distribution Points:** Not Applicable

20. **List of Participating Dealers:** Not Applicable

21. **Preventive Maintenance:** Not Applicable

22a. **Special Attributes Such as Environmental:** Not Applicable

22b. **Section 508 Compliance for Electronic and Information Technology (EIT):** Not Applicable
23. **Unique Entity Identifier (UEI) Number:** 806136573

24. **Notification Regarding Registration in System for Award Management (SAM) Database:** Contractor registered and active in SAM.

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**Appendix A: Authorized Pricelist**

**SIN 541611/611512/611430**

<table>
<thead>
<tr>
<th>Labor Category</th>
<th>GSA Hourly Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Consultant</td>
<td>$200.00</td>
</tr>
<tr>
<td>Senior Consultant</td>
<td>$150.50</td>
</tr>
<tr>
<td>Senior Analyst</td>
<td>$125.00</td>
</tr>
</tbody>
</table>

**SIN 611430**

<table>
<thead>
<tr>
<th>Courses/Seminars</th>
<th>Course Length</th>
<th>Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Leadership</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Basic Charting: Communicating with Data</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Basic Negotiation</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Beginning Leadership</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Briefing Techniques</td>
<td>3 Days</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Business Math Skills</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Business Math, Basic Budgeting, and Forecasting</td>
<td>3 Days</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Coaching</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Completed Staff Work</td>
<td>2 Days</td>
<td>$2,880.00</td>
</tr>
<tr>
<td>Conflict Management / Resolution</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Creative Problem Solving</td>
<td>3 Days</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Creative, Critical &amp; Strategic Thinking</td>
<td>3 Days</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Customer Service</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Courses/Seminars</td>
<td>Course Length</td>
<td>Rate*</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>Data Analysis &amp; Forecasting: Graphical Methods</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Data Analysis &amp; Forecasting: Statistical Methods</td>
<td>2 Days</td>
<td>$2,880.00</td>
</tr>
<tr>
<td>Dealing with Conflict and/or Difficult People</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Decision Making</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Interest-Based Negotiation</td>
<td>2 Days</td>
<td>$2,880.00</td>
</tr>
<tr>
<td>Leadership for Non-Supervisors</td>
<td>3 Days</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Managing Multiple Priorities</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Managing with Data</td>
<td>½ Day</td>
<td>$1,800.00</td>
</tr>
<tr>
<td>Meeting Management</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Mentoring</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>3 Days</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Performance Measures</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Process Improvement (Change Management)</td>
<td>3 Days</td>
<td>$3,600.00</td>
</tr>
<tr>
<td>Team Leadership</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Time Management</td>
<td>1 Day</td>
<td>$2,160.00</td>
</tr>
<tr>
<td>Writing in Plain Language</td>
<td>2 Days</td>
<td>$2,880.00</td>
</tr>
<tr>
<td>Writing with Clarity by Thinking Critically</td>
<td>3 Days</td>
<td>$3,600.00</td>
</tr>
</tbody>
</table>

**SERVICE CONTRACT ACT (SCA) STATEMENT**

The Service Contract Labor Standards, formerly the Service Contract Act (SCA), is applicable to this contract as it applies to the entire Multiple Award Schedule 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.
Appendix B: Labor Category Descriptions

1. **Principal Consultant**

   **Minimum/General Experience**: Minimum of 15 years of consulting experience. Demonstrates strong intellectual, organizational and client management skills. Proficient in: (a) developing meaningful, sensible measures of performance, (b) data collection, analysis, and communicating the results to others, (c) strategic and operational planning, management, and process improvement, and (d) developing and implementing tailored training programs, and training people to deliver them. Possesses a broad understanding of the client's industry and has an extensive skill set to help solve the client's problems.

   **Functional Responsibility**: Provides strong executive, strategic-level management and direction. Lead and facilitate small and large groups, assist clients in problem solving techniques and other organizational problems, recommends and implements changes, develops and provides training.

   **Minimum Education**: Possess a Ph.D. or Masters Degree in Adult Education, Quality Management or other Business area

2. **Senior Consultant**

   **Minimum/General Experience**: 10 + years. Proficient experience in developing and reviewing strategic plans, managing data, and directing organizational development and change management.

   **Functional Responsibility**: Provides strong executive management and direction. Performs difficult and complex strategic analysis and is able to guide strategy formulation. A Senior Consultant shall coordinate the operational work and output, and work directly with senior client executives ensuring that the work consistently reflects the goals and desired outcomes of the client. Conduct needs analysis with clients, designs and implements data collection strategies, recommends and implements changes, develops and provides training. Use various data collection methods, conduct analysis and prepare reports.

   **Minimum Education**: Bachelor's Degree

3. **Senior Analyst**

   **Minimum/General Experience**: 7+ years' experience managing and/or conducting business/management analysis. Functional areas include organizational planning, data management, change management, business process reengineering, quality assurance, test and evaluation, human factors, reliability and maintainability, financial management, and support or program management.

   **Functional Responsibility**: Performs a broad range of tasks associated with the implementation of standard techniques, procedures and/or criteria as they apply to the technical or administrative aspects of the project delivery. Uses own knowledge and information supplied relative to the technical or administrative aspects of the project to perform technical studies and analyses and prepare project deliverables, and reviews final documents or data deliverables for completeness and conformity to requirements. Organizes and maintains management files and other data deliverable files. Participates in meetings, design reviews, briefings, etc. relating to the
particular support function; identifies and reports on issues or related problems and makes recommendations.
Works independently, under general guidelines set by the senior consultant; modifies and/or adapts techniques and standard approaches to solve moderately difficult problems.

Minimum Education: Bachelor's Degree

Appendix C: Training Course Descriptions

*Class rates are for classes for up to 12 people.
Charges for additional students are noted on each page and on the price list

**Advanced Leadership**

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Advanced Leadership</th>
<th>Length of Course:</th>
<th>1 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Price of Course:</td>
<td>$2,160.00</td>
<td>Minimum Number of Participants:</td>
<td>1</td>
</tr>
<tr>
<td>Price Per Participant:</td>
<td>$180.00</td>
<td>Maximum Number of Participants:</td>
<td>50</td>
</tr>
</tbody>
</table>

**Course Description:**
Advanced Leadership defines leadership and explains the three key leadership roles: build relationships, help others succeed, and align with the organization. The course helps participants understand influence as the foundation of leadership and apply emotional intelligence as a leadership tool. Participants also learn how to enhance employee engagement, increase accountability, encourage innovation, and improve workplace outcomes through various tools.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:

- Define leadership and explain influence as its foundation.
- Discuss the differences among leadership, management, and supervision.
- Identify and explain the key leadership roles: building relationships, helping others succeed, and aligning with the organization.
- Define emotional intelligence (EI), identify the four EI skills (self-awareness, self-management, social awareness, and relationship management), and explain the connection between EI and leadership.
- Identify key leadership skills (e.g., planning, organizing, team building, problem solving and decision-making, and sustaining forward momentum) and explain how to assess themselves in each of these key leadership skills.
- Explain the differences among assigning, assigning with process autonomy, and true delegation and how to use delegation as a means of achieving a focus on results.
- Names some ways to gain greater engagement, accountability, and innovation to achieve better workplace outcomes.
- Explain the leader’s role in conflict management.
- Identify social contracts and generational differences in the workplace and how to manage successfully in such a diverse environment.
Basic Charting: Communicating with Data

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Basic Charting: Communicating with Data -- requires a computer lab</th>
<th>Length of Course:</th>
<th>1 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Price of Course:</td>
<td>$2,160.00</td>
<td>Minimum Number of Participants:</td>
<td>1</td>
</tr>
<tr>
<td>Price Per Participant: (beyond the 12th participant)</td>
<td>$180.00</td>
<td>Maximum Number of Participants:</td>
<td>25</td>
</tr>
</tbody>
</table>

**Course Description:**
The seminar that demonstrates a simple, practical approach to using simple tables and charts to analyze data, communicate performance, enhance decision-making, etc. The seminar uses a computer classroom and involves a lot of hands-on work actually creating spreadsheets, tables, and charts using the participant’s workplace data.

**Learning Objectives:**
At the conclusion of this computer-lab seminar, participants will learn:
- To enhance the clarity and credibility of graphical data.
- To display and link charts and data in Excel, PowerPoint, and Word documents.
- To create effective graphical displays and to assess a chart’s ability to achieve results.
- To use graphical displays to analyze data, show accountability, and communicate results.
- The purpose, use, and limitations of tables and charts for displaying numerical information.

Basic Negotiation

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Basic Negotiation</th>
<th>Length of Course:</th>
<th>1 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Price of Course:</td>
<td>$2,160.00</td>
<td>Minimum Number of Participants:</td>
<td>1</td>
</tr>
<tr>
<td>Price Per Participant: (beyond the 12th participant)</td>
<td>$180.00</td>
<td>Maximum Number of Participants:</td>
<td>50</td>
</tr>
</tbody>
</table>

**Course Description:**
In this seminar, participants will learn about the different types of negotiation and when each may be appropriate. They will identify their personal influencing/negotiation style and learn how to adapt their style to succeed in different types of negotiation situations. Participants will practice resolving real workplace issues using different types of negotiation.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Describe the differences among the types of negotiation.
- Demonstrate how to prepare for and conduct each type of negotiation.
- Describe how to evaluate a situation and build support for their proposal.
- Demonstrate the skills needed to effectively negotiate.
Beginning Leadership

**Title of Course:** Beginning Leadership  
**Length of Course:** 1 Day

<table>
<thead>
<tr>
<th>Total Price of Course:</th>
<th>$2,160.00</th>
<th><strong>Minimum Number of Participants:</strong></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Price Per Participant:</strong> (beyond the 12th participant)</td>
<td>$180.00</td>
<td><strong>Maximum Number of Participants:</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

**Course Description:**
Beginning Leadership defines leadership and presents selected leadership theories and studies. Through a self-assessment, participants identify their principal leadership style, its strengths, and its weaknesses. Participants practice applying leadership skills in realistic workplace scenarios. They also develop a personal philosophy for their own leadership development and create a draft plan for their own leadership development.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Compare and contrast leadership theory and research.
- Identify the attributes and behaviors of successful leaders.
- Identify their own principal leadership style and its strengths and weaknesses.
- Explain how their personal beliefs contribute to their own leadership styles and behaviors.
- Apply leadership skills to organizational settings.
- Formulate their leadership development philosophy and create a plan for leadership development.

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Briefing Techniques

**Title of Course:** Briefing Techniques  
**Length of Course:** 3 Days

<table>
<thead>
<tr>
<th>Total Price of Course:</th>
<th>$3,600.00</th>
<th><strong>Minimum Number of Participants:</strong></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Price Per Participant:</strong> (beyond the 12th participant)</td>
<td>$300.00</td>
<td><strong>Maximum Number of Participants:</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

**Course Description:**
This course provides an overview of public speaking and presentation/briefing techniques. Participants will learn and practice the elements of effective speaking and explore the impact of individual styles, methods for effective preparation and delivery, and approaches to increase audience interest and engagement in your topic. Participants will create and practice giving presentations using the tools and techniques they learn in the class and will receive instructor and group feedback on how they can continue to optimize their strengths and develop their areas of opportunity.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Establish rapport and credibility with your audiences.
- Use retention techniques to ensure your message is memorable.
- Convert stage fright into productive energy to enhance presentations.
- Deliver presentations/briefings that are interesting, informative, and engaging.
- Ask various types of audience questions to keep the audience actively engaged.
- Plan, structure, and design effective presentations that both inform and motivate.
• Use tools of effective design to create visual aids that add impact and emphasis to your key points.
• Create an action plan and identify resources available for maintaining continuous improvement.
• Describe the dimensions of effective presentations and assess your current skill level within each dimension.
• Use your identified communication strengths to add interest, emphasis, and engagement to your presentations/briefings.
• Explore the creativity process through analysis of practical theories, methodologies, and techniques that support creative thinking and creative problem solving.

Business Math Skills

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Business Math Skills</th>
<th>Length of Course:</th>
<th>1 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Price of Course:</td>
<td>$2,160.00</td>
<td>Minimum Number of Participants:</td>
<td>1</td>
</tr>
<tr>
<td>Price Per Participant: (beyond the 12th participant)</td>
<td>$180.00</td>
<td>Maximum Number of Participants:</td>
<td>50</td>
</tr>
</tbody>
</table>

Course Description:
Math-friendly seminar that provides participants with a hands-on approach to learning workplace math. The seminar is designed to provide participants with a solid foundation of basic math and the understanding to apply what they have learned to the workplace. Topics: descriptive statistics, analyzing and displaying data, and communicating results.

Learning Objectives:
At the conclusion of this seminar, participants will learn:
• Apply their learning in the workplace.
• Perform basic analysis and describe the results.
• Increase their proficiency with basic workplace math.
• Improve mathematical thinking, understanding, and communication.
• Apply math concepts to analyze and describe workplace performance.
• Better understand their math sense and realize what they yet need to learn.

Business Math, Basic Budgeting and Forecasting

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Business Math, Basic Budgeting and Forecasting</th>
<th>Length of Course:</th>
<th>3 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Price of Course:</td>
<td>$3,600.00</td>
<td>Minimum Number of Participants:</td>
<td>1</td>
</tr>
<tr>
<td>Price Per Participant: (beyond the 12th participant)</td>
<td>$300.00</td>
<td>Maximum Number of Participants:</td>
<td>50</td>
</tr>
</tbody>
</table>

Course Description:
The seminar is designed to give participants a chance to build or refresh their knowledge and skills in basic workplace math, budgeting, and forecasting – it’s all numbers. This is NOT a statistics, budgeting, or accounting class. We keep things simple and straightforward, and we make learning fun. No one will be left behind. The seminar focuses on providing participants with a solid foundation of workplace math and the understanding to apply what they have learned to basic budgeting and forecasting. Through math friendly activities, participants gain proficiency and confidence in working...
with numerical data, performing basic budgeting calculations and forecasts, and estimating (forecasting) workplace performance. Once participants learn or refresh their memory of the basics, they apply their knowledge and understanding to workplace data – it is real world, hands-on learning.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Increase their proficiency with basic workplace math.
- Create and monitor basic budgets and spending plans.
- Perform basic calculations and analysis, and describe the results.
- Improve mathematical thinking, understanding, and communication.
- Apply math concepts to analyze and describe workplace performance.
- Better understand their math sense and realize what they yet need to learn.
- Apply math fundamentals, e.g., basic budgeting, analysis, and forecasting, with ease and little stress.

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**Coaching**

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Coaching</th>
<th>Length of Course:</th>
<th>1 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Price of Course:</td>
<td>$2,160.00</td>
<td>Minimum Number of Participants:</td>
<td>1</td>
</tr>
<tr>
<td>Price Per Participant: (beyond the 12th participant)</td>
<td>$180.00</td>
<td>Maximum Number of Participants:</td>
<td>50</td>
</tr>
</tbody>
</table>

**Course Description:**
This workshop describes coaching as a personal or professional development process of transferring performance to a learner from someone who is more skilled in a specific task. Coaching clarifies the differences among coaching, mentoring, and training and explains the connection between coaching and individual or organizational performance. The course explains be the nature of a coaching relationship: more task-specific and shorter-term than mentoring. It also examines the characteristics of effective coaches, coaching challenges, best practices, and overall strategies for success. Participants will practice coaching through hands-on experience using workplace-like scenarios. Specifically, they will learn how to assess current skill level; develop a coaching plan; and conduct coaching, including giving an overview of the process, demonstrating the task, giving step-by-step instructions, applying listening and questioning techniques to understand challenges, sharing strategies and techniques to overcome challenges, having the learner perform the task, and correcting performance as needed. After their coaching practice, participants will evaluate progress and determine if further coaching is needed.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Define coaching.
- Articulate the difference between coaching and mentoring and how coaching can support mentoring and training.
- Name the characteristics of effective coaches.
- Describe the basic processes used in coaching.
- Demonstrate communication skills used in coaching, including discovery listening and asking powerful, open-ended questions.
- Demonstrate the ability to develop and coach to an action plan.
- Demonstrate how to coach subordinates and peers.
## Communication Skills

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Communication Skills</th>
<th>Length of Course:</th>
<th>1 Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Price of Course:</td>
<td>$2,160.00</td>
<td>Minimum Number of Participants:</td>
<td>1</td>
</tr>
<tr>
<td>Price Per Participant:</td>
<td>beyond the 12th participant</td>
<td>Maximum Number of Participants:</td>
<td>50</td>
</tr>
<tr>
<td>$180.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**
Communication Skills explores communication, the communication model (sending and receiving), and the challenges of workplace communication. The course introduces a model for effectively sending messages (manage your mind, manage your words, manage your nonverbal) and a model for effectively receiving messages (manage your mind, actively listen to the words and verify your understanding, attend to the nonverbals and verify your understanding). Participants also learn the different communication styles, identify their own style (using a self-insight instrument), and explore how their own style could impact their effectiveness. Participants also learn tools and techniques to communicate positively and professionally, even under pressure.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:

- Explain the communication model (sending messages and receiving messages).
- Apply a model to effectively send messages (manage your mind, manage your words, manage your nonverbal).
- Apply a model to effectively receive messages (manage your mind, interpret the words and verify your understanding, attend to the nonverbals and verify your understanding).
- Demonstrate active listening.
- Explain the importance of nonverbal cues in communication.
- Verify their understanding of nonverbal cues.
- Identify different communication styles.
- Demonstrate how to communicate in a positive and professional manner.
- Communicate effectively even under pressure.

## Completed Staff Work

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Completed Staff Work</th>
<th>Length of Course:</th>
<th>2 Days</th>
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<td>Total Price of Course:</td>
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<td>Price Per Participant:</td>
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<tr>
<td>$240.00</td>
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**Course Description:**
This course is designed to provide participants with a comprehensive understanding of Completed Staff Work and prepare participants to effectively propose solutions to problems faced by management so that only the manager’s signature will be required in order to implement recommendations. Participants will have opportunities to experience working on analytical problems individually and in teams. This course will cover how to create evaluation criteria, analyze and evaluate alternatives, and prepare recommendations for implementation based on agreed-upon standards.
**Learning Objectives:**
At the conclusion of this seminar, participants will learn:

- Identify barriers/problems that may be encountered in doing staff work and alternative solutions to overcoming those barriers.
- Identify factors to consider when preparing a recommendation.
- Prepare a written recommendation using a specified format.

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**Conflict Management / Resolution**

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Conflict Management / Resolution</th>
<th>Length of Course:</th>
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<td>$180.00</td>
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**Course Description:**
Everyone responds differently to certain situations. Sometimes one person is irritated and upset by something – while others don’t seem upset at all. Conflict management/resolution requires patience and discipline – some basics in creative and critical thinking, planning and accountability would be helpful too. Both can be complicated – getting it right in one area may cause havoc in another.

Conflict is a state of unresolved difference or unresolved feelings between two or more people. This seminar examines how people disagree with each other on different issues, and how to resolve those differences professionally and respectfully.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:

- Define conflict and identify the sources of conflict
- Describe one’s own conflict resolution style and identify ways to improve style flexibility
- Explain the I-D-E-A-L conflict resolution model
- Use their skill sets to engage workplace problem solving
- Apply conflict resolution strategies to realistic situations through case studies and role playing exercises
- Apply conflict resolution strategies to solve real customer service problems
- Engage in group activities that encourage interactive discussion of conflict resolution and problem solving
- Align creative problem-solving concepts with agency priorities

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**Creative Problem Solving**

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<th>Title of Course:</th>
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**Course Description:**
This course provides techniques for creative on-the-job solutions. Participants learn to avert roadblocks, re-think problems, generate new ideas to ever-changing environments, and develop well thought-out,
signature-ready recommendations to managers and leaders. Through hands-on, real-world application of lessons learned, participants identify workplace inhibitors of creativity and how to avoid them. Participants also apply their skills to engage workplace problems, generate new ideas, overcome roadblocks, etc.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:

- Learn new ways of thinking and new processes for creative problem solving.
- Learn various decision making approaches with the advantages and disadvantages of each.
- Learn techniques for overcoming mental blocks to creative thinking and problem solving.
- Apply creative thinking techniques to foster innovation and improve performance.
- Learn common myths and inhibitors of creative thinking and problem solving, and how to avoid them.
- Learn practical approaches and techniques for creative on-the-job solutions to possible roadblocks.
- Understand characteristics of a creative person and ways to incorporate positive attitudes for creativity.
- Learn techniques for exploring ideas, generating possibilities and selecting the best solution among possibilities – one that is signature-ready, and aligned with organizational goals.
- Apply different problem-solving approaches to discover possibilities with existing resources – making the ordinary extraordinary.

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**Creative Thinking**

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<th>Title of Course: Creative Thinking</th>
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<tr>
<td><strong>Price Per Participant:</strong> $180.00 (beyond the 12th participant)</td>
<td><strong>Maximum Number of Participants:</strong> 50</td>
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**Course Description:**
The course focuses on the development of innovative solutions for resolving issues or problems and promotes organization improvement. Participants will investigate concepts that encourage the design of new methods where established methods and procedures are inapplicable or unavailable.

The seminar is a hands-on seminar designed to help participants learn (or relearn) the techniques and applications of creative thinking, innovation and problem solving. Participants learn to generate new ideas by changing context and reapplying current practices and ideas. In other words, instead of doing what they’ve always done the way they’ve always done it, participants find ways to do what they’ve always done differently. The systematic development of strategies to combat the ever changing work environment is also addressed. It’s training and education that works!

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:

- Key roles in customer service, as well as to dispel customer service myths.
- Explore the creativity process through analysis of practical theories, methodologies, and techniques that support creative thinking and creative problem solving.
- Engage in group activities that encourage interactive discussion of creative thinking and ways of fostering a creative climate.
Creative, Critical & Strategic Thinking

<table>
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<tr>
<th>Title of Course:</th>
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Course Description:
When it is no longer possible to solve today’s problems with current practices, whole brain thinking becomes vital for continued success. This seminar is designed to help participants learn (or relearn) the techniques and applications of creative, critical, and strategic thinking.

Participants learn to generate new ideas by changing context and reapplying current practices and ideas. In other words, instead of doing, what they’ve always done, the way they’ve always done it, participants find ways to do, what they’ve always done, differently. It’s training and education that works!

Information presented in this seminar is research based and practically applied to the activities of creative, critical, and strategic thinking – where emphasis is anticipated, references and sources are provided for support. Finally, this seminar focuses on the development of innovative solutions that promote organization improvement. Participants will investigate concepts that encourage creative, critical, and strategic thinking and implement the use of all of their skill sets to improve workplace performance.

Learning Objectives:
At the conclusion of this seminar, participants will learn:
- Explore the creativity process through analysis of theories that support creative problem solving
- Engage in group activities that encourage interactive discussion of creative thinking
- Examine situational analyses that promote creativity
- Align creative problem-solving concepts
- Use their skill sets to engage workplace problem solving
## Customer Service

<table>
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<tr>
<th>Title of Course:</th>
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**Course Description:**
Hands-on seminar designed to enhance an organization’s ability to achieve and maintain superior customer service – a key aspect of success. The seminar teaches providers how to assess and improve customer service, collect customer data, analyze results, focus on what is important, set meaningful baselines and targets, and much more.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Key roles in customer service, as well as to dispel customer service myths.
- How to improve workplace performance through superior customer service.
- How to become better listeners, as well as how to help customers listen better.
- How to collect and analyze customer data, e.g., customer surveys and interviews.
- To identify levels of customer needs – expected, requested, and surprised service.
- How to apply key measures to monitor customer service, e.g., baseline and targets.
- Critical steps to analyze and resolve customer problems (within available resources).
- Key elements of a transaction and how to identify transaction problems/opportunities.

## Data Analysis & Forecasting: Graphical Methods

<table>
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<tr>
<th>Title of Course:</th>
<th>Data Analysis &amp; Forecasting: Graphical Methods – requires a computer lab</th>
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**Course Description:**
The seminar designed to teach a practical approach to analyzing and interpreting performance data, e.g., financial, market, program, customer. Participants learn hands-on in a computer lab an effective method to assess/monitor performance, forecast data, and enhancing decision making with XmR Charts.

**Learning Objectives:**
At the conclusion of this computer-lab seminar, participants will learn to use the concepts, methods, techniques and tools of graphical analysis & forecasting to:
- Enhance decision making.
- Predict process performance.
- Determine process capability.
- Monitor business performance.
- Analyze and interpret performance.
- Make comparisons, e.g., unit to unit.
- Assess the capability of an organization to meet customer expectations.
Data Analysis & Forecasting: Statistical Methods

<table>
<thead>
<tr>
<th>Title of Course:</th>
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<td>Price Per Participant:</td>
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**Course Description:**
This is NOT a statistics class – the computer does math, we interpret the results.
Math-friendly seminar that provides participants with a hands-on approach to learning useful analysis techniques to enhance decision making and statistically forecast performance. Topics: describing data, analyzing wait times, forecasting, random sampling, testing theories, correlation, regression and much more.

**Learning Objectives:**
At the conclusion of this computer-lab seminar, participants will learn practical approaches to:
- Describe a data set and conduct random sampling of data,
- Identify key causes of performance and communicate results,
- Determine group differences – t-Tests and analysis of variance,
- Test theories for change – distinguish between change and routine variation, and Examine relationships and forecast performance – regression and correlation, and more.

Dealing with Conflict and/or Difficult People

<table>
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<th>Title of Course:</th>
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<th>Length of Course:</th>
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</table>

**Course Description:**
This workshop will help participants understand how to deal with “difficult people” and resolve workplace conflicts. Participants identify the sources of conflict, identify their own conflict resolution style, describe ways to deal with difficult people, identify ways to improve flexibility, and apply the ID-E-A-L resolution model. Participants learn some strategies for remaining calm and focused under pressure, responding effectively to “difficult people,” and resolving workplace conflicts effectively by focusing on the parties’ interests rather than their demands.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Define conflict.
• Identify the most common sources of conflict.
• Explain the emotional intelligence (EI) model (self-awareness, self-management, social awareness, and relationship management).
• Name some ways to stay focused in difficult situations.
• Name some strategies for resolving conflict.
• Demonstrate how to effectively deal with “difficult people”.
• Demonstrate how to effectively communicate under pressure during a conflict or an encounter with a difficult person.
• Demonstrate how to resolve workplace conflicts by using EI skills and focusing on the parties’ real interests rather than their demands.

### Decision Making

<table>
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<tr>
<td><strong>Maximum Number of Participants:</strong></td>
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**Course Description:**
This course focuses on the decision-making process and the overall impact individual choices have on the ability of organizations to meet the goals. Emphasis is placed on the proactive engagement of problem solving through the formulation of sound and calculated decisions.

The seminar that engages participants in thought-provoking discussions and small-group activities designed to reinforce simplified theory and principles. Participants learn the decision-making process (cradle-to-grave), decision-making roles and responsibilities, the role of strategic thinking and planning in decision-making, techniques for managing effective workplace decisions, methods for involving others and communicating decisions, the impact decisions have on workplace resources, and how to align decisions with organizational values, goals and objectives.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:

• Explore the decision-making process and how to make sound, well-informed and objective decisions (How thinking and reasoning processes operate).
• Develop an understanding of the decision-making process through case study analysis and group activities.
• Discover analytical techniques for comparing alternative solutions.
• Learn how to reason effectively and consistently.
• Formulate an understanding of proactive engagement in the decision-making process.
• Learn problem analysis best practices – using your decision time most effectively.
• Calculate the impact and implications of decisions.
• Use decision making to commit to action, accomplish organizational goals and cause change.
### Emotional Intelligence

<table>
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<th>Title of Course:</th>
<th>Emotional Intelligence</th>
<th>Length of Course:</th>
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**Course Description:**
With the emergence of emotional intelligence (EQ) in the 1990s, we have witnessed a deepening need to enhance our capacity to effectively navigate and negotiate complex social relationships and workplace environments, as well as how to relate and work effectively across cultures. This course provides techniques for enhancing emotional intelligence in the workplace.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Define emotional intelligence (EQ)
- Explain the role and impact of EQ in the workplace
- Explain how emotions affect your and others’ motivation
- Explain EQ personal and social competencies
- Explain how self-awareness, EQ, and personal credibility set the tone for workforce engagement
- Explain resilience and its importance

### Interest-Based Negotiation

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Interest-Based Negotiation</th>
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<td>Total Price of Course:</td>
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<tr>
<td>Price Per Participant:</td>
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**Course Description:**
Interest-Based Negotiation (IBN) describes this type of negotiation, including its principles, advantages, and limitations. It explains the impact of temperament on the negotiation process and shows participants how they can manage their own temperament and respond to others’ temperament to bring about successful outcomes. The course gives participants several opportunities to practice interest-based negotiation and develop the skills they need for success, including that of de-escalating conflict during the negotiation process.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Describe the differences between interest-based negotiation and other types of negotiation.
- Explain the advantages and limitations of interest-based negotiation.
- Explain how temperaments may affect the negotiation process and outcome.
- Explain how to prepare for interest-based negotiation.
- Describe how conflicts escalate in a negotiation situation.
- Demonstrate the skills needed to effectively conduct interest-based negotiation, including de-escalating a conflict.
Demonstrate techniques to overcome negotiation challenges (e.g., manipulative tactics, unwillingness to discuss a situation).

### Leadership for Non-Supervisors

<table>
<thead>
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<th>Title of Course:</th>
<th>Leadership for Non-Supervisors</th>
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**Course Description:**

Each and every one of us is a leader, regardless of career level or type of work. Are you aware of your strengths as a leader? Do you know what behaviors make a good leader? Are you consciously using your leadership? Are you using it to develop self, others, and the organization? This course will help you bring to light your talents and strengths, and develop the attributes of a good leader, whatever your position.

Leadership for Non-Supervisors training provides new or future supervisors with proven practices and suggestions for making a successful transition, learning to delegate work to others, building effective and productive relationships, and helping employees succeed in their work efforts. Participants will also become familiar with potential challenges they may face as a supervisor.

Participants will also learn the key aspects of communication, including various communication styles, verbal and nonverbal elements of communication, conflict management styles, and how their individual style may impact their effectiveness both internally and externally.

Learning methods will include self-assessments, individual, small and large group experiential exercises, discussions, and action planning.

**Learning Objectives:**

By the end of this training, participants will be able to do the following:

- Define leadership.
- Identify the characteristics and behaviors of an effective leader.
- Explain the difference between leading and managing.
- Name the principal purpose of supervision; name the three key roles supervisors play.
- Explain the difference between performance problems and conduct problems.
- Identify possible causes of performance problems; identify ways to solve performance problems.
- Identify learning how to lead by example, and learning how to delegate responsibility fairly, among other skills.
- Identify the factors to consider to evaluate employee performance (increased knowledge of evaluating performance).
- Name some strategies to help increase employee productivity.
- Identify ways to motivate employees.
- Develop a plan to use the knowledge gained from this course in the next 90 days.
- Use decision making to commit to action, accomplish organizational goals and cause change.
Managing Multiple Priorities

**Title of Course:** Managing Multiple Priorities

**Length of Course:** 1 Day

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<th>Total Price of Course:</th>
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**Course Description:**
The efficiency of individuals and organizations relies greatly on their ability to successfully manage their workload and their time. Time may be our most valuable resource, but it is often given away thoughtlessly, unconsciously, or in a reactionary manner. Harnessing this critical resource increases both employee output and organizational competitiveness. This training provides participants with strategies to manage their workload and effectively manage their time. It also addresses the development of a conscious appreciation of time as a precious asset and will instruct participants on tools and techniques for managing competing deadlines and priorities. Participants will also learn goal-setting and decision-making strategies as well as time-allocation techniques.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Make knowledgeable decisions about what you need do and when to do it.
- Integrate proven time management techniques into your daily life.
- Proactively schedule tasks, construct daily to-do lists, and create weekly plans.
- Apply a structured process to shape your existing and potential commitments.
- Adopt strategies and techniques to handle interruptions and manage procrastination.
- Explore goal-setting processes and best practices.
- Apply decision-making strategies.
- Develop an action plan for applying learning back on the job.

Managing with Data

**Title of Course:** Managing with Data

**Length of Course:** ½ Day

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**Course Description:**
The seminar is presented from the manager’s point of view and examines how managers can become better users and communicators of data. Special considerations are given to workplace variation as it applies to managerial decision-making, options for change, and setting/managing to meaningful targets.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn how to:
- Measure agency outcomes.
- Read and interpret data.
- Distinguish between random variation and change.
- Identify and use meaningful data to support everyday management decisions.
- Use key questions for analyzing and interpreting data and communicating results.
• Use simple analysis techniques to reveal meaningful insights into program and agency performance

Meeting Management

<table>
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<th>Meeting Management</th>
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Course Description:
This course provides tools and techniques to enhance meeting effectiveness. Participants will learn how to effectively and efficiently manage meetings through collaborative goal setting, setting an agenda, understanding the various purposes of meetings, managing accountability (your and others), and more.

Learning Objectives:
At the conclusion of this seminar, participants will learn:
- Identify common causes of meeting failure
- Develop appropriate meeting outcomes
- Design effective meeting agendas
- Apply tools and techniques to plan and conduct effective meetings
- Name techniques to manage disruptive behavior
- Accurately capture decisions made
- Name the steps needed to follow up after a meeting

Mentoring

<table>
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Course Description:
Mentoring defines mentoring as a development process for sharing life and organizational knowledge and experience to help less experienced individuals in their personal and professional development. The course clarifies the differences among mentoring, coaching, and training and explains the connection between mentoring and individual or organizational performance. The course explains the long-term nature of mentoring relationships, examines the characteristics of effective mentors, and describes overall strategies for success. The course is practical, helping participants learn how to establish a mentoring relationship, construct a mentoring action plan, review progress, set topics for mentoring sessions, and apply specific techniques to encourage open dialogue and generate buy-in.

Learning Objectives:
At the conclusion of this seminar, participants will learn:
- Define mentoring.
• Articulate the difference between mentoring and other professional development tools (such as training and coaching), including how to generate behavioral changes with each method.
• Explain the long-term benefits of mentoring employees in terms of individual professional development and organizational impact.
• Demonstrate an understanding of the relationship between individual performance and business outcomes.
• List the characteristics of effective mentors.
• Describe how to establish the framework for a mentoring relationship to achieve the greatest impact.
• Create a mentoring plan that includes mutually defined personal and professional development goals and the partnership’s measurements of success.
• Explain when and how to end a mentoring relationship.
• Name ways to evaluate the effectiveness of the mentee’s development through a behavioral focus.

Organizational Communication

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<th>Length of Course:</th>
<th>Total Price of Course:</th>
<th>Minimum Number of Participants:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Communication</td>
<td>3 Days</td>
<td>$3,600.00</td>
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<table>
<thead>
<tr>
<th>Price Per Participant:</th>
<th>Maximum Number of Participants:</th>
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<tbody>
<tr>
<td>(beyond the 12th participant)</td>
<td>50</td>
</tr>
<tr>
<td>$300.00</td>
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Course Description:
Organizational Communication provides staff with tools and techniques to become more effective communicators. Participants will learn the key aspects of communication, including various communication styles, verbal and nonverbal elements of communication, conflict management styles, and how their individual style may impact their effectiveness both internally and externally. Participants will discuss various communication tools and discuss the appropriateness and pros/cons of each tool.

Learning Objectives:
At the conclusion of this seminar, participants will learn how to:
• Demonstrate effective communication practices.
• Use five methods for more effective communication.
• Describe the verbal and nonverbal aspects of communication.
• Identify various communication styles and identify their personal style.
• Describe the communication process and elements that impact effective communication.
• Identify conflict management styles and identify their personal preference, and its impact on dealing with conflict.
• Analyze internal thought processes that impact and influence how messages are sent and how messages are received.
• Determine the appropriate usage of several communication tools, such as face-to-face communication, email, and telephone.
### Performance Measures

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Performance Measures</th>
<th>Length of Course:</th>
<th>1 Day</th>
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<tbody>
<tr>
<td>Total Price of Course:</td>
<td>$2,160.00</td>
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<td>Price Per Participant: (beyond the 12th participant)</td>
<td>$180.00</td>
<td>Maximum Number of Participants:</td>
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</table>

**Course Description:**
The seminar designed to teach how to develop, use, and align meaningful data to support planning, budgeting, improvement, etc. The seminar supports the general concepts and recommendations of Baldrige, Balanced Scorecard, Government Performance and Results Act, Governmental Accounting Standards Board, & Managing for Results.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- The purpose for measures (number and types), how to write effective performance measures (lead and lag), and how to link measures with decision-making.
- That performance measurement provides a basis for taking action on the future – guide allocation of resources, identifies opportunities for improvement, etc.
- A simple model for defining systems and collecting sustained, meaningful measurements.
- To develop measures based on the needs of the user (level of detail and reporting cycle).
- A process for effectively managing, aligning, and assessing performance measures.
- How to develop measures that communicate information key to mission success.
- Concepts and mechanics for measuring outcomes and outputs.

### Process Improvement (Change Management)

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Process Improvement (Change Management)</th>
<th>Length of Course:</th>
<th>3 Days</th>
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<td>Total Price of Course:</td>
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<td>Price Per Participant: (beyond the 12th participant)</td>
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</table>

**Course Description:**
Seminar blends project management and delivery with process management and performance improvement. In a team- oriented, experiential learning environment, participants apply simplified theory and tools to improve a real process. Builds capacity, involves employees, and improves the bottom line.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Analyze workplace performance, e.g., performance measures, flowcharts, cause-and effect diagrams, variety of charts, customer data, consensus building, and more.
- Identify improvements that have the immediate and significant impact on performance.
- Establish performance measures and manage customer and workplace data.
- Determine cause-and-effect relationships, sample data and populations, develop and test theories for change, design experiments, and more.
**Team Leadership**

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Team Leadership</th>
<th>Length of Course:</th>
<th>1 Day</th>
</tr>
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<tr>
<td>Total Price of Course:</td>
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<tr>
<td>Price Per Participant: (beyond the 12th participant)</td>
<td>$180.00</td>
<td>Maximum Number of Participants:</td>
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</table>

**Course Description:**
Team Leadership defines teams, examines the characteristics of effective teams, explores the stages of team development, and identifies common team challenges. Through practical exercises and other individual and group activities, participants learn how to lead successful teams by guiding teams through the stages of team development, resolving conflicts, maximizing communication, setting challenging but realistic goals, clarifying expectations, supporting team performance, and holding team members accountable.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:
- Define teams.
- Identify the characteristics of effective teams.
- Describe the different types of teams and the leader’s role in each type.
- Name and explain the stages of development of teams (forming, storming, norming, performing).
- Explain how to resolve the most common team problems and avoid unhealthy teams.
- Demonstrate how to deal with discontent constructively to ensure a high level of productivity.
- Explain how to build an effective team and foster engagement.
- Name ways to maximize communication within your team as well as with other teams.
- Explain how to achieve clarity, alignment, and accountability within your team.
- Identify ways to support team performance and help teams be successful even under pressure.

**Time Management**

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Time Management</th>
<th>Length of Course:</th>
<th>1 Day</th>
</tr>
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<tbody>
<tr>
<td>Total Price of Course:</td>
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<tr>
<td>Price Per Participant: (beyond the 12th participant)</td>
<td>$180.00</td>
<td>Maximum Number of Participants:</td>
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</table>

**Course Description:**
The efficiency of individuals and organizations relies greatly on their ability to successfully manage their workload and their time. Time may be our most valuable resource, but it is often given away thoughtlessly, unconsciously, or in a reactionary manner. Harnessing this critical resource increases both employee output and organizational competitiveness. This training provides participants with strategies to manage their workload and effectively manage their time. It also addresses the development of a conscious appreciation of time as a precious asset and will instruct participants on tools and techniques for managing competing deadlines and priorities. Participants will also learn goal-setting and decision-making strategies as well as time-allocation techniques.

**Learning Objectives:**
At the conclusion of this seminar, participants will learn:

- Effectively planning and organizing paper work – make knowledgeable decisions about what you need do and when to do it
- Developing long-term goal setting techniques – apply decision-making strategies
- Eliminating unnecessary activities – proactively schedule tasks, construct daily to-do lists, and create weekly plans
- Handling information overload (e.g., e-mails) – managing multiple priorities (goal setting processes and best practices)
- Maximizing the use of effective time management tools – integrate proven time management techniques into your daily life
- Reducing the need to spend effort “putting out fires” – apply a structured process to shape your existing and potential commitments
- Effective management of e-mails – adopt strategies and techniques to handle interruptions and manage procrastination
- Develop an action plan for applying learning back on the job

### Writing in Plain Language

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Writing in Plain Language</th>
<th>Length of Course:</th>
<th>2 Days</th>
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**Course Description:**

This course helps participants write technical documents in plain language. They learn why the U.S. government requires plain language in government communication and how writing in plain language benefits them, their agencies, and their customers. Participants spend much of the course rewriting materials, focusing on the three principal characteristics of plain language: clarity, coherence, and brevity.

**Learning Objectives:**

At the conclusion of this seminar, participants will learn:

- Name the plain language principles and explain how they apply to technical writing
- Demonstrate how to produce coherent documents by applying the different strategies for achieving coherence
- Demonstrate how to produce clearly written documents by applying the different strategies for achieving clarity
- Demonstrate how to produce concisely written documents by applying the different strategies for achieving brevity

### Writing with Clarity by Thinking Critically

<table>
<thead>
<tr>
<th>Title of Course:</th>
<th>Writing with Clarity by Thinking Critically</th>
<th>Length of Course:</th>
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<td>Total Price of Course:</td>
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<td>Price Per Participant: (beyond the 12th participant)</td>
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Course Description:
This course provides writing techniques that participants will use to quickly discover and organize ideas, anticipate questions, draw sound conclusions, and produce logical written messages relevant to their work. Through discussion, and completion of exercises and hands-on activities, participants efficiently identify an intended audience, a writing purpose, and a communication objective. Participants will also develop an awareness of the most common grammar and usage errors. The course will emphasize Plain English and will use real-world scenarios in exercises and activities. Participants also practice editing at the word, sentence, and paragraph levels to improve the clarity of business writing.

Learning Objectives:
At the conclusion of this seminar, participants will learn:

- How to organize ideas and produce drafts.
- Practice effective writing through hands-on activities.
- Gain an appreciation for the power of Plain English style.
- Develop an action plan for applying learning back on the job.