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

Schedule For: Granato Group, Inc.
Company Division Name: The Federal Leadership Institute

Schedule Title: The Multiple Award Schedule

Federal Supply Group: MAS

Contract Number: GS-10F-0370P

For more information on ordering from Federal Supply Schedules, click on the FSS Schedules button at http://www.fss.gsa.gov

Contract Period: 06/14/2019 – 06/13/2024
Pricelist Current through: MOD A812 dated May 12, 2020
Contractor: Granato Group, Inc.
Company Division Name: The Federal Leadership Institute
1360 Beverly Rd. Ste 200
McLean, Virginia 22101
Business Size: Woman Owned Small Business
Telephone: (703) 636-1200
FAX Number: (703) 636-1300
Website: www.federal-leadership.org

Contract Administrator:
NAME: Dr. Laura Granato
TITLE: President
ADDRESS: 1360 Beverly Rd. Ste 200 McLean, Virginia 22101
TELEPHONE NO.: (703) 636-1200
E-MAIL: dr.laura@federal-leadership.org
Customer Information:

1a. Table of Awarded Special Item Numbers (SINs): Pricing included below.

<table>
<thead>
<tr>
<th>SIN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>541611/541611RC</td>
<td>Management and Financial Consulting, Acquisition and Grants Management Support, and Business Program and Project Management Services</td>
</tr>
<tr>
<td>611430/611430RC</td>
<td>Professional and Management Development Training</td>
</tr>
<tr>
<td>611512/611512RC</td>
<td>Flight Training</td>
</tr>
<tr>
<td>OLM/OLMRC</td>
<td>Order Level Materials</td>
</tr>
</tbody>
</table>

1b. Identification of the lowest priced model number and lowest unit price for each special item number awarded under 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. N/A

1c. Labor Category Descriptions: 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. N/A

2. Maximum order: $1,000,000.00

3. Minimum order: $100.00

4. Geographic coverage (delivery area): CONUS, Alaska, Hawaii and Puerto Rico

5. Point(s) of production: Same as company address

6. Statement of Net Price: Pricing provided below represents Government Net Pricing. Discounts have been deducted.

7. Quantity Discounts: None

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.

9a. Notification That Government Purchase Cards Are Accepted at or Below the Micro-purchase Threshold: Granato Group, Inc. will accept government purchase at or below the micro-purchase threshold.

9b. Notification That Government Purchase Cards Are Not Accepted Above the Micro-purchase Threshold: Granato Group, Inc. will accept government purchase cards above the micro-purchase threshold.

10. Foreign Items: None
11a. **Time of Delivery:** As negotiated between *Granato Group, Inc.* and ordering activity

11b. **Expedited Delivery:** Contact Contractor

11c. **Overnight and 2-Day Delivery:** Contact Contractor

11d. **Urgent Requirements:** Contract Contractor

12. **F.O.B. point(s):** Destination

13a. **Ordering Address:** Same as company address

13b. **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.

14. **Payment Address:** Same as company address

15. **Warranty Provision:** Standard Commercial

16. **Export Packing Charges:** N/A

17. **Terms and Conditions of Government Purchase Card Acceptance (any Thresholds Above the Micro-purchase Level):** Contact Contractor

18. **Terms and Conditions of Rental, Maintenance, and Repair:** N/A

19. **Terms and Conditions of Installation:** N/A

20a. **Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable):** N/A

20b. **Terms and Conditions for any Other Services:** N/A

21. **List of Service and Distribution points:** Same as company address

22. **List of Participating Dealers:** N/A

23. **Preventive maintenance:** N/A

24a. **Special Attributes such as Environmental Attributes:** N/A

24b. **Section 508 Compliance:** www.federal-leadership.org

25. **Data Universal Number System (DUNS) Number:** 157901674

26. **Notification regarding registration in Central Contractor Registration (CCR) Database:** Registered Cage Code: 1W6H2

*Company Division Name: The Federal Leadership Institute*
### Granato Group, Inc. GSA Pricing

<table>
<thead>
<tr>
<th>SIN</th>
<th>Labor Category</th>
<th>GSA Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>541611, 611430</td>
<td>Principal</td>
<td>$256.71</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Principal Consultant</td>
<td>$205.37</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Project Director A</td>
<td>$159.16</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Senior Technical Manager</td>
<td>$128.36</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Senior Analyst</td>
<td>$82.15</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Analyst</td>
<td>$71.87</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Associate A</td>
<td>$61.61</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Senior Project Assistant</td>
<td>$43.13</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Project Assistant</td>
<td>$35.94</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Senior Administrative Assistant</td>
<td>$28.76</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Instructional Systems Manager</td>
<td>$134.01</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Training Manager</td>
<td>$119.65</td>
</tr>
<tr>
<td>541611, 611430</td>
<td>Training Specialist</td>
<td>$88.06</td>
</tr>
</tbody>
</table>

*IFF is included in our pricing*

### SCA Applicability Statement

The Service Contract Labor Standards (previously the Service Contract Act) 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 SCA 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 SCA eligible labor categories. If and/or when the contractor adds SCA labor categories/employees to the contract through the modification process, the contractor must inform the CO and establish a SCA matrix identifying the GSA labor category titles, the occupational code, SCA labor category titles and the applicable WD number. Failure to do so may result in the cancellation of the contract.
Strategic Planning Course

611430 Training Services

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Title</td>
</tr>
<tr>
<td>2</td>
<td>Course Description and Objectives</td>
</tr>
<tr>
<td>3</td>
<td>Length of Course (hours/days)</td>
</tr>
<tr>
<td>4</td>
<td>Minimum/Maximum Number of Participants</td>
</tr>
<tr>
<td>5</td>
<td>Price for Additional Students Above Maximum</td>
</tr>
<tr>
<td>6</td>
<td>Support Materials Provided</td>
</tr>
<tr>
<td>7</td>
<td>GSA Course Price w/IFF</td>
</tr>
</tbody>
</table>

Course Description and Objectives:
This course is designed for strategic planning practitioners, not theoreticians. It’s a course for managers who do not participate in strategic planning full-time. The course’s purpose is to put into the hands of managers the tools they need to employ strategic planning in their organizations—with the ultimate objective of taking their organizations to the next level in performance.

How will we do it?
• By presenting a tried and true strategic planning model—one used with success by corporations, non-profits, educational institutions and government organizations.
• By studying ways that companies have used this model in actual cases.
• By sharing the effective practices offered by participants.
• By examining each step in preparing a strategic plan, as well as the data you need to collect in the process.
• By discovering frameworks and analytical tools you may find helpful, and how you can draw conclusions from that analysis.
• By applying the principles you learn to your organization, and getting feedback from the instructor and your colleagues.

The goal is this: that you can return to your job and be comfortable employing what you have learned to your organization.

By the end of this course, you will be able to:
• Explain the benefits of strategic planning to others
• Develop strategies to generate “ownership” in the plan
• Employ tools that will help guide you through the strategic planning process
• Employ techniques to maintain momentum for your strategic plan – and avoid the pitfalls of a strategic plan that stalls and just “sits on the shelf”
• Link your strategic plan to budget requirements in order to secure the necessary funding and understand the payoff of the plan
• Practice how to communicate market and measure your strategic plan.
• “Plan the plan”—recommend how to conduct strategic planning in your organization or agency
Additional Training Courses:
These Courses can be purchased at $2,312.54 per day (up to five days)
611430 Training Services

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Length</th>
<th>Minimum Participants</th>
<th>Maximum Participants</th>
<th>GSA Price including IFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>All “Daily Rate” Courses</td>
<td>1 day</td>
<td>1</td>
<td>25</td>
<td>$2,312.54</td>
</tr>
<tr>
<td>All “Daily Rate” Courses</td>
<td>2 days</td>
<td>1</td>
<td>25</td>
<td>$4,625.09</td>
</tr>
<tr>
<td>All “Daily Rate” Courses</td>
<td>3 days</td>
<td>1</td>
<td>25</td>
<td>$6,937.63</td>
</tr>
<tr>
<td>All “Daily Rate” Courses</td>
<td>4 days</td>
<td>1</td>
<td>25</td>
<td>$9,250.18</td>
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<tr>
<td>All “Daily Rate” Courses</td>
<td>5 days</td>
<td>1</td>
<td>25</td>
<td>$11,562.72</td>
</tr>
</tbody>
</table>

**Course Title:** Leading From a Distance

**Course Description:** This course is crucial for anyone managing geographically dispersed team. The course guides participants through the labyrinth of problems that so often derail virtual teams. As our global businesses become increasingly complex, managers are left to their own devices to figure out how to lead from a distance. This course provides tools, checklists, models, and practical recommendations for working and leading in the non-traditional workplace.

**Course Title:** The Leadership Development Program

**Course Description:** FLI’s customized leadership program is designed to bring participants together in a learning environment that promotes internalizing, and practicing the concepts and skills of solution-focused leadership. Participants are carefully guided in the leadership development process so that congruence between organizational and individual goals is assured. Strengths are identified and emphasized, so that they can be fully utilized for both the individual and organization’s benefit.
Course Title: Situational Leadership

Course Description: Situational Leadership is the most comprehensive, up-to-date, and practical method of effectively managing and developing people, time, and resources in the world. Situational Leadership is a model and a set of tools for opening up communication and helping others develop self-reliance. It is designed to increase the frequency and quality of conversations about performance and development between managers and the people they work with so that competence is developed, commitment is gained, and talented individuals are retained.

Course Title: The Leader’s Voice

Course Description: This course is designed to help participants determine their strengths and areas of development as a communicator and learn how to “flex” their style to be more effective with others. Participants will learn how to generate presence and charisma to command respect, and how to translate their “leadership voice” in emails effectively. This course will teach participants how to choose the right strategy to motivate others and how to conduct difficult conversations to coach teams effectively.

Course Title: Solution Focused Leadership

Course Description: Participants will learn to inspire people to recognize and use their own strengths and discover what is required for people to feel self-empowered, to take charge of their own problems, to think outside the box and to lead their organization in a time of dramatic change and limited resources. Through a didactic approach participants will explore the 5 solution-focused principles and learn how to incorporate those principles in leadership roles. Training will include application of the principles in helping leaders clearly define expectations and eliminate misunderstanding in the workplace.

Course Title: Leading Teams

Course Description: Participants will learn the skills and best practices of proficient team leaders. Through case studies, scenarios and role-playing exercises, participants acquire the confidence to put this knowledge to use and make the teams they lead successful.
**Course Title:** Strategic Planning

**Course Description:** This seminar is for managers who do not participate in strategic planning full-time. The seminar’s purpose is to put into the hands of managers the tools they need to employ strategic planning in their organizations with the ultimate objective of taking their teams to the next level in performance. The goal is to prepare managers to return to their jobs and be comfortable and able to implement what they have learned in the workplace.

**Course Title:** Coaching in the Workplace

**Course Description:** This course teaches a collaborative coaching relationship in the workplace in which awareness and understanding is brought to the coachee. The coachee becomes empowered by the relationship and partners with the coach to make changes. The coaching relationship focuses on empathy, respect, genuineness, and concreteness to help the client learn through exploration, understanding, and action while applying helping skills such as attending, responding, personalizing, and initiating.

**Course Title:** Change Management

**Course Description:** Participants will review current best practices in change management, while working through and discussing material that cover the three stages of change: preparing for change, managing change, and reinforcing change. Topics such as defining change, developing a shared vision, engaging and mobilizing stakeholders, and aligning systems and structures will be covered in the course.

**Course Title:** Time Management: Doing More with Less

**Course Description:** This seminar imparts a new way of looking at time management. It helps participants identify what’s holding them back, understand their personal relationship to time, develop big picture goals, and then map these to create an ideal balance. Time management is a skill that can be learned to take back control of your schedule, connect the activities of your daily life to your personal and professional goals and live the life you choose.
Course Title: Critical Thinking

Course Description: In this course, participants will become familiar with: the work of good critical thinkers, the origin of critical thinking, essential intellectual values in critical thinking, rational skills and values, elements of thought/elements of thought in action, how to jumpstart the critical thinking process, barriers to critical thinking, the four thinking styles, and the five-step problem solving method.

Course Title: Emotional Intelligence

Course Description: Participants will learn why people with high emotional intelligence are so effective in organizations. This course helps executives and employees understand how their emotions and the emotions of their colleagues come into play between the hours of 9 and 5. It helps participants identify their personal strengths and vulnerabilities related to their individual EQ, and develop an EQ-in-Action Plan to achieve measurable change.

Course Title: Creating Winning Presentations

Course Description: This course teaches participants the basic concepts of public speaking, how to polish their public speaking skills, and apply these skills in an actual presentation. Students participate in videotaped practice sessions, delivering several individual presentations and receiving constructive feedback.

Course Title: Clear and Concise Writing for the Workplace

Course Description: Through this course participants will learn how to achieve the desired results through their writing, project a favorable image of themselves and the organization, and how to save time for your readers. Participants will use various writing techniques and measures to assess their progress all the while acquiring easy-to-remember rules to increase clarity in their writing and decrease confusion and mixed messages.

Course Title: Alternate Dispute Resolution

Course Description: This course emphasizes active listening, identifying and verifying interests and needs, and brainstorming win-wins to negotiate solutions. Participants actively engage in a series of workgroup exercises, using real-world dispute scenarios. Innovative conflict resolution techniques and methods are proposed, evaluated, and put
into practice. Specific emphasis is placed on the effective use of alternate methods of resolving disputes in the workplace, presentations before third parties, and conflicts that develop between parties to a contract.

**Course Title:** Conflict Management

**Course Description:** In this course, participants will learn to: understand the nature of conflict, recognize conflict management approaches, understand personal preferences in dealing with conflict, assessing the best approach for various situations involving conflict, understanding and applying Emotional Intelligence in recognizing and dealing with conflict, proactively channeling conflict by establishing ground rules, establishing team expectations for interactions that can reduce conflict, fostering a constructive environment that prevents conflict from escalating, preventing conflict when delivering, or receiving critical feedback, and teaching others how to anticipate and deal with conflict.

**Course Title:** Conflict Coaching: Proactively Assisting with Workplace Conflict

**Course Description:** Serious conflicts can cost organizations money and disrupt the organizational and productivity. Effective early intervention in the form of conflict coaching can stop the financial and human burden. Mishandled conflict can derail careers and organizations. Conflict coaching is a one-on-one process to develop the client’s conflict understanding, interaction strategies and/or interaction skills. It is different from other processes in numerous ways and can be a benefit to organizations or individuals facing an important workplace or personal conflict. Conflict Coaching assists with Specific Situations or Conflicts, Builds Conflict Handling Skills, Relies On Individual Accountability, and can be utilized Pre-mediation and/or Post-mediation. This course reviews why conflict coaching is valuable, in what circumstances and conditions it is most effective, goals of conflict coaching, the nature and definition of the coaching relationship, the conflict coach’s role, the conflict coaching agreement, expectations of the participant, confidentiality, session scheduling, and voluntariness of the process.

**Course Title:** Effective Negotiation

**Course Description:** This course teaches interest-based bargaining: framing negotiation as joint problem-solving to resolve each party’s underlying issues, needs, and concerns. The process works by encouraging the parties to focus on interests, not positions, and to use communication and innovative thinking to identify superior solutions. Realistic simulation
exercises allow participants to practice what they learn. The course conveys both the theory and practice of a systematic approach to bargaining by exploring how to: achieve better technical solutions, increase the likelihood of compliance, and improve the parties’ working relationship.

**Course Title:** Working with Different Personalities

**Course Description:** This course teaches strategies to help you transform even the most difficult circumstances into satisfying experiences. It details techniques for discerning the 10 recognizable difficult behaviors and dealing successfully with them. It helps students cultivate nine “take charge” skills that turn conflict into cooperation. The course reviews basic principles of human behavior so you can learn to work with human nature—not against it: what motivates difficult people and how to handle their behaviors, how to clarify their underlying issues, skillful questioning and listening techniques to elicit reasons for their behavior, and how difficult people think, what they fear, and why they act as they do.

**Course Title:** Teambuilding

**Course Description:** In this workshop participants define the differences between a group and a team, identify functioning barriers in a dynamic team, practice how to deal with different personalities, learn how to describe consensus building and the factors that influence the decision to trust, and listen accurately for details as an indicator of learned communication and listening skills.

**Course Title:** Influencing for Results

**Course Description:** In this course participants will learn about influencing others when you have little authority, power, or leverage. In it, participants learn the critical elements of building trust, establishing credibility, forming relationships and persuading others. This course enables participants to know their preferred influence style, and modify it as necessary, recognize the influence styles of others and how to adjust to them, understanding their strengths in influencing others, employing various means of persuasion and the merits of each, recognizing the image you want to present to others in various situations, learning how to establish credibility, strengthening relationships to gain quicker buy-in to your ideas, and increasing trust or reestablishing it.
**Course Title:** Acquisition Management System (AMS) Training for the FAA

**Course Description:** The FAA’s Acquisition Management System (AMS) is a lifecycle consideration, from assessment of service need to decommissioning, of a product-and-services portfolio used by the FAA to meet customer requirements. The system is critical to FAA’s sound financial management of approximately $14 billion of annual budget and many more billions in agency assets. The Federal Leadership Institute provides AMS training to FAA employees and support contractors on policy intent, application and requirements for each stage in the lifecycle. The training is specific, technical and unique to the FAA yet maintains the policy’s over-arching message of intent to empower service organizations as decision-makers; updated at least quarterly with even subtle changes to policy carefully rippled through course materials; and an effective communicator of complex information critical to successful implementation of the Flight Plan, SMPs and ATO-F financial management goals. The course utilizes a combination of computer-based, instructor-led and written learning tools in an effort towards a comprehensive blended-learning solution that will increase and reinforce learning, exponentially increase the number of people trained, positively impact the return-on-investment, and decrease overall program cost.

**Course Title:** Virtual Teaming

**Course Description:** In this workshop participants learn the benefits of Virtual Teams for the organization and Virtual Teams for the employees. By the end of this course, participants will be able to: explain what is meant by teaming and virtual teaming, the benefits and challenges with these two ideas, understand the strengths and limitations you possess in relation to the uses of various technological tools to facilitate communication, explain and utilize effective communication and listening skills as a virtual team member, understand the importance of trust and explore methods to build trust with your team and team leader, understand the importance of accountability and develop strategies to improve your own personal and professional accountability, explain the roles and responsibilities of the members of your Virtual Team, and develop a plan that outlines strategies that you could bring back to your virtual team to help the members work together more effectively.

**Course Title:** The Art of Successful Customer Service

**Course Description:** After completing this course, participants will be better able to: apply the elements of excellent customer service, understand the benefits of excellent customer
service, identify your internal and external customers, envision what it would take to create a working environment where excellent customer service happens, know what it takes to “delight” a customer, apply the importance-satisfaction model to your customer service base, model effective interpersonal practices that render excellent customer service, inspire others to deliver excellent customer service, understand how to align organizational processes to facilitate excellent customer service, how to handle “difficult customers”, how to negotiate “win-win” resolution with customers, and how to deal well with a customer whose position is opposite of yours or that of the organization.

Course Title: Performance Management: Coaching and Feedback System

Course Description: Upon completing this course participants will be able to: understand the agency philosophy on performance management, be aware of why the organization has changed their philosophy, appreciate how performance coaching and feedback fits into the new system, be aware of the benefits for the employee, the supervisor, and the AO, understand the coaching and feedback tool, be aware of the new performance management system “road map”, and appreciate the 8 steps to an effective employee coaching and feedback sessions.

Course Title: Mentoring in the Workplace

Course Description: Mentoring is a mutually rewarding relationship where an experienced individual can assist another individual to learn skills and to develop professional behaviors and work place values required for agency success. The primary purpose of a mentoring program is to strengthen individual professional development and leadership competencies for a long term successful career. This course aims to achieve the following: understand the agency’s mentoring program, explain the various mentor stances you might assume to assist your mentee, explain your role as a mentor, explain the roles of mentees in the mentoring process, determine your strengths and areas of development as a mentor, develop professional growth goals based on your skill assessment, learn and apply skills essential to mentoring success, understand and use operating norms, parameters, and boundaries in the mentoring process, successfully meet with mentees, define your role in their development, and assist them in developing and mentoring support plan, and assist mentees in developing their professional growth plan. Other objectives will be added as needed.
Labor Category Descriptions

**Principal**

**Minimum/General Experience:** Minimum of twenty (20) years of experience providing expert services in the area of management support, systems applications, or analysis.

**Responsibilities:** Responsible for conferring with client to ascertain and define need or problem area, and determine scope of investigation required to obtain solution, utilizing knowledge of theory, principles, or technology of a specific discipline or field of specialization.

**Minimum Education:** A Master's Degree required. Doctorate may be substituted for (10) years work experience.

**Principal Consultant**

**Minimum/General Experience:** Minimum of ten (10) years of experience providing expert services in the area of management support, systems applications, or analysis.

**Responsibilities:** Responsible for conferring with client to ascertain and define need or problem area, and determine scope of investigation required to obtain solution, utilizing knowledge of theory, principles, or technology of a specific discipline or field of specialization.

**Minimum Education:** Bachelor's Degree is required. A Master's Degree may be substituted for three (3) years of experience.

**Project Director A**

**Minimum/General Experience:** Minimum of ten (10) years of experience in one or a combination of senior administrative, financial, or technical positions in which he/she had authority over at least one complex project and five (5) employees.

**Responsibilities:** Manage project development, set project plans, communicate and report project status and establish performance goals, metrics and baselines. Accountable for effective implementation of project standards and procedures, quality control and timely delivery of all requirements. Responsible for managing project budget, allocating resources, project staff recruitment and training plans. Establish strategic partnership with client to ensure client satisfaction and operational excellence.

**Minimum Education:** Bachelor's Degree is required. A Master’s Degree may be substituted for three (3) years of experience.

**Senior Technical Manager**

**Minimum/General Experience:** Minimum of ten (10) years of experience in managing program activities. Technical expertise in applications development and implementation of automated projects. Experience in supervising at least ten (10) employees.

**Responsibilities:** Provide overall technical coordination, manage day-to-day operations, and participate in activities requiring senior technical and management skills. Ensure that client requirements are met and that quality products are delivered in a timely manner. Work with client project director to provide technical expertise required to assist in the support and execution of project plan initiatives. Responsible for recruiting, hiring, developing, supervising, and reviewing performance of project staff.

**Minimum Education:** Bachelor’s Degree is required. A Master’s Degree may be substituted for three (3) years of experience.

*Company Division Name: The Federal Leadership Institute*
Senior Analyst

Minimum/General Experience: Minimum of six (6) years’ experience in an analyst role, developing quality assurance test plans for multiple development applications. Strong knowledge of information system resources, tools, trends and direction. Substantial experiences with requirements gathering, project development and task management.

Responsibilities: Responsible for supervising and coordinating testing processes for all developmental applications

Minimum Education: Bachelor’s Degree is required. A Master’s Degree may be substituted for three (3) years of experience.

Analyst

Minimum/General Experience: Less than 1 year experience in analysis, evaluation, and writing of documents. Knowledge and experience with gathering of requirements, analysis of data, and preparation of reports.

Responsibilities: Responsible for providing support to senior analysts and other team members.

Minimum Education: Associate’s Degree required.

Associate A

Minimum/General Experience: Minimum of nine (9) years of experience as a team member in at least two projects providing services in various areas of specialization such as research, data management and analysis, quality assurance and staff support.

Responsibilities: Provide both general and specialized support as required. Duties include participation in research design and development, data management, organizing and maintaining databases and overall project coordination. Generate and review publications, manuals and reports. Ensure that all deliverables meet delivery deadlines and specifications. Participate in conferences and provide general conference management support.

Minimum Education: Associate’s Degree required.

Senior Project Assistant

Minimum/General Experience: Minimum of six (6) years of experience in providing administrative and production support for a variety of projects. Working knowledge of research methodologies and statistical procedures. Strong technical research proficiency and administration abilities.

Responsibilities: Responsibilities include data and information collection and maintenance, data entry, verification and analysis, and multi-source information management. May also provide specialized administrative assistance to senior management and project staff.

Minimum Education: Associate’s Degree required.

Project Assistant

Minimum/General Experience: Minimum of three (3) years of experience in providing administrative and production support for a variety of projects. Working knowledge of research methodologies and statistical procedures. Strong technical research proficiency and administration abilities.

Responsibilities: Responsibilities include data and information collection and maintenance, data entry, verification and analysis, and multi-source information management. May also provide specialized administrative assistance to senior project assistant and project staff.

Minimum Education: Associate’s Degree required.
**Senior Administrative Assistant**

**Minimum/General Experience:** Minimum of four (4) years administrative support experience. Familiarity with various programs required for word processing, presentations and spreadsheets.

**Responsibilities:** Perform duties in all aspects of administration and publication production. Provide assistance in text editing, graphics design, desktop publishing and printing management. Organize project files and develop a tracking system for all documents. Responsible for preparation of presentations and reports graphics.

**Minimum Education:** Associate’s Degree required.

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**Instructional Systems Designer**

**Minimum/General Experience:** Typically has 10 to 15 years’ experience in system development, training analysis, curricula development, designing and developing multimedia/web storyboards and training, and measures and evaluates effectiveness of training. Experienced with the Instructional Systems Design (ISD) process and the Systems Approach to Training (SAT). Thoroughly knowledgeable with distance learning procedures and course design. Possesses state-of-the-art knowledge of educational and training technology.

**Responsibilities:** Designs and develops state-of-the-art training and training support materials using the SAT and ISD processes. Selects intermediate and terminal training objectives and develops recommendations for the most appropriate methods to conduct the training. May supervise Training Specialists.

**Minimum Education:** B.S. or B.A. degree.

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**Training Manager**

**Minimum/General Experience:** Typically has 7 to 9 years experience in system development, training, or related fields. At least 4 years of experience in developing and providing end-user training on major systems that include hardware and/or software configurations.

**Responsibilities:** Supervises training and instruction personnel and conducts research necessary to develop and revise training courses and prepare appropriate training catalogs. Prepares all instructor materials (course outline, background material, and training aids). Prepares all student materials (course manuals, workbooks, handouts, completion certificates, and course critique forms). Trains personnel by conducting formal classroom courses, workshops, and seminars. Provides daily supervision of, and direction to, training staff.

**Minimum Education:** B.S. or B.A. degree.

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**Training Specialist**

**Minimum/General Experience:** Typically has 4 to 6 years experience in system development, training, or related fields. At least 2 years experience in developing and providing end-user training on major systems that include hardware and/or software configurations.

**Responsibilities:** Under the supervision of the Senior Trainer, develops and revises training courses and prepares appropriate training catalogs. Prepares instructor materials (course outline, background material, and training aids). Prepares all material (course manuals, workbooks, handouts, completion certificates, and course critique forms). Trains personnel by conducting formal classroom courses, workshops, and seminars.

**Minimum Education:** B.S. or B.A. degree.