



GENERAL SERVICES ADMINISTRATION

Federal Supply Service Authorized Federal Supply Schedule Price List

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

Schedule Title:	Management, Organizational and Business Improvement Services (MOBIS)
Contract Number:	GS-10F-0030S
FSC Class:	R499
FSC Group:	874
SIN Numbers:	874-1 - <i>Consulting Services</i> 874-2 - <i>Facilitation Services</i> 874-3 - <i>Survey Services</i> 874-4 - <i>Training Services</i> 874-5 - <i>Support Products</i>
Contract Period:	October 24, 2005 – October 23, 2010
Business Size:	Small, Women Owned Business

ADELIS DEVELOPMENT SYSTEMS

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Contact Us:

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Uploaded Date: January 3, 2006

ABOUT OUR COMPANY

Philosophy

We provide quality consulting in three key areas that dictate a company's long-term business success:

- ***Employee Development - Business Development - Customer Service***

We help clients achieve competitive advantage by focusing on the human factors, and designing business-driven human resource approaches that impel high quality business performance.

As a management consulting firm, we specialize in the development of business driven human resources through: Leadership Development, Quality and Productivity, Organization Development, Customer Service and Human Resources.

Our business-driven consulting enables clients to realize:

- an increase in employee performance and retention of quality individuals.
- an increase in customer satisfaction.
- a working environment open to positive change and growth.



SAMPLE CLIENT LIST

GOVERNMENT AND INDUSTRY	DEPARTMENT OF THE ARMY
1. AT&T	2. US Army Corps of Engineers – multiple sites
3. Bristol - Myers Squibb	4. Aberdeen Proving Ground, MD
5. Defense Commissary Agency	6. EighaDefee4sites

ABOUT OUR SERVICES



Fields of Expertise

SIN 874-1 Consulting Services:

Adelis Development Systems is often invited to assist organizations in the analysis of future strategy, current work environment, and the determination of next steps to achieve long-term goals. This results in organization development projects, a summary of which follows.

Organization Development and Re-engineering including analysis, recommendations and action plans in the development of:

- Corporate philosophy, culture, vision, mission
- Business goals/strategic planning
- Communications and organizational structures
- Analysis of workforce effectiveness, skills and competencies
- Development of succession planning program
- Design and facilitation of organization wide meetings to identify a new business structure, gain commitment, identify and reduce hindrances and develop an action and communication plan
- Due diligence of human resource philosophies, culture, programs for major acquisition.

Management, Team and Employee Development including:

- Assessment of managerial competencies and developmental programs
- Career and succession planning and executive coaching
- Evaluation of Technical Operations Quality Teams for a large pharma company: quality team development, empowerment, and processes. Design of appropriate systems to improve teams.
- Cross-functional team development between Engineering, Maintenance, and Production facilities and between Quality Control, Pharmaceutical R&D, and Manufacturing. Self-directed team development within the Accounts Payable Department.
- Conducted Employee Satisfaction Study for Lab organization. Required extensive on-site audit and analysis, and interface at all levels.
- Needs analysis, curriculum development and implementation for internal staff in effective technical consulting skills.
- Development of Performance Management System for the Secretarial Support Staff. Implemented throughout a pharma mono-site, with planned implementation at subsidiaries.

Customer Service and Productivity Improvement including:

- Assessment of service quality/customer satisfaction
- Customer Service improvement programs (i.e. self study curriculum for call center)
- Develop corporate wide Team

IV. Leading Large and Small Group Meetings

- use of trainer skills and adult education theory, use of facilitation skills
- inductive and deductive approaches, multi media design and use
- concurrent session coordination, management of group process, plus all listed under item III.

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SIN 874-3 - Survey Services

Our survey services are often used for the development and growth of teams from many organizations. We implement a variety of surveys to identify and capture the significant changes that occur in teams as they progress through the learning curve. In survey methodology, we implement:

I. Survey Design

- needs analysis, survey development, sampling and piloting, survey content and edits

II. Collection Method

- needs analysis, explore various methods
 - a. survey, focus groups, one on one interviews, panels, test sampling, comment cards, electronic formats
- select best method

III. Administer Surveys Using Methodology

- use variety of methods
- administer through various media - on line, CD, paper pencil, verbal, written narrative
- design database structure for survey, manage database

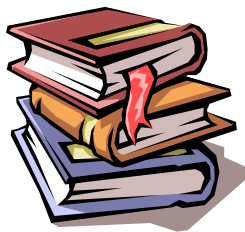
IV. Analysis and Production of Reports

- analysis of quantitative and qualitative data
- report generation, executive briefing

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SIN 874-4 Training Services

Adelis Development designs and delivers a variety of programs that support our philosophy of "business driven programs". These are further enumerated in **Section 3 – Specific Training Programs**.



[SIN 874-5 Support Products](#)

Adelis Development offers support products that align with the various services we provide. These are further enumerated in **Section 4 – Support Products and Rates.**

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RATES INFORMATION

1.a/b/c Table of Awarded Special Item Numbers

Federal Supply Schedule Price List for:

874.1 Consulting
874.2 Facilitation
874.3 Survey Design

LABOR CATEGORY	RATE
Principal Consultant	\$222.50 per hour
Senior Consultant	\$200.25 per hour
Database Manager	\$ 44.50 per hour

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JOB DESCRIPTIONS

JOB TITLE: Principal Consultant

Minimum/General Experience: 15 years experience in related fields

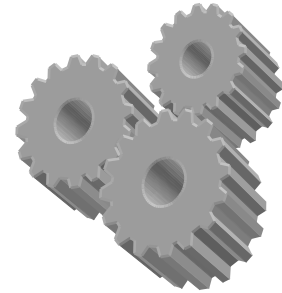
Functional Responsibility: Consult with high-level clients in organization design, re-engineering, strategic direction, team development, and customer service. Design and conduct tailored training and development events.

Lead and facilitate small and large groups, assist clients in problem solving techniques, assist clients in resolving disputes, and other organizational problems.

Organize and plan small and large group conferences

Minimum Education: Masters Degree in HR, Adult Education, Quality Management or other Business area.

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JOB TITLE: Senior Consultant

Minimum/General Experience: 10 + years

Functional Responsibility: Conduct needs analysis with clients, determine methodology for survey, design surveys, implement and collect data, use various data collection methods, conduct analysis and prepare reports. Automate data collection when possible.

Minimum Education: Bachelor's Degree

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JOB TITLE: Database Manager

Minimum/General Experience: 5 years experience with the MAP software, HRD Press software as used on a variety of HRD Press products.

Functional Responsibility: Oversee the data collection, database management, download and uploads of client MAP files, and troubleshooting of systems.

Minimum Education: Bachelor's Degree or Equivalent

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TRAINING PROGRAMS AND RATES

NOTE: Click on a link to see the course description

TRAINING PROGRAMS	RATE
Career Coaching and IDP Development	\$1157.00
Preparing for a Performance Meeting	\$1157.00
Aspects of Internal Consulting	\$1157.00
Prevention of Sexual Harassment in the Workplace	\$1780.00
The New Science of Leadership	\$1780.00
The Supervisor as Leader	\$1780.00
The Supervisor as a Performance Appraiser	\$1780.00
Building Self Directed Teams	\$1780.00
Conflict Resolution	\$1780.00
Will the Customer Return?	\$1780.00
Managing Meetings	\$1780.00
Problem Solving and Decision Making	\$1780.00
Surviving Organizational Change	\$1780.00
Time Management	\$1780.00
Managing the Generation Mix	\$1780.00
Mentoring	\$1780.00
Risk Management	\$1780.00
Business Execution	\$3560.00
Applied Management Techniques	\$3560.00
Coaching and Counseling	\$3560.00
Leadership and Motivation	\$3560.00
Pre-Supervisory Development	\$3560.00
Re-Engineering, Restructuring and Reorganization	\$3560.00
The Power of Negotiation	\$3560.00
Enhancing Client Relationships	\$3560.00
Conflict, Negotiation and Stress Management	\$3560.00
Effective Consulting Skills	\$3560.00
Small Group Facilitation Skills	\$3560.00
Project Management	\$3560.00
Creative Problem Solving	\$3560.00
Productivity Improvement Through Process Action Teams	\$3560.00
Effective Presentation Skills	\$5340.00
Train the Trainer Workshop	\$5340.00
Fundamentals of HR Management	\$5340.00



ALL ABOVE FEES – TRAVEL AND LIVING EXPENSES ARE ADDITIONAL

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DESCRIPTION OF AVAILABLE TRAINING PROGRAMS

Title of Course:	CAREER COACHING AND IDP DEVELOPMENT	Length of Course (# of Hrs/Days):	½ day
Total Price of Course:	\$1,157.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
<p>AUDIENCE: Supervisors and HR Professionals</p> <p>OBJECTIVES: At the conclusion of this program, participants will be able to:</p> <ul style="list-style-type: none"> \$ Explain the difference between counseling and career coaching \$ Develop an action plan for the first career coaching sessions \$ Conduct a career coaching session \$ Develop an Individual Development Plan for an employee \$ Coach a manager on his/her coaching responsibilities <p>CONTENT:</p> <p>I. INTRODUCTION</p> <ul style="list-style-type: none"> A. Counseling and Career Coaching <p>II. COACHING</p> <ul style="list-style-type: none"> A. The Model for Coaching Discussion B. The Role of the IDP C. The Model for an IDP <p>III. IMPLEMENTATION</p> <ul style="list-style-type: none"> A. Conducting the Discussion B. Completing the IDP 			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	PREPARING FOR A PERFORMANCE MEETING	Length of Course (# of Hrs/Days):	½ day
Total Price of Course:	\$1,157.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
<p>AUDIENCE: Anyone</p> <p>OBJECTIVES: At the conclusion of this seminar, participants will be able to:</p> <ul style="list-style-type: none"> • generate and write goals for the performance year, • collect data that accurately reflects their accomplishments, • tie performance goals to statements of accomplishment, • translate accomplishments into statements of success for the performance review, • better explain the performance review process. <p>CONTENT:</p> <p>PREPARING FOR A (TAPES) PERFORMANCE MEETING</p> <p>I. COUNSELING AND THE (ARMY) PERFORMANCE EVALUATION SYSTEM</p> <p>A. The Process</p> <p>B. Objectives of the Systems</p> <p>C. Leadership Obligations of Performance of Management</p> <p>D. Purposes of the Support Forms</p> <p>II. PERFORMANCE PLANNING</p> <p>A. Developing the Performance Plan</p> <p>B. Guidelines for Objectives</p> <p>C. Preparing Performance Objectives</p> <p>D. Summarizing the Performance Plan</p> <p>III. PERFORMANCE MONITORING</p> <p>A. During the Rating Period</p> <p>IV. THE ANNUAL PERFORMANCE APPRAISAL</p> <p>A. Prepare Your Self-Assessment/Manager Prepares Assessment</p> <p>B. Conduct the Review</p> <p>C. Writing Accomplishment Statements</p> <p>APPENDIX</p> <ul style="list-style-type: none"> • Planning for the Special Employee • How Many Objectives Should an Employee Have? • Performance Improvement Plan • Sample Secretarial Standards • Senior System Report • Base System Report 			
<p style="text-align: right;">Quantity or Other Applicable Discounts (Explain)</p> <p>RETURN TO TABLE OF CONTENTS</p>			

Title of Course:	ASPECTS OF INTERNAL CONSULTING	Length of Course (# of Hrs/Days):	½ day
Total Price of Course:	\$1,157.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
<p>AUDIENCE: All employees who may have the need to interface with internal clients.</p> <p>OBJECTIVES: At the conclusion of this program, participants will be able to:</p> <ul style="list-style-type: none"> • identify and explain the various phases of internal consulting, • anticipate and manage potential client resistance, • prepare for appropriate client meetings, • explain various details of the negotiation process. <p>CONTENT:</p> <p>I. EIGHT PHASES OF CONSULTING</p> <p>II. CAUSES AND STRATEGIES FOR MANAGING CLIENT RESISTANCE</p> <p>III. DEALING WITH LEGITIMATE CLIENT COMPLAINTS</p> <p>IV. PREPARING FOR A GENERIC CLIENT MEETING</p> <p>V. PREPARING FOR A CONTRACTING MEETING</p> <p>VI. CONDUCTING A NEGOTIATING/CONTRACTING MEETING</p>			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	PREVENTION OF SEXUAL HARASSMENT IN THE WORKPLACE	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Any employee or manager			
OBJECTIVES: At the conclusion of this program, participants will be able to:			
<ul style="list-style-type: none"> • define and recognize harassment as a problem to be taken seriously, • identify forms of sexually harassing behavior and critically evaluate their own attitudes toward their behavior, • understand the adverse effect of harassment on victims, other employees and the organization, • use techniques that could prevent and resolve problems of harassment. 			
CONTENT:			
I. INTRODUCTION			
<ul style="list-style-type: none"> A. What Actions Do You Believe Constitute Sexual Harassment? B. Questions on Sexual Harassment C. Sexual Harassment: A Definition D. The Myths Surrounding Sexual Harassment E. How Does Sexual Harassment Affect Your Workplace? 			
II. SEXUAL HARASSMENT AND THE LAW			
<ul style="list-style-type: none"> A. Is Sexual Harassment a Form of Sexual Discrimination? B. The EEOC Guidelines on Sexual Harassment C. Who is the Accused? D. Who is Liable? E. Who are the Victims? F. Identifying Sexually Harassing Behaviors 			
III. PREVENTING AND RESOLVING SEXUAL HARASSMENT			
<ul style="list-style-type: none"> A. Responsibilities 			
IV. ASSERTIVELY DEALING WITH HARASSING BEHAVIOR			
<ul style="list-style-type: none"> A. Key Definitions B. Recognizing Appropriate Assertive Behavior C. Creating an Assertive Response D. Role Play Exercise 			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	THE NEW SCIENCE OF LEADERSHIP	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
o.04.3091 (-) 242517185 Ro		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Supervisors and above

OBJECTIVES: At the conclusion of this seminar, participants will be able to:

- explain the theory of leadership as it relates to the science of chaos,
- identify and explain their personal dimensions of leadership,
- identify a potential style of effective leadership in these changing times,
- compare their current leadership style to that of the emerging 21C leadership style.

CONTENT:

I. INTRODUCTION

- A. Is This You?
- B. Traditional Organization
- C. Definition of Chaos

II. LEADERSHIP PROFILE

- A. Benefits of the Leadership Profile
- B. Key Concepts: Dimensions of Leadership
- C. Leadership Profile: Interpretation
- D. Focus of Attention
- E. Interpreting the Profile to Understand Outside Views
- F. Identifying a Profile to Understand a Situation
- G. Interpreting a Team Profile
- H. Interpreting a Profile for a Department

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Title of Course:	THE SUPERVISOR AS A LEADER	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Team Leader and above			
OBJECTIVES: At the conclusion of this program, supervisors will be able to:			
<ul style="list-style-type: none"> • understand the sources of power and the implication in an organization, • describe and use various leadership theories including the Blanchard model and the Gilson model, and McClelland's Theory X/Y, • understand their own personal style of leadership based on self-assessment, • use appropriate leadership techniques given the situation and the employee. 			
CONTENT			
I. UNDERSTANDING LEADERSHIP			
A. Leadership Defined			
B. Questionnaire			
II. LEADERSHIP STYLE			
A. Autocratic/Democratic			
B. Management Style Inventory			
C. The Situational Leadership Model			
D. The Gilson Leadership Model			
E. Pins and Straws			
III. DEVELOPING EMPLOYEES THROUGH LEADERSHIP			
A. The Four Stages of Development			
B. Evaluating Your Employee's Development Level			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	THE SUPERVISOR AS A PERFORMANCE APPRAISER	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
<p>AUDIENCE: Team Leader and above</p>			
<p>OBJECTIVES: At the conclusion of this program, participants will be able to:</p>			
<ul style="list-style-type: none"> • develop yearly performance goals, • plan and discuss annual expectations with the employee, • conduct progress review discussions • conduct the annual performance review discussion 			
<p>CONTENT:</p>			
<p>I. PERFORMANCE MANAGEMENT</p>			
<ul style="list-style-type: none"> A. The Process B. Three Systems C. Objectives of the Systems D. Base System Overview E. Senior System Overview F. Non-Appropriated Fund System Overview G. Leadership Obligations of Performance Management 			
<p>II. PERFORMANCE PLANNING</p>			
<ul style="list-style-type: none"> A. Developing the Performance Plan in the Base System B. Developing the Performance Plan in the Senior System C. Developing the Performance Plan in the NAFI System D. Summarizing the Performance Plan 			
<p>III. PERFORMANCE MONITORING</p>			
<ul style="list-style-type: none"> A. During the Rating Period B. How Should I Counsel? C. Guidelines for Effective Feedback D. Dealing With Individual Performance Problems E. Performance Improvement Plan Under TAPES/NAFI 			
<p>IV. THE ANNUAL PERFORMANCE APPRAISAL</p>			
<ul style="list-style-type: none"> A. Base System Evaluation Report B. Senior System Evaluation Report C. NAFI Evaluation Report 			
<p><u>Quantity or Other Applicable Discounts (Explain)</u></p>			
<p>RETURN TO TABLE OF CONTENTS</p>			

Title of Course:	BUILDING SELF DIRECTED TEAMS	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Anyone interested in starting a SDT

OBJECTIVES: At the conclusion of this program, participants will be able to:

- ascertain their organization's readiness to support the self-directed team process,
- describe and ascertain their own readiness to support the self-directed team process,
- describe the steps necessary to begin a SDT, and the approaches needed to avoid the pitfalls,
- begin to develop the necessary team facilitative skills,
- explain the guidelines for a team contract.

CONTENT

I. INTRODUCTION

- A. Discussion Questions
- B. SDWTs vs. Traditional Organizations

II. READINESS

- A. Organization Readiness
- B. Management Readiness
- C. Getting Upper Management Support
- D. Workgroup Readiness
- E. Summary: Readiness

III. GETTING STARTED

- A. Planning
- B. Contracting
- C. Upper Management Contact
- D. Size of the STD
- E. Communication Skills
- F. Follow-up Sessions
- G. Summary

IV. AVOIDING PITFALLS

- A. Managing Management Functions
- B. Boundary Management
- C. Seven Competencies of Boundary Managers
- D. Examples of Boundary Manager Tasks
- E. Support Systems
- F. Summary

V. DEVELOPING FACILITATIVE SKILLS

- A. Problem-Solving Model
- B. Practical Application of Consensus Decision-Making
- C. Guidelines for Consensual Decision-Making
- D. Ground Rules
- E. Task Process Ground Rules
- F. People Process Ground Rules
- G. What SDT Skills Do You Need

Quantity or Other Applicable Discounts (Explain)

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Title of Course:	CONFLICT RESOLUTION	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Anyone			
OBJECTIVES: At the conclusion of this workshop, participants will be able to:			
<p>explain their conflict management style, understand the styles of their team mates and how they might impact on team effectiveness, use techniques to manage conflict.</p>			
CONTENT			
I. MANAGING CONFLICT			
A. Self-Assessment Instructions			
II. CONFLICT RESOLUTION SKILLS			
A. Preparing for a Constructive Confrontation to Resolve a Conflict			
B. Disagreeing Diplomatically			
C. Rules for Fighting Fair			
D. Conflict Skills: An Application			
III. KEY LEARNINGS			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	WILL THE CUSTOMER RETURN?	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Anyone			
OBJECTIVES: At the conclusion of this program, participants will be able to:			
<ul style="list-style-type: none"> • define quality customer service as it relates to their own work, • identify their own strengths and development needs based on discussion, • begin to use skills to enhance their relationships with customers in areas of: <ul style="list-style-type: none"> <input type="checkbox"/> attitude <input type="checkbox"/> listening to customer feedback <input type="checkbox"/> resolving customer problems <input type="checkbox"/> satisfying customer expectations 			
CONTENT			
I. INTRODUCTION			
A. Objectives			
B. The Customer Service Star			
II. POSITIVE ATTITUDE TOWARDS CUSTOMERS			
A. Appearance			
B. Body Language			
C. Voice			
D. Telephone			
E. Energy			
F. Communicate Professionalism			
III. ENCOURAGE CUSTOMER FEEDBACK			
A. Best Kind of Customer Feedback			
B. Feedback Tips			
IV. RESPOND TO CUSTOMER PROBLEMS			
A. The Upset Customer			
B. Ineffective Listening Habits			
C. Removing Roadblocks			
D. Complaint Resolution Process			
V. DEVELOP REPEAT RELATIONSHIPS BY EXCEEDING CUSTOMER EXPECTATIONS			
A. Sell Your Services			
B. Exceeding Customer Expectations			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	MANAGING MEETINGS	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Anyone

OBJECTIVES: At the conclusion of this program, participants will be able to:

- explain the types of meetings,
- determine when and how to run a meeting,
- insure meetings achieve their objectives,
- insure participants understand their responsibilities,
- manage difficult meetings,
- evaluate meeting effectiveness.

CONTENT:

MEETING ASSESSMENT

I. OVERVIEW

- A. Meeting Purpose
- B. Checklists to Determine if a Meeting is Required
- C. Meeting Preparation
- D. Meeting Objectives
- E. Selecting Participants
- F. Criteria for Effective Agendas
- G. Audio/Visual Media and Summary Chart
- H. Summary: Meeting Considerations

II. MEETINGS AND GROUP PROCESS

- A. Content and Process
- B. Communication
- C. Task, Maintenance, and Self-Oriented (Dysfunctional) Behavior
- D. Are You a Productive Participant?
- E. Are You a Good Meeting Leader?
- F. Setting Meeting Ground Rules?
- G. Summary: Techniques to Develop Task/Maintenance Behaviors

III. HANDLING DIFFICULTIES

- A. Situations
- B. Confrontations

IV. PROBLEM-SOLVING IN MEETINGS

- A. Problem-Solving Model
- B. Acceptance of Decisions

V. MEETING EVALUATION

- A. Meeting Evaluation Form
- B. Analyzing Group Effectiveness
- C. Analyzing Team Effectiveness

APPENDIX

- Format for Meeting Minutes
- Take-Action Meeting Form
- The Necessary Steps to an Effective Meeting

Quantity or Other Applicable Discounts (Explain)

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Title of Course:	PROBLEM SOLVING AND DECISION MAKING	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Anyone			
OBJECTIVES: At the conclusion of this program, participants will be able to:			
<ul style="list-style-type: none"> • improve their ability to use high probability approaches when making decisions and solving problems, • define problems and opportunities more precisely, • develop improved approaches for involving others in the decision process, • develop improved approaches for defining alternative solutions to problems/opportunities and gathering data, • develop more thorough approaches for evaluating alternatives and selecting those, which appear to be most likely to satisfy important decision requirements. 			
CONTENT			
I. OVERVIEW OF PROBLEM SOLVING/DECISION MAKING			
A. Problem Solving Model			
B. Blocks to Effective Decision Making			
C. Case Study			
II. STEPS IN PROBLEM SOLVING/DECISION MAKING			
A. Step 1: Define the Problem/Opportunity Activity 1: Stating the Problem Activity 2: Defining the Problem Clearly			
B. Step 1A: Determine the Involvement of Others Activity 3: Determining the Involvement of Others in the Decision Making Process Requirements of a Decision			
C. Step 2: Define Requirements/Objectives for a Successful Outcome Activity 4: Defining Criteria			
D. Step 3: Generate Alternative Courses of Action Activity 5: Generating Alternatives Tools for Building Ideas			
E. Step 4: Evaluate Alternatives Activity 6: Evaluating Alternatives Evaluation Matrix Consensus Decision Making Force Field Analysis Fishbone Diagrams			
F. Step 5: Implement the Decision Activity 7: Implementing the Decision			
III. GROUP PROBLEM: THE STUCK TRUCK			
A. Guidelines for Consensus Decision-Making Individual Work (Part I) Group Work (Part II)			
B. Stuck Truck Score Sheet			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
<u>RETURN TO TABLE OF CONTENTS</u>			

Title of Course:	SURVIVING ORGANIZATIONAL CHANGE	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Anyone

OBJECTIVES: At the conclusion of this seminar, participants will be able to:

- identify and discuss the changes occurring,
- describe personal reactions to change,
- explain the cycles of change,
- use a ten step process for surviving change,
- begin to adapt to the changing environment.

CONTENT

I. INTRODUCTION

II. REACTIONS TO CHANGE

- A. Psychological Shockwaves
- B. Organizational Problems

III. UNDERSTANDING TRANSITIONS

- A. Endings
- B. The Neutral Zone
- C. Making a Beginning

IV. MANAGING RESISTANCE TO CHANGE

- A. Resistance to Change
- B. Initiation of Change
- C. Emotional Phases of Managing Change
- D. Dealing with the Myths

V. SUCCESSFULLY HANDLING CHANGE

- A. Ten Steps for Success
- B. Summary

VI. CHARTER FOR THE FUTURE

Quantity or Other Applicable Discounts (Explain)

[RETURN TO TABLE OF CONTENTS](#)

Title of Course:	TIME MANAGEMENT	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Anyone			
OBJECTIVES: At the conclusion of this seminar, participants will be able to:			
<ul style="list-style-type: none"> • recognize and understand the source of their time-wasters, • understand the value of effective Time Management principles with respect to the mission, • plan short and longer term goals, including To Do Lists in effort to refine their time management skills and increase their productivity, • use appropriate techniques to deal with the telephone, visitors, paperwork, business travel, procrastination, and communication, in effort to achieve their business goals, • use skills of effective delegation and meeting management, should the situation arise, • understand the value of Life and Career Time Management. 			
CONTENT			
I. UNDERSTANDING THE NATURE OF TIME			
A. Barriers of Time Management			
B. Participant Needs			
C. Time Management Philosophies			
D. Case Study			
II. MANAGING YOUR TIME EFFECTIVELY			
A. Time Logs			
B. Time Management Assessment			
C. Benefits of Effective Time Management			
III. MANAGING WORK TIME			
A. Understanding Job Roles and Expectations			
B. On Setting Goals			
C. Sequencing Activities			
D. Activity: In-Basket			
IV. MANAGING SELF AND OTHERS			
A. Personal Time Wasters			
B. Anti-Interruption Strategies: The Telephone			
C. Anti-Interruption Strategies: The Visitor			
D. Procrastination			
E. Communicating with Others			
F. Handling Paper			
G. Dealing with Business Travel			
V. TIME MANAGEMENT FOR MANAGERS			
A. Managing Staff Time			
B. Guidelines for Better Delegation			
C. Making Meetings Work for You			
D. Case Study			
VI. TIME MANAGEMENT BEYOND THE WORKPLACE			
A. Balancing Work and Personal Time			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
RETURN TO TABLE OF CONTENTS			

Title of Course:	MANAGING THE GENERATION MIX	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
<p>AUDIENCE: Project Managers, Team Leads and above</p> <p>OBJECTIVES: At the conclusion of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> \$ better understand workforce age diversity \$ foster inter-generational understanding and collaboration <p>CONTENT:</p> <p>I. INTRODUCTION</p> <ul style="list-style-type: none"> A. Generation X, Y, etc. B. Value of Diversity <p>II. UNDERSTANDING PERSPECTIVES</p> <ul style="list-style-type: none"> A. Work Ethic B. Dress Code C. Respect for Authority D. Work Distribution <p>III. BEST PRACTICES</p> <ul style="list-style-type: none"> A. Generating Understanding B. Fostering Teamwork 			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
RETURN TO TABLE OF CONTENTS			

Title of Course:	MENTORING	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Preferably intact teams of mentor/mentee
 *This program can be done first for mentors, then mentees, followed by a joint session (mentor/mentee) that includes introductions, first discussions and action planning.

OBJECTIVES: At the conclusion of this training program, participants will be able to:

- \$ explain the roles and responsibilities within the mentoring relationship,
- \$ define the key ingredients to being a successful mentor,
- \$ use various coaching skills used in mentoring,
- \$ develop a plan of action for building the relationship that includes
 - mentoring role, mentee role
 - goals
 - responsibilities
 - types of developmental activities

CONTENT:

I. DEFINING MENTORS AND MENTEES

- A. Myths on Mentoring Quiz
- B. Myths of Mentoring Quiz Answers
- C. Discussion Questions - Exercise 1
- D. What is a Mentor?
- E. The Roles Mentors Play
- F. What is a Mentee?
- G. Some Mentee Types

II INSIDE THE MENTOR/MENTEE RELATIONSHIP

- A. The Career and Psychological Function of Mentoring
- B. The Hierarchy of Mentoring
- C. Discussion Questions - Exercise 2
- D. The Benefits are Tri-Fold
- E. The Tri-Folds Benefits Model
- F. Advantages of Mentoring Relationship to the Mentee
- G. Advantages of Mentoring Relationship to the Mentor
- H. How Mentoring Benefits the Organization
- I. Phases of Mentoring
- J. Discussion Questions - Exercise 3
- K. Risks and Potential Problems of Mentoring
- L. Mentoring Responsibilities
- M. Mentee Responsibilities

III ON BECOMING A MENTOR

- A. Seven-Step Process to Help Mentors Choose Mentees
- B. Discussion Questions - Exercise 4
- C. What Mentors Look for in a Mentee
- D. Criteria for Being a Mentor
- E. Some Do's and Don'ts for Mentors

- F. Do You Have the “Right Stuff?”
- G. Key Ingredients in a Successful Mentor/Mentee Relationship

IV COACHING SKILLS

- A. Conducting a Preliminary Mentoring Discussion
- B. Guidelines for Conducting a Successful Interview
- C. The Use of Open-Ended Questioning
- D. Skills Related to Open-Ended Questioning
- E. A Summary of Techniques to Use in a Guided, Open-Ended Mentoring Discussion
- F. Caveats
- G. Short Case No. 1 - “Reach Exceeds Grasp”
- H. Short Case No. 2 - “High Potential–Low Actual”
- I. Short Case No. 3 - “Knows How and Wants a Chance”
- J. Case Study Worksheets
- K. Possible Learning Methods

V. TOWARD A SUCCESSFUL MENTORING PROGRAM

- A. Guidelines for a Formalized Mentoring System
- B. Some Features for a Successful Mentoring Program
- C. Analyzing the Mentoring Program

[Quantity or Other Applicable Discounts \(Explain\)](#)

[RETURN TO TABLE OF CONTENTS](#)

Title of Course:	RISK MANAGEMENT	Length of Course (# of Hrs/Days):	1 day
Total Price of Course:	\$1,780.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: All those who have the responsibility to evaluate organizational options, assess risk and make decisions. Open to non-supervisory personnel

OBJECTIVES: At the conclusion of this program, participants will be able to:

- \$ decide, plan, manage and cover risk
- \$ use various risk management tools
- \$ explain the dilemmas of risk evaluation
- \$ evaluate risk in the organization

CONTENT:

I. INTRODUCTION

- A. Objectives

II. DEFINING RISK

- A. Risk Definitions
- B. Risk Management Process - Decide, Plan, Manage, Cover
- C. Activity 1

III. RISK MANAGEMENT TOOLS

Title of Course:	BUSINESS EXECUTION	Length of Course (# of Hrs/Days):	2 days
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
<p>AUDIENCE: All those who have the leadership responsibility to set the business tone and strategy for the organization</p> <p>OBJECTIVES: At the conclusion of this program, participants will be able to:</p> <ul style="list-style-type: none"> • identify what it takes to establish a business execution culture • plan strategies for business execution • identify and evaluate talent • plan operations tactics • sustain the business execution culture <p>CONTENT:</p> <p>I. INTRODUCTION</p> <p>A. Objectives</p> <p>B. Definitions</p> <p>C. The People, The Strategy, the Operations</p> <p>D. Benefits</p> <p>II. CREATING THE CULTURE FOR CHANGE</p> <p>A. Communication for Execution</p> <p>B. Reality Based Organizations</p> <p>C. Leadership</p> <p>D. Rewards</p> <p>III. THE STRATEGY PROCESS</p> <p>A. Direction</p> <p>B. Cost</p> <p>C. Risks</p> <p>D. Flexibility</p> <p>E. Developing the Strategy</p> <p>IV. THE PEOPLE PROCESS</p> <p>A. Spotting Talent - Talent Assessment Flowchart</p> <p>B. Selecting Talent</p> <p>C. Evaluating Talent</p> <p>V. THE OPERATIONS PROCESS</p> <p>A. Operations Plans</p> <p>B. Conduct the Assessment</p> <p>C. Set and Objective</p> <p>D. Create a Game Plan</p> <p>E. Set Milestones</p> <p>F. Make Contingency Plans</p> <p>VI. SUSTAINING BUSINESS EXECUTION</p> <p>A. Empowerment</p> <p>B. Variety of Talent</p> <p>C. Celebrate Success</p> <p>D. Role Model</p>			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
RETURN TO TABLE OF CONTENTS			

Title of Course:	APPLIED MANAGEMENT TECHNIQUES	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Entry level managers and above			
OBJECTIVES: At the conclusion of this program participants will be able to:			
<ul style="list-style-type: none"> • use the skills of Plan, Organize, Direct and Control, • identify individual and employee time-wasters, • use techniques to manage time more effectively, • use techniques and forms to aid in project management, • use appropriate style of leadership based on the needs of employees. 			
CONTENT:			
I. UNDERSTANDING MANAGEMENT			
What Does Today's Manager Need?			
Functional Skills of Supervision			
II. PLANNING			
A. Steps in Managing a Plan			
B. On Setting Goals			
III. ORGANIZING			
A. Measure Your Current Use of Time to Help Find Your Time-wasters			
B. Prioritizing: How to Identify the Sequence of Activities			
C. Managing Time-wasters			
C.1. Personal Time-wasters			
C.2. Anti-Interruption Strategies: The Telephone			
C.3. Procrastination			
C.4. Handling Paper - The TRAF Technique			
C.5. Streamlining Meetings			
IV. DIRECTING			
A. Supervisor's Delegation Checklist			
V. CONTROLLING			
A. Leadership Style Inventory			
B. The Situational Leadership Model			
C. Activity: Pins and Straws			
D. Developing Employees Through Leadership and Motivation			
E. Diagnostic Tools			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
RETURN TO TABLE OF CONTENTS			

Title of Course:	COACHING AND COUNSELING	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Team Leaders and above			
OBJECTIVES: At the conclusion of this program, participants will be able to:			
<ul style="list-style-type: none"> • use effective communication skills of listening and feedback in coaching/counseling situations, • explain the difference between coaching, counseling, and mentoring, • use a model for successful performance improvement counseling • use a model for successful coaching/training for on the job development • explain how coaching/counseling fits into the performance management process. 			
CONTENT:			
I. EFFECTIVE COMMUNICATION			
A. Communications Principles			
B. Effective Listening			
C. Active Listening			
D. Feedback Skills			
E. Guidelines for Effective Feedback			
F. Assertiveness			
G. Learning Circle Activity			
II. COUNSELING			
A. Definitions			
B. Characteristics of Effective Counselors			
C. A Problem - Solving Model for Effective Counseling			
III. COUNSELING AND THE TOTAL ARMY PERFORMANCE EVALUATION SYSTEM			
A. The Process			
B. Objectives of the Systems			
C. Leadership Obligations of Performance Management			
IV. PERFORMANCE PLANNING			
A. Developing the Performance Plan in the Base System			
B. Developing the Performance Plan in the Senior System			
C. Summarizing the Performance Plan			
V. PERFORMANCE MONITORING			
A. During the Rating Period			
B. How Should I Counsel?			
A. Performance Improvement Plan Under TAPES			
VI. THE ANNUAL PERFORMANCE APPRAISAL			
VII. COACHING FOR ON THE JOB DEVELOPMENT			
A. Work Situations That May Require Coaching			
B. On the Job Coaching			
C. Techniques for On The Job Training			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
RETURN TO TABLE OF CONTENTS			

Title of Course:	LEADERSHIP AND MOTIVATION	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: Team Leader and above			
OBJECTIVES: At the conclusion of this program, participants will be able to:			
<ul style="list-style-type: none"> • explain various theories of motivation, • understand through self-assessment the personal styles they use in motivating and managing, • identify the sources of motivation in their work force and appropriate techniques to stimulate motivation, • describe and use various leadership theories, including the Blanchard model and the Gilson model, • understand their own personal style of leadership, based on self-assessment, • use appropriate leadership techniques given the situation and the employee. 			
CONTENT:			
UNDERSTANDING MOTIVATION			
<ul style="list-style-type: none"> A. David McClelland's Theory of Motivation B. Abraham Maslow's Hierarchy of Needs C. Frederick Herzberg's Motivation Theory D. Activity 			
II. MOTIVATION AND YOUR EMPLOYEES			
<ul style="list-style-type: none"> A. Motivational Analysis B. Motivating Your Employees C. Activity D. Enhancing The Motivational Climate 			
III. MOTIVATION - A SUCCESS STORY			
IV. LEADERSHIP STYLE			
<ul style="list-style-type: none"> A. Autocratic/Democratic B. Management Style Inventory C. The Situational Leadership Model D. The Gilson Leadership Model E. Pins and Straws 			
V. DEVELOPING EMPLOYEES THROUGH LEADERSHIP			
<ul style="list-style-type: none"> A. The Four Stages of Development B. Evaluating Your Employee's Development Level 			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
RETURN TO TABLE OF CONTENTS			

Title of Course:	PRE-SUPERVISORY DEVELOPMENT	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Anyone interested in the management profession, team leaders, and newly promoted supervisors

OBJECTIVES: At the conclusion of this program, participants will be able to:

- get started as a “new boss” (i.e., anxieties, old friends, authority, respect, subordinates),
- use practical tips and basic tactics for mastering supervision (i.e., assorted pests, humor, cooperation, priorities),
- avoid common supervisory mistakes (i.e., communication, rush jobs, socializing), 15 basic practices,
- describe the personal aspects of supervision (i.e., panic, priorities, getting help, the grapevine, routine, taking things personally),
- answer those “tricky” supervisory questions.

CONTENT:

I. GETTING STARTED

II. ENTERING YOUR BOSS’ WORLD

- A. Your Selection
- B. Perception Check With Your Boss
- C. Transition Process

III. HANDLING YOUR NEW JOB

- A. Annoying People
- B. Working With Other Departments
- C. Availability and Visibility
- D. How to Think Like a Worker and Act Like a Boss

IV. MASTERING BASIC SUPERVISORY SKILLS

- A. Remaining Calm With Employees
- B. Keeping Distance With Your Employees
- C. Avoiding Perceptions of Favoritism
- D. Handling Rush Jobs
- E. Taking the Blame for Your Employees
- F. Fifteen Basic Practices That Will Make You a Better Boss

V. BALANCING PERSONAL AND PROFESSIONAL LIFE

Quantity or Other Applicable Discounts (Explain)

[RETURN TO TABLE OF CONTENTS](#)

Title of Course:	RE-ENGINEERING, RESTRUCTURING, REORGANIZING	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Team Leaders and above are welcome to an open enrollment session.
Works best with an intact work group of middle to senior managers.

OBJECTIVES: At the conclusion of this program, participants will have:

- identified components and characteristics of their organization that will impact the change process,
- described employee reactions to change,
- assessed the readiness and resources of their own organization to implement change,
- used the ten step IMA process for implementing change,
- developed a draft implementation strategy.

CONTENT

I. INTRODUCTION

- A. Restructuring the MTMC
- B. From the Old to the New
- C. The Change Model

II. STEP 1 - DEFINE THE CHANGE

- A. Essentials of Change
- B. Dilemmas of Change
- C. The Rationale for Change
- D. A Vision of New Possibilities

III. STEP 2 - ASSESS THE CLIMATE

IV. STEP 3 - IDENTIFY THE CHANGE APPROACH

- A. Understanding Transitions
- B. Endings
- C. The Neutral Zone - Transition State
- D. Making A Beginning
- E. The Change Approach

V. STEP 4 - GENERATE SPONSORSHIP

- A. The Cast of Characters
- B. The Attributes of a Successful Sponsor
- C. The Skills of a Successful Sponsor
- D. Focus on Commitment
- E. Obtaining Trust, Support and Commitment
- F. Communication Styles and Impact on Regionalization

VI. STEP 5 - TARGET READINESS

- A. Target Resistance
- B. Emotional Phases of Change
- C. Tactics for Reducing Resistance

- VII. STEP 6 - CREATE CULTURAL FIT**
 - A. How Corporate Culture is Defined
 - B. Strategies to Influence Cultural Change
- VIII. STEP 7 - BUILD AGENT CAPABILITIES**
- IX. STEP 8 - MOTIVATION PLANNING**
- X. STEP 9 - COMMUNICATION**
- XI. STEP 10 - INTEGRATE THE PLAN**
 - A. Involving Others
 - B. The Gilson Leadership Model
 - C. Path - Goal Leadership Model
 - D. Involvement Readiness Level

[Quantity or Other Applicable Discounts \(Explain\)](#)

[RETURN TO TABLE OF CONTENTS](#)

Title of Course:	THE POWER OF NEGOTIATION	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
<p>AUDIENCE: Anyone</p> <p>OBJECTIVES: At the conclusion of this program, participants will be able to:</p> <ul style="list-style-type: none"> • use effective listening and feedback skills, • recognize their personal style of conflict resolution and its impact on negotiation, • explain the six steps of negotiation, • negotiate for an effective contract with the client, • shift communication approaches based on personality styles, • use various negotiation strategies, • use influence - not power - to persuade the client <p>CONTENT</p> <p>I. INTRODUCTION</p> <p>A. What Impacts Negotiation Ability</p> <p>B. Negotiation: Definitions</p> <p>II. COMMUNICATIONS</p> <p>A. Rules for Effective Listening</p> <p>B. Active Listening</p> <p>C. Feedback Skills Questionnaire</p> <p>III. CONFLICT MANAGEMENT STYLE</p> <p>A. How You Act in Conflicts</p> <p>IV. RESOLVING CONFLICT</p> <p>A. Disagreeing Diplomatically</p> <p>B. Rules for Fighting Fair</p> <p>C. Seven Practical Steps to Problem Solving</p> <p>V. NEGOTIATION SKILLS</p> <p>A. Characteristics of Successful Negotiators</p> <p>B. The Six Steps of Negotiation</p> <p>C. Planning for a Negotiation</p> <p>D. Negotiation Strategies and Techniques</p> <p>VI. GETTING WHAT YOU WANT THROUGH INFLUENCE</p> <p>VII. SIMULATION A: INTERGROUP CONFLICT/NEGOTIATION EXERCISE SIMULATION B: OBSERVER WORKSHEET</p>			
<p>Quantity or Other Applicable Discounts (Explain)</p> <p>RETURN TO TABLE OF CONTENTS</p>			

Title of Course:	ENHANCING CLIENT RELATIONSHIPS	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Anyone

OBJECTIVES: At the conclusion of this program, participants will be able to enhance client confidence through:

- effective use of communication skills,
- responding to problems,
- managing the client,
- follow-up,
- managing priorities and stress,
- team cooperation.

CONTENT

I. INTRODUCTION

- A. Quality
- B. Client Satisfaction
- C. Assessment of Current Service Quality
- D. Rebuilding Client Confidence

II. ENHANCE CLIENT CONFIDENCE THROUGH PERCEPTION

- A. Attitude
- B. Voice
- C. Communicating Professionalism

III. ENHANCE CLIENT CONFIDENCE BY RESPONDING TO PROBLEMS

- A. The Upset Client
- B. The Hidden Performance Measurement: The Complaint
- C. Ineffective Listening Habits
- D. Delivering Bad News
- E. Managing Objections
- F. Complaint Resolution Process

IV. ENHANCE CLIENT CONFIDENCE BY MANAGING PERSONALITIES

- A. Managing an Assertive/Demanding Client
- B. Managing the Angry Caller
- C. Managing the Passive Client
- D. Managing the Talkative Client

V. ENHANCE CLIENT CONFIDENCE BY FOLLOW-UP AND FOLLOW-THROUGH

VI. ENHANCE CLIENT CONFIDENCE BY MANAGING PRIORITIES AND STRESS

- A. Managing Your Voice Message System
- B. Prioritizing Your Projects
- C. Preventing Burnout

VII. ENHANCE CLIENT CONFIDENCE THROUGH TEAM COOPERATION

- A. Key Themes of Team Cooperation
- B. How We Will Work Together

VIII. ENHANCE CLIENT CONFIDENCE BY EXCEEDING EXPECTATIONS

- A. Make Sure Clients Return
- B. How Good is Good Enough?
- C. Exceeding Clients Expectations

Quantity or Other Applicable Discounts (Explain)

[RETURN TO TABLE OF CONTENTS](#)

Title of Course:	CONFLICT, NEGOTIATION AND STRESS MANAGEMENT	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Anyone

OBJECTIVES: At the conclusion of this program, participants will be able to:

- explain the role of negotiation in a changing environment,
- recognize their personal style of conflict resolution and its impact on negotiation,
- use steps to “disagree diplomatically” and “fight fairly”,
- explain and use the six steps of negotiation,
- plan and conduct a negotiation session,
- use various negotiation strategies,
- identify the sources of organizational, personal, and family stress,
- develop coping strategies for dealing with increased stress levels.

CONTENT

I. INTRODUCTION

- A. What Impacts Negotiation Ability
- B. Negotiation: Definitions

II. CONFLICT MANAGEMENT STYLE

- A. How You Act in Conflicts

III. RESOLVING CONFLICT

- A. Disagreeing Diplomatically
- B. Rules for Fighting Fair
- C. Seven Practical Steps to Problem Solving

IV. NEGOTIATION SKILLS

- A. Characteristics of Successful Negotiators
- B. The Six Steps of Negotiation
- C. Planning for a Negotiation
- D. Negotiation Strategies and Techniques

V. CASE STUDY: INTERGROUP CONFLICT/NEGOTIATION EXERCISE

VI. UNDERSTANDING STRESS

- A. Understanding and Managing Stress Person/Environment Fit
- B. Sources of Stress
- C. Strain Response

VII. MANAGING STRESS

- A. Exercise/Relaxation
- B. Self-Talk
- C. Toxic and Nourishing Behavior
- D. Do You Work Too Hard?
- E. Stress Coping Strategies: Summary

Quantity or Other Applicable Discounts (Explain)

[RETURN TO TABLE OF CONTENTS](#)

Title of Course:	EFFECTIVE CONSULTING SKILLS	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
<p>AUDIENCE: Anyone</p> <p>OBJECTIVES: At the conclusion of this program, participants will be able to:</p> <ul style="list-style-type: none"> • explain what an effective consultant can bring to clients within the organization, • describe the various consulting roles appropriate for the professional, • explain and use a five sep model for effective consulting: contracting, data collection, diagnosis, feedback and recommendations, • prepare for their first client meeting, deal with client resistance, • use a model for resolving client complaints, • deal with multiple clients through effective client planning, price projects to support revenue goals. <p>CONTENT</p> <p>I. OVERVIEW OF CONSULTING</p> <p>A. Customer Satisfaction Team as Consultants</p> <p>B. Consultant Roles and Personal Characteristics</p> <p>II. IDENTIFYING AND UNDERSTANDING YOUR CLIENT</p> <p>A. Client Identifications, Expectations, and Satisfaction</p> <p>III. MODEL FOR EFFECTIVE CONSULTING</p> <p>A. Phases of Consulting</p> <p>B. Preparing for the First Meeting and Conducting the First Meeting</p> <p>C. Client Resistance</p> <p>D. Dealing with the Resistance: A Model</p> <p>IV. CONTRACTING</p> <p>A. Contracting Model</p> <p>B. Planning the Contracting Meeting</p> <p>C. Format Proposals</p> <p>D. Contracts</p> <p>E. Setting Fees</p> <p>V. DATA COLLECTION</p> <p>A. Data Gathering Checklist</p> <p>B. Planning the Data Collection Meeting: Reference Guide</p> <p>VI. DIAGNOSIS</p> <p>A. Diagnosis Model</p> <p>B. Bias for Action</p> <p>C. Diagnostic and Creative Techniques</p> <p>VI. CONDUCTING FEEDBACK</p> <p>A. Progress Review Meeting</p> <p>B. Agenda for the Progress Review Meeting</p> <p>C. Final Feedback Meeting</p> <p>VIII. DEVELOPING AN IMPLEMENTATION PLAN</p> <p>IX. EVALUATING THE PROJECT</p> <p>A. The Hidden Performance Measurement: The Complaint</p> <p>B. Approaches and Techniques for Understanding the Customer</p> <p>C. Listening to the Voice of the Customer</p> <p>X. MANAGING ACCOUNT PLANNING</p> <p>A. Managing Account Planning (AP) Overview</p> <p>B. Primary Partnership Accounts</p> <p>XI. MANAGING PROJECT PLANNINGSUMMARIZING THE SYSTEM</p> <p>XI. SUMMARY AND CLOSE</p>			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	SMALL GROUP FACILITATION COURSE		Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:		15
Price Per Participant	\$0			
		Maximum Number of Participants:		30
<u>Description of Class</u>				
<p>AUDIENCE: for any employee who has to manage team meetings or facilitate group decision sessions</p> <p>OBJECTIVES: At the conclusion of this program, participants will be able to:</p> <ul style="list-style-type: none"> • Explain adult learning concepts • Facilitate with or without technology • Organize the group for success • Use a variety of decision making modes • Use a consultative approach with the group • Manage the meeting according to protocol • Track team progress. <p>CONTENT:</p> <p>I. FACILITATION BASICS</p> <p>II. FACILITATING WITH TECHNOLOGY VTC, Audio Conferences, power projection</p> <p>III. ORGANIZING THE GROUP / SESSION</p> <p>A. Stakeholder Analysis</p> <p>B. Group Charter</p> <p>C. Planning the Meeting</p> <p>IV. USING A PROBLEM SOLVING MODEL</p> <p>V. FACILITATING FOR CONSENSUS DECISION MAKING</p> <p>A. Four Modes of Decision Making</p> <p>B. Handling Conflict</p> <p>C. Negotiation</p> <p>VI. TRACKING GROUP SUCCESS</p>				
<u>Quantity or Other Applicable Discounts (Explain)</u>				
<u>RETURN TO TABLE OF CONTENTS</u>				

Title of Course:	PROJECT MANAGEMENT	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: for any personnel responsible for managing projects - introductory – intermediate

OBJECTIVES: At the conclusion of this program, participants will be able to:

- Define the scope of the project
- Plan the dimensions of the project
- Implement the project plan
- Manage the project
- Complete and evaluate the project

CONTENT:

- I. INTRODUCTION**
 - A. Project Management Definitions
 - B. Project Management Parameters
- II. DEFINING THE PROJECT SCOPE**
 - A. Purpose, Objectives
 - B. Short and Long Term Outcomes
 - C. Deliverables
- III. PLANNING THE PROJECT**
 - A. Financial Resources
 - B. Staffing
 - C. Roles and Responsibilities
 - D. Resources
 - E. Work Plan
 - F. Time Frame
 - G. Quality, Time and Cost Dimension
- IV. PROJECT IMPLEMENTATION**
 - A. Negotiation Skills
 - B. Managing Conflict
 - C. Coaching and Counseling
 - D. Setting Standards
 - E. Controlling Work Flow
 - F. Charting Techniques
 - G. Progress Reports
 - H. Managing Budget
- V. COMPLETING AND EVALUATING THE PROJECT**
 - A. Final Review Meetings
 - B. Evaluation against Deliverables
 - C. Evaluation against the Work of the Team
 - D. Next Steps
- VI. SUMMARY AND CLOSE**

Quantity or Other Applicable Discounts (Explain)

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Title of Course:	CREATIVE PROBLEM SOLVING	Length of Course (# of Hrs/Days):	2 day
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE: for all employees / managers			
OBJECTIVES: At the conclusion of this workshop, participants will be able to:			
<ul style="list-style-type: none"> • Identify their own creative potential and roadblocks to personal creativity • Improve their ability to use a variety of approaches when making decisions and solving problems • Use a variety of creative methods to identify problems and work through to solution. 			
CONTENT:			
I. INTRODUCTION			
A. Stages of Creative Process			
B. Team Creativity Potential			
C. Creativity Curbs			
II. OVERVIEW OF PROBLEM SOLVING / DECISION MAKING			
A. Problem Solving Model			
B. Blocks to Effective Decision Making			
C. Case Study			
III. STEPS IN PROBLEM SOLVING AND DECISION MAKING			
A. Step 1: Define the Problem/ Opportunity			
B. Step 1A. Involvement of Others			
C. Step 2 : Define the Requirements			
- Scamper approach			
- Novel Combinations			
- Modification			
D. Step 3: Generate Alternative Solutions			
- Novel Combinations			
- Mind mapping			
- Random Words			
- KJ Brainstorming			
- Innovative Transfer			
E. Step 4: Evaluate Alternatives			
F. Step 5: Implement the Decision			
IV. GROUP PROBLEM SOLVING			
A. Consensus Decision Making			
B. The Stuck Truck			
V. SUMMARY AND CLOSE			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	PRODUCTIVITY IMPROVEMENT THROUGH PROCESS ACTION TEAMS	Length of Course (# of Hrs/Days):	2 days
Total Price of Course:	\$3,560.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30

Description of Class

AUDIENCE: Personnel who have been designated as members of PATs.

OBJECTIVES: At the conclusion of this program, participants will be able to:

- discuss the concept and philosophy of quality improvement
- apply techniques and tools of successful quality improvement Process Action Teams, including:
 - steering committees, boards, coordinators, facilitators, team leaders and members
 - small group dynamics
 - problem identification and problem-solving techniques
 - analysis techniques of brainstorming, data collection, cause-and-effect diagram, Pareto analysis, run charts, control charts, scatter diagrams, flow charts, analysis and implementation.

CONTENT:

I. INTRODUCTION

- A. Process Improvement Model
- B. The Roles of the Players

II. GROUP DYNAMICS

- A. Building an Effective PAT
- B. Assessing and Managing Conflict
- C. Conducting an Effective PAT Meeting
- D. Brainstorming
- E. Creativity

III. TQM TOOLS AND TECHNIQUES

- A. Data Collection Techniques
- B. Flow Diagramming
- C. Cause-and-Effect Diagram
- D. Pareto Analysis
- E. Scatter Diagram
- F. Run Chart
- G. Statistical Process Control (SPC)

IV. PAT LABORATORY

- A. Final Exercise

Quantity or Other Applicable Discounts (Explain)

[RETURN TO TABLE OF CONTENTS](#)

Title of Course:	EFFECTIVE PRESENTATION SKILLS	Length of Course (# of Hrs/Days):	3 days
Total Price of Course:	\$5,340.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	15
<u>Description of Class</u>			
<p>AUDIENCE: Anyone - class limited to ten</p> <p>OBJECTIVES: At the conclusion of this program, participants will be able to:</p> <ul style="list-style-type: none"> • improve their voice and manner and emphasize key points, to keep an audience's attention, • deal more effectively with stage fright, • tailor a presentation to different audience needs, • plan and organize content into easily understood form, • develop skills in anticipating and responding to questions, • improve their ability to handle difficult groups, • develop and use a variety of audiovisual aids to support their presentations. <p>CONTENT</p> <p>I. INTRODUCTION</p> <p>A. Objectives</p> <p>B. Overview</p> <p>II. PART I: PRESENTATION TECHNIQUES</p> <p>A. Vocal Skills</p> <p>B. Non-Verbal Communication Techniques</p> <p>C. Stage Fright</p> <p>D. How to Overcome Stress</p> <p>E. Questions and Answers</p> <p>F. Handling Difficult Situations</p> <p>G. Using Props</p> <p>III. PART II: PLANNING YOUR PRESENTATION</p> <p>A. Type of Presentation</p> <p>B. Objectives</p> <p>C. Audience Analysis</p> <p>IV. PART III: ORGANIZING YOUR THOUGHTS</p> <p>A. Eight Steps to Organization</p> <p>V. PART IV: VISUAL AND PREPARATION AND THE ENVIRONMENT</p> <p>A. Developing Your Visual Aids</p> <p>B. Using Visual Aids</p> <p>C. The Overhead Projector</p> <p>D. Effective Aids to Understanding</p>			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
RETURN TO TABLE OF CONTENTS			

Title of Course:	TRAIN THE TRAINER WORKSHOP	Length of Course (# of Hrs/Days):	3 days
Total Price of Course:	\$5,340.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	15
<u>Description of Class</u>			
<p>AUDIENCE: Anyone</p> <p>OBJECTIVES: By the conclusion of this program, participants will be able to:</p> <ul style="list-style-type: none"> • explain the characteristics of effective trainers and concepts of adult learning, • identify various approaches to needs assessment, • explain the value of the design phase and design a training program outline, • prepare instructor guidelines, • select appropriate training methods, • use, role play, game, lecture, information-centered, learner-centered, & on-the-job training methods, • use effective platform skills (voice, gestures, questioning techniques), • handle stage fright, difficult participants and situations more effectively, • develop and use effective visual aids, • plan for the appropriate training environment, and explain the four levels of program evaluation. <p>CONTENT</p> <p>I. INTRODUCTION</p> <p>A. Characteristics of Great Trainers</p> <p>B. Setting the Tone</p> <p>C. Getting Full Participation</p> <p>D. Concepts of Adult Learning</p> <p>II. ASSESSMENT OF TRAINING NEEDS</p> <p>A. Overview</p> <p>B. Needs Assessment Model</p> <p>C. Sample Assessment Instruments</p> <p>III. DESIGN OF TRAINING PROGRAMS</p> <p>A. Overview</p> <p>B. Design Considerations</p> <p>C. From Design to Development</p> <p>IV. DEVELOPMENT OF TRAINING PROGRAMS</p> <p>A. Developing Written Materials</p> <p>B. Preparing Instructor Guide</p> <p>C. Selecting Training Methods</p> <p>D. Discussions</p> <p>E. Small Groups</p> <p>F. Role Playing</p> <p>G. On-the Job Training</p> <p>H. Written Exercise</p> <p>V. PROGRAM DELIVERY</p> <p>A. Getting a Program Started</p> <p>B. Presentation Techniques</p> <p>C. Stage Fright</p> <p>D. Questions and Answers</p> <p>E. Handling Difficult Situations and People</p> <p>VI. VISUAL AIDS AND ENVIRONMENT</p> <p>VII. PROGRAM EVALUATION</p> <p>A. Why Aren't They Doing What They Learned in Class?</p> <p>B. The Kirkpatrick Evaluation Model</p> <p>C. Factors to Evaluate</p> <p>D. Measuring Attitude and Skills</p>			
<u>Quantity or Other Applicable Discounts (Explain)</u>			
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Title of Course:	FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT	Length of Course (# of Hrs/Days):	3 days
Total Price of Course:	\$5,340.00	Minimum Number of Participants:	15
Price Per Participant	\$0		
		Maximum Number of Participants:	30
<u>Description of Class</u>			
AUDIENCE:	Supervisors and Managers, new HR professionals (with less than three years of experience), HR specialists who have limited generalist experience in the human resources function.		
OBJECTIVES:	At the conclusion of this program, the participants will be able to:		
\$	Better manage the selection process		
\$	Prepare well-written training objectives - and get results from your training activities		
\$	Use a measurable, results-based performance management system		
\$	Advise your organization's employees on how to avoid EEO complaints		
\$	Balance your role as spokesperson for management and employees		
\$	Better manage employee and management relationships.		
CONTENT:			
I.	HUMAN RESOURCES CHALLENGES		
	A. Components of Workplace Diversity		
	B. Projected Changes Concerning Tomorrow's Workforce		
II.	THE HUMAN RESOURCES FUNCTION: AN OVERVIEW		
	A. Basic Composition of a Human Resources Department		
III.	HUMAN RESOURCES AND LEGAL ISSUES		
	A. Key Equal Employment Opportunity Legislation and Assess its Impact on the Employment Process		
	B. The Doctrine of Termination-at-Will		
IV.	THE EMPLOYMENT PROCESS		
	A. Aspects of a Job's Specifications and Definitive Job Descriptions		
	B. New Employee Orientation Program		
	C. Valid Testing Program		
V.	COMPENSATION		
	A. The Characteristics of an Effective Compensation Program		
	B. Various Job Evaluation Methods		
VI.	PERFORMANCE MANAGEMENT		
	A. The Objectives and Uses of Performance Management		
	B. The Components of an Effective Performance Management Plan		
VII.	EMPLOYEE RELATIONS		
	A. Factors Involved in Maintaining Good Employee Relations		
	B. Grievance Procedures		
VIII.	EMPLOYEE TRAINING AND DEVELOPMENT		
	A. The Role of Training and Development in Organizations Today		
	B. Tuition Reimbursement Plan		
IX.	STRATEGIC HUMAN RESOURCES MANAGEMENT PLANNING		
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SUPPORT PRODUCTS

NOTE: Click on a link to see the description

SUPPORT PRODUCTS	RATE
PS Leader	\$125.00 *
Personal Style Assessment	\$5.00 *
Dimensions of Leadership	\$12.00
DISC Profile	\$12.00
Listening Assessment	\$12.00
Time Management Assessment	\$12.00
Stress Assessment	\$12.00
Career Development Assessment	\$25.00
Survival Guide to Managing Consultants	\$50.00
Integrity: The Guiding Principle	\$50.00
Managerial Assessment of Proficiency - for 12	\$4800.00 *
Perspectives	\$125.00 *
Managing to Excel for 25	\$1000.00*
* Not allowed to discount. Discounts can be negotiated at time of contracting with client. Must get approvals from manufacturer.	

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PS Leader 360 Assessment\$125.00

A 360 assessment to be used with managers, peers, and subordinates that enables the incumbent managers to identify their strengths and development needs against a predefined list of competencies. This assessment can also be tailored to a client's own competencies and can be administered online or via paper/pencil.

Identify Style Assessment.....\$5.00

A short inventory based on the work of Carl Jung that allows the participant to identify and understand his/her personality styles – Thinker, Feeler, Intuitor, Sensor. Often used in team development activities, and leadership training programs.

In addition to this Survival Guide, there is a Project Manager Assessment that will allow Senior Managers to identify the best Project Managers suited for a particular team. This assessment can also be used as a self-development tool for Project Managers already on the job. Identifying current skills and competencies along with improving developmental areas will work towards enhancing Project Manager competencies.

Integrity: The Guiding Principle.....\$100.00

The purpose of this guidebook is to enable users to:

- explain the concepts of ethics in business, and why it is important to overall business strategy,
- understand the need for Integrity Guidelines and related global policy statements and its impact on the company,
- be able to use Integrity Guidelines and related policy statements in everyday business dealings,
- explain their role in support of a business ethics program.

The Managerial Assessment of Proficiency.....\$4,800.00

The Managerial Assessment of Proficiency (MAP) is a video driven, computer scored assessment objectively measuring an individual's (and an organization's) competency level in 12 key managerial areas. In addition, it covers 10 styles/values, which influence the effectiveness of the 12 competencies. The outcome is an individual and organizational profile (bar graph) by percentiles measured against a database of over 50,000 supervisors, managers and professionals. The final result is an Individual Development Plan designed for both personal growth and increased organizational effectiveness. The Assessment takes about 6 hours (including breaks), the Interpretation 2-3 hours and the Individual Development Plan 2-3 hours. Minimum of 12 at \$400 per person.

Perspectives\$125.00

Perspectives is based on research into the skills and competencies needed to deliver top quality at work. This multi-rater feedback instrument enables managers and professional/technical staff members to be rated against 12 key competencies. Ratings are provided by manager, self, and three to five subordinates (team members, associates, etc.)

Managing To Excel_{TM}.....\$1,000.00

Managing to Excel is a collection of 12 video-based modules that helps supervisors and managers improve key management competencies. Supervisors and managers can first be assessed by the Managerial Assessment of Proficiency (MAP_{TM}) to determine specific developmental needs. This helps participants to objectively identify their needs, dramatically increasing "buy-in" training.

Each module is offered as a four-hour workshop taught by your instructors. An installation of **EXCEL** includes videotape, Instructor Guidelines, and materials (workbooks and handouts) for 25 participants.

In each workshop, managers view analyses of episodes drawn from **MAP** that examine typical management interactions. Working interactively with video and workbook, participants identify the basic skills and techniques associated with each competency. They then practice and apply their new learning in a variety of hands-on exercises: role-play, case method, script analysis, games/simulations, and self-inventories. Every module ends with an individual/Action Plan that participants share with their managers, work team, and other shareholders. This is the vehicle for transferring learning from workshop to workplace.

CONTRACT TERMS

2	Maximum Order	\$1,000,000.00
3	Minimum Order	\$300.00
4	Geographic Coverage	Domestic and Overseas
5	Points of Production	same as company address
6	Discount from List Prices	Discounts already deducted. See attachment
7	Quantity discounts	none offered
8	Prompt Payment Terms	1% 10 Days Net 30 days
9a	Acceptance of Government Purchase Card below micro threshold:	Yes
9b	Acceptance of Government Purchase Card above micro threshold	Contact Contractor
10	Foreign Items	None
11a	Time Delivery	Specified on the Task Order
11b	Expedited Delivery	Contact Contractor
11c	Overnight and 2 day Delivery	Contact Contractor
11d	Urgent Requirements	Contact Contractor
12	FOB Points	Destination
13a	Ordering Address	Same as company address
13b	Ordering Procedures	fss.gsa.gov/schedules
14	Payment Address	Same as company address
15	Warranty Provision	Contractor's standard commercial warranty
16	Export Packaging Charges	N/A
17	Terms and Conditions	Contact Contractor
18	Terms and conditions of Rentals	N/A
19	Terms and conditions of Installation	N/A
20	Terms and conditions of Repair: a. Terms and conditions for any other services:	N/A
21	List of service and distribution points	N/A
22	List of participating dealers	N/A
23	Preventive maintenance	N/A
24a	Special attributes such as environmental attributes	N/A
24b	Standard Section 508 Compliance	N/A
25	Data Universal Numbering System (DUNS)	19-2486967
26	Notification regarding registration in CCR	Registered

	database	
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