

Proposal of
Resolution Dynamics, Inc.

to

U.S. Nuclear Regulatory Commission
Division of Contracts & Property Management
Contract Negotiation Branch No. 2; P-1042
Washington, D.C. 20555

NRC Supervisory, Managerial and
Organizational Development Programs

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TECHNICAL AND MANAGEMENT PROPOSAL

1.0 Personnel Qualifications and Experience

Resolution Dynamics, Incorporated (RDI) will supply experienced and highly qualified trainers, consultants and design personnel for all tasks included under the U.S. Nuclear Regulatory Commission (NRC) Supervisory, Managerial and Organizational Development Programs project. The average for key personnel to be offered is fifteen years experience at the professional level. Additionally, five out of this cadre of twelve have had significant experience working with the NRC, delivering products and services that are similar or the same as those identified in this project. Even those without direct experience inside NRC have worked extensively in similar organizations with engineering, scientific, regulatory and nuclear power functions. Among these are the U.S. Department of Energy, General Electric and Tennessee Valley Authority.

1.1 Identify "Key Personnel," and percentage of time for each on other projects over proposed period

The following list of cadre includes primary trainers, consultants or designers on the various project tasks. [PT] indicates Primary Trainer. [LC] indicates one of the persons who may be Lead Consultant on an Organizational Development project, [BU] indicates Backup. Course design assignments will be made by the RDI project manager. Key personnel include:

KEY STAFF NAMES

PROJECT RESPONSIBILITY

1. Nicholas Mann

1. PROJECT MANAGER, plus [PT] Supervising Human Resources, [PT] Appraising Employees, [BU] Performance Management, [BU] Management Workshop, [BU] Conflict Resolution, [LC] Organizational Development

2. Donald Spears

2. [PT] Conflict Resolution, [PT] Small Group Dynamics, [PT] Work Team Coordinator Workshop, [BU] Planning and Coping, [BU] Appraising Employees, and [LC] Organizational Development

SIAR *PSOP*
AP. *Time*
PM *Comm Imp.*
MW *metys*
C/ut
UD
Small Group
Team.
Oh.

3. Karen Gaskins
Jones

3. [PT] Presupervisory Orientation
Pt. 2, [PT] Managing Management
Time, [PT] Communication for NRC
Inspectors, [PT] Planning and
Coping, [BU] Conducting
Meetings, [BU] Managing Stress,
[BU] Selection Interviewing, [BU]
Interviewing Skills

4. William King

4. [PT] Interviewing Skills, [PT]
Conducting Meetings, [PT]
Gathering Information for
Inspectors through Interviews,
[BU] Communication for NRC
Inspectors, [BU] Work Team
Coordinator Workshop, [BU]
Managing Management Time

5. Sephena Jordan

5. [PT] Managing Management Stress,
[PT] Selection Interviewing, [PT]
Performance Management, [BU] Small
Group Dynamics, [BU] Supervising
Human Resources, [BU] Managing
Change, and [LC] Organizational
Development

KEY CONSULTANT NAMES

PROJECT RESPONSIBILITY

6. Robert Maddox

6. [PT] Management Workshop, [BU]
Small Group Dynamics

7. Susan Weeks

7. [PT] Managing Change

8. Susan Clark

8. [LC] Organizational Development

BACKUP CONSULTANTS

9. Majorie Schiller

10. Chuck Phillips

11. Deborah Bloom

12. Jawara Lumumba

1.1.1 The Project Manager

Work Load Distribution

Immediately, upon receipt of the award of the Supervisory, Managerial Training and Organizational Development contract, RDI's president, Nicholas Mann, will assume the responsibilities of project manager. Since he will also be involved in training and designing of some programs, the order of his priorities will be:

- (a) Corporate management (1-2 days per month)
- (b) NRC project management (2-6 days per month)
- (c) Conducting training for NRC in: Supervising Human Resources, or Appraising Performance (4-6 days periodically or an average of 2.5 days per month)
- (d) Other services (5-7 days per month)
- (e) Other NRC courses, course designs and organizational development (3.5 days per month).

This constitutes a projected commitment for Mr. Mann of 10 up to a peak level of 14.5 out of 21 work days per month working on various responsibilities under this contract.

Duties

Mr. Mann's duty as project manager will be to ensure that all services to the NRC under this contract are delivered in accordance with the following statement of RDI's service strategy:

TO SHOW CARE AND CONCERN AT ALL TIMES FOR CLIENT NEEDS; TO BE GENUINE AND ACCURATE IN ALL FORMS OF CLIENT COMMUNICATION; TO WORK DEPENDABLY AND WITH FLEXIBILITY; AND TO REGULARLY SEEK OPPORTUNITIES TO ADD VALUE FOR THE CLIENT.

More specifically, Mr. Mann will manage the "four P's" of project management:

- (a) Products [training, OD and design services and materials]
- (b) Personnel [to include training and consulting staff, consultants and support staff]
- (c) Processes [instructional systems, design systems, communication systems and all other systems needed in order to maintain high quality service delivery]

- (d) Paperwork [the effective storage and retrieval of necessary and desirable information associated with the business activities, delivery of services, and evaluation of performance on this contract]

1.1.2 Corporate Finance Officer

William King, RDI's chief financial officer will be responsible for working with the project manager in overseeing activities which pertain to financial recordkeeping, procurement and purchasing. He and the project manager will be jointly accountable for managing program resources effectively, and for general fiscal responsibility. Given his other involvements as trainer and designer in this project, the order of his work load priorities will be:

- (a) Financial oversight (1-2 days per month)
- (b) Conducting training for NRC in: Interviewing Skills, Conducting Meetings, Gathering Information for NRC Inspectors Courses (4 days periodically or an average of 2 days per month)
- (c) Other NRC courses and new course designs (3-7 days per month).
- (d) Other corporate duties (5-7 days per month)
- (e) Other services (6-7 days per month)

This constitutes a projected commitment for Mr. King of 8.5 up to a peak level of 13 out of 21 work days per month working on various responsibilities under this contract.

1.1.3 Other Key Staff Consultants and Trainers

Karen Gaskins Jones [Work Load Priorities]

- (a) Conducting training for NRC in: Time Management, Communication Skills for Inspectors, Planning and Coping, Presupervisory Orientation Part II (2-3 days periodically or an average of 1.5 days per month)
- (b) Other corporate duties (3-5 days per month)
- (c) Other NRC courses and course designs (5-7 days per month)
- (e) Other services (6-8 days per month).

This constitutes a projected commitment for Ms. Jones of seven days up to a peak level of 10 out of 21 work days per month working on various responsibilities under this contract.

Donald Spears [Work Load Priorities]

- (a) Conducting training for NRC in: Work Team Coordinator Workshop, Small Group Dynamics and Conflict Resolution (4 days periodically or an average of 2 days per month)
- (b) Other services (6-12 days per month)
- (c) Other NRC courses, course designs, and organizational development (3-6 days per month)
- (b) Other corporate duties (1 day per month).

This constitutes a projected commitment for Mr. Spears of 6.5 days up to a peak level of 10 out of 21 work days per month working on various responsibilities under this contract.

Sephena Jordan [Work Load Priorities]

- (a) Conducting training for NRC in: Managing Management Stress, Selection Interviewing and Performance Management Workshop, plus Organizational Development (3-7 days periodically or an average of 2.33 days per month)
- (b) Other services (5-10 days per month)
- (c) Other NRC courses and new course designs (1-3 days per month).

This constitutes a projected commitment for Ms. Jordan of seven days up to a peak level of 10 out of 21 work days per month working on various responsibilities under this contract.

RDI support staff will be oriented and trained in any special tracking or coordination activities which might be unique to this NRC project (such as the location of regional offices, or any special audiovisual support duties which our personnel may be able to take responsibility for during the actual course sessions).

1.1.4 Key and Backup Consultants

Key consultants are those with primary responsibility for delivery of either course instruction or leadership of an organizational development project. This group includes Susan Weeks, Robert Maddox and Susan Clark. These consultants are committed to performance on this contract through RDI and will be available as required.

Backup consultants are those who may be called to substitute for, or to replace, a primary trainer, or to back up or support a lead consultant. These consultants are committed to performing, if requested, and will be available on those times when called upon.

1.2 Resumes

Resumes of all above-listed personnel making up the cadre for this project are on the following pages.

1.2.1 Resumes of Project Management, and Training and Consulting Staff

M. NICHOLAS MANN

PROFESSIONAL SKILLS

- Process Consultation: conflict resolution, team building, planning, meeting and retreat facilitation
- Management and Supervisory Training
- Quality Service Program Training and Consultation
- Public Speaking

WORK EXPERIENCE

1987-present: President, Resolution Dynamics, Inc.

- Responsible for overall policy formulation for a small minority-controlled human resource management consulting firm. Oversee all operational areas, to include planning, finance, office operations and business development. Also oversee corporate programs and quality assurance. Either exercise direct management authority for such programs, or delegate such authority to other corporate officers.
- Serve as process consultant for various organizations, to include the Smithsonian Institution and the Children's National Medical Center. As such, work directly with managers and staff to facilitate planning, conduct retreats, resolve conflicts, support quality service program management, solve problems and conduct training as needed.
- Facilitated retreats and conducted various management training programs in conjunction with Sue Clark and Associates of Falls Church, VA for the Department of Human Resources for the State of Maryland.
- Facilitated human resource management workshops for Senior Executive Service candidates for the Office of Management and Budget, Executive Office of the President of the United States.
- Facilitated team-building sessions and served as a motivational speaker for the District of Columbia Department of Employment Services.
- Conducted training in management and supervisory skills, meeting skills, presentation skills, interviewing skills and performance appraisal skills for the U.S. Nuclear Regulatory Commission.
- Conducted various training sessions in management and supervisory skills for Arlington County, Virginia Government.

- Designed training packages and provided trainer training for Standardized Automated Peanut Marketing System ("Smart-card project") funded by the Agricultural Stabilization and Conservation Service, United States Department of Agriculture.

1976-87 Independent Consultant

- Trained approximately 10 groups of managers and supervisors with the Internal Revenue Service during 1986 and 1987. Specifically was responsible for four days of a ten and one-half day program entitled "Management Development Series." Topics included managing change, time management, planning, and problem solving and decision making. A key component of these sessions was a team "improvement project." Using skills gained and decisions made in this component, teams made various improvements in procedures and climate factors within the IRS.
- Facilitated long-range planning sessions on Information Resource Management (IRM) at the Smithsonian Institution.
- Provided additional training and organizational development consulting services at all levels from front line staff to supervisors, middle managers and executives for various public and private sector organizations including U.S. Farmer's Home Administration; Bureau of the Public Debt; U.S. Labor Department; General Services Administration; U.S. Department of Transportation; U.S. Department of Justice; U.S. Department of Defense; U.S. Information Agency; U.S. Department of Agriculture; the International Management Institute in Cairo, Egypt; the State of Maryland; the Commonwealth of Pennsylvania; the State of Alabama; Duroc Paints, Inc.; several computer software and engineering firms; and several Washington, D.C. area community action programs and religious institutions.

1971-75 Opportunities Industrialization Center, Inc., Director of Counseling

- Headed staff of professional vocational and guidance counselors who provided supportive services such as crisis intervention, referral, motivational guidance, placement and follow-up to disadvantaged individuals who were pursuing vocational skills training in areas such as carpentry, electrical wiring, automotive mechanics and secretarial skills.

1968-70 Military Service, U.S. Army

- Served as Post Equal Employment Opportunity (EEO) Officer at Ft. Monroe, VA; also served in Republic of South Korea as Security Detachment Commander at Air Defense Artillery Base and as Battalion Intelligence Officer; served at Ft. Bragg, NC as Supply Officer for Psychological Operations Company.

1967-68 General Foods Corporation, Field Sales Representative

- Worked with retail store managers in Washington, D.C. region to ensure product package and quality assurance, to introduce new products and to distribute promotional materials.

EDUCATION & ADDITIONAL TRAINING

- The George Washington University, MA Degree in Education (Human Resource Development), 1974.
- University of Nebraska, Hiram Scott College, BA Degree in Sociology, 1967.
- Trained in Third-Party Consultation Technique by W.B. Reddy and C. Phillips of Reddy-Phillips and Associates, 1988.
- Certified to administer Models for Management program and materials (Teleometrics International, Inc.) 1977.

AWARDS AND SPECIAL ACCOMPLISHMENTS

- Accepted into the 1989-90 class of Leadership Washington by the Washington, D.C. Board of Trade.
- Special Recognition Award, 1986, for superior performance as an external consultant to the Smithsonian Institution (only such award ever presented by the Institution).
- Faculty Excellence Award, 1984, from Graduate School, U.S. Department of Agriculture (first year such award was presented).

DONALD E. SPEARS

PROFESSIONAL SKILLS

- Management and supervisory skills training.
- Facilitation of project and strategic planning sessions.
- Group facilitation and team building.
- Training development and evaluation.
- Interviewing, counseling and debriefing.
- Organizational analysis and problem solving.
- Second Language Fluency (Spanish).

WORK EXPERIENCE

1987-present: Vice President for Business Development,
Resolution Dynamics, Inc.

- Responsible for expanding client base for corporate products and services through publishing of printed materials and general marketing to public sector and potential private sector clients.
- Cofacilitated team building sessions for Registrar's Office, National Museum of American History.
- Conducted various training sessions for U.S. Nuclear Regulatory Commission, to include: Performance Management and Appraisal; Conflict Resolution Skills.
- Conducted Leadership Skills training sessions for Arlington County, Virginia.

1975-87 Independent Consultant

- Conducted various training sessions and worked on other projects for OICD, United States Department of Agriculture, to include: (1) courses in agricultural and rural development planning and management, (2) development and training needs assessments in Guatemala, and (3) management and agricultural project implementation in Thailand.
- Conducted various training sessions and worked on other projects for USAID, to include: (1) project design, implementation and evaluation in The Gambia, (2) management development workshops in Lesotho, Dominican Republic, Bangladesh, and (3) executive management seminars in Bolivia.
- Conducted needs assessment for Executive Offices of Catholic Relief Services/Ethiopia's Experiment in International Living.

- Conducted equal employment opportunity oriented team development workshops for U.S. Naval Surface Weapons Center.

1970-71 Peace Corps Volunteer

- Served as cattle management technical advisor and credit supervisor in Colombia.

1967-69 Military Service, U.S. Army

- Military Occupational Specialty (MOS) - was Audio Specialist. Did all sound work for 19 U.S. Army training films. Most well-known project was the film "Heritage and the Soldier."

EDUCATION

- M.P.A., Organizational Theory and Development, American University, Washington, D.C., 1975.
- B.A., Business Administration and the Fine Arts, College of the School of the Ozarks, 1967.

KAREN GASKINS JONES

PROFESSIONAL SKILLS

- Training design, delivery and evaluation: Intercultural Awareness and Communication Skills, Supervisory Skills and Performance Management, Myers-Briggs Type Indicator (Certified), Training of Trainers, New Employee Orientation, Technical Skills Training, Project Planning
- Interviewing, Counseling and Debriefing
- Conference Logistics and Meeting Management
- Research and Writing

WORK EXPERIENCE

1987-present: Executive Vice-President, Resolution Dynamics, Inc.

- Responsible for corporate operations and supervision of staff. Develops, manages and implements projects and training programs. Manages corporate development and certification processes for small businesses with U.S. Small Business Administration and local government agencies.

Partial listing of types of courses implemented:

- Designed and managed "Cross-cultural Orientation" project for Haitian journalists and broadcasting technicians, conducted for the Washington International Center at Meridian House.
- Conducted training in "Effective Meeting Skills" and in "Performance Management and Appraisal" for U.S. Nuclear Regulatory Commission.
- Cofacilitated supervisory skills training courses for Arlington County, Virginia.
- Trained peanut industry employees in use of the Standardized Automated Peanut Marketing System, a computer-based training project dealing with "smart card" technology.
- Designed and conducted EEO/AA orientation for Junior Foreign Service Officers Orientation Program, Foreign Service Institute, Department of State.
- Cofacilitated project planning course for U.S. Department of Agriculture, Office of International Cooperation and Development.

- Conducted "Focus on Excellence" seminars for management women in NYNEX, New England Telephone companies, and Picatinny Arsenal. (Subcontractor to Schiller & Associates)

1984-87 Independent Consultant

- Designed and conducted "Cross-cultural Awareness" training for Immigration Information Officers, Immigration and Naturalization Service.
- Designed and delivered a variety of experiential training events for the U.S. Peace Corps, including: Inter-regional Training Program for Desk Officers and Desk Assistants; Predeparture Orientations for Peace Corps trainees; Project development and planning (Cameroon), Training-of-trainers workshops (Zaire, Senegal, Cameroon, Swaziland), Peer counseling workshops (Cameroon), Close of Service Conferences (Gabon, Central African Republic).
- Conducted a Staff Advance Workshop for the Capitol East Children's Center.
- Developed Statements of Work, Close of Service Trainer's Manual and Participants Handbook, the Country Desk Unit Reference Handbook, new employee orientation package, U.S. Peace Corps.

1979-83 U.S. Peace Corps

- Associate Director of Programming and Training, Peace Corps (Kingston, Jamaica). Supervised multicultural team of Peace Corps program managers for agriculture, education and social development. Working with operational and executive level Jamaican officials and Peace Corps program managers, coordinated program directions and identified Volunteers' training needs. Planned, implemented and evaluated more than 10 programs annually and monitored training contracts. Also provided counseling, professional support and crisis interventions for Volunteers.
- Peace Corps Fellow (1979-80). Awarded a Fellows position in a highly competitive management intern program designed to prepare participants for overseas staff positions.

1978-79 Recruitment Specialist, ACTION

- Designed and implemented recruitment campaigns and strategies; identified, interviewed and counseled prospective Peace Corps and VISTA volunteers. Generated avenues for increased public awareness of both programs

through radio and television interviews, university programs and class talks, citywide publicity campaigns and responses to individual inquiries.

1973-77 Peace Corps Volunteer

- Researcher and Office Administrator, West African Regional Mathematics Programme (WARMP) Freetown, Sierra Leone, West Africa (1974-77). Developed mathematics and education library; researched, edited and illustrated training and educational program materials. Delivered courses at WARMP miniinstitutes to train primary school teachers and other Ministry of Education personnel in the techniques and content of modern mathematics.
- Mathematics Teacher, Mosongo, Sierra Leone, West Africa (1973-74). Taught mathematics and English literature to more than 100 students in a rural secondary school.

EDUCATION AND ADDITIONAL TRAINING

- Texas Southern University, M. Ed. Degree, 1975.
- Spelman College, BA Degree in Mathematics, 1972.
- Myers-Briggs Type Indicator Qualifying Workshop, Otto Kroeger Associates, 1988.

PUBLICATIONS

- Country Desk Unit Reference Handbook, Peace Corps (Office of Personnel Management, 1988)
- Close of Service Conference Trainer's Manual (revised) and Participants' Handbook, Peace Corps (Office of Program and Training Support, 1986)
- Math Aids for Everyone, WARMP (1975); editor and illustrator for various WARMP books, math newsletters and papers (1974-77)

WILLIAM L. KING

PROFESSIONAL SKILLS

- Design, delivery and evaluation of specialized training
- Project management
- Organizational analysis and problem solving
- Writing and editing

WORK EXPERIENCE

1987-present: Vice President for Finance, Member of Board of Directors, Resolution Dynamics, Inc.

- Responsible for managing corporate finances in addition to ongoing training business.
- Developed and presented two workshops, working with RDI colleagues, for U.S. Nuclear Regulatory Commission. These workshops train NRC inspectors in interviewing techniques and team leadership.
- Designed and presented "Effective Writing for Managers" and "Basic Business Writing," RDI open-enrollment workshops.
- Managed training project on RDI subcontract for U.S. Department of Agriculture 1987 and 1988 "Peanut Buying Point Automation Project." Recruited, hired and trained staff. Selected and organized training sites in peanut growing regions. Had overall responsibility for conducting 48 workshops (1987), training some 950 peanut buying point operators and USDA personnel in the operation of a system which included an IBM PC-XT computer, interactive "smart cards," modem and special software. The 1988 phase included 39 workshops and over 650 trainees.
- Served as instructor on various training projects:
 - "Use of Case Studies and Roleplay," Peace Corps, Division of Staging
 - "Project Planning," USDA Office of International Cooperation and Development
 - "Communication Skills," Smithsonian Institution's Resident Associate Program
 - "Supervisory Skills Training," Arlington County (VA) Fire Department.

1977-88 Independent Consultant and Real Estate Developer

- Peace Corps: Served as lead trainer for predeparture workshop focused on team building, cross-cultural adaptation and communication, decision making, and self-assessment.
- Independent real estate developer and contractor: renovation of residential properties.

1975-76 Graduate student, American University

1973-75 URS/Matrix Company, Research Scientist

- Conducted research for the Army on performance-oriented training, simulation techniques and proficiency testing for combat personnel. Developed procedures for leadership assessment.
- Conducted "Rockville Corridor" study for Maryland State Highway Administration. Managed community input, conducted historical study and inventory of community facilities, analyzed impact of transportation alternatives on local community.
- Developed and field tested a motorcycle training course, static training stand and performance tests for beginning riders on Motorcycle Safety Foundation research project.

1970-73 Human Resources Research Organization (HumRRO),
Research Analyst

- Conducted study of advisors in Vietnam to improve selection, training and personnel management. Research focused on difficulties of operating in a hostile environment and on problems of cross-cultural communication.
- Conducted research to develop a personnel selection system for Army recruiters and to improve performance evaluation procedures.

1962-68 Military Service, U.S. Army

- Commanded training company; served as training committee officer-in-charge and as battalion operations officer. Commanded Special Forces "A" team in Germany and in Vietnam; served on Special Forces Group operations staff in Vietnam.
- Decorations and awards: Combat Infantryman's Badge, two Bronze Stars (meritorious service), Ranger tab, parachute wings (U.S., German, Vietnamese).

EDUCATION

- M.P.A., American University, 1976, specializing in organizational theory and development.
- B.A. in English, Harvard, 1961.
- Graduate courses in cultural anthropology and applied anthropology, American University, 1971-73.

ADDITIONAL TRAINING EXPERIENCE

- Writing teacher for P.L.A.N. (Push Literacy Action Now), a literacy program for inner-city adults; classes are small groups, requiring a combination of teaching, facilitating and counseling. Member of Board of Directors and Education Committee.
- Facilitator for various community service groups and conferences.
- Attended National Training Laboratories "Human Interaction Workshop."
- Participated in experimental Tavistock group and career development seminars.

WRITING EXPERIENCE

Publications include articles in The Washington Post, Time-Life Books, Memo magazine, The Ladder (literacy newsletter), and various technical reports.

STEPHENA A. JORDAN

WORK EXPERIENCE

1990-Present: Staff Trainer and Consultant, Resolution Dynamics, Inc.

- Conducts various supervisory and management training courses, and implements organizational development programs for clients such as the U.S. Environmental Protection Agency

1986-89 Management Consultant, UPP Enterprises, Knoxville, TN

- Conducted various supervisory and management training courses, and implements organizational development programs for clients such as the State Technical Institute of Knoxville, TN and the U.S. Office of Personnel Management Executive Seminar Center in Oakridge, TN.

1984-86 Management Development Specialist, U.S. Department of Energy, Oak Ridge Operations Office

Overall responsibility for the design, development and implementation of the Organizational Development Program. Specific duties included:

- Designing and managing the implementation of the Team Building/Problem Solving Facilitator Program
- Developing plans and procedures for identifying, selecting, training and directing the internal OD facilities
- Providing advice and assistance to managers, supervisors and employees in the areas of organization and employee development, goal setting, effective communication, conflict resolution, decision-making processes, team building and interpersonal style awareness
- Making recommendations to upper management on ways to improve the efficiency and effectiveness of the total organization
- Developing plans for implementing the various components of the total organizational effort.

1979-84 Training and Development Supervisor, Tennessee Valley Authority, Division of Engineering Design

- Managed the technical, im personal skills and managerial/supervisory development programs for the division
- Reorganized the training department to broaden program scope and increase the effectiveness, while decreasing expenditures by \$600,000
- Supervised five employees and managed a \$1.6 million dollar budget

Management Development Program Manager, Tennessee Valley Authority, Division of Personnel

- Developed and coordinated the implementation of an agencywide management training program for approximately 3,600 managers
- Supervised four professional trainers and codesigned the Trainer Certification workshops
- Custom designed and conducted the managerial training program for the Division of Fuels

Training Officer, Tennessee Valley Authority, Division of Personnel

- Served as the Knoxville Regional Trainer for the agency-wide management development program
- Acted as internal consultant to various levels of management

1977-79 Guidance Counselor, Knoxville Public School System, Brainerd High School

- Developed and administered new student orientation programs
- Served as liaison to administrators, parents and community
- Provided individual and group counseling and vocational guidance for grades 10-12

Eighth Grade English Teacher, Knoxville Public School System, Hixson Junior High School

1974-77 Assistant Director, Chattanooga Bureau of Relief,
Department of Health & Education, City of
Chattanooga, TN

- Revised agency eligibility criteria and client screening process
- Interviewed clients to ascertain their eligibility for agency assistance
- Acted as liaison to other community agencies
- Represented the agency director as necessary

Counselor/Program Developer, Chattanooga City
Project Counseling Program, City of Chattanooga, TN

- Developed and implemented pilot community counseling program in low-rent housing district (children and adults)
- Coordinated the participation of the housing districts with community service agencies such as the Girls Club and Senior Citizens
- Designed and administered career and self-awareness programs for community residents
- Provided individual and group counseling
- Acted as liaison to juvenile court, area schools, public service organizations and city hall

EDUCATION

Master of Education, University of Tennessee at Chattanooga
Area of Concentration: Counseling

Bachelor of Science, Austin Peay State University
Clarksville, Tennessee
Double Major: English and Psychology

1.2.2 Resumes of Training and Consulting Associates

RESUME

EDUCATION:

- M.S., 1986 Johns Hopkins University, Baltimore, MD. Applied Behavioral Science. Coursework focus on change management, organization and community development, and adult learning principles and training.
- B.A., 1965 University of Maryland at College Park. History, and Sociology.

Professional Certification:

- Myers-Briggs Personality Type Indicator -
Qualified Trainer.
MATC Trainer. (Mid-Atlantic Assn. for Training &
Consulting)

Professional Seminars and Workshops:

- MATC Programs, Leadership Training, Experiential Design Skills, Women's Leadership Development, Jungian Psychology, Neurolinguistic Programming.

PROFESSIONAL EXPERIENCE:

- 1985-present Independent Consultant and Trainer for Human Resource and Organization Development. Clients include corporations, government, and non-profit systems, with a focus on supporting individuals and organizations in working more effectively and productively. Consultations have included managing change of corporate structure, facilitating the merger of two corporate cultures, strategic planning and goal setting, conflict resolution, development of performance systems, conducting training needs assessments and designing training programs to meet organizational objectives. Training seminars, based on adult learning principles, focus on leadership and management development, supervisory skills, interpersonal communication, human relations training and personal and spiritual growth.

- 1982-85 Director of Sales and Marketing, Optimum Controls Corporation. Responsible for marketing, sales, and training of computerized energy control systems to commercial, industrial, and public sector.
- 1981-82 Account Executive, Profit Programming Inc. Direct sales and training of microcomputers and data processing software.
- 1970-81 Administrative Officer, Investment Homes, Inc. Planned project developments, sales programs, managed financial and administrative functions, and supervised office personnel for building and development firm.
- 1965-67 Communications Service Advisor, C&P Telephone Co. Provided training and customer relations for commercial accounts.

DEVELOPED COMPETENCIES:

Organization Development, Management Development, Process Consultation, Team Building, Adult Learning Curriculum Design and Training, Cross-Cultural Training, Group Process and Facilitation, Counseling, Conflict Resolution, Human Relations Training.

CONSULTATION AND TRAINING:

- Foreign Service Institute, U.S. Department of State.
-Consultant to Overseas Briefing Center "Security Overseas Seminar" curriculum redesign.
-Consultant and Trainer for "Transition to Role of DCM Spouse".
-Trainer - A-100 Orientation Off-Site training in MBTI, interpersonal and cross-cultural skills.
- Signet Bank. Consultant, Designer, Trainer. Supervisory Training Programs, Personal Career Management, Managing Change, MBTI, mentor training.
- Peace Corps. Director/ Lead Trainer. Training new volunteers in managing the transition, interpersonal effectiveness, self-awareness, cross-cultural skills, and development education.
- U.S. Immigration Service. Training Consultant. Includes training in changing roles, community relations training and interpersonal skills.
- Eastern Aviation & Marine Underwriters. Consultant & Trainer. Process consultant to top management in managing change in corporate culture; stress management as OD intervention.

Citicorp. Consultant, Trainer. Corporate culture change process.

Lutheran Social Services of Washington, DC. MBTI Introductory and Team Building Workshops.

WJZ-TV. Consultant. Development and implementation of performance appraisal system as OD intervention.

C&P Telephone Company. Trainer, Human Relations - Interpersonal Skills.

Computer Entry Systems Inc. Consultant and Trainer. Designed and led national management conference to focus on team building and goal setting following merger of two corporate cultures.

Maryland State Lottery. Consultant, Trainer. Organization Development project including team building, process consultation, and conflict resolution.

U.S. Department of Agriculture. Training Specialist. Computer training of government and private sector personnel. Included management of socio-technical implications of the change process.

U.S. Postal Service. Curriculum Designer and Trainer. Trained commercial account representatives in "Managing Peak Performance." Included empowerment, stress management, and interpersonal skill training.

AIDS Interfaith Residential Services. Consultant. Planning and Goal Setting Conference.

Maryland Community Mental Health Center Directors. Consultant for initial organizing conference.

Waverly Press, Inc. Consultant. Conducted company-wide training needs assessment and evaluation for determining performance based criteria and deficiencies.

Diocese of Maryland. Consultant, Trainer. Vacancy Consultation. Representative to MATC.

Diocese of Massachusetts, Commission on Human Sexuality. Consultant. Designed and led two 2-day conferences: team building, planning, and conflict management.

Bendix Corporation. Trainer/ designer. Communications Seminar.

Jessup Pre-Release Center. Consultant and Trainer for inmate self-help program to facilitate change in criminal thinking and behavior.

PROFESSIONAL ASSOCIATIONS: OD Network, APT, ACC, MATC.

RESUME

Robert W. Maddox

Work Experience

o Director of Creative Communications Associates

Twelve years association with managerial and supervisory development programs within the Nuclear Regulatory Commission. During this time he has conducted programs at headquarters and in all of the regions for both management and general employees. He designed and conducted the initial EEO workshops for the NRC; co-designed and conducted the Workshop for Managers program; and co-designed and conducted the Performance Standards Workshop. He also has conducted the Group Dynamics Workshop and EEO Counselor Training. In addition, he conducted a team building effort for the Office of Small and Disadvantaged Business [Civil Rights Staff] and co-trained an NRC SES Candidate program. As a result of his working with varied NRC employee groups, Mr. Maddox has an understanding of the character of the organization, its mission and personnel.

Bob Maddox

Has conducted Team Building efforts for the Goddard Space Flight Center, the Office of the Secretary of Defense, the Alexandria, Virginia Fire Department and the National Security Agency.

Consultant to Arlington County, Virginia Government; Prince George's County, Maryland Government; the City of Alexandria, Virginia Government, the City of Charlottesville, Virginia Government, and the Washington Hospital Center.

Scheduled to begin a series of management training workshops for Pace Enterprises, Falls Church, Virginia; and also scheduled to conduct training for Technology Applications, Inc.

o Senior Consultant to the Graduate School, U.S.D.A.

Has designed and conducted management training programs for the General Services Administration; the Defense Nuclear Agency; the U.S. Forest Service; the Food and Nutrition Service and the Statistical Reporting Service, U.S.D.A.; and the Mine Safety and Health Administration.

Bob Maddox

o Subcontractor to the Sterling Institute

Has designed and conducted the Human Side of Management; EEO Training for Supervisors; Time Management; Recruiting Skills; Management by Objectives; and other workshops designed to address special organizational needs for the U.S. Department of Labor.

DEBORA S. BLOOM
16 George Street
Newton, MA 02158
617-965-6808

Human Resource Consultant for domestic and international clients in industry, health care, and government. Specializing in organization development, career management and management development.

SELECTED PROFESSIONAL ACCOMPLISHMENTS
1974 - present

ORGANIZATION DEVELOPMENT

- IMPLEMENTED COMPREHENSIVE PERFORMANCE MANAGEMENT AND CAREER DEVELOPMENT SYSTEM for managerial personnel of a multi-cultural manufacturing plant.
- CONDUCTED NEEDS ASSESSMENTS and designed skill development programs for Technical Training, Human Resources, and Finance organizations.
- IDENTIFIED ORGANIZATIONAL DEVELOPMENT NEEDS of thirteen community corrections agencies. Selected and supervised appropriate consulting resources to meet needs.
- FACILITATED EMPLOYEE OPINION SURVEY FEEDBACK SESSIONS and management training in Europe and Hong Kong.
- CONDUCTED TEAM BUILDING AND PROBLEM SOLVING PROGRAMS for marketing, manufacturing, customer service, and personnel organizations.

CAREER MANAGEMENT

- INITIATED AND MANAGED PROJECT to prepare 300 division managers to conduct career management with employees.
- PROVIDED OUTPLACEMENT SERVICES AND SELF-EMPLOYMENT WORKSHOPS for high tech, biotech, aerospace, manufacturing firms, and a major bank.
- COACHED EXECUTIVES IN THE IMPLEMENTATION OF HIGH POTENTIAL AND SUCCESSION PLANNING PROGRAMS.

MANAGEMENT DEVELOPMENT

- DEVELOPED AND PILOTED A CONSULTING SKILLS SEMINAR for information systems managers and trained trainers to deliver it in a multinational firm.
- TRAINED PERSONNEL MANAGERS to deliver performance management training to line managers.
- CREATED BRANCH MANAGER DEVELOPMENT PROGRAM in consultation with regional vice president. Program included problem solving sessions, operational and technical training, interaction with managers and executives from elsewhere in the company and customer panels.
- DESIGNED AND DELIVERED MANAGEMENT SEMINARS for senior and mid-level managers from six Guatemalan agricultural agencies. Incorporated Guatemalan co-trainers into the program delivery.

MANAGEMENT EXPERIENCE

1960 - 1974

MANAGED PROGRAMS AND STAFF in psychiatric hospitals and rehabilitation centers in New York and Greater Boston.

COLLEGE TEACHING EXPERIENCE

1972 - 1982

TAUGHT MANAGEMENT courses at University of Massachusetts, Northeastern University and Lesley College.

PEACE CORPS - Colombia

1965 - 1967

EDUCATION AND TRAINING

Doctoral Studies - Administration and Planning - Harvard, 1976 - 1980

Postgraduate Management Courses - MIT, 1977 - 1978

M.A. - Education - New York University 1963

Specialized training in: consultation skills, system dynamics, problem solving, conflict management, and communication skills - from NTL, Innovation Associates, Synectics and others.

Fluent in SPANISH

PARTIAL LIST OF CLIENTS

Beth Israel Hospital
Blue Cross/Blue Shield of Massachusetts
Camp Dresser & McKee
Digital Equipment Corporation
Computervision
Info/Ed
Institute of Business Designers
Management Sciences for Health
Massachusetts Department of Mental Health
Massport Authority
McBer and Company
Right Associates
The New England
U. S. Department of Agriculture
Wang Laboratories
Youville Hospital

AREAS OF CONSULTATION (Continued)

- o Process Consultation to ongoing work teams/groups for increased effectiveness (management teams, staff groups, task forces, design groups, planning committees.)
- o Intervention in interpersonal and interorganizational conflict situations.
- o Development and implementation of large system change processes in areas of new management approaches (values), new technology introductions, new marketing concept/identity.
- o One-on-one consultation and personal development coaching with key executives (CEO's, Presidents and Senior Vice-Presidents.)

TRAINING (Custom-designed for each client on "core" program)

- o ALTERNATIVE MANAGERIAL APPROACHES - learning how to manage across a broader array of styles, approaches - participative/directive, task/people
- o LEADERSHIP SEMINARS - particularly for high-level managers to understand and internalize the manager/leader differences and "be" Leader.
- o CONSULTATION SKILLS - for internal resources to develop the capability to provide a wide range of consultative response to internal clients
- o FACILITATION SKILLS - for managers, human resources people, team leaders/members.
- o TRAINING OF TRAINERS - developing the capacity of internal resources to design and lead more experiential programs.
- o INTER-INTRAPERSONAL AWARENESS AND SKILLS - for all kinds of people (particularly in organizations working on "Cultural change").
- o CREATIVE PROBLEM-SOLVING - tools and skills for approaching complex problems in a variety of different ways.
- o TEAM-BUILDING - developing the capacity of managers and internal resources to provide Team-Building with staffs and teams.
- o PROCESS CONSULTATION - see brochure
- o INTERPERSONAL/GROUP CONFLICT INTERVENTION - see brochure

Chuck Phillips and Associates

Consultants to Organizations

Potter Road • Wilton, New Hampshire, 03086 • Telephone (603) 654-2693

PARTIAL LIST OF RECENT CLIENTS

Bethlehem Steel
Honeywell - Information Systems
American Optical
General Dynamics Electric Boat
Sperry - Defense Systems
Donaldson
Oneida Molded Plastics
Marshall's (Corporate Headquarters)
Norton
Federated Department Stores
Covenant Insurance
Comet Products
Associated Medical Industries
U.S. Postal Service
Prime Computer
General Electric - Aircraft Engine Group
- Aerospace Group
- Domestic Apparatus and Engineering Services
- International Sales and Services
- Medical Systems Group

AREAS OF CONSULTATION

- o Development of Strategic Planning process and facilitation of "bottoms-up" planning throughout organization.
- o Development of business mission, vision, values and operating philosophy and development and facilitation of implementation and associated change process.
- o Organization-wide "health diagnosis" and work with management to develop implementation and change strategies.
- o New plant start-ups - major Socio-Technical manufacturing plant project; satellite professional/technical operations; and high-tech electronics plant project.
- o Development and facilitation of high growth strategies, plans and actions (plastics business and soft-contact lens business).
- o Team-Building - new teams; existing, "conflicted" teams; high-level staff teams; in conjunction with major re-organizations, new management approaches and mergers.
- o Development of processes and plans for mergers and acquisitions.
- o Work with Human Resource organizations to help plan and implement transition from "transactional service-providers and policemen" to "consultative, business-connected resources."
- o Development and facilitation of organizational restructuring processes with participative approaches.

CLARK AND ASSOCIATES

Susan G. Clark is the principal associate o. Clark and Associates, a consulting firm specializing in improving productivity and quality of working life in service-providing organizations. The firm specializes in three areas: (1) Labor-management cooperative programs, especially labor--management committees, quality of work life projects, and quality circles. The firm assists in-house staff in planning the program structure, trains staff to implement programs and acts as on-site facilitator. (2) Management and employee training. The firm conducts needs assessments, designs and conducts training to equip managers and other employees with communication, supervisory, and problem solving skills. (3) Applied research. Problem identification and solution require systematic study. Clark and Associates provide research design, questionnaire construction and administration, and data analysis. The research approach is chosen with practical considerations of cost, time, and implementation of results taken into account.

The following achievements highlight Dr. Clark's professional background. As Assistant Director of the Service Program on Employer-Employee Relations at the National League of Cities, she participated in policy development, technical assistance and program administration for public sector personnel management, labor relations, and quality of work life programs. As Project Director for the National Center for Productivity and Quality of Working Life, she was responsible for contract administration and technical consultation to labor-management committees in state and local governments and for developing and publicizing public sector productivity efforts. She also worked in local government and taught at Georgetown University.

Dr. Clark has written and lectured extensively. She was a speaker at the 1986 Federal Mediation and Conciliation Service labor-management conference. Recent publications include Guidelines for Employee Development and Training Programs, MIS Report, Vol. 18, No.1, International City Management Association (Jan. 1986); Labor-Management Cooperation and Worker Participation: Elements of Program Development, American Arbitration Association (1984); An Assessment of Quality of Work Life for the Transit Industry: Research Report (Report 5) and Model Programs (Report 6), Transportation Research Board (1983); and Total Performance Management: Some Pointers for Action, National Center for Productivity and Quality of Working Life (1981).

Dr. Clark's advanced degrees are from Indiana University. She is a member of a number of professional associations including the International Association of Quality Circles, the Transportation Research Board, and the American Society for Public Administration.

Sampling of Recent Activities

- 1986 Project Director for applied research program, evaluating Pennsylvania Department of Transportation's Quality Circle program. The project included sample survey, field interviews, productivity analysis, and recommendations for change.
- Coordinator for Montgomery County Maryland Department of Transportation's Employee Participation Program. Training and facilitation for a variety of groups, e.g. Quality Circles, Employee Committees, and Task Forces. Conducts annual goal-setting session. On-going activity since 1983.
- 1985 Trainer at a series of workshops, sponsored by the Transportation Research Board, to explain concepts and application of Quality of Work Life to managers and union leaders in the transit industry. Workshops conducted under the auspices of Public Administration Service.
- Consultant to the Delaware/AFSCME Labor-Management Cooperation Program. Provided group facilitation for a state-wide LMC, orientation and training for departmental and worksite committees, wrote manual for problem-solving at the worksite.
- Consultant to Peninsula Transportation District Commission, Hampton, Virginia, to plan and implement Management By Objectives and a coordinated performance appraisal system.
- Trainer for the City of Pittsburgh/AFSCME Labor-Management Committee. In conjunction with Carnegie-Mellon University, provided training for steering committee, departmental committees, and special sessions for facilitators.
- 1984 Program manager for national level Labor-Management Committee established by the American Arbitration Association. Committee funded worksite LMCs and produced a publication on worker participation programs.

Senior consultant for organizational diagnosis and training needs assessment for Tidewater Regional Transit, Norfolk, Virginia. Project conducted under contract to Public Administration Service.

Principal investigator of Transportation Research Board project to study quality of work life programs used in and applicable to urban mass transit agencies. Contract administered by PAS.

1983 Trainer for the New York City - AFSCME Labor-Management Committee. Program consisted of problem identification and problem-solving techniques.

MARJORIE R. SCHILLER

265 Granite St., Quincy, MA 02169
617-472-5656 (office)
49 Rockwood Rd., Hingham, MA 02043
617-749-4373 (home)

General Background

Since 1979 worked as management development project leader and trainer for domestic and international government and private organizations. Prior experience: ten years in state government as Director of Caucus of New England State Legislatures and Director of Legislative Education Services.

Some Relevant Experience

* Management Training

The New England Telephone Company's Marlborough Learning Center wanted members of its staff of management trainers and course designers to participate in a master's level program offered by the University of Massachusetts at Amherst. As a visiting faculty member, planned, directed, and taught a unique two-year work-site program that graduated thirteen students with a master's degree in management training from the University of Massachusetts in 1984.

References: - Dr. Mario Fantini, Dean, University of Massachusetts Graduate School of Education, Amherst, Massachusetts.
- Mary Bruxelles, Manager of Management Training, NYNEX Marlborough Learning Center, Marlborough, Massachusetts.

* Basic Village Services Project

USDA Graduate School subcontracted with AID to train senior and mid-level Egyptian managers. Member of the 1983-84 and 1984-85 training staff for the three-month project. Also presented a two-day policy analysis program.

References: - Dr. Michael Marquart, USDA Graduate School, Washington, DC.
- Mr. Donald Spears, Director of BVS Training Project, Washington, DC.

* Executive Development Program

The U.S. Civil Service Reform Act mandated a program for designated GS15s to complete prior to entry into the senior executive service. Only outside member of a four-person team of Executive Seminar Center faculty that conceived, designed, conducted, and evaluated two-week management seminars. Consulted on modification that resulted in the current one-week format.

References: - Ms. Gari Thompson, Office of Personnel Management, Washington, DC.
- Mr. Sam Phillips, Office of Personnel, City of New York.

* Strategic Planning

Co-designed and delivered two-day workshops for international private voluntary organizations.

References: - Ms. Jane Watkins, Deputy Director, Overseas Development Office, Episcopal Church Center, New York, NY.

* Blueprints for Women

Member of a five-person team for Partners of the Americas that held conferences and workshops for women in Bogota and Medellin, Colombia.

References: - Ms. Irma Mann, Senior Vice President, Hotel Sonesta International, Boston, Massachusetts.

* Management Seminars

One- to four-day seminars in management training for senior and mid-level managers in public and private organizations. Currently teaching seminars in the following subjects for Boston University, Boston, Massachusetts; Duquesne University, Pittsburgh, Pennsylvania; and Fordham University (Manhattan campus), New York, New York:

- | | |
|-------------------------|-----------------------------------------|
| - Leadership Style | - The Management of Change |
| - Training for Trainers | - Communication |
| - Strategic Planning | - Decision Making |
| - Managerial Excellence | - Parlaying Diversity into Productivity |
| - Team Building | - Assertive Management |

References on request.

Advanced Degrees

Ph.D., "Learning Environments for Management and Public Policy," Union Graduate School, Yellow Springs, Ohio. Conferred with distinction, 1977.

Master's in Organizational Development, Harvard Graduate School of Education - Administration and Social Policy, Cambridge, Massachusetts, 1975.

Federal Executive Institute, Charlottesville, Virginia. Seven-week residency program for Federal Senior Executive Service, 1975.

Jawara K. Lumumba

110 Omega Street
Henderson, North Carolina 27536

Summary of Experience

Ten years of progressive experience in management training, leadership development, process consultation, organization development, policy planning, and program management.

Areas of Special Competence and Interest

Management Training and Leadership Development: Individual consultations to managers as well as other leaders. Design and delivery of training for various levels of management and sectors of leadership. Central areas include productivity, strategic planning, managing change and resistance, organizational analysis, effective leadership skills, leadership advancement for people of color and women, team building, using power effectively, conflict management, stress management, performance appraisals, and human and organizational issues in legal practice.

Process Consultation: Enhancing work group effectiveness in establishing goals, problem-solving, managing interpersonal, intergroup and role conflicts, developing commitment to quality decisions, using time and resources, and third party interventions in conflict situations.

Organization Development and Planned Change: Organization assessment/diagnosis, defining change goals and strategies, designing and implementing interventions to increase effectiveness-values clarification, team building, managing interactions between organizational units, managing external influences, role analysis and negotiations, strategic planning, processes for problem-solving, decision-making, and staff development.

Managing Issues of Race and Gender: Identifying factors of institutional racism and/or sexism in organizations; designing strategies to remove these barriers to organizational effectiveness; providing training and consultations to increase awareness of differences and expand skills in using diverse resources to strengthen productivity.

Training Design and Delivery: Conducting training needs assessment inventories, design and delivery of responsive training program interventions, including training of trainers programs, managing training teams and conducting post-training consultations with participants.

Current and Past Consulting Engagements

The North Carolina Institute of Minority Economic Development; Granada Government; Legal Services of Puerto Rico; International Legal Services Association-Sogota, Colombia; National Legal Aid and Defender Association; Northwest Pennsylvania Legal Services Program; Memphis Area Legal Services Program; Midwest Training Center; Texas Legal Services Center; San Francisco Neighborhood Legal Assistance Foundation; Greater Miami Legal Services Program; National Clients Council; National Episcopal Church; Peace Corps; Foreign Service Institute; National Conference of Black Lawyers; Zeta Phi Beta Sorority; North Carolina Department of Motor Vehicles; Durham County; North Carolina Hospital Corporation, Vance County; North Carolina School Board; District of Columbia Food Services Program; Jackson Mississippi City Council; Southeast Affirmative Action Association; Virginia Polytechnic Institute; Princeton University; Elizabeth City State University; Community Television Network; Mahogany Communications Company; State Farm Insurance.

Conferences and Seminars Conducted

National Legal Aid and Defender Association:

Leadership Institute, Creative Leadership Approaches, Training of Trainers, Management, Advocacy and Leadership Responsibilities, People of Color and Women: Enriching Diversity in Leadership, Management Skills Development, Managing in a Multicultural Environment, Community Group Leadership, Conflict Management, Values Clarification, Stress Management, Team Building, Power and Influence, Learning Style Differences.

Legal Services Corporation:

Training for Trainers, Training Management and Human Resource Development, Minority Manager Project, Managing Change, Professional Advocacy Supervision, Needs Assessments, Priority Setting, and Strategic Planning.

New Orleans Legal Assistance Corporation and North Central Legal Assistance Program: Human Relations Skills, Performance Appraisal and Supervision, Problem-solving, Communication Dynamics, Law Office Management, Community Education and Economic Development Strategies, Trial Advocacy Skills and Affirmative Action.

Previous Employment

National Legal Aid and Defender Association, Washington, DC, 1982-1986. Civil Division Director. Managed multi-million dollar leadership and management development training and technical assistance initiative.

Legal Services Corporation, Washington, DC, 1980-1982. Associate Training Director. Managed the implementation of a multi-million dollar congressional appropriation for expanding local training and human development capacities.

New Orleans Legal Services Corporation, New Orleans, LA, 1979-1980. Deputy Director. Managed the human resource development and personnel components of the program as well as aspects of the legal advocacy activities.

North Central Legal Assistance Program, Durham and Henderson, NC, 1975-1979. Staff Attorney and Managing Attorney. Served as general counsel and managed the legal advocacy activities.

Academic Background

J.D. (with distinction), Stanford University, 1975.

B.A. (with distinction), Political Science and Afro-American Studies, Colgate University, 1972.

Professional Development

HarBurn Associates: Training of Trainers, Managing In-house Training Responsibilities, Practical Strategies on Team Building and Other Organization Development Issues and Creative Problem-solving Workshops.

Daryl Funches Associates: Managing in a Multicultural Environment, Strategies for Combating Racism and Sexism, Strategic Planning, and Managing Change Workshops.

Professional Memberships

The American Society for Training and Development, the Bars of the District of Columbia and North Carolina, the American Bar Association, the National Bar Association, National Conference of Black Lawyers.

References

Furnished upon request.

1.2.3 Resumes of Administrative and Support Staff

BETTY BURKE

WORK EXPERIENCE

1990-present: Office Manager and Program Administrator,
Resolution Dynamics, Inc.

- Provides ongoing office administrative services for firm of management consultants and trainers. Duties include: bookkeeping, maintaining filing system, equipment control and maintenance, invoicing and collections, ordering and procurement, and general office support for the training and consulting staff
- Provides program support for training programs. Duties include: materials preparation, word processing, travel scheduling, shipping, coordination with client representatives, tracking project supplies and materials, providing audiovisual support, and other general support to training project staff

1989-90 Office Manager & Assistant to President, JIL
Systems, Inc., Arlington, VA

- Duties included personnel, office, and contracts administration.

1985-89 Executive Administrator, Space Qualified Systems,
Inc.

- Coordinated the flow of administrative and support work; assured timely submission of proposals and reports; developed and maintained personnel records and procedures; administered the employee benefits and new employee orientation functions; developed standards of performance for administrative employees; implemented an employee evaluation system; recruited, interviewed, verified credentials, and checked references of applicants deemed qualified for vacant positions. Coordinated training support activities. As the DOD Security Administrator: effected employee/consultant clearances or transfers, site visit authorizations, and all related paperwork in accordance with the ISM. Confidential secretarial duties to support the office of the president. During last year, worked closely with the accountant to satisfy court reporting requirements for a debtor in possession (bankruptcy).

1981-85 Chief, Employment & Employee Benefits, United
Planning Organization, Washington, D.C.

- Was responsible for personnel staffing for agency of approximately 500 employees (advertising, interviewing,

recommending for hire, reference checking and verification, new employee processing and orientation); employee benefits administration and maintenance; report preparation; maintenance of employee performance evaluation and in-step increase systems; wrote job description; administered clerical skills tests; supervised and trained branch staff.

1975-81 Chief, Wage & Salary Branch, United Planning Organization, Washington, D.C.

- Maintained internal consistency among the salaries paid to employees and for maintained pay levels that were comparable to the local job market. Wrote all job descriptions; interpreted classification and pay policies; and standards and defined qualification requirements for classes of positions. Observed jobs and interviewed workers and supervisors to determine skills, knowledge and abilities as well as physical and mental requirements of positions.

1969-73 Personnel Management Specialist, United Planning Organization, Washington, D.C.

- Developed entry-level jobs for "target area" employees and applicants of lesser backgrounds than normally desired. Assisted in the development of clerical job descriptions, pay scales, pay and personnel policies.

1968-69 Administrative Assistant to the Personnel Director, United Planning Organization, Washington, D.C.

- Performed secretarial and administrative duties. Interviewed and tested clerical applicants; made referrals and followed up regarding their suitability for jobs. Assisted in the development of a clerical procedures manual for UPO employees.

CTEER RECENT EXPERIENCE (Part-time)

1988-present: Word Processing Specialist, Arnold & Porter (Law Firm)

- Operated CCI (Computer Console, Inc.) computer to perform production oriented legal word processing. Work was deadline bound and requires excellent word processing and machine transcription abilities.

COMPUTER SOFTWARE CAPABILITIES

- Lotus 1-2-3
- Word Perfect 5.0
- Mass 11
- Symphony
- NBI 3000, 4000, 2000
- Microsoft Word
- CCI (Computer Console, Inc.)

EDUCATION AND TRAINING

- University of Maryland, University College - completed 32 credits in general studies
- Strayer Jr. College, Received Diploma for completion of the Executive Private Secretarial Curriculum; Also completed 86 quarter hours towards a associate's degree in business administration
- Workshops: Management Development (1984); Personnel Management (1983); Job Analysis/Writing Job Descriptions (1974); and Salary Administration (1974)

FRAN RICHMANN

WORK EXPERIENCE

1990-present: Part time Program Support Staff: "When Actually Employed," Resolution Dynamics, Inc.

- Provides program support services on an as-needed basis to management consulting and training staff
- Assists Office Manager on an as-needed basis with various program support activities, primarily word processing and materials preparation

1988-present: Project Assistant, American Society for Training and Development

- Assisted in developing newly created ASTD Technical and Skills Training Department. Responsible for mailing list development and maintenance. Promoted annual Technical and Skills Training Conference with training supplier mailings, corporate and union contact mailings and mailing of preview materials to targeted industry professionals. Processed all Technical and Skills Conference demographic statistics and was responsible for system by which general and special conference session evaluations were shipped, tabulated and analyzed. Acted as ASTD staff member at National and Technical and Skills Training Conferences. Responsible for logistical and administrative support for Technical and Skills Training Executive Committee meetings. Conducted preliminary research for market access study of four major markets. Served as member of a committee to determine association strategy for promotion of membership growth among attendees at Technical and Skills Training Conferences and using contacts on the Technical and Skills Training promotion lists. Composed correspondence and maintained files and records in the Technical and Skills Training Department.

1984-87 Administrative Assistant, University of Texas at Austin, Graduate English Department

- Compiled admissions dossiers for approximately 100 graduate student candidates per semester. Served as point-of-contact with prospective graduate students regarding prerequisites, courses available, and procedures for admission to the university. Processed admissions materials including applications, tests, transcripts and letters of recommendation. Administratively screened applications to determine if prerequisites were met. Maintained files, records and

forms related to admissions and graduate placement of graduating Ph.Ds. Acted as accounts assistant for university faculty club.

1984 Office Manager, District of Columbia Bankers Association

- Administered all duties involved with running a federal and local political action committee. Coordinated governmental lobbying efforts of the office by scheduling meetings, writing and preparing correspondence, coordinating luncheons, planning banquets and seminars, and preparing all account disbursements. Responsible for maintaining association tax records, payments and reports. Compiled and disbursed payroll. Posted and reconciled general ledger and accounts receivable. Prepared yearly budget. Coordinated yearly convention.

1983-84 Program Assistant, The Graduate School, USDA

- Administered five major U.S. Army training contracts, including all personnel administration for 100 employees. Recruited, interviewed and hired ADP professionals, technical writers, and systems analysts. Designed forms to track costs, personnel and equipment. Made and coordinated all travel arrangements for extension training in continental United States, Hawaii, and Europe. Planned training seminars, luncheons, and classes. Using the three-bid system, procured all computer equipment and training aids.

1981-83 Assistant Manager, The Ormond Shop, Inc., Washington, D.C.

- Supervised a staff of fifteen fashion advisors.

1980-81 Team Leader, RGIS Inventory Specialists, Monterey, CA

- Supervised store inventory and team members.

1978-79 Test Examiner, U.S. Army Education Center, Ansbach, West Germany

EDUCATION

B.F.A.: Drake University, Des Moines, Iowa

A.A.: Grand View College, Des Moines, Iowa

MARY STOJIIC

1990-present: Part-time Program Support Staff, Resolution Dynamics, Inc.

- Provides program support services on an as-needed basis to management consulting and training staff
- Assists Office Manager on an as-needed basis with various program support activities, primarily word processing and materials preparation

Note: Ms. Stojic has previous experience as a training program assistant at Graduate School, USDA and is currently preparing for graduate studies.

1.3 Professional personnel required and nature of relationship

Other professional personnel anticipated for this project will be contracted to provide expertise in media and materials design and preparation. These contracted services may include such things as art work, audiovisual productions, computer support, and printing.

For	<u>Vendor</u>
(a) Artwork	(a) Caliartree Studio 1761 Euclid Street, N.W. Washington, D.C. 20009 Contact: Lucia Starling King
(b) Audiovisual Productions	(b) Telespan International, Inc. 1111 14th Street, N.W. #720 Washington, D.C. 20005 Contact: Antoinette Ford
(c) Computer Support Services	(c) JoAnn Fullerton Associates 11327 Amherst Avenue Wheaton, MD 20910 Contact: JoAnn Fullerton
(d) Printing	(d) The Printer 1803 Florida Avenue, N.W. Washington, D.C. 20009 Contact: Wendy Merrel

1.4 Consultants, reason for use, and their tasks

RDI will supplement its staff by using certain associates with whom we have long-standing experience as consultants. This will enable us to provide even broader coverage and expertise in our multidisciplinary team to the NRC, and to increase flexibility in responding to agency needs. Each consultant presented in sections 1.1 and 1.2 will be available exclusively through RDI for this project.

1.5 Subcontracts

Other than the training and consultant staff, and the professional services that will be contracted on an as-needed basis, RDI will not use subcontractors.

2.0 Organizational Experience

RDI's Services

RDI offers a variety of professional services to organizations and groups. Broadly, these services would include the areas of organizational development (OD) and human resource development (HRD). RDI focuses on the way people are managed, supervised, communicated to and with, assigned tasks and work, and on the way they interact with one another.

RDI's services include training, third-party conflict resolution, meeting and retreat facilitation, team building, planning, and other related interventions to improve human resource utilization and organizational productivity.

Unique Qualifications for this Contract

Three factors which distinguish RDI from other vendors who may offer these types of services to the NRC are:

- (a) RDI's cadre is highly skilled in all phases of training and design required by this contract. Most key staff members are the same personnel who are currently delivering many of these same services to the agency.
- (b) RDI's long experience with the NRC; knowledge of NRC issues, current activities and needs; and highly developed working relationships with agency personnel, including managers at all levels.
- (c) At RDI we "practice what we preach." We model processes such as quality service planning and effective project management so that we are credible in training client organizations in these methodologies. On the NRC contract our project manager will be more than a figurehead or someone who occasionally asks instructors and designers about progress. He will be an integral part of all phases of service delivery on this contract, working very closely with the NRC training representative to ensure that NRC needs are being met and the highest quality is being maintained.

- 2.1 Experience in tasks similar to the statement of work, and at least two successful examples

Introduction

RDI programs have received high marks in organizations at the Federal and local government levels. Three recent examples of our managing and delivering multidisciplinary programs are our contracts with: U.S. Nuclear Regulatory Commission, Smithsonian Institution, and Applied Systems Institute, Inc. as training

subcontractor for the USDA's Agricultural Stabilization and Conservation Service.

Example A: U.S. Nuclear Regulatory Commission

We currently manage and deliver services on three separate contracts for the NRC. All projects have provided NRC staff with specific skills and support the agency's goals to enhance interpersonal, group and managerial skills in their current jobs, and to develop in these employees the skills and knowledge for future work activities. Titles of courses RDI currently delivers include: "Performance Appraisal," "Gathering Inspection Information through Interviews," and "Work Team Leader's Workshop." In the past, we have developed and delivered six other programs within the agency, either directly or through a subcontract. These courses include: "Time Management," "Conflict Resolution," "Small Group Dynamics," "Conducting and Participating in Effective Meetings," "Interviewing Skills Workshop" and "Supervising Human Resources."

Members of RDI's key staff have been directly involved in needs analysis for all currently managed courses and for most of those delivered in the past. Nicholas Mann, our Project Manager, and one of our staff trainer/consultants has a long history of working collaboratively with training and management personnel in the NRC. Analysis of current and emerging needs has involved close consultation with NRC training staff and data gathering through interviews, direct observation and feedback from previous training, and use of various other methods.

We have designed or redesigned these courses to meet the needs of the participants and collaborated to develop objectives and content. Our programs constantly evolve to include shifts in emphasis and modifications to materials as new information becomes available or as new concerns emerge from class participants.

Program materials include course notebooks, instructor's guides and appropriate training aids such as films, charts, or tailored audiovisual cassettes. Our instructional methodologies have included case studies, simulations, the presentation of commercial audiovisual material, the development of tailored audiovisual material, in-class videotaping and feedback, discussions, lecturettes, readings, team work assignments and interactive roleplay. For courses that require trainer role-modeling or highly interactive participation, we have used a team-teaching approach.

These courses consistently received excellent to outstanding ratings over the years and were implemented by members of our proposed cadre. The courses and key staff are identified below:

<u>Key Staff Names</u>	<u>Past and/or Present NRC Project Involvement</u>
1. Nicholas Mann	1. Supervising Human Resources, Conflict Resolution, Appraising Employees, Conducting and Participating in Effective Meetings, Interviewing Skills Workshop, Time Management, Presupervisory Orientation - Part II, training management and multiple course designs
2. Donald Spears	2. Conflict Resolution, Work Team Leader's Workshop and Information Gathering Inspection Information through Interviews
3. Karen Gaskins Jones	3. Conducting and Participating in Effective Meetings
4. William King	4. Work Team Coordinator Workshop and Gathering Inspection Information through Interviews
5. Robert Maddox	5. Management Workshop, Small Group Dynamics

Programs are evaluated using either RDI or agency training evaluation forms, and adjustments are made to subsequent programs based on the information received. Our evaluations, however, are not limited to these paper procedures. Our extensive experience with the agency and regular involvement with NRC staff has enabled us to spot trends that lead to improvement of future programs.

Example B: Smithsonian Institution

RDI has delivered multidisciplinary programs to the Smithsonian over a number of years. As a decentralized, bureau-driven institution, the Smithsonian presents unique challenges in coordinating multiple efforts with various points of contact depending on the project. We have been able to provide skills training in: general supervisory skills, time management training and quality service management training. We have also provided organizational development services to include: (a) third-party conflict resolution, (b) meeting and retreat facilitation, (c) consultation with planning groups, (d) consultation on issues of diversity in the workplace, (e) team building and (f) creativity session facilitation.

Under Smithsonian's umbrella the bureaus and offices served have included: (a) The National Air and Space Museum, (b) The National Museum of American History, (c) The Office of

Information Resource Management, (d) The Management Committee, (e) The Resident Associates Program, (f) The Office of Quincentenary Programs, (g) The National Museum of Natural History and (h) The Office of Elementary and Secondary Education.

The overall objective of the training tasks under RDI's Smithsonian work has been to enhance general managerial and supervisory skills. Objectives of our organizational development activities have included: (a) resolving specific communication problems and interpersonal conflicts and (b) stimulating critical and creative thinking on specific programs and projects such as the creation of major exhibitions or the restructuring of an office.

Our training methodologies have included the same approaches referred to in Example A. Our organizational development methodologies have included: (a) cybernetics, nominal group method and brainstorming for creativity sessions, (b) process consulting for various facilitation, conflict resolution and team building projects, (c) logical framework, critical path, force-field analysis, flow-chart methods, profile-scans, and strategic planning for various analysis, problem-solving or planning tasks.

Out of our key personnel (see section 1.1), the following have been directly involved in delivering services on these Smithsonian projects: (a) Nicholas Mann, (b) Donald Spears, (c) William King, (d) Karen Gaskins Jones and (e) Marjorie Schiller.

In following up our work on Smithsonian project activities, we have used similar methods as in Example A for training evaluation and skills enhancement feedback. Given the considerable organizational development experience with this client organization, we have been able to monitor changes through direct observation of individual and group behavior, and through measurement of productivity results. We also make use of standardized and customized surveys for various assessment and evaluation purposes.

Example C: Subcontractor for Training Services Delivered to USDA, Agricultural Stabilization and Conservation Service

Our third example of managing and delivering on a large scale in a training project was through subcontracts which were entitled the "Standardized Automated Peanut Marketing System" training project. This project was funded by the Agricultural Stabilization and Conservation Service (ASCS) of the USDA. The prime contractor was the Applied Systems Institute, Inc. (ASI) of Washington, D.C. In the first year, RDI's responsibility was the design, coordination and delivery of approximately fifty workshops throughout the three peanut growing regions. Approximately 10 different sites were used and a training of trainers workshop was held in Washington, D.C.

This particular project was part of a multimillion-dollar effort to bring a new automated technology into the agricultural sector. The project's goal was to simplify and improve the efficiency of marketing and recordkeeping associated with the government's price support and quota program. In order to do so, agency and industry personnel needed to acquire technical skills in cutting edge computer technology.

As a measure of the success of our efforts in helping participants gain valuable skills, after the first year's contract in 1987 the prime contractor received specific requests from the Agricultural Stabilization and Conservation Service of USDA to use our services again in 1988. These requests were supported by the peanut industry because of our outstanding work (as judged both by the government and the peanut industry) in 1987.

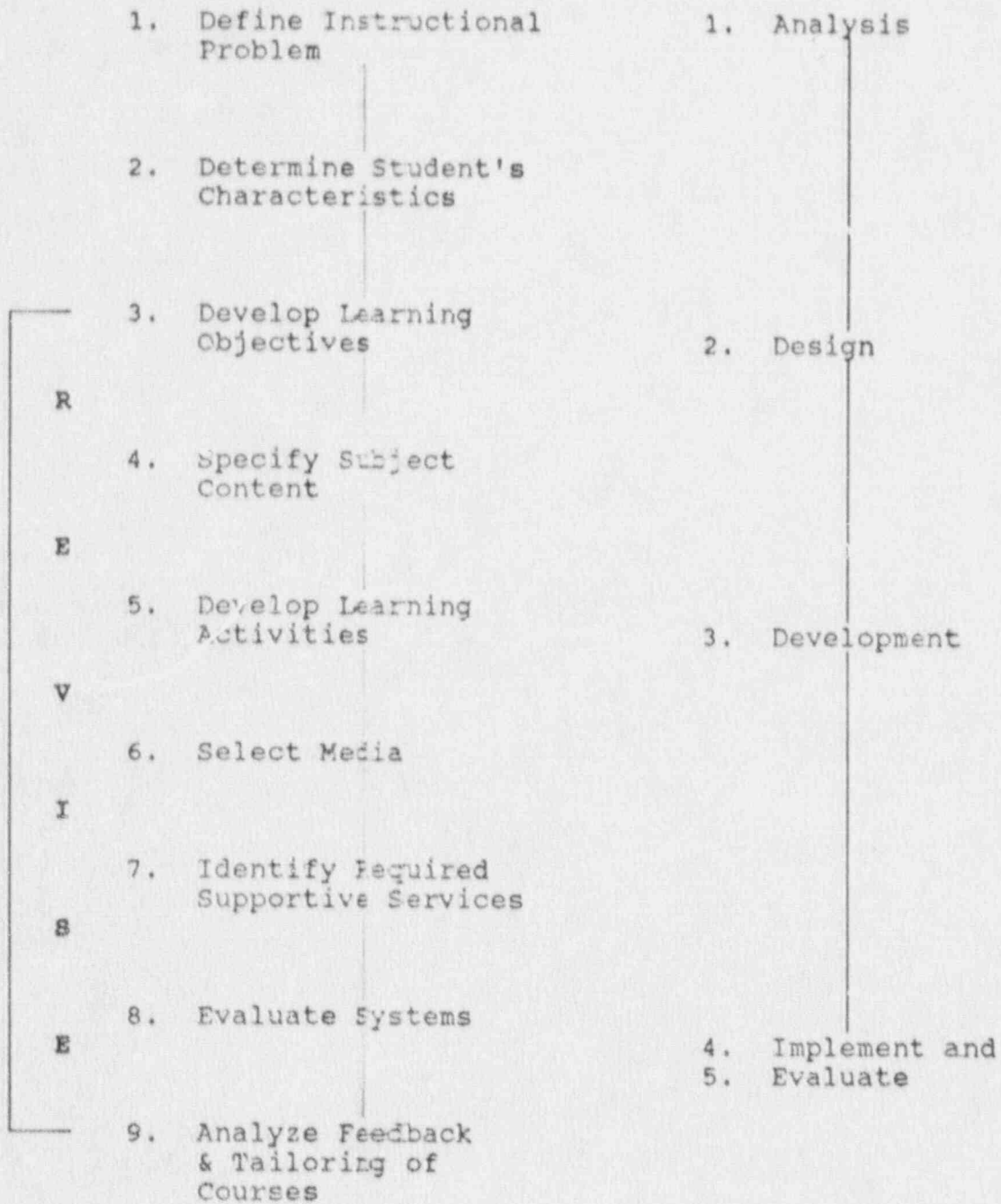
Key personnel (see section 1.1) who were involved with RDI on this project are: Nicholas Mann, Donald Spears, Karen Gaskins Jones, William King and Susan Weeks.

2.2 Organization's approach and experience with design

RDI believes that the quality of learning and skill building is enhanced substantially when materials and presentations are directly relevant to the participants' actual job experiences. We therefore use systematic approaches in designing and/or tailoring instructional programs. The following page presents an overlay of two such approaches (Instructional Design and ISD) and is a representation of the sequence of stages RDI follows.

Instructional Design Model

ISD Model



Methods for Analyzing Training Needs

In analyzing training needs, RDI uses interviews, direct observation, focus sessions, reviews of documentation and surveys. Analysis of this information leads to specific decisions about objectives and the design of effective programs and new courses. RDI is committed to ensuring that courses are customized to the client needs.

Resources for Design and Development

During the design and development stages, RDI draws from public domain and commercial products or creates original designs when desirable. When conducting the sessions, our instructors are flexible, tailoring "on their feet," and making adjustments to materials, design and presentation between offerings of each program.

Approach to Executing Training

RDI professionals use well-known and highly regarded instructional and training techniques. We follow andragogical approaches (geared to adult learning patterns). These include simulations, clear and simple presentations, role-modeling, role-playing and drills. For lectureries we use approaches such as the "Training Conference" method. The instructor presents information but actively seeks input and involvement from the learning group. We also use films, written materials, diagrams small group discussions and visual aids.

Some of our designs call for surveys to be completed in advance of training. These surveys enable the class and instructor to work from "live data" about work climate, typical problems and other facets of the subject. This feature enables on-the-spot tailoring to meet participant and organizational needs.

In skill building units we use various highly participative approaches. On the following page we show the training model developed by Dugan Laird and Ruth House for "Training Today's Employees."

Training Model

1. ANALYZE THE TASK to be learned.
2. SET THE CLIMATE for the learning.
3. TELL the learners how to do the task.
4. SHOW the learners how to do the task.
5. LET THE LEARNERS DO THE TASK themselves.
6. REVIEW THEIR WORK in ways which reinforce their achievements and set goals for their improvement.

Methods for Organizational Development

In addition to training, the NRC requires organizational development (OD) services as part of this project. RDI's organizational development approaches draw heavily from planning, team building, and process facilitation models. RDI believes that staff development cannot be successful without organizational development.

Organizational development and training interventions are complementary. Training offers an opportunity to learn and practice skills; OD offers the opportunity to solve problems and grow while working on issues in real-time.

Team building involves systematic, long-range planning for the improvement of interpersonal relationships within functionally interdependent staffs. These are some of the most important interventions which contribute to the attainment of the goals for improvement and increased effectiveness within the organization. RDI uses an action-research model which begins with collection of information and feedback and ends with action planning from the feedback. RDI consultants would be on-call to work with teams, where team building is needed.

2.3 Support personnel and facilities

Staff Support

RDI's full-time staff person, Betty Burke, combines the functions of office manager and program support. She will function 75% as program support staff for the NRC contract and 25% as RDI Office Manager.

RDI will draw upon several part-time or WAE staff persons, including Ms. Fran Richmann and Ms. Mary Stojiic, to assume the responsibilities for program support for all RDI contract work other than that of the NRC. In addition RDI is projecting the need for 48 days per year of additional support for Ms. Burke on the NRC contract and will utilize Ms. Richmann and Ms. Stojiic for these purposes.

Through these personnel shifts, RDI will have the capability for 30 or more hours staff work per week directly in support of servicing this contract. Program support duties will include such functions as preparing training materials, arranging travel, acting as point of contact on questions concerning RDI services, tracking contract information, handling correspondence, recordkeeping, supporting registration and enrollment activities within the NRC, and providing in-class logistics to instructional staff handling audiovisual equipment. Ms. Burke will report directly to the company's NRC project manager, Nicholas Mann, for all these duties.

In her office manager role, Ms. Burke will maintain financial records, track expenditures, handle billing, orders, invoices, and administer pay. These activities will be overseen by RDI's chief financial officer, Mr. William King, and supervised by the company's NRC project manager, Nicholas Mann.

RDI will add or increase its full-time, part-time or temporary additional support staff if required by the work load of a request.

Support Relationships with Other Businesses

RDI utilizes various businesses for such needs as computing services, art work for materials, copying, accounting, and audiovisual production.

RDI's Facilities

RDI's facilities border the Dupont Circle and Adams-Morgan districts in Washington, D.C. Presently, we occupy approximately 2,000 square feet of office space on three floors of a commercial townhouse. Ten staff persons currently can be accommodated comfortably at this corporate office. We have computer capability, with Epson, Zenith and Leading Edge (XT compatible) computers and Panasonic, Epson, and Star printers. We regularly utilize WordPerfect, Lotus 1-2-3, First Publisher, Desk-Link, Sidekick and other software. We can accommodate small work sessions of up to 10 persons in our meeting room for such things as private counseling, small group training, design work, conflict resolution and team building sessions.

2.4 Partial list of clients

References for RDI's organizational experience (examples given in section 2.1). Each of these contact persons has knowledge of the quality of our services and capabilities.

- (a) Dr. August Spector, Training Officer, Office of Personnel, U.S. Nuclear Regulatory Commission, Washington, D.C. 20555, Tel: (301) 492-4685
- (b) Ms. Rae Thompson, Office of Information Resource Management, Smithsonian Institution, Washington, D.C. 20560, Tel: (202) 357-1678
- (c) Dr. Martin Harwitt, Director of the National Air and Space Museum, Washington, D.C. 20560, Tel: (202) 357-2838
- (d) Shireen Dodson, Comptroller, Smithsonian Institution, Washington, D.C. 20560, Tel: (202) 287-3275

(e) Ms. Tonye Gross, USDA-ASCS, 14th & Independence Ave.,
SW (Room 5718), P.O. Box 2145, Washington, D.C. 20013,
Tel: (202) 447-4319

3.0 Technical Approach

RDI will bring to this project a team of highly experienced professional consultants, trainers, plus support personnel. We have in-depth knowledge of the issues of the nuclear regulatory environment, gained through extensive and continuing experience with NRC in headquarters and all five regions. Building on this experience, RDI will apply contemporary quality service management strategies, focusing on the needs of the NRC and its people as customers:

- (a) Step One: Assessing needs in the NRC
- (b) Step Two: Refining of RDI's quality service strategy so that it is tailored to the NRC
- (c) Step Three: Action planning (design and development)
- (d) Step Four: Making the quality services accessible to the clients (communicating the services)
- (e) Step Five: Executing the quality services program
- (f) Step Six: Continuing improvement

3.1 Discussion of the scope of the task

Understanding of the NRC's Needs

The NRC must have effective supervisors, managers and teams to discharge its important mission. It has responsibility for the regulation of the nuclear power generation industry and of the many other industrial and medical applications of nuclear materials. The goal is to ensure operational safety in the industry.

The NRC work force tends to be highly technical, with large numbers of engineering and scientific disciplines represented. Many of the senior technical managers gained their early nuclear experience in the Navy, and the NRC culture has been greatly influenced by these managers. However, in recent years, the NRC has drawn from industry as well as the military for its staffing.

Due to the controversial nature of nuclear power, the NRC operates under intense scrutiny from political and public interest groups such as environmentalists. These pressures often erupt in crises which make long-range planning and follow-through difficult.

In the administrative areas of the organization, there is a lot of pressure. NRC line organizations require high quality administrative services such as training, travel, data processing, procurement and personnel -- and therefore these administrative staffs tend to be constantly stretched.

Recently a number of initiatives have also influenced the NRC landscape. For example, rotating personnel in order to gain broader experience is now a common practice. Also, the NRC

performance appraisal process has been controversial, with the most recent revisions of the system (1986) ready for still further improvement. At issue are such things as whether or not the system really contributes to better staff performance, and whether the generally high staff ratings under the system reflect an accurate picture of performance.

RDI's Proposed Role in Support of NRC Training and OD

It is in this highly fluid, pressure environment that the outside contractor will need to work. RDI, as that contractor, would be challenged and required to competently conduct training and consulting programs. It will be important to model the behaviors and concepts that are described in these programs, so that we present credibility to NRC personnel -- who can be highly critical. Also, with so many programs being made available to the staff, RDI would be required to monitor the implementation of these various services. Consistency of philosophy, and the absence of redundancy and contradictions from course to course, are examples of factors that must be controlled.

RDI will make frequent comparisons between programs in order to evaluate the overall coverage of the client needs. The program materials will be coordinated and periodically reviewed in order to ensure their relevance, integrity, consistency, and lack of redundancy.

One area in which RDI could lend assistance to the internal training staff is in developing course announcements that are used to advertise services throughout the NRC.

As for new course development, the challenges are to respond to emerging training and consulting needs in the NRC in a timely fashion while maintaining the high quality. Careful analysis, design and constant coordination are the means for meeting these challenges. RDI not only has substantial experience with new course development but also brings with it a cadre with specialized expertise in a number of the areas being contemplated for future programs. An example of this is the area of diversity, in which RDI consultants -- Karen Gaskins Jones and Jawara Lumumba -- currently focus much of their attention.

Organizational Development

As various staffs within the NRC encounter planning and problem-solving needs, these can be supported by skillful facilitation or consultation. It is becoming increasingly the norm in today's fast paced and complex world that planning and problem solving are not the exclusive purview of top managers.

In the Federal sector traditionally private sector ideas are emerging. Examples are: (a) focusing on "customers," (b) "corporate" planning, (c) "stake-holder" planning, (d) employee

"gain-sharing," (e) labor and management "collaboration on quality," (f) "quality-improvement teams" and (g) "Self-managing teams." The NRC has used teams in addition to the regular structural groupings (divisions, branches and sections). These "Special Project Teams" often need to come together quickly and work effectively in highly charged situations involving the nuclear industry. Due to these requirements, the OD interventions -- which not only facilitate organizational progress but also provide staff with the experience of learning how to work through problems -- are important for improving staff readiness to serve on teams.

Methodological Approach to OD

RDI's OD consultants will be in the role of process enablers. The subject matter in OD is the real work and relationships of those involved. An inexperienced consultant thrust into this situation can end up not only failing to help the client but actually causing problems and becoming just another obstacle for participants to overcome.

Our consultants have the experience to manage the difficulties of knowing when to intervene, how to intervene, and when to permit process to take its natural course. Although we use tested models, we do not bring fixed solutions or "cure-alls" into an OD intervention. Our first requirement is to bring our genuine interest and concern for finding out what's going on in the environment, before prescribing anything. Our consultants are able to establish rapport based on their ability to show: (1) genuine interest and concern for their circumstances, (2) enthusiasm about the challenges and opportunities to help, (3) respect, (4) competence, (5) and a willingness to listen.

3.2 Discussion of the technical approach to instruction, design and narratives on how each task and curriculum area would be handled

3.2.1 ITEM ONE: Supervising Human Resources (5 days duration)

Background: The transition into having responsibility for the work of others can be a bitter-sweet experience. For the new NRC supervisor, there is the satisfaction of knowing that one's efforts have been tangibly recognized. However, there is also strain in the form of new pressures and altered relationships.

Training Approach: RDI personnel are already experienced with the present design of the program and in conducting the program at the NRC. Therefore, we will be able to move forward with no more than twenty percent revisions to current materials.

This program is one of several mandatory courses for new NRC supervisors. It provides an overview of the job of the NRC

supervisor and then offers specific concepts and skills for use in situations that have been identified as common within the agency. Content of the course has included:

- (a) Adjusting to new roles
- (b) Communication skills
- (c) Leadership skills
- (d) Managing employee motivation
- (e) Problem solving and decision making
- (f) Managing performance
- (g) Coaching
- (h) A linking session

Lively discussions, up-to-date presentations, small group and individual assignments, problem simulations, films and application exercises are used in this program to provide a completely stimulating learning experience.

Updates (Minor Revisions): Since there has been no significant change in the program materials used in this course since its original design in 1982, the RDI instructor proposes to make certain modifications to reflect more up-to-date agency concerns. For instance, the film "Leadership: Style or Circumstance" should be replaced, and the unit on leadership, which currently emphasizes the two-dimensional leadership model of F. Fiedler, should incorporate more contemporary work such as that of Bennis and Nannus.

Additionally, the staffing unit, which is sometimes not seen as relevant to some participants due to freezes in agency hiring, might be replaced. A unit on planning for quality would be a useful addition in its place.

The Linking Session, which has long been one of the high points of the program, should be continued. It offers the unique opportunity to participants to enlist support from their managers for the use of specific course learnings prior to the end of the program. However, since most manager-level staff in the agency have attended at least one (and some as many as 10 or 15) of these sessions, consideration might be given to changing some of the emphases on discussion of the course material in the large group.

Trainers and Projection for Scheduling: Nicholas Mann will continue to be the primary instructor for this program. He has conducted anywhere from two to ten of these sessions each year for the NRC since 1983. Therefore, because of his familiarity with the current design and needs, it is anticipated that 7.5 days will be sufficient to make any necessary adjustments to the current program materials. One day per session will be sufficient for trainer preparation. The course can be scheduled, if desired, by the first month after award of the contract. Backup for the program will be Sephena Jordan.

3.2.2 ITEM TWO: Management Workshop (3 days duration)

Background: The Management Workshop is a second mandatory course, according to the current NRC Manual chapter on training. It usually is taken as a follow-up to Supervising Human Resources. It provides the NRC managers with opportunities to do self-evaluation, and then to plan specific development strategies using the feedback they have been given.

Training Methods:

The principal methodology for this program is a series of instruments developed by Teleometrics International, Inc. Use of these materials requires certification in a Models for Management Instructor's program, certified by Teleometrics.

Trainers and Projection for Scheduling: Our principal instructor for this course will be Robert Maddox. His backup will be Nicholas Mann. Both are certified to use materials necessary for leading this course. Only minor modifications would be needed to update certain support material used in the course. These should cause no delay in expeditious scheduling of sessions. It is anticipated that no more than 4.5 days would be sufficient for minor revisions, plus .5 day per session for instructor preparation. This course can be scheduled, if desired, by the second month after contract award.

3.2.3 ITEM THREE: Managing Change (2 days duration)

Background: Crisis, transition and change occur throughout life, yet it often seems beyond control and becomes, therefore, something to be resisted. The increase in the rate of change in our society and, correspondingly, in the workplace makes it necessary that effective managers be effective managers of change.

Change may be anticipated, even planned. More often, however, it is experienced as unanticipated crisis, often stemming from environmental forces outside our immediate area of control. Daily work may be focused on "putting out the fires" that flare up, with little time or thought given to planning a strategy of readiness or prevention. The intrusion of unanticipated change creates stress in the manager and in his or her employees that increasingly lowers morale and productivity.

Approach to Training: This two-day interactive program for managers and supervisors will encourage the perspective that change is the norm rather than the exception. Managers must be able and willing to anticipate problems, understand the dynamics of the change process and respond effectively. Thus, those attending will learn the leadership skills needed to manage themselves and their employees through the transitions of an ever-changing environment. They will apply a change process

model to a current situation in which they are involved. The topics they will be exposed to will include:

- (a) The nature of change
- (b) Assessment of self and current climate
- (c) Building readiness for change
- (d) Critical roles and skills needed during times of transition
- (e) Implementing strategy using a change process model.

As a result of participation in this course, NRC participants will:

- (a) Recognize the forces of change affecting themselves and their work environment.
- (b) Know the strengths and roadblocks in themselves, their work group and their organization for effectively managing change.
- (c) Understand the leadership mindset necessary for effective implementation.
- (d) Be able to establish a climate for dealing with change.
- (e) Have generated a strategic action plan for implementing change.

Trainers and Projection for Scheduling: Susan Weeks would be the principal instructor for this program. Her backup would be Sephena Jordan. Ms. Weeks, along with the RDI training project manager and the NRC training representative, will analyze the current materials in order to assess the degree of any additional development that may be needed. Unless unforeseen problems are identified, it is expected that six days of time would be sufficient for any minor revisions or material adjustments. One day per session will be needed for trainer preparation. This course can be scheduled as early as the second month after contract award.

3.2.4 ITEM FOUR: Conflict Resolution (3 days duration)

Background: Conflict is a fact of life in interpersonal dynamics. It is not, in fact, the presence of conflict that is unusual. On the contrary, it is the absence of conflict that signals quite an unusual situation (probably one of festering issues, or hidden conflicts below the surface). Furthermore, any regulatory environment is going to bring with it a certain amount of potential conflict which may be even above the normal level for other types of organizations. Interactions with licensees, as well as interactions within the organization, over differences in interpretation of complex events bring numerous conflict situations.

Training Approach: Since we all have habitual patterns of behavior that are dragged "out of the closet" and almost

compulsively used in conflict situations, one of the course objectives will be to help NRC employees acknowledge present behaviors in conflict. We present both experiential and instrument feedback early in this program so that the participant can accomplish this first step.

Thereafter in this highly interactive course, participants will be given the opportunity to learn and practice techniques of conflict resolution such as identifying sources of conflict, brainstorming, and using win-win and merit-based negotiation techniques. Simulations and other experiential activities, as well as audiovisuals, will be used.

Trainers and Projection for Scheduling: Donald Spears will be the primary instructor for this program. His backup will be Nicholas Mann. Both have considerable experience, not only with training in conflict resolution skills, but also with facilitating resolutions to real conflicts as consultants to organizations. Both Mr. Spears and Mr. Mann have taught Conflict Resolution Skills previously in the NRC, and both are very familiar with the NRC's existing materials. Mr. Spears, along with Mr. Mann (in his role as project manager) and the NRC training representative, will analyze the current materials in order to assess the degree of any additional development that may be needed. It is expected that 4.5 days of time will be sufficient for any minor revisions to this program. Also .5 day per session will be sufficient for trainer preparation. Therefore, no delays will be needed in scheduling the program after the execution of the contract. The course could be scheduled as early as the first month after award of the contract.

3.2.5 ITEM FIVE: Interviewing Skills (3 days duration)

Background: The NRC must have information in order to accomplish its mission, and much of this information comes through the interview process. Additionally, NRC personnel use various types of interviews for other purposes, such as for procurement and contract negotiations with vendors. An interview can be a high-pressure situation involving enormously high stakes. It will often call upon the NRC employee to exhibit certain communication skills which are unique to this type of event. This course seeks to provide the NRC personnel with techniques and skills for conducting effective interviews for the Agency.

Training Approach: RDI staff are already experienced with the present design of the program and in conducting the program at the NRC. Therefore, we will be able to move forward with no more than twenty percent revisions to current materials.

This course covers the following four types of interviews:

- (a) Type One: The Scientific or Informational Interview
- (b) Type Two: The Selection Interview
- (c) Type Three: The Persuasive or Business Interview
- (d) Type Four: The Performance Interview

We will continue to provide opportunities for participants to develop interview guides for any of three levels (highly structured, moderately structured, or unstructured) in accordance with their needs in interviewing. We will also continue to provide participants with opportunities to build skills necessary for executing each of the three primary stages of any interview (opening, body and closing).

Methodology: Written materials, charts and instructor presentations will be used in the course of conducting this program. However, in this highly interactive program, participants are given various experiences in which they will practice skills of interviewing.

In looking at the opening stage of their interview, they will be given demonstrations of the two major purposes of the opening (to set the purpose and to establish rapport). They will role play openings of interviews in order to drill these skills.

Looking at the body of the interview, they will consider which level of structure is appropriate, and they will observe instructor modeling of the various techniques to use in the body of the interview. They will also practice these skills with each other.

In learning about the closing of the interview, participants will come to understand the purposes of closing (clarify what has been accomplished, evaluate progress, and clarify and agree on next steps). They will also be given techniques for executing an effective closing and will practice these techniques in pairs or in small groups.

Possible Major Revision (If Desired by Agency): The NRC has had a desire in the past to look at its entire training curriculum with the idea of coordinating courses so that they are complementary and that they minimize overlaps. There is substantial overlap in this current course design with a number of other NRC courses, which include:

- (a) Gathering Inspection Information through Interviews
- (b) Selection Interviewing
- (c) Appraising Performance
- (d) Performance Management
- (c) Communication Skills for Inspectors

One way to avoid this duplication would be to focus the attention of this course on the Type III (Persuasive or Business) Interview and to provide extensive experience for participants in such things as characteristics of persuasiveness (meeting felt needs, commonality of interests, cost-benefit comparison, etc.). Also, persuasiveness techniques (such things as "implicative communication," "projection," "rhetorical questioning," etc.) could be elaborated, modeled and drilled more fully.

A film such as "Agreeing to Agree" (McGraw-Hill) could be added as an illustration of effective communication in interviews.

Focusing this course on the persuasive and business interview and elimination of duplication with the aforementioned courses would constitute more than a twenty percent revision (major change) of the current course, and therefore is not a part of RDI current plan, except if requested by the NRC.

Trainers and Projection for Scheduling: William King will act as primary trainer for this course. Karen Gaskins Jones will be backup. They are both highly experienced with training in this subject matter, and in the NRC. RDI will rely heavily on the "tell, show, do" training approach offering frequent demonstrations of interactive interviewing skills. It is expected that no more than nine days of minor revision time would be sufficient for any adjustments to this program, plus .5 days preparation time per session. Scheduling can begin by the third month of this contract.

3.2.6 ITEM SIX: Presupervisory Orientation Part II (2 days duration)

Background: Over the years NRC training staff and course instructors in certain supervisory programs observed particular patterns in the kind of feedback that supervisors were giving after attending training. One frequent comment concerned the wish that the participant could have been exposed to certain concepts prior to assuming responsibility for supervision. The other was the wish that some of the supervisors' subordinates could be exposed to the concepts the supervisors were learning, so they would have a common language. The eventual agency response was the Presupervisory Orientation Program. This program included a self-study component (Part I) which is administered by internal staff within the NRC, and a 2 day session (Part II) that is taken after completion of the first phase.

Training Approach: RDI personnel are already experienced with the present design of the program and in conducting the program at the NRC. Therefore, we will be able to move forward with no more than twenty percent revisions to current materials.

The basic approach to this program will be to continue to provide encapsulated versions of selected units from the Supervising Human Resources Course and to also provide participants with a highly interactive experience in self-discovery, using the Meyers-Briggs Type Indicator (MBTI).

Trainers and Projection for Scheduling: Karen Gaskins Jones will act as primary trainer for this course. Both she and her backup, Marjorie Schiller, are certified MBTI trainers. Sephena Jordan will also be certified during the first year of this contract and can then act as a backup. It is expected that three days of minor revision time will be sufficient for any materials adjustments to this program. One-half day preparation time per session will be sufficient. Scheduling can begin as early as the second month of this contract.

3.2.7 ITEM SEVEN: Performance Management
Workshop (2 days duration)

Background: Performance Management involves a series of responsibilities which, taken as a whole, create the necessary conditions for top performance and for organizational viability. These activities are:

1. Defining the job
2. Selecting/Staffing
3. Setting clear goals and standards
4. Helping, supporting and empowering
5. Monitoring and giving feedback
6. Coaching/counseling
7. Evaluating/appraising

Of these seven activities, #1 and #2 fall within the curriculum of NRC's "Selection Interviewing" and "Personnel Practices" courses. Similarly #1, #3 and #7 are covered in the "Appraising Employees" course. Therefore, in a two-day Performance Management Workshop, our emphasis would be on #4, #5 and #6 -- with most emphasis on coaching and counseling skills. The idea is to provide supervisors and managers with tools and skills for improving the performance of their personnel.

Training Approach: Our training in coaching skills is generally based on the works of F. Fournies and of A. Deegan, two of the contemporary leaders on this important area of management. In dealing with supervisory counseling we draw heavily on Eugene Kennedy, who, we believe, has done the best job of articulating counseling from an organizational perspective as opposed to a clinical or mental health perspective.

Possible Major Revision (if Desired by Agency): Given the overlap of this course topic with several others within the Agency's curriculum (identified above), the Agency should give

consideration to a greater than twenty percent revision of the existing design.

The changed course would begin with a connection to other courses in order to establish linkages. Participants would see that with elements and standards having been negotiated, it is now time for various activities which "program the employee" for success as he or she is performing the work. Perhaps the performance starts out unsatisfactorily. Perhaps it is acceptable, but simply could be better. The manager of this individual, in taking on the role of coach, must communicate clearly, in a way that captures attention and walks a fine line of leaving the individual compelled, challenged and supported, but not overwhelmed.

In preparing for the coaching interview in which the manager will attempt to stimulate improved performance and continued development, there are some things which would be helpful to know, such as:

- (a) Are there physical (or health) conditions present which impair performance or which should be considered in any way?
- (b) What lasting impacts from prior work experience linger? For instance, has there been a record of significant success or defeat leading to confidence and an experimental attitude, or to a sense of being "gun shy" and defensive?

Once these kinds of questions have been answered, then the supervisor will be able to determine the need for a coaching interview (or possibly for some other action). In coaching, the supervisor would first get agreement that a problem exists. In the training session, participants would actually be shown methods for reaching this type of agreement. They would also be shown, and would experiment with, other coaching skills such as brainstorming options, and planning and agreeing on corrective actions. Since some of the participant concerns are inevitably centered around the employee who may not be cooperative in this process, we will build in opportunities for them to confront distracting behavior and show them ways for keeping focused on performance management.

On the other hand, when a supervisor or manager enters into a counseling interview with a worker, this may be the most sensitive of all those that a supervisor is called upon to conduct. The key concept in counseling is that of "helping." Yet, even though a supervisor who counsels an employee is assisting that employee, the supervisor and the organization may have much at stake. In many cases this type of interview only happens when the employee's problem has gotten too big for him or her to handle is affecting performance.

Participants in the Performance Management Workshop would be given certain basics of counseling such as: The supervisor who counsels must remember that:

- (a) The problem or subject belongs to the employee.
- (b) The supervisor's role is that of helper, and so on.

RDI trainers will demonstrate establishing a climate for counseling (such that issues can be discussed, and feelings can be handled). Trainees will also demonstrate and have participants practice several different counseling approaches so they may learn one that fits their own personal styles and the needs of the employee. Participants will practice empathetic and directive counseling responses such as:

"You feel that ..."
"Your choices are ..."

Our Performance Management session will be largely interactive. The idea is to give participants as much opportunity as possible to observe and to practice coaching and counseling. Our trainer will model the skills being taught, before asking participants to practice them (see Training Model - section 2.2).

The alterations to the Performance Management course indicated herein would constitute a major (greater than 1) revision, and therefore are not a part of RDI's current plan, unless requested by the NRC.

Trainers and Projection For Scheduling: Sephena Jordan will be the primary trainer. The backup will be Nicholas Mann. It is anticipated that six days will be sufficient for minor revisions. One additional day per session would be used for preparation. This course could be scheduled as early as the third month after contract award.

3.2.8 ITEM EIGHT: Small Group Dynamics (3 days duration)

Background: There are many instances in which the NRC mission requires synergistic effort from its groups. This type of group process requires high levels of communication skill and cooperation, as well as a working understanding of group dynamics. Unfortunately, it is often the case that personnel who are primarily trained in sciences and engineering don't have the background in "interpersonal skills" to feel comfortable working in groups. Therefore it is incumbent on the NRC to provide training in group dynamics.

Training Approach: RDI staff are already experienced with the present design and delivery of this program in the NRC. Therefore we will be able to move forward with no more than twenty percent revisions to current materials.

In this program participants are exposed to concepts of effective decision making in groups. We draw heavily on the work of Victor Vroom, who developed a highly effective model on group decision processes. We also identify and discuss properties and characteristics of effective groups as compared with ineffective ones. Key concepts include:

- (a) The relationship between conflict and group effectiveness
- (b) Leadership skills in groups
- (c) Group size as an important variable in determining group performance capability
- (d) Various group discussion and brainstorming methodologies (such as brainstorming, nominal group method, etc.)
- (e) Task, relationship and individually oriented group behaviors
- (f) "Group-Think" or "The Abilene Paradox"

Methodology: Written materials, charts and instructor presentations will be used in conducting this program. However, in this highly interactive program, participants are given various experiences in which they will practice effective group interaction skills and experience either positive or negative group effects. Those whose experiences are positive will then analyze those experiences (illustrating synergistic principles) and determine how they might be replicated in normal NRC group activity. Those whose experiences are negative will also analyze theirs (illustrating concepts such as "The Abilene Paradox"), and learn how similar effects can be avoided in NRC groups.

Trainers and Projection For Scheduling: Donald Spears will be assigned as principle trainer for the Group Dynamics Course. His backups will be Robert Maddox and Sephena Jordan. Each of these trainers is very experienced in this topic area. We would propose to integrate our materials with those already in use in previous NRC training in this area. This process would constitute a minor revision, and therefore only six days will be sufficient. An additional day per session would be for trainer preparation. This course could be scheduled as early as the second month after contract award.

3.2.9 ITEM NINE: Managing Management Time (2 days duration)

Background: No topic is more universally needed within the training curriculum of today's contemporary organizations than time management. We are in an age in which information and organizational requirements increase exponentially while time

remains constant. Only the skillfull use of time will keep the NPC's staff on top of its mission.

Training Approach: RDI personnel are already experienced with the design and presentation of this program in the NRC. Therefore we will be able to move forward with no more than twenty percent revisions to current materials.

RDI makes use of a model developed within the company over a number of years. It provides a comprehensive and realistic view of what is really required to use time effectively. It provides practical and specific strategies for improving identified time problems. We look at three interdependent skill areas and participants will have the opportunity to make improvements in each.

First, we cover planning and organizational skills. Plans are focused intentions. If you don't intend, accomplishments are accidental. Organization is not the same as neatness. The use of processes and systems help rather than hinder.

Next, participants examine the way the managers interact and respond to people on the job. Without the necessity of dealing with others it might be easy to follow plans. NRC managers must work with, around, and for others. Much of their unproductive time is the result of not handling face-to-face interactions well. Thus, requests, demands, social calls, and other interruptions play havoc with their attempts to work effectively.

Finally, we take a tough look at self-discipline, self-esteem, and procrastination. Many programs give abstract and superficial treatment to the topic of procrastination, a tremendous obstacle to effective time utilization. RDI believes that planning, organizational, and interactive skills are activated by self-discipline and directly linked to self-esteem.

Participants in this 2-day program will develop personal goals for each of the three skill areas. They will be able to select from hundreds of techniques provided by the instructors, other participants, films, and written materials. Each will leave with a written plan for improved time management

Trainers and Projection For Scheduling: Karen Gaskins Jones will be assigned as trainer for the Managing Management Time course. Her backup will be William King. We would propose to integrate our materials with those already in use in previous NRC training in this area. This process would constitute a minor revision, and therefore 4 days will be sufficient. An additional .5 day per session would be for trainer preparation. This course could be scheduled as early as the first month after contract award.

3.2.10 ITEM TEN: Managing Management Stress (2 days duration)

Background: Stress is a change in our lives, something that places us under pressure. It's usually associated with such undesirable events as being fired from our jobs or becoming ill. But psychologists say that even some "positive" experiences, vacations and Christmas, for instance, heighten anxiety. If not controlled, stress can contribute to everything from alcoholism to spouse abuse to heart attacks and even, in extreme instances, suicide.

Training Approach: RDI's approach to the Managing Management Stress course will include identification of sources of stress, separating positive (eustress) from unhealthy (distress), and providing techniques to managers for minimizing and handling stress on the job. An assignment to a management position can be a ticket to high stress. Some of the normal problems for the typical NRC manager may include family separations, routine reassignments, financial concerns, and marital strife. Two of the most difficult stress factors for NRC managers may be competition for status and promotions, and the responsibility for the technical work of others.

Using concepts drawn from M. Friedman and R. Rosenman in our course, we'll examine "Type A" behavior and its relationship to the heart. We will also look at certain emotions that may be components of stress, including anxiety, guilt, worry, anger, jealousy, and fear of failure.

Trainers and Projection For Scheduling: The Primary RDI trainer for this program will be Sephena Jordan. Her backup is Karen Gaskins Jones. We would propose to integrate our materials with those already in use in previous NRC training in this area. This process would constitute a minor revision, and therefore only four days will be sufficient. An additional .5 day per session would be for trainer preparation. This course could be scheduled as early as the second month after contract award.

3.2.11 ITEM ELEVEN: Conducting Meetings (3 days duration)

Background: NRC managers and staffs are frequently heard to complain about having to attend meetings. For the course purposes, meetings are seen as involving three to twenty people and lasting more than fifteen minutes. The many complaints range from "too long" to "unnecessary."

This course sees a meeting as dynamic and yet fragile, and as critical to the success of the NRC in meeting its mission. Therefore it is incumbent upon NRC personnel to develop and maintain high caliber meeting skills.

Training Approach: RDI personnel are already experienced with the design and presentation of this program in the NRC. Therefore we will be able to move forward with no more than twenty percent revisions to current materials.

This course covers the following processes which are seen as critical to the success of any meeting:

- (a) Development of clear purpose
- (b) Careful preparation
- (c) Time boundaries and agenda
- (d) Meeting ground rules
- (e) Facilities and logistics
- (f) Visual (and other) Meeting Aids
- (g) Skillful Meeting Leadership

One of our most important points of emphasis in the course is that of limiting the purpose of meetings. Participants are exposed to as many as thirteen different generic meeting purposes, each requiring its own unique set of processes. They learn about the barriers that are created by the constant use of multi-purpose (or "everything but the kitchen sink") meetings.

Methodology: Written materials, charts and instructor presentations will be used in the delivery of this program. However, in this highly interactive program participants are given various experiences in which they practice skills of meeting management. Examples of the the issues they consider in various simulated experiences include:

- (a) What is the purpose?
- (b) Who should be invited/notified?
- (c) What preparation should invitees be expected to do, and in what format should their meeting input be delivered for optimum effectiveness?
- (d) Is shared meeting leadership appropriate? With whom? What transitions?
- (e) What logistical preparations should be made for optimizing the meeting?
- (f) How should the meeting be started, and what will be a sign of completion/success?

Possible Major Revision (If Desired By Agency): The NRC has made a substantial investment in teleconferencing facilities, both in its headquarters and its regional offices. Yet many managers in the agency are unaware of these capabilities, or feel ill at ease or unable to utilize them. One way to institute a major upgrade in this course would be to spend up to one day on this meeting methodology. For instance, .5 day could be spent in and in preparing the group for a simulated teleconference meeting. Then .5 day could be spent in one of the NRC teleconference facilities actually participating in a simulated meeting, followed by debriefing.

This would constitute more than a twenty percent revision of the current course, and therefore is not a part of the RDI current plan, unless requested by the agency.

Trainers and Projection For Scheduling: William King will act as primary trainer for this course. His backup will be Karen Gaskins Jones. They are both highly experienced with training in this subject matter, and in the NRC. It is expected that no more than nine days of minor revision time would be sufficient for any adjustments to this program, plus one day preparation time per session. Scheduling can begin by the third month of this contract.

3.2.12 ITEM TWELVE: Selection Interviewing (3 days duration)

Background: One of the most difficult tasks for managers is to accurately assess performance potential when seeking to fill a vacancy. The selection interview as a process is influenced by human feelings, frailties, and expectations. This is true for both the interviewer and the interviewee.

Training Approach: RDI personnel are highly experienced with this topic area, and with the NRC environment. Therefore we will be able to move forward with no more than twenty percent revisions to current materials.

In this 3-day course we provide interviewers with strategies for minimizing the risks of misreading the interviewee and failing to "DIS-COVER" (a model developed by Ms. Jordan) latent potential as well as veiled weaknesses. The impact of knowing the desired Knowledge, Skills, and Abilities (KSA's) well enough to distinguish "absolute musts" from "nice-to-haves" will be explored. We also look at the role of interpersonal perception in selection interviewing.

Specifically the participants in this program learn:

- (a) how to discuss specific job requirements
- (b) how to use various questioning techniques
- (c) the phases of selection
- (d) the role of non-verbals on selection interviewing
- (e) how to comfortably ask tough questions
- (f) how to probe for needed information without being offensive
- (g) how to listen for intent as well as content

Methodology: The session will be highly experiential, with actual involvement starting with the following pre-course assignments:

- (a) A questionnaire which asks about the most difficult and most often feared aspects of interviewing.
- (b) A self-assessment of their role(s) in filling an actual job opening, recently or in the not too distant past, (i.e., committee member, selecting or recommending official).

In addition to using these two data sources to specifically tailor the session, the trainer will also employ role plays, case studies, practice interviewing and feedback sessions, lecture/discussions, films/video-tapes, and other small group activities.

Trainers and Projection For Scheduling: Sephena Jordan will be assigned as principle trainer for the Selection Interviewing Course. Her backup will be Karen Gaskins Jones. Each of these trainers is very experienced in this topic area. We would propose to integrate our materials with those already in use in previous NRC training in this area. This process would constitute a minor revision requiring nine days periodically through the first year. An additional day per session would be for trainer preparation. This course could be scheduled as early as the second month after contract award.

3.2.13 ITEM THIRTEEN: Appraising Employees (2 days duration)

Background: The task of appraising employee performance is at the core of the NRC manager's or supervisor's job. Yet there is probably no task that is done with more anxiety in the agency than performance appraisal. Recent communications from NRC leadership about skews in employee ratings point out a perception that the agency may need substantial improvement in this area.

Improved performance appraisal may result from certain modifications already being considered (as outlined in NRC Manual Chapter 4151 on "Non-SES Performance Appraisal", dated in 1986). However, no matter what the system, there must be skilled managers and supervisors in order to make it work. Consequently, this course, along with three others in the agency curriculum, is considered mandatory for supervisors.

Training Approach: RDI staff are already experienced with the design and presentation of this program in the NRC. Therefore we will be able to move forward with no more than twenty percent revisions to current materials.

Given that the NRC's appraisal system (as well as those of other Federal agencies) is based on performance planning to identify elements and standards of the employee's job, it is crucial that those who implement performance appraisal understand why these steps are necessary. In this program we help participants to grasp the basis of this requirement through our clarification of the rationale and benefits of such an objectives based system.

Then the bulk of the training time is spent on learning and practicing what we call "front-end" skills and "rear-end" skills for appraising employees. The "front-end" skills include:

- (a) Developing elements and determining which are critical.
- (b) Negotiating and writing measureable performance standards using quality, quantity, time, method used, manner-style, and cost language to ensure clarity.

The "rear-end" skills include:

- (a) Preparation for the appraisal interview.
- (b) Techniques for delivering good appraisal feedback.
- (c) Writing performance ratings.

Trainers and Projection For Scheduling: The Primary RDI trainer for this program will be Nicholas Mann. His backup is Donald Spears. Mr. Mann is currently the trainer for this program in the NRC and is thoroughly familiar with the design and materials (which he developed). Because of the high interest and rapid pace of developments within the agency concerning this topic area, Mr. Mann makes frequent adjustments (from session to session). These changes may require up to six days of time over the course of one year and therefore are in the category of minor revisions. One-half per session will be used for preparation. The program can be scheduled immediately.

3.2.14 ITEM FOURTEEN: Planning Work and Coping With Change (2 days duration)

Background: Many NRC employees are called from time to time to serve with temporary work groups on short-term assignments. However, this does not necessarily mean that they are relieved of other duties. Naturally it becomes difficult for these employees to manage their baseline workloads. What the effective employee must learn is to find during these periods a state of balance which permits them to remain clearly focused on normal goals and priorities and also to find a way to assume their temporary responsibilities and discharge them effectively. This is but one example which illustrates the need for NRC personnel to be able to plan and effectively cope with change.

Training Approach: In this program participants will consider organizational, unit, and individual objectives as they

relate to changes and opportunities that occur within the NRC. Changes in human and material resource availability and requirements will be fully considered. Such analyses will be presented in broad terms using NRC-specific examples in the plenary group. Small work groups will be used to allow each participant to reconsider his or her own circumstances and apply the new tools.

Skills for coping with changing demands and shifting human resources will be considered not only in relation to the task but also in the way human dynamics are affected. Criteria for evaluating successful coping patterns will be developed by individual participants based on their specific job requirements and their own values and expectations. The planning and problem solving skills used in this course will increase participants' abilities to achieve greater productivity in their units.

Possible Major Revision -- If Desired By Agency: It appears to us that the usefulness of this course to the NRC might be increased with some important additions to materials, concepts and with certain shifts of emphasis. Trying to plan in an ever changing environment can be demoralizing without the proper knowledge and tools for coping. The NRC manager would be more likely to spot a way out of confusion if he or she uses analysis tools that could quickly allow for comparison of the importance of competing tasks. Through understanding and use of a "hierarchy of objectives," such analysis is made more rational.

Participants in this modified program would develop skills in systematically categorizing unplanned events. This will enable them to distinguish between genuinely important challenges that threaten operations from those "hot potatoes" and "cries of wolf" that so often lose importance and urgency after a period of disruption. Also, participants would learn to track and analyze demands on their units and to respond effectively when patterns of unwarranted interruptions are identified.

Trainers and Projections for Scheduling: Karen Gaskins Jones will be primary trainer for this session. Her backup is Donald Spears. Both are very experienced in the subject matter of this course. Therefore, assuming that the agency wants to continue the basic thrust of this program as currently designed, it is anticipated only eight days would be sufficient to make any minor design adjustments that might be called for from time to time. One-half day per session will be sufficient for trainer preparation. The course can be scheduled, if desired, as early as the second month after award of the contract.

3.2.15 ITEM FIFTEEN: Organizational Development Program (7 days duration)

Background: Federal agencies are increasing their use of organizational development (OD) services. These activities guide

organizations in developing processes and skills for solving organizational problems through "real-time" work with a trained OD practitioner.

OD Approaches: RDI offers great versatility among its cadre, so that diverse needs can be met through OD services. RDI consultants are trained and experienced in the use of a number of organizational development approaches. Examples are:

Example One: Donald Spears is a leading authority on the use of the "logical-framework" methodology for the design and development of project plans. This methodology is now standard for hundreds of private sector corporations and for large, international development projects funded by the United States. The process can be applied to any task regardless of size, so long as it has the characteristics a clear purpose, fixed resources, and time boundaries. Logical framework planning is usually enhanced through such standard planning tools as "critical path" and "Gantt Charting."

Examples Two: Donald Spears, Nicholas Mann, Sephena Jordan, Marjorie Schiller are all very experienced in using classic models such as the team building approaches developed by Richard Beckhart, and the interventions described by Edgar Schein as process consultation (PC). Team-building activities usually use an action-research model of intervention. There are three processes involved in the activity: collection of information, feedback of the information to the team, and action planning from the feedback. PC involves sets of activities on the part of the consultant which help the client to perceive, understand, and act on process events which occur in the client's environment. Ultimately these activities lead to greater cohesiveness and productivity (teamwork) within the group. Following the action-research methodology, a typical sequence in a team-building intervention might be:

Pre-Retreat

- (a) Determination of need
- (b) Contracting
- (b) Gathering of data
- (c) Analysis and preparation

Retreat

- (d) Feedback and sharing
- (e) Reaction and analysis
- (f) Ranking needs/problems/opportunities

- (g) Task activity and feedback
- (h) Experimentation
- (i) Mutual understandings, agreements, decisions

Post-Retreat

- (j) Application and practice
- (k) Follow-Up

Example Three: Nicholas Mann is trained in the Third-Party Consultation model developed by Brendan Reddy and Chuck Phillips. This OD approach builds on the conceptual framework for process consultation (PC) originally set out by Edgar Schein. RDI will also have available the services of Chuck Phillips as resource consultant, in support of any OD activities which the agency may need. These interventions involve a systematic, time bounded and structured approach to managing conflict between individuals and groups by a trained and neutral practitioner external to the conflict boundaries.

Phases of a PC intervention may include:

(a) Assessment ... The Consultant conducts interviews, uses standard or tailored instruments, and meets with conflicting parties, whether a pair or group.

During interviews, the consultant probes for each party's perspective and feelings. Candor and risk taking are encouraged. Sometimes a tape of all or portions of this interview is recorded as a "deposition" reflecting honest views and feelings. Later, as participants become more open, less fearful, and more comfortable with their own abilities to voice and react to opposing perspectives, these depositions may be used in group or pair sessions.

Participants are encouraged, from the start of the process, to keep a journal of activities, thoughts, questions, feelings, learnings, changes, agreements and commitments.

(b) Education & Contract ... The Consultant further orients the pair or group, and presents basic conceptual information concerning group dynamics and conflict. The concept of "fair fighting" is also presented and discussed.

Participants experience self-discovery through feedback from assessment activities, which is presented and discussed. In looking at this feedback, they are encouraged to focus primarily on process instead of content. In other words, the focus should be on how the information affects interactions instead of on what kind of decisions should be made.

It is essential that participants state their levels of commitment to the process plainly. Consideration is given to termination of the process if it becomes clear that parties are not interested in managing differences more effectively. It is this articulated contract to work honestly on issues, that provides the foundation for future steps in the process.

(c) Training ... The focus of training is on learning and practicing skills. Areas include communicating and listening, negotiation and conflict management, and problem solving.

Deposition information is presented here as the first planned opportunity to begin to work with the actual conflict issues. Emphasis is first on understanding issues, feelings and perspectives.

(d) Process Consultation ... Parties begin to apply new skills in facilitated and non-facilitated discussion of real issues. Consultant makes process interventions and coaches as required. New understandings and ground rules for interaction are acknowledged, and agreements are verbalized.

Parties try out new processes. Consultant may be contacted for "spot" coaching by any participant. Modifications of ground rules and agreements are made as needed.

Consultant leads follow-up discussion. "Before" and "after" statements are made. Participants restate all agreements and ground rules and evaluate process and progress.

An example of the sequence of this type of OD intervention follows on the next page:

<u>Days</u>	<u>Sample Dates</u>	<u>Consultant Activities</u>
[1.5]	Aug 3-4	Observation & Assessment
[.5]	Wed, Aug 9:	Distribute Tentative Process Schedules, Surveys & 1st Feedback Instruments
[1]	Mon, Aug 14:	All Instruments & Surveys Completed, Mailed & Received Back at RDI (AM) & Data Analysis
[.5]	Tue, Aug 15:	<u>First Group Session AM/PM</u> (1) Process Overview (2) Survey & Instrument Feedback (3) Sharing Perceptions (4) Basic Conflict Resolution & Negotiation Techniques and Concepts (5) Level of Participation Expectations/Commitments
[.5]	Fri, Aug 18:	<u>Begin On-on-One Consultations (AM):</u> Depositions & Distribution of 2nd Feedback Instruments
[.5]	Mon, Aug 21:	Option Date for either Aug 18 or Aug 23 (PM)
[.5]	Wed, Aug 23:	<u>Continue One-on-One Consultations (PM)</u>
[.5]	Wed, Aug 29:	<u>Second Group Session (PM):</u> (1) Review 2nd Instrument Feedback and Discussion (2) Self-Assessment & Communication
[1]	Fri, Sep 1:	Option Date for Aug 29 (AM)
[1]	Wed, Sep 6:	<u>3rd Group (and/or Pair) Session</u> (1) Review Depositions (2) Uncover Interests (3) Identify Strategies (4) Practice Skills
[1]	Wed, Sep 13:	<u>Group (and/or Pair) Process Facilitation</u> (1) Role Negotiation Activity (2) Options (3) Agreements
[.5]	Fri, Sep 15:	Option Date for either 9/6 or 9/13
[.5]	Wed, Sep 27:	<u>Group and Individual Follow-Up Session & Process Summary</u>

Example Four: Susan Clark has substantial experience with helping client organizations to implement quality circle programs within their organizations. These programs, which foster employee involvement in decision making and teamwork, have succeeded in upgrading productivity and increasing morale in numerous organizations in both the public and private sectors.

Example Five: As a final example of the versatility provided by RDI's cadre, the following methodologies are all used as needed in support of organizational development activities with client groups:

- (a) Nominal group method
- (b) Profile scans
- (c) Cybernetic session method
- (d) Brainstorming methods
- (e) Strategic planning
- (f) Quality planning methods
- (g) Service management methods

Initiation Process for an NRC Organizational Development Project

Upon being notified by the NRC PO of a potential OD need, the RDI Project Manager will either make an initial assessment of the appropriate staff person, or will first conduct an exploratory interview with appropriate group representative, and then make such an assignment. Depending on the specific requirement, any of the above methodologies will be utilized.

OD Consultants and Projection For Scheduling: As previously stated, any of the RDI cadre personnel mentioned in this section may be utilized for organizational development. Many small (7-day) organizational development jobs centered around facilitation of retreats, or around small group or paired interactions, can be accomplished with only 3 days per job for support consultation, notes, and preparation. Thus an entire job will involve 10 consultant days. These services may be requested as soon as the first month after award of this contract.

3.2.16 ITEM SIXTEEN: Communication for NRC Inspectors (3 days duration)

Background: NRC inspectors conduct most of their work on-site at the licensee facility. They interact with perhaps only one or two other NRC employees and with tens or hundreds of licensee personnel. This means that special communication skills

are needed. Also, most interactions with supervisors and other NRC support personnel are only periodic and usually conducted by telephone, making communication skills still more critical.

Training Approach: RDI's approach to the workshop on communication skills for NRC inspectors would take into account the special nature of the inspectors' environment. Circumstances such as the potential for adversarial relationships with the licensee, the need to maintain an ongoing relationship with the licensee, the ad hoc nature of team assignments -- these all complicate the communication tasks of inspection team members.

Among the skills RDI would cover are:

- (a) Building rapport
- (b) Listening
- (c) Paraphrasing
- (d) Behavior description
- (e) Perception checking
- (f) Giving feedback
- (g) Assertive skills
- (h) Non-verbals
- (i) Dealing with disagreement, and with difficult people

Methodology: Our training in this area is highly interactive. Written materials, charts and instructor presentations will be used in delivering the program. Participants will be given experiential exercises in which they will practice communication skills among themselves, and with the trainers.

Trainers and Projection For Scheduling: Karen Gaskins Jones will act as primary trainer for this course. Her backup will be William King. They are both highly experienced with training in this subject matter, and in the NRC. Their back-ups will be Donald Spears. It is expected that no more than nine days of minor revision time would be sufficient for any adjustments to this program, plus one day preparation time per session. Scheduling can begin as early as the third month of this contract.

3.2.17 ITEM SEVENTEEN: The Work Team Coordinator Workshop (3 days duration)

Background: The challenge of the work team coordinator is one of leading without supervisory authority to evaluate individual performance, without a history of shared experience with project team members, without professional leadership background, and yet with high quality standards of team performance and pressure deadlines to meet.

Adding to these complexities, many of these special project teams are responding to problems which may be of considerable severity. Industry or licensee fears of scrutiny, disclosure of

information, and findings of liability create an adversarial context within which the team must operate.

Training Approach: RDI personnel are already experienced with the design and presentation of this program in the NRC. Therefore we will be able to move forward with no more than twenty percent revisions to current materials.

The Work Team Coordinator Workshop presents approaches to leadership which rely on human skills and technical expertise, and not reward and punishment or legitimate power. It should present opportunities to practice these skills and to receive feedback. It should also provide the opportunity to practice again after the feedback. It should emphasize characteristics of leadership such as calmness, competence and confidence, which can be exhibited even in informal or temporary leadership situations. And it should emphasize the dual challenge of sensitivity and responsiveness to human dynamics as well as responsibility for mission objectives and standards.

Trainers and Projection For Scheduling: Donald Spears will be primary trainer for the Work Team Coordinator Workshop. He will be backed up by William King. Spears and King are the same instructors who teach the current course in the agency, and are thus very familiar with the course requirements. Since any revisions to this program would be minor (under twenty percent) six days will be sufficient for such revisions. The instructor will also need one day per session for preparation. This course can be scheduled as early as the first month after award of contract.

3.2.18 ITEM EIGHTEEN: Gathering Inspection
Information through Interviews (3 days
duration)

Background: One of the most valuable of all interpersonal skills for the NRC inspectors is that of gathering information through effective questioning. The inspector must be able to effectively negotiate through a number of stages during the information gathering process in order to develop a clear and accurate picture of the circumstances of a particular event or allegation at a nuclear facility. For instance, the inspector must:

(a) Analyze needs and prepare strategies for gathering specific information from various types of industry personnel.

(b) The inspector should be adept at a variety of questioning techniques to ensure that the full extent of the information needed is most likely to be revealed.

(c) The inspector should know techniques for defusing hostility and handling difficult situations.

Training Approach: RDI staff are already experienced with the design and presentation of this program in the NRC. Therefore we will be able to move forward with no more than twenty percent revisions to current materials.

Gathering Inspection Information through Interviews is a simulation based program, which uses a training technique which was perfected through assessment centers. Our simulations are based on actual NRC situations and include interactions with various licensee personnel. Each of the stages of our simulation provides the NRC participant with a different information gathering challenge, (such as resistance, or fear of confidentiality). Each stage of the simulation also provides an opportunity for the participant to work on a distinct skill and receive feedback from both the instructor and fellow participants.

In the future it may be desirable to develop additional simulations that are more appropriate for certain groups and thereby broaden the appeal of this course. While RDI design staff can draw from previously collected data for other anticipated revisions to this course, new simulations would constitute more than a twenty percent revision. We would therefore not proceed with new simulations unless notified by the agency PO.

Trainers and Projection For Scheduling: This course is already developed, and is currently being run for the NRC by RDI. William King, currently co-trains this course. He will now be the primary trainer. Donald Spears will act as backup. Due to the relatively recent design of the course and its very positive response, we anticipate only minor revisions to the design and materials at this time. Six days will be sufficient for such minor changes. One day per session for preparation will also be needed. This course could be scheduled for as early as the first month after award of this contract.

3.2.19 ITEM NINETEEN: Designing and Developing a 1-day course (such as "Diagnosing Management of Power Plants")

Generally RDI's design approach will always be guided by the models which are described in section 2.2 of this proposal. That is, we will generally follow a sequence starting with analysis, using interviews, direct observation, focus sessions, and/or surveys. The design sequence would then proceed through setting of objectives, design, development, execution, and evaluation for any new course design.

Possible Approach to "Diagnosing Management of Power Plants.": During analysis we would want to conduct interviews with managers and inspectors who have had broad experiences with both effective and ineffective plant managers. We would also seek to arrange interviews with licensee plant managers and with licensee senior management. We would also want to review documents, tour facilities for direct observation, and perhaps develop a survey for broader feedback. The design team would want to research the history and circumstances of one or two specific problem areas or of an incident, in order to understand plant management behavior during crisis. We would also research such dynamics as intergroup relationships in various plants (good and bad), and politics in plant management. Through these activities, in collaboration with an agency training representative, we would be able to effectively define the instructional problem.

Subsequently the design team would focus on determining the characteristics of the target population. What are the needs of the participants? What experiences, level of expertise, biases, etc. will they bring to the course? What kind of course will appeal to them and yield the best results?

Specific learning objectives would then be developed in close collaboration with NRC's PO. The design team would give careful attention to ensuring that objectives are appropriate for the needs and that they do not unnecessarily overlap or duplicate those of other NRC courses.

Completion of the design process includes specifying content, developing learning activities, selecting media, identifying support services, and providing an evaluation system. Following delivery of the pilot session, RDI staff and the NRC project officer would analyze feedback and make revisions to the course.

Throughout this process a major challenge in developing a one-day course such as "Diagnosing Management of Power Plants," is limiting content to those essentials which will meet the NRC's needs. Time allotted for climate setting and closure activities must be kept to a minimum and carefully balanced with time necessary for learning activities. Each instructional unit must be refined so that it can be delivered with no "loose ends," since participants will not be able to ask clarifying questions on the following day. Our program support staff will need to closely double-check arrangements for training materials and logistics. Any time lost due to such problems as missing pages from notebooks, etc. will represent a greater percentage of learning time in comparison to a longer course.

A team of one lead designer plus one co-designer -- working under the supervision of the RDI project manager with the agency PO would spend approximately eight person days per month for two months prior to piloting this type of program, and four person days subsequently in revising and finishing the course design.

RDI sees the approach listed above as being specifically illustrative of one that should be used in developing "Diagnosing Management of Power Plants," and generally illustrative of the design process for any other 1-day courses requested by the agency.

It is understood that the agency may require development of this program in either the first or second contract year, or that it may not ask for this program during either contract year.

3.2.20 ITEM TWENTY: Designing and Developing a 2-day course (such as "Middle Manager Management")

Just as was indicated in the previous discussion (design of a 1-day course) RDI's design approach will always be guided by the models which are described in section 2.2 of this proposal. Rather than reiterating these steps in this section, we describe a particular 2 day course which was listed in the solicitation as a possible new design area. Our approach described below shows a content approach to the topic, rather than a process approach (as we have done in both the 1 day and 3 day sections).

Possible Approach to "Middle Manager Management" Course: A trend which has been described recently by Tom Peters in many of his discussions of contemporary management issues is the change in the vertical nature of the organizational structure. Sometimes this happens through use of "quality circles," "quality improvement teams," or "self-managing teams." Other times, there may actually be a reduction in the number of levels of bureaucracy.

It is likely that certain trends will influence requirements on NRC middle managers in the future. For instance, the span of control of the middle manager may tend to increase, as it has begun to do in the private sector recently. Also, greater delegation of authority by these middle managers to first and second level supervisors, and to various types of teams, will certainly be part of the picture.

The middle manager will be much more concerned with inter-departmental communications than ever before. The evidence is overwhelming that one of the greatest barriers to productivity in the current and future organization is that of "the right hand not knowing what the left hand is doing." Much duplication of effort, waste, and other forms of inefficiency are directly attributable to these problems. Horizontal networks (teams) of

middle managers have proved to be an important approach for overcoming problems of isolation.

In addition, middle managers must continue and improve in their abilities to get the best from those who work in their departments, divisions, bureaus, offices, etc. The middle manager's job is motivating and rewarding quality output performance. These new roles and skills must be learned, and this may emerge as a general direction for design and development of a 2-day program on "Middle Manager Management."

The "Linking Session" approach that is used in Supervising Human Resources will be also used in this middle manager management program. This will enable the middle manager's manager to be brought directly in to the process of developing the participants' skills in their evolving roles. Given the proposed additional area of emphasis on horizontal communicating, we could also consider bringing in a peer middle manager for a brief discussion of building cross-unit communication systems. Finally "links" with the middle manager's subordinate managers and supervisors must be established.

It is understood that the agency may require development of this program in either the first or second contract year, or it may require other courses from the group listed as 2 day courses to include:

- (a) Conducting Briefings for Inspectors
- (b) Human Performance in Power Plants
- (c) The NRC Manager as a Public Administrator
- (d) Managing Problem Employees
- (e) Current Concerns in Management Workshop
- (f) Management Development and Improvement Techniques
- (g) Understanding the Future to Manage Strategically
- (h) Participating as a Team Member
- (i) Managing Projects
- (j) Managing Cultural Differences

A team of one lead designer plus one co-designer -- working under the supervision of the RDI project manager with the agency PO would spend approximately ten person days per month for three months prior to piloting this type of program, and eight person days subsequently in revising and finishing the course design.

3.2.21 ITEM TWENTY-ONE: Designing and Developing a 3-day course (such as "Managing in a High Technology Environment")

Just as with our 1 day and 2 day design processes RDI's design will be guided by the models which are described in section 2.2 of this proposal.

Possible Approach to "Managing in a High Technology Environment:" During our analysis phase, we would conduct interviews with personnel from various levels, divisions and regions in the agency, in order to better understand the ways in which technical issues and technically oriented people need to be managed. Other data would be sought through review of documents, direct observation of work processes among technical managers and their staffs, and through the collection of survey feedback.

Expanding on the explanations in sections 3.2.19 and 3.2.20, the following sequence of specific activities might characterize our design process:

- (a) Review any pertinent information/material the NRC can make available, (i.e. previous course evaluations, organizational needs, concerns/problems with previous courses, managerial directions, etc.).
- (b) Interviews or survey sampling of anticipated participants as well as other client contacts to identify specific need areas
- (c) Assimilate and define instructional problem and set training objective(s).
- (d) Begin to develop case studies, role plays and small group exercises to identify specific need areas.
- (e) Concurrently develop instructor guide, containing presentation notes, timing cues, references, transitions, set up instructions for all experiential activities, copies of charts, etc.
- (f) Provide periodic feedback to NRC training representative about progress and request input.
- (g) After development of materials, conduct a pilot of the new course with a typical (rather than select) group from the agency.
- (h) Make modifications, as needed, to course design/ approach and presentation.
- (i) Solicit participant reactions immediately following the course and (with random participants) after 3 to 6 months.
- (j) Continuously solicit input/feedback to training efforts from the organization and modify when and where needed.
- (k) Develop an ongoing evaluation/feedback process, which is accessible and can be easily utilized throughout the organization.

Our developmental goal for all new courses will be to design top quality experiential training sessions which adhere to the premise that adults learn better when actively involved in the learning process.

A major challenge in developing a 3-day course as opposed to one that will be shorter is ensuring continuity from one day to the next, making the transitions without compromising the conceptual framework of the instructional design. Participants must return each day with a clear idea of where they stopped the day before and how new material is related to yesterday's learning.

One problem which tends to occur in longer workshops is that of participants missing parts of the session. Our instructional designs will provide for integration of such a participant into the content flow as easily as possible. As a minimum, the participant should be able to return without disrupting the learning experience for others by causing the instructor to repeat long passages of covered material.

A team of one lead designer plus one co-designer, working under the supervision of the RDI project manager with the agency PO, would spend approximately ten person days per month for four months in designing and developing this type of course prior to the pilot. Another twelve person days would be needed after the completion of the pilot for refinement of the final design.

It is understood that the NRC may require development of a 3-day course, such as "Managing in a High Technology Environment," in either the first or second contract year, or that it may not ask for this program during either contract year. It may ask instead for another 3-day course such as Managing Situationally, which would be designed and developed in a similar fashion.

3.3 Assumptions

The following assumptions were made in formulating this response to the NRC solicitation:

- (a) A number of courses currently being conducted can initially continue in their current form and can be brought up for review on a scheduled basis during the course of the project period. Thus the contractor will not need to revise every course proposed before some programs can be offered to agency personnel.
- (b) The NRC will be supply audio-visual playback equipment, easels, tent cards and other incidental training support items plus the training sites.

- (c) Design personnel will be supported in gaining access to NRC personnel from whom information is needed in order to effectively analyze training needs in the development or redesign of programs.
- (d) For organizational development activities, there will be proper orientation provided to top managers about the need for support of these processes, and about the possible lack of immediate observable results.
- (e) In line with "d" above, the NRC understands that OD activities usually involve on-going work on issues that may have long histories. Therefore managers will not expect short solutions to long-standing problems.

3.4 Major Difficulties/potential problem areas

(a) Logistical complexities may affect the servicing of this contract for the NRC. These include scheduling of courses, getting courses announced and marketed throughout the agency, changing priorities, and allocation of training space.

RDI Response To This Complexity: The RDI project manager, along with the staff support person will be responsible for working with both NRC and RDI staff to overcome any logistical difficulties that may interfere with these services.

(b) Rapid changes in the NRC may affect design of current programs. Also, new courses will need to be development for emerging needs.

RDI Response To This Challenge: The RDI project manager will be responsible for monitoring these needs. He will work with RDI staff and with agency personnel to ensure relevance and currency of all RDI services.

4.0 Program Management

The RDI services under the Supervisory and Management Training and Organizational Development Project will be professionally managed using techniques for project design, execution and control that are utilized in government, private industry and in development projects all over the world. The Project Manager, Nicholas Mann, will be the primary liaison with the NRC Project Officer, and will be ultimately accountable to the RDI Board of Directors, for the performance of all personnel retained by the company to deliver these services. The RDI Board of Directors is ultimately accountable to the NRC for effective performance.

The logical framework project design on the following page which follows in section 4.1 shows the broad strategy that will guide project management. In section 4.2 there is a proposed schedule for one year indicating sequence and staff assignments.

4.1 RDI's project design for NRC supervisory and management training and organizational development project

OVERALL GOAL

To provide organizational development and training in support of the Nuclear Regulatory Commission in order for it to meet its mission of regulating nuclear power generation and certain other nuclear materials uses.

PURPOSE

The purpose of the Supervisory and Management Training and Organizational Development Program is to develop and maintain skilled managerial and supervisory personnel, and to support the resolution of unit performance, and interpersonal, unit or group problems.

RDI SERVICE STRATEGY

TO SHOW CARE AND CONCERN AT ALL TIMES FOR CLIENT NEEDS;
TO BE GENUINE AND ACCURATE IN ALL FORMS OF CLIENT
COMMUNICATION; TO WORK DEPENDABLY AND WITH FLEXIBILITY;
AND TO REGULARLY SEEK OPPORTUNITIES TO ADD VALUE FOR
THE CLIENT.

Project Mgt. &
Administration

Full Time:
Nicholas Mann
& Betty Burke

Part Time:
Frances
Richmann &
Mary Stojiic

Design and
Redesign

Nicholas Mann,
William King,
Karen Gaskins
Jones, Donald
Spears &
Sephena Jordan

Trainers

Primary on at
least one
course:
Nicholas Mann,
William King,
Karen Gaskins
Jones, Donald
Spears, &
Sephena Jordan

Backups:
Marjorie
Schiller,
Jawara Lumumba
& Deborah
Bloom

Organizational
Development
Consultants

Lead Consul-
tants: Sephena
Jordan,
Nicholas Mann
& Donald
Spears

Backups: Chuck
Phillips,
Susan Clark &
Marjorie
Schiller

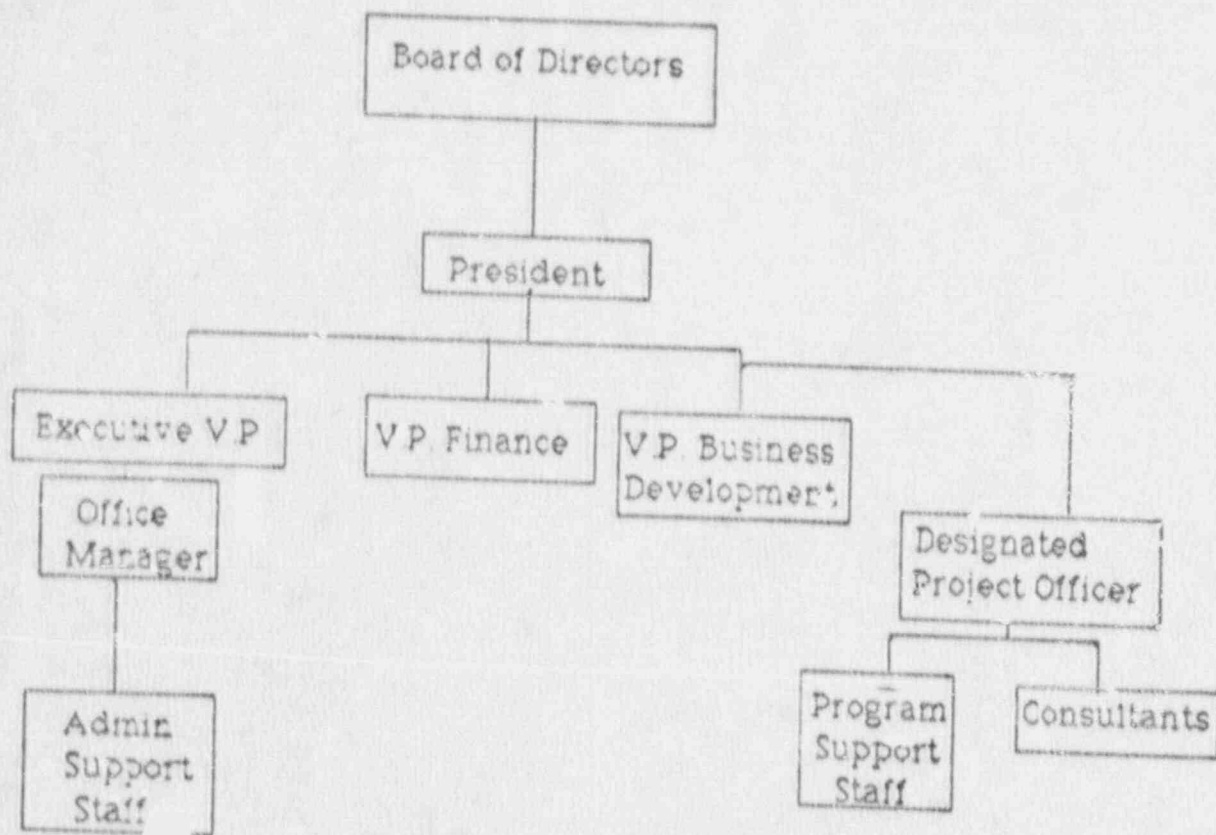
4.2 A sample one-year schedule for delivery of services to
NRC

4.3 Structure of the organization, areas of responsibility for general and project management

RDI's Board of Directors is comprised of its Chairperson, Karen Gaskins Jones; its Vice-Chairman, Nicholas Mann; and one rotating position, which periodically rotates between its other owners. Currently this rotating seat is held by William King. This board meets once per year for the purpose of reviewing the performance of the corporation's operating managers, and setting corporate goals. The authority for hiring and firing of senior management rests with the Board of Directors.

The chart on the next page represents the formal structure of the corporation.

RDI Organizational Chart



Duties of the Corporate Officers

The duties of the President of the Corporation are to oversee the general operation of the business and, specifically, the program operations. The President appoints the project managers for the various business programs and evaluates their effectiveness.

The Executive Vice President of the Corporation is responsible for acting as the back-up for the President in his absence. She also has responsibility for overseeing the office operations, which include facilities, maintenance of equipment, personnel, and office procedures.

The Treasurer of the Corporation is the chief financial officer for the business. He is responsible for overseeing the accounting, payroll, taxes, and budgeting functions of the business.

CONTACT FOR CONTRACT ADMINISTRATION

M. Nicholas Mann
Resolution Dynamics, Inc.
1777 T Street NW
Washington, D.C. 20009

(202) 483-7550

Contractor's Payment Address:

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Washington, D.C. 20009