



**FEDERAL SUPPLY SERVICE
AUTHORIZED FEDERAL SUPPLY SERVICE SCHEDULE PRICE LIST
MISSION ORIENTED BUSINESS INTEGRATED SERVICES (MOBIS)**

- SIN 874-1: INTEGRATED CONSULTING SERVICES (874-1RC)**
- SIN 874-4: TRAINING SERVICES: INSTRUCTOR LED TRAINING, WEB BASED TRAINING AND EDUCATION COURSES, COURSE DEVELOPMENT AND TEST ADMINISTRATION (874-4RC)**
- SIN 874 5: SUPPORT PRODUCTS (874 5RC)**

**Pherson Associates, LLC
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Contract Number: GS-10F-0214W
Period Covered by Contract: May 25, 2015 – May 24, 2020
Pricelist current through Modification #03, dated May 22, 2015

Business Size: Small Business, Women-Owned Business

General Services Administration
Federal Supply Service

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



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CUSTOMER INFORMATION

1. **Awarded Special Item Numbers:**

- SIN 874 1: INTEGRATED CONSULTING SERVICES (874-1RC)
- SIN 874 4: TRAINING SERVICES: INSTRUCTOR LED TRAINING, WEB BASED TRAINING AND EDUCATION COURSES, COURSE DEVELOPMENT AND TEST ADMINISTRATION (874-4RC)
- SIN 874 5: SUPPORT PRODUCTS (874 5RC)

2. **Maximum order:** \$1,000,000.

Requirements exceeding the maximum order may be handled. Pursuant to clause I-FSS-125 (August 1995). In accordance with FAR 8.404, there may be circumstances where an ordering activity finds it advantageous to request a price reduction such as where a quantity of an individual order clearly indicates the potential for obtaining a reduced price. To assist customer agencies in determining when they should seek a price decrease, a level called a maximum order has been established under the contract. When an agency order exceeds this maximum amount, it is recommended that the ordering activity contact the contractor for a reduced price.

a. The contractor may:

- 1. Offer a new lower price for this requirement (the Price Reduction clause is not applicable to orders placed over the maximum order in FAR 52.216-19);
- 2. Offer the lowest price available under the contract; or,
- 3. Decline the order; orders must be returned in accordance with FAR 52.216-19.

b. A delivery order for quantities that exceed the maximum order may be placed with the contractor selected in accordance with FAR 8.404. The order will be placed under the current contract.

c. Sales for orders that exceed the maximum order shall be reported in accordance with GSAR552.238-72.

3. **Minimum order:** \$100.00

4. **Geographic coverage (delivery area):** Domestic Delivery only

5. **Point(s) of production (city, county, and State or foreign country):** Not applicable.
6. **Discount from list prices or statement of net price:** Not applicable.
7. **Quantity discounts:** Not applicable.
8. **Prompt payment terms:** 0% Net 30 days
- 9a. **Notification that Government purchase cards are accepted at or below the micro-purchase threshold:** Pherson Associates will accept the government credit card for purchases at and below the micro-purchase threshold of \$3,000.
- 9b. **Notification whether Government purchase cards are accepted or not accepted above the micro-purchase threshold:** Pherson Associates will accept the government credit card for purchases above the micro-purchase threshold of \$3,000.
10. **Foreign items (list items by country of origin):** None.
- 11a. **Time of delivery:** Time of delivery is specified in negotiated delivery/task orders.
- 11b. **Expedited Delivery:** Delivery is specified in negotiated delivery/task orders.
- 11c. **Overnight and 2-day delivery:** Delivery is specified in negotiated delivery/task orders.
- 11d. **Urgent Requirements:** Urgent Requirements are specified in negotiated delivery/task orders.
12. **F.O.B. point(s):** Destination
- 13a. **Ordering address(es):**

Pherson Associates, LLC
1892 Preston White Drive, Suite 300
Reston, VA 20191
- 13b. **Ordering procedures:** For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA's) are found in Federal Acquisition Regulation (FAR) 8.405-3.
14. **Payment address(es).**



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15. **Warranty provision:** Provision for any appropriate and applicable warranties shall be specifically identified in individual orders. Such warranties are subject to the negotiation between the ordering agencies and the contractor.
16. **Export packing charges, if applicable:** Not applicable.
17. **Terms and conditions of Government purchase card acceptance (any thresholds above the micro-purchase level):** Pherson Associates will accept the government credit card for purchases above the micro-purchase threshold.
18. **Terms and conditions of rental, maintenance, and repair (if applicable):** Not applicable.
19. **Terms and conditions of installation (if applicable):** Not applicable.
20. **Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable):** Not applicable.
- 20a. **Terms and conditions for any other services (if applicable):** Not applicable.
21. **List of service and distribution points (if applicable):** Not applicable.
22. **List of participating dealers (if applicable):** Not applicable.
23. **Preventive maintenance (if applicable):** Not applicable.
- 24a. **Special attributes such as environmental attributes (e.g., recycled content, energy efficiency, and/or reduced pollutants):** Not applicable.
- 24b. **If applicable, indicate that Section 508 compliance information is available on Electronic and Information Technology (EIT) supplies and services and show where full details can be found:** www.pherson.org. The EIT standards can be found at: www.Section508.gov/.
25. **Data Universal Number System (DUNS) number.:** 13-6659054
26. **Notification regarding registration in the System for Award Management (SAM) (formerly Central Contractor Registration (CCR) database).:** Pherson Associates is registered in the System for Award Management (SAM) database.



27. **Uncompensated Overtime. (Indicate if used):** Pherson Associates' professional employees are expected to work such hours as necessary to complete the job and are not reimbursed for hours in excess of forty. Eligible support staff is paid for overtime hours in excess of forty in a work week in compliance with Department of Labor regulations.



GSA SCHEDULE OFFERING

- **SIN 874 1: INTEGRATED CONSULTING SERVICES (874-1RC)**
- **SIN 874 4: TRAINING SERVICES: INSTRUCTOR LED TRAINING, WEB BASED TRAINING AND EDUCATION COURSES, COURSE DEVELOPMENT AND TEST ADMINISTRATION (874-4RC)**
- **SIN 874 5: SUPPORT PRODUCTS (874 5RC)**



LABOR CATEGORY DESCRIPTIONS

(applies to 874-1/874-1RC)

No.	SIN(s)	LABOR CATEGORY	Minimum Education	Minimum Experience	Functional Duties/Responsibilities
1	874-1	Research Officer 1	Bachelors	1	Provides support to analysts and consultants by using research tools to gather information, displaying data or documenting results in support of projects. Identifies and documents resources that could be used to support analysis. Selects and incorporates relevant resources to enrich and/or add context to existing information. Assesses, evaluates and documents validity of sources.
2	874-1	Research Officer 2	Bachelors	2	Provides support to analysts and consultants by using research tools to gather information, displaying data or documenting results in support of projects. Identifies and documents resources that could be used to support analysis. Selects and incorporates relevant resources to enrich and/or add context to existing information. Assesses, evaluates and documents validity of sources.
3	874-1	Senior Analyst	Bachelors	8	Applies a broad range of analytic skills to solve complex problems, challenging conventional wisdom and applying new, innovative, or interdisciplinary approaches as necessary. Leads in-depth analysis using analytic techniques and tools to evaluate and synthesize complex data, combining results from multiple data sources to draw logical, reasonable conclusions; identifies even far-reaching implications of conclusions. Examines and identifies gaps and inadequacies in analytic processes. Leads efforts to resolve issues and develop and improve analytic techniques and approaches to difficult problems. Assists in development and delivery of training by providing subject matter expertise (e.g., operational problems), and/or making revisions/ updates to course(s) as necessary.



No.	SIN(s)	LABOR CATEGORY	Minimum Education	Minimum Experience	Functional Duties/Responsibilities
4	874-1	Subject Matter Expert 1	Masters	8	<p>Demonstrates familiarity with a given area by incorporating knowledge into analysis or production efforts. Shares expertise (political, military, economic, cultural, sociological, or geographic) to enhance data discovery. Works on and contributes expertise to the most complex, difficult, or highly-visible technical/analytic problems. Uses highly innovative approaches as necessary. Leads efforts to clarify and define highly ambiguous situations in terms of the key issues and problems they present. Effectively analyzes and integrates large volumes of highly complex data. Draws logical and insightful conclusions by recognizing critical patterns or trends, identifying consequences of specific events, and documenting findings. Develops or makes significant revisions/updates to course(s). As recognized subject matter/ technical expert on a particular topic or problem, develops and delivers a complete set of materials (e.g., problems, lecture material) for courses. Briefs complex technical issues at external seminars, symposia, technical working group, or advanced technical classes.</p>
5	874-1	Subject Matter Expert 2	Masters	10	<p>Shares significant expertise (political, military, economic, cultural, sociological, and geographic) to enhance data discovery. Leads and contributes expertise to the most complex, difficult, or highly-visible technical/analytic problems. Uses highly innovative approaches as necessary. Leads efforts to clarify and define highly ambiguous situations in terms of the key issues and problems they present. Effectively analyzes and integrates large volumes of highly complex data. Draws logical and insightful conclusions by recognizing critical patterns or trends, identifying consequences of specific events, and documenting findings. As recognized subject matter/ technical expert on a particular topic or problem, develops and delivers a complete set of materials (e.g., problems, lecture material) for courses. Briefs complex technical issues at external seminars, symposia, technical working group, or advanced technical classes.</p>



No.	SIN(s)	LABOR CATEGORY	Minimum Education	Minimum Experience	Functional Duties/Responsibilities
6	874-1	Subject Matter Expert 3	Masters	12	Serves as an expert and works with clients to provide perspective and shape recommendations. Provides significant expertise (political, military, economic, cultural, sociological, and geographic) and background perspective to enhance data/techniques discovery and production. Works on and contributes significant expertise to the most complex, difficult, or highly-visible technical/analytic problems, resulting in significant analysis-related tangible solutions or accomplishments. Uses new and highly innovative approaches as necessary. Leads efforts to clarify and define highly ambiguous situations in terms of the key issues and problems they present, asking critical and insightful questions to further understanding. Effectively analyzes and integrates large volumes of highly complex data. Draws logical and insightful conclusions by recognizing critical patterns or trends, identifying consequences of specific events, and documenting findings. As recognized subject matter/ technical expert on a particular topic or problem, develops and delivers a complete set of materials (e.g., problems, lecture material) for courses. Briefs complex technical issues at external seminars, symposia, technical working group, or advanced technical classes. Leads or serves as a subject matter expert on curriculum reviews or subcommittees that lead to major, long-term enhancements to curriculum.
7	874-1	Subject Matter Expert 4	Masters	14	Be recognized as an authority on one or more business improvement subject areas, such as, but not limited to: change management, strategic and business planning, statistical process control, development of leadership/management skills, organizational design, benchmarking, survey analysis, training development, performance measurement, customer analysis, simulation methods and methodology, information management, process modeling and analysis, performance measurement, and Business Process Reengineering (BPR) methodologies. Must demonstrate strong process improvement strategies for difficult projects, business analysis methods and techniques, sophisticated consulting strategies and techniques, functional area test practices, organizational development and systems approaches to integrating total solutions.



No.	SIN(s)	LABOR CATEGORY	Minimum Education	Minimum Experience	Functional Duties/Responsibilities
8	874-1	Subject Matter Expert 5	Masters	16	Be recognized as an authority on one or more business improvement subject areas, such as, but not limited to: change management, strategic and business planning, statistical process control, development of leadership/management skills, organizational design, benchmarking, survey analysis, training development, performance measurement, customer analysis, simulation methods and methodology, information management, process modeling and analysis, performance measurement, and Business Process Reengineering (BPR) methodologies. Must demonstrate strong process improvement strategies for difficult projects, business analysis methods and techniques, sophisticated consulting strategies and techniques, functional area test practices, organizational development and systems approaches to integrating total solutions.
9	874-1	Subject Matter Expert 6	Masters	18	Be recognized as an authority on one or more business improvement subject areas, such as, but not limited to: change management, strategic and business planning, statistical process control, development of leadership/management skills, organizational design, benchmarking, survey analysis, training development, performance measurement, customer analysis, simulation methods and methodology, information management, process modeling and analysis, performance measurement, and Business Process Reengineering (BPR) methodologies. Must demonstrate strong process improvement strategies for difficult projects, business analysis methods and techniques, sophisticated consulting strategies and techniques, functional area test practices, organizational development and systems approaches to integrating total solutions.

Education/Experience Substitution Policy

We recognize that successful performance depends on having personnel with the right skills and experience. These skills and experience are acquired through a proper mix of education and professional experience. We have found that skills required to support advanced technology efforts, today's problems and tomorrow's challenges, are not always supported by the traditional combination of formal education and work experience. Therefore, we have incorporated substitution allowances between equivalent education and experience in order to provide the quality of services required by the customer at the most reasonable price.

The following tables present substitution equivalencies for education and experience requirements.

Substitutions for Educational Requirements

Additional years of related experience may be substituted for degree requirements.

Degree Requirement	Equivalent Experience Substitution
High School	GED
Associate	High School plus two years related experience
Bachelor's	High school plus four years related experience or Associate's degree plus two years related experience
Master's	Bachelor's degree plus two years related experience or Six years related experience
Doctorate/Ph.D	Bachelor's degree plus four years or Master's degree plus two years or Eight years related experience



Substitutions for Work Experience Requirements.

A related degree may be substituted for years of related work experience.

Degree	Equivalent Years of Experience
Bachelor's	Two
Master's	Four
Doctorate/Ph.D	Six

* Successful completion of higher education which has not yet resulted in a degree may be counted as equivalent six months of work experience for each year of college credits completed.



GSA PRICING (Applies to 874-1/874-1RC)

Hourly Rates are inclusive of the Industrial Funding Fee(IFF). The agreed upon yearly fixed escalation rate is 2.0%.

BASE PERIOD

No.	GSA Category	<u>May 25, 2015 ~ May 24, 2016</u>	<u>May 25, 2016 ~ May 24, 2017</u>	<u>May 25, 2017 ~ May 24, 2018</u>	<u>May 25, 2018 ~ May 24, 2019</u>	<u>May 25, 2019 ~ May 24, 2020</u>
1	Research Officer 1	\$92.47	\$ 94.32	\$ 96.21	\$ 98.13	\$ 100.09
2	Research Officer 2	\$119.30	\$ 121.69	\$ 124.12	\$ 126.60	\$ 129.13
3	Senior Analyst	\$164.25	\$ 167.54	\$ 170.89	\$ 174.30	\$ 177.79
4	Subject Matter Expert 1	\$201.01	\$ 205.03	\$ 209.13	\$ 213.31	\$ 217.58
5	Subject Matter Expert 2	\$236.91	\$ 241.65	\$ 246.48	\$ 251.41	\$ 256.44
6	Subject Matter Expert 3	\$264.78	\$ 270.08	\$ 275.48	\$ 280.99	\$ 286.61
7	Subject Matter Expert 4	\$276.69	\$ 282.22	\$ 287.87	\$ 293.63	\$ 299.50
8	Subject Matter Expert 5	\$325.00	\$ 331.50	\$ 338.13	\$ 344.89	\$ 351.79
9	Subject Matter Expert 6	\$340.96	\$ 347.78	\$ 354.73	\$ 361.83	\$ 369.07

Training Course Descriptions (Applies to SIN 874-4/874-RC)

Course Title	Strategic Counterterrorism Issues and Practices
Course Description	This class is designed to draw on the experience of the students as we consider important, but often-ignored, strategic CT issues and assumptions that underlie their daily work. This class will make students aware of the current state of research on these issues and assumptions. Our class does not claim to have "the answers." However, students will walk away armed to better evaluate current and new theories and tools and incorporate these considerations into stronger analysis and intelligence.
Course Objectives	<p>Learn about the state of current theories and research on key counterterrorism issues.</p> <p>Engage in comparative analysis of terrorist groups with different agendas, structures, geographical presence, and capabilities.</p> <p>Practice framing strategic CT issues and applying analytical tools to the problems.</p> <p>Understand the dynamics and effects of the symbiotic relationship between terrorism and counterterrorism.</p> <p>Apply this knowledge in a collaborative exercise on terrorism trends and futures.</p>
Length of Course (e.g. 1 Day/8 Hours)	3 days
Maximum Number of Participants (e.g. 30 employees)	24
Minimum Number of Participants (e.g. 10 employees)	12
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Classroom Presentational Material, Handouts

Course Title	Advanced Analytic Tools and Techniques Workshop
Course Description	This workshop presents advanced tools, many of them developed by Pherson Associates. In addition to learning some new tools, emphasis will be placed on applying the tools effectively in collaborative settings. Analysts practice using each tool by participating in small group, hands-on exercises.
Course Objectives	<p>Match analytic tools to the task at hand.</p> <p>Use Quadrant Crunching to contend with the perplexing question: "What don't we know that we don't know?"</p> <p>Understand when structured brainstorming is appropriate.</p> <p>Apply risk management tools for various decision making levels.</p> <p>Use visualization techniques to enrich analysis and get a better grasp on complex interactions.</p> <p>Use the Analysis of Competing Hypothesis tool when analysts are separated by location and time.</p> <p>Employ The Pre-Mortem Assessment to help reduce the risk of analytic failure.</p> <p>Integrate tools and techniques into a regular work routine.</p>
Length of Course (e.g. 1 Day/8 Hours)	3 days
Maximum Number of Participants (e.g. 30 employees)	24
Minimum Number of Participants (e.g. 10 employees)	12
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Software, Classroom Presentational Materials, Handouts

Course Title	Critical Thinking Skills Workshop
Course Description	This workshop engages new analysts in multiple exercises to improve their critical thinking and writing skills. Using numerous interactive, hands-on exercises, students are presented with various situations and case studies to help them organize their projects and papers and generate high quality products that respond to specific customer needs. In most of the exercises, the students are broken into small breakout groups. This gives them practice in working as a group and sharing their experiences and differing agency perspectives of how best to apply what they have learned.
Course Objectives	<p>Define Critical Thinking and know how to leverage the key concepts to improve the quality of work.</p> <p>List the Six Steps to producing a quality product.</p> <p>Explain how and why mindsets are so easy to form, hard to overcome, and the best ways to cope with analytic and cognitive bias.</p> <p>Explain the link between critical thinking and analytic techniques.</p> <p>Explain the Analysis of Competing Hypotheses tool and when it is appropriate to use it.</p> <p>List the basic tools (Key Assumptions Check, Indicators, Brainstorming, Red Cell Analysis) that each analyst should have in his/her personal toolkit.</p> <p>Define the attributes of effective writing.</p> <p>Explain why a good thinker is a good writer.</p> <p>List which tools and techniques could be used in one's daily or regular work routine.</p>
Length of Course (e.g. 1 Day/8 Hours)	3 days
Maximum Number of Participants (e.g. 30 employees)	24
Minimum Number of Participants (e.g. 10 employees)	12
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Software, Classroom Presentational Material, Handouts

Course Title	Analytic Tools and Techniques
Course Description	This workshop introduces analysts to basic principles of structured intelligence analysis. Using numerous hands-on exercises, students are presented with specific techniques to help them overcome mindsets, organize information, establish different ways of thinking about evidence, and develop effective lines of argument. By working mostly in small groups, students can practice using the techniques, share insights, compare how their organizations approach issues differently, and build peer-to-peer networks in other Intelligence Community organizations. Concepts introduced in this workshop are:
Course Objectives	<p>Define analysis.</p> <p>Explain the use of frameworks, matrices, timelines, and chronologies to organize and understand data.</p> <p>Explain how and why mindsets form and why they are so difficult to overcome.</p> <p>Articulate the value of generating multiple hypotheses and why the Analysis of Competing Hypotheses is such a powerful tool.</p> <p>List the other basic tools (Key Assumptions Check, Indicators, Brainstorming, Red Cell Analysis) that should be integrated into an analytic toolkit.</p> <p>Explain how analytic tools and techniques can be incorporated into a regular analytical routine.</p>
Length of Course (e.g. 1 Day/8 Hours)	3 days
Maximum Number of Participants (e.g. 30 employees)	24
Minimum Number of Participants (e.g. 10 employees)	12
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Classroom Presentational Materials, Handouts, Software Tools

Course Title	Structured Techniques & Analytic Thinking Workshop
Course Description	The workshop combines elements of Critical Thinking, Analytic Tools and Techniques, and Writing.
Course Objectives	<p>The primary course objective is to create a Community of Interest and provide a common vocabulary and toolset to intelligence analysts who focus on specific topics.</p> <p>Each class element is customized to the specific topic or analytic sector.</p> <p>Define analytic traps and mindsets and explain how they can be overcome.</p> <p>Identify cross cultural traps that analysts often fall into when making assumptions about other agencies' analysts or products.</p> <p>Use Key Assumptions Check.</p> <p>Define strong analytic writing.</p> <p>Identify one's clients/customers.</p> <p>Explain the Analysis of Competing Hypotheses and when this tool is appropriate</p> <p>Use the Quadrant Crunching tool.</p> <p>Organize a structured brainstorming exercise.</p>
Length of Course (e.g. 1 Day/8 Hours)	3 days
Maximum Number of Participants (e.g. 30 employees)	24
Minimum Number of Participants (e.g. 10 employees)	12
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Videos, Software, Classroom Presentational Materials, Handouts.



Course Title	Analytical Techniques & Writing Workshop for Law Enforcement
Course Description	A comprehensive curriculum tailored for the law enforcement community that includes analytic principles used throughout the Intelligence Community.
Course Objectives	<p>At the end of the class, the students will be able to:</p> <ul style="list-style-type: none"> -articulate intelligence questions that are relevant and useful. -gather, assess, organize data. -identify and question underlying assumptions and their impact on the analysis. - formulate multiple hypotheses and array evidence against them. -employ imagination techniques to see over the horizon. -evaluate arguments for gaps, inconsistencies, and other weaknesses - write effectively.
Length of Course (e.g. 1 Day/8 Hours)	5 days
Maximum Number of Participants (e.g. 30 employees)	24
Minimum Number of Participants (e.g. 10 employees)	12
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Classroom Presentational Material, Software Tools, Handouts.

Course Title	Analytic and Critical Thinking (ACTS)
Course Description	A workshop designed for analysts working in Fusion Centers or other State and Local organizations to help them improve their critical thinking skills, analytic ability, and writing. The goal is to help them organize and deliver quality projects and papers.
Course Objectives	<p>Define analysis.</p> <p>Understand the components of analytic bias and mindset and list the various techniques used to overcome them.</p> <p>Define the elements of a quality analytic product.</p> <p>Explain why a good thinker is usually a good writer and list the six steps of critical thinking.</p> <p>Match analytic tools and techniques to the appropriate problem.</p> <p>Work collegially and effectively in groups.</p> <p>List how analytic tools and techniques can be incorporated into a personal toolkit.</p>
Length of Course (e.g. 1 Day/8 Hours)	5 days
Maximum Number of Participants (e.g. 30 employees)	30
Minimum Number of Participants (e.g. 10 employees)	10
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Classroom Presentational Materials, Software, Handouts, Videos

Course Title	Thinking Conceptually
Course Description	This course focuses on the need to establish the audience for, the scope and focus of, and the relevance of a product to a Key Intelligence Question before actually putting pen to paper. This workshop takes place over a three-week period or – in the case of delivery at locations other than Metro DC – within one week so that students will have an opportunity to apply the concepts introduced in the class to their actual accounts. Students will work with the AIMS model both in and out of the classroom and receive feedback from their peers and the instructors about their “homework” assignments. To develop their skills in coaching analysts, students will also work with two Pherson-created checklists that focus on starting the drafting process and becoming a “consumer-savvy” analyst. Instructors will introduce the three-pass method of reviewing papers and giving feedback using the PIE approach. Students will apply these concepts in the classroom to instructor-generated products. The class will culminate with the creation and review of a student-generated product
Course Objectives	<p>Concepts introduced in this workshop are:</p> <ul style="list-style-type: none"> • What is conceptualization? • How do I create a conceptual framework for my account or topic? • What is the AIMS model? • How can I coach others through the conceptualization process? • What types of conceptual frameworks help shape an approach to a long-term or crisis situation? • What are the three types of review and editing? • Is AIMS an effective product review framework? • How can I give specific feedback that will improve the product and develop the analyst’s skills?
Length of Course (e.g. 1 Day/8 Hours)	3 days
Maximum Number of Participants (e.g. 30 employees)	12
Minimum Number of Participants (e.g. 10 employees)	8
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Classroom Presentational Material, Handouts

Course Title	Maximizing the Analytic Review Process
Course Description	This course gives reviewers of written analytic products practical experience using a review process that applies the elements of good analytic tradecraft and a Socratic-based coaching philosophy to one-on-one review sessions with analysts. Using hands-on exercises, group discussion, and a focused self-assessment, students will leave the course with a panoply of tips, techniques, and reference materials, as well as a personal reviewing strategy that can be applied immediately to their daily work
Course Objectives	<p>Concepts introduced in this workshop are:</p> <ul style="list-style-type: none"> • What are the most common failings of written analytic products? • What are the most effective ways to address problems in written analysis? • How can I save time and improve the product at the same time? • What are the most effective ways to communicate reviewing comments? • How can a coaching philosophy turn around an otherwise difficult reviewing situation or an intransigent analyst? • How can I implement a coaching-based review process?
Length of Course (e.g. 1 Day/8 Hours)	1 day
Maximum Number of Participants (e.g. 30 employees)	12
Minimum Number of Participants (e.g. 10 employees)	8
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Classroom Presentational Material, Handouts

Course Title	Presentational Tradecraft
Course Description	<p>This course provides guidance for Writers who want to develop skills in presenting their analysis and data in “user-driven” rather than “user-absorption” formats. The new “modus operandi” is to write for discovery and provide layers of information that consumers can easily access according to their reading preferences and informational needs.</p> <p>Creating a product for tablets should not center on providing access to more and more narrative information or multimedia presentations with multiple “bells and whistles.”</p> <p>Modern-day drafters of any type of analysis – whether strategic, tactical, or even competitive business intelligence – must develop presentational tradecraft skills that focus on three elements:</p> <ul style="list-style-type: none"> • How an intelligence product looks – not just what it says but the images that help convey the meaning of the story. • How a piece of intelligence comes to the user – where it fits in the continuous stream of information available. • How a piece of intelligence “unfolds” – how the “story” is put together, which includes placement of maps, graphics, and text layout.
Course Objectives	<p>Concepts introduced in this workshop are:</p> <ul style="list-style-type: none"> • The CREATE framework, which is the conceptual starting point for “user-driven” products • The “User Experience” concept, which includes such themes as navigability, memory retention, efficiency, and satisfaction, as the driving themes behind the design of a web-based or multi-media product. • Storytelling to create a compelling narrative. • Storyboarding as a design tool. <p>The workshop will include multiple exercises and opportunities for students to create products individually and in collaborative situations.</p>
Length of Course (e.g. 1 Day/8 Hours)	2 days
Maximum Number of Participants (e.g. 30 employees)	12
Minimum Number of Participants (e.g. 10 employees)	8
Support Materials (e.g. Manuals, DVD, CD)	Student Manuals, Classroom Presentational Material, Handouts



GSA PRICING FOR TRAINING COURSES (874-4/874-4RC)

SIN(s) PROPOSED	Course Title	Course Length	Minimum Participants	Maximum Participants	Price Per Course or Per Person	GSA PRICE (including IFF)
874-4	Strategic Counterterrorism Issues and Practices	3 days	12	24	Per Person	\$ 1,435.77
874-4	Advanced Analytic Tools and Techniques Workshop	3 days	12	24	Per Person	\$ 1,435.77
874-4	Critical Thinking Skills Workshop	3 days	12	24	Per Person	\$ 1,435.77
874-4	Analytic Tools and Techniques	3 days	12	24	Per Person	\$ 1,435.77
874-4	Structured Techniques & Analytic Thinking Workshop	3 days	12	24	Per Course	\$ 26,801.01
874-4	Analytical Techniques & Writing Workshiop for Law Enforcement	5 days	12	24	Per Course	\$ 22,493.70
874-4	Analytic and Critical Thinking Workshop (ACTS)	5 days	10	30	Per Course	\$ 35,053.80
874-4	Thinking Conceptually	3 days	8	12	Per Course	\$ 19,312.50



874-4	Presentational Tradecraft	2 days	8	12	Per Course	\$ 12,875.00
874-4	Maximizing the Analytic Review Process	1 day	8	12	Per Course	\$ 6,437.50

GSA PRICING FOR SUPPORT PRODUCTS (874 5/874 5RC)

SIN	SUPPORT PRODUCT (ODCs)	DESCRIPTION NAME	UNIT OF ISSUE (e.g. Hour, Task, Sq ft)	TIME OF DELIVERY ARO	GSA PRICE (including IFF)
874 5	Manuals	Handbook of Analytic Tools and Techniques	1 manual	30 days	\$ 13.50
874 5	Manuals	Psychology of Intelligence Analysis	1 manual	30 days	\$ 7.50



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