Tribal Volume 1 - Lakota Nation Strategic Planning for Results

bonus - FULL RIDE College Scholarship

Francis E McIntire

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Bonus - Full Ride College Scholarship

Nine Chapters with Leader Bonus Material

Francis E. McIntire, CVE

golzup.com

G Golzup
STRATEGIC PLANNING SINCE 1993

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1st edition.

READ THIS FIRST

Don't read this book until you read this page.

Strategic planning is back and has been going strong Since 1993. As the Deputy Commander of the Air Force Quality Institute, I completed the first in-service program for Strategic Planning and deployed to Ellsworth Air Force Base near Rapid City, South Dakota to teach the first Executive Strategic Planning Course.

Since then, I have presented Strategic Planning consulting and facilitation for global companies and government agencies. In 1996, I deployed to Patrick Air Force Base near Cape Kennedy and Cocoa Beach, Florida to present the Strategic Planning Course. From 1996 to 1997, I facilitated the Strategic Planning for Fort Carson, Colorado and Fort Riley, Kansas. This and other implementation support led to Fort Carson winning the 'triple crown' in 1997: The President's Quality Award, The Total Army Quality Award (overall winner), and the Army Installation Excellence Award.

In 1997 and 1998, I conducted a Strategic Planning assessment for the 1,200 employee Air Force Operational Test and Evaluation Center in Albuquerque.

In 1998, I was invited to implement the Fort Carson Customer Satisfaction initiative and facilitate the Garrison Commander's Strategic Planning offsite.

In 1999, I began research into the key factors that influence admission to the five (5) U.S. Service Academies. In 2000, the book ***Full Ride*** was published to assist parents of high school students who sought nomination and admission to the Academies (valued as a $400,000 full scholarship). The principles of Strategic Planning delivered in this book (now - 25 years' worth of best practices and lessons-learned) made the development of this book possible.

Turn the page and learn the secrets of strategic planning that supported the very practical goal of helping your children, nieces, nephews, grandchildren, and those you counsel earn a Full Ride college scholarship to the five (5) U.S. Service Academies. Then – fast forward to the Bonus Section, page 81, and get the updated manuscript for ***Full Ride***. There's the money.

THE GOAL

Deploying strategic planning and deployment at all levels as a key tenet of the government and industry leadership development initiatives.

Strategic planning deployment of in-house expertise fosters leadership development and growth, business planning and communication, identification of emerging and innovative products and services, feasible new technologies, expertise in government service delivery, supply chain management, and cyber security. Government and commercial strategic planning also includes:

1. Developing proofs-of-concept and market testing for all types of leadership development initiatives for the agency or company.

2. Value propositions and strategies for development and release of new and innovative products and services.

3. Creating high-performance teams to identify new and innovative technologies.

4. Employ best practices and lessons-learned to demonstrate new skills, capabilities, and expertise in public & private service delivery.

5. Expertise in turn key technical and business operations matched to business stakeholders' vision. Example: supply chain management expertise.

6. Business advisory services for senior executives, growth planning, and succession planning.

7. Experienced in technical business process outsourcing for streamlined operations and focus on mission. Example: cyber security.

8. Achieve enhanced skill and experience with nationwide distributed services.

9. Train-the-trainer to build in-house competency, facilitators, and consultants.

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CONTENTS

ACKNOWLEDGMENTS

To the patriots – young, old, and departed. To the soldiers, sailors, airmen, and marines. To the coastal guardians and merchant mariners. To the men and women that support and defend the Constitution of the United States.

Thanks to the military commanders at Army, Navy, Air Force, and Marine Corps installations worldwide. The commanders set the tone for installation excellence, security, quality improvement, and cost avoidance for the benefit of the American people, the taxpayers, and those that fight to defend our freedoms.

To the military family members and business owners, to the veteran business owners, and to the military entrepreneurs and innovators who support and serve the nation and each other, and who strive every day to make America the greatest country in the world.

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OTHER WORKS BY

Bulk orders of these books may be requested by contacting
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More than 100 published works include:

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Anarchist, Vol. 1 – 12
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Free Church, series
Full Ride – Service Academy Scholarships
Golzup, Vol. 1 – 20
Golzup, Strategic Planning Leader series
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Mechanics of Wealth
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Volume discounts for Alaska Native Writers Guild and the Alaska Native Artists Guild (shareholders and family). Contact Frank for free-to-share electronic books available for research, education, training, and advancement of Native American and Native Alaska cultures.

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1 LEADERSHIP PLANNING

Strategic planning falls under the general category of leadership and leadership planning.

Leadership business and strategic planning for state, local, and municipal government agencies and industry consists of facilitated offsites and exercises, brainstorming, the development of a narrative (vision, values, mission, goals, objectives), development of a strategy, and empirical data that includes several financial spreadsheets. GOLZUP strategic thinking skills and strategic planning may include disciplined business planning and case studies.

We start with a business plan, partly to begin with the end in mind. Most government agencies and private companies have every intention of changing the world for the better with product and service offerings that are at least as good as the best available services.

Competition for government and commercial efficiencies drives labor rates lower and quality of service higher until the mission or activity that you are very proud of is reduced to the role of commodity (with no quality standard).

Let's take some time to do something that will have a huge impact in your results – let's do strategic planning.

Plans are nothing, planning is everything.

General Dwight D. Eisenhower

The value of a strategic plan is not in the document; but in the leadership activity that clarifies your vision, mission, goals, and objectives – and is reflected in the document. Good planning includes well thought out goals and deliberate actions that will define your brand and make you different from any other agency or company on the planet.

Face it, most organizations are defined by a customer – their first customer. Exercise: search the System for Acquisition Management for names of industry partners that define a technology service or offering. There is a very good chance that the name of some of these companies (as well as the day-to-day activity) was defined using the government agency or the name of a government solicitation. Some were named after a service or technology (e.g.; 'cyber').

Most of us already know that one of the formal steps in strategic planning is to define the vision, mission, goals, and objectives. There is lot of wisdom in doing this, but first let's take a look at what happens first.

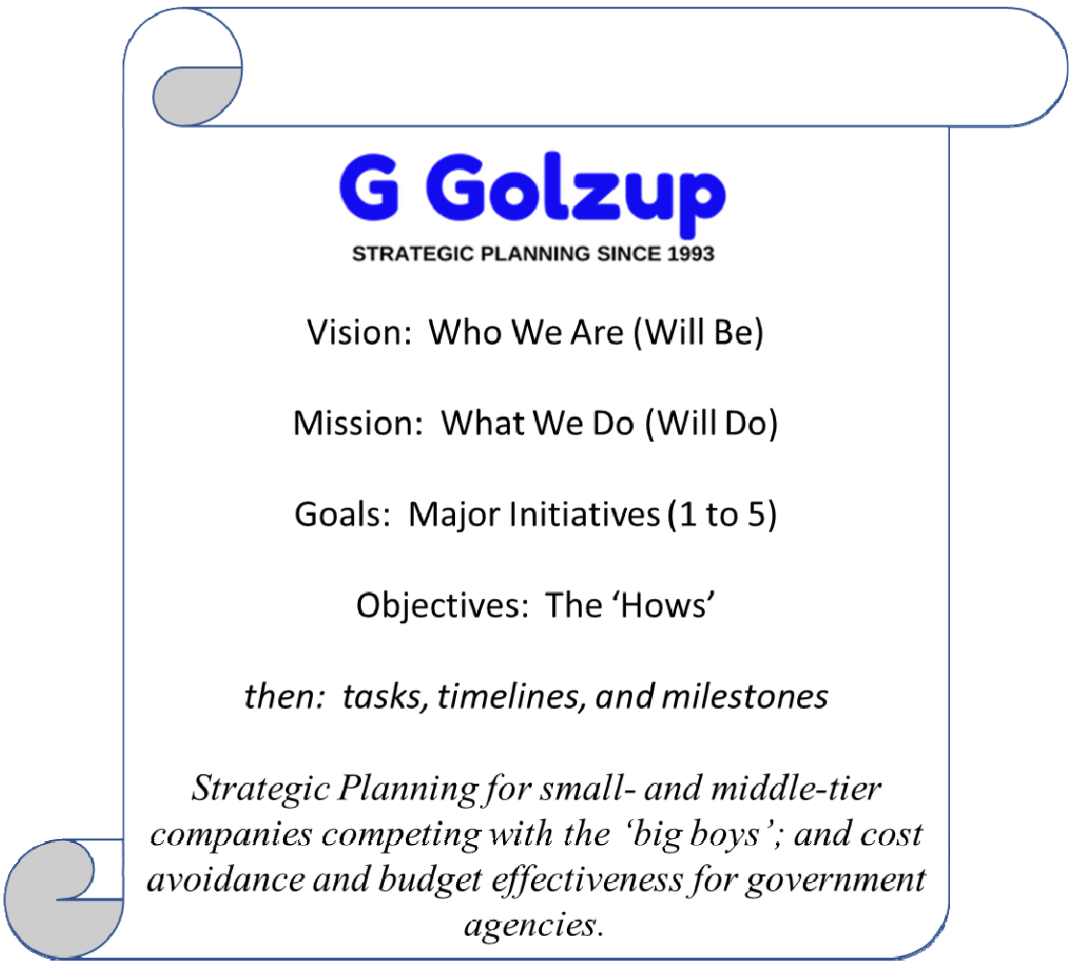

Exhibit 1.1 – Vision, Mission, Goals, and Objectives

In order to get from where we are to where we need to go, let's take a look at what happens first.

Strategic Planning Toolkit

Take a look at FBO.gov or GovWin.com and you will find solicitations for all sorts of business planning and strategic planning support. The GSA MOBIS vehicle is designed to categorize companies with the ability to support Management, Organizational and Business Improvement Services (MOBIS).

Government agencies and commercial providers that require and offer strategic planning, business planning, financial planning, business transformation, organizational development, change management, and business improvement services are characterized by this genre.

Fun Facts for Agencies and Bidders (findings)

Before you jump the gun and get too excited, a few facts to keep in mind:

1. The mass exodus from investment banking has flooded the market with business and finance majors who hang out their consulting 'shingle',
2. In order to discriminate between the critical few and the trivial many, you need to look at **specialization** (as a client and as a consultant),
3. Some of the most skilled and experienced strategic planning consultants operate from small or 'boutique' consulting shops (more **flexibility**),
4. Trust and compatibility in the client/consulting relationship is paramount (just like other relationships and personal preferences),
5. Bain, McKinsey, and Boston Consulting Group recognize that most of their new business comes from referrals (key factor is trust),
6. KPMG and the other Big-4 tax, assurance, and consulting firms know that approximately 80% of next year's business comes from current clients,
7. Recommendation A – for consultants, reach out to companies and agencies that you are serving now and have served in the past, focus on your specialized areas of expertise (not 'we do everything'), be prepared to bring new ideas, quick hits, industry standards (project management); bring an approach to generate results and measure success, key factors that impact the client's bottom line, and offer step-by-step methods that are

easily adopted by the client organization (based on their industry standards).

8. Recommendation B – for clients, just know that most procurements need to go through contracting, but the contracting officer may have no way to discriminate between consultants that really know what they are doing and everybody else. Bottom line: there is a very good chance that the strategic planning consultant that you hire will be a consultant that has worked for you before (same or previous life), or has worked for a trusted colleague at a different agency or Department.

Notes:

Strategic Thinking Skills

Strategic planning is the natural 'next step' in thinking about the best way to achieve the vision and mission of public and private entities. The key is to break out of old ways of thinking and viewing our organizations. Steve Jobs' 'Think Different' concept and Eli Goldratt's 'Thinking Processes' affectionately referred to by clients as 'teaching us how to think'. Jobs made the same observation about the merits of learning computer programming – to learn 'how to think'.

The purpose of GOLZUP strategic thinking skills, strategic planning, and implementation of innovative business planning is to help you define your government agency or commercial business in terms of more worthy goals than just keeping the lights on, just executing the budget, or next year's promotion or bonus.

More Worthy Goals

Simply stated, strategic planning and the new ways of thinking will bring revelations that will appear obvious at different stages of the process. These 'more worthy goals' are recognized by state, local, and municipal leaders:

1. Results – leaders want results because they are hired to get results
2. Costs are too high – leaders want to reduce costs in order to get more
3. Speed is life – faster is better and leaders want excellent results fast!
4. Targets – give leaders a target to hit (begin with the end in mind)
5. Engage the client – make the process fun, work hard, make it look easy
6. Communication – learn the client's language, don't create a new language
7. Quick hits are mandatory – five to ten substantial quick hits in 30 days
8. One great thing – not 10,000 yellow stickies
9. Focus – great leaders focus like a laser beam to accomplish the goal
10. Large client organizations can have 5 or 6 major goals (big things)

And never forget: it is all about the client and client leadership team being great, not the consultant being great. The best consultants have clients with confidence and optimism about the future of their organizations.

The Way Ahead

To the consultant – provide your first customer superb product and service delivery at a fair price. But don't define your enterprise based on what you are doing for your first customer. Don't name your company after your first customer.

To the client – hire a consultant that you have confidence in and that you trust. Confidence – that they will elevate the leadership team to accomplish great things. Trust – that the consultant will put the leadership team's outcomes and results first.

The GOLZUP strategic planning document is suitable for all types of strategic thinking skills building and training. Where data is available, use empirical metrics and measurements to capture past results and forecast expectations.

Here's a sample table of contents for a strategic planning document. The difference between public and private organizations is usually the methods employed to accomplish the mission. Some of the for-profit categories can be adapted to support public agencies.

Sample Table of Contents	
Table of Contents	3
Executive Summary	4
General Description	5
Products and Services	6
Sales and Marketing Plan	7
Operational Plan	11
Management and Organization	15
Personal Financial Statement	19
Financial History and Analysis	23
Financial (Capitalization) Plan	27
Appendices	31
Refining the Plan	32

Exhibit 1.2 – Sample Business Plan Table of Contents

Discussion and Notes:

2 PLANS AND PLANNING

Plans and business planning are fully transferrable between private industry and government agencies. The terminology will change but the results are gained by focusing on vision, mission, goals, and objectives (Chapter 1).

Planning is bringing the future into the present so that you can do something about it now.

Alan Lakein

A step back – some key stakeholders don't develop a business plan because they don't know the purpose of a business plan. The same can be said for strategic planning. Some stakeholders don't know the purpose or the meaning of strategic planning.

GOLZUP strategic thinking skills and strategic planning demystifies this quickly. There are four major types of business plans and sometimes they are referred to using different terms:

- Financial Plan
- Capitalization Plan
- Strategic Plan
- Business Plan

Because money and accounting are the language of business, the financial and capitalization plans get more attention than is warranted at this phase. In reality, the capitalization plan warrants no more attention at this stage than would your business sales and marketing plan. The same goes for the financial plan.

When you hear the term 'business plan' or business planning, just know that finance, capitalization, strategy, sales, and marketing are all included.

When you seek investment capital (appropriated funding, non-appropriated funding, construction, etc.) it is appropriate to anticipate a greater emphasis on finance and capitalization. Still, the funding source will expect to see all aspects of your business plan covered as seen in the Sample Table of Contents, Exhibit 1.2 (Chapter 1).

Notes: Develop and use a professional writing style. The veracity of your initiatives will be evaluated based on the appearance of your plan as well as on your ideas.

Spend several weeks in research and literature review prior to the publication of your business plan – first draft. Expect to capture hard data, assumptions, estimates, as well as soft data regarding new markets and breakthrough products and services. For government agencies, the budget execution plan or spend plan will parallel the commercial finance or capitalization plan. However, you look at it, resources are used to accomplish goals and objectives that support the mission and help achieve the vision state.

Public Use Case: GOLZUP strategic thinking skills helps you prepare for an executive offsite by understanding the complexities of government agency requirements. Find an example for a generic government agency (Chapter 4 – Case Study).

Engineering Use Case: 42 engineers stuck doing non-engineering work. Use strategic thinking skills to identify the key factors associates with high job satisfaction for engineers (hint: doing engineering work, not taking notes at meetings).

Start-up Use Case: GOLZUP strategic thinking skills helps you develop an abbreviated snapshot of your business during an executive offsite. Here's an example of a startup enterprise strategic planning assessment (Chapter 5 - Assessment).

Project Management Use Case: strategic thinking skills drive strategy to action. Leaders love strategic planning that naturally grows from strategy to action, and action that involves industry standards like project management (traditional PERT charts, Gantt charts, tasks, timelines, milestones, and results) (Chapter 6 Project Planning).

Strategy to Action Use Case: Not your first rodeo. Begin with the end in mind and examine best practices for driving from strategy to action for government and industry (Chapter 8 – Strategy to Action).

Literature Review

Any decent business plan or strategic planning session includes a detailed literature review. Strategic Planning in Action: literature that presents strategic planning in fictional or allegorical ways.

Monty Post, Vol 1 – Life Lived Well, Amazon, Seattle. Provides an introduction and background story of a little-known man with the best of intentions and loaded with peculiar idiosyncrasies.

Amazing Leaders, Vol 5 – Le Remonstrant. Another Monty Post story; this time the adventures of a likeable misfit that has unique skill sets optimized to protect and defend a parochial community in SpringPark, Virginia.

Anarchist, Vol 2 – Alaska Transformation. An account of the enigmatic Adam Carter, and his quest to save the world from the do-gooders and truth-tellers in a deliberate way. Setting – a high tech lodge on Alaska's Kodiak Island. Alaska is forged by a tsunami and a community that responds with 'whatever.

Beautiful Mermaids, Vol 2 – Layla's Mermaid Tale. Fun-loving adventure that kids and adults like (because the narrator does not talk down to kids). Mermaids are real and have the same interest in strategy as their land-based counterparts.

Educated Blackjack, Uncle Billy's Secret. Examine your own theories about one of the most cherished strategy games on the planet. Follow our hero on a vision quest to implement Uncle Billy's secret in a step-by-step fashion.

Monty Post, Vol 6 – Global Safety Roadshow. True fiction covering protagonist Monty Post as he leads the SpringPark advanced echelon forward into global dominance. The message is Safety. The evangelical zeal is obvious and evident to each nation, people, tongue, and tribe.

These and other fictional works will help define the boundaries or constraints of your strategic planning initiative. Everyone knows that planning that takes place in ideal circumstances (conference room) will be tested in combat (SWAT Team). Nevertheless, begin planning with hypotheses, observations, and testing to find the right match between real and ideal for your organization.

The Scientific Method

Science give us good insight into the difference between how things should work (theory) and how they really play out on the battlefield (practice).

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STRATEGIC PLANNING SINCE 1993

Scientific Method

1. Socratic method (the question)
2. Research (literature review)
3. Hypothesis (develop theory)
4. Conduct a test (experiment)
5. Evaluate process (correct as needed)
6. Analyze data (develop conclusions)
7. Revise hypothesis (results inconclusive)
8. Communicate results
9. Advance the body of knowledge

Good science develops and advances a Hypothesis to either 'prove' the theory and add to the body of knowledge, or provide background for future research.

Exhibit 2.1 – The Scientific Method

The Consulting Method. Start with a Background statement that includes the Hypothesis that you seek to advance. Example: state and local governments can participate in the economic growth that emerges from space exploration. Conduct an Assessment of the current state, and Analyze (slice and dice) the numbers to generate Findings that illuminate feasible future states (options). Once the data are collected by you or someone who preceded you, the process is sometimes called a Feasibility Study (looking backwards on the data, it appears that thus and so is feasible). Conclusions represent the top five or top ten major findings. Important ones are described as 'major', minor conclusions that are easy to implement right away are called 'quick hits' or 'low-hanging fruit'. At this point the client wants you to bring forward Recommendations for actions that will generate Results. Client leadership's response will be commitment to Actionable Decisions to achieve these Results.

When you are done, it looks like this: Background, Assessment, Analysis, Findings, Conclusions, Recommendations, Actionable Decisions, and Results. The next step is project planning or project management to drive strategy to action.

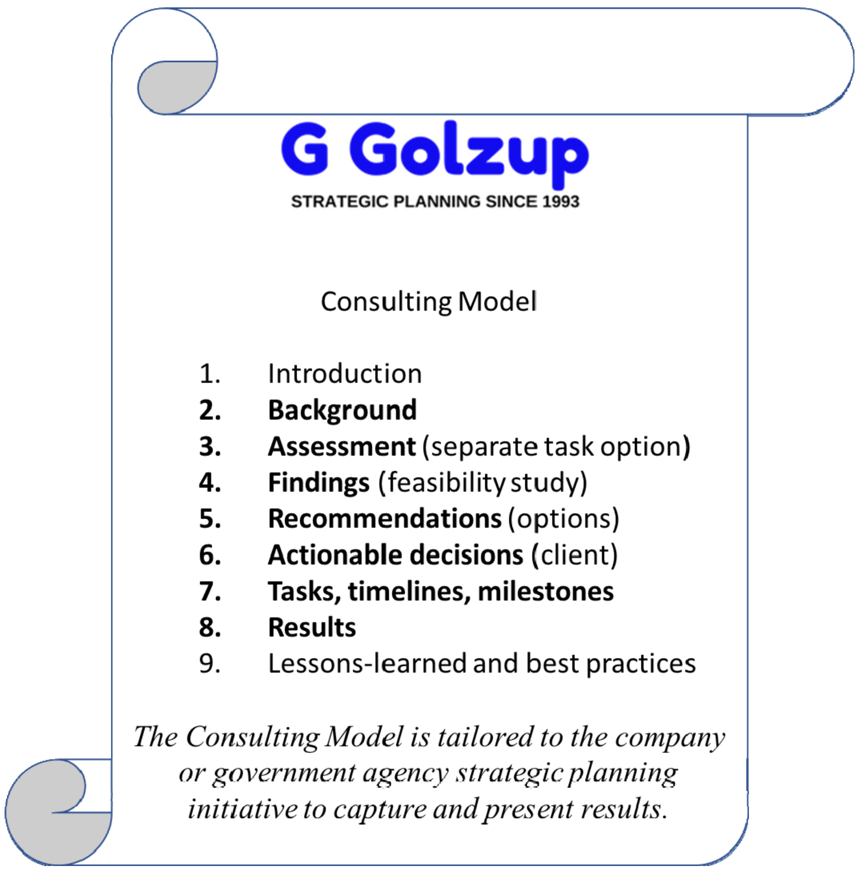

Exhibit 2.2 – The Consulting Model

Things to keep in mind for both the Scientific Method and the Consulting Method: every strategic planning effort is different. Feel free to borrow best practices and industry standards that help advance from strategy to action.

Note: Strategy to action may follow a well-traveled path. For some organizations, a project management or project planning approach may work well.

Project Planning in Action: check out literature that presents project planning in traditional or allegorical ways.

Military Installation Excellence, Vol 1 - Program Management, Amazon, Seattle. Provides an introduction and background for organizational development and business transformation. Perspective: the external consultant. Summary: Organizations accomplish work in a project or program method. Different from process functions, projects are often directed by installation senior leadership, are first-time efforts, and may have greater risk. To ensure that projects are managed successfully, a number of important skills are applied. A project manager is named. Project tasks are defined and the relationships between tasks are identified. Tasks become timelines with projected completion dates. Milestones are inserted for each project. Finally, resources required for task completion are identified.

Military Installation Excellence, Vol 2 – Project Reporting, Amazon, Seattle. Provides an introduction and background for organizational improvement and business transformation from the perspective of the internal consultant. Summary: The traditional method of helping an organization develop an integrated approach to resource management. The goal of strategy is to marshal resources to successfully execute the mission. Start with a review of the vision and mission statement. Then begin to identify strategic (long-range) goals and objectives. Strategy moves to action planning. Periodic assessment ensures that strategic goals and objectives are being met. The internal consultant guides this process.

Military Installation Excellence, Vol 3 – Strategic Planning, Amazon, Seattle. Provides an introduction and background for strategic planning as a method for advancing organizational development and business transformation. Summary: Business planning and the more deliberate strategic planning consists of facilitated offsite and exercises, brainstorming, the development of a narrative (vision, values, mission, goals, objectives), development of a strategy, and empirical data that includes several financial spreadsheets. This method includes disciplined business planning and case studies.

Military Installation Excellence, Vol 4 – Veteran Business Planning Amazon, Seattle. Veteran business planning includes all aspects of basic business, financial, and strategic planning supported by Veteran-Owned Small Businesses (VOSBs) and Service Disabled Veteran-Owned Small Businesses (SDVOSBs). Perspective: the military veteran consultant. Summary: Veteran's knowledge of the mission, values, and culture of DoD, the U.S. military, and the Federal government place them in an ideal position to deliver value to government clients, reduce the total operating cost of government agencies, and prosper as a value-added provider of business and technical services to the government.

Notes:

3 YOUR CLIENTS WANT

Let's go full speed ahead now and identify what your clients want. Strategic planning clients are pretty easy to figure out. Clients all need to accomplish their missions in an effective way. Small- and middle-tier businesses need revenue and they want to grow more revenue streams. Government agencies need to get the maximum out of their budgets and they want to avoid costs.

As you approach your strategic planning clients, you can expect that they want strategic planning serviced up this way:

The goal – the client's goal for strategic planning will sound something like this: *We need a consultant or firm to provide long-range planning services that will result in a forward-looking, comprehensive, and actionable plan for the next five to ten years.*

Take note that this goal provides a good elevator statement that sounds like this: *I/We help clients develop forward-looking, comprehensive, and actionable plans to help them navigate the next five to ten years.*

A project work plan and proposed approach – you are standing at the white board; the client wants to know that you know where you are going.

Expect to provide every client a detailed narrative that includes a timeline, methodology, tasks, survey tools and plans, reports, documentation, and services to be provided.

They may not know what to do, but you do. Inspire confidence in your clients by showing them where you are taking them and how you will make sure that they get there.

Proof that you know what you are doing – this means references. Always ask your current clients for permission to use them as a reference. Name, phone number, contact person and mailing address of at least five references for which similar services have been provided in the last three to five years. References should identify the types of strategic planning services the strategic planning implementer has provided.

What's the cost? – even clients that say "money is no object" will eventually admit that the **cost** of strategic planning is a big deal. Be sure to include all costs associated with delivering strategic planning services. Effective delivery methods may transfer knowledge to the client's full-time employees using a train-the-trainer approach. This reduces the cost to the client and allows the client to spread limited budgets across the strategic planning life cycle. At a minimum, includes the hourly rates for strategic planning implementers, trainers, and facilitators. Once the project plan has been developed, some clients may prefer a firm fixed-price contract to deliver "all of the above" at a 10% or 15% discount.

Don't be surprised if the company or business agency invites competitive bids from strategic planning consultants or companies. If they do, try to find out the budget that has been set-aside for the strategic planning initiative. If you can, offer the client a substantial discount of 20 percent.

What is your process? – clients that are process oriented may ask "What is your step-by-step process to help us develop our strategic plan?"

If they are referring to the milestones that they can expect to identify along the way, here's one answer: *"I/We start by inviting stakeholders to identify/update their corporate vision, mission statement, business goals, and objectives that support goal accomplishment."*

If they are referring to the learning experience that will take place, here's one answer: *"I/We will provide small and large group education and training to understand the strategic planning process, and to invite employee participation in the development of the corporate vision, mission, goals, and objectives."*

What else will you do? – When the client asks "What else will you besides vision, mission, goals, and objectives?", here's one good response: *"I/We facilitate (coach, administer, emcee) the process using participative and collaborative workshops that gives employees a voice; that supports data collection and analysis; and that supports traditional and ad hoc meetings, focus groups, committees, boards, library staff, stakeholders, and the public."*

What else? – *"I/We facilitate the company's/agency's identification of priorities, goals, objectives, and activities for long term planning."*

What else? – *"I/We Provide written reports, statements, drafts, summaries, white papers,* *and final copy that includes assessment, analysis, findings, and recommendations."*

What can we do to help? – When the client asks how they can help, you can say: *"You could appoint a strategic planning committee, internal consultants, in-house trainers and facilitators, and scribes to limit the implementation costs of strategic planning."* or, *"You could provide facilities and meeting space to support on-site, off-site and/or distance learning sessions to limit the implementation costs of strategic planning."*

What else can you offer? – Happy clients will ask "What other services can you provide?" Good responses may include: *"I/We provide consulting services delivered by qualified and experienced teachers, trainers, coaches and mentors; instructors who deliver soft skills training, professional development training, and leadership and management training to company and agency employees."*

Other good responses include: *"I/We provide business assessments, feasibility studies, cost estimating, business analysis, white papers, budgetary estimates, rough order of magnitude estimates, acquisition support, case studies, contract consolidation, and change management." or, "I/We provide classroom/conference room training offerings that are interactive and engaging. Training is adapted to requirements and include half day, full day, and concurrent sessions. Instructors are available to train on all three shifts: day, evening and mid-night. Materials are professionally packaged and prepared for each participating student. Class sizes accommodate the needs of the client and could range from 15 – 100 participants."*

These responses incorporate business, educational, and administrative activities that complement strategic planning.

What is included? Clients want to make sure that strategic planning includes the things that will allow them to get funding and have credibility for implementing the findings of the initiative.

This is one of the reasons that I like the title 'Strategic Technology Planning'. It gives credibility to the official sponsoring the effort, and it makes it easier to obtain funding for the initiative.

Here are some terms that you may want to offer your client in preparation for strategic planning:

Specialized professional engineering, management services, strategic, technology and *organizational planning, support of personnel, planning for space, planning for special projects, and advanced strategic planning; business leadership, organizational development, business transformation, change management, and strategic leadership development for mission areas (e.g.; space and directed energy); integration of space and directed energy with future command needs; cooperative requirements and technology planning with other agencies and technology development centers; and scientific and technical advice and strategic planning expertise in support of joint research and development technology programs with other agencies and commands.*

We have done this before. This communicates to clients that we have 'been there and done that' regarding all things strategic planning. This may include:

Full time, part time, or temporary support staff to review the status of on-going problems. Skilled and experienced staff that can provide recommendations for redirection of existing or establishment of new programs, acquisition development, systems engineering analyses, trade studies, technology reviews and analyses, and develop and/or deliver information to directorate leadership, higher headquarters, department levels, and other organizations.

Delivery of information is in the form of briefings, papers, presentations at conferences, national symposia, and participation in meetings, etc.). Providing technical analysis reports, strategic planning documents, technical consultation, systems engineering analyses, system architecture analysis and consultation, senior financial advice on leadership, management, and technology investment strategies. Demonstrated experience must encompass government, industry, defense, and intelligence-based strategic planning.

Subject matter experts must be highly qualified (based on experience and/or education) and have documented professional credentials. To meet the needs of stakeholders, the strategic planners must possess a thorough understanding of the challenges facing leadership, management, and technical competencies for a wide array of domains. Examples include:

- Battle Management Command and Control,

- Space Communication,
- Space Environment,
- Space Control/Space Situational Awareness,
- Intelligence, Surveillance & Reconnaissance,
- Missile Warning,
- Position, Navigation and Timing,
- Nuclear Deterrence Operations,
- High Power Electromagnetics,
- Laser Technologies and Systems,
- Directed Energy and Electro-Optics for Space Superiority,
- Directed Energy Weapons Modeling and Simulation,
- Business Development and Outreach to Industry and Academia,
- Change Management,
- Business Transformation,
- Organizational Development,
- Engineering Change Management,
- Budgetary Estimates,
- Rough Order of Magnitude Estimates, and
- Contract Consolidation.

Flexibility is the key

The list of possibilities is endless and subject to the vision and mission of the client organization. Analyses of Alternatives to identify potential space and directed energy business development and organizational development opportunities and methods for pursuing these opportunities. Demonstrated experience must encompass organizational development and health for the improvement of the operations which includes the capability to align technical and functional strategy, structure, management processes, people, and rewards and metrics as well as planning assistance to improve the efficiency and effectiveness of management processes or procedures (including those of an engineering and technical nature). Demonstrated experience with aligning military partnerships with industry and academia for business development, collaborations and technology transition

Interfacing directly with various major Commands', System Program Offices', academia's or commercial industry's plans and programs offices and leadership to provide strategic consultation on future space or directed energy systems taking into account projected science and technology advances; and conducting studies to evaluate the payoff of emerging, developing, and current technologies for application to advanced space and directed energy systems.

In order for the Government to determine if subsequent acquisitions can be set aside for small business concerns the SOC shall contain pertinent and specific information addressing the following areas:

(1) Demonstrated Expertise – corporate experience that has provided technical knowledge for full range of ongoing and future military Space Vehicles and Directed Energy technologies outlined in this announcement. For any work/or experience represented as similar to the effort described above, the SOC must include the contract number, and name, address, and telephone number of the contracting officer. If work was accomplished as part of a team, clearly identify corporate role, as well as roles of associate, prime, or subcontractors.

(2) Demonstrated Expertise – corporate experience having provided strategic research and development planning support, such as with Air Force and/or the AFRL Planning, Programming,

Budgeting & Execution (PPBE) process and program management support for the types of military programs outlined in this announcement.

(3) Demonstrated Expertise – corporate experience involving organizational development and health for the improvement of the operations which includes the capability to align technical and functional strategy, structure, management processes, people, and rewards and metrics as well as planning assistance to

improve the efficiency and effectiveness of management processes or procedures (including those of an engineering and technical nature).

(4) Demonstrated Expertise – corporate experience that has provided military partnerships with industry and academia for business development, collaborations and technology transition.

(5) For any work and/or experience represented as similar to the areas described above, the SOC must include the contract number, and name, address and telephone number of the contracting officer. If work was accomplished as part of a team, clearly identify corporate role, as well as roles of associate, prime or subcontractors.

(6) Clearly demonstrate the ability to complete at least 50 percent of the effort outlined in this announcement.

(7) Demonstrate the techniques to be used to mitigate the Organizational Conflict of Interest that will be part of this effort.

(8) Resumes demonstrating the experience of personnel relevant to the space and directed energy requirements outlined in this sources sought. If the resumes are for individuals not currently employed by the company, a letter of intent or process for hiring the individual shall be presented.

(9) Demonstrate the ability to obtain, within 30 days of contract award, the personnel necessary to support the full range of work outlined in this announcement, as well as the process to obtain Top Secret/SCI level clearances.

Core Strategic Planning Task #1 - consultant provides advice and assistance to the agency in strengthening relationships with the client community and in providing information to help the public understand the value of the client agency's vision and mission. The contractor shall perform the following functions within this task:

1.a. Prepare a Strategic Communications/Outreach Plan, annual themes and messages concepts, annual report, press releases, articles for publication, other communications products such as briefings, reports, brochures, videos, conference agendas, presentations and exhibit materials for DFBA review and approval.

1.b. Support development of exhibits and speaking strategies; website support; providing ongoing development support for the agency's websites; providing programming and content development support for web-based initiatives.

1.c. Develop and maintain a Strategic Communications/Executive Level Outreach Plan for Government review; provide public relation (PR)/Media Support; support oversight and coordination of outreach efforts; and support in coordinating interagency efforts relate d to outreach.

1.d. Participate in travel to and/or attend meetings, conference calls, video-teleconferences, and other similar interactions, as needed to support the agency.

Core Strategic Planning Task #2 - Strategic Engagement Support; the consultant shall provide assistance to the agency for increasing awareness of the enterprise identity activities, logical access programs, and agency mission and programs. The contractor shall assist in the facilitation of enhanced coordination between stakeholders and in the unification of stakeholders and messages for a common purpose. The contractor shall perform the following functions within this task:

2.a. Support in the coordination with Combatant Commands, Interagency and International Organizations to facilitate a mutual understanding, synchronize efforts, and improve unity of purpose for identity activities.

2.b. Facilitate Military Services, Component Commands, and Combatant Commands efforts to achieve identity activity mission objectives, strengthen strategic relationships, and assess, develop, and improve operational processes.

2.c. Support the coordination and operation of the enterprise governance structure to ensure effective integration, alignment, and synchronization of activities the enterprise.

2.d. Support the engagement with agency stakeholders to promulgate the strategic planning process in support of national security interests and to achieve unity of purpose.

2.e. Participate in travel to and/or attend meetings, conference calls, video-teleconferences, and other similar interactions, as needed to support the agency.

Core Strategic Planning Task #3 (Metrics Support) – The contractor shall support in the establishment, management, maintenance, and conduct of timely analysis, and reporting of forensics and biometrics enterprises metrics for use by the Director and Staff in supporting resourcing decisions, and measuring the health and performance of the enterprises. The contractor shall perform the following functions within this task:

3.a. Development, maintenance, and execution of metrics reporting tool(s), products, processes in support of the measurement and reporting of the health and performance of the forensics and biometrics enterprises for stakeholder review and approval.

3.b. Coordination with metrics data providers.

3.c. Conduct analysis with supporting information and provide results in the form of information papers, technical reports, presentations for stakeholder review and approval.

3.d. Prepare a Metrics Reporting Strategy and Plan for Stakeholder review and approval.

3.e. Prepare strategic, analytic, and technical advice in the form of the analysis, issue papers, point papers, concept papers, white papers, information papers, trip reports, technical reports, and prepare presentations for meetings, and conferences for stakeholder review and approval.

3.f. Participate in travel to and/or attend meetings, conference calls, video-teleconferences, national conferences and symposia, and other similar interactions, as needed to support the agency.

Core Strategic Planning Task #4 (S&T and RDT&E Support) – The contractor shall support the coordination of agency science and technology (S&T) and research and development, test and evaluation (RDT&E) priorities with science and development communities. The contractor shall engage the forensic and biometric enterprises to recommend, assess, investigate, and transition new technologies possessing potential application to forensics and biometrics enterprise solutions in accordance with the agency mission and guidance. The contractor shall support collaboration efforts with the agencies in order to recommend modalities and technologies appropriate for ongoing and future mission directives. The contractor shall support efforts to engage the Science & Technology (S&T) and Research & Development (R&D) communities and/or programs in order to recommend new or emerging technologies to meet current and future needs. The contractor shall support the review, coordination, and development of transition agreements in support of programs and projects across the enterprise. The contractor shall perform the following functions within this task:

4.a. Prepare analysis, information papers, technical reports, presentations, transition agreements for stakeholder review and approval.

4.b. Prepare a Data Management Plan and Data Management Strategy for stakeholder review and approval.

4.c. Prepare strategic, analytic, and technical advice in the form of the, issue papers, point papers, concept papers, white papers, information papers, trip reports, technical reports, and presentations for stakeholder review and approval. Support S&T and RDT&E meetings, and conferences.

4.d. Participate in travel to and/or attend meetings, conference calls, video-teleconferences, and other similar interactions, as needed to support the agency.

Notes:

4 MODELS & CASE STUDY

Models and Case Studies illustrate the elements that may be helpful for companies and agencies preparing for a strategic planning initiative. These elements may include vision and mission statements, examples of goals and objectives, industry standards and best practices, and task areas that may support project management and project planning (tasks, timelines, milestones, etc.).

Vision, Mission, Goals, and Objectives

Most strategic planning efforts start with leadership's vision, the organizational mission, and the 'hows' (goals) and 'whats' (objectives) needed to achieve the leadership vision and accomplish the stated mission.

Examining agencies mission, leadership may identify critical goals and objectives to include as part of the strategic planning initiative. Examples:

1. Institute strategic management practices whose outcomes align with the Information Resources Management Strategic Plan (IRM Strategic Plan).

2. Support the orchestration of a disciplined enterprise budget formulation and capital planning process that can help agency leadership select and control the most impactful investments in the IT portfolio.

3. Ensure major and non-major IT investments across the agencies measure 90% or above in areas of cost, schedule, and technical performance metrics.

4. Demonstrate steadfast commitment to stakeholder oversight.

5. Implement a data collection and reporting model that promotes fluid collaboration among agency's distributed organizations.

Notes:

Sidebar:

Strategic planning case study may include industry standards and commercial best practices. Generic model – the Malcolm Baldrige National Quality Award Criteria may contain elements that are helpful for organizational development and business transformation.

Category 2 provides a framework for strategic planning. The other Categories may be helpful for business planning and strategic planning.

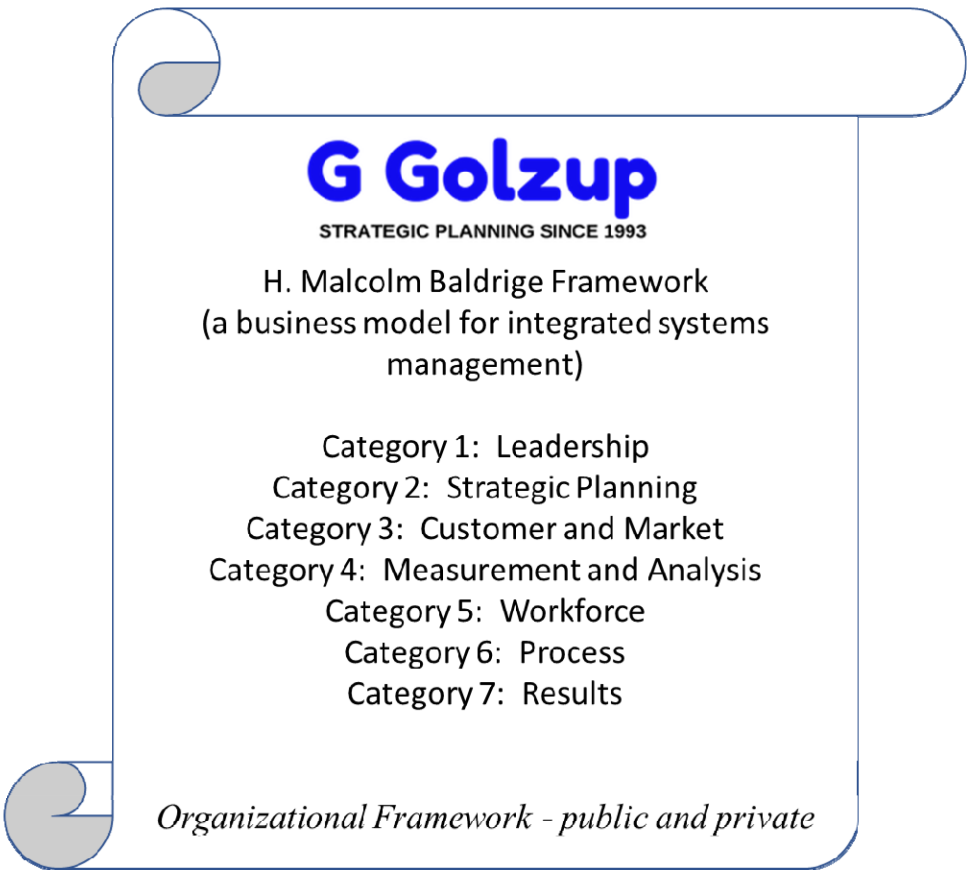

Exhibit 4.1 – The Baldrige Criteria

Elements of the Baldrige Criteria that may be useful for organizational development, business transformation, strategic planning, etc. may include the Baldrige Categories, Items, and Areas. These may provide useful content when crafting strategic planning Mission Areas, Goals, and Objectives. These may support strategy to action with Project, Tasks, and Milestones.

Case Study - Strategic Planning Initiative (Agency)

The following task areas may be addressed in strategic planning efforts based on the products or services that the company or agency provide:

Task Area 1: Executive Support Services

Task Area 2: Resources Management

Task Area 3: Financial Management, Budget, and Internal Controls

Task Area 4: Portfolio Management

Task Area 5: Strategy and IT Policy Development

Task Area 6: Records and Forms Management

Task Area 7: Privacy Management

Task Area 8: Data Collection, Validation, Analytics, and Reporting

Task Area 9: IT Governance

Each task area represents a general category of services. The consultant shall be aware that this task area structure is provided to broadly define the scope of the Strategic Planning contract. Tasks performed under subsequent efforts may incorporate any combination of services in any number of task areas.

Task Area 1: Executive Support Services (Examples)

The critical executive responsibilities include both information sharing and information safeguarding, through enterprise operations and shared services, architecture, engineering, policy, and cybersecurity. Functions performed to support the mission include cyber strategy support, Executive Administration support, Strategic Engagement and Communications, and Executive Secretariat. The agency seeks a consultant supporting the execution of its functions in the realization of a strengthened cyber posture, IT modernization, and organizational improvement.

The agency requires support in the following functional areas:

Cyber strategy and implementation support: Strengthened cyber focus defines a critical objective the agency promotes through the development and implementation of enterprise cyber and related strategies. The agency seeks advisory services that augment and advise the agency's federal cyber expertise in the development of enterprise cyber and related strategies, which include but are not limited to: cybersecurity strategy and implementation planning; enterprise performance management; technology innovation and IT modernization planning; datacenter consolidation and cloud strategy; and the Cyber Strategy Implementation Plan (CSIP) and IRM Strategic Plan.

Executive Administration Support: the agency seeks a consultant experienced with supporting comprehensive administrative services. Consultants may provide executive-level administrative, executive leadership support, and staff action control/task management support to the agency and those executives with whom the agency executives collaborates in the course of developing strategic cyber and IT policy, guidance, and implementation plans.

Strategic Engagement and Communications Support: The agency develops and employs various strategic and informational communications that reinforce understanding and execution of agency's mission and strategic plans. To enhance these communications the agency requires contractor support for digital graphics design and data and information visualization. The consultant shall exhibit up-to-date knowledge of industry usability and user-experience design and production techniques, and marketing/communications approaches.

Executive Secretariat Support: The agency leadership facilitates the key decisions necessary to provide consistent, effective information management to the wider agency enterprise. Executive Secretariat support includes: diligent management of the logs and schedules that define agency activities; ESEC stakeholder engagement support, both internal and external to the Department; materials in support of executive-level conferences, meetings, communities of practice (COPs), and working groups (WGs); internal and external ESEC task management support; and ESEC Governance, Policy, and COP/WG coordination support.

Task Area 2: Resources Management

Promote the continuous improvement of organizational performance, and provides workforce development initiatives to enhance the collective knowledge and skill of its staff. With respect to human capital, the agency provides operational personnel, audit, space, and physical security support, and leads strategic workforce development initiatives.

Human Capital Management is responsible for human capital management including performance management, organizational assessment, training and workforce development, diversity initiatives, telework programs, employee and labor relations support, and enterprise cyber and information resources workforce program development and coordination. Additionally, the office manages administrative functions including pay and leave, travel system, facilities support, space and inventory management, FOIA, IG/GAO audit coordination, and safety management.

Security Operations manages contractor onboarding and offboarding processes, manages security requirements throughout the course of contractor assignment, assists in the development of security procedures, provides administrative oversight of security procedure compliance, and provides security training to contractor personnel, monitors compliance with security procedures, opens reinvestigations of security records, and issues security surveys to contractor personnel.

Policy, strategy, and governance support conducts periodic reviews of physical access points, building security, and grounds vulnerability. Security operations provides training sessions to contractor personnel in order to introduce important security knowledge during the badging process, as well as to incorporate new security mandates into existing practices by issuing refresher sessions on an annual basis to personnel who have already received physical access to facilities.

The agency requires improved workforce development influences the long-term effectiveness of agency. Specifically, the agency faces challenges in the development and retention of federal talent. Human capital management addresses these workforce development challenges, evaluating the strength of human capital, and gauging the measures the agency must take in order to improve organizational capabilities.

The agency seeks a partner well versed in the support and development of federal human capital resources, as well as in the physical security requirements of managing contractor personnel. The consultant shall provide expert support to human capital management functions including organizational assessment, business process reengineering, workforce development and training, as well as support to the agency in the satisfaction of acquisition guidelines that promote workforce development. Provide administrative support functions including facilities, space, and inventory. Consultants shall support the agency in upholding contractor personnel physical security standards.

Task Area 3: Financial Management, Budget, and Internal Controls

The agency expands its financial stewardship role. Detailed financial processes at the IT acquisition level ensure the agency manages its IT investments with the degree of responsibility mandated by Federal legislation. In order to support the agency's Federally mandated responsibility to oversee IT investments on behalf of the entire Department, executive leadership exercises financial planning, financial tracking, and expenditure oversight in concert with its contract management processes.

Executive leadership's operational responsibility spans headquarters sites and the many operational and staff locations. To provide expertise in managing its information resources, the agency manages a fluid cost tracking process, providing a clear perspective of the organization's financial activity.

With respect to contract management, agency leadership provides input to acquisition planning, oversees financial balances, analyzes IT operations costs, administers business lines for the Working Capital Fund, and performs Contracting Officer's Representative (COR) functions in the areas of acquisition planning, contract formation, contract execution, and contract close-out.

Executive leadership is responsible for both formulating the IT budget and for monitoring funds expended against the budget. Thus, the executive leadership must display confidence in financial management practices in order to make informed IT investment decisions.

In addition to the core responsibility of making innovative investments that benefit agency customers, leadership is responsible for developing and providing budget estimates, justifying budget proposals, and providing timely responses to budget and information queries about investment performance. These queries stem from Federal oversight entities such as the Office of Management and Budget (OMB), the Government Accountability Office (GAO), and Congress. OCIO issues budget Assurance and Assessment Reports to the agency Chief Financial Officer, and coordinates Agency Financial Reports for the CIO.

To support agency leadership in fulfilling these responsibilities, the consultant shall derive a complete understanding of the organization's financial obligations. The agency seeks a partner capable of supporting the organization's financial planning, invoicing, and tracking activities, as well as the budget formulation, budget execution, COR, and contract management activities that drive mission business. The consultant shall support all financial planning and tracking activities, including the impact of these activities on budget formulation and execution. Support shall include the configuration and maintenance of custom-built databases such as the Corporate Information Management Center (CIMC) that capture and track these activities.

The consultant shall support the agency in its cost taxonomy development, and in all activities related to enterprise category management. The consultant shall further support agency financial practices that correspond to in-house IT service provider. The agency uses a cost-recovery model that requires stakeholder groups throughout the Department to pay a fixed fee for IT services. The consultant shall support the agency in the capture of vendor service costs for the purpose of accurately tracking EITS operations according to its cost-recovery model. Support shall include telecom support: day-to-day system operational planning, analysis, troubleshooting, integration, installation, operations, maintenance, and administrative services for the computer networks; voice services, employee locator; and telecommunications billing. Additional support shall include the configuration and maintenance of custom-built databases such as the agency Business Reporting database that capture and track these costs.

Task Area 4: Portfolio Management

Portfolio management activities focus on the IT Capital Planning and Investment Control (CPIC) process. OCIO tracks the value of the agency's IT investment portfolio, and lends strategic support services through data-driven analysis. IT CPIC processes impact budget formulation,

IT CPIC support requires the continual improvement of the IT investment decision-making process, including the creation of a systematized framework in which all elements, from investment selection to investment monitoring and evaluation, are executed with consistency and transparency. The agency further subjects IT CPIC administrative processes to continual evaluation, basing revisions on measurable outcomes. Executive leadership regularly reports to OMB by detailing the status of each technology initiative or program, measured against a set of milestones approved by OCIO and OMB. Regular reporting processes include the monitoring and reporting related to the publicly available Federal IT Dashboard, and those related to the Open Data Initiative. More frequent reporting, either within the agency or conducted among the functional departments, supports the process of continual performance evaluation, monitoring the overall health of the IT portfolio.

Numerous tools assist agency leadership in the IT CPIC process. OCIO uses TechStat, PortfolioStat, and FedStat sessions to perform strategic portfolio reviews, the online eCPIC tool for automated portfolio management, and an IT dashboard to monitor program performance. For each of these electronic tools, and to the exclusion of no other tool or process, the agency provides training and outreach support to customers throughout the Department.

The agency requires a consultant partner able to assist with the continual improvement of IT CPIC policy, procedures, and tools. OCIO provides technical advisory support in selecting and prioritizing capital IT investments, in managing capital IT investments to control costs according to estimates, in managing program schedules according to budgetary restrictions, in determining performance outcomes, and in evaluating IT investment performance.

Task Area 5: Strategy and IT Policy Development

Effective IT management rests on the agency's ability to first apply strategic guidance across all systems that comprise the enterprise, and latterly, to provide analysis of both the processes that govern those systems, and the performance those systems achieve. In so doing, leadership supports the continual improvement of system processes and performance. Strategy and IT Policy Development comprises the development and application components of this strategic cycle, whose services, at a minimum, consist of the following activities.

Leadership supports the creation and maintenance of all IT policy documentation for the agency; leadership translates executive orders and other mandates into objectives that form the basis of IT policy.

Executive leadership is responsible for adhering to Federal mandates and enacting Federal initiatives that affect the agency's IT and IM functions. These initiatives—which include, but are not limited to the Federal Information Security Management Act (FISMA), the Federal Data Center Consolidation Initiative (FDCCI), and Section 508 accessibility requirements—depend on IM-20's enterprise governance capabilities. Executive seeks assistance with the governance of these initiatives at an enterprise level, working throughout the distributed organizational structure. Executive seeks assistance with IT policy development, and with the subsequent process of maintaining effective IT governance, including new Federal initiatives.

To plot an optimal course for IT service development, executive leadership's periodic assessment of strategy focuses on performance standards and sets targets for cybersecurity, information sharing and safeguarding, technological innovation, Information Management, and IT service delivery. These assessments include, but are not limited to the Information Resources Management Strategic Plan (IRM Strategic Plan). Executive leadership monitors changes in the Federal landscape, and applies new and revised mandates to its major strategic goals. The ability to adapt information from multiple sources—both within the organization and without—determines the effectiveness of the strategy. Executive leadership seeks assistance with processes related to the capture of agency intelligence, the monitoring of Federal mandates, and the translation of strategic goals and objectives, compiling information from all sources into a cohesive plan for organizational progress.

Task Area 6: Records and Forms Management

Executive leadership develops, implements, and maintains a Federally compliant Records Management Program (RMP). Leadership carries out the collection, retention, and storage of all records—both in electronic and print format—produced by agency divisions and functional areas. These records include, but are not limited to those that document the missions, programs, projects, and administrative functions of the agency.

Executive leadership also fulfills a responsibility to manage forms on behalf of the agency. Forms management includes the workflow of requesting, approving, and publishing forms related to the agency's administrative, legal, logistic, programmatic, and personnel functions. While most forms are published to the agency website, there are still those that require manual submission. The agency maintains the most recent version of all forms in a forms library.

Executive leadership requires support to ensure that agency records are maintained in accordance with requirements set forth by the National Archives and Records Administration (NARA), coordinating the transfer, billing, and payment of records to Federal Records Centers (FRCs). The agency partners with records management specialists to continually improve the RMP, providing the foundation for its records management policy and procedures, records identification and classification, records

Retention, disposal, and records management training are done in compliance with Federal and statutory requirements. Leadership performs outreach among functional areas to promote records management policies, and seeks support to evaluate, improve, and implement its records management programming. Leadership also seeks assistance with the administrative upkeep of its enterprise forms library, ensuring that agency end users and customers receive the support they need for essential mission business, while adhering to Federal mandates to reduce administrative burden and provide easy access.

All data collection activities related to records management practices shall support the agency's data sharing model, facilitating the application of data among multiple reporting outlets with reduced bureaucratic effort.

Task Area 7: Privacy Management

In keeping with the E-Government Act, which requires that Privacy Impact Assessments (PIAs) are conducted on all new Federal IT systems that collect information in any identifiable format, the agency requires support to ensure that all information collected and used by its divisions and Departmental Elements remains compliant with the Privacy Act of 1974, as amended, and the E-Government Act of 2002, as amended. The agency requires support for the administration of the Privacy Program through the development of standardized policies and procedures regarding all privacy matters.

The Freedom of Information Act of 1967 (FOIA), as amended, allows citizens to request Federal government information, provided the information requested is not protected from public disclosure. In support of FOIA, and in conjunction with the goal of supporting the agency's information consumers through the delivery of high-quality content, leadership facilitates the availability of public agency data and information, ensuring that information consumers have timely access to important information about the agency and its activities.

Considering the diverse needs of information consumers, executive leadership provides support to the office of Information Resources, along with any working group or team within the agency to process FOIA requests, doing so in full compliance with Federal standards for the timeliness and completeness of responses. Executive leadership develops processes for identifying and publishing frequently requested information in a readily available format, and further supports all administrative and technical responsibilities related to the maintenance of the agency FOIA Portal and its content.

With respect to the Department's processes for fielding Privacy Requests, executive leadership seeks assistance processing and managing privacy cases, preparing communication in the form of letters and transmittal memoranda, and documenting information packages released in response to those Privacy Requests. Agency leadership further supports the legal review of all package content to ensure all information meets the threshold of the cited exemption.

In the event of a privacy compromise, privacy management support includes the execution of incident response protocols, primarily the formation of a Privacy Incident Response Team (PIRT), and the coordination of a schedule to consult with those who are affected.

Executive leadership seeks assistance with the administration of the agency Privacy Program, including the development and maintenance of Department-wide policies, plans, and procedures on privacy management, as well as guidance on privacy-related matters. Leadership also develops training for stakeholders at all levels of agency organization, defining each individual's responsibilities in the safeguarding of private information.

Task Area 8: Data Collection, Validation, Analytics, and Reporting

To satisfy obligations to Federal oversight groups—most notably the Office of Management and Budget (OMB)—and to agency executive-level decision makers, leadership collects and prepares a vast amount of data from the agency enterprise. In general, these data comprise information related to financial management, acquisition management, and performance monitoring.

While much of the agency's data collection activities stem from recurring information requests—for example, monthly and quarterly reporting for the Federal Information Security Management Act, executive leadership also manages a significant volume of ad hoc requests. Recurring and ad hoc information requests require careful attention; the former often change from one cycle to the next, precipitating fresh analysis to properly conduct each data call, while the latter often impose strict timeframes on data call completion. In short, the agency's data collection requirements undergo constant change.

To satisfy these requirements, executive leadership follows a data collection Standard Operating Procedure (SOP): evaluation, definition, collection, verification and validation, reporting, and archiving. While this SOP describes the basic data collection process, it remains a flexible construct that adapts to the varied needs of each information request.

Executive leadership seeks a partner with experience supporting the stringent requirements of an enterprise data collection capability. The agency wishes to streamline its data collection workflow, and thus seeks a partner able to use currently available tools to refine data collection processes in the near term, while supporting the development of innovative data collection technologies in the mid to long term.

Agency data collection shall promote the leadership mantra of data collection and sharing, emphasizing data as an institutional asset. Executive leadership seeks a partner capable of supporting the objective of building a data-driven organization, one who can provide top-shelf service in the current environment while also providing flexible, innovative solutions.

Task Area 9: IT Governance

The Federal Information Technology Acquisition Reform Act (FITARA) provides the agency with strengthened authority to oversee critical aspects of the organization. The agency proposes that the executive leadership gain visibility into critical functions that, to date, have been managed with varying degrees of autonomy among the Departmental Elements. The goal, therefore, is to apply an enterprise approach to acquisition management, IT portfolio management, and organizational development. In so doing, executive leadership can identify duplicative IT investments, apply responsible portfolio management practices, and monitor IT resources throughout the enterprise.

FITARA gives executive leadership a broad view over the IT products and services used throughout the agency enterprise, enabling executive leadership to drive process improvements through its expanded IT governance role. The agency's analysis of system processes and system performance translates into progress toward organizational maturity. To implement FITARA—and, practically speaking, to achieve these organizational improvements, executive leadership works with numerous members of agency leadership, including but not limited to the Chief Financial Officer (CFO), the Chief Acquisition Officer (CAO), the Chief Human Capital Officer (CHCO), and the Department

Secretary (Secretary).

Executive leadership seeks assistance with the enterprise implementation of FITARA—and in particular, the governance of its IT portfolio—as well as with the continuous adaptation of current processes to grant the agency the expanded visibility mandated by FITARA. This role shall include, but not be limited to policy development support, advisory support, outreach and facilitation support, and support for reporting the agency's progress toward FITARA compliance.

The agency seeks assistance with the review of IT investments throughout the enterprise, as well as with the continuous improvement of enterprise IT acquisition processes, the development of enterprise IT solutions, and the improvement of enterprise organizational performance. The consultant shall support these initiatives with the objective of placing executive leadership in a position best suited for FITARA compliance, and also of deriving meaningful benefit from the process.

Requirements

External consultants shall provide proven methodologies to satisfy every contract requirements. The agency has defined the expected performance the consultant's solution must achieve at the Blanket Purchase Agreement (BPA), Task Order (TO), or Delivery Order (DO) level. The consultant shall bring to the agency the capabilities, processes, and systems that comprise effective solutions for all requirements, meeting all corresponding performance standards.

The consultant shall provide all management support, technical support, and administrative support, as well as the staffing, planning, scheduling, procurement, assembly, and tracking associated with contract requirements. The consultant shall provide economical and efficient performance and reporting activities for all services and tasks required by the agency.

Notes:

5 ASSESSMENT (IN A BOX)

Done skillfully, this chapter may represent your first strategic planning consulting engagement with a new strategic planning client. Or, a new strategic planning deliverable for an existing client. (No need to take notes; this is a simple transition from other consulting engagements to a commercial or government strategic planning effort.)

The transition from general advisory and assistance work to strategic planning work requires one element that some call an assessment.

The ability to say 'Can you pay us to do an Assessment?' or the less obvious statement 'We can do that for you.' represents an easy transition from discovery to asking for the business. 'How can we help?' is another good transition when face-to-face with a prospective client (new or current) who has just listed some of their most troublesome challenges.

Thought for the day: a medical professional makes a diagnosis before prescribing medication. An internal or external consultant conducts an assessment before offering suggestions for organizational development or business transformation. The assessment yields evidence that suggests the current state of the organization. The executive leadership's vision, mission, goals, and objectives plus the consultant's objective and independent skills and experience work to provide feasible next steps.

True Story: When asked 'What are your biggest problems at the VA hospital?', the chief of Finance for the VA hospital in Albuquerque responded by saying 'We don't have any problems here.' (Discussion)

Clients will typically pay for you to complete an assessment of the current state of their organization. You may have figured this out by now: most senior leaders love their people, but hate the way that their organizations work (or fail to work correctly). Demonstrate your ability to show the client that you can collect data and deliver a report that is meaningful and actionable.

By maintaining open and candid communication with the executive leadership, and by speaking openly about your observations as a consultant, you will gain the credibility and trust required to move forward with meaningful change.

Some external consultants are brought in to conduct a fee for service assessment. In these cases, there is a very good chance that the executive leadership team has already reached their own conclusions about what was going on in the organization. There is also a very good chance that the leadership team selected the consultant based on past performance or based on a referral from a trusted colleague. (Chapter 1; referrals)

Invite your current or new client to invite you to complete an assessment: 'May we do an assessment to validate your assumptions (good or bad)?' Time and cost required to accomplish the typical assessment (shown below).

Fee-for-Service Clients: If you 'invite them to invite you', be prepared to respond to the 'how long?' and 'how much?' questions.

Assessment Time and Resources				
Organization	**Consultants**	**Hours**	**Findings**	**Quick Hits**
50 – 100 FTE	3	120 - 360	3 – 5 major	10
100 - 500	3 - 5	360 - 800	5 – 10 major	15
500 – 1,000	5 - 10	800 – 1,600	10 – 15 major	Up to 25
1,000 – 10K	10 - 30	1,600 – 10,000	10 – 25 major	Up to 30

Exhibit 5.1 – Typical Assessment Costs ($95,000 to $250,000)

Typical assessments cost between $95K and $250K based almost entirely on the size of the client organization and the number of consulting team members required to collect, analyze, and report on the data.

Next: let's discuss the approach or model that we will use for conducting an assessment.

Assessment Approach

The approach that you use to conduct an assessment will be based on your background, skill, or experience as a consultant. Most assessment approaches or 'methods' in the western culture are based to one extent or another on the scientific method. The scientific method is generally accepted in the western world because of the emphasis on observable evidence, analysis, and recommendations.

Scientific Method – 1) Make an observation, 2) Conduct research, 3) Form hypothesis, 4) Test hypothesis, 5) Record data, 6) Draw conclusion, and 7) Replicate. One thing that is designed to change in the setup of the experiment. The things that I can change - the Independent Variable.

G Golzup

STRATEGIC PLANNING SINCE 1993

Scientific Method

1. Socratic method (the question)
2. Research (literature review)
3. Hypothesis (develop theory)
4. Conduct a test (experiment)
5. Evaluate process (correct as needed)
6. Analyze data (develop conclusions)
7. Revise hypothesis (results inconclusive)
8. Communicate results
9. Advance the body of knowledge

Good science develops and advances a Hypothesis to either 'prove' the theory and add to the body of knowledge, or provide background for future research.

Exhibit 5.2 – The Scientific Method

Let's put the scientific method to work from the ground up. The startup use case allows us to examine the components of a simple business (a startup) that will be examined during an assessment using the scientific method.

The value of the startup use case is that you understand the basic elements that constitute the enterprise.

Startup Use Case - Business Planning at a Glance

Model: optimize startup revenue while increasing the quality of the client base.

Goal: deliver personal services to grow an established business, increase efficiency, decrease time invested, increase revenue, establish lasting value, leave a legacy. Current feasibility includes objective and subjective qualities:

Clients/mo	2 hrs per Hours/Mo	$200 per Rev/Mo	$150 per Rev/Mo	$100 per Rev/Mo
350	700	$70,000	$52,500	$35,000
325	650	$65,000	$48,750	$32,500
300	600	$60,000	$45,000	$30,000
275	550	$55,000	$41,250	$27,500
250	500	$50,000	$37,500	$25,000
225	450	$45,000	$33,750	$22,500
175	350	$35,000	$26,250	$17,500
150	300	$30,000	$22,500	$15,000
125	250	$25,000	$18,750	$12,500
100	200	$20,000	$15,000	$10,000
95	190	$19,000	$14,250	$9,500
90	180	$18,000	$13,500	$9,000
85	170	$17,000	$12,750	$8,500
80	160	$16,000	$12,000	$8,000
75	150	$15,000	$11,250	$7,500
70	140	$14,000	$10,500	$7,000
65	130	$13,000	$9,750	$6,500
60	120	$12,000	$9,000	$6,000
55	110	$11,000	$8,250	$5,500
50	100	$10,000	$7,500	$5,000

20 days	20 days	25 days	25 days	30 days	30 days
8 hrs/day	6 hrs/day	8 hrs/day	6 hrs/day	6 hrs/day	4 hrs/day
160 hours	120 hrs	200 hrs	150 hrs	180 hrs	120 hrs

Assumptions

Business is defined by:

1. Flexible options
2. 2 hours per client
3. You control schedule
4. Lifestyle is important
5. Value given & received
6. More than revenue
7. Relationships
8. Referrals
9. Integrity
10. Wow factor (the tools)

Limitations:

1. Time (not clients)
2. Schedule
3. Life
4. Relationships
5. Freedom
6. Revenue
7. Sole proprietor
8. Legacy
9. Duplication
10. Expansion

Exhibit 5.3 – Sample Data Table (sanitized)

Paradigm shift: create a new model that builds on current success.

Dr. Ken Blanchard, Cornell University

"Your customers are only satisfied because their expectations are so low and because no one else is doing better. Just having satisfied customers isn't good enough anymore. If you really want a booming business, you have to create Raving Fans." (Typical business problem, not just yours!)

A lagniappe (LAN – yap) a small gift given to a customer by a merchant at the time of a purchase (such as a 13th doughnut when buying a dozen), or more broadly, "a little extra" widely used by Dr. Ken Blanchard in his consulting role.

Golzup strategic thinking skills use the vulnerability assessment delivered as a follow-on or in concert with a professional executive offsite. Agency or company business planning offsite training provides coaching to small business teaming partners to increase their value proposition as a member of the agency team or government consortium. Examples:

1. Business planning
2. Developing the value proposition
3. Revenue optimization
4. Expanding the product and service line
5. Professional consulting services
6. enterprise IT systems focus
7. Engineering change management
8. Program management
9. Cost and schedule optimization
10. Contract consolidation
11. Executive offsites
12. Strategic planning

Options: maintain business area profile (IT service provider, consulting firm) and raise rates to optimize revenue; expand service delivery format with site and employees or 1099 contractors; expand to include program management and Cyber Security Toolkit.

Now, some recommendations on detailed strategy. (next page)

Notes:

Startup Exercise - Detailed Strategy

1. Use rates and schedule to control revenue and your life (current business).
2. Increase the business value to self and service value to clients (exclusive).
3. Optimize work life balance (spreadsheet and chart).
4. Employ the 80/20 rule (effective for established businesses).
5. Add a startup that fits the current vision, mission, goals, and objectives. Invest a little time, smaller amount of money to grow revenue, expand nationwide.

Assess client services
- Best practices
- Lessons-learned
- Value propositions

Market across current client base
- 80% of 2014 revenue from current clients
- Human nature: "hide, not share"
- Kill suboptimization "I've got mine; stay out"
- Client accounts are corporate assets

High margin, low risk for new clients
- Professional services, cost avoidance
- Research & data, processing and reporting

Grow 80% base contracts
- Change management
- Knowledge leadership
- Contract consolidation
- Value propositions
- Virtual COO
- Executive involvement
- Gold volume proposals
- Business transformation
- Managed services
- Leader development
- University Alliance

Exhibit 5.4 – Business Growth Strategy

The 80/20 rule says that 80% of next year's revenue will come from current clients. Use the 20% margin to develop new clients, a new format for the current business, or invest in a subsidiary line-of-business that shares the owner's vision, mission, goals, and objectives.

Vision – What do I want my business to be 5, 10, 15, and 20 years from now?

Mission – My business will accomplish great things (enduring principles).

Goals – The "whats". What targets will we hit? (Veterans' access to benefits, eliminate claims backlog, end the rescue phase of homelessness.)

Objectives – The "hows". How will my business grow? How will I hit targets? (Internal planning, human capital and technology management, preparedness.)

Sample Background Data (hard)

	2 hrs per	$200 per	$150 per	$100 per			
Clients/mo	Hours/Mo	Rev/Mo	Rev/Mo	Rev/Mo		Work Hrs	Life Hrs
350	700	$70,000	$52,500	$35,000		700	-160
325	650	$65,000	$48,750	$32,500		650	-110
300	600	$60,000	$45,000	$30,000		600	-60
275	550	$55,000	$41,250	$27,500		550	-10
250	500	$50,000	$37,500	$25,000		500	40
225	450	$45,000	$33,750	$22,500		450	90
175	350	$35,000	$26,250	$17,500		350	190
150	300	$30,000	$22,500	$15,000		300	240
125	250	$25,000	$18,750	$12,500		250	290
100	200	$20,000	$15,000	$10,000		200	340
95	190	$19,000	$14,250	$9,500		190	350
90	180	$18,000	$13,500	$9,000		180	360
85	170	$17,000	$12,750	$8,500		170	370
80	160	$16,000	$12,000	$8,000		160	380
75	150	$15,000	$11,250	$7,500		150	390
70	140	$14,000	$10,500	$7,000		140	400
65	130	$13,000	$9,750	$6,500		130	410
60	120	$12,000	$9,000	$6,000		120	420
55	110	$11,000	$8,250	$5,500		110	430
50	100	$10,000	$7,500	$5,000		100	440

540 waking hours per month

20 days	20 days	25 days	25 days	30 days	30 days
8 hrs/day	6 hrs/day	8 hrs/day	6 hrs/day	6 hrs/day	4 hrs/day
160 hours	120 hrs	200 hrs	150 hrs	180 hrs	120 hrs

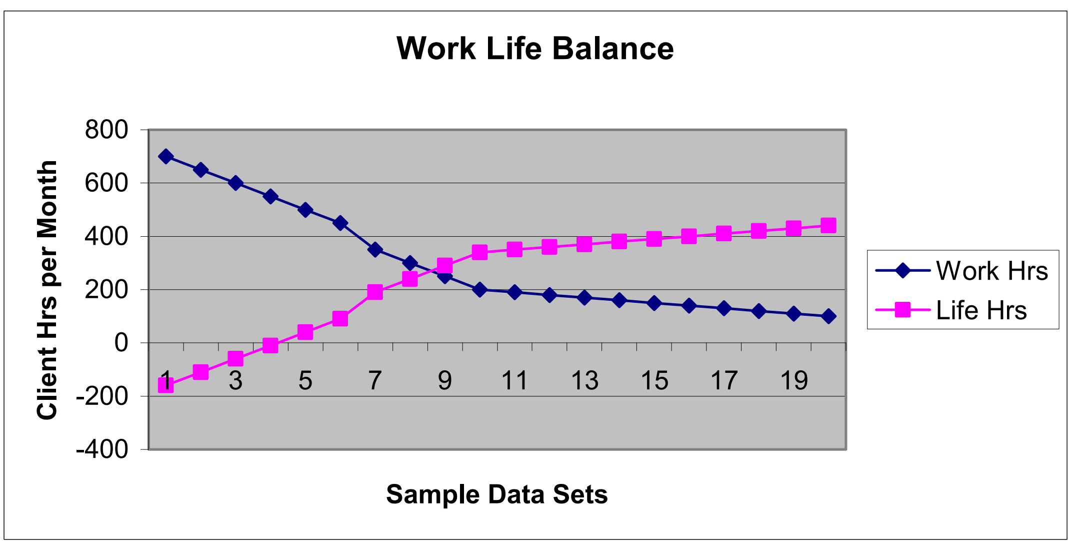

Exhibit 5.5 – Analysis of Business Data

Discussion and Notes:

6 PROJECT PLANNING

Golzup strategic thinking skills and strategic planning includes project planning, and describes the centerpiece of program management as the program network or the business process network. This message also answers some of the questions that are asked regarding project management implementation. The network is the centerpiece of project management.

Note: project network is also referred to as PERT (program evaluation review technique).

The Project Plan

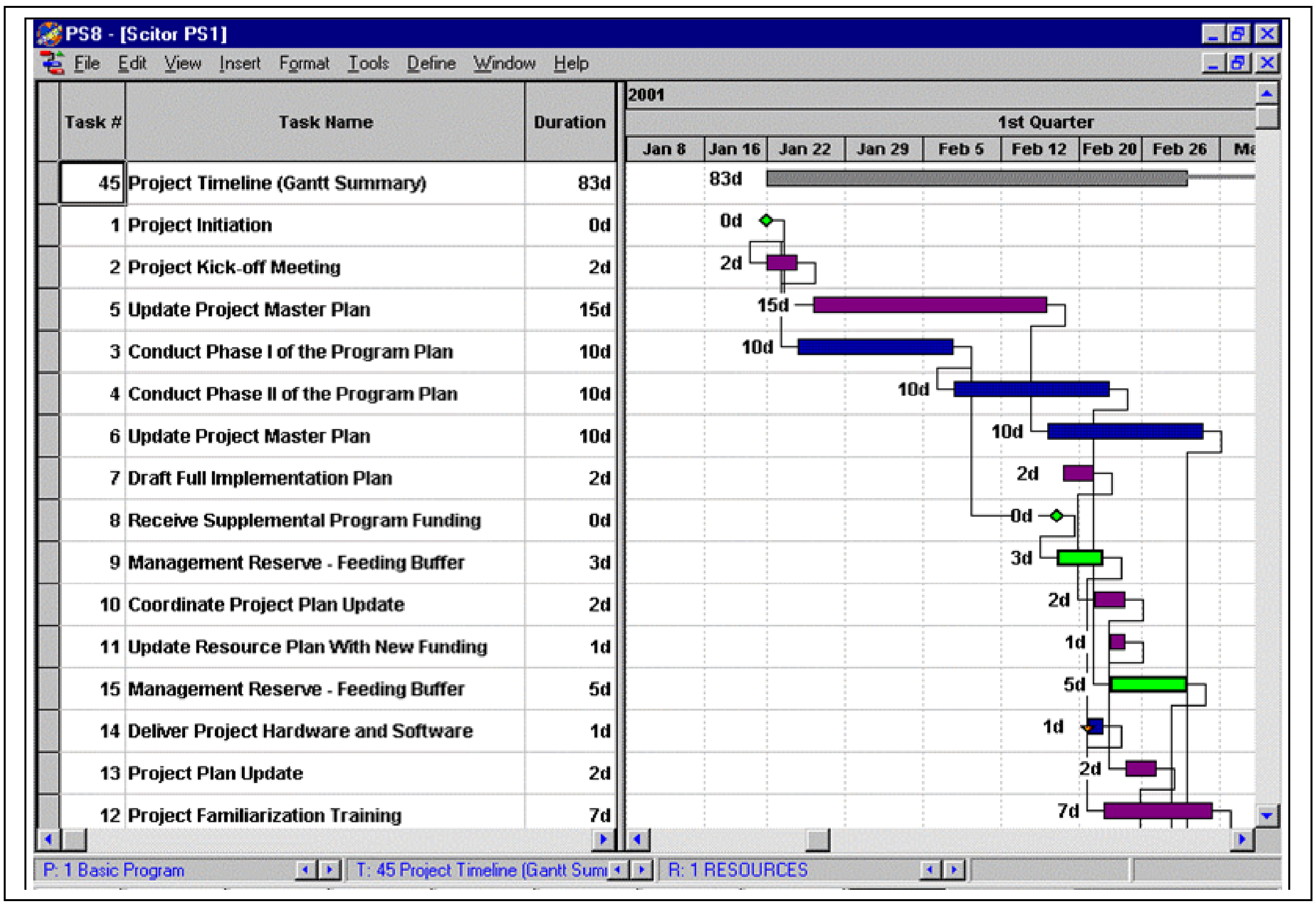

Exhibit 6.1 – Project Plan Visualization

The program network is the program management tool that allows a tremendous amount of information to be captured in both a graphical and database format.

The Gantt Chart

The Gantt chart is one graphical representation of the program network. It displays some of the critical elements required to successfully execute program. The Gantt chart offers a clear picture of the tasks, timelines, milestones, and relationships between tasks. The Gantt chart also presents the key elements of the action plan (introduced earlier).

1. The network is built using the principle of necessity, not flow. The starting point of the network build is the final task or goal of the program or process (not the first task). From this goal task, we build backwards to identify those tasks that are absolutely necessary to begin the goal task.

2. The network tasks are deconflicted to minimize the practice of multi-tasking. Deconfliction is achieved by planning to execute tasks as late as possible and moving conflicting tasks earlier in time to avoid conflict. The type of conflict that we seek to avoid is the multitasking that places unacceptable demands on individuals.

3. The network is a game plan, not a schedule. The dominant requirements of the network include dependent tasks that are based on necessity and are deconflicted to minimize the practice of multitasking. A network is static until the clock starts (project kick-off.) Once the clock starts for a program, tasks will shift to honor task dependencies and to minimize multitasking.

Note: One major difference between the network and Gantt view is that the network view is not designed to align with calendar dates. Our continued discussion of program management also considers the Gantt view as the first step towards creating a project schedule. For now, consider Schedule Start Date as "Projected Start Date".

A. Project Timeline – see Task #45 in the illustration below. The Project Timeline is presented a solid gray line that represents the start and finish of the project. The timeline reflects the calendar time from project initiation to project completions.

B. Project Tasks – the individual project tasks are numbered 1 through 15. Ignore the sequence of task numbers from top to bottom on the Gantt chart.

Tasks are arranged based on the approximate task sequence adjusted for Critical Chain. See definition, at item "D" and on the next page.

C. Project Milestone – any milestone is a zero-time task that marks the beginning, transition, or end of a project event. The project initiation is shown here as the zero-time Task #1.

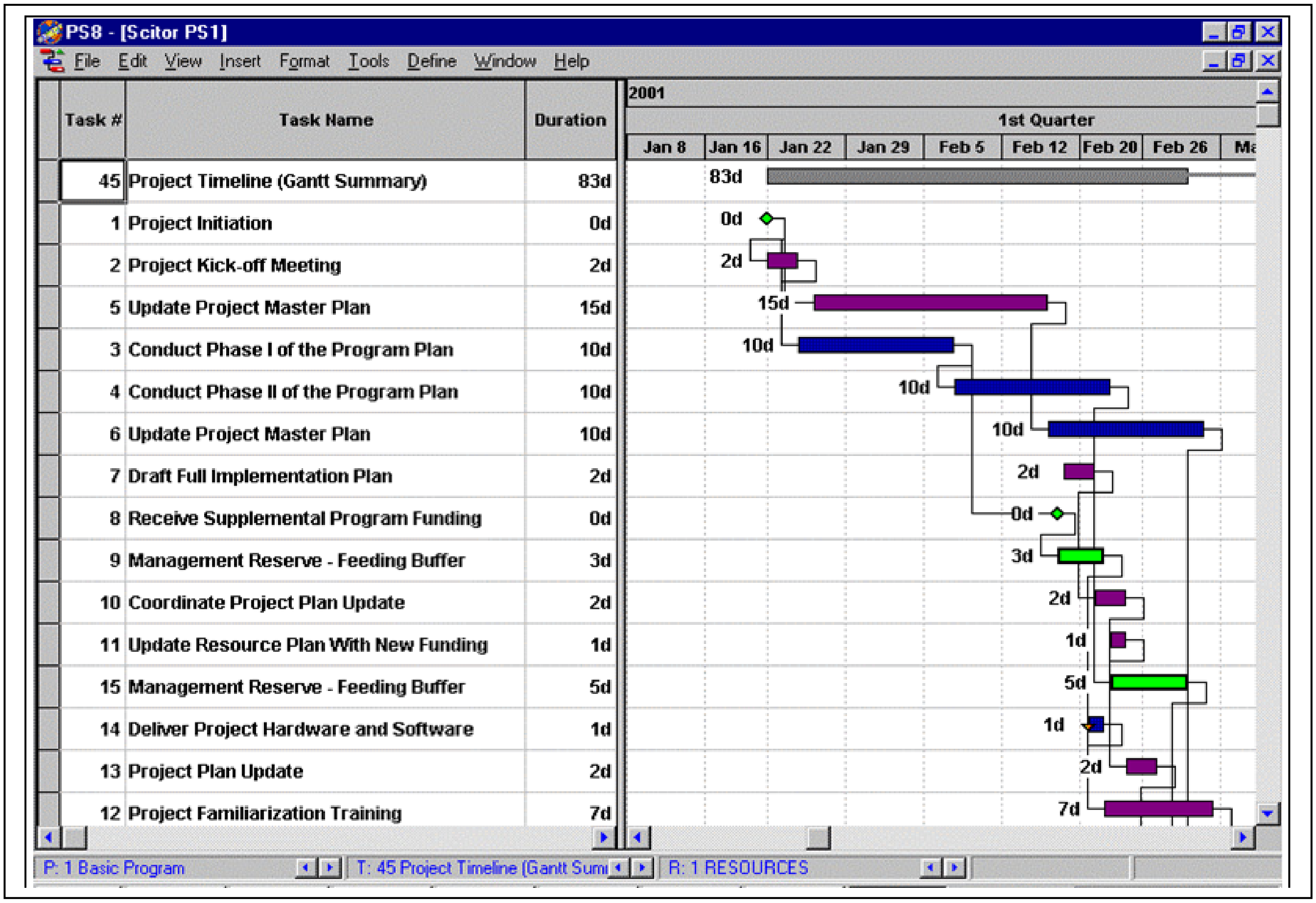

Exhibit 6.2 – Project Plan Gantt Chart

D. Critical Chain Task – the Critical Chain tasks are shaded in magenta (see color cover) and represent tasks numbered 2, 5, 7, 10, 11, 12 and 13. Each Critical Chain task forms a link to all other Critical Chain tasks. The overall Critical Chain represents the longest string of task and resource dependencies.

E. Non-Critical Chain Tasks – these are presented in blue and represent the project tasks that are not part of the Critical Chain. As non-critical chain tasks, these blue shaded (color cover) tasks are not protected by buffer.

F. Buffer – the green buffers are not tasks, but protect the critical chain against schedule delay (Murphy's Law or "Murphy"). The green buffers may include feeding buffers to protect portions of the critical chain and critical chain tasks. Green buffers also include project buffers that protect the entire critical chain for on-time project completion.

G. Necessity - a term that identifies the tasks that must be completed before other tasks may be started. It is important to lay out Gantt chart (or schedule tasks) in such a way that the longest string of task and resource dependencies (the Critical Chain) can be easily identified.

H. Resource Deconfliction - a term that represents a need to not overlap tasks when the resource needed to complete two separate tasks are the same resource (person or machine). If two tasks rely on the same person or machine to complete both tasks, the two tasks must be deconflicted in time (accomplished in series – not concurrently).

I. Critical Chain - the longest string of task and resource dependencies (seen as magenta tasks in the cover illustration.)

Notes:

Pages 48 and 50 provide an illustration of an integrated master schedule (Gantt view). The master schedule is a helpful tool to verify that nothing has been missed in the Project Plan.

Both pages provide an illustration of how Project Planning develops and progresses from the initial tasking (or assignment of requirements), to the presentation of the Project Plan to executive leadership.

7 STRATEGIC FACILITATION

The goal of the Facilitator is to make the clients executive leadership extremely proficient at Strategic Planning. The best facilitators make the government or company leadership very skilled and experienced in planning.

Facilitator Introduction

Frank McIntire's qualifications: 100% dedicated support to the Small Business and Veteran-Owned Small Business community since February 1, 2000. Austin Automation Center 2007 - 2008. Corporate teacher, trainer, mentor, coach, and consultant (since 1985) – providing consulting, organizational development, business transformation, change management, and leadership development to grow Small Business, Veteran-Owned, and Alaska Native revenue, employee headcount, and location growth for the benefit of corporate executives, shareholders, and shareholder families. (**Facilitator intro** for strategic planning participants – Small Business, Veteran-Owned, and Alaska Native Board members and executives – **who may or may not have collaborated** on the development of focus areas for the pick list. The optimal pick list sets the stage for implementing the strategic planning outcomes – by identifying the **actions** Veterans Affairs executives and team members take to implement the strategy).

Strategic Planning Focus Areas – Sample Pick List Offsite delivers a representative sample of actual focus areas from multiple planning sessions with multiple Government agencies and industry. Many focus areas will not make the agenda for the strategic planning event.

1. Appoint a "virtual" Corporate Operations Officer (COO) to support Small Business, Veteran-Owned, and Alaska Native corporate executives at Veterans Affairs headquarters by tying together disparate competencies, best practices, lessons learned, change management, and leadership development opportunities seen in geographically dispersed subsidiaries and business units.

- Extensive travel to collaborate with all staff organizations, offices, and administrations

- Customer presentations to match customer priorities with our value propositions

- Provide formal sales training, leadership techniques and demonstrations for staff organizations, offices, and administrations

- Teach, train, mentor, & coach Veterans Affairs staff members to be 'eyes and ears' for opportunities, lessons-learned, and best practices

- Develop and deliver the value propositions; respond to customer readiness immediately

- Bring Veterans Affairs, Small Business, Veteran-Owned, and Alaska Native executives to demonstrate interest in the current customers' priorities

(This emerged because these responsibilities are not accomplished by the typical COO.)

2. Appoint a transformation executive/program manager to implement the pillars of the Veterans Affairs Transformation Agenda – aligned with the stated Corporate values to deliver: the offsite/onsite method of establishing priorities, engineering change management for technical change and to grow revenue, contract consolidation to streamline operations and grow revenue, managed services to optimize cost avoidance and optimize budget execution, Higher Education Alliance to recruit, intern, train, retain, and grow top talent, baseline growth to all existing and new contracts, corporate growth through acquisition (healthcare, technology, education, and leader development).

(I introduce the concept of transformation in the planning sessions and tailor it to the culture, values, goals, and objectives of the Department. If those involved in planning like this focus area – it is included.)

3. Appoint a program manager to implement one or more of the **'top ten' principles** (ten projects) that Veterans Affairs can begin to implement now to solidify the base, grow new work, and get quick hits: the 80% future success metric, executive commitment to current customers, prioritization of customer requirements, implement engineering change management, employees who identify opportunities for contract consolidation, assessing strengths and launching new business offerings, develop the 'gold' standard proposal volume, identify commercial deals that decrease reliance on Government spending, and increase cooperation between Government and industry.

(I introduce the concept of "top ten" in the planning sessions and tailor the ten (10) projects to the strategic gaps in the Department. If those involved in planning like this focus area – it is included. Bonus: this is an ideal framework to **grow new leaders** as project managers.)

4. Appoint a professional practice leader for implementing a 'Big-4' style professional services (consulting) business unit, subsidiary, or joint venture. This delivers high margin organizational development, business transformation, change management, and leader development consulting (advisory and implementation) services for clients that will include: Government agencies, other Small Business, Veteran-Owned, and Alaska Native regional and village corporations, government clients, commercial clients, higher education, and the not-for-profit sectors. High profit margin, low risk.

(Small Business, Veteran-Owned, and Alaska Native Corporations have profound knowledge of methods to grow businesses and corporations. This knowledge can be transferred on a direct change basis using the professional services consulting model.)

5. Appoint a program manager for Higher Educational Partnership to increase the formal education, training, and leader development of Small Business, Veteran-Owned, and Alaska Native families and their children at the finest colleges and universities. Increase the leadership development options for Small Business, Veteran-Owned, and Alaska Native family members and children that aspire to formal leadership development at the finest universities including the five (5) U.S. service academies: West Point, Annapolis, Air Force, Coast Guard, and the U.S. Merchant Marine Academy. Give Small Business, Veteran-Owned, and Alaska Native Corporations access to the best and brightest new graduates from the finest business and technology schools.

(Formal and systematic method of growing Small Business, Veteran-Owned, and Alaska Native leaders from the grassroots level.)

6. **Establish the lead office** (and named program manager) to consolidate the proposal planning and development process for top priority, small deals, and engineering changes. Department proposal development process will be established using the **'gold volume'** proposal volume standards. All proposal volumes are developed to include technical, management, cost, and executive elements. The technical volume includes all product and service offerings (representing capabilities and core competencies of all staff organizations, offices, and administrations). **Best Practice:** the 'gold volume' documents are reviewed monthly by technical, contracts, leadership, management, legal, and executive staff. Changes are verified and updated monthly and certified for publication. This elevates the understanding of core competencies across the corporation. This streamlines the strategy, proposal development, win, and delivery phases; reduces cost and increases Pwin (by developing customer intimacy). Future discussion: location for the proposal center of excellence (to create leadership development and employment opportunities for stakeholders).

(Formal and systematic method for **improving proposal development** results).

7. **Appoint an Engineering Change Management program leader** to support all business units and joint ventures with current customers to preserve and grow the base contracts. This delivers knowledge leadership to the current customer base to identify current customers' top priorities for 2014 and beyond. Background: there is a huge deferred maintenance backlog growing for enterprise IT systems and for IT infrastructures. Engineering Change Management positions your office as the knowledge leader – responding with a Rough Order-of-Magnitude (ROM) cost, a budgetary estimate with labor and Bill-of-Materials (BOM), or a full Engineering Change Proposal for IT upgrades, recaps, and new implementations. Scope: this method cost avoidance of between $65 million and $179 million for medium-sized offices and administrations, preserves and grows the base, and opens new lines of business.

(This focus area formalizes the Department's intent to offer engineering change management services to current customers. By including it in the strategic planning session, all Board members and execs are informed and give input.)

8. Appoint leader to assess agency or company current best practices and lessons-learned regarding: providing managed services, cloud computing, applications hosting, and enterprise IT operations. These services allow the Government to optimize cost avoidance and optimize budget execution from year to year. Background: in the best of times all Government agencies strain under the perceived requirement to invest in enterprise IT infrastructure (data centers and server farms of all sizes and at multiple locations). Agencies also invest heavily and reluctantly in costly enterprise IT infrastructure recapitalization and technology refresh campaigns – just to perpetuate or upgrade legacy systems. Facts: fewer agencies will have the necessary funding available for new or refurbished national or regional data centers, the requirement to continue with legacy systems with lagging security or performance is no longer necessary, more agencies are requesting support that is available from a managed services environment (vs. a Government-owned IT infrastructure).

(First step to assess the feasibility of establishing a managed services line-of-business.)

9. Charter the Cyber Security practice. Appoint a program leader to identify Cyber Security product and service offerings for current and new customers. Include: Unified Threat Management, INFOSEC Compliance, the technical services most commonly referred to as "Cyber Security". These include: Vulnerability Assessment, Patch Management, Penetration Testing, Intrusion Detection and Prevention, Cyber Dashboard (real-time visualization), Data Encryption, Deep Packet Inspection, Event Management, Data Loss Prevention, Access and Identity Management, Content Filters, & E-Mail Content Filters.

(Formal step to implement the agency or company Cyber Security practice.)

10. Appoint a strategic leader for agency or company growth through acquisition, participation in the global community, leadership development, and decreased reliance on government spending. For planned session:

_____________ (government executive) summarize current activities in Alaska, the lower 48, and Hawaii. Project new growth areas, management options, and good leadership development options. Summarize Department experience with: healthcare, healthcare IT, and health and wellness commercial ventures; commercial information technology and enterprise IT systems; and education, training, distance learning, e-learning as commercial services. The goal: to ensure continued Agency growth in commercial and government markets, growing stakeholder value, and providing stakeholder participation in the global economy through acquisition, commerce, education, technology, and leadership development at all levels in many ways.

(This is one 'cuss and discuss' focus area that will generate the most discussion. It gives Agency team members and execs to offer opinions and engage in protracted discussions about acquisition targets. If selected for the agenda, it would be the last agenda item.)

Notes:

Golzup Methods:

a. Most strategic planning sessions are 2 or 3 days. Most 3 day sessions can be consolidated to 2 days by setting expectations (to take action on 4-6 well-defined focus areas).
b. Failed strategic planning sessions are characterized by: focusing on administrative and non-strategic urgencies, development and presentation of a 'state of the Department' address, covering topics that are best reserved for staff meetings, and by giving all participants the opportunity to talk about anything they want to (with no time limit).
c. The best strategic planning sessions involve participants that are actively involved in agenda development and arrive ready to make decisions and take action (re: the highest strategic matters that are on the Strategy to Action list).
d. I start with the end in mind: work with execs to develop the Strategy to Action deliverable.
e. To do that, I review updated vision and values statements, current goals and objectives, the most recent strategic planning meeting documents, current programs and projects, and review current customer support provided by subsidiaries and joint ventures.
f. Next, collaborate with executive leadership (responsible for the strategic planning session) to craft this strategic planning focus area pick list.
g. Then, develop "homework" assignment for strategic planning participants to review, approve, replace, revise, substitute, and add focus areas to the pick list.
h. Next, work with the executive (responsible for the strategic planning session) to identify the 4-6 high priority focus areas that will become the Strategy to Action list.
i. Goal: distribute the Strategy to Action list to participants with instructions to prepare for the strategic planning event.
j. Some facilitators work to provide 6-10 three-ring binders to every participant. These are chock full of all the unclassified/non-sensitive Department plans, processes, and marketing literature – that all have no hope of digesting or understanding. I provide each participant a ½ inch three-ring binder that contains: the agenda, the Strategy to Action list, and note paper to capture the decision and the actions that will follow (for each Strategy to Action item).

k. Analogy: In my work with organizational climate surveys (with the goal of using the results to change processes to get improved results). If the organizational leadership has no intention to take action (to improve the processes) then the climate survey is a waste of money and time. Strategic planning is the same: the value is in making decisions to take action (to improve performance and results).

Notes:

8 STRATEGY TO ACTION

Post-Strategic Planning - Strategy to Action (sanitized). Many strategic planning sessions are a convoluted process of generating 'ten-thousand yellow stickies' that are good ideas with no hope of splicing them together to form an actionable plan. This quickly moves the executive team from strategy to action.

To do this, Department strategic thinking skills begin with the end in mind. (Dr. Stephen Covey) The facilitator presents a sanitized post-strategic planning action list (with executive commitment to take action to implement real change).

Participants: Veterans Affairs Executive; Frank McIntire

Thanks to all for _______ (I thank the participants for their hard work and commitment to action).

Frank's Notes

1. I will treat all discussion items as company confidential (some ask for an NDA many do not)
2. I summarize the strategic planning agenda items (any exclusions, or refer to an agenda document)
3. Thanks for highlighting __________________________ (any new information, new agenda items)
4. I like to keep open channels of communication – so feel free to call/e-mail me anytime for free ideas and suggestions. I will give you periodic updates on new best practices, lessons-learned, and value propositions that will help the Department grow and thrive. (standard invitation and offer for first-time participants)
5. Action items (from strategic planning) and "big ideas" are ______________________ (I summarize the actions that the participants have agreed to implement). "Big ideas" are potential action items that emerged during strategic planning, and participants need to think about the priority or timing.

Actions and Commitment (a summary of the individual actions; need commitment for project planning)

1. Assess and summarize subsidiary best practices, lessons-learned, and value propositions to create a true Proposal Center of Excellence and a collocated Professional Services Consultancy (ideally located in ___________). Note: specifying location helps drive commitment.
2. Charter a true proposal center of excellence based on the "gold volume" that includes all Corporate proposal volume elements. This is a business accelerator for all competitive proposals and all engineering change proposals in ____________ location.
3. Charter a "Big-4" style professional services consultancy based on profound business and technical knowledge. A high-margin service for companies willing to deliver value to clients.
4. Charter the Higher Education Alliance (should include U.S. Service Academies). The Alliance center of administration, counseling, and training should be in __________ location.
5. "Big Idea" Plan how the agency or company would lead the way for managed services, $0CapEx, business process outsourcing (for technical services and business services for the veteran community and for the global community).

Notes:

Detailed Action Items (the same sequence as Actions and Commitment, above)

1. Assess and Summarize. Most of the ideas that follow require someone below the Board of Directors and Corporate Executive level to work with the ____________ and ______________ to:
    a. Seek out, identify, capture, assess, and analyze the best practices, lessons-learned, and value propositions that are being developed, sold, and delivered by the Department staff organizations, offices, and administrations.
    b. Decide on Veterans Affairs' intent to "own" the best practices, lessons-learned, and value propositions to package and present to the subordinate staff organizations, offices, and administrations – to prototype a "Big-4" style professional services consultancy. Select the most compelling examples. Understand that human nature tends to "hide and not share" best practices. Recommend a brainstorming session before and after assessing the subsidiaries best practices, lessons-learned, and value propositions.
    c. Assessment and analysis of best practices, etc. has been accomplished by many agencies and companies in the past and is often an academic exercise with no substantial benefit other than raising the level of awareness. This is different because the results of the assessment will become the intellectual property of the Department – for a true proposal center of excellence. This can be located anywhere and __________ may be ideal to boost shareholder employment. Most companies reinvent the proposal development process with each pursuit (for many reasons that I can share).

Notes:

2. Charter a true proposal center of excellence for the benefit of, and to employ shareholders. Many have tried, most fail for the same reasons. The difference here, is the use of proposal "gold volume" method to accelerate the proposal development process and improve quality and consistency of proposal documents.
    a. Proposal center of excellence in _____________ (location), is part of the value chain that starts with Department execs engaging customer execs in an onsite/offsite format. This continues through a process that includes Engineering Change Management, Contract Consolidation, competitive BD/Capture, competitive pursuits/bids, proposal development (using the "gold" volumes that are updated/verified monthly and cut or tailored for each new pursuit).
    b. Teach, train, mentor, coach, and develop leadership at all levels to increase employment in ___________ (location). From Para. 1 alone, stakeholders can be employed as direct charge consultants for Big-4 style professional services and management consulting. Veterans Affairs can develop education, skills, and experience levels for professional services analysts, consultants, and managers (knowing that shareholders will bring extreme credibility to key engagements – by virtue of their culture, heritage, and background).
    c. The proposal center of excellence can be collocated with professional services at one facility in _______________ (location). The "secret sauce" is already there in terms of the best practices, lessons-learned, and value propositions.
    d. The method of developing proposals using the "gold volume" is already tested and proven in the context of Engineering Change Management (much more on this). Same preparation, same model, consistent method for delivering value, and the same process.
    e. Lots more on how to do this in a future project planning session.

Notes:

3. Charter "Big-4" professional services (advisory/consulting work) as a high margin way for Veterans Affairs to realize cost avoidance, contract consolidation, and engineering change to improve performance:
    a. Participant _________ mentioned that the "services" tail for _____ sales is a factor of __ x
    b. Combine a best practice (Engineering Change Management) as an advisory service
    c. Combine a best practice (Contract Consolidation) as an advisory service offering
    d. Mgmt consulting example – ____
    e. "Big-4" professional services can be home grown (and offered to other Alaska Natives)
    f. Alaska Native shareholders (and family members can be trained to offer "Big-4" services)
    g. Approach ______ about teaming with staff organizations, offices, and administrations to develop/deliver professionals services with _____ as a teaming partner in the global community, commercial clients
    h. Anticipate that obvious service offerings will emerge and will demonstrate true value immediately (for consulting clients). Examples: Engineering Change Management and Contract Consolidation; and the use of onsite/offsite methods
    i. Anticipate that highly profitable service offerings will emerge from the most unexpected areas. Example: Department may have some methods for processing, marketing, accounting for ___________________. Example: Veterans Affairs may already have a method for marketing and distributing _____________________ to create a niche market to boost employment in ________ (location). Example: Corporation may have developed internal processes to support the identification, capture, bid, and win for vertical construction projects that have higher Pwin or slightly higher margins.
    j. Corporate leadership needs to work to develop a professional services "checkerboard" or matrix that describes the value that we can offer consulting clients (right now), and the delivery mechanisms

that can be employed (right now). Upper left quadrant: identify the client's #1 priority for engineering change management (current contract) by using the 2-hour executive onsite/offsite format. Department stakeholders with profound knowledge (currently on contract) can be part of a small direct charge team that delivers the offsite/onsite.

k. Bill rates are based on education, skill, and experience. Professional standards are developed for the cost of the 2-hour onsite/offsite (a fixed-price for this service), and includes the time required to review client documents, prepare and deliver the 2-hour session, and time to develop the findings and recommendations, and present these back to the client. Direct charge shareholders that are part of the delivery team will increase in skill and experience very quickly.

Notes:

4. Charter Higher Education Alliance with administration in _______________ (location).
    a. Engage top universities: a pipeline for shareholders to attend top schools, and a pipeline for the Department to recruit top business and technology graduates.
    b. Engage shareholder families, High School counselors, and Alaska Native High School Juniors to promote the U.S. Service Academies as a good way to formally grow professional Veterans Affairs leaders for the next generation.
    c. This is a valuable service to Department stakeholders, family members, and students that will have access to top educations and leadership development opportunities.
    d. How to establish a Higher Education Alliance is also a compelling "Big-4" professional services (advisory/consulting) offering for Departments, for higher education, and not-for-profits that need to show "results" in education and leader development.
    e. Lots more on how to do this in a future discussion.

Notes:

5. “Big Idea” – develop a plan for Veterans Affairs to lead the way in managed services, $0 CapEx, business process outsourcing. Part of the service offering implementation includes delivering distributed services that provide employment for the shareholders in _______________ (location).
    a. Strategy includes leadership in moving commercial customers and government agencies to Government owned or leased facilities (or shared facilities).
    b. Assess the best practices, lessons-learned, and value propositions that are effective with current customers (intellectual property, already captured for proposal center of excellence and “Big-4” professional services).
    c. Technologies include the standard IT infrastructure with special emphasis on leading the way in cloud computing, cyber security, visualization.
    d. Delivering managed services includes 2 critical components that others neglect: technology demonstrations (in-house, laptop, and conference & symposium) and “show-and-tell” (bring prospective clients to Veterans Affairs’ facilities).
    e. There is a natural education and training component to this as well. The “Big-4” professional services offerings include the “how-tos” as well as the financial and business reasons to move to a managed services environment.
    f. Department’s dominance in this area is important for success in developing new clients, as well as Veterans Affairs’ ability to add managed services or BPO to the list of consulting service offerings.
    g. End note: lots more to discuss on success strategies for conferences and symposia.

Notes:

9 FACILITATION LABORATORY

Facilitation Use Case (government or commercial)

The goal of a strategic planning facilitator is to make the executive leadership team look and feel awesome. To do this, the strategic planning facilitator must have a good attitude and a level of skill and experience.

Compliance Standards

Strategic planning facilitators can be internal or external consultants. The only requirements are that the facilitator knows what they are doing and the executive leadership team trusts the facilitator to guide the process.

One of the first tasks is for the executive leadership team to define the standards of strategic planning work to be performed. This could be:

- Statement of Work (SOW)
- Statement of Objectives (SOO)
- Performance Word Statement (PWS)

Consulting Model

Once the executive leadership team defines the standards of work to be performed, the next step is to prepare a framework that will capture the strategic planning model. A standard consulting model may be adopted.

Note: The development of the compliance statement is the responsibility of executive leadership. If the nature of the facilitator's agreement permits, the strategic planning facilitator may assist the company or agency with the development of the standards.

Thought: The executive leadership is smart enough to develop an actionable strategy. A good facilitator guides the process, keeps it organized, eliminates the need for 10,000 yellow stickies, and makes the executives feel awesome.

Facilitators can introduce best practices and lessons-learned to help the executive leadership advance smoothly from strategy to action. Leaders know that it is their responsibility to deliver results. Good facilitators help by providing a framework for strategy to action. Good facilitators eliminate frustration for executives as they move deliberately from strategic planning to action. Action includes making decisions, assigning tasks, establishing time lines and milestones, and appointing persons in charge (POCs).

Example: An experienced facilitator may introduce a Big-4 style consulting model that makes sense. The model shown below may include elements of advisory services (consulting), separate services (the assessment), good science (research, findings), leadership (actionable decisions, results), and a good summary to strategic planning session (lessons-learned and best practices).

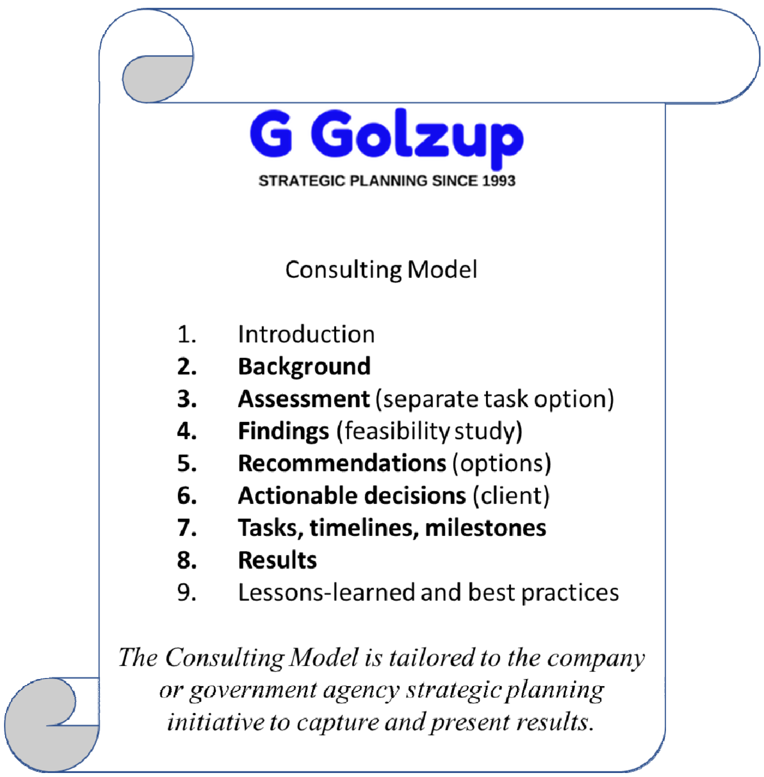

Exhibit 9.1 – Consulting Model

Real world example: Here's a good example of an agency standard for strategic planning.

Background (examples)

1. The Agency develops, interprets, disseminates, and uses the tools of natural and social science and resource stewardship to enable it to fulfill its core mission, vision, values, goals, and objectives;
2. The agency has established an executive leadership team to provide leadership, management, resources and programs, and addressing strategic issues.
3. The executive leadership team meets weekly by conference call and in person 3-4 times per year.
4. Facilitation services are scheduled for the in-person meetings, for the annual conference or symposium, and for ad hoc strategic planning offsites.

Facilitation services include planning and running successful meetings and events that help the executive leadership team address findings and recommendations, make decisions, and direct actions.

Meetings need to be designed and facilitated in a way that enables members of these teams to work together to solve problems, discuss issues, plan and implement activities, build teams, make decisions, and/or manage change.

Tasks, Timelines, and Milestones

Facilitation support services range from six to eighteen months. The major tasks include things like:

1) Pre-work (homework for facilitators and executive staff)
2) Facilitated Meetings (best practice is using an offsite workbook)
3) Post-work (assimilate findings, recommendations, and decisions)

Tasks

Task 1 – Pre-work (sample requirements)

Pre-work is required before each meeting. Pre-work includes meeting with the meeting planning team to develop and prepare the meeting agenda, handouts, and guidelines. All pre-work should be completed a minimum of two weeks before each facilitated meeting. Prior to any meeting, the facilitator will be available to develop a meeting agenda with executive leader(s) that includes proposed objectives and outcomes, action items for participants, and recommended time frames for completion by meeting participants.

Notes:

Task 1 Pre-work (more examples)

The breakdown with anticipated hours for each item included as pre-work per year (to be repeated each year) is as follows:

- Two preparatory meetings in advance of each in-person strategic planning meeting to outline goals and objectives, and develop the meeting agenda with the executive leadership (offsite planning team).
- One preparation meeting the first morning of each in-person strategic planning meeting with the meeting planning team.
- One preparation meeting in advance of each teleconference meeting with the meeting planning team.

Next:

Task 2 – Facilitated Meetings (examples)

The contractor will lead in-person and teleconference facilitated meetings. Facilitation includes agreeing on ground rules; introducing main topic/theme of meeting; directing and focusing the discussion so that the agenda is accomplished; handling conflicts as they arise; maintaining visible list(s) of action items, tabled topics, and assignments; keeping the meeting on schedule; and reviewing each day's progress. It will also include note taking during the discussions. This list is not inclusive of all facilitation requirements.

The breakdown with anticipated hours for each item included as facilitated meetings work per meeting (to be repeated each meeting) is as follows:

- Each in-person strategic planning meeting will be 2.5 days (20 hours each). Travel may be necessary and will add approximately 1.5 days to each meeting.
- Each teleconference will be 2-3 hours in duration.

Notes:

Task 3 – Post-work (examples)

Post-work includes preparing and providing summary meeting notes that include action items, pending issues, and schedule for completion, within 10 working days after conclusion of each meeting. This information shall be provided in electronic format.

The breakdown with anticipated hours for each item included as post-work per meeting is as follows:

- One meeting to recap each in-person SLT meeting with the meeting planning team.
- Preparation of draft and final meeting notes for each SLT meeting.
- One meeting to recap each NRAG teleconference meeting with the meeting planning team.
- Preparation of draft and final meeting notes for each NRAG teleconference meeting. Meeting notes shall be submitted in Microsoft Word format (doc(x)) format.

Deliverables: (examples)

The deliverables for facilitation services include:

- Consult with executive leadership on the goals, objectives, and extent of the meeting.
- Design successful meetings that help the executive leadership team and executives reach decisions and plan actions.
- Provide active meeting facilitation for each in-person and phone meeting.
- Debrief with executive leadership after each meeting to document the meeting outcomes.
- Prepare final meeting notes to include outcomes, decisions, and action items for each facilitated meeting and share with executive leadership.

Locations: (examples)

Strategic Planning sessions can be held in a number of different locations. Location offers the government and commercial client flexibility based on proximity, budget, travel time, context, and other factors deemed important to the executive leadership.

Notes:

Venues:

- Client site (conference room, auditorium),
- Hotel conference room (offsite),
- Historic site (lodge, retreat), or
- Facilitator-hosted site.

Executive leadership sets the tone and the venue is selected to support the proceedings. A skilled and experienced facilitator can advise and assist in the identification and selection of the venue.

The major consideration when selecting a strategic planning venue is whether it should be onsite (on the client's premises) or offsite (away from the client's place of business). In the past, executives selected an offsite location when they wanted to isolate the executive team from their day-to-day distractions (ringing phones, email in baskets, interruptions by co-workers, and trash can fires and 'emergencies' that demand the executive's immediate attention.

With technology, we tend to bring our distractions with us. Still, it is possible to set strategic planning rules of engagement that minimize distractions. 'Nuf said.

How long does it take?

True story: At the start of a five-day strategic planning offsite a member of the executive team asked 'How long does a five-day strategic planning session take?' Good question. How long does it take? How long should it take?

Task Completion and Deliverables

Give executive leadership about sixty-days to announce and champion the strategic planning initiatives. Execs should be able to provide a concise description of the goals, objectives, and results expected from the strategic planning effort.

Once the strategic planning initiative is chartered, the executive leadership team and the facilitator(s) can determine the amount of pre-work that should occur before the a strategic planning onsite or offsite. The more pre-work, the faster the strategies can be identified, established, and decided during the proceedings.

Most companies and agencies will schedule a kickoff to formally 'start the clock on strategic planning. Pick a date for the strategic planning offsite and work backwards to create a schedule for the Kickoff, Pre-work, Offsite, and Post-offsite actions.

Strategic Planning Timelines	
Charter strategic planning effort	Aligned with calendar or fiscal year
Kickoff (window)	Charter date plus 60-days (window)
Pre-work start date (window)	Kickoff plus zero to 60-days (window)
Pre-work complete	2 weeks before strategic planning session
Onsite/offsite start (window)	Kickoff plus zero to 60-days (window)
Onsite/offsite duration	2 ½ days to 3 days
Post-offsite actions	Summary and action planning 2 weeks
Post-offsite all hands outbrief	2 weeks after strategic planning session
Project planning	Quarterly, semi-annual on-ramps
Semi-annual strategic planning	6-month cycle

Exhibit 9.2 – Strategic Planning Timelines

End notes: Strategic Planning is an executive leadership responsibility that can be facilitated by an internal or external consultant. The goal of a facilitator-driven strategic planning meeting or offsite is not to shift the responsibility of strategic planning. Rather, the use of a skilled and experienced internal or external consultant will accelerate the strategic planning process, generate meaningful outcomes faster, and move from strategy to action faster.

ABOUT THE AUTHOR

Frank McIntire, Facilitator and SDVOSB (CVE) for strategic planning, consulting services and cyber security, supporting small- and medium-sized business growth since 2000; and government strategic planning, budget execution, and cost avoidance since 1993.

McIntire is a 1974 graduate of the U.S. Air Force Academy, a management consultant, a U.S. Air Force fighter pilot, and an Assistant Professor of Behavioral Sciences and Leadership at the U.S. Air Force Academy. He led USAF operations in Europe and for NATO, as Chief of Operations, Quality Assurance, and the Functional Check Flight branch at Royal Air Force Upper Heyford in the United Kingdom. As Deputy Commander and Deputy Director for Air Force Quality Assurance, Frank directed the efforts of the 80-person global consulting agency for organizational development and business transformation worldwide. As Manager with KPMG he led the business process reengineering, organizational development, and business transformation efforts for DoD and commercial clients.

He earned his Master of Science degree at Vanderbilt University and developed the 'secret sauce' for implementing operational test program management, and program management for Air Force and Army senior leadership. Leading Project Management and CONOPS development include: the Psychology in the DoD Symposium (1985-1988); Battle of Britain Airshow (1989-1990); launch of the Air Force Quality Institute (1992-1995); the Quality Air Force Symposium (1993-1995); the Inspector General visit (1994-1995); the Peacekeeper Missile Action Workout (1995-1996); the Total Army Quality launch (1996-1998); the online Operational Test Program Management system (1999-2002); the Resource Allocation Management Plan (2001-2003); the Fort Carson Project Management Plan (2004); and the Fort Carson Commander's Strategic Planning Leadership Conference in Aspen, Colorado (2004). Other projects along the way using MS Project and Sciforma Project Scheduler for planning, tracking, and reporting. Project Management Expert (1999) and Advanced Project Management Expert (2001) from the Avraham Goldratt Institute in New Haven, CT based on the Project Management Body of Knowledge (PMBOK) and Project Management Institute (PMI) standards. Implementing engineering change management for global agencies collaborating with NGA; providing system upgrades and implementations for network, storage, and database; and to support imagery deployment and exploitation for DoD units worldwide. These include all DoD branches, Defense Intelligence Agency (DIA), Defense Information Systems Agency (DISA), conformance with all DISA Security Technical Information Guides (STIGs), Department of State, and the broad US Intelligence

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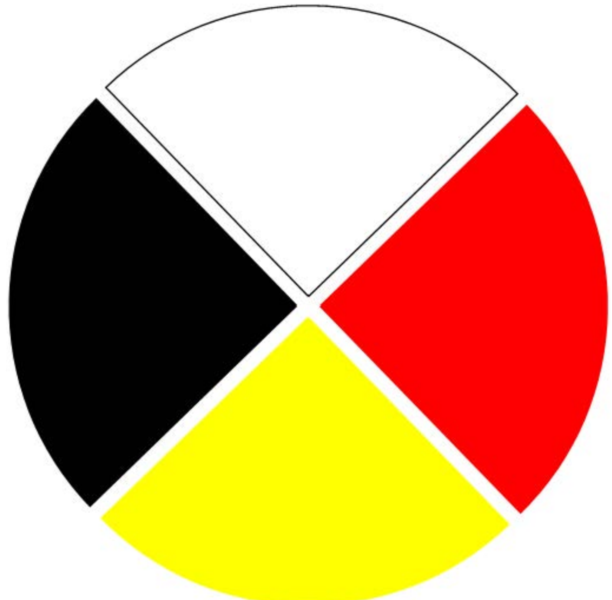

BONUS SECTION

Strategic Planning in Black & White (Leaders Edition) is developed for internal and external consultants that support government and commercial clients. Nine chapters gives you easy to implement methods that support strategic planning implementation, workshops, and executive offsites for public and private clients. The leadership edition provides strategic planning leaders, consultants, and facilitators specific methods that support getting results by moving strategy to action. This volume has 9 chapters of strategic planning best practices and lessons-learned.

Francis E. McIntire (SDVOSB); DBA Francis E. McIntire Enterprises. DUNS: 088316844.

As of 2004, the heritage works included EDUCATED BLACKJACK in various formats end editions (including the 1980 Red Flag Deployment edition in red; the FULL RIDE handbook (2000) for parents of students competing for nominations and appointments at the five (5) US service academies; and the MILITARY INSTALLATION EXCELLENCE series (2004).

The Leadership Bonus body of work is extensive and included and is not limited to business and technical manuals, novellas and novels, one information technology service catalogue, two-dozen pro bono 'how-to' handbooks for not-for-profits and 501(c)3s, a college scholarship manual that proved to be of greater value to the parents than the students themselves. This Leadership Bonus offering is the FULL RIDE Service Academy Scholarship handbook that proved invaluable to parents of high school and prep school students preparing to apply for nominations and appointments to the five (5) U.S. Service Academies.

FULL RIDE

Foreword

This book is intended to be used by the parents, high school counselors, and high school students who are engaged in the search for college scholarship money. The media touts that each year millions of scholarship dollars are not applied for. For many students, however, that is not exactly the case. In most cases those dollars are unavailable because they are set aside for students in a special category. It is extremely frustrating to seek out these unclaimed millions only to discover that they are set aside for others in an exclusive category (e.g., students of Albanian descent who wish to study in France.)

The Problem

The millions of dollars in scholarship funds that are set aside for exclusive groups tend to ***exclude*** a much larger segment of the population. The result is widespread frustration. Many excellent students spend hundreds of hours filling out scholarship application forms on paper or on the Web only to discover that they qualify for only a small fraction of the money that they need for college. The fact remains that there is tremendous competition for the relatively few dollars that are awarded to those students who seek merit scholarships. In comparison with the full cost of a college education, the merit scholarship dollars that you can expect to win will be relatively few.

Consider this in the context of having to finance a college education that can easily exceed $30,000 per year (with tuition, books, and living expenses) and the problem becomes very real. The solution for most is to apply for and accept funds from a variety of loan sources. The problem here is that the principal and interest grow continually while the student is in college. Four years later, the student and the family must face the arduous task of slowly paying off the mammoth debt (principal with compound interest.)

The Solution

For the patriotic American, the solution lies in having a strong desire to attend an excellent school and a willingness to serve our Country. During the 2010/2011 school year, less than 12,000 high school students completed the application process to attend the United States Air Force Academy in the summer of 2011. This school offers successful candidates the opportunity to accept a full ride merit scholarship that has been conservatively valued at more than $400,000.00 dollars (over four years). To do this you will need the assistance of a knowledgeable guide. This roadmap provides the way ahead.

A Complete Solution

Estimates aside, there should be little doubt about the value of an opportunity to attend a world class college that offers:

- A superior undergraduate education with a broad choice of academic majors,
- A small monthly paycheck that covers minor expenses (and some major ones, too),
- A program that will help you build your leadership skills and professional character,
- An exceptional intercollegiate and intramural athletic program (for undergraduates),
- Spiritual and moral development for students of every faith group,
- An opportunity for the patriotic young woman or man to serve their Country, and
- ***A full ride scholarship that is valued at more than $400,000.00!***

The Full Picture

This opportunity is available at more than one school! There are five such service academies that represent three different departments of the Federal Government:

- The United States Air Force Academy in Colorado Springs, Colorado,
- The United States Military Academy at West Point, New York, and
- The United States Naval Academy in Annapolis, Maryland.

All three are sponsored by the U.S. Department of Defense (DOD) and are chartered to educated and train the officers who will become the front-line leadership of the Army, Navy, Air Force, and Marines.

The two sister academies are:

- The United States Coast Guard Academy in New London, Connecticut and
- The United States Merchant Marine Academy at Kings Point, New York.

These two service academies are sponsored by the U.S. Department of Homeland Security (DHS) and the U.S. Department of Transportation (DOT) and are chartered to develop the next generation of leadership for the Coast Guard and Merchant Fleet.

If attending a service academy sounds interesting, let's begin the adventure!

Glossary

Students who apply to the service academies sometimes feel that they must learn a new language. Here are terms you will encounter as you work to be accepted into one of our nation's five service academies.

Academy- An institution of higher learning that is typically associated with a professional calling or vocation. All five U.S. service academies confer academic degrees.

Air Force – The term for the U.S. Air Force Academy team participating in a sporting event.

Annapolis – The geographic name for the U.S. Naval Academy. See "Navy".

Army – The term for the U.S. Military Academy team participating in a sporting event. See "West Point".

Appointee- A student who has obtained a nomination and is subsequently extended an offer of admission to a service academy.

Appointment- A formal offer of admission to attend a service academy.

Cadet- An appointee who has been admitted to the Air Force Academy, West Point, or the Coast Guard Academy.

Candidate- A student who has obtained a nomination to attend a service academy, and still needs an appointment.

Kings Point – The geographic name for the U.S. Merchant Marine Academy (or their sports team).

Midshipman- An appointee who has been admitted to the Naval Academy or the Merchant Marine Academy.

Navy – The term for the U.S. Naval Academy team participating in a sporting event. See "Annapolis".

Nomination- The selection of a pre-candidate as an official candidate for admission to a service academy by a legal nominating authority.

Nominee- A student who has been selected as an official candidate for admission to a service academy.

Nomination- The selection of a student as an official candidate for admission to a service academy by a legal nominating authority (an elected official).

Pre-candidate- A student interested in attending a service academy who has returned a completed application.

Qualified Candidate- A candidate who has met all of the service academy admission requirements.

Service Academy- An institution of higher learning that is affiliated with a Department of the Federal Government (e.g., the Departments of Defense, Homeland Security, or Transportation).

West Point – The geographic name for the U.S. Military Academy. See "Army".

Executive Summary

The service academies are chartered to train and educate the next generation of military leadership for America's armed forces and federal service. Candidates are appointed to the service academies without regard to race, creed, or national origin. Candidates must be citizens of the United States; of good moral character; at least seventeen years old and not have passed their 22nd birthday (Air Force Academy, West Point, and Coast Guard), the 23rd birthday (Naval Academy), the 25th birthday (Merchant Marine Academy) on the first day of July of the year that they enter the academy. Candidates must be unmarried; not pregnant; and must have no dependents. Cadets and midshipmen in their Freshman and Sophomore years cannot own or maintain a motor vehicle.

In order to gain admission to a service academy, the high school student must meet extremely rigorous standards of performance. Candidates must apply to the service academy office of admissions just like they would apply to a civilian school. Additionally, candidates must obtain a nomination from an elected official or other nomination source. The application and nomination process should begin at least one year prior to the desired date of entry.

Each of the academies offers it cadets and midshipmen a superior academic education. Graduates earn a four-year accredited Bachelor of Science Degree in a wide range of academic majors. Tuition, books, room, board, medical, and dental benefits are fully covered and valued at more than $400,000.00 over four years. Cadets and midshipmen also earn a small stipend (about $500.00 per month) to cover minor expenses.

Each academy offers some of the finest intercollegiate and intramural programs in the nation. Also, the academies offer a wide variety of facilities that include premier golf courses, Olympic swimming pools, ice rinks, and for the shore-based academies: crew and sailing.

Service academy graduates are commissioned in all branches of the armed forces. Merchant Marine Academy graduates sail with the U.S. Merchant Fleet, are commissioned in all branches of the armed forces, or are commissioned in the U.S. Naval Reserve. Coast Guard Academy graduates served as commissioned officers in the U.S. Coast Guard.

New graduates served their country as commissioned officers that lead others. Academy graduates also fly high performance jet aircraft, command nuclear submarines, sail on technologically-advanced ships, and command troops in the field. Academy graduates defend America and our way of life.

Service academy graduates are required to complete an active duty service commitment that consists of a minimum of five years of commissioned service. Some graduates elect to attend advanced military schooling following graduation in exchange for a longer term of service. Merchant Marine Academy graduates are commissioned in all the branches of the armed forces. Coast Guard Academy graduates serve in the U.S. Coast Guard.

1 - THE ENTRY REQUIREMENTS

The cost of admission to our nation's service academies consists of individual deposit of funds for uniforms, books, and a computer. Gaining admission also requires a whole lot of hard work. The work begins with the first day of high school for the young man or woman, their family, and the school counselors.

The Initial Deposit

Each of the five service academies will require an initial deposit of funds to defray expenses. The amount of deposit will vary from school to school and may change from one year to the next. The typical requirement is for sufficient funds to cover between $6,500.00 to $7,500.00 in costs for uniforms, a computer system, and first semester books. There are several important considerations regarding the funds to cover costs:

- Some academies will only require an initial deposit that must be presented in a cashier's check to the administration on or prior to the first day,
- In this case, the schools will deduct the remaining cost (about $6,500.00) from the student's monthly pay (slowly over the next few years),
- Students may accept scholarship awards from private sources to help defray the cost of these expenses (above the initial deposit),
- In this case, the scholarship source or granting organization would present the check to the student or to the school,
- For one school, the administration will assist with financial aid applications for students experiencing financial hardship,
- In some cases, the initial deposit can be waived and the school will deduct the full costs from the student's pay (slowly over the next few years),
- Air Force Academy appointees must remit a $2,500.00 cashier's check to the administration when they report to the Academy,
- Coast Guard Academy appointees must remit a $3,000.00 entrance fee; $300.00 with the acceptance form and the remainder by 15 June, and
- U.S. Military Academy appointees must remit a $2,400.00 entrance fee prior to reporting to the Academy.

The entry requirements that are measured in financial terms (dollars) are required to offset the initial cost of uniforms, books, and a computer. In all cases, the cost of tuition, room, and board are completely covered for cadets and midshipmen while at the academies. This represents a "Full Ride" scholarship in every sense of the term. Forbes listed four of the five service academies in the top 100 colleges in the U.S.

In all cases, the student will be receiving a full ride merit scholarship at one of the finest undergraduate schools in the nation!

Specific Requirements

The high school student must excel at both technical and non-technical studies. Competitive candidates will prepare themselves in high school by taking a full-range of subjects including: math, the sciences, a foreign language, computer science, and the required core courses.

Academic Requirements

The academies look for academic excellence using two measures: grade point average (GPA) and nationally-standardized test scores. High grade point averages are a must, but these do not offer a fair comparison from one geographic area to another. For this reason high school students must also attempt to maximize their scores for standardized tests. All academies will accept the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT), both administered by the College Board Corporation in Princeton, New Jersey.

Serious candidates should determine which test they have the highest aptitude for, and take that standardized test a number of times to maximize their score. All five academies will accept the highest score achieved by a student on either test. Academies will not mix and match scores between the different tests, though.

In order to compete based on GPA, the high school student should work to achieve the scores illustrated in Exhibit 1.1. The GPA scores presented are not minimum acceptable or average scores. The academies prefer to describe the GPA scores that are competitive, based on historical data. Each academy has determined the approximate GPA score that it views as competitive for its school. In all cases, high school students who are serious about competing for an appointment to one of the service academies should strive to achieve the respective GPA score. (*Important: GPAs fluctuate year to year, but you get the idea!)*

Competitive High School Grade Point Average (GPA) Scores					
Academy	Air Force	Army	Navy	Coast Guard	Merchant Marine
GPA	3.80	3.85	3.80	3.85	3.75

Exhibit 1.1 – Competitive Grade Point Average (GPA) Scores for High School Students

In working to achieve exceptional grades in high school, candidates for the service academies should consider a number of other factors. These include a solid base in math and the sciences, the ability to excel in at least one foreign language, and the importance of technology and computer science for all the service academies. A firm foundation in math and the sciences is critical for success at the academies.

Any high school student who wants to be considered a competitive candidate for admission must be prepared for a good deal of hard work. This effort begins early in the student's high school career, and continues once admitted to a service academy. Serious candidates must prepare themselves to compete for admission in four areas: academic, leadership, athletic, and spiritual. Once accepted, the student will continue to develop along the same four pillars found at each academy: Academic, Military, Athletic, and Character Development.

Standardized Test Requirements

For high school students to compete successfully based on nationally-standardized test scores, the following should be considered. All service academies accept the highest new scores in either standardized test. Therefore, the high school student should retake the standardized tests as many times as possible and continue to submit the new scores to the academies.

The major difference between the SAT and ACT is the way that the tests measure the student's vocabulary. For both tests, the questions on vocabulary are extremely important to the score achieved. Students will perform well in the SAT Verbal portion if they have an extensive vocabulary in classical English. This is achieved by extensive reading of classic literature (e.g., Dickens, Hardy, etc.) This requires years of advanced preparation, so students who have not read extensively should take the ACT also. In the ACT, the vocabulary score is based on the student's ability to interpret the meaning of words based on the context. *(Minimum competitive standardized scores fluctuate from year to year, keep testing – work to exceed the minimum!)*

Competitive Standard Test Scores					
School	Air Force	Army	Navy	Coast Guard	Merchant Marine
SAT Math	630	630	600	500 *	520
SAT Verbal	590	630	600	450 *	480
ACT English	27	26	26	19 *	21
ACT Reading	28	26	26	Not Stated	21
ACT Math	28	30	30	21 *	25
ACT Science	27	30	30	Not Stated	25
* Note: Coast Guard scores are minimum requirements.					

Exhibit 1.2 – Competitive Standard Test Scores for High School Students

Each of the service academies (except the Coast Guard) has published the SAT and ACT scores that they view as competitive. These are not "minimum acceptable" scores. Rather, the schools suggest that if students achieve these standardized test scores, they will be competitive among other applicants in the academic criteria for acceptance (measured by standardized test score).

Standardized tests are "normed" for high school juniors in their spring semester. To maximize test scores, however, students should begin taking these tests in their freshman year. The freshman year of high school is the time to get competitive!

Summary - While in high school competitive students take solid courses, study hard, do their homework, read the classics, and retake the standardized tests to get the highest scores possible. In addition to presenting a strong academic track record, candidates for the service academies should expect to excel in extracurricular activities, meet medical standards, and demonstrate a high degree of physical strength and ability.

Extracurricular Activities

Students successfully competing for appointments at the academies will present a substantial list of extracurricular activities. For most successful applicants, this list is heavily loaded with leadership and character-related activities. A high percentage of students who are currently enrolled at the service academies were Eagle Scouts, leaders in Civil Air Patrol, officers in their high school student government, leaders in club and fraternal organizations, and captains of high school varsity sports teams.

Candidate Fitness Score - There seems to be a great deal of mystery surrounding the acceptance criteria used by the academies. Each academy uses a scoring system that contributes to a "candidate fitness" composite score. The higher the score, the more competitive the student. The academies do not reveal the algorithms that they use for scoring. ***Academic performance seems to be weighted very heavily by all the academies.*** The term "fitness" refers to the candidate's qualifications in all areas, not just physical fitness.

Candidates seeking appointments to the service academies will indicate the number and type of extracurricular activities that they have participated in (during high school, prep school, and/or junior college.) As early as the beginning of the freshman year of high school, prospective candidates should plan to be involved in activities that will give them the opportunity to develop their organizational and leadership skills, and contribute to the well-being of their community. An example of a balanced list of extracurricular activities is provided at Exhibit 1.3

Extracurricular Activities – a Balanced Approach to Involvement					
High School Level	School Clubs	Service Organization	Scouts or CAP	Student Government	Athletic Team
Freshman	Member	Member	Member	Class Rep.	Member
Sophomore	Assistant	Assistant	Leader	Class Rep.	Varsity
Junior	Officer	Officer	Leader	Officer	Varsity
Senior	Officer	Officer	Eagle/Mitchell	Officer	Captain

Exhibit 1.3 – Recommended Extracurricular Involvement for Service Academy Candidates

Medical Qualifications

Candidates for the five service academies must submit to a series of rigorous and exhaustive medical and dental examinations. Students who are considered serious competitors for an academy appointment must meet the highest levels of medical qualification required by the armed forces. The costs associated with admitting a medically-unqualified candidate (who would be subsequently dismissed) and prohibitive. For this reason, candidates are screened to the maximum extent possible prior to admission. The Air Force Academy, West Point, the Naval Academy, and the Merchant Marine Academy screen candidates through the Department of Defense Medical Examination Review Board (DODMERB.) Candidates should contact DODMERB approximately thirty (30) days after submitting a formal application. Contact DODMERB at 800-841-2706.

Candidates who intend to pursue a career in military aviation must meet even more stringent medical qualifications for eyesight. The armed forces are very interested in having academy graduates compete for the opportunity to attend pilot training and become military aviators. For this reason, it is very important for candidates who are medically-qualified for pilot training to establish this qualification level early in the application process. These candidates should seek to complete the medical examination as soon as possible. Early documentation of pilot qualification will give the candidate an advantage over other candidates who are not pilot- qualified or have not completed their medical examination. Finally, candidates who are interested in pursuing a career in military aviation and are medically-qualified for the same should make their intentions clear in the written documents that they will provide to the academies.

The medical review process also screens candidates for high-risk behaviors that would disqualify the candidate for admission to the academies. Students who are infected with sexually transmitted diseases, who have a history of alcohol abuse, and have a history of illegal drug use, may be ruled unfit for military service. Students who are serious about competing for the opportunity to attend a service academy should avoid high-risk behaviors that would disqualify them from attending an academy.

Four of the five service academies rely on the Department of Defense Medical Evaluation Review Board to establish the medical qualification of service academy candidates. One academy relies on student medical records on file with medical authorities to establish candidate qualifications. The medical evaluation ensures that there is no identifiable condition that might limit success in the service academies or preclude unrestricted service as a commissioned officer following graduation. In all cases, any student who reports to a service academy and is determined to be medically-unqualified will be disenrolled immediately. Healthy candidates with normal vision generally have little difficulty meeting medical qualification requirements.

Physical Aptitude Evaluation

Each of the service academies has unique minimum standards for physical fitness. All academies use a combination of fitness measuring events to determine the candidate's level of fitness. Service academies also require cadets and midshipmen to maintain a very high level of fitness once enrolled.

For the admission selection process four academies require candidates to demonstrate their level of fitness in a structured evaluation that is part of the application process. The Coast Guard requires cadets to complete a rigorous physical fitness evaluation after they report-in. The remaining four service academies offer a number of venues for candidates to complete the Physical Aptitude Evaluation.

Academies offer scheduled evaluations at key locations throughout the country. If a candidate is unable to report to an examination site, the academies will often allow the candidate's athletic coach or a physical education instructor to administer the evaluation. In some cases a commissioned officer may administer the evaluation. West Point will also accept the Physical Aptitude Evaluation that is administered by the Air Force and Naval Academies.

Not all academies use all of the fitness measures presented. The table shown gives the candidate a good idea of the level of performance expected in order to be competitive for an appointment. The fitness measures typically include repetitions (reps), time or both to determine performance for each event, not minimums or standards. *(Be flexible and prepared for changes in events, practice to exceed the minimums shown!)*

Physical Fitness Standards for Admission to Service Academies						
Fitness Event	Push Ups *	Pull Ups	Sit Ups *	Shuttle Run 300 yds. **	Broad Jump	Basketball Throw
Women	25 reps	3 reps	70 reps	70 sec	5' 1"	24'
Men	50 reps	15 reps	70 reps	60 sec	6' 8"	48'
* Note: accomplish maximum number of Push Ups and Sit Ups in 2 minutes. ** Note: the Shuttle Run consists of 12 reps of 25 yards in length (back and forth between pylons).						

Exhibit 1.4 – Physical Fitness Targets for Service Academy Candidates

Important: many students desire to compete as candidates for more than one service academy. For this reason all candidates should prepare for all events listed. Each service academy catalog or application documents will identify the specific fitness events required, who will administer the fitness evaluation, and minimum passing requirements. Candidates should refer to the individual service academy catalogs to determine the specific events required for each academy.

Additional Criteria

A number of lesser-known criteria are considered by the service academies when narrowing the field of candidates. These criteria are extremely important even though they do not apply to every candidate. Examples include:

Siblings at the Service Academies – a candidate whose brother or sister has attended or is currently attending a service academy will be viewed as more knowledgeable regarding what is expected of cadets and midshipmen at the academies. *Application materials will ask candidates to identify if a brother or sister is attending or has attended a service academy.*

Parents who Graduated from the Service Academies – candidates whose parents have graduated from the academies are viewed as having a greater understanding of service to the nation and a legacy of service in the armed forces. *Application materials will ask candidates to identify if a parent graduated from a service academy.*

> Service academies are very interested in improving the retention rate of cadets and midshipmen at the academies. A high cost to the American taxpayer is incurred whenever a cadet or midshipman resigns from a service academy. The best way to limit attrition rates is by making sure that candidates for admission are fully cognizant of what they will experience once they report for duty. The candidate's knowledge of what to expect is greatly enhanced when a sibling or parent can explain the experience of attending a service academy.

A Family Legacy of Service to the Nation – candidates whose relatives (aunts, uncles, grandparents, etc.) have served in the armed forces will be viewed as coming from a background where service to the nation is considered a matter of family pride. *Application materials will not specifically ask for this information. Candidates must share this information in the context of personal writing samples and essays required as part of the official application.*

Personal Testimony – each candidate is required to provide a written explanation of why they want to attend a service academy. This document provides each candidate with the opportunity to describe how their personal and professional goals for education and career matches the goals of each military service and the objective of each academy to train the future military leaders for that branch of the armed forces. *Candidates should tailor their personal essay to match the unique attributes of the service academy that they wish to attend. Each academy is different and will expect the candidate to describe how their service academy fits into the candidate's educational and career plans.*

The personal attributes that lead to acceptance at an academy also lead to excellent performance while attending an academy!

2 - TAKING ACTION (NEXT STEPS)

The academies train young men and women to adopt leadership skills and traits during their four-year education. Two leadership traits are the ability to make a decision and the courage to follow through with action.

2.1- Establishing Contact with the Academies

One of the first steps in gaining information about the academies is to establish contact with each academy and request information. For high school freshmen and sophomores it is not too early to begin communicating with the academies. For high school juniors and seniors the time to take action is now! The academies are eager to have high school juniors and seniors complete pre-candidate paperwork so that an active file can be established for interested juniors and seniors. The addresses and telephone numbers of the five academies are provided for your convenience.

Service Academy Points of Contact	
Mailing addresses and phone numbers for the five service academies. Web addresses are listed in the following pages (by academy). Check each academy website for updates in contact information, admission requirements, and schedule for submitting applications.	Director of Admissions HQ USAFA/RR 2304 Cadet Drive, Suite 210 USAF Academy, CO 80840-5025 800-443-9266 719-333-2520
Office of Admissions United States Military Academy Building 606 West Point, NY 10996-1797 845-938-4041	Dean of Admissions United States Naval Academy 117 Decatur Road Annapolis, MD 21402-5019 888-249-7707 410-293-4361
Director of Admissions United States Coast Guard Academy 31 Mohegan Avenue New London, CT 06320-4195 800-883-8724 860-701-6775	Office of Admissions United States Merchant Marine Academy Steamboat Road Kings Point, NY 11024-1699 800-546-4778

Exhibit 2.1 – Addresses and Telephone Numbers for the U.S. Service Academies

Have the following information readily available when corresponding with the service academies and when filling out application forms. By having this form completed, you will save valuable time and energy. This will keep you from having to search through piles of records in order to fill out application documents or answer questions when telephoning admissions.

Vital Statistics Sheet					
No.	Information	Print or type your information here.			Notes
1	**Your Name**				
2	Address				
	Address, cont.				
3	Your Phone				
4	Ethnic Group				
5	Date of Birth				
6	Gender				
7	Social Security #				
8	**High School**				
9	School Address				
10	Graduation Date				
11	ETS Code				
12	Class Size				
13	Class Rank - GPA				
	Test Scores				
14	PSAT Verbal				
15	PSAT Math				
16	SAT Verbal				
17	SAT Math				
18	ACT English				
19	ACT Reading				
20	ACT Math				
21	ACT Science				
22	**Sports Teams**				
	Sports, cont.				
	Sports, cont.				
23	**Activities & Clubs**				
	Class Officer				
	Student Gov't				
	Club Officer				
24	Candidate Number	*Required when contacting the U.S. Naval Academy.*			

Exhibit 2.2 – Vital Statistics Page for Easy Reference

Notes for completing the Vital Statistics Information Sheet

1. **Your full, legal name.** Include middle name or middle initial when asked for. Include "Junior" or the "II" (second), or the "III" (third) if appropriate.
2. **Your complete mailing address.** Give the complete street address where you receive your mail. Use Postal Service Center or Post Office Box number, if appropriate. Include APO mailing address if assigned overseas.
3. **Your telephone number.** Provide a telephone number starting with Area Code where you can be reached by service academy officials.
4. **Your ethnic group.** Describe your ethnic background as American Indian, Alaskan Native, Asian (or Pacific Islander), Black (not of Hispanic origin), Hispanic, White (not of Hispanic origin), Other (describe your background).
5. **Date of Birth.**
6. **Gender.** Male or Female.
7. **Social Security Number.**
8. **High School.** The name of your high school. If you attended a prep school or college following high school graduation provide the same details as requested for the high school.
9. **School Address.** The mailing address of your high school. If you attended a prep school or college following high school graduation provide the same details.
10. **Graduation Date.** Provide the date that you will graduate from high school (or did graduate from high school.)
11. **ETS Code.** Provide the Educational Testing Service (ETS) Code that applies to your high school. Each high school is assigned an ETS Code that is used to identify your school for standardized testing. The Code may be obtained from your school counseling office or from the cover of the standardized test booklets.
12. **Class Size.** Provide the number of students in your senior high school class.
13. **Class Rank.** Provide your class standing based on the number of students in your high school class.
14. **PSAT Math Score.** The PSAT is taken once during the Junior years of high school. Be sure to take the PSAT as a Junior even if you have taken the SAT already. The PSAT is a prerequisite for the National Merit Scholarship program.
15. **PSAT Verbal Score.** The Math and Verbal PSAT exam portions are taken together. The PSAT is, for many, the first exposure to standardized testing.
16. **SAT Verbal.** The SAT Verbal exam is optimized for students who have an extensive vocabulary. Students who score the highest in the SAT Verbal exam are those who have spent a great deal of time reading the classics (Dickens, Hardy, etc.) Students who have not developed an extensive vocabulary should strongly consider taking the ACT English and ACT Reading exam.
17. **SAT Math.** The SAT Math exam complements the SAT Verbal exam. The SAT Verbal and Math exams require approximately four hours to complete. Students who are extremely competitive will take their first SAT exams during their freshman year. Service academics will accept the highest individual scores (Verbal and Math) that the student achieves.

18. **ACT English.** The ACT English exam and the ACT Reading exam are the alternative to the SAT Verbal exam. Students who have difficulty meeting service academy SAT Verbal score requirements should consider the ACT English and Reading exams.
19. **ACT Reading.** The ACT Reading exam and the ACT English exam combined provide the service academies an alternative to the SAT Verbal. These two tests with the ACT Math and ACT Science Reasoning require approximately four hours to complete. The ACT tests vocabulary by assessing the student's ability define terms in the context presented.
20. **ACT Math.** The ACT Math exam and the ACT Science Reasoning exam are the alternative to the SAT Math exam. The ACT exams include four elements: ACT Math, Science Reasoning, English, and Reading.
21. **ACT Science Reasoning.** The service academies will accept the highest scores that the student achieves in any of the ACT elements. To be highly competitive, students should begin taking the ACT exam during the freshman year of high school.

Note: the service academies will not "mix and match" highest scores between the SAT and ACT. Also, candidates do not need to request service academy admissions personnel to consider the highest scores in the SAT or ACT categories; the academies will do this automatically. Keep copies of they SAT and ACT scores forever. Graduate schools, medical schools, and law schools will ask for them later.

22. **Sports Activities.** Identify sports teams that you have participated in, to include: the number of years in each sport, the number of varsity letters, the number of years serving as team captain (co-captain), and special recognition received.
23. **Other Activities.** Identify involvement: in Student Government, as Class President, as Officer or Member of School Clubs or Non-School Clubs, in School Publications, in Band/Chorus, in Boys/Girls State, in the National Honor Society, in Scouting (as an Eagle Scout), in Civil Air Patrol/ ROTC, and other significant military/civilian activities.

2.2- Contacting the Air Force Academy

The Air Force Academy focal point for candidates is the Director of Admissions, United States, Air Force Academy. Mail should be sent to: HQ USAFA/RRPM, 2304 Cadet Drive, Suite 203, USAF Academy, Colorado 80840-5025. The telephone number is 800-443-9266 or 719-333-2520.

The Air Force Academy will send qualified candidates the official catalog and application materials. The Air Force Academy will continue to make offers of appointment as nominations are received, admission files are completed, and additional qualified candidates are identified.

Candidates should complete the forms in the application documents as soon as they are received. Candidates may request application materials after 1 February of the junior year in high school. Candidates must submit application materials no later than 31 January of the year that they plan to enter the Academy.

The Air Force Academy is located 60 miles south of Denver and 10 miles north of Colorado Springs, Colorado. The mission of the Air Force Academy is to prepare and graduate officers of the highest integrity who will serve as the next generation of Air Force leaders.

Graduates are awarded a Bachelor of Science degree; the Academy offers 32 majors. These include: Aeronautical and Astronautical Engineering, Basic Sciences, Behavioral Sciences, Biology, Chemistry, Civil Engineering, Computer Science, Economics, Electrical Engineering, Engineering Mechanics, Engineering Sciences, English, Foreign Area Studies, Geography, History, Humanities, Legal Studies, Management, Mathematical Science, Mechanical Engineering, Meteorology, Military Doctrine, Operations & Strategy, Operations Research, Physics, Political Science, Social Sciences, Space Operations, and more.

The Air Force Academy was founded in 1955. The Air Force Academy encourages interested candidates to visit the Academy. Junior high, middle school, and high school students are invited to attend Falcon Sports Camps in June. High school students are invited to compete to attend the Academy's Summer Scientific Seminar during the summer between their junior and senior years.

Visit the Air Force Academy's Admissions Website at http://www.academyadmissions.com

2.3- Contacting West Point

The U.S. Military Academy is the first U.S. service academy located on the Hudson River. The location of the academy was selected by George Washington. Because of the geographic location and proximity to the town with the same name, the academy is also referred to as "West Point".

The Military Academy focal point for candidates is the Director of Admissions, United States Military Academy, Building 606, West Point, New York 10996-1797. The telephone number is 845-938-4041.

The West Point will send qualified candidates the Admissions Prospectus with a PreCandidate Questionnaire. West Point has an "Early Action Plan" program for fully-qualified, outstanding candidates whose first choice of schools is West Point. Under this program the Military Academy begins to make early offers to highly qualified candidates starting in November of the senior year in high school. West Point will continue to make offers of appointment as nominations are received, admission files are completed, and additional qualified candidates are identified.

Candidates should complete the forms required by the Admissions Candidate File as soon as they are received. All admissions files and nominations must be complete and submitted to the Director of Admissions by the third Monday in March of the senior years of high school.

Candidates competing for the Early Action Plan option have made it clear that West Point is their number-one choice of colleges (military or civilian). These candidates must be exceptionally qualified, and must submit all of the standard paperwork required by candidates-at-large. The significance of the Early Action Plan is that West Point admissions personnel will expedite the notification process for those who definitely want to attend West Point above all other schools.

As with all of the service academies, West Point is interested in candidates who have demonstrated leadership aptitude. High school students who want to be competitive candidates for West Point should strive to develop the personal traits that will allow them to be effective leaders in school, church, and in the community.

Visit the West Point Website at http://www.westpoint.edu and click on the Admissions tab.

2.4- Contacting the Naval Academy

The Naval Academy focal point for candidates is the Office of the Dean of Admissions, United States Naval Academy, 117 Decatur Road, Annapolis, Maryland 21402-5018. The telephone number is 888-249-7707 or 410-293-4361. ***Candidates should be prepared to provide their Naval Academy Candidate Number when contacting the Academy.***

Write down your Naval Academy Candidate Number here __________________________

The Naval Academy will send qualified candidates the pamphlet titled "Instructions for Candidates to Annapolis." The Naval Academy begins to make early offers of appointments to highly-qualified candidates starting in October. From this time forward, the Naval Academy will continue to make offers of appointment as nominations are received, admission files are completed, and additional qualified candidates are identified.

Candidates should complete all application materials found in the "Instructions" as soon as possible. Documents should be returned to the Academy no later than 28 December the year immediately prior to the desired year of entry.

Candidates obtaining application materials late should complete the forms in the "Instructions" within one month if admissions notification is received prior to 1 February. Forms should be completed within two weeks if admissions notification is received after 1 February. Candidates must include the Naval Academy Candidate Number on all correspondence and documents sent to Annapolis.

To sound intelligent when contacting the Academy or your elected officials for a nomination, be sure to spell the term "Naval" correctly. The incorrect spelling "navel" refers to your belly button or to a type of orange grown in Florida.

Visit the Naval Academy Website at http://www.usna.edu and click on the Admissions tab.

2.5- Contacting the Coast Guard Academy

The Coast Guard Academy focal point for candidates is the Director of Admissions, United States Coast Guard Academy. Mail should be sent to: Director of Admissions, 31 Mohegan Avenue, U.S. Coast Guard Academy, New London, Connecticut 06320. The telephone number is 800-883-8724 or 860-701-6775.

The Coast Guard Academy will send qualified candidates the official catalog and application materials. The Coast Guard Academy is unique in that there is no requirement for Congressional nominations or for nominations in any other category. Admission to the Academy is based solely on the candidate's qualifications in a nationwide competition.

Candidates should complete the forms in the application documents as soon as they are received. Candidates may request application materials during their junior year in high school. Candidates must submit application materials to the Academy as soon as possible in the year immediately prior to the year that they plan to enter the Academy.

The Coast Guard Academy is located in New London, Connecticut overlooking the Thames River on the southern coast of Connecticut. To sound intelligent when in New London, please note the following shibboleth regarding the pronunciation of the name of the river "Thames": the "h" **is** pronounced this way: "Th – aims". Unlike the Thames River in London (pronounced "Tems" or "Taymes").

The mission of the Coast Guard Academy is to provide professional training and character development to the future officers and leaders of the United States Coast Guard. Graduates are awarded one of eight academic majors.

The Coast Guard Academy was founded in 1876, has a 16% admissions rate, and encourages interested candidates to visit the Academy. The Coast Guard used to be part of the Department of Transportation. After 9/11, the Coast Guard became part of the Department of Homeland Security.

Visit the Academy's Website at http://www.uscga.edu and click on the Admissions tab.

2.6- Contacting the Merchant Marine Academy

The U.S. Merchant Marine Academy is the second youngest U.S. service academy located on Long Island and was founded in 1943. Because of the geographic location and proximity to the town with the same name, the academy is also referred to as "Kings Point".

The Merchant Marine Academy focal point for candidates is the Admissions Office, United States Merchant Marine Academy, Kings Point, New York 11024-1699. The telephone number is 800-546-4778.

The Merchant Marine Academy will send qualified candidates an official catalog. The U.S. Merchant Marine Academy may offer exceptionally qualified candidates a letter of assurance and an opportunity to accept an early offer to attend Kings Point. Under this program the Academy begins to make early offers to highly qualified candidates starting in the fall of the senior year of high school. The Merchant Marine Academy will continue to make offers of appointment as Congressional nominations are received, admission files are completed, and additional qualified candidates are identified.

Candidates should complete the forms in the Application for Admissions as soon as they are received. Include your Social Security Number when corresponding with the Academy.

The Merchant Marine Academy is located on Long Island near Great Neck, New York, and 20 miles east of New York City. The mission of the Merchant Marine Academy is to educate and graduate professional officers and leaders of honor and integrity. Graduates are dedicated to serving the economic and defense interests of the United States in the Armed Forces and Merchant Marine.

Graduates are awarded a Bachelor of Science degree; merchant marine license as third mate or third assistant engineer; and a commission as ensign, U.S. Naval Reserve. The Academy is accredited by the Middle States Association of Colleges and Schools. The Marine Engineering Systems curriculum is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering Technology.

Curricula include majors in Marine Transportation, Marine Engineering, Marine Engineering Systems, Shipyard and Marine Engineering Management, Ship's Officer, and Dual License. The four year academic program includes two half-year periods at sea on U.S.-flag merchant vessels.

The Academy's campus consists of 82 acres of beautiful waterfront facilities and more than 120 vessels and small craft. The faculty consists of 80 professional instructors who provide a student-faculty ratio of 12:1. The student body consists of 950 men and women.

Visit the Academy's Website at http://www.usmma.edu and click on the Admissions tab.

2.7- The Service Academy Opportunity

Common threads define the tremendous opportunity that is afforded cadets and midshipmen who attend one of the academies. Following graduation, most cadets and midshipmen serve as commissioned officers. Some will have the opportunity to earn advanced degrees in government-sponsored programs after graduation. Merchant Marine grads may join the maritime union, the Naval Reserve, or serve on active duty. All academy graduates may compete for the opportunity to attend flight training.

3 - THE NOMINATION

Four of the five service academies require candidates to obtain a congressional, vice presidential, or presidential nomination.

3.1- Contacting the Members of Congress

High school students should contact three members of Congress during the spring of the junior year of high school. Candidates should compete for a nomination from both Senators (from the state of residence) and from the Representative elected to serve the Congressional district. Congressional staffs require candidates to complete nomination paperwork and return it early in the fall semester.

The address and phone numbers for the Congressional staff offices can be obtained from the internet, the public library, the government pages of the telephone directory, or from the Congressional Switchboard at (202) 224-3121.

Applicants who complete the nomination paperwork and meet service academy qualification standards will be granted an oral interview with Congressional staff. In addition to the nomination forms, candidates will be required to complete a personal letter or essay that describes why the student wants to attend a service academy. Candidates should review a copy of this letter prior to reporting to the Congressional office for the interview.

Qualified candidates who have successfully completed the nomination paperwork will be invited to interview with the Congressional staff.

Candidates must call the Congressional office to confirm acceptance of the interview immediately after receiving the invitation.

3.2- Other Nomination Sources

High school students should also seek a vice presidential and presidential nomination if qualified. Although the student requires only one nomination to compete for a service academy appointment, candidates should compete on **as many levels as possible** and should seek multiple nominations to the different academies. Vice presidential and presidential nominations are offered for three of the five service academies: for the Air Force Academy, for the Naval Academy, and for West Point.

The President of the United States offers nominations to students who are sons and daughters of parents who have served America's armed forces. The Vice President offers nominations to students from the United States at large for Air Force, Navy, and Army.

Candidates should compete for nominations in every category that they qualify.

3.3- Presidential and Vice Presidential Nominations

Applicants who have requested nominations from their two Senators and local Representative should also request a Presidential and Vice Presidential nomination if they qualify. Write to these addresses:

<table>
<tr><th colspan="2">Requesting Vice Presidential and Presidential Nominations</th></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Request a Vice Presidential nomination for the Air Force Academy, the Naval Academy, or for West Point by writing to:

The Vice President of the United States
Old Executive Office Building
Washington, DC 20515</td><td>Request a Presidential nomination for the Air Force Academy by writing to:

Director of Admissions
HQ USAFA/RR
2304 Cadet Drive, Suite 210
USAF Academy, CO 80840-5025</td></tr>
<tr><td>Request a Presidential nomination for West Point by writing to:

Office of Admissions
United States Military Academy
Building 606
West Point, NY 10996-1797</td><td>Request a Presidential nomination for the Naval Academy by writing to:

Dean of Admissions
United States Naval Academy
117 Decatur Road
Annapolis, MD 21402-5019</td></tr>
</table>

Exhibit 3.1 – Addresses for Requesting Presidential and Vice Presidential Nominations

3.4- Nomination Requirements

Nominations are required for four of the five service academies. The Coast Guard does not require candidates to earn a nomination in order to win an appointment to that academy. The Merchant Marine Academy considers students who are nominated by a representative or state senator.

<table>
<tr><th colspan="6">Nomination Sources</th></tr>
<tr><td>Contact</td><td>Air Force</td><td>Army</td><td>Navy</td><td>Coast Guard</td><td>Merchant Marine</td></tr>
<tr><td>Representative</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr>
<tr><td>Both Senators</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td></tr>
<tr><td>Vice President</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>President</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td colspan="6">Coast Guard grants appointments without nominations.
Merchant Marine uses nominations from Representatives and Senators only.</td></tr>
</table>

Exhibit 3.2 – Nomination Sources for the U.S. Service Academies

3.5- Other Nomination Sources

Several other authorities also nominate candidates to the service academies. Not all students are eligible for nominations from the following sources. The Governor of Puerto Rico offers appointments to residents of Puerto Rico. The delegates in the House of Representatives from the District of Columbia, the U.S. Virgin Islands, and American Samoa offer appointments to residents living there.

Students affiliated with the military can request a Presidential nomination as mentioned above, or apply for military affiliate nominations in the following categories:

- Children of Deceased or Disabled Veterans
- Children of Military or Civilian Personnel in a Missing Status
- Children of Medal of Honor recipients
- Members of the Regular service, Reserve, or National Guard
- College students enrolled in Reserve Officer Training Corps (ROTC)
- High school students enrolled in Junior ROTC
- Schools designated as "honor schools" by the Army and Navy

Finally, international students from countries identified by the Department of Defense may request a nomination through their own government officials.

3.6- Prepare for the Congressional Interview

The Congressional staff members will interview students who are seeking nominations from the Senators and Representatives. These staff members have the difficult task of interviewing more than one hundred students (in many cases) in order to select a handful of students who will be offered service academy nominations.

The key to success in obtaining a nomination involves contacting the Congressional offices early, accurately completing the nomination application forms, and returning them promptly. If you are found to be a highly-qualified candidate, be prepared for an invitation to interview for a nomination with the Congressional staff.

In anticipation of an interview, be prepared to discuss your interest in becoming a commissioned officer in America's armed forces. Emphasize your desire to lead others and defend the country first. Then, present your personal interests as they relate to specific career field (military aviation, surface warfare, commanding troops in the field, etc.). The Congressional staff will want to hear about your extra-curricular efforts at school and in the community.

Students who wish to terminate their candidacy for an academy at any time must immediately notify the respective service academy and the Member of Congress who offered the nomination (if a nomination was received).

4 - BY THE NUMBERS

This section provides the technical description of how to become a competitive candidate for an appointment to a service academy. Prior to the First Step, the student should have registered for and taken the ACT or SAT one or more times. Although the standardized tests are normed for students in the spring semester of the junior year in high school.

4.1- The First Step

Contact the service academies during the spring of the junior year of high school. Notify the academies of your interest by telephone, by letter, or online. Request a precandidate application and school catalog. Some academies offer video tapes or CD ROMs. When materials arrive, be sure to complete the forms, return them as quickly as possible, and make note of additional requirements. These will typically include:

- Your official school transcript (ask your school counselor),
- A complete extracurricular record (school counselor),
- Results from standard testing (ACT or SAT),
- Your high school class rank (and class size), and
- Letters of recommendation from teachers, administrators, and coaches.

Be sure to keep complete records and photocopies of all documents forwarded to the service academies. Correspondence should be sent using registered mail or using a shipping service that will document receipt of your package.

4.2- The Second Step

With the precandidate applications on their way to the academies, it is time to set up a file for each of the service academies. Keep copies of all application materials in one place. Items in your service academy application file should include:

- Photocopies of all documents sent to the service academies,
- Copies of letters of recommendation from teachers, administrators, and coaches,
- Copies of the essays and writing samples requested by the academies,
- Extra copies of your resume with student and work history information, and
- Your Vital Statistics Information Sheet (Section 2.1).

By keeping your application materials readily available and organized, you will be able to respond quickly to requests for additional information.

4.3- The Third Step

The next step is to contact your elected representatives and other nomination sources.

To do this, determine your State of legal residence. Next, contact the reference desk of your public library to determine the names and addresses of the two Senators and the Member of Congress elected to represent your district. As an alternative, access the Web to identify the names of your two Senators and Member of Congress representing your district. Once found, reference the government pages of your telephone directory to determine the Congressional Office phone number and mailing address. http://www.senate.gov/ or http://www.house.gov/

Write a short letter to your elected officials to indicate that you are interested in competing for a nomination to a service academy. They will forward a package of information with forms that must be completed and returned by a specified date.

4.4- The Fourth Step

Once you are determined to be a competitive candidate for a service academy, the school will schedule you for a standardized medical evaluation. The Department of Defense Medical Evaluation Review Board (DODMERB) will contact you and set up a time for the medical evaluation. It is in your best interest to accomplish this evaluation as quickly as possible.

DODMERB
8034 Edgerton Drive, Suite 132
USAF Academy CO 80840-2200

719-333-3577
719-333-3562

Nationwide DODMERB- 800-841-2706

4.5- The Fifth Step

Your responses to the precandidate application materials will determine if you are considered a competitive candidate for a service academy. If an academy indicates that you are not yet competitive and there are actions that you can take to improve your competitiveness (e.g., improve your standardized test scores) you should take immediate action. If you are found to be competitive, the academies will provide additional materials for you to fill out and submit as quickly as possible.

5 - GOOD ADVICE

This section offers serious candidates good advice for the path forward. Over the years, knowledgeable advisors have provided time-tested recommendations to candidates, parents of candidates, and school counselors.

5.1- When to Decide not to Attend an Academy

Situation - When discussing service academies with parents and school counselors, candidates will often rank order their choices of service academies. Most candidates are able to identify their top choice and will priority rank the rest from most desired to least desired. Occasionally, a candidate will suggest that they prefer not to attend a particular academy for one reason or another.

Discussion - There are more similarities than differences between the five service academies. Each academy will offer the candidate the opportunity of a lifetime. The time to decide that you do not want to attend a particular service academy is ***not*** prior to applying to the academy. The time to decide that you do not want to attend a particular academy is when you have all the service academy letters of appointment (and letters of acceptance from various civilian colleges) spread out across the dining room table. Then decide.

5.2- On Getting Through the Paperwork

Students who apply to the service academies have a tremendous amount of paperwork to submit in order to be considered a competitive candidate. The service academies will require two types of documents from your teachers, school administrators, and some other officials.

Forms- All of the service academies have fill-in-the-blank forms that are required by teachers, school administrators, and some other officials. It is the candidate's responsibility to ensure that the forms are filled out completely and accurately. It is also the candidate's responsibility to make sure that the teacher, administrator, and official mails the form in time to meet deadlines.

Other Documents - All of the service academies have letters of recommendation, writing samples, and essays that are in addition to the fill-in-the-blank forms. Determine who you will ask to help with these other documents, and let them know in advance that you will be asking for their assistance. When requesting a letter of recommendation from someone, it is helpful to provide them with the address that the letter will be sent to and a list of your accomplishments that they can include in the letter of recommendation.

Begin Immediately - As soon as candidate forms are received, the student should review the materials to understand what the academy is expecting you to do. Make a list of who must fill out each form and who must provide other documentation. In some cases you have a choice regarding who you will ask to help with forms and documents.

Contact Teachers - Let your teachers and others know that you will ask them to fill out some very important application forms for college. This will keep your request from being "last minute." Make sure that you provide the teachers the form, the envelope provided by the academy, and put a postage stamp on the envelope.

Follow-Up - The teachers and other people who you will ask to fill out forms and write letters will be very busy helping other students. It is important that you touch base with them frequently to find out if they are having difficulty finding the time to complete the forms and documents. Your school guidance counselor may assist with this follow-up task, but it is your responsibility to make sure that the forms get back to the academy.

5.3- On Preparing for the Nomination Interview

The following questions are typical of a Congressional interview for students seeking a nomination to the service academies. Be prepared to engage the Congressional staff members in a vigorous dialogue on these questions.

It is a good idea to have an adult who you know and trust work with you in a "practice interview." For the actual interview, be sure to dress conservatively with a coat and tie for young men and a conservative dress, skirt and blouse, or pant suit for young ladies.

General Questions

1. Why do you wish to attend a service academy?
2. What do you know about the academy programs?
3. How did you learn about the opportunity to attend a service academy?
4. When did you first develop an interest in attending a service academy?
5. What is your typical daily schedule?

Family Questions

1. How does your family feel about you wanting to attend a service academy?
2. Are your parents employed? What are their occupations? Where do they work?
3. Do you have brothers and sisters? Are they older; younger? What do they do?
4. Which of your parents has had the greatest impact on you?
5. Did any of your relatives graduate from a service academy?
6. Have any of your relatives been members of the armed forces?

It is a good idea to understand your personal and career motivations as you apply to service academies as well as other colleges and universities. If "career objectives" seem a long way off, don't worry. Awareness of your personal and academic preferences will go a long way in preparing for the application process and responding to questions.

Career Motivation Questions

1. Do you plan to apply to other colleges?
2. What are you thinking about for your academic major?
3. What will you major in at a service academy?
4. What profession are you looking at to define your life's work?
5. Where would you like to be as a professional in five or ten years?
6. How long will you stay in service to America after graduating from a service academy?
7. Are you planning to join the service even if you are not offered an appointment to an academy?
8. What really motivated you to apply for admission to a service academy?

Academics Questions

1. What are the subjects that you liked the **least** in high school?
2. In which subject do you do your best work?
3. Do your high school (college) grades reflect your true ability?
4. Have you earned any scholastic honors?
5. Do you have to work extra hard in math or is the subject easy for you?
6. How much do you know about the service academy Honor Code?
7. What do you think about living under the Honor Code?
8. Honor Code requires cadets and midshipmen to report all honor violations. Will you do this?
9. Can you live up to the standards of the Honor Code?

Extra-Curricular Activities Questions

1. What extra-curricular activities are you involved in?
2. Which activities give you the most satisfaction?
3. Have you had a part-time job? Do you have one now?
4. What are your hobbies? How much time do you spend on them?
5. What type of periodicals do you read?
6. What was the most recent non-school-related book that you read?
7. Have you organized other people's efforts in service to the community?

It is a good idea to prepare for the next phase of your life as you apply to service academies, colleges, and universities. You will have amazing new experiences and develop life-long friendships. Before you get there, though, it is a good idea to determine your social strengths and weaknesses.

Social Activities Questions

1. How would you describe the people that you have as friends?
2. What type of person do you most enjoy being with?
3. When was the longest time that you were away from your parents?
4. Have you stayed at a camp or school retreat (away from home) for a week or more?
5. Have you stayed at a hotel away from home or in a different city for 2 nights or more?
6. Are you comfortable on a sports team or club activity that travels overnight?
7. Have you stayed at a camp or retreat center where you had a roommate overnight?
8. Have you traveled overnight or on road trips with an older brother or sister?

Self-Perception Questions

1. What do you feel are your outstanding qualities?
2. In what areas of academics and personality do you feel you need some improvement?
3. Who motivates you to excel the most, your parents or others?
4. If you were given an order that you thought was illegal or immoral, would you carry it out?
5. Are you capable of keeping up with the demanding physical and mental requirements of academy life?
6. Why should this committee select you to receive a service academy appointment?
7. What is the most difficult task that you have had to accomplish that you did not want to do?
8. Give us three examples of effective leadership or acts of heroism that you have displayed?

Physical Attribute Questions

1. Which physical sports are you involved in? What position do you play?
2. What kind of physical exercise do you engage in on a regular basis?
3. Are you in a leadership position on a sports team?
4. How far can you run or jog without stopping?
5. How fast could you run or jog three miles?
6. Do you wear glasses or contact lenses?
7. Do you have any reason to believe that you would not pass a physical fitness test or medical examination?

The more that you know about yourself the better. And, you will have a good idea how to respond to interview questions and essay questions that will be asked.

6 - HELPFUL HINTS

This section provides additional helpful information to support your successful application process for the five U.S. service academies, and for colleges and universities as well.

6.1- Educational Testing Service Codes

Situation- When registering for the ACT and SAT standardized aptitude tests, students are given the opportunity to forward their scores to schools of their choice. It is important to make sure that the service academies be notified of your standardized test scores as soon as possible.

Discussion- The number one factor that positively influences the student's standardized test score is the number of times the tests are taken. All the service academies will accept the highest test scores (for either test) that the candidate submits to the academies. For this reason, the standardized tests should be taken a number of times and the scores should be forwarded to the academies.

Be sure to list all service academies (you are applying to) as score recipients on every ACT and every SAT test that you sit for. All academies will recognize your highest sub-score within each test category. This is huge. If your SAT verbal was higher on the first test, and your SAT math score improves on the second test – the academies will take your highest verbal score and combine it with your highest math score for the SAT.

Use you High School or Prep School ETS codes when signing up for the ACT and SAT tests. This will ensure that your test scores are sent directly to the academies. **To send ACT and SAT test scores to the service academies, use these codes.** *(Codes change but these have been around for a long time!)*

School Codes for the ACT and the SAT					
The Test	Air Force	Army	Navy	Coast Guard	Merchant Marine
ACT	0530	2976	1742	0600	2974
SAT	4830	2924	5809	5807	2923

Exhibit 6.1 – ACT and SAT Codes for the U.S. Service Academies

Final Test Dates - Candidates are encouraged to take the ACT and SAT frequently. Many have experienced a progressive increase of their test scores by taking it over and over again. Also, the service academies will recognize the highest scores attained by the candidate. For practical reasons, the candidate should consider the February ACT offering and the January SAT offering as the last chance for senior-year testing with the hope of submitting an improved test score to the service academy admissions offices.

6.2- Planning for the Standardized Tests

Candidates should check with their guidance counselor for standardized testing dates and for registration deadlines. Students must plan ahead to take full advantage of the preferred test dates in your local area. Candidates may want to register for more than on test date well in advance. Although the registration fee is non-refundable, candidates who may want to maximize their test scores will want to register for an additional testing date before they see the results of a previous test. By waiting to receive the scores from a recent test, you may be too late to register for the next testing date. This may be unacceptable for candidates who are facing final deadlines for submitting standardized test scores.

Standardized scores - The service academies only accept the standardized, timed versions of the SAT and ACT. Other versions administered in an unapproved venue will not be accepted. The number one factor associated with improving your ACT or SAT score is taking the tests over and over again. By beginning the testing process early in high school, the candidate will have ample opportunities to improve the standardized test score. By registering in advance for the upcoming standardized tests, candidates will have their choice of test locations.

Testing Dates and Registration - The number one factor that positively influences the improvement in student's standardized is the number of times that the tests are taken. By beginning the standardized testing process as early as the freshman year of high school, candidates have an excellent opportunity to systematically improve their standardized test scores. Do not be concerned about the possibility of a test score that is lower than a prior score. All of the academies will recognize and accept the highest scores achieved by the candidate in either standardized test.

ABOUT THE AUTHOR

Frank McIntire, Facilitator and SDVOSB (CVE) for strategic planning, consulting services and cyber security, supporting small- and medium-sized business growth since 2000; and government strategic planning, budget execution, and cost avoidance since 1993.

McIntire is a 1974 graduate of the U.S. Air Force Academy, a management consultant, a U.S. Air Force fighter pilot, and an Assistant Professor of Behavioral Sciences and Leadership at the U.S. Air Force Academy. He led USAF operations in Europe and for NATO, as Chief of Operations, Quality Assurance, and the Functional Check Flight branch at Royal Air Force Upper Heyford in the United Kingdom. As Deputy Commander and Deputy Director for Air Force Quality Assurance, Frank directed the efforts of the 80-person global consulting agency for organizational development and business transformation worldwide. As Manager with KPMG he led the business process reengineering, organizational development, and business transformation efforts for DoD and commercial clients.

He earned his Master of Science degree at Vanderbilt University and developed the 'secret sauce' for implementing operational test program management, and program management for Air Force and Army senior leadership. Leading Project Management and CONOPS development include: the Psychology in the DoD Symposium (1985-1988); Battle of Britain Airshow (1989-1990); launch of the Air Force Quality Institute (1992-1995); the Quality Air Force Symposium (1993-1995); the Inspector General visit (1994-1995); the Peacekeeper Missile Action Workout (1995-1996); the Total Army Quality launch (1996-1998); the online Operational Test Program Management system (1999-2002); the Resource Allocation Management Plan (2001-2003); the Fort Carson Project Management Plan (2004); and the Fort Carson Commander's Strategic Planning Leadership Conference in Aspen, Colorado (2004). Other projects along the way using MS Project and Sciforma Project Scheduler for planning, tracking, and reporting. Project Management Expert (1999) and Advanced Project Management Expert (2001) from the Avraham Goldratt Institute in New Haven, CT based on the Project Management Body of Knowledge (PMBOK) and Project Management Institute

(PMI) standards. Implementing engineering change management for global agencies collaborating with NGA; providing system upgrades and implementations for network, storage, and database; and to support imagery deployment and exploitation for DoD units worldwide. These include all DoD branches, Defense Intelligence Agency (DIA), Defense Information Systems Agency (DISA), conformance with all DISA Security Technical Information Guides (STIGs), Department of State, and the broad US Intelligence Community. Total commitment to small- and medium-sized businesses, veteran-owned businesses, SDBs, WOSBs, minority-owned since 2000; and the Alaska Native Communities since 2006.

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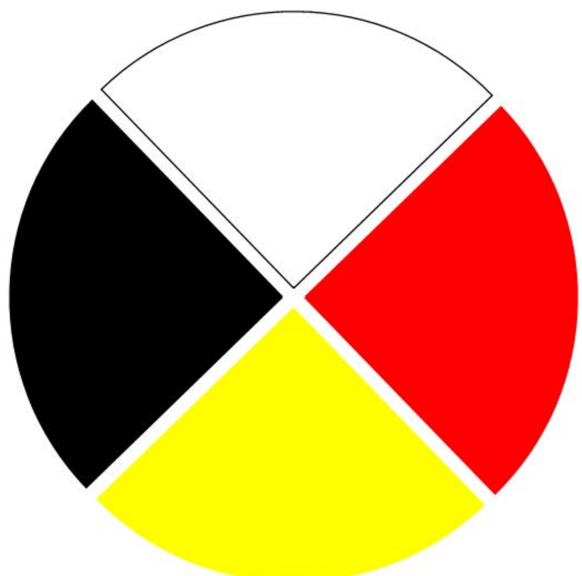

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