

The Dr Tina Talks Work Policies, Procedures & Processes Manual

Issued: July 24th, 2020
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The CPD Standards Office

**CPD PROVIDER: 50164
2023-2025**

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www.DrTinaTalksWork.com

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1. Organization Details

ORGANISATION NAME:	Dr Tina Talks Work (Previously known as INCG Consulting Group)		
ORGANISATION ADDRESS:	3285 Woodchuck Way, Suwanee, GA 30024, USA		
WEBSITE ADDRESS:	www.DrTinaTalksWork.com	LANDLINE PHONE NUMBER:	0017037856787
MAIN CONTACT:	Dr. Martina Carroll-Garrison	POSITION/ROLE:	Founder & Principal Consultant
CONTACT EMAIL ADDRESS:	info@DrTinaTalksWork.com	CONTACT PHONE NUMBER:	0017037856787
ACCOUNTS EMAIL		info@DrTinaTalksWork.com	
GEORGIA CORPORATIONS' DIVISION			
Business Name:	Dr Tina Talks Work	Control Number:	15084600
Business Type:	Domestic Limited Liability Company	Business Status:	Active/Compliance
NAICS Code:	Professional, Scientific, and Technical Services	NAICS Sub Code:	Other Management Consulting Services
Principal Office Address:	3285 wood chuck way, Suwanee, GA, 30024, USA	Date of Formation / Registration Date:	8/20/2015
State of Formation:	Georgia	Last Annual Registration Year:	2024

2. Articles Of Incorporation - Georgia 2015

Control Number : 15084600

STATE OF GEORGIA

Secretary of State
Corporations Division
313 West Tower
2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF AMENDMENT NAME CHANGE

I, **Brad Raffensperger**, the Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

MCG CONSULTING GROUP, LLC
a Domestic Limited Liability Company

has filed articles/certificate of amendment in the Office of the Secretary of State on 08/25/2023 changing its name to

Dr Tina Talks Work, LLC
a Domestic Limited Liability Company

and has paid the required fees as provided by Title 14 of the Official Code of Georgia Annotated. Attached hereto is a true and correct copy of said articles/ certificate of amendment.

WITNESS my hand and official seal in the City of Atlanta
and the State of Georgia on 08/29/2023.



Brad Raffensperger

Brad Raffensperger
Secretary of State

ARTICLES OF AMENDMENT

Electronically Filed
Secretary of State
Filing Date: 8/25/2023 7:48:44 AM

Article 1

Business Name : MCG CONSULTING GROUP, LLC
Control Number : 15084600

Article 2

The date the original articles of organization were filed was: 08/20/2015

Article 3

The entity hereby adopts an amendment to change its name to the following new business name:

New Business Name : Dr Tina Talks Work, LLC
Effective Date : 08/25/2023

Authorizer Information

Authorizer Signature : Martina Carroll-Garrison

Authorizer Title : Organizer

3. CE&T Responsibility, Capability, Accreditation, Certification and Affiliation

3.1 Welcoming Statement

At Dr Tina Talks Work we welcome and celebrate people of diverse backgrounds, cultures, histories, identities, perspectives, and races. Our continuing education, training, development, and coaching environment is strengthened and enriched through a community that reflects the rich tapestry of our complex world.

The Dr Tina Talks Work (DTTW) platform offers a suite of services to support your internal Human Resources & Workforce Development Team to train, develop and optimize your employees and enhance the outputs and outcomes of your organization. As a learning organization (Senge, 2006) ourselves we don't just train, we help to transform your workforce by building personal mastery and confidence in their competence (Figure **Error! Reference source not found.**).

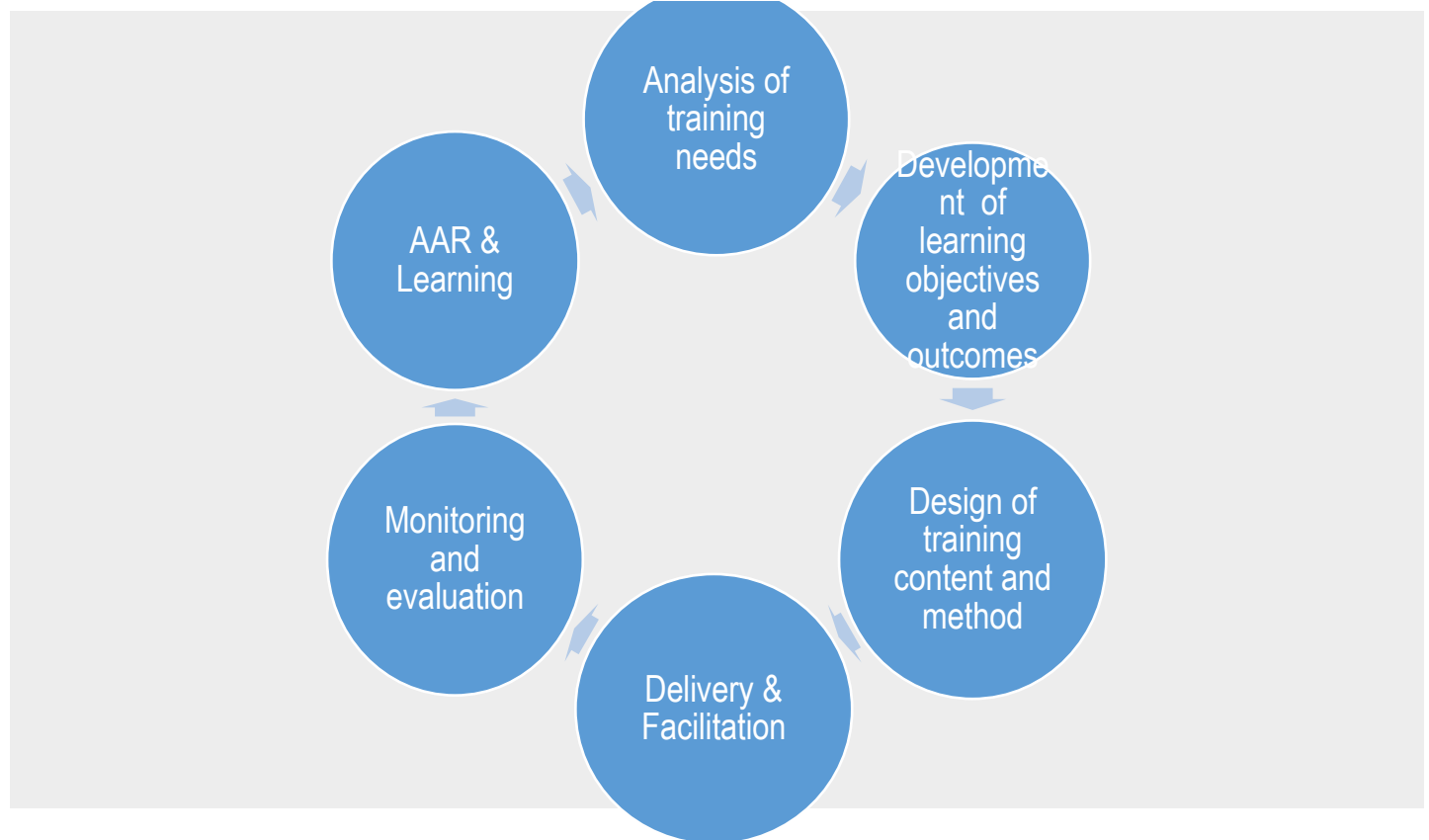
With over 20 years of proven experience as a U.S. Defense and Intelligence Community Executive, and as a Georgetown University trained and ICF Certified Executive Leadership Coach, with a Doctorate in Management and Organizational Leadership, Dr Tina has created a global professional portfolio of

FIGURE 1. SENGE'S FIVE DISCIPLINES OF LEARNING ORGANIZATIONS

needs-driven solutions to meet your organizations workforce optimization and continuing education & training requirements.



FIGURE 2. DR TINA TALKS WORK LEARNING LIFE CYCLE



3.2 Responsibility

Through the DTTW platform we provide accredited leadership and soft skill workshops, group facilitation, workplace coaching and interventions, organizational analysis, and strategic planning support. We also provide work life consulting towards optimizing your organization, improving employee engagement, and enhancing both organizational culture and performance. Dr Tina's leadership training, development, coaching, consulting, and facilitation methodology incorporates a deep understanding of the learning lifecycle (*Figure Error! Reference source not found.*), individual needs, adult learning theory, organizational dynamics, conflict resolution and strategic planning alignment. She excels in her craft by conducting i. Analysis of training needs, ii. Development of learning objectives and outcomes, iii. Design of training content and method, iv. Delivery & Facilitation, v. Monitoring and evaluation, and the After-Action Review and learning/incorporation of lessons learned.

3.3 Dr Tina's Areas Of Responsibility

Dr Tina helps others discover their leadership capability through focused exploration of a broad array of leadership topics, while building confidence in their competence as leaders, managers, and influencers. What differentiates Dr Tina as a work-life expert is her street credibility! She was trained by and served as a leader and manager, during a variety of international and domestic assignments within the U.S. Defense and Intelligence community and experienced firsthand the complex challenges faced by today's

global leaders working across cultural, generational, and functional differences. As a lifelong learner Dr Tina lives the idea of a learning organization within the Dr Tina Talks Work platform and she embraces the concept of the learning lifecycle (Kolb, 1984) as an accredited continuing education trainer and facilitator, as attested by her organizational affiliations with the U.S. Excelsior University, the U.K. Glasgow Caledonian University, and the global CPD Standards Office.

3.4 Capability

Dr Martina Carroll-Garrison (AKA Dr Tina) is the founder & principal consultant of the Dr Tina Talks Work platform. She is a graduate of the Dwight D. Eisenhower School for National Security and Resource Strategy (Eisenhower School), formerly known as the Industrial College of the Armed Forces (ICAF), which is a part of the National Defense University. This is significant only because for more than 20 years the Dr Tina Talks Work story was originally one about a civilian executive within the U.S. Department of Defense – yet a story that has always been about personal growth and innovation. For Dr Tina the paying-it-forward chapter began with the formative professional development experience in 2011 while been trained as an adjunct faculty instructor at the FBI Academy. Then in 2012 Dr Tina completed her Doctorate in Management and Organizational Leadership and also gained certification as an Executive Leadership Coach from the International Coaching Federation.

Dr Tina applied her experience and insight as she gained instructional experience in Leadership Instructional Systems Design and Delivery while teaching international MBA students - toward preparing them to become future global executives and socially responsible strategic leaders, critical thinkers, and problem solvers. Academic course work that was built upon Dr Tina's executive professional experience and academic journey included instruction in Leadership and Organizational Behavior, Intercultural Effectiveness, Global Strategy, and Advanced Strategic Management. Dr Tina's instructional approach was built upon her leadership mastery and her training at the FBI academy, and employs a variety of methodologies including discussion, experiential activities, and simulations, designed to enhance the adult learner's experience and to address real world issues such as collaboration, communication, and problem solving within the workplace and organizational settings.

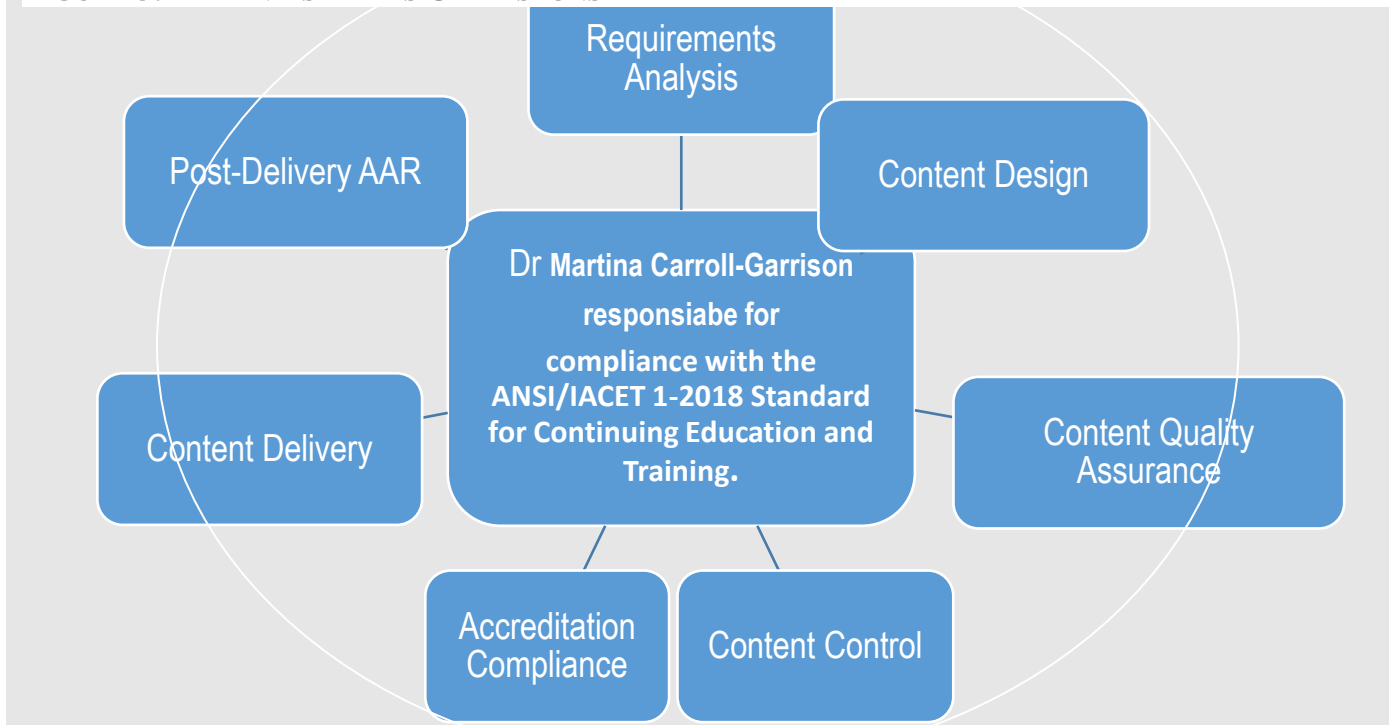
Since 2015 Dr Tina has focused on a niche client base and pioneered the capability to collaborate and assess training needs, and to design, develop and deliver contemporary leadership and soft skills continuing education and training modules - within DOD organizations – in response to sponsor-identified and site-specific training needs assessments. Today DTTW is a global development, training, and education provider, supporting international students, providing services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform. The foundations and aspirations of the DTTW platform arose from her formative experience as an Army civilian and remain true to those identified within the Army People Strategy mission ...

....by maximizing the talents of our People, the Army's greatest strength...

Through the DTTW platform Dr Tina lives her values and expresses her passion for learning and development and her entrepreneurial outlook – to ensure that we deliver quality for our customers—today and in the future.

3.5 Accreditation, Certification & Affiliation

FIGURE 3. DR TINA'S AREAS OF RESPONSIBILITY



After a lifetime of leadership and executive management in international organizations Dr Tina has elected to be a solopreneur in support of niche clients – that affords her a lifestyle and work life balance with a high degree of personal satisfaction, flexibility, and work life balance. As a result of these preferences, she takes great personal satisfaction in being responsible for quality assurance, control, and compliance with regard to the various licenses and professional accreditations she has gained. As the Owner & Founder of Dr Tina Talks Work, she assumes responsibility for all aspects of the content she delivers to her clients (Figure **Error! Reference source not found.**), including i. Requirements Analysis, ii. Content Design, iii. Content Quality Assurance, iv. Content Control, v. Accreditation Compliance, vi. Content Delivery and vii. Post-Delivery AAR.

As a lifelong learner in pursuit of understanding and the joy of learning Dr Tina has acquired a variety of accreditations of content (Figure Figure 5. CPD Accredited Workshops and Figure 5. CPDSO Accreditation Letter, Figure 6. Accreditations, Certifications, And Academic Affiliations 1 of 2 and **Error! Reference source not found.**) and skill building and mastery that benefit her continuing education, training, coaching and development endeavors for her clients. **These capabilities enhance the value of her professional offerings as she is responsible for compliance with the ANSI/IACET 1-2018 Standard for Continuing Education and Training.**

- Certified MBTI© Facilitator ([Myers-Briggs \(MBTI\) Certification | The Myers-Briggs Company \(themyersbriggs.com\)](https://www.myersbriggs.com/certification))
- Certified LPI©360 Facilitator (<https://www.leadershipchallenge.com/solutions/LPI360.aspx>)
- Certified The Leadership Challenge© Facilitator (www.leadershipchallenge.com)
- ICF Certified Coach - PCC (<https://coachingfederation.org/>)
- Certified Virtual Facilitator ([The International Institute For Facilitation](https://www.internationalinstituteforfacilitation.com/))
- Thomas-Kilmann Conflict Resolution Facilitator

- Certified Culture Facilitator ([Veritas Culture](#))
- Certified Diversity & Belonging Facilitator ([Veritas Culture](#))
- Accredited Academic Provider, Excelsior University NY
 - (Leadership Development Course –3 Upper-Level Credits) ([Dr. Tina Talks Work - Excelsior University](#))
- Accredited Academic Provider, Glasgow Caledonian University, UK
 - (The Emerging Leaders' Development Program for STEM Professionals – SCQF Level 11/Masters – 20 Credits <https://portal.scqf.org.uk/PublicSearch.html#>)
- Certified CPD Provider (<https://directory.cpdstandards.com/providers/nqg-consulting-group-dba-dr-tina-talks-work>) –

The CPD Standards Office

INDEPENDENTLY ACCREDITED CPD

www.cpdstandards.com



CPD Standards Office
The Courtyard
59 Church Street
Staines-upon-Thames
Middlesex
TW18 4XS
Tel: 0203 745 6463

CPDSO ACCREDITATION LETTER

Dr Tina Carroll-Garrison
Dr Tina Talks Work
3285 Woodchuck Way
Suwanee
GA 30024
USA

August 2020

Dear Tina,

Re: CPD Standards Office Accreditation

I am delighted to inform you that your submitted training and online course materials have successfully completed our assessment process and have been awarded full CPD accreditation.

The accreditation means that **Dr Tina Talks Work** is officially recognised as an Accredited Provider with the CPD Standards Office. Your course delegates can now be issued with a CPD Certificate of Attendance for inclusion in their CPD records for their professional body, institute, regulator or employer.

You have been allocated an accredited mark with a unique provider number that your company can display in its printed and online communications.

Included in this letter:

1. CPD assessment: Feedback and best practice recommendations
2. Your Accredited CPDSO Logo and Guidelines for Usage
3. Issuing CPDSO Certificates, and CPD points or hours
4. Template: Course feedback form

To follow by separate emails:

5. Your accredited logo (jpg and png formats)
6. CPD activity log – detailing all accredited training courses
7. Template: CPD certificate of attendance and learning tool

Intellectual property rights

Please note that all CPD Standards Office documentation is provided to you for use by your company only. The sharing of this, or any other documentation, relating to CPD Standards Office accreditation is prohibited. If you have any doubts in relation to discussions with third parties, please refer to the CPD Standards Office. Our aim is to protect your intellectual property rights as an Accredited Provider.

If you have any queries regarding your accreditation please get in touch.

I wish you many congratulations and look forward to working with you as an Accredited Provider with the CPD Standards Office, and an active member of the CPD community.

Yours sincerely,

Diane Rose
Head of CPD Accreditation and Assessment
The CPD Standards Office

The CPD Standards Office forms part of The Professional Development Consortium
Registered in the UK: 0829331



FIGURE 4. CPDSO ACCREDITATION LETTER

<div> <div> The CPD Standards Office INDEPENDENTLY ACCREDITED CPD www.cpdstandards.com </div> <div>  </div> </div>	
<div> <div> The CPD Standards Office CPD PROVIDER: 50164 2023-2025 www.cpdstandards.com </div> <div>  </div> </div>	
1. Accountability In The Workplace 6 CPD Hours	2. Assertiveness And Self Confidence 11 CPD Hours
3. Become A More Likeable Boss 7 CPD Hours	4. Civility In The Workplace And Conflict Resolution 8 CPD Hours
5. Coaching Essentials 7 CPD Hours	6. Communication Strategies 8 CPD Hours
7. Delivering Constructive Criticism 6 ½ CPD Hours	8. Developing A High-Performance Team 6 ½ CPD Hours
9. Developing A Learning And Development Strategy For Your Remote Team 9 CPD Hours	10. Emotional Intelligence In A Virtual Environment 8 CPD Hours
11. Goal Setting And Getting Things Done 7 CPD Hours	12. Handling Difficult People/Conversations 8 CPD Hours
13. Improving Self Awareness 8 CPD Hours	14. Influencing And Negotiating For Leaders, Supervisors Influencers And Negotiators 9 CPD Hours
15. Managing And Motivating A Multigenerational Workforce 6 CPD Hours	16. Managing Workplace Anxiety 6 ½ CPD Hours
17. Organizational Skills 7 CPD Hours	18. Personal Productivity – Even For Virtual Employees 6 CPD Hours
19. Self-Leadership 6 CPD Hours	20. Social & Emotional Intelligence 8 CPD Hours
21. Team Building For Managers 6 CPD Hours	22. Time Management 6 ½ CPD Hours
23. Top Ten Soft Skills 14 CPD Hours	24. Trust Building And Resilience Development 6 ½ CPD Hours

25. Virtual Team Building And Management 6 ½ CPD Hours	26. Virtual Workforce Performance Management 6 ½ CPD Hours
27. Work – Life Balance TBD	28. Servant Leadership TBD
29. Understanding the How and Why of Unconscious Bias TBD	30. Attention Management Skills TBD

FIGURE 5. CPD ACCREDITED WORKSHOPS



Thomas-Kilmann Conflict Resolution Facilitator



Certified Culture Facilitator



Certified Diversity & Belonging Facilitator



Certified Strength Deployment Inventory Facilitator 2.0



Accredited Academic Provider,
Excelsior University NY



Accredited Academic Provider,
Glasgow Caledonian University, UK



Certified MBTI© Facilitator



Certified LPI©360 Facilitator



Certified The Leadership Challenge© Facilitator



ICF Certified Coach - PCC



Certified Virtual Facilitator



Certified CPD Provider

FIGURE 6. ACCREDITATIONS, CERTIFICATIONS, AND ACADEMIC AFFILIATIONS 1 OF 2



Thomas-Kilman Conflict Resolution Facilitator



Certified Culture Facilitator



Certified Diversity & Belonging Facilitator



Certified Strength Deployment Inventory Facilitator 2.0



Accredited Academic Provider,
Excelsior University NY



Accredited Academic Provider,
Glasgow Caledonian University, UK

FIGURE 7. ACCREDITATIONS, CERTIFICATIONS AND ACADEMIC AFFILIATIONS 2 OF 2

4. Purpose, Vision, Mission & Values

Quick history: ‘mission’ comes from the Latin root ‘send.’ In the 1500s, Jesuits assigned missionaries to spread the word of Catholic Christianity. Later the military adopted ‘mission’ to refer to objectives that personnel were sent to perform. Then Peter Drucker advocated for the value of using ‘mission statements’ in business strategy. The wisdom of collectives in organizations: An update of the teamwork competencies. In Team effectiveness in complex organizations: Cross-disciplinary perspectives and approaches (pp. 39–79). Routledge/Taylor & Francis Group. The intent of a strong mission is to provide action-driving clarity.

4.1 Purpose

To nurture personal mastery, emotional wellbeing and professional confidence within our clients’ workforce and organization - to develop within themselves the power to positively shape their lives and the world around them.

4.2 Vision

To be the provider of choice of a niche range of organizational development, education, and training services designed to make a significant impact to individuals, organizations, and society at large. We don’t just train - We transform.

4.3 Mission (What I Do And Why I Do It!)

DTTW provides a comprehensive range of development, education, and training services to individuals and organizations across a global footprint.

DTTW facilitates the development of knowledge, skills, and tools to improve performance outcomes, adapt to changing realities, and prosper in a volatile, uncertain complex and ambiguous world.

DTTW serves as a facilitator for the exploration and development of leading concepts, ideas, and insights on individual and organizational best practices and trends.

DTTW maintains the highest commitment to ethical business practices, high-quality products and services, and the well-being of our customers, potential associates, and contract personnel and those associated with the DTTW brand, contract partners and society at large.

DTTW is committed to providing continuing education, training, and development within client organizations because we produce value and build a thriving organization to benefit our customers, potential associates, contract partners and society at large.

4.4 Values

DTTW is a learning organization and in the people business, and we recognize that people and their personal wellbeing are at the center of everything we do. Our values reflect our commitment to learning and our people-focused commitment.

- Learning Organization – where we expand our capacity to create greater value.
- Pay-It-Forward – where we understand we are standing on the shoulders of giants!
- Encouragement – where we believe every customer seeks personal mastery.
- Respect – where we believe that all emotions exhibited by our customers are valid.
- Transparency – where we believe that transparency serves our customers’ best interests.

- Personal Ownership – where we believe each of us has the opportunity to make a big difference for a better shared future.
- Diversity – where we believe we are a global family, and we value diversity, equity, and inclusion. We champion diversity by building stronger capabilities internally among our potential associates and strategic partners that are as diverse as the external consumers we serve, and we do this because the more perspectives we provide our customers, the more impactful our offering is.

5. DTTW Policy And Procedure Statements

DTTW supports clients and individual learners around the globe and our policies are reflective of the diverse communities we support. Policies and procedures help DTTW maintain compliance and mitigate risks. They communicate internally the values, objectives, requirements, and best practices throughout the platform, and to potential associates and contract personnel and those associated with the DTTW brand and clients (US/UK/EU). In general, the following policies and procedures serve to bring order where chaos could reign, especially in the face of ambiguity or human error.

1. Anti-Discrimination And Anti-Harassment Policy Statement
2. Civility Code Of Conduct Policy Statement
3. Complaints, Disputes, And Resolution Policy Statement
4. Confidentiality Policy Statement
5. Data Protection & Privacy and Information Security Policy Statement
6. Equal Access To Learning Policy Statement
7. GDPR /Privacy And Data Protection & Privacy and Information Security Policy Statement
8. Health and Safety Policy Statement
9. Intellectual And Legal Property Rights (For Material Used In Any DTTW Learning Event) Policy Statement
10. Periodic Internal Review Process For Adherence To External Certification Requirements
11. Proprietary Interest Policy Statement
12. Qualifications And Readiness Of All Parties Including Potential Associates Or Contract Personnel Associated With The DTTW Brand Involved In The Design, Development, Delivery, And Evaluation Of Learning Events Policy Statement.
13. Reasonable Adjustments For Delegates With Disabilities Policy Statement
14. Recurring Review And Update Of Learning Content For Quality, Currency, Effectiveness, And Applicability Policy Statement
15. Social Media Policy Statement
16. Substance Abuse Policy Statement

5.1 DTTW Anti-Discrimination And Anti-Harassment Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCJ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCJ</i> of DTTW

PURPOSE: The Purpose of DTTW Anti-Discrimination And Anti-Harassment Policy Statement is trifold; 1) to affirm our commitment to creating a positive culture that is free of discrimination and harassment, 2) to remove discrimination and harassment from within the learning environment and within the DTTW CE/T organization, 3) to ensure that all individuals involved in continuing education/training will not be subject to discrimination or harassment based on a person's membership in a Protected Class, and to ensure compliance with applicable federal and state laws that prohibit such conduct. DTTW affirms that we welcome and celebrate people of diverse backgrounds, cultures, histories, identities, perspectives, and races. Our continuing education, training, development, and coaching environment is strengthened and enriched through a community that reflects the rich tapestry of our complex world. DTTW also prohibits retaliation for reporting or opposing discrimination or harassment or cooperating with an investigation of a discrimination or harassment complaint as required by Federal, state, and local government law.

CONTEXT AND POLICY STATEMENT: DTTW does not discriminate in employment, association, or admission of co-facilitators, speakers, delegates, participants, registrants, associates and contract personnel and those associated with the DTTW brand within the learning environment and within the DTTW CE/T organization, or within any workshops, programs, or activities on the basis of on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age (40 or older), genetic information (including family medical history) or veteran status, or any other basis prohibited by state or local law. DTTW affirms that we welcome and celebrate people of diverse backgrounds, cultures, histories, identities, perspectives, and races. Our continuing education, training, development, and coaching environment is strengthened and enriched through a community that reflects the rich tapestry of our complex world. DTTW also prohibits retaliation for reporting or opposing discrimination or harassment or cooperating with an investigation of a discrimination or harassment complaint as required by Federal, state, and local government law.

HOW WE SHARE THIS POLICY INFORMATION: This Policy Statement is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to [the link to the](#) DTTW Polices, Procedures and Processes Manual located at the Dr Tina Talks Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Polices, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning

content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

Please direct any complaints, questions, or concerns regarding this Policy Statement to our Policy Statement Officer at info@DrTinaTalksWork.com and we will address the issues you raise promptly.

HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.2 DTTW Civility Code of Conduct Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Civility Code of Conduct Policy Statement is to outline the expected appropriate behavior that associates and contract personnel and those associated with the DTTW brand, as well as our learners, are expected to follow within the learning environment and within the DTTW CE/T organization during a training event, towards their colleagues/the client/learners and the overall organization, as reflective of the culture already present within DTTW.

CONTEXT AND POLICY STATEMENT: Civility and civil interactions is the expected norm for our work environment and for the DTTW brand. As a learning organization we promote freedom of expression and open communication, however we expect all associates and contract personnel and those associated with the DTTW brand to follow our civility code of conduct. They should avoid rude discourteous behavior, purposely offending or being offensive, participating in serious disputes and disrupting our workplace/learning environment or within DTTW CE/T organization. We also expect them to foster a well-organized, respectful, and collaborative environment, reflecting our values. Specifically, we expect all associates and contract personnel and those associated with the DTTW brand to

- Be ethical and responsible when dealing with our DTTW finances, products, assets, customers, clients, partnerships, and public image.
- Respect their colleagues and do not engage in any kind of hostile, aggressive, discriminatory behavior, harassment, or victimization.
- Conform with our equal opportunity policy in all aspects of their work, and interpersonal relations.
- Not misuse DTTW assets or use it frivolously.
- Respect all kinds of intangible property, including copyright, trademark, and other property (information, reports etc.) And only use them only to complete their job duties.
- Protect company facilities and other material property (assets) from damage and vandalism, whenever possible.
- Show integrity and professionalism in the workplace/during a learning event.
- Adhere to professional dress code and maintain appropriate personal appearance guidelines.
- Not solicit or accept gifts from learners, delegates, clients, or partners.
- Not solicit or accept bribes from learners, delegates, clients, or partners.
- Fulfill their job duties with integrity and respect toward customers, stakeholders, and the community.
- Encourage our culture of mentoring and sharing of knowledge as part of our pay-it-forward philosophy.
- To avoid any personal, financial, or other conflict of interests that might hinder their capability or willingness to perform their job duties.
- Be friendly and collaborative.
- Be open and receptive to giving and receiving feedback.

HOW WE SHARE THIS POLICY INFORMATION: This Policy Statement is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to [the link to the](#) to the DTTW Policies, Procedures and Processes Manual located at the Dr Tina Talks

Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Policies, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

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5.3 DTTW Complaints, Disputes, And Resolution Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Complaints, Disputes, And Resolution Policy statement is to outline a clear and concise procedure for handling complaints and disputes towards achieving resolution within the learning environment and within the DTTW CE/T organization, to ensure that all individuals involved in continuing education/training, as well as our learners, are confident that they have an avenue for addressing and achieving resolution of complaints and disputes.

CONTEXT AND POLICY STATEMENT: Complaints and Disputes highlight opportunities for process and content improvement. DTTW is a learning organization and complaints and disputes offer us the opportunity to better understand our clients and learners' needs and adjust our offering accordingly. As such we view complaints, disputes, and resolution as learning opportunities, and view complaint handling and dispute resolution is a series of exploratory process towards understanding customer/client dissatisfaction and enhancement processes improving towards resolving conflicts.

We are a learning organization and complaints, disputes, and resolution is a crucial aspect of the DTTW commitment to continuous improvement and customer service that helps to maintain loyalty and trust in our brand, and as such we empower associates and contract personnel and those associated with the DTTW brand to handle complaints and disputes as they arise and to exercise personal judgment regarding when to escalate more serious issues. The complaint, dispute and resolution process involve several steps, including:

- Record all complaints in a log and track trends.
- Identify the type of customer and the root cause of the problem.
- Respond to the customer quickly and politely.
- Acknowledge the customer's concerns and provide reassurance that their complaint is being taken seriously.
- Make a judgment call regarding the seriousness of the complaint and if it's within the initial respondents' power to resolve.
- If yes – then present a solution and verify that the problem is solved to their satisfaction.
- If not – then escalate the problem to Dr Martina Carroll-Garrison (owner/founder) for resolution.

Dr Martina Carroll-Garrison will present a solution and verify that the problem is solved to their satisfaction. Regardless of who resolves the complaint of dispute DTTW will conduct an AAR of all resolved complaints to look for systemic issues or otherwise undetected trends.

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Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies

- including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

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5.4 DTTW Confidentiality Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
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PURPOSE: The Purpose of the DTTW Confidentiality Policy Statement is to outline in clear terms how DTTW expects its associates and contract personnel and those associated with the DTTW brand to treat the information they receive about or from clients, partners and the DTTW CE/T organization and make sure it remains well-protected, as well as affirming the value of confidentiality within the learning environment.

CONTEXT AND POLICY STATEMENT: Confidential and proprietary information is secret, valuable, expensive and/or easily replicated. DTTW consider the following as illustrative examples of confidential information (this list is not exhaustive):

- Unpublished financial information.
- Data of Customers/Partners/Vendors.
- Patents, formulas, or new processes of technologies.
- Customer lists (existing and prospective).
- Data entrusted to our company by external parties.
- Pricing/marketing and other undisclosed strategies.
- Documents and processes explicitly marked as confidential.
- Unpublished goals, forecasts and initiatives marked as confidential.
- Internal operating documents reflecting programs, projects, processes, and procedures.

What you should do:

- Lock or secure confidential and/or valuable information at all times.
- Shred confidential and/or valuable documents when they're no longer needed.
- Make sure they only view electronic versions of confidential and/or valuable information on secure devices.
- Only disclose confidential and/or valuable information as/when it's necessary and authorized.
- Keep confidential and/or valuable documents inside our premises/platforms unless it's absolutely necessary to move them.

What you shouldn't do:

- Use confidential and/or valuable information for any personal benefit or profit.
- Disclose confidential and/or valuable information to anyone outside of the DTTW organization.
- Replicate confidential and/or valuable documents and electronic files and store them on insecure devices.

Why? Protecting our confidential and/or valuable information may be legally binding (e.g. sensitive customer data) and it may constitute the essence of the backbone of the DTTW business, giving us a competitive advantage (e.g. business processes.) When you stop working with DTTW, you are obliged to return any confidential and/or valuable files and delete them from your personal devices. We'll take measures to ensure that confidential and/or valuable information is well protected. We'll:

- Store and lock paper documents.
- Encrypt electronic information and safeguard databases.
- Ask associates and contract personnel and those associated with the DTTW brand to sign non-compete and/or non-disclosure agreements (NDAs).

- Ask for authorization by clients' senior management to allow associates and contract personnel and those associated with the DTTW brand to access certain confidential information on an as-needed basis.

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5.5 DTTW Data Protection & Privacy And Information Security Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Data Protection & Privacy and Information Security Policy Statement is to outline in clear terms how DTTW expects its associates and contract personnel and those associated with the DTTW brand to ensure the privacy and information security of learners' records and associated personally identifiable information (PII) occurring within the learning environment and stored within the DTTW CE/T organization.

CONTEXT AND POLICY STATEMENT: The DTTW Data Protection & Privacy and Information Security Policy Statement addresses the terms of records release and how notification to the learner is handled. DTTW affirms that the most effective means of mitigating the risk of lost or stolen personal data is not to hold the data in the first place. Our approach to data retention and replication is assessed against business need and minimized, either by not collecting unnecessary data or by deleting data as soon as the need for it has passed. Holding any personal data presents security risks to DTTW. The DTTW commitment to data protection & privacy and information security helps to maintain loyalty and trust in our brand, and as such we require associates and contract personnel and those associated with the DTTW brand to handle data protection & privacy and information security concerns immediately as they arise and to exercise personal judgment regarding when to escalate more serious issues.

DTTW uses third parties to provide information technology and other learning supports. These third parties (i.e. TalentLMS) are our data processors. We ensure that any third-party data processors who handle your information comply with data protection legislation and protect your information just as we do. We only disclose personal information that is necessary for them to provide the service that they are undertaking on our behalf. Within TalentLMS you self-register and add the minimum personal data to establish your account. We anonymize your information or use aggregated nonspecific data sets wherever possible. Your data will not be passed to any third-party for their own independent marketing purposes. If for any reason your data is compromised, we will notify you immediately.

Note: TalentLMS data transfers are subject to the latest versions of the SCC approved by the European Commission, as published in the Official Journal of the European Union. This means TalentLMS (and, by our extension, our customers) will always be compliant with respect to the processing of personal data while using our platform.

Our sponsor partner/client does not have access to your data on TalentLMS. Your records are not released or releasable to any party and your certificate of completion for CPD is issued only after you present the completion certificate automatically generated within TalentLMS. and how notification to the learner is handled. You have several rights pertaining to your data including.

- Right of access: You have the right to obtain from DTTW free information about your personal data stored at any time and a copy of such information. Should you wish to avail of this right of access, you may, at any time, contact our Data Protection Officer at INFO@DRTINATALKSWORK.COM.
- Right to rectification: You have the right to obtain from DTTW without undue delay the rectification of inaccurate personal data which concerns you. Taking into account the purposes of the processing, you

shall have the right to have incomplete personal data completed, including by means of providing a supplementary statement. Should you wish to exercise this right to rectification, you may, at any time, contact our Data Protection Officer at INFO@DRTINATALKSWORK.COM.

c) Right to erasure (Right to be forgotten): You have the right to request from DTTW the erasure of personal data which concerns you without undue delay, and DTTW shall have the obligation to erase personal data without undue delay as long as the processing is not necessary: If you wish to request the erasure of personal data you may, at any time, contact our Data Protection at INFO@DRTINATALKSWORK.COM who shall promptly ensure that valid erasure requests are complied with.

d) Right to data portability: You have the right to receive the personal data which concerns you, which was provided to DTTW, in a structured, commonly used, and machine-readable format. In order to assert the right to data portability, you may at any time contact our Data Protection Officer at INFO@DRTINATALKSWORK.COM.

e) Right to object: You have the right to object, on grounds relating to your particular situation, at any time, to processing personal data which concerns you, which is based on public interest or in the legitimate interest of DTTW. This also applies to profiling based on these provisions.

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Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

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5.6 DTTW Equal Access To Learning Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of DTTW Equal Access To Learning Policy Statement is to outline in clear terms how DTTW expects its associates and contract personnel and those associated with the DTTW brand to understand how we affirm our commitment to identify and remove barriers within the learning environment and within the DTTW CE/T organization, so as to ensure that all individuals involved in continuing education/training will enjoy the best possible access to our content as we strive to ensure our platform is designed to improve the work lives of all our learners - as we are continuously working to build and sustain the trust and respect of all – through supporting and promoting life-changing opportunities for people of all backgrounds.

CONTEXT AND POLICY STATEMENT: DTTW is committed to The Equality Act 2010 (UK) and to adhering to our DTTW Equal Access To Learning Policy Statement by taking positive action to:

- Comply with current legislative requirements and monitor that this is adhered to.
- Develop qualifications, support services and products which take into consideration the needs of all sponsors and delegates and do not unnecessarily discriminate against any individual or group.
- Promote fair access to qualifications, minimizing any barriers to access or assessment by implementing reasonable adjustments and special considerations policies.
- Ensure that learning opportunities and fair assessment is open to all who will benefit without compromising the integrity of qualifications.
- Ensure content and language of all written content, including assessment materials and programs are non-discriminatory and free from any bias or stereotypical wording.
- Monitor our qualifications, entry requirements and assessments to identify barriers to access or achievement and remove or minimize unnecessary barriers or bias which could impact on individuals or groups.

DTTW is committed to ensuring equal opportunities for all within the learning environment and within the DTTW CE/T organization, and to ensuring that the Continuing Professional Development opportunities we offer are inclusive and accessible to sponsors and delegates. All who represent the DTTW brand are responsible for the implementation of this policy. We believe that all members, sponsors, and delegates have the right to be treated with dignity and respect regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, ethnicity, religion or belief, sex, and sexual orientation. We will not tolerate unfair treatment or unlawful discrimination, whether intentional or unintentional, direct, or indirect.

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5.7 DTTW GDPR/Privacy And Data Protection Regulation Policy Statement

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PURPOSE: In April 2016, the European Union (EU) adopted new privacy regulations related to the collection of personal information. This regulatory framework – known as the General Data Protection Regulation (GDPR) – went into effect on May 25, 2018. The Purpose of the DTTW GDPR /General Data Protection Regulation Policy Statement is to affirm our commitment within the learning environment and within the DTTW CE/T organization to comply with the EU regulations relating to data storage, disclosure, and use of personal data, as well as the rights of persons with regard to their data. These rights include the right to access, to rectify and to object to information collected, and even the “right to be forgotten” when personal information is no longer needed by the collecting entity. In addition, we acknowledge that there are notification requirements in the event of a data breach.

CONTEXT AND POLICY STATEMENT: DTTW is committed to the DTTW GDPR /General Data Protection Regulation Policy Statement and GDPR (in effect since May 25, 2018) by taking positive action to:

- Comply with current legislative requirements and monitor that this is adhered to.
- This DTTW GDPR /General Data Protection Regulation Policy Statement is to ensure compliance with the EU regulations relating to DTTW’s storage, disclosure, and use of personal data, as well as the rights of persons with regard to their data. All DTTW CE&T activities that collect personal data from natural persons in the EU related to admission, enrollment or employment shall communicate to the person the reason and purpose for collecting the information by using pre-approved forms and directing such persons to this policy. This provision shall apply to any person (student, faculty, or staff) who is physically present in the EU and from whom DTTW is collecting personal data.
- All training and development activities that collect personal data from natural persons in the EU not related to admission, enrollment, or employment – or otherwise collected on a lawful basis – shall obtain written consent from the person with regard to the collection of the information using pre-approved forms.
- Any personal data collected from a natural person in the EU shall be stored, secured, and accessed consistent with the DTTW GDPR data security policies.

Personal data breaches

- Any accidental or unlawful destruction, loss, alteration, unauthorized disclosure of or access to personal data transmitted, stored, or otherwise processed shall be reported to the Supervisory Authority of the EU member state within 72 hours of notice of the breach, unless the personal data breach is unlikely to result in a risk to the rights and freedoms of natural persons.

Data subject rights and retention of academic data

- The individual rights of persons in the EU with regard to their personal data includes the rights of access, ratification, removal, restriction, portability, to object and to not be subject to automated individual decision making, and those rights shall be respected consistent with the procedures implementing this policy.
- With regard to academic data – including course work attempted and/or completed, as well as grades associated with those courses – the College must preserve that data for legal and accrediting

requirements. With respect to other data, the individual's right to erasure and to be forgotten will be respected consistent with the regulation and United States law.

Implementation

- All College departments and offices that collect data should perform an analysis to determine whether and to what extent the office collects personal data that could originate from natural persons in EU member states. Departments and offices that collect such information must document the processing and storage of the data.
- All College contracts within those offices should be reviewed for compliance with this policy and, if non-compliant, a strategy to achieve compliance must be implemented.
- All personnel who deal with GDPR-covered data must go through appropriate training.

Communication

- All academic and administrative offices will be made aware of this policy through appropriate College mechanisms.

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5.8 DTTW Health and Safety Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Health and Safety Policy Statement is to affirm our commitment to achieving the highest health and safety (H&S) standards across our operations within the learning environment and within the DTTW CE/T organization. We affirm that this policy applies to all associates and contract personnel and those associated with the DTTW brand and our learners in all our operating countries/geographic areas.

CONTEXT AND POLICY STATEMENT: We are committed to delivering great service to our customers in a manner which safeguards the health and safety of our associates and contract personnel and those associated with the DTTW brand, client staff and members of the public. Our approach to health and safety aligns with our core vision and values. Everything we do in relation to health and safety is in line with the fundamental beliefs inherent in our vision and values. Our health and safety goals are centered on continually improving our services and striving to exceed the expectations of our customers.

Our Business associates and contract personnel and those associated with the DTTW brand will help DTTW to ensure that we have the resources in place to help us reach our goals of reducing our health and safety risks so far as reasonably practicable. We will ensure that appropriate controls are in place to achieve compliance. We will adhere to standard safety risk management processes to identify what we need to do in order to reduce the impacts of our learning events/activities on our people, and those who may be affected by our learning events/activities. We will drive appropriate behaviors by engaging with our team members and learners to prevent work related injury and ill health, and we will foster a culture of open communication, where people feel able to raise concerns on any health and safety matters.

HOW WE SHARE THIS POLICY INFORMATION: This Policy Statement is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to [the link to the](#) to the DTTW Polices, Procedures and Processes Manual located at the Dr Tina Talks Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Polices, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

Please direct any complaints, questions, or concerns regarding this Policy Statement to our Policy Statement Officer at info@DrTinaTalksWork.com and we will address the issues you raise promptly.

HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.9 DTTW Intellectual And Legal Property Rights (For Material Used In Any DTTW Learning Event) Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Intellectual And Legal Property Rights (For Material Used In Any DTTW Learning Event) Policy Statement - is to affirm our commitment to our associates and contract personnel and those associated with the DTTW brand, and our learners, for the appropriate protection of these assets across our operations within the learning environment and within the DTTW CE/T organization. We recognize that securing our intellectual property is important, however we won't let that be an obstacle to sharing our knowledge with the world and paying it forward.

CONTEXT AND POLICY STATEMENT: The effective application of intellectual property rights in the creation, development and implementation of learning content is a critical component in the field of CE&T, as it plays its part in a knowledge-based economy. To ensure that individuals involved in developing training content for the DTTW platform secure the value of their intellectual property we will affirm and adhere to the DTTW Intellectual And Legal Property Rights (For Material Used In any DTTW Learning Event) Policy Statement. We recognize that the intellectual property created, made, or originated through DTTW or by any associated DTTW instructor, contract personnel, facilitator, or faculty member shall be the sole and exclusive property of same, except as he or she may voluntarily choose to transfer such property, in full, or in part.

HOW WE SHARE THIS POLICY INFORMATION: This Policy Statement is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to [the link to the](#) to the DTTW Policies, Procedures and Processes Manual located at the Dr Tina Talks Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Policies, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

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HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation

of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.10 DTTW Periodic Internal Review Process For Adherence To External Certification Requirements Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Periodic Internal Review Process For Adherence To External Certification Requirements Policy Statement is to ensure that external certification authorities are regularly reviewed and changes and requirements are identified and shared and made available by each/any associates and contract personnel and those associated with the DTTW brand so that any changes that may impact the authority, eligibility or content of products, instruments, devices, or materials used or employed across our operations within the learning environment and within the DTTW CE/T organization are modified.

CONTEXT AND POLICY STATEMENT: Individuals or learners who participate in events or programs associated with the DTTW brand have the right to know of the DTTW remains abreast of any and all changes of requirements to our external certification authorities and our eligibility is current. DTTW affirms our commitment to the periodic review of all our assets, certifications and authorities outlined in Figure 5. CPD Accredited Workshops, **Error! Reference source not found.**, Figure 6. Accreditations, Certifications, And Academic Affiliations 1 of 2, and Figure 7. Accreditations, Certifications And Academic Affiliations 2 of 2. (And future accreditations as they arise/are reflected in this document).

HOW WE SHARE THIS POLICY INFORMATION: This Policy Statement is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to [the link to the](#) to the DTTW Policies, Procedures and Processes Manual located at the Dr Tina Talks Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Policies, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

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HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation

of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.11 DTTW Proprietary Interest Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCJ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCJ</i> of DTTW

PURPOSE: The Purpose of the DTTW Propriety Interest Policy Statement is to ensure that appropriate disclosures are made by each/any associates and contract personnel and those associated with the DTTW brand of any proprietary interest they may have in products, instruments, devices, or materials used or employed across our operations within the learning environment and within the DTTW CE/T organization, and that this disclosure is included in all marketing materials and at the beginning of the learning event.

CONTEXT AND POLICY STATEMENT: Individuals or learners who participate in events or programs associated with the DTTW brand have the right to know of the proprietary interests an instructor or facilitator may have in a product or service mentioned. DTTW is required to disclose each instructor's proprietary interest in any product, instrument, device, service, or material discussed in the event, or program, as well as the source of any compensation related to the presentation. This information is conveyed to learners prior to the commencement of the learning event. To ensure that individuals involved in delivering training disclose any proprietary interest as well as the source of any compensation related to the presentation, each of the following sentences apply as appropriate.

- DTTW is required to disclose each instructor, contract personnel or facilitator's proprietary interest in any product, instrument, device, service, or material discussed in the event, or program, as well as the source of any compensation related to the presentation. This information will be conveyed to learners prior to the commencement of the learning event.
- Neither DTTW nor any DTTW instructor, contract personnel or facilitator has proprietary interest in any product, instrument, device, service, or material discussed during the learning event except those offered by DTTW.
- There is no third-party compensation related to the learning event or program.

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Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning

content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

Please direct any complaints, questions, or concerns regarding this Policy Statement to our Policy Statement Officer at info@DrTinaTalksWork.com and we will address the issues you raise promptly.

HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.12 DTTW Qualifications And Readiness Of All Parties Including Potential Associates Or Contract Personnel Associated With The DTTW Brand Involved In The Design, Development, Delivery, And Evaluation Of Learning Events.

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>mcg</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>mcg</i> of DTTW

PURPOSE: The Purpose of the DTTW Qualifications And Readiness Of All Parties Including Potential Associates Or Contract personnel Involved In The Design, Development, Delivery, And Evaluation Of Learning Events Policy Statement is to affirm our commitment to ensure that each/any associates and contract personnel and those associated with the DTTW brand involved in the design, development, delivery, and evaluation of learning events across our operations within the learning environment and within the DTTW CE/T organization are qualified to perform their assigned tasks. Ensuring that individuals involved in the design, development, delivery, and evaluation of DTTW learning events are qualified to perform their assigned tasks is critical to the success of our program, and sustainment of our DTTW brand, as unqualified individuals would be an obstacle to sharing our knowledge with the world and meeting our core value of paying-it-forward.

CONTEXT AND POLICY STATEMENT: : To ensure that individuals involved in design, development, delivery and evaluation of our training content for the DTTW platform and associated with the DTTW brand are qualified and capable to design, develop, deliver, and evaluate our learning events we will affirm and adhere to this Policy Statement, as follows: All Individuals – including Dr Martina Carroll-Garrison, associates and contract personnel and those associated with the DTTW brand, external facilitators or other faculty members involved in the design, development, delivery, and evaluation of learning events made for, or originated through DTTW shall demonstrate their qualifications to perform the work through previous successful experience, academic training, professional development or certification as appropriate to the specific task at hand.

HOW WE SHARE THIS POLICY INFORMATION: This Policy Statement is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to [the link to the](#) to the DTTW Policies, Procedures and Processes Manual located at the Dr Tina Talks Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Policies, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and

learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

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HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.13 DTTW Reasonable Adjustments For Delegates With Disabilities Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of Reasonable Adjustments For Delegates With Disabilities Policy Statement is to affirm that DTTW is committed to making reasonable adjustments for delegates with disabilities in accessing our operations within the learning environment and within the DTTW CE/T organization. The DTTW platform is designed to improve work lives through learning, and as such we are committed to providing a quality service for our learning participants and working to build and sustain the trust and respect of all our stakeholders.

CONTEXT AND POLICY STATEMENT: Our aspiration is to facilitate open access for all delegates who are eligible for reasonable adjustments or special considerations in assessments, whilst ensuring the assessment of understanding, knowledge, skills, and competence is not compromised in any way for all of the protected characteristics within the Equality Act 2010. One of the ways in which we strive to improve our service is by listening and responding to the views of our learning participants and stakeholders, and in particular by responding positively to requests or needs for Reasonable Adjustments For Delegates With Disabilities. This policy will also be used by DTTW to ensure we are managing all reasonable adjustments and special considerations requests in a fair and consistent manner.

This policy outlines the following:

- Arrangements for making reasonable adjustments and special considerations in relation to the delivery and assessment of our qualifications.
- How delegates qualify for reasonable adjustments and special considerations
- Reasonable adjustments we will accept, and requests that are required prior to them being applied.
- What special considerations can be granted for delegates.

Definition of a Reasonable Adjustment

A reasonable adjustment relates to any actions that help to reduce the effect of a disability or difficulty, which may place the learner at a disadvantage during the delivery of a qualification or an assessment situation. They are applied to an assessment process for a qualification to enable a learner with a disability or difficulty to demonstrate his or her knowledge, skills and understanding of the levels of attainment required in the qualification specification.

When a reasonable adjustment has been applied, the work produced by the learner will be marked to the same standards and assessment requirements as the work assessed, the other delegates.

Definition of a Special Consideration

Special consideration is a post-assessment adjustment to the marks of a learner's assessment paper or rearrangement of an assessment time and/or date. A special consideration can be granted after an assessment has taken place if a learner may have been disadvantaged.

Policy Statement

DTTW will adhere to relevant requirements and legislation to promote fair access to assessment for all delegates. Assessment will be a fair test of delegates' knowledge, skills, and ability. The standard format of assessment may not be suitable for all delegates, our aim is that our assessments do not prevent any

delegates from attaining them. DTTW recognizes that reasonable adjustments or special considerations may be required at the time of assessment where the following applies:

- delegates have a permanent disability or specific learning needs.
- delegates have a temporary disability, learning needs or medical condition.
- delegates are not available at the time of assessment.

Reasonable adjustments and special consideration arrangements are available to ensure all delegates receive recognition of their achievement providing there is evidence that the equity, validity, and reliability of the assessments can be assured. These arrangements should not be used to make assessments easier for delegates or give delegates a head start and should not disadvantage other delegates.

- All requests for reasonable adjustments and special considerations will be reviewed on an individual basis and all the information received will be considered.

Principles of Granting Reasonable Adjustments

- DTTW will support delegates and sponsors making these reasonable adjustments by ensuring that the following applies:
- Reasonable adjustments granted provide delegates with the opportunity to demonstrate their attainment.
- The reasonable adjustment compensates for any disadvantage imposed by the disability or difficulty but do not disadvantage others.
- Certificates issued do not mislead anyone regarding the learner's attainment.
- The assessments were rigorous and fair.
- The assessment activity is valid and is measurable against the assessment criteria.
- Assessment results are reliable.

Reasonable adjustments that may be requested are as follows:

1. Modified enlarged manuals or assessment paper. For delegates with a visual impairment where enlarged text would allow them access to fair delivery and assessment (pre-assessment notice is required).
2. Assessment extension time. An allowance of 25% extra time is permissible for assessment discussion if the learner has learning difficulties, supported by an assessment report evidencing the need for the adjustment.
3. For delegates with a visual impairment whose reading skills have been tested and defined as below average or where English is a delegates second language the Student Read Ahead provides sufficient detail to create an understanding of all learning concepts. This readahead can be READ ALOUD by WORD or other similar application available through the delegates' personal or sponsor provided laptop.
4. Use of a sign interpreter. For delegates who communicate by using a personal or sponsor provided sign language. The personal or sponsor provided interpreter may only sign the question questions, they must not explain or clarify.

DTTW may reject requests in situations as follows:

1. Reasonable adjustments must not invalidate the assessment requirements.
2. The content and delivery of the chosen course of study would prevent the learner from fulfilling a major section of the WORKSHOP.
3. Must not give the delegate an unfair advantage compared to other delegates for whom a reasonable adjustment has not been granted.

Procedure to Request a Reasonable Adjustment

1. Sponsors must endeavor to identify delegate needs as soon as possible to request the appropriate adjustments and are Reviewed by DTTW, once approved these can be implemented.
2. The process for requesting access arrangements and the evidence required may vary dependent upon the workshop, the delegate's circumstances and any other factors that need to be taken into consideration.
3. Reasonable adjustments may cover all of the workshop content and not just the assessment. We ask that a request is submitted to DTTW prior to the workshop starting. All arrangements for adjustments must be Approved By DTTW before being implemented.
4. All requests for reasonable adjustments and special considerations will be reviewed on an individual basis and all the information received will be considered.
5. DTTW will not approve any adjustments that may compromise the assessment criteria and that may disadvantage other delegates.
6. If you wish to appeal against our decision to decline a request for a reasonable adjustment or special consideration, please refer to our DTTW Complaints, Disputes, And Resolution Policy Statement.

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Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

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HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.14 DTTW Recurring Review And Update Of Learning Content For Quality, Currency, Effectiveness, And Applicability Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Recurring Review And Update Of Learning Content For Quality, Currency, Effectiveness, And Applicability Policy Statement is to ensure that our learning content and processes within the learning environment and within the DTTW CE/T organization are reflective of the DTTW ethos as a learning organization. We strive to remain fit for Purpose and to ensure that the quality of services we deliver remain relevant to the explicit and implicit requirements of individual learning needs and the desires of our clients. As a matter of course all the DTTW policies, procedures, program content, projects, and processes applicable to our operations within the learning environment and within the DTTW CE/T organization are regularly stress-tested and reviewed for potential improvements as part of our quality assurance requirements. All on-the-shelf learning content is overhauled each time it is called into service.

CONTEXT AND POLICY STATEMENT: The DTTW Recurring Review And Update Of Learning Content For Quality, Currency, Effectiveness, And Applicability Policy Statement is intended to ensure that standards of quality for each course is being met. Thus, our monitoring approach focuses on and results in improvement and enhancement of student learning outcomes. Our two-pronged approach towards achieving this objective is to examine and analyze 1) how course outcomes are identified, and 2) the teaching and learning strategies used to achieve them. Otherwise, a lack (or perceived lack) of quality, currency, effectiveness, and applicability would be an obstacle to living up to our value as a learning organization, or our commitment to sharing our knowledge with the world and paying-it-forward.

To ensure that learning content within the DTTW portfolio remains relevant we will affirm and adhere to the Recurring Review Of Learning content For Quality, Currency, Effectiveness, And Applicability Policy Statement as follows:

DTTW will conduct a formal AAR after completion of each learning event delivery 1) to assess student achievement relative to the learning outcomes, 2) assess facilitator efficacy as indicated on the participant feedback form,

DTTW will conduct a recurring review of learning content for quality, currency, effectiveness, and applicability as appropriate to the specific task at hand (each time a product is called into service) and in response to the explicit and implicit and emerging needs of our client, and reflective of the prevailing research and thought leadership surrounding the specific soft skills and leadership topic.

As a matter of course all the DTTW policies, procedures, program content, projects, and processes applicable to our operations within the learning environment and within the DTTW CE/T organization are regularly stress-tested and reviewed for potential improvements as part of our quality assurance requirements. All on-the-shelf learning content is overhauled each time it is called into service.

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Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Policies, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

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DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.15 DTTW Social Media Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Social Media Policy Statement is to affirm our commitment to the safety, security and privacy of our clients, learners, delegates, associates, and contract personnel and those associated with the DTTW brand across our operations within the learning environment and within the DTTW CE/T organization. We recognize that social media represents a vast online community where customers, partners, suppliers, and shareholders come together to share information, promote products and services, and exchange opinions and experiences. Therefore, this policy will (a) outline the DTTW social media guidelines and protocols, (b) define the rules that apply to both corporate and personal social media use, and (c) explain DTTW disciplinary action process for policy violations.

CONTEXT AND POLICY STATEMENT: DTTW recognizes the limits and risks of social media, and how it can affect our company's brand, public image, and core values. Therefore, we have created this social media policy to lay out a framework of tested social media guidelines and protocols.

Scope: This social media policy applies to all DTTW associates and contract personnel and those associated with the DTTW brand. DTTW defines social media as any form of electronic communication or application that enables users to create online communities and share knowledge, opinions, media, and private and public messages.

Corporate Use: Employees that are responsible for representing the company on social media are required to uphold the company's image, core values, and brand. Subsequently, DTTW expects all associated with the DTTW brand to remain fair, professional, and polite to any DTTW partners, shareholders, customers, members, and/or suppliers.

Social Media Guidelines:

- Avoid speaking on and/or posting about subjects outside of the company's expertise.
- Reply to all comments in a timely manner.
- Correct or delete incorrect and/or misleading content.
- Adhere to the company's confidentiality agreement and anti-discriminatory policy.
- Avoid posting and/or sharing offensive, discriminatory, and/or false information.

Personal Use: To ensure optimal productivity, DTTW allows its associates and contract personnel and those associated with the DTTW brand to access personal social media channels at work for minimal needs. We do ask our associates and contract personnel and those associated with the DTTW brand to be responsible with their time and always ensure deadlines and job responsibilities are completed on time.

While DTTW recognizes that we may not prohibit our associates and contract personnel and those associated with the DTTW brand from posting personal opinions and content on private accounts, we do expect each to uphold the highest level of respect and adhere to our company's anti-discriminatory and harassment policies.

Furthermore, we ask all DTTW associates and contract personnel and those associated with the DTTW brand to:

- Clearly state that personal opinions and content on employees' social media accounts are not approved or supported by DTTW.

- Avoid posting intellectual property and confidential company information on personal social media accounts.
- Avoid discussing company-related information with customers on personal social media accounts.
- Avoid sharing abusive, offensive, and/or slanderous content.
- Adhere to financial disclosure laws.

HOW WE SHARE THIS POLICY INFORMATION: This Policy Statement is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to [the link to the](#) to the DTTW Policies, Procedures and Processes Manual located at the Dr Tina Talks Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Policies, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

Please direct any complaints, questions, or concerns regarding this Policy Statement to our Policy Statement Officer at info@DrTinaTalksWork.com and we will address the issues you raise promptly.

HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

5.16 DTTW Substance Abuse Policy Statement

Effective Date Issued: July 24th, 2020	Date Reviewed: 01 Oct 2021, 01 Oct 2022, 04 Sept 2023, 29 Sep 2023	Reviewed by <i>MCQ</i> of DTTW
	Date Approved 1 Oct 2023	Approved By <i>MCQ</i> of DTTW

PURPOSE: The Purpose of the DTTW Substance Abuse Policy Statement is to highlight our awareness that substance abuse imposes a burden not only on those caught up in the abuse, but also to our learners and on our co-workers, including our associates and contract personnel and those associated with the DTTW brand and that it may lead to poorer job performance and accident risks across our operations within the learning environment and within the DTTW CE/T organization. To mitigate these risks, we have developed this zero-tolerance substance abuse policy to prohibit the use, possession or sale of drugs and strictly regulate the consumption of alcohol across our operations within the learning environment and within the DTTW CE/T organization.

CONTEXT AND POLICY STATEMENT: All job applicants, associates, and part-time contractor personnel and those associated with the DTTW brand should abide by the provisions of this policy. Illegal drugs, inhalants, and prescription as well as over-the-counter drugs fall into the “substances” category. We will also place restrictions on alcohol consumption. While working, you must not:

- Possess, use or be under the influence of alcohol, inhalants, or drugs. You can consume alcohol in moderation while in approved business meetings or social gatherings.
- Sell, buy, transfer, or distribute drugs or drug paraphernalia.
- Use prescription drugs (e.g. medical marijuana) while working or being on company premises.

To prevent accidents and productivity losses, we may implement drug and alcohol tests for employees/candidates when:

- We have made a formal job offer to the final candidate or when we are about to promote a current employee.
- The circumstances surrounding a workplace accident are unclear and we want to ensure there was no substance abuse involved.

We reserve the right to withdraw our job offer, alter your job duties, or send you home for the day if you’re under the influence of drugs (e.g. muscle relaxants.) We may also terminate you if your actions create safety risks. We will determine the best disciplinary action on a case-by-case basis.

HOW WE SHARE THIS POLICY INFORMATION: This Policy Statement is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to [the link to the](#) to the DTTW Policies, Procedures and Processes Manual located at the Dr Tina Talks Work website. DTTW marketing materials in general and each individual workshop/training event’s content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Policies, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our

associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

Please direct any complaints, questions, or concerns regarding this Policy Statement to our Policy Statement Officer at info@DrTinaTalksWork.com and we will address the issues you raise promptly.

HOW WE ENFORCE: DTTW takes both the specifics and intent of this policy statement seriously and regularly reviews our relationships, student feedback, the quality of training artifacts and content materials, and learner information and requests for policy and process conflicts and/or the incorporation of solutions identified during AARs. The policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects our commitment to as a learning organization and the values of DTTW.

DTTW may have to take action against associates or contract personnel or those associated with the DTTW brand who repeatedly or intentionally fail to follow our policy and procedures, that will vary depending on the violation. Each policy violation will be thoroughly investigated by DTTW before disciplinary action is finalized. Disciplinary action may include a reprimand, written warning, and/or termination of our relationship.

6. Annual Program Evaluation

Although DTTW delivers individual workshops and workplace interventions for ad hoc federal clients on an as-needed basis, our primary client (since the Spring of 2017) has been a U.S. federal agencies' Workforce Development And Training Division. This client has elected to undertake a long-term programmatic approach to delivering their in-house leadership and soft skills program. DTTW has been contracted to design, develop, and deliver the annual series of soft skills and leadership workshops on behalf of the client.

- 1.1. The global COVID-19 pandemic saw a cessation of on-sit/all-day synchronous delivery of content in the Spring of 2020. Heretofore this client was not open to delivery of virtual training, - either synchronous or asynchronous - however as the workforce became fully remote (through 4th quarter 2022) the client reconsidered virtual training. At the same time DTTW sought external accreditation from the global CPDSO accreditation organization as an avenue to affirm the quality of our training organization and improve the value of our CE&T offering by offering CPDs. This strategy was driven in part by wanting to remain competitive in a volatile and uncertain marketplace when many other providers were also beginning to deliver virtual training programs.
- 1.2. In 2020 (third and fourth quarter FY2020) we delivered several 'pilot' virtual/synchronous workshops via MS Teams and observed that the participation/registration rate and number of cancellations and no-shows substantially improved – in part because of the topics being delivered, and also because of ease of access, and the demand for 'connection' while working remotely.
- 1.3. In FY2021 (beginning on 1 October 2020) as a demonstration of program effectiveness our client renewed our contract for another 12 months and requested a series of 10 CPD accredited virtual leadership and soft skill workshops. At this time, we began offering CPDs to participants who completed both the 2-hour synchronous workshop and the additional hours of progressive/sequential content hosted on TalentLMS.
- 1.4. In FY2022 (beginning on 1 October 2021) our client renewed our contract for another 12 months and requested a series of 15 CPD accredited workshops, as the feedback from remote and virtual employees expressed appreciation for the agencies' continued commitment to training and building a connection among a remote workforce. We continued offering CPDs to participants who completed both the 2-hour synchronous workshop and the additional hours of progressive/sequential content hosted on TalentLMS.
- 1.5. At the end of FY22 (30 September 2022) we conducted an Annual Program Evaluation and an AAR to assesses the effectiveness of our CE&T program towards meeting the clients explicit and implicit training and development needs.
- 1.6. In FY2023 (beginning on 1 October 2022) our client again renewed our contract for another 12 months and requested a series of 12 leadership and soft skill workshops as the agency elected to continue the virtual and remote work opportunity for the majority of their workforce. Additionally, they recognized that the participation rates from a wider catchment area supported the continued need for the virtual program. At this time, we improved the value of our offering to our learners as we also began offering continuing professional development credits (CPDs) to participants who completed both the 2-hour synchronous workshop and the additional asynchronous hours of progressive/sequential content hosted on TalentLMS.

- 1.7. At the end of FY23 (30 September 2022) we conducted an Annual Program Evaluation and an AAR to assess the effectiveness of our CE&T program towards meeting the clients explicit and implicit training and development needs.
- 1.8. In FY2023 (beginning on 1 October 2023) our client again renewed our contract and requested a series of 12 leadership and soft skill workshops as the agency continues the virtual and remote work opportunity for the majority of their workforce.
- 1.9. The client recognizes the participation rates and feedback support the continued need for the virtual program.
- 1.10. As a CE&T provider we are delighted to continue our relationship with our primary client as each years' contract renewal is evidence of their appreciation of our program effectiveness, development, administration, delivery, and support of the long-term CE&T program.
- 1.11. DTTW knows we are succeeding in our mission – in part - based upon our sixth successful annual renewal of our CT&E relationship with our primary client over the past 7 years.

6.1 "How does the DTTW organization know we are succeeding toward our mission (Mission (What I Do And Why I Do It!)), and how can we demonstrate it?



Who? Dr Martina Carroll-Garrison compiles the annual program review.

What? The elements of the annual program review include the following sections;

- Section 1. Soft Skills Program Logic Model
- Section 2. FY23 OAA Soft Skill Program Workshop Title & CPD Value
- Section 3. FY23 Program: Process Flow
- Section 4. FY23 Results Overview
- Section 5. FY23 OAA Soft Skill Programs' Notable Results (in contrast to FY22)
- Section 6. FY23 Registrant By Civilian Grade (Across All 24 Workshop)
- Section 7. FY23 Registrant By Military/SES Grade (Across All 24 Workshops)
- Section 8. FY23 Participation By Organization//No-Show (Across All 24 Workshops)
- Section 9. FY23 Attendance By Organization by Cancellation & No-Shows
- Section 10. FY23 - Sample Of Post Learning Survey
- Section 11. FY23 Overview Of Build Process, CPD Accreditation And Survey Results

When? Quantitative and qualitative data is collected/analyzed/shared throughout the program year, before/during/after each workshop, and program adjustments are made based on each new insight. Finally, the annual program review is conducted during the first month after the

conclusion of the clients' fiscal year – specifically during the month of October and includes both a month-on-month review and a cursory comparison to the previous years' program.

How?

How? The clients' Training Program Analyst serves as the interface with the learners and delivers/ collects the various feedback instruments and provides the resultant raw data to Dr Martina Carroll-Garrison for analysis and review. The client is especially interested to track the programs' reach across the serviced population, the seniority of participants, the recurrence of participation and/or no-shows, and the utility and effectiveness of each workshop topic in meeting the learners' expectations and application to their work life. This information is derived from the quantitative/Likert data and the qualitative/written comments data.

Tools?

With What Tools? The client has a preference for the MS Suite of tools, including Word, PowerPoint, Excell to present the raw data in a visually appropriate manner so as to 'understand the bottom-line' upon first review.

6.2 Mission: What I Do And Why I Do It

- DTTW provides a comprehensive range of development, education, and training services to individuals and organizations across a global footprint.
- DTTW facilitates the development of knowledge, skills, and tools to improve performance outcomes, adapt to changing realities, and prosper in a volatile, uncertain complex and ambiguous world.
- DTTW serves as a facilitator for the exploration and development of leading concepts, ideas, and insights on individual and organizational best practices and trends.
- DTTW maintains the highest commitment to ethical business practices, high-quality products and services, and the well-being of our customers, potential associates, and contract personnel and those associated with the DTTW brand, contract partners and society at large.
- DTTW is committed to providing continuing education, training, and development within client organizations because we produce value and build a thriving organization to benefit our customers, potential associates, contract partners and society at large.

1.12. DTTW is a learning organization and continuously improves our processes to measure effectiveness of our development, administration, delivery, and support of our education/training program.

1.12.1. Prior to FY2022 we relied solely on anecdotal learner feedback and the completion of hardcopy learner feedback questionnaires, that were handed over to the client without any further analysis.

1.12.2. During FY2022 we created a google based anonymize post learning survey to assess the first two levels of the Kirkpatrick Evaluation Model (1) the reaction of the student and their thoughts about the training experience; (2) the student's resulting learning and increase in knowledge from the training experience.

1.12.3. At the conclusion of each workshops' feedback window, we consolidated the results into a monthly report and shared this with the client.

1.12.4. At the conclusion of FY2022 we developed a consolidated annual report of with analysis of the feedback from the post learning survey and provided this to the client.

1.12.5. During FY2023 we continued to distribute the google based anonymize post learning survey to assess the first two levels of the Kirkpatrick Evaluation Model. We strove to increase the

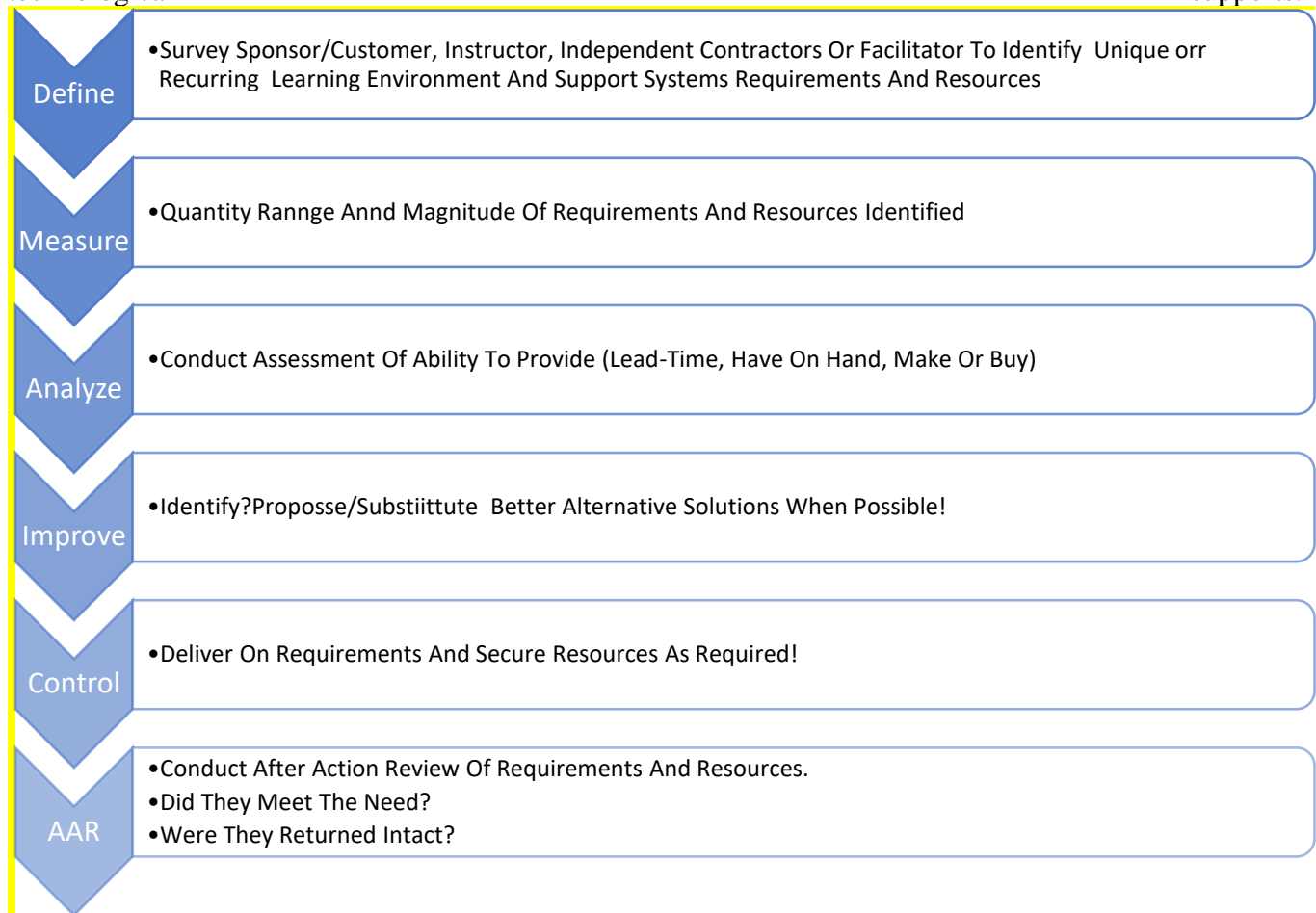
completion rate by tying the learner's receipt of the completion certificate to completion of the post learning survey. We recognize that this linkage may reduce a learner's candor in terms of completing the survey and plan to modify our approach for FY24.

- 1.12.6. At the conclusion of each workshops' feedback window, we consolidated the results into a monthly report and shared this with the client.
- 1.12.7. During FY2023 we also created a logic model reflecting the clients' Leadership & Soft Skill Program. The logic model serves as a graphical representation of the clients' program, from the resources (inputs) and activities that will take place, to the deliverables (outputs) and goals(outcomes) that the program will produce. From this graphic we are able to depict the relationship between increased participation in our workshops and positive feedback within the annual Federal Employee Viewpoint Survey (FEVS).
- 1.12.8. At the conclusion of FY2023 we developed a consolidated annual report with analysis of the feedback from the post learning survey and provided this to the client.

7. Learning Environment and Support Systems

7.1 Relevant instructional and learning resources are available for instructors, learners, and staff.

DTTW is committed to ensuring all relevant instructional and learning resources are available for instructors, learners, and staff associated with the DTTW brand. We engage the DMAIC acronym (Define, Measure, Analyze, Improve, and Control) as it represents the five phases that make up the process to clarify the ongoing improvement activity, for ensuring all reference material is up to date; educational materials are accessible, accurate and current; and media/technological resources are properly maintained and in good working order. The process identifies the who, what, when, how, and with what tools and include the addresses reference/educational materials, media resources, and technological supports.





Who?

Who? Dr Martina Carroll-Garrison identifies and compiles the learning environment and support systems requirements and resources for each learning product.

What?

What? The elements of the learning environment and support systems include the

- Reference materials/PDF of PowerPoint Slides
- Read ahead materials and/or video links.
- Advertorials
- Access directions to the Learning Management System
- RSVP announcement on MS Teams

When?

When? Consideration of the requirements for the learning environment and support systems begins during the planning, design, and development of each workshop. However, each on-the-shelf workshop is continuously stress tested to ensure that the client's needs are consistent with the learning approach (as sometimes the client may require additional emphasis of a particular learning objective in response to emerging needs)

How?

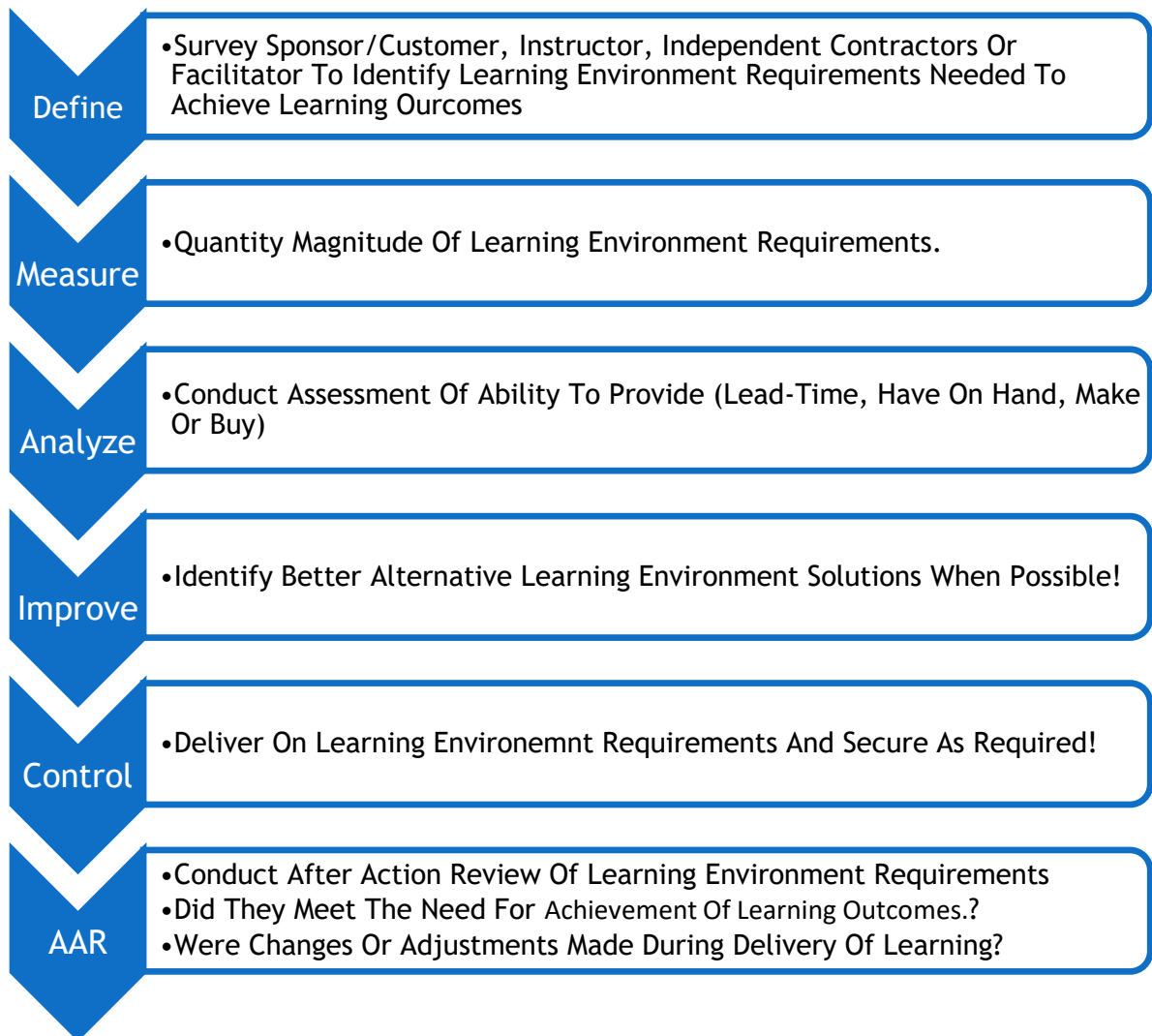
How? The client prefers a predictable and proforma approach to the learning environment and support systems, and as such the learner experiences a familiar learning environment. The clients' Training Program Analyst and Dr Tina communicate during the preparation and compilation of the learning content, measurement instruments and prework/advertorial etc. in advance of scheduling and coordinating the MS Teams live training event. Together we 'login' to the virtual classroom 30 minutes before the scheduled start time. We confirm access to the learning materials and that all video links, audio, and classroom tools are operational. The client desires to have each synchronous workshop recorded for the learner's benefit, so the Training Program Analyst manages the client announcement and recording protocols. Immediately after the conclusion of each live/virtual event we conduct an After-Action review and identify any changes, processes improvements, new-work items, or learner follow-up requirements.

Tools?

With What Tools? The client prefers the MS Teams and MS Suite of Programs to manage, deliver and store the learning content.

7.2 A process to ensure learning environments support the achievement of learning outcomes.

DTTW is committed to ensuring that the learning environments support the achievement of learning outcomes, especially as the client prefers a predictable and familiar learning environment protocol. As such the curriculum design for the soft skills program includes a repetitive and consistent set of learning environment criteria (e.g., for synchronous/virtual instructor-led training, this includes cover page, learning objectives, learning outcomes, visuals and graphics on the Power Point materials, virtual classroom set-up, directions for learning platform navigation, system requirements and virtual course structure that encourage learner familiarity and peer-to-peer interaction as well as learner-to-instructor and learner-to-content. The following considerations are being explored when identifying the learning environment criteria.





Who?

Who? Dr Martina Carroll-Garrison identifies and compiles the process to ensure learning environments support the achievement of learning outcomes, while the moderator/ Training Program Analyst introduces them to the learners.

What?

What? The elements of the learning environment that support the achievement of learning outcomes include.

- Classroom norms
- Learner engagement
- Use of technology
- Access to extra learning/directions to the Learning Management System
- Invitation to complete the post-learning survey.

When?

When? Presentation of the requirements to the learners occurs before the workshop begins, and after delivery of content/during the sharing of the ah-ha moments and at the conclusion of the day's learning experience.

How?

How? The client prefers a predictable and proforma approach to the learning environment and support systems, and as such the learner experiences a familiar learning environment. The clients' Training Program Analyst and Dr Tina communicate in tandem with the learning environment expectations.

Tools?

With What Tools? The client prefers the MS Teams and MS Suite of Programs to manage, deliver and store the learning content. A copy of the documented process is as follows: The process is established in advance for the program as a whole and for each workshop and repeated/reiterated by the clients' Training Program Analyst (TBA)/co-facilitator/moderator at the beginning of each workshop, when the learners are requested to observe the classroom norms, including.

Up -Front

- 16.1. Welcome remarks. ☐ YES/NO
- 16.2. Introduction to the topic. ☐ YES/NO
- 16.3. Introduction of Dr Tina -as the workshop facilitator- by the clients' TPA ☐ YES/NO
- 16.4. Request the learners to Turn on camera to simulate the classroom environment (if bandwidth permits), ☐ YES/NO
- 16.5. Request the learners to mute their microphone when not speaking (to avoid hot-mic dilemma), ☐ YES/NO
- 16.6. Request the learners to use the raise-hand-feature, when wanting to ask a question/add to the conversation, ☐ YES/NO
- 16.7. Request the learners to contribute written comments in the virtual chat room, ☐ YES/NO
- 16.8. Request the learners to embrace peer-to-peer learning. ☐ YES/NO

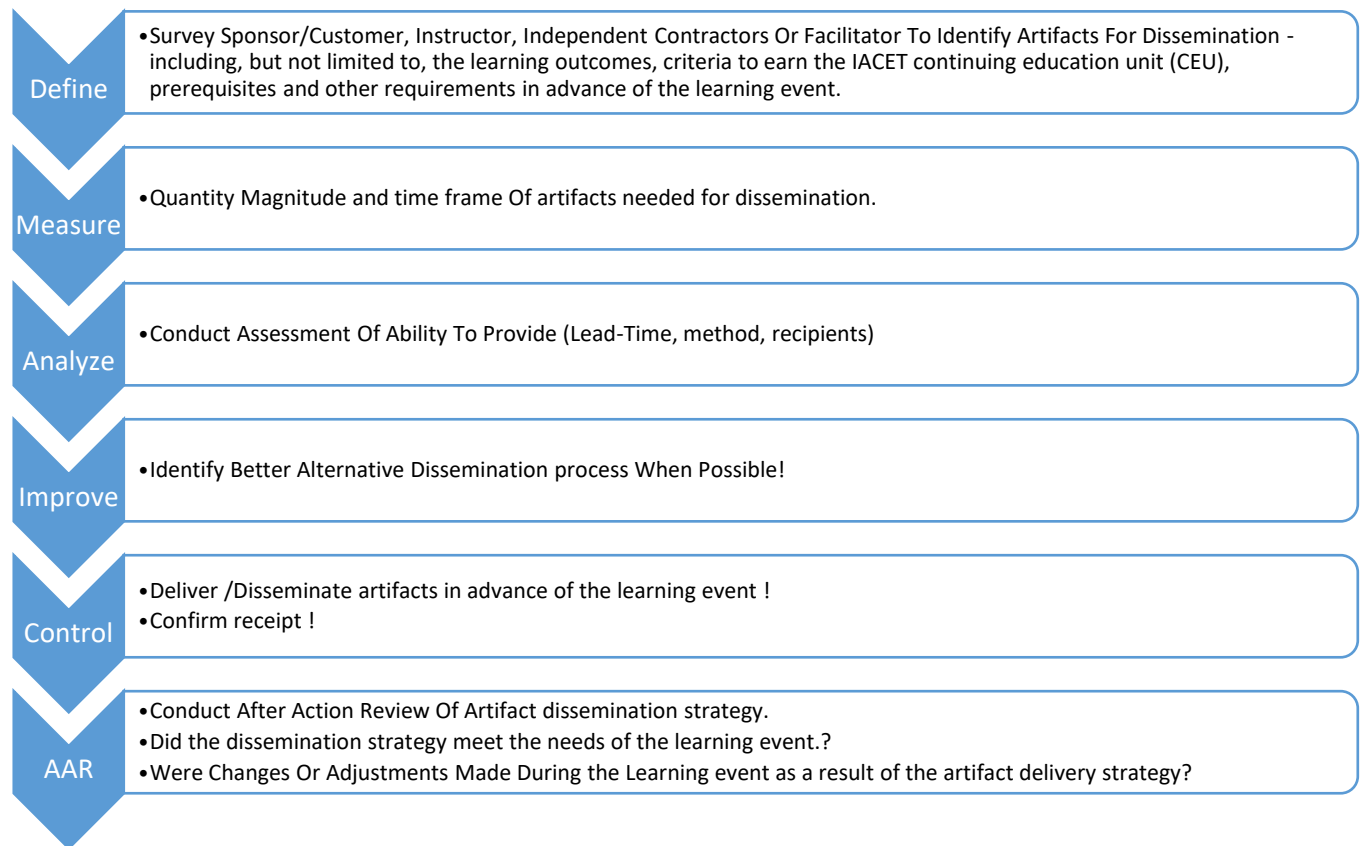
- 16.9. Advise the learners of the 2-hour workshop schedule, the short organic break mid-way through the workshop and the expectation for each learner to share their 'ah-ha' moment' or one takeaway with the class – to reinforce the learning for all. ☐YES/NO

Conclusion

- 16.10. After sharing 'ah-ha' moments, invite learners to provide feedback/complete post-learning survey ☐YES/NO
- 16.11. Request a post- workshop completion survey, ☐YES/NO
- 16.12. Instruct on how to request access to the extended learning content hosted on TalentLMS and the ability to earn the 6+ hours of Continuing Professional Development credit. ☐YES/NO

7.3 A process to disseminate information including, but not limited to, the learning outcomes, criteria to earn the IACET continuing education unit (CEU) and continuing professional development (CPD) credit, prerequisites, and other requirements in advance of the learning event.

DTTW is committed to ensuring that an established process is in place to disseminate information that will prepare the learner for success, including, but not limited to, the learning outcomes, criteria to earn the IACET continuing education unit (CEU) and continuing professional development (CPD) credit when applicable, prerequisites and other requirements in advance of the learning event, especially as the client prefers a predictable and familiar pre-learning event protocol. As such the protocol for prerequisites and other requirements in advance of the learning event includes a repetitive and consistent set of shared information within the advertorial, including a workshop description learning objectives, learning outcomes, a visual or graphic representing the topic (from the Power Point materials) the total continuing professional development (CPD) value of the workshop, if prerequisites are required and potential to earn to earn the IACET continuing education unit (CEU).



Who?

Who? Dr Martina Carroll-Garrison identifies and compiles the process to disseminate advertorial information including, but not limited to, the learning outcomes, criteria to earn the IACET continuing education unit (CEU) and continuing professional development (CPD) credit, prerequisites, and other requirements in advance of the learning event, while the Training Program Analyst emails them to the registered learners.

What?

What? The process to compile and disseminate advertorial information including, but not limited to, the learning outcomes, criteria to earn the IACET continuing education unit (CEU) and continuing professional development (CPD) credit, prerequisites, and other requirements in advance of the learning event.

When?

When? Presentation of the advertorial content to the learners occurs before the workshop begins and discussed again after delivery of content/during the sharing of the ah-ha moments and at the conclusion of the days learning experience.

How?

How? The client prefers a predictable and proforma approach to the learning environment and support systems, and as such the learner experiences a familiar learning environment. The clients' Training Program Analyst and Dr Tina communicate in tandem via email and during the workshop the advertorial content.

Tools?

With What Tools? The client prefers the MS Teams and MS Suite of Programs to manage, deliver and store the learning content. A copy of the advertorial is established in advance for the program as a whole and for each workshop and repeated/reiterated by Dr Tina and the clients' Training Program Analyst (TBA)/co-facilitator/moderator the at the beginning of each workshop.

7.4 An established process to ensure support services are available to learners prior to, during and following the learning event.



Who?

Who? Dr Martina Carroll-Garrison identifies and compiles the process to ensure support services are available to learners prior to, during and following the learning event and coordinates with the Training Program Analyst to register and contact registered learners.

What?

What? The process to identify and compile the support services necessary and useful to learners prior to, during and following the learning event and coordinates with the Training Program Analyst to offer support to registered learners.

When?

When? During initial marketing of the learning event and presentation of the advertorial content to the learners before the workshop begins and discussed again during and after delivery of content/during the sharing of the ah-ha moments and at the conclusion of the days learning experience.

How?

How? The client prefers a predictable and proforma approach to the learning environment and support systems, and as such the learner experiences a familiar learning environment. The clients' Training Program Analyst and Dr Tina communicate in tandem via email and during the workshop.

Tools?

With What Tools? The client prefers the MS Teams and MS Suite of Programs to manage, deliver and store the learning content. Via e-mail in advance for the program as a whole and for each workshop and repeated/reiterated by Dr Tina and the clients' Training Program Analyst (TBA)/co-facilitator/moderator at the beginning of each workshop.

7.5 An established process to ensure administrative and technical support services are available to instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event.





Who?

Who? Dr Martina Carroll-Garrison identifies and compiles the established process to ensure administrative and technical support services are available to instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event.

What?

What? The process to ensure administrative and technical support services are available to instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event.

When?

When? During initial development and designing of the learning event and presentation to the learners before the workshop begins and discussed again during and after delivery of content/during the AAR at the conclusion of the days learning experience.

How?

How? The client prefers a predictable and proforma approach to the learning environment and support systems, and as such the learner experiences a familiar learning environment. DTTW/Dr Tina identifies and compiles the established process to ensure administrative and technical support services are available to instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event.

Tools?

With What Tools? The client prefers the MS Teams and MS Suite of Programs to manage, deliver and store the learning content. Via e-mail in advance for the program as a whole and for each workshop and repeated/reiterated by Dr Tina at the beginning of each workshop.

8. Content and Instructional Requirements

8.1 DTTW has a process to ensure the selected content logically supports the learning outcomes.



Below is the standard documented process to ensure the content logically supports the learning outcomes.

Who? Dr Martina Carroll-Garrison serves as the instructional designer and subject matter expert for all of the DTTW Soft Skill workshops, and identifies, researches, and compiles the content and instructional requirements necessary.

What? The process to ensure identification and incorporation of the content and instructional requirements necessary to incorporate adult learning principles and instructional methods, and to ensure the workshops' combined Instructional Design Process & Learning Design Document are appropriately matched to achieve the learning outcomes and to incorporate adult learning principles.

When? During initial development and designing of the learning event, including development of the Instructional Design Process & Learning Design Document and also in presentation to the learners before the workshop begins and discussed again during and after delivery of content/during the AAR at the conclusion of the days learning experience. A peer review in lieu piloting phase is conducted after delivery of the workshop.

How? The client prefers a predictable and proforma approach to the learning environment and support systems, such that the learner experiences a familiar learning environment. DTTW/Dr Tina identifies and compiles the learning outcomes and incorporates them into the Instructional Design Process & Learning Design Document. While DTTW invests in a variety of white label soft skills workshops, each individual workshop is tailored and modified and enhanced to meet the clients' learning requirements.

With What Tools? The client prefers the MS Teams and MS Suite of Programs to manage, deliver and store the learning content.

8.2 DTTW has an established process in place to ensure instructional methods are appropriately matched to achieve the learning outcomes and to incorporate adult learning principles.

The DOD clients that DTTW supports have a preferred learning paradigm – and we recognize that context and familiarity matter to a successful learning environment. Our process for selecting instructional methods that are appropriately matched to achieve the learning outcomes and incorporate adult learning principles are familiar to and expected by our learners. As such we have a process in place to structure an instructional program that includes these familiar elements (a degree of self-direction, experiential learning, the building upon their work life experience, and drawing upon prior background knowledge).

Our process approach to selecting instructional methods is built upon a deep awareness of the learners' organizational culture and context that is relevant to their current and future roles, is problem-centered to the dynamics of the clients' organization and mission and is predicated upon the expectation that the learner is motivated to learn, and open to change through increased awareness, mentoring, coaching and transformation. The three primary learning theories we embrace include behaviorism, cognitivism, and constructivism; where we facilitate the learner's journey as either passive or active participants in the learning process towards the acquisition of new behavior, the acquisition and reorganization of cognitive structures and/or creating a learning appetite for a search for meaning. In fact, at the beginning of each workshop we invoke to quote from Eckhart Tolle, which states that ..." Awareness is the greatest agent for change".

Some of the tools/processes we include is the advance provision of both the learning outcomes (in the workshop advertorial) and a substantive read-ahead and/or video content, so that the learner is aware of what they can expect to learn/take away from the learning experience, as well as establishing a relevant body of knowledge prior to attending the workshop, as this flipped classroom approach is familiar to our client and learners. Depending upon the clients' requirements and flexibility we also provide a pre-test which serves as both a component for measuring the learner's base knowledge (which, along with a post-test established growth in knowledge Kirkpatrick Level Two), and also potentially stimulates a curiosity about the workshop topic specifically, as supported by the well documented pedagogical benefits of errorful generation (pre-test) and retrieval practice (post-test) to support the learning outcomes (Figure 8. Kirkpatrick's evaluation model)

Some of the tools we include during and after delivery of the content include providing opportunities reflective thinking (learners asking questions), collaborative construction of knowledge (learners share their AHHA moments at the conclusion of the workshop) and problem-based learning (asking the learners questions).

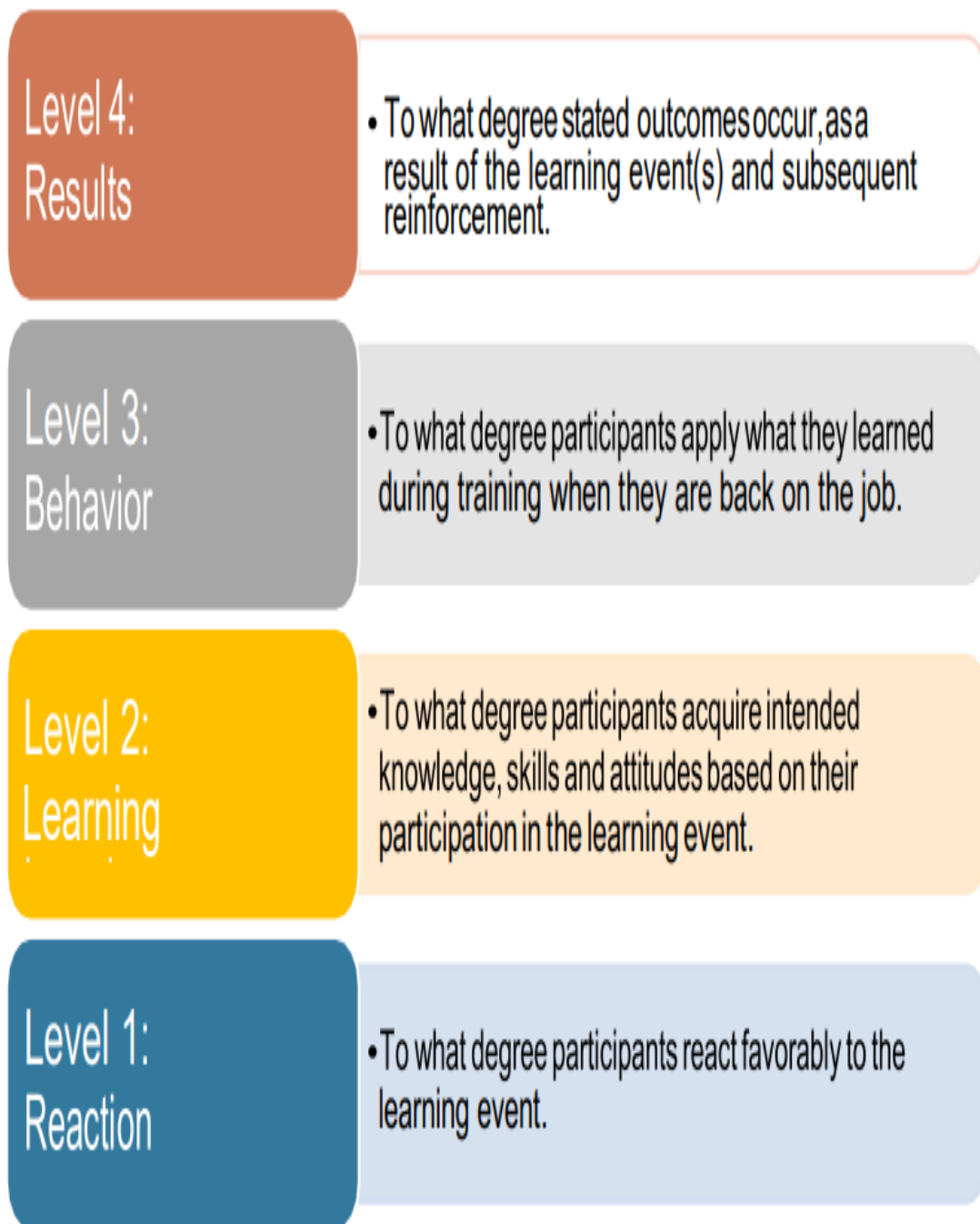


FIGURE 8. KIRKPATRICK'S EVALUATION MODEL

8.2.2 Choice Of Instructional Methods¹:

Lecturing	Discussion	Demonstration	Collaboration
		Yes – by sharing similar examples	Yes – by learners sharing suggestions to peers
DTTW role is to facilitate the workshop. Prepare for considerable interaction between learners and between them / you. You don't necessarily do most of the talking; instead focus on helping learners explore the soft skill domain on their own.			

8.2.3 Understand Adult Learners Within The Clients' Workforce

Adult Learners' Traits	Self- Directed – workshop not mandatory so it's important for the learner to have control over their learning and a peer relationship with the facilitator (so stress similar background),
Practical and results-oriented	Adult learners are usually practical, resent theory, need information that can be immediately applicable to their professional needs, and generally prefer practical knowledge that will improve their skills, facilitate their work, and boost their confidence. This is why it's important to create a course that will cover their individual needs and have a more utilitarian content.
Senior Workforce and maybe less open to change	Maturity and deep lived experiences within the rational organization (i.e. former military) may lead to rigidity in thinking/openness to learning. Facilitator may need to provide the “why” behind the change, ask why they signed up for workshop, introduce new concepts that can be linked to established ones, and promote the need to self-reflect , observe, and explore.
Slower learning, yet more integrative knowledge as learner seeks personal mastery	Aging impacts learning. Senior workforces tend to learn less rapidly however, the depth of learning tends to increase over time, navigating knowledge and skills to unprecedented personal levels. Stress that content is a mile wide/an inch deep and awareness is the greatest agent for change.
Use personal experience as a resource	Senior workforce have lived longer, seen / done more, prefer to link past experiences to anything new and validate new concepts based on prior learning. Ask learners to confirm either civilian/military and supervisor/non-supervisor status to demonstrate similar life experience levels and encourage discussion and sharing, towards accelerating a learning community who can/want to interact.
Motivation	Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth. This motivation is the driving force behind learning, and this is why it's crucial to tap into a learner's intrinsic impetus with the right thought-provoking material that will question conventional wisdom and stimulate his mind.

¹ [What Are the Four Types of Instructional Methods? \[2023\] – Teacher Strategies](#)

Multi-level responsibilities	Senior workforce learners have demanding jobs, thus making time for their non-mandatory learning is a big deal thus applaud their investment in themselves and their organization and recognize how obligations might obstruct their learning process.
High expectations	Senior workforce learners have high expectations. They seek to learn about things that will be immediately useful to their work (just-in-time learning) and seek content that is worth their while. Thus it's important to create a workshop that will maximize their advantages, meet their individual needs, and address all the learning challenges.

8.2.4 Process To Ensure Instructional Methods Are Appropriately Matched To Achieve The Learning Outcomes And To Incorporate Adult Learning Principles.



Who? Dr Martina Carroll-Garrison identifies and compiles the process to ensure instructional methods are appropriately matched to achieve the learning outcomes and to incorporate adult learning principles.

What? DTTW will identify the industry approach to instructional methods for soft skills training.

When? During initial development of the instructional design document.

How?

How? The client expects DTTW to serve as a learning organization and prefers a predictable and proforma approach to the learning environment and instructional methods, and as such the DTTW assets/learner experiences a familiar learning environment. DTTW/Dr Tina identifies Instructional Methods that are Appropriately Matched To Achieve The Learning Outcomes And To Incorporate Adult Learning Principles and are familiar to the client through research and consultative conversations, through discussion with the client to identify area of change/improvement and agree to further activities and agree to new requirements or approaches.

With What Tools? The client prefers predictability in delivery and employs the MS Teams and MS Suite of Programs to manage, deliver and store the learning content. DTTW employs ADDIE model tool - Analysis, Design, Development, Implementation, and Evaluation to capture the dynamic and flexible approach for building effective training to ensure instructional methods are appropriately matched to achieve the learning outcomes and to incorporate adult learning principles.

8.3 DTTW will provide a CEU certificate of completion in recognition of the successful completion of the established²

Understandably: Each successful learner will earn a certificate in recognition. See the proposed mock-up certificate showing the IACET logo and CEUs awarded as an example.

See attached proposed mock-up certificate (as I have not previously awarded CEU) and the client has not yet requested they be awarded.

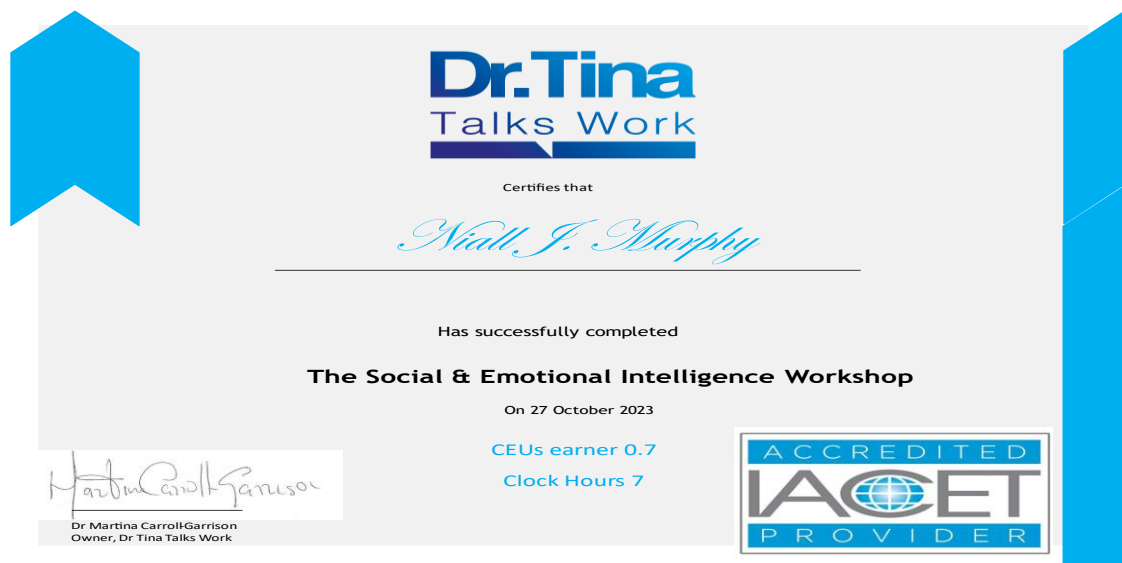


FIGURE 9. SAMPLE CEU CERTIFICATE

^{2 2} The sample CEU certificate is notional as the client does not yet ask to for/require CEUs and IACET has not yet accredited DTTW.

9. Assessment of Learning Outcomes

DTTW employs the ADDIE Instructional Design method as a framework for designing and developing soft skills continuing educational and training programs. “ADDIE” stands for Analyze, Design, Develop, Implement, and Evaluate. We use the Kirkpatrick method of evaluation to observe learners’ reaction in the workshop, while using the end-of-workshop period to assess the learners ‘learning’ as they share their ah-ha moment with their cohort, while the client measures behavior and results across the organization in the annual Federal Employee Views Survey (FEVS) and the reduction in complaints and incidents reported through the EEO and MER offices.

- **Level 1 Reaction** measures how participants react to the training (e.g., satisfaction?), and is also measured in the post-workshop survey.
- **Level 2 Learning** analyzes if they truly understood the training (e.g., increase in knowledge, skills, or experience?).
- **Level 3 Behavior** looks as if they are utilizing what they learned at work (e.g., change in behaviors?),
- **Level 4 Results** determines if the material had a positive impact on the business / organization.



This model was developed by Dr. Donald Kirkpatrick (1924 – 2014) in the 1950s. The model can be implemented before, throughout, and following training to show the value of training to the organization and is familiar to the client.

9.1 DTTW Has a (proposed) assessment method to measure the achievement of learning outcomes.

The (proposed³) assessment method incorporates performance criteria to provide evidence that learners have achieved the learning outcomes, specifically earning a passing score of 70% on a post-test hosted on Talent LMS.

³ The post-test is notional as the client does not yet ask to for/require CEUs and IACET has not yet accredited DTTW.

9.2 DTTW has an established process in place to ensure that assessment methods shall measure the achievement of learning outcomes.

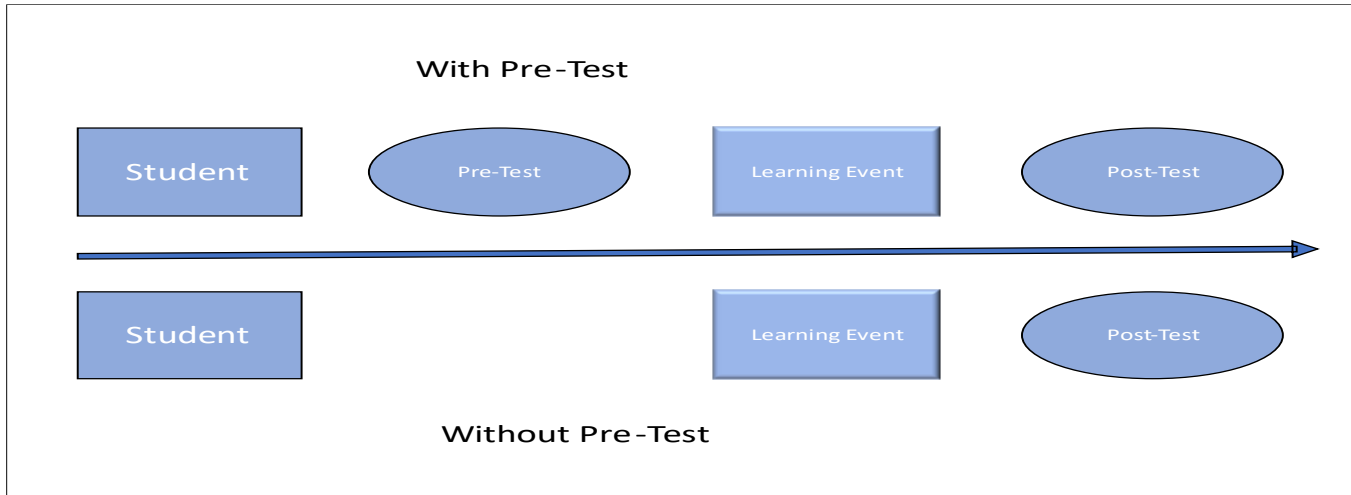


FIGURE 10. (ABOVE E) PRE-TEST/POST-TEST DESIGN. (BELOW) POST-TEST ONLY DESIGN IS SHOWN.

DTTW has an established process in place to ensure that assessment methods - specifically a posttest - measure the achievement of learning outcomes. The DTTW philosophy is that we have to take our learners from wherever they are on their learning journey – as no two students have the same knowledge base. The value we derive from pre-assessments is that the results provide us insight to our learners’ strengths, current knowledge, and areas for improvement before the start of a learning event – this way we can incorporate additional content or approaches to close these gaps during the training event, towards better achieving the learning outcomes. The pre-post option provides both qualitative and quantitative data about the learner and their growth and as compared to other learners.

In reality we find that there are many situations where a pre-test or diagnostic assessment is either impossible or difficult due to client/sponsor preference or time constraints. In these circumstances the post-test-only method is the means selected to measure achievement of the events learning outcomes by each individual student. We have found that learners are more motivated to learn during training if they know they are accountable for the training, thus the requirement of the assessment itself helps to achieve the learning outcomes.

DTTW’s approach in either design scenario (Pre-test/post-test design, or Post-test only design is to develop a set of questions whose answers will indicate the degree of achievement towards the designed learning outcomes. We host the questions on our selected Learning Management System (TalentLMS) to ensure security of access and consistent collection of results data. We use Kirkpatrick’s model - Level 2—Learning: Assessed by results of traditional tests of declarative knowledge for our soft skill and leadership program to affirm that the learning outcomes have been achieved. Separately we employ a post-learning survey to assess Kirkpatrick’s Level 1—Reaction: Assessed by asking the trainees how they liked and felt about the training as this data is not germane to affirming the learning outcomes.



Who? Dr Martina Carroll-Garrison identifies and compiles assessment methods to measure the achievement of learning outcomes.

What? The assessment methods to measure the achievement of learning outcomes is detailed in the post-test list of questions identified during development of the learning program.

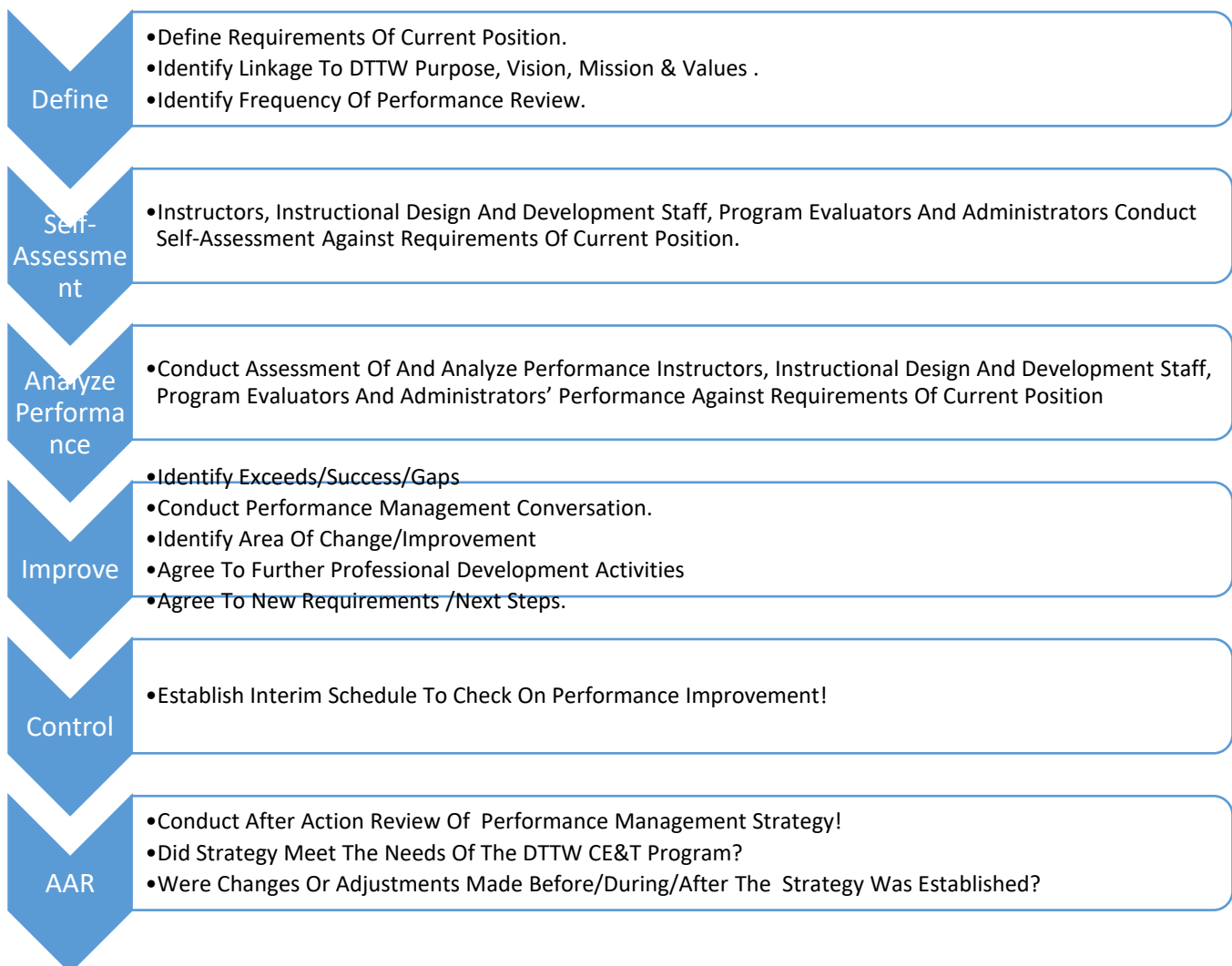
When? During initial development and designing of the learning program the questions are developed and during/after delivery to the learners the post-test questions are hosted/made available on the TALENTLMS for completion by the learner.

How? The client prefers a predictable and proforma approach to the learning environment and support systems, and as such the learner experiences a familiar learning environment. DTTW/Dr Tina hosts the posts-test questions on the TalentLMS learning management system.
agree to new requirements /next steps.

With What Tools? The post-test is hosted on the Talentless platform and requires a 70% pass rate,

10. Planning and Instructional Personnel

The DTTW Policy Statement #12(see Page 45: DTTW Qualifications And Readiness Of All Parties Including Potential Associates Or Contract Personnel Associated With The DTTW Brand Involved In The Design, Development, Delivery, And Evaluation Of Learning Events.) states that that individuals involved in the design, development, delivery, and evaluation of learning events are qualified to perform their assigned tasks. DTTW has a process in place that requires regular performance evaluations of instructors, instructional design and development staff, program evaluators and administrators, including a process to document individuals' professional development activities for ensuring those who are involved in the design, development and delivery of learning events remain current in subject matter material and learning methods.



10.1 DTTW has a process that requires regular performance evaluations of instructors, instructional design and development staff, program evaluators and administrators.



Who? Dr Martina Carroll-Garrison identifies and compiles the established requirements of current position, and identifies linkage to DTTW Purpose, Vision, Mission & Values. And identifies frequency of performance review.

What? The process to ensure performance effectiveness of parties associated with the DTTW brand (instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event). Conduct Assessment Of And Analyze Performance Instructors, Instructional Design And Development Staff, Program Evaluators And Administrators' Performance Against Requirements Of Current Position

When? During initial development and designing of the learning program and during/after delivery to the learners

How? The client prefers a predictable and proforma approach to the learning environment and support systems, and as such the learner experiences a familiar learning environment. DTTW/Dr Tina identifies Exceeds/Success/Gaps in content development and delivery, conducts performance management conversation, identify area of change/improvement, and agree to further professional development activities, agree to new requirements /next steps.

Tools? **What Tools?** The client prefers the MS Teams and MS Suite of Programs to manage, deliver and store the learning content. Via e-mail in advance for the program as a whole and for each workshop and repeated/reiterated by Dr Tina prior to the beginning of each workshop, again immediately after each workshop (AAR), after evaluation of workshops' learner survey responses and after discussion with the client during the annual program/year-end review. The overarching question is whether the programs' strategy met the needs of the DTTW CE&T program?

10.2 DTTW has an established process in place to document individuals' professional development activities for ensuring those who are involved in the design, development and delivery of learning events remain current in subject matter material and learning methods.



Who? Dr Martina Carroll-Garrison identifies and compiles the mutually agree individual development (IDP) for further professional development activities in support of current position, as well as the resource providers/solution set.

What? DTTW will identify Linkage to DTTW purpose, vision, mission & values to ensure training performance effectiveness of parties associated with the DTTW brand (instructors, instructional design and development staff, program evaluators and administrators prior to, during and following the learning event).

When? During initial hiring and while designing and executing of the learning program and during/after try to the learners provide feedback/DTTW completes AAR.

How?

How? The client expects DTTW to serve as a learning organization and prefers a predictable and proforma approach to the learning environment and support systems, and as such the DTTW assets/learner experiences a familiar learning environment. DTTW/Dr Tina identifies learning needs and opportunities both for content development and delivery, through research and performance management conversations, through discussion with the client to identify area of change/improvement and agree to further professional development activities, agree to new requirements /next steps.

Tools?

What Tools? The client prefers the MS Teams and MS Suite of Programs to manage, deliver and store the learning content. Via e-mail in advance for the program as a whole and for each workshop and repeated/reiterated by Dr Tina prior to the beginning of each workshop, again immediately after each workshop (AAR), after evaluation of workshops' learner survey responses and after discussion with the client during the annual program/yearend review. The overarching question is whether the DTTW CT&E asset meets the needs of the DTTW/client CE&T program, and if not, what tools exist to fill the gap/sustain licensees and contract requirements.?

11. Needs Analysis

DTTW lives by the mantra that prescription without diagnosis is malpractice in any industry. DTTW has a process for conducting a formal needs analysis for the overall learning program and also for each event that guides the development of planned learning outcomes and learning event design. The first question to answer is whether the client's need is proactive or reactive? The trigger for a reactive needs analysis typically involves an intervention (a training request) from a department head, in response to an incident or who has self-identified a performance issue. A proactive needs analysis typically sees DTTW undertake a gap analysis (review of several data sources and a qualitative inquiry/survey) to identify high priority training needs, based on business strategy and performance requirements.

As a learning organization Dr Tina Talks Work (DTTW) acknowledges the dynamic nature of the learning environment and will continue to improve our approach in identifying and clarifying the sponsors learning needs, to seek learner and sponsor feedback, to critically analyze and stress-test our existing inventory of Soft Skill products, to stay abreast of emerging industry trends, and to make systematic changes to how we aid in the transfer of knowledge to our learners, so as to ensure the success of our clients' mission.

The OAA Soft Skills program is predominately a proactive program, designed to meet the needs of a diverse workforce while optimizing a return-on-investment and return-on-expectations for a finite training budget, and during FY23 we captured the elements of the program in a logic model – as a visual representation of the programs' Continuing Education and Training CT&E inputs, processes, outputs, and outcomes.

This visual model offers a beneficial framework during the program planning, resourcing, implementation, and evaluation phase to help ensure all stakeholders have a common understanding of the required resources and inputs, processes, short-term outputs, and longer-term outcomes.

Proactive Needs Analysis	versus	Reactive Needs Analysis
Capability discovery		Establish organizational context
Capability assessment		Assess capability and competency gaps
Development plans		Map learning need to solution

HRMD WD ACTIVITY: Logic Model For the Soft Skills Training Program (4th Quarter 2023)

Research, Develop & Deliver monthly an annual menu of soft-skills workshop to the HQDA/OAA workforce in response to existing and emerging needs.

Goal: Soft Skills are not hard to learn - and Soft Skill training is considered effective if it transfers to and improves the workplace and increases performance outcomes. And to further simplify the narrative, Soft Skills are simply human skills. If you want your organization to not just survive but thrive in these changing times, then your team needs to develop skills that will help them keep up. Soft Skills are universally applicable across a range of job roles, departments, and sectors. Soft Skills can improve an employee's performance in every aspect of their role, from leading & following, thinking critically & creatively, problem-solving, giving and receiving feedback, dealing with conflict of simply giving a presentation. Soft Skills training can help employees to improve their communication skills, from presentations and decision briefings to active listening and customer relations. Soft Skills training is vital for keeping pace with a dynamic workplace. It's not just about fostering effective communication and relationship building anymore, it's also about developing adaptability, resilience, and problem-solving skills. The goal of the Soft Skill Training Program is to improve the culture of the workplace and increase performance outcomes.

Inputs	Outputs		Outcomes		
	Activities	Participants	Short-term	Intermediate	Long-term
OMB Circular No. A-11 FEVS report EEO updates MER report Supervisors' concerns IG reports Management-Review OAA Customer Satisfaction Program	*Analyze requirements, research, develop & deliver a series of 12 contemporary Soft Skill workshops in response to existing & emerging workforce needs. *Deliver one 2-hour synchronous virtual instructor led training topic per month - repeated once within the same week. *Prerecord extended asynchronous content on hosted LMS, verify completion & issue CPD cert. *Secure external CPD accreditation *Analyze, Consider, Interpret and Embrace OAA Customer Satisfaction Program	*WD program-manager *L&D Content developer *L&D Facilitator *L&D Program Analyst *L&D Academy Consultant *HQDA staff *OAA staff	*Deliver 720 training slots per annum *Create topic awareness as the 1st agent for change *Engage with individual and group learners *Elicitation, engagement & identify emerging trends/challenges *Conduct AAR/Survey participants *Immediate application Towards Customer Satisfaction Skills	The Soft Skills program embraces the value of the Kirkpatrick 4-level model (designed to measure training effectiveness), that acknowledges that training programs must derive from the organization's primary mission, and performance expectations. Participants behaviors change over time. *Customer Satisfaction 96% per OAA annual brief	The Soft Skills program contributes to the long-term cultural shift of both the organization and the individual and the associated changes in behavior and performance outcomes such that they can articulate the return on expectation for each learning engagement – the influence of which is reflected in the continued positive FEVS results across HQDA. *Customer Satisfaction 96% per OAA annual brief
Assumptions			External Factors		
Leadership matters! Great leaders create great organizations and great leaders are great learners that encourage learning in others. Organizational leaders help rising leaders focus more on being progressively better than they were in the past, rather than on constantly benchmarking themselves against others. Soft Skills training improves the workplace culture and increases performance outcomes and advances our customer-focused culture, driving results in policies, programs, and workflow to help achieve improved product and service delivery, higher worker morale, and a continued record of excellence.			Leadership commitment across HQDA for participants to signup for training. Availability of resources to support the ongoing research and development and hosting of the CPD Soft Skills program. Continued availability of technology platforms, including MS Teams, TalentLMS, individual participant bandwidth accessibility, workload inhibitors /change in mission/threat level etc.. Participation is key and the OAA Customer Satisfaction Program encourages continued attendance is each training year, as employees are expected to sharpen customer service skills annually, through training, to improve the customer's experience. Supervisors are expected to encourage employees to add customer-service-related training to each individual development plan under their purview.		

FIGURE 11. SOFT SKILLS PROGRAM LOGIC MODEL

11.1 The Philosophy Of The Soft Skill Program

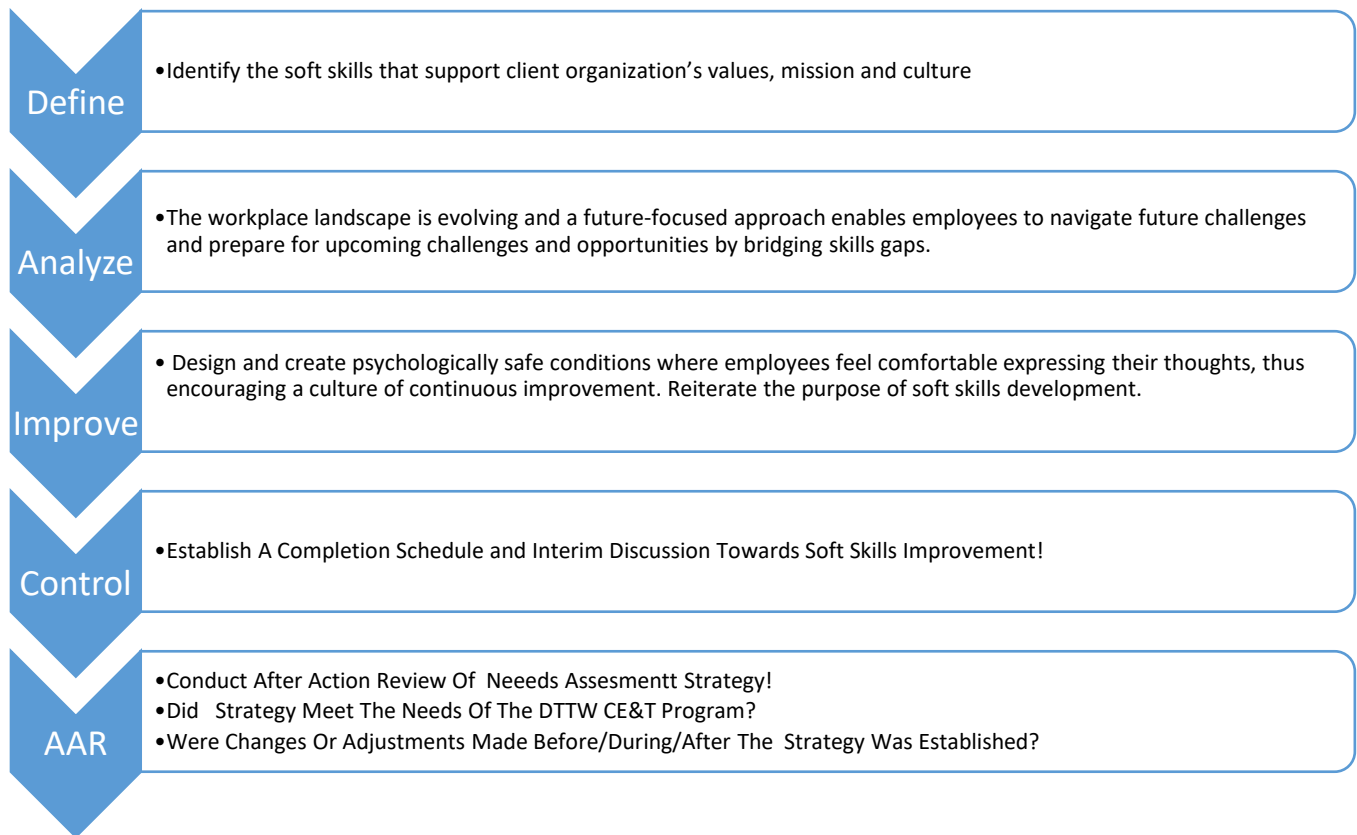
Soft Skills are not hard to learn - Soft Skill training is considered effective if it transfers to and improves the workplace and increases performance outcomes. And to further simplify the narrative, Soft Skills are simply human skills. If you want your organization to not just survive but thrive in these changing times, then your team needs to develop skills that will help them keep up.

- Soft Skills are universally applicable across a range of job roles, departments, and sectors. Soft Skills can improve an employee's performance in every aspect of their role, from leading & following, thinking critically & creatively, problem-solving, giving and receiving feedback, dealing with conflict, or simply giving a presentation. Soft Skills training can help employees to improve their communication skills, from presentations and decision briefings to active listening and customer relations. Soft Skills training is vital for keeping pace with a dynamic workplace. It's not just about fostering effective communication and relationship building anymore, it's also about developing adaptability, resilience, and problem-solving skills.
- The goal of the OAA Soft Skill Training Program is to improve the culture of the workplace and increase performance outcomes and embraces the value of the Kirkpatrick 4-level model (designed to measure training effectiveness), that acknowledges that training programs must derive from the organization's primary mission, and performance expectations. This positive result is demonstrated as participants behaviors change over time, as seen in the FEVS and ICE survey, e.g. Customer Satisfaction 96% per OAA annual brief.
- The OAA Soft Skills program contributes to the long-term cultural shift of both the organization and the individual and the associated changes in behavior and performance outcomes such that they can articulate the return on expectation (ROE) for each learning engagement – the influence of which is reflected in the continued positive FEVS results across HQDA.

11.2 From Proactive Needs Assessment To Workshop Delivery

Proactive customer requests are the initial path towards clarifying their training needs. From a program capacity development perspective DTTW is directed to research, design, develop, and deliver a portfolio of twelve (12) Soft Skill workshop topics for the clients' annual Soft Skill training program. The decision to provide a variety of soft skill training opportunities to the workforce was made by the client after several ad-hoc and formal workgroups convened to address a variety of workplace challenges and opportunities. Selection of the topics was initially based upon the sponsors' internal needs assessment and subsequently confirmed through a series of consultative discussions with DTTW around the organizations' emerging opportunities, current challenges, and trends within the serviced population of 50-plus organizations that encompass approx. 1700 military and 5200 civilians.

The workshop topics change from year to year and are identified through a series of organic activities and exchanges between the client/sponsor and DTTW, in response to performance records, MER reports, long-term-training applications, managerial and self-assessments, review of print media, stakeholder observations, work samples, and customer requests.



Who? In response to a consultative conversation and subsequent *Customer Request* (based upon their internal records, reports, tests, self-assessments, print media, observations, work samples), Dr Martina Carroll-Garrison offers a choice of a broad array of topics from among the 160+ topics within the [Soft Skill Workshop](#) Annual Brochure (located at www.DrTinaTalksWork.com).

What? The *Customer Request* evolves to selecting 12 titles for the annual program, based upon the sponsors review of the published Learning Objectives and Learning Outcomes. DTTW confirms the selected workshop titles and any need for emphasis of specific learning objectives/outcomes.

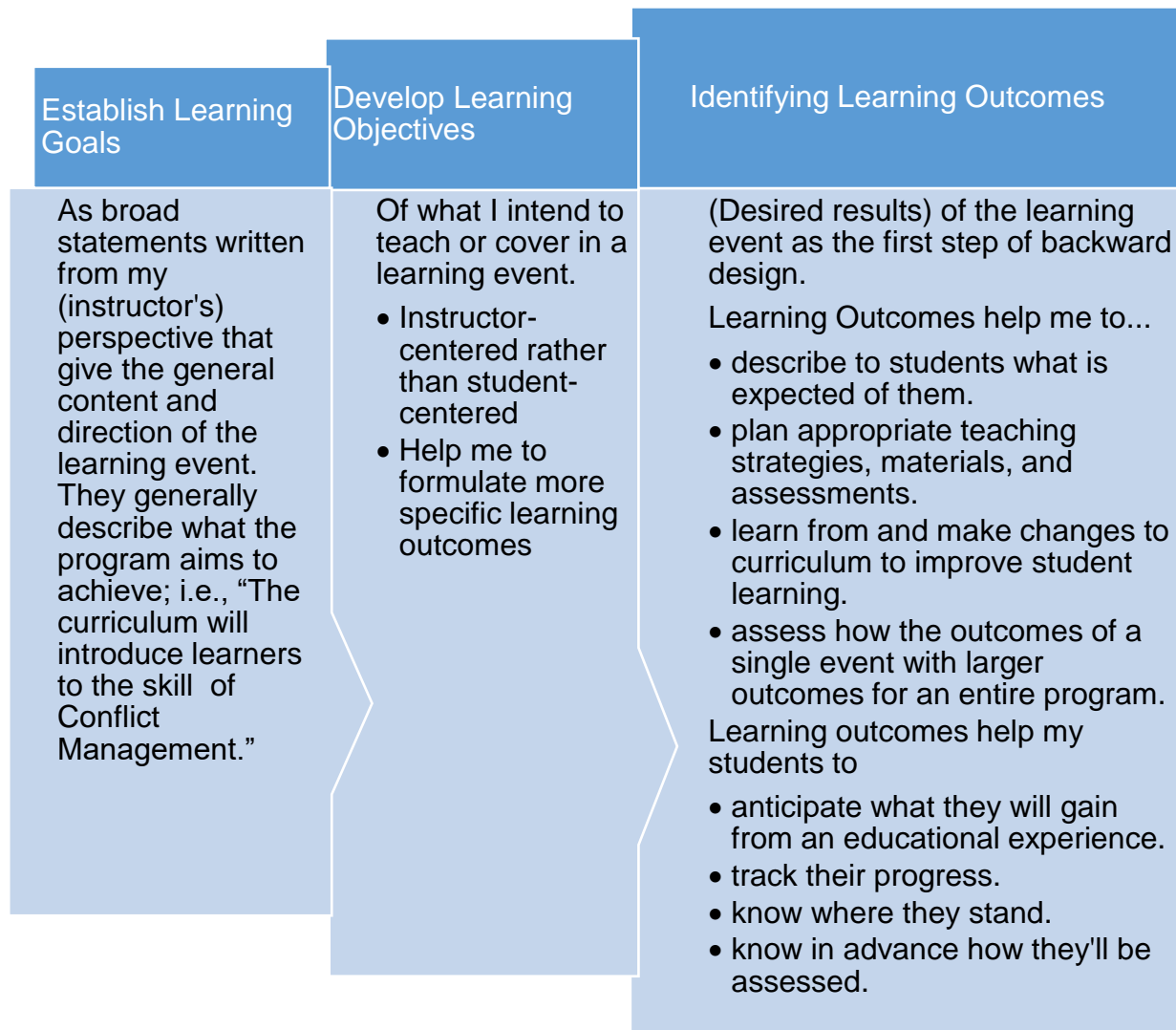
When? During the last quarter of the preceding fiscal year the consultative conversation and subsequent *Customer Request commence, and the* 12 workshop titles for the annual program are agreed before the new fiscal year commences.

How? The client expects DTTW to serve as a learning organization and prefers a predictable and proforma approach to the learning environment and support systems, and as such the DTTW offers familiar needs analysis experience. Throughout the program year DTTW/Dr Tina identifies learning needs and opportunities both for content development and delivery, through research and performance

management conversations, through discussion with the client to identify areas of change/improvement and educates the client on emerging trends and topics.

With What Tools? The client prefers the MS Teams and MS Suite of Programs to discuss, manage, deliver, and store the learning content. Via e-mail in advance for the program year as a whole and for each workshop proposed by Dr Tina the overarching question is whether the DTTW CT&E assets are current, stress tested, and meets the CE&T needs of the customer, and if not, what tools need to be acquired to fill the gap/sustain licensees and contract requirements.?

11.3 DTTW has an established process to establish the relationship between needs analysis and planned learning outcomes.



Course Goal(s): General aim of the course	Learning objective(s): Knowledge, skill & competencies targeted	Student learning outcome(s): Observable & measurable actions
Learn about the fundamental theories in conflict management and prevention	A. Understand the several theories of conflict management. B. Develop an awareness of the rise and cost of conflict in the workplace. C. Appreciate the importance of Conflict Management Skills	Identify the precursor(s) to workplace conflict and describe how to mitigate it. Explain how to safely deescalate a conflict situation Design individualized Conflict Management approach

11.4 DTTW has learning outcomes that are specific and measurable, achievable, realistic, and time-based.

Learning Outcomes Should Be SMART



2

Research has consistently demonstrated that when clear goals are associated with learning, it occurs more easily and rapidly. With that in mind, let's review our goals for today.

The Workshop Objectives include:

- Discuss the keys to establish a virtual team.
- Explore how to hold effective meetings and group sessions.
- Discuss effective ways to communicate with team members.
- Explore tools to build trust and confidence among employees.
- Discuss how to handle poor performing employees.

The Learning Outcomes Include:

- Learners Are Able To Identify Steps To Build And Manage A Virtual Team
- Learners Will Be Able To Identify Scenarios And Tools For Effective Virtual Team And Group Meetings
- Learners Will Understand How To Build Trust And Address Poor Performance Among Virtual Team Members

prepared to offer CEU after the learner has completed an on-line virtual quiz with a 70% pass rate.

12. Calculating CEUs



Who? Dr Martina Carroll-Garrison will calculate the CEU for each workshop.

What? Each workshop will offer a predetermined CEU value for the learner who completes both the synchronous and asynchronous as well as the required post-test.

When? DTTW will calculate CEUs prior to development and dissemination of the workshop advertorial.

How? See item 11.2 through 11.4 below regarding the formula and what is/is not included in the calculation.

With What Tools? The client prefers the MS Teams and MS Suite of Programs to discuss, manage, deliver, and store information. Dr Tina will use Excell to calculate the CEU value and the overarching question is whether the DTTW CT&E assets meets the CE&T needs of the customer, and if not, what other tools need to be acquired to fill the gap/sustain licensees and contract requirements.?

Although not yet approved by the International Accreditors For Continuing Education and Training (IACET), DTTW plans to offer Continuing Education Units for our portfolio of soft skill workshops once the DTTW platform successfully completes the IACET accreditation process.

12.1 Sample Worksheet: Calculating IACET CEUs

Read read-ahead material – 9398 words – average speed	72 minutes
Attend 2-hour synchronous VILT workshop	120 minutes
Complete asynchronous content on Talent LMS	240 minutes
Complete 20 questions in post-assessment quiz (70% pass rate)	30 minutes
Total	462 min
Contact Hours (divided by 60)	7.7 hours
Number of CEUs = Contact time (hours)/10	0.8 CEU

12.2 CEU Calculation Formula

Contact time (hours) = (total minutes for all activities) – (total minutes spent on non-allowable activities) - dived by 60

*Number of CEUs = Contact time (expressed in hours) – divided n=by 10

*Rounded to nearest tenth

Baseline: One (1) Continuing Education Unit (CEU) equals ten (10) contact hours of learner interaction with the content of the learning activity, which includes classroom, self-paced instruction, pre/post assignments, and/or homework in support of a learning outcome.

12.3 Activities Not Included When Calculating CEUs

Breaks, non-working lunches, group pictures/awards ceremonies and other non-instructional contact time are not allowable when calculating CEUs.

12.4 Activities to Include When Calculating CEUs

The following learning activities are examples of activity types to include when calculating contact hours for CEUs:

- Class/Meetings—Classroom or meeting session time led by instructor and/or discussion leader.
- Self-Paced Learning Events—Activities in which a learner is engaged in a planned program of learning whereby the learner's progress is monitored, and the learner receives feedback. Examples include.
 - independent study, computer-assisted instruction, interactive video, and planned projects.
- Assessment/Quizzes/Written Assignments—Learner assessment during the event and/or at the end of the event.
- Outside Assignments—Field trips, projects, and assignments, which are an integral part of a course or program, may count toward contact hours; however, a standard number of hours should be assigned using the averaging method, following the conduct of a comprehensive pilot as discussed in self-paced programs discussed later in this document.
- If contact hours are assigned for the purpose of calculating CEUs, the provider has the responsibility to validate each learner's assignment completion.
- Laboratory Assignments—Laboratory assignments tend to be an integral part of a planned program and are generally more structured than field experiences. Because the conditions for learning are rather consistent and the amount of time for assignments fairly even for all learners, the provider may choose to count each hour of lab time as a contact hour. If a considerable variation exists in lab conditions and time required for completing assignments by different learners, the provider should consider establishing a standard number of contact hours based on the average time utilized by a number of learners.
- Field Experiences—Field experiences are similar to extracurricular assignments and provide learners opportunities to gain practical and realistic experiences, which cannot be acquired in a classroom.

(For more information about the ANSI/IACET Standard visit https://www.iacet.org/default/assets/File/2018Standard/HowToCalculateCEUs_2023.pdf)

12.5 DTTW has an established process in place to ensure that Instructional delivery shall include communicating learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event.



Who? Dr Martina Carroll-Garrison will communicate learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event.

What? Each workshop will offer a predetermined CEU value for the learner who completes both the synchronous and asynchronous requirements as well as the required post-test.

When? DTTW will communicate learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event.

How? DTTW will verbally communicate learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event and they will be referenced on the PowerPoint slides.

With What Tools? The client prefers the MS Teams and MS Suite of Programs to discuss, manage, deliver, and store information. Dr Tina will use the Power Point slides to communicate the learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event. and the overarching question is whether the DTTW CT&E assets meets the CE&T needs of the customer, and if not, what other tools are needed to meet the gap/sustain licensees and contract requirements.?

DTTW has an established process in place for ensuring that instructional delivery shall include communicating learning outcomes and requirements to earn the IACET CEU at the beginning of the learning event. DTTW delivers a variety of client specific content that is academically accredited by both the Glasgow Caledonian University in the UK (SCQF - Public Search) and the Excelsior University in New York (Dr. Tina Talks Work - Excelsior University). Additionally DTTW has a series of individually accredited workshops that have earned CPD accreditation by the Continuing Professional Development Standards Office (<https://directory.cpdstandards.com/providers/mcg-consulting-group-dba-dr-tina-talks-work>) and CEU by the International Accreditors of Continuing Education and Training for learning events.

Each CEU earning workshop or learning event delivered by DTTW will identify in advance the expected learning outcomes and the number CEUs that the participant or learner can earn, subject to completion of all required (pre- and post-) activities.

The learning outcomes will be identified and shared with the learners in both the marketing materials, any pre-course activity, and at the onset & conclusion of the learning event for the PURPOSES of transparency and expectation setting because doing so facilitates a better learning experience, makes the expectation for learning explicit, and helps learners make connections across different elements within the learning event.

CEU values will also be called out in all learning event advertorial and marketing materials, as well as at the beginning of the training event, and at the conclusion of the training event when we provide additional instruction on the post-event activities (i.e. post assessment, post-learning survey and how to request a CEU certificate). Each workshop or learning event delivered by DTTW will identify in advance the number CEUs that the participant or learner can earn, subject to completion of all required activities. This CEU value will be called out in the event advertorial and marketing materials, at the beginning of the training event, and at the conclusion of the training event when we provide additional instruction on the post-event activities (i.e. post assessment and post-learning survey). As a matter of course we will monitor the learning events for any changes and reassessment will also take place in the event of a major change to course content, method of delivery, change in equipment/software or demographic audience. We affirm that calculating CEUs will be consistent and accurate at all times to ensure learners are receiving the appropriate number of CEUs.

Upon request, and after completion of all CEU related activities, each learner will be provided an electronic certificate of completion from DTTW (to their government e-mail address) outlining the name of the learning event, the date of event, the number of CEUs earned,

The 2nd page of the CEU Certificate, titled CEU LEARNING TOOL is a reminder that the certificate is evidencing your learning and will read as follows: This activity equates to xx hours of CU. This certificate should be kept within your CEU record and can be used as evidence in a CEU audit by a professional body institute or regulator.

Now you have completed this CEU activity, please reflect upon, and complete the following questions. They will help you reflect on your learning, how new skills can be applied to your role, and how your learning outcomes can be recorded for formal CEU PURPOSEs.

12.6 DTTW has an established process in place to ensure learners have achieved the learning outcomes through the learning assessment.

DTTW has an established process in place to ensure learners have achieved the learning outcomes through the learning assessment. The post-test for the DTTW soft skills and leadership workshops consist of a variety of Multiple-Choice Questions hosted on the TalentLMS website, as a means to verify whether the learner has achieved the learning outcomes through the learning assessment. Multiple choice offers an objective assessment as our learners are asked to select answers from a list of choices. Questions are dynamic in TalentLMS, and they can be displayed to our learners in several formats. This also allows us to keep track of their performance (correct or incorrect answers, time to complete the test, etc.) by accessing TalentLMS' Reports capability. In the multiple-choice type of question, our learner has to pick the correct one (or more) from a list of possible answers.

Once we have created a series of questions for the course, we have the option to customize our tests further.

Duration: Set how much time a learner has to complete the test.

Pass score: Set the percentage of correct answers necessary to pass the test. We elect that this is set to 70%.

Randomization: Set whether the questions to appear to our learners in a randomized order.

Repetitions: Set how many times a learner can repeat the test if they fail (we elect that this is set to 3 times)

Completion: Set what happens once a test is submitted. This allows us to set whether we want to show correct answers to our learner after they submit their test, show them their score, or other information.

Behavior: Set different test conditions depending on whether we allow the learner to move between questions (or to make linear test progress mandatory).

Security: Set whether we require the learner to submit a snapshot or a password to start the test (we do).

Description: Write a test description and custom messages to appear depending on whether they've passed or failed the test (if passed they will be advised how to request their CEU certificate, if not then how to take the test again).

One of the biggest time-savers in eLearning is the fact that you can grade your tests automatically—TalentLMS features allow you to do just that.

With TalentLMS we can review individual test results or go a step further and analyze our learners' answer patterns, which provides additional insight as to how the content delivers on the learning outcomes.

12.7 DTTW has an established process in place verifying that the learner who registers and participates in the learning event is the same learner who receives the IACET CEU.

DTTW has an established process in place verifying that the learner who registers and participates in the learning event is the same learner who receives the IACET CEU.

We have an established relationship with our clients, and they typically work on an annual training calendar. At the beginning of each fiscal year, we agree to deliver a program of 12 leadership and soft skill workshops to their workforce. Typically, we provide the client the annual training plan's respective marketing materials for distribution to their workforce at the beginning of the year for initial distribution, and monthly thereafter we provide them a single advertorial for that month's scheduled workshop. Each participant is required by the client to secure their supervisors' approval to participate in the learning event, then they e-mail the training program manager their intention to attend the virtual training – hosted on MS Teams.

At the commencement of each learning event, we crosswalk the attendance list (MS Teams captures Login ID) with the registration list to ensure that the learner who registers is the same one that participates. We announce the post-test opportunity both at the beginning and end of the training event that the learner can access the LMS site to complete the post-test and the process to verify that the learner who registers and participates in the learning event is the same learner who receives the IACET CEU is as follows: We require the learner to initially register on the TalentLMS site and either submit a snapshot or employ the password we provided. The email address they used to register for the learning event is then verified against the email address of the TalentLMS registrant.

12.8 DTTW has an established process in place to identify and inform learners if they have or have not met the established criteria for earning the IACET CEU.

Through the Learning Management System TalentLMS DTTW has an established process in place to identify and inform learners if they have or have not met the established criteria for earning the IACET CEU. To begin with they MUST attend the virtual/synchronous workshop event as a registered attendee and authorized by their supervisor.

After the synchronous workshop they are permitted to register for the post-test on Talent LMS (and/or additional asynchronous learning content for a deeper dive into the topic).

If additional asynchronous learning is required, then this must be completed first then they are permitted to take the test. The DTTW protocol allows users to take a test multiple times, and TalentLMS lets us view each one of a user's most recent attempts to pass the test (TalentLMS stores the first plus up to six most recent attempts).

This data allows us to understand the specific areas of challenge that the learner is facing (if they fail) and allows us to engage in a meaningful conversation about where the learner needs to focus his review of the learning material. At the conclusion of the test the learner is notified/will receive a message that will be shown when the test is passed or failed.

When the test is passed, the unit is considered completed and the learner can move to the next unit (if there is a follow-on unit) – or they receive a generic completion certificate. However, when the test is failed, we have two scenarios that can happen based on the specific course rules:

- When the units of a course are completed in sequential order, the learner will not be able to continue to the next unit if he/she failed.
- When the units of a course are completed in any order: the learner will be able to continue to the next units by clicking on the “Not passed. Let's continue” button.... This process allows them to return to the failed units to revisit the content and then retake the test.

Bottomline – the TalentLMS protocols create multiple opportunity to master the content and meet the established criteria for earning IACET CEU, or conversely to pinpoint either a failing in the content delivery, the structure of the questions, or the learners lack of understanding of the learning material.

DTTW confirms the successful completion of the post-test result (and completion of any additional asynchronous learning content) and issues the certificate of completion or a training transcript back to the client's program manager, who also records the transcript in the agencies training tracking system and issues the certificate to the learner and also notifies their supervisor of successful completion (to encourage further participation in training events).

DTTW also records the learners transcript/result in the LMS.

12.9 DTTW maintains an operational recordkeeping system, including backup, for each learner and learning event, including the following:

DTTW maintains an operational recordkeeping system, including backup, for each learner and learning event, including the following:

- DTTW instructor/facilitators' name and business address
- Learner's name and/or unique identification (government e-mail address and agency)
- Learning event title. i.e. "Workplace Civility & Conflict Resolution"
- Learning event completion date. Mm/dd/yyyy
- Number of the IACETCEU awarded. XX Hours
- Description of codes used, if any.(if any)

DTTW also records the learners transcript/result in the LMS.

12.10 DTTW a process in place to maintain training records and make them available to learners for a minimum of seven (7) years.

DTTW(Dr Tina) a process in place to maintain training records and make them available to learners for a minimum has m of seven (7) years. All learner records will be secured within a designated hard drive folder, in the cloud, and in the Outlook folder for learner awards.

12.11 DTTW has a process in place to ensure the privacy and information security of learners' records that addresses the role of information input, maintenance, release, and issuance of learners' records following learning event completion.

The Purpose of the DTTW Data Protection & Privacy and Information Security Policy Statement (5.5) is to outline in clear terms how DTTW expects its associates and contract personnel and those associated with the DTTW brand to ensure the privacy and information security of learners' records and associated personally identifiable information (PII) occurring within the learning environment and stored within the DTTW CE/T organization.

The DTTW approach to data retention and replication is assessed against business need and minimized, either by not collecting unnecessary data or by deleting data as soon as the need for it has passed. Holding any personal data presents security risks to DTTW. Because DTTW uses third parties to provide information technology and other learning supports (i.e. TalentLMS) as data processors. We only disclose personal information that is necessary for them to provide the service that they are undertaking on our behalf. Within TalentLMS the learner will self-register and add the minimum personal data to establish an account. We anonymize learner information or use aggregated nonspecific data sets wherever possible. Learner data will not be passed to any third-party for their own independent marketing purposes. If for any reason learner data is compromised, we will notify you immediately.

Our sponsor partner/client does not have access to learner data on TalentLMS. Learner records are not released or releasable to any party and the learner certificate of completion for CPD or CEU is issued only after you present the completion certificate automatically generated within TalentLMS.

Learners have the right to obtain from DTTW free information about learner's individual/ personal data stored at any time and a copy of such information simply by making an email request to info@DrTinaTalksWork.com . Should a learner wish to avail of this right of access, you may, at any time, contact our Data Protection Officer at INFO@DRTINATALKSWORK.COM .

Learners have a right to rectification, to obtain from DTTW without undue delay the rectification of inaccurate personal data which concerns the learner. Taking into account the purposes of the processing, each learner has the right to have incomplete personal data completed, including by means of providing a supplementary statement. Should any learner wish to exercise this right to rectification, they may, at any time, contact our Data Protection Officer at INFO@DRTINATALKSWORK.COM .

Each learner has the right to request from DTTW the erasure of personal data which concerns them without undue delay, and DTTW shall have the obligation to erase personal data without undue delay as long as the processing is not necessary: If a learner wishes to request the erasure of personal data they

may, at any time, contact our Data Protection at INFO@DRTINATALKSWORK.COM who shall promptly ensure that valid erasure requests are complied with.

Each learner has the right to receive the personal data which concerns them, which was provided to DTTW, in a structured, commonly used, and machine-readable format. In order to assert the right to data portability, the learner may at any time contact our Data Protection Officer at INFO@DRTINATALKSWORK.COM.

Each learner has the right to object, on grounds relating to their particular situation, at any time, to processing personal data which concerns them, which is based on public interest or in the legitimate interest of DTTW. This also applies to profiling based on these provisions.

HOW WE SHARE THIS POLICY INFORMATION:

This Policy information and the associated learners' rights is provided/available to associates and contract personnel and those associated with the DTTW brand, as well as to learners, delegates, and registrants as a virtual footnote on our training content directing all to the link to the DTTW Policies, Procedures and Processes Manual located at the Dr Tina Talks Work website. DTTW marketing materials in general and each individual workshop/training event's content, (e.g. advertorials, presentation materials and read-ahead) also includes a front page/early referenced with directions to the at the DTTW Policies, Procedures and Processes Manual at beginning of the learning event/medium.

Furthermore, any associates and contract personnel and those associated with the DTTW brand such as adjunct developers/planners or instructors are made aware in writing and must acknowledge all policies - including this policy - in agreeing to accept each relationship/ work task /assignment within the learning environment and within the DTTW CE/T organization. As a sole provider DTTW recognizes that our commitment to a workplace and classroom that embraces this policy is beneficial to our associates and contract personnel and those associated with the DTTW brand, including clients and learners. Why? Because this policy statement reflects our goals and values for delivery of learning content and the providing of services designed to make a significant impact to individuals, organizations, and society at large. We don't just train - We transform.

13. Evaluation of Learning Events

13.1 DTTW has a process that requires the comprehensive, systematic evaluation of the learning events.

DTTW is a learning organization and recognizes that a post-learning event evaluation provides the means for making continuous improvements and ensuring a quality learning program for our clients. Our comprehensive, systematic process to evaluate each learning event is executed in two parts, including 1. an AAR discussion during the post-workshop and 2. The learners are invited to conduct a post workshop survey. Both avenues explore the following topics:

- a) the quality and adequacy of learning materials and artifacts (videos, read-ahead, etc.)
- b) facilitator competence in subject matter and instructional skill
- c) quality of the learning environment, including the MS Teams platform, learner Wi-Fi bandwidth and connectivity
- d) extent to which learning event met learner expectations, based upon our experience with their questions and comments in the chat
- e) opportunities to improve the learning event for the next iteration of the topic or our approach to delivering future topics.



Who? Dr Martina Carroll-Garrison – as the workshop facilitator will communicate and conduct a comprehensive, systematic evaluation of the learning events immediately after the conclusion of the workshop with the client’ co-facilitator/moderator (who is also the Training Program Manager. The Training Program Manager will distribute the post-workshop survey to each learner shortly after completion of the workshop and invite their comments and feedback.

What? The workshop facilitator will communicate with and conduct an After-Action Review (AAR) including a comprehensive, systematic evaluation of the learning event, immediately after the conclusion of the workshop. The Training Program Manager will distribute the post-workshop survey to each learner shortly after completion of the workshop and invite their comments and feedback.

When? DTTW will remain in the MS Teams classroom and conduct an After-Action Review (AAR) immediately after the conclusion of the workshop. The Training Program Manager will distribute the post-workshop survey to each learner shortly after completion of the workshop and invite their comments and feedback.

How? DTTW will verbally communicate and conduct a comprehensive, systematic evaluation of the learning events immediately after the conclusion of the workshop with the client’ co-facilitator/moderator. The Training Program Manager will distribute the post-workshop survey to each learner shortly after completion of the workshop and invite their comments and feedback. Dr Martina Carroll-Garrison will review and assess the results from the post-workshop survey.

With What Tools? The client prefers the MS Teams and MS Suite of Programs to discuss, manage, deliver, and store information. Dr Tina will use the MS Teams classroom to communicate.

13.2 DTTW has a process for analyzing learning event evaluation results and sharing them with instructors, instructional design and development staff, program evaluators and administrators to ensure these results are incorporated into continuous process improvement for the specific learning event and future learning events.

DTTW is a learning organization and recognizes that a systematic process for analyzing learning event evaluation results and sharing with the various stake holders (instructors, instructional design and development staff, program evaluators, and administrators) is good practice and strengthens of CT&E offerings as well as supporting the clients' mission. Because we understand that any post-learning event evaluation provides the means for making continuous improvements and ensuring a quality learning program for our clients.



Who? Dr Martina Carroll-Garrison – as the workshop facilitator and instructional developer/designer will analyze and communicate the results of systematic evaluation of the learning events and share them with instructors, instructional design and development staff, program evaluators and administrators to ensure these results are incorporated into continuous process improvement for the specific learning event and future learning events.

What? Dr Martina Carroll-Garrison – as the workshop facilitator and instructional developer/designer will analyze and communicate the results of systematic evaluation of the learning events and share them with instructors, instructional design and development staff, program evaluators and administrators to ensure these results are incorporated into continuous process improvement for the specific learning event and future learning events.

When? Dr Martina Carroll-Garrison will share the results shortly after completion of the analysis.

How? DTTW will both verbally communicate and share the results electronically with program stakeholders and clients.

With What Tools? The client prefers the MS Teams and MS Suite of Programs to discuss, manage, deliver, and store information. Dr Tina will use the MS Teams platform to communicate and discuss the results and share the files electronically.

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