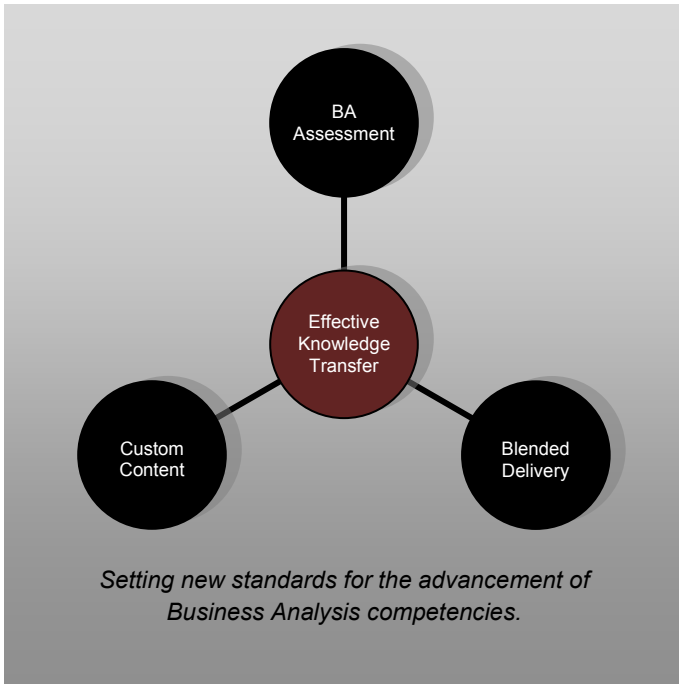


# Professional Business Analysis Certificate



## (PBAC) AMS1019

Management Consultants



Advanced Management Services

Advanced Management Services, Inc.  
960 Turnpike Street, Suite 2A  
Canton, MA 02021

Phone: (781) 828-8210

Fax: (781) 828-8216

Website: [www.amsconsulting.com](http://www.amsconsulting.com)

Boston, MA • San Francisco, CA • Charlotte, NC  
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Preparing your...

Organization,

People,

Process &

Technology

...for the future.

Improving

Business

Performance

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# PBAC Overview

Welcome to the AMS Professional Business Analysis Certificate (PBAC), the industry's most dynamic and comprehensive Business Analysis (BA) training track.

By leveraging our experience and intellectual property, we have compiled what organizations and professionals most frequently request for training within the BA practice in one catalog. The PBAC is made up of a front-end BA assessment and core/ elective training programs that are mapped against the International Institute of Business Analysis (IIBA<sup>TM</sup>), Business Analysis Body of Knowledge (BABOK<sup>®</sup>) and the AMS inventory of BA competencies.

Our knowledge of cross-industry BA best practice, Sr. level consultants/course developers and practical experience are the primary contributors to the substitutive content and proven results of our BA training.

We have time-tested programs delivered to a global client base made up of Fortune 50/100/500 organizations, Global 2000 companies and Federal/State/Local Government agencies allowing for continuous improvement, measurable return on training investment and validation of content.

The dynamic program model provides clients with the ability to customize content using our Case Based Learning Experience (CBLE), or deliver a compilation of off-the-shelf modules to meet specific needs. Add this to our ability to provide on-site training, distance education or live web training (allowing for a blended model) and you have a robust and flexible approach to delivering results-oriented training.

Whether you are seeking the Certified Business Analysis Professional (CBAP<sup>TM</sup>) certification via the IIBA<sup>TM</sup> and our Endorsed Education Provider (EEP<sup>SM</sup>) status, or simply looking to enhance specific BA skills relative to your organization or career path, AMS can help. Our front end BA competency assessment tool will baseline your skill-set against the BABOK<sup>®</sup> and then map you across the best training programs in the curriculum to meet your objectives. These tools can be used individually or provided as an organizational roll-up to accommodate corporate goals.

Ultimately, the advantages to the AMS content, development approach, and ancillary training path alignment tools result in a pin-point focus of what is needed, when it is needed. Participants can choose from various courses made up of interchangeable modules and target the areas most relevant to their needs. This helps training managers tailor learning paths and measure results more accurately.

Please explore this program, request more information or contact us to speak with someone on our program development team directly as a way to learn more.

In order to qualify for an AMS certificate of completion, attendees must complete three core and two elective programs.

# PBAC Matrix

## AMS/BABOK Business Analyst (BA) Curriculum/Competency/Knowledge Area Alignment Matrix














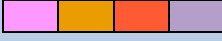








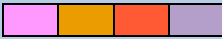







Course Level - Legend	
Introductory Level	
Intermediate Level	
Advanced Level	

Job Roles - Legend	
Business Analyst	
Project Manager	
Systems Analyst	
Technical Analyst	




















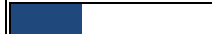








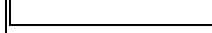
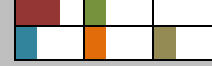
BABOK® Knowledge Area Coverage - Legend	
• <u>Business Analysis Planning and Monitoring</u>	
• <u>Requirements Management and Communication</u>	
• <u>Enterprise Analysis</u>	
• <u>Elicitation</u>	
• <u>Requirements Analysis</u>	
• <u>Solution Assessment and Validation</u>	

Courses / Roles ↓	BABOK® Competencies						BABOK® Knowledge Areas ↓
	<u>Analytical Thinking and Problem Solving</u>	<u>Behavioral Characteristics</u>	<u>Business Knowledge</u>	<u>Communication Skills</u>	<u>Interaction Skills</u>	<u>Software Applications</u>	
	Core Courses						
	Partial Coverage	Moderate Coverage	Complete Coverage	Complete Coverage	Complete Coverage	Complete Coverage	
<b>AMS1001: BA Collaboration for Success</b> 3 days; 21 PDUs Delivery: Role:							
<b>AMS1013: Requirements Management</b> 2 days; 14 PDUs Delivery: Role:							

# PBAC Matrix

Courses / Roles ↓	BABOK® Competencies						BABOK® Knowledge Areas ↓
	Analytical Thinking and Problem Solving	Behavioral Characteristics	Business Knowledge	Communication Skills	Interaction Skills	Software Applications	
	Core Courses						
	 Partial Coverage	 Moderate Coverage	 Complete Coverage				
<b>AMS170: Modeling and Understanding Business Process</b> 3 days; 21 PDUs Delivery:  Role: 							
<b>AMS1014: Facilitating the Requirements Management Process</b> 2 days; 14 PDUs Delivery:  Role: 							
<b>AMS1015: Unified Modeling Language (UML)</b> 2 days; 14 PDUs Delivery:  Role: 							

# PBAC Matrix

Courses / Roles ↓	BABOK® Competencies						BABOK® Knowledge Areas ↓
	Analytical Thinking and Problem Solving	Behavioral Characteristics	Business Knowledge	Communication Skills	Interaction Skills	Software Applications	
	Electives						
	 Partial Coverage	 Moderate Coverage	 Complete Coverage				
<b>AMS1018: CBAP™</b> Test Prep Overview 2 days; 14 PDUs Delivery:  Role: 							
<b>AMS131: Managing Information Technology Projects</b> 3 days; 21 PDUs Delivery:  Role: 							
<b>AMS112: Negotiation and Influencing Skills for PMs</b> 2 days; 14 PDUs Delivery:  Role: 							

# PBAC Matrix

Courses / Roles ↓	BABOK® Competencies						BABOK® Knowledge Areas ↓
	Analytical Thinking and Problem Solving	Behavioral Characteristics	Business Knowledge	Communication Skills	Interaction Skills	Software Applications	
	Electives						
	Partial Coverage	Moderate Coverage	Complete Coverage				
<b>AMS1020: Distinctions in PM Leadership</b> 2 days; 14 PDUs Delivery: Role:							
<b>AMS166: PM Communication and Stakeholder Management</b> 2 days; 14 PDUs Delivery: Role:							
<b>AMS1024: BA Boot Camp</b> 3 days; 21 PDUs Delivery: Role:							

# Course Descriptions

## AMS1001: Business Analysis: Collaboration for Success

21 Professional Development Units/ on line 18

21 Education Hours/ on line 18

Format/Duration:  3 days   18 hours



The role of the Business Analyst (BA) has been expanding over the past decade. The BA function of the past was a reactive role, responding to client requests for systems improvements and other changes. Today, forward looking organizations look to the analyst and business process owner to work collaboratively so that business process adds value to the overall business operation. One crucial component of this is having a strategy for the proactive extension of functionality in applications that support the business process. In order to do this, the business analyst and process owner need an architectural approach to business process. In this program, we will explore the role and function of the BA working in partnership with business and information technology contributors.

### Learning Objectives

- Understand the Business Analyst function
- Recognize the Business Analyst's role in business process improvement
- Define and disseminate business issues and improvements
- Understand the options for an application release strategy
- Determine vision, solution and scope
- Understand best practices for requirements definition and documentation
- Develop and apply traceability matrices
- Define the development path of the Business Case
- Introduce best practices for quality, assurance testing, and validation

**Who Should Attend:** IT Project Managers, Business Analysts, and Project Management Support Resources would benefit from this course.

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## AMS1013: Requirements Management: Minimizing the Surprises

14 Professional Development Units/ on line 12

14 Education Hours/ on line 12

Format/Duration:  2 days   12 hours



Numerous benchmark studies have identified incomplete and shifting requirements as a root cause of project and system development failure. The Business Analyst must deal with requirements which resemble a mixture of the well-understood, the tentative, the incomplete, and the largely unknown. The requirements management process must be robust and future-focused to avoid project and system development distress. This course will take the participant through the industry standards and best practices of a robust life-cycle and Requirements Management process.

### Learning Objectives

- Review the current industry standards (IIBA) and best practices of a robust Requirements Management Life Cycle
- Explain the roles and responsibilities of the business analyst within the requirements management life cycle
- Develop functional and practical requirements definitions
- Define and disseminate the Systems Development Life Cycle (SDLC) and the Project Management Life Cycle (PMLC)
- Understand the integration points for the Requirements Management Process within the SDLC and PMLC
- Define Requirements Validation tools and techniques
- Effectively control scope and requirements "creep"

**Who Should Attend:** Business Analysts, Systems Analysts and Project Managers involved with projects containing critical business success factors will benefit from taking this course.

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# Course Descriptions

## AMS170: Modeling and Understanding Business Process

14 Professional Development Units/ on line 12

14 Education Hours/ on line 12

**Format/Duration:** 🧑🏫 2 days 🖥️🌐 12 hours



Defining sound requirements early is a foundational element of the Business Analyst's role. In order to be successful in this role, the Business Analyst must be an effective bridge between the business and information technology "camps". Understanding, modeling and communicating business process requirements, expectations and our core expectations of the effective Business Analyst. This course will provide the participant with a "tools-based" training experience in business process modeling best practices and applications.

### Learning Objectives

- Define the process improvement and process modeling link
- Define the distinct phases of business process improvement
- Understand the roles of the business analyst in process modeling
- Understand and utilize various modeling and mapping techniques
- Create and communicate process benchmarks and metrics
- Understand and utilize various analysis techniques
- Develop strategies for new process design
- Conducting Cost Benefit Analysis
- Developing and controlling implementation plans

**Who Should Attend:** Business Analysts, Project Managers, Technical Leads and Project Team Members would benefit by taking this course.

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## AMS1014: Facilitating the Requirements Management Process

14 Professional Development Units/ on line 12

14 Education Hours/ on line 12

**Format/Duration:** 🧑🏫 2 days 🖥️🌐 12 hours



Successfully facilitating requirements occupies a great deal of the business analyst's repertoire. Successful requirements development results in a level of cognizance conducive to process and project success. This course will prepare the participants to facilitate various forms of requirements gathering sessions (informal and formal) and to properly document, communicate and manage the output of these sessions. The course will directly address the life cycle development and management of JAD sessions, brainstorming sessions, and other forms of group facilitation mechanisms.

### Learning Objectives

- Understand the IIBA-BABOK® processes for total requirements management
- Define the role of the requirements facilitator
- Define the elements of effective facilitators and facilitation
- Approaching facilitated sessions as projects
- Understand and implement various facilitation formats and practices (local and remote)
- Utilize mind-mapping to elicit creativity and cognizance
- Explain the elements and practices of Business Analysis
- Validating requirements management results
- Defining the best practices, tools and techniques of professional facilitators
- Develop strategies for effective conflict management

**Who Should Attend:** Business Analysts, Business Managers, Team Leaders, Project Managers would benefit by taking this course

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# Course Descriptions

## AMS1015: Unified Modeling Language (UML)

14 Professional Development Units/ on line 12

14 Education Hours/ on line 12

**Format/Duration:** 🧑🏫 2 days 🖥️ 12 hours



In order to effectively develop requirements, the business analyst must be able to model present and future system functionality. This modeling will require cognizance at the actor, end-user and system level. Utilizing Use Case methodology and Unified Modeling Language (UML), the course will familiarize the participant with the practices to elicit, analyze, document and communicate functional requirements using Use Case Modeling.

### Learning Objectives

- Introduce the best practices of Use Case Modeling
- Defining functional and non-functional requirements
- Defining the “players” involved with Use Case Modeling
- Understand and employ the various “mapping “ methods
- Develop requirements traceability
- Understand the role of prototypes as an aid to defining functional requirements
- Collaboratively constructing and applying quality metrics and acceptance test procedures

**Who Should Attend:** Technology project managers, customer project managers, technology project team members and those who wish to gain the understanding of customer and project team integration would benefit by taking this course.

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## AMS1018: CBAP™ Test Prep Overview

14 Professional Development Units/ on line 12

14 Education Hour/ on line 12

**Format/Duration:** : 🧑🏫 2 days 🖥️ 12 hours



The CBAP™ certification is becoming one of the most sought after accreditations for business analysts and project managers alike. The AMS CBAP™ preparation program will cover all of the BABOK® knowledge areas by aligning each underlying competency with case based scenarios. This dynamic presentation style coupled with the Sr. AMS facilitator produces one of the industry’s most robust and comprehensive preparatory programs. Along with the practical representation of the material we will assess knowledge transfer via a battery of test questions to simulate the CBAP™ exam format. Upon completion of this program it is expected that attendees will have a solid understanding of the testing environment and applicable knowledge of the BABOK® standards.

### Learning Objectives

- Understand business analysis planning and monitoring
- Understand requirements management and communication
- Understand enterprise analysis
- Understand elicitation
- Understand requirements analysis
- Understand solution assessment and validation
- Prepare for the CBAP™ exam

**Who Should Attend:** Anyone seeking to prepare for the CBAP™ certification exam.

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# Course Descriptions

## AMS131: Managing Information Technology Projects

21 Professional Development Units/ on line 18

21 Education Hours/ on line 18

Format/Duration:  3 days   18 hours



Large and complex projects oftentimes include the design, development and integration of dependent systems. These projects will often bring together teams that have operated independently of one another. To the extent that these teams have their own processes, procedures and templates, these integration projects will give rise to a number of challenges and obstacles that increase the risk of project failure.

In this project management course we will identify the risks (technical, organizational, behavioral and personal) associated with system integration projects and through a number of team exercises develop and discuss strategies for mitigating these risks and increasing the likelihood of project success.

### Learning Objectives

- Explain the project management life cycle concept
- Understand the relationship between the project management life cycle (PMLC) and various systems development life cycles (SDLC)
- Define the integration of the requirements management process
- Understand the tools and practices for scope development
- Learn the elements of robust project execution planning
- Analyze project estimating as a defined discipline
- Understand and implement project scheduling standards and practices
- Effectively apply risk management practices and mitigation approaches
- Develop the project's control strategy
- Understand the steps to formal project closure

**Who Should Attend:** Project managers and team members at all experience levels would benefit by taking this course.

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## AMS112: Negotiation and Influencing Skills for Project Managers

14 Professional Development Units/ on line 12

14 Education Hours/ on line 12

Format/Duration:  2 days   12 hours



Project and Program Managers are faced with a unique challenge when managing team members and stakeholders – all without positional power or direct authority. In order to be successful, a project manager must skillfully market the ideas that matter and create compelling visions for their team members and stakeholders to buy into. This course will address the nuances of using persuasive communication, building trust and rapport in order to achieve goals. It is comprised of interactive lecture, small group role-play and case study use. A reflective instrument designed to assess your negotiation and influencing competencies will be utilized.

### Learning Objectives

- Identify skills to assess the decision makers, stakeholders and the organizational pulse
- Identify areas where we “stop and go” in influencing and negotiation
- Design idea marketing strategies that work
- Understand the elements of persuasive and effective communication
- Ask the right questions, find commonalities and build trust and rapport with the project team
- Build the right presentation to obtain buy-in based on your audience
- Use persuasive methods to sway decisions in the project's favor
- Defining effective negotiation; elements for repeatable success
- Understand techniques and strategies for effective negotiation
- Understand the human factors associated with achieving effective and lasting negotiation results

**Who Should Attend:** Project managers and project team members who wish to enhance their relationship building, influencing and negotiating skills would benefit by taking this course.

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# Course Descriptions

## **AMS1020: Distinctions in Project Management Leadership**

14 Professional Development Units/ on line 12

14 Education Hours/ on line 12

**Format/Duration:** 🧑🏫 2 days 🖥️ 12 hours



This course will emphasize the critical role that the “human relation” side of project management plays in the planning, execution and control of all project efforts. Utilizing insights and critical distinctions based on the facilitator’s vast and varied management and executive leadership experience, participants will be brought face-to-face with questions about their own leadership effectiveness. This course requires “real” and substantive participation that will result in the participants being lead through a detailed look at the critical aspects of effective leadership, personal development, coaching/mentoring, managing in a chaotic and interruptive environment, proactive and effective communication, and the distinctions of effective personal development as a leader.

### **Learning Objectives**

- Identify the skill sets that effective project leaders must possess in order to be successful
- Identify the distinctions between leadership and oversight
- Determine what team members look for in an effective project leader
- Foster collaboration by promoting cooperative goals and mutual trust
- Cultivate trusting relationships and in turn, motivate the team toward success
- Utilize power and information in service of others to ensure that individuals feel empowered to take appropriate and timely actions
- Understand the importance of integrity in the leadership model
- Identify the common roadblocks to high-integrity
- Evaluate your ability to foster self-confidence in individual contributions
- Plan and implement a reward system that benefits the team and individual contributors

**Who Should Attend:** Project/Program Managers, Project Administrators, Technical & Team Leads, and resources in supervisory roles within the Project & Program environment would benefit from this course.

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## **AMS166: Project Communication and Stakeholder Management**

14 Professional Development Units/ on line 12

14 Education Hours/ on line 12

**Format/Duration:** 🧑🏫 2 days 🖥️ 12 hours



As project and program managers are always judged at the end of things: phases, milestones, projects, etc., some of these are long and arduous. The ability to develop and manage productive relationships borders on art form and is a critical success factor for senior project/program managers. As project/program efforts approach the large and complex level, the level of stakeholder and stakeholder interaction increases. We must increase our level of professionalism and preparedness to match this challenge. This course will introduce the participant to tools, mechanics and interpersonal distinctions involved in successful and sustained communication and stakeholder management.

### **Learning Objectives**

- Define the roles (formal & informal) of the stakeholder
- Define the role that transparency and communication play in stakeholder management
- Utilize the stakeholder analysis to develop the elements of the Communications Plan
- Learn how to manage and transform unreasonable requests
- Structure the change management and configuration processes
- Develop the Stakeholder Management Plan and Relationship Milestones
- Understand the challenges of managing politics, protocol and organizational agendas

**Who Should Attend:** Project & Program Managers, Technical & Team Leads, and resources in supervisory roles within the Project & Program environment would benefit from this course.

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# Course Descriptions

## AMS1024: Business Analysis Boot Camp

21 Professional Development Units/ on line 18

21 Education Hours/ on line 18

**Format/Duration:**  3 days   18 hours



The AMS Business Analysis Boot Camp program covers the core knowledge areas of the International Institute of Business Analysts (IIBAs), Business Analysis Body of Knowledge (BABOK®) and focuses on preparing attendees for the Certified Business Analyst Professional (CBAP™) accreditation exam. The program is facilitated by a Senior AMS consultant, thus enhancing the content to ensure that the practical aspects of the BABOK® are brought to life within realistic industry examples. The pre-program web assessment helps align attendees with the areas of the BABOK® they need the most attention on thus allowing the instructor to lean toward those areas. Finally, the CBAP™ sample questions and testing environment overview helps to prepare the attendees for the exam via small simulations. Each attendee will receive a desk reference guide to use for review and they should come prepared with the BABOK® in hand.

### Learning Objectives

- IIBA/BABOK® Assessment
- Review Business Analysis Planning and Monitoring
- Review Requirements Management and Communication
- Review Enterprise Analysis
- Review Elicitation
- Review Requirements Analysis
- Review Solution Assessment and Validation
- CBAP™ Exam Questions Familiarity
- CBAP™ Exam Process and Requirement

### Who Should Attend

Anyone seeking to gain the CBAP™ accreditation or any professional wishing to embrace and understand the competencies to be a professional business analyst would benefit from taking this course.

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The following is a list of other related courses that compliment the PBAC's core elective programs:

- Business Analysis Executive Overview
- Intro to BA and Requirements Management
- Developing Effective Teams and Team Players
- Creative Problem Solving
- Effective Business Writing
- Managing Virtual Teams
- Maximizing Time and Energy

Please contact your AMS Business Development Manager for more information related to any of these programs.

# Delivery Models

## On-Site Training

AMS On-Site Training events offer businesses the ability to choose from our entire catalog of training programs and then customize the delivery to meet all of their industry vertical needs.

AMS prides itself on the quality of our facilitators and depth of material content. All programs are highly interactive, experience based and will render immediate usable skill enhancements, methods and best practices.

### Benefits to AMS On-Site Training:

- Scheduling flexibility to accommodate participant and group schedules
- Baseline pre-class competencies and post program [measurements](#)
- AMS will [host](#) a client portal to track registrations, completions and associated accreditations
- Highly [experienced](#) and trained team of Sr. Consultant facilitators to ensure quality
- Offering the full inventory of [AMS programs](#)
- Detailed desk reference quality materials
- [Customization](#) options via a best practice development methodology
- Programs offering industry and academic [accreditation](#)
- Standardized facilitation methodology to enhance the transfer of knowledge
- Per day, not per head pricing packages to accommodate volume and large groups

## On-Demand.edu<sup>SM</sup> (Self-Paced On-line Training)

AMS On-Demand.edu<sup>SM</sup> leverages our vast inventory of intellectual property and presents it on a leading technology platform that is easy to use, capable of providing immediate knowledge transfer and has various multimedia options for student/instructor interaction and collaboration, such as, blogs and live instructor chat. Whether you work in the self-paced model or complement the learning path with options from our Blended Learning Suite, you can be assured that the learning experience will be robust.

### Benefits to AMS On-Demand.edu<sup>SM</sup>:

- User friendly interface, powered by the award winning Blackboard ProSite<sup>TM</sup> technology
- Java and HTML code to avoid firewall/security issues
- 24/7/365 technical support and on-line user guide
- Standardized learning process to enhance knowledge transfer
- Collaboration tools to promote knowledge cross-pollination
- Personalized content/learning path for each individual user
- Measurable knowledge transfer via the "knowledge challenge" system
- Data collection to interface with all LMS's
- Downloadable material to ensure "walk-away" value
- SME support and accessibility for all programs
- Blended Learning Solutions to enhance corporate programs
- Industry leading AMS content and instructional design
- Multi-course/user license packs
- Always virtual, never alone

# Delivery Models

## Virtual Classroom<sup>SM</sup> (Live On-line Training)

AMS Virtual Classroom<sup>SM</sup> events are a convenient way to experience direct interaction with a senior consultant without the costs associated with travel to off-site locations and public training venues. This convenient method of attending training is cost effective while still offering all of the benefits of face-to-face delivery.


AMS has created best practices for delivering virtual training that will set the industry standard through our "bring the classroom on-line" approach, affording participants the ability to interact with the presenter and even network with other students. Through the combination of live blogs, controlled VoIP and live audio/video webcasting within the training portal, we are able to effectively simulate the classroom learning experience.


### Benefits to AMS Virtual Classroom<sup>SM</sup>:


- User friendly interface, powered by the award winning Microsoft Live Meeting<sup>TM</sup> technology
- Various delivery lengths, price points and schedules allowing for total participant control (see below)
- At your desk convenience reduces travel cost and down time
- [Customization](#) options for "anchor" companies and internalized programs
- Full [AMS inventory](#) of over 200 programs available for custom delivery
- [Blended](#) learning options available
- Highly [experienced](#) and trained team of senior consultant facilitators to ensure quality
- Programs offering industry and academic [accreditation](#)
- Standardized best practice facilitation methodology to enhance the transfer of knowledge


## Blended Learning Solutions (BLS)

AMS Blended Learning Solutions (BLS) allows organizations to take advantage of the most effective means to access knowledge within their individual corporate setting. In response to the fact that companies and individuals are beginning to "learn differently" as well as having a heightened awareness around the costs associated with on-site training, AMS has created BLS to address the challenges associated with today's dynamic work environment. Any one or all of the following delivery vehicles can be combined to create a fully customized learning experience. The AMS Blended Learning Solution suite focuses on the following consists of the following models:

 [On-Site Training](#): As the cornerstone of the BLS solution suite, AMS instructor led training programs offer comprehensive study guides, expert facilitators and access to our Case Based Learning Experience (CBLE) which offers a tiered process for customization.

 [Virtual Classroom<sup>SM</sup> \(Live On-line Training\)](#): AMS Virtual Classroom<sup>SM</sup> events are a convenient way to experience direct interaction with a senior consultant without the costs associated with travel to off-site locations and public training venues. This method of attending training is cost effective while still offering all of the benefits of face-to-face delivery. AMS has created best practices for delivering virtual training that will set the industry standard through our "bring the classroom on-line" approach, affording participants the ability to interact with the presenter and even network with other students. Through the combination of live blogs, controlled VoIP and live audio/video webcasting within the training portal, we are able to effectively simulate the classroom experience.

 [On-Demand.edu<sup>SM</sup> \(Self-Paced On-line Training\)](#): AMS On-Demand.edu<sup>SM</sup> leverages our vast inventory of intellectual property and presents it on a leading technology platform that is easy to use, capable of providing immediate knowledge transfer and has various multimedia options for student/instructor interaction such as blogs and live instructor chat. Whether you work in the self-paced model or complement the learning path with options from our Blended Learning Suite, you can be assured that the learning experience will be robust.

 [PodCast](#): AMS offers "learning snippets" derived from selected training programs, article/whitepaper content and other recorded media that our team creates from research. This completely mobile distribution of content is perfect for business travelers, students or anyone seeking "on-the-go" information.

All of the above BLS components can stand independent or mix and match to meet your exact needs. They are all supported by the [AMS Advantage](#) value points and can be guided via the [CBLE customization](#) model.

# Assessment Overview

## BABOK (v2) Business Analysis Skills Assessment (BASA)

The BASA helps individuals identify skill gaps, strengths and weaknesses around core Business Analysis competency areas correlating with the International Institute of Business Analysis (IIBA)'s Business Analysis Body of Knowledge (BABOK), 06. Once identified, these gaps can be filled with customized training, self study, or structured coaching. The results of the assessment are categorized into the specific BABOK areas and then aligned with statistical benchmarks and narrative recommendations. These outputs graphically illustrate target areas for improvement by priority ranking and then correlate narrative recommendations based on a best practice database. Each report is reviewed by an AMS Consultant prior to return, ensuring that the practical aspects of business analysis have also been taken into consideration. The assessment is web based and can be completed within 20 minutes.

If you have purchased a license and have a user ID and Password please enter the assessment now: [Take assessment now.](#)

If you do not have an entry code and would like to purchase one please register. [Register.](#)

Cost of an individual license is \$50.00 (USD).

### Single section of assessment preview:

#### PERSONAL INFORMATION

First Name	<input type="text"/>	required
Last Name	<input type="text"/>	required
Company	<input type="text"/>	required
Title	<input type="text"/>	
Years with Organization	Select one... <input type="button" value="v"/>	required
Department	<input type="text"/>	
Telephone	<input type="text"/>	required
E-mail	<input type="text"/>	required
Direct Supervisor	<input type="text"/>	

#### ASSESSMENT

A. Enterprise Analysis Knowledge Area		
A1.	<b>Enterprise Analysis</b> – the collection of pre-project or early project activities and approaches for capturing the necessary view of the business to provide context to requirements and functional design work for a given initiative and/or for long term planning.	<input type="button" value="v"/> I have used it successfully (3) <input type="button" value="v"/> Select one... No knowledge of it (0) I can define it (1) I understand the concept (2) I have used it successfully (3) I can use it and adapt it to fit my needs (4) I am an expert in this area (5)
A2.	<b>Business Architecture</b> : a common planning framework fostering strategic and operational alignment.	<input type="button" value="v"/> Select one...
A3.	<b>Balanced Scorecard</b> : a performance planning and measurement framework that allows business management to make decisions using a perspective that encompasses multiple viewpoints.	<input type="button" value="v"/> Select one...
A4.	<b>Feasibility Study</b> : research efforts designed to help the organization understand the competitive environment, enabling informed decision on the future of the business.	<input type="button" value="v"/> Select one...
A5.	<b>Business Case</b> : the justification for the project in terms of the value to be added to the business as a result of the project outcomes vs. the cost to develop the new solution.	<input type="button" value="v"/> Select one...
A6.	<b>Initial Risk Assessment</b> : determining if the proposed project carries more risk than the organization is willing to bear.	<input type="button" value="v"/> Select one...
A7.	<b>Managing Projects for Value</b> : updating the Business Case at control gate reviews to provide management with information to help determine whether to continue to invest in the project.	<input type="button" value="v"/> Select one...

# Case-Based Learning Experience (CBLE)

In a typical case-based training course, case studies are designed to thread theory with experience. In bridging the aforementioned gap, utilization of this traditional two-dimensional model usually results in an academic experience. Based on client results, we find that a multi-dimensional model results in a more robust learning environment. In response to client needs, we have developed a fully integrated approach to training design and delivery.

Our enclosed model provides a dynamic blend of learning opportunities through what we call the Case-Based Learning Experience (CBLE). The CBLE model integrates the following elements:

1. Facilitator expertise
2. Program development
3. Case studies
4. Exercises
5. Checklists, tools and templates

These elements are refined once the client deliverables are established, resulting in a precisely focused learning experience. CBLE allows for time optimization and advanced learning opportunities.

The CBLE model draws its strength from the use of company specific data. For example, in a three day Project Planning Scheduling and Control course, the decision may be to focus the learning on the scheduling component of project management. In this example, a case would be built and facilitated to guide the students through a typical scheduling scenario. In a longer, multi-course program, emphasis may be placed on scheduling; influencing skills and risk, so three correlating case studies would be built or sourced. All of the aforementioned approaches would reflect our standard approach to customization defined in this document.

The program delivers on a targeted, optimum learning model based on personalized service and customization provided by Advanced Management Services, Inc. It focuses on individual professional development while pursuing collective accountability as a team. This approach is modeled around a typical MBA program. The design of CBLE will allow you to spread the program further into the organization as it grows. In fact, the case studies and customized materials may be able to be adapted and used in different applications throughout the organization.

The model takes into consideration the following elements:

## 1. Facilitator Expertise

Our consulting and training programs are developed and delivered by highly qualified individuals with proven expertise and practical experience. Our entire team participates in continuous learning to provide clients with cutting edge information. The Advanced Management Services, Inc. team of project consultants holds various advanced academic and professional accreditations, are published authors, presenters and recognized leaders in their specific area of expertise.

The experience of our facilitators is second to none. Senior consultants bring real world experience to the classroom. Through the evocative use of examples, our facilitators are able to draw references to actual scenarios that the participants have either faced or are likely to encounter in their project management careers. We encourage our students to bring examples of real project challenges they face to class, as our experience has shown that robust discussion around these topics heightens the learning experience.

## 2. Program Development

Program development/customization is available in three distinct levels. This customization allows us to get to know your organization and target the program delivery to highlight the areas most in need. Also, the ability to facilitate focused discussion among the group regarding company specific project challenges often results in an internal initiative to improve the project management process. Based on your requirements, this course can be customized in one of three ways:

**Level One:** Advanced Management Services, Inc. will conduct several telephone interviews with management and project managers. The purpose of these interviews will be to gather data on current practices and challenges in your company relevant to the training course content. This information will be translated back into the facilitation of the program by verbal delivery. The instructor will reference your specific company projects and challenges in his/her delivery of the materials. No material will be customized. This level is not conducive to the case study model we describe here.

# Case-Based Learning Experience (CBLE)

**Level Two:** Advanced Management Services, Inc. will meet on-site with several of your managers and participants. The purpose of these meetings will be to gather data on current practices and challenges in your company relevant to the training course content. In addition, we will review documentation on existing practices that are being used internally. This information will be translated back into the facilitation of the program by verbal delivery. Case studies used during the program will be industry related. Any tools or processes used internally can be referenced during facilitation and integrated into the workbook text at your request. The instructor will reference specific company scenarios and challenges in his/her delivery of the materials. The industry specific case study and your company's specific practices, tools/forms will be integrated into the materials.

**Level Three:** Advanced Management Services, Inc. will meet on-site with several of your managers and project managers. The purpose of these meetings will be to gather data on current practices and challenges in your company relevant to the training course content. In addition, we will review documentation on existing practices that are being used internally. This information will be translated back into the facilitation of the program via the customization of both the delivery and the course materials. Case studies used during the program will be company specific. Any tools or processes used internally can be referenced during facilitation and integrated into the workbook text at your request. The instructor will reference specific projects and challenges in his/her delivery of the materials. The workbook, slides, case study and delivery will be customized and your specific organization's practices, tools/forms will be integrated into the materials.

### 3. Case Studies

Case studies can be integrated into the program in one of two ways:

#### Industry Specific Related Cases

Industry specific case studies can be integrated into the program based on different scenarios. These case studies are selected based on the needs stated by the client and the learning objectives of the program. Depending on the level of customization selected, the case(s) utilized may be existing Advanced Management Services, Inc. case studies or industry related cases obtained from leading business/IT publishers such as Harvard Business Review, Wylie & Sons, McGraw Hill, and others. Integration of relevant case studies is

used when appropriate to supplement the learning objectives. We generally use industry specific case studies to review a group of modules and draw parallels to typical challenges which may exist in one particular industry.

#### Organization Specific Related Cases

Alternatively, some clients choose to have a case study developed based on a real or fictional scenario in their organization. In this case, we will work with you to determine the most relevant situation to highlight. The case study may be based on a particular success story, or failure. The strength in this type of approach lies in the fact that all the participants can relate to it from a language, experience and cultural standpoint.

### 4. Exercises

Exercises and opportunities for hands-on work are key components of our programs. Depending on the format selected, our courses are usually composed of 50% or less lecture. The remaining course time is comprised of work that allows the students to utilize the concepts presented in the course, share ideas, challenge the content and pose questions to the instructor. We believe this format creates a dynamic learning experience for the student that allows them to learn by doing.

Short exercises interspersed throughout the program to recap the modules help facilitate and reinforce learning by offering the participants an opportunity to practice what they have learned, both individually and in teams. In a typical Project Planning, Scheduling and Control course, participants may create a Project Overview Statement, build a work breakdown structure, estimate time against a given set of tasks, develop a risk mitigation plan and/or create a network diagram and critical path schedule.

### 5. Checklists, Tools and Templates

We take great pride in the course materials created for clients. These workbooks, often in excess of 100 pages, are designed to be used during the course, and also serve as a reference guide long after the course is complete. Narrative in format, our workbooks contain detailed explanations of the topics covered, as well as forms, checklists, tools and templates that the participant can utilize in practical application. Many of these templates are industry specific, and are included in the workbook based on needs expressed during development/customization interviews. We also include a section on further recommended reading, so the participant has an immediate reference point for continuous learning.

## AMS Interactive Presents...



## Business Analyst, (BA)

### *The Strategic Implications*

A man is flying a hot air balloon and realizes he is lost. He reduces altitude and spots a man below and shouts; "excuse me, can you help? I am lost, and I promised a friend I would pick him up a half hour ago, but I don't know where I am." The man below says, "yes, you are in a hot air balloon, hovering approximately 30 feet above the ground. You are between 40 and 42 degrees North latitude, and between 58 and 60 degrees West longitude." "You must be a Business Analyst," says the balloonist. "I am replies the man, how did you know?" "Well, says the balloonist, everything you have told me is technically correct, but I have no idea what to make of your information and I am still lost." The man below says, "you must be a Project Manager." "I am", replies the balloonist, "but how did you know?" "Well," says the man, "you don't know where you are or where you are going. You have made a promise which you have no idea how to keep, and you expect me to solve your problem. The fact is, you are in the exact same position you were in before we met, but now it is somehow my fault."

Management Consultants



Advanced Management Services

**AMS Interactive**

*Designing The Future of Live Web Training*

**Presented by:  
Phil Ventresca, M.B.A.**

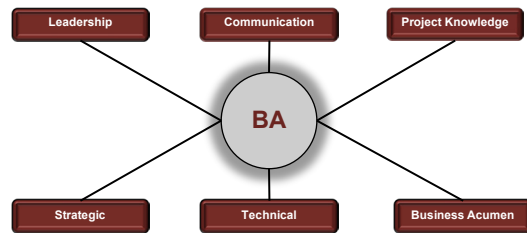
[www.amsconsulting.com](http://www.amsconsulting.com)

# White Paper Presentation

## Business Analyst, (BA): The Strategic Implications

### Competency Profile of The Future BA

- What competencies are companies training for
  - Excellent understanding of both business and technology within the project environment
  - Be a leader, communicator and professional
  - Understand the skills associated with internal consulting techniques
  - Be proficient in project management skills as well as complete understanding of the internal process
  - Epitomize the essence of a collaborator and team player
  - Understand and be able to navigate your organizations politics and structure
  - Be able to manage without having authority via negotiation
  - Understand true Stewardship-based service



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It is obvious that the BA role, as defined in this article, will require wider skill sets than the more traditional BA position still driven from the IT departments of yester-year. To that point, we have begun to see a trend where the BA position can spawn from either business or IT. This is an interesting point as it speaks volumes to an organization's maturity around project management. Imagine, for just a moment, an organization that has no boundaries within its functions and everyone on the team collaborates against a common goal. I like to call this organizational desegregation and cultural morphing. As we at AMS begin the next phase of benchmarking the project management industry and clients, we are beginning to see this shift as a representative of the next wave of advancing thought in the project management space. It was not too many years ago that I published an article on the emerging role of the project manager as the CEO of his/her project. I am confident that the BA role will take a firmly positioned spot in the upper hierarchy of any world class project organization within the next few years.

In order to succeed the BA will need to have a competency profile that meets the following criteria:

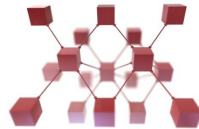
- Excellent understanding of both business and technology within the project environment.
- Be a leader, communicator and professional.
- Understand the skills associated with internal consulting techniques.
- Be proficient in project management skills as well as complete understanding of the internal process.
- Epitomize the essence of a collaborator and team player.
- Understand and be able to navigate your organizations politics and structure.
- Be able to manage without having authority via negotiation.
- Understand true stewardship-based service.

# White Paper Presentation

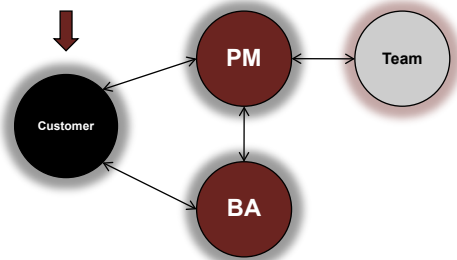
## Business Analyst, (BA): The Strategic Implications

### Preparing Your Organization for The BA Evolution

- Supporting a “strategic” BA position
  - Liaison between business, project and customer teams
  - Eliminate departmental matrix
  - Cross-functional communication matrix
  - Defined, (and published) roles and responsibilities
  - Pre-established protocol within the project environment
  - Budget for the “work”, not just the position
  - Baseline ROI, (PMO benchmarking/peer reviews)



#### Strategic Program and Project Portfolio



The new role of the BA is far more strategic in both the organizational sense as well as at the project level. In fact, I would go as far as to say that the BA when appropriately leveraged represents a liaison between business, project and customer teams. This shift in responsibilities identifies two areas that need to be addressed by any organization seeking to expand this role:

- The organizational structure must support the actions of a “strategic” BA position.
- The BA candidate must have wide skill sets, encompassing many general management competencies.

It is important to note that this type of structure is recommended for mid to large size projects, but on the smaller initiatives we found that these attributes were part of the project manager’s role.

# White Paper Presentation

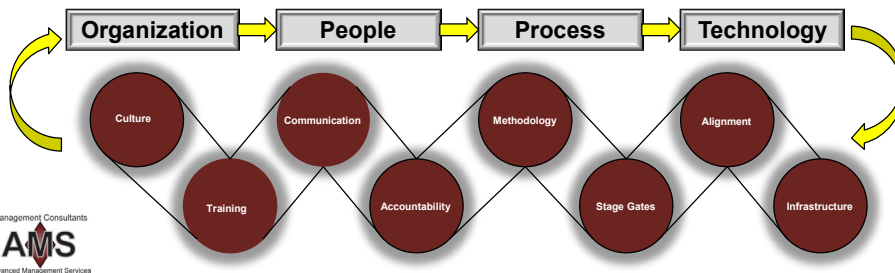
## Business Analyst, (BA): The Strategic Implications

### Integrating The Practice of BA

- Structure and culture challenges
  - Broken or disjointed cross-functional communication channels
  - Uncertainty around roles and responsibilities within the project structure and beyond
  - Quality concerns at the point of project delivery
  - Skewed scope statements and thus implementation plans due to early stage breakdown
  - Overall loss of productivity on project teams due to lack of continuity and methods



### Genealogy of a “BA Supportive” Enterprise



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As organizations shift to become “projectized,” the roles and responsibilities that have supported projects within a traditional matrix structure must shift as well. Over the years we have seen organizations struggle with the following challenges related to shifts in both structure and culture:

- Broken or disjointed cross-functional communication channels.
- Uncertainty around roles and responsibilities within the project structure and beyond.
- Quality concerns at the point of project delivery.
- Skewed scope statements and thus implementation plans due to early stage breakdown.
- Overall loss of productivity on project teams due to lack of continuity and methods.

The items noted above are tell-tale signs that several strategic components of a best practice project management environment are missing. In earlier articles, we addressed the discussion around project office and methodology, the topic of BA is an integral component to bring both of those items to life in the “real world.”

Forward looking or “best in class” organizations have aggressively embraced the concept of the BA role. And, what sets them apart from the old school thinking associated with this job title is the escalation and expansion of the roles, definitions and responsibilities. Not too many years ago a BA may have been confined to a very technical role within an IT environment working on specifications, functionality and even some quality and testing related to one or more project life cycles. Today we are seeing BA positions filled from across the organization and expect that this trend will continue, as it should.

Let’s address these points built in the context of how they can be leveraged to meet the challenges:

#### Broken or disjointed cross-functional communication channels

A BA should be in front of any project communication produced from the point of team inception to the close-out phase. This interaction does not mean that the BA takes on the role of project manager (although we have seen organizations combine the two roles), as it is not effective on larger and longer term initiatives. Our experience shows that an independent BA position can help to promote better communication, align protocol and help the project manager to extend his/her reach into the project teams.

#### Uncertainty around roles and responsibilities within the project structure and beyond

The BA functions as a tour guide through the project plan ensuring that all of the moving pieces are touching at the right points. We call these critical communication points and they can be built around time, budget or deliverable expectations. The BA will be assigned a protocol map within the project structure to enable them better access to expectations and provide for a proactive way to reach team members.

#### Quality concerns at the point of project delivery

In reality, the BA is monitoring quality points through the project life cycle thus producing a quality product at the close of the project. Very much like the thinking around proactive quality control, the BA is in front of each deliverable and monitors the progress against the project plan. This allows for immediate communication between the project manager, customer and associated teams.

#### Skewed scope statements and thus implementation plans due to early stage breakdown

The planning stages of a project are obviously critical to the implementation plan and ultimate quality. A BA should be assigned early in the process and work hand in hand with the project manager to ensure the highest level of intimacy with the plan. And, just as importantly they need to have a direct connection to the internal and external customers in order to ensure collaboration and proactive attention to emerging issues.

#### Overall loss of productivity on project teams due to lack of continuity and methods

A strategic BA assists the project manager and PMO with the execution of best practice within an organization’s project management structure. The BA has a unique opportunity to guide the process through an existing methodology and essentially help the project to operate in better alignment. This is accomplished by having a dedicated individual who is consistently working against the deliverables and is not distracted by the operations management associated with the project manager’s job.

# White Paper Presentation

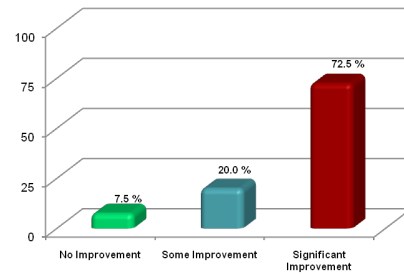
## Business Analyst, (BA): The Strategic Implications

### Looking Forward

- BA as a value proposition
  - AMS completed a non-scientific survey of their BA client base to establish how effective using a BA on an industry cross section of projects was. Of 100 respondents the majority declared an improvement was recognized. The context of the query was set against Scope, Schedule and Budget creep. All of the participants in this informal poll were either project managers or owners, no BA's were queried.
- **Conclusions**
  - Project effectiveness increased
  - Project quality improved
  - Project and organizational moral improved
  - Customer satisfaction improved
  - Requirements met at higher percentages
  - Change orders reduced
  - ROI against BA development



Standing at the horizon of change!



So, the BA role probably looks a little different than a traditional structure may have dictated. Yet, this is the trend and I believe will become the norm. As organizations look to enhance productivity and quality while reducing cost they are finding this role to be ultimately important. Additionally, project managers we spoke to during the research for this article all stated that having a BA on the team made their job easier and allowed them to focus on deliverable based activity.

# Testimonials

*"The training we received from the AMS team was insightful, current and tailored to our environment/industry. Because of the training we have been able to improve and sustain performance within the IT department."*

**Bill McGuire**  
**Director of Training**  
**Abbott Laboratories**

*"The training has been delivered effectively, comprehensively and with interest to one of the toughest audiences, hardnosed project managers. A measure of this success is reflected in the fact that all students (over 50) who have taken the PMP certifying exam have passed with flying colors. And, now we are embarking on a BA track to meet the future needs of our IT department."*

**Richard Humphrey**  
**Chairman, PM Steering Committee**  
**Westinghouse Government Services Group**

*"I would highly recommend your firm to anyone seeking a customer focused management consultancy. I have had the opportunity to work with many consulting firms in my position and have never seen one so truly focused on customer satisfaction. Your company's willingness to be flexible and creative is overshadowed only by the firm's ability to deliver quality."*

**Wendy Dobrindt**  
**Assistant Controller**  
**Hartford Financial Products**

*"The team at AMS provided some of the best corporate training we ever received. The consultants ability to fully understand our industry and how the PM space was impacted and complimented by the Business Analyst function was outstanding. I would recommend the AMS team to anyone seeking a knowledgeable and insightful relationship with a consulting firm."*

**Mary Stephani**  
**Manager of Training**  
**Liberty Mutual Insurance**

# Project Briefing

## **Solution Suite:** *Business Analysis*

**Project Description:** *Create process and learning events to establish best practice and competence.*

## **Client**

The client is one of the world's largest financial services organizations with global offices.

## **Challenge**

The organization was seeking to gain project efficiencies by adopting a formal business analyst function to liaison between information technology and the business community.

## **Solution**

AMS created custom learning to help the organization emphasize the synergies and identify the delimitation between systems analysis and business analysis. The custom curriculum was designed with consideration to the learning culture, as well as industry best practices and standards. Correlating scorecards were developed so that the organization could continually measure direct business impact from the training.

## **Benefits**

The client was able to successfully roll-out business analysis programs across the enterprise. Significant gains were observed through reduced rework as a result of clearer requirements on a tactical level. At a strategic level, business decisions were enhanced by an increased level of alignment in the project selection process and at various stage gates in the integrated BA/PM methodology ensuring that the project portfolio maintains maximum alignment with the strategic planning efforts.



# Program Development Team

## Tom Flynn, P.E., PMP

VP, Consulting  
Services/Principal Consultant



A founding partner and Vice President of Consulting Services at Advanced Management Services, Inc., Tom has initiated and spearheaded the development of the Project and Program Management Division which helped transform AMS into its current position as a leader in the Project Management Consulting and Training industry.

In addition to his technical project management competencies, he also utilizes his extensive training and experience in conflict management-resolution, change management and human development to successfully coach and mentor senior executives, project managers and project team personnel.

## Phil Ventresca, MBA

CEO/Founder



Phil Ventresca is Founder, CEO and President of Advanced Management Services, Inc. (AMS), a full service management consultancy servicing an international client base. Since founding AMS nearly two decades ago Phil has lead the organization to becoming an internationally recognized provider of Consulting, Training and Assessment services. He has personally assisted many of the firms Fortune 50/100/500 clients with the creation of organizational and performance based solutions.

Phil has designed business methodologies, processes and personnel performance plans for organizations such as, AT&T, Fidelity, The Hartford and many more. Phil maintains an active role providing executive coaching and account solution development for the AMS family of clients. As an entrepreneur Phil has founded AMS Aviation and PTV Equity both wholly owned subsidiaries of AMS.

## John Slack, MBA, PMP

Principal Consultant



John has over 30 years of experience in business development and project management. For the past decade he has focused his time on a mixture of active project management and the development for project management training.

His projects ranged from retail to high tech sectors including the planning and rollout of business strategy for companies such as Digital Equipment Corp and Intel, to the development and rollout of software applications for companies such as DirectTV, Motorola, and American Airlines.

John's management experience has ranged from large companies such as United Brands and Digital Equipment Corp to small start-ups such as Software International and The Cushing Group. He has published a number of articles as well as one book on business process analysis, "Business Architecture Methodology, an approach to planning and control."

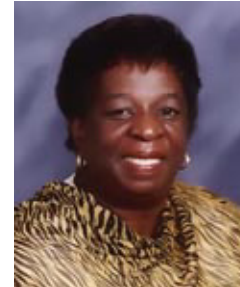
# Program Development Team

**Victor Teplitzky, MSOD,  
NSPE, Ph.D., PMP**  
Principal Consultant



Victor is an Industrial Engineer and Behavioral Scientist (HRD/OD). Since 1974 he has provided training, consulting and research services to a wide variety of organizations in both the public and private sectors. He has developed, conducted and analyzed training needs assessments for various organizations including; the National Guard Bureau, several State National Guard organizations, the US Postal Service, National Institutes of Health and Sara Lee Corporation. Has designed and developed over 100 training workshops including both general programs for "off the shelf" presentations and workshops tailored to meet specific client needs.

**Pearl Maxwell, Ph.D.**  
Principal Consultant



Since 1989, Pearl has developed a successful career an organizational development practitioner, professional trainer and keynote speaker. She possesses a unique skill that combines adult learning models, personal experiences and humor to engage organizations and create successful improvement efforts and productive learning sessions.

Pearl has extensive experience working with process improvement and reengineering initiatives helping clients, such as SCC, Sprint, Rehab Care, Symphony Health Services, to create functional business models for enhanced organizational productivity.

**Phillip Walker, Ph.D,  
Cert OSD**  
Principal Consultant



Phillip Walker works skilfully with individuals and teams to stimulate discussion, raise awareness, develop abilities, and turn plans into action. He is an internationally acclaimed organizational psychologist, management consultant and trainer. Dr. Walker is also a leading world authority on organizational trust building. He was mentored by Dr. Jack Gibb, known for his pioneering work in integrating organizational development theory, research, and practice.

Since 1989, Dr. Walker has authored three successful leadership development training programs taught globally and throughout the United States. He has eighteen years teaching experience at numerous universities at all levels. Dr. Walker regularly conducts training programs globally, including the PR China, UK, Sweden, Hong Kong, Canada, and United States.

# AMS Advantage

Benefits to our clients are driven by the key value points that make up the AMS Advantage:

- Fully owned copyright allows for flexibility in customization of training programs.
- Executive level consultants with an average of 20 years specific industry and subject matter expertise.
- Licensing of specific training materials to corporate training departments and Universities.
- Learning Management System (LMS) to support curriculum based training solutions.
- Best in Class Implementation Methodology to ensure the highest levels of service.
- Account management structure to support client needs.
- Cross industry experience to promote creative client solutions.
- Priced competitively with a focus on value added solutions.
- Team and client portal to ensure collaboration and communication.
- Client facing Lessons Learned Analysis (LLA) at the close of every project.
- Project communications structure to ensure multiple consultants are briefed on client projects.
- Domestic and international resources to provide the right consultant, at the right time, in the right place.
- Best Practice tools and processes to support our solutions.
- Industry specific accreditations and academic credit for specific programs.
- Articles, published works and benchmark research available for our client family.
- Monthly Newsletter highlighting current trends, new products and industry news.

# IIBA Definitions

Knowledge Areas	Competencies
<p><u>Business Analysis Planning and Monitoring</u> This knowledge area determines which activities are necessary to perform in order to complete a business analysis effort.</p>	<p><u>Analytical Thinking and Problems Solving</u> This competency supports the effective identification of business problems, assessment of proposed solutions to those problems, and understanding of the needs of stakeholders.</p>
<p><u>Requirements Management and Communication</u> This knowledge area describes how conflicts, issues and changes are managed, and ensures that stakeholders and the project team remain in agreement on the solution scope.</p>	<p><u>Behavioral Characteristics</u> This competency includes qualities such as ethics, trustworthiness, and personal organization that enable the BA to earn the respect of stakeholders.</p>
<p><u>Enterprise Analysis</u> This knowledge area describes how a business need is refined and clarified, and how a solution scope can feasibly be implemented by the business.</p>	<p><u>Business Knowledge</u> This competency is the combination of learned and experience-based knowledge pertaining to different aspects of the business and the industry, including: roles and positions, operational characteristics, professional knowledge, and characteristics of solutions.</p>
<p><u>Elicitation</u> This knowledge area describes the interaction with stakeholders to find out what their needs are and ensure that their needs were correctly and completely understood.</p>	<p><u>Communication Skills</u> This competency enables the BA to elicit and communicate requirements among stakeholders. This helps to negate the gap between the intended message and how the message is interpreted.</p>
<p><u>Requirements Analysis</u> This knowledge area describes how the solution definition is progressively elaborated in order to enable the project team to design and build a solution that will meet the needs of the business and stakeholders.</p>	<p><u>Group Interaction Skills</u> This competency enables the BA to work as a part of a larger team and to help that team reach decisions. It also helps them in communicating to a large group of stakeholders.</p>
<p><u>Solution Assessment and Validation</u> This knowledge area covers the role of business analysis when the project team is ready to propose a solution.</p>	<p><u>Software Applications</u> This competency helps the BA to facilitate and collaborative development, recording and distribution of requirements to affected stakeholders who may be separated in time and location. They should be familiar with the tools of their organization, as well as the strengths and weaknesses of those tools.</p>

All of the definitions provided on this page are from the IIBA BABOK®

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# About IIBA Accreditation

As Endorsed Education Providers we can offer professional development units towards your preparation for the CBAP™ exam and for maintaining your CBAP™ certification.

## Preparing for the CBAP™ Exam

The Certified Business Analysis Professional™ (CBAP™) designation is awarded to business analysis practitioners with at least five years of experience who have successfully demonstrated their understanding and expertise in the Business Analysis Body of Knowledge.

In order to qualify to take the exam you must meet the following five requirements:

- 1. Work Experience Requirement**  
7,500 hours (i.e. five (5) years) business analysis work experience in the last ten (10) years engaged in tasks specifically related to the knowledge areas as defined within the BABOK. The ten (10) year timeframe is based on the application date.
- 2. Knowledge Areas Requirement**  
Demonstrate experience and expertise in at least four of the six knowledge areas.
- 3. Education Requirement**  
The minimum education requirement is high school or equivalent. Note: there will be no reduction in work experience for post secondary education.
- 4. Professional Development Requirement**  
21 hours of professional development in the last four years. The professional development content must be directly related to business analysis or its underlying fundamentals and must be completed by the application date.
- 5. Reference Requirement**  
Two references from a career manager, client (internal or external) or Certified Business Analysis Professional are required. These references must indicate that you are a suitable candidate for the CBAP certification. Each reference must complete a CBAP Candidate Reference Form and provide you with the completed reference form in a sealed envelope that is signed by the reference across the seal.

For full details on applying for CBAP Certification, please review The Certified Business Analysis Professional (CBAP) Handbook. You may also want to use the most current version of the *Business Analysis Body of Knowledge*® (BABOK®) as a resource when completing your application.

## Maintaining your CBAP™ Designation

- Re-certification will be required every 3 years
- CBAPs will require Continuing Development Units (CDUs) to re-certify (IIBA has not yet defined how many CDUs will be necessary for re-certification)

## Benefits to being a CBAP™

### Individual

- Demonstrated knowledge of the skills necessary to be an effective Business Analyst
- A proven level of competence in the principles and practices of business analysis
- Participation in a recognized professional group
- Recognition of professional competence by professional peers and management
- Advanced career potential due to recognition as a professional Business Analysis practitioner

### Organizational

- Establishment and implementation of Business Analysis best practices as outlined in the *Business Analysis Body of Knowledge*® (BABOK®) by individuals acknowledged as knowledgeable and skilled
- More reliable, higher quality results produced with increased efficiency and consistency
- Identification of professional Business Analysts to clients and business partners
- Professional development and recognition for experienced Business Analysts
- Demonstrated commitment to the field of Business Analysis, increasingly recognized as a vital component of any successful project

For more information please visit: [www.theiiba.org](http://www.theiiba.org)