

Proposal Writing Benchmark Study

Training

SOW Description *(from BAE RFP)*

- Understanding of depth/level of proposal writing training
- Understanding of audience for proposal writing training

Use of training to facilitate steps used to develop a proposal:

- Storyboarding
- Theme development
- Timing of kicking-off proposal teams with respect to baseline development
- Incorporation of price-to-win/cost-to-win
- Management reviews (timing, frequency, depth/level)
- Gates used to control proposal development
- Use of proposal templates, boilerplate sections, compliance matrices, etc.

Background *(Issues, other considerations)*

- Focus on features of training that enable efficiency and effectiveness in the proposal writing process.
- Consider the impact of the proposal process used by the organization.

Prerequisites and Enabling Conditions:

- Commitment to perform
 - Provide adequate funding and resources
 - Maintain a repeatable process (BD-CMM Level 2, preferably 3)
 - Implement necessary organizational and/or process changes
- Ability to perform – i.e., having competent trainers with sufficient knowledge to assure that proposal participants understand their role
- Necessary organizational or process changes

Proposal Writing Benchmark Study

Benchmark Criteria/Success Factors

Study Area (BAE Required and Others)	Benchmark Criteria	Success Factors
<p>Understanding of depth and level of proposal writing training for</p> <ul style="list-style-type: none"> • Storyboarding • Theme development • Timing of kicking-off proposal teams with respect to baseline development • Incorporation of price-to-win/cost-to-win • Management reviews (timing, frequency, depth/level) • Gates used to control proposal development • Use of proposal templates, boilerplate sections, compliance matrices, etc. 	<ul style="list-style-type: none"> • Methods to determine levels of training needs of proposal team members • Extent to which training prerequisites are identified • Provisions to assure that training occurs in a timely manner • Extent to which training topics address all steps in proposal process • Effectiveness of identifying defined competencies and criteria • Degree to which Tools are used • Degree to which Templates are used • Degree to which Checklists are used • Extent of trades between all • Extent of integration with other elements • Degree of and extent to which training budgets are available • Extent to which Proposal Training is reinforced by Leadership team • Effectiveness of process to 	<ul style="list-style-type: none"> • Document that training teaches relevant techniques for responding to customer. • Develop and maintain plan for BD training, both initial and evolving. • Schedule, track, and evaluate training in core competencies. • Confirm that significant amount of actual proposal content is used. • Verify that training content is relevant. • Track ability to respond to training needs identified during proposal projects. • Track how well needs for just-in-time or programmed training is met. • Record how well training plans are organized. • Verify competencies of training staff • Determine how well training aligns with Individual and Organizational Competency Development Plan. • Verify that training objectives are achieved.

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Study Area (BAE Required and Others)	Benchmark Criteria	Success Factors
	<ul style="list-style-type: none"> identify participants • Accessibility of training • Extent to which classroom learning can be applied • Quality of delivery of training • Evaluation of participant and program • Degree of balance between length of training and work demands • Extent to which accreditation is recognized by the company 	
Achieving timely use of training	<ul style="list-style-type: none"> • Extent of content and topics as programmed training • Extent of content and topics as just-in-time training • Extent of On the Job training • Extent to which training tied to milestones • Extent to which training tied to proposal team roles 	<ul style="list-style-type: none"> • Test and record effectiveness of programmed, just-in-time and on-the-job training.
Delivering the training	<ul style="list-style-type: none"> • Effectiveness of providing several options for training methods • Degree of use of e-learning • Degree of use of Classroom • Degree of Instructor-led (internal 	<ul style="list-style-type: none"> • Record percentage of training accomplished by each method of delivery.

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Study Area (BAE Required and Others)	Benchmark Criteria	Success Factors
	<ul style="list-style-type: none"> vs. external) • Degree of use of 1-on-1 training • Degree of balance among all types of training delivery platforms • Use of Independent Study • Extent to which communities of practice, Wikis, Blogs are employed • Frequency of use of Tutorials and Manuals (Job aids, checklists, templates) • Extent of Coaching and Facilitating • Extent of Mentoring • Extent of “Train the Trainer” 	<ul style="list-style-type: none"> • Record level of activity for each of these training support methods.
Implementing the training	<ul style="list-style-type: none"> • Degree of Implementation: <ul style="list-style-type: none"> – Enterprise-wide – Group – Team – Individual 	<ul style="list-style-type: none"> • Record what percentages of training are delivered in each of the formats
Measuring the effectiveness of the training	<ul style="list-style-type: none"> • Assessment of how well assignments are understood • Ability to capture lessons learned • Feedback 	<ul style="list-style-type: none"> • Test and record comprehension of assignments.
Understanding audience for proposal writing training	<ul style="list-style-type: none"> • Integration with other elements • Assessment by level of expertise 	<ul style="list-style-type: none"> • Assess extent to which staff are trained:

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Study Area (BAE Required and Others)	Benchmark Criteria	Success Factors
	(beginner, advanced)	<ul style="list-style-type: none"> - Full-time BD professionals - Core team members on project - Part-time Subject Matter Experts and Contributors - Management