



Introduction to Project Management Student Guide, Martin C. VanDerSchouw, Looking Glass Development, LLC, 2009, 098218560X, 9780982185605, . .

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The IT Project Manager and Business Analyst video training library provides students the capability to certify at the PMP and CBAP level plus acquire the knowledge and skills to become a thought leader on both sides of the IT spectrum (planning & operations). This unique approach to training enables students to certify across multiple IT domains at a price point equal to or better than the price of one classroom program. Bundle license begins upon login to the first program. Classes include:

This course has been designed to prepare participants to take the Project Management Institute's Project Management Professional (PMP) Exam, 2011 edition and is based on the information covered in the 11 areas of study used to formulate the exam, including the Project Management Body of Knowledge (PMBOK Guide) Fourth Edition. This is an advanced level course that will count for 21 PMI PDU/Contact Hours. In addition to providing a comprehensive presentation and review of the material covered on the exam, this course will guide the student through the exam application and registration procedures. Included with the course are over 850 review questions and a Simulated Final Exam to prepare participants to succeed.

This three-day intensive and highly interactive course focuses on preparing participants to take the International Institute of Business Analysis (IIBA) Certified Business Analysis Professional (CBAP) exam. This is not an introduction to project management course. This course will review all of the material covered on the exam and provide a large number of practice exams to prepare participants to succeed.

Executive Strategy & Management is designed to help executives and senior managers develop a well formed organizational strategy and other essential documents and plans for success. At the end of the course, students will be able to develop a real-world strategy document for their organization and possess the elements necessary to put this plan into action..

Scope & Requirements introduces participants to the tools and techniques necessary to develop well-understood project requirements. Participants are introduced to Displayed Thinking, use-cases, requirements interviews, requirements meetings, requirements documentation, and many other topics critical to the success of a complex project.

This course will provide you with the skills for developing a clear understanding of your organization's current and desired state, its operations and market position. Learn how to develop a mission and vision statement for your company, after gathering the information that influences your business, from operational data to assessing internal and external factors.

In this video-based course, students will learn the fundamentals of Project 2003. Some of the things discussed in this course are calendars, resources, tasks, costs, and the different views used within the software for budget, status, allocations, and earned value. This course is intended for project managers, team leaders, and team members who wish to utilize Project 2003. This course takes you step-by-step through your mastery of Microsoft Project 2003.

The Microsoft Project 2007 Program is a great tool that assists you in managing your projects. With this program, you will create and modify a project plan. It will also give you the opportunity to work with a project plan once it reaches the project implementation phase. The Microsoft Project 2007 Training Program is designed for people who have an understanding of project management concepts, who are responsible for creating and modifying project plans, and who need a tool to manage these project plans. It is also intended for people who have a basic understanding of Microsoft Project 2003.

This is a comprehensive course covering all of the functions and features of Project 2010 for students of any skill level. The course begins with basic concepts and gradually progresses to more advanced topics. During the course students will learn how to create and modify task lists, establish a project schedule, create calendars, assign resources to tasks, track costs, and work with different views and tables. Students will then learn how to apply filters and groups, sort task and resource data, and learn how to resolve resource conflicts.

In addition, students will learn how to work with templates, create baseline plans, monitor and update projects, analyze project statistics, handle delays and conflicts, create reports, consolidate project files, share resources, and customize Project. Students will also learn how to communicate project information by using Project Server 2010 and how to integrate Project data with other Office applications.

This CSME/Peoplecert accredited training program is targeted at IT and business professionals looking to become Foundation certified in the basics of ITIL and ITSM. Candidates can expect to gain knowledge and understanding in the following upon successful completion of the education and examination components related to this certification.

The exam can be taken online using a webcam proctor, at a testing center, or onsite with an accredited proctor. Certification is through CSME or APMG. Student must pass a 60 minute, 40 question closed book multiple choice, examination with a passing score of 65% in order to receive this certification.

This CSME/Peoplecert accredited training program for those seeking to achieve specialist certification in ITIL's Service Design practice area. Candidates for this program include executives, managers, supervisory staff, team leaders, architects and planners who hold a Foundation certificate. Candidates will gain competencies in the following areas upon successful completion of the reading (Service Design Book), training and examination components related to this certification:

Martin VanDerSchouw, PMP currently serves as President & CEO of LookingGlass Development, LLC., a premier provider of project management tools, training, and consulting. He served 3 years on Project Management Institute's International Board of Directors as well as PMI's Chair of Performance Oversight, Chair of External Relations and Involvement Committee, and as Secretary Treasurer. Martin was named in the Top 40 under 40 by the Denver Business Journal and was named PMI's 2004 International Business Leader of the Year. Additionally, he regularly makes more than 50 presentations per year to groups in the areas of leadership, performance

management, and program/project management.

Ken Mayer is a Microsoft Certified Trainer as well as a Certified Ethical Hacker Trainer and Security consultant. He started his career in computer technology in 1980s. He has offered a wide variety of IT training and high level consulting projects for Fortune 500 companies across the United States and Western Europe. He has achieved the Certified Cisco Systems Instructor certification. The CCSI certification involved a two-day lab and observation event held on Cisco in Paris, France Facility. This gave Ken the accreditation to be able to deliver Cisco Authorized Courses as a CCSI. He has taught the full line of Cisco CCNA, CCDA, CCNP, CCDP and CCIP course curriculums, including Cisco's security appliances such as PIX and IDS.

Sandra is a Senior Microsoft Certified Instructor with over 15 years in the IT certification training and courseware development field. She has offered a wide variety of IT training and high level consulting projects for Fortune 500 companies. She possesses extensive hands-on IT experience including working with building computer networking infrastructure, configuring LAN, WAN and Internet security gateways, Implementing and migrating to Microsoft Exchange 5, 2000, 2003, 2007 and the new Exchange 2010. She has delivered numerous Microsoft, CompTIA and Adobe classroom-based as well as online Boot Camps and Seminars across the United States.

Shannyn has operated in a variety of roles over the course of her 15 years experience in a the sales industry. In addition to her experience as a sales manager and consultant, Shannyn has worked as a trainer, a training manager, and a senior trainer. She has been involved in many high-profile large-scale projects, many of which were focused on new product launches. Shannyn also holds a masters degree in theatre arts.

Patrick has worked in the Information Technology field for over 25 years and brings his extensive expertise to our courses. He has helped establish IT service management programs for a variety of organizations including pharmaceutical, energy, and software companies. Patrick was a part of one of the original service management teams in the United States. He has been a member of several CompTIA boards and is a member of the ITSM forum.

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Results An increase in the modified Mediterranean diet score was associated with lower overall mortality, a two unit increment corresponding to a statistically significant reduction of 8% (95% confidence interval 3% to 12%). No statistically significant evidence of heterogeneity was found among countries in the association of the score with overall mortality even though the association was stronger in Greece and Spain. When dietary exposures were calibrated across countries, the reduction in mortality was 7% (1% to 12%).

The association of diet with several diseases has attracted much attention.^{1 2} Recently, interest has concentrated on dietary patterns, because they can accommodate the complex interplay of nutrients within a diet.^{3 4} Dietary patterns have often been studied in relation to the mortality of elderly people,⁵⁻⁹ because of interest in this important age group and because of methodological considerations—for example, the cumulative effects of diet over an extended period and the high frequency of deaths.

The Mediterranean diet has been used in many studies because several of its components have been related to common chronic diseases,^{2 10} ecological evidence suggests that such a diet may be beneficial to health,¹¹ and variants of this diet have improved the prognosis of patients with coronary heart disease.^{12 13} The Mediterranean diet is characterised by a high intake of vegetables, legumes, fruits, and cereals (in the past largely unrefined); a moderate to high intake of fish; a low intake of saturated lipids but high intake of unsaturated lipids, particularly olive oil; a low

to moderate intake of dairy products, mostly cheese and yogurt; a low intake of meat; and a modest intake of ethanol, mostly as wine.¹⁴ Adherence to a Mediterranean diet was operationalised through a 10 unit dietary score by Trichopoulou et al.^{4 15} Several studies have used variants of this score and have reported inverse associations with overall mortality.^{4 6 8 9 15} These studies, however, relied on small samples of mostly elderly participants or on the Greek population only.¹⁵

We calculated a score reflecting the Mediterranean diet.¹⁵ To allow the score to be applied to non-Mediterranean populations, in which intake of monounsaturates from olive oil is minimal, we substituted monounsaturated lipids with the sum of monounsaturated and polyunsaturated lipids in the numerator of the lipid ratio. We investigated the relation of this modified score with overall mortality in a large sample of elderly Europeans participating in EPIC (the European prospective investigation into cancer and nutrition study).¹⁶

EPIC is a multicentre, prospective cohort study investigating the role of biological, dietary, lifestyle, and environmental factors in cancer and other chronic diseases, under the coordination of the International Agency for Research on Cancer.¹⁶ Briefly, between 1992 and 2000, 519 978 apparently healthy volunteers were recruited in 23 centres from 10 European countries (Denmark, France, Germany, Greece, Italy, the Netherlands, Norway, Spain, Sweden, and the United Kingdom). The criteria for sample selection and the methods are reported in detail elsewhere.¹⁶

Usual dietary intakes were assessed through compatible instruments (food frequency questionnaires and, in some centres, records of intake over seven or 14 days) that had been developed and validated within each centre.¹⁷¹⁸ In addition, a computerised instrument for recall of dietary intake over 24 hours was developed to collect information from a stratified random sample of the aggregate cohort. The aim was to calibrate the measurements across countries.¹⁷

Nutrient intakes were calculated using food composition tables specific to the country.²⁰ In the present study, 14 food groups and nutrients were considered: potatoes, vegetables, legumes, fruits, dairy products, cereals, meat and meat products, fish and seafood, eggs, monounsaturated lipids, polyunsaturated lipids, saturated lipids, sugar and confectionery, and non-alcoholic beverages. For each participant, daily intake (grams) of each of the groups and total energy intake (megajoules) were estimated.

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