On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order is available through GSA Advantage™, a menu-driven database system. The INTERNET address for GSA Advantage™ is: http://www.GSAAdvantage.gov.

Schedule title: Multiple Award Schedule
Federal Supply Group: Professional Services Class:
Contract Number: 47QRAA19D005Z
For more information on ordering from Federal Supply Schedules go to the GSA Schedules page at GSA.gov
Contract Period: March 14, 2019 – March 13, 2024

Contractor: VANTAGE HUMAN RESOURCE SERVICES, INC.
2111 Wilson Blvd SE, Suite 700
Arlington, VA 22201

Business Size: Small Business (SB), Veteran Owned Small Business (VOSB)

Telephone: 703-899-7505
Extension:
FAX Number: (703) 998/7086
Web Site: www.vantagehrs.com
E-mail: bwardlaw@vantagehrs.com
Contract Administration: Vincent O. Wardlaw

Price list current as of Modification #PS-A812 effective February 4, 2020

CUSTOMER INFORMATION:

1a. Table of Awarded Special Item Number(s) with appropriate cross-reference to page numbers:

<table>
<thead>
<tr>
<th>SIN</th>
<th>Recovery</th>
<th>SIN Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>541611</td>
<td>N/A</td>
<td>Administrative Management and General Management Consulting Services</td>
</tr>
<tr>
<td>611430</td>
<td>N/A</td>
<td>Professional and Management Development Training</td>
</tr>
<tr>
<td>611512</td>
<td>N/A</td>
<td>Flight Training</td>
</tr>
<tr>
<td>Ancillary</td>
<td>N/A</td>
<td>Ancillary Supplies and Services</td>
</tr>
<tr>
<td>OLM</td>
<td>N/A</td>
<td>Order Level Materials</td>
</tr>
</tbody>
</table>

1b. Identification of the lowest priced model number and lowest unit price for that model for each special item number awarded in the contract. This price is the Government price based on a unit of one, exclusive of any quantity/dollar volume, prompt payment, or any other concession affecting price.
Those contracts that have unit prices based on the geographic location of the customer, should show the range of the lowest price, and cite the areas to which the prices apply.

Lowest Price Model Number and Lowest Unit Price: Participant Handbook - $38.22 each

1c. If the Contractor is proposing hourly rates a description of all corresponding commercial job titles, experience, functional responsibility and education for those types of employees or subcontractors who will perform services shall be provided. If hourly rates are not applicable, indicate “Not applicable” for this item.

A description of all job titles, experience, responsibility, and education begin at the bottom of page 3

2. Maximum Order: $1,000,000.00

3. Minimum Order: $100.00

4. Geographic Coverage (delivery Area): Domestic Only; 48 States, DC

5. Point(s) of production (city, county, and state or foreign country): Same as company address

6. Discount from list prices or statement of net price: Government net prices (discounts already deducted).

7. Quantity discounts: 1% for task orders in excess of the Simplified Acquisition Threshold (SAT).

8. Prompt payment terms: Net 30 days. Information for Ordering Offices: Prompt payment terms cannot be negotiated out of the contractual agreement in exchange for other concessions.

9. Foreign items (list items by country of origin): None

10a. Time of Delivery (Contractor insert number of days): Specified on the Task Order

10b. Expedited Delivery. The Contractor will insert the sentence “Items available for expedited delivery are noted in this price list.” under this heading. The Contractor may use a symbol of its choosing to highlight items in its price list that have expedited delivery: Contact Contractor

10c. Overnight and 2-day delivery. The Contractor will indicate whether overnight and 2-day delivery are available. Also, the Contractor will indicate that the schedule customer may contact the Contractor for rates for overnight and 2-day delivery: Contact Contractor

10d. Urgent Requirements. The Contractor will note in its price list the “Urgent Requirements” clause of its contract and advise agencies that they can also contact the Contractor’s representative to effect a faster delivery: Contact Contractor

11. F.O.B Points(s): Destination

12a. Ordering Address(es): Same as Contractor

12b. Ordering procedures: For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA’s), are found in Federal Acquisition Regulation (FAR) 8.405-3.

13. Payment address(es): Same as company address

14. Warranty provision.: Contractor’s standard commercial warranty.
15. Export Packing Charges (if applicable): N/A
16. Terms and conditions of rental, maintenance, and repair (if applicable): N/A
17. Terms and conditions of installation (if applicable): N/A
18. Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable): N/A
18a. Terms and conditions for any other services (if applicable): N/A
19. List of service and distribution points (if applicable): N/A
20. List of participating dealers (if applicable): N/A
21. Preventive maintenance (if applicable): N/A
22a. Environmental attributes, e.g., recycled content, energy efficiency, and/or reduced pollutants: N/A
22b. If applicable, indicate that Section 508 compliance information is available on Electronic and Information Technology (EIT) supplies and services and show where full details can be found (e.g. contactor’s website or other location.) The EIT standards can be found at: www.Section508.gov/ N/A
23. Data Universal Numbering System (DUNS) number: 072654999
24. Notification regarding registration in System for Award Management (SAM) database: Registered

Final Pricing:
The rates shown below include the Industrial Funding Fee (IFF) of 0.75%.

<table>
<thead>
<tr>
<th>Labor Category</th>
<th>Min Edu</th>
<th>Min Exp.</th>
<th>Unit of Issue</th>
<th>GSA Price (w/IFF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>PhD</td>
<td>15</td>
<td>Hour</td>
<td>$218.24</td>
</tr>
<tr>
<td>Executive Professional Development Specialist</td>
<td>Masters</td>
<td>15</td>
<td>Hour</td>
<td>$145.51</td>
</tr>
<tr>
<td>Senior Professional Development Specialist</td>
<td>Masters</td>
<td>12</td>
<td>Hour</td>
<td>$100.76</td>
</tr>
<tr>
<td>Professional Development Specialist 55</td>
<td>Masters</td>
<td>10</td>
<td>Hour</td>
<td>$89.31</td>
</tr>
<tr>
<td>Specialist 45</td>
<td>Bachelors</td>
<td>5</td>
<td>Hour</td>
<td>$73.17</td>
</tr>
<tr>
<td>Specialist 35</td>
<td>High School</td>
<td>5</td>
<td>Hour</td>
<td>$58.79</td>
</tr>
<tr>
<td>Training Course</td>
<td>Course Length</td>
<td>Min Participants</td>
<td>Max Participants</td>
<td>GSA Price (w/IFF)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>All courses taught by VHRS</td>
<td>1 day</td>
<td>1</td>
<td>25</td>
<td>$2,324.31</td>
</tr>
<tr>
<td>All courses taught by VHRS</td>
<td>2 day</td>
<td>1</td>
<td>25</td>
<td>$3,828.72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Item</th>
<th>Unit of Issue</th>
<th>GSA Price (w/IFF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant Handbook (up to 100 pages per handbook)</td>
<td>Each</td>
<td>$38.22</td>
</tr>
</tbody>
</table>

**Labor Category Descriptions**

**Consultant**
The minimum requirement is a Ph.D. with fifteen (15) years total experience in organizational development, industrial/organizational psychology, counseling, education, leadership, communication, instructional design, or a related field. Excellent oral and written communication skills required. Vantage Consultants lead assessments conducted by our various project teams; debrief assessment results to clients; provide expert advice to clients in all facets of organizational development; serve as senior trainers to deliver off-the-shelf and customized workshops for clients; facilitate working sessions with clients; perform coaching for leaders and executives; and serve as senior subject matter experts on Vantage project teams.

*Education/Experience Substitution identified below.*

**Executive Professional Development Specialist**
The minimum requirement is a master’s degree with fifteen (15) years total experience in organizational development, industrial/organizational psychology, counseling, education, leadership, communication, instructional design, or a related field. Excellent oral and written communication skills required. Executive Professional Development Specialists assist Consultants with assessments, work with Consultants to develop recommendations for clients; provide advice to clients in all facets of organizational development; serve as project managers for Vantage’s largest and most complex projects; and serve as trainers, coaches, and facilitators.

*Education/Experience Substitution identified below.*

**Senior Professional Development Specialist**
The minimum requirement is a master’s degree and twelve (12) years total experience in organizational development, industrial/organizational psychology, counseling, education, leadership, communication, instructional design, or a related field. Vantage Senior Professional Development Specialists assist, develop and administer tools used to conduct assessments;
collect and analyze assessment results; provide input to Consultants and Executive Professional Development Specialists as they develop recommendations and reports for clients; perform instructional design and develop curriculum for customized and off-the-shelf training courses; serve as project managers for mid-sized projects; conduct research; and lead internal Vantage teams that work to continuously improve corporate operations.

Education/Experience Substitution identified below.

Professional Development Specialist 55
The minimum requirement is a master’s degree with ten (10) years total experience in organizational development, industrial/organizational psychology, counseling, education, leadership, communication, instructional design, or a related field. Vantage Professional Development Specialists 55 assist with developing and administering tools used to conduct assessments; assist with collecting and analyzing assessment results; provide input on a variety of topics as members of Vantage project teams; assist with instructional design and curriculum development for customized and off-the-shelf training courses; serve as project managers for smaller projects; perform as project assistants for any Vantage projects; conduct research; and work as part of internal Vantage teams to continuously improve corporate operations.

Education/Experience Substitution identified below.

Specialist 45
The minimum requirement is a bachelor’s degree and five (5) years total experience in business, communication, education, information technology, customer service, research, graphic design, or relevant field work. Vantage Specialists 45 perform as project managers for fixed rate training and coaching contracts; perform as project assistants on any Vantage projects when approved by the Director of Operations; coordinate training scheduling, logistics, travel, and materials preparation with Vantage trainers; perform data management; conduct research; maintain Vantage internal systems such as timekeeping, SharePoint, shared files, and secure files; order, administer, and collect results from assessment instruments (i.e. Myers-Briggs Type Indicator, Strength Deployment Inventory, Emotional Intelligence Appraisal, the DiSC personal assessment, and others) in coordination with Vantage coaches; serve on Vantage project teams; make adjustments to curriculum in preparation for training; and perform a variety of administrative tasks to continuously improve corporate operations.

Education/Experience Substitution identified below.

Specialist 35
The minimum requirement is a high school diploma and five (5) years total experience in business, communication, education, information technology, customer service, research, graphic design, or relevant field work. Vantage Specialists 35 assist with coordinating training scheduling, logistics, travel, and materials preparation; assist with data management; assist with research; and assist with administrative tasks to continuously improve corporate operations.

Education/Experience Substitution identified below.
Education/Experience Substitution Chart

<table>
<thead>
<tr>
<th>Labor Category</th>
<th>Min Edu</th>
<th>Min Exp</th>
<th>PhD</th>
<th>Masters</th>
<th>Bachelors</th>
<th>Associate</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>PhD</td>
<td>15</td>
<td>20</td>
<td>30</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Executive Professional Development Specialist</td>
<td>Masters</td>
<td>15</td>
<td>13</td>
<td>20</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Senior Professional Development Specialist</td>
<td>Masters</td>
<td>12</td>
<td>N/A</td>
<td>15</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Professional Development Specialist 55</td>
<td>Masters</td>
<td>10</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Specialist 45</td>
<td>Bachelors</td>
<td>5</td>
<td>N/A</td>
<td>N/A</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Specialist 35</td>
<td>High School</td>
<td>5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Training Course Descriptions

Title: Advanced Presentation Training

Course Description and Learning Objectives
The advanced presentation course is built around hands-on practice, professional coaching and critique, and tailored exercises designed to address each participant’s individual needs. As in the Basic Presentation course, participants are provided with multiple opportunities to develop and deliver presentations in response to realistic scenarios. Instructors record and playback each presentation and professionally coach participants on techniques for improvement.

By the conclusion of this two-day course, participants will be able to do the following:
- Develop an audience-focused presentation strategy
- Apply advanced organizational strategies to select and structure information in presentation
- Select and use effective presentation tools and visual aids
- Apply advanced verbal and nonverbal presentation techniques
- Prepare an effective briefing and/or presentation
- Respond effectively to difficult questions in highly emotional settings
- Apply the principles of public speaking and risk communication
- Prepare an effective presentation

Course Outline (2 Full Days)
1. Review of lessons from basic presentation training
2. Advanced presentation skills
   - What constitutes advanced presentation skills?
   - Structural strategies (for organizing your presentation)
   - Audience analysis and adaptation strategies
   - Leveraging presentation science and information strategies
   - Strategies for presentation aids
3. Exercise 1: prepare and conduct a group presentation
4. Exercise 2: prepare and conduct an individual presentation
5. Final exercise: prepare and conduct a five-to-10 minute presentation

Title: Mastering the Art of Interviewing (Behavioral Interviewing)

Course Description and Learning Objectives
This course will help participants become better interviewers that make sound hiring decisions by learning how behaviorally-based interviews are structured and practiced. Participants will also learn how unconscious biases, candidate selection preparation, and a well-structured interview can make major impacts on your organization.

At the completion of this course participants should be able to:
- Understand unconscious biases, and the effect such biases have on one’s ability to be objective while interviewing job applicants
- Conduct a structured, behaviorally-based interview to assess the candidate’s depth of knowledge and skill level relative to the position
- Be prepared to compare candidates and make selections based on facts, rather than personality and intuition or unconscious/implicit biases

Course Outline (1 Full Day)
1. Educate participants on “unconscious biases,” and their effect when conducting interviews with job applicants
2. Provide participants with a thorough process for conducting legally defensible, appropriate interviews
3. Allow participants to practice writing behaviorally-based interview questions and develop confidence in hiring the right candidates
4. Provide supervisors skills for conducting effective behavioral interviews

Title: Managing Multiple Priorities / Time Management

Course Description and Learning Objectives
This course will help participants increase their productivity, overall time management, and organizational skills. Participants will learn how to set and achieve goals, overcome procrastination, manage time more effectively, reduce stress, and maintain a high level of self-motivation.

Upon completion of this class, participants will be able to:
- Understand the central principle behind time management
- Understand techniques and considerations for managing multiple priorities
- Identify their respective time management and prioritization strengths and weaknesses
- Identify effective time management and prioritization techniques
- Evaluate the impact of communication and technology on time management
- Develop an action plan to improve time management and prioritization skills
Course Outline (1 Full Day)
1. Classic time management – setting priorities and applying practices to enhance skills
2. The 80/20 rule
3. Understanding the balance between effectiveness and efficiency
4. Managing multiple priorities – how to focus energy when dealing with multiple tasks
5. Reflection on current state versus ideal state as related to time management; examining how to best make impactful changes
6. Tips related to: getting organized, achieving work/life balance, and finding the balance between the importance of tasks and the energy that can be directed to those tasks
7. Techniques for using electronic tools and resources to help manage time

Title: Critical Thinking and Problem Solving

Course Description and Learning Objectives
Critical Thinking is one of the fundamental skills desired for both managers and staff of any organization. How do we think? How well do we think? Effective critical thinking skills include:
- Planning
- Problem solving
- Mission execution
- Personnel recruitment and retention
- Developing strategic communications
- Enhancing the working environment

Upon completion of this class, participants will be able to:
- Apply enhanced critical thinking skills
- Understand how they think
- Understand critical thinking strategies and tools

Course Outline (1 Full Day)
1. Inference observation assessment
2. Understanding the basic elements of effective critical thinking
3. Thinking about thinking
4. Understanding how you think
5. Clear thinking – communicator vs. receiver
6. Understanding critical thinking strategy/tools
7. Application practicum – instructions and questions
8. Defining the problem focus – the preliminary stage
9. Executing the problem to solution – the execution stage
10. Wrap up

Title: Writing in Plain Language

Course Description and Learning Objectives
Writing in plain language is a reader-focused communication approach which allows content to be clear, concise, and direct. This course allows the audience to quickly find what they need, understand what they find, and use what they find to meet their needs. Participants will use plain language principles, learn how to construct plain language documents, and apply plain language principles to their writing. Course topics include audience analysis, document structure and organization, appropriate word choice, and other strategies for successful writing, such as overcoming writer's block. Class exercises will provide participants with the opportunity to evaluate written documents to determine their adherence to plain language principles.

Upon completion of this course, participants will be able to:

- Define and explain the purpose of plain language
- Recognize how to identify the needs of the reader
- Create the structure of a document
- Demonstrate the ability to organize a document effectively
- Choose appropriate words and write concisely and clearly
- Use format design features to increase readability
- Evaluate a document for plain language
- Describe various strategies for overcoming writer’s block
- Apply strategies for successful writing
- Describe ethical situations and concerns that may be encountered when writing documents on the job

Course Outline (2 Full Days)

1. Why plain language?
2. Understanding the needs of the reader
3. Document structure and organization
4. The importance of word choice
5. Using format features in word document programs
6. Evaluating document structure, organization, and readability
7. Strategies for overcoming writer’s block
8. Strategies for successful writing

Title: Team Building

Course Description and Learning Objectives

Team leaders and members must possess a wide range of communication skills to accomplish their team’s goal. This course explores the importance of teams, team leadership, and the characteristics of effective teams. It is designed to provide employees with the knowledge they need to participate on a team and to develop skills to help maximize their participation. Participants will experience a range of team behaviors which will enable them to apply strategies to guide their workplace team to success. This course also provides leaders with the knowledge they need to lead a team and to identify and develop skills that will maximize their leadership. Through a variety of assessment activities and group participation, participants will learn insights and strategies to guide their team to success.
Upon completion of this class, participants will be able to:

- Give the definition of a team
- Understand the characteristics of highly developed teams
- Explain the stages of team development
- Understand group dynamics within a team
- Use best practices to communicate within a team

Course Outline (2 Full Days)
1. What are teams – why are they formed?
2. Characteristics of highly developed teams
3. Stages of team development: forming, storming, norming, performing, and re-forming
4. Group dynamics and communication
5. Team leadership – managing and motivating teams
6. Coaching – what it is, why is it important, how do you do it successfully
7. Team development skills, including the Myers-Briggs Type Indicator (MBTI)*, effective listening, understanding priorities, and interpersonal communication skills

Supply Items Descriptions

Participant Handbook (up to 100 pages per handbook)
Vantage offers Participant Handbooks (PH) to each individual in our training courses. These handbooks typically range from 40 to 100 pages and consist of detailed content on the selected training topic including goals and objectives, expanded versions of the material on the instructor’s slide presentation, exercises, discussion questions, and references that allow participants to follow along with the instructor. Handbooks are priced separately in the Support Products section of the price list.

Service Contract Act: The Service Contract Labor Standards (SCLS) is applicable to this contract as it applies to the entire Multiple Award Schedule and all services provided. While no specific labor categories have been identified as being subject to SCA due to exemptions for professional employees (FAR 22.1101, 22.1102 and 29 CRF 541.300), this contract still maintains the provisions and protections for SCA eligible labor categories. If and/or when the contractor adds SCA labor categories/employees to the contract through the modification process, the contractor must inform the Contracting Officer and establish a SCA matrix identifying the GSA labor category titles, the occupational code, SCA labor category titles, and the applicable WD number. Failure to do so may result in cancellation of the contract.