GENERAL SERVICES ADMINISTRATION
Federal Supply Service

Authorized Federal Supply Schedule Price List

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

Multiple Award Schedule

Large Category: Human Capital
Subcategory: Human Resources

Contract number: GS-02F-0103V

Contract period: Apr 15, 2009 to Apr 14, 2024

Solutions for the WorkPlace, LLC
Woman Owned Small Business
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For more information on ordering from Federal Supply Schedules go to the GSASchedules page at GSA.gov.

Price list current as of Modification #PS-0040, effective February 9, 2022
Prices Shown Herein are Net (discount deducted)
CUSTOMER INFORMATION

1a. Table of awarded special item number(s) with appropriate cross-reference to item descriptions and awarded price(s).

<table>
<thead>
<tr>
<th>SIN</th>
<th>Recovery</th>
<th>SIN Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>541612EPM</td>
<td></td>
<td>EMPLOYEE PERFORMANCE MANAGEMENT</td>
</tr>
<tr>
<td>541612ER</td>
<td></td>
<td>EMPLOYEE RELATIONS</td>
</tr>
<tr>
<td>595-3</td>
<td></td>
<td>TALENT DEVELOPMENT</td>
</tr>
<tr>
<td>595-5</td>
<td></td>
<td>COMPENSATION AND BENEFITS</td>
</tr>
<tr>
<td>595-6</td>
<td></td>
<td>SEPARATION AND RETIREMENT</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.

1c. Hourly Rates
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<thead>
<tr>
<th>SINS</th>
<th>Hourly Labor Category</th>
<th>April 15, 2019-April 14, 2020</th>
<th>April 15, 2020-April 14, 2021</th>
<th>April 15, 2021-April 14, 2022</th>
<th>April 15, 2022-April 14, 2023</th>
<th>April 15, 2023-April 14, 2024</th>
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<td>541612EPM 541612ER</td>
<td>Subject Matter Expert</td>
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<td>April 15, 2020-April 14, 2021</td>
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<td>1 Day Training Course</td>
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Labor Category Descriptions

541612EPM EMPLOYEE PERFORMANCE MANAGEMENT
541612ER EMPLOYEE RELATIONS

Substitution for Education Requirement Policy

Solutions for the Workplace recognizes varying levels of education and experience in their position descriptions. The company maintains that many times experience is as or more important than formal preparation. Therefore, it is policy to substitute two years of related experience for one year of higher education where appropriate and with the client's approval.

Subject Matter Expert

Minimum/General Experience: 15 years of high-level consulting experience in a business environment directly related to the task order requirements.

Functional Responsibility: Provides expert level subject business consultation with regards to overall HR program goals. Offers advanced technical or practical knowledge of highly specialized tasks. Specific expertise may include: Business Management, Program Planning, Policy and Education studies or evaluations, Coaching, or Policy Development. Prepares and organizes reports identifying results of study and evaluation. Makes recommendations on appropriate actions. Applies principles, methods, and knowledge of functional areas of expertise to task requirements. Provides advice and consultation on problems, which require extensive knowledge of subject matter. Designs and prepares technical reports, studies, and related documentation, makes charts and graphs to record results, prepares and delivers presentations, facilitates work groups and training, and briefings as required by the task order.

Minimum Education: MS/MA in HR, Business, Education, or task related subject matter. Required certifications/clearances: None

Sr. Consultant

Minimum/General Experience: 12 years of work experience, may include experience in Human Resources, Executive Coaching, Strategic Planning, Change Management, and a successful history of managing and leading client relationships, including executive-level clients. This individual has an established record of leading projects and cross-functional teams.

Functional Responsibility: The Sr. Consultant has senior-level responsibility for understanding, planning, and leading the delivery of business consulting solutions. For both clients and project teams, this individual is expected to develop and articulate goals in meeting the client's business objectives.

Minimum Education: MS/MA in HR, Business, Education, or task related subject matter. Required certifications/clearances: None

Consultant

Minimum/General Experience: 10 years of work experience, may include experience in Human Resources, Business Coaching, or Equal Employment Opportunity with a successful history of managing and leading client relationships, including executive-level clients.
Functional Responsibility: The Consultant supports overall program goals under supervision from senior management. The Consultant maintains responsibility for understanding, planning, and presenting business consulting solutions. This individual is expected to develop and articulate goals in meeting the client's business objectives while maintaining mission objectives.

Minimum Education: MS/MA in HR, Business, Education, or task related subject matter. Required certifications/clearances: None

Program Developer II

Minimum/General Experience: Minimum of 7 years of directly related and progressively more responsible experience in the delivery of training instruction and services.

Functional Responsibility: Works collaboratively with other members of the training support staff, prepares lesson plans, handouts, and syllabi to support training for new and improved processes. Performs general technical classroom instruction. Instructs students in various subject matters, utilizing various methods of lecture and demonstration; uses audiovisual aids and other materials to supplement presentations. Uses principles of adult learning to facilitate.

Minimum Education: BS/BA in HR, Business, Education, or task related subject matter. Required certifications/clearances: None

Program Developer I

Minimum/General Experience: Minimum of 5 years directly related and progressively more responsible experience in the delivery of training instruction and services.

Functional Responsibility: Provides instruction to clients using course material developed by the training support staff. Prepares material including handouts, completion certificates, and course critique forms. Assists the Senior Instructor in the conduct of formal classroom courses, workshops, and seminars, as needed. Familiar with standard concepts, practices, and procedures within field of study.

Minimum Education: Associates Degree or higher. Required certifications/clearances: None
Training Services

595-3 TALENT DEVELOPMENT
595-5 COMPENSATION AND BENEFITS
595-6 SEPARATION AND RETIREMENT

Course Descriptions
Note: All courses include customized or off-the-shelf participant manual and a PowerPoint presentation

Business Writing Skills
Length: 1 day
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This one-day program includes a refresher on grammar best practices, organization of content, plain language, understanding your audiences’ needs, using crisp language, and more. The afternoon will be devoted to writing exercises and feedback. Participants will receive feedback; we will also incorporate agency-specific content. There will be time for questions, feedback, and writing as well.

OBJECTIVES
• Describe how to write crisp, clear prose
• Discuss a process for effective editing
• Identify ways for sharing complex information
• Name tips for distinguishing yourself as a communicator
• Identify editing tips
• Practice identifying strong and weak writing
• Draft short business documents

Career Transition
Length: 1, 2 or 3 days
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This course is for personnel (both employees and managers) undergoing a reorganization or other significant change. The course discusses change, federal benefits such as CTAP, ICTAP, severance pay, discontinued service retirement, etc.), job search in both the private and federal sectors, resume preparation (both private and federal), interview skills, negotiation of salaries and making an effective transition. An inventory to assess interests and skills can also be part of the course. The course includes a combination of lecturettes, discussion, case studies, interactive workshops, role modeling and videotapes/DVDs.

OBJECTIVES
• Discuss change
• Identify the programs that are available to assist transitioning employees
• Describe how to develop a job search plan
• Discuss how to prepare a resume—both federal and private sector
• Discuss the role of social media in the modern job search
• Describe the role of cover letters
• Discuss how to prepare for an interview
• Identify strategies for negotiating a salary
• Describe what to do following an interview
• Discuss best practices for starting a new job

**Category Rating**
Length: .5 or 1 day
Minimum/Maximum Participation: 10/30

**COURSE DESCRIPTION**
This course is targeted toward Staffing and Human Resources Specialists interested in learning more about Category Rating, its advantages and disadvantages. The course includes a combination of lecturettes, discussion, and case studies.

**OBJECTIVES**
• Describe category rating
• Identify the differences between category rating and Rule of 3
• Discuss how category rating and veterans’ preference work
• Practice putting people on certificates

**Coaching and Feedback for Maximum Effectiveness**
Length: 1 day
Minimum/Maximum Participation: 10/30

**COURSE DESCRIPTION**
Supervisors need to be able to provide timely, actionable feedback to their team members, as well as coach them to success. These are learnable skills. This program will provide participants with strategies to improve their coaching and feedback skills to help their employees succeed. The program examines supervisors’ hesitation to provide feedback, strategies to overcome that hesitation, a model for “getting it right,” and opportunities to practice newly learned skills and strategies. The course includes a combination of lecturettes, discussion, case studies, interactive workshops, role modeling.

**OBJECTIVES**
• Define mentoring
• Define coaching
• Learn to focus conversations for maximum impact on performance
• Use 4 key mindsets to handle workplace discussions
• Reduce the negative impact of judgement in performance conversations
• Identify opportunities to initiate performance conversations
• Practice difficult conversations
Conflict Management
Length: 1 day
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
The ability to resolve conflicts effectively is one of the most important skill sets that leaders or employees can have. The performance of federal agencies and the results of individuals within the agencies depends on effective conflict management at all levels of the organization. As federal leaders and employees, you are expected to resolve conflict expeditiously frequently and well in a variety of situations. In this program, we will look at some universal conflict management skills.

OBJECTIVES
• Explore assumptions about conflict
• Discuss the different kinds of conflict
• Identify the five conflict resolution styles
• Utilize effective conflict management strategies to resolve issues and conflicts
• Discuss the CALM model for handling conflict
• Display understanding of how to resolve conflict management
• Use the Thomas Kilmann Instrument

Customer Service
Length: 1 day
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This course looks at Customer Service and the federal employee. It addresses both internal and external customers and includes real-life case studies for participants' consideration. The course includes a combination of lecturettes, discussion, case studies, interactive workshops, role modeling and videotapes/DVDs.

OBJECTIVES
• Define customer service
• Recognize the importance of identifying customers and their needs
• Identify internal versus external customers
• Identify customer service best practices

DiSC Workplace
Length: 1 day
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
Participants take the DiSC Workplace electronically prior to class. During class, participants are introduced to the DiSC instrument, learn about how DiSC can improve communication and workplace interactions. They also have the opportunity to see how type
works in organizations. Can be combined with Effective Leadership Skills. The course includes a combination of lecturettes, discussion, case studies, interactive workshops, role modeling.

OBJECTIVES
• Identify and understand your DiSC style.
• Discuss the characteristics of the Dominance, Influence, Steadiness, and Conscientiousness
• Recognize the styles of your coworkers and subordinates.
• Discuss ways to leverage your understanding of DiSC in working with team members and subordinates.

Essential Leadership Skills
Length: 1, 2 or 3 days
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This course is for employees who may already be supervisors and managers and are looking to increase their leadership skills. The program encourages self-knowledge and covers a wide variety of topics including:

• Principles of Leadership
• Leadership Styles
• Communication Skills
• Coaching and Feedback
• Resiliency
• Trust and Ethical Behavior
• Meeting Management
• Team Building
• Problem Solving
• Change Management
• Creativity
• Action Planning

The Myers Briggs Type Inventory, DiSC, Leadership Practices Inventory or other inventories can be added to this session. The course includes a combination of lecturettes, discussion, case studies, inventories, self-reflection, interactive workshops, role modeling and videotapes/DVDs.

OBJECTIVES
• Understand Yourself and Others (using DiSC)
• Understand the Difference between managers and leaders
• Discuss positive leadership
Federal Retirement Training Course and/or Mid-Career Retirement Planning
Length: 1, 2 or 3 days
Minimum/Maximum Participation: 10/50

COURSE DESCRIPTION
This course provides an overview of:
• Retirement Eligibility and Types (CSRS/FERS/Offset/LEO)
• Computations and Survivor benefits
• Insurance and Taxes
• Social Security and Medicare
• Thrift Savings Plan and Investing
• Financial and Estate Planning
• Budgeting after Retirement
• Working after Retirement
• Wills, Trusts, Powers of Attorney, and Beneficiary designation

The seminar is primarily lecture, with ample time both during and after class for questions. It is offered for CSRS-only, FERS-only, LEO-only or a combination of retirement eligibilities and types. The lecture is supported by an in-depth PowerPoint presentation and a 60+-page reference book that is updated at least annually. The course instructors are federal benefits experts, not financial planners with products to sell. They will not recommend any specific investments, nor will they attempt to sell any financial products either at or after the seminars. They will not offer "one-hour free consultations" to participants. This course is also offered in a two- and three-day version; the two-and three-day versions include more detailed information, as well as time for questions.

OBJECTIVES
• Describe retirement eligibility by age and years of service
• Identify what federal retirement system you’re covered by
• Discuss the stages of retirement planning and the application process
• Discuss how creditable service is defined and how to make a service deposit
• Describe what benefits can continue into retirement and the actions employees need to take
• Discuss how to create a financial plan that maintains the employee’s quality of life after retirement
• Understand the basics of Income tax and estate planning
• Discuss various options in regard to Thrift Savings Plan (TSP) distributions

Handling Conduct & Performance Problems
Length: 1, 2, or 3 days
Minimum/Maximum Participation: 10/35

COURSE DESCRIPTION
This course is targeted towards supervisors and managers and others interested in having a
working knowledge of the complex body of laws and regulations concerning conduct and performance problems so they can be successful in confronting and resolving even the most difficult conduct problems. The course includes a combination of lecturettes, discussion, case studies.

OBJECTIVES
- Distinguish between conduct and performance in order to address problems correctly.
- List and discuss the steps in handling conduct and performance problems.
- Determine the appropriate disciplinary actions that are available to the supervisor in addressing problems and select and apply as appropriate.
- Define Alternative Discipline and when it is appropriate to use.
- Document performance and conduct to effectively support ratings and actions.

Human Resources Management for Supervisors and Managers
Length: 3, 4 or 5 days
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This course provides an overview of all essential human resources information needed by working supervisors and managers. Using merit principles and prohibited personnel practices as an introduction to human resources in the federal government, this course explores a variety of topics, dependent upon client needs, including:
- Ethics
- EEO
  - Diversity
  - Position management and classification
  - Federal pay
  - Filling positions (including recruitment, selection and performance-based interviewing)
  - Effective performance management
  - Handling employee problems (conduct and performance)
  - Leave administration and approval
  - Labor relations
  - Problem solving (grievances, complaints and ADR)
  - Health and Safety

OBJECTIVES
1. Foundations for Human Capital Management
   - Describe the 9 merit system principles and 14 Prohibited Personnel Practices
   - Recognize the agencies that provide oversight for the merit principles
   - Given a situation, determine whether a prohibited personnel practice has occurred and recommend a course of action
2. Equal Opportunity in the Federal Workforce
   - Discuss some ways your agency promotes equal employment practices
   - Analyze workplace situations to determine whether an illegal practice has occurred
   - Recall the steps in the EEO complain process
3. Diversity, Unconscious Bias, Micro-inequities
   • Describe the various categories of diversity
   • Discuss micro-inequities, unconscious bias, and their potential impact on the workplace
   • Describe your own possible biases
   • Discuss available resources for handling diversity related issues
   • Identify how to access additional diversity resources
   • Describe unconscious bias

4. Equal Opportunity in the Federal Government
   • Explain the goals of position management and the classification process
   • Use the FES format to write a position description
   • Recognize the items included in a FWS position description

5. Federal Pay Systems
   • Recognize the three statutory pay systems
   • Discuss how to use relocation, retention, and recruitment bonuses
   • Identify different types of premium pay and when to use them
   • Discuss the Fair Labor Standards Act (FLSA) and various criteria for determining exempt/non-exempt status

6. Filling Positions / Talent Acquisition
   • Use OPM’s E2E model for talent acquisition
   • Understand workforce planning model to determine mission-critical positions and future needs
   • Use job analysis to identify mission-critical competencies for a position in your workgroup
   • Identify appointing authorities and hiring flexibilities available
   • Identify competencies and appropriate assessments related to a position
   • Assess applicants and make selections to fill positions using category rating

7. Onboarding
   • Discuss the importance of on-boarding
   • Identify the steps needed to successfully on-board a new employee
   • Recognize the importance of the supervisor’s role in on-boarding
   • Discuss how a strong on-boarding program promotes employee retention and engagement

8. Effective Performance Management
   • Identify strategically linked performance elements and write measurable standards for each
   • Implement strategies to communicate performance expectations to employees
   • Identify methods for monitoring performance within your work unit
   • Describe the characteristics of effective feedback and follow guidelines for providing positive and corrective feedback effectively
   • Assist employees to assess competency skill gaps and create and implement personal development plans
   • Recognize and use development resources and opportunities
   • Evaluate and rate employee performance
   • List some common awards that may be associated with performance ratings.

9. Handling Employee Problems
• Distinguish between performance and conduct problems
• Describe the steps for handling both conduct and performance problems, including use of the Employee Assistance Program
• Maintain appropriate documentation of employee conduct and performance
• Determine appropriate disciplinary actions for conduct problems
• Use performance improvement plans effectively to address performance problems Other topics can be added as needed. This course includes a combination of lecturettes, discussion, case studies, interactive workshops, role modeling and videotapes/DVDs.

Interview Skills for Supervisors
Length: 1 day
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This course shows supervisors how to prepare for legal and effective interviews. Starting with analyzing the job requirements (from the job analysis), determining what questions to ask to elicit the needed information and making a selection decision while keeping it all legal. The course includes a combination of lecturettes, discussion, case studies, interactive workshops, role modeling and videotapes/DVDs.

OBJECTIVES
• Discuss relevant merit principles and their application to interviewing
• Learn to design questions that are legal and job-related
• Determine how to assess soft skills and “fit”
• Describe ways to probe for additional information
• Identify the role of security clearances/ethics issues and interview questions
• Discuss best practices for scoring interviews
• Determine whether competency demonstrations during the interview are appropriate
• Discuss how to document the interview
• Describe best practices for conducting reference checks.

Myers Briggs Type Indicator
Length: 1 day
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
Participants take the Myers Briggs electronically prior to class. During class, participants are introduced to the Myers Briggs instrument, learn about how Myers Briggs can improve communication and workplace interactions. They also have the opportunity to see how type works in organizations. Can be combined with Effective Leadership Skills. The course includes a combination of lecturettes, discussion, case studies, interactive workshops, role modeling.

OBJECTIVES
• Learn about the Myers Briggs Type Indicator
• Learn your individual type and what it means in a work context
• Practice recognizing various types in the workplace

Preparing a Federal Job Application
Package/ECQs: Writing Effective Resumes and KSAs
Length: .5, 1, 1.5 or 2 days
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This course shows employees how to use USAJOBS effectively, analyze vacancy announcements, identify key words, the components of a federal resume, use of key words to prepare a strong resume, prepare accomplishment statements, and draft a professional profile. The program also discusses the various resume builders (USAJOBS, etc.) and their character counts, as well as assessment questionnaires. Participants have the opportunity to identify accomplishments, draft a Qualifications Summary, and include metrics. This course can be combined with Preparing for a Federal Interview.

OBJECTIVES
• Understanding the federal application process
• Understanding veterans’ preference and its impact on federal hiring
• Understanding other hiring eligibilities
• Setting Up a USAJOBS Profile
• How to Read a Job Posting
• Finding and Reading the Occupational Questionnaire
• Required information for federal applications
• Useful tools for preparing a resume
• Preparing a federal resume
• What About Those KSAs?
• Using USAJOBS to Apply

Preparing a Senior Executive Service Package
Length: 1 or 2 days

COURSE DESCRIPTION
This course discusses the preparation of an SES application package including an executive resume, Executive Core Qualification (ECQ) statements, and Professional Technical Qualifications (PTQs) using OPM guidance. Identifying ECQ examples and using the CCAR rubric will also be covered. In addition, the program covers the SES in general, SES qualifications, SES benefits, and whether the participant actually wants to be a SES member. Depending upon the length of the course, participants may have the opportunity to begin drafting their ECQ statements. For two-day classes, each participant may submit 1 ECQ to the instructor for review (within 30 days of the class) and receive personalized feedback on their draft.
OBJECTIVES
• Identify the paths to becoming a SES
• Discuss the difference between SES, SL, and ST
• Determine whether the SES is for you
• Discuss SES benefits
• Identify whether you are qualified for the SES
• Describe the 3 different parts of the SES application: the SES resume, Technical Qualifications, and Executive Core Qualifications
• Practice identifying accomplishments, metrics, and ECQ stories
• Review a “before” and “after” ECQ and identify differences
• Define CCAR
• Have the opportunity to begin to draft an ECQ and receive feedback

Preparing for a Federal Interview
Length: 1 day
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This program shows employees how to prepare for a performance-based interview and gives participants an opportunity to practice their interview skills. Participants learn how to answer the "tell me about yourself" opening, use "I can ... so that..." statements and use examples of their experience in a powerful way. This can be combined with Preparing a Federal Job Application: Writing Effective Resumes and KSAs. The course includes a combination of lecturettes, discussion, case studies, interactive workshops, role modeling and videotapes/DVDs.

OBJECTIVES
• Define the difference between performance/behavior-based interviews and other kinds of interviews
• Discuss what is needed to present a positive professional image
• Discuss how to prepare for an interview over the phone, via teleconference or in person
• Identify ways to calm your nerves
• Define CCAR
• Use CCAR to develop effective responses to questions
• Identify questions to ask the interviewers during the interview
• Discuss what to do after the interview

Strategic Performance Management: Writing Effective Performance Plans
Length: 1 and 2 days
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
This course is targeted to supervisors and managers and focuses on the development of effective performance elements and standards. Starting with understanding the organization's mission and goals, this program shows supervisors a model for linking
organizational goals with individual performance and stresses the development of realistic elements and measurable performance standards. This course can be combined with a session on Addressing Performance Problems. This course includes a combination of lecturettes, discussion and an interactive workshop.

OBJECTIVES
• Develop strategically linked performance plans that focus on accomplishments and include measurable standards.
• Discuss and implement OPM’s 8-point model for developing effective performance plans.
• Define and use SMART methodology to develop performance standards.
• Implement strategies to communicate performance expectations to employees and monitor their performance.

Unconscious Bias/Micro-inequities
Length: 1 day
Minimum/Maximum Participation: 10/30

COURSE DESCRIPTION
Having an inclusive and diverse workplace is something all organizations want. In order to achieve this goal, we need to dialog around the topic of unconscious (implicit) bias and understand its potential impact on daily activities as well as employment actions and our ability to operate an inclusive workplace. This program introduces the basic concepts of diversity, inclusion, and unconscious bias and how unconscious bias can reveal itself in the workplace. The program is highly interactive and includes a variety of lecturettes, exercises, and discussion.

OBJECTIVES
• Understand what valuing diversity means
• Define unconscious bias
• Discuss the various components of a strong diversity program
• Describe the various categories of diversity and how diversity differs from affirmative action and Equal Employment Opportunity (EEO)
• Describe the “platinum rule”
• Discuss how micro-inequities can harm the workplace
• Describe how a bias can become prejudicial behavior
• Outline the keys to eliminating micro-inequities
• Discuss available resources for handling diversity related issues
• Identify phases that communicate respect
• Discuss 5 strategies for overcoming unconscious bias

2. Maximum order: $1,000,000
3. Minimum order: $100
5. Point(s) of production (city, county, and State or foreign country). Not Applicable

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

7. Quantity discounts. Solutions for the workplace offers an additional 2% discount on all individual Task Orders at or above $30,000.

8. Prompt payment terms. Net 30

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

10. Time of delivery.
   a. Time of Delivery: 30 Days ARO
   b. Expedited Delivery: Consult w/ contractor
   c. Overnight/2-Day Delivery: Consult w/ contractor
   d. Urgent Requirements: Consult w/ contractor

11. F.O.B. point(s). Origin

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 Contractor

14. Warranty provision. Not Applicable

15. Export packing charges, if applicable. Not Applicable

16. Terms and conditions of rental, maintenance, and repair. Not Applicable

17. Terms and conditions of installation. Not Applicable

18a. Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices. Not Applicable

18b. Terms and conditions for any other services. Not Applicable

19. List of service and distribution points (if applicable). Not Applicable

20. List of participating dealers (if applicable). Not Applicable

21. Preventive maintenance (if applicable). Not Applicable
22a. Special attributes such as environmental attributes (e.g., recycled content, energy efficiency, and/or reduced pollutants). Not Applicable

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., contractor’s website or other location.) The EIT standards can be found at: www.Section508.gov/. Not Applicable

23. Unique Entity Identifier (UEI) number. L1L4N6ELWG73

24. Solutions for the Workplace, LLC holds an active Registration in the System for Award Management (SAM) database.

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