

**Amendment #1
 Invitation for Bids (IFB) No. 3160002240
 Leadership Development Training Facilitation**

Amendments to the IFB are as follows:

- Section 2, Timeline, last three (3) rows of timeline are amended as follows:

| | |
|--|---|
| <i>Anticipated Post-Award Debriefing Request Due Date:</i> | June 4, 2018, 5:00 PM CT June 5, 2018, 5:00 PM CT |
| <i>Anticipated Post-Award Debriefing Held By Date:</i> | June 7, 2018, 5:00 PM CT June 8, 2018, 5:00 PM CT |

- Section 5, Term, is amended as follows:

The anticipated term of the contract shall be for a period of one (1) year, beginning on September 1, 2018, and ending on August 31, 2019. The contract may be renewed at the discretion of the agency upon written notice to Contractor at least sixty (60) days prior to each contract anniversary date for a period of ~~two (2)~~ *one (1)* two-year period under the same prices, terms, and conditions as in the original contract, and subject to approval by the PPRB. The total number of renewal years permitted shall not exceed ~~four (4)~~ *two (2)*.

- Attachment G, 9. Renewal of Contract, is amended as follows:

Renewal of Contract. The contract may be renewed at the discretion of the Agency upon written notice to Contractor at least [60] days prior to each contract anniversary date for a period of [1] successive 2 year periods under the same prices, terms, and conditions as in the original contract and/or subsequent contracts. The total number of renewal years permitted shall not exceed [2], or extend past August 31, ~~2022~~ 2021.

- Attachment G, 6. Insurance. This clause has been amended to reflect the requirements of Section 10, Insurance.

Insurance. Contractor represents that it will maintain workers' compensation insurance which shall inure to the benefit of all Contractor's personnel provided hereunder; ~~comprehensive general liability or professional liability insurance, with minimum limits of \$1,000,000.00 per occurrence and fidelity bond insurance with minimum limits of \$1,000,000.00.~~ All workers' compensation, ~~comprehensive general liability, professional liability, and fidelity bond~~ insurance will provide coverage to the State of Mississippi as an additional insured. The Agency reserves the right to request from carriers, certificates of insurance regarding the required coverage. Insurance carriers must be licensed or hold a Certificate of Authority from the Mississippi Department of Insurance. Independent Contractor will furnish MDHS a certificate of insurance providing the aforesaid coverage, prior to the commencement of performance under this Agreement, *if applicable by law*. Should the Independent Contractor be unable to obtain coverage for the entire duration of the contract prior to the commencement of the contract, the Independent Contractor should

obtain additional coverage prior to any lapses in coverage and provide the certificate of insurance to the State no later than seven (7) days prior to the date on which the coverage ends. Any additional insurance that is obtained should run immediately after the previous coverage ends so as to prevent any lapse in coverage. Any additional insurance obtained by the Independent Contractor should meet the terms of the contract.

5. Questions and Answers are attached.

Please acknowledge receipt of Amendment #1 by returning it, along with your bid, by May 25, 2018, at 9:00 a.m. This acknowledgement should be enclosed in your bid packet following the submission instructions located in the IFB. **Failure to submit this acknowledgement may result in rejection of the bid.**

Name of Company

Authorized Official's Typed Name/Title

Signature of Authorized Official
(No stamped signature)

Date

Should an amendment to the IFB be issued, it will be posted on the MDHS website (www.mdhs.ms.gov) in a manner that all bidders will be able to view. Further, bidders must acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the bid package, by identifying the amendment number and date in the space provided for this purpose on this form, or by letter. The acknowledgment must be received by MDHS by the time and at the place specified for receipt of bids. It is the bidder's sole responsibility to monitor the website for amendments to the IFB.

**QUESTIONS AND ANSWERS
LEADERSHIP DEVELOPMENT TRAINING FACILITATION**

QUESTION #1: Would you please provide clarification of Section 4.2.2. "Modules 2&3: Provide Remote Mentorship/Guidance to MDHS Facilitation Staff with support via telephone, email, conference call, and video conference as required. Evaluate tests, projects, and essays accordingly. Trust/Empathy" as it relates to Section 4.2.5 "Currently Remote Web based training is not available due to field office bandwidth."

ANSWER #1: *MDHS will provide direct instructions for Module 2&3. Proposed facilitator will provide administrative support and student progress monitoring. Web-based training is not an option due to bandwidth limitations. Training should be face-to-face.*

QUESTION #2: Section 4.2.7 Monitor and Track each participant's progress and grades. Is there a particular format or system suggested or required for tracking and reporting?

ANSWER #2: *Standard academic grade book keeping is acceptable.*

QUESTION #3, PART 1: 6.2.12 All bids shall be in writing. Does this section refer to providing paper-based copies of the RFP (IFB)?

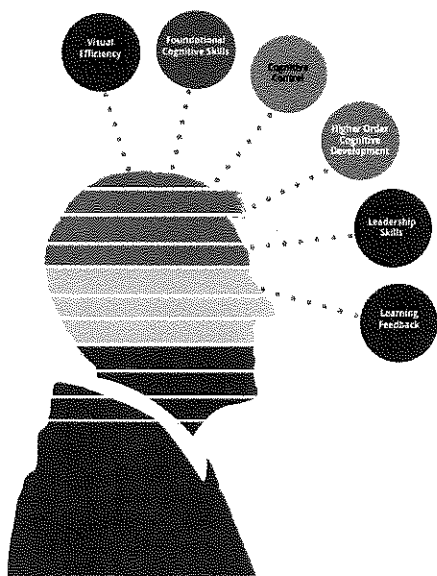
ANSWER #3, PART 1: *Yes.*

QUESTION #3, PART 2: Does it require all forms to be handwritten?

ANSWER #3, PART 2: *No. Typing is acceptable with an original signature where signatures are required.*

QUESTION #4: In section 4 of the IFB, it mentions the Cognitive Enhancement and Performance Program (CEPP) curriculum. Can the bidders be sent a copy of the CEPP curriculum, or past modules? Since this is a set curriculum, we want to make sure our facilitators have the experience and competency in facilitating the program.

ANSWER #4: *Please see attached.*



The Cognitive Enhancement and Performance Program (CEPP)

Program Policies

MDHS

MISSISSIPPI DEPARTMENT OF HUMAN SERVICES

Office of the Executive Director
Mississippi Department of Human Services
750 North State Street, Jackson, MS 39202
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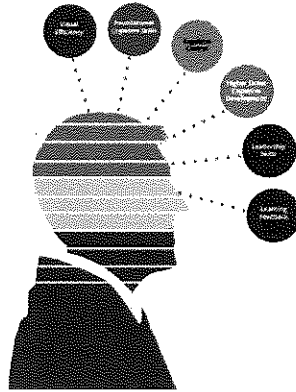
Curriculum Design by;
Ed Garrett, PsyD, CMPC

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The Cognitive Enhancement and Performance Program (CEPP)

Program Policies

From the beginning the CEPP was designed to enhance leadership across the state. As an organization, the Mississippi Department of Human Services (MDHS) is dedicated to serving others while providing a wide range of public assistance programs, social services and support for children, low-income individuals and families. The agency seeks to empower families so they can become self-sufficient and responsible for their future success.

The mission of the agency is to provide services to people in need by optimizing all available resources to sustain the family unit, and to encourage traditional family values, thereby promoting self-sufficiency and personal responsibility for all Mississippians.

The focus of CEPP curriculum is specifically designed to assist MDHS in leadership development from the bottom up, where the organization sees sustainable personnel development through a Cognitive Leadership/Performance Enhancement model based on core competencies. This curriculum will develop leaders with core critical cognitive skills who have the greatest opportunity to impact the workforce. Training is aimed at demolishing silos and fostering leadership bridge building towards developing a core of character.

The CEPP will yield a greater development of cognitive leadership and engage employees to deliver results. The content and sessions are designed to be a unique blend of applied and sustainable skills all uniquely tailored to serve MDHS's mission strategies.

The CEPP consists of several trainings sessions:

- Orientation
- Module One, Core One
- Module Two, Core Two
- Module Three, Core Three
- Module Four, Core Four
- Team Projects and Presentations
- Assessments: Both formative and Summative
- Online Training and Case Studies
- Graduation

Participant Selection

The MDHS participants will be levels of leadership within the organization. Attention will be given to those in all levels of leadership who display the ability to make the greatest cognitive performance with his or her team.

CEPP Administration

Performing in the Spring of 2018, the CEPP program will be administered through the Leadership and Employee Development Office at MDHS.

Program Administrator:

Shannon Lott, Director of Leadership and Employee Development
Mississippi Department of Human Services
Shannon.lott@mdhs.gov

Curriculum Design and Session Facilitator:

Ed Garrett, PsyD., CMPC
Associate Professor

Session Expectations

Lunch during Modules

MDHS will have the option of providing lunch during the Module sessions to keep the participants in-house and engaged. Participants will be placed into teams and will be expected to complete work while at lunch. The CEPP views this as valuable time in the training as teams will discuss past lectures and trainings, networking with other departments, sharing best practices, and planning for future assignments and presentations. It is the expectation of the CEPP that participants will not leave during the lunch break as this time together is invaluable to the training and team development.

Cell Phone and Lap Top Policy

The challenge for participants in each Module will be to focus on the training. With the understanding of a work/life balance and the commitments that exist, participants will be encouraged to place all cell phone to silent, or not off, and to use their breaks as opportunities to respond to cell phone needs. Lap tops may be used during the sessions to take notes. Participants are encouraged not to spend time responding to emails or other business while involved in the training.

Schedule

The dates for all Module sessions will be announced upon benchmark approval. Tentative dates are schedule for Module One beginning February 5, 2018. Participants are required to attend all Module sessions and complete all assigned items in order to graduate. In extraordinary circumstances, the CEPP may excuse partial absences based on the reason. This will be evaluated on a case-by-case basis. The expectation for the training is that a minimum of 85% of each Module must be completed. Any arrival or departure that is out of the realm of completion, but is deemed necessary, must receive written approval from the CEPP administration prior to the start of that Module.

Core Competencies

The CEPP consists of four Modules, each specializing in a different cognitive skill. The curriculum will focus on helping each employee develop as a more effective leadership through becoming aware of how to enhance the performance of his or her team. The four unique core competencies were designed to address the specific areas MDHS is seeking in their leadership.

The Four Core Competencies

- Module One – COMMUNICATION
 - The main objective of this Module is to create an appropriate demonstration reflecting the integration of knowledge acquired and skills acquired from the five appreciations of the workplace. It's not always what is said but how it is received. Leadership will develop the skills of motivational interviewing in order to become impactful communicators through greater listening skills.
- Module Two – TRUST
 - The main objective of this Module is to identify and describe the scope and significance of trust related to leader/employee relationships at work. Furthermore, this Module seeks to analyze how trust improves their career development.
- Module Three – EMPATHY
 - The object of this Module is to help participants begin to identify and describe common challenges and trends in a family/work balance. The question will be asked: Do leaders walk into a meeting saying, "Here I am" or do they walk into a meeting saying, "There you are." In this Module participants will begin to understand who is on their team and to motivate by moving from sympathy to empathy by relational understanding.
- Module Four – SELF-DETERMINATION
 - Simply put, the object of this key Module is to aid participants in developing an intentional analysis of the cognitive self-determination needs (autonomy, relativeness, and connectedness) within each employee.

It is the belief of the MDHS that by attending specialized training in these areas the participant will have a better understanding of how to effectively motivate and engage his or her team in greater personal attention and customer satisfaction.

Participant Learning Outcomes

Goal 1: Students completing the CEPP will be able to effectively communicate in an effort to build positive work partnerships.

Objective 1.1: Create sustained, coherent arguments or explanations summarizing for both general and specialized audiences that demonstrate effective communication through clarity, structure and tone.

Objective 1.2: Create an appropriate demonstration reflecting the integration of knowledge acquired and skills acquired from the five appreciations of the workplace.

Objective 1.3: Analyze, synthesize and adapt principal ideas, techniques or methods regarding effective communication.

Goal 2: Students completing the CEPP will be able to develop trust with their employees and to their current and future positions.

Objective 2.1: Identify and describe the scope and significance of trust related to leader/employee relationships at work.

Objective 2.2: Analyze how trust improves their career development.

Objective 2.3: Explain how employee trust can impact their future endeavors.

Goal 3: Students completing the CEPP will be able to analyze the importance of a family/work balance while establishing empathy for their employees.

Objective 3.1: Describe how family and work can be integrated as an important part of a balanced lifestyle.

Objective 3.2: Demonstrate empathy as a leader as it relates to family/work management.

Objective 3.3: Identify and describe common challenges and trends in a family/work balance.

Objective 3.4: Apply managerial decision making through utilization of best practices.

Goal 4: Students completing the CEPP will be able to distinguish between management and leadership attributes related to self-determination as it relates to impacting the organization.

Objective 4.1: Describe the three attributes of the self-determination theory.

Objective 4.2: Analyze the cognitive needs of autonomy, relatedness, and connectedness within the employees.

Objective 4.3: Apply self-determination to the performance enhancement of the leader and employees.

Objective 4.4: Evaluate how self-determination can be utilized to help employees perform.

Evaluations

While in the CEPP participants will be administered a total of five (5) exams. A minimum score for passing will be 80%. If the participants fail to pass the first time the assessment is administered, he or she will be allowed to retake the exam a maximum of two additional times in order to receive the minimum 80% expected. The pre-test will not be graded, but will be utilized as a baseline for the participants understanding.

Five Total

1. Evaluation #1: Pre-Test
2. Evaluation #2: Module One Assessment
3. Evaluation #3: Module Two Assessment
4. Evaluation #4: Module Three Assessment
5. Evaluation #5: Post-Test

Reports / Projects

The cognitive enhancement of a leader has many things involved in the development, but at the core is their continued desire to improve and gain the knowledge for self-development. In the CEPP the participants will complete several assignments and presentations designed as an applied experience of learning and engagement.

Five Total

1. Team Assignment Project - Module One
2. Team Assignment Project - Module Two
3. Team Assignment Project - Module Three
4. Team Assignment Project - Module Four

Report #1: This training will include a summative written assignment as a final evaluation by the instructor and must receive a passing grade.

Readings

- The Five Languages of Appreciations in the Workplace
- The Five Levels of Leadership
- Team of Teams

Case Studies

Multiple case studies will be utilized throughout the Modules to help participants critically think through workplace situations to achieve greater results. One particular case study which will be administered in this training is the Harvard School of Business's Columbia Mission Disaster. For this online case study participants will need use of their computers. This is an online case study where each participant is assigned a role and information is shared on how the Columbia Shuttle could have been rescued. The teams will reconvene following the case study and deliberate what mistakes were made and how this situation can be leveraged to improve team communication and cognitive performance.

Contact Hours / Field Work Hours

82 hours total (40 hours = 1 week)

- 30 hours of assigned reading including three books
- 30 hours of team meetings, presentation development
- 6 hours of assigned online training

- 16 hours of employee meetings, evaluations, individual skill assessment and development within employees

Classroom Hours

56 hours (30 hours = 1 week)

- 44 hours: instruction from a professional instructor on cognitive enhancement, topics tailored to the MDHS leadership during four core modules, eight days.
- 12 Agency Specific Leadership Knowledge

Continuing Education Requirements

Participants will complete over 170 hours of training. MDHS will award CE's to a participant's continuing education requirements based on successfully completion of the CEPP with a minimum combined score of 80%. Additional opportunities award participants:

- 1.) Graduates will serve as mentors for future class participants
- 2.) Graduates will serve as project reviewers and SME to future class participants

Graduation Requirements

In order for employees to graduate from the CEPP a participant must:

- Attend orientation
- Attend all Module and Core Sessions
- Complete all online training sessions and case studies
- Complete four in-class team presentations (one per core competency)
- Pass five exams (including a pre-and post-exam)
- Complete all assigned readings
- Complete all assigned one-on-one employee field hours
- Complete the Final Report

Sample Agenda

Sample agendas are provided to detail daily curriculum and activities. Modifications to agendas may take place upon final approval. Hours and content will remain consistent.

| Module One - Day 1, Session 1 | |
|--------------------------------------|---|
| 9:00am-9:30am | Welcome and Logistics, Pre-Test Evaluation Administered |
| 9:30am-10:00am | Ice Breaker Activity |
| 10:00am-12:00pm | Instruction: Communication |
| 12:00pm-1:00pm | Lunch Work Groups |
| 1:00pm-1:30pm | Activity #1 |
| 1:30pm-4:00pm | Instruction: Communication Including case study |
| 4:00pm-5:00pm | Team Assignment #1 Team Communication workshop Teams assigned, topic for presentation discussed, objectives/goals examined. |
| Total Hours: 8 | |
| Module One - Day 2, Session 2 | |
| 9:00am-9:45am | Welcome, Team Assignment #1 Project |
| 9:45am-11:00am | Communication Training (feedback provided on presentations) |
| 11:00am-11:30am | Assessment #2 (Evaluation) |
| 11:30am-12:00pm | Team Assignment #2 Discussion |
| Total Hours: 3 | |

| Module Two - Day 1, Session 1 | |
|--------------------------------------|--|
| 9:00am-9:30am | Welcome and Logistics |
| 9:30am-10:30am | Team Assignment #2 Project |
| 10:30am-12:00pm | Instruction: Trust |
| 12:00pm-1:00pm | Lunch Work Groups |
| 1:00pm-2:00pm | Activity #1 |
| 2:00pm-5:00pm | Instruction: Trust Including case study |
| Total Hours: 8 | |
| Module Two - Day 2, Session 2 | |
| 9:00am-9:30am | Welcome, Activity #2 |
| 9:30am-11:00am | Instruction: Trust |
| 11:00am-11:30am | Assessment #2 (Evaluation) |
| 11:30am-12:00pm | Team Assignment #3 Discussion |
| Total Hours: 3 | |

| Module Three - Day 1, Session 1 | |
|--|--|
| 9:00am-9:30am | Welcome and Logistics |
| 9:30am-10:30am | Team Assignment #3 Project |
| 10:30am-12:00pm | Instruction: Empathy |
| 12:00pm-1:00pm | Activity #1 |
| 2:00pm-5:00pm | Instruction: Empathy Including case study |
| Total Hours: 8 | |
| Module Three - Day 2, Session 2 | |
| 9:00am-9:30am | Welcome, Activity #2 |
| 9:30am-11:00am | Instruction: Empathy |
| 11:00am-11:30am | Assessment #3 (Evaluation) |
| 11:30am-12:00pm | Team Assignment #4 Discussion |
| Total Hours: 3 | |

| Module Four - Day 1, Session 1 | |
|---------------------------------------|---|
| 9:00am-9:30am | Welcome and Logistics |
| 9:30am-10:30am | Team Assignment #4 Project |
| 10:30am-12:00pm | Instruction: Self-Determination |
| 12:00pm-1:00pm | Lunch Work Groups |
| 1:00pm-2:00pm | Activity #1 |
| 2:00pm-5:00pm | Instruction: Self-Determination Including case study |
| Total Hours: 8 | |
| Module Four - Day 2, Session 2 | |
| 9:00am-9:30am | Welcome, Activity #2 |
| 9:30am-11:00am | Instruction; Self-Determination |
| 11:00am-11:30am | Post-Test Evaluation Administered |
| 11:30am-12:00pm | Final Report discussion, objectives/goals towards completion of this training |
| Total Hours: 3 | |