

## ADDENDUM ONE, QUESTIONS and ANSWERS

Date: March 27, 2019

To: All Bidders

From: Annette Walton/Nancy Storant, Buyers  
AS Materiel State Purchasing Bureau

RE: Addendum for Request for Proposal Number RFP 6029 Z1 to be opened April 10, 2019, at 2:00 P.M. Central Time

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### Questions and Answers

Following are the questions submitted and answers provided for the above mentioned Request for Proposal. The questions and answers are to be considered as part of the Request for Proposal. It is the Bidder's responsibility to check the State Purchasing Bureau website for all addenda or amendments.

Question Number	RFP Section Reference	RFP Page Number	Question	State Response
1.			We would like to see the curriculum of the previous state-run leadership training to assess if our program would be suitable.	See Below.
2.			Could the EMS Leadership Training and EMS Supervisory Training include assigned reading and/or leadership assessments that participants would complete prior to the training sessions?	Yes.
3.	Section: V, Item D	Page: 28	Question: Should the contractor provide student catering, such as break items, lunch and beverages?	No, this is outside the scope of this RFP.
4.	Section: V, Item D	Page: 28	Question: Should the contractor include the cost of catering for the students in their course costs?	No, this is outside the scope of this RFP.
5.	Section: V, Item D	Page: 28	Question: Should the contractor break out the catering costs so catering	No, this is outside the scope of this RFP.

			costs do not confuse the true costs of the courses?	
6.	Section: V, Item D	Page: 28	Question: Will the contractor retain intellectual property rights for all course materials?	Yes, if any materials are developed contractors will maintain intellectual property rights.
7.	Section: V, Item E	Page: 28	Will the contractor be responsible for costs associated with meeting room rental if there are rental fees?	No, this is outside the scope of this RFP.
8.	Section: V, Item B	Page: 27	Question: Can the contractor offer a different number of Supervisor training days (three days, for instance, instead of four) with the same content?	Yes, Bidders should include as part of their response the proposed curriculum and course content. This is relevant for both supervisor and leadership courses.

### State Response to Question 1.

The prior curriculum is proprietary; however, the following are the topics that are addressed:

Session 1 identified the challenges and opportunities faced in organizations and roles today. Leadership thinking foundation was built by exploring the differences in managing and leading challenges. The course explored today's EMS organization and the characteristics that make an organization thrive, attract, and keep workers. The course addressed the following topics:

- The essential components of a thriving EMS organization;
- The emerging EMS worker of the 21st century;
- What people really want from their work experience;
- Creating a culture where people want to belong;
- Recruiting and keeping more of the right people;
- Ensuring people are enthused, committed, loyal and willing to do more than required;
- The vital role of frontline supervisors;
- The art of improving employees' performance;
- Dealing with troublemakers; and
- Leading the new generations.

The course explored the psychology of stepping out to lead and what inspires people to follow. The course contained demonstrations that leading is much more than title, position or power, but is a choice. Topics included:

- The qualities and characteristics of effective leaders;
- What makes one a leader in today's EMS organization;
- How leadership shows up in our personal lives;
- The connection between great leadership and a practice of deep listening;
- Using time resources effectively;
- Leading in spite of fear;
- How to become a powerful influencer of people above, beside you and below you;
- The leader's ethical use of politics and power; and

- Leading and the necessity of powerful storytelling.

Session II tackled the work of leading change in a reactive EMS environment and moving the organization forward by recognizing the importance of identifying and actually seeing the change participants want to make. Topics included:

- Getting clear about what really matters;
- Using the imagination to see where we want to go;
- How to effectively plan and identify strategic priorities;
- Turning big change into small, doable steps;
- Understanding the power of variables and small change;
- Effectively working with the psychology of change; and
- Taking good care of yourself and finding joy amid the challenges.

The final two days were a leadership retreat where the practicality and applicability of the learning is tested. Participants were encouraged to bring their own topics to the group. Brief presentations are made on the topics, and the balance of the allotted time was used to workshop each topic with discussion, exercises and the sharing of best (and worst) practices. Participants left the course with a full toolbox and a solid network of supportive leaders.

This addendum will become part of the proposal and should be acknowledged with the Request for Proposal response.