

>> A presentation of the United States Fish & Wildlife Service National Conservation Training Center, providing leadership in learning to conserve fish, wildlife and natural resources.

>> D. Tollefson: Hi.

I'm Don Tollefson.

I'm the curriculum manager for supervision administration and management training here at the National Conservation Training Center in Shepherdstown, West Virginia.

I'm glad you've decide to do join us today.

What we're going to do is we're going to be talking about what are some things that you as supervisors can do to help develop your employees.

So we're going to talk about a variety of different things.

I'm looking at developmental discussions, individual development plans, looking at the performance appraisal plan in the system.

So there's just a number of different things we're going to cover in a short amount of time here today.

Hopefully many of you are aware that the office of personnel management has identified what they call their 28 leadership competencies, and of these 28 competencies, the last one that was added few years ago was actually called developing others.

And as part of developing others, what it's talking about is that as a leader in any federal government organization, one of your key responsibilities is to make sure that the employees that work with you are ready to step up, they're ready to meet their challenges, and, you know, that when we leave, there's somebody ready to step in behind us.

It's all part of the succession planning efforts we've been talking about a lot in the federal government.

I know before the broadcast started running up there there were some different ways you can contact us and communicate with us as we go through the broadcast today.

Periodically you'll see a different fax number popping up, a phone number, an e-mail, and many of you are also connected to us via the push-to-talk microphones.

So at any time as we go through the broadcast today, if you've got a question or you would like to make a comment, feel free to go ahead and come in and talk with me.

This is the third time I've actually done this broadcast.

So I'm a little bit more comfortable with interruptions now.  
So feel free if you have a need to.  
Hopefully you were able to go ahead and print off the materials for the course.  
They're available on the distance learning website.  
So if you don't have them, I highly encourage you to run off and get those printed off because I'm going to refer to them quite frequently as we go to the program today.  
In fact, to get us started, we're going to go ahead and look at page 1 of the handout that we've got there.  
What we've done is we've included a small segment or small portion of the performance appraisal plan that is used for supervisors within the Department of Interior.  
If you look at this, you'll notice there are two different forms out there, the one that we've got starting on page 1 is the DI-3100S.  
That is the plan that the department initiated last year for fiscal year 2008, and it's mandatory that every person who is designated as a supervisor within your personnel system falls under that particular performance plan.  
So we're going to talk a little bit more as we go along, you know, what it means, how it looks, what it means to you as a supervisor.  
Within that plan we've got, if you look at page 2, page 2 of your handout is directions of how to go about and how to use the performance plan itself.  
What I would like you to do is flip over to page 3 if you would.  
At page 3 what we've got is a critical element that's been put in for all supervisors.  
Some important points on this one, this is a critical element.  
It's a mandatory element for supervisors and managers, and you can't change it according to the departmental policy.  
And so let's go ahead and let's just look at some highlights of it.  
First off, you can see that -- actually let me go back here.  
You can see that what we've got is under the performance measure itself is supervisory managerial duties are effectively carried out in order to support the department's capacity to manage its program in a results oriented, customer-focused and efficient manner.  
You see there are eight areas listed under that.  
We're going to focus on three of them for our purposes in today's broadcast.  
The first is developing others.

With a we're talking about is you're developing the abilities of others to perform and contribute to the organization.

You're doing that by giving feedback to them.

You're doing that by making sure they have developmental opportunities to go ahead and experience.

It can be formal.

It can be informal.

And some of the things that the standard -- the element mentions specifically are things like coaching, mentoring, training, experiential learning and other types of developmental programs.

So that's what's referred to around developing others.

The second area we're going to be focusing on is looking at training and IDPs.

What it says is annually discusses training needs with staff, reviews and approves individual development plans and provides staff a minimum of 40 hours of continuous learning opportunities in according.

I'm kind of surprised it references 231 FW 1 and 2 because that's actually Fish & Wildlife Service policies.

We actually went ahead and submitted this to the department to have for our supervisors.

They liked it and adopted it for the entire department.

I just checked this morning.

The verbiage has not changed for fiscal year 2009.

But if -- so if you're wondering what that refers to, that's actually Fish & Wildlife Service policies.

And then the third area that we're going to look at is the area that focuses on effective performance management and that's ensuring your workforce is deployed in the line for mission accomplishment using tools like workforce planning, success planning and a variety of different things.

So we're going to talk about how do those three portions of this particular critical element, how do they work together and what are some things that you as front line supervisor can do, first off, to help make sure you meet your performance requirement, but more importantly to make sure that we're making the best use of our resources that we've got throughout, and employees are one of the resources that we have.

So that gets us at what the critical element is, but then we need to go ahead and we need to look at what does that actually mean and how do we look at different levels of performance with that.

So that's where we get into looking at the performance standards. So let's look at those for the supervisor with their critical element. And if you would, flip over to page 4 at this time, and on page 4 what we've got is you can see right on there we've got a description of what exceptional looks like.

Those are the performance standards that go along with that particular critical element.

We've got listed out for exceptional and what it looks like for a supervisor to be exceptional, superior, fully successful and the other levels that we've got there, too.

So basically pages 1 through 6 is just a little bit of a summary of what the performance actually looks like.

But to help us with where we're going to be going today, we've got some specific thing we're going to look at.

We're going to be looking at a developmental discussion.

We'll talk a little bit about what it is and we've actually got an example we're going to show you so you get an idea what the developmental discussion looks like.

In addition to the developmental discussion we're going to talk about the performance plan.

When we're talking about the performance plan, we're going to talk about how do you set it for your employees, how do you share the information with them, and then we're going to do a little brief summary at the end of that segment talking about how do you go about and set up the summary appraisal that occurs at the end of the year?

After we talk about that, we're going to talk about individual development plans.

I'm going to show you the model that the Fish & Wildlife Service uses.

We've got an example that I'm going to share with you just to kind of see what it looks like so you can help your employees develop really good performance plans.

Then I'm going to talk real briefly at the end about how to recognize performance.

We're going to talk a little bit about the awards and recognition system.

So that's kind of where we plan on going for the next 90 minutes.

It is a lot of information.

Some of it I might go through a little quicker than you would prefer.

If that's the case and you've got a question, again, please feel free to stop

me and slow me down.

When we get to the end of it, we should have time for questions at that point, too.

Again, as we're going along, if you don't want to interrupt the broadcast and you want to send in a question, please feel free to use the fax number, send it in an e-mail or go ahead and call on in.

So, like I said, we've got a lot to do.

Let's go ahead and let's get started.

The first thing I said we were going to talk about was the developmental discussion.

Now, the developmental discussion is when you're actually taking the time to get to know your employees and kind of learning about what are the things that are important to them.

It's actually sitting down.

It's actually talking.

It's discussing and letting them talk about those things that oftentimes as supervisors we think we know where they want to go, we think we know what they're looking for, what their long-term goals are, what their short-term goals are.

What I'm going to present to you is actually -- it's a little bit of a formalized process in how you can go about doing that, and in fact we've even provided you with trigger questions at some of the different steps we're working along here.

So we're on page 7 in your handout now and on page 7, what we've got is kind of the template of the discussion.

You're going to start with the welcome, looking at goals of the employee, kind of identifying and talking with them a little bit about their strengths and their developmental needs, and then coming up and doing some planning work around it.

Now, we recommend the developmental discussion happen up front.

It should happen before you sit down with your employee to look at their IDP, before you go ahead and put together their performance plan.

It's one of those things where you're actually doing the discussing and you're letting them do a lot of talking.

As a supervisor, one of our roles is to be a coach and in the developmental discussion, that's an area we really should be coaching them along well.

You'll notice like I said on page 7 we've got some different questions about the different areas.

If you look up at the welcome, it's basically we're setting the stage for the discussion, really trying to figure out what's going on.

Trying to create an atmosphere.

We hear that open-door policy all the time.

You truly want to create with that your employees so they can come in and talk to you.

Then what we're trying to do is we're trying to understand what their goals are, in looking at their goals, where do they see themselves moving in the future?

I may have a very specific idea of where I want somebody to move to but if that's not where they want to go, if that's not what interests them, maybe I need to rethink that, and one of the ways I'm going to find that out is by actually talking to them and learning from them.

So we've got the understanding of their goals.

Once we've got that information down, then we start to talk about, what are their strengths?

What are the things that they're really good at?

Are they great at designing web pages?

Doing biology out in the field?

Working with public groups?

Working with kids?

What are some of the things that they're really good at?

I've got some ideas.

They may have some ideas they want to share with me also.

Then what we also want to look at is where are those gaps at versus where is the current skill level, where does it need to be?

Where are those gaps right in there so we can try to figure out, if we look at it as a gap, how are we going to bridge that gap?

Is it going to be training?

Is it going to be OJT?

Is it going on a detail?

Is it trying a new job?

A new task?

Different things like that.

So we want to go ahead and look at that and we want to talk about that and figure out where those development needs are and we do that in the planning stage so we know what the strengths and gaps are.

Now working together we're going to go ahead and try to figure out how

do we close that learning gap for our folks.

So what we did, had a couple folks come in, and they're doing a dramatization of what a developmental discussion would look like.

It's Chris and her supervisor, and they're sitting down and they're talking and having a developmental discussion.

So we're going to go ahead and play that for you and then we'll come back and talk about the results of that discussion briefly.

>> Thanks for stopping by, Chris.

I wanted to chat with you a little bit about your future in the Fish & Wildlife Service.

>> Oh, thank you.

I was afraid I'd done something wrong.

>> Oh, contrary.

You've been doing wonderful work.

It's just simply need to talk with you about you see yourself in the future, three, five, ten years from now.

>> Oh, actually I have been thinking about that.

I would like to step up to the plate and get some new challenges.

That would be a wonderful opportunity.

>> Do you have anything in mind?

>> Well, I notice that Joe's been talking about retiring, and so I'd like to apply for that AO's position, and I'd hope you would consider me for that.

I think that would be a challenging position that by enjoy doing.

-- that by enjoy doing.

>> I think that would be a wonderful opportunity for you.

What do you have right now in the way of skills you might be able to apply toward that?

>> I know how to do certain things like the FFS, but the things that are detailed I'm not too sure about, the things that you and Joe work together.

So I was wondering how I could go about learning that.

>> Well, I think working with Joe certainly would help us quite a bit, given the fact he's going to be transitioning out of the office here with his retirement, spending a little time with him, finding out specifically what he's doing, and he might be able to direct you to some of the specific training that's required for using those systems and how we operate in the office here.

>> Oh, great.

I was looking on DOI Learn the other day and I saw that there's going to be a budget execution course offered at NCTC in August.

What do you think about something like that?

>> That's a great place to start.

Yeah, by all means, go ahead and look that up and find out more about the course and ask Joe, too, find out what he thinks about that.

>> Okay.

Well, I don't know if you recall or not that I have my associate's degree, and I was thinking about maybe going back and taking some courses, and I was wondering if the service would pay for something like that?

>> Well, we can't pay for a degree, however, if we can find an alignment between specific courses that might apply for a degree that would help us do our job here in our office better, we could certainly take a look at paying for the cost for that specific class.

>> Oh, okay.

Because I was thinking of returning to -- or taking classes at state university.

So if I took like an accounting course, maybe the service would pay for that?

>> We could certainly take a look at that.  
It's a possibility, yes.

>> Okay.

Great.

What do you suggest I start doing now?

>> Well, take a look at what your options are.

Talk with Joe.

Spend a little time with him.

Find out what training the service has available through NCTC.

Take a look at what is available at the university for that degree program.

And bring that back along with your IDP and we can sit down and see what we can map out.

>> Great.

Thanks.

>> So you can see just in that short discussion, Chris' supervisor got really good idea of kind of what she's thinking about, where she's thinking about going, you know, and by the use of good questions, the supervisor doesn't have to dominate the discussion.

Using good questions is a great coaching technique we use a lot, we talk about a lot in our supervisory training programs.

You know, pose the question, use the open-ended questions, and get the employee just to start talking about those things.

Now Chris' supervisor has a better idea of what are some things that -- let's say a new project comes up or a new opportunity comes up.

Well, maybe because I've had this discussion with Chris, I then might want to go ahead and say, "you know what?"

I think maybe she would be the right one to go ahead and assign that task to."

So it's just a way to begin that discussion process, and the reason that we want to do it early on in the performance process is because now Chris has some ideas on what are some things that she may want to go ahead and put in an Individual Development Plan.

Now, one of the key things when you're having this discussion is, remember, it's not just about what the employee wants.

You as the supervisor also have a better idea of what the future is going to hold in store for you.

You know if budget is going to be tight and you might not be able to fill some new positions.

You know more of what type of work is going to be coming down the pike.

So maybe there are some things that you can do to try and help prepare Chris so that when those times come she's going to be ready to step in and help out so you're not going to have as big of a gap in performance there. So, that's basically the development discussion.

The reason we bring it up is because a lot of supervisors don't spend the time just sitting and talking with your employees and trying to figure out, what are they looking for?

What do they want?

And that's why we recommend it in the Fish & Wildlife Service as a tool that you really should use to just begin those discussions.

So that's the development discussion.

That was step 1.

Now we're going to go ahead and move into step 2.

With step 2 what we're talking about is the performance plan itself, what are the critical elements, the credit cull things the employee needs to do and looking at the performance standards so how do we evaluate how they're doing.

In your handout we're on page 8.

I want to go over some key points real quick just as a review on the performance appraisal system.

There are some key dates and some key time frames that we need to be aware of as supervisors.

The first of those being 60 days.

What we're talking about with 60 days is the performance plan has to be in place within 60 days of the beginning of the performance year or if the employee begins sometime within the performance year, 60 days of their start date.

The next one is 90 days.

What we're talking about with 90 days is an employee must be under a performance plan for at least 90 days before you're able to give an evaluation on that employee.

So let's say you have a new employee and they started in August.

You would need to wait -- let's say they started August 15th.

So you would have to go August, September, October, November.

So November 15th is when you would be able to do the performance employee for that employee because they would need 'to be under the plan for 90 days.

The next figure we've got there is six months.

At six months what you should be doing is some type of a mid-year progress review.

I know in the service we recommend do it at that six-month mark halfway in.

Couple reasons for that.

One, we need to let the employee know how they're doing.

We don't want to wait until their performance year to say your performance is inadequate.

If we're doing that, we're not doing our job as supervisor.

So sitting down with the employee, talking with them, making sure they still understand what the requirements are, you get an opportunity to share with them how you see them doing, hear from them how they think they're doing, and maybe you need to readjust some things as you go along at that point.

And then the last date we've got on there is one year.

At the end of one year, or the 90 days, if it's been a shorter period on the performance plan, you need to go ahead and do an annual rating.

The annual rating, the requirement is that it be done within 30 days of the end of the performance year.

So I know in the Fish & Wildlife Service we do October 1st to September 30th.

So by the end of October, you should have done a summary rating on every one of your employees that were under a performance plan for at least 90 days during that time period.

And we're going to talk a little bit later about how to go about doing that summary rating.

We just wanted to go ahead and make sure you were aware of that those time frames on there because they're really important.

Now, you see at the bottom of page 8 we've got some information about interim appraisals.

An interim appraisal is actually an appraisal that's done not at the end of the year but at some other time because of some particular reason.

You can see we've got a few examples of why you would do an interim appraisal.

First off, maybe you had somebody that was on a 120-day detail or a 120-day temporary promotion.

Well, that's a third of the year.

So we want to do an interim appraisal for them so that when the end of

the year comes they're not only -- let me phrase that -- so they're going to have two reviews then.

They're going to have the 120-day interim review and then they're going to have a review for the rest of the time while they were in their regular position.

Those will get combined together and that's then how their summary rating for the end of the year.

That way we're able to actually evaluate the person and their performance for the entire 365 days, not just for the portion where they were doing their regular job.

Also you may want to do an interim appraisal, let's say you're the supervisor and you're leaving.

Let's say you're leaving in June.

Okay?

You know July, August, September is going to be around, but the new supervisor coming in, and you know I'm sure it works the same way in the Park Service as does it in Fish & Wildlife, supervisor leaves, there may be quite a few months before somebody new comes in.

So by doing an interim appraisal before you leave, what you're doing is you're helping out that new supervisor who is going to have to do those performance appraisals at the end of the year.

You also would want to do -- let's say an employee is changing a position within the organization or the employee is moving from one place to another place.

Maybe they've been there for five, six months.

Do an interim appraisal for them before they leave, they can carry that over to their new job with their new supervisor also.

It's just -- it's fair to the employee.

That's one of the reasons we do interim appraisals.

If you would go ahead and flip over on page 9, on page 9 there were a bunch of changes that were made to the performance appraisal system last year by the department, and some of those changes include we got new forms, we've got the DI-3100, which is the employee version, we have the DI-3100S which is what we looked at earlier.

There is also a new mandatory training requirement as part of the performance management system.

There is a requirement that the employees be involved in helping put their performance plans together.

There is the use of what's called the benchmark standards.  
We're going to talk more about those in a little bit.  
And then you have an awards summary section.  
So in a few minutes we're going to look at an actual plan and I'll reiterate those things as we go through them and as we look at them.  
Like I said, this is the third time I've done this broadcast.  
In the previous broadcast we had some questions come up.  
I'm going to share them with you and share the answers right now.  
The first was what constitutes employee involvement?  
Since there was an employee involvement requirement.  
I asked our human resources folks in Washington that specific question, and the response I got from them, and I'm going to go ahead and read it here so I don't misconstrue something, giving an employee a copy of what you feel is an appropriate performance plan and letting them review it and bring up questions or concerns is allowable.  
You should listen to any questions or concerns they have but in the end, you as the supervisor assign work and you have the final say in developing the standards.  
My belief is that the intent in putting that in there is I know in the past what happened is supervisors often would give an employee a plan, say sign it, and that was the end of it.  
So by having these discussions now, the department is encouraging you as supervisors to make sure that your employees truly do understand what's expected of them.  
You know, and giving them an opportunity to help craft their critical elements and their performance standards.  
The second question is are standard as performance plans now forbidden?  
We can still have standard plans but in the fully successful section there must be some detailed information for that specific job.  
If more than one person is on the same PD, the detailed information might be the same.  
So a standard plan would work.  
And then the third question, and this is the one that I'm really curious to see how things are going to happen over the next month, is how will supervisors be held accountable to these new requirements?  
Notice that's one of the reasons that the requirement was put in place, to hold supervisors accountable for developing their employees.  
The response we got on that one, this is a hard one, it is really up to the

supervisors' manager to address the issue.

If an employee has a problem, they can try to discuss the issue with their immediate supervisor or if that fails their second level.

Otherwise, they always have the option of filing a grievance.

Basically what that's telling me is that, you know, the supervisor's supervisor is the one who is going to have to hold them accountable for actually doing these things.

It's a really interesting time period right now because I know in both the Park Service and Fish & Wildlife Service and all the bureaus within the Department of the Interior, this was a new plan that was introduced last year.

So our supervisor -- are supervisors actually going to be held accountable for meeting this critical element?

I don't know.

I would like to say yes it's going to happen, but I'm also a bit of a realist and know that sometimes things don't happen as they're supposed to.

So we'll see what happens.

But basically what we've got here is we've got a series of critical elements.

You've got the critical element for you as a supervisor, but you're also going to be developing critical elements for your employees.

Let's go to the next slide here.

Actually -- if you would pull the actual slide up.

We want to talk about the difference between critical elements and standards.

Critical elements tell employees what they need to do, whereas standards tell them how well they need to do them.

So a critical element is an assignment or a responsibility of such importance that if an employee doesn't do it satisfactorily, it basically would say that the employee did not meet the requirements of their job satisfactorily.

One of the key things with our review system we have, if an employee fails on any one critical element, they basically fail on the entire performance plan for the entire year.

So that's why these critical elements are so important, and it's why you need to be very clear and very specific with the employees on what they are and how they're going to work.

We've got some pointers and just some interesting things with critical elements.

First off, an employee must have at least one critical element in their performance plan, and they can have up to five.  
They cannot have more than five.  
You can't have an employee with six, seven, eight, nine.  
It's one to five.  
At least one of them needs to be linked to strategic goals.  
Needs to be helping specifically -- let's see.  
How do we have this written?  
Must hold the employee accountable for achieving a result that directly supports the mission of the organization.  
Okay.  
It could be tied back to a GPRA goal.  
It could be tied back to an operations plan, a strategic plan.  
One of them has to be tied back to something like that.  
If you're a supervisor, you've got to use the DI-3100S, and you must use that mandatory element.  
And then they need to be actually achievable by the employee.  
The critical elements that you put out there for your employees, it has to be things under their control and it needs to be tied to results to getting things done.  
If you would -- and that information is summarized on page 9 in your handout.  
On page 10 we've got a little bit of information on how do you go about and how do you write critical elements and what are some things you can do to help with that.  
If you look at the top of the page we've got there, and for those of you that don't have the handout, I apologize, but I'll talk you through it, basically you want to have some type of an action verb in each of your critical elements.  
And then some type of an object and some type of a purpose.  
The purpose is actually optional, but my guidance is, go ahead and use it.  
So an example we've got here on the page is the action verb is "conducts investigations in order to improve operations."  
Very basic statement.  
I would say you want more than that.  
But it kind of gives you an idea of what we're looking for.  
We've also included for you a checklist.  
The checklist is jump kind of some things to -- just some things to think

about as you're writing critical elements.

I know if you're a new supervisor, you move into a position and there are plans that have been in place for years.

It's easy to keep using the same one.

My recommendation is to go through them, look at them, make sure the critical elements they've got are clear and meet these requirements on there.

And to help you, we've included on page 11 in the handout actually five examples of critical elements that do exist in different performance plans that we've seen, and while they may not be perfect, they're a lot better than some of them I've seen out there.

We're not going to go through and read those now.

We just wanted to include that for your reference because this is something you should be thinking about right now as supervisors.

Because basically you've got between October 1st and the end of November to get your performance plans in place for your employees for fiscal year 2009, or performance year, as we call it.

But what I'd like to do is go ahead and have you look at an actual performance plan.

We're going to go ahead and look at one for Chris who we saw earlier who had her developmental discussion with her supervisor.

It's on page 12 in your handout.

I'm also going to go ahead and in just a minute bring up an example so we can show you some things, but for now just focus on page 12.

You'll see it's pretty self-explanatory.

When you go in, before you meet with your employee, all you're going to do is fill out the portion on the top where it's got the employee name, where they're located, that type of information.

Pull that one aside.

We are going to be coming back to it a couple more times before we're done with our session today.

But page 13 basically just gets into looking at instructions for how to complete the plan.

It talks a little bit more about critical elements and performance standards and what they are.

It talks about the progress reviews and then how to do the summary rating.

Again, we're going to come back to that information in a little bit because

we are going to go ahead and create a summary rating for Chris as if we were her supervisor.

Where we get into the important stuff is when we get over to page 14.

And on page 14 is where it actually lists the critical element for Chris and it also goes ahead and lists -- it begins to look at the standards for her.

So let's go ahead and let's look at Chris' critical element 1.

It's: works cooperatively with others throughout the station to maximize value to internal and external customers including other station employees, Fish & Wildlife employees, the department NGO's, and others who use the facility.

So in Chris' case, she works in a refuge.

She's the admin person out there.

And so the supervisor has decided that this is so important, this is critical to Chris' job having this customer contact and doing it effectively.

That's great.

The critical element tells us, you know, kind of what it's all about, but it doesn't tell us what is enough, what does it look like, how do you determine whether Chris is doing an okay job, whether Chris is meeting the requirement, or whether Chris is exceeding the requirement.

That's again when we get into the performance standards.

So, let's see, let's pull the slide back up and look at performance standards.

What we're talking about there, these are expressions of the performance threshold requirement or expectations that must be met for each element at a particular level of performance.

So that's what they are.

Some keep points with them, they need to focus on results.

They need to include credible measures.

If you're going to use the benchmark standards, and you can, okay, it's not required that you use them, but you can, but if you're going to, you've got to augment those at the fully successful and the exceptional level.

What that means is you can use the language that is built into the system but at fully successful and at exceptional for each critical element where you use those benchmark standards, you've got to provide some additional information to show how they apply specifically to that critical element.

Hope that makes sense.

If it doesn't, we're going to look at it in Chris' example right now.

So again, that's on page 14 of your handout, and it's going to appear on the screen here in just a minute, and what we're talking about then is we

talked about the critical element of the customer.

Now we're going to go ahead and look at the exceptional standard.

So let's pull that up on the screen.

You can see right here, okay, we've got the performance measure, works cooperatively with others.

This one is tied to a GPRA strategic goal of management excellence and customer value.

The exceptional, this top portion up here, that is the benchmark standard.

Now, what we've done for Chris is we've augmented it.

We said in addition to the benchmark standards, the following measurable criteria apply.

Demonstrates special initiative or innovation at least two of the following.

So for Chris to receive exceptional on this particular critical element, she must meet at least two of these, okay, improving the quality or delivery of service, developing a new way of doing business that benefits our customers or provides exceptional customer service consistent over and above expectations.

That's for exceptional.

That one must be augmented.

The other one that must be augmented is fully successful.

And fully successful, this is the benchmark, this is the augmentation.

Focuses on the needs of internal and external customers, promptly resolving customer complaints within their authority to do so within one business day.

Using things like within one business day and where you can get very specific is good.

It helps the employee understand, because one of the things that happens in the benchmarks, it says, in a timely manner.

In a timely manner can mean a lot of things to a lot of different people.

So by having the discussion and augmenting them, it's helping Chris understand.

You can see what we've done for Chris is we've augmented every single one of the levels.

So she has a better idea what's expected for her to go ahead and meet those requirements.

So let's go ahead and we're going to continue working on Chris' plan.

We need to go back to the actual plan itself again, and if we could bring it back up on the screen, please.

So this is the portion that was completed at the beginning of the year.

We've had our discussion with Chris.

She's read through.

She agrees.

She understands the critical elements, understand the performance standards we're going to be holding her to this year.

So what happens now is this is where this portion A1, A2 and A3 get completed.

Basically at this point Chris and her supervisor would sign it and date it saying that she has been notified of the standards and they were discussed.

At the same time, they're also going to go ahead and do part A2.

This is employee input into development of standards.

Signatures here basically are certifying that employee involvement was solicited by the supervisor.

Does not mean that we take what the employee says and it has to be included.

We solicit it, we understand it, we incorporate it where appropriate.

So employees -- employee signs, dates.

Rating official signs, dates.

Then we go to employee training.

This is the one that is a little bit more confusing for folks, but basically by signing here, what you and the employee are saying is that they have been provided with training in the performance management system.

Now, if you look further into the employee performance plan, you'll see that there are two pages that talk about what a performance management system is.

Reading through that information alone meets this requirement.

Not exactly awesome training, but it meets the requirement.

So the employee signs it, dates it, you sign it and date it.

That's all that happens, and that basically means that the performance plan is now in place.

So let's say the year -- or half a year has gone on.

Remember, we had that six-month time line.

We're going to do a performance review with the employee.

When we do the performance review, or as we call it here, the progress review, basically we're saying, and the employee is agreeing, that their performance was discussed.

We've filled them in on how we think they're doing.  
They filled us in on how they think they're doing.  
Another thing we do at this point is we go back and typically look at an Individual Development Plan to make sure we're progressing towards that.  
Gets signed there.  
That's our six month.  
Now comes the year.  
It's the end of the performance year.  
So now what we need to do is we actually need to complete our requirements.  
So keep it on the screen there for me, please.  
I'm going to show you another page of the plan.  
What we've got here, and this is actually your handout as page 16, but you need to fill out a narrative summary depending upon the rating that you're giving for the employee on their particular critical element.  
So for Chris' first critical element, and let me pull this in just a little bit here, you need to describe the employee's performance for each critical element, but you need to write a narrative summary if you're assigning a rating of exceptional, level 5, minimally successful, which is level 2, or unsatisfactory, which is the lowest level we have.  
So basically what that means is if you're going to be assigning any one of those levels either a 0, a 2 or a 5, you've got to write some type of a justification in here for that particular level.  
You write the justification and then down here you just check off on whichever it is.  
Now, a lot of supervisors will actually take the time to go ahead and write a narrative no matter what the rating is.  
That way you've got a documented record, and I've also been told in some regions in the Fish & Wildlife Service that if you're going to give a superior a level 4 and you plan on giving the employee an award, you also need to write a narrative summary in there.  
So let's say for instance, okay, we've written something in here.  
It's Chris' done has not awesome job, we've spelled out exactly why and we come down here and we're giving her an exceptional on that particular critical element.  
That information after you've done it for each of the critical elements then comes back to this first page.  
And some of you are saying, this is so basic, why are you going through it?

I'm going through it because some people just don't understand.

Okay?

So what you do for each -- Chris has five critical elements.

I'm going to go ahead and do a numerical rating for each of them.

Let's say we gave a 5 on number 1, a 5 here, a 3 here.

A 4 here.

And a 5 here.

That comes up to a total of 22.

So we put the rating down here, the total down here, had five elements, and Chris -- for crisp comes out to a 4.4, because we take 22 divided by 5 and it gives us 4.4.

Now what we do is we come and we look on our little chart here to see where our 4.4 falls in.

4.4 falls in as superior.

So for Chris, her performance rating is a level 4.

It's a superior.

Notice we've got some other comments over here.

In order to receive an exceptional, a 5, you can -- got to be 4.6 and 5 and no critical element can be rated lower than superior.

And there's some different things for each area.

Now, a couple things with minimally successful and unsatisfactory.

Remember I mentioned earlier that if -- let me just put it this way.

If you get a minimally successful on one of your critical elements, your entire performance review is minimally successful.

If you get an unsatisfactory on any one of those elements, the entire performance appraisal is unsatisfactory.

You go through, you do that.

If it was interim rating, you would check there.

This one is not.

Chris is going to sign it, date it.

I'm going to sign it, date it.

It may need to go to a reviewing official.

That's going to depend upon your regional and your program and your bureau requirements.

Most of the time, though, if it's going to be an exceptional, minimally successful or unsatisfactory, it's going to have to be reviewed by somebody.

The portion on the bottom here is if you're going to give some type of an

award that ties to the performance review.

We'll talk about those in a little bit when we get into talking about the performance and reward system.

So that is -- let me shut that off now.

That is the performance review system.

It's not that complicated, but it does take some work.

And, again, you're all probably going through that last portion right now because we should be going ahead and we should be completing the reviews for performance year 2008.

Again, do the narrative if you've got time and you can.

It means a lot to the employee.

It shows that you took the time.

Plus, if you get called on it, okay, you've got some justification on what you've done.

But setting in place a good performance review -- or a good performance plan is going to make the review process and the summary review at the end so much easier for you.

You know, if you haven't spelled out really good, clear standards, really hard to hold somebody to something like that.

So the better job you do up front, the more effective it's going to be at the end, plus if you've had periodic discussions through the year with your employee, and they clearly understood what the expectations were, you let them know in the progress review how they're doing, there should be no surprises at the end of the year and it should be a fairly uncomplicated process.

So that is the performance plan, and that's how it works.

We're going to go ahead now and move into the next segment where we're talking about the Individual Development Plan.

Again, if you've got any questions, go ahead, feel free to ask them.

If you want to fax them in, e-mail them in, push the little button and hear yourself over the television, feel free to do that.

But if I don't hear anything I'm going to go ahead and we're going to continue moving along and I'm going to make the assumption you're getting it.

Okay.

So let's continue on.

We are now on page 17 in your handout.

What we're going to talk about is the Individual Development Plan.

What we're doing with the Individual Development Plan is we're basically mapping out a strategy to help get that employee where they need to get to, whether it's increased performance, whether it's sustained performance, whether it's getting ready for a change in job, a -- we may need to reassign them into something different, but we're talking about those things and we're doing it in a developmental process here.

Now, some key things in the Fish & Wildlife Service, we have a mandatory requirement that every employee has an IDP.

It's required that it be in place within 60 days of the beginning of the performance year.

That may come as news to some of you out there because I know there are some places in the Fish & Wildlife Service where we don't do them very well.

To be honest, I'm not sure of the Park Service's requirement, but even if you don't have a requirement to do an Individual Development Plan, I think it is one of those key tools we have available to us as supervisors to go ahead and help our employees to grow and to develop and to become what we need them to become out there in the workforce today.

So the service policies -- it's 231 FW 2, don't expect you to remember that, but it states all permanent full-time service employees must have an annual IDP.

Now, the IDP is not designed to be a wish list of, this would be really cool if.

It's actually designed to work towards getting where we need to get to. It should be a joint effort.

There are many places where the employee just expects the supervisor to create an IDP for them.

That's not a real effective approach.

In fact in our service policy we've actually spelled out some responsibilities in there.

So, for the supervisor, their responsibility is to learn the -- identify the learning needs for each employee.

They're trying to figure out what does the employee need.

It's one of your responsibilities to improve an IDP for each permanent employee no later than 60 days into the performance year.

It's your responsibility to budget appropriately.

If there are things on an IDB that you've agreed at the beginning of the year are going to take money to go ahead and get done, you need to put

money aside and budget for it so that you can do that, and then it's also your responsibility to work with your employees to develop and implement their IDP.

Now, it's not all about you.

It is about them.

So they have responsibilities that are clearly spelled out also.

The first one is it's their job to identify their goals, their objectives and their learning activities.

And then come and discuss those with you.

It's their job to complete the form, not yours.

It's their job to submit that form to you for final approval.

And it's their job to work with you to develop and to implement that IDP.

So that information is all on page 18 in your handout.

We've got the number of the form listed on there also.

If you go onto the services forms page, it's listed right there.

There's a PDF-fillable version.

There's also a Word document version you can complete.

But what I would like you to do is look at page 19, and on page 19 we've actually got a copy of the IDP for Chris.

I'm going to move back over here.

We will bring Chris' IDP up.

Let me go a little wide here so you can see the whole thing.

Going to go in a little bit but not too much.

The form itself is fairly self-explanatory.

The top portion again, just like the performance plan, pretty basic stuff.

Where it gets a little bit more interesting for folks is the different areas that we've got on the form itself.

So let me come in a little bit closer and I'm just going to kind of slide this around a little bit so you can kind of see it easier if you don't have the handout.

Actually, let me come in even more here.

So we've got an area here where we're saying goals for successful performance in current position.

Those are the types of things that are going to come out of your performance plan discussion with your employee.

These are the thing I need you to do.

These are the things that, you know, we're looking at for you to do to succeed where you currently are.

So that's current position.

Next block over we're looking at short-term career goals.

Where do you as the employee want to be in two to three years?

What types of things are you looking for?

And then the last area on there is looking at long-term career goals.

When we're talking long term here, we're talking three-plus years out.

I typically -- or more often think of long-term as being five-plus years out.

Whatever works for you.

So that's the goal area.

Now, the next section, and this is right below the goals for successful performance, is where we're looking at developmental objectives.

Your developmental objectives, and you see we've got right here, what do you need to do this year to work towards your goals?

So for Chris one of them was complete all required training and get trained on any new stuff that comes out.

Another thing for Chris is, Chris is going to, and you can see we've got it up here under the goals, lead the customer service standards team.

Chris has never really been a team leader before.

So one of our developmental objectives is to learn how to more effectively lead a team.

Then we've got another thing that we've put in here, and this is kind of tied with our third goal on being proactive in finding new ways to meet position demands.

Chris is really good at being innovative in trying new things, but we also know of some folks throughout who do this really well.

So we're actually going to go ahead and for Chris we're going to learn how other similar stations operate.

So these are the objectives, and they're listed right here.

The next one over is where we get into the activities.

The activities are the specific tasks that we do.

So let me come over a little bit more.

So these top three are all things that are related to required training.

So we've put them in there just so we have a record of what's happened with them.

Now, these next three things are things that are related to the team leadership.

This is this was the IDP we did for Chris last year.

She was going to attend introduction to management skills.

It's a course offered at NCTC.

It's got a full day on team leadership.

It always doesn't have to be training, either on your IDP.

In this case we're going to go ahead and Chris is going to read a book called "effectively leading a team when no one is in charge."

And she's going to share with her supervisor some of the things that she learned.

Another thing that she is going to do is we've got a maintenance guy named Jeff at the field station who is a great team leader.

He finds ways to motivate people.

So she's going to shadow Jeff for a couple days and learn from him.

The last goal that we had on there was learn how -- or the objective was learn how similar stations operate.

In our case here, Chris is actually going to go out and do a detail for two weeks at the Chesapeake bay field office.

One of the things I recommend doing when you go into your discussion with your spur riser on the IDP, or if you're the supervisor and people are bringing them in, encourage folks to put out what are the proposed dates of how long this is going to take.

Helps you budget your time.

Also, what are the approximate costs so that you can actually budget for that, too.

There's another section down here on the form, and we use this if there's any clarifying notes to help understand so we remember what we talked about up here.

We've got a note in here, Pat is the AO at Chesapeake and is going to be gone on vacation the first week of May.

Chris will go out the previous week, and then the week Pat is on vacation, she will be able to cover on that vacation time.

So it's a win-win for both stations.

Folks, that's the IDP.

It's not real complicated.

It's just having -- it's actually taking the time to go through and work through the process so that we've got an understanding of where Chris wants to go and what we're going to do to try and help encourage that growth for her.

Now, I know that there are some folks out there that when you tell them they need to do an IDP it's, "Yeah, been there, done that, don't want to do

it again."

But even with folks like that, there's typically something that's you can find that they can do.

Maybe they're nearing retirement and they don't want to learn anything new.

If they learn one more thing their head will explode.

Maybe what we do in that case, maybe on their ID.

, it will be teach Chris and Mark how to do this process, or how to get better at this, or maybe it's working on having them come out to NCTC, learn out to be an instructor in their last couple years.

Maybe they instruct NEPA training.

There's tons of different ways we can help people develop, and one of the things I've learned is that you learn a heck of a lot when you're having to get ready to prepare to teach something.

So it's just some options.

But usually I think you can find one or two things to go about and to try and figure out how to help people develop in position.

Let's say they don't have any other career aspirations, they're very happy where they're at.

That's awesome!

We love it that they're happy where they're at but everybody can grow and everybody can develop and everybody can get a little bit better.

So sometimes we have to be creative with trying to find those out.

So, by working with Chris, with her spur -- her supervisor, they've had their developmental discussion, got input on the performance plan, worked with her to develop the IDP, some of the reasons we do that is because now Chris is probably going to be more motivate to do get things done to spend time learning, to try new approaches.

That's what we want to do.

There's a couple last things that we can do to try to help with that, and that's actually helping to move into recognizing performance.

It's the fourth step in our process here.

With recognizing performance, what we're talking about is letting them know that you appreciate the work that they do.

So why do we recognize our employees?

First off, it increases morale.

By knowing that I've done a good job, by knowing that my supervisor recognizes that, I'm more than likely going to be more interested in

producing more.

So it increases productivity and performance.

It shows that you appreciate what they're doing, what type of contribution they're making.

More importantly for a lot of people, it shows that you care about them as a person.

You're actually taking time to stop doing what you're doing and you're looking and you're noticing.

And the other thing is it's part of your responsibility.

It's -- kind of fits in with that using the performance management system, that third portion that we talked about in your critical element.

You need to be out there recognizing and rewarding performance as it goes along, especially when it's good performance, because the more you recognize something, the more likely it is that that type of performance is going to be repeated time and time and time again.

So we do have something in place for that, and it's the rewards and recognition system.

Now, there are typically four different types of awards that fall within that system.

There's monetary awards.

There are nonmonetary awards.

There are things called honor awards.

And some bureaus have some specific awards.

What we're going to talk about are the first two, the monetary and nonmonetary.

I believe there are a lot of similarities between the Fish & Wildlife Service and the Park Service and the bureau.

, land management, the bureau of rec.

There are some -- if you don't have something specifically exactly like what I'm talking about with Fish & Wildlife, you're going to have something that's pretty close to it.

So the first two that I talked about are tools you should have in your toolbox.

So let's talk about monetary awards.

With monetary awards, and we are on page 22 in your handout now, when people talk about monetary awards, what they're typically thinking about are those awards that come at the end of the year based on your performance appraisal.

Some people like to call this the annual giveaway.  
But actually there's a purpose for it.  
And the purpose for it is it's to recognize exceptional and superior performance over an entire year.  
So if an employee gets a superior on their performance review, which is a level 4, and actually I think this is a departmental standard, you don't have to give them an award, but you need to consider them for an award, and an appropriate is between 1 and 3% of their annual salary.  
That's for superior.  
For exceptional, which is a level 5, same type of thing.  
You don't have to give award, but you -- you don't have to give the award, but you should consider it.  
It should be between 3 and 5% of the annual salary.  
There's another thing that's really cool, if somebody has done an exceptional job and you've given them a level if I, you can give them what's called a QSI, it's a quality step increase.  
Again, this can only be given to somebody who has received a level 5.  
Now, what it means is, let's say the person is a GS9 step 5.  
So they're in that two-year wait period right now.  
You can actually go ahead and, if you give them a QSI, would it move them up a step in the scale.  
It's like getting a within grade when a within grade isn't due.  
These are oftentimes referred to as the gift that keeps on giving, because from that point forward in the person's career, they will always make more money than they would have if they hadn't gotten the QSI.  
So that's an option that you've got, too.  
The other things you have got available to you is a star award.  
The now, the performance based cash award is actually a star award, but it's star award based upon the performance appraisal plan.  
The regular star award, it's \$50 or more, and it goes at gross amount.  
So when you're giving an award and you want the person to walk away with \$500, you don't give a star award for \$500.  
You are -- your servicing human resources folks will help you.  
What you're typically going to do is give it like -- I think it's maybe like for \$794, and after tax the person will walk away with 500.  
So that's a star award.  
And with all of these awards, depending upon what bureau you work with, there are forms that you need to fill out, they need to be sent in, they need

to be approved, they need to be signed.

I'm not going to go into how that all works out because it's going to vary depending upon your H.R. office.

The other two types of monetary awards that we've got available to us are us a productivity improvement award and an invention/patent award.

Again, those are things that if it's of interest to you you can find more information by checking with your H.R. folks.

The other type that we talked about was the nonmonetary.

Nonmonetary is when you're basically giving something to the employee that doesn't have a cash value attached to it.

It has a cash value because it costs something, but it's not something they can easily trade into cash.

For instance, things like plaques, key chains, paper weights, you know, you can give tickets to different things.

Now, one of the key things to think about with the nonmonetary award is that if the value of it is \$50 or less, the employee will not have to pay tax on it.

If the value of it is more than \$50, they will actually have to pay tax out of their paycheck for the value of the award that you give them.

Just something to think about.

You'll notice we have a couple other bullet points on the page there.

When possible if you can include the service or the department logo.

And again it talks about the \$50 plus or mine thrust.

Another nonmonetary award that exists is a time off award.

A time off award for people who are especially young in their career, it's a really great reward.

Those of us who have been around forever and have a lot of leave, it always isn't the most rewarding thing, but for a lot of folks it is.

I highly recommend you talk to your employees and find out, do they like cash or do they like time off?

What we do here at NCTC in my branch is we've got some people who really, really love time off.

So when it comes up, you know, we're going to give them an award for something, as their supervisor you consciously think about, what would they prefer, and if they would prefer to get 16 hours of time off, you might want to do that, and depending upon what their rate of pay is, you kind of calculate it, add in the 35% for benefits to figure out the Cardinal value of -- to figure out the cash value of an hour.

Take it times eight.

Let's say the employee, you were thinking you were going to give them cash, it was going to be \$500.

Let's say their salary about 40 bucks an hour.

Maybe 10 hours is 400.

Maybe you want to give them 15 hours or 16 hours and it comes out the same way.

It's considered a nonmonetary award.

Now, remember also that time off awards can be calculated in for the performance award.

One of the things that I've seen happen for me is, even though I have been around forever, I like to take a lot of vacation time.

Folks kind of recognize me as being not here a lot because I'm away.

But -- so if I get an award tend of the year, my preference is for time off.

Now, you can't give more than 40 hours at a time, and you can't give more than 80 hours over an entire year.

But what you can do is let's say you had somebody who got a level 4.

You wanted to give them a performance award.

Let's say 1% of their salary came out to \$1200.

What you could do is you could give them time off.

Let's say you wanted -- their equivalent rate was about 30 bucks an hour.

So you want to give them 40 hours.

That equates to \$1200.

You do that.

You also could give 10 hours of annual -- of time off award and then you could give cash to cover the difference.

You have the option with awards.

You can do a combination of those things, too.

If you've got specific questions about the awards you have available to you, by recommend you talk to your H.R. folks.

We wanted to include it here just to remind you that as supervisors, this is one of those things you can do to help motivate and help develop your employees.

And study after study after study shows that by taking the time to talk to your employees, to understand where they're coming from, to learn about them, to say thank you for doing a good job, in most instances that is going to be the biggest payoff you can get to keep your employees motivated.

It doesn't always have to be expensive types of awards that you can do. You know, just saying thank you, I really appreciate the job you did on that project, you know, you made us look really good, and it was an awesome job.

For a lot of people that's motivating.

So, I think I've covered the content that I wanted to and I've left about 20 minutes now for questions if anybody has any.

While we're waiting to see if anything comes up, I just wanted to review the learning objectives real quick for you.

My intent was by the time we completed this session you were going to be able to then conduct a developmental discussion with an employee.

You would be able to develop a performance plan with an employee that includes critical elements and clear performance standards.

You would be able to work with an employee to create an IDP that's going to help them reach their short and long-term goals.

And you would be able to describe how to use the awards and recognition program to develop and motivate employees.

I think I've covered enough information to get you started.

If you have questions, please feel free to call in, e-mail, fax.

I'm here.

I don't have anywhere I have to be for a while.

I do want to also make mention to you that for those of you who did register for the course in DOI Learn, if you would just pass around a sign-up sheet at your location, and if you could fax it into us at the fax number.

That's kind of how we take attendance on these type of courses.

What we'll do then is when we receive the fax stating that you have actually attended the broadcast, we will go ahead then and in DOI Learn we'll change you if a registered to a completed staff us.

When we do that, a couple things are going to happen.

One, the course is then going to appear on your transcript.

Two, going back into DOI Learn on under your my courses tab you will be able to print out a certificate of completion if you want one.

The third thing that will happen is it will trigger off an e-mail to you from metrics that matter, which is the evaluation tool we use within DOI Learn.

It's important that you go ahead and at least let us know you attended the broadcast today.

Again, take a piece that paper, pass it around, have folks fill it out.

Fax it into the numbers.

Mark and Clayton, if you could fax in -- put up the fax number.

You can also send us by e-mail to [broadcast@FWS.gov](mailto:broadcast@FWS.gov).

If you did not register for the broadcast and want to get credit for it, if your name is included on that form or you send an e-mail to us, we will go ahead, register you in the program, puts you in as a completed finished status so it will also appear on your transcript in DOI Learn.

So, have we got anything coming?

Nothing is coming in.

I guess I could sing and dance but then you would all definitely turn the knob off really quick.

Again, if you have I got any questions, comments, just want to chat, feel free to go ahead and send something in.

Otherwise, we're going to go ahead, I'll hang out for a minute or two, and if I don't hear anything, we'll go ahead and end the broadcast.

Don't need to delay the inevitable.

But again, I really appreciate you taking the time to join me today.

I hope it's been worthwhile for you and you've got some ideas.

Just going to climb on my soapbox for a minute at the end here.

Folks, this stuff is so important.

Remember when you were coming up through the system that you at times had supervisors that did an awesome job, made sure you know what the expectations were, let you know how you were doing.

Those are the supervisors you remember and those are the supervisors we want to emulate.

Maybe you never had one of those.

Okay, maybe you succeeded in spite of the supervision that you had out there.

It's just about doing the right thing, and, yes, it takes work, but, yes, it's also an important part of your responsibility as a supervisor in your organization.

You know, take time, have those developmental discussions.

Make sure that your employees have really good critical elements and performance standards to work from.

Work with them on creating good IDPs.

Help keep developing them and growing them.

And then use the performance and rewards system.

It doesn't have to happen just at the end of the year.

And I've actually heard from some folks out there that there are certain times and at certain places where what they talk about is that, well, so and so, you know, we don't give above a 3.

I think that's kind of criminal, personally.

If an employee does level 4 or level 5 work, they should be recognized that way, at least in the performance plan.

Again, it does not mean that you have to give them an award.

You need to consider it.

So in some places I think the reason -- they say nobody gets a 4 or 5 is because they don't want to give an award.

Well, if you're in one of those places, put some money aside in your budget at the beginning of the year and give people awards as they do incredible work through the year.

More than likely that's going to pay more dividends than waiting until the end of the year anyway.

Again, thank you very much.

Appreciate the time.

And have a wonderful day.

And take care of yourselves and remember that on Thursday I'm doing a similar broadcast in the afternoon.

It's called taking charge of your career.

It's a lot of the same information but it's geared towards your employees on trying to help them understand the performance management system so that they can use it more effectively for themselves, too.

So thank you very much.

Have a great day.