

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

>> D. Tollefson: Hi, everyone.

Welcome to this afternoon' broadcast of taking charge of your career.

My name is Don Tollefson.

I'm the curriculum manager here at the National Conservation Training Center for the supervision administration and management training.

Basically we're going to do something a little different today.

I just did this broadcast about a month ago on September 4th.

So what we're going to do is we're going to do a rebroadcast of that for you.

However, I wanted to introduce myself to you, say hi, also to let you know that as we go through the program today, if you've got any particular questions that come up, go ahead and if you can either fax them in or e-mail them in, and what I'm going to do is at the end of the broadcast I'm going to come back and I will be able to respond to those questions for you.

Another thing for you to be aware of, I know many of you out there have this, the push-to-talk microphone.

If you do, again, jot your questions down so you don't forget them.

When we come back at the end we'll have an opportunity for you to ask those questions of me.

One other thing, too, is there is a notebook that exists out there.

It's out on the internet.

It's [distancelearning.FWS.gov/broadcast.HTM](http://distancelearning.FWS.gov/broadcast.HTM).

If you do not have a copy of the manual yet, you should get a copy of that.

During the session today we're going to be going through a lot of information that is in that handout, and if you've got it, it will help follow along much better.

With that, I'm going to go ahead and leave you for now.

You're going to see a month-old version of me and we'll share the information for the course with you and if you have questions as we're going along, please feel free to go ahead, fax them in, e-mail them in.

If you want to ask the question live, we'll have time at the end for you to do that.

So with that, we'll go ahead and we're going to look at "taking charge of

your career," and I'll see you back here in a little bit.

>> I'm hoping everybody is aware last fall the Department of the Interior went ahead and issued some new guidance on how performance appraisals were going to be done.

What they did was they developed a new form.

So you should see it -- you should have seen it at this point about a year ago when you had your performance plan put in place.

The guidance actually came out after some performance plans already were in place and some folks just kept the old one.

So if you haven't seen it before, you're going to see it this year.

We're going to actually work our way through that performance plan today, share with you a little bit of information about what it's about.

Some of the other changes that the department went ahead and made was not only did they put a new form in place for employees, which is the DI-3100.

They also put in place a new plan for supervisors.

The supervisory plan is the DI-3100S.

Everybody who is a supervisor in the department must be under that plan, and they have a specific critical element we're going to talk about in a little bit.

In addition, there was a mandatory training requirement for all employees to get some type of training on a performance management system.

There also was as part of the plan basically a statement where you have to certify as an employee that you were able to discuss with your supervisor and provide some recommendations and at least have some influence over your performance plan, and if you have the manual and you flip over to page 1, the information on this slide, there's a little more in there for you.

So not only are those -- the training requirements and the employee involvement requirements in there, I'm sure many of you have seen in your performance plans in the past the see attached benchmark.

What that means is there are a series of benchmark standards that can be used.

If you don't want to go ahead and clearly specify what the standards for an element is.

So they still allow that to happen, but if it happens, the benchmarks must be augmented at the fully successful and the exceptional level, and what that means is that you can't just put the benchmark standards in, or your

supervisor can't just put the benchmark standards in.

They need to provide some additional information to help you understand exactly what things are all about.

There's another section on the forum that goes into looking at the awards, and then there is a new supervisory mandatory element.

Again, supervisors now have their own plan.

There's a critical element that's listed in there that they are not able to touch, strike out, change, modify, do anything to.

It has to go verbatim for how it actually was set up by the department.

So I want to share with you what that critical element is, and it actually focuses on the work of developing employees.

So we're going to go ahead and I want you to see what it looks like.

Basically you can see it's tied to a GPRA strategic goal and it's actually the performance measure supervisor managerial duties are carried out to support the department's capacity to manage its programs in a results-oriented customer-focused and efficient manner.

You see under that that there are eight different areas that encompass this particular critical element, and we're going to focus on three that have the most significance to you.

The first one is developing others.

Again, these are requirements of supervisors, and it's one of the things that they are being held accountable against for their performance plan for fiscal year 2008.

Under developing others it's basically looking at developing others, providing ongoing feedback, providing developmental opportunities, they can be formal, they can be informal, things like coaching, mentoring, providing different training opportunities for employees.

Also looking at helping them get into developmental programs.

So that's one of the areas of focus.

The second area of focus is training in IDPs.

You can see that the way that it's spelled out in the performance plan, supervisors annually discuss training needs with their staff, review and approve individual development plans, and in the Fish & Wildlife Service, we actually have a policy stating that every employee should be allowed to do get a minimum of 40 hours of training, and they have to have an IDP in place.

So those are both spelled out in a supervisor's performance plan.

The third area of focus we're looking at is number seven on there, and

that's effective performance management.

What they're saying here is that the workforce is deployed in the line for mission accomplishment, and supervisors are using performance enhancing tools and techniques.

One of the reasons that this exists as a critical element, and part of the critical element for supervisors, is in 2004 the Department of Interior, the IG's office, did a survey, and they did some research, and they actually presented a report that said that the Department of Interior supervisors basically pretty much didn't take care of performance and conduct issues when they came up and they went in and looked at a variety of the reasons, and one of them was employees wouldn't report that type of information because of the fact that nothing would get done with it.

So this is an attempt to hold supervisors accountable for one of their most important responsibilities, and that's helping you develop into the employee that you want to develop into.

Realistically, I know and you know that there are some supervisors out there who are doing very little of this type of work.

However, it's in their interest to do it now.

It will be really interesting seeing at performance review time if anybody actually is held accountable.

I'm hoping that we do things properly, and they are.

But sometimes that just doesn't happen.

So it's in your best interest to understand the tools you've got available to you, and with the understanding of those tools, to help you become a little bit more in charge of your own development.

So that's kind of what we're here to talk about today.

What we're going to be looking at is we're going to be looking at developmental discussions.

We're going to be talking about the performance appraisal plans and helping you understand what it's about, how it works and how you can influence that.

And then also looking at individual development plans.

I know there's a lot of mixed feelings about these different things, so one of the reasons we're providing this training opportunity for you is to try and help you to understand how to actually use those tools and use them effectively.

Now, we've got a lot of information to cover in, I guess, what is it, we've got about 80 minutes now that we're scheduled for.

I know some of you, I think, out in Boise you have the push-to-talk microphones, so if a question comes up for you at any time, just go ahead and buzz in.

We'll go ahead and we'll respond to it as quickly as we can.

You also, you see on the bottom of the screen there, it's got the telephone number if you want to call in.

I know we got a large contingent out there in Portland.

Welcome and hi.

Also we've got a fax if you want to go ahead and fax a question in.

Or if you're close to a computer and you want to e-mail something in, you can e-mail it to us.

Might not be able to respond to it immediately when you come in with the question, but I definitely have time set up in the schedule where we will have time at the end to address all of your questions and get all of your needs met.

And if appropriate as we're going through the content today, we'll go ahead and cover that.

So that's basically where we're going and what we're doing and what we're thinking about today.

We're going to go ahead and get started with talking about the developmental discussion right away.

A developmental discussion for some of you is going to be a completely new and foreign concept.

It's actually when you sit down with your supervisor and have a discussion about what's important to you and what matters to you and looking at what your goals are.

A lot of reasons we do this kind of discussion.

It's, one, so you get an opportunity to share with your supervisor, like I said, what's important to you.

Oftentimes they don't know.

They may think they know, but until they actually have the discussion with you, they don't.

Another good reason to have a developmental discussion periodically with your supervisor is for their benefit.

If they know what you're looking for, if they know, you know, where you want to go, what your goals are, that type of information, it will help them also be a better supervisor because they can help channel your growth and development in a particular area.

So, if you would flip over to page 2 in your handout, and in page 2 of your handout, what we've got, it's actually a template for a developmental discussion.

There are some basic steps in a developmental discussion and we've got them listed there.

Typically you go through a welcome, and that's where the supervisor kind of sets up the stage and you kind of share with them a little bit what you're thinking about, what's going on.

Then you work into your goals section, and with the goals we're talking about helping your supervisor understand what your goals are.

Also for you to understand what their goals are.

How do they see what you do as impacting the accomplishments of the organization?

You move from goals, then, into looking at what are your strengths?

Getting some back and forth dialogue on what are the things that you do really well?

Are there ways you can enhance that?

Are there ways you can do more of that as you're going along?

Then also looking at your developmental needs.

Some folks like to call these things weaknesses.

I personally don't like that term because it's not a weakness.

What we're looking at is we're actually looking at what are those areas and where are those areas where you can develop?

It may be a skill gap.

It may be a knowledge gap that exists there.

But by having the conversation about that and being open and honest about it, you can figure out how do we close that gap a little bit more.

The last area is we begin to look at our planning.

That feeds specifically into the Individual Development Plan, which we're going to talk about towards the end of our time together, but it's beginning that process.

It's making it work.

It's trying to get all this stuff to gel so that you and your supervisor are working as a team to help you, not only grow, not only develop, you know, maybe move into that new position, also, though, to help -- there are organizational needs that exist out there, too.

The world is changing.

I'm sure nobody's job looks exactly same now as it did even a year ago.

So by having those conversations with your supervisor, trying to figure out what are those gaps going to be, what do they see as the future needs, it may help you figure out a development plan to prepare you for that time period.

So what we did is I invited a couple folks to come in, they came down to the studio and they did a simulated development discussion.

We're going to show that to you and give you an opportunity to see what one could look like.

This is a shortened, condensed version but I think it hits all the main points.

Let's go ahead and see what it looks like when Chris and her supervisor have a developmental discussion.

>> Thanks for stopping by, Chris.

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

>> Thank you.

I was afraid I had done something wrong.

>> Oh, contrary!

You have been doing wonderful work.

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

>> 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 because I think that would be a challenging position that I would enjoy doing.

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

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

apply toward that?

>> Well, 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.

>> 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.

>> 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 associates 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.

>> Okay.

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 it.

It's a possibility, yes.

>> Okay.

Well, 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 by having this conversation with Chris her supervisor has a really good idea of kind of, you know, what are the things that are important to her?

What are the things that she wants to do?

There was some back and forth play there on some suggestions, some ideas.

Yeah, maybe we can try that.

Let's look into it a little bit further.

That is the type of thing that we're talking about when we're talking about this thing called the developmental discussion.

So we recommend you have them with your supervisor.

And if you've got a supervisor that doesn't naturally do this type of thing, maybe you need to sit down and you need to schedule something with them.

Let him know it's like, hey, I've got some ideas and I've got some thoughts and I would like to sit down and talk to you about it.

Can we schedule some time?

I've had a few supervisors in my past that were awesome at doing this stuff and I've had a couple that were pretty poor.

With the poor ones, you kind of figure out how to make it work.

In those cases you may have to do a lot more research before you go in

and have your developmental discussion.

It's like you may need to come into them and say, well, this is what I see.

This is what I want to do.

What do you think?

Do you have any ideas?

Kind of some of the questions we've got on page 2 on there.

Actually, it's designed more for the supervisor as asking the questions, but if you look at those you can kind of turn them around and turn them into questions.

That's the beginning step.

When you have your developmental discussion, you now have a really good idea of what are some things that you may want to go ahead.

You may want to plug into your Individual Development Plan.

Before we get into that, we want to talk about the performance plan.

Everybody's under one, or at least you should be, and what the performance plan is, there's a couple components to it.

One is looking at what critical elements are.

The other is looking at what are the performance standards.

So if you would go ahead and flip over to page 3 in your handout, and we've got some information we want to talk about real quick.

For most of you this is going to be a review.

For some of you it will be brand-new information.

But we've got some time frames that apply specifically to performance plans that we want to talk about.

We have 60 days, 90 days, six months and one year.

And on the top of page 3 it does talk a little bit about what those are.

When we're talking about 60 days, what we're talking about there is you must have a performance plan in place, or actually your supervisor needs to have one in place for you within 60 days of the beginning of the performance year or your entry on duty.

So basically what that means is the performance here starts October 1st in the Fish & Wildlife Service and I believe it's that way in the entire department.

By the end of November there should be a performance plan in place, it should be signed, it should be understood.

You and your supervisor should have sat down, should have talked about it.

So you've got a clear understanding of what's expected of you.

That's what the 60 days refers to.

Likewise, if it's a new employee who is coming onboard, they should be under a performance plan within 60 days of their first day out job.

Also it goes the same way with, let's say you've worked with the service for a while and you've gotten promoted, you've moved to a new station.

Within 60 days of your entrance date appear that station you should be that are a performance plan for the particular position you're working in right now.

Now, 90 days refers to the fact that you must be under a performance plan for at least 90 days before you can get a rating.

So for most of us when we go on the plan on -- you know, sometime October, November, the beginning of the year, work through the end of the year, not an issue.

Where it does -- where it does become an issue is if you have a new employ or somebody transferred in and they went under a new plan and the new plan came in -- let's say we've got somebody who started in August.

They go in in August.

We've got within two months to get them under the plan.

Let's say we're a good supervisor, or we've got a good supervisor.

I'm the new employee.

I come in.

My date -- my reporting date is August 1st and they get me on a performance plan within the next week.

I know I'm living in utopiaville.

But we go ahead and we do that.

Now, come October 1st, my new supervisor cannot do an end of year rating on me because I haven't been under that plan for 90 days.

What we do is it gets bumped out to 90 days.

When the 90 days is reached, then they can do an evaluation and rating on me.

Then we'll go ahead and start the performance plan for the next year.

So that's what 90 days refers to.

Six months refers to the fact that everybody is required to have a mid-year appraisal done, or a mid-year review.

Now, for most of us, most supervisors will do it right around that six-month mark.

One of the reasons you want to get it done closer to the middle of the year

is it can't be done within 90 days of the final rating.

So basically let's work backwards.

September 30th.

So we go back three months.

That means your mid-year needs to be done before that time period for the system to work properly.

So the mid-year is an important one.

And then we've got the one year.

Basically one year is the end of the performance year when the rating is done.

Again, you've got to have been under a plan for 90 days to get a summary rating with it.

Now, there's another type of rating that sometimes occurs and that's called an interim rating and the interim rating is the information on the bottom of page 3 in your handout for you there.

Typically you get an interim rating done when, let's say, you've been on a detail or a temporary promotion, it's completed, and it was for at least 120 days.

If it's gone 120 days, you should get an interim appraisal because, figure, that's -- that's -- let's see the math.

That's a quarter of a year.

Actually, no, that's a third of a year.

So that third of a year you were doing different tasks and different assignments than you were when you went under your regular performance plan.

So by doing an interim appraisal and having that supervisor who supervised you on the detail or the promotion, have them do an interim appraisal for you, that thing gets fact order in with your final appraisal.

So you actually are being appraised what you did for the entire year.

Couple instances when you do it, you get a supervisor that's leaving inlets say June.

The supervisor is moving out.

One of the reasons you may want to do that is, again, you know how things work in the service.

Supervisor leaves in June.

They advertise a position in July.

It doesn't get filled until August or September.

Who is going to evaluate you and who is going to rate you?

It's going to be an acting, and I know in many cases there may be a series of acting periods that cover the position during the time when you don't have an official supervisor.

So by going ahead and having and requesting of that supervisor an interim appraisal, you at least have some good, valid data for that time period of when that supervisor was supervising you.

And then the other time you could get an interim is, let's say you change a position.

Could be within the same office.

Maybe you move from working with one team to a different team.

So you now have a new team leader.

You might get an interim appraisal at that time.

Just so you've got everything covered because, hey, these things are important.

What you end up with on your performance appraisal, it ties into the awards system.

It could tie into a variety of different things.

So that's kind of the time frames that we need to be aware of.

If you would, go ahead and flip over to page 4 in your handout.

Page 4 in your handout is actually a copy of the DI-3100, and what we've included in here is a performance plan for Chris.

Chris Sanderson who we met, having her developmental discussion.

What we're going to do is walk through the plan, talk about it, look at it a little bit, and try and help you make sense of it, because I know for a lot of us, kind of our performance appraisal time is it gets put on our desk, we're told to read it, we sign what we need to sign, give it back to somebody.

But maybe you don't really understand what it's all about.

So we're going to go ahead and look at that right now.

Coming up on the monitor you're going to see a copy of what you have on your page there.

What I've done here is it's actually broken out into three different -- it's actually broken out into three different sections.

The part A are the things that occur at the beginning of the performance year.

Part B are the things that occur in the middle of the year.

And part E are the things that occur at the end of the year.

So let's go ahead and I'm going to walk you through it right here.

Let me bring it in a little bit.

So for those of you who don't have the handouts, at least you can kind of see what we're talking about.

The top portion of it, it -- pretty self-explanatory.

I'm not going to insult your intelligence by going through that.

What we're talking about with part A1 here, this is by signing it and having your supervisor, who is your rating official, sign it, what you're doing is you're certifying that the critical elements and standards were discussed.

So you understand them.

You know them.

Now for you and your boss, it might be sufficient enough to just go ahead and just fill them out.

If that works for you, more power to you.

I personally like to sit down with my boss because I want to have the opportunity to ask questions if I don't understand something.

There is a spot here for a reviewing official.

In some places there is a requirement that there be a reviewing official's signature.

Your supervisor will know if that's required for you.

That's part A1.

Part A2, this is the new area for fiscal year 2008.

The employee input into development of standards.

What you're doing by signing here is you're certifying there was employee involvement solicited by the supervisor.

Notice it does not say incorporated, changed, anything like that.

All it means is that your supervisor has given you an opportunity to provide some input about your performance appraisal.

I've asked the question of human resources before, what does employee involvement mean.

I've been given the guidance that it could be as simple as you're given them, you're allowed to do read over them, you're allowed to ask questions.

Doesn't mean anything will change but that does meet the letter of the law for what's going on here.

Of course, that's not what I recommend, especially when we get new supervisors in the applied supervision course.

We encourage them to sit down, talk with you guys, find out, Is this actually what you see as your critical element?

How is that all working?

Then back to the form we go and we look at part A3.

This is the employee training section.

This also was something new that was put in for fiscal year 2008.

Signing here basically certifies that you were provided training and performance management system.

Well, actually what you're doing today is you're getting training on a performance management system or on some parts of it.

The minimum requirement that's necessary to be able to sign off on that and to have it be okay is, if you remember in your performance plan that you got last fall, there is -- there's two pages that information that basically talks about what the performance management system is.

At a minimum your supervisor is required to give you a little time to read through that and to ask any questions.

If that was done, then the requirement has been met.

So that's basically what we're talking about when we're talking about the form.

Now we're going to come back and talk about the mid-year -- actually, let me go back to the form and we're going to finish up the front page here with making sure you understand what it's all about.

Part B, that's where your progress review comes in.

That's your mid-year.

Basically you're certifying that your performance was discussed.

The real important part of having the mid-year progress review is so that you understand how you're doing.

I can't recount the number of times I've heard from folks, "I didn't know that I wasn't doing what was expected until I got my performance appraisal at the end of the year."

That's what we're trying to avoid with putting in this critical element for supervisors, to hold them accountable for having those discussions with you.

If my performance isn't up to par, I want to know as soon as possible so I can do something about it.

Likewise, if I'm doing a really good job but my supervisor sees that I could be doing something different, I could try things in a different way, I personally want to hear that information because I want to grow.

I want to do the best I can.

And I want to get as good rating at the end of the year as I can.

So that's why you have a mid-year.

Back to the form again, we're going to look at part C.

Part C is actually where your summary rating is figured out based on what your supervisor has given you for the different critical elements.

We're going to go through the process of looking at that a little later.

Based on what this comes up with, you get your summary rating, your overall number.

There's places for you both to sign, the reviewing official again, if it's appropriate.

Now let's say you were working somewhere and you had an interim rating.

This box would be checked off here right here.

Typically also go ahead and put the date in there of when you had it.

And then if any type of a performance award is given, you would indicate it on the bottom.

The key performance awards are the QSI, quality step increase.

If you haven't heard of those before, what they are is you can get a QSI if you get an exceptional rating for the year.

If you get an exceptional rating for the year, what your supervisor can choose to do to reward you, let's say you're a GS-6 step 4, they can actually move you to a step 5.

You can get a step increase in there even though it's not time for that to occur.

This is typically called the gift that keeps on giving.

The QSI.

You also could get a cash award.

Notice the key word is "could."

Just because you get a level 4 or a level 5 on your performance review does not mean that your supervisor is required to give you cash.

Granted, we'd all love it, but sometimes budgetary restrictions make it so that that doesn't happen.

What the rules and regs state is that if you get a superior, which is considered a level 4, your supervisor needs to consider, the key word being "consider," a cash award for you of 1 to 3% of your annual pay.

So 1 to 3% for a level 4.

A level 5 exceptional, it's 3 to 5%.

Again, remember, it doesn't mean you're getting one just because you've got those particular levels.

And, yes, I have heard the stories and I know all about them, that some supervisors are told nobody in their organization will get above a level 3 fully successful.

Personally, I have a lot of heartburn with that.

I do not believe that that's what the system was intended for.

Most of the time when I've heard of that occurring, it's because they're afraid if they give a level 4 or level 5 there's got to be a cash award with it.

I've talked with supervisor yesterday, did a similar broadcast for them.

Again, it only means it needs to be considered, and budget set a reason -- budget is a reason why you may not be able to give a cash award at the end of the year.

The last part on the bottom of the form is time off.

Time off can be given in lieu of cash award, or it can be given in addition to.

I know in the past, for me, time off is much more valuable than a little bit of cash.

So I always say, this is what I would like.

Now, in a time off award, they can only give 40 hours at one time, and sometimes you may get the same rating as somebody else, you get 40 hours off.

It may actually come up to be less money finance you got your 1 to 3 to 5%.

So a supervisor can do a combination of those things to try to make the value come up appropriately.

So that's kind of the first page of the form.

We're going to come back to that in a little bit.

But the first thing that we need to do is we need to talk about what are the critical elements and what are the standards, where do they come from, how do they look and what happens?

There's two different things.

We've got critical elements, and those are the things that tell you what you have to do.

And then we've got standards, and the standards, the performance standards, tell how well it's done, and that's what differentiates between a level 5, 4, 3, 2 and 1.

So those are the elements versus the standards.

Let's talk about what a critical element is.

A critical element is something that you're required to do that is so important that if you did it poorly or didn't do it at all, it basically would result in a determination that you're not doing your job effectively.

That's why they're called critical elements.

Now, with critical elements, there are some things we need to think about. Basically in a performance plan you can have anywhere from 1 to 5 of these different critical elements.

And minimum is 1, maximum is 5.

You cannot have 6, 7, 8.

5 is the complete maximum.

So what that means, then, is the -- if you have one critical element on your performance plan and you don't do it well, it's going to be really, really, really hard to get a good rating at the end of the year.

Our recommendation is for supervisors to go with three, possibly up to five.

If you can do five critical elements because you've got five different functions in that particular position, that's recommended.

In this case, this is one case where we look at more is better.

So you've got to have one, at least five.

At least one of them needs to be link to do a strategic goal that could be a GPRA goal, it could be WAG, it could be -- it's basically something that helps support the service's mission that could be tied directly to it.

So that's the second point.

The third one is that they need to describe work assignments and responsibilities that are specifically under your control, and they need to be able to -- or they need to be written to identify results.

The things that you actually do.

And then lastly, there needs to be some type of employee involvement.

I talked before about what human resources told me -- you know, employee involvement constituted.

So that's kind of how it all works together.

What we're going to do, and we're moving over -- let's see.

We covered page 4 in your handouts.

Page 5 is directions on how the performance appraisal works, on how the form gets filled out.

Actually, it's kind of a summary of some of the information that I'm talking about here.

I would like you to flip over to page 6 if you would, and I'm going to pull it up on the screen for you here.

We've got an actual element in there.

This is a performance element for Chris.

It's one of her critical elements.

You can see it's tied to a GPRA goal and a strategic goal of management excellence and customer value.

And the performance measure is "works cooperatively with others throughout the station to maximize value provided to both internal and external customers, including other station employees, Fish & Wildlife Service employees, the department, nongovernmental organizations and others who use the facility."

That's the critical element.

So that's good.

It kind of gives you an idea of what's expected, but it doesn't get into at all of what's required and how do we know how well you're doing.

That's what performance standards are all about.

So a performance standard is an expression of the performance threshold requirement expectation that's got to be met for each level of each element.

So what we're talking about there is there's a different threshold that is required for exceptional versus superior versus fully successful versus minimally successful, versus not successful.

So the performance standards get into helping you understand what those different levels are.

And we've got some information about them also.

Performance standards are done for all levels and all elements.

They need to focus on results.

They need to include credible measures.

And in addition to that, they should augment -- well, here, let me put it this way.

I mentioned before these things called benchmark standards.

The benchmark standards are generic standards can that apply to any critical element for anybody.

And in the past, a supervisor was able to just throw the benchmark standards in there for every single critical element, but they're kind of ambiguous and they're not real clear for people to understand, how does that look for this particular critical element?

So the department in their guidance last fall said that, you can use the benchmark standards, however, if you use them, you are going to augment them at the fully successful and you're going to augment them at the exceptional level.

So what does that mean and what does that look like?

Well, let's go ahead and let's look back at Chris' plan, and we'll look at them for that particular element.

You can see for exceptional -- actually, let me pull this in a little bit more because, again, I know some of you may not have the handout there -- the information at the top of the page up here, that's the benchmark standard for exceptional.

Now, again, if you use them, you're required to augment them.

So augmenting them is what I've highlighted in the orange box on that page.

So you can see right here, in addition to the benchmark standards, the following measurable criteria apply.

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

Improves the quality or delivery of a product or service.

Develops new ways of doing business that benefit customers.

Provides exceptional customer service consistently over and above expectations.

So what that means for Chris is that for her to get an exceptional on this particular critical element, she has a pretty decent idea of what's expected of her.

When she gets her performance plan, if she needs more guidance, that's where she needs to have that discussion with her supervisor to understand.

I know one of my standard questions when I go in if I didn't get a 5 on something, it's, what would you like to see me do to help me get to that next level?

And my supervisor usually has some ideas.

Now, sometimes it's like, "Well, I'm not sure.

You didn't have that much of an opportunity to do it."

It's like, "okay, I can deal with that.

I'm not thrilled with that response, but at least it's a response other than I don't know."

So let's go ahead and we're actually going to jump and look at the fully successful, the other one that's required.

You can see we've got fully successful.

Again, what's above it?

That's the benchmark.

And then in addition, okay, focuses on the needs of internal and external

customers.

Promptly resolving customer complaints within their authority to do so within one business day.

Now, you may see a standard written somewhere with "done in a timely manner," "done consistently."

Those types of ambiguous words we recommend not be placed in a performance plan.

Reason being, okay, "in a timely manner" can mean something very different from me than it does from you.

Now, if you do have that type of language in your performance plan, that's where we recommend that you sit down, you have the discussion, and you get some understanding of what "timely manner" means to that supervisor.

And then once they can explain that to you, then maybe we can say, "Okay, I understand now, so can we go ahead and just amend that a little bit so it says that in the performance plan?"

That supervisor may leave, somebody else comes in.

We want to make sure there's consistency.

What they did for Chris is they augmented all five levels.

Highly recommend if you can get your supervisor to do that, do that.

Because, again, it just helps you understand and look at the difference between a 5, a 4, a 3, a 2, and level 0 at the bottom.

So that's kind of what's required to set up the performance plan.

And that's the type of thing you're going to be doing with your supervisor within that 60 days of October 1st.

This is one of those tasks where it's basically their responsibility to create it, and we recommend that you help them as much as you can with creating it.

You sit down, you have your performance discussion, and then you fill out the things in part A, A1, A2, A3.

Then you go through the year.

You do the mid-year.

Then you're going to get to the final.

But one of the things I do want to share with you, and it's in your handout here, if you flip over to page 9, what we included on page 9 is just a little bit of general information about how to develop a critical element.

Again, this is a supervisor's responsibility, but you know what?

As an employee, if I'm not happy with what I had on my performance plan last year, I just may go ahead and just may draft up some stuff and submit

it to my supervisor to say, "Hey, what do you think about this instead of what we had?"

So that's a possibility there.

So we included that in.

Also a checklist of some things to look at with critical elements.

And then on page 10 we've actually got some examples.

These are examples that were pulled from some actual performance plans.

Also some of them came from training class that was offered on writing performance standards that we did.

But just to kind of give you an idea of what some decent -- I'm not saying these are the best, and I know somebody usually wants to call in and say, "well that one kind of sucked."

Well, maybe it does.

It's still better than what most people have throughout.

So these are just some other examples there.

So that's kind of where we're at.

You know, looking at how things worked out for Chris.

Let's see.

What we're going to do now is we're going to pretend that it's the end of the performance year.

So we've put our plan in place.

We've done our mid-year.

Now it's the end of the year.

Now it's time to have the performance discussion where we sit down and we actually talk about how we did this year, and the only reason I want to do this is I, again, want you to understand the process that the supervisor is going to go through to try and get this all set up for you.

So to do that, there's a couple things that I want to show you here.

On page 8 in your handout, and I'll go a little bit wider with this, this is the narrative summary.

You can see right here it's to describe the employee's performance for each critical element.

A narrative summary must be written for each element assigned a rating of exceptional, minimally successful or unsatisfactory.

So what that means is that if your supervisor is going to give you any of those three ratings, they need to write in a justification of why they gave that rating to you.

In addition, there are some regions in the Fish & Wildlife Service where if

you are going to be getting a superior, which is a level 4, on that particular critical element and your supervisor is planning on giving you a performance award, they must also write a narrative summary.

Basically the only time it's not required is at the fully successful level.

Again, however, we recommend to supervisors when we're training them that they go ahead and do a written narrative all the time for all employees.

Again, it's just -- it's just the right thing to do, okay, to have an employee help understand what's going on and how things are working for them.

Now, on that same page, okay, at the top you do the narrative.

At the bottom of the page you can see that there's an area where the rating for the critical element goes in.

Again, exceptional, superior, fully successful, minimally successful, unsatisfactory.

Now, that information is transferred to the front page of the performance plan.

Again, remember, this is what's happening at the end of the year.

So we'll zoom in here a little bit.

This is where part C is filled out.

Now part C is actually completed by your supervisor.

Not anything that you have to do when you sit down for your rating, for your review.

It should be already completed.

So the way that it works is for -- let's say Chris had five critical elements.

For each of those elements she was rated.

For element 1, she got a 5.

For element 2, she got a 5.

For element 3, she got a 4.

For 4, a 4.

And for 5, a 5.

So what happens now is you total those up.

So the total numerical rating is 22.

That number comes over here.

There were five elements.

So for Chris, her numeric score and her rating is 4.4.

So that 4.4, we now come down to the chart and see that 4.4 falls in the superior level.

So Chris is rated out as superior.

Now, if I was Chris' supervisor, I could consider to give her a cash award at performance review time.

If I'm going to do that, it should be between 1 and 3% of her salary.

Maybe an equivalent amount of time off.

Whatever I choose to do.

Again, I also can choose just because we just don't have any money, we're barely making ends meet, I could choose to do no performance award.

Maybe I just give her, you know, just a thanks and appreciation.

I know that's not that great of an award, but sometimes we're limited in what supervisors can do.

So that's kind of the plan.

Now, if I was to have given her an award, I would come down to the bottom, and let's say we're going to go ahead and give her 2% of her pay.

And then here I would just put whatever that equivalent would be.

Then Chris would sign it and date it.

I would sign it and date it.

Then depending upon my regional or program guidance, there might be a reviewing official that would need to go ahead and sign that.

So that's the performance plan.

That's how it works.

It's not that hard of a process.

The hardest part, especially for supervisors, is getting to the point of actually writing out the critical elements and then writing really good performance standards with it.

In fact, it's difficult enough that the Department of Interior actually offers a class.

It's sometimes two, sometimes three-day course called "writing performance standards."

We went through it at NCTC, a bunch of here earlier this year, and it's not an easy process.

So my recommendation is cut your supervisor a little bit of slack, and maybe you can help them.

I don't know about you, but if I'm the supervisor and I've got some folks saying, these are some things I think might work, and if it means I'm not having to do it, I'm more than likely going to be appreciative of that.

So one last point on the performance plan... if you have any critical element that is rated unsatisfactory or minimally successful, the entire appraisal is unsatisfactory or minimally successful.

So you can have an employee where everything is a 5 and you get one critical element and it's a 2.

That means the rating on the entire review is a 2.

The number and the average does not matter at that case.

Same thing with unsatisfactory.

That's why they're called critical elements, because if one element is not done satisfactorily, basically the person fails.

So that's the performance plan.

Now we're going to go ahead and move onto the Individual Development Plan.

The Individual Development Plan is, again, in the Fish & Wildlife Service, a requirement.

Every employee needs to be under Individual Development Plan every year.

I've met a number of employees that don't have one, and some of them who say, "I don't need it."

There's a rule and regulation that says you have to have one.

If you want, we'll talk more later and hopefully you'll get guidance on why you have to have one.

I've heard from folks who say, "we have one, all we do is sign it each year, it gets filled out, dropped in the folder, and then there's nothing else to do with it."

Hopefully by the time I finish this portion you'll feel a little bit differently about an Individual Development Plan.

Let's go ahead and we're going to look at that, and I would like you if you would to flip over to page 11 in your handout.

As I mentioned, service policy 231 FW 2 states all employees -- or all permanent full-time service employees must have an annual IDP.

Your IDP is not a wish list.

What it should be is a document that kind of summarizes the things that you and your supervisor have agreed are important for you are growth and important for your development.

So it should be a joint effort.

And on page 12 in your handout we've got some information about responsibilities in regards to an IDP.

Employees are responsible for identifying your own goals, your own objectives, your own learning activities.

Notice it does not say that's the supervisor's responsibility.

That's your responsibility as an employee.

And then discuss those with your supervisor.

It's your responsibility to complete the IDP.

In my branch we complete a draft of our IDP and then we sit down with our supervisor and discuss it.

So it's your job to submit that IDP to your supervisor for final approval and then work with your supervisor to develop and implement your IDP.

Now, your supervisor also has some responsibilities.

Those responsibilities are to review the learning needs of each employee.

Well, a great way to do that is by having developmental discussions.

It's their job to approve an IDP for each permanent employee no later than 60 days into the performance year.

So by the end of November, your supervisor is not only required to have a signed performance plan in place for you, but also a signed, approved IDP.

In addition, it's a supervisor's responsibility to budget appropriately.

If I was Chris' supervisor and I'm looking at some things that are going to cost about \$2,000, it's important for me to make sure that I set aside \$2,000 so that Chris can go ahead and that she can actually do those things.

Now, granted, I know at the field level you oftentimes do not have a budget until, oh, sometimes March, April, May, June, but it's still the supervisor should be putting that into -- as a commitment into your budget tracking system.

If you're going to sign and approve the IDP, you also need to be prepared to authorize it when the time comes up.

Then your supervisors are to work with employees not only to develop but also to implement the IDP.

So what we've provided for you on page 13 is a copy of Chris' IDP.

We're going to go ahead and bring that up on the screen here.

We're just going to kind of walk through it and talk about it a little bit.

You can see this was Chris' IDP here for the year 2008.

Again, I'm not going to insult your intelligence by going across the top two lines.

But we do want to focus a little bit on what some of the stuff is in the middle because I oftentimes get questions about it.

You've got your goals for successful performance in your current position.

This information oftentimes is going to come from your discussions with your supervisor.

It's also going to come from the fact that you had development discussions.

You've talked about your performance plan and there is some understanding there of what's needed for current performance.

The next area is short-term career goals.

We identify short-term career goals as two to three years.

So what are those things?

Again, with Chris having her developmental discussion and spending some time thinking about that, by making these things public, it helps her supervisor know that, okay, that's what she's looking for, so maybe there are some things that can I do in her current job to help her get there.

Likewise, we go ahead and we look over at our long-term career goals.

Next area down is the developmental objectives.

Developmental objectives are those things that you need to do this year to work towards those goals and those are your goals for your current position, your career goals, both short and long term.

What are those things that are needed?

So for Chris, one of them is completing all required training and getting trained on any new systems that are -- and administrative programs that are introduced.

So making sure that Chris is kept current.

And if we look back up here, you'll see that one of her goals was ensure all required training is completed.

So that's kind of a step down from that.

One of her goals is lead the customer service standards team.

Chris has never been a team leader before.

So for her in looking at learning how to effectively lead a team, that's a good developmental objective to help make sure that goal gets met.

Then being proactive and finding new ways to meet position demands, for Chris, came up with learn how other similar stations operate.

So you go from your developmental objectives now to the developmental activities.

So the developmental activities, those are the things that happen.

It can be training, some type of an assignment, some type of project, some type of detail, some type of learning like reading a book, keeping occupy magazines, whatever it is that's appropriate that fits back in with one of those developmental objectives.

So let me just pull out a little bit here so we can see those two side by

side.

So on the completing all required, okay, Chris is going to attend data tracking system training, computer security training, anything else that gets set up.

We can also see that for those that proposed dates are ongoing.

We're going to do them as they come up.

And there is no cost associated with it.

For Chris to be an effective team leader, she's going to attend a course, introduction to management skills here at NCTC.

I'm not biased, but it's an awesome course.

One of the things we do in there is we have an entire day on team leadership.

So it's two half days.

So when Chris signed up -- or was thinking about it, it was going to be occurring in July of 2008 and she estimated her expenses were going to be about \$750.

Another thing she is going to do is she's going to read a book called "effectively leading a team when no one is in charge."

Going to do that by April 15th.

The cost of the book is \$17.95.

The last thing Chris is going to do, we've got a maintenance supervisor on the refuge, and his name is Jeff.

Jeff is an awesome team leader.

He gets everybody involved.

He does a great job with what he is doing.

So she's actually going to go ahead and shadow him for a couple days, do that in February, no cost involved.

Last area we have there was learn how other similar stations operate.

Well, Chris' supervisor knows that pat, you'll see we have something down here in the notes section, Pat is the AO at Chesapeake, and Pat, he knew was going on vacation.

So he kind of thought, well, maybe Chris can go out there for a couple of weeks, spend one week with Pat and then cover for her the week she is on vacation to try and learn how things operate at the Chesapeake bay field office.

So they picked the date for it, figured that per diem is going to be about \$1100, and then the way that it works is when Chris and her supervisor meet for their mid-year performance review, they're going to go back to

their ID, they're going to jot things down on when it was completed.  
Maybe this particular course got canceled.  
So they might cross it out.  
They might look for something different.  
One of the things I hear with IDPs is it's people kind of think once you put it in there it's written in concrete.  
Doesn't have to be.  
In my branch we use these as a dynamic document.  
At the end of the year I have things crossed out, added in.  
It's supposed to be an ongoing tool.  
Chris would sign it.  
Her supervisor would sign it.  
Copies would be made all around.  
And she would have an IDP that would be in place and an IDP that would be effective for her with what she needs to do.  
So, let's see.  
I think I've covered the majority of the information that I want to.  
If anybody out there has any questions, I encourage you to go ahead, call in, fax in, e-mail in.  
Got a couple other things I'm going to talk about as we go along.  
I've even got a couple questions that have been asked in the past that I'm going to share, but I want to remind you, if you have any questions out there, go ahead and send them on in or call in or if you're at one of the sites with the push-to-talk microphones, feel free to go for it.  
There is one other thing I would request of you out there... I know we had about 20 people that signed up for the broadcast today.  
If you would at your site, even if there's only one person at your site, if you would just pass around a piece of paper and have folks print your name and the location of where you are and then fax it into us, that way we can go ahead, we get a fairly decent attendance count of who is out there today.  
In addition, for everybody who signed up for the program through DOI Learn, we will go ahead and we will change you from "enrolled" to "completed."  
If you had not registered within DOI Learn, we will go ahead and register you in there, and then what will happen in a few days, you will actually receive an e-mail -- you will actually receive an e-mail message, I think it's from metrics that matter, it's going to be an evaluation on the program

today.

So you have an opportunity to give me some feedback on how this worked for you.

So, what our thought is here, and if we think Chris' example -- think to Chris' example, her supervisor had developmental discussion with her, went ahead, got her input into her performance plan in putting it together, sat down, talked about it, made sure that Chris understood what was going on what was expected of her, met with her midway through the year, developed an IDP, and did all of these different things, Chris' supervisor and Chris -- supervisor and Chris on a path and they're on a path to getting her developed into the employee that basically the organization needs her to be.

Benefits both to Chris, her supervisor and the organization.

We teach the stuff to supervisors all the time.

We have six courses of applied supervision that go through NCTC every year, so we get 150 brand-new supervisors.

We beat them over the head with this information.

And we wanted to share it with you a little bit so that you can be more proactive in trying to help get your needs met and getting to where you need to go.

So my goal for each of you is that you get to the point where you want to go in your career, and sometimes you just got to take the bull by the horns and you got to do it yourself.

I'm not naive enough to think that every single employee out there is going to do it.

I know it.

I get asked that question all the time.

I'm almost at retirement, why do I need an IDP?

If that's the case, you know, my recommendation is, well, maybe your IDP doesn't have to be all about you.

If you've been around for a while and you've learned some things, why not share with other people?

Maybe something on your IDP could be, you know what, I want to go ahead and I want to start helping teach the NEPA course.

I want to do -- help with the fish culture training.

There are a variety of different things you can do to pass that information and pass that knowledge along.

Those types of things are appropriate for an IDP, because one of the

things I've learned in this job, you learn so much by teaching others, because in order to prepare to teach it, you really have to understand it yourself.

Each time I go out and teach something, I'm learning something new.

So that's an option if you've got folks like that.

There's always new programs out there, there's new things coming up.

So I really think that for somebody to say that, well, I don't have any developmental needs, and I don't really want to go to any training, well, it doesn't have to be that.

The guidance is that you get 40 hours.

Well, there's a variety of different things you can do.

Maybe it's learning how to back up somebody on a system so when they're gone there's somebody who can fill in behind them.

There's a lot of different things you can do.

So it's really up to you.

I encourage you.

Go back.

Talk with your supervisors.

Have those developmental discussions.

Make sure you're getting some input provided into your performance plans.

And just do something good for you.

Because there aren't a whole lot of people out there taking care of us.

So maybe we need to take that responsibility on ourselves.

So, Randy, has anything come?

Okay.

So, obviously --

>> Hi, folks.

It's me again.

You can see a little bit fuzzier than what it was a month ago.

But we wanted to give you an opportunity if you have any questions that came up as you went through the broadcast to go ahead and get a live voice on the other end to just ask them.

We've been checking.

Haven't seen anything come in via fax or e-mail yet.

But if you've got the push-to-talk, please feel free.

Go ahead.

Throw them at me.

We'll try and come up with answers for you.

In the meantime, guys, if you want to go ahead and pull the slide up that I've got.

We've got a couple objectives that we had for the workshop today that we want to go ahead and show.

It should be up there momentarily.

Basically it was focusing on the fact that when we were done, my goal for you was that you would be able to develop a performance plan with your supervisor that included critical elements and clear performance standards.

I think I stressed hopefully enough on how important clear performance standards were to go along with the critical elements.

In addition to that, that you would be able to develop an IDP that works for you.

So those were kind of our goals of what we had today.

Haven't heard any questions coming in yet, so I'll give it another minute or so.

If we don't hear anything -- actually I hear a question coming in here.

Yes, go ahead, please.

>> Participant: I would like to know, do you have any recommendations for career planning, outside resources or online resources?

>> D. Tollefson: Great question.

One of the things that we developed along time ago, and it's still out there and it's still good information, if you go into DOI Learn and you actually go ahead and do a search for an online course called "career planning and the IDP," we've actually developed -- it's a 10-step process that you can go through to try and actually begin looking at what are those things that are important to you.

You know, what do you want to be when you grow up, essentially?

I talked about when you have your developmental discussion with your supervisor to go ahead and begin talking about what your career goals are, but for a lot of us, until we get to a certain point, we're not really sure what they are.

I know me, I'm getting ready to celebrate my 43rd birthday next week.

I'm going through that struggle now, too.

I feel like I'm at a point where I might be a little plateaued and not sure where the next step will be.

There's books out there called "what color is your parachute."

Great manual to look through.

If you go and sign up for the career planning course we put on there, there is a lot of different online resources you can access that you can get to.

There's a lot of free information out there.

Everything does not cost money.

But the key thing is you need to spend some time, if you're not sure where you want to go, spend some time looking at what are the things that are important to you, what are the things that you would value in a job.

Those types of things are really important to just spend some time thinking about.

Another place you might want to look is U.S.A. jobs.

Not saying that I want everybody to run out there and go find a new job and leave either the Park Service or Fish & Wildlife or wherever you work, but one of the eye weighs ways that it's really beneficial and has been for me is there have been a couple things that I've considered as maybe that's the next step for me.

Not necessarily going to be at NCTC.

Maybe out in the field.

It may be in Washington.

It may be going to a regional office.

There's a lot of different things.

But by going out there and looking at what jobs are available, and then not only just looking at the job but also looking at the duties, the KSAs, whatever you want to call those things that we respond to nowadays, the selective factors, it's a really good place to begin to look at, Okay, so this is where I am now, this is where I want to go.

To get me from here to here, well, if I'm going to apply for this out here, these are the things I'm going to have to respond to.

So what are some thing I can do now so that I can go ahead and I can respond quite positively to those KSAs?

Maybe it's going out and looking for a different assignment where you're currently located.

There's a variety of different things you can do.

There's some other research on USAJobs such as the resume builder.

My advice is set one up, always keep it active.

You never know.

They've got another neat tool on there, if you kind of know what series

you're looking at, you can set up -- it's a job agent, I believe is what they call it, and they send you an e-mail however often you want of what new things have and in that particular series or that particular area.

It's a way to keep updated and know what's going on out there.

And my philosophy is the more informed I am, the better off I'm going to be in the long run because I can begin to do things about it now if I can see what kind of trend are going on, if I can see what's necessary.

You know, and it also gives you a good feel for what kind of jobs actually exist out there.

Sometimes you get surprised and there are things that, oh, I didn't know that existed in the federal government.

That would be pretty cool.

So, again, the career planning and the IDP, looking at USAJobs.

Just going out and doing a Google search on anything in particular you're looking thinking about.

Maybe you want to become a fishery biologist or maybe you want to move into human resources or look at a different agency.

But you got to do some research.

It's not just going to happen for you.

There are some people who are blessed by whomever is up there watching over them and they get to exactly the point they want to get to without having to worry about it and think about it too much, but most of us are not that lucky.

So thanks for the question.

Appreciate it.

We've got a call from Beth in Region 5.

>> Participant: I have a question.

If you work with a group of people who all have the same GS level and same position description as you, does it then follow that you should all have the same critical elements?

>> D. Tollefson: I've actually asked that specific question of our HR folks in Washington before.

What I've been told is that it doesn't mean it has to be that way.

More than likely you're going to have very similar performance plans.

I know here at NCTC I've got my -- I've got three people who are all course leaders at the same GS level.

We have them, they all have exactly the same performance plan. However, I was at that position myself a few years ago before I moved into the team leader position, but I wasn't doing as much standard classroom training as they were. I was focusing a lot on distance learning and creating websites and that type of information. So what we did was we added -- we had four critical elements that were the same for everybody. The fifth critical element, we actually focused on thing that the person special specialized on. So that was a way to give a little variety to a standard performance plan. So the answer kind of is, yes, you can have it that way. It doesn't mean it needs to be where everybody is the same. Does that clear it up for you, I hope? Anybody else out there?

>> Participant: Hi.  
Do you know if the IDP is a requirement of the NPS as well as the FWS, or only the FWS?

>> D. Tollefson: My understanding of the way things are set up right now, Fish & Wildlife has a mandated IDP for every employee. I do not believe that Park Service has a mandate. If there's somebody out there who knows different, please call and let us know. I do know, however, the department recently went through and revised some of their human capital planning documents, and in one of those they put the IDP. They actually used a version very similar to what Fish & Wildlife has, and they said that even though it's not required for everybody in the department, they highly recommend it as a tool that be used. So in your case, if your supervisor isn't requiring you to do one, my recommendation would be I would draft one up anyway, and when you sit down and you talk with them, say, these are some things I was thinking about, and if -- who knows, your supervisor may say, "Well, what is that?" So you can inform them a little bit. Personally, I love it as a development tool because it makes me think about what I might want to do.

In fact, I actually just had my performance review this morning with my supervisor, and we always cover our IDP at that point, too. There were some things that I had on there that she liked a lot, and there were a couple things on there -- that I didn't have on there that she recommended for me. So we just penciled them in there. So it's kind of a way to get you talking about that kind of stuff. Long answer. Probably longer than it needed to be. But, yes, as far as I know n Park Service, not required right now, but that doesn't mean you can't do it. And the department does recommend that folks use them. If anybody else is out there --

>> Participant: Thank you.

>> D. Tollefson: All you got to do is push down on the button and talk and we'll hear you.

Okay.

So I'm not hearing anything.

So I'm going to assume we are questioned out.

But I really do appreciate you guys taking the time to sit down, watch the broadcast today.

I hope it was useful for you, you took -- maybe have taken some things out of here.

Hell you a lot.

I really care about this type of information because it is really important for you to kind of take the horse by the reins and do what needs to be done to help you get to the point where you want to get to.

Most people that you see that move their way up that are feeling really successful and really happy with what they're doing oftentimes is because of something they personally did.

You know, so go ahead and maybe you got to push your supervisor a little bit, but get a really good performance plan because you need to understand what's expected of you.

You know, work on that IDP.

Do as much as you can.

So I just want to wish you well out there.

Hopefully our paths will cross again sometime in the future.  
Again, thanks a lot for taking the time today.  
And remember, if you haven't done it yet, go ahead and just fax us a list of who is there at your site.  
You can send it to 304-876-7428.  
Don't even need a cover sheet or anything.  
Just say "we attended the 'taking charge of your career'."  
And when you get the e-mail from metrics that matter for the evaluation, please fill that information out.  
It's really important to me to try and help know what parts of this were useful for you, if there were some parts that weren't as, or if there are other types of programs you would like to see in the future again.  
Put that information on there and let us know so that we can get you what you need, not only so you can do your job more effectively but so that you can get to where you want to go.  
A little bit quicker than it would have happened otherwise.  
So thanks a lot, folks.  
Have a great day.  
I will see you sometime again in the future.