June Accessibility Program Managers Meeting Captioned Text

June 30, 2020

The June 30, 2020 Accessibility Program Manager Meeting was hosted as a virtual meeting by the General Services Administration, Office of Government-wide Policy.

The Relay Conference Captioning (RCC) translations provided during the event are included below, verbatim, and without editing. Portions of this event were not transcribed due to technical difficulties.

For additional assistance, please contact us at section.508@gsa.gov.

--- BEGIN CAPTIONED TEXT ---

Please standby for real time captions.

I will ask the captioner if they can type to the screen.

Let me know when you are ready.

Okay, the captioner is ready. I am presenting the opening slide deck.

 For the people who are using the interpreters on this call, just a note to minimize or to make the PowerPoint smaller, there were two lines in between the box that has a person in it and a PowerPoint. There are two lines that you can move over to the left and then you can toggle back and forth between speaker view and gala review. You can use or click speaker view to have whoever you have pinned and pinning again is the 3.in the video screen or you can have a gala review where you can see both interpreters.

 I will need Don, Michael and Don [Indiscernible - static]

 We have an echo, serious echo, please go ahead and mute yourself. That is another think just for the interpreters of we could all mute ourselves if we are not speaking. If we could also say our name before every utterance, that would be wonderful, thank you, guys, so much. Jeff is saying is the captioning is working. You want to make sure -- I think you are in -- it says the captioning is working so I think it is coming up. I will ask Jeff to the interpreter, is it on your Room or on a different platform? Want to make sure it is coming up through the Zoom. Because I, Maribeth, the interpreter, do not see captions. I just want to make sure that I can see them as well.

 The captions are not in 12 -- Zoom but they are on that sub really caption text browser viewer. This is Mike.

 Thank you, this is at the interpreter. Are you trying to get closed-captioning and Zoom as well or just your sub relate ?

 Unfortunately I think given the setting meet up and the trolls available to the host of the Zoom meeting we do not have captions available to integrate into the Zoom meeting and self so folks that need the captioning would be encouraged to open that up separately in the information for that captioning link was included in the registration information.

 That sounds great, Michael, this is Maribeth interpreter speaking, Hillary is asking for the link for the captioning that link that you sent in the email and could you please put it in the chat? I want to make sure everybody has access to that. If there is any things or anything can you just put them in the chat room for ease of accessibility?

 Now that I am presenting, the tech controls have gone away.

 Andrew, --

 [ Indiscernible - overlapping speakers ]

 And I think Hillary is deaf or using the close captions. And so I believe that she has got a dual monitor so now she is working.

 Okay, she is hard of hearing.

 Perfect, she is using the caption so thank you for bearing with us and getting the caption said and just to want to make sure and check in and make sure that Jeff could see the captions and Hillary could see the captions.

 Jeff could see the captioning too.

 I was able to opening the caption, and just want to confirm that everybody is able to access the captioning before we continue and thank you for your patience and appreciate the ability to come in and assist you guys.

 This and Mike, appreciate it. So unless there are any other items to get started, I think the floor is yours.

 Real quick, this is Michelle Clark. I am having system problems. The document sent out.

 No, they were not, they were posted on the website afterwards.

 What I can do is after I finished, I can try to send you their presentations. Amanda has an update on hers which you probably won't see but I can send you what I have, okay?

 Okay, that is fine. Thank you so much.

 You are welcome. Are we ready? Maribeth, Rhonda? Are we ready? Everybody ready?

 Just confirming in the chat that everybody is ready.

 Okay.

 Okay. Okay.

 Seems that Hillary has got it and [Indiscernible - low volume] Tonio has it and we're all set. Thank you very much for your patience.

 Sure, much appreciated, thank you. Mike, can you go to the next screen? This is a bit Gibson, good morning everyone, if it Gibson Pinkham we are continuing with their series moving forward and this is the third meeting of our series and I am so happy that all of you were able to attend or are able to attend. And so we are going to have a little summer camp with the kids out and you know parents home and we're teleworking and doing all these things, we are going to summer camp and so I wanted to make sure before we get started that we are at summer camp I want to make sure everybody is muted. And then if everyone is mutated we will go right into it and I am going to open up with Amanda, Amanda, she is from OPM, and I will let Amanda tell you a little bit more about herself but she will be talking about writing effective performance elements and standards. Amanda?

 Good morning, thank you so much, Yvette and thank you so much for letting me join your summer camp today. My name is Amanda Custer and work for the office of personnel management and I have worked at OPM for just over 10 years in the performance management and strategy group unit so my team, we work on reimbursable basis where we partner directly with agencies and provide consistent services either in performance management, strategic planning, or employee and labor relations and those are the three areas that my team specializes in so really excited to join you today and I know I only have about 45 minutes. I want to give you the most bang for your buck so we will cover the topic in performance management that supervisors typically struggle the most with. And that is writing clear and measurable performance standards. So Mike, if you could switch over to my PowerPoint, that would be great because I think that is the plan.

 Unless I am supposed to share my screen which I can also do. No, I just have to be patient something I struggle with, folks. We can go ahead and jump over to slide number 3.

 Perfect. To start things off I will talk just a little bit about performance requirements and more accurately the components of a performance plan. One thing that a performance management, our Dragon does not sound like jargon so I will spend a few minutes kind of level setting our terms and terminology to make sure that you all are able to understand exactly what I mean when I talk about the different components of a performance plan. And I will move into the real meat of the presentation which is how to write your performance standard. I will make sure to leave a little bit of time for Q&A. Next slide.

 Amanda, this is interpreter, sorry to interrupt, if Karen, Janice and Kevin Malone, caring Garrison and Janet's Pendleton and Kevin Malone, good please turn their videos off, again please turn your videos off if you are not speaking and if you're not deaf or hard of hearing. That greatly helps the interpreters be able to get feedback from the deaf folks and also for them to avoid confusion so caring Garrison, if you could turn your video off, thank you, Amanda, appreciate your patience.

 No problem, thank you, Maribeth. Before we jump into talking about performance management planning, I want to talk a little bit about the importance of performance management. Employee engagement is such a buzz term right now and that is because it is so tied to the satisfaction of your staff and the product Jevity of your staff and so much of the employee engagement is tied to performance management. That is really making sure your employees have a clear understanding of what you expect them to achieve. That is why a results driven culture is really encouraged right now across government and that really starts with having a strong performance plan. And ensuring that all of your employees understand exactly what they are held accountable for achieving, how that work is going to be measured or what it needs to look like and ensuring that each of those performance elements has very clear measures of success. And we will talk about how to do that in a subsequent slide. On the next slide you can see the responsibility that employees and supervisors have and the performance planning component of performance management. At the beginning of your performance cycle, the employee is responsible for a handful of items. They need to make sure they are engaging in that conversation with the supervisor at the start of the year. Asking questions of the supervisor to ensure they are clear of what their expert patients are. A lot of the responsibility though falls on the supervisor. The supervisor is ultimately responsible for determining the elements that will be used to appraise an employee and then also the standards that fall under the elements and in the next few slides I will talk a little bit more about what those different terms mean and the supervisor needs to make sure they are asking clarifying questions of the employee to ensure they are both on the same page and certainly providing more feedback about the year. Really to be successful in performance management you have to build on each days but you cannot be successful in your feedback or your monitoring throughout the year if you do not start with a really clear performance plan so that is what we will focus on here this morning. Next slide please.

 Let us dive a little bit deeper them into the performance plan component. If any of you do have a performance plan you can pull up for you or your employees, that would be great. If not just be thinking through what your performance plan looks like so when I talk about the terminology you can make sure you are clear about what those terms are called on your performance plan. Next slide please.

 So think about your performance plan kind of like a funnel that will get more specific as you move down. At the very top of that funnel is your performance element. Sometimes either referred to as competencies, performance goals, objectives, but this is really where you layout the major areas of responsibility for an employee. I know my colleague, Morris, will talk to you later today about a position description. There is sometimes some overlap between a position description and a performance plan and I will get into that a little bit later. Where you will see that potential overlap would be at the performance element level. These are the main buckets of responsibility for your employees. Moving down the funnel that you have your performance standards. Each element is going to be comprised of performance standard and this is what really tells the employee what you expect them to achieve during that performance cycle. You are going to have your elements at the top and then under your elements you have your performance standard. Finally you have your performance level. This tells the employee exactly how they need to perform in order to be rated at a particular way. According to the CFR the code federal regulation, performance standards have to be written at that level three or the meet expectations level. Some organizations also require you to find additional level but defining at level III is the expectation across the board moving to the next slide please and we will talk a little bit more about each of these terms.

 So again first you have your performance element that's it at the top of your plan. Typically you are going to have anywhere between three and seven elements on a performance plan. Some organizations will standardize their elements and they might standardize all of them or just some of those elements. I have seen some performance plans that they have maybe four elements that apply to the same across the entire organization and then they have room to add two or three customized elements to a particular employee or work unit or job series. This can really vary and just depends on the type of work that your organization is responsible for. Sometimes you can have really specific technical elements. You can see an example here like targeting analysis and accept accepted that is a specific element. You can also have more generic elements more like communication, teamwork, project management, things like that. Just keep in mind your elements are at the top level. Love times also your elements are going to stay relatively static from year to year so you may have a performance plan that has the same exact elements for maybe five or 10 years. Because these really do make up the bulk of what that position is designed to accomplish. Moving on to the next slide the next component like dimension and those are your performance standards and those fall right on your element and this is what tells the employee exactly what they need to achieve in order to be successful. Each performance standard needs to be comprised of two things, the first is a clear results to achieve and the second is a measure of success. Each performance standard needs to tell you one thing you need to achieve and then it needs to include at least one measure that says how your performance is going to be assessed at the end of the year. I mentioned earlier where we typically have 3-7 elements per performance plan. You typically have between two and five standards for each element. And five is the magic number here because typically if I am looking at a plan and it has more than five standards, that means that you are just listing out tasks that you need to complete, rather than results to achieve. Your performance plan should be a much shorter, tighter document then your position description. Because your performance plan should be focusing on those end results to achieve. Not all the tasks that you are going to complete in a given workweek. Next slide please.

 Last component again is your performance level. This tells you exactly how your performance is going to be measured at the end of the year. Again I mentioned the requirement is to define at least at the level III. Sometimes that is called achieved expectations, achieved results, fully successful, but it is whatever really describes what you have to do in order to be successful. Against some organizations will require that you write additional level so they might require that you define performance at the level V outstanding, as well as the level III fully successful. But if you are not sure or it is not spelled out to you in your plan, you can assume it is just written at the level III. That is what makes it so important to also provide feedback to your employees on how they can exceed performance on a given standard. This is written up to level III and you need to make sure you leave room to exceed performance so that your employees know what they can do to be rated at a higher level at the end of the year. Next slide please.

 Here is a representation of what those three components look like. Again, you have your element at the very top. One of your standards that makes a performance at the element. And then you have your five levels here. I want to pause and say organizations may not be rated on a five here at the end of the year. Some organizations might just have a two here which is a past, fail or they might have a three tier where they get a one, three or five at the end of the year. There is a handful of patterns that can be used but the two levels that are present on every tiered system is the level I which is unsatisfactory, and the level III which is meeting expectations. That is what we can require that all standards are written at the level III, because every pattern is or includes at least that level III.

 The example here you see the element is service and infrastructure software engineering. That is element. And then under that we can see one of the standards and it says, evaluate system software security control, and provide 3-5 recommendations to strengthen security posture by quarter three. That would tell me this is my performance plan. If I do exactly this, I would get a level III rating at the end of the year. Again you should not stop short of just defining performance at the level III. But also letting your employees know how they could exceed performance. If I look at this maybe I provide six recommendations to strengthen security posture. That could be a way that I could see performance. Maybe I provide these five second quarter instead of the third quarter and Dennis another way I could potentially exceed performance. The reason why having the conversation with your employees is so important is that the supervisor is the one who knows what will add value and a performance standard. So maybe that supervisor knows that they cannot move forward with the next phase of this work until quarter three anyways so doing it sooner would not really add value to that. If you do not explain that to your employees, they will probably look at this and just assume if I do more or if I do it faster that is what will get me at a higher performance level but that might not be the case. If you look here and you see strengthen security posture, recall that the outcome that an employee is working towards. So perhaps a way that they could exceed performance of the standard is find another way to strengthen security posture. Since that is the outcome they are working towards. This is something that employees cannot just guess what would add value and that is why having the conversation with the supervisor, to talk about what exceeding performance really looks like. Okay, next slide.

 What are results in what are they not? Again, Morris is one of my colleagues in the or he works in position management classification and he will talk to you about position descriptions later today. You can think of position descriptions be more similar to what you see on the left. The activities, or the skills and knowledge. Activities and skills or knowledge or important -- they are important especially if you are hiring new employees and you want to tell them what they will be expected to do or what skills or knowledge they need to perform on the job. The reason why these are not appropriate for performance plan, is that performance plans have to be used to see how effective you were on the job. Let us pretend you do have a performance plan that just puts off activities to complete. At the end of the year your employee might be able to say, yes, I completed this list of activities. But you might know they completed them late, the quality was so poor you had to actually redo the work, things like that. They might be able to argue that they completed them, if but if you do not have the measure the success, it is really hard to hold your employees accountable. Similarly with skills and knowledge, I have seen some performance plans that list out skills an employee needs or knowledge that they need to be successful. The problem with that on a performance plan is you could have a really highly skilled or highly knowledgeable employee who does not actually put those skills or knowledge into play on the job. So these folks might be very smart and capable, but they do not put that effort into their work and you do not see that knowledge reflected in their work. Again it makes it really hard to hold your employees accountable if you just list off skills or knowledge that they need. These are things that are important to identify again when you're hiring a person onto the job but once they have started they've got to do more than that. They have to use their skills and knowledge and complete activities to show some sort of a product so we will talk more about what results are in a subsequent slide. We will go to the next slide please.

 All right, focusing on results we will talk about the difference between an activity and the result so the activity is the action that you take in order to develop a product or a service. Where as the results, those are your outputs or your outcomes and that is what you expect to accomplish based on completing all of those activities. When you are writing your performance standards, you want to make sure you are focusing on those results. You want your employees to achieve, rather than all the activities you would like them to perform. Again this is why your performance plan should typically be a shorter document than your position description because your position description should talk more about the tasks that you will complete, the duties you will be assigned, but it is not necessarily going to tell you what you need to achieve or what that final product is. You want to be thinking about what the products or the services that I am responsible for? And that is what your performance standards should include. Again Mech this is aligning the given element and you should only have between two and five standards because you are focusing on that final product. I will talk more about the difference between output and outcome in a subsequent slide. We can go to the next slide please.

 Here are some common standards that I see on performance plans when I am reviewing them for effectiveness and we will talk just a little bit about why these are unacceptable. The first is facilities coordination across workgroup. That sounds kind of nice, the word facilitate always sounds like you are really publishing something however, when I look at this I am not really sure what the employee is responsible for and I do not know any -- I do not know how they will measure success --

 [ Indiscernible - overlapping speakers ]

 So sorry to interrupt, this is Mary Beth the interpreter. We're having a little trouble switching if you could just give us 20 seconds to switch to the -- the deaf people cannot see me in the hundreds of people who are in this meeting so I want to make sure Jeff and Rhonda, can you copy signed what I am saying please on what I am signing to make sure everybody can find and pin me?

 I was trying to get you at a break. So sorry, Amanda.

 No problem.

 Hillary, could you see Mary Beth Morgan? They are trying to find me and switch from Wanda to Mary Beth.

 Okay, Jeff, can you see me? I think Hillary can see me. If Rhonda will type in the chat for all the deaf and hard of hearing folks to switch. Switch over to Mary Beth Morgan. I think we will be all good. Okay, thank you so much, Amanda.

 No problem, thank you, Mary Beth.

 My pleasure and Rhonda is not coming through to everybody yet.

 All right, the next item that I will commonly see that is not appropriate for measurable results is a tense technical training or attends required training. I see this one all the time and it is something that is not appropriate for a performance plan. And there are a couple of reasons why. One I will see folks put in let's say mandatory IT security training. And I actually just got an email request that it is time for me to complete that at OPM. The reason why that is not appropriate for a performance plan is because it is something the entire organization is expected to complete. It is not something that I need to do to show that I accomplished the mission for the position of which I am occupying. Another way to say that is if it is something that the whole group is expected to do and I do not do it, that is a conduct problem, not a performance problem. And you do not want to ever hold your employees responsible for their conduct on a performance plan. There is a whole other training that talks about how to hold employees accountable for their performance and how to deal with per performance and how to do with misconduct and it is two different sets of regulations that govern performance versus conduct so that is why you want to make sure you never muddied those waters so you do not want to have any conduct type issues in your performance plan. And the other reason it is problematic to have training on your performance plan is that if it is training that is directly tied to performance on the job that should probably be included in your IVP or individual performance plan. It should not be -- outside your individual development plan and it should not be on your performance plan and you can sometimes or there will sometimes be overlap or a link provide [Indiscernible - static] but you never want to rate someone's performance based on the progress they are making in their development. And that is why attending training should be included on your IVP rather than your performance plan. Now we will take're in this and we will come back to the standards here in a couple of slight so let us move on to the next slide please. Great, talking about what is not acceptable for your performance standards for measurable results in no to show some examples of what is acceptable and here you can see I have some highlighting and underlying just so you could see what the result is that we are looking for versus the measure. The first one I had issues with final report on completed audits by July 1st. Report in accordance with the standard operating procedures and manuals. In the standard, the report is the result that I am responsible for. That is the tangible product that my supervisor can look it at the end of the year and appraise my success on. So I do not have to list out all of the work that it took to develop that report. I just focus on the final report. And I also need to have at least one measure and here I have that the report is completed by July 1st so I have a time limit measure. And I am saying that it is in accordance with the SOP and that is considered a quality measure. Because you are going to be able to compare my report to the SOP, to ensure it is written correctly. This is an example of a strong performance standard. The second one I have here is over a years time, completes average of 14, 17 cases each week meaning quality standards established in that case processing manual. Again here I got a strong or clear results which is my cases I am completing. I have a numeric messenger of 14-17 completed each week and a quality measure saying I have met quality standards established in a case processing manual. So there is no one perfect standard, no way I could show you an example that would fit everyone and make sense to everyone so I really want to get across the two components you need to have for each standard and that is a result to achieve and the measure of success. Those are the two things he always want to look for. Next slide please.

 Another way to ensure you have strong or well-written performance standards is to use the smart framework. Once you have drafted your performance standard, go back and ask yourself, is the standard specific? By specific I mean does it have a clear result to achieve? Next is it measurable and do I have at least one measure of success for this result? Is it aligned? Is there a way I can tie this performance element to some greater organizational goal? Is it realistic? The best way to know it is realistic is making sure the employee and supervisor meet and talk about the performance standard, to ensure it is realistic to achieve that result with those measures defined at the level III. And lastly, time bound, is there a deadline or a milestone or any way to incorporate when that result should be achieved? So I think the SMART framework is best to use after you drafted your standards and check to make sure they are hitting on these different requirements.

 Next slight please. Now we talked a bit about how you are supposed to lay out your performance plan and what those terms mean and not we will dive a little bit deeper into the writing of performance standards before we turn it over to Q&A. Next slight please.

 Measurable results and I mentioned this one earlier and each performance plan is required to have at least one critical element that holds employees accountable for achieving a measurable result. Usually your results focused element is going to be tailored either to individual employees, to a job series, or to a work unit are the type of work. So they might be individual for each employee or you might have a group of, let's say, IT help desk employees and maybe they have all the same elements. So they do not have to be unique. It really depends on the products and services that employee is responsible for. Next slide please.

 Getting back to the difference between that activity and the results. Remember on the position description totally appropriate to include activities, you will need to complete, but on the performance plan, you want to focus on the results. And there are two types of results. That are output and outcome. Typically your front level employees are going to be responsible for output so that is a product or a service that results from the activity that they complete. A product is going to be something more tangible. Something you can hold and see, and that might be a report, it might be a training slide deck, it is anything you could actually see or put your hands on. A service on the other hand, these ones can be a little bit harder to identify and to ensure your writing them correctly. But think about the folks that are your management and program analysts or perhaps your administrative assistant. They are the ones who are providing services that enable success of the organization. It can be really easy to only identify the task they are completing. So it takes a little more effort to ensure you are focusing on that service that they are providing rather than the task that they are engaging in. On the other hand you have your outcome --

 [ Indiscernible - overlapping speakers ]

 Matthew?

 I know, Matthew. Shivered this is the interpreter, if everyone could please mute themselves, Cassandra Taylor --

 [ Indiscernible - overlapping speakers ]

 I got my email.

 Cassandra cannot hear us over the interpreter.

 Thank you so much, Cassandra. Cassandra Taylor and [Indiscernible - low volume] please turn off your videos, thank you and your mute, thank you very much.

 Thank you, Mary Beth. Outcome on the other hand is something you expect to see based on the use of a product or a service. Typically your supervisors and managers may have the outcomes on their performance plan and the employee would have the products and services on their performance plan. Next slide please.

 We can skip this slide please. You will see the updated slide deck that I sent this morning and I think that will be the one posted. If we could go to the next one. All right, this is back to talking about examples that are not acceptable. Another when I see quite a bit is the third option here, communicates with others in a professional manager, similar to the issue I talked about with the technical training, this one looks more like it might be a conduct issue rather than a performance issue. If someone is not communicating with their colleagues in a professional manager -- am sorry, Manor, that is probably a conduct problem rather than a performance problem. However, if you do have a customer service or oral communication element on your performance plan, you might want to address something like this what you are going to need to have a clearer result that this person is achieving with this communication and a clearer measure of success so this will still not be acceptable and you would need to ensure you are incorporating what that service is that they are providing and how you will measure success. And then lastly as he this kind of catchall standard a lot, has a knowledge and skills necessary to complete the work, that one is not enough information because they might have that knowledge and skills but if they do not apply it on the job, it does not add any value to the organization. I'm sure we can all think of a colleague that we worked with that we know is really, really smart but they do not really do anything on the job. There would love a standard like this on a performance plan because it would allow them to argue for at least a level III rated even though they are not actually achieving anything on the job and that is why the term results focus is so important for performance plan. Next slide please.

 Right, once you have identified what that result is that the employee needs to achieve, you then have to ensure there is at least one measure of success for that particular standard. And we will think about training since I am providing a training for all of you right now. If providing a training as a result I am looking for, which of these measures do we think would be best to evaluate success of the training? First is quantity. Do I care how much or how many training sessions I provide? I would say probably not. I could provide 10 of these trainings are I could provide 30 of these trainings. None of that is really going to be tied to my success because that is more tied to the demand of a particular training. So I do not think I would want to have a quantity measure for training. But next talking about quality. How well, how usable, how helpful, how accurate the training is. That is definitely something I would want to include on a measure of success. There are a lot of different ways you could assess quality and most people just think of accuracy but it is much more than that. You could think about, are my slides 508 complaints and that is a way to determine quality and you could consider are they accurate and is everything I'm telling you today in accordance with the CFR and that is another degree of a quality measure. It could be the appearance or usefulness and is this a slide deck that the attendees could take and use back on the job and those are all potential measures of quality and timeliness, how quickly or by what deadline is something going to be completed, I would say that would be important and I would need to make sure that my slides are completed and ready to go prior to the training. And the last general measure of success is cost-effectiveness so how much savings or cost controls go into developing this training and for this one I would probably say not the most appropriate measure for me. But since I have said that quality and timeliness are both good measures of success I would want to make sure that my performance standard has two measures then so if my result is the training, I need to have a quality measure of success and a timeliness measure of success. So think through the products and services that you are responsible for and ask yourself which of these four measures are most appropriate and anytime you say they are appropriate you should have a measure of success. Next slide please.

 This is Mary Beth, thank you Amanda so much for the next slide and we will switch interpreters so if Rhonda will type in the chat to everyone to please switch and pin Rhonda Cunningham, so Jeff and Hillary and the other deaf and hard of hearing people will have access. We will switch interpreters.

 Also the PowerPoint, just to interpret and chat, will be posted to the website later, thank you so much.

 Please pin Rhonda Cunningham.

 Is a much fundamental, ready to rock 'n roll.

 Wonderful, after you have identified your products and services to achieve, you determined which general measures are most appropriate and it is time to put those pieces together and write a standard. Want to the next slide please.

 So here we have an example of what a standard could look like if you have a numeric measure. When you have a numeric measure you want to specify either the exact number or the range of numbers that would meet your level III so here we have achieve when allowance or final compliance rate of 84% by the end of the second quarter. So that compliance rate, that is the final product I am responsible for and the measures here is that it is going to be at least 94% and it will be complete by the end of the second quarter. Do not forget the next step here is not over just because you have drafted the standard of fully successful. The supervisor would still need communicate with the employee how they could exceed performance on that standard.

 Next slide please.

 If the measure that you have identified is not numeric, you need to say if there is someone or something that could determine how well that measure was completed and what they will look for when making that determination. In this example we have an office wellness plan that is compatible with the agency flexible work schedule and it is also compliant with OPM and OMB guidelines by 8-15. So the wellness plan and that is a product I am responsible for and we are measuring success by saying it is compatible with a flexible work schedule. And is in full compliance with these other guidelines. The way in which this one could be exceeded, maybe the plan is just develop but it is actually approved for implementation and that is certainly an indicator that this person has gone beyond just that fully successful level and again it is important for the supervisor to meet with the employee, to talk about ways in which they can exceed performance. Next slide please.

 Some folks feel just a little bit stuck when I provide them with all this information and want a little more guidance on how to ensure they have written these well. So we recommend using the bad Lib approach and it is not a very fun or funny bad Lib and it will be a standard but it provides the framework in which you can try and ensure your capturing all these pieces I have talked about. So if you are having difficulty turning one of your standards into a well-written standard you can try using this format saying, I will do what, by, when, resulting in, blank, and my success can be verified using X. This isn't 100% foolproof but generally if you try and stick to this framework you will try to at least have the required components that I talked about here today. We will move onto the next slide and I know I am right about this we are supposed to take a break and we will have to start a little bit late, so what I'm going to do is I look at the chat and I saw a couple of things brought up that I will speak to and then I will leave it to Yvette to see if she wants to go the longer get right into your break. What I saw someone mentioned is they are not sure you would need to make a distinction between disciplinary action on a performance plan and I want to be very, very clear on this. If there is a disciplinary issue, you should absolutely address it but you should not address it to the performance plan. Again there are two different regulations that govern performance or conduct. And also there are different union rights when it comes to conduct and performance. For example, if you want to address a performance deficiency with an employee, employees do not have the right to union representation. However, if you want to address conduct issue they do have that right. So as soon as you introduce a conduct issue automatically employee could have union representation. Another --

 [ Indiscernible - overlapping speakers ]

 I'm sorry, this is Shannon and I asked the question. Let me just clarify really quick. So we have or -- best way to describe this. To give you an example. The employee is an IT cyber security specialist. Okay? And the have a performance objective that says they will implement cyber security best practices and apply monitoring blah blah blah. They violate that by serving form so you discipline them and against that performance objection, rate them lower, that is an example.

 Watch out, that is very, very helpful. You can absolutely take an conduct action the same time you take a performance action but you just want to make sure you are dealing with them separately. You can do it at the same time, but make sure when you are dealing with a conduct, you are focusing on what the conduct violation was and often times conduct can impact performance standard so you could also deal with that. So you are absolutely correct and thank you for providing that verbal clarification. You just want to make sure you are very specific when you're taking an action if it is related to the conduct or the performance. And a lot of times it is kind of like a spectrum where you are trying to figure out is this a conduct issue that is affecting performance? Or is it a performance issue that looks like conduct and that is why you always want to include your HR staff when you are taking either a conduct or a performance-based action. You for clarifying, really helpful. Other any other questions or, Yvette, would you rather just jump into the great since I am guessing you do not want to go completely off schedule for the day?

 Saw Amanda, there was another question, just a quick one.

 Good morning, this is Avis, the first one that I had is from Yvette, because there isn't actually a 508 P MPD in OPM, how would you suggest creating a performance standard --

 [ Indiscernible - overlapping speakers ]

 Or plan of standard.

 Okay.

 In an ideal world you haven't updated her position description that you can look from and however that is not often the case and that does not get you off the hook from writing a performance plan. You just have to take a different approach. So when I work with agencies and help them draft the performance plan, a you talk with the incumbent, the person that sits in the position or talk to the supervisor and we talk about what those big buckets are that the employee is responsible for so we can determine those performance elements. And then we talked what the standards are so for element number 1, one of the products and services they are responsible for? And then draft those out. So if you have a position description, you can usually take those major functions and have a starting point for your elements. But if you don't, you just have to determine what the elements are on your own. If anybody has or would like me to talk to any specific issues with them or they have performance plan questions, my contact information is on the next slide and I would be happy to provide some of that help but like I said I do work on the reimbursable basis but for things like this, if someone sat through my training, I am happy to respond to some of those ad hoc questions and even take a look at your performance plan if you are interested in that.

 Good morning, again, this is Avis, Yvette, do we have time for one more question? Or we will not have time?

 Let us go ahead into the last question and that we will adjust the break time.

 This question is for me, Amanda, thank you so much for this information, it is so helpful. So I am kind of -- for the question -- piggybacking off of Shannon, not sure I concur with the ability to adjust performance rating. I guess my concern -- and I will reach out to you -- so when an employee -- their performance versus the conduct, say they have a situation, and they need counseling, they need help. And maybe drugs. MAB alcohol, but whatever the situation is, if they are trying to get the help or seek the help, does that information, is that put -- like in their performance rating? Or is that something different? Like handled in a different type of way?

 Great question, and it will really depend if it is a conduct or performance issue. I tell all supervise is when there is a drop in performance and you need to address it, you should come prepared with your EAP information, your Employee Assistance Program, because you never know when that will come up and you want to be able to deal with that. So it is not going to necessarily preclude you from taking a performance or conduct based action. If it is conduct, it will depend on the severity of what they have done because in some issues it is kind of one-shot and you are out and for others though you would want to make sure you are providing them the EAP information and on such a case-by-case basis, absolutely talk to HR so you're not taken those decisions on your on and have the EAP information ready so you could provide and that I would say talk to HR and gets more guidance before you move forward.

 Yes, I just have a question, not pertain to me, but you know, this is real life issues. We have these issues and sometimes employees just do not know how to handle certain things as well as the supervisor. Thank you.

 Absolutely, and thank you for bringing that up it was a thoughtful question and I appreciate you bringing that up and we are not just Robertson said at work everyday and we are humans and things that could be going on in our lives and it is your job to be respectful and understanding of that. And thank you for asking the question.

 Thank you, thank you everyone. We will take a brief break in please be back at 10:05. Thank you, Amanda. This is Yvette, thank you, Amanda, for the presentation, we really appreciate it.

 Thank you, Amanda, great information.

 Thank you, everyone, and have a great rest of your day.

 [ The event is on break. The session will reconvene at 10:05 A.M., Eastern Time. Captioner on stand-by. ]on break. The session will reconvene at 10:05 A.M., Eastern Time. Captioner on stand-by. ]

 Good morning, welcome back, everyone. Maribeth and Amanda, are we ready?

 We are ready, this is Amanda.

 Great. Brooke, Aaron?

 Hello?

 So come back, everyone. We are continuing with the summer camp and we are going to go on a hike. We're going to look for the coveted 508 P MPD. And I want to welcome Earl my get and Brooke Aiken from the FDIC. And other know who is speaking for so you guys take it away.

 Certainly, this is Irma jet and I'm here with Brooke Aiken and Brooke is now the section 508 program manager and FDIC and I am a Senior information management analysts. Brooke, can you hear us?

 I am here, good morning, everyone.

 Good morning. All right, let us go to the next slide please.

 This is the interpreter, Maribeth, if you're not using your video and you are not deaf and hard of hearing, and not presenting, curing cancer [Indiscernible - low volume] so that the deaf and hard of hearing folks can see the interpreter very clearly. Thank you so much.

 All right. So Brooke, would you tell us a little bit about yourself please?

 Of course, good morning, everyone. I am Brooke Aiken. As Earl mentioned, I am the new section 508 program manager for FDIC. I have been at FDIC almost a year but in FDIC terms, one year is very much a new be so I am super excited to be here before working at FDIC, I was a customs and border protection for almost 13 years and did various details with other agencies and excited to be here today, thank you, Earl.

 Thank you so much, Brooke. So again I am Earl Macek and the former section 508 coordinator of the FDIC and I served in that role for 18 years. [Laughter]. So Brooke came on board as our section 508 program manager, not only making my life much better but also really, really ringing the level of quality of the 508 program just to a new level. So I am just so grateful to you, Brooke, for coming on board. Taking over the mantle and trying at one point to find a creative, common image of a relay runner, one handing the baton over to the next, and that is how I feel we have gone with the 508 program and we put the basically the rigor of the race, the start of the race, [Laughter], gave the baton to you, to her. So currently I am a Senior information management analyst, with our office of minority and women inclusion. At the FDIC. And by job basically entails doing a lot of the IT support for our EEO boss. And as such I work on like data analytics and reporting, dash boarding, work with intelligent people, and we do application development. We are creating applications on a cloud platforms. We are doing even the most mundane things like, hey, Earl, I can't print. I will help out with all that. So all the various IT needs that we have, Internet coordinator, working on IT governance issues, and our CIO Council and just lots of different governance organizations within the FDIC. Doing all that. Them back in the day, I did all that and had section 508 coordinator as a collateral duty. So again the program needed a full-time person on board and then in that position, we got a superstar so again thank you so much, Brooke, for coming on board. Next slide please.

 All right, my journey to 508. First in 1991, way back machine back to the beginning of my career at the FDIC, I was hired as a litigation paralegal. And I worked on basically the caseload that we had, we had such a large caseload at the time, because it was during the savings and loans crisis, that we basically just managed our outside counsel nationwide. That is what we were doing, just mentioning or managing outside counsel and that was my job at the time. And interestingly, back then, you did not have to really know that much about computers. And in fact I had never used a PC before. When I started there. And a year in, I got recruited to work in our outside counsel section of our General Counsel's office. And I work in minority and women owned law firm outreach. That was a first time that I started advocating for people that may not have been or had as many opportunities as others. Basically making sure, ensuring there is fairness, in the way that we work hiring law firms to do work for the FDIC. So that was my first work in fairness. So then you know we were advocating for minorities and women and then eventually we were consumed into our minority and women outreach division. And then we had sort of a broader mandate to include not only minority and women, but people over 40 and individuals with disabilities. Service disabled veterans, just we started advocating for more and more people to ensure fairness in the programs of the FDIC, in the operations of the it DIC, and the hiring of the FDIC. So I got more and more of this kind of advocacy work. At the same time, I started taking every course that they offered because back then since IT was so new as far as it being integrated into our workplace, that they offered a lot of training. So I took WordPerfect, beginning, intermediate, advanced and then MICRA writing even that Lotus 1-2-3, getting, intermediate, advanced, MICRA writing and same thing with paradox, for the databases, to started earning as much as I could in all those areas and one fateful day I was in a conference room and one of my managers poked his head in the conference room and said, hey, have you ever heard of this thing called the World Wide Web? And back then I said, while, you know, I have heard about it on TV. They said that this is the latest upcoming thing. He said, well, the pages on the web are developed with what is called webmasters. And the FDIC has decided we will do our first website. And we want you to be a webmaster for our Office of Content. Are you game? I was like yes, I will learn. So they trained us in Notepad, and for you kids today just know that back in the day, we coded and in Notepad, you know, uphill both ways, in the snow, kind of testing. So that is where I started getting real exposure to how the Internet works and how content is rendered on PCs for people as they are using it. So as we did that, I gained those skills and that was very important. I also and our office because we are a compliance office, we did a lot of data and reporting. So there is a lot of demographic analysis, and that a lot of Department of Justice, Congress, OPM, EEOC, all require lots of reports from us, always format he reports, we are always thinking about how data should look to people, how it should be presented. Presented in a way that is more easily digested and more easily understood. And again, these are the kind of skills that I had no idea where this would lead me but just these were needs at the time. So I acquired the skills. And just learned more and more. Somebody would say, manager would say, hey, we have this new initiative we have to do. I would say, okay, I think this part of that initiative could be automated and that we would start or I would just learned that so we learn all these different things. And again the skills that we developed over that time really helped to prepare me for what was coming. Which I had no idea. [Laughter]. And also I served in lots of different IT governance roles. So we started with our Internet ordinator group and then all these different other governance roles related to IT. So that also prepared me for the kinds of duties that I would have to undertake as a 508 coordinator. Next slide please.

 So basically the role of section 508 coordinator was not something that already existed in the FDIC. When we first had to try to assign that role to someone.

 So in 2001, we were sitting around a conference room table, with the leadership from our General Counsel's office, from our acquisition services branch, from our -- but then it was office of diversity and economic opportunity, that is basically our civil rights, EEO office. And we had people there from our IT division. We were not just yet in the CIO model. And we were all sitting around the table and the managers were trying to determine who should take on the leadership of the 508 program. And they each were same, we have a bit of the skill and a bit of the knowledge but we do not have all the knowledge necessary to do, say, the procurement part of it or we do not have the knowledge to do the compliance part of it or the IT part of it. And that eventually everybody kind of turned their heads to me at the table and said, hey, you know, you work on acquisitions, you work on reporting, you work on the web, you work on advocacy for people with disabilities, with all this, and looks like you are the person so they handed the hat to me and I put the section 508 coordinator hat on and again there was no PD, know nothing at the time. Just hey, these are the roles and take a look at these standards and see what you come up with [Laughter]. So that is what it was, it was just that -- whereas today you could target a career in 508 or a career inaccessibility . And there is curriculum out there, there is a lot of training out there, there is a lot out there to prepare you. But back then it was just, happenstance. [Laughter]. Next slide.

 So what is important about getting the buy-in to create a robust 508 program , and then to resource it with people, who can carry on the mission or leave the agency in the implementation, of 508, was that we had triggering events that we leveraged basically. So as you look at the timeline of 508, these triggering events caused kind of a scrambling and then gave us leverage while we had the attention of the leadership of the agency to actually implement and improve the program in each way. Or even to establish it in a very first case. So when the a mention or the amendment of the section 508 of the amendment and 19 [Indiscernible - static] 19 88 our General Counsel obviously took note and again reviewing the legal requirements. It is still kind of in clear and 19 88 what it all meant, right? And there was not really a whole lot done. But in 2000, the technical standards were published by the access port which really kind of put more flesh on the bones of what 508 means. And explains basically that this is what we are or what is going to be required of you as an agency. Talked about the DOJ survey, talked about the adoption of the accessibility kind of kind of requirements as far as this is what is meant by accessibility for the webpages you know and you had those 1194.22, and 21 and all those and do you remember those? [Laughter]. Again, trip down memory lane. And the standards became effective in 2001. That is the real trigger for them to decide, okay, this is real, we have to do this. And we are going to have to have some accountability with the DOJ survey and things like that. So that is what prompted the 2001 effective date of the standards, is what prompted that meeting that I was talking about, where leadership from so many divisions within FDIC sat around the table and said, let's do this, let's implement it. Well with that, I immediately thought of, you know what, we have to really get going on this thing. So in order to get through by in, because I was not high ranked enough to be able to just step in a room until people, you know, you cannot deploy that application because it is not 508 compliant . There is no focus when you're tapping around in your keyboard. I am not going to let you put that into production. I knew that that was not going to work. So I work with our legal division and we drafted a or an implementation regulation for FDIC. And we developed a board case, all of our regulations have to go to our Board of Directors and we are structured a little bit differently than other federal agencies, and I got approval of our board case. So now, waving a board resolution, I have more authority to go in and really implement this program. And with that, I added and had my management add, just a few 508 related duties to my position description. Like, okay, it is official now. Right? So we have the board case, we have the regulation in place, I have a draft, policy director, we have all these things happening, so let us add a little bit to my PD since it is a growing part of my responsibilities here at FDIC. Excuse me. So we go on and we are implementing it. We end up not having to complete the DOJ survey very frequently because DOJ, [Laughter], did not always require it. Did not always publish the survey. Did not always do that, so there was less and less attention paid to it from the higher ups. We did really do a lot in implementing the program. But it started to lose its momentum after a while. And apparently that must've been happening around the federal government because in 2013, OMB published their strategic plan for improving the implementation of 508. While Mack, that thing was so powerful in that the CIO was required by that strategic plan to submit a self-assessment to OMB every six months. That really raised the profile of 508 again and added a lot of emphasis to the program. So as a result they realize, you are spending anywhere from 25, 50% of your time on 508 and that really isn't enough time for ensuring accessibility of everything in our and apprise. So with the implementation of the strategic plan, they authorized us to have contractor resources that are dedicated to helping us with 508. So we had people that helped us and that we put together a group, working group, that comprised of me and another person in my office, but the contractors, and we worked on really beefing up the 508 implementation. And flat we came upon at that time was, the Department of Homeland Security had this trusted tester program. And trusted tester, that was like, you know what? That is what we should use because that gives us an objective way of measuring the compliance. And conformance. And we went full force into requiring certified trusted testers to work on all of our development team, and that really helped us out. So before we required it, I went ahead and took the certification and the of the person from my team, in our office of minority women inclusion, he also got it. So that we started requiring it of our development teams and that really helped to move the Paul forward more inaccessibility in the program. So now we have that trusted tester, you know, again that objective means of measuring, conformance and all that, and so we are moving along with that. And then of course people's attention span is just not that great [Laughter]. So in January of 2018, is it? Hingle one second. Yes, 2017, January 2017, we get the refresh standards for section 508. Wow, that let us know that we see this [Laughter], I get the refresh standard, and the Federal Register notice, I went ahead and printed it out and I took that document [Laughter], to management and I said, this is what we have to work with now, this is what, you know, the technical standards of change and we have to rewrite everything in our policy add section change our forms are tied to the old standard, these are the new standards we have to implement, and we are still doing these reports and everything, and the CIO said, you know, not only do we have to make all these changes and everything and it is going to require a lot more time and a lot more dedication to it and everything, but you are preparing this report. And I am signing it. The CIO said, is there some reason why I have to sign a report that somebody who doesn't report to me, prepares? It is like it seems to me like if I am signing at that I should have a bit more responsibility related to get. So we worked together, director of my division, CIO, and we came up with a new policy and policy required us to transfer the 508 program over to the CIOs office and the CIO said, look, this is a lot of responsibility. So we need a person who is dedicated to this. And a person -- one person whose world this is. And we of course found all kinds of materials and everything, that said now that we are not really -- what do you call it? We are migrating from the section 508 coordinator to a 508 program manager. Best practices are to make that move. Next slide please.

 So we decided to make that move and that is to go from having section 508 coordinator section 508 manager so that required us to do a fair amount of work. In the process, if you do at the next slide please, the process took approximately two years. The refresh standards required a basic 508 program so we did a lot of changes in the 508 program including the basic 508 policy circular. We did a comprehensive rewrite of the section 508 directive and then updated the trusted tester program because of course the trusted tester program had to be changed from the testing against the old standards to testing against the new standards. So we are still in the process of actually implementing that. And then there is an increased usage of agile software methodologies so where we were an integral part of the various gate reviews in our waterfall is DOC, we now had kind of had to rethink how we are involved in software development where there are not as many gate reviews, when there is a lot more iteration, fast iteration through Sprint. How do we interject 508 into that kind of a process? Also again as he mentioned before, we created the new 508 program manager position and develop the 508 program manager position description. And again it was or the thing that happened is we got buy-in from executives at the FDIC , because of the trigger. That trigger of the new -- it is like we have this brand-new requirement based on the new technical standards, so we have to do or we have to do things differently now. And as we are rethinking it, that is when you have their attention. Again at that trigger point, we have their attention. And therefore we are able to explain, these are the things that are needed, let us move forward with it.

 And then let us look at the next slide. Once we got there by in, we decided, okay, what does this look like? Because I'm doing all kinds of things basically as a 508 coordinator, but what is the standard practice? What are the best practices for 508 program manager? What should we look for in a person to fill that role? What are the responsibilities of that role? What is it that or what kind of authorities are expected to be had or what level of interaction with executives and management should they have and all of those things and we did our research and it turns out that the for on the section 508 .gov we saw the playbook published by the accessibility community of practice from the federal CIO Council, and they published and in play one of the book was, establish a 508 program manager and these are all the responsibilities and this is everything you should consider. So as we were putting together our position description, we drew heavily from this and from the section 508 leadership core competency model. We also filed that there. That was very, very helpful as well. And then of course we published it out on the -- well [Laughter], you know how it is. When you determined that you are going to take an FTE, one full FTE, and devote it to something you, that there is the give-and-take, a lot of negotiations, a lot of things, but again the CIO was bought into this and said we would do this. So we move forward with it. And then advertise the position and we are so fortunate to have Brooke Aiken having answered the call [Laughter]. So Brooke?

 Thank you, Earl. Next slide. So as I was introduced in the morning my name is Brooke Aiken and I am the new section 508 program manager at FDIC. So I feel so lucky to be here every day. And it really is because of the support of management. It is so important to note, but also when I arrived, I did have things in place that made it a little bit easier for myself. Earl was there. And I had two contractors that are also on the meeting today. They are fantastic. So you know, if you are able to get a position description, created for a section 508 program manager, as well as one in your house, and maybe you are starting a program from scratch, or maybe you have something in place like I did, these are just important things to note when you are developing your program. So the support, what can you leverage? I am a strong believer in, let us just go for what is important to management and then leverage it from there. I was looking enough to already have -- lucky enough to have contractor support. But maybe you do not have contractor support and maybe you could get some feds, maybe you could get some interns. That was huge in my previous agency, gaining interns and then converting them and it worked out great. When you are creating your program, always think about what is important to your agency. So when I came on board at FDIC, I was actually shocked. [Laughter]. Document compliant, fashioning, and self-assessment survey. So that was different from what I had previously experienced. But that is what is important to your customer. And so we actually ran with what was important, right? We created document training, we were teaching people how to create accessible documentation, cautioning is very important to FDIC whether it is internal or external and of course the air and be self-assessment survey. So that was important to the agency that as a new program manager, what was important to me? Well I want to make sure we are taking care of our customers, so that would be internal and external. Testing is extremely important to me for creating a program. Because I feel like if you have an application internal or external, that is probably what may get you a complaint, is an and accessible application. So make sure that whatever is important to you, training is also important as well as networking, like Earl said he really already had the ears of management which made it easier for me. When I came on board, Earl spent two weeks just taking me around to really high level individuals and really talking to them and meeting them and listening to them and I did not have one person say, yes, it is just kind of a background noise 508 . They were all extremely engaged. I worked very well with the chief web officer, the CIO, current CIO, from the Department of Interior, and she knows 508 so that was helpful. As well as whatever your EEO or civil rights and civil liberties offices. Make sure you are connecting with them. Next slide.

 So you can --

 [ Indiscernible - overlapping speakers ]

 So sorry, Brooke. We will switch interpreters, thank you so very much. Really appreciate it. We have to make sure that Hillary and Jeff can see me. And that they see we are switching interpreters. Please pin Rhonda. Please pin Rhonda. We are switching interpreters. Thank you so much. Jeff and Rhonda, we are switching interpreters. Please pin Rhonda. We are switch, cricket so much, appreciate it, Brooke.

 Can I go ahead and start? Okay, great. So this slide says if you will build it, they will come. And this really is true and I have an immature of a football field and this one being Alabama football field. But you know they have created quite a program within their football portion of their athletics division. And it is similar everywhere. It could be referencing everyone. So we are building this program and honestly, [Laughter], people are very involved. So I like to say we are past the, it is the law, you have to follow the law. I feel like people know it is the law. So you are building your program. Listen to your customers, the FDIC has a large amount of deaf and hard of hearing employees. And so I am constantly working with them and their MS team channel to make their job easier and make sure that they are able to complete their job and complete it with satisfaction and I have to say they are very grateful. Do not be silent and I put that here because it is very true that a lot of us may feel that management does not care. But he is knocking, keep knocking at the door. What would help you make a program better? So think about that and you may not or it may not be able to include funding so maybe you could leverage someone that is interested in 508 compliance and you have a couple of individuals that FDIC that eventually told me is we just like to test, gray, here is an application to test. What else would make the program better? Tools? Maybe you need testing tools. Maybe people need education, I mean that is where it starts. Maybe you could partner up with another agency that has something insight or in place that could really help you show your management this is what is going to make our program and this is what is going to make you succeed as well as, you know, have that accessible information communication technology. Next slide. Chevron

 So we are a community, guys. And I feel really lucky being in this community. I have a lot of great friends to this community. So we are all here to help you. But how can we help you to create that position description? Or clearly start your program? Leaders among the community, do not create your program in a vacuum. We have been talking to other agencies, even one specifically about the terms, and his agency wanted to really write their own procurement language and I said that is ridiculous. Is the art tool, use the tool that has already been built and that is why we are here. User resources. You are not in this alone. It is difficult like Earl said, it took him two years but I think the turning.was when the previous CIO said, this is ridiculous, I am signing this report as the CIO and you do not actually report to me. So when I met the previous CIO, he was or he crossed his legs and he said, yes, we will do this and we will do it right and I really did appreciate that.

 So below these bullets are contact information from myself and Earl Burgett so you may contact me through my email at ER Aiken at FDIC.gov we have a great email guv at 508 [Indiscernible - low volume] Earl Gmail address is e MC J ETT at FDIC.gov. Do you have any questions?

 Bread, I will ask one and this is Yvette Vincent. And this is possibly more for Earl. What would he say would be the hardest mountain to overcome in trying to or going through the process that he went through?

 All right, the hardest problem to overcome, the greatest impediment, the hurdle that we had to traverse, was that there was a lot of bureaucracy that we had to go through and in particular the fact that we had to get an FTE. All right, I think that was probably the hardest part of it. When we started to try and develop the position description, and pursue getting a full-time person on board, the CIO was on board with it, the director of my office was on board with it, everybody was on board with it. And they saw the need for that and saw that we had enough work for the person and all that. But it was actually getting through the process of getting, assigning an actual FTE, that we could use, to put a position description against. So that really was the hardest part. And again, putting together the position description, that was really quick and buy because we have those resources available already. Online. 508, .gov, it is such a great resource. I go there and I mean there is so much stuff there that no matter what we were trying to do, we were putting together our website and able to go there and get material to put in there, checklists for document accessibility like Brooke said, that is what they are interested in, and all those things are available. So the resources were available even to put all the duties and all into the position description. And the questions that we needed for the interviews, that was all there too. It was just the problem of getting the actual FTE because I had to go through budgeting and I had to go through -- and that meant that somebody, some other FTE, that they had hoped to use for another purpose, had to be repurposed for this. And so you are taking something from somebody else to create this. There was, you know -- fortunately we had the executive support for that and the CIO support for that. So it happened, but it just took a while because that was a tough year Craddick thing to do.

 Bureaucratic thing to do.

 [Indiscernible - static]

 Are you ready for me?

 Go ahead, Avis.

 We asked this question, other plans to share 508 PM PD , did we asked that question?

 No.

 Okay, are the plans to share a 508 PM PD? From Kevin Marlin.

 Is that something we could do? I know we would have to get permission for that.

 Yes, we would have to get permission for that. So we could actually take that as an action item. To check and see if we are allowed to do that and if we are allowed to do that, we will certainly share that with this group.

 Great, Earl, this is to Yvette, want to find out let me know and whatever you share with me I can share it with everyone who is attending.

 Fantastic. Delete me more Brooks thing -- probably be more of Brooks kind of thing now that she is the CIO --

 [ Indiscernible - overlapping speakers ] ceramic no problem.

 This is Mike, fly could follow up, Brooke, with you on that, perhaps dinner sizing the PD so it is not explicit to FDIC but it at least allows some of that framework that others might be able to base there's an. So perhaps that might help [Indiscernible - static] mitigate any concerns that [ Indiscernible - low volume ] management has?

 I will tell you guys, in my previous agency, anytime on the Listserv that someone did share a 508 position description, because I know there has been a few, I would save that immediately to my own folder, just so that when it was time to maybe hire someone new, that was there. Because there is always different requirements, if you want a tester, document specialist, something like that. I would recommend that as well, and if you see them come across, save them.

 You are so right, that was one of my sources too. You are absolutely right and I had forgotten about that.

 Thank you, Brooke and Earl, Avis any more questions?

 To each of the FDIC components have 508 POC?

 That is a great question, so FDIC is considered a mid-side agency about 5000 employees and no, there is no 508 specialist and other components per se. We do have trusted testers throughout, a lot of learning center who creates all the online training, they have two up-to-date 508 testers. But in terms of point people, no. Just me [Laughter].

 Okay. The next question is, did FDIC 508 develop a strategic plan for section 508 and FDIC ?

 Do we develop a strategic plan?

 For section 508.

 Yes, and no. I actually just constantly work on that with my supervisor, who has the 508 program as well. So we don't have anything in writing per se, because we are constantly getting questions about different tasks, but as we are moving through developing this program, we are creating, SMP's, and different strategies, so that everything is clear and concise, like if you're requesting reasonable accommodation and IT is involved, what are steps to go through? So yes, and no.

 Okay, one of our, to have time for one more, Yvette ?

 Yes.

 Okay, does FDIC have a publish section 508 policy ? This is from Betsy Sartre.

 We have a directive, Betsy, that Earl had updated before I had arrived in a previous CIO did sign off on it so update it with the 508 standards. It is not a public directive , but we do have a directive.

 And then I did see a question regarding FDIC verifying 508 --

 [ Indiscernible - overlapping speakers ]

 Yes.

 Okay, 508 testers are not all 15 [Laughter] unfortunately. So we are struggling with that as far as working with that in terms of if another trusted tester tested an application, do we take those results and do we review them quickly? But it does all come through our shop. For verification and sign off.

 Awesome, that is it for now. No more questions as I see on the board, Yvette.

 Thank you, Avis. And so we want to thank Earl and Brooke for the great presentation. We are going to take another 10 minute break. And we are going to start at 10:55 and come back at 11:05. Once again thank you a much.

 We will start at --

 [ Indiscernible - overlapping speakers ]

 We will come back at what time?

 Five minutes after 11.

 Thank you.

 Yes.

 [ The event is on a 10-minute recess. The session will reconvene at 11:05 A.M., Eastern Time. Captioner on stand-by. ]on a 10-minute recess. The session will reconvene at 11:05 A.M., Eastern Time. Captioner on stand-by. ]

 Hello, everyone, welcome back, welcome back. Let me just check in with Wanda and Marybeth. Are we ready?

 Yes, interpreters are ready.

 Yes man thank you so much.

 You're welcome, again this is Yvette Gibson talking and I want to welcome Mr. Morris Blakely to our meeting, he is from OPM as well. Morris will tell you a little bit more about himself. Morris, you have the floor.

 Morris?

 Can you hear me now?

 Yes, we can hear you, great.

 I had you on mute by accident. Anyway, good morning. As a Yvette said my name is Maurice Brinkley and I work for [Indiscernible - static] part of OPM, I think I said my bio out earlier but for the most part been was OPM now for about 50 -- 14 years, so today I would like to give you I guess a very straightforward presentation on what a writing position description so I guess without further ado we can go ahead and get into that. Slide please.

 Next slide.

 Specifically what I like to talk about when it talks about position description, definitely want to cover the purposes of the position descriptions, why we need them, what goes into that particular process? And a good process for writing position descriptions and of course I like to cover some major types of position descriptions that we are dealing with aunt Leslie of course if you have any questions or comments that you might have. Slide please.

 In general, the position description is a root statement of major duties, responsibilities [Indiscernible - static] of a given position. What up prescription or description prescription does is it creates a permanent director of duties and responsibilities so people can have a bona fide, classified title, series and grade to go into every position in the organization. One key thing to know about position descriptions as well, you could write a position description but unless it is signed by the immediate supervisor or certified by the immediate supervisor that is a manager of that position, it is not considered to be an accurate position description for the organization so keep that in mind and the other thing I would add to that is that you have an organizations what they called the CA designated classification authority. That is the person in the organization that was assigned or that is in the organization to make sure that they sign off and approve every position in that organization and they responsible for every position so that is also another level of approval in an organization that must be met for the position to be permanent and accurate in the organization and said to be ready for use in the actual organization. Meeting should be reviewed and [Indiscernible - static] is that the best time to update a position description is right before you go out for recruitment or something of that nature. Do not wait until after you've done your recruitment and then update the position. You are trying to get the best qualified personnel in the actual job so what you want to do is make sure that position description, because everything is going to be based off of what was coming out of the position description, whether it is the recruiting aspect of it or job analysis, all of those things are based out of the information you have in the actual PD. So we tell people before you go out to do any kind of recruiting action and stuff like that, make sure the actual duty sets or skill sets which you have identified on the PDR updated and accurate for that position. Slide please.

 As I said before, talking a little bit about the purpose, that position description is definitely the official record of the work to be performed by an employee. We get questions a lot of times in OPM about people being asked to do things that are outside of their duty description and kind of what is the premise for that or what is the platform for that? Understand, you could be asked to do things that are not on your position description, but what the position description should do it should be a bona fide record of the primary duties of the primary tasks that you have been assigned. It is not an end all be all because of that was the case you could have a little bit of everything on the position description, but those items maybe do not need to be there because what you want to do is hone in on the primary once, the most important ones, identify those for that actual employee. Because those are the things that are going to drive the grade and the series not the additional thing that you might be asked to do when it comes to during your actual daily job. So you also notice and I will cover this a little bit later, there is always an additional line at the very end of the duties when you write a position description , it will say something like, and other duties that may be assigned, that is there for particular reasons or person can come back and say, this is not a my position description oat should not be doing it, that is not necessarily the case. As long as they are not asking you to do something far out of line or immoral or out of line with the normal flow of your work, you can definitely be asked to do that and it does not have to be accounted for in your position description. Thought that I would put that out for little bit. Uses for position description as I said earlier and I mentioned qualification requirements and [Indiscernible - static] selection, promotion action, all of these that PD is a foundational standpoint or point that you will start for all of these particular processes or actions. This is why it is so important for this information to be updated and relevant to what you're doing in that particular job or what you are being held accountable for. That is very important. It also informs employee or applicants about the duties and responsibilities. We talked to a lot of folks who do not have a clue, in some cases have not even seen their position description, so I like to put out the fact that everyone that is in the organization, period, you should always be able to ask your supervisor for a copy of your duty description and as a matter fact when you are going over the initial onset of what you are responsible for your performance period that should be one of the documents that you should ask to see to make sure the information that you are clear about the information on that position description and what you're being asked to do in your particular position. So employees should definitely have a copy of their duty description and they should know what their duties entail for the work they should be performing. Also with the position description or PD, analyze training needs. A lot of times we will talk about the following, we will talk a lot about developmental positions but there are certain platforms and when we talk about any type of analyzing training needs and of course development positions will have their site level but once he retired level you are eligible to be development or you have been developed to move to a higher level if you came into that position in that manner. So that is kind of how you want to analyze kind of where a person is and identify what training needs are there or needed to move to the next higher grade or the next position. So that is kind of how that plays into the developmental piece. Reviewing job [Indiscernible - static] establishing performance standards and I talk a little bit about this already too. And the of the as for performance standards that you are being held to should have some flavor of your position description. Because in many ways they are developed for or the position description is used to develop those performance standards because is the right information from the actual job that you are saying that you are being held to or that you are deriving from either the position description to do or measure your performance standards. How well are you performing those actual duties that you have been assigned per your PD?

 Also developing and studying work floor and patterns that the organizational structure, position description, you will notice that every organization has certain skill sets that are needed to accomplish the mission for the organization. Excuse me. That are needed to accomplish the mission for the organization. So with that said, there are certain structures, those positions should be aligned into to get the best benefit for the organization, up on your organizational structure. The normal flow of their work and that is how the position should be aligned so when you are doing or studying the work floor or patterns of the organizational structure, this helps synchronize or organize how the actual work should be most efficient to our organization and how you have the positions aligned. So knowing what work is being done on a position description or PD, and knowing how that aligns your organization, this makes the organization more efficient moving forward. So that is kind of how all that plays together. Next slide.

 Additional uses, protecting duplication of work or overlap responsibility, kind of plays into what I was saying. You notice if you are really not up on making sure that position description are being looked at on an annual basis or yearly basis, you'll notice a lot of times people will migrate duties from another position description into theirs and out we could possibly have duplication of work or overlapping of work. We want to try to avoid that. That is why you have those letters of approval when it comes to signing off on PD's, to make sure that we are not duplicating work or saying someone has tasks that they are supposedly doing that really is assigned to another person in the organization so you want to make sure those are clear and being reviewed under your or yearly basis for that purpose if for nothing else. Establishing competitive levels, for reduction in force. I would like to stop here for a minute and talk about this. This is important because you will notice a love times especially when creating new positions, a lot of management or supervisors would like to throw a lot of different duty sets or skill sets into a particular PD. We advise people not to do that for several reasons. Number 1 you have no clear-cut duty structure or duty said for a particular position or PD then you select that person or soon -- select PD kind of into a catchall, a category. In other words more of a 301 type of serious. We as an OPM, we usually advise folks to stay away from 301 if at all possible. Sometimes you cannot stay away from that 301 series because some organizations are some duty sections are very small and people have to do various duties in that particular structure. And they wind up signing like a 301 series to the job. But we advise you not to do that if you do not have to because if you can clear-cut that duty structure or the series titling great for that position more so than putting it quote unquote catchall series like a 301, you can alleviate or further prevent that person from being susceptible to real for reduction in force of any type. What are 301 series does is -- I will call it generic -- it is not specific enough so therefore it does not rate a lot of times very high it comes to competitive leveling codes. Which can be detrimental to that employee in a real scenario. So that is why let me take a little time to talk about that because that is very important that managers and supervisors and employees try to make sure they are looking at things like that when positions are being classified or new positions that people want to try to stay away from those type of landmines are those potholes that you could fall into when creating positions or assigning certain types of series to certain positions. Another use will be basic evidence in appeal case. This is another reason why you want to be very clear, concise when you are outlining duties on APD and making sure they are clear and concise and I like to say, paint a picture of what that position description is all about. And we say that because you never know what a position description is going to be used in an appeal case and as fundamental evidence from employee complaint or whatever, that you might have to deal with. If it is not on the PD, a lot of times it is a primary duty or something that is really why outside of what that person should be doing, that could be held against the organization or the agency. So you want to make sure you clarify a lot of this information and make sure the position description are clear and concise as possible. Determining bargaining unit coverage, a lot of different positions goes into different types of units throughout the organization and based on how a position is structured or the type of position it is and the series that is. And my determine whether or not that is considered to be a non-example or exempt type of description so you want to make sure once again it is a very thoughtful and very succinct when you're developing structures to make sure they are clear and concise.

 Next slide please. Let us get into the who does what? And kind of the responsibilities for who the process of developing structures and kind of how that process ties together, with the HR shop, for your classifiers, getting HR folks that help you formalize. First of all let us talk about supervisors and managers. Supervisors and managers, of course, often they hold the responsibility of making sure duties are clear and concise to what a person should be doing. If anyone should know what an employee should be doing in an organization, it should be the supervisor or manager of that employee. So you want to make sure [Indiscernible - static] [Indiscernible - static] supervisor manager [Indiscernible - static]

 Okay.

 Please mute yourself, everyone. Please mute yourself, thank you.

 Okay, continue. You want to make sure you are very to what is being said in your employees description and you want to make sure you need to make [Indiscernible - static] to get it recertified and you want to make sure you take those additional steps. We say at least once a year as I mentioned earlier. Because that is very important that you want a person on the proper duty description. At also [Indiscernible - static] major duties them description and what is needed to accomplish the mission. Every position description should meet up to the organizational goals and you should see how that position follows it structure to support the overall organizational goals. Or functional goals for the organization. There should be a direct correlation there. So make sure that you have the position description aligned to that particular sequence. Responsibilities for the classifier. Classifiers are there for many different reasons. There is a lot of fallacies there to say that classifier is there to ask the or write the position description for the manager write the PD for the manager or the supervisor. That is not so. The classifier is only going to know the detailed information that the supervisor or manager can certify or validate. Now the classifier will be of course the person to go through and apply the regulations or the standard to those particular duties to classify out to make sure you are grading it out or you are structuring it out in the proper series and title. They are there to help with those particular manners, but more of the actual core duties of the position, the supervisor and the manager, that is more of a direct responsibility for that position to do. And then the classifier will come along beside the supervisor or manager to help form the actual description to make sure it has a proper title series and grade and that it needs to need what the organization should be shooting for. Classifier can also help with writing or assisting. A lot of times you will notice that supervisors or managers, especially if it is a new position, they come to writer's block is with they call it and they do not know how to start a paragraph when it comes to writing duties and descriptions. Less fires have different techniques that could definitely help you with that but once again you are in the position as a supervisor and manager to certify that information, even if a classifier helps you formulate paragraphs or formulate duties on APD, you are still in a position to certify that information to say it is true and complete. Ensuring major duties are factory level descriptions, are related, properly. Once again that classifier is there to take the information that you are giving them and apply the actual official standards to that information, to make sure that information is graded out true and complete, per wit OPM standards and regulations are saying that position should be graded out as. That is how they come into the actual fold to help you with that information, to make sure you have a viable position description for the organization. Slide please.

 Moving on, what should be in the actual PD? You kind of heard me talk a little bit about major duties a little bit already. But for sure -- you also heard me talk about painting a picture. There is a synchronized process of how a position description should be laid out. And major duties, once you give an introduction into the organization and a brief description of kind of what this position duties cover, then you'll get into the specifics of the major duties and responsibilities of that position. The other thing we tell folks, and receive is not happen, but we make sure or help folks correct or reclassify in many organizations, a lot of folks do not put a percentage of time on each of the duties that are assigned. I will tell you this is very important, first and foremost, the major duties and responsibilities are not supposed to exceed 100%. But you want to bring some type of metrics to that or some type of accountability to that because you want to outline how this work is being assigned to an organization or what kind of value or percentage that you are putting on the actual work for that employee. So we advise folks to not shy away from time to or trying to quantify the duty or the percentage because it helps clarify kind of what that person's time is being allocated with that particular duty. Which further helps you to classify that job more correctly and permanently in an organization. Duties currently assigned, not projected duties, unless job is new. Yes, please stay away from what you think the employee will be doing in the future. Try to stay with heart Colfax about what that job is needed for today. Unless it is a brand-new position, and you have to project what you think this position or what you need this position for. But if it is not a projected position or a new set of duties that you are trying to classify, stay with what is known, stay with what you have that actual work, what you actually have that employee are doing and quantify or qualify that. Not what you are or what you would like that person to be doing because he organization might not move to that particular area or the organization might go in a whole different direction and out you went to the PD or those duties invalid for what this person was doing in the organization. To try to stay away from those types of things. That is why the next bullet says, observable duties. Yes, exactly what that person will need to be doing or is doing in an organization, what is observable? Duties identify the position purpose in the organization and I spoke earlier also about all duties should be aligned throughout the organization to say how they support the overall mission. Every position in the organization should support the overall organization mission in some manner. If it is not, then obviously that position maybe should not be in the organization. If it doesn't have a viable person or viable purpose of the organization, then it is not a position that should be in the organization. Every position should have a viable purpose in the organization. Duties expect to continue to recur on a regular basis and I kind of hit that already and also I talked about other duties assigned. That is kind of the catchall bullet that we usually put on PD's to say that as long as they for the position or the duties of the position is not asking or you supervisor is not asking you to do something way out of line with what you are being assigned, for work, then that work is waiting for you or should be okay for you to do if you are being asked to do that by your supervisor. Whether or not it is fully outlined in your position description are not, okay? Also I have a helpful hit down here which is concentrate on position and not the person. Let me touch on that just a little bit. A lot of people try to write PD's to meet a person. That is not the purpose of a position description. I have said two or three times now that a position description should be aligned to support the mission of the organization, not the mission of the person. So just because a person has a certain degree or came from a certain background, or has a certain skill set, that has nothing to do with the needs of the organization. So we don't write PD's to meet the needs of a person, we write PD's to meet the needs of an organization. So stay away from what skill set or what desires a particular person has and write to the needs of the organization need deposition to do or how they need deposition to function. A lot of folks fall into that pit hole there. But that landmine really in a lot of cases, but try to stay away from that. Write the positions to meet the needs of the organization.

 Mr. Moore's, this is Mary Beth Morgan. We are changing slide so do you mind if we switch interpreters?

 Sure.

 Thank you so much and give us just one second. We are just copying each other to make sure everybody can see me.

 Okay.

 Go right ahead, Mr. Moore's, thank you.

 No problem. Moving on. We talked about -- we cover the slides so next slide please.

 Additionally when you're writing PD's and things to do, use the fact evaluation system. Factor evaluation system would be FES is the most standardized staff evaluation system that we have for permanently GS-jobs. But I will tell you that we even try to push managers and supervisors, even when they are working with what we consider a narrative job set or series where that is more a narrative type of job structure and already know [Indiscernible - static] regulation that job in a narrative sense. B-cell try to push those particular agencies to quantify the information, is in the factor evaluation system format. We do that for a lot of purposes -- for many different purposes here. Number 1, it helps bring things out of the weeds a little bit more than what the narrative format does because it leave a lot of things up for interpretation when you use a narrative format that a lot of the series have been written in, or ask you to evaluate that particular job in but you can still write it in the fact evaluation system and grade it out with a narrative factor system but this brings more clarity to what this person is supposed to be doing in the actual PD. It factors it out better and it gives you -- the only difference would be is that we do not assign points to a narrative position description but you can most certainly write it in that manner and that make a note on the PD that it was written in a factor evaluation system but no points were assigned. It brings a lot more clarity for or to that. We have been approved or okay to do that from OPM policy and appeals division, that they feel that format actually works fine too and once again brings more clarity to a lot of those positions that were classified. I thought I would touch on that as well. Ensure you have all submitted facts about the position. Once again, you're trying to paint a picture here. So you want to try to make sure when you go from the top to the bottom of the PD, you can see systematically what, number 1, what a position is aligned, how this position is been assigned, what the actual official title and what area this person is working under going right into the actual duty structures and then you want to quantify why those duties meet a certain factor or factor out in the Cerner or certain manner and then you want to do closeout of that PD to say how that position grates out with the title series and grade, to hold up the PD. Should be a systematic process, painting a picture, of how you got to the endpoint to say this is why this position is rated out in this manner.

 I also talk here about arranging the major duties and in logical order and once again if at all possible, you want to make sure that those duties are aligned and the most important to the least important duties as well as you want to make sure you have that percentage of time to go along with those particular duties that you have on your PD. I also have down here about including that percentage of time devoted to each duty. Touching on that because that is majorly important. Some helpful hints, we talked about the mission statement functional statement organizational charts are also helpful for writing PD's. I talked about making sure the position lines up to the mission and the organizational functions and you know what is the organizational's purpose? What is it all about and what is this organization here to do? What is the theory here to do and how do they support the overall function for the agency? All of that, you should get a glimpse of all of that, through that position description that you are writing. How it links up to the big picture. Next slide please.

 Some other things to remember, no fluff. Is I say I always use this analogy clear, concise. Tried to stay away from long, run-on sentences and paragraphs of subject matter. Try to be clear and concise with the duties that you are writing on PD's. A lot of folks feel if you write more, it means more, or that could be looked on that this person should be graded at a higher level. No, all it really does is convolute the actual PD itself because now you put a lot of fluff in there and a lot of times it will actually hurt the grading of the actual PD. So we ask you to be as clear and concise with the information as possible. I know there is a lot of conversation about 508 compliance when it comes to PD's as well. We say very general with the conversation on this but what I will say, when we talk about 508 complaints, we ask folks, you know, bullet points used to be a big deal on PD's. Now we are asking folks to go way or away from the bullet points but have the clear and concise statement and say away from a lot of grass PD's because again the goal of 508 compliance is to make sure for anyone who is looking at a PD or reading the PD with any type of handicap or disability, they can look at this information and they do not have to go through a lot of changes and get the same information that anyone who views it gets information. So when it comes to writing PD's, concerning 508 compliance, you want to make sure you're not putting a lot of jargon, a lot of fluff, or a lot of grass on those types of things in your PD's because you want the PD to be very clear, and concise, to what that job is doing. You want to make sure you are honing in on that. Additionally, using complication standards not try to copy a, yes, let me touch on that for sure. The standards are there for the guide. That is why we have classification standards and that is why we other regulations that we all or the classifiers operated by. One thing about any classifier, and you probably have heard this before, no two classifiers see things just like and just an issue of the business we are in but I will say this, the standard is a deadline for all of us and we try to have very similar interpretations when it comes to how the standard should be applied at different jobs. So with that said, if the standards stands as a guideline for all classifiers to use as well as digests and a few of the things that we always go back and make sure that we are playing the stander correctly, if those things are there for us to use to help clarify the nature of the job or rate out that particular job, then the clearer we can get the information, the more exact we can get the information, that is only more power and more clarity to whoever is reading that position description to make sure they understand it and that it is clear to them what this position is about but if you have a lot of jargon and you have a lot of additional information that may be is just not value added at all, to the actual job or the work that needs to be done, then it could be very confusing and very misleading and a lot of times it leads to a position being misclassified. So be very clear, concise when writing that. And the things I am saying here, definitely ties into the 508 compliance. Because dealing with 508 compliance it is about not having a lot of jargon but having standardized language and it is about having standardized formats, that anybody can look at this or Pilates particular documents and be able to glean what they need to clean and move forward. Work with your classifier, we are here to help to get what you need from the organization. A lot of supervisors once again I realize a lot of supervisors or new supervisors and a lot of managers or new managers, you do not have to try to outline PD's in a vacuum or right PD's in a vacuum. Form a partnership with your HR shop. A lot of HR shops have designated assigned HR liaisons that assigned to your particular area. Those people are there to help you if you have questions about something. Why is this here? Why should I put certain things on the PD when you're trying to structure the PD? They should be able to explain that to you to help you get a better understanding or how to formulate the information going forward. So do not shy away from asking for help from the HR shop because it is important for you to be in step with the classifiers and the HR shop is helping you to formulate or develop your PD's, and make sure that you are not way off on something and that when you send the PD and for finalization, that they are saying, while, this is completely wrong and you have to go back to the drawing board. So form those relationships upfront. Get the said guidance of front on what they need to see from you to move forward with those PD products that you are submitting for classifying or finalization through the HR shop. Next slide please.

 When should changes be made? Anytime there are changes to major duties or responsibilities, yes, those changes, that PD, should have changes made because a major change to any primary duty or responsibility on APD could totally affect the structure, the duties, the grade level, the series, the whole gamut of things. So yes, anytime there is a major change or responsibility, that PD should be updated. Now very simple pen and ink changes and we tell people that there is no reason to rewrite a PD or make a major change to the PD if it is strictly a very minor change such as a word change, such as a different context that you want to write a particular paragraph, notice it is doing the same work and you say this person responsibilities are the same, than those kinds of things could be done without major changes to the PD. But when it comes to things such as a complete program change, this personal longer works in that area, they work in a complete area now and the whole mission change and they work a whole part of the organization and technology they are using, totally different from what they were using before. Those things require you to update those PD's, and now you have some work to develop in PD because they are doing work that has not been accounted for in the PD so those kinds of changes definitely need to be made and they definitely need to be updated as soon as possible and we tell folks we know that everyone is busy, and you don't -- most folks honestly, most folks do not look at PD's every two or three years if that. But where saying if you know as a supervisor or manager, when you know that a person has been changed or something majorly changed with that job, pulled yourself out to try to help accommodate that particular one or that particular skill set or that particular PD to make sure that you are aligning that person with the duties that that person is doing. Because you are doing organization and the person and yourself a disservice if you don't. As well as the last bullet I have here as well as changing guidelines, organization levels, nomenclature, kind of what I talked about. Any major change to those particular areas, please take the time -- take the time now to dominate the PD's to fit the information if it's a PD or that organization at the point. Slide please.

 This is Mary Beth, the interpreter, we will switch interpreters.

 Right, Rhonda?

 Okay.

 Moving right along I will briefly talk about the different types of position description is out there make, standardize, mix grade, mixers and supervisors and leaders. Slide please. A standardized position description is just that, it is usually a position description that will cover many jobs that are very similar or identical where you do not need to write a separate position description to cover those jobs. The benefit of that is that -- here I will list them off, facilitate consistency throughout a certain type of job or scopes it [Indiscernible - static] writing PD's and expedite staff and recruitment actions because you don't have to go back and revisit that the wheel every time you try thank recruited by you have a PD that is pretty much covering the set of duties and responsibilities that you could use. That you could advertise or recruit by. Let's see, flexibility of assignment and once again if there was no major change in the actual work itself that is being done, just moving a person to another area that is really doing primarily the same work, you can use the same PD for those particular areas. Slide.

 But there are some major risks for standardize PD's. One of those risks will be when you try to use that standardize PD to cover a lot of different jobs, that maybe are not identical, maybe they have major changes or maybe skill sets that are different in various areas. I would advise you to try not to make everything fit in that square hole when there is major differences between the duties that are being performed by various employees. So wring those out. And try to have standardize or excuse me standalone PD's for those positions. You need to classify outside of those standardize PD's. PD's too generic, to develop a appropriate recruitment, another wrist you could run into if you take out all of the detailed information about certain jobs so you could recruit for various jobs or one PD, love times you will take out those key points of the key things you need to be recruiting for and make that PD too generic and that is another risk that you can run into so once again pull those positions out and have standalone PD's to promote or identify those actual jobs that you need a strong PD 2.point specifically to certain skill sets that you need in the organization that you are trying to improve on. Last thing I have here, we talked about earlier, continental codes, once again too generic, the risk is that you are moving a lot of people that might have identified skill sets that you need to try to retire to keep an organization, if you have some type of reduction in force, but you group those as part of the standardize process and one PD and never identified a workout, those kinds of positions you take the chance of losing a lot of those personnel with those particular skill set that you need to keep her that you need to identify. So those are some of the risks that you will run into when you look at standardize PD's. Slide please.

 Mix grade, very few positions only have a single type grade level on those PD's, in other words work on a PD is going to be graded at various different levels. But where the PD is going to grade out for the highest work performed, if it is performed at least 25% of the time, that is going to be how the PD is graded out at the very highest grade level for that highest level of work. If it is done 25% of the time. But it or there is no PD that does all of the actual work at that highest grade level at the time and once again I mentioned before about you can assign various duties and insert an organization so some of that work will not be at the highest grade level and you get those lowest grade level type of work, but as long as 25% or more of the work on that PD is being done, then that position should be graded out of the highest grade level for that highest level work that is being performed. Slide please.

 Mid-series, there is someone we talk about mixers positions we talk about work that is covered by more than one occupational series. This is where we were talking about the grade level, mix series is very similar too and I mentioned in a lot of different small organizations people have various tasks. A lot of different tasks are job assignments fit in different serious. If that is the case what you are looking for is the most predominant series or the paramount knowledge required to do that particular job. By doing that, you are trying to identify or try to grade that job out with the series that most represent the type of work that is being done. Once again when you are recruiting for something, you always want to try to recruit for those skill sets that you need, that you must have in this position. Not the ones that maybe we could find somewhere else. Though still can be part of the description if you need the position to do that work, but you always want to recruit for the less need skill set that you are trying or that you need in that position or that you need that position to do. Next slide.

 Every type of PD that I talk about, supervisory, position description, pretty much what a supervisory position does, accomplishes [ Indiscernible - low volume ] technical administrative supervisory of staff but also organizing and monitoring work processes. Pretty much what a supervisory position does or has the authority to do of course, is designate an assigned work. So with that said, pretty much [ Indiscernible - low volume ] discipline actions are assigned work or is is personal or move people around, the whole gamut of different things, sold what that says is there is a certain amount of authority that goes to the supervisory positions. As long as they say authority, supervisors are held to a higher accountability level too. So to say that, we usually tell folks, you cannot be considered to be a supervisor unless you are doing that type of work at least 25% of the time. There are a lot of jobs that they great out but the work does not classify out to that job performing supervisory type of work, 25% of the time. So we do not rate those out as supervisor. A lot of times those positions have to be, you know, either a technical lead or a regular job but with some additional supervisory workability, but it does not meet the need or the responsibility, threshold, of meeting the supervisory level and that is why we talk about that here to, a minimum of 25% of the time, that threshold must be met for position to be titled out as a supervisory position. Next slide.

 Talk a little bit about lead positions and of course there are different types of lead positions, predominately we talk about part one or part two for elite position. Part went lead position, we are really talking about more of the one grade interval type of people leading those type of series. But a lead position is just that, it is a position that is a working leader in the actual organization that can help guide a lot of the work. What a leader position does not have is the full level responsibility that we spoke about with the supervisor position. But elite position will certainly assist in a lot of those categories. But in a nutshell, when you look at elite position, whether part one or part two, Lee positions, their primary focus is leading the work. When you talk about a supervisor you're talking about leading the people so there is a distinction made there where a leader type of job is more work focused, supervisory job is more personnel focused. Even though the supervisor can lead to work and the personnel, leaders specifically is more involved with leading the actual team or the work itself.

 The leader position performs work at the same time of the same kind in the level of the highest grade of the work being accomplished by the team. The other thing that we are talking about here, is that usually of course the leader is one grade higher than the actual highest level of work that is being performed. So with that said, the leader really still performs work at that same level of that baselevel work we are talking about. But they are usually one grade higher because they are in a position to help guide those work teams or lead those particular work teams to get the work accomplished. Next slide.

 Okay, that was the end of my actual slides and I know that I talked a little bit about 508 -- 501 compliance but at this time I would like to hold it up for any particular questions or comments that I need to expound on her cover.

 Morris, Avis will be reading the questions for you. Go ahead Avis.

 Are afternoon, good morning. Mr. Morris, one question from Jennifer. As more people retire, agency sometimes do not backfill those slots and simply transfer those duties to other employees on top of their existing jobs. What recourse does the employee haven't been assigned more duties and work then can reasonably be accomplished in a single full-time, slashed 40 hours per week job?

 Sure, love to talk on that. Actually let me mention two things about that and number 1, if it is very similar work, that will certainly manager or supervisor can pass those duties onto that employee. But I will say is I talk about making sure things are identified on the actual position description, that is key so those position descriptions need to be updated with that new or additional work that those people are performing. Secondly I like to say this, we do what we call work logs or work luck studies or job forms studies. There is a certain amount of work that you could say or when I say a teeth -- FD full-time equivalent there's a certain amount of work once you do work studies that could be validated, that a particular FTE could cover. So I as people do not get mixed up with the fact that you got additional work that is been added to your plate to say that if somebody retire, if it is truly work that requires an additional person, I would suggest you need to do some kind of work-study to see if there is additional person that needs to be hired to accomplish those duties. If it is just a matter of giving you duties that someone else has had but fits within the structure of a job that you currently hold, I think those just need to be identified with the PD and you should be able to move forward from there so two different things there, we're talking about amount work and talk about type of work. So by all means both of those can take you into a couple of different directions. I hope that answers your question.

 Okay, thank you, Mr. Moore's. Another question from Tim Cragin, how often RPD's changed or updated, is a PD ever change while someone is fulfilling the duties of the position? What are factors that influence that?

 That is what I kind of mentioned earlier, if there are major changes to functions or duties or the organization or what they need that position to do, the PD's should get updated it on a minimum of PD's should be reviewed and certified annually and we realize it doesn't happen all the time but really that is what supervisors and managers should be doing. If nothing else take a cursory review of that PD to make sure it is still stating or identifying the actual work that person should be doing in that position.

 Great information, thank you. At this time I don't have or does anyone -- way too many, I'm sorry. Okay, I think that is it for the questions on this segment.

 Okay.

 Yvette?

 Thank you, Mr. Morris.

 Thank you, Morris. Thank you for that insight so now that we have a better understanding of how to write PD's, I want to thank everyone for attending and I want to just throw this out to everyone, that's he had a question, so if you want to respond to it, you could send it to section 508 mailbox and here is the question, let's see, Betsy's question was, I cannot find it now.

 I have it.

 Go ahead, Avis.

 Okay. She wanted to know, Betsy wanted to know, I would like to know how many agencies have a dedicated full-time 508 p.m. versus the position being held in conjunction with other duties?

 We did get one responsible if you would like to respond to her question, you can send your responses either to myself, Yvette .Gibson@GSA.gov or to the section 508 mailbox, section.jik08 at GSA.gov and I will pull all of your responses together and send them to Betsy. So she will have your responses. Does anyone have any questions? We are right at noon.

 I see none, so I want to thank our interpreters Mary Beth and Rhonda and I want to thank all of you for -- our driver, Mike, and I want to thank our presenters and our question reader, Avis, and all of you who are attending today and we will see you in August, thank you very much. Have a great day.

 Thank you very much, Yvette. You for your patience with all the presenters, and Hillary, thank you so much, really appreciate all of the patients from everybody, it was lovely.

 Goodbye.

 Goodbye, Morris.

 Goodbye.

 Thank you all very much.

 Thank you all for coming.

 [ Event Concluded ]