hello everyone I'm Cheryl cane piasecki

0:03

with the Institute for ethics and

0:04

government and I'm very happy to be with

0:06

you today to talk about a new employee

0:08

orientation before we get started I just

0:11

want to take a few minutes to say that I

0:13

hope that everyone is taking very good

0:15

care of themselves this is a trying time

0:18

a difficult time for us all and I think

0:20

it's important that we all take care of

0:22

our physical well-being as well as our

0:25

mental and emotional well-being and I

0:27

hope that you are doing just that so

0:30

today we're going to talk about new

0:32

employee orientation as an agency

0:34

culture boot camp I know you're probably

0:39

saying well that's a pretty big title

0:40

Cheryl and that seems to have an awful

0:42

lot of ambition and it does have a lot

0:45

of ambition it was an idea that I

0:50

developed for the national government

0:51

ethics summit and I thought about it a

0:54

lot in advance of the summit but I think

0:56

that a lot of them concepts were gonna

0:59

be talking about today and the new

1:00

framing and viewpoint that I would like

1:02

you to have with respect to how you

1:04

conduct and how you view the purpose of

1:07

your new employee orientation will be

1:09

informed by a sense of who is it that

1:12

we're onboarding these days and into

1:14

what environments are week-one boarding

1:16

them and what Duty do we have what

1:19

obligation do we have to these new

1:20

employees to try to do our best to give

1:25

them some facsimile of a sense of

1:28

belonging a sense of identity with our

1:31

organizations when we're asking them

1:34

from the get-go to be working

1:37

effectively in isolation at home so the

**Every agency needs a Semper Fi**

1:43

inspiration for not just the title but

1:46

generally the whole framing for this

1:49

perspective on new employment

1:50

orientation came from a government

1:52

executive article that I came across the

1:56

title in particular I found very

1:58

compelling every agency needs a Semper

2:02

Fi

2:03

every agency needs

2:06

a Semper Fi I want you to sit with that

2:10

for just a moment or two and think about

2:14

what that means to you and how that

2:18

strikes you

2:23

I don't think you need a whole lot of

2:25

time with it to be able to describe the

2:28

effect

2:29

they probably had I'm not a Marine

2:34

I have never belonged to the Marine

2:37

Corps I don't speak Latin or read Latin

2:42

or know Latin but I know what this

2:48

Semper Fi

2:49

means and represents to me and for me it

2:55

represents loyalty and Duty and honor

3:00

and service it's a sense of mission and

3:07

pride and esprit de corps and if it

3:13

means all those things to me I cannot

3:17

even imagine how Semper Fi resonates

3:21

with the wonderful men and women of our

3:25

United States Marine Corps so what is it

3:30

that Semper Fi represents for for anyone

3:36

who sees it but most importantly I would

3:38

assume for people of the Marine Corps

**A sense of identity**

3:41

it's an a sense of identity this is what

3:46

it means to good marine this is who we

3:48

are it's a sense of purpose this is what

3:52

we do this is what we believe in this is

3:55

what we represent and it's most

3:58

certainly then a sense of belonging that

4:02

if you are a marine this is what it

4:03

means to be a marine and this is what it

4:06

means for all of us to be Marines now

4:12

not every agency necessarily has a

4:18

slogan

4:21

but every agency certainly has an

4:23

identity and every agency certainly has

4:27

a purpose and the employees who belong

4:31

to those agencies certainly want to have

4:34

and do have a sense of belonging that is

4:38

related to the mission the vision the

4:42

goals of the organization what one has

4:46

to believe and feel and commit to in

4:50

order to make sure that that mission

4:52

those goals those visions are realized

4:57

successfully in another government

5:03

executive article they had done some

5:05

polling those some federal employees and

5:08

according to the survey results 72% of

5:11

the people the federal employees who

5:12

responded to that survey said they were

5:14

proud to work for their organization

5:16

so pride is a motivating factor the

5:22

majority of respondents said that

5:23

workplace culture wasn't only important

5:25

for their own sense of identity and

5:27

pride but that it actually they believed

5:30

it was important for the organization's

5:33

productivity its efficiency and its

5:34

success so those this isn't just you

5:38

know feel-good emotional moments this is

5:41

very much people's attitudes about their

5:45

workplace and about the sense of

5:48

purposefulness in their agency's

5:51

missions and functions is very important

5:54

for the level of productivity and the

5:56

overarching success of the organization

**Attracting and keeping employees**

6:01

it's also important evidently to attract

6:06

and keep employees so let's think about

6:09

your new employee for them for a moment

6:11

obviously something about your

6:12

organization attracted them to you and

6:16

certainly you want to keep them in your

6:18

organization you you've spent time and

6:21

resources trying to get them to apply

6:22

and you've spent time and resources and

6:24

selecting them as people who are going

6:26

to be working in your organization but I

6:30

think it's especially important to note

6:32

that federal employees really have a

6:37

strong attraction to public service and

6:40

so the cultural aspects of public

6:44

service are something that we can use to

6:47

attract and keep people in our

6:50

organizations so again in our new

**Identity and purpose**

6:55

employee orientation we should be

6:58

focusing on creating a sense of identity

7:01

for the organization that the person can

7:03

identify with then to helping them

7:06

understand what the purpose of our

7:08

organization is what it is we do what it

7:11

is we value and believe so that they can

7:14

then know how they fit in how do I

7:17

belong where do I see myself you hired

7:20

me to do this job but where does it fit

7:24

into this overarching sense of identity

7:28

and purpose of the organization now we

7:33

all know that when you're a federal

**Multiple identities**

7:35

government employee we have multiple

7:38

identities and so in this first part of

7:42

a two-part series on new employee

7:46

orientation we are going to be focusing

7:49

on the question of who are we who are we

7:53

with our various sort of levels of

7:55

identity as federal employees

**Who are we**

8:01

so in answering the question who are we

8:03

we are going to be answering the

8:05

question what is it that we do what is

8:10

it that we value and believe and then

8:14

how do we actually do our work how does

8:18

how do our values and beliefs show up in

8:22

the work that we do so that when we are

8:25

working on a day-to-day basis the job

8:28

that we're doing and the way that we do

8:30

it is consistent that it demonstrates

8:33

the values and beliefs that we say we

8:36

espouse so if we deal with the sort of

8:42

first level of identity which is we're

8:44

executive branch employees we're federal

8:47

employees we're public servants what is

8:51

their sense of identity at that level

8:53

and I think one of the common pieces of

8:57

identity that we have is our oath of

9:00

office we swear or affirm that will

9:06

support and defend the Constitution we

9:09

say that we will well and faithfully

9:10

discharge the duties of our offices we

9:16

make a choice when we're a federal

9:18

employee to make a promise we promise to

9:22

do these things so we're promise makers

9:25

federal employees are promise makers and

9:28

we do that freely we choose to do that

9:31

our oath says I I take this obligation

9:36

freely without any mental reservation or

9:41

purpose of evasion so who are federal

9:44

employees for promise makers we should

9:49

also be Promise Keepers

**What do we do**

9:53

what do we do how do we describe what we

9:57

do as public servants at the federal

9:59

level at this level of identity in

10:03

ethical service an employee handbook

10:06

which is a handbook that OGE created and

10:09

our materials are available on our

10:11

website for your purposes we have

10:15

language that you can use you can borrow

10:18

which deals precisely with answering

10:21

that question we as public servants

10:24

safeguard the integrity of our nation's

10:26

government we go on with some further

10:30

details but is the general proposition

10:31

as public servants our job what do we do

10:34

we safeguard the integrity of our

10:36

nation's government

**What do we believe**

10:41

so what do we believe what do we value

10:44

and believe as federal government

10:46

employees at the executive branch we

10:49

have general principles and standards of

10:51

conduct they demonstrate or that

10:55

illustrate what we believe in and what

10:57

we value

10:59

now og has taken the liberty I guess of

11:03

reducing those 14 principles to just a

11:07

few that you also could incorporate into

11:10

your new employee orientation which is

11:13

to say anyone who's an executive branch

11:16

employee if you choose to be an

11:19

executive branch employee then there are

11:21

some expectations we value the rule of

11:24

law and we respect it in all of our work

11:29

we value selfless service so we don't

11:32

misuse our public positions in order to

11:36

benefit ourselves we value responsible

11:40

stewardship of the resources we've been

11:43

given as government employees so we are

11:46

responsible in the use of our time our

11:50

position our authorities and all the

11:52

resources that are given to us as

11:54

federal employees

**Answers to the question**

11:59

so that's who are we or some answers to

12:03

the question who are we at the highest

12:05

level which is to say the broadest level

12:07

as executive branch employees as federal

12:09

government employees but where it's

12:13

really going to resonate with your

12:15

employees is it obviously at the agency

12:18

level maybe even at the bureau level

12:20

probably more so at the bureau level

12:23

even if the sort of discrete task

12:26

professional level but these questions

12:31

are ones that you have to answer for

12:33

your employees oh gee he can't give you

12:35

language to substitute for your own

12:37

language we don't know what the cultures

12:39

of your organizations are only you do

12:42

but you need to make them manifest or

12:45

your new employees they need to know who

12:49

are we as an agency what's what's our

12:52

mission of course what's our vision what

12:55

are our goals but what's our purpose how

12:57

do we describe the value of what we do

13:02

to each other and to the public

**Values and beliefs**

13:09

what do we value and believe because

13:13

agency cultures are different and

13:16

because your missions are different

13:17

there's certain things that you value or

13:20

you have priorities of values and

13:22

beliefs because they are more consonant

13:25

with the specific mission or function of

13:28

your agency they're tied X Triple E to

13:31

the actual work that your agency does

**Examples**

13:35

there are some obvious examples maybe

13:38

not obvious I think there are obvious

13:39

examples I think DoD and the services

13:41

are always the first ones that come to

13:43

mind when we think about having a set of

13:45

core values and each of the services has

13:48

them as does DoD generally but DoD and

13:53

the services are not alone in that the

**Core Values**

13:55

FBI which is a Bureau of the Department

13:57

of Justice has its own core values

14:00

they're very inextricably tied with the

14:03

mission and vision and function and jobs

14:05

that the FBI performed

14:12

USDA oh I G has a set of core values

14:16

that it asks its employees to subscribe

14:20

to now none of these values statements

14:25

none of these lists of core values isn't

14:27

anyway incompatible with the principles

14:31

and standards of conduct and so we don't

14:34

need to treat them as being discrete

14:36

sets of values that we can speak to our

14:40

employees about because at the end of

14:43

the day they're all reaching toward the

14:45

same goal of having employees conduct

14:48

themselves and the work of the agency or

14:51

the particular Bureau with integrity

14:54

protecting the programs and the

14:56

operations and the reputation of the

14:57

agency by making sure that people

15:00

conduct their daily work according to a

15:03

set of values that will help protect the

15:06

integrity of that work it can go even to

15:13

more discrete levels of work and be tied

15:17

even more directly to the work employees

15:20

are doing for certain groups of

15:22

employees NIH peer review has its own

15:26

set of core values again tied discretely

15:30

and specifically to the work that

15:33

employees are performing so they can see

15:35

why subscribing to these values and

15:38

beliefs matters because it's tied

15:40

directly to the way that the programs

15:43

and operations are realized one of the

**Forest Service Example**

15:48

best examples I have seen of a group of

15:52

employees who have articulated this for

15:55

themselves is at the Forest Service

15:59

I came across this employee handbook

16:02

that they put together very recently I

16:04

think it's a very recent vintage and I

16:07

believe that it came about the idea for

16:10

it and the realization of it came about

16:12

at least in part as a result of the

16:15

furlough that we experienced this is one

16:20

of the most impassioned clear statements

16:25

of identity purpose and belonging that I

16:30

think I have ever seen so if you are not

16:34

sure you understand what I'm asking you

16:37

to attempt to do with either you

16:40

creating this messaging or you finding

16:43

this messaging that exists in your

16:45

agency and you tapping into it in order

16:49

to tie the executive branch level

16:53

ethical principles and the standards of

16:56

conduct intimately into these

16:58

conversations about identity purpose and

17:02

belonging I've given you a copy of this

17:05

and I'm gonna ask you to take a look at

17:08

it because I think it is a real

17:10

inspiration for all of us who struggle

17:13

to try to articulate these kinds of

17:16

statements for ourselves

**Whats Next**

17:24

the last thing we're gonna talk about

17:26

but I'm not going to talk about an apart

17:27

one this is going to be the subject for

17:29

part 2 is once we've articulated these

17:35

who are we

17:38

statements about what we do and what we

17:42

value and believe then how do we

17:45

incorporate the work piece how do we

17:49

make these things manifest for people so

17:51

that we help pull it together for them

17:53

so that they can see this operationally

17:56

in their day to day work lives so in the

17:59

next part we're going to talk about how

18:03

do we do our work consistent with our

18:06

values and beliefs how do we help our

18:11

new employees anticipate the ways in

18:16

which the work they're going to be asked

18:17

to do are going to bump them up against

18:22

ethical principles and values where are

18:27

they going to likely encounter for

18:29

example what we call a conflict of

18:32

interest how are they going to even know

18:34

what it looks like this is the how peace

18:38

we're going to talk about next how does

18:41

it show up how do we help them see how

18:46

it's going to show up and I'm going to

18:51

try to take as an initial example the

18:57

Forest Service's information and show

19:02

you how I if I were remember the Forest

19:05

Service we try to incorporate my ethics

19:11

piece my questions about ethical conduct

19:17

into the materials that the Forest

19:21

Service have already developed for

19:23

themselves

19:25

so in the next section part 2 we're

19:30

going to be talking more about who we

19:31

are but we're going to be answering the

19:34

specific question how do we do our work

19:37

with integrity

English (auto-generated)

All

From OGE Institute for Ethics in Government

Presentations

Learning

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hi everyone and welcome to part 2 of new

0:03

employee orientation answering the

0:06

question how do we do our work with

0:10

integrity in part one we talked about

0:14

how do we get buy-in from employees how

0:17

do we get employee commitment and we

0:21

talked a lot about how it's important

0:24

that people have a sense of the identity

0:27

of our organizations the purpose of what

0:31

our organization's do and then that we

0:34

give them a sense of belonging by

0:36

showing them how they fit in to that

0:40

purpose to that mission and those values

0:45

and beliefs that support the successful

0:48

accomplishment of that mission we talked

**MULTI-LAYERED IDENTITY**

0:55

about how in order to do that we have

0:57

multi-layered identities that we have to

0:59

be addressing executive branch public

1:02

service identity identity at the

1:06

department and agency level for those

1:10

who work in bureaus agencies or sub

1:12

components of a department the identity

1:16

that is associated with that and then

1:18

for certain groups of employees they

1:21

have professional identities or

1:22

specialized work that they do that can

1:25

also have a deeply important component

1:28

that of identity and purpose that we can

1:32

draw upon in answering the question who

1:37

are we again answering the question what

1:41

we do and what we value and believe is a

1:43

way to generate and garner employee

1:45

commitment it's a sense of this is the

1:48

bigger picture a sense of you belong to

1:51

something larger than yourself but now

1:54

we really have to talk about how do we

1:56

make this clear to employees how do we

1:58

help them see how their day-to-day work

2:01

needs to be accomplished inconsistent

2:05

with the values and beliefs of the

2:07

overarching organization

2:10

and I promised you that I was going to

2:13

take the example that I showed you of

2:16

the Forest Service's employee handbook

2:19

which I think really is a beautiful

2:21

example of messaging precisely identity

2:25

purpose and belonging and try to

2:28

translate that into some materials or

2:35

some questions that you could use in

2:37

conjunction with your new employee

2:39

orientation to help integrate the

2:43

ethical principles and concepts into the

2:48

language and the message and the method

2:51

of the resource that that your

2:54

organization has already created so I

2:58

looked at this particular page of the

3:01

employee workbook where they actually do

3:03

that to a certain extent already they

3:06

talked about their mission and their

3:07

motto and they talked about their

3:09

purpose and then they say to advance our

3:13

mission and serve our purpose we balance

3:16

the short and long term needs of people

3:17

in nature by and then they gifts them

3:20

for instances which are fairly broad

3:21

brush for instances of like the types of

3:24

things that you actually do in the

3:26

Forest Service the work that is actually

3:29

performed working in collaboration with

3:31

communities and partners delivering

3:34

world-class science technology and land

3:35

management so I decided to riff off of

3:38

that first point which is working in

3:42

collaboration with communities and our

3:43

partners and this is what I came up with

3:47

it's not perfect because I don't work

3:50

for the Forest Service so obviously

3:51

someone in the Forest Service could

3:53

probably give examples that are much

3:55

more illustrative and much more detailed

4:00

relating to the kind of work that they

4:02

do on a day to day basis but we start

4:05

out with a statement that directly

4:06

references the language in the handbook

4:08

which is in the Forest Service our

4:11

collaboration with communities and our

4:12

partners is a critical part of our care

4:14

for the land and our service to people

4:17

our reputation among these groups must

4:19

be one of fairness and impartiality and

4:22

all that we'd

4:23

- so we're tying concepts we're tying

4:26

ethics concepts into the mission vision

4:30

purpose that's already been stated and

4:34

then what I've done is I've created two

4:36

different types of questions one is an

4:39

open-ended question the other is a

4:42

question with multiple choice answers

4:46

open-ended questions we advocate because

4:49

we think it's important particularly

4:51

with new employees that you try to get a

4:54

sensibility about what their

4:55

understanding is of the concepts that

4:58

you've been trying to impart it's

5:01

important for them to be able to speak

5:03

in their own way about their own

5:06

understanding so that if you need to do

5:10

a course correction or if you need to

5:12

help them better comprehend certain

5:15

ethical concepts that they've been

5:18

introduced to and maybe don't completely

5:20

understand you know where they're coming

5:23

from and you know where to steer them

5:26

toward open-ended questions are

5:30

obviously best suited to live training

5:32

or training that is going to give people

5:36

an opportunity to provide you with

5:37

feedback we encourage it obviously in

5:41

one-on-one trainings we encourage it if

5:43

you're going to do any kind of even a

5:45

webinar type of setting but if that's

5:49

not possible then we encourage you in

5:53

your multiple choice selections to try

5:58

to replicate what you think you might

6:00

have gotten from employees if you had

6:04

asked them the open-ended question and

6:06

again I am NOT going to suggest that my

6:09

answers are perfect but what I will show

6:12

you is that we asked them not to not to

6:15

demonstrate that they understand the

6:18

technical definitions legal or otherwise

6:22

of what constitutes impartiality but we

6:26

asked them to generally identify

6:28

circumstances or situations that may

6:31

cause someone to think hmm that doesn't

6:34

seem fair that seems like that mic

6:37

a problem or illustrate a problem with

6:41

preferential treatment or lack of

6:42

impartiality so the choices that we give

6:47

people we're asking them these actions

6:50

that we're going to describe of them

6:54

which ones do you think might raise

6:56

questions about your fairness and

6:59

impartiality and then our answers are

7:03

and these are just some suggestions I

7:06

give some but not all stakeholders

7:09

advance notice of opportunities or of

7:12

rulemakings or of policies or whatever

7:14

the relevant thing is that you might be

7:17

able to give someone advance notice

7:18

about I work most closely with those

7:21

communities and groups I personally have

7:23

affiliations with I don't participate in

7:27

Forest Service activities or decisions

7:28

that affect farms or businesses my

7:31

family members own or work for so we

7:34

give them some that are things that they

7:36

should flag as being as demonstrating a

7:38

lack of fairness or a lack of

7:41

impartiality and we give them some that

7:45

they shouldn't flag as issued flag as

7:48

being appropriate this is just an

7:52

example of how you can try to translate

7:56

the materials into meaningful

8:00

engagements for employees where they can

8:03

actually see themselves in that

8:05

decision-making situation so we ask you

**MISSION-FOCUSED**

8:11

to have your questions be mission

8:13

focused but more specifically to be task

8:16

and job oriented focused so make these

8:22

about your agency what are the highest

8:25

risk events that you want to highlight

8:29

for people coming on board with this

8:32

even in the context of your annual

8:34

training what are high frequency events

8:37

where people most likely going to

8:39

encounter things what are things that

8:41

you know most employees new to the

8:43

agency are likely going to encounter and

8:46

then create examples that show how these

8:50

issues are

8:51

actually going to arise in their

8:53

day-to-day work

8:55

now for those of you who don't have

8:58

handbooks of the ilk that the Forest

9:02

Service have created for their employees

9:04

or Joe and don't honestly have either

9:07

the time or the desire to craft

9:11

something that would be not specifically

9:14

sort of ethics program related the

9:17

office of government ethics we have

9:19

crafted a handbook for new employees we

9:24

have summaries of the standards of

9:25

conduct we have summaries of the

9:27

criminal statutes and of course the 14

9:29

principles these are all available on

9:30

our website these are all customizable

9:33

and we have a guide for customizing each

9:36

of those that's also available on our

9:38

web site and that link in that slide is

9:41

a hot link so you can go directly to the

9:43

web page where you can find these

9:44

materials for the employee handbook in

9:49

particular we have crafted sample pages

9:53

to show you how if you wanted to you

9:56

could use our materials and customize

9:58

them to your purposes there are

10:00

placeholders for your mission statements

10:04

for statements from your leadership for

10:07

descriptions about your vision for

10:11

explanations of what your commitment is

10:13

to ethics and what your expectations are

10:16

of your employees about that this is

10:19

certainly a vehicle for you to craft to

10:24

your own liking and that will be

10:27

addressing issues that are your issues

10:31

and you can make into your own agency's

10:34

handbook without having to craft it from

10:38

scratch

10:43

in the standards of conduct summaries

10:46

and in the summaries of the criminal

10:47

statutes every section has a set of

10:51

examples to illustrate the concept that

10:54

was introduced these examples are

10:57

examples that we created that we hoped

11:00

would resonate with new employees that

11:04

we thought had relevance executive

11:07

branch wide here is a perfect

11:09

opportunity for you to craft examples

11:13

that are explicitly related to the work

11:16

that your agency does that way when your

11:19

employees are reading about the concepts

11:22

they can then look to the examples and

11:25

they can see themselves in those

11:26

examples and those examples will

11:27

resonate with them more because they

11:29

will see it as being directly related to

11:30

the work that your agency performs and

11:37

then if you want to you can take some of

11:40

the examples from those summaries put

11:44

them into a PowerPoint slide

11:46

presentation and then make reference

11:50

back to those materials as a way of

11:52

trying to reinforce where in the

11:54

materials people can find information

11:56

and to encourage employees to use those

12:03

moving forward as resources when they

12:06

find themselves in situations that are

12:10

identified in the examples that you've

12:11

given here we try to do something very

12:14

broadly we try to identify just

12:16

generally a situation that can lend

12:20

itself to a potential conflict of

12:23

interest or impartiality concern which

12:25

is your spouse's employer is somehow

12:29

affected by the work of our agency here

12:33

we make direct reference back to the

12:35

summary of the standards of conduct to

12:37

ask the question and help them answer is

12:41

having your spouse's employer affected

12:43

by the work of our agency a conflict of

12:45

interest and then asking the question so

12:49

what is it will you do that you will do

12:53

now that's an open-ended question

12:55

you could also translate that out make

12:59

it not an open-ended question but rather

13:02

craft a multiple-choice question and if

13:05

you're gonna craft a multiple-choice

13:06

question you might want to make the fact

13:08

pattern slightly more detailed but again

13:11

in this instance it's to reflect the

13:13

concept and it's not necessarily to ask

13:16

them to completely understand the legal

13:19

concept it's to ask them to identify the

13:23

circumstance in which it could occur for

13:25

them so in this instance we're talking

13:28

about the team has been assigned a new

13:31

grant program to lunch and you know that

13:34

your spouse's employer is probably going

13:36

to be eligible and may be very well will

13:38

apply for the grant and then the

13:42

question is what actions would you F be

13:44

ethically acceptable for you to take so

13:47

we're asking the employee to look at

13:49

them and then we tried to come up with

13:50

examples that we thought were real

13:52

decision points that the person might

13:54

actually make if you had asked them what

13:56

are you going to do in an open-ended

13:58

question we anticipate some of these

14:01

answers might very well have been the

14:03

responses they would have given if the

14:05

question had been open-ended so making

**NEW TO GOVERNMENT**

14:12

things mission specific and relevant is

14:15

important but we also think that it's

14:17

important to remember that well not

14:19

every new employee to your organization

14:21

is going to be absolutely brand new to

14:23

government many people will and we think

14:27

it's important that we acknowledge that

14:30

to folks that they are entering into a

14:32

new universe and that Federal Public

14:35

Service has some not only a distinct

14:38

identity as distinct purpose and

14:40

obligations but that things that may

14:44

very well had bent have been acceptable

14:46

in a non-government setting may suddenly

14:50

now not be any longer acceptable and

14:53

that we want to make sure that we

14:55

highlight those for folks so that they

14:58

don't feel bad about not recognizing

15:03

them and it's simply because in the

15:05

culture they've come from these weren't

15:07

issues at all

15:09

so we encourage you again to create a

15:12

question something similar to what we've

15:14

done here which is you know that talks

15:17

about federal public service as a

15:19

distinct identity with obligations so we

15:21

say on your first day of service you

15:25

took an oath of office we all do okay

15:27

this is your esprit de corps moment so

15:30

this is the this is what we chose and

15:33

this is what we freely chose but what

15:35

does that actually look like in practice

15:37

and again we try to give them some four

15:40

instances that are things that maybe

15:44

wouldn't occur to them necessarily as

15:46

being an inherent part of public service

15:50

but that would help them take that

15:54

concept and make it much more concrete

15:57

similarly addressing discrete practices

16:01

that differ between the private and

16:03

public sectors again no judgment we're

16:06

not trying to make a judgement here

16:08

we're not trying to say this is bad or

16:09

this is good we are simply acknowledging

16:11

that there are some practices that are

16:14

quite okay if you're in the private

16:15

sector and are not okay if you're in

16:18

government and some things that occurred

16:20

to me you might be familiar with

16:23

completely different practices that you

16:25

encounter more in your in your ethics

16:27

shop then that I'm familiar with but

16:29

things that came to me off the top of my

16:31

head were basically trying to create

16:35

opportunities it's a networking sort of

16:37

thing the people that you know and the

16:38

people that you've done business with

16:39

you keep an eye out for opportunities

16:43

it's a it's a collegiality that in

16:48

government can get you into trouble but

16:52

that doesn't mean that you can't do

16:53

anything to help out people that you

16:55

know so I think giving people for

16:57

instance of these kinds of things you

17:00

can't do to help out people that you

17:01

know these kinds of things you can do to

17:04

help out people that you know to help

17:06

them see where the lines are between

17:07

those things I think is enormous ly

17:09

helpful asking subordinates are asking

17:13

administrative staff to help you do

17:15

personal tasks I think that's an issue

17:17

that typically comes up more for for

17:20

more senior level people who are used to

17:22

have

17:22

executive assistants who may have been

17:25

able to do a variety of tasks for them

17:27

so if that's an issue for your agency

17:29

other things that come to mind are not

17:33

recognizing that you need permission for

17:36

certain outside activities or employment

17:37

or not recognizing that travel has

17:41

certain processes and procedures that

17:44

need to be followed before you engage

17:46

and travel things like that but I think

17:50

it's important for people who are coming

17:51

in from the private from private

17:53

entities to have for you to help draw

17:55

some a map or blueprint of where they

17:58

need to be mindful and where there might

18:00

be some practices that differ

18:01

significantly between their old

18:03

employment and their new telework

**TELEWORK-RELATED**

18:07

related we were talking about bringing

18:11

new employees into a telework only

18:13

environment I think not only for those

18:16

folks but frankly for people who are not

18:18

normally used to teleworking this is a

18:20

very difficult adjustment to make

18:23

because there are some distinct

18:25

challenges that are just difficult to

18:30

prepare yourself for it or to envision

18:34

before they actually occur to you and

18:38

the examples that I give here are just

18:41

some of many but I think some of the big

18:44

challenges are when you're working at

18:47

home what's on duty time and what is

18:50

off-duty time when you're at home your

18:54

personal phone may actually now be your

18:57

also your government phone but it

18:59

doesn't cease to be your personal phone

19:01

so what are some things that people are

19:04

likely having happen to them as we speak

19:07

with respect to just the sheer fact that

19:10

my personal phone is still my personal

19:12

phone and I think acknowledging that and

19:15

giving people the opportunity to talk

19:17

about and think about so what are you

19:19

gonna do when you get a phone call on

19:23

your personal phone during official duty

19:25

hours that is from a political candidate

19:29

or party when it's from a charitable

19:32

organization that wants to fundraise

19:35

when it's a variety of people who love

19:39

and care about you checking in and

19:40

wanting to know about your well-being I

19:42

think it's important in these instances

19:44

to further reinforce for folks what our

19:48

personal use policies what is acceptable

19:51

and unacceptable so I think

19:53

incorporating these kinds of things into

19:55

your new employee orientation is all

19:58

with a view that yes there are ways that

20:02

we conduct ourselves with integrity

20:04

there are mission-critical things that

20:06

we need to do where it's important that

20:08

we be impartial of there but there are

20:10

just some day-to-day things where we

20:12

just have to be mindful and we have to

20:14

be aware where the lines are drawn and

20:17

if the agency has preferences or

20:20

policies or procedures that everyone

20:23

must follow that we put people on notice

20:25

about what those are so that they can

20:29

fairly follow them getting help I think

**GETTING HELP**

20:33

this is a really important aspect of new

20:35

employee orientation as well is helping

20:38

people identify circumstances when they

20:40

should be getting help and then helping

20:42

them understand from whom and if we can

20:45

identify processes again procedures

20:48

policies that's all well and good as

20:52

well it's a matter of helping people

20:54

fully understand when and under what

20:57

circumstances they might be in the dark

20:59

and they need to not be in the dark so

21:04

identifying when and from whom to get

21:06

help these are circumstances where we

21:09

think people find themselves wanting to

21:13

be helpful or having good intentions and

21:17

without knowing what authorities apply

21:20

to the circumstances that they find

21:22

themselves in they may very well

21:24

inadvertently violate a policy do what

21:29

is ostensibly the wrong thing even

21:32

though they had the best of intentions

21:33

so again I think if we can help people

21:35

see situations where it's probably best

21:39

until you have a better lay of the land

21:40

to get help to talk to someone but then

21:44

I think we have to tell them to whom

21:46

they may speak if you don't think it's

21:48

good for the

21:48

to just talk to their co-workers then we

21:51

should probably say that if we think

21:53

that supervisors are the better source

21:55

of information for them we should

21:57

probably tell them that and if we think

21:59

there are certain circumstances where

22:00

the ethics office is truly the only

22:02

place they should seriously consider

22:04

coming for advice on a particular issue

22:07

we should let them know that as well

22:12

I've given you an example here under

22:15

identifying processes and why for

22:19

envisioning this being four groups of

22:22

people who are most likely maybe to

22:27

engage in outside employment or

22:29

activities because of the nature of the

22:32

professions that they practice in this

22:35

question first of all we start out by

22:38

affirming how valuable their expertise

22:41

is so that we make them understand

22:43

exactly how valuable their belonging and

22:46

our organization is and then we help

22:49

them to understand why it is that we

22:53

require of them a prior approval for

22:58

some if not all of the activities that

23:00

they might want to engage in and we've

23:04

done I've done this in a way that allows

23:07

them to consider those explanations

23:11

without giving them necessarily right or

23:14

wrong answers and again you try to

23:17

anticipate if you had answered this as

23:19

an open-ended question what sort of

23:21

responses you might have gotten finally

23:27

I think you should consider maybe having

23:30

specific or a separate type of

23:33

orientation for financial disclosure

23:36

filers I think financial disclosure

23:38

filers are an opportunity that is more

23:41

often than not missed to have one-on-one

23:44

conversations to use the filing process

23:47

itself as an education moment as the

23:51

vehicle for your orientation or even for

23:54

your annual ethics training it seems to

23:57

me that it would be quite easy either

24:01

while the person

24:02

is beginning to fill out the form when

24:05

you're trying to explain what it is and

24:07

how they do it if they come to you with

24:11

questions while they're filling out the

24:12

form or certainly when you're in the

24:15

review process or if you've completed

24:16

the review and you want to explain to

24:18

them what if anything you discovered

24:21

that we have an opportunity to explain

24:24

to people the relationship between the

24:26

form the information they're providing

24:28

and these concepts were supposed to be

24:31

discussing with folks we're exposing

24:32

them to in their new employee

24:34

orientation which is conflict of

24:36

interest in partiality misuse and gifts

24:39

we need to explain to people why they're

24:43

required to file how that information is

24:46

relevant that we're asking from them how

24:47

is that information relevant to their

24:50

conduct to ethics and then more

24:53

importantly I think what is their

24:55

responsibility after they file because

24:57

filing is just an instant in time but

25:00

their obligations extend beyond that

25:03

they have to be constantly monitoring

25:05

for conflicts of interest for changes in

25:08

their financial situation or spouse's

25:11

employment for changes in their work and

25:15

then the assignments that they're being

25:16

asked to to fulfill so I think this is a

25:21

golden opportunity and I think if if you

25:24

don't if you don't feel like you have

25:26

the time to build resources or to come

25:30

up with documentation that would sort of

25:32

help them better understand the

25:35

relationship between the form and the

25:37

concepts ogee actually has done that in

25:40

a in a shortened form this is part of

25:44

the conflict of of the I'm sorry the

25:45

confidential financial disclosure

25:48

session that we did for ethics officials

25:53

there are two slides and if you would

25:55

like to borrow them if he would like to

25:56

craft something of your own that is

25:58

similar to this where we basically

26:00

highlighted for reviewing officials the

26:04

ethics authorities the ethics issues the

26:07

ethics concepts that would likely be

26:09

implicated in the information that we

26:12

gather in each of the parts of at least

26:15

in this instance

26:16

the og forum 450 we did it for the

26:19

standards of conduct and we also did it

26:21

for their criminal conflict of interest

26:23

statutes if you would like to take these

26:25

and use these I would like I would

26:26

encourage you to feel free to do so but

26:28

I do strongly encourage you to think of

26:32

using the filing process itself as an

26:35

opportunity to fulfill in a very

26:38

meaningful way new employee orientation

26:41

or as I said before annual ethics

26:43

training so again I would like us all to

26:49

think that the objective of our new

26:51

employee orientation should be to help

26:54

new employees understand who they are

26:57

who they are in the context of who we

27:01

are as an agency as the federal

27:06

government as public servants and that

27:10

it's really our duty and obligation to

27:12

help them understand how it is that we

27:16

expect them to do their work

27:18

consistent with the beliefs and values

27:21

that we espouse both at the federal

27:24

level at the executive branch wide level

27:26

and discretely within each of our

27:28

organizations at the end of the day I

27:32

would like you to seriously ask yourself

27:35

an answer for your agency

27:38

what is our Semper Fi

English (auto-generated)

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