

POSITION DESCRIPTION (Please read Instructions on the Back)

1. Agency Position No. **1224**

2. Reason for Submission <input checked="" type="checkbox"/> Redescription <input type="checkbox"/> New <input type="checkbox"/> Reestablishment <input type="checkbox"/> Other Justification (Show any positions replaced)		3. Service <input type="checkbox"/> Hdqtrs <input checked="" type="checkbox"/> Field	4. Employing Office Location Salisbury, NC	5. Duty Station 659	6. OPM Certification No.
Replaces PD # 1184, dated 8/21/08		7. Fair Labor Standards Act <input checked="" type="checkbox"/> Exempt <input checked="" type="checkbox"/> Nonexempt		8. Financial Statements Required <input type="checkbox"/> Executive Personnel Financial Disclosure <input type="checkbox"/> Employment and Financial Interests	
		10. Position Status <input checked="" type="checkbox"/> Competitive <input type="checkbox"/> Excepted (Specify in _____) <input type="checkbox"/> SES (Gen.) <input type="checkbox"/> SES (CR)		11. Position is: <input type="checkbox"/> Supervisory <input type="checkbox"/> Managerial <input checked="" type="checkbox"/> Neither	
				12. Sensitivity <input type="checkbox"/> 1-Non-Sensitive <input type="checkbox"/> 3-Critical Sensitive <input type="checkbox"/> 2-Noncritical Sensitive <input type="checkbox"/> 4-Special Sensitive	
				13. Competitive Level Code X05	
				14. Agency Use	

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational	Gra	Initial	Date
a. U.S. Office of Personnel Management						
b. Department, Agency or Establishment						
c. Second Level Review						
d. First Level Review	Training Specialist	GS	1712	11	RC	1/8/2009
e. Recommended by Supervisor or Initiating Office						

16. Organization Title of Position (If different from the official title)
HPDM Coordinator

17. Name of Employee (if vacant, specify)

18. Department, Agency, or Establishment
Department of Veterans Affairs

a. First Subdivision
Veterans Health Administration

b. Second Subdivision
Mid-Atlantic Health Care Network (VISN 6)

c. Third Subdivision
VA Medical Center

d. Fourth Subdivision
Research & Education Service Line

e. Fifth Subdivision

Employee Review — This is an accurate description of the major duties and responsibilities of my position.

Signature of Employee (optional)

20. **Supervisory Certification.** I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.

a. Type Name and Title of Immediate Supervisor
ROBIN A. HURLEY, M.D., ACOS/Research & Education

Signature: *Robin A. Hurley* Date: **12/19/08**

b. Typed Name and Title of Higher-Level Supervisor or Manager (optional)

Signature _____ Date _____

21. **Classification/Job Grading Certification.** I certify that this position has been classified/graded as required by Title 5, U.S. Code in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.

22. Position Classification Standards Used in Classifying/Grading Position
OPM PCF Training Instruction Series, GS-1712, TS-104 05/1991; OPM Grade Level Guide for Instructional Work, TS-90 03/1989

Typed Name and Title of Official Taking Action
ROBBIN COPE, HR Specialist (Classification)VISN6

Signature: *Robbin Cope* Date: **1/8/2009**

Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.

23. Position Review	Initials	Date	Initials	Date	Initials	Date	Initial	Date	Initial	Date
a. Employee (optional)										
b. Supervisor										
c. Classifier										

24. Remarks **BUS Code 1272** Risk & Sensitivity Level Code: **Low Risk/Non-sensitive**

25. Description of Major Duties and Responsibilities (See Attached) **# 1464**

Training Specialist GS-1712-11

INTRODUCTION

This position serves as the HPDM Coordinator in the Mid Atlantic Health Care Network (VISN 6) and is located at any one of 8 VA Medical Centers within North Carolina, Virginia, and Beckley, West Virginia. The High Performance Development Model (HPDM) provides a framework for the Veterans Health Administration to develop a highly skilled, customer-centered workforce for the 21st century. But focusing on the eight core competencies, HPDM contributes to the development of a continuous supply of excellent leaders committed to VHA's mission. The Local HPDM Coordinator will be an individual who has the necessary skills to interpret national and VISN-wide HPDM initiatives; develop a local HPDM program based on those initiatives; and who has the instructional design skills to develop new curriculum related to any succession program initiative. This local HPDM Coordinator will also be the medical center point-of-contact coordinator and faculty member of the Leadership Development Institute (LDI); the Mid-Atlantic Advancement Program for leadership (MAP); the Non-supervisory Leadership Development Program; Coaching and Mentoring and Supervisor Training.

MAJOR DUTIES

VISN 6 HPDM Coordinator Responsibilities

Mentoring

Implements and evaluates the VHA Mentoring model at the medical center level using Kirkpatrick's Evaluation Model at Levels IV, III, II and I. Recruits and maintains a medical center mentoring pool that is comprised of a mix of certified mentors with representation from HPDM Levels III, II and I. Recruits and facilitates employees' participation in contracted mentoring experiences (6, 9 or 12 months). Facilitates mentor and mentee matches at the medical center level and monitors the quality of mentoring deliverables such as: the Personal Development Plan (PDP), mentor/mentee communications, portfolio development, resume or curriculum vitae design. Educates new employees to the VHA Mentoring model in New Employee Orientation. Partners with LEAD Office and Labor to review and to update the Medical Center's policy for Mentoring. Maintains and reports diversity statistics for Mentoring Program at the medical center level (EEO Manager/HR/Education) and at the VISN level via LEAD office through the HPDM Quarterly Report. Manages the Medical Center's Mentor Recognition Program. Implements and maintains a medical center Mentor/Mentee database (Access/Excel). Acts as a Train-the-Trainer at the medical center level to maintain a large enough faculty pool to meet national, VISN and local medical center Learning Organization performance measures. Acts as a mentor to succession program participants.

Coaching

Recruits Coaching Curriculum participants. Acts as faculty in online Coaching Curriculum – Moderates audio calls or V-Tel, monitors participants' grades and

assignments, completes formative and summative evaluations. Monitors and evaluates medical center coaching activities – Levels I – IV. Provides coaching consultation to Supervisors. Develops coaching curriculum to train new and experienced supervisors in how to perform expected VHA coaching skills.

Succession Planning Curricula

HPDM Programs (HPDM Level I, II and III) – Implements centralized curriculum, acts as faculty for designated modules – Monitors grades, Moderates audio calls or V-Tel, monitors participants' grades and assignments, completes formative and summative evaluations. Offers annual education sessions on core skills required to complete MAP/LDI, ECF or Leadership VA applications. Addresses learning needs of understanding HPDM Core competencies at Levels III, II and I and how to write performance-based outcomes. Educates employees, managers and supervisors on NLD/MAP/LDI Program goals, content, commitment (employees and organization) and how to write applications – Targets marketing efforts to critical disciplines per VISN 6 Workforce Development Plan. Manages application and selection cycles for the medical center for LEAD Programs– Markets, recruits, panels and notifies selects and non-selects of decisions and offers non-selects written behavioral feedback to promote application enhancement or personal development to improve the likelihood of selection. Writes and submits NLD/MAP/LDI reports – Data such as diversities, grades, titles, assigned mentors, succession updates. Acts a NLD/MAP/LDI New Supervisor Site Coordinator – Implements succession program schedules - Arranges V-Tel, conference space, Net Meetings and computer access and plans and implements MAP, NLD and New Supervisor graduations. Works with Medical Center Directors to involve MAP/LDI Alumni in stretch assignments and other developmental opportunities to reinforce HPDM Level II skills. Develops and annually revises curriculum to teach staff and supervisors the eight core competencies of the HPDM Model for leadership levels III, II and I.

Continuous Assessment

Acts as 180 and 360 Feedback Coach pending training by the National Center for Staff and Organizational Development (NCOD). Promotes translational learning to apply continuous assessment findings to PDP processes (gaps, goals and activities) related to Myers Briggs Type Indicator (MBTI), Fundamental Interpersonal Relationship Orientation Behaviors (FIRO-B), Emotional Intelligence Quotient (EQ Map) and TKI Conflict Tool (Basic Level). Maintains certification in MBTI or FIRO-B per LEAD Program staffing requirements. Develops and revises curriculum to teach use of assessment tools and interpretation of individual and group results to succession program participants.

Personal Development Plans

Acts as a technical expert to reinforce participants' use of the online Personal Development Plan (PDP) software. Acts as technical expert to generic mentees for use of the paper version of the PDP. Evaluates online PDP's according to criteria generated by the LEAD Coordinator and provides timely feedback to MAP and LDI participants.

Develops, implements or gives oversight to PDP curriculum for medical center succession programs such as NLD and New Supervisor training.

Acts as a subject matter expert to assist succession program participants in writing:

- Goal statements (SMART format)
- Actual and preferred behavioral statements
- Activities to translate goals into behavior based learning
- Behavioral resumes

Supervisor Education – New and Experienced

Provides developmental programs for supervisors based on need assessment data that address medical center specific needs that are outside of the mandatory Supervisor Course to both new and experienced supervisors. Serves as faculty and acts as coordinator of Medical Center New Supervisor Course:

- Markets VISN 6 New and Experienced Supervisor Course through the use of such tools as flyers, brochures and meetings. Is responsible for writing and producing marketing materials in programs using software such as MS Publisher or MS PowerPoint.
- As assigned by LEAD Coordinator, revises New Supervisor Curriculum based on changes in competency expectations or gaps; policies or national program criteria.
- Acts as faculty in online or in person New Supervisor Course – Monitors participation levels, grades, participant performance & conducts evaluation activities. Moderates audio calls and V-Tel as needed.
- Designs and implements and evaluates annual experienced supervisor training programs based on skill gaps; performance improvement findings; national performance criteria or measures or requirements or preferences of local executive leadership.
- Develops and implements New Supervisor graduation program at local medical center.
- Completes monthly Supervisor (New and Experienced) compliance reports for local medical center related to annual performance measures; submits reports to LEAD Coordinator and to executive leadership at the local level in a timely manner.

Workforce Development

Is a contributor to the medical center and VISN level annual workforce development strategic plan. Monitors LDI, MAP and NLD graduates' succession goals (annually) and reports findings to LEAD office using spreadsheet software such as Excel. At the medical center level, is an active contributor to All Employee Survey (AES) activities.

Educates supervisors on AES and Job Satisfaction Index findings. Develops curriculum to support workforce development priorities, findings and medical center goals.

HPDM

Develops in-person and web-based modules, tests and evaluations on HPDM topics annually. Integrates HPDM Competencies (Levels III – I) into all LEAD curriculums, workshops, in-services and counseling sessions. Teaches HPDM in NEO and New Supervisor training and in VISN level programs as assigned by LEAD Coordinator.

Course Development/Evaluation

Participates substantially in coursework development or modification. Modifies course materials and plans for specific audiences. Determines the need for additional subject-matter information and meets with representative of the Employee Education System or outside organizations in order to obtain it. Develops or adapts new or revised training or testing materials for formal course use. Conducts studies and performs analyses on course-related subjects and/ or coordinates activities involving Programs of Instruction. Independently evaluates course, planning and conducting validity and reliability studies to analyze such things as test items prepared by instructors. Is skilled in item analysis techniques. Develops recommendations for VISN level course revisions and implements changes in medical center level curriculums. Performs duties involving the instruction of training courses or the modification of course content and/ or materials.

Training Course Delivery

Responsible for courses delivered through in person and distant modalities such as virtual learning environments, podcasts, v-tel, live or net meetings and face to face with learner size ranging from one on one small groups, work shops and conferences. May adapt or deliver modalities, as needed, due to technology problems or learners learning styles or skill gaps.

Coordination Activity

Performs work related to coordinating projects for the development and implementation of training course or course materials. Provides extensive planning and organization, analyses of accumulated data and information, and considerable coordination and integration with other functional activities. Establishes new contacts within and outside the agency to obtain needed information, often seeking it through direct interviews. Performs duties involving promoting, coordinating, and improving education policies, programs, standards, activities, and opportunities. Administers and resolves policy, program and project issues associated with educational programs. Provides guidance and advice on education program policies.

Policy and/or Standards Development

Formulates local policy covering succession programs, activities, or functions for which the facility has responsibility. Analyzes policy and develops modifications and/or recommendations for changes to policy for moderately complex programs, where problems can normally be solved by application of established education methods and practices.

Program/Project Implementation

Provides advice and assistance in the implementation of educational programs/projects. Provides advice and assistance in the implementation of programs or projects which are of moderate complexity, covering of one or more specific areas within an educational program. Performs benchmarking and best practice application of findings from human performance improvement (HPI) studies.

Program Planning and Development

Plans, promotes, and develops educational programs and projects by stimulating activity and providing direction. Designs a new program for the area of assignment by analyzing the need for personnel, facilities, supplies, and materials, prepares budget requests, stimulates the appropriation of fiscal support, prepares a program plan, and provides ongoing advice and assistance in the program's implementation. Plans and develops educational programs and/ or projects where the program is of moderate size and complexity, with typical problems and/ or issues.

Establishes Criteria and Conditions for Program and/or Project Evaluation

Performs work in establishing the standards by which the education program and/or project will be judged. Determines minimum standards or adequacy and legal and regulatory compliance requirements. Establishes program/ project goals and objectives and identifies results indicative of successful program accomplishments. Independently establishes acceptable criteria to judge program/ project effectiveness and plans for accomplishing evaluation of criteria. Assists in providing guidance to others in evaluating the program/ project. Coordinates educational program/project activities such as meetings, conferences, information gathering, and negotiations, and/ or promotes those programs/ projects through participation in agency operational or planning meetings or similar activities, where the incumbent publicizes educational program accomplishments and solicits support and cooperation necessary to ensure program success.

Program/Project Promotion

Participates in agency operational or planning meetings, medical center briefings, or other formal or informal settings where the incumbent publicizes educational program accomplishments and solicits resources or other forms of support and cooperation necessary to ensure program success. Assists with the development of strategies for effective communication of program information. Independently performs work involving liaison with policy-level officials within the agency to ensure that the Department views and interests are promoted with respect to current and emerging policy issues. Arranges for authoritative speakers to address professional and administrative groups.

Coordinates Program/Project Activities

Coordinates educational program/project activities such as need assessments meetings, conferences, information gathering, and conducting negotiations for various aspects of the program/ project. Coordinates educational efforts for stable and established programs or projects where social, economic, cultural, governmental,

political, and other characteristics pose routine difficulties in carrying out the program, i.e., their gravity or controversy do not inhibit program delivery. Actively engages in a collaborative relationship with Labor Partners during such activities.

Performs other related duties as assigned.

Knowledge Required by the Position

Knowledge and skill in instructional design, adult learning or online learning.

Demonstrated ability to independently develop curricula for online and classroom environments; effectively use and administer virtual environment software; write objectives, test questions, and evaluations; and develop new educational models that implement problem-based learning and action learning.

Ability to communicate effectively both orally and in writing in order to analyze problems and present both written and oral recommendations, taking into full consideration the wide range of factors and requirements that affect the management of the health care delivery system.

Skill in establishing and maintaining effective and cooperative work relationships.

Knowledge and skill in the use of personal computer software programs (e.g. Blackboard, MS Word, MS Excel, MS PowerPoint, and the Veterans Health Information and Technology Architecture (VISTA)) in order to develop shell to navigate learners through curricula, enroll learners, develop presentation materials, and to execute several office automation functions such as storing and retrieving electronic files, developing and changing spreadsheets, formatting letters, reports, memoranda, etc.

Supervisory Controls

Incumbent functions independently and consults supervisor for situations that do not have usable precedents. Incumbent writes and carries out strategic plans, and independently handles problems and deviations in the work assignments. Completed work is usually evaluated for professional soundness, appropriateness, and conformity to directives, performance measures, and policy requirements. Methods used in arriving at the end results are not usually reviewed in detail.

Guidelines

Available guidelines do not adequately cover the specific problems or matters involved in the area of assignment. Judgment must be used in determining independently to what extent an education guideline or procedure requires interpretation and adaptation to be appropriate.

Complexity

Work involves assignments covering a range of sensitive issues and problems in a field of education and training. Complicating factors involve consideration of unusual circumstances, variations, and shifts in the approach to problem areas, inadequate or conflicting data, and differences in views or judgments among professional educators and other interested parties and groups. Incumbent is required to assess, select, adapt, and apply a variety of education concepts, practices, and approaches to independently plan, develop, monitor, and evaluate projects and studies for which standard methods may be adequate.

Scope and Effect

Work involves dealing with a variety of problems, questions, or situations in a specialized area of education for the purpose of developing projects, reviewing proposals, and assessing the effectiveness of assigned projects. Incumbent's recommendations and work products have an influence on the operating methods, conduct, effectiveness, and costs of a project or endeavor, the purpose of which is to improve specific education methods or practices and on succession planning and employee development.

Personal Contacts

Contacts are generally with managers, subject matter specialists, and other education officials inside and outside the Federal Government. In many positions, individuals involved have grants or contracts on education problems and issues, or are associated with organizations and institutions that have such grants or contracts. These contacts are generally not established on routine basis, and occur in a variety of places, inside and outside the agency.

Purpose of Contacts

Plans, coordinates, and advises on work efforts; or resolves operating problems. Incumbent provides advice, clarifies problems, and resolves questions regarding plans, schedules, and methodology with grantees and contractors and with a variety of officials such as managers and professional staff members. Incumbent may also discuss the criteria and procedures used in reviewing and evaluating proposals for grants and contracts with the outside education experts and consultants who conduct such reviews. Individuals involved in contacts at this level are usually working toward mutual goals and are generally cooperative.

Physical Demands

No special physical demands such as above average ability, dexterity, or strength are required to perform the work. Work is sedentary and the incumbent may sit comfortably. There may be some walking, standing, bending, carrying of light items, driving of an automobile, etc. Fieldwork involves traveling to teach succession program

content, conduct interviews or needs assessments, provide continuous assessment findings to succession program participants, acting as faculty in VISN level programs and courses, professional and VHA meetings, participation in certification activities and traveling to sources of information.

Work Environment

Work is usually performed in offices, meeting rooms, schools or similar settings. Requires travel, including the normal everyday risks and discomforts of auto, bus, rail, and air transportation. In some positions, there may be occasional exposure to conditions in buildings under construction, repair, or demolition.

Other Significant Facts

Customer Service

Meets the needs of customers while supporting VA missions. Consistently communicates and treats customers (veterans, their representatives, visitors, and all VA staff) in a courteous, tactful, and respectful manner. Provides the customer with consistent information according to established policies and procedures. Handles conflict and problems in dealing with the customer constructively and appropriately.

ADP Security

Protects printed and electronic files containing sensitive data in accordance with the provisions of the Privacy Act of 1974 and other applicable laws, federal regulations, VA statutes and policy, and VHA policy. Protects the data from unauthorized release or from loss, alteration, or unauthorized deletion. Follows applicable regulations and instructions regarding access to computerized files, release of access codes, etc., as set out in the computer access agreement that the employee signs.

**POSITION EVALUATION STATEMENT
NARRATIVE EVALUATION SYSTEM**

POSITION No. **1224**

ORGANIZATION: VAMC

LOCATION: VISN 6

NATURE OF PROPOSED ACTION

New

GRADE EVALUATION FACTORS	GRADE LEVEL	REMARKS
NATURE OF ASSIGNMENT		
A. KNOWLEDGE	GS-9	Requires knowledge and skill in instructional design, adult learning or online learning; demonstrated ability to independently develop curricula for online and classroom environments; effectively use and administer virtual environment software; write objectives, test questions, and evaluations; and develop new educational models that implement problem-based learning and action learning; ability to communicate effectively both orally and in writing; and Knowledge and skill in the use of personal computer software programs (e.g. Blackboard, MS Word, MS Excel, MS PowerPoint, and the Veterans Health Information and Technology Architecture (VISTA)) in order to develop shell to navigate learners through curricula, enroll learners, develop presentation materials, and to execute several office automation functions
B. COMPLEXITY	GS-11	Participates substantially in coursework development or modification. Modifies course materials and plans for specific audiences. Determines the need for additional subject-matter information and meets with representative of the Employee Education System or outside organizations in order to obtain it. Develops or adapts new or revised training or testing materials for formal course use. Conducts studies and performs analyses on course-related subjects and/ or coordinates activities involving Programs of Instruction. Independently evaluates course, planning and conducting validity and reliability studies to analyze such things as test items prepared by instructors. Is skilled in item analysis techniques. Develops recommendations for VISN level course revisions and implements changes in medical center level curriculums. Performs duties involving the instruction of training courses or the modification of course content and/ or materials. Performs work related to coordinating projects for the development and implementation of training course or course materials. Provides extensive planning and organization, analyses of accumulated data and information, and considerable coordination and integration with other functional activities.
LEVEL OF RESPONSIBILITY		
A. SUPERVISORY CONTROLS	GS-11	Incumbent writes and carries out strategic plans, and independently handles problems and deviations in the work assignments. Performs duties involving promoting, coordinating, and improving education policies, programs, standards, activities, and opportunities. Administers and resolves policy, program and project issues associated with educational programs. Provides guidance and advice on education program policies. Completed work is usually evaluated for professional soundness, appropriateness, and conformity to directives, performance measures, and policy requirements.
B. GUIDELINES	GS-11	Available guidelines do not adequately cover the specific problems or matters involved in the area of assignment. Judgment must be used in determining independently to what extent an education guideline or procedure requires interpretation and adaptation to be appropriate.
C. CONTACTS	GS-11	Establishes new contacts within and outside the agency to obtain needed information, often seeking it through direct interviews.
GRADE CONVERSION	GS-11	

STANDARDS USED: (A) OPM PCF Training Instruction Series, GS-1712, TS-104 05/1991; (B) OPM Grade Level Guide for Instructional Work, TS-90 03-1989

SERIES DETERMINATION: 1712 – Reference (A) covers positions concerned with administration, supervision, training program development, evaluation, or instruction in a program of training when the paramount requirement of the work is a combination of practical knowledge of the methods and techniques of instruction and practical knowledge of the subject-matter being taught. This series covers positions involved in the direct delivery of instruction or training services of a nonprofessional nature. It covers classroom instructors, supervisors, and managers in Government-operated training programs. This series also covers nonprofessional training program staff specialists engaged in course development, test development, or similar staff work. This position serves as the Medical Center High Performance Development Model (HPDM) Coordinator, and point of contact coordinator and faculty member of the

Leadership Development Institute (LDI); the Mid-Atlantic Advancement Program for leadership (MAP); the Non-supervisory Leadership Development Program; Coaching and Mentoring and Supervisor Training which are Government-operated training programs. Work involves course development and evaluation, test development and evaluation, and instruction of courses not specifically related to a particular occupational field.

TITLE DETERMINATION: Training Specialist – Although position involves instruction duties, work primarily involves the development or evaluation of training materials.

GRADE DETERMINATION: GS-11

FLSA DETERMINATION: Exempt

EVALUATED BY	DATE	
ROBBIN COPE <i>Robbin Cope</i>	12/17/08	
TITLE AND/OR ORGANIZATIONAL LOCATION		
HR Specialist (Classification) VISN 6		



POSITION RISK AND SENSITIVITY LEVEL DESIGNATION

STATION NUMBER/ORGANIZATION
VISN 6/VAMC

SUBJECT NAME (Optional)	POSITION TITLE/GRADE Training Specialist/GS-1712-11	POSITION DESCRIPTION NUMBER (PD #) 1224
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NOTE: Each position within VA requires a designation of its risk or sensitivity level as described in VA Directive and VA Handbook 0710. Guidance for making such position risk and sensitivity designations is contained in VA handbook 0710, Appendix A with Tables, and in 5 CFR sections 732.102.

STEP 1 - PROGRAM RISK LEVEL DESIGNATION (See VA Handbook 0710, Appendix A, Paragraph 2, and Table 1)

A. IMPACT ON EFFICIENCY OF SERVICE <input type="checkbox"/> MAJOR <input type="checkbox"/> SUBSTANTIAL <input type="checkbox"/> MODERATE <input checked="" type="checkbox"/> LIMITED	B. SCOPE OF OPERATIONS <input type="checkbox"/> WORLDWIDE <input type="checkbox"/> GOVERNMENTWIDE <input type="checkbox"/> MULTI-AGENCY <input checked="" type="checkbox"/> AGENCY	C. PROGRAM RISK LEVEL <input type="checkbox"/> MAJOR <input type="checkbox"/> SUBSTANTIAL <input type="checkbox"/> MODERATE <input checked="" type="checkbox"/> LIMITED
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STEP 2 - POSITION RISK POINTS See VA Handbook 0710, Appendix A, Paragraph 3; and Table 2	STEP 3 - POSITION SENSITIVITY LEVEL National Security Classified Information
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LINE NO	RISK FACTOR	RISK POINTS	NOTE: All positions must be evaluated for National Security considerations. Sensitivity levels do not replace risk levels, but are an addition to risk levels if applicable. See VA Directive 0710, paragraph 4. VA Handbook 0710, paragraph 2b; VA Handbook 0710, paragraph 4. VA handbook 0710, Appendix A, paragraph 9 and 11; and 5 CFR Section 732.102
1.	Degree of Public Trust	3	SENSITIVITY LEVEL <input type="checkbox"/> SPECIAL SENSITIVE <input type="checkbox"/> CRITICAL SENSITIVE <input type="checkbox"/> NON-CRITICAL SENSITIVE <input checked="" type="checkbox"/> NONSENSITIVE
2.	Fiduciary Responsibility	1	
3.	Importance to Program	3	
4.	Program Authority	1	
5.	Supervision Received	3	
6.	Total Risk Points (Sum of Lines 1-5) ▶	11	

RISK LEVEL AS DETERMINED BY TOTAL RISK POINTS <input type="checkbox"/> HIGH RISK <input type="checkbox"/> MODERATE RISK <input checked="" type="checkbox"/> LOW RISK/NONSENSITIVE	JUSTIFICATION Per email concurrence dated 12/17/2008
SIGNATURE OF INFORMATION SECURITY OFFICER SUE LATTA, ISO	
DATE (MM/DD/YYYY) 12/17/2008	

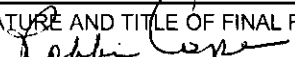
STEP 5 - ADJUSTMENTS TO POSITION RISK LEVEL

NOTE: Some positions, by the very nature of the duties and responsibilities, will require adjustments to risk level designations. See VA Handbook 0710, Appendix A, paragraph 5, Adjustments. Additionally, some positions may temporarily require access to sensitive national security classified information. Such access will factor into the adjustment of the position sensitivity designation. See VA Handbook 0710, Appendix A, paragraph 11.

Risk Level: <input checked="" type="checkbox"/> NO ADJUSTMENT <input type="checkbox"/> INCREASE RISK LEVEL TO: <input type="checkbox"/> MODERATE RISK <input type="checkbox"/> HIGH RISK	Sensitivity Level: <input checked="" type="checkbox"/> NO ADJUSTMENT <input type="checkbox"/> INCREASE SENSITIVITY LEVEL TO: <input type="checkbox"/> NONCRITICAL SENSITIVE <input type="checkbox"/> CRITICAL SENSITIVE <input type="checkbox"/> SPECIAL SENSITIVE
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STEP 6 - FINAL POSITION RISK/SENSITIVITY LEVEL DESIGNATION

FINAL POSITION RISK LEVEL <input type="checkbox"/> HIGH RISK <input type="checkbox"/> MODERATE RISK <input checked="" type="checkbox"/> LOW RISK	FINAL SENSITIVITY LEVEL DESIGNATION <input type="checkbox"/> SPECIAL SENSITIVE <input type="checkbox"/> CRITICAL SENSITIVE <input type="checkbox"/> NON-CRITICAL SENSITIVE <input checked="" type="checkbox"/> NONSENSITIVE
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SIGNATURE AND TITLE OF FINAL RISK/SENSITIVITY LEVEL DESIGNATOR  ROBBIN COPE, HR Specialist (Classification) VISN 6	DATE (MM/DD/YYYY) 12/17/2008
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