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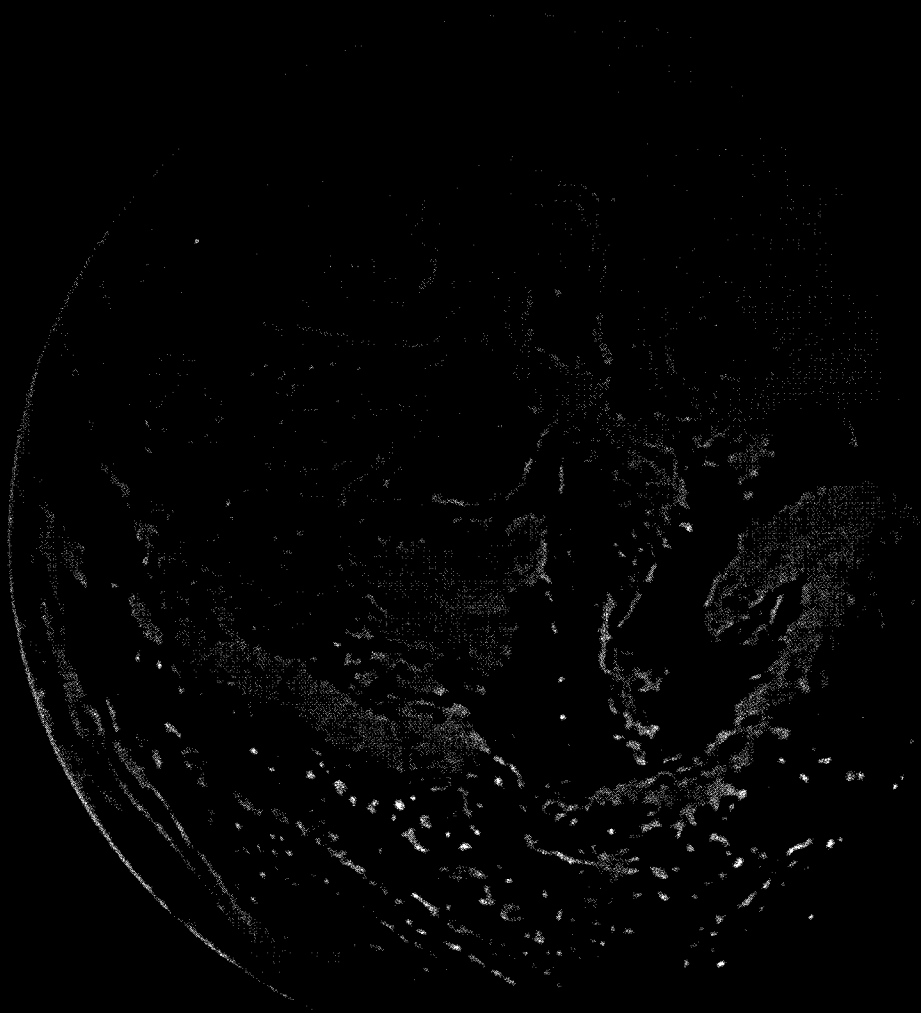
Human Resources
Management
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August 1989

Meeting The Challenge

Human Resources Management At EPA

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As a society and as an Agency, we have made significant progress in recognizing and reducing many major threats to our environment. However, environmental problems of great complexity are still with us, and judging by past experience, equally vexing problems will await us when these are solved. EPA's mission of protecting the environment will continue to be difficult and complex.

Equally difficult is the task of maintaining a highly competent workforce to accomplish that mission. The growing demand for skilled and talented people, combined with a shrinking labor pool, means we must be consistently creative in our approach to Human Resources Management. Our success depends upon our ability to attract and keep "the best and brightest." This is a great challenge. This report describes how we are MEETING THE CHALLENGE.

A handwritten signature in cursive script, reading "Charles L. Grizzle".

Charles L. Grizzle

Assistant Administrator

Office of Administration and Resources Management

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MEETING THE CHALLENGE

Human Resources Management at EPA

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INTRODUCTION

EPA has made remarkable progress in protecting human health and the environment in its short twenty-year history. Our air is cleaner and healthier than it was in the 1960's; many rivers, streams and lakes have been made safe for fishing and swimming; the use of many harmful pesticides has been cancelled, suspended or restricted. (The resurgence of the bald eagle and the peregrine falcon is the result of EPA's ban on the use of DDT.)

These accomplishments are more remarkable when we consider that in the last twenty years, the US population has increased by 25%, there are more cars on the road traveling more miles, and more manufacturing facilities are producing more products.

However, much remains to be done. Many of America's cities still have dirty air; our wetlands are disappearing at an alarming rate; our oceans, estuaries and beaches are victims of intensive development; many urban areas face a mounting crisis over garbage disposal.

Many problems are global, crossing national boundaries. Chlorofluorocarbons are threatening the stratospheric ozone layer; carbon dioxide emissions are causing a gradual warming of the earth's atmosphere; plants and animals worldwide are becoming extinct at an alarming rate; acid rain is wreaking havoc in the northeastern United States, southeastern Canada and Europe.

We are gradually coming to realize that there is no such place as "away," where we can throw things, and therefore EPA is placing more emphasis on pollution prevention in all its programs.

There is no such place as "away," where we can throw things.

In the largest sense, the earth is a single, integrated ecosystem, shared by all the people living on it. The United States Environmental Protection Agency is looked to for world leadership in solving problems of mind boggling complexity. We must have the very best people to do the job.

The Challenge

The success of EPA depends on the success of its people. Administrator William K. Reilly said at the first EPA General Staff meeting held at Constitution Hall on March 21, 1989:

"I want to ensure the continuation of the very strong human resources program begun here at EPA five years ago...The success or failure of all that we do...depends on our people...I want EPA to attract the best, develop the best and retain the best..."

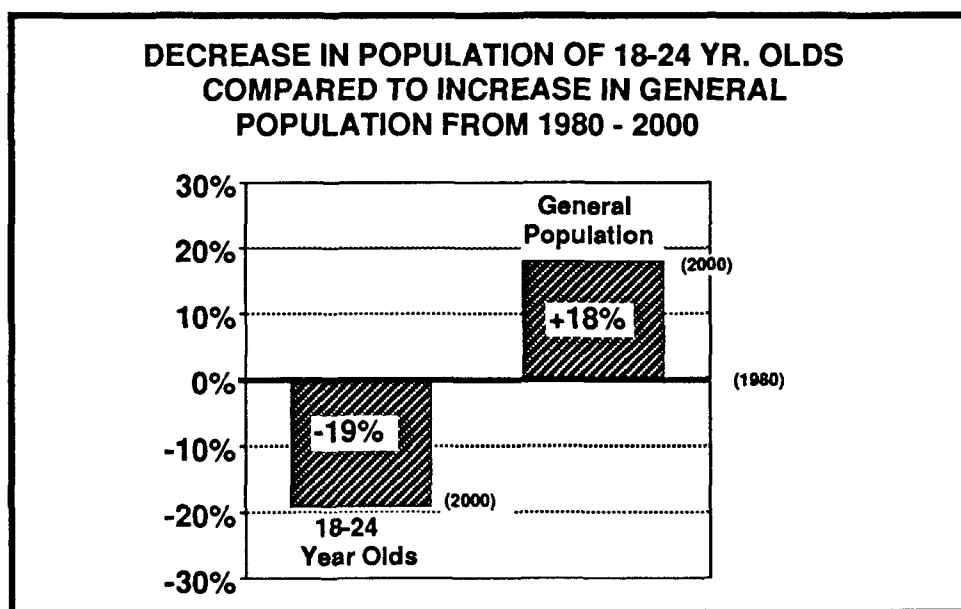
"...The success or failure of all that we do...depends on our people..."



Attracting talented people to growing organizations (and developing and retaining them) in a time of increasingly complex technology is the major challenge facing EPA and its competitors in the marketplace. This report is about how EPA is meeting that challenge.

The following figures, taken from "CHANGING AMERICA: The New Face of Science and Engineering" (September 1988), show why this is not an easy challenge:

- The population of 18 - 24 year olds, from which we draw most entry level people, will decrease by 19% between 1980 and 2000, while the general population will increase by 18%.



- Between 1988 and 2000, more than 90,000 Federal jobs will be added in the highest skill categories, that is, requiring a college degree.
- By the year 2000, 85% of new entrants to the workforce will be women or minorities, including immigrants. The percentage of handicapped persons entering the workforce will also rise.

By the year 2000, 85% of new entrants to the workforce will be women or minorities.

- By the year 2000, 47% of our schoolchildren will be black or Hispanic (the figure is now 25%). In California, Texas and New Mexico, the figure is already approaching that.

FINDING THE RIGHT PEOPLE

EPA's uniquely appealing mission of protecting human health and the environment is an important factor in attracting talented, idealistic people. This, combined with an intensive recruitment outreach program that emphasizes our mission, has helped us hire over 2,000 people in the last two years, more than half in scientific/technical occupations. With this sizable influx of workers, we have a grand opportunity to seek out highly skilled employees who are committed to public service and to the protection of the environment. There are a number of ways EPA is attracting the "best and brightest."



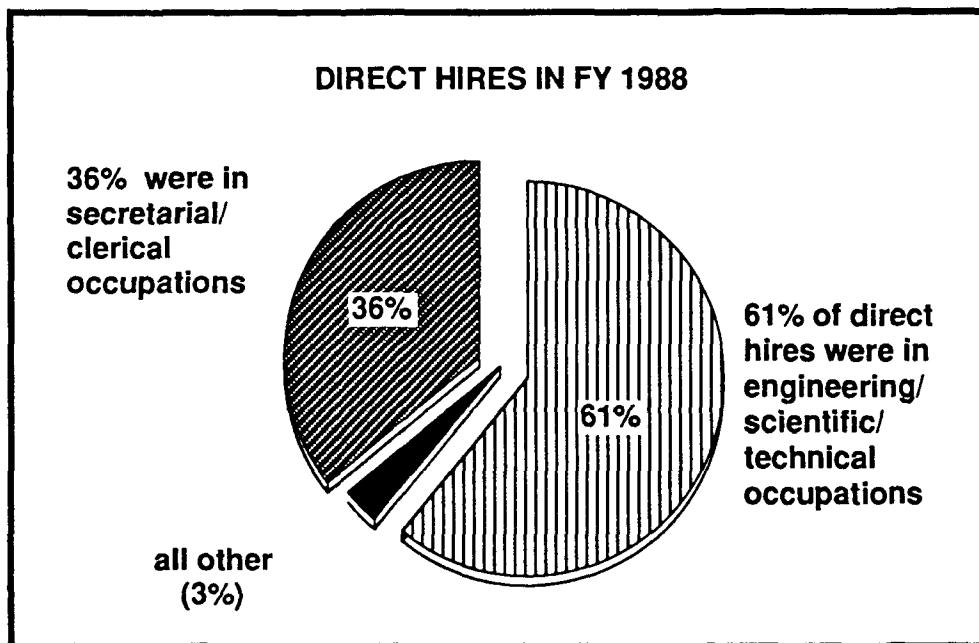
Direct Hire Authority

Through Direct Hire Authority, we can hire qualified people in selected disciplines "on-the-spot," without going through the Office of Personnel Management (OPM) register process. Currently, we have Direct Hire Authority nationwide for engineers (grades 5-11) and accountants (grades 5-9). We also have it for computer specialists and clerical/secretarial personnel at Headquarters and some field offices. Several Regional Offices and Laboratories have direct hire authority

for environmental scientists, chemists, hydrologists, geologists, computer specialists and accounting technicians.

Direct Hire Authority is a very useful tool, enabling personnel officers and program managers, working together, to hire qualified and hard-to-find people quickly and easily. It is especially popular in our field offices where it is used mostly to hire scientists and engineers.

Last year EPA hired 473 people directly. Sixty-one percent of them were in engineering/scientific/technical disciplines, with the largest single category being Environmental Engineers. Thirty-six percent were in secretarial/clerical occupations.



Delegated Examining Authority

Through Delegated Examining Authority (DEA), we examine applicants' qualifications and compile a list of those eligible for employment, again without going through OPM. In hard-to-fill occupations, such as science and engineering, we sometimes have difficulty finding any qualified applicants. In such cases, EPA may hire qualified applicants on-the-spot. Last year we hired 81 people using DEA, an increase of 23% over the previous year's 66.

EPA Office of Employment Services (EOES)

The EOES, located on the concourse of Waterside Mall at Headquarters, is a "walk-in" office which facilitates the public's access to

employment opportunities at the Agency. Using streamlined hiring authorities, such as direct hire, DEA and temporary-outside-the-register, EOES personnel have enhanced EPA's ability to hire scientific and technical personnel quickly. EOES also administers the OPM examination for clerical and support personnel, creating a readily available pool of applicants for these positions.

Job Fairs

Job Fairs are an important part of EPA's recruitment effort. In August 1988, OPM conducted a special Health, Science and Technology Job Fair. The Job Fair was unique in that OPM granted all participating agencies Direct Hire Authority to make on-the-spot job offers in the covered occupations. We made 15 such offers to qualified candidates.

In addition, over 500 applications were collected, from which approximately 100 additional direct hires were made. Twenty-five Federal agencies participated in this two-day event, which attracted over 2500 prospective employees.

Region III held its own Job Fair last year at Morgan State University in Baltimore. All Regional Offices participate in Job Fairs sponsored by various public and private organizations. We will continue to participate in these and other high-yield recruitment activities. For example, EPA recruiters will be attending over 100 carefully selected recruitment events this year.

Cooperative Education Program

Currently, 60 students are enrolled in the Agency's Cooperative Education Program, which is designed to attract students to careers in the Federal government. The program allows students to attend school (high school, college or graduate school), on a full-time basis while engaging in periods of study-related work. When students complete their education, they can be hired noncompetitively.

While most current participating students are in scientific/technical fields, the program is open to all, including clerical, administrative and professional employees.

We are negotiating with OMB to have Cooperative Education students exempt from hiring ceiling until they come to work full time. Approval of this request would result in a substantial increase in program enrollment.

Outstanding Scholar Program

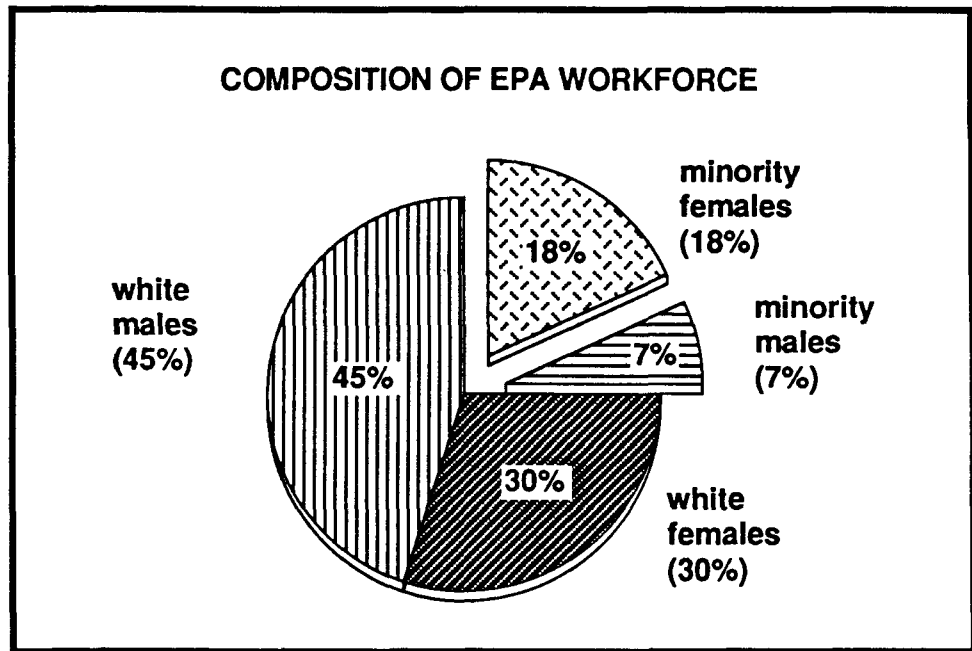
College graduates with a 3.5 Grade Point Average on a 4.0 scale for all undergraduate courses, or who stand in the upper 10% of their graduating class, may be noncompetitively appointed to Professional and Administrative Career(PAC) positions at the GS-7 level. We actively seek out these scholars as prime candidates for the EPA Management Intern Program.



Affirmative Action

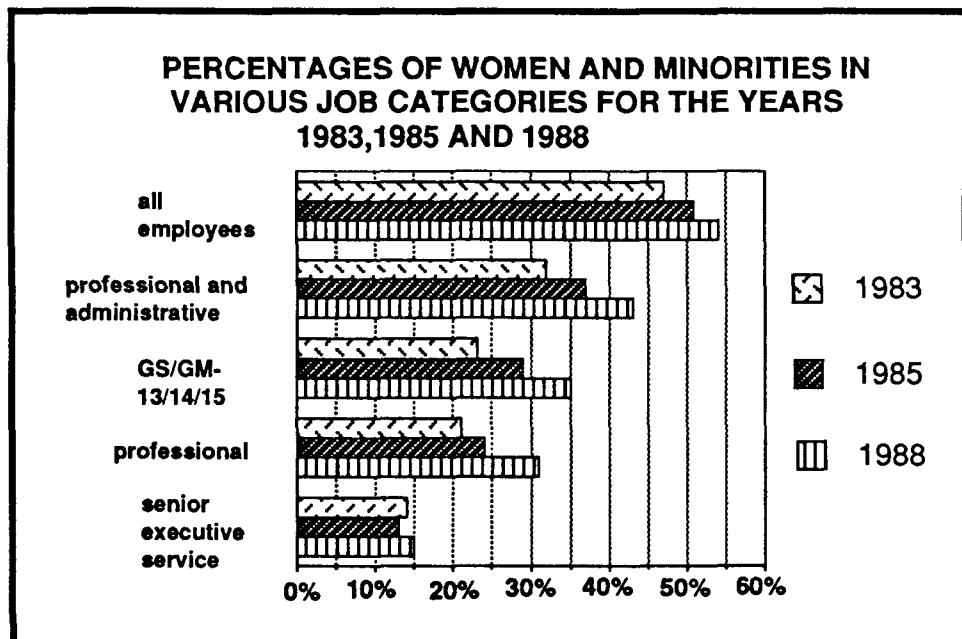
Historically, the goal of affirmative action programs has been to redress the effects of past discrimination and to achieve proportional representation. This goal is certainly valid in itself, but now there is a new and pressing element: we must actively recruit minorities and women, tapping that reservoir of talent, if we are to meet our workforce needs.

The composition of EPA's workforce is the result of considerable outreach to women and minorities. While the number of women and minorities at the senior levels is increasing gradually, minorities are still significantly underrepresented. In the scientific/technical ranks, this underrepresentation is especially pronounced. The Administrator has stressed that he expects vigorous affirmative action efforts on the part of managers and supervisors and that there will be accountability and appropriate recognition for those involved.



Approximately 1/3 of our recruitment effort is focused on minorities, including American Indians, Hispanics, Asian-Pacific Americans and Blacks. About 1/3 of EPA's college visits are to historically Black colleges and universities and other minority academic institutions.

Women and minorities comprise 54% of EPA's workforce, but they are not proportionately represented in higher grade levels and in management positions. However, as you can see in the chart below, we are making progress.



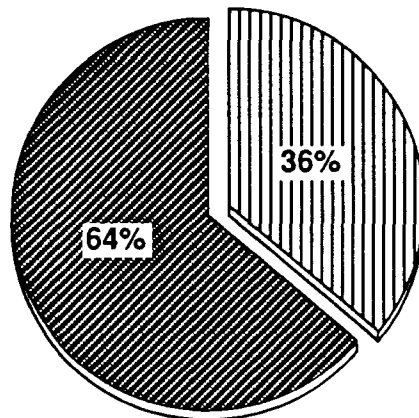
With the exception of the SES category, these are impressive gains over the five year period. The percentage of women and minorities in the workforce has increased steadily, and their representation in supervisory, management and other higher level positions has increased at an even greater rate.

To ensure continued progress, the Agency has established the goal that 52% of new hires in the professional, administrative, supervisory, managerial and SES positions should be women or minorities.

Affirmative Action in the Senior Executive Service

We are committed to having an executive leadership cadre whose composition reflects the racial and ethnic makeup of our entire workforce. We are taking positive steps to achieve this goal. For example, 36% of the current SES Candidate Development Program class is composed of women or minorities.

**PERCENTAGE OF WOMEN AND MINORITIES
IN THE CURRENT
SES CANDIDATE DEVELOPMENT PROGRAM**



**women and minorities
make up 36%
of the current class**

We are going to improve minority SES representation by launching a private sector recruitment program to find promising minority candidates who want to work at EPA, and establishing procedures that will enable them to compete on an equal basis with in-house personnel for executive positions.

Although 42% of the Federal workforce is female, women hold only (8.9%) of SES jobs government-wide. At EPA women make up 48%

of the workforce and they hold 12% of the SES jobs, comparing favorably with the government-wide profile.

GLO (Greater Leadership Opportunities) Program

The GLO Program provides the opportunity for talented women and minorities to serve in positions of high visibility, with opportunities to enhance their leadership and management skills through formal classroom training and developmental/rotational assignments, thereby enabling them to compete more successfully for supervisory positions.

The first four sessions of this program had a total of 90 participants. Last year the program was revised to include a structured selection process and a formal set of completion requirements. There is also an increased emphasis on management support and on improved communication with managers as well as participants.

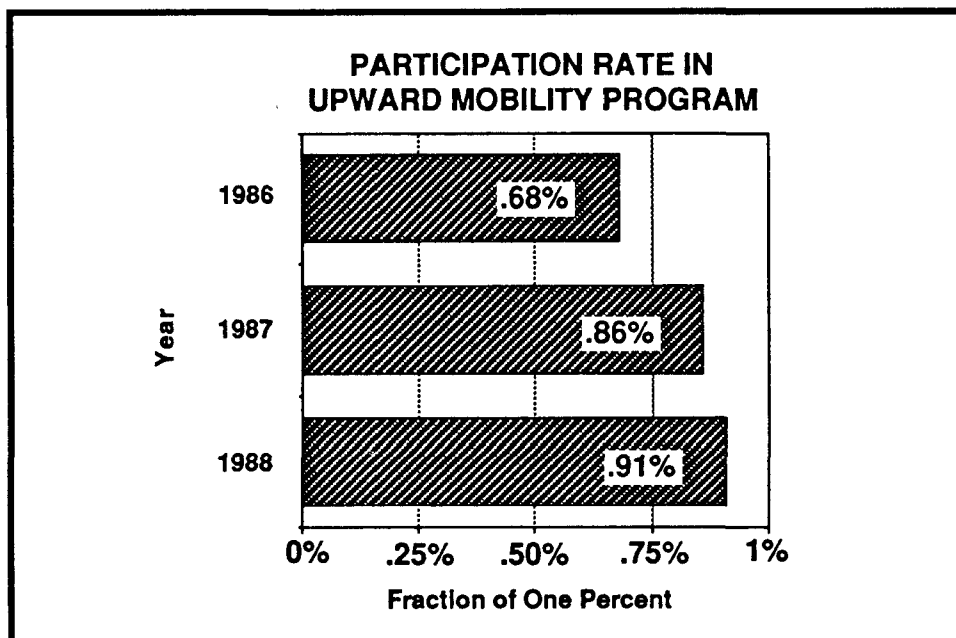
Of the 90 participants since the program began in December 1987, 21 (23%) have been appointed to supervisory positions or other positions of increased responsibility.

Women's Executive Leadership (WEL) Program

The Women's Executive Leadership Program is a year-long program of supervisory and managerial training and developmental experiences that OPM provides for high-potential women and men in grades GS-11/12 to help them become optimally equipped for future opportunities as Federal supervisors and managers. The program focuses on career enhancement rather than advancement. Of 174 participants in this year's program, 5 are men. Fifty-two percent are from outside the Washington, D.C. area, and twenty-seven agencies and thirty-one states are represented. EPA has nine employees enrolled in this program, which provided the model for our own GLO Program.

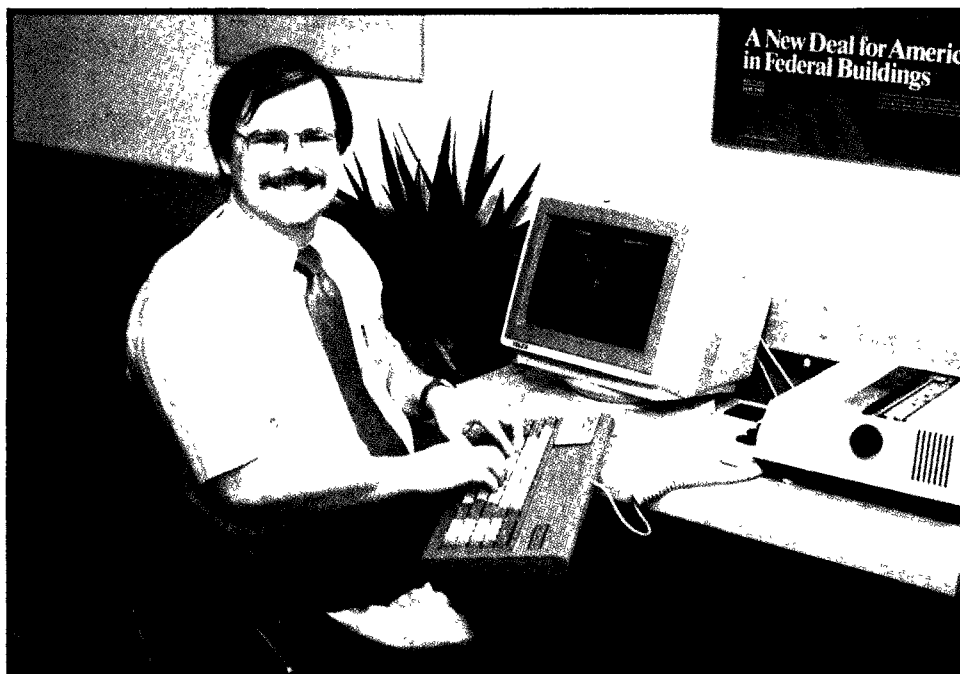
Upward Mobility Program

The Upward Mobility Program is becoming increasingly popular with Agency managers and supervisors as a mechanism for providing growth and advancement opportunities for lower level employees. Over the past three years, as shown in the graph below, the participation rate in the Program has increased from .68% to .91%, as we climb toward our goal of 1% of the permanent workforce. Preliminary figures indicate that we may do even better in 1989.



Persons with Disabilities

Persons with severe disabilities who are certified by an appropriate agency (such as the Veterans Administration Vocational Rehabilitation Center or a university which specializes in the training of persons with disabilities) may be appointed noncompetitively to positions consistent with their skills. Employees with severe disabilities serve in nearly every program area in a wide spectrum of positions at all grade



Meeting the Challenge

levels. They make up .74% of our population, slightly less than the Agency's goal of at least 1% of the permanent workforce. The "Managers Guide to Hiring the Handicapped" gives more detail on this program.

REALIZING OUR FULL POTENTIAL

Helping employees reach their full potential is essential in light of the ever-increasing demand for a highly skilled workforce. EPA has made a substantial investment in programs and activities which enhance professional development and facilitate personal growth. These include formal classroom training, rotational assignments, seminars/workshops, intern programs, participation in professional societies, etc.

Staff Development

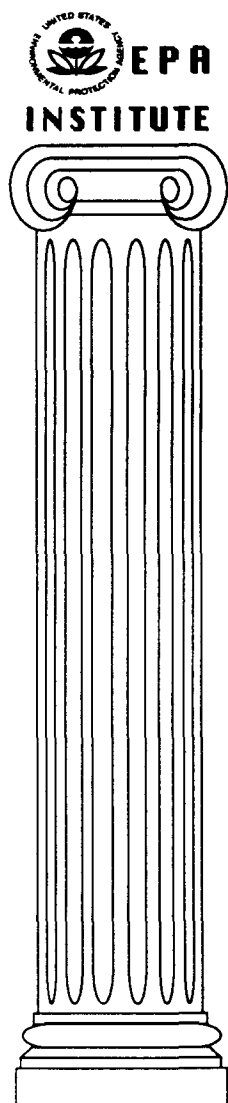
It would be hard to overemphasize EPA's commitment to Staff Development. Providing opportunities for our employees to develop to their fullest potential not only ensures that they will be better performers on the job, but is a strong incentive to stay with the Agency. The large number of programs described in this chapter is an accurate gauge of the importance of Staff Development to EPA.

EPA Institute

The EPA Institute is one of our most successful programs. It began as EPA people teaching other EPA people; it now also encompasses the full gamut of training opportunities, such as OPM-sponsored courses, Federal Executive Seminars and vendor training. It has grown from 16 courses at Headquarters in its first year (1986) to a national network of almost 500 courses relating to the environment and employee development. A significant number of students are State and local government employees.

All ten Regions and five other major field locations have operational Institutes. The Institute's "column" logo has become a symbol throughout the Agency for excellence in training.

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The Institute is cost-effective. For example, a contractor would charge about \$3500 to deliver the Risk And Decision Making course. By using our own experts as instructors, the cost is limited to staff time, but the benefits to the instructor, participant and Agency are manifold.

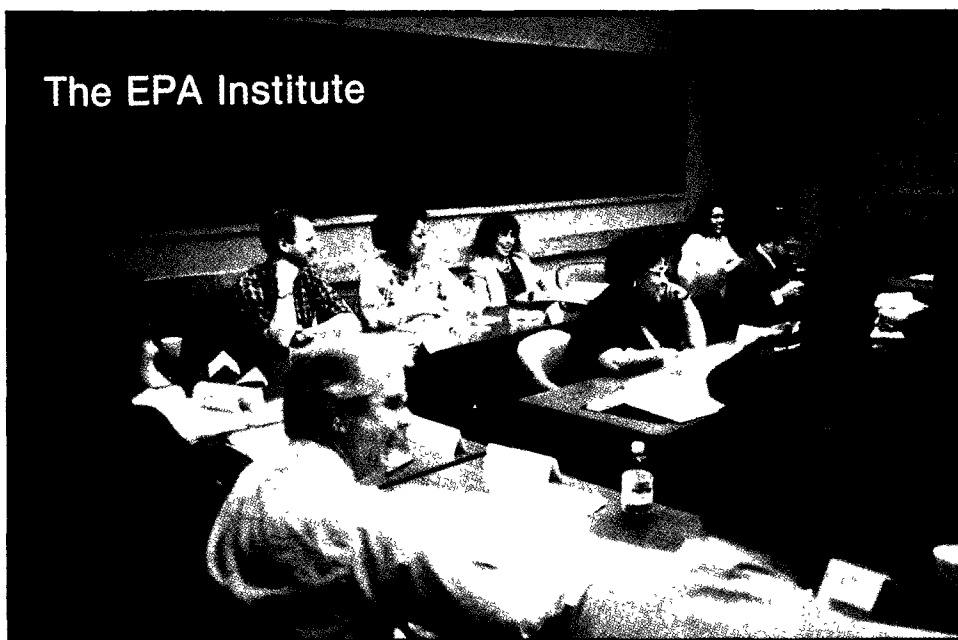
In an era of limited resources and a virtually unlimited demand for training, the Institute fills a critical need. Not only are Institute courses economical, but they are specifically tailored to meet EPA's training needs and they consistently receive the highest marks for quality. The Institute also provides a career development opportunity for those who share their expertise as instructors.

The Institute serves as our clearinghouse in all areas of training. It is a training information "broker" among and between State agencies, other Federal agencies and environmental organizations. Through its products and projects EPA creates and participates in a national network of environmental training. Courses are offered in all the areas listed below (and more) and the number of specialized curricula is expanding:

- Science/Technology
- Law/Regulation/Enforcement
- Contracts/Finance
- Computers/ADP
- Management
- Secretarial Development

Several Regions have agreements for granting continuing education or university credit for some Institute courses. An outstanding example is the Region III office in Philadelphia, which has an agreement with Temple University to provide a 40 semester-hour curriculum, "Man and the Environment," which includes courses in science and the environment, technical writing, statistics and computer technology. EPA pays for books and tuition for eligible employees. The program is designed primarily for paraprofessional and support personnel to help them prepare for higher level positions.

Our EPA Institute Instructor Training Course is creating a cadre of well-qualified instructors who can present material in an effective, interesting manner through the use of appropriate teaching materials and techniques. The three-day course, which includes one day of videotaped practice, is given at Regional Offices and Laboratories as well as at Headquarters.



EPA's comprehensive catalogue of Agency training lists and describes nearly 500 courses indexed alphabetically, by subject, and by location. The catalogue has been distributed throughout EPA, to other Federal agencies, States, environmental associations, and professional organizations. It has been showcased at a number of public meetings, exhibiting the breadth and depth of our commitment to human resource development and training.

A new electronic training course catalogue, "E-CATS," is now available. The automated, easy-to-use system, which runs on E-Mail, provides real-time information on EPA and other selected environmental, management and developmental courses to our clients: Agency managers, supervisors and employees; state and local governments; and selected private businesses and academic institutions. E-CATS is an excellent example of procedural automation, providing on-line course information, with little or no paperwork required.

EPA Mid-Level Development Program

In 1987 the Office of Administration and Resources Management initiated a Mid-Level Development Program for outstanding employees in grades 12-15. The Program, with thirteen participants selected through a competitive process in each of the two original classes, was so successful that it has been expanded into an Agencywide program.

The two-year program provides broad experience to the selected employees, most of whom come from positions that require some supervisory skills, such as project managers, team leaders, section chiefs and branch chiefs. There are three primary program components: rotational assignments to various program and management positions within the Agency; group training programs to enhance skills; and task force assignments that encourage teamwork. Mid-level Development Plans (MDP's) guide the two-year experience, and participants are encouraged to find mentors.



Secretarial Development Program

OHRM has initiated a model Secretarial Development program, structured in eight independent modules. For example, module 1 addresses hiring, testing and recruiting; module 4 deals with career development; and module 8 with exploring future concepts in secretarial development. Participating secretaries also have opportunities for mentoring support and professional secretary certification, which can include up to 38 college credits. The program will enhance

recruitment and hiring, improve the quality of the workforce and provide new career opportunities for secretaries. The Headquarters program is scheduled for fiscal year 1989 implementation. Regional and Laboratory programs are expected to be up and running by 1989/90.

Rotational Assignment Program

This exciting new program represents the Agency's commitment to "...building on the strength of our employees, investing in human excellence through developmental assignments." The purpose of the rotational assignment program, which is open to all employees, is to broaden the knowledge and experience of participants and to provide programs with expertise which might not otherwise be available.

The application process has been simplified by allowing the use of a resume rather than the SF-171, and other documentation requirements have been reduced. Rotational assignments will be for one year.

Organizational Development (OD)

EPA manages several organizational development contracts, available to program offices throughout the Agency, in the areas of communications, strategic planning, team building, career development and meeting management.

So far in FY 1989, EPA personnel, working with contractors and consultants, have presented workshops and other organizational development sessions for 25 program offices, which have obligated \$275,000 for such work. Both internal and external OD consultants are available for assistance with this program.

Managerial Excellence

Managing the nation's environmental programs in the next decade will require the best leadership talent available. EPA has a number of programs to select, train and develop managers at all levels, from first-line supervisors to senior managers and executives. Each complements the others, honing different skills and abilities necessary to successfully manage diverse and highly complex programs.

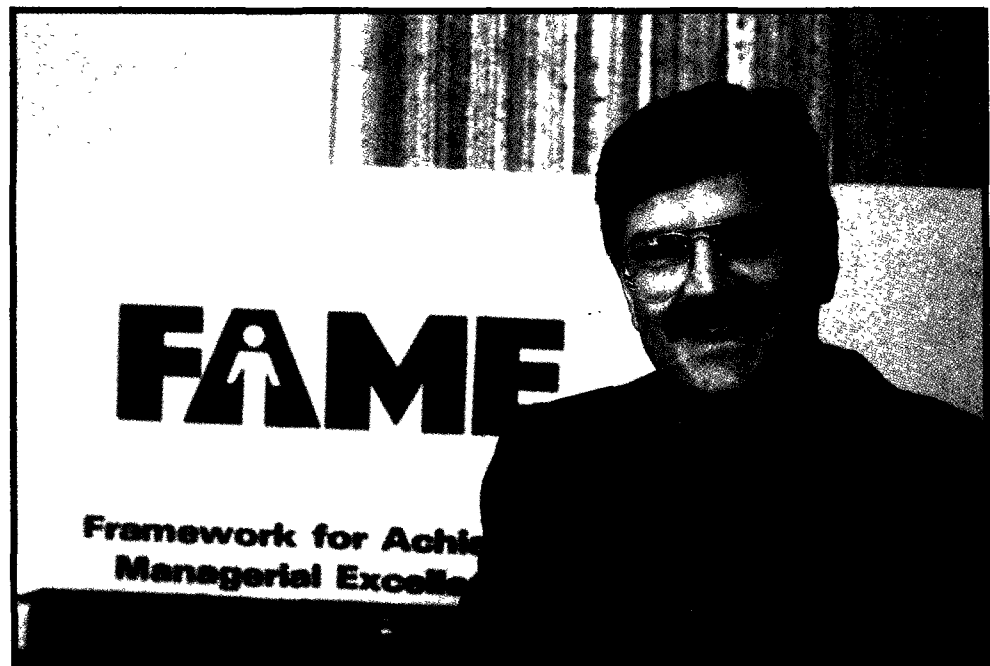
Pre-Supervisory Training

A key component of an effective management development program is to prepare employees for "that first supervisory job." A two-day course, **Understanding Supervision**, is available for those at the pre-supervisory stage of their careers to provide a glimpse of what it means to be a supervisor. Our goal is to help employees decide whether supervision is for them, based on responsibilities, roles, and skills requirements. The course, taught by current EPA supervisors, is offered regularly throughout the Agency.

Framework for Achieving Managerial Excellence (FAME)

Our approach to management development, FAME, is a comprehensive three-dimensional program which addresses the selection, training and appraisal systems for managers at all levels. It provides a framework for managers to help them assess and select candidates for supervisory positions. Selecting the right people, proven performers with high potential for management excellence, is crucial.

Supervisors, managers and executives receive the best training we can design. Management is a second career with new skills to learn. This takes time, effort and commitment at all levels of the Agency. The FAME core courses teach specialized skills and provide training specific to each level.



Framework for Supervision is designed to be the first course for the newly-appointed supervisor. It emphasizes the supervisor's role in the management team, Agency expectations of new supervisors, overviews of certain key systems (such as performance measurement and budgeting), and skill development in areas critical to new supervisors (such as communication, delegation and interpersonal sensitivity).

Keys to Managerial Excellence is primarily for middle managers. (Middle managers generally supervise at least one subordinate supervisor.) This course focuses on the definition, roles and responsibilities of managers, and the difference between "supervising" and "managing." Key competencies and characteristics that help define success in middle management (such as leadership, organizational development and results focus) are presented.

The **Executive Forum** is for newly-appointed members of the Senior Executive Service. The forum provides the basic management, negotiation and problem-solving skills required by top-level managers to help the Agency reach its complex program goals.

SES Candidate Development Program

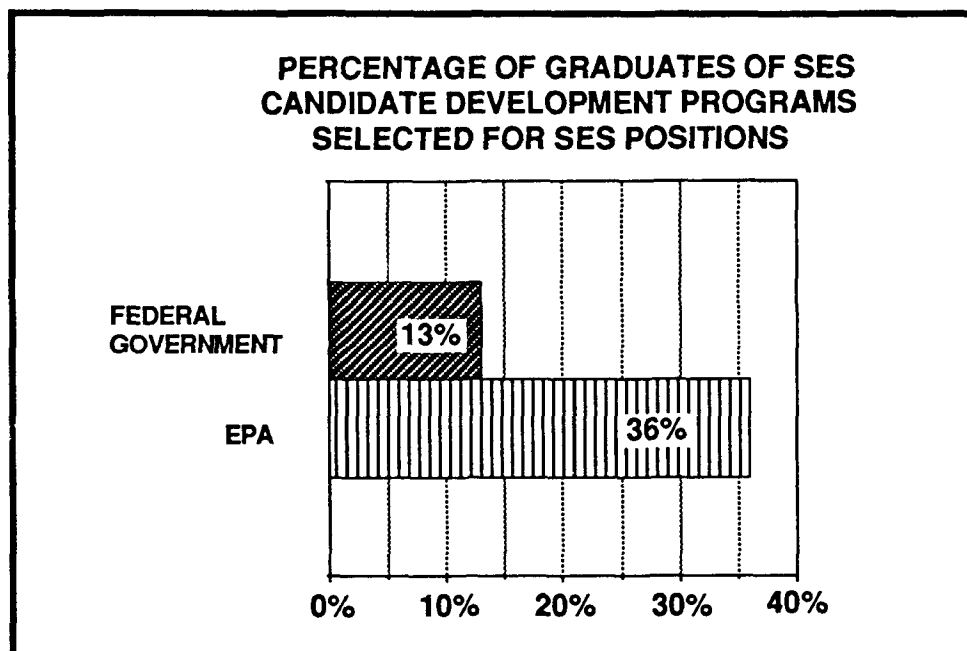
The objective of the highly selective SES Candidate Development Program is to create a pool of talented, well-prepared, readily available executives to lead EPA in the decade of the nineties and into the 21st century.

To achieve and maintain excellence at the top levels of management, we look for candidates with significant managerial experience, especially as a second level supervisor; a broad background, with multiple job experiences; and personal characteristics which contribute to success at the individual, team and organizational levels. Any GM-14/15 employee who can demonstrate significant managerial experience is strongly encouraged to apply for the program.

The curriculum is tailored to individual needs, and candidates receive personalized training based on their Individual Development Plan (IDP). They may complete the program in as little as three months, or up to a maximum of three years, depending upon their previous experience, management skills and personal progress. Graduates receive OPM certification, making them eligible for selection to SES positions.

Program graduates are a significant source for new appointments to the SES. Of the 22 current SES candidates, 8 (36%) have been

selected for SES positions and the others are completing their individual development plans. This is much higher than the Government-wide rate of 13%, which speaks well for the quality of EPA's Program.



The SES Candidate Development Program is not our sole source for recruiting SES candidates, however. Many are selected through the competitive process and, based on particular programmatic needs, we will continue to advertise SES vacancies where we encourage anyone who is qualified to apply.

Environmental Management Seminars

Environmental Management Seminars on crucial issues, such as "Setting Environmental Priorities," and "Is the Environment Getting Cleaner? Indicators for Measuring Environmental Progress," are held each year. These two- to three-day seminars, which bring together SES executives and candidates in a collegiate setting, offer an effective, interesting way of staying abreast of current environmental issues.

Senior Executive Service (SES) Forums

SES Forums, which last no more than one day, provide opportunities for executives to discuss current management issues, and keep abreast of the latest management techniques and trends. To provide flexibility

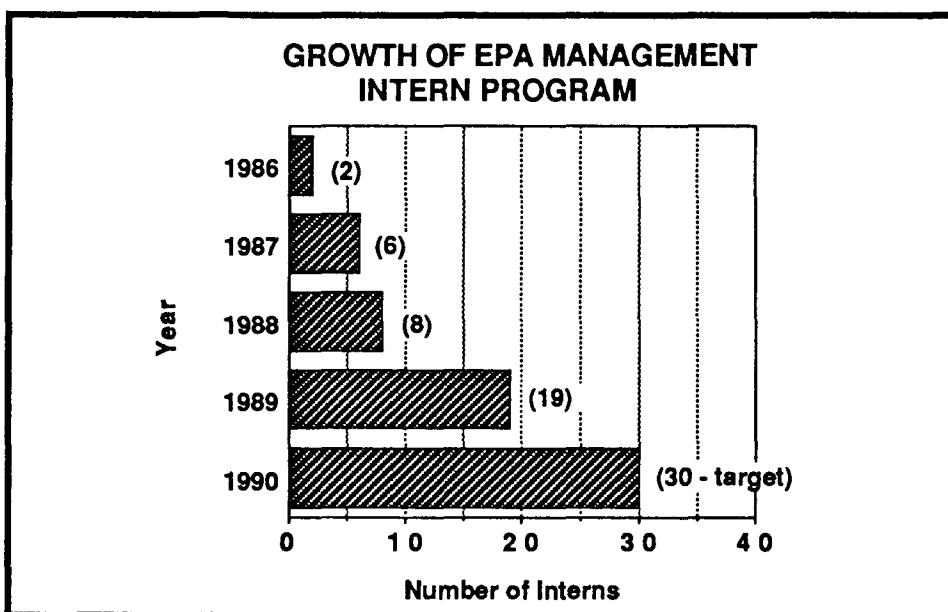
and a greater range of topics, EPA has joined a consortium in the Washington area which presents monthly Forums on timely subjects such as, "Getting the Critical Edge on Anger," and "Strategic Leadership in a period of Transition." Through an agreement with the Treasury Executive Institute, EPA executives in our Regional Offices participate in similar Forums.

EPA Management Intern Program

This structured, high visibility management development program has proven very attractive to outstanding college seniors and graduate students who have a commitment to public service and protection of the environment. The candidate evaluation criteria are designed to help us obtain talented people with a mix of management and technical skills, with strong minority and female representation.

Interns actually design their own two-year programs by creating an Individual Development Plan, outlining their rotational assignments and training, and choosing mentors to help them gain broad-based, Agencywide experience.

The program has steadily expanded since its inception in 1986 in the Office of the Comptroller. This year we interviewed 351 students, received 183 applications and invited 35 candidates to Washington for final interviews. Nineteen interns were selected. We are immensely pleased that of these nineteen, sixteen are minorities and women. This excellent program is serving as a model for the entire Federal government.



Presidential Management Intern Program (PMIP)

A limited number of outstanding candidates with Master's Degrees in Public Administration, Public Policy or other relevant disciplines are selected each year government-wide to participate in this prestigious program which is operated by the Office of Personnel Management (OPM). Students enter upon a structured two-year program which includes rotational assignments, formal classes, assignment to a mentor, and meetings with other PMI's. Our PMI program is recognized as one of the best in the Federal government and a high percentage of PMI's elect to stay with the Agency. In fact, since 1978 EPA has had 120 interns and 70% of them are still here, many in highly responsible positions.

Executive Potential Program (EPP)

Since its inception in 1986, EPP (an OPM program) has become increasingly recognized as the Federal model for providing training and developmental experiences for high potential individuals in grades GS/GM - 13/14, preparing them for managerial and executive positions in the Federal government. The Program is especially suitable for occupational specialists at the journeyman level who are transitioning into management as a second profession and who need to complement their technical expertise with professional management skills.

While remaining in their positions of record, participants complete a rigorous twelve-month program which includes: an individual needs assessment, an individual development plan, two 60-day developmental assignments, interviews with senior executives, a one-week shadow assignment with a high-level official, and twenty-five days of classroom training on the general theme of leadership. During the last two years, EPA has enrolled 33 participants in the EPP, more than any other Agency.

Public Health Service

EPA is participating in the revitalization of the Public Health Service by integrating PHS officers into our position structure, improving our reward system for good performance, and recruiting more young officers. We have also started a newsletter to our PHS officers, and a Supervisory Guide for Managers will be available later this year.

Technology Transfer

Technology Transfer is defined as technical assistance, training and focused information dissemination. An incredible amount of knowledge about environmental problems exists in various organizations. The hard part is getting it delivered (transferred, if you will) from where it is to where it is needed.

Several offices within EPA work together to facilitate the exchange of information, knowhow and expertise within the Agency and among our partners in the pollution control process. We lend our expertise and support to the Education and Training Committee of the National Advisory Council on Environmental Technology Transfer (NACETT). We have also compiled a compendium of State/EPA cooperative training activities.

Institute Scholars Assisting Indian Nations

A specific example of technology transfer is the EPA Institute Scholar Program, a joint venture of the Institute and the Office of Federal Activities. Its purpose is to effect technology transfer, in the form of "hands-on" skills training, to the Indian nations. Examples of skills taught are: solid waste management, evaluation of contaminated sites, mitigation of exposure to asbestos in schools, and water quality sampling skills.



Institute Scholars, whose selection is based on their written course proposals, receive two types of training before actually going to the Indian Nations: a three-day workshop at Headquarters, taught by environmental and Indian culture experts from EPA, the Bureau of Indian Affairs and the Indian Health Service; and a second phase in Regional locations, where Scholars learn more about the specific problems of the assigned tribes. The program has been very well-received by Indian Tribes.

Intergovernmental Personnel Act (IPA) Assignments

The Intergovernmental Personnel Act (IPA) Program facilitates intergovernmental cooperation by encouraging mutually beneficial exchanges of personnel and information (technology transfer) between the Federal government and States, local governments, colleges, Indian Nations and non-profit organizations to increase knowledge and understanding of environmental problems.

In the past, parity has been lacking in the relationship, with more Federal personnel going to the other partners than vice-versa. We propose a more balanced IPA Program, one that allows more state and local government employees to come to EPA.

We raised the visibility of this useful program last year by communicating the objectives, scope and applicability of the program to EPA managers nationwide. In addition, we set up an IPA pool of six FTE's and \$317,000 to assist Regions and Programs in implementing their programs. As a result, 33 employees have expressed an interest in IPA assignments this year.

FULFILLING EMPLOYEE NEEDS

Our comprehensive approach to meeting the human resources management challenge is based on what we believe...our people are our most valuable asset. We can expect to achieve our best only if we are viewed as total beings with a variety of needs. The Agency's emphasis on meeting these needs is demonstrated in a variety of ways.

New Employee Orientation

Our revamped orientation for new employees makes newcomers feel welcome and valued at EPA, while providing all relevant information. The new people are presented with a handsome portfolio for all employment papers and forms.

Flexitime

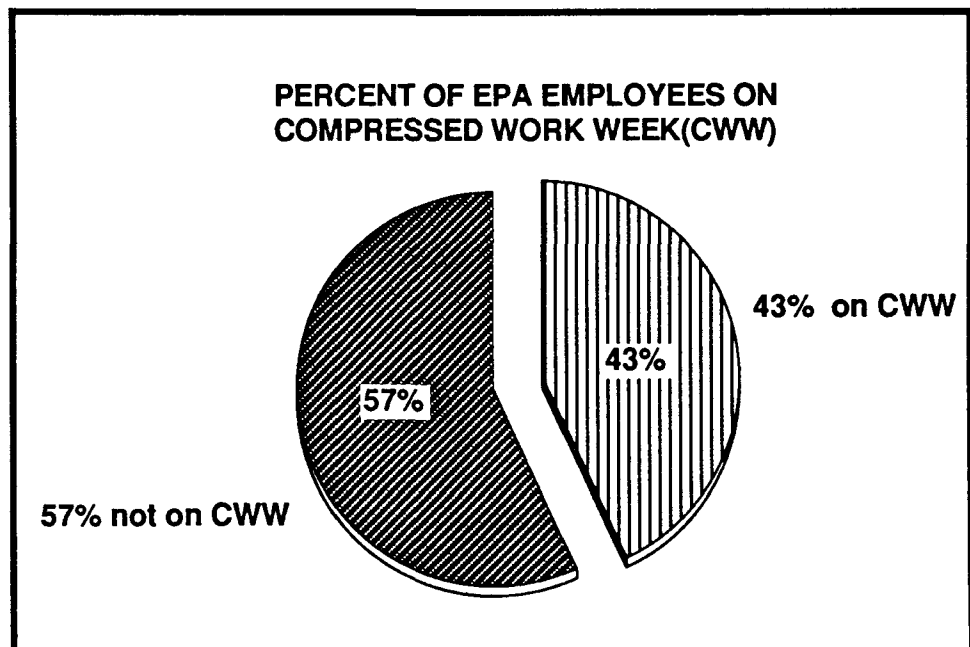
This program allows employees to vary their starting and quitting times to accommodate individual needs and preferences. For example, at Headquarters, employees on a five-day work week may start work anytime between 7:00 a.m. -9:30 a.m. and quit from 3:30 p.m. - 6:00 p.m.

Flexiplace

This is an arrangement in which employees perform their jobs at home or at other locations nearby. Experimentation with this idea is taking place in both the public and private sectors in the United States and abroad - spurred on by rising construction and building maintenance costs, new and affordable telecommunications capabilities, urban pollution and traffic gridlock. EPA's Office of Administration and Resources Management in Research Triangle Park (RTP), N.C., is conducting a six-month pilot flexiplace program

Compressed Work Week(CWW)

Under CWW, employees may work 9 hours per day for 8 days, 8 hours one day and take one day per pay period off. They still work 80 hours during the pay period. Many Regions and Laboratories have had this program for years. Recently, it has been implemented at Headquarters offices, where, as of February 1989, 39% of eligible employees are participating. The overall Agency participation in this popular program is 43%.



Leave Transfer

Under this program, employees may donate a portion of their annual leave to another employee who has a certifiable medical or family emergency. The program has been in effect about a year and several hundred recipients have received thousands of hours of donated leave.

Leave Bank

This Agencywide program, to be implemented in the fall of 1989, will allow employees to donate four, six or eight hours of annual leave per year to the Bank, thereby becoming "members." They may then apply to draw leave from the bank if they encounter a family or medical emergency and are faced with a leave without pay (LWOP) situation.

One-Stop Shopping

The Headquarters Human Resources Services Center (HRSC) has been a tremendous success. It is a one-stop location for information on all Headquarters personnel services, a place where employees can find the answer to nearly any human resources related question. Examples of services provided in the Service Center are career counseling, retirement counseling, training registration, and benefits assistance.



Employee Counseling and Assistance Program (ECAP)

Staffed by professional, certified counselors, the Headquarters Employee Counseling and Assistance Program provides help in stress management, crisis intervention, drug/alcohol abuse and other areas. ECAP has grown substantially in the five years it has been in operation. Last year ECAP served over 10% of EPA's population. That compares favorably with usage at other Government counseling centers. Employees at all EPA locations have access to Employee Assistance Programs, usually through cooperative agreements with other Federal agencies or with private agencies.

Wellness Programs

EPA is a leader among Federal agencies in providing Wellness Programs for employees, and has had active programs for years, both

in field offices (Regions and Labs) and at Headquarters. A complete Wellness Program includes a fully-equipped Health Unit; an Employee Counseling and Assistance Program; a well-equipped physical fitness facility (including aerobics and other classes and periodic fitness testing); and lectures, classes and seminars on nutrition and other health education issues. Wellness Programs have expanded dramatically in the past two years, especially in Laboratories and Regional Offices. An example is the brand new state-of-the-art facility in Philadelphia



Caregiving

As currently planned, this new program will provide a Caregiving Leave of Absence for an employee who must care for a child, parent or other blood relative with a serious health condition. It also includes maternity/paternity leave. The employee may use any combination of annual leave, compensatory time, and leave without pay. The special feature of this program is the guarantee of time off and job security.

Day Care Centers

We also lead the Federal government in providing child care assistance to employees. Our Headquarters office and more than half our Regional Offices have either an on-site or a nearby child care facility. These centers are open to children of all Federal employees; however,

in most instances EPA employees are guaranteed first priority. The Headquarters facility opened in September 1987 and now serves 75 children, 75% of whom have EPA parents.



Recognition

An important part of feeling good about what we do is being recognized for our performance. Last year EPA distributed 600 Honor Awards and \$6,100,000 in Monetary Awards. Some offices are experimenting with "On-The-Spot" cash awards, usually \$25 - \$100, as an instant reward for good performance. Informal awards, such as inscribed coffee cups and framed certificates are becoming quite popular. The Public Service Recognition Award, given for service to the community, is a new award.

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Performance Management and Recognition System (PMRS)

The current approach to rating, paying and rewarding supervisors and managers (PMRS) expires on September 30, 1989. Early in 1988, the U.S. Air Force proposed an OPM-sponsored demonstration project to test an alternative to PMRS. In late 1988, OPM tentatively selected the Air Force and EPA to serve as test Agencies for the new system,

with 2500 PMRSers participating from each Agency. Upon final approval of the project, EPA will help lead the way for the rest of the Federal government.

EPA's own experience and research indicates that the current PMRS system has a low level of confidence. For example: 55% of supervisors and managers do not think it works well; 78% of the written comments on PMRS were negative; 59% of all employees surveyed for the 1985 NAPA study disagreed or strongly disagreed that employees who deserve recognition or awards get them.

Under the proposed system, all managers who meet their yearly work objectives (no more critical job elements or performance standards!) progress through the pay range at the same pace. During a separate process, managers and supervisors can be nominated for special recognition -- a one-time payout of at least 5% of their salary. All managers are still eligible for special act or suggestion awards. "Performance Plus," as the new system is called, can combine efficiency, meaningful performance discussions, and recognition for significant managerial contributions into a comprehensive approach to performance management that makes sense.

Honor Awards

Each year at the Honor Awards Ceremony, the Administrator presents non-monetary awards, including gold and silver medals, to top performers in all areas, including management.

Presidential Rank Awards

Presidential Rank Awards are monetary awards which recognize superior performance by a member of the Senior Executive Service over an extended period of time. In 1988, 15 senior executives received these awards. The two types of awards are the Distinguished Senior Executive Award (the highest, with a cash award of \$20,000) and the Meritorious Senior Executive Award (with a cash award of \$10,000).

Lee M. Thomas Excellence in Management Award

The Lee M. Thomas Excellence in Management Award is awarded annually to a select group of managers included in the PMRS who embody the principles of good management. It is possible for an awardee to receive a combined total (PMRS cash award plus Excellence in

Management Award) of as much as 20% of base pay, and he or she must receive a combined amount of at least 10% of base pay.

Involvement and Participation

Employees should have a voice in decisions that affect them, and at EPA they do. Active involvement in the affairs of the Agency provides opportunities for professional and personal growth, and makes EPA a more desirable place to work. EPA encourages and supports employee involvement and participation in a variety of human resources programs and groups. There are several organizations that provide guidance to the Agency regarding human resource issues.

National Human Resources Council

The largest and best known of these groups is the National Human Resources Council, a management-supported advisory group, chartered in 1986, to "advise, consult and assist the Administrator, the Deputy Administrator and the Office of Human Resources Management, on ways to improve the management of human resources in the Agency and to strengthen communications regarding human resources management activities." The Council serves as a human resources change agent, providing impetus for human resource initiatives.

For example, last year the Council recommended that the Agency set an affirmative action goal of 52% for new hires in management and supervisory positions. The Agency has since adopted this goal, and Administrator Reilly reaffirmed it in his memo on Equal Employment Opportunity on May 12, 1989, and in his address to the Council in June.

Other initiatives include rotational assignment programs and innovative ways of recognizing employees' achievements. The Council has also been instrumental in establishing employee benefit programs, such as alternative work schedules and employee wellness programs.

Local Human Resources Councils

Largely as a result of the success of the National Human Resources Council, most Regional Offices, Laboratories and Headquarters offices have established their own Human Resources Councils. Local councils are involved in many projects on behalf of employees and their families. For example, the Cincinnati council organized an Employee Recognition Day, the Seattle council established a Day Care Center for the children of employees, and at Headquarters the

Office of Solid Waste and Emergency Response (OSWER) council promoted fund raising activities for Children's Hospital.



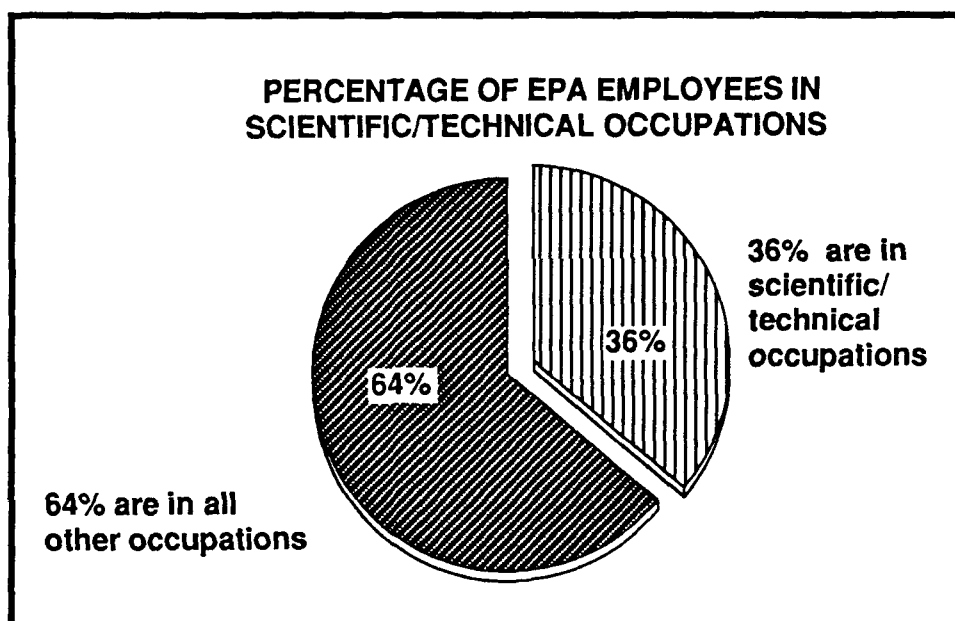
Employee Interest Groups

There are a number of employee interest groups: **Federally Employed Women (FEW); Blacks in Government (BIG); Women in Science and Engineering (WISE); the Hispanic Advisory Committee; and the Asian and Pacific Americans Advisory Group.** These groups provide a forum for discussion of issues specific to their constituencies and provide management with recommendations and support in the recruitment and retention of minority and women employees.

The **Secretarial Advisory Council (SAC)**, a subcommittee of the Federal Women's Program, advises management regarding ways to improve career growth and mobility for secretarial/clerical employees and also to improve productivity, recognition and morale for employees in this critical element of the Agency's workforce. SAC holds regular conferences and conducts workshops which promote the secretarial profession and provide opportunities for improving skills.

An exciting new program is the **Secretarial Career Management System (SCMS)**. A pilot program to implement SCMS is being sponsored jointly by SAC and the Office of Research and Development (ORD). Major objectives of the SCMS are to establish a formal training and development program and to define and communicate career opportunities for secretaries.

The **Scientific and Technical Careers Advisory Committee (SCI-TECH)**, whose chairperson sits on the Human Resources Council, is composed of eleven members from Laboratories, Regions and Headquarters. EPA is a scientific Agency, with 36% of our employees in scientific/technical positions, many of which are chronically hard-to-fill. Many more of our employees, almost 60% of the total, have scientific or technical backgrounds. Sci-Tech endeavors to make the Agency attractive to talented and creative people and to support them once they are on board. Sci-Tech has been instrumental in advancing policies to encourage employees to actively participate in professional scientific and technical associations, the sabbatical program, and the Distinguished Lecturer Series.



Labor/Employee Relations

Labor Relations/Employee Relations Workshops for supervisors and managers are available to assist them in dealing with Collective Bargaining, Negotiated Grievances, Unfair Labor Practices and other relevant topics. A comprehensive training manual will be available in the near future.

Employee Evaluation of Supervisors

Several Headquarters offices have instituted pilot programs in which employees evaluate their supervisors. All employees in OHRM, the Office of Information Resources Management, the Office of Health

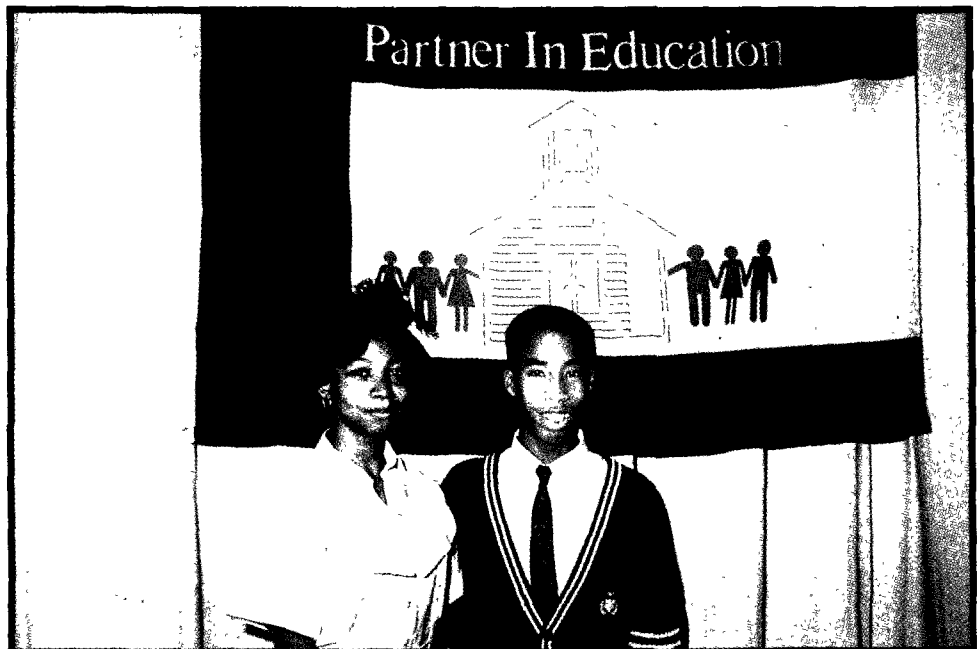
and Safety, the Contracts Management Division and the Program Operations Support Staff completed questionnaires of about 50 items that measured their supervisors' communication, leadership and administrative skills. The results have been returned to the evaluated supervisors, several of whom have shared and discussed the results with their staffs.

Partners in Education

The first school year for the EPA/Bertie Backus Partners in Education Program was a significant accomplishment. The program objectives were met and exceeded. They were: to stimulate students' study of mathematics and science at the high school level and beyond; to educate students about environmental issues impacting urban living; and to educate students about scientific/technical careers at EPA.

The Agency offered five programs at Backus this year, including a speakers' bureau, a science fair, a mentor program, field trips and Environment Day. Other components of the Partnership included a Youth Leadership Program, Student Summer Intern Program, Faculty Summer Employment Program, computer assistance, equipment loans, a recycling program and an invitation to share the Martin Luther King Day Celebration at EPA.

Approximately 200 EPA volunteers have participated in the Partnership this year by chaperoning field trips, giving speeches, judging science fairs, and mentoring with students.



Regional Partnerships

Next year, a new Office of Environmental Education will be established at EPA. We expect that this will lead to more Agency/school partnerships nationwide. Several Regional Offices are already very active in educational partnerships with the public schools. For example: they all participate in the President's Environmental Youth Awards program; Region I (Boston) has a seventeen-year history of involvement with the public schools; Region II (New York) volunteers are working with Far Rockaway High School in Queens to enrich the school's academic program as it pertains to environmental science; Region III (Philadelphia) is completing its third year of support for its adopted Abraham Lincoln High School, a magnet school for environmental science; and Region V (Chicago) is in its fifth year of service to its adopted Washington High School.

EPA Band and Chorus

The EPA band and chorus provide an opportunity for employees to share their talents while entertaining their colleagues. They perform regularly at Agency functions, such as Administrator Reilly's swearing-in ceremony which President Bush attended, and at other Agencies too. They even performed at one of President Bush's Inaugural Balls.



CONCLUSION

We've come a long way in recent years in improving the management of what is by far our most valuable resource: our people. Our recruitment, affirmative action and staff development programs are among the best in the Federal government and, in many instances, those in the private sector. The same can be said about our programs to select and develop our managers, and the Agency provides myriad opportunities for employee involvement and participation in matters that affect them.

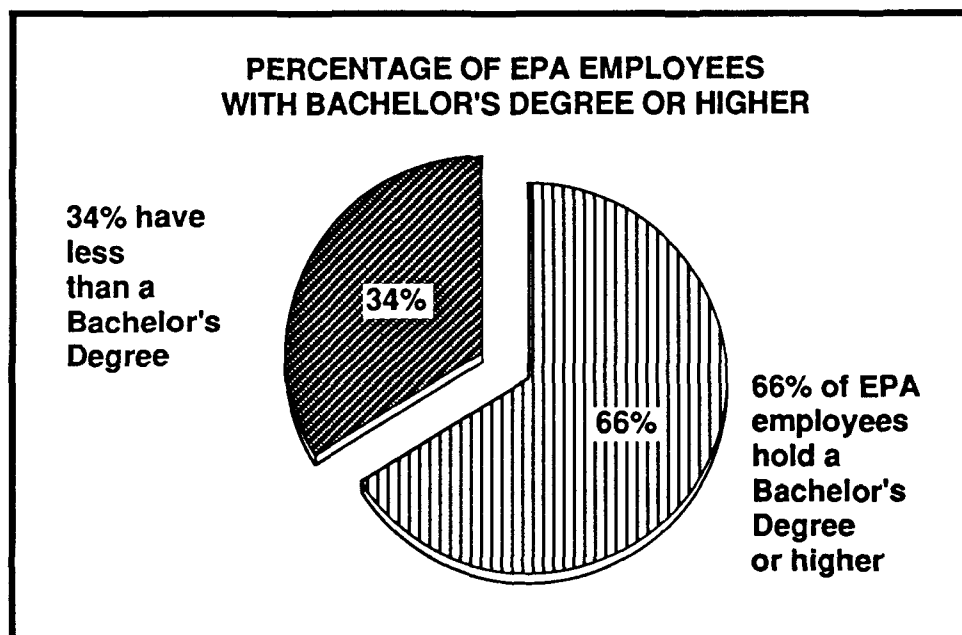
The programs and accomplishments described in this report reflect the effort and commitment of EPA to attaining and maintaining the best possible human resources programs. However, the task of attracting, developing and retaining the best and the brightest never ends. It is a continuing challenge but well worth the effort and we welcome it. We believe that motivated employees, provided with opportunities to develop to their full potential, will be more productive, happier, more personally fulfilled and that the work of such employees will accelerate the fulfillment of EPA's mission...the protection of human health and our beautiful environment.



EPA's People (A Snapshot)

EPA's 15,000 workers are slightly younger, with less government service than the average Federal employee, and very well-educated. One-third have come to the Agency within the last three years. The turnover rate is low compared to the Federal average.

	EPA	Federal Government
Average age	39	42
Average years Federal Service	11	13
Annual turnover rate	11%	19%
Eligible for Retirement	5%	11%
Bachelors Degree or higher	66%	32%

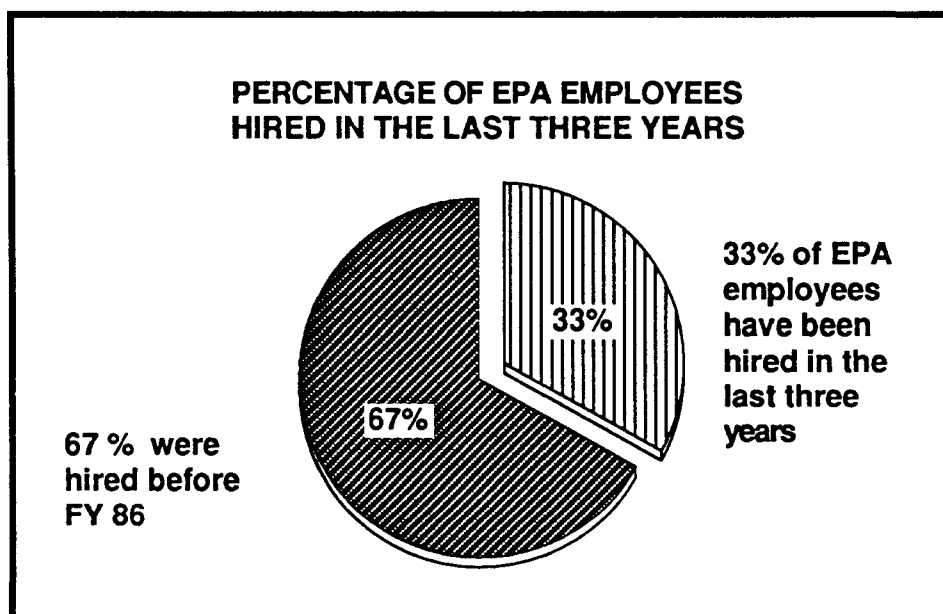


Meeting the Challenge

	EPA	Federal Government
Women	48%	42%
Men	52%	58%
Minorities	25%	27%

Other interesting facts about our employees:

- 65% of college graduates hold degrees in scientific/technical disciplines.
- 34% hold an advanced degree.
- 33% have come to EPA within the last three years



- 8 years is the average EPA tenure
- 9% have been with the Agency since its creation in December 1970.
- 26% of EPA's charter employees are still here.