United States
Environmental Protection
Agency

Office of Administration
and Resources Management
Washington, DC 20460

Office of Human Resources Management

EPA

Summary Report of Human Resources Planning Conference

Hunt Valley
November 27-29, 1984

SUMMARY REPORT

OF

HUMAN RESOURCES PLANNING CONFERENCE

Hunt Valley

November 1984

United States Environmental Protection Agency

Office of Human Resources Management

PREFACE

The Human Resources Council was created when the Office of Human Resources Management sponsored a Planning Conference in November, 1984, with representatives of all Assistant and Regional Administrators, and major laboratories. The enthusiasm and level of commitment demonstrated by the participants at the Conference exceeded our expectations.

The Deputy Administrator opened the Conference, presenting his vision for managing EPA's human resources over the next decade. Howard Messner, Assistant Administrator for Administration and Resources Management, stressed the importance of career systems and how critical it is for managers and employees to work in unison to shape the kind of workplace we all want EPA to be. John Adams, editor of Transforming Work, conducted a workshop on the essence of leadership, the characteristics of organizations capable of inspired performance and the implications for change in EPA.

A key element of the Conference was a series of ten showcase presentations which gave the attendees an opportunity to learn about innovative human resources programs in different EPA offices. The initiatives presented ranged from the establishment of a formal human resources organization in Region X to the effective use of a commercially available managerial development package in Region I.

So many organizations volunteered to make presentations that we had to conduct concurrent sessions, and not all participants were able to attend every presentation. This report contains a brief summary of each showcase with a name and number to contact for more information.

Our highlighting these specific projects is by no means an exclusive endorsement of one organizational approach or one specific program over another. What is important is that these presenters recognized certain needs in their organizations and took active steps toward meeting them. We look forward to a round of new and different showcase candidates for our next meeting, May 20-22, 1985.

The Planning Conference was an excellent beginning in the establishment of a strong national human resources network in EPA. We believe these summaries will enlighten you, raise your curiosity, and stimulate discussion. Please contact the Headquarters and Regional presenters for more information about their ideas and programs. Sharing their experiences can help you create human resources programs that will work in your organizations.

K. Kirke Harper
Director
Office of Human Resources Management

CONTENTS

CONTACT:
Cleo Spartin
HQ Workforce
Management Unit
382-3311

OFFICE OF HUMAN RESOURCES MANAGMENT

Workforce Management Unit

The Workforce Management Unit (WMU) has Agencywide responsibility for developing human resources strategies, plans and programs for all employees outside the Senior Executive Service. The staff is organized around three major functional areas: Organizational Development, Workforce Planning and Career Management.

Organizational Development Team

This team will serve as a catalyst for change in EPA by promoting an Agencywide philosophy which values people as our principal resource. In the long-term, they want to foster a sense of community in EPA which cuts across programmatic, organizational, and other boundaries which divide and constrain people. This will create a climate in which people strive for personal and professional excellence, see EPA as a career rather than just a job, and participate creatively in decisions affecting their work.

To accomplish this transformation, the team's near-term strategy is: to develop and disseminate human resource goals endorsed by top management throughout the Agency to every employee; to facilitate the exchange of information by establishing an effective communications network; to publish a variety of materials on human resource initiatives; and to advise organizations on team-building, improving their internal communications, quality and productivity.

This year, the team will work very closely with the members of the new EPA Human Resources Council to identify the barriers which exist to high-quality performance and job satisfaction, and will focus on areas of potential improvement in communications, performance management, employee involvement and productivity.

Workforce Planning Team

In the book, Megatrends, John Naisbitt titled one of his chapters "High Tech/High Touch". A workforce planning system is an example of using high technology so that each person in an organization will feel touched, will feel important, and will be considered as an individual contributing to the whole.

A workforce planning system implies a long-range effort which will result in having the right person in the right job in an organization. Use of such a system leads to greater efficiency with respect to workload, to better quality products or service, and to happier employees whose skills are being utilized.

The Workforce Planning Team will produce a strategy for such a system to be implemented at EPA. As part of this effort, the Team is examining methods now being used to forecast workload or define positions or people within EPA. They are also looking at trends in the Agency and assessing other systems, both computerized and non-computerized, currently being used by other Federal agencies for workforce planning.

Career Management Team

The Career Management team envisions a program that will help employees and managers better understand career development in the context of the Agency's environmental mission. Too often we recruit employees into jobs without giving them the necessary information to plan their careers. OHRM, in conjunction with program offices, will develop competency-based information (knowledges, skills, and abilities) on these jobs which will help in choosing among training, development, and work experiences needed.

A career management system will benefit both the Agency and individual employees by developing internal supplies of promotable talent. Increased attention to and concern for individual careers generates more organizational loyalty, and, therefore, lower employee turnover. Career management and planning encourages employees to tap more of their potential abilities because they have specific career goals. Career planning and management makes employees, managers, and the Human Resources and Personnel organizations aware of employee qualifications. With fewer dead-end situations and more growth opportunities, employees' needs for job satisfaction and recognition are more readily satisfied.

At the same time, the Team will continue to coordinate its efforts with the other teams in the WMU, so that career development will become an integral part of the ultimate workforce planning system. These efforts should enable supervisors and employees to create their own steps toward better career management.

CONTACT:
Dave Alexander
HQ SES & Executive
Resources Unit
382-3333

OFFICE OF HUMAN RESOURCES MANAGEMENT

Executive Resources

The SES and Executive Resources Staff's (SESERU) primary purpose is to develop a cohesive cadre of senior executives who are able to manage a variety of programs at different government levels and locations. The creation of this unit centralizes all personnel services, as well as training and development activities, for senior managers. In addition, the unit fosters development programs for other "fast-track, up-and-coming employees" such as SES Candidates and Presidential Management Interns -- our future leaders.

Here are several of the initiatives underway to improve SES services and programs:

- establishing a framework which would give the SES program sound conceptual grounding and would tie together the various component parts;
- reducing the time for processing personnel actions by simplifying and eliminating steps, by automating the process, and through the use of a talent bank to easily match executives and positions;
- issuing new RIF, pay, and sabbatical policies;
- continuing efforts begun in FY 1984 to strengthen the PMI program; and
- re-evaluating the current Individual Development Plan process to make it more useful.

The SESERU staff distributed a variety of materials for participants to take back and share with colleagues, including draft RIF, pay, sabbatical, and PMI policies, biographical profiles of current PMI's and SES candidates, and a sample PMI orientation program. Participants were also able to sign up for copies of the SES Developmental Activities Handbook.

CONTACT
William Waldrop
Region IV
FTS 257-3486

APPROACH TO WORKFORCE PLANNING

During the 1970's, EPA Region IV attracted a highly skilled workforce which largely met the varied requirements of operating a growing number of complex Federal environmental programs. The challenges of managing these programs remain, but the nature of those challenges placed upon the Region is changing. The delegation of EPA's early programs has resulted in reduced work to be performed in some areas and changes in the nature of work in others. Growth of three relatively new programs (Superfund, Underground Injection Control, and Resource Conservation and Recovery Act) have provided new workforce demands and resources. For three years, a hiring freeze was in effect and, with attrition, the Region IV permanent workforce declined in a random fashion by almost one-quarter.

When a 1982 reorganization resulted in the downgrading of some staff members in the two-grade interval series, the Region's number of GS-12's increased from about one-third to almost one-half of the total professional permanent full-time workforce. Shortly thereafter, in one of its periodic in-depth personnel management evaluations, the Office of Personnel Management (OPM) questioned this concentration of GS-12's, and Regional management initiated a study to determine what mix of grade levels and skills were needed to administer EPA programs in the Southeast.

This study provided an opportunity to consider how various forces had shaped the staffing of Region IV and to project how those forces would affect the Region in the future. After reviewing Headquarters' and Regional policies and guidance and interviewing Regional managers and staff from all EPA programs, the Study Team decided that four main factors would be used in planning the future Region IV workforce:

- Position Management Guidelines -- All staffing plans must meet minimum Office of Personnel Management and EPA requirements, as adapted for Region IV;

- Composition of Existing Workforce -- Existing staff represented the supply-side of the workforce equation. Comparing this to work requirements showed where and what kind of additional staff were needed;

- Work Requirements -- These constituted the demand side of the equation and served as the basis for all staffing plans; and

- Effect of State Program Delegations -- In looking to the future, this factor carried the greatest weight in determining work requirements and indicating what kind of staff will be needed.

The following conclusions were reached.

- Despite high attrition, Region IV has maintained a highly skilled and experienced workforce.

- The effects on staffing from state program delegations are substantial.

  - Region IV will increasingly be an organization of "experts". We will need a higher concentration of GS-12/13 technical professionals for overviewing state programs and providing assistance.

  - With delegations, the mid-level (GS-9/11) professional work will be almost solely performed by state agencies. In some programs, the effect on Region IV will be a surplus of GS-9/11's with low technical knowledge and a decreasing need for these positions.

- In the future, developing senior-level technical staff will be more difficult. With delegations and the need for overview, the need for entry-level positions is limited. Region IV must encourage IPA's and other forms of on-the-job training so that junior professionals can gain practical experience in administering programs.

- Skills of many GS-9/11's are becoming obsolete. In the short run, useful work is available in Superfund and the new programs which are not fully delegated. In the long-run, retraining or reassignments into administrative/ management positions may be needed.

- With fewer GS-9/11 positions available in the future, career paths of clerical employees and secretaries take on more importance. Organizing to provide greater responsibilities to these employees is probably needed. Using office automation to establish higher paying jobs should also be studied.

Region IV is now concluding an additional study on Environmental Protection Specialists in hopes of providing career opportunities for these employees. In addition, we have hired an Employee Development Specialist to create a career development program for the Region as a whole. Staffing plans are now in effect for all organizations.

CONTACT:
John Floeter
Region VI
FTS 729-2700

BRANCH CHIEF ROTATION EXPERIENCE

Rotating branch chiefs within the Management Division in Region VI was not an idea whose time had come. It took selling to top management; it took selling to the major participants; even some other individuals in the Management Division had apprehensions about it. It should be emphasized, however, that after the selling job, all the moves were completely voluntary.

The purposes of the rotation, and the greatest expected benefits, were to develop pure management capability and experience among the branch chiefs, to bring fresh approaches to long-term problems, and to enhance the appreciation of the jobs of other individuals. The best managers are not always those who manage in detail those programs they "grew up" with. Although these individuals may show remarkable productivity over a short time, especially at first-level supervisory levels, they may not appreciate broader goals of the organization, nor do they often learn the basic management skills that are necessary for career progression.

A number of things were done to prepare the individuals for the transition. First, a general knowledge of the goals and accomplishments of the other branches was gained from weekly staff meetings that cover all Management Division responsibilities. Second, the periodic meetings between the Deputy Director and all branch chiefs to discuss the design and implementation of the branch work plans provided more detail on day-to-day operations (including barriers and problems) of the other branches. Further, the participants held a series of meetings in which they determined logistical and other details about the rotation, i.e., length of stay, secretarial moves, filling section chief vacancies, and organizational changes. The incumbent chiefs also briefed their replacements.

There have been a number of tangible benefits to date, even though some of them were not anticipated. For instance, many section chiefs and senior staff members (those with most day-to-day contact with the branch chiefs) perked up to impress their new boss and, likewise, some of the new branch chiefs have perked up to impress the division director. In several cases, new branch chiefs and senior employees are focusing time and attention on problem aspects of their areas. "Customers" in other divisions, aware of the changes in the Management Division, are giving more and better feedback about services, again enabling improved service in specific areas.

In hindsight, there are some things which should have been considered that would have improved the transition, if not the eventual benefits. Specifically, areas which could have been explored are:

- providing advance training to individuals moving into new areas. The new Resources Management Branch Chief could have studied budget preparation and execution, the Grants Branch Chief, intergovernmental relations, etc. This would have provided both a theoretical basis and a knowledge of in-place procedures that would have augmented the general knowledge gained through the measures described above;

- requiring the Division Director to attend the preliminary meetings between the old and new branch chiefs. This was considered and discarded, because it seemed most important at the time to allow the participants to do things their way, to give them as much vested interest as possible. Although that may prove to be most conducive to managerial development in the long run, more intervention and direction by the Division Director at the time of transition would probably have effected a smoother transition and caused the least possible amount of interruption to the division's operation;

- re-examining experiences of personnel resulting from reassignment due to reorganizations in mid-81. Many individuals, including supervisors from the Enforcement Division, assumed supervisory or management responsibilities in other divisions (program and management) in that reorganization. The problems they faced then -- new and unfamiliar responsibilities, new employees, unfamiliarity with operating procedures in the new organizations -- were similar to the ones faced by the participants in this experiment. This existing base of knowledge should have been examined by the branch chiefs and the Division Director during the planning phase of this program;

- consulting other regions about similar experiences. This would have allowed anticipation of and planning for potential problems as described above; and

- creating more ceremony in connection with the reassignments. One difficulty in early implementation involved staff's uncertainty about whom they should go to with problems and for assistance. Especially with sticky situations or questions with complicated history, the natural tendency is to go to the most knowledgeable person -- the old chief -- blurring the lines of responsibility, stretching out an already difficult process, and producing conflict among the participants. More ceremony and firmer direction from the Division Director would probably have reduced this behavior.

It is still too early to assess the experiment; the trial period is one year.

CONTACT:
Andy Carlin
Region III
FTS 597-9372

EMPLOYEE DEVELOPMENT PROGRAM

In order for Region III employees to maintain a leadership role in the environmental field, management decided there needed to be more specific directions for employee development. Training is to be part of the overall plan to improve the knowledge, skills and abilities and promote personal growth of individual employees. Needs have been identified for each of four different categories of employees.

- Orientation and training for new employees - over 25% of the employees have been with Region III less than one year. New employees need to know the Agency's mission, and its rules and procedures. They need to learn any specific skills needed for their work assignments. And they need to feel somebody - a mentor - is supporting them.

- Clerical/secretarial/administrative personnel need basic skills and training on automated equipment with emphasis on training to help manage information.

- Experienced staff need to know the state-of-the-art in their own specialties. New skills need to be taught in order to ensure a pool of senior employees for possible leadership in other areas. All employees need to gain a general knowledge of EPA programs.

- Supervisors/managers need basic management skills, basic people skills, and a knowledge of EPA policies and programs.

The Region's research confirmed the need for long-term planning and additional time and budget to be committed to training on a continuing basis. To conserve travel money and get the most out of training dollars, the Region is contracting for on-site training, tapping skills of its own employees, other EPA employees, OPM employees and using video tapes.

Management is taking an active, systematic approach to training, including issuing policies and guidance. The Regional Administrator established an Employee Development Plan (EDP) as one of eight Regional priorities. Performance standards were developed for each Division Director/Office Head, and Individual Development Plans (IDP) were established as a part of each employee's performance standards.

Roles and responsibilities were also assigned. Division Directors/Office Heads are to:

- identify generic training needs;
- propose/implement EDP for Division/Office;
- recommend better employee development on Regional basis;
- ensure development of IDPs.

The Office of the Assistant Regional Administrator is to:

- assist Division Director/Office Head in identifying needs;
- review Employee Development Plans for cost effectiveness;
- develop management policies for better employee development (e.g., career path guidance, rotational assignments);
- facilitate scheduling of courses.

Schedules have been established and the following actions began in FY 85:

- identification of generic training needs;
- development of Individual Development Plans;
- orientation program for new employees;
- secretarial orientation program;
- re-establishment of Region III instructor cadre;
- training calendar;
- establishment of Human Resources Council (ARA chair);
- development of enforcement training program;
- Upward Mobility Program;
- monthly reviews with DRA.

Other actions planned for later in FY 85 include:

- options for rotational program for employees;
- inventory of employees interested in rotational assignments;
- giving consideration to a diversity of experience for merit promotion decisions;
- executive development programs;
- refining the Employee Development Program.

Among other ideas for future consideration are development of "typical" career paths for employees and a routine on-the-job training program for all new employees.

CONTACT:
Marylouise Uhlig
OPTS - 382-2906

HUMAN RESOURCES INITIATIVES

Management in the Office of Pesticides and Toxic Substances (OPTS) believes that individuals are the most important element to an organization's success. OPTS employees are the reason the office is able to shift gears frequently and meet short deadlines imposed by Congress and others. They believe that, regardless of the budget limitations, there are ways to improve morale and enhance employees' careers. OPTS has taken a number of initiatives, some at no additional cost to the office, which can be replicated or adapted for use in other offices.

The following list is an overview of many of these initiatives.

- Rotational assignments within the Office of Toxic Substances (OTS) are available for employees at the GS-12 to 14 level. They may nominate themselves for two to three month assignments in the front office.

- Bi-weekly newsletter published by OTS provides information about what the front office is doing and includes such items as substantive programmatic matters, budget, bills, rules, consent orders, key visitors.

- Team building efforts include off-site retreats and outside facilitators for general management and specific program issues. All levels of a team, including key secretaries, participate in programmatic retreats, and there is follow up on the action items.

- Any employee can call and schedule a one-on-one lunch with a top manager.

- Separate division meetings were set up by the Deputy Office Director to get suggestions for improvement. The suggestions were placed in four categories: general; communications; policies; and morale. Each special assistant followed through on one category and wrote a report. The recommendations are now being implemented.

- To stay current in scientific fields, one of the divisions schedules staff people to present papers twice a month. Sometimes an outside person is invited to be a presenter.

- Staff in one division maintain professional skills and spread the word about Federal job opportunities by serving as adjunct professors at local universities and doing research at medical schools or the National Institutes of Health.

- Employees are selected to participate in the Department of Commerce Science Fellows Program and work with Congress for 10 months.

- There are opportunities for 90-day sabbaticals to a local university. The organization also strongly encourages its scientists to participate in professional societies and publish scholarly papers.

- A memorial award recognizes an individual with a high commitment to scientific excellence and understanding of the public impact of toxicological science.

- Recommendations were made by a consultant on how to improve relationships between secretaries and professional staff.

- Courses are offered for employees at all levels in matrix management and how to run a meeting.

- In the Office of Toxic Substances, division directors meet weekly to share information. These are "principals only" meetings without the Office Director.

- A science seminar series is in place which uses outside authorities to discuss topics selected by employees.

- An orientation to the Toxic Substances Control Act is given for all new OPTS employees.

- The Office of Pesticide Programs is trying a developmental assignment to a Region for a headquarters person who knows the pesticide registration process.

- OPP is also helping the development of state and Regional people by arranging assignments for them to work in the EPA Beltsville Laboratory.

- The Director of the Office of Pesticide Programs holds "skip-level" meetings with branch chiefs, secretaries, etc. to surface problems in an open, direct way.

CONTACT:
Mark Hemry
Region IX
FTS 454-8016

THE INTERGOVERNMENTAL PERSONNEL PROGRAM

Region IX makes the greatest use of the Intergovernmental Personnel Act (IPA). 29 IPAs, or 36% of the Agency's total IPAs are in Region IX, where the program is viewed as a powerful career development tool for mid-level staff. The employees who accept IPA assignments usually agree to work for a state or local government for two years, after which they must return to their office for at least one year. Subsequently, there is the possibility of another two year assignment.

It is important to stress that careful attention is paid to the selection of people for IPAs. All opportunities are announced and responsibility for selection is shared with the requesting organization. In addition to developing employees, EPA sees the program's benefits as strengthening Federal and non-Federal management by involving and training state employees in the implementation of Federal policies and programs, and transferring new technologies and approaches for solving governmental problems. At the same time, the states believe IPAs are an excellent means for them to acquire professional help they could not afford because of their salary structure, and provide a way around budget problems and personnel freezes because IPAs do not appear on the rolls as employees.

The participants are positive about the program broadening their range of professional experience, describing assignments as intellectually stimulating and meaningful. They also say it increases sensitivity to the workings of state agencies and the relationship between Federal and State governments.

There are, however, some disincentives to their assignments. They include: no promotions unless the employee is in a career ladder; lack of performance appraisals (eliminating the opportunity for cash performance awards); uncertainty about the extent and nature of re-entry rights; and lack of communication with the Regional Office. Regarding the lack of communication, assignees say communication is virtually non-existent with their Federal managers regarding job guidance, career expectations and program changes. Assignees need more contact with the Regional Personnel Office regarding promotions, awards and performance evaluations.

After evaluating the program, Region IX is taking the following steps to rectify the problems:

- stressing the possibility for cash awards;
- establishing a Federal mentor system;
- clarifying re-entry procedures;
- improving communication; and
- improving orientation for IPAs.

Overall, the program has proved useful to the assignees, the Region and the state/local environmental institutions.

CONTACT:
Don Sadler or
Jim Guy - PMD
382-2997

MANAGEMENT EXCELLENCE INVENTORY

The U.S. Office of Personnel Management has spent several years researching the question of what constitutes a successful supervisor, manager, or executive in the Federal sector. Their research in a variety of agencies has led to the development of a model for management in the government. This model, called the Management Effectiveness Framework (MEF), clearly delineates the competencies and effectiveness characteristics being demonstrated by successful, effective incumbents in the three levels of management.

Each of the three management levels has different competencies and characteristics that are particularly important for success at that level. The research led to the defining of six generic competency areas and ten effectiveness characteristics.

The Competencies:

- Integrating Internal & External Issues
  - external awareness
  - interpretation
- Representing & Coordinating
  - representation
  - coordination
- Planning & Guiding
  - work unit planning
  - work unit guidance
- Money & Material Resources
  - budgeting
  - material resource administration
- Utilizing Human Resources
  - personnel management
  - supervision
- Reviewing Program Implementation and Results
  - work unit monitoring
  - program evaluation

The Effectiveness Characteristics:

Broad Perspective	Action Orientation
Strategic View	Results Focus
Environmental Sensitivity	Communication
Leadership	Interpersonal Sensitivity
Flexibility	Technical Competence

The Management Effectiveness Inventory (MEI) is an instrument developed to measure supervisors, managers, and executives against this model. The MEI consists of 115 behavioral statements that each respondent rates on a scale from 1-9 on how important that statement is to the level of management position currently occupied. Individuals rate themselves on their present proficiency in performing these tasks or behaviors. The individual's supervisor also answers the same questions about the subordinate's job and proficiency in it. The results can be computer-scored and returned to both parties for analysis and discussion. These computer printouts show both the strengths and developmental needs of the individual. When groups of people take the MEI, a wide variety of organizational data can be generated.

Potential benefits of using the MEF/MEI approach include:

- Career management planning;
  - individual
  - organization
- Career Development;
  - present job
  - understanding requirements of higher level positions
- Identification of appropriate training and development activities;
- Reinforcement of management as a second, complex career;
- Performance feedback;
- Determination of some selection factors for managerial positions;
- An Agency data base on our management cadre.

The MEF/MEI can be very helpful tools in understanding the managerial workforce, its strengths, needs, and the directions that it should be moving in the future. The general managerial principles, the focus on developing successful supervisors, and the personal and organizational analyses that are part of this system are all consistent with the goals of EPA in developing our management cadre to be as effective as possible.

CONTACT:
Eugene Viti
Region II
FTS 264-0016

NEW EMPLOYEE ORIENTATION PROGRAM

In April, 1984, Region II initiated a plan for a pilot new employee orientation program, after analyzing recent recruitment activity and ascertaining that 22% of the regional staff had been on board for less than six months. The goals were to orient new employees to the EPA organization and mission, improve morale (since rapid recruitment had not permitted keeping pace in such areas as work space and on-the-job training), advise employees of career development opportunities and improve the productivity of these new employees.

In planning the program it was decided to: (1) limit group size to thirty in order to promote dialogue; (2) ensure the involvement of top management by having them make presentations; and (3) make certain that each group be comprised of a representative cross section of new employees. The initial orientation consisted of two days devoted to the organization and mission of EPA and one day focused on personnel policies and practices.

In evaluating the pilot, new employees identified strengths and weaknesses. Among the strengths they identified were:

- an opportunity to meet senior management;
- knowledgable, well-prepared, professional speakers;
- presentations that were made especially interesting through the use of audiovisuals (e.g., "The Superfund Slide Show"); and
- an excellent overview of EPA.

Weaknesses included:

- the lack of a dialogue between speakers and audience;
- program length and schedule lapses;
- repetition of subject matter among speakers; and
- excessive technical detail.

On the basis of these first evaluations, the program was revised. There are now four half-day sessions. By eliminating technical detail and coordinating presentations (e.g., the Office of Regional Counsel's branch presentations are done in conjunction with program divisions, thereby eliminating duplicate introductory materials) it was possible to reduce the number of speakers. There is also strict adherence to the schedule.

Evaluations of the revised program confirm success in retaining the interest of most employees. However, two issues continue to surface: a limited number of employees continue to recommend separate programs for clerical and technical staff; and most speakers still fail to generate a dialogue with the new employees.

There have been six additional sessions to complete orientation for all employees hired during FY-84. The Region anticipates conducting future sessions quarterly, unless needed more frequently. The Region's goals were achieved in terms of focusing senior managers on the importance of our human resources and in nurturing new employees, improving morale, providing more information on their work environment, and exposing these employees to career development opportunities within the Region, Agency and states. Future analysis of the program will address the issue of improved productivity.

CONTACT:
Nora McGee
FTS 399-1233 or
Greg Kellogg
FTS 399-1240
Region X

REGIONAL HUMAN RESOURCES MANAGEMENT

Region X's response to the government trend of less money for jobs, benefits, promotions and salaries was to set up a new organization - the Human Resources Management Branch. The new Branch departs from tradition by combining the functions of personnel, employee development and civil rights. Its goals include convincing employees that managers care about them and want employees to feel they are an important part of the decision making process.

The Region can point to many accomplishments already made by the new Branch, including setting up a Management Council of which all 42 supervisors are members. The Council established policies on return/rotation, no-smoking and on where primary responsibility for coordination of Regional enforcement activities would be placed.

Although lack of money has been an inhibiting factor, other accomplishments are:

- beginning a Scientific Seminar Series;
- increased training in
  - Effective People Skills
  - Toxicology
  - Expert Witness Seminar (also given in many additional locations by a Region 10 attorney)
  - Statistics for the Personal Computer
  - Long-term training (self-nominating, competitive selection process);
- IPAs;
- PMIs;
- establishment of Performance Management Reform (through use of an evaluation tool and performance agreements); and
- creation of the Personnel Information series.

The goals for FY 85 that are currently being implemented are:

- improving Job Enhancement/Upward Bound;
  - encouraging professionalism
  - encouraging upward mobility positions
- establishing career paths;
- improving executive development;
- establishing environmental intern program;
- writing an experts policy;
- institutionalization of orientation program; and
- establishing a supervisory management skills development course.

CONTACT:
Nick Bollo
Region V
FTS-353-2026

LINKING AGENCY AND REGIONAL GOALS TO PERFORMANCE

The first impressions of a new personnel officer coming into the Regional Office were that the entire Region was in the throes of an extremely intense and immobilizing trauma of some kind. Environmental protection was on hold; his branch was virtually under seige; employees and supervisors were descending upon the personnel specialists with questions and problems; employee relations was the busiest place around. It was annual performance evaluation time!

The evolution of performance management in Region V, as in other places in EPA, had resulted in a process which, on the positive side, was taken very seriously by all involved, was administered carefully, and made a genuine attempt to quantify the work of the Region and measure individual performance accordingly. Unfortunately, the negative side of the coin was that the process itself had become mechanistic, paper-intensive, and stressed quantitative, rather than qualitative, measures. There was no real link between the environmental goals set forth in the Agency guidance and measured in the Administrator's accountability systems and the work performed by the employees as reflected in their performance agreements.

Acting as a catalyst in the process, the Assistant Regional Administrator for Planning and Management established a linkage by translating Agency guidance, in generic terms, into a five-part standard for use throughout the Region.

The five categories (elements) of work in the standard, and their weighting ranges are:

1. Develop Work Plans (10-15%)

   This places importance on a proactive approach, thinking about the future, and preparing plans well ahead of the operating year. Plans are derived from SPMS and ATS commitments in program areas.

2. Implement Work Plans (35-45%)

   Obviously, the meat of the work, and weighted accordingly.

3. Advice to the Regional Administrator/Others (5-10%)

   Varies in applicability across Regional positions, but was determined to be significant for evaluation purposes. Success here reflects professional knowledge, experience, communication ability.

4. Intergroup Relations (5-10%)

   Important in EPA and particularly in the Regional Office because of the interactive nature of our programs.

5. Resource and Work Management (10-20%)

   This encompasses the effective use of FTE's and fiscal resources, Human Resources Management, EEO, and Performance Management.

The system was developed by senior managers, reflects priorities and, when fully implemented, can be a positive morale factor for employees and supervisors. It takes the guess work, inequities, and a great deal of the subjectivity out of the process. It balances quantitative and qualitative measures, and parallels OPM's managerial standards.

CONTACT:
Georgianna Bishop
Region I
FTS 223-7215

ZENGER-MILLER TRAINING PROGRAM

In March, 1984 all Regional managers were asked to complete a questionnaire which highlighted suggested areas of supervisory training. The results of this questionnaire were used to develop a two year, mandatory, in-house training program for all managers.

Three supervisory training programs available through well known companies were reviewed, and the Supervision Program offered by Zenger-Miller was selected. The selection of the Zenger-Miller program provides a behavior-based training program that covers the basic skills used by supervisors on a daily basis. Zenger-Miller offers twenty-five supervisory topics that are directly applicable to our work force.

The overall quality of the training materials is impressive. They are easy to understand and not overly complicated to use. The video tapes portray managers with whom the Regional staff can identify, and the situational examples used are relevant. The program emphasizes the use of practice, with examples taken directly from the work place; rather than using case studies. For each topic, the managers are asked to learn three or four basic concepts. The sessions emphasize practicing these newly-learned basic concepts during the three hour-long training programs.

The training sessions emphasize the transfer of learned skills into the day-to-day work situation. Each classroom session dedicates a portion of time to discussing each manager's successes in transferring newly learned skills to the work place. The course materials reinforce this follow-up methodology by providing cue cards, which allow managers to review the key elements of the training as they need it in the future.

The Regional Training Officer attended the one-week Zenger-Miller training certification program in New York. The two-year training program began in Boston in October, 1984. Three hour-long sessions are held once a month and scheduled well in advance. At first there seemed to be some resistance on the part of some managers. After top management made its commitment to the program very clear, attendance reached 100%. Managers now look forward to the sessions. The program is designed to eventually have the training conducted by members of the Regional management team. The goal for 1985 will be to have six Regional managers trained so they can assist the training officer in continuing the program.

The Zenger-Miller program follows three basic principles: (1) The focus is on the problem or issue, not the person; (2) The emphasis is on maintaining everyone's self-confidence and basic self esteem; and (3) The goal is to have constructive supervisory/ employee relationships. Region I believes the program is a winner because of the combination of time flexibility, quality training materials, suitability to the needs of managers, and the transfer of learned skills to the workforce commitment.

TOWARD AN IDEAL WORK ENVIRONMENT

HUNT VALLEY PLANNING CONFERENCE

CHARACTERISTICS OF AN IDEAL WORK ENVIRONMENT AS IDENTIFIED BY HUNT VALLEY WORKING GROUPS	RELATED OHRM INITIATIVES OR HUMAN RESOURCES COUNCIL PILOT PROJECTS
1. Career Development ° opportunities for advancement ° active professional development ° mandatory management training for supervisors ° commitment to professional management corps ° work with people who have clear career paths ° lateral/backward moves don't have negative implications ° personal growth through hands-on developmental assignments	- Las Vegas pilot assessment of MEI - Ann Arbor Lab study-engineer retention - assumptions paper on Career Development - EPA Training Institute - OHRM Review of managerial development programs for the Agency (MEI, Atlanta Consulting, Zenger Miller, etc.) - Comptroller Intern Program - OHRM to complete job analysis study of one major scientific/technical occupation to identify competencies needed for advancement in non-managerial career path - OHRM/PMD work on managerial development including overall framework to address recruitment, selection, advancement - cross-program mobility concept paper - Secretarial Advisory Council, OHRM, PMD working on training/development needs
2. Rewards and Recognition ° appropriate reward structure ° Headquarters support of employee recognition ° peer recognition ° recognition of effort based on merit ° recognition of individual responsibility ° reward for behavior that is valued	- draft Agency Order on Membership in Professional Societies - identification of expert positions for possible participation in EPA University - Peer Review concept paper - effort to get support staff representation on EPA Awards Board
3. Participative Management ° employees can influence policy and program direction ° authority matches responsibility ° delegation of responsibility and authority to lower levels	- establishment of Scientific/Technical Careers Advisory Committee representing AAs, Regions, Labs to design specific Scientific/Technical career management system - Nat'l Academy of Public Administration (NAPA) values/attitudes surveys - work with Secretarial Advisory Council on communications needs, and requests for administrative/managerial training for support staff - exploring innovative ways to get employees' ideas and solutions to problems

CHARACTERISTICS OF AN IDEAL WORK ENVIRONMENT AS IDENTIFIED BY HUNT VALLEY WORKING GROUPS	RELATED OHRM INITIATIVES OR HUMAN RESOURCES COUNCIL PILOT PROJECTS
4. Interpersonal and Professional Competence	- see projects listed for "Career Development," and "Rewards and Recognition" - application of pilot training programs in OW, OPPE, OAQPS, Comptroller, others
5. Willingness to Take Risks	- review of potential new training programs for the Agency (Atlanta Consulting, Zenger-Miller, etc.) - see "Sense of Challenge", etc. below
6. Organizational/Environmental Influences ° space ° lighting ° telephones ° latest Computers	- early stages of investigation of impacts of office automation - Region III pilot checklist for human resource impacts of space planning
7. Sense of Challenge, Newness and Meaningful Work	- taping and showing of PBS In Search of Excellence programs - EPA Training Institute - cross-program mobility concept paper
8. Direct feedback, personal accountability, control of resources, and opportunity to use unique expertise	- performance mgt improvements(PMD) - draft Agency Order on Membership in professional societies - identification of Agency experts - publication of NAPA Reports - EPA Training Institute - Expert Witness Seminar
9. Team Spirit ° recognizes affiliation needs ° rewarding relationships w/others ° expressions of warmth and support ° joint problem solving rather than criticism & blaming ° morale-building activities	- draft Agency Order on membership in professional societies - OHRM work with offices who want to conduct or contract for team-building or organizational development interventions - PBS In Search of Excellence showings - NAPA Employee Surveys - new approaches to getting employees' ideas and solutions to problems

CHARACTERISTICS OF AN IDEAL WORK ENVIRONMENT AS IDENTIFIED BY HUNT VALLEY WORKING GROUPS	RELATED OHRM INITIATIVES OR HUMAN RESOURCES COUNCIL PILOT PROJECTS
10. Performance Management ° clearly written standard operating procedures ° constructive criticism on poor performance ° objective evaluation based on performance standards	- work with Personnel Management Div. to improve Performance Management System based on PMS survey, study - revised and updated Position Classification Handbook for Supervisors, in cooperation with PMD and as a basis for developing a dual career track system
11. Define mission, goals and objectives	- discussions of vision paper given at Hunt Valley - communication projects, i.e., EPA Times, Management Memo articles, regular Human Resources Factsheets - examination of Agency policy, guidance, directives for HR impacts - Lee Thomas' goals statement - improved orientation programs -- Region II, Headquarters
12. Planning Time - "Quiet Time" ° time to think and reflect ° supervisors counsel employees ° questions get answered ° time to get input together for plans	- advice and assistance to client offices concerning organizational health efforts
13. Personnel ° actions fair ° right people/right jobs/competent support staff ° flexible use of expert classification ° fewer management layers ° promotion of paperwork reduction activities ° more flexibility in defining jobs and monitoring compensation	- development of dual career track system, beginning with Job Analysis Study - seeking OPM approval for CSRA Demonstation project for a new staffing system for research positions - identification of expert positions - updated and revised Position Classification Handbook for Supervisors, in cooperation with PMD - Ann Arbor Study of engineer retention

EPA ORDER DRAFT

EPA HUMAN RESOURCES COUNCIL CHARTER

1. OBJECTIVE. This Council shall work to improve the management of human resources in the Environmental Protection Agency and to strengthen communications Agencywide regarding human resources management activities. The Council shall advise and assist the Office of Human Resources Management in developing effective policies, strategies and programs for career management, workforce planning and organizational development Agencywide.

2. FUNCTIONS. The Council is established to advise, consult with, and assist the Office of Human Resources Management by:

a. defining the role of human resources activities in supporting EPA's mission;

b. serving as an Agencywide early warning network to surface problems and issues;

c. generating innovative ideas and approaches to human resources problems;

d. providing a communications and mutual support network of Headquarters, Regional and field staff who are interested in and committed to human resources goals;

e. acting as a sounding board, reviewing and discussing proposed human resources initiatives for appropriateness and effectiveness;

f. acting as a catalyst in dealing with Agency managers, employee groups, and other organizations to improve human resources management; and

g. encouraging the establishment of coordinator positions, organizational units, or mini-councils in EPA organizations or geographic locations to involve more managers and employees in the activities of the Council.

3. COMPOSITION. Each Assistant Administrator, Regional Administrator, the General Counsel, and the Inspector General shall appoint one representative to the Human Resources Council. Headquarters offices with major field laboratory components shall assure that these field organizations are represented on the Council. Appointment to the Human Resources Council implies that the representative has the authority to act on behalf of his/her organization to carry out the activities of the Council. Each organization shall also appoint an alternate representative.

Approved: _____
Lee M. Thomas

Date: _____

HUMAN RESOURCES PLANNING CONFERENCE PARTICIPANTS

Hunt Valley November 27-29-1984

HEADQUARTERS

Alvin L. Alm
Deputy Administrator

Rob Cahill
Special Assistant
to the Deputy Administrator

Diane Bazzle, Director
Office of Executive Support
Office of the Administrator

Howard M. Messner
Assistant Administrator
for Administration and
Resources Management

Kenneth F. Dawsey
Deputy Director
Office of Administration
Office of Administration
and Resources Management

Anne Miller, Director
Special Programs and
Analysis Divison
Office of Federal Activities
Office of External Affairs

Gerald Yamada
Deputy General Counsel
Office of General Counsel

Sally Mansbach, Chief
Management Operations Branch
Office of Enforcement and
Compliance Monitoring

Roscoe R. Davis
Assistant Inspector General
for Management & Technical
Assessment
Office of Inspector General

John Beecher, Chief
Program Management Staff
Office of Policy, Planning
and Evaluation

Thomas Kelly, Chief
Program Evaluation Branch
Program Evaluation Division
Office of Policy, Planning & Evaluation

Dottie Pipkin, Program Analyst
Office of Policy, Budget and
Program Management
Office of Solid Waste & Emergency
Response

Daniel Yurman, Information Management
Specialist, Office of Policy, Budget
and Program Management
Office of Solid Waste & Emergency
Response

Charles Freed, Director
Manufacturers Operations Division
Office of Mobile Sources
Office of Air and Radiation

Marylouise Uhlig, Special Assistant
to the Deputy Assistant Administrator
Office of Pesticides & Toxic Substances

Robert L. Dixon, Director
Office of Health Research
Office of Research and Development

Robert Blanco, Director
Municipal Facilities Division
Office of Municipal Pollution Control
Office of Water

Penny Fenner-Crisp, Toxicologist
Office of Drinking Water
Office of Water

Jane Ephremides, Chief
Resource Management & Evaluation Branch
Office of Drinking Water
Office of Water

REGIONAL OFFICES

Paul G. Keough
Deputy Regional Administrator
Region I
Boston, Massachusetts

Georgianna Bishop
Personnel Management Specialist
Region I
Boston, Massachusetts

Kathleen Callahan
Deputy Assistant Regional
Administrator for Policy
Management
Region II
New York, New York

Stanley L. Laskowski
Deputy Regional Administrator
Region III
Philadelphia, Pennsylvania

Andrew P. Carlin, Chief
Personnel & Organization Branch
Region III
Philadelphia, Pennsylvania

Howard D. Zeller
Assistant Regional Administrator
for Policy & Management
Region IV
Atlanta, Georgia

Nicholas Bollo
Chief, Personnel Branch
Region V
Chicago, Illinois

John S. Floeter
Assistant Regional Administrator
for Management
Region VI
Dallas, Texas

William Rice
Deputy Regional Administrator
Region VII
Kansas City, Missouri

Delores Platt
Associate Assistant Regional
Administrator for Policy and
Management
Region VII
Kansas City, Missouri

Alexandra Smith
Deputy Regional Administrator
Region VIII
Denver, Colorado

John Spafford, Chief
Personnel & Organization Branch
Region IX
San Francisco, California

Nora McGee
Director, Management Division
Region X
Seattle, Washingto

Julie Hagenson
Acting Chief, Resources Management
Region X
Seattle, Washington

LABORATORIES

Michael Watkins
Personnel Officer
Office of Administration
Cincinnati, Ohio

William Frietsch
Acting Director
Program Operations Office
Industrial Environmental Research Laboratory
Cincinnati, Ohio

William Laxton
Director of Personnel
Office of Administration and Resources Management
Research Triangle Park, North Carolina

Arthur Sandoval
Chief
Personnel Operations Branch
Las Vegas, Nevada

PERSONNEL MANAGEMENT DIVISION

Clarence Hardy
Director

Donald Sadler, Chief
Program Assessment & Support Branch

James Guy
Program Assessment & Support Branch

Regina Solomon
Program Assessment & Support Branch

OFFICE OF HUMAN RESOURCES MANAGEMENT

K. Kirke Harper, Director
Pat Wade-Neal, Secretary

Kathleen Cook, Special Assistant to the Director

Workforcement Management Unit

F. Cleo Spartin, Director

Janice Berry, Secretary

Mary Lou Melley, Workforce Planning & Information Systems

Kenneth Cones, Workforce Planning & Information Systems

Elaine Newman, Organizational Development & Communications

John Alter, Organizational Development & Communications

Ken Wright, Career Development

Sandy Bembry, Career Development

SES and Executive Resources

David Alexander, Director

Peg Anthony, Executive Development Programs

Carolyn Scott, Executive Development

Linda Adams, Account Executive

Al Lepisto, Account Executive

Carol Crumby, Presidential Management Intern Program

GPO 914-904

EPA

OHRM/PM-224

United States
Environmental Protection
Agency
Washington, DC 20460

Official Business
Penalty for Private Use
$300

401 M Street, S.W.
Washington, DC 20460

401 M Street, S.W.
Washington, DC 20460